PRESCHOOL TEACHERS' BELIEFS AND PRACTICES RELATED TO THE PROCESSES OF FIELD TRIPS

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

EDA SEVİNÇ

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF EARLY CHILDHOOD EDUCATION

JULY 2019

Approval of the Graduate School of Social Sciences

_____

Assoc. Prof. Dr. Bahar ÖZ

Director (Acting)

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

_____

Assist. Prof. Dr. Hasibe Özlen DEMİRCAN

Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

_____

Assoc. Prof. Dr. Feyza TANTEKİN ERDEN

Supervisor

Examining Committee Members

Assist. Prof. Dr. Çağla ÖNEREN ŞENDİL (TEDU, ECE) _____

Assoc. Prof. Dr. Feyza TANTEKİN ERDEN (METU, ECE) _____

Assist. Prof. Dr. Hasibe Özlen DEMİRCAN (METU, ECE) _____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: Eda SEVİNÇ

Signature :

ABSTRACT

PRESCHOOL TEACHERS' BELIEFS AND PRACTICES
RELATED TO THE PROCESSES OF FIELD TRIPS

SEVİNÇ, Eda
M.S., Department of Early Childhood Education
Supervisor: Assoc. Prof. Dr. Feyza TANTEKİN ERDEN

July 2019, 171 pages

This study aimed to investigate the preschool teachers' beliefs, self-reported and actual practices related to field trip activities in early childhood education. More specifically, the current study examined self-reports and observable practices of preschool teachers regarding planning, implementation and evaluation process of field trip activities. 20 participants from both public and private kindergarten in Ankara were interviewed related to their beliefs and self-reported practices about field trips. In addition, 6 of the participants were observed during field trip activities including pre and post-trip activities. To investigate preschool beliefs and self-reported practices, a semi-structured interview and an observation form were developed by the researcher. The finding of the study revealed that preschool teachers believe the importance of field trip activities, the necessity of these activities in early childhood education and the significance of conducting pre and post-trip activities. Besides, their self-reports showed that teachers make detailed field trip plan, conduct pre-trip and post-trip activities. However, actual practices of preschool

teachers contradict their self-reports in some points. Although they followed the necessary steps for a successful field trip activity, they did not pay sufficient attention to reinforce children learning by conducting pre and post-trip activities. This study includes some recommendation for teachers to include these activities in their program and carry out the process with all necessities to provide maximum benefits for children.

Keywords: Field trips, preschool teachers, teachers' beliefs, teachers' self-reported practices, teachers' actual practices

ÖZ

OKUL ÖNCESİ ÖĞRETMENLERİNİN ALAN GEZİLERİNİN SÜREÇLERİNE İLİŞKİN İNANÇ VE UYGULAMALARI

SEVİNÇ, Eda
Yüksek lisans, Okul Öncesi Öğretmenliği Bölümü
Tez Yöneticisi: Doç. Dr. Feyza TANTEKİN ERDEN

Temmuz 2019, 171 sayfa

Bu çalışmanın amacı, okul öncesi öğretmenlerinin alan gezilerine ilişkin inanış ve uygulamalarını incelemektir. Daha açık bir ifadeyle, bu çalışmada okul öncesi öğretmenlerin inanışları ve buna ek olarak alan gezilerinin planlama, uygulama ve değerlendirme süreçlerine ilişkin öz bildirimleri ve uygulamalarına yer verilmiştir. Çalışmanın örneklemini, Ankara'daki özel ve devlet anaokullarında çalışan 20 okul öncesi öğretmeni oluşturmaktadır. Katılımcıların inanış ve öz bildirimleri görüşmeler yoluyla elde edilmiş, buna ek olarak katılımcılardan 6 tanesinin alan gezisi uygulamaları gözlemlenmiştir. Veri toplama araçları olan görüşme formu ve gözlem formu araştırmacı tarafından geliştirilmiştir. Çalışmanın bulguları, okul öncesi öğretmenlerinin, alan gezilerinin önemi ve okul öncesi eğitimi içerisindeki gerekliliği konusundaki inançlarını ortaya çıkarmıştır. Ayrıca, okul öncesi öğretmenleri, öz bildirimlerinde gezilere ilişkin ayrıntılı plan, süreci destekleyici hazırlık ve değerlendirme etkinlikleri yaptıklarını belirtmişlerdir. Etkinlik gözlemleri sırasında, öğretmen uygulamalarının belli açılardan

özbildirimlerden farklı olduğu gözlemlenmiştir. Başarılı bir alan gezisi etkinliği için gerekli adımları takip etseler de okul öncesi öğretmenlerinin öğrenmeyi pekiştirmede önemli rolü olan gezi öncesi ve sonrası etkinliklerine yeterli önemi vermedikleri tespit edilmiştir. Bu bulgular ışığında öğretmenlerin alan gezi etkinliklerine programlarında yeterince yer vermeleri ve etkinlik süreçlerini, öğrenmeyi üst düzeyde destekleyecek şekilde planlamaları konusunda önerilerde bulunulmuştur.

Anahtar Kelimeler: Alan gezileri, okul öncesi öğretmenleri, öğretmen inanışları, öğretmen özbildirimleri, öğretmen uygulamaları

To my grandmother

ACKNOWLEDGEMENTS

Throughout the writing of this master thesis, I have received a great deal of support and assistance from many valuable people.

First of all, I would like to express my sincerest gratitude to my supervisor, Assoc. Prof. Dr. Feyza TANTEKİN ERDEN, for her valuable suggestions, support, and guidance during all process of this study.

I also would like to thank the examining committee members Assist. Prof. Dr. Çağla ÖNEREN ŞENDİL and Assist. Prof. Dr. Hasibe Özlen DEMİRCAN for her valuable comments, suggestions, and contributions to improve my study. Their meticulous comments were an enormous help to me while finalizing my thesis.

I would like to express my deep gratitude to Assist. Prof. Dr. Serap SEVİMLİ ÇELİK for the warmth and encouragement that she has provided during education years and this work.

I am also grateful to all preschool teachers who participated in my study, shared their valuable idea and cooperated with me during the data collection process. All teachers and school administrators that I worked with were very welcoming and empathetic. They provided valuable help without hesitation.

I wish to thank wholeheartedly my family Fatma SEVİNÇ and Naime KALON. They had been greatly tolerant and supportive during my whole life. Without their help and support, I wouldn't be where I am, and who I am today.

I would like to express my special thanks Ezgi ARDIÇ. She is my sister by heart. She is always willing to support me when I need it most. I have also my deepest thanks to Zeliha SOLAK who worked with me during data collection and coding procedure. Very special gratitude goes out to my colleagues and friends Şeyma YILDIRIM who looked over the final version of the work and shared her supportive opinions and Esra Rabiye KARAMAN who shared her valuable ideas, comments and also her home during this process.

I would also like to thank Prof. Dr. Mehmet KÜÇÜK and Assoc. Prof. Dr. Halis Türker BALAYDIN who sported me during this process.

Finally, my deepest appreciation goes to Zafer DEMİRTAŞ who is the witness of every single detail of this process. Thank you for believing in me, thank you for supporting me and sharing my responsibilities. You made a great contribution to my thesis from the beginning to the end and motivated me when I felt tired. Without your support and help, I would not be able to finish this work smoothly.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ECE	Early Childhood Education
MoNE	The Ministry of National Education
P	Participant

CHAPTER 1

INTRODUCTION

I hear, and I forget.
I see, and I remember.
I do, and I understand.
Chinese Proverb

Field trips date back a long time in educational history. Froebel (Okur-Berberoğlu & Uygun, 2013), Pestalozzi (McKenna, 2010), Locke (Okur-Berberoglu, & Uygun, 2013), Montessori (Mooney, 2000) and Dewey (1997) refer to the importance of supporting learning and teaching activities with social and physical opportunities outside of the classroom. Therefore, these theorists are mentioned in the theoretical basis of field trips (Okur-Berberoglu, & Uygun, 2013).

Froebel 'the creator of kindergarten' believed that handling objects had an essential effect on children's mind and soul (Stanly, 1979). Because out-of-school settings can provide children the opportunity to interact with concrete objects, manipulative materials, and observable environments, they get a chance to learn by doing (Stanly, 1979). Dewey also states the importance of having meaningful experiences in out-of-school settings. He criticized traditional schools that ignore students' interests and experiences and instead use fictitious language that causes a disconnect between the child and the experience (Dewey, 1997). Dewey and many educators believe that to achieve effective outcomes, learning should go beyond the four walls of traditional classrooms (Pumpian, Fisher, & Wachowiak, 2006).

According to Smith-Walters (2005) using out-of-school settings provide students with learning opportunities. Using out-of-school settings helps to break

down boundaries and provides students a chance to work in between disciplines. Students take part in a hands-on learning experience. Using different out-of-school settings provides students from different backgrounds and from different learning styles a wider range of experiences. Out-of-school settings are important because there are some activities whose benefits cannot fully be realized in a class environment (Staley, 1978). The importance of utilizing out-of-school settings is highly stressed by several curriculum studies. Educators are also encouraged to include primary source materials in the learning process (Talboys, 2010).

Field trips open up an opportunity to use out-of-school learning to enhance children's learning outcomes. Moreover, field trips give students a chance for contextual learning as well as a chance to transfer and practice what is already known (Nadelson & Jordan, 2012). Because connecting a child's already existing knowledge with real-world experience is seen as one of the most effective ways to learn new information (Pumpian et al., 2006), field trips are assumed as a practical way to maintain learning. Field trips also provide an opportunity for children to experience the naturally occurring events in their related context. Therefore, these activities can be used to meet educational objectives (Morag & Tal, 2012). As previously stated, field trips are used as an experiential activity that takes children away from traditional learning environments and puts them in alternative ones. These activities both expand a child's knowledge by providing them hands-on experience and also enhances their understanding of the environment in which they live (Nabors, Edwards, & Murray, 2009).

Providing different learning opportunities through field trips help a child's holistic development (Jacobi-Vessels, 2003). These activities are not limited by a classroom context, which in turn provides sources for the right brain with learning by doing and for the right brain with the thinking activities. Providing real-life experience and the opportunity for observation is not always possible in a classroom setting. Therefore, more interactive, hands-on learning experiences provide an essential stimulus for the right brain and also trigger the left brain by giving it the opportunity to think about the importance of these activities (Staley, 1978). Staley (1978) also provides some examples and rationales for these activities. To investigate the real environmental problem without observing a polluted river or traffic may be

difficult. Various environmental sources meet children with alternative learning settings and experience.

Literature supports the positive impact of field trips on children and their learning experience. It was reported that field trips activities have contribution to children by providing social and emotional outcomes (Coughlin, 2010; Dewitt & Storksdieck, 2015; Falk & Dierking, 2010; Kızıltaş & Sak, 2018; Michie, 1998; Nabors, et al., 2009; Orion, & Hofstein, 1994; Pace & Tesi, 2004), cognitive outcomes (Anderson, 2003; Behrendt & Franklin, 2014; Dierking and Falk, 1997; Dewitt & Storksdieck, 2008; Eshach, 2006; Krepel & DuVall, 1981; Orion & Hofstein, 1994). The literature states field trips, when used within the context of a set curriculum, support the curriculum by providing hands-on experiences (Coughlin, 2010; Kisiel, 2003; Michie, 1998; Nabors, et al., 2009; Pace & Tesi, 2004; Smith-Walters, 2005).

Taking children out-of-class via field trips can promote their active learning by offering an alternative setting beyond the passive learning environment they are generally subjected to (Talboys, 2010). However, it is crucial to make a detailed plan from the beginning of the field trip activities to give children a chance for better understanding (Seefeldt, 1993). In order to meet children's needs and interest, teachers have an important responsibility to plan developmentally appropriate field trips (Seefeldt, 1993). Pumpian et al. (2006) emphasized the lack of adequate organization and planning in field trip activities. Although teachers spend considerable time getting ready for a trip, this time is generally limited to arranging school services, getting permission slips and planning lunches. It was also stated that follow-up activities generally include sending a thank-you letter to the trip setting. However, Bitgood (1989) emphasized that to reach the educational objectives of the field trip, teachers should prepare children for the trip with the help of pre-trip-related activities. It is also stated that follow-up activities provide a chance to solidify what children have learned on the trip (Bitgood, 1989). Although the host of the trip is seen as responsible for the trip, the teacher should get involved in the process and direct the children when necessary (Krepel & DuVall, 1981). Challenges while conducting field trips and building on the curriculum can be discouraging and difficult. Therefore, some field trip activities can be conducted without having any

connection with the classroom curriculum. However, it was stated that making more connection to the curriculum by conducting follow-up activities provides more meaningful learning outcomes (Dewitt & Storksdieck, 2015).

Experiential activities and field trips do not simply happen, teachers need to understand that such activities require organization, planning, and student reflection to maximize the learning experience, similar to classroom-based experiential learning. Teachers need to understand the importance of planning and preparation in order to maximize the children's learning experience (Behrendt & Franklin, 2014). In terms of conducting a successful field trip, teachers play a vital role to provide children learning experience (Dewitt & Storksdieck, 2015). In order to provide children with a maximized learning experience, the teacher should be informed about making the necessary organizations and connecting these activities to the curriculum (Dewitt & Storksdieck, 2015). Teachers see field trips as a way of providing hands-on experience for children. Although on some trips, children do not have the chance to literally handle an object, they participate in the events, which are part of the educational process. Another crucial responsibility of teachers is to "bring the subject to life". Teachers believe field trips help students make the subject real (Kisiel, 2003). In terms of field trips, the teachers also shared positive attitudes and comments in addition to the importance of field trips on child development and learning. According to teachers, field trips are a source of enjoyment and overall are a positive experience for children. Teachers also see field trips as an excellent opportunity to change the learning environment, which is generally a traditional classroom setting (Kisiel, 2003). They also think that field trip activities promote children's cognitive and affective development (Michie, 1998).

Although the attitudes of teachers toward conducting field trips activities are positive, the frequency of implementation remains restricted. Today's teachers are more conscious and more responsible for satisfying student's learning needs and also meeting the local and national standards of education. However, to meet these standards, the classrooms are seen and used as the only place for learning. For this reason, many rich environments and chances to experience learning in an out-of-school setting are ignored (Smith-Walters, 2005). Since accountability and achievement has become the focus of various educational approaches, field trips

have lost their popularity. Less importance is being given to these types of learning experiences (Pumpian et al., 2006). Although Kisiel (2006) explained the reason for the decline in the number of field trips taken as having to do with the difficulty of teachers to find a way to connect field trips to curriculum, some other reasons were also explained. Characterizing field trips as expensive and time consuming (Behrendt & Franklin, 2014; Coughlin, 2010; Greene, Kisida, & Bowen, 2014; Nadelson & Jordan, 2012; Orion, 1993), risky and requiring administration involvement (Nadelson &Jordan, 2012) and difficult to carry out within the constraints of an already crowded curriculum and an inflexible assessment system (Behrendt, & Franklin, 2014; Rickinson, et al., 2004; Orion, 1993) are a couple of reasons that are defined in literature.

