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Alpine Space
YOUrALPS

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Practical Manual

Practical Manual with guidelines to support teachers with the organization of outdoor activities for pupils/students

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Legal Notice

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1 BACKGROUND

1.1. Purpose and Content

Lessons in cooperation with protected areas are possible in many ways, and can range from the use of educational materials or the involvement of experts in lessons to outdoor activities integrated into lessons.

The aim of this manual is mainly to help educators plan and implement learning activities in cooperation with protected areas, and to stimulate the further improvement of their educational offerings together with pupils, in order to foster effective learning.

In addition to information, the manual contains descriptions of procedures, checklists, useful contacts, organisational and pedagogical tips, ideas, links to examples of good practice, and much more.

Among other things, the manual outlines the conditions for success for learning venues in protected areas (and for out-of-school learning venues in general), such as the necessary structural framework, appropriate preparation and follow-up. It also outlines the success factors that can form the basis for creating measures necessary for adaptation.

1.2. Outline of the Manual

General Considerations (Chapters 1 – 5)	The Organisation of Out-of-Classroom Learning (in Protected Areas) (Chapters 6-10)	Links and Sources (Appendix)
The first chapters serve as an introduction, provide background information and present the overall process, which will subsequently be described in detail.	This part is devoted to preparation, implementation and follow-up, and contains tips and information for educators.	The appendix contains various links and references.

1.3. Symbols

The symbols used in the text (source: www.thenounproject.com) have the following meanings:


Important note


Idea, Tip


Checklist


Reference to the results of other project modules


Example (Pilot, Good Practice)

2 INTRODUCTION

2.1. YOUrALPS

'YOUrALPS' aims at strengthening the bonds between young people and the Alpine region in which they grow up. In addition to providing knowledge about the region, its cultural and natural heritage, and challenges and opportunities, it sensitises to and raises awareness of the need for more identification, commitment and participation in actively shaping the present and future of the region.

2.2. Themes and Objectives

The thematic framework is based on the Alpine School Model (ASM), which outlines objectives and sub-topics in addition to key themes (Sustainable Development Key Issues for Alpine Contexts).

As the document *Key Alpine SD Goals - Sub-topics* demonstrates, macro-issues and key sustainable development goals in the Alpine context have been defined for the environmental and socio-economic pillars, as well as for governance. Within this thematic framework, *ASM Alpine SD Topics for School Subjects* are suggested and linked to Sustainable Development Goals (SDGs) and topics. This is illustrated below in the following example:

ASM thematic framework			Suggested ASM Alpine SD Topics for school subjects	SDGs description (from UNESCO 2017 – Learning objectives)	
Pillar	Macro-issues	Key alpine SD goals		SDGs	SDGs issues and suggested topics
Environmental	Preserving biodiversity	Preserving the ecosystem	Ecology		Ecology: competition, predator-prey behaviour, coexistence processes, energy flow through food webs, dispersion movements and proliferation
Socio-economic	Sustainable and intensive communities	Resilient, intensive and cooperating communities	Distribution of poverty		Local distribution of extreme poverty and extreme wealth and the reasons for it

Fig. 1: KeyAlpine SD Goals – Sub-topics (Excerpt)

In summary, this produces the thematic framework shown below:

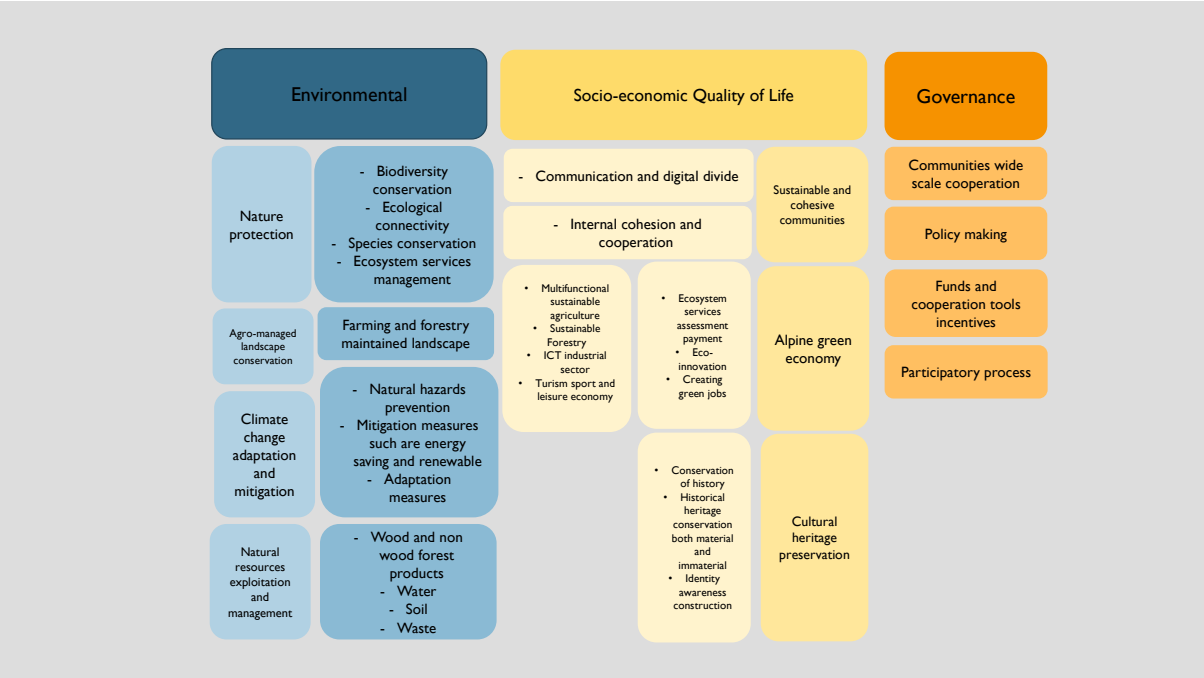


Fig. 2: Thematical framework prospect Source: ASM_SDKeyIssues

2.3. Competencies: the Alpine School Model

In order to achieve the goals, appropriate learning events are needed in which pupils discover new horizons in their everyday lives and immediate living environment – the Alpine Region.

They should provide an opportunity for a differentiated, interest-based approach that allows for research-based and exploratory learning in the spirit of a (moderately active) constructivism. Moreover, they should enable networked, interdisciplinary learning and the opportunity to be effective both in a team as well as alone.

Children and young people should be able to develop the necessary competencies for sustainable development related to their own living environments – in this case, the Alpine region. These are based, *inter alia*, on the ASM Model and the suggestions of UNESCO, which serve as the former's basis:

- the ability to think and act systemically
- the ability to think and act with foresight
- normative competence
- strategic competence
- collaboratice competence
- the ability to think critically and act accordingly
- reflective competence
- integrative problem-solving competence

Although not mentioned above, what is important for going from knowledge to action is the sense of **self-efficacy** – the feeling that one is able to overcome challenges.

In connection with the discussion of competencies, further competencies such as creativity and **'entrepreneurship competencies'** also play a role. The latter refers to knowing, being able and willing, recognising opportunities and to putting ideas (visions) into action. This requires creativity, confidence and energy, as well as the ability to plan projects in order to achieve specific goals.

Fig. 3: Wordcloud @ H. Mayr

Digital competencies also play a key role for both teachers and pupils, and are important in connection with method selection (e.g. flipped classroom, app-based applications in the context of nature experiences, etc.).

These skills are relevant not only for professional but also private life, and empower people to relate consciously toward their living environment, shape it, and seize opportunities (see Web 1, 2018-06-14).

2.4. Methods

The choice of method(s) depends, among other things, on the topic(s) chosen from the thematic framework, their objectives, the time frames and geographical spaces available and the target group.

Suggestions for suitable, innovative methods are theoretically described in the document *Methodologies - a different way for an active teaching*, which highlights among other things the following methods:

Research-based Learning	Situated Learning	Flipped Classroom	Cooperative Learning

Fig. 4: Methods

Fig. 5: Example of methods Source: YOUrALPS Observer information meeting (PPT)

Further suggestions for using different methods during practical implementation can be found in the document *Collection of Good Practice Examples* and in the description of the pilot activities.

2.5. Connections

The document *Towards ASM - MOE non-formal practices* combines the core themes defined in the thematic framework and the goals determined according to school level, and proposes activities and methods.

Key Issue	Targets	Typology of activity	Goals	Actions
Climate Change	For high schools	Scientific Projects to document climate change in high altitudes. Students collect and document scientific indicators of climate change and carry out a survey with NF operators.	• challenge students to obtain scientific data in the field until they are used, • meet actors, trades around a shared structure: Regional and National Park, • become aware of the interdependence of actors, resources and climatic conditions, • become aware of the reality of global warming through a local example.	The work should focus on: - obtaining data (choice of parameters measured / observed, choice of sites, problems encountered, limits ...), - the sorting of the data (aberrations, choice, distribution, validation), - the organization of data (tables, graphs, averages, smoothing), - their cross-use in solving problems (year 2003, 2011 compared to others for example), - study facilities set up on the meadow to follow the snow removal and phenology of the vegetation.

Fig. 6: Examples of non-formal education (ASM)

For more details and to see how these are linked to separate subjects in different types of schools, see the document *Towards ASM-SD Key Issues - Sub-topics and school curricula*.

As you probably noticed earlier, the introduction contains background information and references to various activities for other sub-project groups, which should enable a better understanding of the overall context of the manual and its place.

A further point of reference for planning specific activities is provided by the set of criteria for pilot venues:

1. A connection to the mountains
2. Competence orientation
3. Various thematic perspectives / connections
4. Formal and non-formal learning
5. Individual learning
6. Thematic and geographic transfer

Fig. 7: Set of criteria for pilot venues

Criteria for planning activities	Implementation and assessment	ASM supports Guidelines contents
1. Mountain related themes	**Alpine key SD related issues** The project is built to deal with complex and critical issues related to the sustainable development of the Alpine area	***ASM Key SD issues and sub-topics frame and description***
2. Competence-oriented	**Sustainable Development competences-oriented** The project has to be defined on the basis of transversal competencies and sustainable development skills and knowledges	***ASM set of SD Competences*** (skills, knowledge and attitudes)
3. Different thematic perspectives	**Cross-curricular perspective**	***ASM topics and school subjects***
4. Formal and non-formal subjects	**Integration with non-formal skill and knowledges**	***Presentation of possible non-formal practices activities and related skills***
5. Individual learning	**Setting learner - centered methodologies and activities**	**Setting learner - centered methodologies and activities**
6. transferable geographically or thematically	**Finding other similar projects**	***ASM Best Practices Atlas***
	Governance (additional) **Take action!**	***ASM governance activities examples***

Fig. 8: MOE set of criteria and relation with the new ASM criteria and supporting tools (proposed by FLA)

3 Out-of-School Learning Venues

Out-of-school learning venues are places outside the school where people of all ages can learn through formal, non-formal and informal education. Characteristic of an out-of-school learning venue is the possibility of direct encounter with a subject and/or subject matter (Brovelli et al., 2011). In addition, they provide a specific learning environment and impetus for learning processes that are not directly linked to the subject being learned.

3.1. Types of Out-of-School Learning Venues

There are several types of out-of-school learning venues. The examples mentioned by Brovelli et al. (2011), for example, range from those lacking didactisation (e.g. a historic city centre, a business) to learning venues specifically created for learning such as learning laboratories, science centres and learning trails.

In her diploma thesis, Knapp (2011) refers to Sauerborn et al. (2009), who classify out-of-school learning venues as follows: nature (animate and inanimate), the cultural world, places and cities of human encounter and the world of work and production.

3.2. Potential

Regardless of the type of out-of-school learning venue, learning in such places has been shown to have positive effects at cognitive and affective levels (Brovelli et al., 2011). It promotes cooperation between schools and external partners and

Fig. 9: The potential of cooperation between schools and external partners

Although the manual focuses primarily on out-of-school learning in protected areas, many of its sections are transferable to other places of learning.

3.3. Learning in the Alpine Region

If it is well embedded in lessons and made tangible through consciously designed learning events, the natural environment in which people live can come to be viewed as shapeable for sustainable development.

Thus, teaching at out-of-school learning venues in the Alpine region can not just promote the development of the competencies mentioned in 2.3., but also improve health e.g. through increased movement, the training of attentiveness or its positive effect on the psyche.

Fig. 10: Berchtesgaden National Park

3.4. Learning in and with Nature Parks

Nature parks are natural and cultural landscapes in which people strive to use natural resources with care. In addition to protecting the landscape, they also fulfil various tasks such as offering educational programmes that allow people to experience and understand nature and culture, as well as the links between them. This manual refers to some of their offerings.

