Module Nine: Effective teaching and learning in EOTC

## 100 Minutes

**Key objectives**

Introduce the resources website

Focus on the importance of effective teaching and learning processes in EOTC

Clarify EOTC teaching and learning starts with the learning needs of the student(s) as the primary driver of decision making

### Supporting resources

16. Powerpoint presentation 2

17. Participant workbook 2

19. Case Study - Porirua – what was our place like in the past?

20. Case Study - Cross-curricular Year 9 and 10 Education for Enterprise in the Waimea Inlet.

21. Activity - Diversity Dash

**Introducing the module** (5 minutes)

Looking at the Systems approach overview (*Supporting resource 17. Participant workbook 2 - page 1)*

refer participants to the top section of the diagram (Students, learning outcomes, teaching strategies) and the location section. The Systems approach overview will be used during the workshop.

**Activity 1: *Introduction to the resources website and short orientation.*** (20 minutes)

*Objective:* Introduce the resources website.

*Materials:*

Powerpoint presentation 2–screen shots of TKI

Supporting resource 17. Participant workbook 2 - page 3

*Instructions:*

EITHER click on hyperlink on PPt slide and work online OR use the PPt screenshots.

1. Go to the TKI home page, go to communities scroll down to Resource collections section and click on EOTC. This links to the EOTC/LEOTC Home page.
2. LEOTC is the TKI community on Learning Experiences Outside the Classroom providers who have Ministry of Education funding to support curriculum learning beyond the classroom. For example zoos, museums, regional parks etc.
3. Click on EOTC, four boxes appear (For Teachers, For Students, For Providers, For Boards). Click on For Teachers, then on Teaching resources.
4. Four boxes will appear (EOTC in Action, Making EOTC happen, Activities, Ideas, Tools, and Learning safely). Quickly explore the four boxes and indicate that certain parts will be used throughout the day. Read the caption and indicate what each part of the site includes. Refer to the TKI site map in the *Participant workbook, page 2*.
5. Click on the EOTC in Action section (case studies). Share criteria for selecting the case studies (PPt slide):
6. EOTC experiences were being integrated into units of work across the curriculum.
7. Showed where learning moved from inside the classroom to the EOTC experience and then back into the classroom, i.e. that learning was scaffolded. The resource writers captured this in the notion of *inside outside learning*.
8. They are examples for inspiration and adaptation. They are not exemplars. Schools should consider their own EOTC policy and procedures and the EOTC Guidelines when planning experiences for their students.
9. There was a deliberate choice to use education for sustainability as examples for inside outside learning and responding to shifting thinking with respect to sustainability issues identified in the NZC and Te Marautanga o Aotearoa through education for sustainability.
10. Click on Research & resources, then “Research readings”, “research links”
11. Click on “Making Connections”. This is the link to supporting organisations.
12. Mention EONZ facebook page as a way of sharing ideas, resources or issues. Search Education Outdoors New Zealand on Facebook or use the link on EONZ website ([www.eonz.org.nz](http://www.eonz.org.nz)) or on the TKI ‘Making connections’ page.

**The rest of this module focuses on the teaching and learning process.**

It is underpinned by three concepts, the teaching as inquiry model (PPt slide), the importance of appropriate locations and inside/outside learning.

**Activity 2: *Making a decision to use EOTC*** (25 minutes)

*Objective:* To use a case study from the TKI new materials to examine why EOTC would be selected as the ‘best’ teaching and learning strategy for meeting the learning needs of students and therefore, desired learning outcomes.

*Materials:*

Powerpoint presentation 2

Supporting resouce 19. Case Study - Porirua – what was our place like in the past?

Supporting resouce 20. Case Study - Cross-curricular Year 9 and 10 Education for Enterprise in the Waimea Inlet.

*Instructions:*

1. Go over the template of how the case studies were written using teaching as inquiry (EOTC Guidelines, page 9; NZC, page 35) (PPt slide).
2. Split the group into primary and secondary groups of about 4-6.
3. Identify the selected case studies for this module as Primary*, Poirua – what was our place like in the past?* and Secondary, *Cross-curricular year 9 and 10 education for enterprise Waimea Inlet learning*.
4. Hand out appropriate case studies ( *Supporting resources 19 or 20*) to primary / secondary groups.
5. Ask participants to read the case study and discuss the following questions:

* *Given the information in the case study, why do you think this teacher chose EOTC as the ‘best’ teaching strategy to meet the learning needs and outcomes?*
* *What could the desired learning outcomes have been?*
* *Thinking about the curriculum areas you work in, what opportunities are there for learning needs and outcomes to be met through EOTC?*

Note to facilitators (PPt slide)

*Discussion point:* How do you balance the individual learning needs and school based curriculum requirements and the expectations of the community?

