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LEARNING SPACE (ENVIRONMENT)-INTERPRETATIONS IN THE OUT-OF-SCHOOL PEDAGOGY OF SUSTAINABILITY

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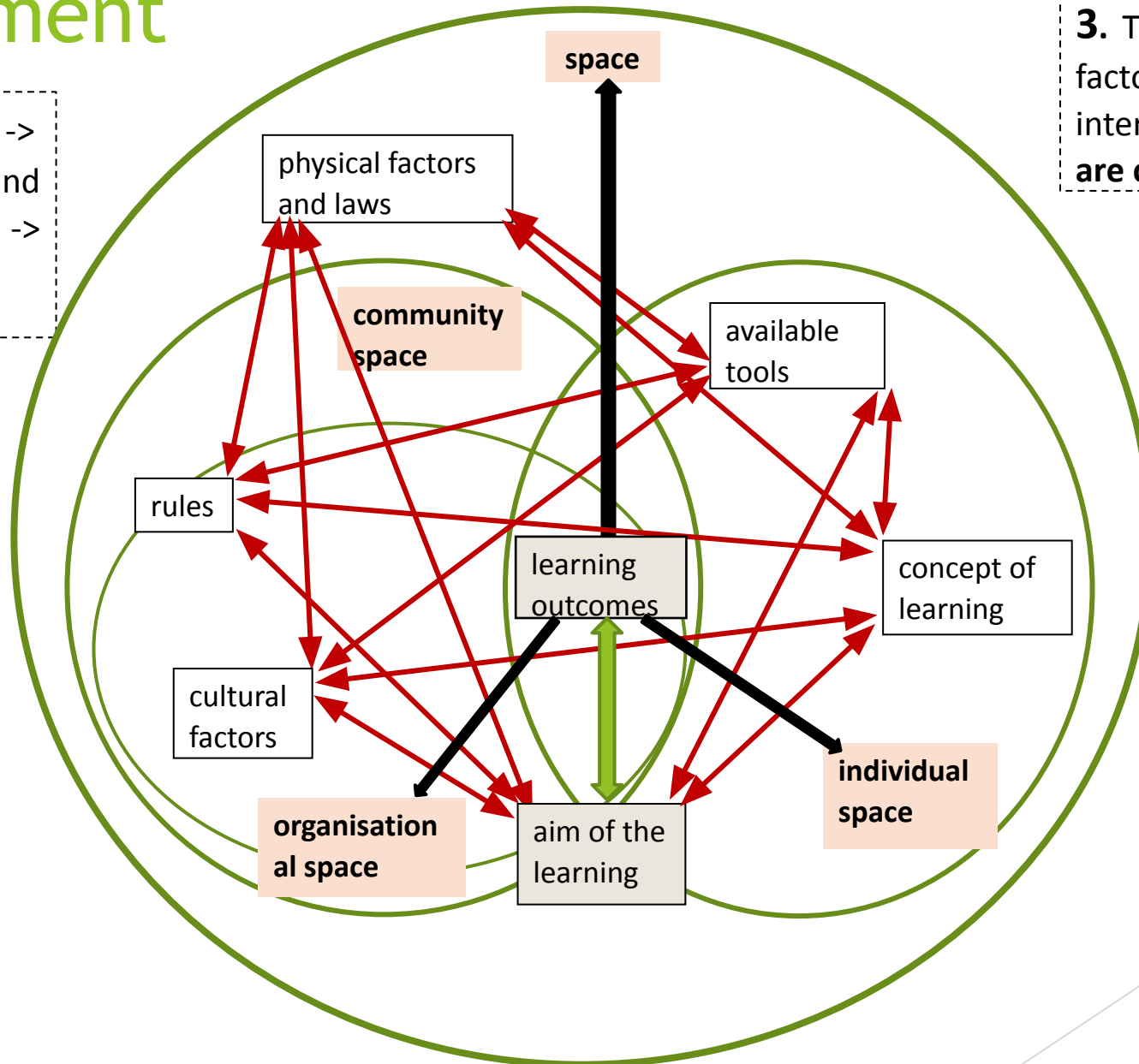
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The complex, dynamic system of learning environment

1. Physical factors -> individual space and community space -> interconnection

2. Learning space => learning-related abstractions and reflections.

So every space can be learning space, if it connect to a learning process or the learning elements are reflected.