4 SUCCESS FACTORS

Before describing the individual phases of the process, this section focuses at the success factors that positively affect the entire process. These include, among other things:

From Schools	From External Partners
▪ a positive attitude of the school community (teachers, parents, pupils, school leaders, administration) ▪ support from the school community ▪ involvement of teachers ▪ active participation of pupils in all phases ▪ active involvement of colleagues (classes that combine different subjects) ▪ interest of pupils ▪ a connection to the previous knowledge of pupils ▪ good integration into lessons and curriculum ▪ a school-wide concept ▪ standardised processes ▪ clarity of the underlying conditions ▪ organisational talent ▪ methodological and didactic competence ▪ a well-structured learning environment ▪ good preparation and follow-up ▪ personal contacts ▪ consideration of sensual and emotional aspects ▪ many years of experience, the leveraging of experience and knowledge ▪ good documentation that can later be drawn upon ▪ ...	▪ trained personnel ▪ suitable rooms ▪ good equipment ▪ well-structured learning environments ▪ didactic competence ▪ consideration of sensual and emotional aspects in the design of learning sessions ▪ substantive, methodological and organisational competence and flexibility ▪ good material ▪ highly developed communication skills ▪ support for teachers in planning, preparation and follow-up ▪ readiness for shared continuing development ▪ ... The process of planning, preparation and follow-up, as well as the implementation of learning in protected areas or external learning venues should be an integral part of **education**, and be complemented by high-quality **offerings in vocational training and continuing education** for teachers and by workshops on school concept development. ▪ Involvement of partners ▪ The use of created resources (e.g. the manual)

5 FROM PROJECT TO STRUCTURE

Learning at out-of-school venues can be implemented as a project in various forms – from one-time to regular events and from those lasting a few hours to projects spanning several days.

However, in order to achieve the aim of the YOUrALPS project - to increase the connectedness of young people with the environment in which they grow up, the development and long-term implementation of a of school-wide concept through a participatory process is recommended. This concept should integrate the competencies outlined in the Alpine School Model (ASM).

5.1. The Benefits of Having a Concept

The benefits of a structural incorporation in the form of a school-wide concept include:
☺ The guarantee of educational quality standards - even with changes in staff
☺ Thematic incorporation into various subjects and combinations thereof
☺ Establishing and maintaining long-term networks and the use of synergies
☺ Clarity and commitment
☺ The reduction of workload in the medium and long term.

Fig. 11: Teamwork @rawpixel on www.unsplash.com

Working in a Team

For the creation of a school-wide concept and the planning of individual events, good teamwork and easy access to important information such as processes, checklists, suggestions, experience and tips are important success factors.

5.2. Content of the Concept

Schools can create their concepts independently. One possibility is to start with the core topics determined for the ASM (Alpine School Educational Model), the relevant SDGs (global goals for sustainable development), the defined educational and teaching objectives, and the content for different school years and subjects and develop – in an interdisciplinary fashion – concrete learning sessions and sample lessons that integrate out-of-school learning and make use of methods and examples taken from good practice.[1]

ASM_SDKeyIssues
SDGS_issues_subtopics
Collection of Good Practice Examples
Methodologies

5.3. Connection to School Curriculum

The integration of out-of-school learning venues should not be seen as 'something extra' that is added to the curriculum, but as an integral part of it that helps fulfil the prescribed educational and teaching objectives. Thus, as noted above, their connection to school curriculum should be elaborated on.

5.4. Other Points of Contact

Particularly in connection with interdisciplinary themes and school, some countries have guidelines (internal regulations) or similar documents that can be referred to in developing the concept.

5.5. Cooperation

Long-term partnerships with protected areas whose offerings are drawn upon or with which pupil-centered educational offerings are developed, are recommended for quality assurance and development purposes.

5.6. Documentation

Good documentation makes working easier. This would include the creation and provision of standardised templates that can be adapted to particular cases such as checklists, letters, sample lessons for preparation etc., as well as contact addresses.

5.7. Excursus: Working out Loud

Working out loud aims at the deliberate sharing of knowledge in order to to make one's own work visible, so that everyone can benefit from it. *Working out loud* is a way toward social collaboration and collaborative learning which follows certain principles (relationships, generosity, visible work, goal-oriented discovery and growth-oriented thinking), and which is well suited for trying out new things together in a stable network, e.g. the development and testing of a concept.

[1] The European core curriculum for nutrition education (http://www.evb-online.de/docs/Poster_EU-Kerncurr.pdf) compactly displays learning objectives and content. A similar basis would be helpful for schools in developing an 'Alpine School Educational Model Plan'.

5.8. Ideas for a Concept

- ☐ A principled commitment of the school to education with strong connections to the Alpine region (integration into the overall concept, school program, school profile)
- ☐ Jointly defined relevant skills and a commitment to appropriate learning sessions in all subjects
- ☐ Regular project (half-)days, project hiking days (instead of 'normal' hiking days)
- ☐ Work on projects, theses and pre-scholarly works
- ☐ The continuous integration of the immediate surroundings to enable experiential learning
- ☐ Regular invitation of experts to classes
- ☐ implementation of focus areas or compulsory electives
- ☐ Long-term partnerships with various interest groups such as local authorities, afternoon child-care centres, parents or legal guardians, NGOs, nature parks, businesses, associations etc....
- ☐ Become a school in the vicinity of a nature park - a 'nature park school'
- ☐ Take into account integrative approaches that build on one another from kindergarten throughout all school years, and conduct activities that encompass different classes, school years and schools.
- ☐ Formation of a team within the school which coordinates activities and supports teachers in their implementation
- ☐ Regular relevant (internal/inter-school) professional training
- ☐ The regular organisation of an 'Alpine Week' (possibly in conjunction with institutions, communities, private individuals...)
- ☐ Appropriate public relations for these ideas
- ☐ ...

No. 4: Un berger dans mon école / A shepherd in my school, Société d'économie alpestre

The project is organised by a (farmer's) syndicate for alpine economy in partnership with the national education authorities in Savoie. Shepherds visit the pupils in schools and give them an insight into their work (using special tools). At the end of the school year, the children visit the shepherds on the mountain pastures. The project has existed for more than ten years now and is very popular.

This project consists of 4 key pillars: The visit of the shepherd in class (between November and March), the work in class with the teacher and with the help of pedagogical tools (educational suitcase and a special newspaper called ‚Pasto'), the participation at the day of mutualisation (in May, with all schools), a visit in a high mountain pasture to meet the shepherd (in June). Many stakeholders (shepherds, mountain farmers) are involved in the project.
http://www.echoalp.com/presentation-operation-bdme.html

Fig. 12: un berger dans mon école

5.9. Challenges

One of the biggest obstacles to making use of out-of-school learning venues is the effort they require of teachers and schools. As the following pages and personal experience demonstrate, preparation, execution and follow-up involve, among other things:

- ☹ Significant efforts for coordination, cooperation and logistics
- ☹ Time-intensive research on fundamentals (e.g. how to get to the venue, accomodation, meals, the programme, learning opportunities, equipment...) and on appropriate educational offerings
- ☹ Preparation and follow-up in coordination with colleagues and educational partners
- ☹ Possible uncertainties such as legal issues (supervision duties, accompaniment and insurance in case of accidents...)
- ☹ Lack of support from the school administration, colleagues, and parents or guardians (e.g. due to the cancellation of classes or the need for substitute teachers)

5.10. Design Thinking

For quality assurance and the conservation of resources, it is absolutely recommended that school-related events that were held earlier be repeated, gradually optimised and firmly established for a particular school year or class, with the aim of conceptualisation, so that it becomes an integral part of teaching. These should be appropriately documented so that, if necessary, documents, contact information, lesson preparation etc. can later be drawn upon.

With its well-structured procedure and instruments, design thinking - as a way of thinking and working - is well suited for developing high-quality educational offerings centred on pupils, possibly but not necessarily in connection with out-of-school learning.

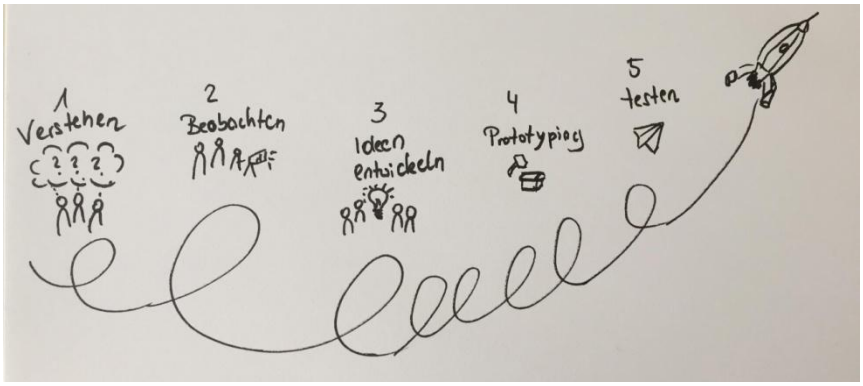


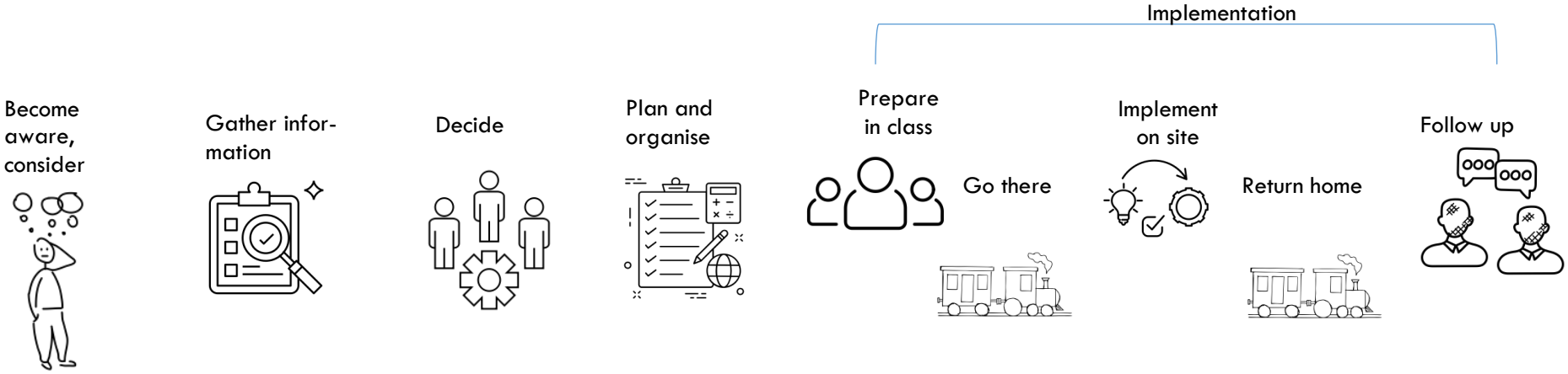
Fig. 13: The Design Thinking Process (Source: Helga Mayr, based on www.scharzefalke.com)

Design thinking can also be used as a method for preparation, follow-up and implementation, in order to activate the creative potential of pupils.

One practical application would be to create a journey map to guide the entire process. The steps in the process are outlined in the following chapter (no. 6) – The 'Journey'.

6 The 'Journey'

The following figures show the process of planning, preparing, executing, and implementing out-of-classroom lessons, with references to the chapters that examine each step in more detail.



See	7.1.	7.2. – 7.3.	7.4.	7.5. – 7.7.	8		9	10

Figure 14: The process from planning to follow-up

Since this manual is addressed to all educators who plan out-of-school learning activities, a nuanced presentation - for example showing the supplementing of assignments, points of contact with different people and institutions, emotions etc. - is not possible here. Nevertheless, it is meaningful for the context of implementation at school.

7 ORGANISATION

In this chapter all activities that precede the actual teaching at the out-of-school learning location are examined and summarised at the end.

The preparatory phase offers a good opportunity for introduction, discussion and engagement through early participation of the pupils.

7.1. Consideration

First considerations for conducting lessons at out-of-school learning venues may be motivated differently and influenced by personal experience, colleagues' recommendations, suggestions from parents, guardians or pupils and by (chance) contact with relevant offers.

Before the organisational work can begin, some fundamental considerations must be made regarding the framework, content and organisational process and agreed on as early as possible with the partners.

The appendix features a list of key questions to assist you. These questions will be taken up again to a certain extent in the respective chapters and processed in the form of checklists.

