

Art and Craft Teachers' Views Regarding Outdoor Education Approach Along with Identification of Their Training Needs

Cigdem Hursen¹ and Didem Islek^{2*}

¹Near East University, Ataturk Faculty of Education, Educational Programs and Instruction, Nicosia, North Cyprus, Postal Code: 922022

²Near East University, Ataturk Faculty of Education, Educational Programs and Instruction, Nicosia, North Cyprus, Postal Code: 922022

*Mobile:+90533 870 81 09, E-mail: ¹<cigdemhursen@gmail.com>, ²<didemislek@hotmail.com>

KEYWORDS Aspects. Need Analysis. Outdoor Learning. Teachers

ABSTRACT This research has been prepared to identify outdoor education needs of the art and craft teachers in Cyprus. It was conducted by applying mixed method merging qualitative and quantitative methods. The results show that the art and craft teachers assessed themselves to be lacking in terms of knowledge and skills related to the activities, especially post implementation in outdoor education approach and also regulating a teaching environment. In addition, results show that all art and craft teachers, who implemented this approach and those who did not have training needs on how to use this approach, have a training need. And also, there is a significant difference in the training needs of the teachers depending on their teaching levels, and with the teaching strategies, using methods and techniques, and post-implementation activity issues. According to the interviews' results, the teachers believe students will increase their knowledge about cultural anthropology via outdoor education.

INTRODUCTION

Today, changes and developments occurring in various fields are affecting the training needs of individuals. Especially education systems, together with the change of the educational needs of individuals are subject to change (Bilasa and Arslangilay 2016). It is only possible to meet the different needs of the individuals following the developments and changes by restructuring the education system (Tacman and Comunoglu 2015). In this context, new formations are suggested to be effective in the reconsideration of the curriculum because of the post positivist approaches, which caused a transformation in the education system (Aydin 2013; Dilmac and Dilmac 2014; Gungor 2014; Letwich and Sabir 2014; Morales 2014). At this point, it is seen that the 'Outdoor Education Approach' has great importance among these approaches, which increases the effectiveness of the curriculum by ensuring that the learning experience is more lasting (Aynal 2013; Preston 2014; Price 2015).

In recent years, this approach, which is increasingly prevalent in countries such as England, New Zealand, Denmark, Norway, and particularly Scotland and Australia, has helped the creation of learning environments by doing and living, and transforming the knowledge learnt in the classroom into practice (Aynal 2013; Ber-

beroglu and Uygun 2013; Thorburn and Allison 2013; David et al. 2014; Preston 2014; Waren et al. 2014). This approach, which enables students to learn in a more democratic environment, can also be active in the creation of permanent learning (Bozdagan 2016). This approach carries out teaching activities for lessons outside of the four walls of the classroom, and it develops the students' creative and critical thinking skills with the training activities organized out of the school in venues such as museums and historical sites (Berberoglu and Uygun 2013; Cakir and Karahoca 2014; Demircan and Altintas 2016). It also helps students in particular to embody the abstract learning activities held at the museum (Karatas et al. 2016). Moreover, it increases the students' motivation by moving education outdoors, and it also provides the development of high-level thinking skills for students (Kilicaslan and Adiguzel 2016). Besides, this approach also aims to analyze the cultural formation, developments and changes in societies, which is one of the main objectives of cultural anthropology (Yazici 2014; Zhao and Liu 2015). At this point, this approach seeks to achieve this objective, especially with school extracurricular activities, which are carried out in ethnographic museums. Students do activities, which provide aesthetic sensibility to art works, and they can compare cultural lives from the past with today's lifestyle, as well as learning about cultural heritage with

the education done in Ethnography Museums (Olmez and Cayli 2012; Pecci 2012; Luo and Wu 2015; Yalcinkaya 2015). In addition to this, students' cognitive, the affective and psychomotor skills' development is also provided along with the training held in museums (Ceylan and Kilinc 2016). The basic objectives of the approach are directly related to implementation of the approach in the teaching curriculum (Humberstone and Stan 2012; Dymment et al. 2014).

In this context, when the curricula of developed countries is examined, activities in line with the educational approach are carried out in school, and it is understood that they are carried out in parallel with teaching in the classroom. For example, in 2008, primary and secondary school educational activities were added to the program in the UK, meaning that students could visit nature museums and archaeological sites, and thus this was aimed at ensuring the development of cultural awareness. A similar implementation can be seen in primary and secondary education in Singapore, where activities for teaching cultural development are done through this approach (Humberstone and Stan 2011; Humberstone and Stan 2012; Atencio et al. 2014). In Northern Europe museums and school gardens are used as teaching environments, with outdoor education activities related to the formation of cultural consciousness being applied as added to the curriculum (Norodahl and Johannesson 2013). Also, outdoor education activities in Australia take place in the 11th and 12th grade curricula, and the scores that are obtained by the students from the course at the end of the semester are also assessed within the scope of the university entrance exam (Dymment et al. 2014).

In addition, this conducted research has pointed out that activities for education outside of schools can also be used in science, social sciences and language training teaching programs (Moffett 2011; Gray and Martin 2012; Aynal 2013). In addition to this, it is indicated in the literature review that this approach enables the development of creative thinking skills, which is also applied to art education programs to create an atmosphere for the formation of cultural awareness that is likely to lead to effective results (Asiloglu 2012; Gray and Martin 2012). For example, art and craft education undertaken as part of an art education curriculum is carried out fused with this approach, and museums, art galleries and historical sites are used as a train-

ing environment in countries such as Germany, Australia, Spain, Finland and Denmark (Baykasoglu et al. 2012; Lloyd and Gray 2014; Bozdogan 2016). When Turkey and Northern Cyprus' art and craft teaching curriculum is examined, among the main objectives of the program, it is seen that museums and creation of cultural consciousness are included and activities related to this are also held (TRNC Ministry of Education 2008; TR Ministry of Education 2013; Karadeniz and Okvur 2014; Mamur 2015). A curriculum consists of three main learning areas, namely "visual formatting", "visual art culture and history" and "museum consciousness", where the students are intended to gain skills in this direction (TRNC Ministry of Education 2008; Poorkarimi and Hasani 2012; Karadeniz and Okvuran 2014).