It can be interpreted that giving less importance to field trip activities than they deserve can affect children in early childhood settings as well as other grade levels. Because children are open to learning by doing, discovering and exploring in the early years, this period is very important for early learning. It was also stated that this period has some long-term effect on child development (Aral, Kandır & Can Yaşar, 2000). In this period teachers use different teaching strategies and activities to enrich children's learning to support their long-lasting learning. Using field trips in this period gives children first-hand experience, opportunities to make observations and gather information from the environment and opportunity to interpret that information (Seefeldt, 1993). Field trips provide a meaningful experience for children to promote their language and literacy development and problem-solving skills (Saul, 1993). In addition, field trips allow children to have a fun and educational time. During the field trip activities, students show their excitement. They shared how happy they are to take part in an out-of-school activity (Smith-Walters, 2005). Field trips provide real-life experiences that improve children's problem-solving skills, helping to prepare them for the real-life situations that are to come (Stanly, 1979).

This issue was also referred to in the National Early Childhood Education Program (MoNE, 2013). This program was developed to ensure the healthy development of children by providing them with rich learning experiences, in order to help children, reach their full potential. The program promotes holistic

development, helping students to gain self-care skills and preparing them for primary education. The program takes into consideration a child's developmental characteristics, their needs and interests and current environmental conditions (MoNE, 2013). The program aims to prepare democratic learning environments that meet children's individual needs. It was also highlighted that opportunities of school and environment should be considered as well as children's needs and interest while preparing activities (MoNE, 2013). In parallel with program aims and principles, field trips are explained and offered by MoNE as an activity example in the program. Field trips are defined as activities aimed at meeting children's learning needs by providing chances for exploration, problem-solving and observation in subject-related settings. A learning environment that attracts a child's attention can be selected as a trip setting (MoNE, 2013). Actually, teachers can conduct field trips to museums, zoos, and similar places for a variety of reasons, including providing exposure to new experiences, promoting lifelong learning beyond school, and most frequently, providing connections to the classroom curriculum (Kisiel 2005). In addition to these, there can be different field trip experiences such as a nearby park, a small stream, a pond on the school grounds. A trip to these kinds of places enhances students learning and allows them a hands-on learning experience (Smith-Walters, 2005).

In Turkish literature, there are several researches related to field trips in early childhood education. It can be said that one of the most comprehensive contributions is made by Kızıltaş and Sak (2016). Researchers compiled field trip activity related information by pointing out types and components of field trips and they included offered implementation to conduct a field trip as well. The same researchers provided additional contributions by working on parents of preschoolers perspectives about field trips (Kızıltaş & Sak, 2018b) and effects of a field trip on children's social-emotional skills (Kızıltaş & Sak, 2018a). The impact of field trips on preschoolers was examined by another researcher by including the teacher and parent aspects (Karaca, Şenol, Akyol, & Aral, 2016). Moreover, there were some additional studies that have narrowed down the field trips in museum settings. These researches focused on the impact of using museums as a learning environment on preschoolers'

behavioral and learning acquisition (Abacı, & Usbaş, 2010; Akamca, Yıldırım, & Ellez, 2017; Aktin, 2017; Dağal, & Bayındır, 2016; Dilli, & Dümenci, 2015)

1.1 Purpose of the Study

In addition to the positive outcomes of visiting out-of-school environments, the vital role of teachers who direct the field trip process was also stated in the literature. Making a detailed plan by including factors that might affect the process of the field trip increases the effectiveness of the planned activity by eliminating trouble and confusion (Smith, 2015). However, these well-planned field trips should also integrate classroom curriculum in order to provide critical reinforcement of what the children have learned in school (Melber, 2008). In order to best provide long-lasting learning, field trip activities should also be supported by pre and post-visit activities (Piscitelli & Anderson, 2001). It has been shown that linking field trip experiences to pre-existing knowledge results in more positive learning outcomes (Haynes et al., 1983).

In light of this information, the current research focuses on preschool teachers who have a critical role to provide meaningful learning experiences to children by conducting field trip activities. The current research aims to define preschool teachers' beliefs and practices related to field trip activities. To reach that aim, the study took a shape with the guidance of the following questions;

1. What are the early childhood teachers' beliefs about field trip activities in early childhood education?
2. What are the early childhood teachers' self-reported practices about planning, implementation, and evaluation process of the field trip in early childhood education?
3. What are the early childhood teachers' actual practices about planning, implementation, and evaluation process of the field trip in early childhood education?

1.2 Significance of the Study

In international literature, most of the research focuses on introducing field trips in early childhood settings and defining their components. For this purpose, studies which define field trips and field trip examples for young children

(Connolly, Groome, Sheppard, & Stroud, 2006), provide tips for safe and effective field trips (Redleaf, 1984), define components and considerations before conduct a field trip (Saul, 1993; Taylor, Morris, & Cordeau-Young, 1997), represent a general planning guide that includes parents, teachers and field site personnel (Martin & Sewers, 2003). There are also some studies which state possible benefits of field trip activity on the holistic development of children (Jacobi-Vessels, 2003) provide sources to help readers for gaining an understanding of the place of field trips in early childhood settings. In addition to these, experimental studies were also conducted targeting the effectiveness of field trips on children's language (Haynes, Harris, Knuckle, & Comer, 1983) and cognitive development (DeMarie, 2001). Additional contributions were also provided researchers by specifying the trip settings as the museum environment (Piscitelli, 2001; Piscitelli, & Anderson, 2001; Piscitelli, Everett, & Weier, 2003). On the other hands, national studies are enriched by Kızıltaş and Sak (2016, 2018a, 2018b) with their comprehensive study that describes the field trips and their component with providing key aspects and tips for conducting field trips as well as researches that examine the effectiveness of field trips and parents' perspectives. Similar to international studies, there are some researches that focused on the effect of museum visits on children (Abacı & Usbaş, 2010; Aktin, 2017; Dağal & Bayındır, 2016; Dilli & Dümenci, 2015).

As indicated above, the studies generally focused on the definition, components, and importance of field trips. Although most defined important considerations for a successful trip with providing trips for teachers, there is a lack of source which focused on teacher beliefs and field trip implementations. From this point of view, the current study contributes to the literature by;

- revealing beliefs of preschool teachers on field trip implementation and connecting them with classroom curriculum,
- representing pre and post trip activities which are important to solidify children' learning as well as their on-site implementation by using their self-reports
- reporting their actual practices by starting pre-trip preparations until the post-trip activities by observing them.

As it was previously mentioned, teachers tend to less prefer field trips compared to other activities. In their research, Koç and Sak (2017) found that 59% of research participants have not conducted field trips with their classes. According to researchers, the reason for this insufficient implementation rate can be correlated with security concerns, the necessity of getting trip-related permissions and lack of school supply. As it was supported by also Koç and Sak (2017)'s research, teacher abstain from conducting field trips. Learning teachers' beliefs and practices about field trips can provide key findings for researchers to identify possible factors that limit field trip implementations. The current research is vital to identify details of the field trip implementations that is important to determine obstacles to conduct these activities and remove them.

Along with the previously stated possible contributions, this study is important to represent current field trip implementations of preschool teachers by referring to a determined sample to school administration and other teachers. The current study can also help institutions that are responsible for providing theoretical information about teaching to have an idea about field trip in the early childhood setting. Another importance of the study is to represent whether educational objectives of Turkish preschool education program which supports the holistic development of children can be reached with the field trip implementations or not.

1.3 Researcher's Motivation for the Study

One of the oldest memories I have from preschool is our spring picnic to a green field close to my old school. I do not think our trip had any connection to the curriculum or even had educational any objectives but it has been almost 20 years since I experienced that trip, and I still have some memories in my mind about that day. I remember how we lined up and walked down the street. How I walked hand in hand with my friends and the shopkeepers waved to us. I also remember sitting with my friends and enjoying our picnic. Although the trip was a leisurely activity, I realize the possible effects of this trip and similar ones. The trip may have had a learning objective or it might not have, I cannot be sure. However, I do know it was a chance to gain information about our school environment, practice cooperative and motor skills and interact with our social environment.

In my undergraduate education, I had a chance to participate in several field trips in different settings. We visited museums, shopping malls, and theatres. I have realized that children show more enthusiasm and interest in trips than compared to other classroom related activities. Through my research, I've found that while most students' responses to field trips are similar, teachers' responses and practices vary. While some preschool teachers just focused on the trip itself, some teachers conducted additional activities before or after visiting. In one of the museum visit I observed, prior to the field trip, the classroom teacher printed out pictures of objects that would be at the exhibition. The teacher then gave the students these pictures and while at the museum it was the child's responsibility to locate the objects as they went throughout the exhibit. Through this activity, I realized that even simple observation could be used as supportive learning materials. In this case, the pictures helped direct the children's attention to specific objects in a particular setting. After this experience, I realized there is teaching potential waiting to be explored by teachers. For this reason, I decided to study field trip settings that made a lasting impression in my mind throughout the 20 plus years I've spent in the education system.

1.4 Definition of Important Terms

Early Childhood Education: Early childhood education is defined as care and education programs for children from birth up to eight years of age (Fromberg & Williams, 2014).

Field Trips: The term is defined by Turkish Preschool programs as activities that aim to meet children's learning needs via searching, problem-solving and observing in a concept-related setting (MoNE, 2013).

Out-of-school learning: Out-of-school learning was defined by Eshach (2006) as a term that covers several characteristics of non-formal and informal learning. In spite of having shared characteristics with non-formal and informal learning forms, Eshach (2006) highlighted the place where the learning occurs as the main distinction of this learning type.

Formal Learning: A type of learning that occurs as a result of direct tuition or schooling (Dewey, 1968). Formal learning has structured characteristics like taking

place in a specific environment, focusing on consequences and giving importance to the number of outcomes (Bitgood, 1988).

Informal learning: Informal learning has spontaneously emergent characteristic with no restriction about time and place. It can occur in daily life events, home environments, streets and parks and have a pre-determined program (Eshach, 2006).

Non-formal learning: Learning activities that occur in planning activities and has both formal and informal learning characteristics. Non-formal learning has some shared characteristics with formal learning but learning motivation is completely intrinsic (Eshach, 2006). Although non-formal learning was used in a similar meaning with out-of-school learning, it can be examined under that topic. Both non-formal and informal learning are forms of out-of-school learning.

Early childhood / Preschool teacher: Teachers of early childhood age group children. They generally have an undergraduate degree in early childhood education or are required to obtain certification to become a kindergarten teacher (Santrock, 2011).

Belief: The term of belief is described as knowledge of sorts. Belief influences individuals while characterizing the phenomena, estimate covariations and understand the word (Pajares, 1992).

Self-reports: Self-reports are a data collection method that includes questionnaires and interviews. Self-reports aim to get information about participants perceptions, abilities, beliefs, feelings and past experiences through the help of preplanned questions (Berk, 2009).

Planning: The intended process of formulating institutional and public policies. Planning can include generally adopting environmental and also cultural conditions (Collins & Obrien, 2011).

Evaluation: Evaluation is a process that includes the systematic investigation of the outcomes of a program or an implementation. This systematic investigation can be also related to the process itself (Collins & Obrien, 2011).

CHAPTER 2

LITERATURE REVIEW

"The only source of knowledge is experience"
Albert Einstein

This chapter provides an overview of the theoretical background of the study; terms and forms of education; formal, informal and non-formal learning; definition and importance of field trips; field trips in early childhood education; pre-trip, on-site and post-trip processes; connecting field trip sites to the curriculum; importance of conducting pre and post-trip activities; teachers' roles and beliefs and studies regarding field trips in early childhood settings.

2.1 Theoretical Background of the Study

The place of field trips in education is based upon the realization of the importance of experience on learning. John Locke who was a British philosopher highlighted the importance of experience on children to make their environment meaningful (Okur-Berberoglu & Uygun, 2013). According to the perspective of John Locke, children were born as "tabula rasa" which means blank slates. Locke supported the behaviorist approach with this idea and also asserted that children have blank minds and their minds are filled and shaped with what they learn from their experiences. For that reason, the primary responsibility of parents is to support the existence of children in their social surround and provide a meaningful experience with the help of education while they fill their minds which are born blank (Berk, 2009).

The relation between education and experience is emphasized by Dewey (1968) with his technical definition of education. According to him, education is the

reconstruction of the experiences that promote to the meaning of experience and allow to manage the route of the following experience. Dewey is known as the supporter of a new educational method in which he criticized the traditional learning methods. According to him, there is a huge gap existing between the abilities of individuals and what is intended to teach in traditional education. On the other hand, new education, also called progressive education, tends to operate a process that includes self-expression rather than imposition; free activity rather than an external discipline; learning through experience rather than learning from lectures and teachers; learning useful and appealing skills rather than practicing on isolated ones; associating with the changing world rather than working for defined aims beforehand (Dewey, 1997). Dewey defined experience as a vital component of education. However, the quality of education is directly associated with the quality of experience. In this context, two important characteristics of experience can be stated: being satisfying and leading further experiences (Dewey, 1997).

Shaping real experiences as a result of environmental conditions is not teachers' primary responsibility. In the first place, teachers should know how to utilize the physical and social environment to get maximum benefit with experience. In traditional education, teachers were not expected to use physical, occupational, historical or economic opportunities for educational purposes (Dewey, 1997). In the light of this information, it can be deduced that Dewey pointed out the importance of moving beyond the traditional teaching methods and learning environments. Additionally, he referred to the teachers' responsibilities to organize environmental opportunities for providing a meaningful experience for children. In addition to early emphasize on experience in the educational process, we can mention a recent study that emphasizes the diversity of intelligence and learning as well.

The importance of experience in the learning procedure is also highlighted by Edgar Dale (1969). Dale created a "Cone of Experience" to expand Dewey's idea about the progression of learning experiences from direct transmission to the purposeful experience (Lee & Reeves, 2007) The following figure shows Cone of Experience which was created by Dale.