7.2. Analysis of the Environment

Already at the beginning, an analysis of the environment is recommended which reveals the main interest groups, their needs and requirements, and which provides orientation for further steps. An example that can be used for orientation is shown in the attachment.

7.3. Research

Methods and Channels

When undertaking research, one should note the concrete requirements each interest group has and which offers are available under which conditions. Various methods and channels are available for research, which can be combined with increasing concretisation:

Channel	Appropriate for	Comments
Internet	Offers on the market General information Finding ideas	Pertains to all aspects such as: ▪ Deciding on content ▪ Methodological-didactic approaches ▪ Possible dates ▪ Costs ▪ Arrival and departure ▪ …
E-Mail	Concrete enquiries Clarifying details	
Conversations (personal, telephone)	Finding ideas, reports on experience gained*, further concretisation	

Fig. 15: Research: methods and channels

* If necessary, invite pupils from other classes and teaching staff

Participation of Pupils

The pupils should – according to their age – be involved as much as possible in the collection and processing of information, for example by distributing concrete research tasks, the results of which are processed and presented in the classroom. This provides a good basis for decision-making and a first thematic approach, enables stronger identification and can already be used for performance assessment (see 10.4.). The degree of involvement should be decided based on the situation. The following diagram showing the levels of participation can provide orientation:

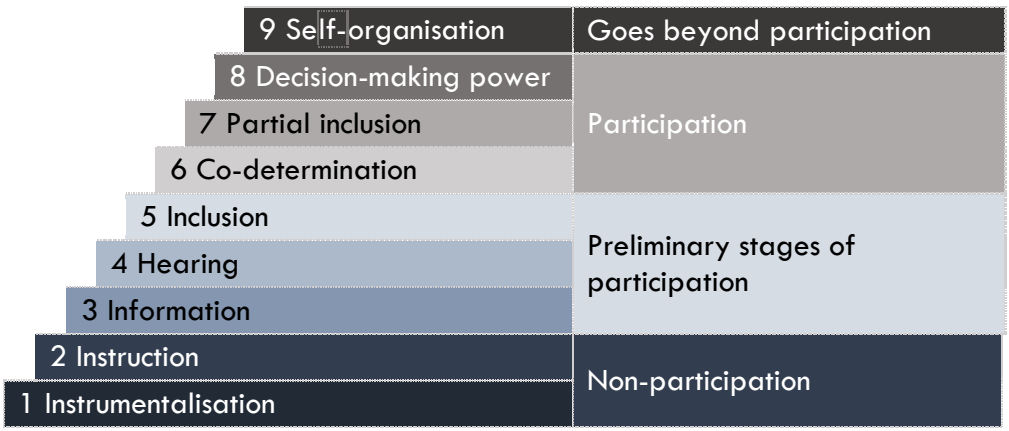


Fig. 16: Levels of participation according to Wright (Source: Web 2, Date 2018-06-14)

Determine criteria for presenting the results such as:

- ☐ What happens at the external learning venue?
- ☐ What do we pupils learn there and how does that fit in with our class?
- ☐ What do we pupils experience?
- ☐ Why do we absolutely have to go there?
- ☐ What could one say against it?
- ☐ What costs will it entail?

If the educational plan of the school lays down standards, parts of the research are not necessary or can be reduced to the acquisition of missing information, communication with the involved persons and institutions, and content selection or adaptation, if necessary.

7.4. The Decision-Making Phase

In this phase, the decision for or against implementation – and in a further step on content design – is made. This should be done as far as possible together with the persons concerned (pupils, accompanying teachers).

The Decision of the Class

The basis for decision-making in the class are usually the results of the research, which are presented in the class. Both the level of participation and the decision-making method depend, among other things, on the age and level of knowledge or the previous involvement of the pupils.

Decision-making criteria should be determined together and communicated transparently, as far as possible. The following can serve as criteria:

Programme point	Possible criteria
Going there and coming back	▪ Climate friendliness (CO2 footprint) ▪ Available space (e.g. for joint activities / group work during the journey) ▪ Previous experience (reliability, communication, flexibility ...) ▪ Costs ▪ Time
Educational programme	▪ Quality of the programme (determine quality criteria) ▪ Programme content ▪ Occasions for learning to develop certain competencies ▪ Compatibility with the content of the Alpine School Model ▪ Connection to the curriculum ▪ The possibility of a 'multi-part format' (e.g. dealing with a topic in several different subjects, visits from experts, lessons in out-of-school learning venues...) ▪ Quality of accomodations (determine quality criteria) ▪ Previous experience (reliability, communication, flexibility ...) ▪ Costs ▪ ...

Fig. 17: Decision-making criteria

The selection should be based on the best (and not the cheapest) bidder, determined according to an evaluation based on criteria.

Tips on method

To aid in selection, a utility value analysis (also called a point value process or scoring method) can be used. For example:

Criteria	Weighting	Alternative 1		Alternative 2	
		Points	Weighted	Points	Weighted
Experience	30 %	4	1.2	3	0.9
Educational pro-gramme	50 %	3	1.5	5	2.5
Proximity	10 %	3	0.3	3	0.3
Costs	10 %	2	0.2	1	0.1
Total			3.2		3.8

Fig. 18: Utility value analysis for decision-making

The level of information required prior to the application should be clarified within the school. It may be the case that not all information is available or that this is not a prerequisite for submitting the application (see The Application Process). If this is the case, the detailed planning will take place before the final booking.

The Application Process

After the decision by the class, implementation must usually be requested. Country- and school-specific conventions such as the necessary approval of the school community and deadlines should be observed.

There may be special regulations for events involving several schools (e.g. approval by the next level of school authority).

Tip

Be sure to inform the school administration and consult with potential accompanying persons beforehand!

Information necessary for the application include:

- ☐ Class/age group
- ☐ Number of pupils, sex
- ☐ School subject(s)
- ☐ Beginning and end of the event (time, place)
- ☐ Destination
- ☐ Type of school-related event (e.g. excursion, sports week, project week, graduation trip)
- ☐ Means of transportation
- ☐ Leadership and accompaniment (if necessary, indicate qualification)
- ☐ Aims and objectives of the event
- ☐ Framework plan (detailed information on each day)
- ☐ Cost plan for each pupil
- ☐ Cost plan for each teacher
- ☐ ...

Tip

Accompanying persons should

- ☐ Be persons the pupils can relate to (e.g. teaching staff for the class) and ideally
- ☐ possess the necessary qualifications and experience.

Decision of the Parents or Legal Guardians

In addition to the consent of the school community, that of the parents / guardians of the pupils concerned is also required. It makes sense to ask for this during the initial gathering of information, which should also encompass current contact information.

Keep in mind the minimum number of participants required by the school and by law!)

Tips

- ☐ Find out if any pupils have health issues (e.g. allergies / intolerance...)
- ☐ Create a template at school for a letter to parents, which only needs to be adapted to the particular school event / school-related event
- ☐ ...

Excursus: Communication

From the very beginning, good communication to the inside and outside is important. This includes, for example:

Be sure to observe the General Data Protection Regulation!

- ☐ Informing and discussion with the pupils concerned
- ☐ Informing potential accompanying persons and asking them to participate
- ☐ Informing the school administration and requesting their agreement in principle*
- ☐ Informing colleagues, e.g. during a class conference*
- ☐ Initial information to parents / guardians** with a request for their approval
- ☐ Contact with partners (usually done already during the research phase)
- ☐ ...

* Can be omitted if the event is part of the school-wide educational plan and therefore scheduled for the class

** If the event is part of the school-wide educational plan, the initial information should be referred to already at the first parent-teacher conference or another parent information event

It is advisable to keep an address file with the contact details of the most important persons and interest groups, which is available to all colleagues, particularly if maintained regularly.

Important factors for success are the positive attitude and support of school staff, parents / guardians, and of course the pupils (see also 3 - Success Factors). In communication, it is important to convey the value and benefits of out-of-school learning and of identification with the alpine habitat.

7.5. The (Legal) Framework

Legal provisions as well as rules internal and external to the school determine the framework for the implementation of the event. These relate to

- ☐ The definition of a school event and relevant regulations concerning their implementation
- ☐ Questions concerning supervisory duties, responsibility and liability
- ☐ Questions concerning decision-making and the adoption of resolutions, and
- ☐ Regulating cooperation

Tip

- ☐ Standardise internal school processes, checklists and templates
- ☐ Inform (new) teaching staff and familiarise them with processes
- ☐ Involve landowners as cooperation partners

School Regulations

In addition to the relevant laws and regulations, each school can autonomously decide on internal regulations concerning, for example, the handling of electronic devices. Specific rules of behavior applicable only to a particular class are also possible.

External Regulations

Even at out-of-class learning venues, rules can be (and are usually) stipulated which must be observed by pupils and those accompanying them.

It is advisable to work out the rules and the consequences of their violation together with the pupils, to increase their binding character by signing under them, and to inform parents about them (in certain cases having the parents or guardians sign under them can also be meaningful).

Discuss and rehearse what to do in particular situations, e.g. by referring to specific cases (see also the comments in 8.4. and the appendix)

General Data Protection Regulation

Since 25 Mai 2018 the EU General Data Protection Regulation has been in force and should be observed (see Web 3, date 2018-06-15).

Supervision Duties and Safety

Supervision duties are some of the most important working duties of teaching staff.

- ☐ At school events and school-related events, all participating teachers have a duty to supervise
- ☐ The supervision duty begins and ends at the meeting/ending place
- ☐ Teaching staff accompanying pupils must have at least a mobile phone and a first aid kit
- ☐ Supervision should be adapted to the age and maturity of the pupils
- ☐ Regulations concerning the meeting place and time as well as boarding and disembarking should be observed, and ideally communicated in writing
- ☐ Country-specific regulations should be observed

Liability

As regards liability, there is a general rule (in Austria) that in the case of pupil accidents, teachers can be held liable only if intent can be proven.

Insurance

Particularly in the case of lessons outside the school, which entail a certain degree of risk, it should be ascertained if sufficient insurance cover is available. Of special importance in this context are accident and liability insurance.

If the statutory insurance cover is insufficient, an additional insurance policy is worth considering - at least for the duration of the event.

Many insurance companies have special low-cost packages which they offer to parents' associations in many schools.

In connection with this liability of teachers, it should be ascertained on a case-by-case basis if it makes sense to take out special liability insurance for teachers.

7.6. Guidelines for Content

Curricula

Curricula provide the pedagogical and legal basis for the educational offerings of the formal education sector. In addition to general educational goals, they contain didactic principles, (inter-disciplinary) teaching principles, and the educational and teaching objectives for particular subjects.

The Alpine School Model

In addition to curricula, the Alpine School Model provides a further orientational framework for creating learning content:

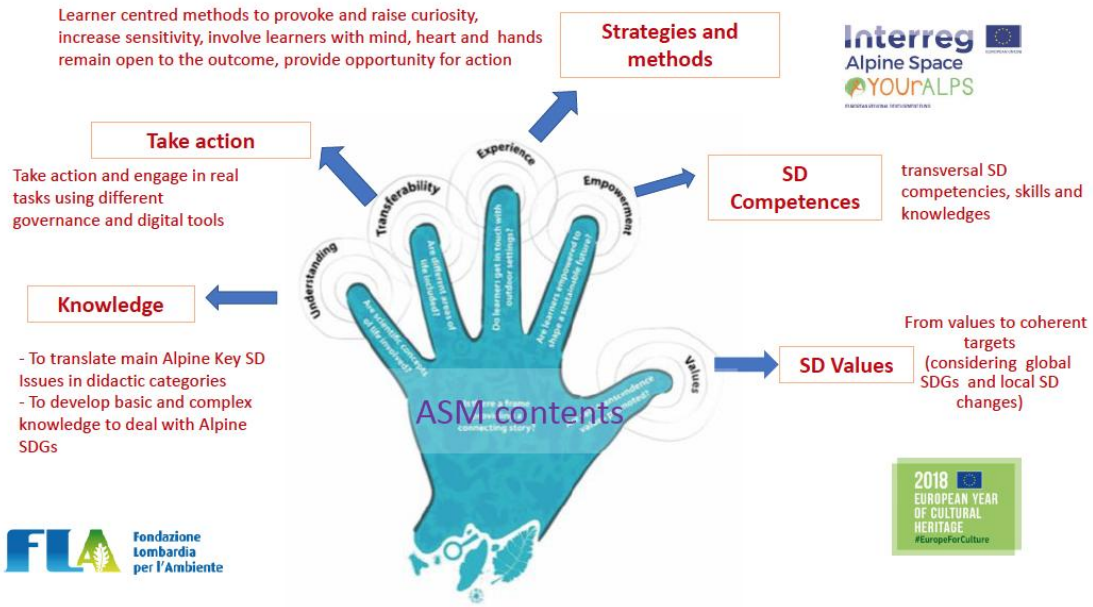


Fig. 19: ASM contents

TIP

Create a concept (see also 2 - From Project to Structure) for the school which defines quality standards and which all teachers can use.