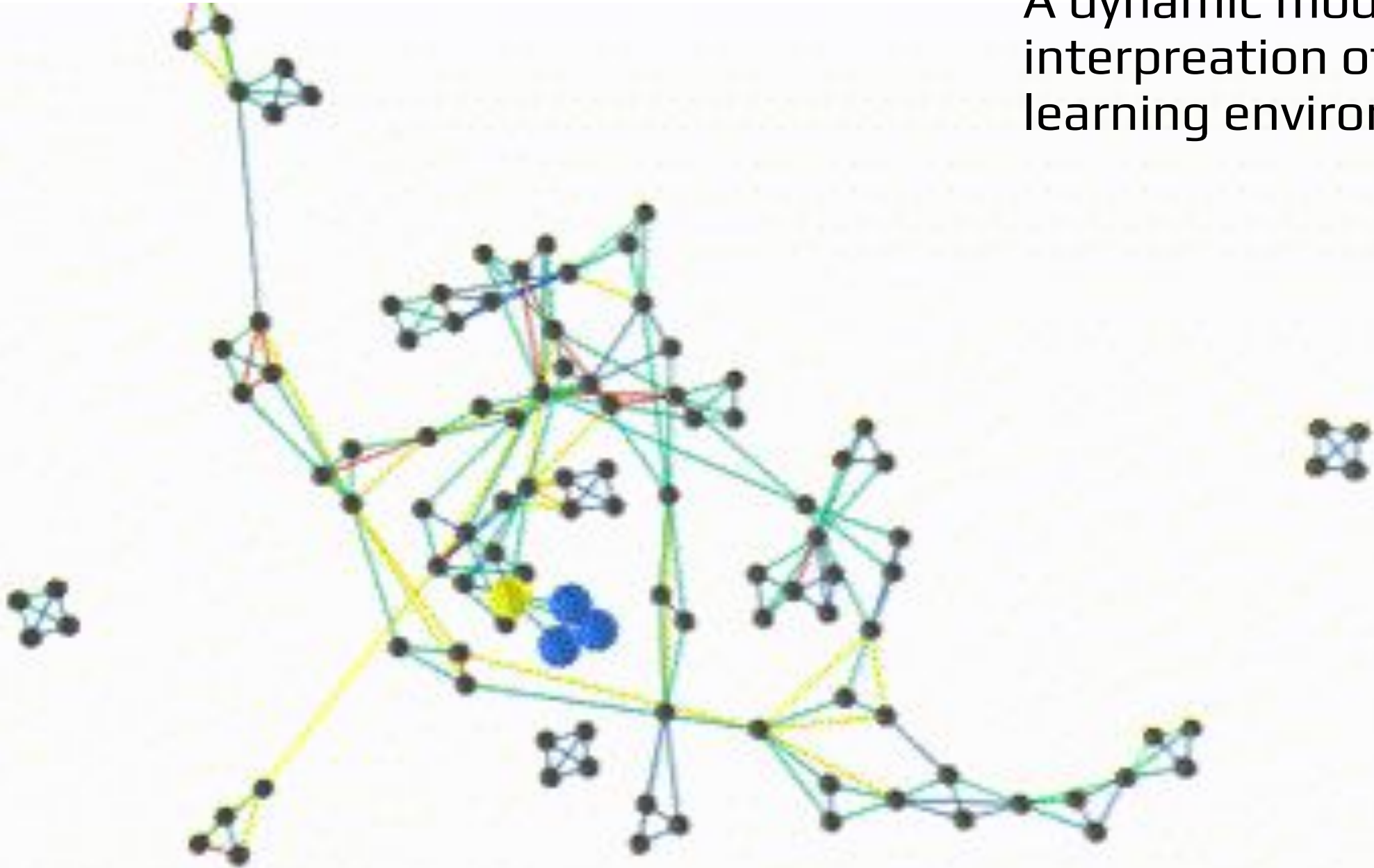
3. The complex web of relationships between the factors affecting the learning space defines an interaction space where **abstraction and reflection are continuous in time.**

4. specific constructs shape the learning environment.

Defining interactions =
constructivist pedagogical
approach (even radical
constructivism?)