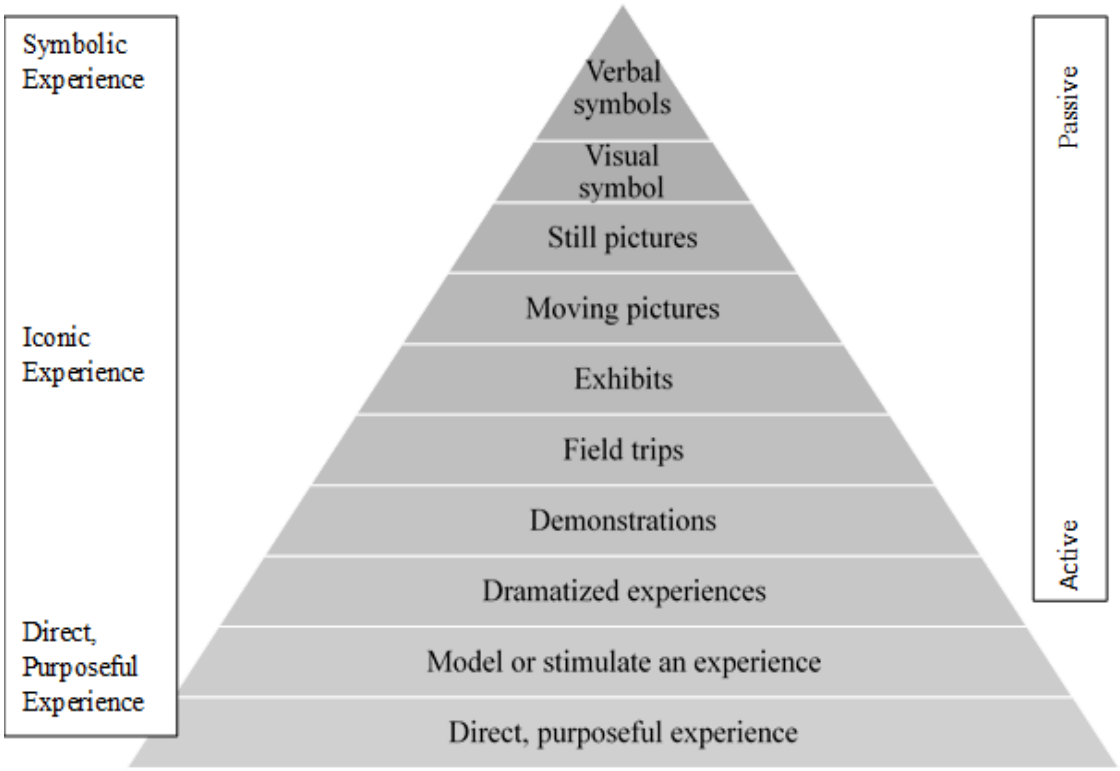


Figure 2.1 *Cone of Experience*

Note. Adapted from E. Dale, Audiovisual Methods in Teaching, 1969, NY: Dryden Press.

Dale (1969) demonstrated the progression of human's experience from more active (at the bottom) to the more passive participation (at the top). As it was shown in the cone, using verbal and visual symbols leads learners' passive participation to their learning experience. As it goes from up to the bottom, the rate of participation of learners in their acquisition increase. Finally, direct purposeful experiences allow learners to have maximum participation to purposeful experience by handling, smelling, testing and seeing (Dale, 1969). To emphasize the importance of sensory stimulation, Dale (1969) expressed that "The word horse as we write it does not look like a horse or sound like a horse or feel like a horse" (p. 127). The cone of experience shows the importance of direct experience in learning. Especially for children, having real and concrete experience leads to a meaningful and long-lasting learning (Lee, & Reeves, 2007). Children learn better when they are offered a sensory-based learning environment (Dale, 1969). Children need to use their senses, which is necessary to get input from outside to explore their environment. However,

children need to work on each sense specifically to learn how to use them. In particular, environmental experiences motive children more to use their senses to become experienced on them (Bilton, 2010). In this context, we can discuss sensory-based learning opportunities which field trips provide. Providing several trip settings and learning experience, children can be led to handle, smell, see, fell, and taste real object and participate in their knowledge construction actively.

Gardner moved beyond the common idea which defines the intelligence as verbal and mathematical. He initially defined musical, spatial, kinesthetic, interpersonal, and intrapersonal intelligence and then added naturalist and existentialist intelligence to indicate human potential (Fogarty & Stoehr, 2008). According to Gardner, his theory provides an opportunity to realize human intelligence and potential holistically rather than scoring them with the IQ test (Fogarty & Stoehr, 2008). Although schools have both addressed and valued children's logical-mathematical and linguistic intelligence, out of school settings that are used for educational purposes may engage and value other forms of intelligence (Davis & Gardner, 2004). Field trip activities can address intelligence which was defined by Gardner with having direct and indirect relations between each other and trip settings. Visiting a place which includes drawing, photographs, statues, and art may appeal to picture-smart kids; a place that provides a chance to socialize, talk, share, and communicate may appeal to people- smart kids. In galleries and museums, for example, curatorship mainly appeals to spatial intelligence while the physical arrangement of an exhibition may be engaged in bodily-kinesthetic in addition to spatial intelligence (Davis & Gardner, 2004). Examples can be varied. However, there are remarkable associations between field trip activities and naturalistic intelligence which was added to the list in 1996 (Fogarty & Stoehr, 2008). Conducting trips, making bird watching activities, fishing, making an observation, and exploration are listed as examples which may appeal to nature smart kids (Fogarty & Stoehr, 2008).

2.2 Forms of Education

The term of education has been derived from the Latin root of *'educare'* (Education, n.d.). The early meaning of *'educare'* is explained as "bringing up or rise." Education is defined as a group of planned activities that cause change or

progress in an individuals' behavior (Oğuzkan, 1981). Education is an umbrella term, and it includes different forms. One well-known approach identifies education through three subcategories. These categories are formal, informal and non-formal education (Coombs & Ahmed, 1974).

In their book, Coombs & Ahmed (1974) describe formal education as an institutionalized and systematic process that starts in primary school and continues to university. Non-formal education refers to a planned and systematic type of education without as many formal restrictions such as including specific learning types and particular learning groups. The last form of education, informal education, is defined as a lifelong process that includes daily experiences and several different environments. These daily experiences help individuals to acquire skills and knowledge.

Beyond having institutionalized structure, there are other key characteristics of formal education. Mandatory attendance is one of these characteristics. In the formal education process, it is expected that individuals participate in the learning process (Tamir, 1990). In addition, formal education has a planned and hierarchical ordering, standardized curricula and an evolution system. Non-formal education addresses the learner who has specific goals. There is no limitation of age or grade like there is in formal education. Although the educational process is also pre-planned, there is no structured curricula. Sources of informal learning are widespread when compared to formal learning. Daily routines, interaction with one's environment and interaction with other people all provide learning opportunities. Another important characteristic of informal learning is that it is a spontaneous process (La Belle, 1982).

Having described the three different forms of education, the following sections will explain the products of each form. Acquired knowledge that causes change is called learning. In the following section, different learning forms will be described.

2.2.1 Formal / Informal / Non-formal Learning

The learning that occurs in a highly structured environment is called 'formal' (Gerber, Marek, & Cavallo, 2001). Formal learning settings include classrooms, schools, and universities. These learning environments pre-arranged. The learning

process is mainly teacher directed and attendance is compulsory (Tamir, 1990). Formal learning is highly product-oriented and knowledge acquisition is evaluated and graded (Eshach, 2006).

Non-formal learning takes shape in a planned process but in a highly customizable way. It shares some characteristics of formal education; however, the learning environment and learning process are adaptable. It also has a structured subject matter but attendance in the process is not compulsory. This type of learning represents the collaboration of the teacher and learner and, in general, evaluation is not preferred (Eshach, 2006).

The learning process that occurs outside of the classroom environment is called informal learning. As mentioned before, a key characteristic of informal education is the lack of institutionalized structure. However, informal learning may also occur in some institutions and organizations such as zoos, and museums. The learning environment is not arranged beforehand and attendance is voluntary (Tamir, 1990).

In addition to these definitions, the distinct categorization done by Bitgood (1988) should also be referenced in order to help us more comprehensively understand the differences between formal and informal learning. The important differences between formal and informal learning have been classified into 7 categories. The first difference is the instructional stimuli. In formal education, instructional stimuli are generally in written or verbal form, whereas informal learning relies heavily on visual stimuli. The instructional environment of formal and informal educational settings also differs. Classrooms and other school-like settings provide an isolated setting for formal education. On the other hand, having a rich environmental stimulus is considered an important characteristic of informal learning. In terms of learner response category, formal education setting marks out the learner behavior and participation. By contrast, the behavior of the learner is not restricted in informal learning. Social interaction is another category defined by Bitgood (1988). Formal learning is more structured in terms of interaction, while informal learning incorporates dynamic elements. Another difference between formal and informal learning are the consequences. In formal learning, getting any kind of result (positive-negative / short term-long term) plays an important role

because learning consequence is nonobligatory in informal learning. In terms of learning objectives, formal education generally focuses on the quantity of learning while informal education gives importance to the quality of the experience. The last difference between formal and informal learning is audience characteristics. In formal learning, characteristics of learners were defined clearly in terms of age, grade or developmental level. By contrast, learner characteristics were not restricted in informal learning

Starting from these descriptions, the main characteristics of formal, informal and non-formal learning are listed in the following table.

Table 2.1 *Characteristics of formal, informal and non-formal learning*

	Formal Learning	**Nonformal Learning**	**Informal Learning**
Place	in school	out of school institutions	no specific place
Learning Process	teacher directed	teacher- student collaboration	self-directed
Attendance	compulsory	not compulsory	voluntary
Evaluation	exams and grades	not preferred	no evaluation
Population	specific groups (age, grade)	no specific group	no specific groups
Learning Environment	pre-arranged	pre-arranged	not arranged

Note. Adapted from Bridging In-school and Out-of-school Learning: Formal, Non-Formal, and Informal Education, by H. Eshach, 2006, *Journal of Science Education and Technology, 16*(2), 171 190. Copyright 2006 by Springer Science+Business Media, LLC

Individuals come into contact with these forms of learning in their life according to their preferences and accessibility. In early childhood, children

experience the informal learning process. On the other hand, they get parts of the community and their resources and they are exposed to non-formal learning. Sooner or later, children become involved in the formal learning process by starting school. However, this process is affected by municipal rules and regulations related to the age a child is required to start schooling (La Belle, 1982)

2.3 Out-of-school Learning / Informal Learning and Non-formal Learning / Field Trips

In the history of education, out-of-school learning was defined and researched by Dewey, Pestalozzi, Comenius, Rousseau, and Froebel starting in the 17th century (Okur-Berberoğlu & Uygun, 2013). More recently, besides its functional definition, out-of-school learning is used to describe learning that takes place in non-school environments with variable materials offering the chance of concrete experiences (Topçu, 2017).

The literature emphasizes the difference between ‘‘school learning’’ and “other learning” (Resnick, 1987). According to this view, school learning differs from other learning with the characteristics of individual cognition, ‘pure thought’ activities, connection with symbols and generalized learning. The researcher also identifies the main characteristics of out-of-school learning as shared cognition, tool manipulation, connection with tools and events rather than symbols and situation specific learning (Resnick, 1987).

As previously mentioned, the learning environment is an important characteristic when identifying learning forms. However, some researchers do not agree on such a sharp distinction. Many researchers see informal learning and out-of-school learning as interchangeable terms (Dewitt & Storksdieck, 2008; Eshac, 2006; Morag & Tal, 2012). In addition to this usage, Eshac (2006) focused on the non-formal form of out-of-school learning. The researcher claims that out-of-school learning includes both informal and non-formal learning forms.

In literature, we also come across the term field trip in relation to out-of-school learning. The term of the field trip refers to a type of out-of-school learning, interchangeable with out-of-school and informal learning and also learning enrichment strategies when applied in an out-of-school setting (Dewitt & Storksdieck, 2008; Dewitt & Storksdieck, 2015; Kisiel, 2006). To come to a

conclusion about the relationship between these educational terms, out-of-school learning is mainly used when focusing on the learning setting (Kisiel, 2006), whereas, the characterization as informal and nonformal education is directly related to having institutionalized frame or not (Tamir, 1990) and lastly, the place of field trip in literature always includes some similarities between out-of-school learning, informal and nonformal education (Dewitt, & Storksdieck, 2008; Morag & Tal, 2012; Bozdoğan, Okur & Kasap, 2015).

2.4 Field Trips

The term educational field trip is used in different forms in literature. Early examples include school journeys and school excursions. In recent years, using the terms educational trip, field trip, and field observation visits are preferred (Krepel & DuVall, 1981). In order to gain a deeper understanding, it is necessary to define what field trip is. Field trips are defined as a teaching method that is used to connect school programs and communities (Krepel & DuVall, 1981). Field trips are also described as teaching pedagogy that provides students with active learning experiences using field experiences and interaction between teachers and peers (Coughlin, 2010; Nadelson, & Jordan, 2012). In most studies, field trips are defined as an extension of school learning (Dewitt & Storksdieck, 2008; Kisiel, 2006; Nabors, Edwards et al., 2009). Field trips can be arranged for a variety of educational purposes. The studies also focused on the first-hand experiences provided by field trips. Field trips offer children a chance to get involved in a rich learning environment, to make observations and draw their own conclusions (Seefeldt, 1993). With these characteristics, field trips are used to bring the structural elements of formal learning into unstructured places (Kisiel, 2006). Field trips are also described as a way for students to experience and get involved with the real world. This world supports children's learning which they gain in school and provides a chance to gain new experiences as well (Pace & Tesi, 2004).

Field trips are described as teaching methods, teaching activities, teaching pedagogies, and educational enrichment activities. Field trip studies also refer to a new term 'free-choice learning' coined by Falk (2005). Falk (2005) mentions that most informal learning settings include free-choice learning. Free-choice learning refers to a learning type directed by learner preferences and their intrinsic motivation.

In addition to free-choice learning, the term ‘guided-choice learning’ was also defined (Miele & Adams, 2016). Guided-choice learning is a modified version of free-choice learning. It implies the forms of informal learning with some curricular objectives and also gives learners a chance to choose these objectives to a certain extent (Miele & Adams, 2016).

There are certain components that are essential for field trips. Krepel and DuVall (1981) specified these components as host, pupils, and teacher. The field trip process includes different phases, including planning, pre-visit preparation, field activities and follow up activities (Bitgood, 1989). Similarly, Morag and Tal (2012) also defined field trips’ phases as planning and preparation, activity-pedagogy and outcomes of the field trip.

2.4.1 Importance of Field Trips

The benefits of field trips have been argued by various studies in the literature. The results of these studies draw attention to the importance of field trip on learning. Field trips provide real-world experience for learners via hands-on activities (Nabors et al., 2009). In addition, these activities support the quality of education and also promote a positive attitude towards science (Michie, 1998). Moreover, these real-world experiences introduce students to new environments that would be impossible within the constraints of a physical classroom setting (Bilton, 2010). In these environments, students may be exposed to new career paths and various learning opportunities. They may also come into contact with new cultures (Falk, Moussouri, & Coulson, 1998). It is not necessary that all field trips include exploration of the unknown. It is possible to visit local city attractions, outdoor places, and parks. Although these field trips may not include an exact exploration, they contribute life experience to children who might not have a chance to visit these places in their everyday lives (Smith, 2015). In her book, Smith (2015) states that field trips can be organized according to the needs of the children and the community. The director highlighted that some children do not have the chance to visit a museum because of low socioeconomic status, stating entrance fees or limited time of working parents as potential limitations. It can be deduced that field trips have social as well as learning objectives.

Field trips are suggested as a strategy of increasing knowledge. There is also emerging evidence that using field trips could form a basis and lead future learning (Dewitt & Storksdieck, 2015). Various researchers support the idea of field trips having a beneficial effect on long-term memory. To provide evidence for this claim, researchers conducted studies to assess the long-term impact of field trips (Anderson, 2003; Falk & Dierking, 1997; Pace & Tesi, 2004; Stevenson, 1991). Behrendt & Franklin (2014) expressed that field trips are not appropriate for short-term teaching objectives. It is quite possible that field trips help students to acquire knowledge. However, the existence of that acquired knowledge or skill will be temporary without debriefing.