- ☐ Connection to the curriculum, the Sustainable Development Goals, the ASM key themes, future skills and appropriate methods
- ☐ Integration of relevant themes into the teaching of diverse subjects

ASM_subectscurriculum
ASM_SDKeyIssues
SDGS_issues_subtopics

See also Chapter 8 (Preparation in Class) and Chapter 9 (Implementation at the Venue)

7.7. Booking

Concretisation

Prior to the definite booking, the phases described earlier were used to conduct research, obtain and compare offers, clarify the legal framework and make the decision to proceed.

During the booking process, it may be necessary to further concretise certain things such as the detailed program, or to obtain additional offers.

- ☐ Obtain at least three offers
- ☐ Award contracts to the best bidder (and not to the cheapest)
- ☐ Clarify the school's bank details

Booking Procedures

During the booking process details such as transportation, accommodation, and the programme are agreed upon with the individual partners and, if possible, put in writing. Details can be found in the appendix.

Organisational Considerations

In order to spare human resources and to ensure the smoothest possible process, it is recommended that processes be standardised, that (digital) templates for applications, various letters, invoices and documentation (e.g. reports) be used, and that address files be kept and maintained. A good cooperation within the team (with colleagues, the school community as well as partners outside the school) that shares planning and implementation tasks helps guarantee that the workload remains balanced.

Communication

In connection with the booking, good communication with different groups is once again important. Communication channels should be chosen according to the situation and availability, and agreements should be made in writing.

Excursus: Cancellation

During the booking process, provisions should also be made for cases where individuals or the entire class must cancel the school-related event on short notice due to unforeseen circumstances.

Withdrawal and cancellation conditions should be clarified in advance with the individual partners and recorded in writing during the booking process (including confirmation of the order). They should also be communicated to the pupils, their parents or guardians. Moreover, consent should be obtained for payment of any cancellation costs that may be incurred or, if appropriate, the purchase of cancellation insurance should be suggested.

7.8. Summary 1: Organisational Preparation

The Process

The process will vary depending on various factors such as the school, school type, grade, extent of teaching outside the school, degree of integration into lessons, etc. Thus, both the flow chart and checklist can only provide rough orientation and serve as a template for describing a process within the individual school.

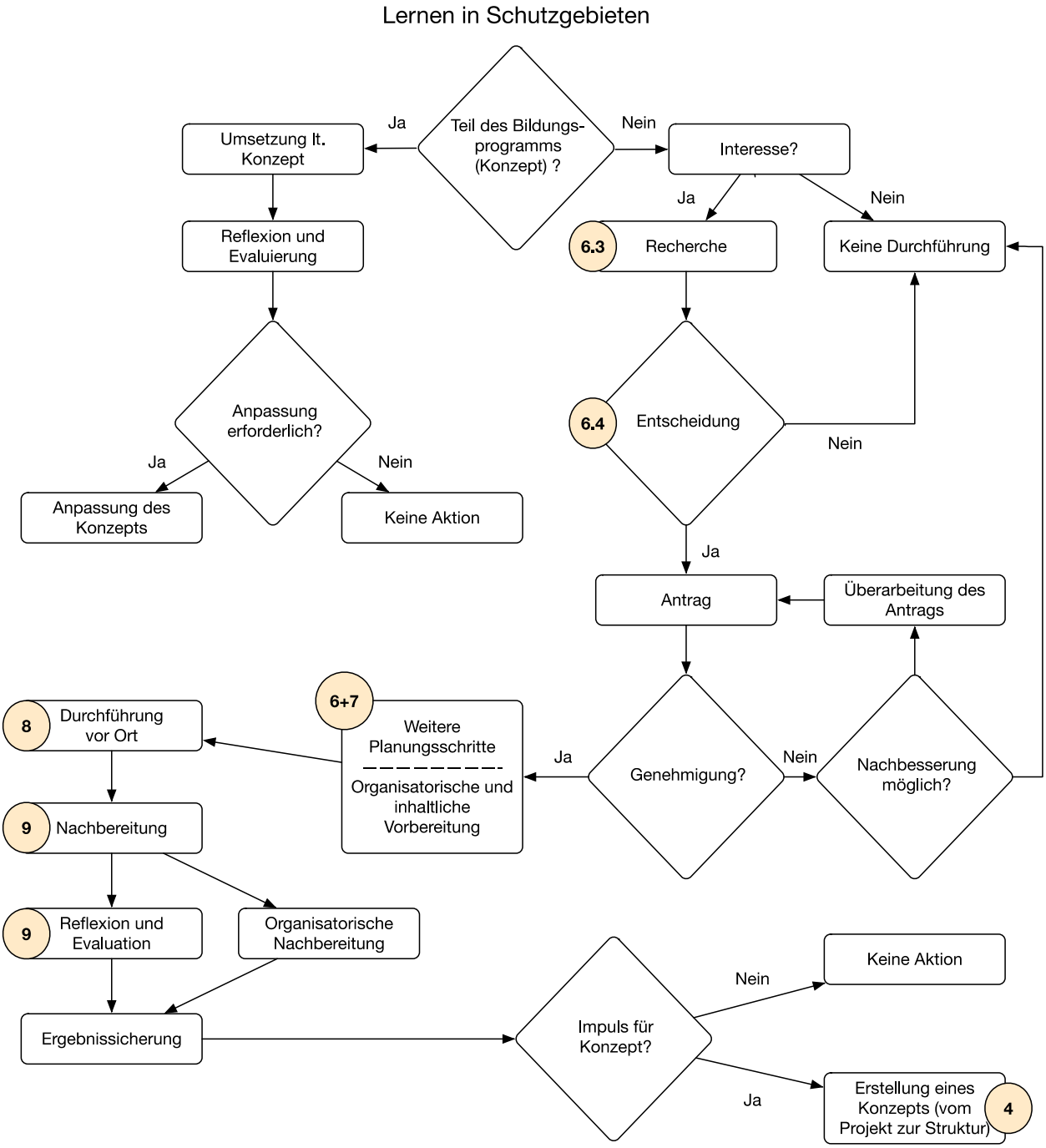


Fig. 20: Flow chart
See translation for Fig. 20 at the End of the Document

Core Content I 7 – Organisational Preparation

I. **Considering** learning in protected areas

- ☐ **Thoughts on content and the learning path**
  - What should the pupils learn? Which competencies should they acquire?
  - How should they learn? Which methodological-didactic approaches should be chosen?

References
- Curriculum
- Education for sustainable development (general)
- Checklists (appendix)
- ASM-subjectscurriculum
- ASM_SDKeyIssues
- SDGS_issues_subtobics

- ☐ **Organisational questions**
  - Geographic and temporal location
  - Preliminary organisational measures
  - Personnel (accompanying persons)
  - Costs and financing
  - Analysis of the environment

References
- Internal agreements
- Availability
- Themes
- Checklists (appendix)
- ASM-MOE practices

II. Research

- ☐ **Channels:** Internet, e-Mail, conversations
- ☐ **Participation**

Recommendations
- Maintain personal contacts
- Enable participation

III. Deciding

- ☐ **Decision of the class**
- ☐ **The application process**
- ☐ **Decision of the parents / guardians**
- ☐ **Communication**

Recommendations
- Participative decision-making
- Ensure good communication
- Observe legal and school requirements

IV. The (Legal) Framework

- ☐ **School laws**
- ☐ **Internal and external school regulations**
- ☐ **Safety aspects**
- ☐ **Curricular requirements**
- ☐ **Alpine School Model**

References
- Relevant laws, provisions and decrees as well as
- internal and external school regulations
- ASM subjects and curriculum

V. Booking

- ☐ **Concretisation and Completion**
- ☐ **Communication**
- ☐ **Cancellation Agreements**

References
- See the sections on research and decision-making, as well as the
- Comments on the ‘consideration‘ phase

8. Preparation in Class

Good preparation and follow-up is of central importance. Wilde and Bätz (2006) proved that pupils learn considerably better when they are prepared for the out-of-school learning venue.

Carlson (2008, p. 96) sees integration into the curriculum as the most important measure for increasing the learning effectiveness of an out-of-school learning venue. The availability of adaptable teaching material that is geared to needs facilitates the integration into lessons.

TIP

Already during preparation, it is important to establish links to previous knowledge and interests, and to underscore the relevance of learning in out-of-school learning venues.

In this context, reference is made to the sense of coherence and to the fact that learning events should be understandable, manageable and meaningful for learners. Learning by discovery and a moderate constructivism that allow for appropriate experiences promote the development of a feeling of cohesion and self-efficacy.

8.1. Participation

To promote identification, a positive attitude and commitment and a high level of participation at all levels are recommended. This fosters cohesion, as noted in 6.3.

It is possible and meaningful to vary the degree of participation according to the situation. In any case, the persons involved should take responsibility and experience being self-effective.

8.2. Designing Learning Processes

Attention should be paid to the active design of learning processes not only during the implementation, but also in the preparation and follow-up. Guiding questions can be found in the appendix.

8.3. Preparing Content

Connection to the Curriculum

In the preparatory phase, concrete links to the curriculum should be established and, if possible, reference to the topic should be made over a longer period of time in a wide variety of subjects (see also Chapter 5 'From Project to Structure').

TIP

A pedagogical day could be held to develop - in teams - specific links to the curriculum in different subjects, ideas for concrete learning events, and for methodological-didactic preparation, interdisciplinary projects etc. Here a school-wide plan could be drawn up which would subsequently make work much easier.

ASM_DKeyIssues, ASM_subjectscurriculum, SDGS_issues_subtobics

Content

The way content is dealt with beforehand in the classroom mainly depends on which topics will be taken up at the out-of-class learning venue (see checklist in the appendix), and on which preparations are necessary or useful given the pupils' previous knowledge.

ASM_subectscurriculum
ASM_SDKeyIssues
SDGS_issues_subtopics

As already mentioned, it is important that the contents are coherently and well integrated into the lessons, that a high degree of pupils' participation is guaranteed, and that the appropriate methodological and didactic approaches are chosen.

TIP

Consider how to ensure that the pupils remain interested, curious and eager to attend class at the out-of-school learning venue!

- ☐ Tell stories! (➔ Storytelling)
- ☐ Apply a flipped classroom!
- ☐ Work with the toolset, which offers design thinking!
- ☐ ...

Methodologies_Feb

Already at this point, the accompanying persons and the external partner should have a clear idea about the tasks / work the pupils will carry out at the out-of-school learning venue, so that they can be well prepared for them.

Methods

An entire repertoire of methods is available for preparation in the classroom, from which the appropriate one(s) can be chosen according the situation.

TIPS

- ☐ Mix and vary methods and combine them with media
- ☐ Have the pupils participate as much as possible

Methodologies_Feb

Involving Partners

Partners can or should already be involved in the preparation. The degree of involvement differs according to the situation and is usually determined on a case-by-case basis or according to a (school-wide) concept, should one be available.

TIPS

- ☐ Invite a partner to class for a lecture, discussion, workshop ...
- ☐ Take advantage of preparatory courses made available by partners and/or jointly developed with them.
- ☐ Use digital media and communication channels (e.g. videos, quizzes ...)
- ☐ ...

Bear in mind the regulations concerning visits from 'persons external to the school'

8.4. Safety and Risk Management

The issue of risk and risk management must be addressed and dealt with contextually as part of the preparation for out-of-school learning and later in the context of implementation. Pupils should be sensitised to potential risks in a way that accords with their age and be well prepared for them. Both parents and the school community must be informed accordingly, and any necessary permits or consent must be obtained in good time.

Risk Strategy

Preparing for an out-of-school learning experience provides a good opportunity to discuss safety, risk management and the importance of a systematic approach in general, and to develop one together with the pupils.

Orientation is provided by the 7 steps which should be carried out as part of risk management and which are oriented towards the process management cycle, which can generally be applied to (development) projects➔

TIP

Different methods can be used during the separate steps.

