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OUT-of-SCHOOL LEARNING of TEACHER CANDIDATES' OPINIONS on THEIR EXPERIENCE¹

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Abstract

This study designed using the case study research method—a type of qualitative research—aims to enable prospective teachers to gain experience in out-of-school learning environments and to identify their views based on their first-hand experiences as both organizers and participants in out-of-school learning activities. The study involved 27 female and 17 male prospective teachers studying in the Mathematics, Primary Education, and Turkish Language Teaching departments of a public university in Türkiye. Data were collected via semi-structured interview forms and analyzed using content analysis. The analysis of the prospective teachers' views regarding the significance of out-of-school learning experiences resulted in the identification of nine themes: communication, organization, entrepreneurship, creativity, affective development, obstacles, teaching skills, thinking skills, and suggestions. An examination of the prospective teachers' views on out-of-school learning environments revealed that activities conducted in these settings positively contributed to the

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development of skills such as communication, organization, entrepreneurship, and creativity, as well as to their affective and professional development. The prospective teachers identified finding transportation/resources, securing financial support, and adverse weather conditions as factors that hinder or pose challenges to out-of-school learning activities.

Keywords: Out-of-School Learning, Teacher Candidate Opinions, Preservice Teachers, Case Study.

Öğretmen Adaylarının Okul Dışı Öğrenme Ortamları Deneyimlerine İlişkin Görüşleri

Öz

Öğretmen adaylarına okul dışı öğrenme ortamları konusunda deneyim edinmeleri ve öğretmen adaylarının, okul dışı öğrenme etkinliklerine düzenleyen ve katılımcı olarak ilk elden deneyimlerine yönelik görüşlerini belirlemeyi amaçlayan bu çalışma nitel araştırma yöntemlerinden durum çalışması araştırma deseninde tasarlanmıştır. Araştırmaya Türkiye'de bir devlet üniversitesinin matematik, sınıf ve Türkçe öğretmenliği bölümlerinde okuyan 27 kız ve 17 erkek öğretmen adayı katılmıştır. Veriler yarı yapılandırılmış görüşme formu ile toplanmış ve içerik analizi ile analiz edilmiştir. Öğretmen adaylarının okul dışı öğrenme deneyiminin anlamına ilişkin görüşlerinin analizi sonucunda iletişim, organizasyon, girişimcilik, yaratıcılık, duyuşsal gelişim, engeller, öğretim becerisi, düşünme becerisi ve öneriler olmak üzere 9 tema belirlenmiştir. Öğretmen adaylarının okul dışı öğrenme ortamlarına yönelik görüşleri incelendiğinde; okul dışı öğrenme ortamlarında yapılan etkinliklerin öğretmen adaylarının iletişim, organizasyon, girişimcilik, yaratıcılık gibi beceri gelişimleri ile duyuşsal gelişimleri ve mesleki gelişimleri üzerinde olumlu yönde katkısı olduğu belirlenmiştir. Öğretmen adayları okul dışı öğrenme etkinliklerini engelleyici ve zorlayıcı unsurlar olarak; araç bulma, ekonomik destek, olumsuz hava koşullarını belirtmişlerdir.

Anahtar Kelimeler: Okul Dışı Öğrenme, Öğretmen Adayı Görüşleri, Öğretmen Adayları, Durum Çalışması.

INTRODUCTION

The importance of the concept of learning is based on a simple fact. We acquire most of the knowledge, skills, attitudes and behaviors we need to survive by learning. We learn how to behave, how to work, how to think, and even how to learn all these indirectly or directly (Yıldırım, 1998). If the interaction of a

person with his/her environment leads to an intellectual, affective or behavioral change, one can talk about learning. The person who learns something new is now definitely different from the previous one. With new learning, a person's capacity develops; s/he becomes able to do something that s/he could not do before. In a broader sense, as a result of learning, the individual attaches a new meaning to the universe s/he is in and redefines his/her position. (Özden, 2003). A person's learning ability allows him/her a constant change in his/her way of life. Therefore, civilized societies regard education systems as an important national issue and constantly strive to develop better teaching methods (Cüceloğlu, 1991).

Since learning is affected by cognitive, affective and social factors, it is important how learners think, feel and act. In this case, learners should not be just viewers and consumers. Although learning is often associated with school, it actually continues throughout life. As a matter of fact, we get a very small part of the information we need to survive from school, and to a large extent, we learn from our experiences (Yıldırım, 1998). Based on the fact that education or learning is not limited to school today, the development of comprehensive extracurricular activities has become an important feature of modern education.

Out-of-school activities are part of learning that extend the scope of the curriculum and include direct learning experiences. Provided that it is planned on the basis of educational programs and achievements (Şimşek & Kaymakçı, 2015), teaching practices outside the school are another form of teaching (Türe, 2022). Learning out-of-the-school is not a goal, but a tool providing a learning framework that uses the environment and community, develops learning capacity, and provides various experiences to children and young people.

Out-of-school experiences differ from those that occur with traditional teaching methods, as children and young people can be encouraged to use a wider range of social skills, such as leadership and teamwork. Indeed, evidence suggests that out-of-school learning can help increase achievement and improve positive behavior in the school (Educating Adventures, 2022a). With learning experiences taking place outside the school, when students put what they theorized behind the desk into practice in the “actual world”, a learning experience enhancing learning and supporting personal and social development emerges (Larsen et al., 2017) in other words, “experiential” or “authentic” learning takes place (Claiborne et al., 2020).

