

Outdoor Adventure Education in Greece



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HELLENIC REPUBLIC
National and Kapodistrian
University of Athens



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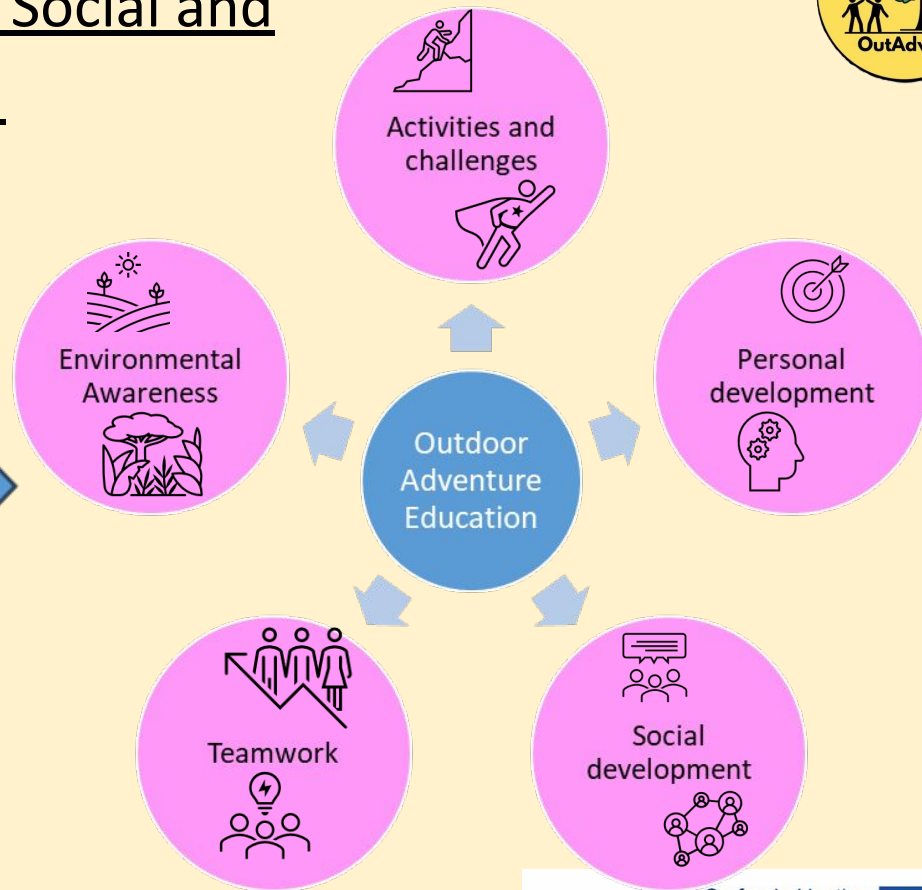
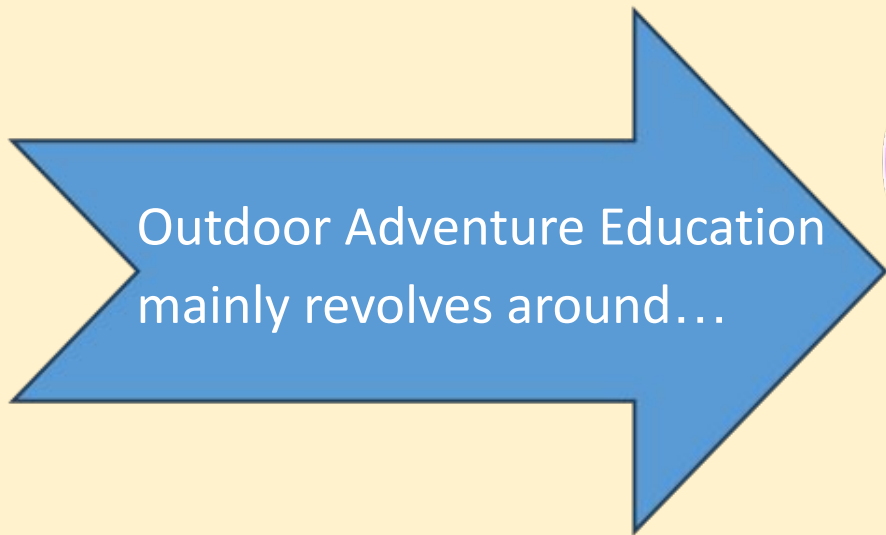