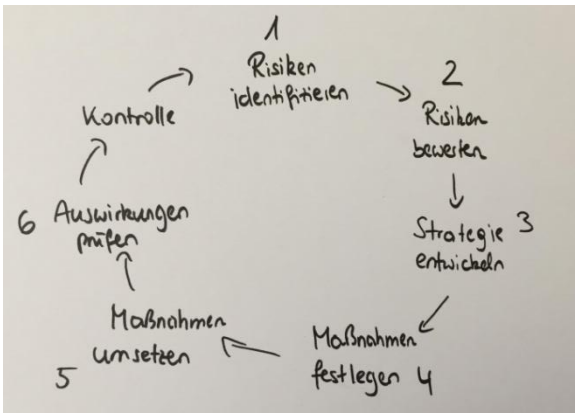


Fig. 21: The steps of risk management
(Source: Helga Mayr, based on Web 4, date: 2018-06-15: www.projekte-leicht-gemacht.de)

The aim of jointly developing a risk strategy is to create risk awareness among the pupils, show different ways of dealing with risk, and heighten the sense of individual responsibility.

TIP

Developing and representing risk strategies through a portfolio analysis:

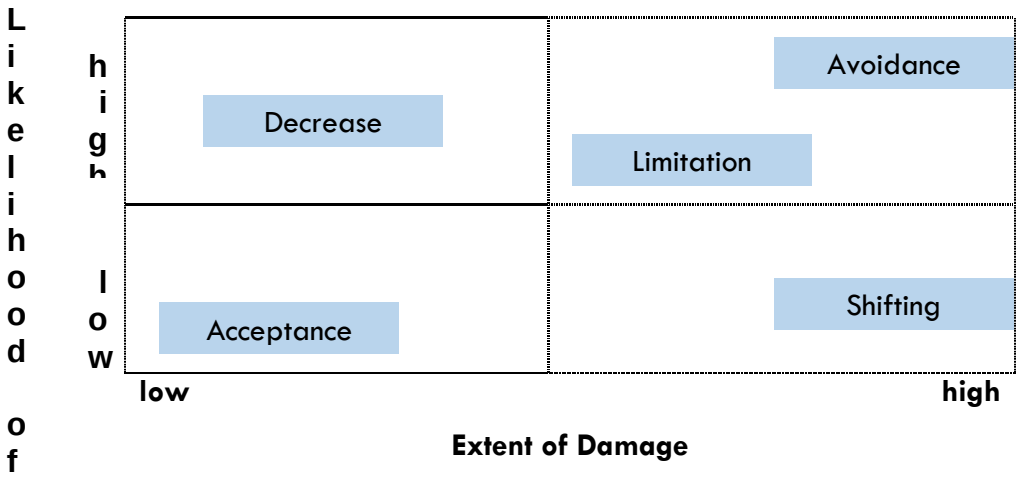


Fig. 22: Risk strategies

The topic of risk management offers numerous points of contact with different subjects (e.g. mathematics, physical education, business administration, social learning and many more), as well as the possibility of taking up offers from external partners such as alpine clubs:

risk'n'fun is the training programme for freeriding and climbing offered by the youth of the Austrian Alpine Association. This helps young people develop their own risk strategy (see ASM-MOE practices No. 22)

Fig. 23: risk'n fun

© HD © by Frizz Köck/Matadorworld)

Photo: www.alpenverein.at/risk-fun.

You will find further information on risk education, rules of conduct, and what to do after an accident in the appendix.

8.5. Equipment

Which equipment will be necessary depends on many factors such as the season or the type of nature experience intended. Ideally it should be identified based on a checklist and communicated to pupils, their parents and guardians.

Equipment List

In the appendix you will find a sample equipment list. Since it is not possible to create a suitable equipment list for all event formats, this list is only for orientation purposes and must be adapted accordingly.

Sources

If pupils do not have the necessary equipment, it must be obtained. Possible sources for rental are e.g. the school itself, friends and family, facilities at the venue, alpine clubs or private providers.

When providing needy pupils with shoes, clothing and other items, charitable organisations may be helpful.

If events requiring certain equipment take place regularly, the school may consider purchasing it.

8.6. Arriving and Returning

Regarding the arrival (and return home), aspects such as climate friendliness, liability (point of boarding and disembarkation), logistics (luggage transport) etc. should be considered, as can be seen from the checklist in the appendix. In this connection we refer you to the comments in *7.7*.

8.7. Summary 2: Preparation in Class

This chapter examines the preparation of the pupils in class at school and addresses the following topics:

I. Thoughts

- ☐ **on participation**
- ☐ **on shaping learning processes**
- ☐ **on content and methods:** in coordination with the educational offerings of the protected area, the curriculum etc.
- ☐ **on involving partners**

References
- Curriculum
- Education for sustainable development
- Appendix
- ASM-subjectscurriculum
- ASM_SDKeyIssues
- SDGS_issues_subtobics

Reccomendations
- Ensure good communication and coordination (of content, methods and with partners)
- Be well prepared
- Enable a high degree of participation

II. Safety and Risk Management

- ☐ **Risk strategy and risk education**
- ☐ **Safety measures**
- ☐ **Code of conduct**
- ☐ **What to do in case of accident, emergency numbers**

References
- Legal foundations
- Internal and external school regulations
- Appendix

III. Equipment

- ☐ **Equipment list:** for pupils, teaching staff and accompanying persons
- ☐ **Sources:** for renting equipment

IV. Arriving and Returning

- ☐ **Choice of means of transportation:** Criteria

References
- The research and decision-making phases
- Appendix

Recommendation

Communicate agreements in writing

9 Implementation at the Venue

9.1. General Considerations

The design of this phase depends on the type, extent and intensity of the encounter. The main focus is always on actively dealing with what the out-of-school learning venue offers. Special attention should be paid to having an appropriate didactic-methodological design that offers diverse learning opportunities and opportunities suited to the educational and learning objectives. Further considerations can be found in other parts of the manual.

9.2 Learning Arrangements

Regardless of the place of learning, much importance should be attached to the design of the learning arrangement, since - provided that it is well designed - it opens up pupils' learning potential and initiates learning processes.

Learning arrangements at out-of-school learning venues are usually more complex and extensive than at school, where complexity is reduced to facilitate learning.

Among other things, learning arrangements should feature - during preparation, follow-up and implementation - interesting learning offerings that stimulate activity and commitment, and be oriented to the everyday world of the pupils. They should integrate different methods, experiences and media and be didactically prepared in such a way as to enable 'learning with all the senses', independent discovery and the acquisition of knowledge.

- ☐ Does the learning venue offer various formats such as workshops, excursions, shows, lectures, exhibits and theme routes?
- ☐ Is a variety of methods considered for the individual formats?
- ☐ Which media are used to support the methods? For example: film, video, models, multimedia presentations, apps, photos, comics, games (gamification) ...
- ☐ Which (good) alternatives are available should unplanned changes in the program - e.g. due to bad weather - occur?
- ☐ ...

Fig. 24: An example of a learning arrangement

Content

The educational contents taught at out-of-school learning venues and frequently offered by external partners such as protected areas, are diverse. They usually range from nature and experiential education to offering experience in the area of personal development and social learning.

The contents that are taught on site can be examined based on a few questions to see if they fit the educational concept:

- ☐ Is there a link to the curriculum and the Alpine School Model?
- ☐ Is preparation in class possible?
- ☐ Can the aims and objectives be achieved?
- ☐ Is is possible to relate them to the everyday world and previous knowledge of the pupils?
- ☐ Are they tailored to the age of the pupils and contemporary? Are they suitable for the target group?
- ☐ Are they important in the sense of having significance?
- ☐ ...

See also the checklist(s) in the appendix

Centre for School and Outdoor Education, Slovenia (Good Practice No. 13)

CSOE perform the following activities for children in kindergartens, primary and secondary schools:

- single day activities: science and technical days, field trips
- one-week activities:
  - ☐ Outdoor schools with plenty of athletic activities (skiing, rafting, cycling, hiking, mountain climbing)
  - ☐ Project activities, dealing with healthy lifestyles, biodiversity, ecosystems, natural and cultural heritage, water cycle, orientation …
  - ☐ Pupils' and students' holiday activities

Their biggest advantage is that they offer educational programmes that are compatible with curricula. They include accommodation, meals, equipment and qualified teachers who implement their programmes.

Fig. 25: An example of learning arrangements: Slovenia www.csod.si/galerija

Methodological-Didactic Considerations

Since learning at out-of-school learning venues should always be combined with school learning, the involvement of teachers during the implementation is a success factor (as is the involvement of the external partner in the preparation and follow-up). This includes, among other things, the methodological and didactic approaches, which, like all other elements, differ based on the situation. The following questions can help in shaping them:

- ☐ What should the pupils learn? Which competencies should they acquire / practice?
- ☐ Where is it situated in the curriculum? Which subjects are affected?
- ☐ Which experiences can they be linked to?
- ☐ Which methods are used? For example: experiments, role playing, worksheets, learning at stations, storytelling, conversation / discussion...
- ☐ What assignments are given to the pupils?
- ☐ ...

Is the learning arrangement consistent with the Alpine School Model?

- ASM-subjectscurriculum
- ASM_SDKeyIssues
- SDGS_issues_subtobics
- Methodologies_Feb

Fig. 26: An example for methodological-didactic considerations: the French pilot site

ki.d.Z.21 – Austria – competent into the future (*kompetent in die Zukunft*)

Fig. 27: An example for methodological-didactic considerations: k.i.d.Z.21

k.i.d.Z.21 contributes to preparing youth for their role as shapers of the future and supports a constructive approach to the local and global challenges of climate change. It enables a transdisciplinary exchange (between young people and experts) and an interdisciplinary approach by integratively addressing different subjects (geography, economics, biology, physics, ethics and many more). The cross-subject concept builds didactically and methodologically on the moderate constructivist approach in conjunction with the 'conceptual change' theory.

It thus takes into account the preconceptions of adolescents and sees learning as an individual, constructive, social, self-directed and situational process.

A kick-off workshop and an ongoing thematic discussion in various subjects during the school year is followed by a multi-day research stay in the high mountains.
(Source: www.kidz.ccca.ac.at)

Rooms

The spatial conditions themselves suggest specific teaching actions and thus favor or hinder certain possibilities for action and experience as well as the design of specific learning arrangements.

It is not by chance that the room is also referred to as the 'third educator', to which appropriate attention should be paid.

Generally, in addition to outdoor spaces that provide learning opportunities specific to the learning venue and allow for corresponding experiences, there should also be indoor spaces which can be used for workshops, meetings, reflection phases and as a place of retreat during (long) periods of bad weather, and which should be equipped in a user-centered way.

It is necessary to clarify the following with partners:

- ☐ How many rooms and which equipment (seating, tables, technology, moderation materials etc.) and working materials are necessary and available?
- ☐ Which outdoor spaces can be used (trail network, places with opportunities to sit down, natural offerings (ecosystem, habitats), man-made offerings such as theme paths, stage performances...)?

'House of the Mountains', Berchtesgaden National Park

Seeing, hearing, feeling, tasting nature and making it tangible - this is the motto of the Berchtesgadener National Park Centre. The 'House of the Mountains' National Park Centre combines an information and educational centre with an outdoor area into a harmonious triad for all nature lovers with a spirit of discovery.

The modern building with its energy-efficient architecture, four different learning rooms, and innovative interior design offers optimal conditions. It thus provides an environment that is not dependent on the weather or season – for a contemporary education for sustainable development centered on learning by discovery (source: www.haus-der-berge.bayern.de).

Fig. 28: An example of rooms: House of the Mountains @ Berchtesgaden National Park

In outdoor spaces in protected areas the following questions should be borne in mind...

- ☐ Are activities away from paths permissible?
- ☐ Which particular ecosystems and habitats should be given special consideration?
- ☐ Which particular daily and seasonal circumstances (e.g. mating seasons, bird breeding periods etc.) should be taken into account?
- ☐ Which equipment and clothing are necessary?
- ☐ What are the potential risks and which risk prevention measures should be undertaken?
- ☐ Whether and which particular rules of conduct (waste concept, noise) apply
- ☐ Whether there are any regulations regarding group size
- ☐ Which working materials are necessary (e.g. clipboards, pens, camera, field guides, plans...)?
- ☐ ...

Fig. 29: @ch0p1n www.unsplash.com

Procedure

Depending on the programme, the following points should be considered (and if necessary, planned together with the partner):

- ☐ Breaks (e.g. a first, larger break with the possibility of eating after around 1.5 hours of walking)
- ☐ Seating possibilities on site (stones, tree trunks, meadows -> sitting cushions)
- ☐ Agreements to meet (time, place)
- ☐ Food
- ☐ Orientation possibilities
- ☐ ...

9.3. Safety

During implementation, the topic of safety and the handling of risks and dangers is of particular importance.

The pupils were already introduced to these during the preparatory phase. During the implementation phase it is necessary to take precautions, which may differ to a certain extent according to the target group.