Since out-of-school learning includes educational activities done outside the school, it can also be described as out-of-class learning, outdoor learning or field trip in the literature. Teaching out of school can help teachers see the world and environment through students' eyes and teach some courses to students better (Claiborne et al., 2020). Educational outcomes of these activities focus on the following five areas (Behrendt & Franklin, 2014):

- Developing social and personal skills
- Developing observation and perception skills
- Adding relevance and meaning to learning
- Providing first-hand real-world experiences
- Increasing intrinsic motivation and interest in the subject

Out-of-school learning encourages children and young people to participate in aesthetic, physical, affective and cognitive experiences as part of their learning. Moreover, learning in a less structured environment can provide a more relaxing learning experience for many students (Bozkurt, 2021). Studies indicate that outdoor learning offers some health benefits for student, by increasing the use of green space or “green exercise” and their physical activity levels (Learning and Teaching Scotland 2010), and that outdoor learning experiences also offer some personal benefits for communication, problem solving, information technologies, collaboration, and learning skills (Learning and Teaching Scotland, 2010). In addition, outdoor activities can be an opportunity for students to explore the nature in reality (Henriksson, 2018) and it can be very useful in courses related to both natural and social sciences (Tal, 2012; Topçu, 2017; Torun, 2021; Yıldırım, 2020).

In some studies, it has come out that organizing a school trip or out-of-class learning activity may seem more costly for teachers than it actually is in many respects (Educating Adventures, 2022b), and that teachers do not have enough information about the necessary procedures before visits to out-of-school environments (Başak, 2021). In addition, it has been concluded that teachers' attitudes towards out-of-school learning and their awareness of out-of-school learning are important, and that teachers' lack of self-confidence and lack of experience in out-of-school learning appear to be a reason for avoiding out-of-school learning (Henriksson, 2018). In order for teachers to have a more positive approach towards out-of-school learning, it is important that they take courses, and experience out-of-school learning when they were teacher candidates. Accordingly, in this research, it was thought that it would be useful to reveal the opinions of teacher candidates who took the out-of-school

learning course about the knowledge they gained during this course and the experiences they had.

Within the scope of the research, various out-of-school learning activities were organized in Konya and Ereğli at locations associated with education, history, science, and social life. The study is expected to contribute both to the literature on out-of-school learning and to the experiences gained by the students. Furthermore, these activities are anticipated to help students develop a positive perspective on out-of-school learning, as well as acquire knowledge and improve their skills regarding the planning and implementation of professional activities. The aim of this research is to enable pre-service teachers to gain experience in out-of-school learning environments and to determine their views on these experiences. The research questions formulated for this purpose are as follows:

- (1) What are the students' views regarding out-of-school learning activities?
- (2) How do out-of-school learning activities contribute to the students' skill development?
- (3) What are the contributions of out-of-school learning environments to the teaching profession?

METHOD

This study, which aims to reveal the views of prospective teachers regarding out-of-school learning environments, adopts the case study design—a qualitative research method. A case study is a scientific research method used when a phenomenon requires in-depth examination (Büyüköztürk, 2022). As this study aims to identify the experiences prospective teachers gain while organizing and participating in out-of-school learning activities, as well as their views on these experiences, it is classified as a case study.

Participants

This study was conducted within the scope of an elective course titled "Out-of-School Learning Environments" offered at a public university in Türkiye. Forty-six pre-service teachers—enrolled in the second and third years of the Turkish Language Teaching, Mathematics Teaching, and Primary Education departments and having voluntarily selected the course—participated in this elective. However, a total of 44 students—27 female and 17 male—voluntarily participated in the study. Of the participants, 27 were studying Turkish Language

Teaching, 15 were in Primary Education, and 2 were in Mathematics Teaching. Two students did not wish to be included in the data collection process. No negative consequences were imposed on the students who declined to participate in the data collection process. The participants were selected using the purposive sampling method, which enables the acquisition of in-depth information regarding the topics under investigation (Balçı, 2004).

Data Collection Tool & Data Collection

In this study, a semi-structured interview form was used as the data collection tool. Semi-structured interviewing is one of the most effective methods for gathering information about participants' experiences, emotions, thoughts, and attitudes (Yıldırım & Şimşek, 2013). Based on a literature review and expert opinions, a draft semi-structured interview form consisting of 12 questions was prepared. Subsequently, the researchers consulted three experts from two different departments specializing in out-of-school learning environments to obtain their feedback. Necessary revisions were made to the form in light of the experts' opinions. A pilot study was conducted with 10 pre-service teachers who were not included in the main study, resulting in the creation of the final form, which consisted of 9 questions.

The research data were collected at the end of the 2021–2022 academic year fall semester using the semi-structured interview form, which was prepared as a Google Form.

Data Analysis

The content analysis, one of the qualitative analysis methods, was used in the analysis of the data. The basic process in content analysis is to gather similar data taking certain concepts and themes into account, and to organize and interpret them in a way that the reader can understand (Yıldırım & Şimşek, 2013). In the analysis, first of all, the data were reviewed in detail and appropriate codes were created. Later on, the categories were created considering the common or different features among the codes.

Sub-themes and themes were determined based on the codes. In order to ensure validity, direct quotations were included in the research as well. Thinking that direct quotations would not be ethical, instead of using their real names, they were coded as TC1 (teacher candidate 1), TC2, TC3... In order to increase the reliability, the data were analyzed by both researchers and the findings were compared. The process of coding and deciding on the appropriate categories and themes was done, cooperatively, by both researchers. The necessary corrections were completed by discussing the “consensus” and “disagreement” between the

researchers and Miles and Huberman's (1994) formula, $\text{Consensus/Agreement} + \text{Disagreement} \times 100$, was used to calculate the reliability. Accordingly, the reliability of the study was determined as 91.8.