In this context, it is considered that the program's effectiveness can be improved using outdoor education approach in art and handicraft lessons (Mamur 2015). At this point, outdoor education activities can be organized to teach communities ways of life within the scope of the curriculum, as well as to form the visualization of artworks (Tanigawa 2016). Thus, it is aimed to meet the main objective of the art and handicraft lessons with these activities (Memis 2013). In this context it can be understood from the examples given above that outdoor education approach is thought to be a requirement within the scope of the implementation of art and craft education (Kesten and Eguz 2012; Erturk 2013; Gemalmayan 2014).

The literature highlights that the teachers must have the required skills and abilities to use the techniques for applying teaching methods and techniques like selecting the appropriate media course content, preparing information cards, using creative writings' method, performing museum hunt activities, drama, role play, dull image and the station technique. Also, evaluation techniques, like portfolios, checklists and peer review evaluation techniques, can add a dimension to the implementation of this approach (Humberstone and Stan 2011; Ilhan et al. 2011; Turnbull 2012; Ay and Fidan 2014; Behrendt and Franklin 2014; Fagerstam 2014; Onkas 2015). However, it is specified in the literature that teachers are often faced with problems, especially when planning teaching activities according to students' personal abilities, and in the implementation and evaluation processes for this particular teaching approach (Stan and Hum-

berstone 2011; Alexandrovna 2013; Mannion et al. 2013; Ay and Fidan 2014; Behrendt and Franklin 2014; Akca et al. 2015). In addition, it is also discussed that teachers need in-service training to cover lacking knowledge of this approach (Gray and Martin 2012; Ay and Fidan 2014; Ghaderi et al. 2014).

At this point, it is thought that one of the important steps to be taken is to develop a curriculum by identifying the teacher training needs relating to outdoor education approach (Stan and Humberstone 2011; Gray and Martin 2012; Bulduk et al. 2013; Peck and Travers 2013; Atencio et al. 2014; Kan 2015). In addition, researchers state the extreme importance of the preparation of studies to identify the training needs of the teachers related to this approach and for the development of a qualified in-service training programs for teachers (Eslami 2010; Tahir 2011; Basaran and Ozden 2015). However, as a result of the literature review, no studies could be found relating to the identification of the training needs of art and craft teachers for outdoor education and for the development of a qualified in-service training program to meet their needs (Humberstone and Stan 2012; Isik 2013; Mannion et al. 2013; Mzlean and Lau 2013; Karatas et al. 2016).

In this context, a research for the identification of the training needs of art and craft teachers related to outdoor education is believed to contribute not only to the literature but also to the elimination of deficiencies in this field. The purpose of this paper is to identify the training needs of art and craft teachers related to outdoor education.

Objective of the Research

To achieve the aim of the research, answers were sought to the following questions:

- ♦ What are the teacher training needs of the art and craft teachers for outdoor education approach?
- ♦ Does the teaching level of the art and craft teachers make a significant difference in terms of their training needs for outdoor education approach?
- ♦ Is there a significant difference between the art and craft teacher's implementation of outdoor education approach and their views on their training needs?
- ♦ What are the art and craft teachers' views on outdoor education approach?

Significance of the Research

The literature review revealed that no work was done to detect the lack of the teachers regarding outdoor education approach (Gray and Martin 2012; Ay and Fidan 2014; Behrendt and Franklin 2014; Fagerstam 2014). The paper to be conducted in this context is considered to be the first. At this point, it is expected that conducting a scientific research to identify the views and needs of the art and craft teachers in all schools affiliated to the Ministry of Education in the TRNC will address the lack in this direction. Also, it is expected that this paper will contribute to the literature regarding identifying the views of the art and craft teachers about using ethnography museums, which is one of the learning areas of cultural anthropology.

METHODOLOGY

Research Model

This research was conducted by applying mixed merging qualitative and quantitative methods. Recently, mixed method, which has been increasingly become a preferred method, increases the reliability of the research by enriching it (Baki and Gokcek 2012). In this paper both qualitative and quantitative data were collected and analyzed together. In this paper, it was aimed that the use of qualitative and quantitative data together will have a bigger impact than a single method. Thus, a better understanding of the research problem and obtaining more reliable results were aimed.

Participants

Art and craft teachers working in primary, secondary and vocational schools in the 2014-2015 academic year in North Cyprus participated to this research. All Northern Cyprus art and craft teachers (n = 146) are reached and only volunteer teachers were included in the research process. Thus, the survey aimed to obtain reliable results. The qualitative and quantitative data of the research was obtained by collecting the views of the 140 art and craft teachers. 81 (57.9%) art and craft teachers are females, and 59 (42.1%) are males. In addition, 87 (62.1%) art and craft teachers work in primary schools, 18 (12.9%) in secondary schools, 14 (10.0%) in vocational schools, and 21 (15.0%) in high schools.

Data Instruments

The quantitative data was collected through the need analysis form, and the qualitative data was obtained through the interview form. The data collection tools have been developed by the researchers (Hursen and Islek 2015).

Needs Analysis Survey for Outdoor Education Approach (NASFTOEA)

A needs analysis survey for outdoor education approach was prepared in order to identify art and craft teachers' training needs for outdoor education approach. Firstly, it was decided to form an item pool for the survey questions and the literature review was done according to this, and the aspect was studied to determine the current problems. Also, interviews with art and craft teachers (n=15) were performed and they were asked to write a summary reflecting their needs for this approach. At the end of this procedure the composition summaries obtained from the teachers were analyzed using a content analysis method, and the item pool has been created. Related research has also benefited during the process of the creation of the pool.

As a consequence of the content analysis method, interviews and the literature review, a draft questionnaire with a total of 83 items was formed. After this stage, experts in the field were selected (n = 8, measurement and evaluation in education experts, curriculum development experts n = 15, art education experts n = 5) by using the Delphi technique. In the literature, between 10 and 35 experts' opinions were thought to be enough for the realization of the Delphi technique (Hatcher and Colton 2007; Skulmoski et al. 2007; Grisham 2008; Kocdar and Aydin 2013). The opinion of 28 experts during the design of the survey items was deemed sufficient. Experts were asked to analyze the survey items via e-mail, and evaluate them with their different perspectives and submit suggestions regarding the items. In line with the comments and suggestions from the experts, the survey items were classified then sent to the experts again. This process continued until a common opinion was reached. At the end of the process, 11 items were removed from the survey according to the experts' opinion, and after reaching a common opinion on the items the final survey had 72 items.