A checklist with sample security measures and instructions on what to do in case of danger can be found in the appendix.

9.4. Summary 3: Implementation at the Venue

The chapter 'Implementation at the Venue' discusses both the design of learning environments from the standpoint of content, methodology, didactics and spatial considerations. These considerations were supplemented by considerations on safety, although this topic was already dealt with in detail in the previous chapter.

I. Thoughts on the Learning Arrangement

- **Stimulating possibilities for learning**
  - Enable 'learning with all the senses'
  - Allow independent discovery and information acquisition
  - A variety of methods and media
  - Adapt to the weather
- **Rooms**
  - Outdoor spaces and what should be taken into account
  - Indoor spaces and how they should be arranged

References

- Curriculum
- Education for sustainable development
- Research phase
- Preparatory phase(s)
- ASM Model
- ASM-subjectscurriculum
- ASM_SDKeyIssues
- SDGS_issues_subtobics

Recommendation

Thorough coordination and embedding in curricular requirements

II. Thoughts on Safety

References

See considerations in Chapter 8 and the appendix

10 Follow-Up

10.1. General Considerations

The follow-up phase focuses on

- ☐ Reflecting on what has been learned and the transfer of the acquired knowledge and experience into the life of the pupils
- ☐ Reflecting on and evaluating the entire process and individual phases
- ☐ Final organisational tasks that must be fulfilled.

The follow-up phase also provides the opportunity to deal with unanswered questions that can be addressed in the classroom or still at the venue. It should begin with a reflection and feedback round already at the out-of-school learning venue.

As in the preceding phases of preparation and implementation, during this phase a methodological-didactic approach should be chosen that is adapted to the target group, type of event, and learning arrangement.

10.2. Reflections

Among other things, reflecting on the content and methodology of the event is intended to provide information on

- ☐ if and how a connection to the subject matter was established or if the embedding in the curriculum was successful, and if the aims were achieved
- ☐ which knowledge and compentencies the pupils ascertainably acquired
- ☐ what went well and what could be improved in the future

Levels of Reflection

Reflection can taken place on different levels (see Web 7, date: 2018-06-15).

Levels of Reflection

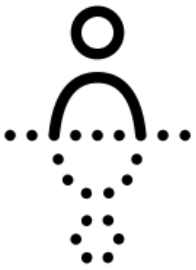
On the subject learned	On learning actions	On learning abilities
▪ What did the pupils learn? Which competencies did they develop, and to which degree? ▪ What needs to be done in order to achieve the learning objective(s)?	How successful were the learning steps and methods in relation to the learning objective, and what changes are necessary to achieve the objectives? Note: this refers to lesson planning, organisation, learning methods and strategies, learning settings, prior knowledge and social inclusion	How did things go for the pupils? 

Fig. 30: Levels of Reflection

TIP

- Enable individual and group reflection
- Take time for your own reflections

The Reflective Cycle

Both Gibbs' reflective cycle and questions for reflection (see below) offer orientation for the preparation of the reflective phase:

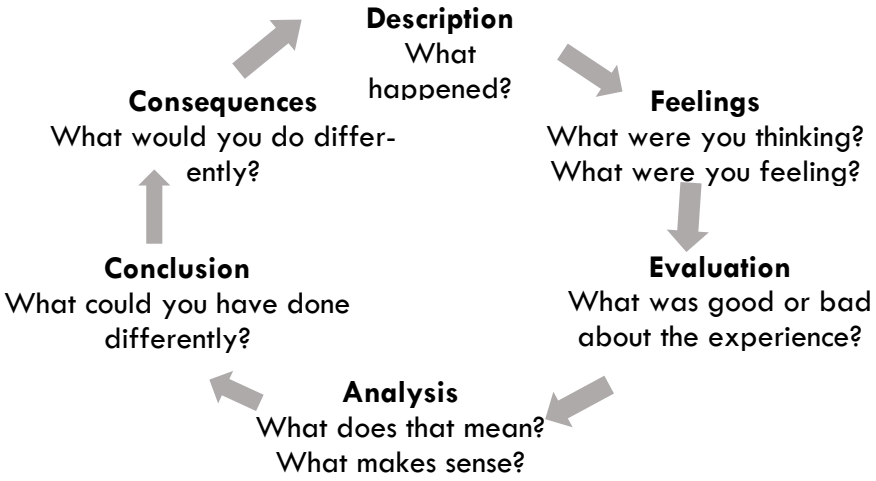


Fig. 31: The Reflective Cycle

TIP

- The reflective cycle can be combined with the competence levels, e.g. the first step – 'description' – with 'remembering, recounting' (see Web 8: date 2018-06-15).

Questions for Reflection

Possible questions for reflection are (Sliwka & Frank 2004 in Rauscher, Petra (2015), p. 54):

Question	Content	Possible Concretisation
WHAT?	Description of what happened (facts).	▪ What happened? ▪ What did I do? ▪ What do I remember? ▪ What did I experience? ▪ ...
HOW?	Descriptipn of feelings and interpretation of experiences.	▪ How did I feel? ▪ What did I learn about myself, others and the material? ▪ Did I achieve that which was intended? Why? Why not? ▪ ...
WHAT NOW?	Transfer of the newly acquired knowledge and skills	▪ What can I do with what I learned / experienced / found out? ▪ What are the next steps? ▪ What would I do differently next time?

Fig. 32: Questions for Reflection

Methods for Reflection

Different methods in different subjects can be used for reflection. The following table gives an overview of these:

Method of Reflection	**Explanation / Comments**
Autobiographical Writing	Describing one's life story, or one or several stages of life in retrospect.
Journalistic Writing	Preparing content such as accounts, reports, commentaries, portraits, criticism and blogs for journalistic texts
Discussion / Conversation	Discussions can be held either in a group (group discussion) or in pairs (pair conversation).
Processing the past by creating ...	▪ a video ▪ a radio report ▪ a presentation ▪ a poster ▪ a (wall) newspaper ▪ a guidebook ▪ a story (storytelling) ▪ a storyboard ▪ a journey map (including an emotional map) ▪ a report ▪ a portfolio ▪ a learning diary or logbook ▪ a weblog ▪ a SWOT analysis ▪ …

Fig. 33: Methods for reflection

TIPS

- ☐ Record key results, findings and insights from the reflective process so that they can feed into both individual and collective learning and into the further development of the process (the Art of Harvesting).
- ☐ Here is one idea for a possible categorisation of the reflective process:

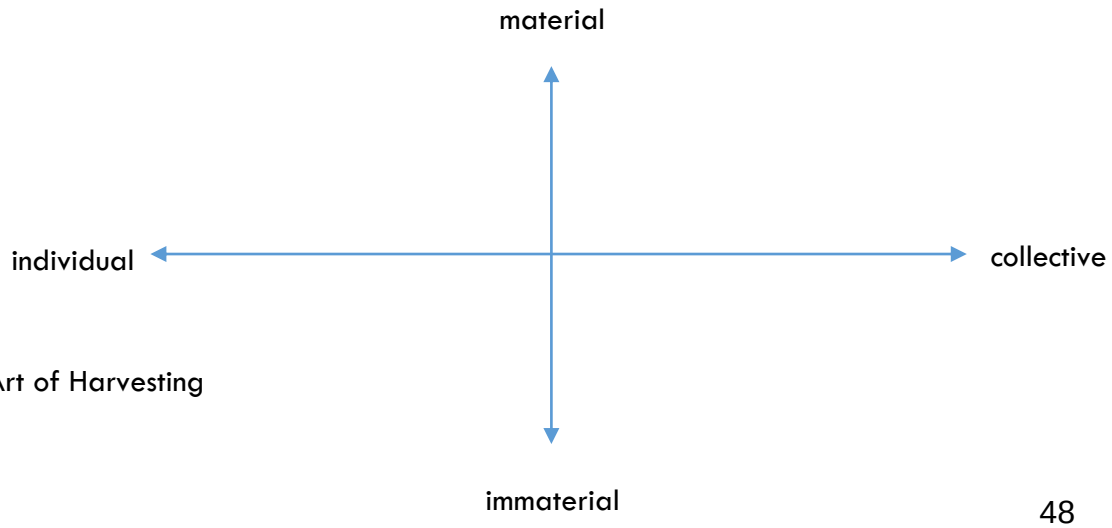


Fig. 34: The Art of Harvesting

10.3. Evaluation

The Evaluation System

Evaluation is part of the quality development process that follows the logic of the quality spiral. After getting started, the data is collected and then evaluated and discussed. The results are then applied for improvements:

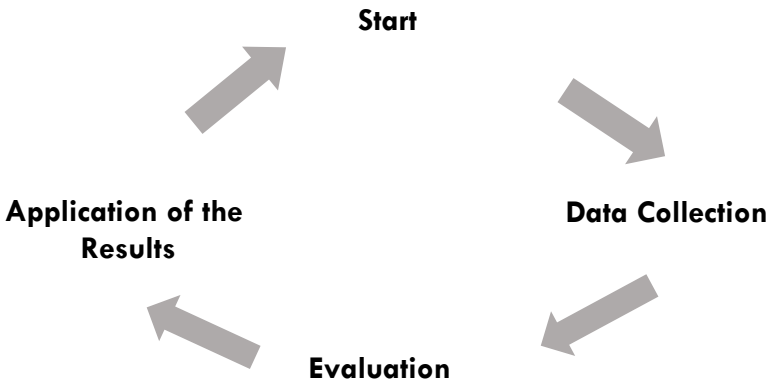


Fig. 35: The Evaluation System

What should be evaluated?

The evaluation can relate to the entire process or parts thereof, and/or to content, methods and organisation.

When to evaluate?

The question of when to evaluate should be answered situationally. If different methods are used (see below), a delayed evaluation can be meaningful. It is also worth considering whether the use of pre- and post-tests is advisable in order to detect changes and lasting effects. Post-tests may take place at (ir)regular intervals.

Where to evaluate?

Evaluation can be carried out indoors and / or outdoors. Depending on the location, certain evaluation methods will be more or less appropriate.

TIPS

Outdoors: use the (natural) infrastructure on site and playful approaches (e.g. lining up the pupils, using targets...)

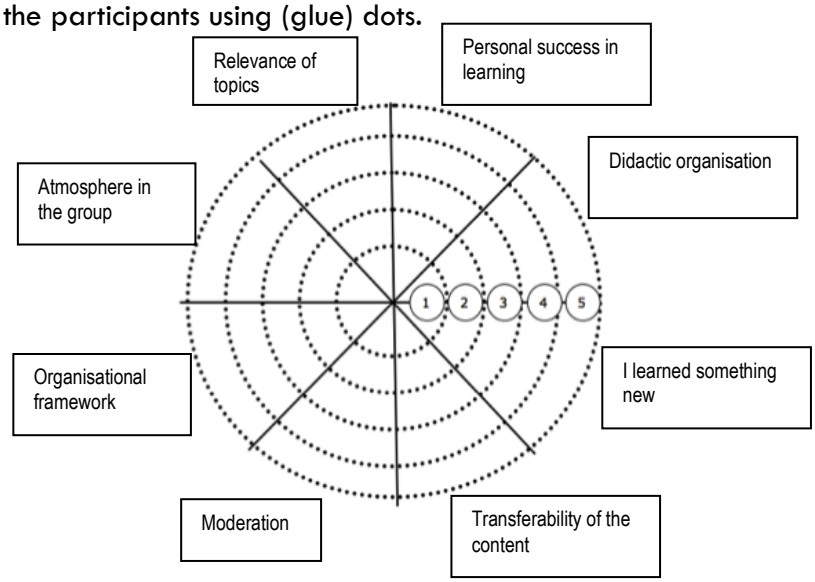
Indoors: make use of digital evaluation tools that enable a prompt evaluation and discussion of the results (e.g. www.mentimeter.com).

Rules for Feedback

Depending on the method selected, attention should be paid to compliance with the feedback rules. The feedback should always be constructive, descriptive, concrete, subjective (I-message) and not just negative (➔ sandwich method).