Out of School Learning Activities

This research was done with the participation of students from classroom teaching, Turkish teaching and mathematics teaching departments who voluntarily registered out-of-school learning course. First of all, the researchers informed the participants, for two weeks, about the type and purpose of the activity, course outcomes, things to consider during the activities, trip plans, permissions, things to be done, paperwork, transportation, sponsor support, out-of-school teaching environments that can be used in the course. Taking their departments into account, groups of 4-6 people were formed. Each week, out-of-school learning activities were designed and implemented by a group of teacher candidates, covering the acquisitions (knowledge, skills, values) of the courses they will teach when they start the profession. The researchers guided the groups organizing every stage of the activities, from planning to evaluation. However, all other arrangements like planning, doing the event, evaluation, transportation, catering, gifts, sports equipment, artists, meals, etc. were done by group members organizing the event.

The first event was held in Konya Mevlana Museum due to its historical and cultural importance. The group members organizing the event prepared some activities about the museum. They informed their friends about the scientific and literary characteristics of Mevlana himself, his works, and the historical places in the area. They also handed the worksheets out they prepared to their friends in order to attract attention to the artifacts in the museum and asked them to fill the worksheets in.

In order to draw attention to the role of the science center in education, the second visit was to Konya science Center. Sultans of Science, Our Body, Our World, Our Universe, New Horizons, Basic Steps galleries and workshops in the NanoFest area were visited with the help of guides. The group members discussed the importance of science in our lives, the functions of science centers and their contribution to education. After the activity, the participants filled the worksheets prepared by the group members in, again.

The third activity was held in Ereğli Vasfiye Ergin Nursing Home in order to understand human life holistically, to acquire basic human values, to ensure intergenerational integration, and to have a good time with elderly people. During the visit to the nursing home, the participants listened to the life stories of the

elderly, gave them various gifts, recited poems and sang folk songs to the accompaniment of saz. They brainstormed what could be done to spend time more efficiently and to improve the living conditions of the elderly. In addition, the participants wrote essays on the life cycle of people.

As part of the fourth activity, participants visited the historic school campus, which has served successively as the İvriz Village Institute, the İvriz Anatolian Teacher Training High School, and—currently—the İvriz Social Sciences High School. The school principal introduced the school, gave information about the historical development and current status of the school, and talked about the importance of the school in terms of reflecting the developments in education during the republican period. Afterwards, the group members went to the area where the İvriz Rock Monument is located and gave information about the historical background of it. The participants formed a mind map reflecting the places, feelings, thoughts, and the information they got during the activity considering the figures of the İvriz Rock Monument.

The fifth event was held at a village school called Aziziye Aysana Özkoçak Primary School. The day of the event coincided with the Teachers' Day on November 24, and during the event, it was emphasized that teaching is a sacred profession and done in all kinds of environments. The teachers were treated to Roses and Turkish delight. Teachers and teacher candidates played various games such as sack race, darts, volleyball, basketball, musical chairs, face painting, golf, badminton, tug-of-war, and there was also a clown show. The participants handed out some pencil sets to the students. They also wrote texts, poems and drew pictures etc., describing the event that most affected them during the event.

The sixth event was held at the Ereğli Museum, located in downtown Ereğli and had artifacts from various periods. The curator informed us about the artifacts in the museum. The participants exchanged ideas on how museum education can be done in primary and secondary school Turkish courses, and how they can be associated with courses. In the second stage of the event, the participants went to the Rüstem Pasha Caravanserai, from the Ottoman period, located in downtown Ereğli. The participants were informed about the architectural features of the caravanserai, its purposes of use (currently serving as the national library), Rüstem Pasha, who had the caravanserai built, and the conditions of the period. The group members asked the participants to fill the worksheets in they had prepared about the artifacts in the museum and the caravanserai.

As the seventh activity, AFAD teams informed the students about disaster awareness and did fire drills. In the eighth event, the students planted saplings in the school garden on 11.11.2021. In the ninth event, since the weather conditions

were not suitable, virtual museum visits, synchronous or asynchronous broadcasts of various national parks in the world were done. For each of the activities the participants were asked to write articles, poems, pictures, compositions, and make posters or mind maps.

Ethical Considerations

The researcher declares that he carried out the study by adhering to the ethical rules that must be followed in human experiments as stated in the Helsinki Declaration of 2013. Furthermore, this study was conducted in accordance with the approval of the Selcuk University Faculty of Letters Scientific Ethics Review Committee, numbered 2022/17.

FINDINGS

This part has the findings of the research and the opinions of teacher candidates on their out-of-school learning experiences. As a result of the analysis, 9 themes called “communication”, “organization”, “entrepreneurship”, “creativity”, “affective development”, “obstacles”, “teaching skills”, “thinking skills” and “recommendations” have emerged. The opinions of pre-service teachers about the contribution of activities in out-of-school learning environments to their skill development are given in Table 1.