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Outdoor Adventure Education / Social and Emotional Learning: Theoretical Background

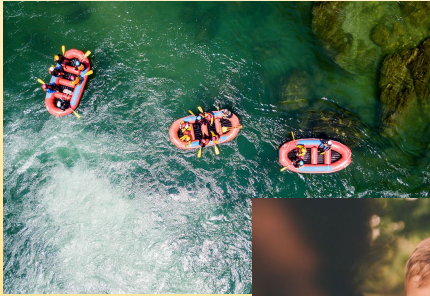


Outdoor Adventure Education



A **traditional OAE program** provides the students the opportunity to step outside of their comfort zone, develop various skills and may include some **not so common activities**, for example :

- hiking
- paddle boarding
- canoeing
- orienteering
- rock climbing



Social And Emotional Learning

SEL effects in social, emotional and cognitive domains!

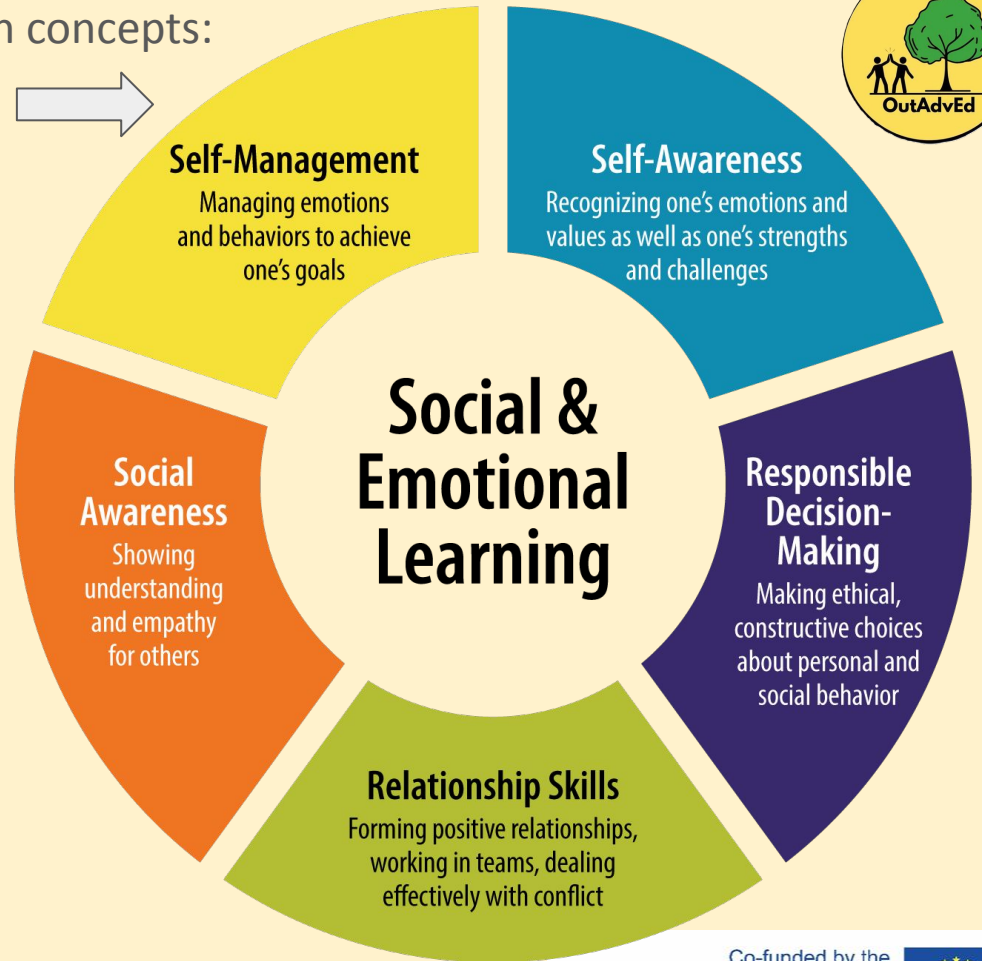
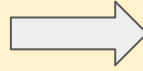
Through SEL the students acquire

- knowledge,
- skills and
- attitudes

that enable them to build

- healthy relationships with themselves and others,
- achieve personal and collective goals and make responsible and caring decisions.