Evaluation Methods

Numerous methods are available for the evaluation. The decision on which method(s) to use is situational and depends on which information is important for development. The methods can be combined and used in parallel and/or sequentially. Supplementing this by observations is recommended. An incomplete selection of possible evaluation methods is described below:

Evaluation method	Description
Questionnaire (online or paper-pencil)	With the help of a questionnaire, it is possible to obtain feedback that 'would rather not be communicated' during joint reflection discussions or when using other evaluation or feedback methods. It allows for a more comprehensive survey and a problem-free evaluation when using electronic aids. The choice of content can have a considerable impact on the data quality, so a pre-test is recommended.
Survey or interview (individually or in groups)	Surveys provide the opportunity to gather extensive information.
Evaluation target	In a target, aspects that are to be evaluated are defined and assessed by the participants using (glue) dots. 
Traffic light feedback	The leader asks different questions or makes various statements in the room, and the participants rate them according to the traffic light system by holding up the corresponding piece of paper (red: I disagree, yellow: I partially agree, green: I agree).
Flash	In the final round, the participants comment on one or more aspects of the event mentioned by the instructor/leader. Each person considers a short feedback, notes it on a moderation card if necessary, and reads it aloud in a quick round. Tip: as preparation for this, draw attention to the rules of communication (e.g. I-statements, no discussion, no rating).

Three times three statements	The participants name (orally) or note (on post-its or something similar) three positive things, three obstacles and three suggestions for improvement.
Mood barometer	A barometer is drawn on a poster. The participants can give their assessment by drawing a line or by sticking a dot.
What's important for me	Participants write down (or say) what they will take home from the event.
Feedback wall	The participants can leave feedback at any time on a (specially prepared) wall (flipchart, whiteboard, pinboard, etc.).
Opinion line	The teacher / leader of the event makes various statements on which the participants take a stand, depending on their level of consent.
Photo layout	Different picture cards are laid out. Participants choose a symbolic image that matches and speaks about the feedback they wish to give. Alternative: the participants select and talk about an object in nature that matches their feedback.
Point survey	One or more precise questions are formulated and visualised. The participants can express their opinion on a scale or in a coordinate plane by sticking a dot.

Fig. 36: Evaluation methods

TIP

The application of three methods (triangulation) increases the validity of the data.

ASM-MOE practices

The collection of examples of good practice includes some references to evaluation methods such as the production of texts, the use of questionnaires or the ECVET tool (measurement of competence acquisition), regular reflective discussions and workshops (with external moderation), qualititative interviews, pre- and posttests, observation, analysis of projects / work etc.

The evaluation results should be used to improve one's own lessons and be communicated to the partners.

10.4. Assessment

For the sake of transparency, whether the assessment of learning in protected areas will be conducted and what will be assessed should be defined and communicated in advance (at the beginning of the school year, at the latest during the planning phase).

TIP

- ☐ develop a rating table together with the pupils
- ☐ ask pupils for a self-assessment during the reflection

The currently valid assessment regulations form the legal basis, while the competence-oriented learning objectives serve as the substantive basis. 'Products' that arise during the process and during the reflection phase form the basis of assessment.

TIP
The ASM competence model can be used for orientation.

10.5. Organisational Follow-up

This encompasses final work such as:

- ☐ billing and reimbursements, if applicable
- ☐ writing a report, e.g. for the school website
- ☐ returning materials and equipment
- ☐ writing a letter of appreciation to the partners
- ☐ ...

TIPS

- ☐ clear school guidelines such as pre-determined processes and templates make work easier
- ☐ revise existing documentation and incorporate experiences

10.6. Summary 4: Follow-up

This chapter examines the themes of reflection and evaluation, which are important for development. These aim at securing results, transfering (reflection) and feedback. It also briefly looks into some important organisational aspects.

I. Reflection

- ☐ **Aim of reflection**
  - Establishing a link to classes
  - Knowledge and competence acquistiion
  - Potential for improvement
- ☐ **Levels of reflection**
  - On the subject learned
  - On the learning actions
  - On learning abilities
- ☐ **The reflective cycle, questions and methods**
  - The system of reflection
  - Sample questions for reflection
  - Suggestions for reflective methods

References

See comments in previous chapters

II. Evaluation

- ☐ **The evaluation system and its contents**
- ☐ **Evaluation methods**

References

See comments in previous chapters

III. Assessment

- ☐ **Reference to the legal basis (bases)**
- ☐ **Orientation toward competence acquisition**

References

See comments in previous chapters

IV. Organisational Follow-up

- ☐ **Reference to final tasks**
- ☐ **Tips**

References

See comments in previous chapters

11 Appendix

11.1. Contact Information

YOUrALPS

http://www.alpine-space.eu/projects/youralps/en/home

Partners

- ALPARC - Le Réseau Alpin des Espaces Protégés | *Alpine Network of Protected Areas*
- Educ'alpes, réseau d'éducation à la montagne alpine | *Educ'alpes, network of alpine mountain education*
- Asters, Conservatoire d'Espaces Naturels de Haute-Savoie | *Asters, Conservatory of natural areas of Upper-Savoy*
- Etablissement Public Local d'Enseignement et de Formations Professionnelles Agricoles (EPLEFPA) de Chambéry – La Motte-Servolex | *Local Public Establishment for Agricultural Education and Professional Training of Chambéry – La Motte-Servolex*
- Regione Lombardia - Direzione Generale Ambiente, Energia e Sviluppo Sostenibile | *Directorate-General Environment, Energy and Sustainable Development*
- Fondazione Lombardia per l'Ambiente | *Lombardy Foundation for the Environment*
- Regionalmanagement Burgenland GmbH | *Regional Management Burgenland*
- Verband der Naturparke Österreichs | *Association of Austrian Nature Parks*
- Institut für Geographie, Universität Innsbruck | *Institute of Geography, University of Innsbruck*
- Univerza v Ljubljani | *University of Ljubljana*
- Biotehniški center Naklo | *Biotechnical centre Naklo*
- Nationalparkverwaltung Berchtesgaden | *National park administration Berchtesgaden*

Fig. 37: YOUrALPS

11.2. Checklists

for 7.1. 'Consideration'

QUESTION	Guidung questions
WHAT should the pupils learn?	**Which competencies should the participants develop?** ▪ Which concrete educational and teaching objectives of the curriculum (in which subjects) will be achieved? ▪ Which specialised competencies can be developed? ▪ Which generic competencies can be acquired (e.g. health, creativity, critical and networked thinking, communication, collaboration...)? ▪ Which methodological competencies should be acquired (e.g. learning by research, scientific thinking, spatial observation...)? ▪ What should be different after the lessons at the out-of-school venue (e.g. environmental consciousness, values, behaviour...)? ▪ ...
TIP Orientation toward ASM competencies	
HOW should the pupils learn?	**How does learning happen?** (learning path, learning process, methodological-didactic approaches) ▪ Are the themes and methods oriented to the pupils? What previous knowledge, which can be activated, do they have and can be built upon? ▪ How can successful knowledge transfer (into action) be ensured? ▪ Do the pupils have the opportunity to discover / identify the problem by themselves? ▪ Do the pupils have the opportunity to be active and organise parts of the learning process themselves? ▪ Do the learning assignments have requirements that foster the autonomy of the pupils and make them aware of their progress in learning? ▪ What can the pupils experience? Why is this important? ▪ Are differentiation and individualisation (e.g. freedom with regard to time and content, different learning paths) possible? ▪ How can the achieved competencies be reinforced? ▪ What is the 'product' of the learning process? How can this be ascertained?

WHEN should the event take place?	Which factors influence the choice of season / month? ▪ What kind(s) of nature experiences (e.g. glaciers, snow/freedom) should the pupils have? When is this possible? ▪ What equipment can be obtained without any problems? ▪ Which time periods best accord with the school's rhythms / are appropriate for pedagogical reasons, and which not? Which time periods should be avoided (e.g. due to examinations)? ▪ Which rhythmisation is appropriate if there are events with several components (e.g. a combination of workshops / school visits by experts, subsequent out-of-school phases...)? ▪ ...
HOW LONG should the event last?	▪ One to two hours ▪ Three to five hours ▪ One day ▪ A combination of these (spread over one or several school years)
WHERE should the event take place?	▪ Geographical location? ▪ Completely outside the school or ▪ Partly at school ▪ ...
WHICH organisational aspects must be clarified beforehand?	▪ Which legal and internal school regulations must be observed? (see 6.5.) ▪ How much lead time is necessary? ▪ Which people should be contacted? (parents, partners, colleagues, school administration etc.) ▪ Which means of transportation should be organised? ▪ ...
WHO will be the accompanying person(s)?	▪ Is a particular qualification necessary? ▪ What relation does he/she have with the pupils? ▪ At the primary level: can / should parents / guardians also be involved? ▪ ...
WHAT will be the (approximate) costs?	▪ What will the event cost, including any pocket money? ▪ Is sponsorship for these costs available? From whom? ▪ ...

Fig. 38: Checklist for 'Consideration'

For 7.2. A (Sample) Analyis of the Environment

Interest Group	Needs/ Demands	Measures for Fulfilling these Needs
Pupils	▪ understand the aims and objectives ▪ be involved in decision-making and planning ▪ experience interesting lessons ▪ have fun ▪ learn something ▪ ...	▪ sensitise and inform ▪ enable participative processes ▪ create appropriate learning opportunities ▪ impart joy ▪ stimulate the appetite for learning and enable reflection ...
Parents/ Guardians	▪ competent and emotionally stable children ▪ safety ▪ thrift ▪ sufficient and timely information ▪ contact persons ▪	▪ create appropriate learning opportunities ▪ take safety precautions, inform about and discuss risk management, obtain declarations of consent ▪ provide information in good time ▪ provide contact information and be reachable ▪ if appropriate, involve in planning and implementation ▪ ...
School Administration	▪ a quality educational offering ▪ possess all relevant information ▪ be able to rely on adherence to schedules, quality of preparation and follow-up, implementation and compliance with the (legal and agreed) frameworks ▪ ...	▪ high-quality planning and implementation ▪ integration into curriculum-based lessons ▪ providing all relevant information ▪ adherence to schedules and guidelines ▪ ...

Administrator	▪ possess all information in good time, clarity ▪ adherence to the steps defined in the process ▪ use of templates ▪ ...	▪ make information available early on ▪ follow pre-determined work procedures ▪ make use of templates ▪ enquire in case of need
Teachers (not accompanying)	▪ not have to substitute for a long time ▪ timely information ▪ receive information on progress – exchange of experience ▪ ...	▪ request the school administration to assign substitution fairly ▪ provide materials for substitute lessons ▪ information, particulary through personal conversations ▪ provide documents for use and prepare lessons ▪ provide documentation of the process ▪ ...
Accompanying teachers	▪ be involved in decision-making and planning ▪ have all the necessary information ▪ ...	▪ personal conversations ▪ forwarding of information ▪ ...
External experts	▪ possess all information in good time, clarity ▪ have a contact person ▪ ...	▪ prepare information so that it is understandable ▪ adherence to schedule ▪ maintan personal contact ▪ communicate contact information, be reachable ▪ ...
Representatives of the protected area or another similar institution	▪ possess all necessary information in good time, clarity ▪ have a contact person ▪ involvement in the entire process ▪ ...	▪ prepare information so that it is understandable ▪ adherence to schedule ▪ maintain personal contact ▪ communicate contact information, be reachable ▪ ...