In addition, after the needs analysis survey was read by art and craft teachers (n = 2) and language experts (n = 2), it was assessed in terms of clarity of expression and the necessary amendments were made, then the survey was finalized.

The survey consists of two parts. In the first part, demographic information is included. In the second part, art and craft teachers' needs for outdoor education were identified. The second part of the survey consists of three dimensions, and expert opinion has been effective during the nomenclature of the dimensions. Pre-implementation activities for outdoor education approach is located in the first dimension (12 items). The second dimension itself consists of 4 separate dimensions, namely, educational environment regulations (19 items), teaching strategies, using methods and techniques (17 items), communicating effectively (8 items) and providing social and personal development of the students (6 items). Items related to the post implementation activities are included in the third dimension (10 items). In total, the survey consists of 72 items. 5 items were prepared using a Likert scale, rated and graded as "I need very much" (5), "I need a lot" (4), "I have a moderate need" (3), "I need a little" (2), and "I do not need" (1). The general Cronbach alpha value of the survey was calculated as 0.91. The Cronbach alpha for the subscales was calculated as 0.80 for "pre-implementation activities", 0.81 for "educational environment regulations", 0.70 for "teaching strategies, using methods and techniques", 0.95 for the subscale "effective communication", 0.91 for "providing the personal and social development of the student", and 0.75 for the subscale "post implementation activities", respectively. When it is considered that all the dimensions are in the range of reliability coefficients between 0.70 and 1.00, the survey is seen as having a reliable structure (Marnburg 2014; Smart 2015).

Interview Survey Form for Outdoor Education Approach (ISFFTOEA)

A semi-structured interview survey form, prepared for outdoor education approach, was designed to identify the art and craft teachers' views regarding this approach. While preparing the interview form, literature, subject teachers (n=15), and experts' views (assessment and evaluation in education experts n=5, the program development specialist n=15, art education ex-

part n=5) were advised by making the necessary amendments after feedback so that the final version of the form was designed. The interview form consists of two questions. The first question aims to identify teachers' views on the usability of outdoor education approach. The second question aims to reveal the teachers' problems in the implementation phase of outdoor education approach. Audio recordings were made during the interviews, and the interviews took an average of 15 to 20 minutes.

Data Analysis

During the analysis of quantitative data, frequency, percentage, mean, standard deviation, independent samples t-test, one-way ANOVA and LSD test analysis techniques were used. The values obtained from the analysis were reviewed by using the 0.05 significance level. The qualitative data that was collected through the research was explained by classifying them within themselves.

RESULTS

Findings obtained according to purposes of the paper are given below.

The Training Needs of the Art and Craft Teachers for Outdoor Education Approach

Views of the art and craft teachers were taken in order to identify their training needs for outdoor education approach. The views obtained from the teachers for their training needs are given in Table 1.

Table 1: Art and craft teachers' opinion distribution for their training needs for outdoor education

<i>Dimensions</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Pre-implementation activities	140	3.23	.588
Education environment regulations	140	3.45	.560
Teaching strategies, using methods and techniques	140	3.13	.627
Effective communication	140	2.10	.859
Providing personal and social development for student	140	2.27	.928
Post-implementation activities	140	3.57	.702
General Total	140	3.11	.461

According to this, when art and craft teachers' education needs are examined, as shown in Table 1, while the mean and standard deviation

scores of the teachers before the application were $M=3.23$ and $SD=.588$ respectively, the values for the educational environment regulation dimension were $M=3.45$ and $SD=.560$. Besides this, while the values for teaching strategies, using methods and techniques were $M=3.13$ and $SD=.627$, the value of the effective communication dimension was calculated as $M=2.10$ and $SD=.859$. However, while the mean and standard deviation values of the student's personal and social development dimension were $M=2.27$ and $SD=.928$, the values for the post-application activities dimension were $M=3.57$ and $SD=.702$, respectively. According to these results, it was found that the art and craft teachers do not need training for effective communication and to provide personal and social development for student items. In this context, it is thought that the courses for proficiency, which the teachers did before service, affected their skills in effective communication and in providing social and personal development positively. However, findings from the research showed that the teachers need training for pre-implementation activities, educational environment regulations, teaching strategies, using methods and techniques and post-implementation activities. After the analysis, it was seen that art and craft teachers need a lot more training to carry out activities like, "discovery proceedings preparation" ($M=3.70$, $SD=.903$), "to help students salvage excavation regulations" ($M=4.00$, $SD=.856$), "using the visualization technique" ($M=4.17$, $SD=3.48$), and "assessment checklists with the level of achievement of objectives" ($M=3.85$, $SD=.847$) than they need in terms of training to perform such activities that have been identified. These findings suggest that the art and craft teachers' proficiency is not enough for these activities. It is expected that the needs of the teachers related to each dimension can be met and their knowledge can be increased through activities done accordingly.

As a result, it was found that the art and craft teachers generally have training needs for outdoor education approach ($M=3.11$, $SD=.461$). The findings from this research showed that teachers' knowledge levels for outdoor education approach was not sufficient in terms of applying the approach. It is believed that this situation might affect the efficiency and effectiveness in art and craft classes adversely.

In addition, it is considered that teachers being insufficient to implement the activities

might affect the skills and knowledge of students in art and craft class in a negative way. In this context, it is extremely important to plan training after identifying the current training needs of the teachers so as to meet them, and to improve the success level of students in art and craft lessons.