Table 1

Effects of the activities done during out-of-school learning environments course on the skills development of teacher candidates

Theme	Sub-theme	Student Statements
Communication	Contacting	... I had the opportunity to easily communicate with people from different ages and groups in the places I went to for the event (museum, science center, village ...) and witness their lives. TC 10
	Self-expression	It helped me express myself better. It has become easier for me to communicate with people easily. TC 26
	Listening	I learned to listen to people better TC 40
	Empathy	Since we learned to think like others, it had positive effects on our communication TC 39
	Socialization	It has improved our social relations. It allowed us to meet new friends TC 27
Organization	The target audience	I got an idea about which activities to do for which age groups TC 42
	Needs analysis	I learned what attracted people's attention, what to do about it, what to pay attention to. TC 13
	Planning	When I started to prepare one, I realized that it is necessary to think carefully about every detail. TC 38

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Entrepreneurship	Making an organization	Activities in out-of-school learning environments have had a very positive impact on our organizational skills... TC18.
	Teamwork	First, it taught me what teamwork is. We talked to our teammates first, listened to each other, and talked to other people while organizing... TC 2.
	Being active-sociable	While planning the event, thinking about how to do it, generating ideas, exchanging ideas with people, and being in contact with people at the events we went to, increased my entrepreneurial skills and made me a more active person TC 23.
	Perseverance - persistence	This course taught me to use all the possibilities, not to be discouraged, and to strive to realize an idea. TC 32.
	Building self-confidence	I'm a shy person. While planning an event, I think that my self-confidence increases by communicating with people who are older or younger than me. As for the teaching profession, it was a great contribution to me as I should not be shy. TC 14
	Innovative outlook	While planning the activities, I realized that the teaching profession should actually get rid of traditional methods and take into account the needs of the age and individuals, as well as the modern educational models all over the world, and shape our teaching and education accordingly. TC 10
	Risk taking	It taught me to take risks and stick to them. TC 13.
	Prediction	I need to consider possible risks. TC 24
	Fluency	At the museum, I got an idea: "Leave a work on the world". This idea opened my horizons. We are not creative at all, nowadays. We are passive in our most creative age for reasons such as academic pursuits, work, retirement etc. ... TC 17
	Elaboration	In these activities we prepared gifts for children, by paying attention to their age groups. I think it returns me well as we design activities that require dexterity and creativity. TC 10
Creativity	Flexibility	It definitely increased my thinking ability. It has contributed positively to our thinking about how we can produce something different in the most difficult times. TC 12
	Originality	...For example, planting and traveling activities can be used together. You can go to a place in need of forestation, and students can do forestation there. TC 11

Considering Table 1, teacher candidates state that their communication skills have improved. They stated that they have learned how to communicate with people of different ages and backgrounds thanks to the out-of-school learning activities; they met different people and became more socialized. Out-of-school learning activities have contributed to the development of their communication skills, which are also necessary in terms of teaching, such as expressing themselves, speaking in front of the community, persuading, being open to criticism, empathizing, and active listening.

Additionally, it has been found that the teacher candidates' out-of-school learning activities have improved their organizational skills. They also stated that

they gained some skills such as recognizing the target audience and taking their needs into account while making an organization and planning an event down to the smallest detail. They shared the work among their teammates during the organization and that they did the activities through teamwork.

It is concluded that out-of-school learning environments improve the entrepreneurial skills of teacher candidates, too. They also contribute to the development of teacher candidates' characteristics of being active-sociable, persevering-persisting and cooperating. It can be concluded that with these activities, teacher candidates have an innovative perspective, gain self-confidence, and develop entrepreneurial characteristics such as taking risks and predicting the future.

It can also be thought that the activities carried out in out-of-school learning environments course have contributed to the creativity of teacher candidates. They stated that they developed different ideas thanks to the activities, detailed all the stages from planning to implementation, gained flexibility in finding different solutions when faced with different situations, and developed original ideas in designing activities based on their experiences and observations.

Table 2

Effects of the activities done during out-of-school learning environments course on the affective development of teacher candidates

Theme	Sub-theme	Student Statements
Affective development	Satisfaction	We had a lot of fun activities, especially our visits to our elderly people and the village school event made me very emotional. It was very pleasing to see the happiness on their faces and to see them having fun. After these activities, I want to be a teacher to students who do not have the opportunity. TC 32
	Excitement	It was usually exciting and enjoyable because we discovered new things. TC 8
	Motivation	Because, the innocent look in the eyes of the children in the village schools we went to reflected their gratitude. Therefore, I would like to state that I was very impressed while doing this activity, and this event added a lot to me. TC 10
	Feeling valued	When the event ended and my friends were happy and satisfied, I felt proud and happy. There were times when I found myself in the activities of my friends and felt like a human being. For example, a visit to a nursing home and a village school activity are examples of these. TC 25
	Curiosity	It caused me to act with curiosity like children. TC 37

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Discovering something new	I felt just like an explorer. I was fascinated by witnessing new things at each event. It was as if I was discovering everything I saw and witnessed. Especially in the activities with intense mobility, this feeling was heightened. TC 11
Complicated feelings	While doing the activity, I experienced many emotions at the same time. I was excited, my self-confidence increased, I was sad, sometimes I despaired, I was happy, I had fun. TC 23
Sadness	The nursing home activity, especially, made me very emotional. TC 8
Anxiety	We also worried about whether our friends would like our event or if it would turn out as we planned. TC 42
Getting rid of anxiety	I was a little excited before doing the event. I was wondering if there would be any problems. Later, I overcame this excitement by talking to my group mates. I was very happy during the event. TC 9

Taking Table 2 into account, it is obvious that the activities create different emotional states in teacher candidates. Almost all of the teacher candidates described the activities as pleasing, fun and exciting. It has been found that active participation in the activities and doing work for the benefit of the society cause teacher candidates to feel valuable and motivate them to start their profession. It can be thought that the participants' encounters with different situations in their learning environments increase their curiosity and make them feel like explorers. The teacher candidates stated that they experienced different emotions such as happiness, hopelessness, excitement and anxiety during the activities. They also stated that they were worried before the activities, but they overcame their anxiety in time.