In their research, Falk and Dierking, (1997) interviewed 128 participants to determine their recollection about school field trips they had participated in during their early childhood years. The sample group included 34 fourth grade students (9-10-year-olds), 48 eighth grade students (13-14-year-olds) and 46 adults (20 years and older). With the guidance of questions, they were asked to recall details about field trips they attended. Results show that overall, 96% of all participants could recall a school field trip. 97% could recall the specific age or grade when they had taken the trip. 79% of subjects could remember additional details such as who accompanied them on the trip. Among the subjects who could remember the school trip activity, 98.4% could share one specific thing or event related to the trip. Although there were some differences between each age groups results, the differences listed results are not significant.

In contrast to the long-term effect of field trips, Prokop, Tuncer and Kvasničák (2007) examined the short-term effects of these activities. They conducted a one-day trip with 143 six graders (69 students for the control group, 74 students for experimental group). Students in the experimental group participated in a one-day field trip (almost 10 hours). Pre and post-tests were given to measure their attitude and knowledge toward biology. The results supported their claim about the positive effect a one-day field trip could have on six graders' biology related knowledge and attitude.

Numerous, rigorous studies have stated that field trips have cognitive and social benefits to individuals. Both cognitive benefits of field trip (Behrendt &

Franklin, 2014; Dierking & Falk, 1997; Dewitt, & Storksdieck, 2008; Eshach, 2006; Krepel, & DuVall, 1981) and social benefits of field trip (Coughlin, 2010; Dewitt & Storksdieck, 2015; Falk & Dierking, 2010; Kızıltaş & Sak, 2018; Michie, 1998; Nabors et al., 2009) were stated. Moreover, there are some researches pointed out the effective benefits of the field trip (Jacobi-Vessels, 2013; Jarvis & Pell, 2005).

In order to investigate the effects of field trips, Pace and Tesi (2004) conducted a study by interviewing 8 participants. Six questions were asked to participants between the ages of 25 and 31 about their field trip memories from grades K-12. According to the results, six out of eight participants expressed that field trips have some form of social benefit, while three of them mentioned the educational benefit. Moreover, six out of eight participants think that field trips are good opportunities to have a break during classroom activities. Seven out of eight participants shared that hands-on experience is a very important component of an effective field trip. Half of the participants expressed that career experience should be a required topic for field trips, while the other half focused on cultural exposure.

In addition to these contributions, field trips have been used to gain information about specific disciplines. Morrell (2003) prepared a three-hour field trip for over 700 third and fourth graders. The students visited the Oregon Wood Magic after taking a pre-test. They were tested again 1 week after and 3 months after the field trip. The results emphasize that the visit helped the student to gain information and also retain that knowledge.

In conclusion, field trip provides children with beneficial, unique, real-life experiences that would be difficult to achieve in a traditional classroom setting. Field trips also help children learn about their environment, social relations and culture. Researchers agree that field trips contribute to concept learning and cognitive development. As well as the short-term benefits, participants recalled details of the activity, field site and feeling it had on them many after years. The previously stated information shows field trips cans serve as a multipurpose learning activity to enrich the educational process.

2.4.2 Field Trips in Early Childhood Education

Ministry of National Education (MoNE) offers field trips as an example of preschool activities. In Early Childhood Education (ECE) program, field trips are

defined as a source that meets children's needs for direct and meaningful learning. Field trips meet this aim by encouraging children to search, solve problems and make a direct observation. Field trips help to reach various educational goals. These activities help children become familiar with their environment as well as the reach the educational objectives and learn the concepts set for the early childhood education program (MoNE, 2013).

In general, local museums and the zoo come to mind when we think of field trips. Although visiting the museum is a good example of a field trip, a trip to a local exhibition or gallery with the chance to paint with an artist can also be counted as a field trip. Field trip activities can also include visiting a beach or park. Essentially, a learning experience that takes place outside of a traditional classroom setting can be called a field trip (Melber, 2008). As Redleaf explains (1984) there is no obligation about types or places of trips. The trip can be arranged in outdoor places and can include different activities from exploring the children's immediate environment to larger community engagement. The early childhood education program in Turkey suggests field trips as primarily outdoor activities. The suggested field trips include historical sites, museums, art studios, printing houses, gardens, farms, parks, and an atelier where children can observe the production stages. It was pointed out that places that have local and cultural importance promote children's learning (MoNE, 2013).

As mentioned before, because of the beneficial effects of field trips in learning, teachers, and school includes these activities in their program. Preparing a successful field trip should include certain components including, planning, pre-trip preparations, on-site activities and follow up activities (Bitgood, 1989). The following section outlines the requirements of a successful field trip from start to finish.

2.4.3 Planning the Field Trip

First and foremost, educational objectives must be determined when planning a field trip. These educational objectives should be established by taking into consideration children's needs and interests. A child's prior knowledge and experience should be considered as well the appropriateness of the trip in regards to the child's developmental status (Taylor et al., 1997). For a developmentally

appropriate trip, both the physical setting and concept should be considered. In addition, the host site staff should be informed about the nature of young children and informational lectures providing by the host site should be kept simple and short (Redleaf, 1984).

MoNE suggests early childhood teachers make a monthly plan. Field trips, in addition to educational objectives, concepts, parent involvement and special days and holidays, should be included in this monthly plan. Monthly evaluations about the children, teachers, and programs, including field trips, should be performed. It is also remarkable that the early childhood education program offers field trips in the part of supporting children with special needs (MoNE, 2013).

Field trips for children in their early childhood years should be planned as simply as possible. For example, a preschooler's first field trip can be arranged in a familiar room. From there it is possible to branch out, later, places that are close to the school can be visited. This is a good way to prevent children from feeling overwhelmed (Taylor, et al.,1997). These more familiar field trips help children gain awareness towards their environment and serve as a test run for later, more complicated trips. Exploring the neighborhood is also a good experience for early childhood field trips. Here children may come across some event or situation they are unfamiliar with and do not understand, like where the water in puddles goes and how the leaves on trees change color. The next steps can include services and sources in larger communities (Redleaf, 1984).

Selecting an appropriate place to visit is one of the first steps when preparing a field trip. Teachers should consider three important factors when selecting an appropriate location. The first and most important issue is how the setting is connected to the curriculum. In order to achieve the educational objective, field trips should be planned as a reinforcement and enrichment to the current curriculum (Nabors, et al., 2009). The second factor to consider is travel requirements. Choosing a location that is not too far away from the school will help the teacher save more time for the actual activity (Melber, 2008). The last important issue is choosing a developmentally appropriate field trip site. The visiting area should be appropriate for children's age and developmental level. The physical convenience,

content and the implementation method should be also considered (Nabors, et al., 2009).

The middle of the week is the best time to have a field trip activity. Monday is not recommended because children may be tired from the weekend and they may have forgotten to turn in their permission slips. Fridays are also not appropriate because it allows no time to follow up before the students leave for the weekend break. Morning hours are preferred to afternoon hours to combat potential tiredness on behalf of the students (Redleaf, 1984).

2.4.4 Before the Field Trip

Visiting the trip site before taking the children is highly recommended by researchers. Pre-visits help teachers gain general information about the site, see which objects are displayed and learn about the activities offered by the host site. Pre-visits are also important to check whether the trip site has any special requirements or rules such as permission to film or take photographs. Teachers can check safety hazards, physical appropriateness and bathroom facilities (Behrendt & Franklin, 2014; Krepel & DuVall, 1981; Taylor et al., 1997). Taking a booklet, map or other informative material is also recommended. This pre-trip visit will help teachers plan a more appropriate activity for children (Martin, & Sewers, 2003). In some institution education, offices serve for school children. If this is not the case, it can be beneficial to talk with administration about the guide. Getting in contact with the guides or docents and informing them about the needs and expectations of visitor group's will help to run a clear and effective trip. Visiting the site beforehand also allows for a more accurate estimate of potential travel time (Krepel & DuVall, 1981; Salaman & Tutchell, 2005). Visiting the web page of the field trip site, checking the location and getting online information is also recommended if a pre-visit cannot be arranged (Nabors et al., 2009).

In order to help children to have a successful visit, it is recommended to briefly inform students about the site, including the location of important places like restroom and lunchroom. Following up with visuals will reduce overall anxiety for students and increase the novelty of the experience (Piscitelli et al., 2003). Moreover, if the trip site has not been visited before, there must be time allotted to adapt to the new environment (Bitgood, 1989). To aid in the transition process, especially when

working with preschoolers, acting out the trip with a rhythmic activity or creating a story about the trip can be used. These dramatizing activities may include field trip steps like getting on the bus, moving as a group, holding a partner's hand and returning back to school. Through these activities, children will get familiar with both the place and the process (Redleaf, 1984).

It is necessary to inform parents about the trip and require their signature on permission slips. The permission slip should include place, date, time, purpose and the cost of the trip. Via these notes, parents can get a clue about how they can prepare their children for the trip (Taylor et al., 1997). Additionally, the family can be directed to reinforce what the child learned on the trip through additional follow up activities (Redleaf, 1984).

Another important topic is transportation from the school to the trip site and back. If the school has no transportation vehicles, the teachers will have to arrange that for that trip. While arranging transportation vehicles, teachers should consider both safety regulations and cost (Krepel & DuVall, 1981). Determining a place to get on and off the bus is one of the vital requirements for safe travel. Using a school bus whose driver has a driving license for public transportation is strongly recommended (Krepel & DuVall, 1981).

2.4.5 During the Field Trip

Safety precautions are a fundamental component of field trip activities. It is important that teachers and chaperones have first aid supplies during the trip in case of an emergency (Krepel & DuVall, 1981). Keeping students' emergency cards and contact information is also essential (Nabors, et al., 2009). In addition, identifying a place for a student to go if they get separated from the group is also suggested. By taking this necessary precaution, the panic associated with a missing child can be reduced (Melber, 2008). For young children, attaching vital information, such as school name and teacher contact information, on their clothes is also suggested. However, the information should not include the name of the child in order to prevent strangers from engaging with the child (Melber, 2008).

During the visit, the teacher can direct children and focus their attention with purposeful questions. The teacher can encourage children to think about the shape, color, and purpose of the objects. With the help of direct questioning, children can

make more meaningful observations rather than just standing and looking around. In addition to asking questions, hold group discussion, allow children to share their ideas, guide observation through worksheets. Drama and drawing pictures are on-site recommended activities that teachers can utilize (Salaman & Tutchell, 2005).

In order to provide maximum benefit from field trips, it is necessary to focus on unique sources and highlight the qualities of the trip site's that would be impossible to experience in a traditional classroom setting. Having a structured plan is required but the activity should also include time for free exploration. Field trips should include discovery, exploration and process-oriented activities rather than a direct teaching methodology. In other words, children acquire information and experience, which they then can combine with classroom learning (Dewitt & Storksdieck, 2008). The effectiveness of the field trip is not related to the time spent on site. Students can observe the environment and gain information about the place in roughly the same time as a typical class period (Bitgood, 1989). However, in both the planning and implementation phases, it is necessary to allow time for students' individual interests, reflection and self-expression through a variety of mediums, including but not limited to talking and drawing (Piscitelli, et al., 2003).

Adequate adult supervision is another important point that should be considered during the trip (Taylor, et al.,1997). For an effective and secure trip, the adult-to-child ratio is very important. A 2:1 child-to-adult ration is suggested for two-year-olds, 4:1 for three-year-olds, and 5:1 for four and five-year-olds. For a large group, it is also recommended that one adult should take responsibility for logistics and supervise activities in the field. In case of an emergency, this person can lead the group so that no chaperone has to leave the children unsupervised for an extended period of time (Redleaf, 1984). Coming up with a plan and informing chaperones about their specific roles will help clarify responsibilities and regulate the process more confidently. If chaperones will conduct or guide an activity, specific training is necessary before the trip (Kisiel, 2006).

2.4.6 After the Field Trip

After trip components include, closing of the field trip, getting on the bus to return to school, conducting follow up activities and assessing the process. Before returning to school, the first and most important suggestion is to be sure that no one

is left behind. Making several head counts is a basic way to check on the children before departure. It is also important to check personal belongings before leaving (Melber, 2008). After the trip, a comprehensive follow-up should include a discussion pertaining to the children's feelings, opinions and overall experience. Children can be directed to express their feeling and experience via activities too. Drawing, painting, 3D artworks, making books related to the trip, creating plays (Taylor, et al.,1997), drama and music activities (Piscitelli, et al., 2003) are some of follow up activity examples that can be applied with young children trip. Follow up activities after the trip, provide a cognitive base for future lessons. These activities should be incorporated into the curriculum and help children to assemble their experiences and findings (Kisiel, 2006)

Both children teachers should evaluate the learning experience. The evaluation process should include the completion of learning outcomes and reflection on whether or not the educational goals were achieved. Outcomes should be shared with stakeholders like children, teachers, and staff (Connolly et al., 2006). This part is generally missed during the rush of the visit. However, there is some research that assesses attitudes toward field trip (Jarvis & Pell, 2005; Nadelson & Jordan, 2012; Piscitelli & Anderson, 2001) and knowledge acquisition after a field trip (Dilli & Dümenci, 2015; Morag & Tal, 2012; Morrell, 2003). Assessing children's learning and behavioral acquisition is important to check while reaching educational objectives.

2.4.7 Connecting Field Trip Sites to the Curriculum

Field trips can be integrated in school curriculum to support children's learning and also open up new opportunities for getting information about new concepts, objects and also environments. In following parts, several trip site and ways to use these places to promote children learning were defined briefly.

Museums provide engaging learning environments and lead the process of change in knowledge and attitudes. Children have the opportunity to engage with authentic objects they have never seen before. The objects that are displayed in museums are special and have unusual characteristics. Each has a story and discussing these stories with children helps promote the children's imagination. The learning process begins when children come into contact with objects, ideas or

experiences. A meaningful museum experience promotes integrated learning, provides direct experience with real museum objects and offers an aesthetic experience (Piscitelli, et al., 2003).

Art galleries include content-rich materials and children can observe various colors, lines, shapes, and characters. Art galleries are unique sources of inspiration for when they create their own artwork. Describing artwork and talking about the emotions provoked by the paintings also help children to use new words and adjectives and improve their ability to express themselves (Salaman & Tutchell, 2005).

Performing arts increase children's creativity and self-esteem. Attending a performance art piece may be a very exciting experience for young children. It also provides a way of learning for children who have different learning styles. Attending performing arts performances encourage children's individuality and freedom of expression. Dance and music help children's physical and mental well-being and also improves their sense of rhythm and language development (Salaman & Tutchell, 2005).