Comparison of the Art and Craft Teachers' Teaching Levels with their Views on Training Needs for Outdoor Education Approach

A one-way variance analysis was applied to find out whether there is a significant difference between the art and craft teachers' teaching levels and their views on their training needs for outdoor education. In addition, the LSD test was

used to determine within which groups there are differences. Descriptive statistic results of the teachers' views are given in Table 2. As seen in Table 2, the art and craft teachers, who work in vocational schools, have less need for pre-implementation activities ($M=2.89$, $SD=.307$), educational environment regulations ($M=3.23$, $SD=.309$), and teaching strategies, using methods and techniques ($M=2.78$, $SD=.424$). It was identified from the obtained results that the art and craft teachers who work in vocational schools have a moderate need compared with the other art and craft teachers. Furthermore, these findings suggest that the art and craft teachers who work in vocational schools have higher awareness regarding the approach than the teachers at other educational levels. On the other hand, it

Table 2: Descriptive statistics results of the views of the teachers regarding their training needs and the educational levels that they work

<i>Dimensions</i>	<i>Teachers' teaching levels that they work</i>	<i>N</i>	<i>M</i>	<i>SD</i>
<i>Pre-implementation Activities</i>	Primary	87	3.27	.631
	Secondary	18	3.25	.596
	High school	21	3.28	.484
	Vocational	14	2.89	.307
	Total	140	3.23	.588
<i>Education Regulations</i>	Primary	87	3.43	.582
	Secondary	18	3.58	.663
	High school	21	3.56	.475
	Vocational	14	3.23	.309
	Total	140	3.45	.560
<i>Teaching Strategies, Using Methods and Techniques</i>	Primary	87	3.10	.655
	Secondary	18	3.20	.578
	High school	21	3.42	.555
	Vocational	14	2.78	.424
	Total	140	3.13	.627
<i>Effective Communication</i>	Primary	87	2.07	.914
	Secondary	18	2.17	.550
	High school	21	2.44	.880
	Vocational	14	1.64	.592
	Total	140	2.10	.859
<i>Providing Personal and Social Development for student</i>	Primary	87	2.24	.939
	Secondary	18	2.13	.100
	High school	21	2.50	.870
	Vocational	14	2.27	.895
	Total	140	2.27	.928
<i>Post-implementation Activities</i>	Primary	87	3.46	.766
	Secondary	18	4.03	.513
	High school	21	3.70	.479
	Vocational	14	3.50	.523
	Total	140	3.57	.702
<i>General Total</i>	Primary	87	3.08	.481
	Secondary	18	3.22	.461
	High school	21	3.29	.420
	Vocational	14	2.85	.200
	Total	140	3.11	.461

was found that the teachers who work at the primary school level have the least need for post-implementation activities ($M=3.46$, $SD=.766$). This case shows that the primary school teachers are slightly more superior in the dimension of assessing the students than the teachers at other levels.

Again, it was found from the results obtained from the paper that the art and craft teachers who work in high schools need more training for pre-implementation activities ($M=3.28$, $SD=.484$), and the teaching strategies, using methods and techniques ($M=3.42$, $SD=.555$) items than the other teachers. Besides, it was identified that the art and craft teachers who work in secondary schools have the most need for training on the issues of education environment regulations ($M=3.58$, $SD=.663$) and post-implementation activities ($M=4.03$, $SD=.513$). These findings suggest that the teachers working at this level have less knowledge regarding outdoor education approach than the teachers at the other levels, and they need more training. The most important finding of the paper is that all art and craft teachers at all educational levels need training for education environment regulations ($M=3.45$, $SD=.560$) and post-implementation activities ($M=3.57$, $SD=.702$). In this context, it was

clear that the art and craft teachers at all levels are not adequately equipped for the issues mentioned and need training for this. At this point, an in-service training to address these issues can be effective in having a sufficient level of knowledge on this subject.

Also, as can be seen in Table 3, there is a significant difference ($F_{(3, 136)}=3.123$, $p<0.05$) between the teaching strategies according to the education level of the teachers' work and their views on methods and techniques used. From the applied LSD test results, it was found that there is a significant difference in favor of the teachers in primary school education compared with the scores of the views of the teachers in high school and in the primary school. The obtained results suggest that the teachers in primary schools need less education in this dimension, as they show more care towards teaching strategies, and using methods and techniques. Another difference was detected between the high school and vocational school teachers. According to the performed LSD test results, there is a significant difference in favor of the teachers in vocational schools. This case shows that teachers in vocational schools need less training in this dimension. These findings indicate that the vocational high school teach-

Table 3: ANOVA Results of the scores of the views of the teachers for their training needs regarding outdoor education approach and the educational levels they work

<i>Dimension</i>	<i>Source of variance</i>	<i>Sum of squares</i>	<i>SD</i>	<i>Mean square</i>	<i>F</i>	<i>P</i>	<i>Explanation</i>
<i>Pre-implementation Activities</i>	Between groups	1.863	3	.621	1.828	.145	p>0.05 Insignificant
	Within groups	46.200	136	.340			
	Total	48.063	139				
<i>Education Environment Regulations</i>	Between groups	1.267	3	.422	1.353	.260	p>0.05 Insignificant
	Within groups	42.477	136	.312			
	Total	43.745	139				
<i>Teaching Strategies, Using Methods and Techniques</i>	Between groups	3.525	3	1.175	3.123	.028	p<0.05 Significant
	Within groups	51.161	136	.376			
	Total	54.686	139				
<i>Effective Communication</i>	Between groups	5.581	3	1.860	2.604	.054	p>0.05 Insignificant
	Within groups	97.146	136	.714			
	Total	102.727	139				
<i>Providing Personal & Social Development for Student</i>	Between groups	1.455	3	.485	.557	.644	p>0.05 Insignificant
	Within groups	118.485	136	.871			
	Total	119.940	139				
<i>Post-implementation Activities</i>	Between groups	5.441	3	1.814	3.909	.010	p<0.05 Significant
	Within groups	63.106	136	.464			
	Total	68.547	139				
<i>General Total</i>	Between groups	1.917	3	.639	3.142	.027	p<0.05 Significant
	Within groups	27.658	136	.203			
	Total	29.574	139				

ers feel competent using teaching strategies and methods and techniques. In addition, it is understood from the findings that the teachers in vocational schools need less education than the other teachers when after application activities are taken into consideration.

In addition, a significant difference ($F_{(3,136)}=3.909, p<0.05$) was found between the teaching levels of the teachers' work and their views on the post-implementation activities. The LSD test showed that this difference is between the primary and secondary teachers, and high schools and vocational schools. The difference between teachers in secondary and primary schools was found to be in favor of primary schools. While these findings show that the teachers working in primary schools require less training on this matter, they suggest that they also have greater knowledge of performing post-implementation activities. The difference between secondary school and vocational schools is in favor of the teachers in vocational schools. These findings can be interpreted as the teachers in vocational school needing less training for this item than the other group, and they see themselves as more proficient in this regard. Also, the findings show that the teachers who work in vocational schools have more enough knowledge to use the approach. Besides, a significant difference between overall views on training needs for teachers and teaching level ($F_{(3,136)}=3.142, p<0.05$) was found. A significant difference between secondary and vocational schools, and high schools and vocational schools was found

to be in favor of the teachers at vocational schools. Similarly, the difference between vocational and high schools was determined to be in favor of the teachers at the vocational school.