Table 3
The obstacles that teacher candidates experience during out-of-school learning environments course

Theme	Sub-theme	Student Statements
Obstacles	Transportation	We had trouble finding a vehicle. But after a short while we got it done. TC 38
	Technical issues	While doing the activity, we faced some obstacles. At times, we could not put what we had in mind into practice. We tried to find new solutions instead. TC 21
	Weather conditions	We encountered unwanted weather conditions during our event. TC 29
	Economic problems	The only thing that challenged us was finding sponsors. TC 35
	Ambiguity	Not being able to determine the problems in advance was one of the situations that put us in an awkward situation. TC 31.
	The difficulty of determining an activity	I had a little difficulty in finding the right event. Apart from that, we progressed quite nicely. TC19

Fatigue	First of all, we had to gather in one place and work with friends to prepare gifts for children. Going to the youth center was obviously tiring for me, but when we distributed the gifts to the children, there was no trace of tiredness when we saw the happiness in the children's faces. TC 10
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Considering Table 3, it is clear that many external and internal factors affect teacher candidates while organizing out-of-school learning activities. Some of the external factors can be listed as finding the necessary vehicle for transportation, technical problems that arise from time to time, ambiguities, undesirable weather conditions, and some obstacles such as the difficulty of determining the right activity and the fatigue they experience during the activity.

Table 4

Effects of the activities done during out-of-school learning environments course on the professional development of teacher candidates

Theme	Sub-theme	Student Statements
Teaching skills	Attracting attention	I learned how to draw children's attention to the course. TC13
	Planning and implementing an event	While planning an organization, we learned what to do from the beginning to the end. TC 31
	Ensuring permanent learning	I will ensure learning to be more permanent. TC 20
	Making learning easier	I think that such activities develop students and enable them to learn more easily... So organizing these activities in this course can be an exercise for me. I think I will not have any difficulties as I know how to plan and organize an event in the future. TC 23
	Student-centered	I will plan my activities according to the needs and interests of the students. We learned practically how to do the activities in the correct way. This will be helpful for me when I become a teacher. TC 35
	Developing a positive attitude for the course	I learned how to make children learn effectively, how to like the lesson and the school. TC13
Thinking skills	Learning by experience	What I learned in this course taught me that everything is a part of education and it can be done anywhere, even in the most challenging conditions. I believe that this course contributed a lot to me to be a good teacher since learning by experience will provide permanent learning for children. TC 25
	Innovative outlook	I realized that education can be done everywhere, not just in the classrooms. I want to create this awareness in my students... TC 38
	Multidimensional thinking	When planning, there should always be alternative plans. TC 37
	Scientific thinking	I have developed my scientific thinking as well as an understanding of art. The artifacts there are arranged in chronological order and

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	have the characteristics of the period. For instance, information about the Neolithic age and the biface are exhibited in the same section. This is “systematicity”, one of the most important characteristics of science. TC17
Change of mentality	Now, I know that nothing is impossible. With intention, one can work out many issues. TC 25
Getting experience	It taught me what to think about, how to act and how to make students active when making a plan for my students in the future...TC 41

Taking Table 4 into account, it is obvious that the activities done in the out-of-school learning course triggered a change in thinking skills of teacher candidates. The activities help the participants to improve their skills such as planning and doing activities, how they will attract student attention to the course and how they will gain a positive attitude towards the course, student-centered teaching for permanent and easy learning, and learning by experience. The teacher candidates stated that they internalized the idea that education could be done in any environment as well as the classroom, as a result of the activities. They also improved their scientific thinking skills, and gained the ability to think multidimensionally about possible situations, and learned how to transfer their experiences to their students.

Table 5
 Suggestions of teacher candidates about the activities done during out-of-school learning environments course

Theme	Sub-theme	Student Statements
Suggestions	Student participation	In order for the event to be more effective, all participants should actively participate in the event. TC26
	Student centered	Activities should attract student attention and should not be boring. If this can be ensured, students make the most benefit. TC 3
	Should have a realistic and detailed activity plan	In order to benefit from the activities, the activity plan must be prepared in a realistic and detailed way at the very beginning...During the activity, it should be emphasized that students gain first-hand experience. Assignments or homework assigned after the activity should make the learning permanent and help students remember what they have learned. TC 18
	Should include more activities	Since it is considered a waste of time, there are not enough activities and trips at schools and they are not thought to be important. I think that the experiences in out-of-school environments course are more memorable, therefore, such activities should be done more frequently. TC 23

The importance of activities should be explained	Everyone should be informed about the importance of these events. School administrations should ensure that students visit such environments. TC 32
An alternative plan	First of all, I think that plans for each week should be ready for this course, which shows us that teaching can be done not only at school, but also by experiencing it personally, in order for this lesson to be more effective, alternative plans should be ready for undesirable situations. TC 22
More disciplined	The undisciplined behaviors of the participants affected the activities negatively. It will be beneficial for event organizers to be more active. TC 10
The effectiveness review	The contribution should be considered by observing its pros and cons, and if necessary, it should be included in the curriculum at all levels. TC 10
Planning time	While we were doing the activities, there was a limited time. I advise to consider the time very well before the activity. TC 21
A guide	There should be guides around. TC 27
Transport	Transportation should be provided. TC 42
Financial support	I think that sponsor and some aid from the municipality will be beneficial in order to make the activities more attractive. TC 29