Aquariums, Zoos, and Pet Shelters are designed to show the life of a pet or wild animal. Children have a limited chance to make an in-depth animal observation in daily life. Also, 2D representations of these animals may not be sufficient for a thorough examination of the different animal species. These sites give children a chance for children to make an observation based off an animal's observable characteristics, such as movement and behavior (Kıyıcı, 2011).

Planetariums generally have domed shaped roofs and moving images of the sky and space are projected on the ceiling of the dome. Images of planets and stars are shown with the help of projectors and simulation of space is presented to visitors. Here, children can observe outer space and planetary systems that can be difficult to imagine (Ertaş, & Şen, 2011).

Visiting Built Environments includes trips to several places. The term of built environments is used to describe the places we live, like cities, towns, and villages. This definition includes a wide range of objects and concepts. Built environments may include various materials such as stone, bricks, wood, glass, and plastic. Talking about materials and textures in the environment may increase a

child's awareness toward them. Children also get a chance to observe words, numbers, and symbols in their environments. Built environments may include historical buildings and places of worship. Children can observe these places to learn more about culture and religion (Salaman & Tutchell, 2005).

2.4.8 Importance of Planning Pre- and Post-visit Activities

Supporting the field trip with carefully planned pre-visit and post-visit activities increases the effectiveness of field trip and helps children to benefit from the activity. Preparing pre-visit activities should include both giving information to children about the content of the trip and characteristics of the trip site. This helps to satisfy the child's basic needs as well as providing a sense of security. Therefore, familiarizing children with the content and the logistic of the field trip reduces the overall anxiety level and children can capitalize on the site's opportunities without being hindered by unnecessary anxiety or stress (Melber, 2008).

During the learning process, individuals can easily assimilate information when they have prior exposure to it. Because children have different backgrounds, it is difficult to know what they have experienced before. That's why giving them brief information about the content and characteristics of the field trip will help them to make a connection to their site experience. Planning an attractive and informative pre-trip activity is more beneficial than simply reciting instruction to the children (Roschelle, 1995).

In her holistic study, Smith (2015) observed four preschool classes in two different schools in order to determine the impact of class, race, and culture on pedagogical effectiveness. During the observation, Smith conducted three field trips with these classes. In the first field trip, children were observed while visiting Santa at a store. Although this trip was not about exploration the researcher reported that time spent in the store was beneficial. They did not misbehave and enjoyed during the trip. The same trip was conducted for each school. Although she observed different classes, most trips were whole school activities; therefore, she had a chance to observe each group in both visits. The second trip was a visit to the library. From start to finish there was a lot of confusion. Smith noted that both the teacher and children were unsure about what to do, and they behaved in accordance with this confusion. The library staff was also confused. The last trip was a museum visit and

it was more successful than the previous trip. Children participated in pre-planned activities with the help of museum staff.

Smith clearly observed the beneficial effects of pre-trip preparation. It is important to make a detailed and flexible schedule before the trip. Sharing this schedule with site staff will also inform them of their roles. Planning a trip should also include preparing children for visiting a new place. Children need to know behavioral expectations, way to move together, way to make an observation and also safety procedures. In order to prevent confusion and maximize the benefits for the students, it is vital to make a detailed preparation plan that includes all components of the field trip (Smith, 2015)

As well as the pre-visit activities, post-visit activities reinforce the learning process in field trips. Post-visit activities help children to remember the trip and consolidate content. In addition, these activities help teachers bring misconceptions to light and correct them. With the help of post-visit activities, teachers can encourage children in further exploration according to their interests (Melber, 2008). In the literature, it was suggested that post-visit activities fit almost every curriculum. Potential options are worksheets and sharing them with other students, drawing pictures about the trip and creating a story about it and leading a group discussion about what they experienced (Melber, 2008). In addition to the discussion, art-related activities such as sharing the photographs from the visit and role-play is also recommended for post-trip activities (Salaman & Tutchell, 2005).

Farmer and Wott (1995) examined the effectiveness of follow up activities. The participants were 111 fourth-graders from public school. The students were randomly assigned to three groups, the treatment group, treatment group 2 and the placebo group. Forty-five minute long follow up activities were implemented as an experimental treatment in both treatment group. Pre- and post-tests were applied to test the effectiveness of the follow-up activities. The results supported that follow-up activities conducted by educators or museum staff help to consolidate and reinforce what children learn in field trips.

2.5 Teachers' Roles and Teachers' Beliefs

Dewey (1997) explained the responsibilities of teachers as realizing both the effect of environmental conditions on actual experience and the direct function of

these environmental conditions on experiences lead children to grow. Teachers have a responsibility to know how they should utilize a physical and social environment for a meaningful experience. On the other hand, it was explained that traditional education does not have to dwell on this issue. Traditional education must only provide a school environment that includes a board, a desk, and a schoolyard. There is no demand for teachers to utilize historical, physical, or economic opportunities of the local community as educational resources (Dewey, 1997). However, it is highlighted that making the environment meaningful provides an exciting environment where learning experiences can occur (Bilton, 2010). From this point of view, it can be deduced that teachers have a vital role in providing children with meaningful experience by extending education outside of traditional settings.

In addition to educational settings for teaching, learning, and playing, there are also settings were other meaningful experiences can occur. These experiences may include watching the light shine through leaves, examining the toys and objects around you or experiencing nature while taking a walk through the forest. These activities can be called life-learning experiences rather than play, work or teaching activities. That being said, it is quite possible to integrate work, play and teaching into these life-learning activities (Bilton, 2010). When children participate in formal education, a structured environment surrounds them. However, providing children with non-formal learning environments through field trips gives them several chances to take part in life-learning activities.

A teacher's preferences and their in-class practices are affected by their beliefs. Richardson (1996) states that a teacher's beliefs are impacted by early experiences in their schooling and teaching careers. Knowledge structure of people forms their perceptions. The belief of individuals also affects their perception and impacts how people make sense of the world and how they describe phenomena (Pajares, 1992). Pajares (1992) describes the main difference between belief and knowledge as: "a belief is based on evaluation and judgment; knowledge is based on objective fact". Similarly, Nespor (1987) explained that knowledge of any concept is not connected with feeling toward that concept. From this point of view, it can be said that knowledge is not manipulated by the feelings of individuals.

Richardson (1996) stated that teacher's beliefs stem from their personal experiences, experiences with formal knowledge, and lastly experiences with schooling and instruction. In other words, in terms of personal experience, world views of individuals, beliefs about self and understanding of society, gender, religion, and geographic location shape the belief of individuals. Moreover, a teacher's experience while learning to teach and the formal knowledge imposed upon them by the scholarly community plays a vital role in forming their beliefs (Richardson, 1996).

It is recommended that the focus point should be teaching goals and interpretations about the classroom process to make meaning in class organizations and operations (Nespor, 1987). Beliefs assist in defining tasks and also planning, decision making, and interpreting process of this task. For this reason, it can be said that belief has a critical role in how knowledge is organized and in how behavior is defined (Pajares, 1992). Within this context, it is necessary to understand a teachers' belief about their work in order to understand their teaching practice (Nespor, 1987). The effect of belief on learning how to teach can be seen in two ways. The first way can be associated with constructivist learning theories, which imply that student's own beliefs influence not only what they learn but how they learn. The second way is about the characteristics related to belief in the changing education process (Richardson, 1996).

Pajares (1992) also emphasized that belief becomes more permanent when developed during the early years of life. Early acquired beliefs are resistant to change. For this reason, even though the individual's beliefs were proved wrong or incomplete through scientific explanations, people may tend to hold on to their beliefs. The same concept can be applied to uncovering a teachers' belief about field trip practices. Because teachers' beliefs are often formed during their early years of schooling and teaching making them more resistant to change, revealing these beliefs will provide clues about teaching field trip practices in the long-term process.

2.6 Studies about Field Trips in Early Childhood Education

2.6.1 International Studies Associated with Field Trips in Early Childhood Education

DeMarie (2001) conducted a study that included participants from a wider age range. The research aimed at identifying the significance children gave to a field trip. The sample included 21 children aged 3 to 12. A trip to the zoo was planned and questionnaires were sent home to parents to get detail information about previous zoo experiences, ascertain the child's familiarity with camera usage, as well as permission for the trip. Researchers provided cameras for children and wanted them to take photos during the trip. The result shows that 56% of the photographs taken by preschool children aged 3 to 5 took included animals. The analysis of photographs and children's comment about photographs shows that preschool children took purposive photographs and has awareness about zoo visit.

Martin and Sleevers's (2003) action research focused on the failure of a kindergarten teacher's attempt to conduct a field trip with her early childhood class. The teacher planned the trip for a museum, and she got necessary permission for the trip. Transportation was arranged, the museum was accessible for children who had a disability and also Individualized Education Plan was prepared for her six inclusive children in the class. Before the trip, the teacher introduced some museum materials in class to make a successful connection with the curriculum and she also asked parents to participate in the trip and assist the teacher. However, at the end of the day, both students and parents expressed their dissatisfaction. The researchers visited the museum to find potential barriers to the field trip and they aimed to find out the reason for dissatisfaction that participants had. After the museum visit and spending some time with parents, teachers and museum staff, the researcher found out the missing part of the trip. Lacking a proactive and collaborative approach caused the difficulties of a successful inclusion. The result supported that making a detailed field trip planning may not work without including all components of the field trip. It is necessary to cooperate with both parents and field site staff to get benefit from the field trip.

In his doctoral dissertation, Rebar (2009) focused on the strategies that teachers use to facilitate the curriculum-based learning during self-guided visits to an

aquarium and also how teachers use curriculum connection strategies and how they promote learning opportunities. With these aims, the researcher participated in 24 field trips to an aquarium and worked with 26 teachers. Results showed that several curriculum connection strategies were used in pre-trip, during the trip and post-trip processes. It was also reported that teachers tend to use these field trips to promote previous learning rather than to introduce new concepts. Most of the teachers reported that the classroom curriculum is a motivation for them to conduct field trips (88%). Other common motivation types to conduct field trips were determined as exposing the students to new experiences (96), providing memorable experiences for students (96%), fostering their motivation and interest for specific subjects (96%), and promoting children's lifelong learning (92%).

One of a recent study on field trips was done by Kennedy (2014) to reveal both pre-service and in-service teachers' episodic memories related to field trips and practical knowledge that they have gained from field trip experiences. The participants of this study were five pre-service and five in-service teachers (four of them were kindergarten teachers and other participants work with children from different grades in primary education) and the researcher used interviews to collect data. The results show that teachers were able to recall field trips that they have participated in specifically thanks to their episodic memories. Teachers also reported that they consider three important aspects while calling a trip as meaningful. These are exposing children to different situations, helping them to promote social skills and connecting trips to the classroom curriculum. The researcher highlighted a positive correlation between field trips and teachers' episodic memories; thus, the impact of field trips on long-term memory was also referred and emphasized.

With the intent of leading teachers to implement effective field trips, Smith-Walters, Hargrove, and Ervin (2014) conducted a study that includes tips for a successful trip plan. Researches put emphasize on determining the type and context of the field trip according to educational aims that teachers try to achieve. According to these aims, the researchers defined vital steps that should be followed by teachers. Listing these steps by specifying the time intervals to implement (such as weeks and months before the visit) provides a directive source for teachers to conduct a well-planned field trip that is free from possible problems.

Field trip related literature also includes site-specific research. The research conducted by Piscitelli and Anderson (2001) tried to investigate children's perspectives about museums. The survey was administrated to 77 children in pre-school and lower elementary school. After informing the classroom teacher and class, the research team led a discussion about prior visits to the museum. After the discussion children were asked to draw pictures about these visits. Lastly, they were interviewed about their drawings and prior museum experience. Based upon children's drawings and interviews, it was supported that children have a positive perspective toward museum experiences. The research also emphasized that children have a more positive experience when they can correlate the exhibits with their pre-existing knowledge.

2.6.2 National Studies Associated with Field Trips in Early Childhood Education

Kızıltaş and Sak (2016) conducted one of the most comprehensive studies on field trip literature and early childhood perspective. The article mentions why teachers do not prefer field trips by listing the possible factors that affect field trips preference in a negative way. In the article, the field trips were analyzed holistically. From the beginning of the planning process to the post-trip activities, various field trip components were included and explained in the article. It also includes suggestions to improve teacher experience in regards to field trips in early childhood settings.

Furthermore, Kızıltaş and Sak (2018a) conducted an experimental study to examine the effects of curriculum-integrated field trip activities had on preschooler's social-emotional skills. 36 children (from two different kindergarten classrooms) aged 48-66 months were selected as the sample. Each classroom had 18 children and the control and experimental group were randomly selected. The study was conducted over the course of 12 weeks. For the experimental group, 12 field trips integrated activity plans were prepared and conducted during the 2015-2016 academic year. After the field trip, the data collection procedure was applied. The significant positive effect on social skills of experimental group participants was found. It was also reported that academic-support skills, friendship skills, emotional management skills score of the experimental group increased significantly. The study

clearly reported the positive effect of integrated field trip activities on social-emotional skills of preschool children.

Another study aimed at finding the effect of field trips was conducted by Karaca et al. (2016) with 11 preschool children, three parents, and one preschool teacher. In the study, preschoolers visited a Turkish delight factory. With the help of semi-structured interviews and before-and-after trip pictures drawn by the children, data was collected. The study reported that children gained detailed information about Turkish delight such as its shape, characteristics, tactile property and also production steps. Whereas before the trip, they only shared their opinions about its taste. The study emphasized the positive effects of the field trip on children learning about the social and cultural characteristics of the neighborhood as well as helping parents to gain a deeper understanding of the benefits of the field trip.

Kızıltaş and Sak (2018b) take it a step further and included 23 parents in their study. Their aim remains as presenting their opinions about field trip in early childhood education. The parents whose children participated in weekly field trips had to attend at least one field trip with their children. Data of this phenomenological study was collected via interviews. The results show that parents define field trips and also the importance of these activities similar to the literature. They expressed that field trips have various benefits for children, parents and also teachers. They shared that field trips enhance children social-emotional, language, cognitive and motor development. The majority of participants also stated that field trips provide an effective environment for children to gain real-life experience and learn about rules and regulations in their social environment.

The following researches deal with specifically museum visits in early childhood education. One of the first studies conducted about the setting of a field trip was led by Abacı and Usbaş (2010). Their research aimed to examine the effectiveness of the “Utilization of Museums for Pre-School Education” program. Experiment and control groups were created after 42 pre-school children were selected as a sample. After the data collection and analysis procedure, it was revealed that the scores of the experimental group increased significantly after the program ‘utilization of the museums for pre-school education’ compared to control group who visited the museums without the program. The results show that including the

museum visits in the curriculum may not be effective without any supportive activity or reinforcement.

Likewise, Dilli and Dümenci (2015) conducted an experimental study to examine the effects of museum visits on the cognitive abilities of children while observing the extinct animals of Anatolia. The sample includes 26 students. Half were chosen as the experimental group and half of them as the control group. The study was 3 weeks long for 6 hours each week. The data was collected with pre-tests and post-tests, interviews, 2- and 3-dimensional artwork (pictures and play dough works). Results of the study emphasized that children gained detailed information about three species of extinct animals in Anatolia. In addition, museum visits also increased their awareness about the environment, the changing conditions of environments and the effects of this change on the animal species.