This result shows that the teachers in vocational schools need less training than the teachers at other levels, and they are also better equipped when using this approach. However, there was no significant difference between the teachers' views on the issues of the pre-implementation activities and the teachers' teaching levels ($F_{(3,136)}=1.828, p>0.05$), educational environment regulations ($F_{(3,136)}=1.353, p>0.05$) and providing a student's personal and social development ($F_{(3,136)}=.557, p>0.05$) items.

Comparison of the Views of the Art and Craft Teachers Regarding Their Training Needs for the Implementation of Outdoor Education Approach

An *independent samples t-test* was applied in order to find whether the art and craft teachers' views on their training needs to implement outdoor education approach differ or not.

The results of analysis are shown in Table 4. As seen in Table 4, no significant difference was found between the views of those who use outdoor education approach and those who do not regarding their training needs, on the issues of the pre-implementation activities ($t=-1.622, P>0.05$), educational environment regulations ($t=-1.187, P>0.05$), teaching strategies, using methods and techniques ($t=-1.007, P>0.05$), ef-

Table 4: The comparison of the views of the art and craft teachers for their training needs regarding the outdoor approach and their status in terms of implementing the approach

	The implementation status of the outdoor education	N	M	SD	df	T	P	Explanation
Pre-implementation Activities	Yes	77	3.16	.629	38	1.622	.107	p>0.05
	No	63	3.32	.523				
Education Environment Regulations	Yes	77	3.40	.550	138	1.187	.237	p>0.05
	No	63	3.51	.571				Insignificant
Teaching Strategies, Using Effective Communication	Yes	77	3.08	.674	138	1.007	.316	p>0.05
	No	63	3.19	.564				Insignificant
Providing Personal and Social Development for Student	Yes	77	2.10	.929	138	-0.31	.976	p>0.05
	No	63	2.10	.773				Insignificant
Post-implementation Activities	Yes	77	2.27	.973	138			p>0.05
	No	63	2.27	.879		-.002	.999	Insignificant
Total	Yes	77	3.61	.669	138	.788	.432	p>0.05
	No	63	3.52	.742				Insignificant
	Yes	77	3.08	.505	138	-.881	.380	p>0.05
	No	63	3.14	.402				Insignificant

fective communication ($t=-.031, P>0.05$), providing a student's personal and social development ($t=-.002, P>0.05$) and post-implementation activities ($t=.788, P>0.05$). These results revealed that the teachers who use the outdoor approach do not see themselves as proficient in using the approach. In addition, the findings show that the teachers who use the approach need training as much as those who do not use it. This case attracts attention to the fact that the teachers who apply this approach are incapable of implementing the activities and can hardly apply the approach correctly. In this regard, these findings show that the teachers who use the approach need the in-service training related with the approach as much as the teacher who do not use the approach.

The Views of the Art and Craft Teachers Regarding Outdoor Education Approach

The aim in the qualitative part of the research was to identify the views of the teachers regarding outdoor education approach. In order to achieve this objective, two questions were asked to determine the views of teachers towards outdoor education approaches. The majority of the teachers expressed their views on the question, "*What are your views on the usability of outdoor education approach?*" as this approach must be used within the scope of art and craft courses. Teachers highlighted that the approach can be beneficial for the improvement of the knowledge levels of the students in art and cultural anthropology by using the art and ethnography museums. Moreover, the teachers expressed their views as, if the approach is implemented an active learning environment can be created and permanent learning can be provided. This result reveals that most of the art and craft teachers have a consensus of the usability of the approach and have a high level of awareness of the usability of the approach. Again, while the majority of the teachers responded yes to the question, "*Are you having difficulties in the implementation of outdoor education approach?*", they stated that they are not proficient enough on the issues especially at the implementation stage of this approach, at the regulation of the educational environment, teaching strategies out of school, and using methods and techniques. Furthermore, the teachers stated that they have problems, not only with the

implementation activities, but also with the evaluation activities in accordance with the approach. This result reveals that the teachers do not see themselves as proficient enough for the outdoor education approach. In this context, it is thought that designing an in-service training program to provide what is lacking will bring positive results, and will resolve the current problem.

DISCUSSION

In this paper it was identified that regarding outdoor education, teachers need the most training for post implementation activities. Also, the teachers need substantial training for education environment regulations and for teaching strategies, using methods and techniques moderately. The results obtained from this paper suggest that the teachers need to improve their level of knowledge for the activities in the true sense. These results suggest that a curriculum be designed for the removal of specified requirements and also the realization of in-service training. As Yildirim and Tahiroglu (2012) stated, the effective implementation of the approach can be done when teachers have sufficient equipment during the necessary education. Wilhelmsson et al. (2012) highlighted that it is necessary to do in-service training to increase the knowledge level of the teachers for this approach. Similarly, in the research conducted by Peck and Traverse (2013) it was mentioned that teachers should primarily receive in-service training in order to organize educational activities, which they can associate the educational programs in the museum environment. A similar opinion is expressed in the research carried out by Atencio et al. (2014). In their research, Dymont et al. (2014) indicate that the teachers' needs for the approach are particularly strong for the post implementation activities and focusing on the issues used in teaching strategies, and they also expressed the need for training. As seen, the studies mentioned above support the findings obtained from this research. Seligmann (2014) highlighted that teacher's lack of knowledge regarding this should be detected and some in-service training activities should be organized to meet these needs in order to make them able to use the museums as an educational environment. Besides this, it was stated in the research by Avci and Memisoglu (2016) that an in-service training to teachers about how to use museums as an education en-

vironment to increase the knowledge of students about the approach would have positive consequences. Again, in the research by Demircan and Altintas (2016) it was identified that teachers had problems with organizing museums as an education environment, especially in line with outdoor approach and these problems might be fixed by an in-service training related with this issue. At this point, particularly the identification of the training needs of the teachers for this approach, the supply of the existing requirements and the formation of in-service training appear to be extremely important step to be carried out regarding this. In this context, as it was indicated in other researches, the development of an in-service training program for the outdoor education approach to meet the needs is expected to have positive results.