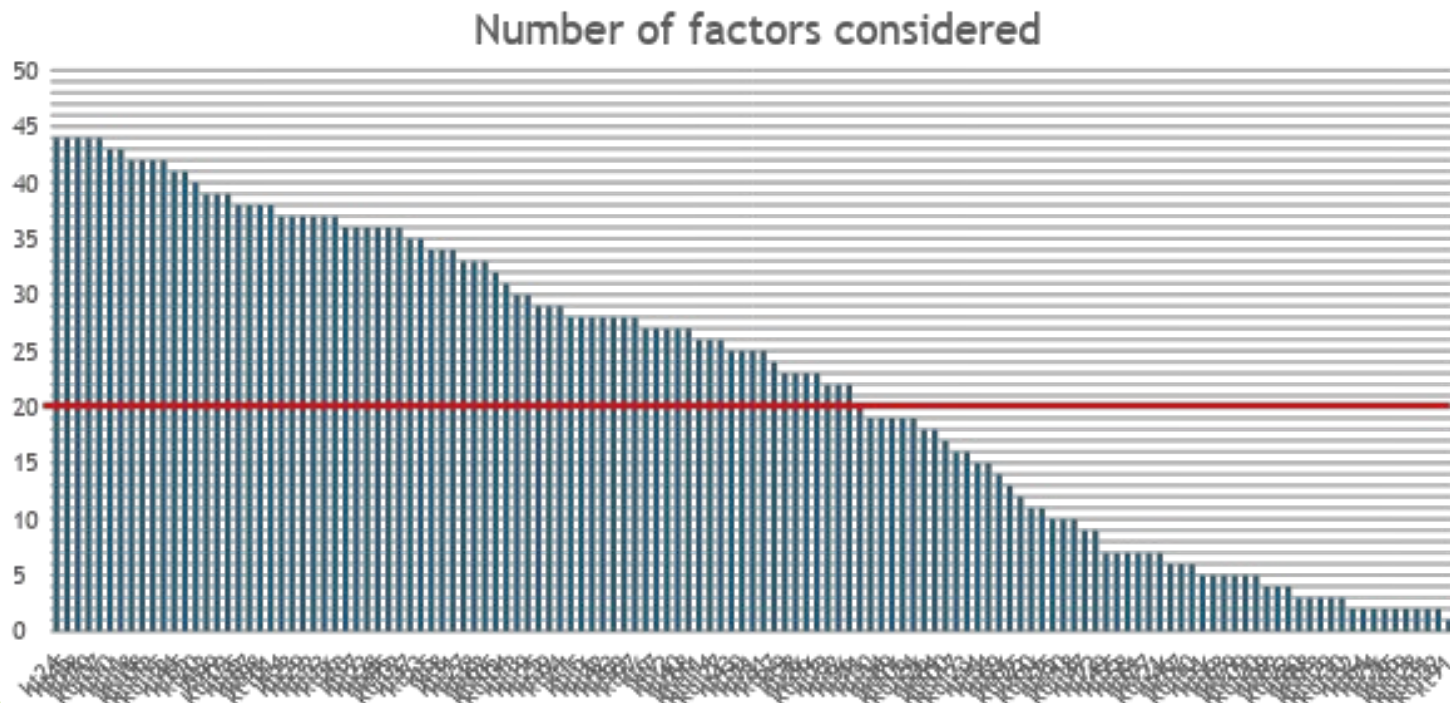
5. The web of relationships between factors highlights the **expansiveness of learning.**

A dynamic model of interpretation of learning environment



Subject of the research - Measuring individual understanding of the learning environment

- We would like to know which dimensions are taken into account by the teacher. How does this dimension manifest itself in his/her practice?
- The aim is to visualise the specific patterns -> the similarities and differences in the patterns will point the way to further research and analysis



Egy környezeti neveléssel kapcsolatos tevékenység során az iskolán kívüli tanulási környezetben figyelembe venné-e az alábbi elemet, mint a tanulást vagy a tanítást befolyásoló tényezőt?

Figyelek rá, hogy adottak-e azok a fényviszonyok, amik az adott tevékenységhez szükségesek.

- ☐ igen
☐ Nem

Következő kérdés

Kérem jelölje be, hogy milyenek látja ezt a tényezőt!