Fig. 39: Sample Analysis of the Environment

For 7.7. Booking Procedures

Booking of	Things to remember...	Comments
Transportation (1)	If using public transportation ▪ Timetables ▪ Seat reservation ▪ Check available yearly tickets ▪ Special offers? ▪ Tickets ▪ Connections and transfers ▪ Costs ▪ Payment terms (advance?) ▪ Cancellation terms? ▪ ... If using a bus company ▪ Enquire about criteria – e.g. quality seal, age of the busses, technical safety features, driving experience of bus drivers, safety belts... ▪ Allow for possible traffic jams and breaks ▪ Ensure bus company's responsibility for orientation (navigation) ▪ Obtain contact details ▪ Possible additional costs (e.g. due to exceeding the alloted time, extra trips) ▪ Agree on cancellation terms ▪ Costs ▪ Payment terms (advance?) ▪ ... If coming by bicycle ▪ Observe traffic regulations, discuss with pupils ▪ Check bicycles ▪ Take safety precautions (helmets...) ▪ Check possibilities for transporting luggage ▪ Keep in mind physical requirements ▪ ...	Valid for all means of tranportation (Transportation (1) and (2)) ▪ Ensure climate-friendly arrival and return trip as well as mobility at the venue ▪ Determine the location of the beginning and end of the school(-related) event (➔liability, communication) ▪ If appropriate, transportation by parents / guardians (➔ clarify liability)

Booking of	Things to remember...	Comments
Transportation (2)	By foot ▪ Keep in mind physical requirements ▪ Discuss safety measures ▪ Check possibilities for transporting luggage ▪ ...	
Accomodations	▪ Arrival and departure (if necessary transfer, luggage transport) ▪ Times (check-in, breakfast, sleep...) ▪ Conditions at the venue (e.g. house rules on sleeping rooms, location of the accompanying persons' rooms, sanitation facilities, recreation rooms, possibilities for sport and recreation in and around the house and in the environs, escape and emergency routes, emergency exits, fire extinguishers, night lighting, telephone connections / W-LAN, first aid facilities, if necessary accessibility...) ▪ Contact persons, reachability ▪ Information on the nearest medical care (doctor, dentist, hospital) ▪ Costs? ▪ Agree on cancellation terms ▪ Payment terms (advance?) ▪ Board (regional, seasonal, healthy, take into account allergies etc.) ▪ ...	Recommendation: ▪ Choose an accomodation with experience in hosting school classes and which is equipped for this ▪ Keep in mind parallel occupancy by other classes (if necessary contact the teacher) ▪ If possible, visit the place beforehand ▪ Draw on the experience of colleagues ▪ Provide contact information to pupils, their guardians and the school ▪ ...
Programme	▪ Draw up the programme ▪ Agree on the educational and teaching objectives and competencies that should be acquired (see 6.1.) ▪ Services that are included / not included ▪ Alternative programme in case of (prolonged) inclement weather ▪ Learning setting? ▪ Involved persons, tasks? ▪ Agree on cancellation terms ▪ Equipment and materials on site ▪ Necessary and available equipment (if required, rental possibilites and costs) ▪ Specific rules ▪ Costs ▪ Payment terms (advance?) ▪ ...	▪ Involve the pupils as much as possible in drawing up the programme ▪ Agree on preparation and follow-up ▪ If possible, discuss at the venue

Fig. 40: Checklist for *Booking Procedures*

For 8.4. Safety and Risk Management

Excursus: Risk Education

Risk experiences are important for the development of every human being. It is important that young people are able to experience risk in a controlled manner. From accident research we know, for example, that the risk of major accidents is significantly reduced if children actively move (see Web 5, date 2018-06-15).

RISK I Concept
Taking a risk is an action that involves risk but allows (personal) gain. Taking a risk implies - in contrast to the risk itself - an ethical disposition and can be implemented for pedagogical benefit.

Taking risks

- ☐ can boost self-esteem and motivate through personal gain
- ☐ trains one's ability to weigh risk and safety and to make one's own - conscious - decision (not under duress)
- ☐ involves building trust - e.g. in one's partners and materials
- ☐ promotes a sense of responsibility for oneself and to a certain extent for others (e.g. when climbing)
- ☐ trains the ability to reflect
- ☐ helps one to deal with fears
- ☐ makes own competencies experienceable and visible ('show what you can do')

Principles of Risk Education

- ☐ Its voluntary nature: encourage but do not demand a test of courage
- ☐ Differentiation: organise different challenge levels
- ☐ Practice: offer practice phases
- ☐ Responsibility: early delegation to pupils
- ☐ Reflection: resolve tension by talking about emotions (admit fears, peer pressure, no boasting!)

Safety Checklist

The following questions (see Web 6, date: 2018-06-15) are intended to help teachers with the issue of risk management:

- ☐ Do the pupils fulfil the necessary prerequisites for the activities (age, physical/psychological/emotional maturity, experience, abilities, previous knowledge, discipline...)?
- ☐ Am I able to predict the pupils' behaviour in the situation based on my experience with them?

- ☐ Which local conditions can have what impact on safety?
- ☐ Am I familiar with the legal framework?
- ☐ Am I familiar with the safety measures necessary for the activities?
- ☐ Do we have the necessary (safety) equipment?
- ☐ What kind of clothing is necessary?
- ☐ ...

Rules of Conduct

Clear rules of conduct are an essential element in preparation and in the context of safety and risk. Depending on the pupils' level of development, they can be drawn up together with the teacher or without. It is important to formulate them together with the consequences of non-compliance, document them, and establish the necessary binding force by signing them.

If an Accident Happens on the Way

Not only the accompanying teachers but also the pupils should know what to do in the event of an accident requiring treatment and rescue by an ambulance and emergency doctor:

1. Stay calm
2. Gather all the children (agree on a signal!)
3. Provide first aid
4. Notify the ambulance service
5. Have the following information ready:
   - **WHERE** is the accident site?
   - **WHAT** happened?
   - **HOW MANY** injured persons are there, who is injured?
   - **WHAT KIND** of injuries are there, which measures were taken?
6. Inform parents/guardians and pupils!

Create a template and hand it out to the pupils.

Emergency number

112 European emergency number

Safety Measures

Below are some safety measures that are relevant to different degrees depending on the type of event and target group:

- ☐ Frequently check that all pupils are present
- ☐ Give hints on how to comply with the rules
- ☐ If necessary, appoint persons who precede and go at the end of the group
- ☐ Plan breaks
- ☐ If the weather worsens (sudden fall in temperature, thunderstorms) or pupils become exhausted, go back in a timely manner or seek out a sheltered place
- ☐ If an accident occurs on the way which requires rescue by a rescue service and/or treatment by an emergency doctor, the rescue chain described in 6.7. should be maintained
- ☐ Check the equipment and clothing before the start (beforehand – particularly equipment for glacier visits, climbing etc.)
- ☐ Take along mobile phones (battery!) and have emergency numbers and other important phone numbers (school, parents/guardians, pupils, partners on site, hospital, doctor on site, taxi ...) available
- ☐ Take weather forecasts into consideration and keep an eye on the weather (wind direction, cloud movements, risk of thunderstorms)
- ☐ Give notice of departure and return to the lodge / accommodation / nature park house, especially if the group is traveling without local accompaniment
- ☐ Frequently determine your position on the map
- ☐ Take a first aid kit with you (check contents)
- ☐ Provide assistance for passing through (more) difficult places (take safety measures, if necessary build rope railings)
- ☐ Ensure that the pupils can always reach the most important people (accompanying teachers, contact person at the accommodation...)
- ☐ If necessary, check the anchors of the climbing protection

Behavior in case of special dangers

Falling rocks

- Put on a helmet if available or protect your head by holding a backpack over it
- Rest only in safe places
- Stay closely together when walking through stretches where rockfalls have occurred
- If a rockfall does occur, give a warning ('Rock!')

Gathering thunderstorm

- Go to the nearest safe place (leave peaks, ridges, high plateaus)
- Avoid proximity to water (brooks, waterfalls...), cables and lone-standing trees
- Do not touch each other's hands
- In case of emergency, get help and if necessary, give the alpine distress signal

Fig. 41: Behaviour in case of special dangers

For 8.5. EQUIPMENT LIST

Equipment that everyone should have

- ☐ Shoes: water-resistent, broken in (tip to prevent blisters: tape your feet beforehand), treaded soles on mountain hikes and difficult terrain, hi-top shoes if necessary...
- ☐ Head covering (to protect from wind, cold and/or sun)
- ☐ Shirt, sweater: cotton, wool or fibres that bring moisture to the outside, layering is ideal
- ☐ Anorak: with hood to protect head and neck
- ☐ Rain protection: umbrella, waterproof cape, protective cover for backpack
- ☐ Sun protection: sunscreen, if necessary sunglasses and lip balm
- ☐ Stockings, socks: already washed, should cause no pressure marks
- ☐ Provisions: sandwiches, hard fruit and vegetables, chocolate or muesli bars, trail mix – low-waste
- ☐ Drinks: in resealable bottles (aluminium or BEP-free plastic), if appropriate thermos – no glass bottles or aluminium cans
  Beware of wasps and bees – close bottles immediately after use
- ☐ Backpack: light, with padded straps and of appropriate size
  Note: pack correctly: space-saving, soft things facing the back, frequently used articles in the pockets at the top or on the side, socks or clothing in plastic bags (protection from moisture). Possibly a common backpack for two or more pupils, dressing material for small injuries
- ☐ Pocket money (neck pouch)
- ☐ Sitting cushion
- ☐ If needed, digital devices (for use on site), replacement battery and, if needed, a solar cell for charging
- ☐ Working materials (e.g. clipboards and pens, camera, field guides, maps...)

Additional equipment for accompanying persons

- ☐ Orientation aids: watch, map (scale!), trip description, compass and GPS navigator, altimeter
- ☐ Mobil phone
- ☐ First aid kit
- ☐ Whistle
- ☐ Sewing kit, safety pins, pocket knife
- ☐ Strong cord, expander for repairs
- ☐ Pencil and paper
- ☐ Lighter or matches
- ☐ ...

The question of allowing pupils to take along MP3 players, mobile phones and/or tablets or similar devices must be answered on a case-by-case basis. Digital devices (such as mobile phones or tablets) can occasionally be used for on-site learning e.g. for documentation, creating a video on site or for location-based games.

Prohibitions

The pupils may not take with them

- ☐ Glass bottles
- ☐ Alcoholic beverages
- ☐ Tobacco products
- ☐ Lighters, matches

11.3. Helpful Links

Methodology & Didactics

Methods - General

- http://methodenpool.uni-koeln.de/
- http://mobil.wwf.de/fileadmin/fm-wwf/Publikationen-PDF/WWF-Handbuch-Natur-verbindet.pdf

Methods - Reflection

- http://www.buergerstiftung-ham-burg.de/fileadmin/user_upload/Downloads/Sonstiges/02%20infoblatt_ausgew%20reflexionsmeth.pdf
- https://www.qualifizierungdigital.de/_medien/downloads/Methodenkoffer-_Lernfoerderliche_Reflexionsfragen_27_11_2014.pdf

Methods - Evaluation

- http://www.sn.schule.de/~profil-q/materialien_frei/Methodix.pdf

Assessment

- Assessing competencies: https://www.pedocs.de/volltexte/2017/13876/pdf/BZL_2014_3_373_384.pdf
- Conducive assessment: http://www.oezeps.at/wp-content/uploads/2011/07/Leistungsbewertung_Onlineversion_Neu.pdf

Didactic materials

- file:///Users/helgamayr/Downloads/Didaktische_Materialien_NP%20Austria%20(1).pdf

Manuals

- Foundation Phase Branch: Outdoor Learning Handbook - http://learning.gov.wales/docs/learningwales/publications/140828-foundation-phase-outdoor-learning-handbook-en.pdf, 2018-06-16
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Rauschert, Petra: Intercultural Service Learning im Englischunterricht, Waxmann 2014 Münster New York, Seite 62

Web 1: Mittelstädt, Ewald: Entrepreneurship Education und Ökonomische Bildung in http://www.unternehmergeist-macht-schule.de/SharedDocs/Downloads/Lehrerforum/Vortrag-Mittelstaedt.pdf?__blob=publicationFile, 15.06.2018

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Web 3: Bundesministerium für Digitalisierung und Wirtschaftsstandort (Hrsg.) in: https://www.help.gv.at/Portal.Node/hlpd/public/content/436/Seite.4360000.html, 15.06.2018

Web 4: Windolph, Andrea in: https://projekte-leicht-gemacht.de/blog/pm-methoden-erklaert/die-7-schritte-des-risikomanagements/, 15.06.2018

Web 5: Molecz, Martin in: https://www.vdloe.at/wien/schulrecht/VL-Sicherheit-Risikomanagment_WS2016-17.pdf, 15.06.2018

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Translation of the Flow Chart (Chapter 7.8 Summary 1, Fig. 20)

Lernen in Schutzgebieten -> Learning in protected areas

Umsetzung lt. Konzept -> Implementation according to the concept

Reflexion und Evaluierung -> Reflection and evaluation

Anpassung erforderlich -> Is adaptation necessary?

Anpassung des Konzepts –> Adaptation of the concept

Keine Aktion -> No action

Ja -> Yes

Teil des Bildungsprogramms (Konzept)? -> Part of the educational programme (concept)?

Nein -> No

Interesse? -> Is there interest?

Recherche -> Research

Keine Durchführung -> No implementation

Entscheidung -> Decision

Antrag -> Application

Überarbeitung des Antrags -> Processing of application

Nachbesserung möglich? -> Are improvements possible?

Genehmigung? -> Permission?

6+7 Weitere Planungsschritte / Organisatorische und inhaltliche Vorbereitung -> Further planning steps / Organisational and content preparation

8 Durchführung vor Ort -> Implementation at the venue

9 Nachbereitung -> Follow-up

9 Reflexion und Evaluation -> Reflection and evaluation
Organisatorische Nachbereitung -> Organisational follow-up

Ergebnissicherung -> Obtaining results

Impuls for Konzept? -> Ideas for the concept?

Keine Aktion -> No action

Erstellung eines Konzepts (vom Projekt zur Strukrur) -> Creation of a Concept (From Project to Structure)