Taking Table 5 into account, it is clear that teacher candidates made some suggestions for the things to be considered during planning and implementation stages of activities and the supportive elements during the activities in order to make them more qualified. The participants also stated that the activity plans should be realistic and detailed, and an alternative plan should always be ready in case things get complicated. The teacher candidates emphasized that the importance of out-of-school learning activities should be explained and the activities should be student-oriented, that active participation in the activities should be ensured, that the participants should be more disciplined, and that the effectiveness of the activities should be reviewed from time to time, that when needed it is helpful to benefit from guides, transportation facilities and sponsors, if possible.

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

In this study, aiming to reveal the opinions of teacher candidates about out-of-school learning environments course, it has been revealed that the course has a positive effect on the skill development, affective development and professional development of teacher candidates. In the interviews, the participants stated that they experienced some obstacles and negative experiences such as finding a

vehicle to reach the place where the out-of-school learning activity will be held, undesirable weather conditions, and difficulty in deciding on the activity. The participants also made some suggestions for the activities to be more qualified. As a result of the analysis 9 themes called “communication”, “organization”, “entrepreneurship”, “creativity”, “affective development”, obstacles”, “teaching skills”, “thinking skills” and “recommendations” came out.

Considering the effects of the activities done in out-of-school learning environments on the skill development of teacher candidates;

(1) It has been concluded that it contributes to the development of necessary communication skills that are very important for teaching such as self-expression, public speaking, persuading people, being open to criticism, having empathic skills and active listening. Carrier (2009) also concluded that when teacher candidates have the opportunity to learn in authentic out-of-school environments, their self-efficacy and self-confidence are positively affected.

(2) It has been found out that teacher candidates improve their organizational skills through experiences such as getting to know the target audience, taking their needs into account, planning the organization, and by sharing the work among the team members during the process. Silicon Valley (2016) states, in its report based on observations, that out-of-school learning can help students plan, choose among alternatives, reflect their experiences and learn from experiences, as well as develop a sense of belonging and better communication with their peers and adults by developing strong social skills, and in turn, as a result of the development of social skills, leadership, cooperation with others, taking responsibility, being productive and entrepreneurial characteristics develop.

(3) It has been concluded that the activities have contributed to the development of entrepreneurial characteristics in teacher candidates such as participating in the activities, collaborating, having an innovative perspective, gaining self-confidence, taking risks and predicting the future. This result contributed to the increase of the self-confidence in students participating in the activities, the development of their leadership qualities and to be more communicative (Malone, 2008). It is in line with Marchant et al. (2019a), conclusion that out-of-school learning environments also contribute to the development of skills such as problem solving, perceiving risks and discussing, which are important skills for child development.

- (4) It has been concluded that the activities done in out-of-school learning environments course have helped the participants to produce different ideas, gain the ability to find different solutions to different situations and problems, develop original ideas by using their experiences and observations, and contribute to the development of their creativity.

It came out that the participants describe the activities as fun, satisfying and exciting. In addition, it was concluded that the participants felt valuable and motivated, encountering different situations increased their sense of curiosity, and experienced different emotions such as happiness, hopelessness, excitement and anxiety during the activities. The results of our research are also in parallel with the results of some studies in the literature. Considering the results of previous researches, the fact that teachers have positive opinions about the experiences they have had the course confirms this conclusion (Ofsted, 2008; Çiçek & Saraç, 2017). Moreover, according to the research report published by Ofsted (2008), learning out of the school contributes to improving personal, social and emotional development of students (Ofsted, 2008) and that out-of-school learning increases the desire to learn, commitment to school and participation in activities (Fjærtøft, 2004; Dettweiler et al., 2015) also support our results. Considering the effects of the activities done in out-of-school learning environments course on the professional development of teacher candidates, it can be inferred that, the participants' abilities in planning and implementing activities, catching attention, gaining a positive attitude towards the lesson, facilitating learning and ensuring permanent learning, learning by experience, multidimensional thinking, learning how to transfer their experiences to their students, scientific thinking skills and the belief that learning can also occur out of the school and developing an innovative perspective have strengthened.

Some research findings stating that out-of-school learning environments help students reach higher learning quality by offering more than they can do in the school (Nundy, 2001), they offer opportunities for the use of previously learned information, help the previous information to be more permanent, develop a positive attitude towards the lesson and it contributes to the increase in motivation, creates an interesting and fun learning environment for the participants and improves the social interactions of the participants (Çiçek & Saraç, 2017) are in parallel with the results of our study. Additionally, Marchant et al. (2019a), in their study, found out that out-of-school learning environments have some benefits in personal, social, physical and curricular areas. They also stated that out-of-school learning environments have the effect on encouraging children with all learning styles to reach the goals of the curriculum, keeping

students active and supporting learning, and as a result, it is a method that helps students to realize their academic potential. Considering the obstacles teacher candidates face in the organization of activities, it is noticed that they experience some obstacles arising from themselves such as finding a vehicle for transportation, having difficulty in determining the activity, sometimes, due to some external factors such as technical problems, undesirable weather conditions, and fatigue.