A tanulási célok elérését
nagyon erősen
akadályozó tényező

-5 -4 -3 -2 -1 0 1 2 3 4 5

A tanulási célok elérését
nagyon erősen támogató
tényező

Szerintem ez a tényező:

Kérem jelölje be, hogy milyenek látja ezt a tényezőt!

Csak a tanári munkát
befolyásoló, a tanulói
munkát egyáltalán nem
befolyásoló elem

-4 -3 -2 -1 0 1 2 3 4

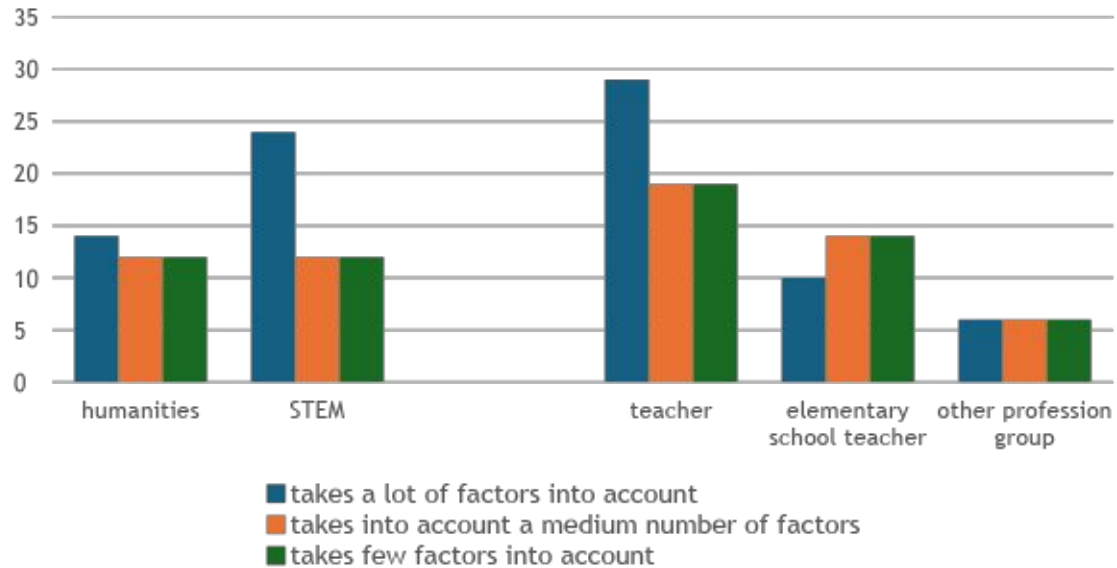
Csak a tanulói munkát
befolyásoló, a tanári
munkát egyáltalán nem
befolyásoló elem

Az iskolán kívüli tanulási környezetben megvalósított környezeti nevelés során:

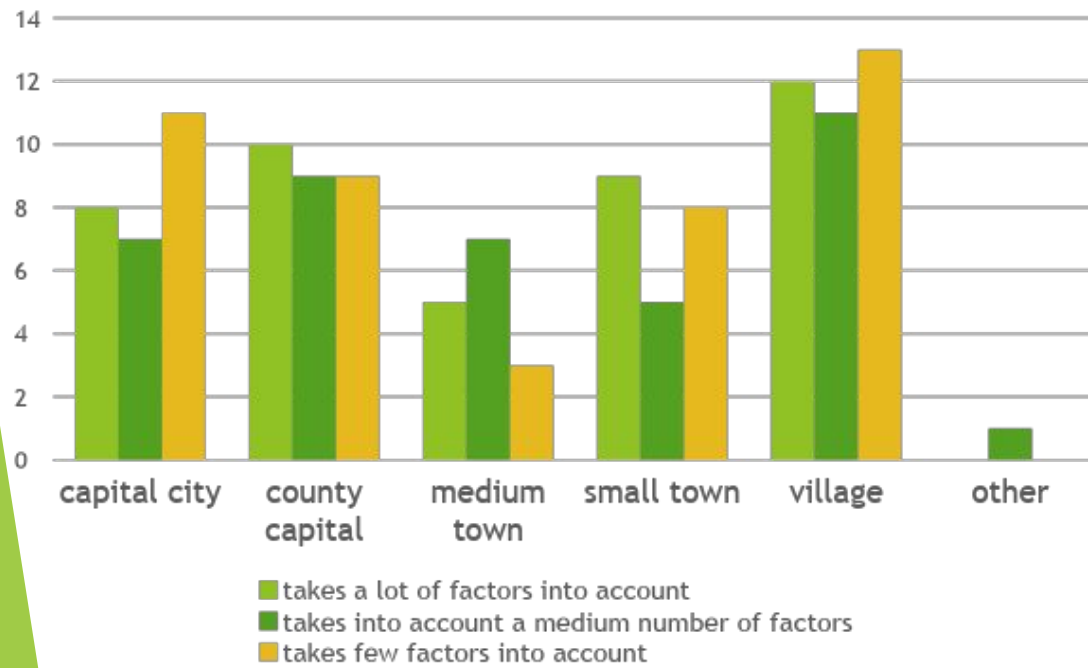
Következő kérdés

Background informations

distribution by profession and institution



Settlement type

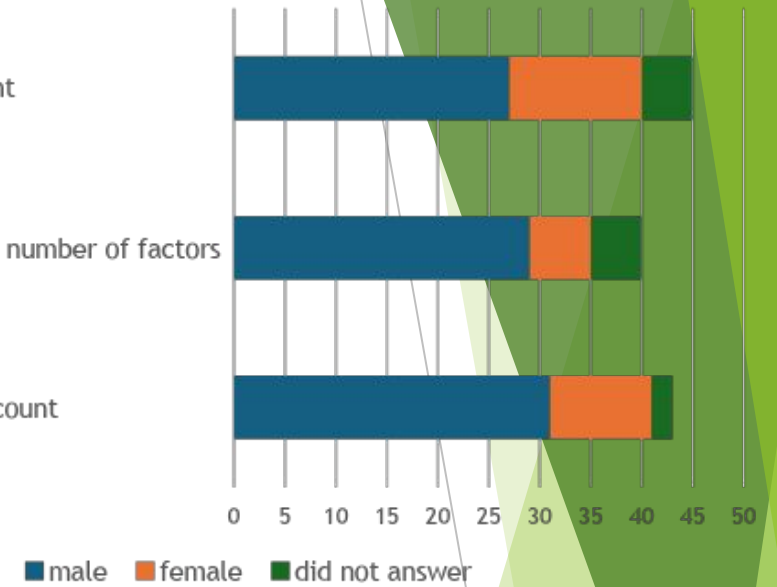


Gender distribution

takes few factors into account

takes into account a medium number of factors

takes a lot of factors into account



Age informations

	takes a lot of factors into account	takes into account a medium number of factors	takes few factors into account
avarage	52,64	50,03	50,73
standard deviation	9,18	7,62	10,82
max	65	62	64
min	28	32	23