Main concepts:



Combination of OAE and SEL

Activities which combine the principles of OAE and SEL provide students with practical lifelong skills, a better understanding and appreciation of nature while simultaneously aiming to promote social and emotional learning.

- ownership of actions
- take risks
- social grow
- develop healthy ways of forming friendships through physical interaction



Moreover, learning to make independent decisions allows children to learn from their own mistakes, giving them the chance to grow and develop in their own way



Physical Education Teacher Education in the Department of Physical Education and Sports Science of NKUA

In the Department of Physical Education and Sport Science of NKUA there are courses related to the domain that deals with Sports Pedagogy and Didactics of Physical Education.

Some of them are:

- ❖ Didactics and Training of many Sports
- ❖ Introduction to Pedagogy
- ❖ Motor Behavior
- ❖ Didactics of Creative Movement
- ❖ Physical activity and Development at Preschool Age
- ❖ Developmental Psychology
- ❖ Inclusion Methods of Students with Disabilities in Physical Education



Didactics of Physical Education and Sports Pedagogy



During the 3rd year, the courses of Sports Pedagogy and Didactics of Physical Education are held in order to introduce and familiarize students with pedagogy models and teaching methods.



Within these courses:

- **lectures** and
- **laboratory lessons**

are being held while the students are also doing their **undergraduate training** in primary and secondary education.



Didactics of Physical Education and Sports Pedagogy:

LABORATORIES



These preparations lay the groundwork for the students so as to be equipped with knowledge that will help them in their undergraduate training and also in their professional career!!

★ The structure of laboratory lessons contain:
theory and **experiential activities** in order to practically implement the theory.

The students, based on a scenario, have to work individually or in groups and either **create or alter lessons or activities** depending on a learning objective given by the professor.



Didactics of Physical Education and Sports Pedagogy: PRACTICAL TRAINING



Takes place In primary and secondary education under the supervision of each school's PE teacher and also the professional staff of the University.

In pairs they plan and write the topics that they will teach during the practice

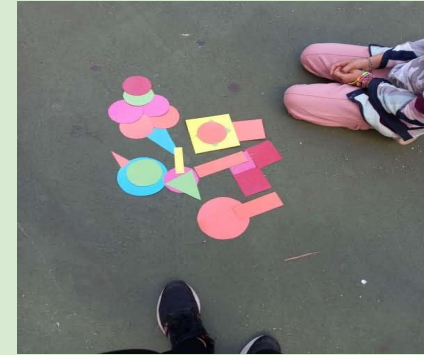
1st

They present the daily plan to the PE teacher at their school with the activities that they

2nd

The teacher then gives them feedback to modify the lesson and make it more productive

3rd



They are given the opportunity to apply their scientific knowledge in practice and in this way discover and learn efficient ways of teaching and managing children.



Education of University Students on OAE/SEL Model: Actions and Recommendations for a More Effective Teacher Education



According to the structure with which the practical training of college students takes place, various actions can be taken, such as:



- ❑ **Online meetings** on the theoretical framework of the model.
- ❑ Digital **material** could be produced and provided
- ❑ **Online workshops/seminars** could then be held to discuss and better understand the model and its application in practice.



Education of University Students on OAE/SEL Model: Actions and Recommendations for a More Effective Teacher Education



These actions can be followed by **experiential workshops**, which will include:

- ❑ The **presentation of daily plans** according to the structure of the model.
- ❑ The **creation of activities and construction of daily plans** that apply to the principles of the OAE model.
- ❑ The **creation and presentation** of complete ideas and **in the next workshop/seminar** as if they were addressing school students.



Education of University Students on OAE/SEL Model: Actions and Recommendations for a More Effective Teacher Education



Some experiential workshops can be held as part of the courses, but some could also be held at days where students who want to take part can participate.