According to the findings by Power et al. (2009), although there is a lot of research on the benefits of out-of-school learning, some obstacles such as resource constraints, inflexible regulations and risk aversion are the limiting factors. According to Ernst (2014), students and teachers' concerns about safety and students' feeling that they are limited by the rules set by teachers negatively affect the implementation and participation in out-of-school learning activities.

Marchant et al. (2019b), suggested that in order to eliminate this problem, support of school administrators and senior teachers, as well as the role of a facilitator of parents, can be effective in eliminating some of those obstacles. According to MacQuarrie (2018), in order to eliminate the obstacles and in order for these activities to be successful, schools should regard them not as a separate activity from teaching, but as a way to achieve the goals of the curriculum. Taking the suggestions of teacher candidates regarding the activities done in out-of-school learning environments course into account, it is noticed that they made suggestions about making a good, realistic and detailed plan, preparing alternative plans, emphasizing the importance of out-of-school learning activities, being studentoriented, ensuring the participation of all students, the efficiency of the activities, reviewing the activities from time to time, getting help from a guide when needed, providing transportation and financial support for activities.

It is thought that out-of-school learning activities should be included more frequently within the scope of elective and compulsory courses in faculties of education.

In order to make out-of-school learning activities in faculties of education more efficient, it is thought that it is important to make effective planning and to carry out activities in different learning environments.

It would be useful to determine the level of change in students by conducting more comprehensive research on the contribution of out-of-school learning environments to students.

In order to benefit more effectively from the activities to be carried out in out-of-school learning environments, it is necessary to establish logistical support mechanisms such as transportation, organization and food.

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GENİŞLETİLMİŞ ÖZET

Amaç: Bu çalışma ile öğretmen adaylarına okul dışı öğrenme ortamları konusunda deneyim edinmeleri ve öğretmen adaylarının, okul dışı öğrenme etkinliklerine düzenleyen ve katılımcı olarak ilk elden deneyimlerine yönelik görüşlerini belirlemek amaçlanmıştır. Çalışma kapsamında Konya ve Ereğli’de yer alan eğitim, tarih, bilim ve yaşamla ilgili mekânlarda okul dışı öğrenme etkinlikleri düzenlenmiştir. Bu çalışmanın hem okul dışı öğrenmeyle ilgili alanyazına hem de öğrencilere ilk elden deneyim kazanmalarına katkı sağlayacağı öngörülmektedir. Diğer yandan ders kapsamında yapılan etkinliklerin öğrencilerin okul dışı öğrenmeye yönelik olumlu bakış açısı kazanmalarına, mesleki açıdan etkinlik planı hazırlama ve uygulama yapma

konusunda bilgi edinmelerine, onların beceri gelişimlerine katkı sunması beklenmektedir. Araştırma ile aşağıdaki sorulara yanıt aranmıştır:

- Okul dışı öğrenme ortamlarındaki yapılan etkinliklerle ilgili öğrencilerin görüşleri nelerdir?
- Okul dışı öğrenme ortamlarında yapılan etkinliklerin öğrencilerin beceri gelişimine ne tür katkısı olmaktadır?
- Okul dışı öğrenme ortamlarında öğrenilenlerin öğretmenlik mesleği açısından kazanımları nelerdir?

Yöntem: Bu çalışmada nitel araştırma yöntemlerinden durum çalışması deseni kullanılmıştır. Bu araştırma, Konya’da bulunan bir devlet üniversitesinin “Okul Dışı Öğrenme Ortamları” dersi kapsamında yürütülmüştür. Bu derse Türkçe, matematik ve sınıf öğretmenliği bölümlerinin 2. ve 3. sınıfında öğrenim gören ve dersi gönüllü olarak seçen 46 öğretmen adayı katılmıştır. Ancak, araştırmanın veri toplama sürecine 27 kız ve 17 erkek olmak üzere toplam 44 öğrenci katılmıştır. Çalışmaya katılan öğretmen adaylarından 27’si Türkçe öğretmenliği, 15’i sınıf öğretmenliği ve 2’si matematik öğretmenliği bölümünde öğrenim görmektedir. İki öğrenci ise veri toplama sürecine katılmak istemediklerini beyan etmişlerdir. Veri toplama sürecine katılmayan öğrenciler olumsuz bir durumla karşılaşmamışlardır.

Veri Toplama Araçları: Araştırmada veri toplama aracı olarak, yarı yapılandırılmış görüşme formu kullanılmıştır. Alanyazın incelenerek daha önce yapılmış araştırmalardan ve uzman görüşlerinden yararlanılarak 12 soruluk taslak yarı yapılandırılmış görüşme formu hazırlanmıştır. Bir sonraki aşamada 2 farklı üniversiteden okuldışı öğrenme ortamları konusunda çalışmalar yapan 3 alan uzmanının görüşlerine başvurulmuştur. Alınan geri bildirimler dikkate alınarak form yeniden düzenlenmiş, 10 öğretmen adayıyla pilot çalışma yapılmış ve 9 soruluk form oluşturulmuştur. Araştırma verileri, çevrimiçi ortamda hazırlanan yarı yapılandırılmış görüşme formu ile 2021-2022 eğitim-öğretim yılı güz dönemi sonunda toplanmıştır.