In this paper, significant differences between the views of the art and craft teachers towards their training needs for the approach and the educational level they serve were identified. According to this, the teachers show significant differences in their views on the ability to implement teaching strategies, using methods and techniques, and post implementation activities. In Korkmaz (2009), and Gungor and Yaman's (2014) similar studies, it was found that the educational levels of the teachers at which they do their duties lead to significant differences on their views. Similarly, it was stated in the research by Palavan and Acer (2016) that the views of the teachers might be affected by their educational levels at which they do their duties. This situation reveals the result that the educational level they work at will be influential on teachers' views. At this point, the obtained findings of this research and other researches support that the views of the teacher might be affected by their educational levels at which they do their duties can cause the significant differences between views. Also, in this research, no significant difference was identified between the views of the teachers who use the approach and those who do not. However, the teachers who use the approach are thought not to need training. The obtained results as referred to by other researchers who suggest that the teachers who use the approach experience a lack of knowledge and skills in terms of implementation of the activities (Gray and Martin 2012; Seligmann 2014; Ruso and Topdal 2014; Price 2015). Also, it was stated in the research by Kilicaslan and Adiguzel (2016),

that the limited number of teachers, who used museums as education environments in line with the outdoor approach, had some difficulties to use the approach in an efficient manner. As can be seen, the results obtained from a similar research support the findings obtained from this research.

Finally, in the qualitative dimension of the research it was found that the teachers believed the implementation of outdoor education approach is a requirement to be applied in art and craft lessons. These results show that the teachers who do not use the approach have a positive attitude regarding the usability of the approach and that they are willing to use this approach. Humberstone and Stan (2011) and also Nichols (2014) obtained similar results in their studies, which were carried out at different times. It was also stated in these researches that if teachers use the outdoor approach in their lessons, the learning would be more permanent, more effective results would be obtained and tangible learning would be gained. Besides this, it was also stated in the research by Ceylan and Kilinc (2016) that, if teachers use museums as education environments in accordance with the outdoor approach, an education environment in which learning could be enriched and could be more effective. At this point, the findings of this research show parallel features with the other researches' findings. Furthermore, teachers believe that students' knowledge levels will not only increase in the field of cultural anthropology but also in art in the case of the implementation of the approach. At this point, Ersoy (2012) suggests that the teaching of interdisciplinary information exchange may affect the realization of a more sustainable level. Also, the face-to-face interviews with the teachers revealed that they faced various troubles in the implementation dimension of the approach. Again, a similar research was conducted by Cakmak and Hamarat (2016). In this research, the researchers stated that teacher had basic problems with using museums as an education environment in line with the outdoor approach and organizing activities by using outdoor approach teaching strategies and techniques. This research's finding support the findings of these researches. Similar results in the qualitative and quantitative dimensions increase the reliability of this paper.

To have the parallel results with the above mentioned researches' supports the reliability

of the research, and also shows the obtained results are valid.

CONCLUSION

In this research, the views of art and craft teachers on outdoor education approach and their training needs regarding this approach were identified. The results obtained from this research show that the training needs of the art and craft teachers are greater for the post implementation activities, the regulation education environment, teaching strategies, using methods and techniques. Besides, it was determined that the art and craft teachers at all educational levels need training for the approach.

Again, from the data collected it was found that, not only the teachers who do not use the approach, but also those who use the approach do not have enough equipment for the implementation phase of the approach. Consequently, it was identified that the art and craft teachers at all education levels in Northern Cyprus believe it is an extremely important approach and they need training on how to use it.

RECOMMENDATIONS

Based on the results obtained from the research it is recommended that a curriculum be developed, which could meet the basic requirements for outdoor education approach of the art and craft teachers and implement in-service training regarding this. In addition, the use of outdoor education approach in other subjects and after identifying the needs of the teachers for these subjects for the approach, designation of in-service training regarding this are recommended. Besides this, it is recommended that all subject teachers should use outdoor education approach, and that the interdisciplinary relationships in the context of activities should be established.

LIMITATIONS

Only art and craft teachers' needs for the outdoor approach were identified. In this context, this research was limited to the educational needs of teachers who teach arts and crafts. At this point, it is recommended that the researches, which will be conducted after this research, should not be limited to only art and craft teachers' educational needs, but social sciences, history, class teach-

ing and pre-school teaching teachers' educational needs should be revealed as well.

REFERENCES

- Aglagul D, Aybek B 2011. Besinci sınıf sosyal bilgiler dersinde sınıf öğretmenlerinin yapılandırılmı öğrenme ortamı düzenleme becerilerinin değerlendirilmesi. *Cukurova Üniversitesi Eğitim Fakültesi Dergisi*, 40: 1-18.
- Akca F, Demir S, Yılmaz T 2015. The comparison of academic locus of control and the perceptions of self efficacy of teacher candidates. *International Journal of Innovative Research in Education*, 2(1): 1-9.
- Akilli M 2015. Regression levels of selected affective factors on science achievement: A structural equation model with TIMSS 2011 Data. *Electronic Journal of Science Education*, 19(1): 1-11.
- Alexandrovna TA 2013. Program support of thinking activity development of primary school children with cerebral palsy. *International Journal of Learning and Teaching*, 5(2): 50-54.
- Arslan AA 2014. The effect of gender differentiations of the students taking the course of basic design at a university on visual perception skills. *Contemporary Educational Researches Journal*, 4(1): 6-10.
- Asilioglu E 2012. İlköğretim ikinci kademe görsel sanatlar dersi programının sanat eğitimi ilkelere ilişkin incelenmesi. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 11: 231-240.
- Atencio M, Tan MSY, Ho S, Ching TC 2014. The place and approach of outdoor learning within a holistic curriculum agenda: Development of Singaporean outdoor education practice. *Journal of Adventure Education and Outdoor Learning*, 32: 1-12.
- Avcı M, Memisoglu H 2016. Views of social studies teachers about the cultural heritage education. *Elementary Education Online*, 15(1): 104-124.
- Ay ST, Fidan K 2014. Teacher candidates' views about using museums in social studies education. *Electronic Journal of Social Sciences*, 13(48): 69-89.
- Aynal OS 2013. Haydi çocuklar doğaya ve bahçelere açıldığımız: Mekan dışı eğitim örnekleri. *International Journal of Social Science*, 6(1): 371-384.
- Basaran SD, Özden S 2015. The effect of multicultural curriculum on the knowledge and attitudes of pre-service teachers: A curriculum proposal. *Anthropologist*, 22(1): 25-38.
- Baykasoglu N, Özder L, Yalcinkaya NT 2012. Museum as example in art and design education. *Global Journal of Arts Education*, 2: 1-6.
- Behrendt M, Franklin T 2014. A review of research on school field trips and their value in education. *International Journal of Environmental and Science Education*, 9: 235-245.
- Berberoglu EO, Uygun S 2013. Sınıf dışı eğitimin dünyadaki ve Türkiye'deki gelişiminin incelenmesi. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 9(2): 32-42.
- Bilasa P, Arslangilay AS 2016. Views of secondary education teachers on the conditions and efficiency of the in-service training activities they attend. *International Journal of Human Sciences*, 13(1): 1059-1071.
- Bozdoğan AE 2016. Development of self-efficacy belief scale for planning to out of school settings. *Jour-*