*Concluding notes:*

An article in *Out and About* (EONZ’s journal for teachers and other Providers of EOTC) *Bringing Boys Back into Biology* highlighted how the science department from a large urban secondary school had identified a need to engage boys in science. The answer was found in using EOTC as a teaching and learning strategy within the framework of an action project focused around the local streams. In this case the investigation revolved around students researching questions about the impact and abilities of gambusia, an introduced and unwanted fish species. Students became hands-on in the sampling (twice a month) of gambusia, gathering and analysing data, leading to more questions for research. In this setting, EOTC was the ‘best’ strategy as it enabled a whole series of learning experiences to take place that would not have happened had they remained with the four walls of the classroom.

For more information the article is available in *Out and About* Issue 24, Spring 2010.

**Activity 3: *Exploring inside outside learning.*** (35 minutes)

*Objective:* To explore the concept of inside outside learningthrough an experience and consider whether learning outcomes were achieved (learning inquiry).

*Materials:*

Powerpoint presenation 2

Supporting resource 21. Activity - Diversity Dash

### What do the EOTC Guidelines say

* Teaching Inquiry – what is the best way to teach and learn? **page 10, paragraph 17**.
* Learning Inquiry – what happened for the students? **page 12, paragraph 27**.

*Instructions:*

1. On TKI website under EOTC in Action: “Activities Ideas Tools”, Locate *Diversity Dash* on the website. Point out there is no filter or search for the activities and there is scope for all activities to be adapted to a range of learning levels.
2. Split into primary and secordary groups and give an overview of the learning activity (*Supporting resource 21. Activity - Diversity Dash*).
3. Using the learning activity, work in your small groups of 2 or 3 and brainstorm a simple progression of learning from inside the classroom to outside (running the experience) and then back into the classroom again.

The **EOTC Guidelines, pages 10 -12** could be considered.

Focus on (PPt slide):

1. Read the description of the experience.
2. *Discuss a key learning outcome in relation to the experience.*
3. *Discuss some key ‘in the classroom experiences’, before the outside experience.*
4. Outside experience is already written.

Focus only on learning experiences – do not get distracted by how the experiences might be organised or logistical and safety issues.

1. *Discuss a key experience to focus learning on the desired outcome and any ‘teachable moments’ when back in the classroom.*
2. *Discuss ways to determine what students have learned with respect to the learning outcomes.*

**Now consider a multi-day outdoor education camp.**

The students engage in challenging outdoor adventure activities, learn about the camp natural environment, do some tree planting and track maintenance, visit the local shorebird education centre and cook and clean for themselves.

As part of this programme the students experience a very challenging 6 hour tramp through regenerating bush in a water catchment area for their city. The students identify plants, the changes in forest with altitude, the watershed, track junctions and rest spots.

* *What might be the inside and outside learning progression based on this experience?*
* *What might be the before and after learning these students engage in?*

**Learning inquiry – what happened for the students?** (PPt slide)

* *What may have happened for the students that develops their understanding of themselves and the camp environment and community?*
* *What connections might they make between this place-based camp experience, and their understandings of places and experiences at home and further afield?*

**Activity 4: *Learning inquiry – what happened for the students*** (10 minutes)

*Objective:* To explore practical ways that teachers can review their practice to determine wheterh the desired learning outcomes were achieved.

*Materials:*

Powerpoint presenation 2

Supporting resource 17. Participant workbook 2: Y Chart- page 3

1. Ask the participants to consider **one of their most recent EOTC experiences**

* *What are some examples of evidence to show your learning outcomes were achieved?*

1. Use the Y chart approach (*Supporting resource 17. Participant workbook 2: Y Chart- page 3*) to describe the evidence you have to determine what happened for the students and whether this achieved the students’ desired learning outcomes.
2. Can you answer the following questions based on the evidence you have (PPt slide).

* *Was the decision to use EOTC as a preferred teaching and learning strategy the right one to meet my students learning needs?*
* *How do I know?*

Note for facilitator

Decide whether there is time for sharing or feedback needs to be given through circulating round the groups. Keep away from discussing the running of the experience. Focus instead on what needs students might have had to prompt the kinds of pre-event preparation and post event reflection and review.

***Conclusion*** (5 minutes)

Summarise the session briefly in relation to the Systems approach overview, focusing on the desired learning outcomes, appropriate teaching strategies, locations and the ongoing process of self review.

Has this session prompted any participants to re-consider any aspects of their EOTC programme or confirm that their EOTC programme is heading in the right direction.

***Personal actions***

Note the key messages you are taking from this session and any actions in the back of your workbook.