Veri Analizi: Araştırma verilerinin çözümlenmesinde nitel analiz yöntemlerinden içerik analizi kullanılmıştır. İçerik analizinde öncelikle elde edilen veriler detaylı biçimde okunarak analiz edilmiş ve uygun kodlar oluşturulmuştur. Bu kodlar arasındaki ortak ya da farklı özellikler dikkate alınarak alt temalar ve temalar belirlenmiştir. Araştırmada geçerliliği sağlamak için katılımcı görüşlerine doğrudan yer vermeye çalışılmıştır. Doğrudan alıntılarda etik açıdan doğru olmayacağı düşünülerek katılımcı isimleri yerine ÖA1 (öğretmen adayı 1), ÖA2, ÖA3... şeklinde kodlanmıştır. Güvenilirliğin

artırılması amacıyla veriler her iki araştırmacı tarafından ayrı ayrı analiz yapılarak bulgular karşılaştırılmıştır. Verilerin kodlanması ve kategori ve temalar altına yerleştirilmesi işlemi her iki araştırmacı tarafından gerçekleştirilmiştir. Bu süreçte araştırmacılar arasındaki “görüş birliği” ve “görüş ayrılığı” olan konular tartışılarak gerekli düzenlemeler yapılmıştır. Araştırmanın güvenilirlik hesaplaması için Miles ve Huberman’ın (1994), Görüş Birliği/Görüş Birliği+Görüş Ayrılığı X 100 formülü kullanılmıştır. Buna göre araştırmanın güvenilirliği 91,8 olarak belirlenmiştir.

Araştırma okul dışı öğrenme dersini gönüllü olarak seçen sınıf öğretmenliği, Türkçe öğretmenliği ve matematik öğretmenliği bölümü öğrencilerinin katılımıyla gerçekleştirilmiştir. Derse katılan öğretmen adaylarından bölümleri de dikkate alınarak 4-6 kişilik gruplar oluşturulmuştur. Her hafta bir grup öğretmen adayı tarafından okutacakları derslerin kazanımlarını (bilgi, beceri, değer) kapsayan okul dışı öğrenme etkinlikleri tasarlanmış ve uygulanmıştır. Araştırmacı, planlamadan değerlendirmeye etkinliklerin her aşamasında etkinliği düzenleyen gruba rehberlik yapmıştır. Ancak etkinliklerle ilgili tüm işlemler (plan, etkinliği uygulama, değerlendirme, ulaşım, ikram, hediye, spor malzemeleri, sanatçı, yemek vb.) etkinliği düzenleyen grup üyeleri sorumluluğunda gerçekleştirilmiştir.

Bulgular: Çalışmaya katılan öğretmen adaylarının sınıf dışı öğrenme deneyiminin anlamına ilişkin görüşlerinden hareketle kodlar oluşturulmuştur. Kodların benzerlik ve farklılık durumlarıyla ilişkili olarak alt temalar ve temalar oluşturulmuştur. Analiz sonucunda “iletişim”, “organizasyon”, “girişimcilik”, “yaratıcılık”, “duyuşsal gelişim”, “engeller”, “öğretim becerisi”, “düşünme becerisi” ve “öneriler” olmak üzere 9 tema belirlenmiştir.

Sonuç, Tartışma ve Öneriler: Araştırmada; okul dışı öğrenme ortamlarında gerçekleştirilen etkinliklerin, öğretmen adaylarının iletişim becerilerinin, organizasyon becerilerinin, girişimcilik becerilerinin, yaratıcı düşünme becerilerinin, duyuşsal becerilerinin gelişimlerine olumlu yönde etkisi olduğu sonucuna ulaşılmıştır.

Araştırmada okul dışı öğrenme ortamlarında yapılan etkinliklerin öğretmen adaylarının mesleki gelişimlerine etkisi incelendiğinde; öğretmen adaylarının etkinlik planlama ve uygulama, dikkat çekme, derse karşı olumlu tutum kazandırma, öğrenmeyi kolaylaştırma ve kalıcı öğrenmeyi sağlama, yaparak yaşayarak öğrenme oluşturma, olası durumlar için çok yönlü düşünme, edindikleri deneyimleri öğrencilerine nasıl aktarabileceklerini öğrenme, bilimsel düşünme becerilerinde ve öğrenmenin sınıf ortamı dışında da

gerçekleşebileceğine dair inançların güçlenmesine, yenilikçi bakış açısı geliştirmelerine yardımcı olduğu sonucuna ulaşılmıştır.

Okul dışı öğrenme ortamlarında yapılan etkinliklerin düzenlenmesinde öğretmen adayları için ortaya çıkan engelleyici unsurlar incelendiğinde; etkinlik yerine ulaşım için araç bulma, zaman zaman ortaya çıkan teknik sorunlar, belirsizlikler, olumsuz hava koşulları gibi dışsal unsurlarla; etkinlik belirleme zorluğu ve etkinlik sürecinde yaşadıkları yorgunluk gibi kendilerinden kaynaklı engelleyici unsurların yaşanabildiği sonucuna ulaşılmıştır.

Okul dışı öğrenme ortamlarında yapılan etkinliklerle ilgili öğretmen adaylarının önerileri incelendiğinde; etkinliklerle ilgili zaman planlamasının iyi yapılması, etkinlik planının gerçekçi ve ayrıntılı olması, sürpriz durumlar için alternatif planlar hazırlanması, okul dışı öğrenme etkinliklerinin öneminin vurgulanması, öğrenci odaklı olması, tüm öğrencilerin katılımının sağlanması, etkinliklerin verimliliğinin dönem dönem gözden geçirilmesi, etkinlikler için ulaşım ve bütçe desteğinin sağlanması yönünde önerilerde bulundukları görülmüştür.

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