Matrix of learning factors considered

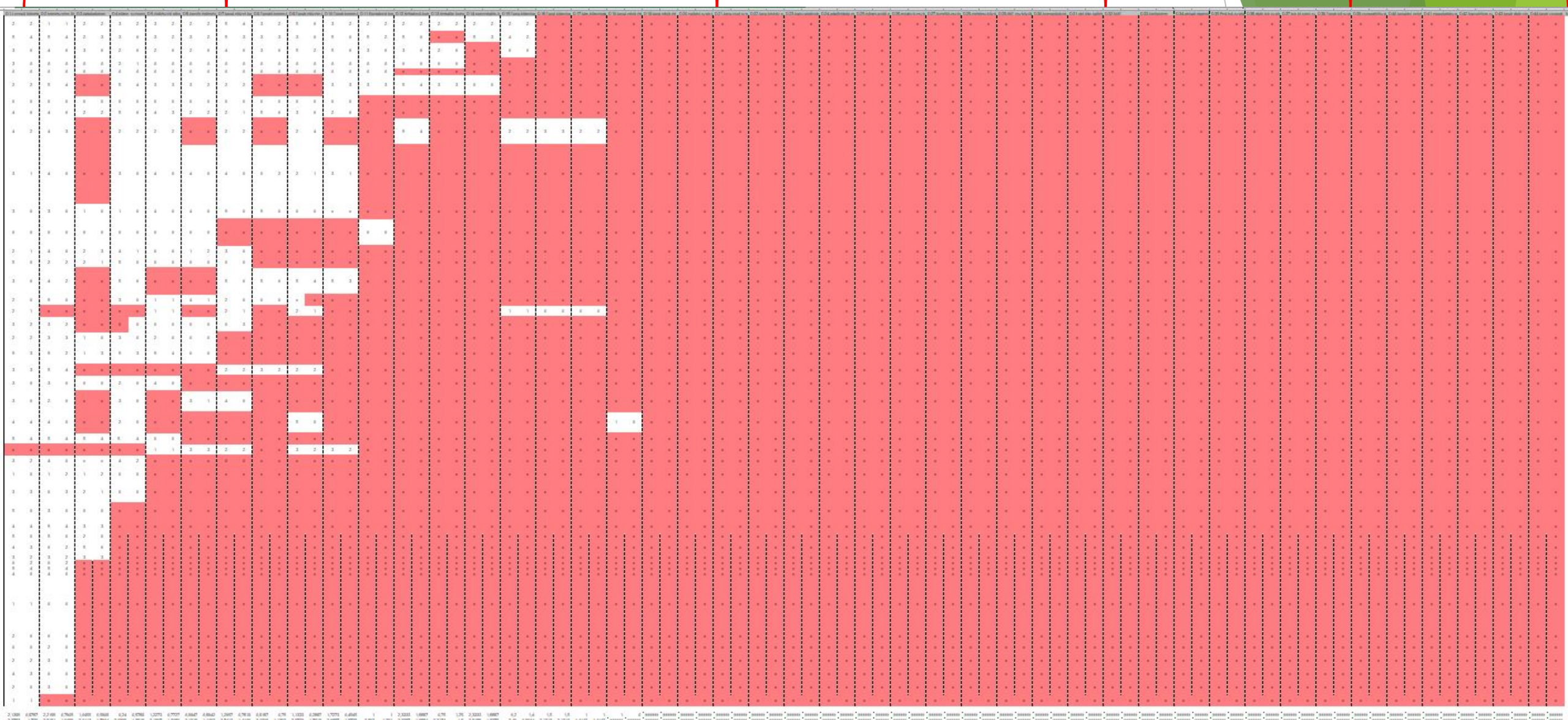
Phisiycal factors

Cultural factors, learning concepts

Available tools and methods

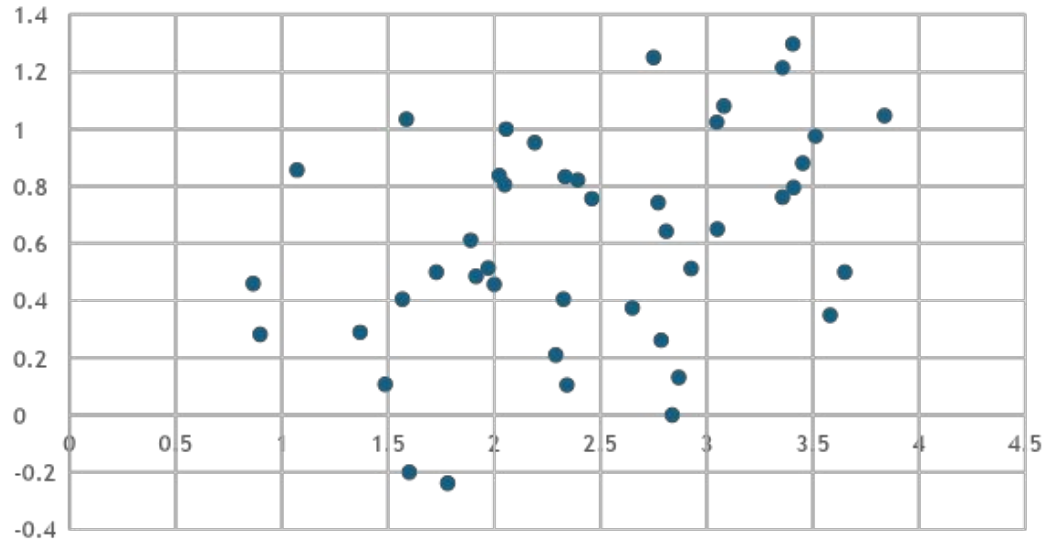
Rules

Specificities of the study group

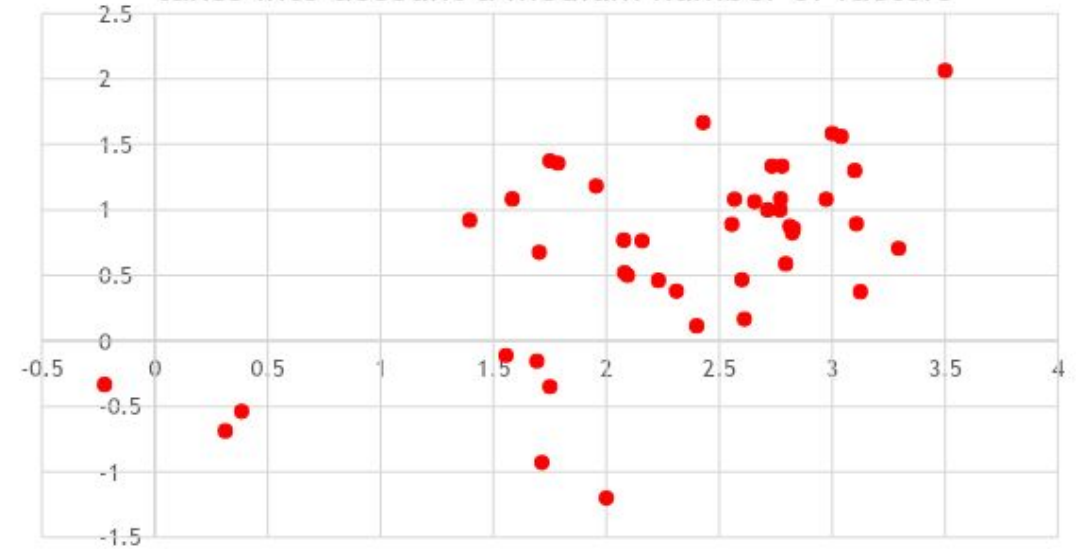


Typical interpretations of the out-of-school learning environment

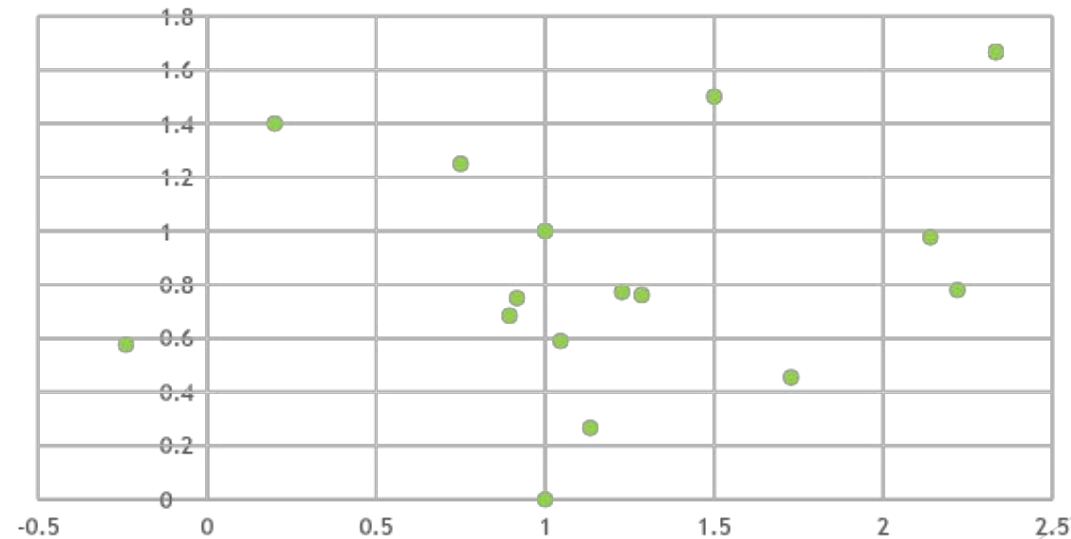
takes a lot of factors into account



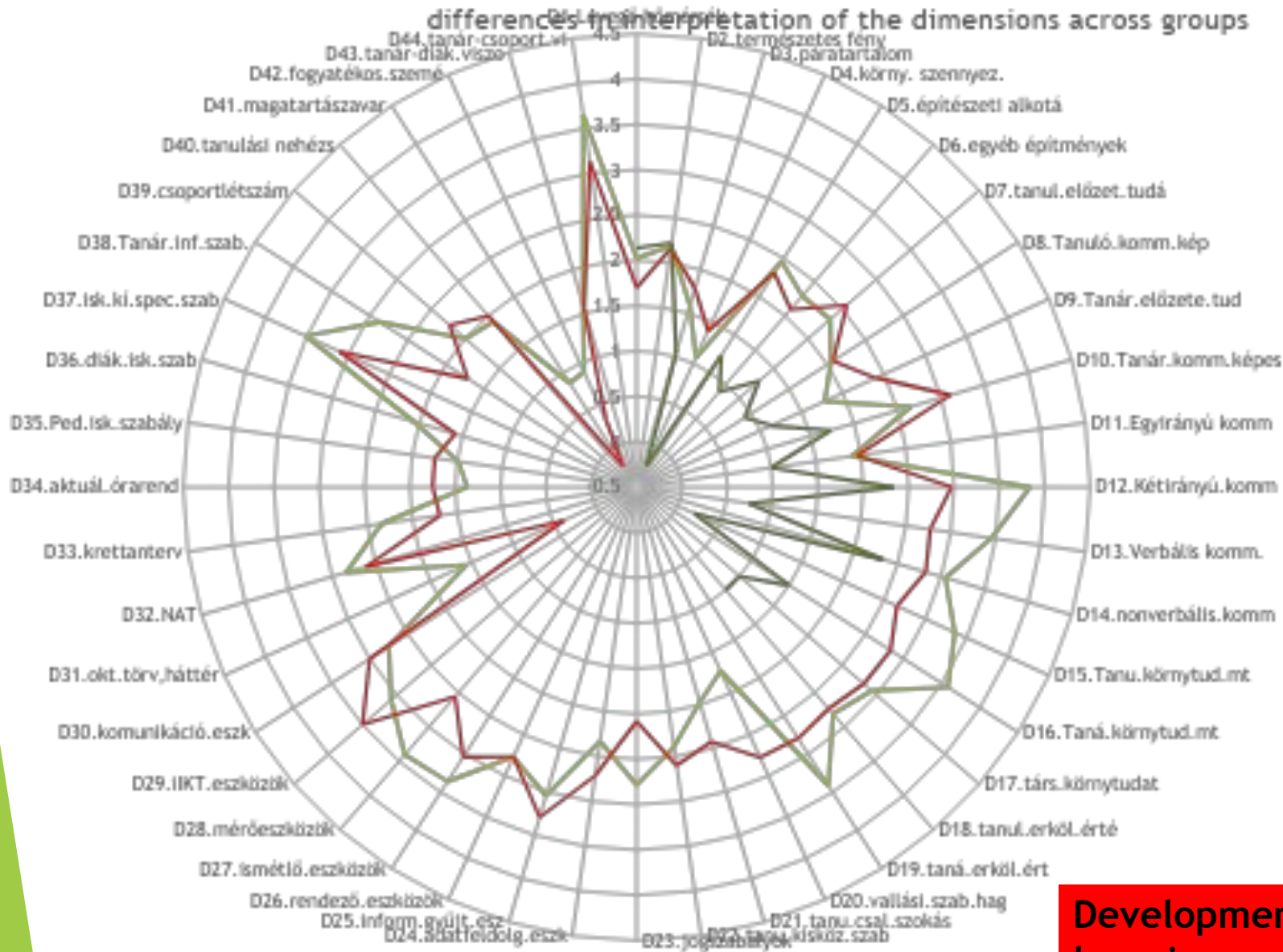
takes into account a medium number of factors



takes few factors into account



Connection of the interpretation and learning concepts



Takes many factors into account ->The picture of teaching is broadly the same, with many marked constructive elements

Takes a medium number of factors into account ->a very diverse view of teaching; very mixed views; there are many constructive elements in teaching but the view of teaching is not clear

Takes few factors into account ->The picture of teaching is quite incomplete and very mixed. methods and tools may be linked to other dimensions, hardly takes rules into account, physical factors are the most important

Development opportunity on the area of learning concepts (more constructivist practise)

Connecting to practise - exploitation of results - The Basalt School project

- ▶ CAN Architects' outdoor learning project, which uses collaborative design to create outdoor classrooms.
- ▶ The classroom created in this way builds on the uniqueness of teachers and learners and yet takes participants out of their comfort zone



<https://www.facebook.com/Bazaltiskola>



The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

Thank you for your
attention!