- nal of Theoretical Educational Science*, 9(1): 111-129.
- Cakir D, Karahoca A 2014. The protection of cultural heritage through digitization using virtual museum. *Global Journal of Information Technology*, 4(2): 101-106.
- Cakmak MA, Hamarat E 2016. Some USA- Centered approaches about teaching the silk road history: Technology, project and museum. *The Journal of Kastamonu*, 24(1): 421-430.
- Ceylan S, Kilinc N 2016. Determining the views of pre-school children and their parents regarding museums: Safranbolu case. *International Journal of Education*, 8(1): 129-143.
- Clarke DAG, Mcphie J 2014. Becoming animate in education: Imminent materiality and outdoor learning for sustainability. *Journal of Adventure Education and Outdoor Learning*, 14(3): 198-216.
- Demircan F, Altintas O 2016. Harvard universitesi sanat muzesindeki eğitim etkinliklerinin çağdaş müzecilik analizi bakımından incelenmesi. *Idil*, 5(20): 231-248.
- Dilmac S, Dilmac O 2014. Otantik değerlendirme yaklaşımlarının ortaöğretim öğrencilerinin görsel sanatlar dersine yönelik tutumlarına etkisi. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 32: 57-67.
- Dyment J, Morse M, Shaw S, Smith H 2014. Curriculum development in outdoor education: Tasmanian teacher's perspectives on the new pre-tertiary outdoor leadership course. *Journal of Adventure Education and Outdoor Learning*, 14(1): 82-99.
- Ersoy A 2012. Arkeoloji ve antropoloji. *İnsan Bilim Dergisi*, 1(1): 1-5.
- Erturk M 2013. The evaluation of the curriculum for the visual arts education course at primary school in accordance with the teacher opinions. *Anadolu Journal of Educational Sciences International*, 3(1): 78-94.
- Eslami ZR 2010. Teachers' voice vs. students' voice: A need analysis approach to English for academic purposes (EAP) in Iran. *English Language Teaching*, 3(1): 3-11.
- Fagerstam E 2014. High school teachers' experience of the educational potential of outdoor teaching and learning. *Journal of Adventure Education Outdoor Learning*, 14(1): 56-81.
- Gemalmayan YR 2014. Visual literacy and basic design teaching in the visual arts education. *The Journal of Sakarya University Education Faculty*, 27: 95-120.
- Ghaderi M, Rigi A, Salami J 2014. Investigation of present teaching performance assessment system-problems and preposition of an appropriate model by technology: Sciences classrooms. *World Journal on Educational Technology*, 6(3): 238-248.
- Gray T, Martin P 2012. The role and place of outdoor education in the Australian National Curriculum. *Australian Journal of Outdoor Education*, 16(1): 39-50.
- Grisham T 2008. The Delphi technique: A method for testing complex and multifaceted topics. *International Journal of Managing Projects in Business*, 2(1): 112-130.
- Gungor S 2014. Eğitim ve eğitim yönetiminde paradigmalar. *E – Kafkas Eğitim Araştırmaları Dergisi*, 1(3): 26-40.
- Gungor H, Yaman E 2014. Teachers' view on stigma tendency. *Adiyaman University Social Science Education Journal*, 7(18): 823-851.
- Gungor S 2016. The effect of protection statuses on protection use balance: The case of Zelve open air museum. *Gaziantep University Journal of Social Sciences*, 15(1): 205-223.
- Hatcher T, Colton S 2007. Using the internet to improve HRD research: The case of the web-based Delphi research technique to achieve content validity of an HRD-oriented measurement. *Journal of European Industrial Training*, 31(7): 570-587.
- Humberstone B, Stan I 2011. Outdoor learning: Primary pupils' experiences and teachers' interaction in outdoor learning. *International Journal of Primary, Elementary and Early Years Education*, 39(5): 529-540.
- Humberstone B, Stan I 2012. Nature and well-being in outdoor learning: Authenticity or performativity. *Journal of Adventure Education and Outdoor Learning*, 12(3): 183-197.
- İlhan A, Artar M, Okvuran A, Karadeniz C 2011. *Muze Eğitimi Etkinlik Kitabı*. Ankara: MDGF UNICEF Yayını.
- Isik H 2013. The effect of education-project via museums and historical places on the attitudes and outlooks of teachers. *International Journal of Academic Research*, 5(4): 300-306.
- Kan AU 2015. Prospective teachers' perceptions of teaching profession. *Contemporary Educational Researches Journal*, 5(1): 12-16.
- Karadeniz C, Okvuran A 2014. A night at the museum: Museum education with Ankara university students at Corum Museum of archeology. *Elementary Education Online Journal*, 13(3): 865-879.
- Karasar N 2009. *Bilimsel Araştırma Yöntemleri*. Ankara: Nobel Yayincılık.
- Karatas S, Yılmaz A, Kapanoglu G, Mericelli M 2016. Öğretmenlerin sanal müzelerle dair görüşlerinin incelenmesi. *Journal of Research in Education and Teaching*, 5(1): 112-125.
- Karppinen SJA 2012. Outdoor adventure education in a formal education curriculum in Finland: Action research application. *Journal of Adventure Education and Outdoor Learning*, 12(1): 41-62.
- Kesten A, Eguz S 2012. Teachers and students' opinions regarding learning with museum in social studies course: Case of Samsun. *Inonu University Journal of the Faculty of Education*, 13(1): 81-103.
- Kilicaslan H, Adiguzel O 2016. Mimarlıkta müze bilinci kazandırmada yaratıcı drama: Trabzon müzesi. *The Journal of Fine Arts*, 11(1): 1-11.
- Kocdar S, Aydın H 2013. Use of Delphi technique in open and distance learning research. *Anadolu University Journal of Social Sciences*, 13(3): 31-44.
- Korkmaz O 2009. Öğretmenlerin eleştirel düşünme eğilim ve düzeyleri. *Ahi Evran Üniversitesi Kirsehir Eğitim Fakültesi Dergisi*, 10(1): 1-13.
- Lau YYP, McLean GN 2013. Factors influencing perceived learning transfer of an outdoor management development programme in Malaysia. *Human Resource Development International*, 16(2): 186-204.
- Letwich A, Sabir N 2014. Expanding the classroom with educational technology: A case study of a Cuban Polytechnic high school. *World Journal on Educational Technology*, 6(3): 249-264.