Another study, conducted by Aktın (2017), focused on historical thinking skills of children. The study aimed to enhance the historical thinking skills of children via planned museum visits. 10 preschool children (59-72 months) were selected as a sample for the study. Museum activity records, interviews, and dialogue were used as data collection tools. After the data analysis, the researcher reported that children enjoyed the activity. However, it is also reported that children felt stressed and confused when they saw models with old and unusual clothes. The importance of museum visits for children to learn about time and past is clearly emphasized in the study. The importance of pre-trip preparations for comprehensive learning during museum visits was also highlighted.

The study by Dağal and Bayındır (2016) sought to examine the effects of museum visits on positive knowledge and children's overall feelings toward museums. For this reason, an experimental study was designed. 58 preschool children from low socioeconomic status and 10 pre-service early childhood education teachers were chosen as the sample. The 3-month study was comprehensively planned and included pre-visit, during the visit and post-visit activities. Interviews for children and observation forms for pre-service teachers were used as data collection instruments. The results showed that museum visits enhance preschool children's interest and knowledge about museums. It was also

reported that after the trip, more children expressed a positive feeling toward museum visits as compared to before the trip.

2.7 Summary

The literature related to a different aspect of field trips in early childhood education was reviewed. Because the focus point of this study was processes of field trips, the literature part included the followings: Descriptive studies and guidelines, researches that focused on the benefits of field trips, tips, and recommendations to conduct an effective field trip, role of teachers and other stakeholders, and lastly trips to museums that can be worked as a specific area under the concept of field trips. Although there were additional valuable studies especially about museum visits, they were not included to prevent domination of field trips that include visits to several places, not just museums.

CHAPTER 3

METHODOLOGY

This chapter presents the methodology of the study by covering research questions, the design of the study, participants, data collection instruments and procedure, data analysis, the trustworthiness of the study and limitations.

3.1 Research Questions

The purpose of the current study is to investigate the beliefs of early childhood teachers about field trips as well as their self-reported and actual practices in regards to field trips. To achieve this goal the following research questions were used to guide the study;

1. What are the early childhood teachers' beliefs about field trip activities in early childhood education?
2. What are the early childhood teachers' self-reported practices about planning, implementation and evaluation process of the field trip in early childhood education?
3. What are the early childhood teachers' actual practices about planning, implementation and evaluation process of the field trip in early childhood education?

3.2 Design of the Study

The current study has several qualitative research characteristics as defined by Creswell (2007). Having a *natural setting* for data collection is one of the first characteristics. The data was collected from teachers by observing and speaking with them in their context. That's why the primary source of data was the *participant's meaning,* their experience, and their views. There was also no strictly designed

research plan. The research plan was *emergent*. Although data collecting instruments were used, the *key instrument was the researcher*. Another important qualitative research characteristic implanted during the study is *inductive data analysis*. The researcher organized data from the bottom-up by building codes, categories, and themes.

The approaches of qualitative researches were described in different forms according to different researchers (Creswell, 2007; Denzin & Lincoln, 2005; Patton, 2015). Still, the researchers have pointed out almost the same meaning of phenomenological study. Merriam (2009) stated that the phenomenological studies are related to the essence and fundamental structure of the interpretation of human experiences. The current study was designed as a phenomenological study with the aim of examining the early childhood teacher's beliefs and practices about field trips. Phenomenology is appropriate for the current study because it allows the researcher to focus on how people make sense of their experiences and how these experiences affect their awareness (Patton, 2015). The researcher tried to understand how people perceive, describe, judge, remember and interpret a phenomenon (Patton, 2015).

In the present study, one-to-one interviews were used to examine beliefs and self-reported practices of twenty early-childhood teachers. In-depth interviews were directed by an interview protocol developed by the researcher. After the interview process, six participants who were willing to continue the study were observed in field trips. The observation process was directed by observation protocol which was also developed by the researcher. In-depth interviews allowed participants to report on the current practices in field trip activities in addition to their beliefs about field trip in early childhood settings. In the second stage, six participants were observed during a field trip activity to report their actual practices in planning, implementing and evaluation process of the field trip. Both data collection methods were used to get informed and make some interpretation about the place of field trips in early childhood education. Using a qualitative research method helped the researcher to reach this aim because qualitative research generally relates to how people's experiences are interpreted and how these experiences are meaningful. Qualitative research is interested in giving the phenomenon meaning rather than defining the

cause-effect relation or quantify attitudes, behaviors, and other variables and generalize the results (Merriam, 2009).

3.3 Participants and Settings of the Study

3.3.1 Participants

Purposive sampling, one of the most common forms of non-probabilistic sampling strategies, was used in this study. Purposive sampling gives the researcher an opportunity to discover and gain insight about what he or she wants to learn from the sample, which in turn, helps to provide the most appropriate and sufficient information (Merriam, 2009). Patton (2015) also supports the power and appropriateness of purposeful sampling in qualitative research by highlighting its information-rich characteristic. This information-rich characteristic serves as an investigator to explore what is necessary for the inquiry. Another reason for using purposive sampling in this research comes with Palys's (2008) definition: the purposive sampling is a process of strategic choice that specifies where with whom and how the researcher conducts their study. For the current research saturation sampling were used. Saturation sampling is defined under the group of emergence-driven sampling strategy by Patton (2015). Saturation sampling allows for the researcher to examine the data and continue adding new samples until having there is no dissimilar data (Patton, 2015).

In this research, the teachers that meet a specific criterion were selected as participants. Teachers were asked about their voluntary involvement, years of experience and field trip experience. The teachers who have taught for less than two years and who have never conducted field trips were eliminated. With the aim of data saturation, adding new samples to the research continued until nothing new was learned. Participants of the current study consist of 20 early childhood teachers. The participants were selected from preschools in Çankaya, Ankara. With the aim of reaching different practices in field trips, half of the participants were selected from the public and the other half were selected from private preschools. Although public preschools follow the same curriculum and conduct similar activities, implementations of private preschool can vary according to the educational approach that followed by preschool and their educational plan.

In the following table, the demographic information of the participants is shown.

Table 3.1 *Demographic information of the participants*

Participant	Age	Gender	Type of School	Years of Experience	Class Size	Age Group
P1	22	Female	Private	2	18	4 years
P2	39	Female	Public	17	16	4 years
P3	26	Female	Private	2	11	5-6 years
P4	36	Female	Public	16	18	3 years
P5	31	Female	Private	13	15	4 years
P6	24	Female	Private	2	12	5-6 years
P7	32	Female	Private	8	11	5-6 years
P8	25	Female	Private	3	11	5-6 years
P9	48	Female	Private	17	7	5-6 years
P10	24	Female	Private	2	18	6 years
P11	44	Female	Public	22	10	5 years
P12	24	Female	Private	6	12	4 years
P13	41	Female	Public	18	14	5 years
P14	45	Female	Public	21	12	5 years
P15	42	Female	Public	19	17	4 years
P16	32	Female	Public	15	23	5 years
P17	36	Female	Public	13	23	4 years
P18	53	Female	Public	27	14	4-5 years
P19	46	Female	Public	23	10	3-4 years
P20	30	Female	Private	7	11	3 years

As shown in the table above, all participants in the study are female. Although it was not the intent to limited the participants to be solely female, almost all preschools which the researcher got contact with employed mostly female

teachers. The age of the participants ranges between 22 to 53 and their years of the experiences range between 2 to 27.

Compared to quantitative research, qualitative research includes a small sample size and deep context (King & Horrocks, 2010). Because of the generalizability, it is important to choose a sample that is statistically representative of the research population in quantitative studies. Qualitative studies, on the other hand, do not strictly aim to represent population statistically. Systematic relation between the sample and the phenomena that the researcher tries to enlighten is preferable (King & Horrocks, 2010; Merriam, 2009). After the interview process, six teachers allowed the researcher to observe a field trip that they already have in their schedule. Although each participant of the research was asked to continue the study through an observation activity, the request was not accepted by all teachers. Additionally, a few participants were not observed because they could not arrange a field trip in the allotted time period. Therefore, six of the 20 participants were observed.

Table 3.2 *Participants of interview and observation*

Data collection method	Participants
Interview	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20
Observation	P1, P2, P4, P8, P14, P16

3.3.2 Settings of the Study

3.3.2.1 Interviews

The current study includes 20 participants from ten different preschools in Çankaya, Ankara. The researcher aimed to reach both public and private preschool from a similar socioeconomic environment by choosing them in the Çankaya district. The interview part of the study was executed in five public and five private preschools. Public schools are subject to Ministry of National Education (MoNE). Each of these 5 public preschools have an independent school building and multiple

classes for ages 3-5 years. Although private kindergarten can be subject to both MoNE and Ministry of Family and Social Policy, just the kindergartens that are subjected to the MoNE were selected. Each of these 5 private preschools has also independent school building and multiple classes for 3-6 years olds. All participants attended a one-to-one interview in their schools. Most of the participants were interviewed in the teacher's room, information rooms, or available empty classrooms. However, a couple of participants were interviewed in their classrooms due to the lack of time and available space.

3.3.2.2 Observations

For the observation, the researcher visited the six different places with the teachers and their class. These places include a school environment, an occupation studio, pottery studio, the Turkish Telecommunication Museum, Rahmi Koç Museum, and a fire station.

In the first observation session, children visited their school environment. The school is located on a crowded street. There are different shops on the street and the teacher got an appointment at three of the shops. During the trip, we visited a real estate agency, a hair salon, and a pharmacy. 11 children aged 5 participated in the trip with the direction of the class teacher, assistant teacher, and school manager. The shops were within easy walking distance so we did not use any means of transportation to get the field trip site. Although more than three shops were examined, only the real estate agency, the hairdresser salon and the pharmacy were visited.

During the second field trip, an occupation studio was visited. This visit was arranged like a school visit, 3 classes of a public school attended on the trip together. Even though there were 3 different groups on this field trip, the teacher who was interviewed remained the focus of the observation. During the trip, 3 classroom teachers and 6 trainee teachers helped chaperon. The occupations studio was located in a two-story building, and each floor was divided according to the occupation. On the first floor, there were occupational studios include chef, judge, prosecutor, lawyer, civil engineer, and mechanical engineer while the second floor included doctor, veterinary, dentist, fireman, soldier, and policeman. The teachers selected the

first group of occupations for the children to visit. All students participated in the workshops together with the direction of the studio staff.

The third observation was made in a pottery studio. 16 children age 5 participated in the trip. This trip was not a whole school trip and only one class attended. In addition to the classroom teacher, a trainee teacher accompanied the trip. Because the pottery studio was far away from school, we used the school bus. The pottery studio is in a two-story building. On the ground floor, there were some ceramic works including pots and pans, jugs, vases, and masks. The ground floor was designed as an exhibition hall. On the basement floor, there was a potter's wheel, clay, and ceramic dough, sink, and a kiln for the artwork. Before watching the ceramic shaping process, children observed artwork on the first floor.

The fourth visit was organized to the Turkish Telecommunication Museum. 13 children, age 4, a classroom teacher and a trainee teacher attended the trip. The school bus was used to get the museum, dropping and picking up the children from the museum garden. The garden was a comfortable place for crowded groups to wait for their turns to visit the museum Additionally, a small part of the garden included miniature versions of famous buildings from around the world. The museum building was multi-storey but just one floor was designed for the exhibition. The exhibit was about different communication devices shown in chronological order, including the early invention of the phone, Teletext, the telegraph, and the computer. There were several parts of the exhibit designed to show the history of technology in a communication-specific way. The exhibit was interactive in that the museum used old-fashioned communication systems along with the new systems.

In the fifth observation session, Rahmi Koç Museum was visited with a whole school. 3 early childhood classes attended the trip with their classroom teachers and the director of the school. The class observed included 18 children age 6. For transportation, three different school buses were used and the three classes walked together through the museum. The museum was three-story building with no garden. Furthermore, the museum had steep stone stairs that were difficult for the young children. Although the museum was very big, the layout of the museum was confusing. The exhibit was divided up throughout several rooms across multiple floors, and it was uncomfortable for crowded groups. the basement and second floor

with the multiple rooms make it inappropriate for the crowded groups. Furthermore, the museum has steep stone stairs which are not appropriate for young children. The basement and third floor included occupational and occupation-specific materials. Additionally, there are different means of transportation in a miniature size, sports equipment, miniature toys, and houses.

The last observation was done at a fire station. The fire station visit was also a whole school visit, including three different kindergarten classes. The researcher's focus was the teacher who has been interviewed, similar to the previous trips. The class size was 14 and the age group is 5. Two trainee teachers accompanied each class. In total, 3 classroom teachers and 6 trainee teachers accompanied the trip. Since the fire station was within easy walking distance, the group walked to the trip site. The fire station is a big single-story building with a large empty space in the center. In addition, the station has a large garden. Thanks to this available space, the fireman took the fire engine and fire brigade truck out into the garden for the children. Two trucks that are used for firefighting were introduced during the trip.

3.4 Data Collection Instruments

Qualitative studies include three types of data: interviews, observations and additional documents. Interviews were used to obtain people responses about their experiences, feelings, perceptions, opinion, and knowledge. Observations included descriptions of activities, conversations and behaviors and lastly, documents, which includes various written materials (Patton, 2015). In the current study, both interview and observation were used to find out early childhood teachers' beliefs and practices about the field trip. Using observation and interview together in a qualitative study is a preferable method by qualitative researchers (Patton, 2015; Rossman, & Rallis, 2003). That's why the researcher tried to enrich the data by conducting both interview and observation.

Interviews are used by both quantitative and qualitative researchers with the aim of obtaining rich and in-depth information. The reason why most researchers often prefer it is the assumption that interviews provide accurate and credible information based on participants' lives and experiences (Denzin & Lincoln, 2005). Especially in phenomenological studies, in-depth interviewing of participants who experienced the phenomenon is a frequently used method (Creswell, 2007). A semi-

structured interview protocol (Appendix A) was used to collect the data. The purpose of the using interview is trying to understand the perspectives of groups and or individuals as well as the measurement. The interview process can be executed as a one-time meeting with a brief exchange or multiple meetings for more detailed information exchange (Denzin & Lincoln, 2005). For this purpose, the researcher used the semi-structured interview to find out the beliefs and self-reported practices of early childhood teachers in regards to field trip activities.

Although the interview is one of the preferable data collection methods in qualitative researches, there is an undeniable fact about this method. Interviewees prefer to share selective perception rather than reporting the case or the idea with all the details (Patton, 2015). To combat this bias, the researcher used a semi-structured observation in addition to the interview. Observation differs from the interview because it provides first-hand information rather than gathering perspectives, ideas or experience of the sample (Merriam, 2009). Moreover, observations take places in a natural setting, which allows spontaneous events to occur. Typically, as data collection methods, the interview is frequently interwoven with observation (Merriam, 2009). For this reason, the researcher used a semi-structured observation protocol (Appendix C) in addition to the interview. It was aimed to gather additional data with observation to solidify self-reported practices of early childhood teacher according to field trip activities. Patton (2015) explained the main strengths of using observation as data collection. Firstly, making a direct observation is important to understand the context and environment holistically. Direct observation provides a rich description of the setting that provides the researcher an in-depth understanding. With this first-hand experience, observers take the opportunity to learn information that participants might not share during an interview. In addition, gaining detailed information through observation allows the researcher to enrich personal information that is necessary for interpretation in the data analysis section.