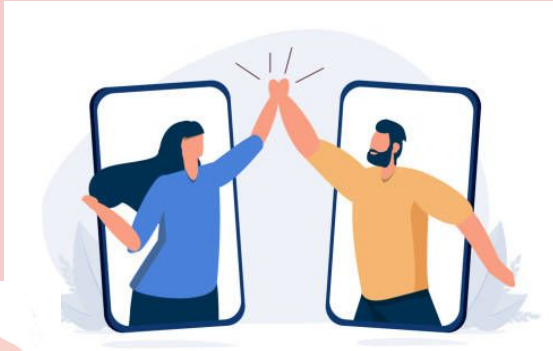
It is important that **feedback** is given from the students **amongst themselves** but also from the professors towards their students regarding their work in order to collectively create the best possible version of the daily plan.



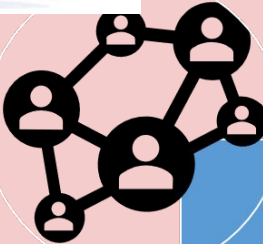
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Another proposal that could contribute to the more comprehensive training of undergraduate students is **the creation of small groups**.



Online meetings will be held alongside a supervising teacher to discuss the progress of their practicum courses.



Group chats to enable continuous communication between the members



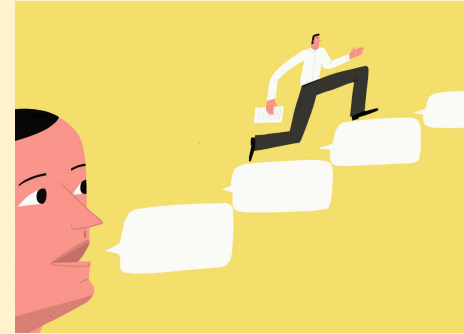
Education of University Students on OAE/SEL Model: Actions and Recommendations for a More Effective Teacher Education



Through the **feedback** and the **general discussion/communication**, difficult situations such as problems, either concerning the daily plan or the students, will be resolved with **possible solutions proposed by the team**.

In a subsequent meeting, each member will **describe the response of the students** to the solutions given.

The members **will know how to deal with a similar situation** in the future and be more capable of meeting the demands of the profession.



In Summary:



In this presentation

The **OAE model** was discussed in **combination with SEL** and the multiple learning outcomes that can be achieved through teaching using it.

The way of conducting the courses regarding **sports pedagogy and the undergraduate training** at the DPESS at NKUA was presented.

Suggestions with which students could be taught and effectively understand OAE/SEL so that they can apply it in their practice in schools in the most efficient way.



Conclusions and Ideas for the Future

It is particularly important to note the fact that through these internships students are given the opportunity to:

- Understand the subject in depth
- Gain experience in teaching
- Try out new practices within the university context



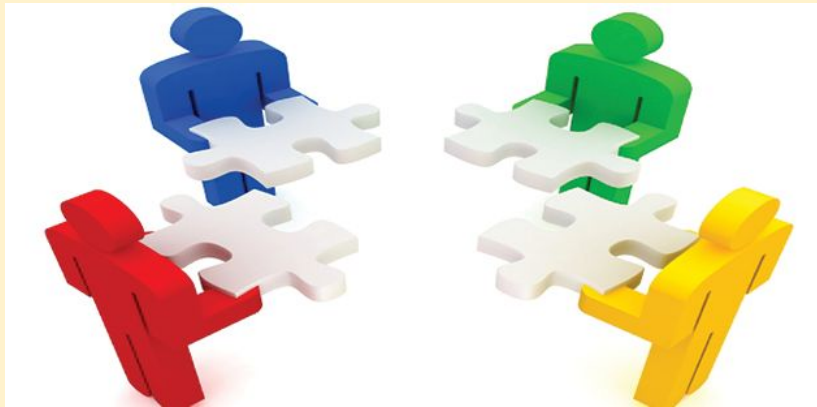
In conclusion they test themselves, evaluate and be evaluated, learn, gain self-confidence, improve and better prepare for their entry, firstly in their internship and then in their professional field.



Recommendations for the Future



The proposals mentioned above have as their main purpose the training of students regarding the model mentioned. However, these practices can become a **general method of supplementary teaching** and can be applied to other teaching models and Universities.





THANK YOU!!