- Lloyd A, Gray T 2014. Place-based outdoor learning and environmental sustainability within Australian Primary Schools. *Journal of Sustainability Education*, 45: 1-15.
- Luo K, Wu H 2015. Cultural adaptation and consciousness: A case study of Dong people in Huanggang village. *Anthropologist*, 22(3): 576-586.
- Maciejowska I 2007. Chemical education outside a classroom – step by step. *Gamtamoklinis Ugdymas Journal*, 3(20): 51-58.
- Mamur N 2015. Resim-is ogretmen egitimi muze egitimi ve uygulamalari dersinde gorsel kultur kuraminin kullanimi. *E-Journal of New World Sciences Academy*, 10(1): 29-53.
- Mannion G, Fenwick G, Lynch J 2013. Place-responsive pedagogy: Learning from teachers' experiences of excursions in nature. *Environmental Education Research*, 19(6): 792-809.
- Memis MN 2013. Turkiye ve Azerbeycandaki muzecilige genel bakis. *UOT*, 351(85): 68-72.
- Morales MPE 2014. Culture and language sensitive physics on student concept attainment. *International Journal of Learning and Teaching*, 6(1): 1-12.
- Nichols SK 2014. Museum, universities and pre-service teachers. *Journal of Museum Education*, 39(1): 3-9.
- Norodahl K, Johannesson IA 2013. Children's outdoor environment in Iceland educational policy. *Scandinavian Journal of Educational Research*, 59(1): 1-22.
- Olmez NF, Cayli G 2012. Denizli Atatürk ve etnografya muzesinde bulunan Serinhisar ilçesi yoresel kadin giysileri. *Suleyman Demirel Universitesi Guzel Sanatlar Fakultesi Hakemli Dergisi*, 9: 109-129.
- Onkas AN 2015. Interpretation theory and creative writing. *Anthropologist*, 22(2): 196-202.
- Palavan O, Acar D 2016. Investigation of academic self efficacy of university students in terms of various variables. *The Journal of Trakya University*, 6(1): 14-27.
- Pecci AM 2012. Contact zone: Collections and intercultural dialogue at the museum of anthropology and ethnography of the university of Turin. *J Biol Res*, 35: 334-337.
- Peck LF, Travers K 2013. What is distinctive about museum pedagogy and how can museums best support learning in schools? An action research inquiry into the practice of three regional museums. *Educational Action Research*, 21(1): 28-41.
- Poorkarimi M, Hasani NH 2012. Why and how effect arts education in the perspective of educational psychology. *Global Journal of Arts Education*, 2: 7-10.
- Preston L 2013. Student's imaginings of spaces of learning in outdoor and environmental education. *Journal of Adventure Education and Outdoor Learning*, 14(2): 172-190.
- Price A 2015. Improving school attendance: Can participation in outdoor learning influence attendance for young people with social, emotional and behavioural difficulties? *Journal of Adventure Education and Outdoor Learning*, 15(2): 110-122.
- Ruso L, Topdal BE 2014. The use of museums for educational purposes using drama method. *Procedia Social and Behavioral Sciences*, 141: 628-632.
- Seligmann T 2014. Learning museum a meeting place for pre-service teachers and museums. *Journal of Museum Education*, 39(1): 42-53.
- Skulmoski GJ, Hartman FT, Krahn J 2007. The Delphi method for graduate research. *Journal of Information Technology Education*, 6: 1-21.
- Stan I, Humberstone B 2011. An ethnography of the outdoor classroom-how teachers manage risk in the outdoors. *Ethnography and Education*, 6(2): 212-228.
- Tacman M, Comunoglu N 2015. Class teachers' expectations from teacher candidates from three points of view. *Cypriot Journal of Educational Sciences*, 10(3): 282-293.
- Tanigawa Y 2016. The promotion of peace education through guides in peace museums. A case study of the Kyoto Museum for World Peace. *Journal of Peace Education*, 12(3): 247-262.
- Thorburn M, Allison P 2013. Analysing attempts to support outdoor learning in Scottish schools. *Journal of Curriculum Studies*, 45(3): 418-440.
- TRNC Ministry of Education 2008. *The Curriculum of Art Lesson Report*. Nicosia: The Ministry of Education.
- TR Ministry of Education 2008. *The Curriculum of Art Lesson Report*. Ankara: The Ministry of Education.
- Turnbull M 2012. *Go Outside: Engaging Elementary Art Students in Outdoor Exploration*. Master Thesis, Unpublished. Florida: The University Of Florida.
- Warren K, Roberts NS, Breunig M, Antonio M, Alvarez G 2014. Social justice in outdoor experiential education: A state of knowledge review. *Journal of Experiential Education*, 37(1): 89-103.
- Wilhelmsson B, Ottander C, Lidestav G 2012. Teachers' intentions with outdoor teaching in school forest: Skills and knowledge teachers want students to develop. *Nordina*, 8(1): 26-42.
- Yalcinkaya E 2015. Pre-service teachers' views on intangible cultural heritage and its protection. *Anthropologist*, 22(1): 64-72.
- Yildirim T, Tahiroglu M 2012. The effects of virtual museum visits on elementary students' attitudes towards social studies courses. *Electronic Journal of Social Sciences*, 11(39): 104-114.
- Zhao P, Liu Y 2015. Evolutionary game of cooperation between cultural and creative enterprises from both sides of the Taiwan Strait: From the perspective of Anthropology. *Anthropologist*, 21(1): 61-70.