Based on these characteristics, a semi-structured observation protocol was designed by the researcher. Observation protocol was prepared with the aim of determining observable practices of preschool teachers in planning, implementation and evaluation process. Adding this data collection method to the study helped researcher to represent the context of the study, provide an additional description

about settings and report teachers' field trip practices that might not have been shared in interviews.

Table 3.3 *Research questions and sources of data*

Research Question	Data Collection Instrument
1. What are the early childhood teachers' beliefs about field trip activities in early childhood education?	Interview
2. What are the early childhood teachers' self-reported practices about planning, implementation and evaluation process of the field trip in early childhood education?	Interview
3. What are the early childhood teachers' actual practices about planning, implementation and evaluation process of the field trip in early childhood education?	Observation

3.4.1 Semi-structured Interview Protocol

For the current research, a semi-structured interview protocol was prepared by the researcher according to the literature review (Kızıltaş & Sak, 2016; Karaca et al., 2016; Taylor et al., 1997; Demir, 2007; Bozdoğan, 2015; Çetin, Kuş & Karatekin, 2010; Ateşkan & Lane, 2016; DeWitt & Storksdieck, 2008; Martin & Sewers, 2003). All participants were interviewed using the set interview protocol. The interview protocol makes the interview process convenient because it enables the researcher to take notes about the process and responses of the participant. Using an interview protocol helps the researcher organized their thoughts and streamline the interview process. The protocol encompasses all areas of the interview from start to finish (Creswell, 2007).

Before the preparation of the interview protocol, an item pool about the research field was prepared by reviewing the literature. Afterward, 20 interview questions were developed in Turkish and shared with three academicians, two of whom are early childhood education specialist. The third is a qualitative research specialist in order to provide an expert opinion. After the expert opinion, the research questions were revised and 4 questions were excluded. In the next step, the interview questions were tried out by the researcher. Previewing interview question through the use of a pilot interview is recommended. This pilot interview gives the researcher a chance to test both the interview process and the interview questions. It is an effective way to understand which questions are confusing, which questions need rephrasing, and which questions are not relevant to the data (Merriam, 2009). The pilot study was applied to 10 early childhood teachers according to their availability. The pilot study's aim was to test the clarity and understandability of the research questions. After the pilot study, structures of some questions were changed to make it more comprehensible. The final form of the semi-structured interview protocol includes 16 questions in four sections, excluding questions used to gather demographic information.

Table 3.4 *Distribution of interview questions*

Sections	Questions
Demographic information	6 questions
Teachers' beliefs about field trips	4 questions (1 to 4)
Self-reports about the planning process of field trips	4 questions (5 to 8)
Self-reports about the implementation process of the field trip	4 questions (9 to 12
Self-reports about the evaluation process of field trips	4 questions (12 to 16)

As previously mentioned, the first part of the interview protocol includes questions to gather demographic information, including age and gender of the teachers, type of school that the teacher works in, years of experience, class size and age group that the teacher works with. It was aimed to interpret the research data in accordance with this demographic information.

With the first four questions in the interview protocol, the researcher aimed to learn about the teachers' beliefs about field trip activities in early childhood setting as well as their planning, implementation, and evaluation process. This part is followed by questions used to obtain teachers' self-reports about field trip activities. Questions related to planning included pre-trip preparations, considerations for choosing the trip area, relations between field trip and early childhood education program and taking necessary permission for the field trips. Implementing process related questions included safety measures both during travel and trip, the role of teacher and field staff during the trip, additional activities during the trip and recording the field trip. Lastly, questions related to the evaluation process of the field trip included the closing of the trip, activities used to evaluate the trip, sharing trip related pictures or examples of children's activities and the effect of field trip experiences for preparing new trips. The following table shows samples from each section.

Table 3.5 *Example questions from each section*

Sections of Interview	Example of Interview Questions
Demographic Information	Age/gender of the teacher School type Years of experience Class size / age group
Teachers' beliefs about field trips	What do you think about field trips activities in early childhood settings? (What is a field trip? What could be the importance of a field trip?)

Table 3.5 *(Continued)*

Self-reports about the planning process of field trips	What are your considerations when you decide on the field trip area? (How do you decide on the field trip area?
Self-reports about the implementation process of the field trip	What are the security measures are taken during travel and trip? (Do you inform your children about school bus safety rules? Do you talk with children about field-specific rules?)
Self-reports about the evaluation process of field trips	What type of activity do you implement to evaluate the field trips? (Can you give me activity examples?)

3.4.2 Semi-structured Observation Protocol

Conducting an interview or using surveys is an effective way to learn what people say in qualitative research. However, this qualitative inquiry has some limitation depending upon how much information can be learned from what people share. Making direct observation is a useful method to get direct information about a phenomenon (Patton, 2015). The purpose of using observation was also defined by Wasterfors (2018) as collecting data from the daily lives of people and groups by observing their daily routines and activities. In qualitative observations, the necessity of giving in-depth, detailed information is highlighted because the purpose of observation is to represent the observed research setting to the reader. The researcher plays an important role in defining the setting and context of the study by serving as the eyes and ears of the readers (Patton, 2015).

Although interviews were used as the main data collection method, the observation was used to diversify the data. For this reason, the researcher prepared a semi-structured observation protocol to learn early childhood teachers' actual practices about field trip after gathering their self-reports. Context-specific

characteristics of observations were underlined by Wasterfors (2018). Furthermore, observational research should include some procedures to increase its precision (Denzin & Lincoln, 2005). These procedures are descriptive observations that include all details about the observation period; a focused observation that provides additional information and lastly, selective observations that are related to a specific part of the more general category (Denzin & Lincoln, 2005). To include these defined procedures in observation sessions, the researcher developed an observation form by reviewing the related literature. This observation form was used to report the actual practices of early childhood teachers in the planning, implementation and evaluation process of field trips.

As is underlined by Denzin and Lincoln (2005), the observation process was directed by a checklist or field guides. In addition, open-ended narration can be also used to follow and record the process. When describing what has been observed in the setting, it recommended to keep a systematic record. These records are called field notes (Rossman & Rallis, 2003). Although there is no strictly defined format for field notes, it is important to prepare a clear and useful form to find desired and necessary information easily. Stating the place and the purpose of the observation at the beginning of the field notes is recommended. It is also beneficial to include brief descriptions of participant characteristics (Merriam, 2009). Rosman and Rallis (2003) stated that field notes should include a 'running record'. This includes recording details as much as possible about the environment, event, and participant in real time.

Based on this suggestion the researcher prepared an observation form (Appendix C) to follow all details during processes of field trips. The first part of the observation form includes general information about the observation session: the name of the trip, place, date, duration, age group, number of children and other participants (parents, trainee teachers, administrators and other guides). This is followed by three additional parts that cover all field trip processes. The first one is about pre-trip preparations that include both children and teacher preparation. The second part is about on-site activities including safety measures (taking first aid supplies, talking about rules and regulations), teacher and site-staff role during the trip, on-site activities, and recording the field trip process. Lastly, the third part is

about closing the activity (the special processes that were followed, thanking to site-staff), on-site evaluation (discussing the process and sharing the trip related emotions and idea), and in-class evaluation.

Table 3.6 *The content of the observation form*

General Information	Name of the trip, place, date, duration, age group, number of children, other participants
Pre-trip	-Teacher preparations -Children preparations
During trip	-Safety measures in a school bus and during the trip -Role of teacher and field staff -On-site activities -Recording the trip
Post-trip	-Closing procedures -On-site evaluation -In-class evaluation

3.5 Data Collection Procedures

The nature of data collection is characterized as a meeting at one time according to the number of contacts (Patton, 2015). The researcher conducted one interview per participant and attended one field trip with them for observation. After preparing the data collection tools, the necessary permission was obtained from the Research Center for Applied Ethics of Middle East Technical University (Appendix C). Subsequently, the pilot study was conducted as a trial for the interview questions. The pilot study included 10 participants. After revising the interview protocol according to the pilot study, the researcher applied to MoNE with the final version of the study to conduct it in preschools. The required permission was obtained from the private schools which are subjected to MoNE in addition to the public schools in Çankaya. Subsequently, the researcher started to visit the schools on the list to inform

both kindergarten administrators and teachers and arrange an appointment for the interview. According to this schedule, interviewing was started. After arranging a suitable place by considering availability in each school, the interview procedure was conducted. Before starting each interview, the sample consent form (Appendix D) which includes the purpose of the study, the right to withdraw from the study, commitment about personal data and responses were signed by participants. After asking a few warm-up questions, the researcher continued the process by using the interview protocol. As explained by Patton (2015), the interview included different types of questions related to demographics, experience/behavior, and opinion/values. The participants answered demographic questions which are helpful to describe personal characteristics of the participants including their age, year of experience and the school type which they work in. Opinion/value questions were used to focus on what participants think about field trips in early childhood education. Experience/behavior questions focused on what participants have experienced during field trips and what are their implementations in the field trips. Although it is not essential, recording the interview is highly recommended. Using audio-recording, video recording and taking notes helps the researcher to keep all data without any missing parts (King & Horrocks, 2010). In this study, an audio recording was used to record each interview. Individual permission for the record was obtained from each participant before the interview. During the interview, the interview protocol was followed and questions were asked in the same order to each participant. The duration of the interviews was between 20 minutes to 30 minutes.

For the second part of the data collection, the interviewed teachers were asked if they would be willing to be observed. Half of the teachers did not give permission for different reasons including having no scheduled trip activity for the following months, not allowing another observer to participate in the trip and teachers' personal preferences. As a result, six participants allowed the researcher to participate in a field trip and observe teachers' actual practices during the planning, implementation and evaluation process. For this process, the researcher directly worked with teachers with the help of school administrators. The teachers informed the researcher via phone calls when they determined the trip date. For each trip day,

the researcher visited the classrooms at about 8.30 to 9.00 am to observe pre-trip preparations. These pre-trip preparations were recorded in field notes.

Patton (2015) states the level of which the observer can participate is dependent on the nature of the setting that is observed. Patton believes, it is not possible to participate as children in education programs and human services. Alternatively, the researcher can participate in the process as a parent, staff member or volunteer (Patton, 2015). For this reason, I participated in all observation session as auxiliary school personnel. The teachers also introduced me to the class as a teacher who will participate in the trip. Because the children were already familiar with trainee teachers and parent involvement in activities, they were not overly interested in the researcher after the teacher made the necessary introduction. Generally, the researcher occupied a space near the teacher in order to observe their preparations. In the observation method, the scientists focused on the possibility that observation affects the behavior of the participants (Denzin and Lincoln, 2005). To decrease the possible effects of observers during a pre-trip, field trip, and post-trip process, the researcher informed the teachers about the research aim, which is to observe teachers practices and preparations, not to determine the appropriateness of the activities. This information was reviewed during the interview process. The researcher participant six different field trip and an observer participated 2 of these trips. The observations started at about 8.30-9.00 am until the end of the school day. Because the classrooms observed included children who attend school from 8.00 am to 01.00 pm, the observations generally ended between 12.30pm and 01.00 pm. The following figure shows the field trips that were observed.

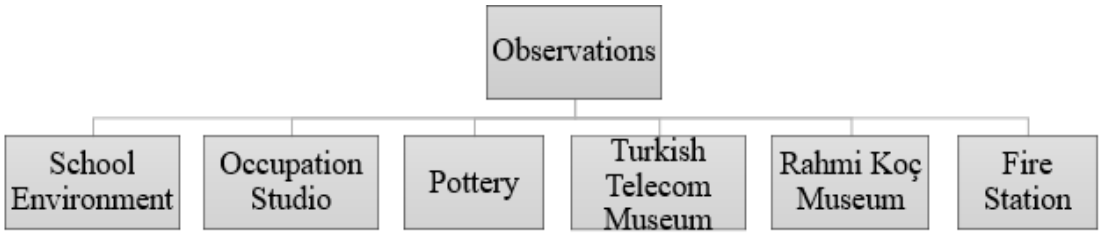


Figure 3.1 *Field trip observations*

Using a variety of recording devices is recommended in order to collect as much information as possible and to not miss any crucial details. Audio record, video

record and taking photos serve to this purpose. In some settings, a permit is required for recording. Determining the types of recording devices to use should be in accordance with the rules and regulations of the field trip site (Şeyihoğlu & Uzunöz, 2012). Because the purpose of the research is to observe teacher practices before, during and after the field trip, the teacher's implementation that is relevant to this process were recorded manually. Because of the mobile characteristics of the field trips, the researcher supported the recording procedure with an audio record. Audio records were used both to record what the researcher plans to write but it is difficult to execute that while walking and to record teachers and docents' comments.

3.6 Data Analysis Procedure

Data analysis is explained as the process of combining, reducing and interpreting data. It gives meaning to what has been learned from people and what the researcher has observed and read. Essentially, data analysis is a process that serves to answer the research questions (Merriam, 2009). Likewise, Creswell (2007) defined data analysis in qualitative research as organizing the data sets for analysis via the creation of meaningful segments with themes by coding the data and condensing the codes. This process is followed by representing the data with table and figures and, last, discussion. With the direction of this information, the datasets were organized, themes and codes were created, the results were presented and finally, these results were interpreted.

The data analysis procedure started with transcribing the interviews. Because the saturation sampling was used for the current study, transcribing the audio-records of interviews were completed right after the interviews and the researcher kept continued this process until she received no new data. After transcription, the written version of data was read over to check the data and misstated information was corrected. Following that, transcribed versions of the data were shared with the second coder who is a research assistant in the field of child development. Before the coding process began, transcripts were read independently and coders met to discuss main codes and to create a codebook. Coding is the process for labeling each necessary piece of data in a short and clear way. This process helps the researcher to retrieve the desired part of the data quickly and efficiently. Phrases, words, letters, colors, numbers and sometimes a combination of these are used to code the data

(Merriam, 2009). The transcribed version of the data was coded independently, and the coders met again to compare the codes. After comparing the codes and checking the agreement the intercoder reliability was calculated as .91. Although this strategy is not used by all qualitative researchers, counting codes and reporting the frequency of codes in data sets is highly preferable (Creswell, 2007). With the purpose of giving equal emphasis to the codes, their frequency was determined and reported by the researcher. Based on the data analysis, four main themes were identified from the interview. These themes include the importance of field trip, pre-trip preparations, field trip implementation, and post-trip activities. Data codes were defined under these four themes.

