

Early childhood education teachers' perception of outdoor learning activities in the spanish region of extremadura

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Abstract

Over the years, it has been demonstrated that nature is a very important pillar in learning. Outdoor education is an innovative pedagogical approach that is gaining prominence and brings numerous benefits to the students who receive it. Previous studies have tried to show the positive relationship between education and nature and its benefits for children, but only a few reports refer to the specific perception of teachers on this issue, as well as possible differences according to the location of the school. Thus, taking into account the research questions, this paper aims to identify, analyze, and interpret the perception of early childhood education teachers in the Spanish region of Extremadura about outdoor educational practices. For this purpose, attention is paid to the implementation, difficulties, training, or area in which these outdoor educational practices take place, considering the location of the school. Findings showed that teachers are aware of the benefits of outdoor education, but most of them have not received specific training on it, perceive difficulties in carrying them out, or only carry them out at school. As a result, some differences can be perceived depending on the location of the school. Therefore, these results should make us change our perception of education and be able to propose alternatives, involving all the agents and participants of the education system and being aware of the benefits of outdoor education. © 2021 by the authors. Licensee MDPI, Basel, Switzerland.

Author keywords

Education practices; Outdoor education; Teaching