As previously mentioned, the second part of the research started after the interviews were conducted. Transcriptions of field notes were also started immediately after the end of the first field trip. The ideal time for this process is the same day or the day after observation. Making a clean copy of the field notes allows the researcher to clarify the missing parts and make additional comments about their observations (Rossman, & Rallis, 2003). In order to recall all the details as accurately as possible, the transcriptions were completed on the same day as the observations. The field notes were also revised by a second coder who participated in two of the field trips. The same process was conducted after analyzing the interviews, then key themes were defined. These themes are teacher practices before the trip, teacher practices during the trip and teacher practices after the trip. The codes of field notes were defined under these three themes.

3.7 The Trustworthiness of the Study

3.7.1 Validation

Validation is defined as the effort of assessing the authenticity of qualitative research (Creswell, 2007). As previously mentioned, the researcher is the main data collection instrument in qualitative research. For this reason, the “accuracy” should be gathered and analyzed by excluding the researcher’s intervention and characteristics. To protect and document that “accuracy” of the study, some validation strategies are offered. Creswell (2007) offers prolonged engagement and persistent observation, triangulation, negative case analysis, peer review or

debriefing, clarifying researcher bias, member checking, rich and thick description, and external audits to establish the validity of the study. He also recommends that the researcher use at least two of these strategies to ensure the validity of qualitative research. To support the credibility of the study, the following strategies were used.

3.7.1.1 Triangulation

For the purpose of ensuring trustworthiness, triangulation is commonly used in qualitative studies. Although the term has been revisited and some other alternatives were offered like crystallization, triangulation was used as a basic principle by constructivist perspective (Merriam, 2009). In this strategy, researchers use multiple methods, sources, and investigators. They benefit from different theories to provide corroborating evidence for the research (Lincoln & Guba, 1985; Miles & Huberman, 1994). In the current research, both interview and observation were used data collection methods. The reason why different methods were used in this study is to provide additional sources about teaching practices in field trip activities. Making observations after the interview provided concrete evidence about whether teachers do what they say in regards to ideal field trip activities or not. In addition to that, participants were selected from ten different preschools in Çankaya. Additionally, half of the teachers are working in a public preschool while the other half of them are working in a private preschool. Selecting teachers from different schools and also different school types helped the researcher to ensure triangulation.

3.7.1.2 Member Checks

Another strategy that is used to ensure credibility is member checks. Member checks are also called respondent validation. The aim is to get feedback from the participants about their responses (Merriam, 2009). After the interview, the participants were also informed about this process and their contact addresses were noted. The transcribed version of the data was sent back to participants and their comments and additional information were also added. This process allows for the elimination of misinterpreting or misunderstanding responses in the interview.

3.7.1.3 Rich, Thick Description

The researcher provides detailed information about both research participant and setting in this validation strategy. With this detailed description, the reader can decide

about transferability of the context to another one which has similar characteristics (Creswell, 2007; Lincoln & Guba, 1985). In the current study, the characteristics of the participants were described by referring to their demographic information. Additionally, both the school setting and the main characteristics of the trip sites were defined explicitly. With these detailed descriptions, the researcher aimed to help readers' decision about generalizability.

3.7.2 Reliability

Reliability is the consistency of the research findings. In social sciences, this meaning can be problematic because human behavior cannot always be statistically defined (Merriam, 2009). Lincoln and Guba (1985) also used consistency or dependability as a corresponding term. Dependability involves consistency between the result and collected data. It is related to make sure whether all results supported by the received data rather than coming to the same conclusion. Reliability of a qualitative data is ensured by an intercoder agreement that refers to consistency between responses of the multiple coders about data sets (Creswell, 2007). Two independent coders, the researcher, and the child development specialist, who is also a faculty member, worked together during the coding process. Firstly, the researcher and the other coders read through the first few transcripts independently and coded them. Then the codes were examined together and a basic codebook which included possible descriptions of the main codes was developed. After creating a tentative codebook, two coders worked on the transcripts and coded the rest of them accordingly. When the coding process was finished, coders checked whether they assigned the same codes to the same statements. After comparing, the percentage of agreement was calculated to find out the reliability. It has been stated according to a coding scheme the percentage of the agreement should be in 90 range (Miles & Huberman, 1994). The percentage of agreement can be calculated by the following formula to check the reliability (Miles & Huberman, 1994, p.64):

$$\text{Reliability} = \frac{\text{number of agreement}}{\text{total number of agreements + disagreements}}$$

After conducting this formula, intercoder reliability was calculated as .91.

3.8 Limitations

The current research has some limitations. The first limitation is that this research includes just female participants. Although this was not the intent of the research, all public kindergartens contacted had female teachers, as did most of the private kindergartens. Therefore, by including only female early-childhood teachers, limitations as the result of gender-specific preferences or applications may be present, though not specifically defined.

Because the interview environment may have a strong influence on the process, having a quiet, comfortable and private place is recommended for an effective interview (King & Horrocks, 2010). Due to their busy schedules, some participants did not want to meet out of school or in a quiet place in the school. Some teachers requested to be interviewed in their classroom or teacher's room. Sometimes these places got loud and crowded, with many distractions. In addition, privacy could be an issue and affect the interview when the interview takes place in an environment with others present. In these environments, the participants can manipulate their answers if they do not want others to know what are their answers.

Another limitation is having restricted time for observing field trips. Although the aim of observation is to reveal teachers' pre-and post-trip implementations in addition to the on-site activities, teachers may prefer to make these activities the day before and after the field trip. Making a-day-long observation can cause to miss these preparation and evaluation activities which could not be conducted on the trip day.

The last limitation is about the generalizability of the result. Because of its characteristics, generalizability is not a vital concern in a statistical sense in qualitative studies (Lincoln, & Guba, 1985). Notwithstanding, the generalizability issue was discussed by qualitative researchers. To eliminate this limitation, the rich thick description was used to increase the validity of the current research.

CHAPTER 4

FINDINGS

The purpose of this phenomenological study is to describe early childhood teachers' beliefs and practices about field trips. Early childhood teachers' beliefs and self-reported practices about field trips were determined through a semi-structured interview. Afterward, six participants were observed during a whole day field trip in order to see their pre-trip, field trip and after the trip practices. At this stage of the study, teacher responses to the interview and field notes gathered from the observation sessions were presented. The research questions are listed below:

1. What are the early childhood teachers' beliefs about field trip activities in early childhood education?
2. What are the early childhood teachers' self-reported practices about planning, implementation and evaluation process of the field trip in early childhood education?
3. What are the early childhood teachers' actual practices about planning, implementation and evaluation process of the field trip in early childhood education?

4.1 Beliefs of Early Childhood Teachers on the Field Trip Activities in Early Childhood Education

With the direction of the first research question, teachers' beliefs about field trip in early childhood education were obtained through a semi-structured interview. In regard to teachers' response, three themes were defined, the *importance of field trips, beliefs about the frequency of field trips and implications of field trips*. Two of these three themes have additional sub-themes; however, the codes of the interview

were grouped under these three themes. The following figure shows the themes, subthemes, and codes of teacher beliefs about field trip in early childhood education.

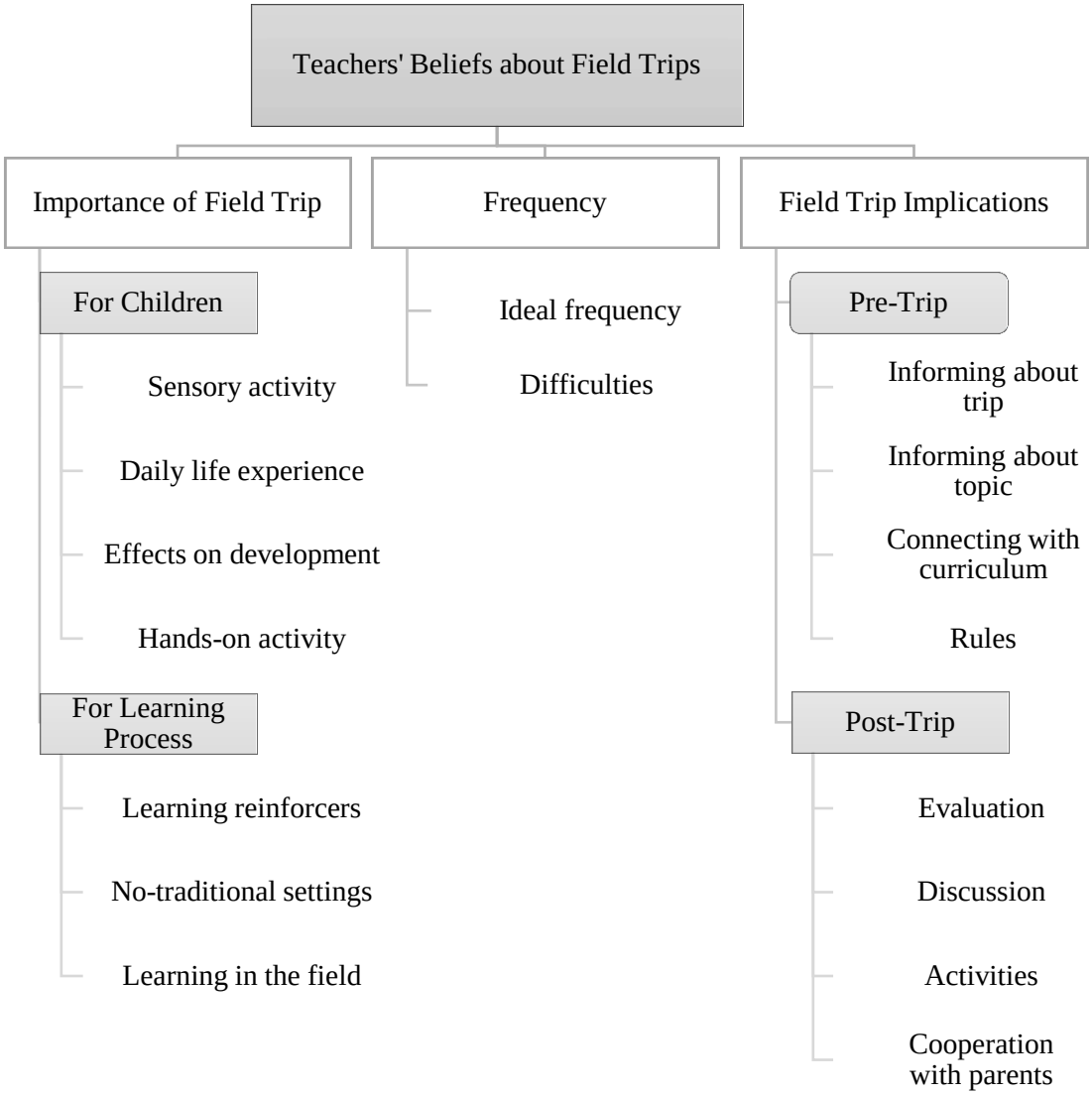


Figure 4.1 *Themes and subthemes related to preschool teachers about field trips*

4.1.1 Importance of Field Trips

All participants in the study expressed that field trips are vital activities preferred by early childhood teachers. Participants shared various importance connections with both children and the educational process by using field trips activities. When teachers were asked about their beliefs about using field trips in early childhood education, they emphasized the importance of using a field trip as an activity. Nineteen of the twenty participations mentioned the general importance of

field trips for children, while eighteen of them mentioned the importance of field trips for the learning process.

Table 4.1 *Teachers' beliefs about the importance of field trips*

	Related Codes	Participants
For Children	Sensory activity	P2, P4, P7, P11, P12, P13, P15, P17, P18, P19, P20
	Daily life experience	P2, P3, P8, P9, P10, P14, P16, P17, P18
	Child development	P3, P5, P8, P9, P10, P14, P17
	Hands-on activity	P5, P6, P7, P8, P13, P20
For the Learning Process	Learning reinforcers	P3, P4, P5, P6, P7, P8, P12, P13, P17, P18
	Non-traditional settings	P1, P2, P5, P8, P9, P12, P13, P15, P16
	Learning / Observing in the field	P4, P6, P9, P10, P11, P16, P17

As presented in table 4.1, early childhood teachers believe that field trips are an important activity for both children and the learning process. Twelve participants supported this idea by sharing that field trips are an effective sensory activity that allows children to explore new environments and events. The activities and places that children are exposed to during field trips provide them a chance to explore new topics and objects by using their eyes, hands, and ears. P2 stated that:

> I believe that the most effective learning occurs during field trips by talking with children. If you want children to gain some objectives or teach something to them, it is necessary to appeal to their senses. When we use the senses, children can learn lots of things during the trip. When children see similar events or topics with their family or in their environment, they can ask a question and create a connection with these topics by sharing their experiences about the trip.

Teachers describe providing visual stimulus as one of the most important characteristics of the field trips. P12 shared her idea by saying "Although it depends on the setting, seeing the objects helps the children to remember it more easily." This

idea is supported by another teacher, who states “I love field trips. Since this age-group understands by seeing, they can perceive things more easily when it is in a related setting.” (P11) and “Seeing and experiencing is the most effective way for children to learn.” (P13). Another teacher talked about how using different senses during the trip impacts children’s learning “Field trips are very good activities for children because they can learn by seeing, touching and doing.” (P7). P15 added that field trips improve children’s learning by providing visual and audial stimulus but most importantly, tactile stimulus by saying:

> We know ways of learning are different; visual, audial… But I think seeing and touching are the most important ways to learn. For example, domestic animals’ day has already passed, but I wish we had taken a trip where the children could touch an animal. Not in the zoo of course. They can even touch their pets…I believe there is a high correlation between what you see and touch and what you learn. (P15)

Nine participants believe that field trips provide beneficial, real-life experiences. One teacher verbalized this belief by saying “With field trips, we provide children with different life experiences that can affect them.” (P 18). Another teacher emphasized the importance of field trips to learn rules in different places by saying:

> By making observations in different settings, children learn rules and regulations in these settings. They get the chance to develop a different point of view…During the field, trip children work together with their friends and gain new experiences…I got a chance to assist a field trip in a bazaar. Children were given money and we shopped with the children. It was a simple but effective field trip. You can teach children to be a part of the social community. They were trying to shop and you waited and assisted them. It was a good experience. (P3)

Similarly, P10 focused on the rules and regulations in a social context saying, “The aim of field trips is not only to observe but also to learn how to act in a social environment, things like how to get on the school bus and how to behave in this new setting.” In addition to observing social rules and regulations, the potential contribution of these early experiences for later on in life was stated as “Gaining various experiences and observing several settings helps individual development. Children can bring these experiences into their future life.” (P8). For example, in addition to trip-related or setting related learning outcomes, by taking part in a field

trip, the children learn how a trip is conducted and what is expected of them. This issue was explained by P14;

> I had trouble during the first field trip of the semester. The children were really confused and they could not even walk properly. How they walk, where they look…Although we had an assistant teacher, we had difficulty. However, the next trip was better. Children were more confident, they started to listen to me and understand the aim of the trip…Their self-awareness had also improved.

Seven participants believe that field trips support several developmental domains of children. When teachers talk about daily life experiences during field trips, they frequently touched on how field trips can improve children's social skills. As previously mentioned, children have a chance to get involved in their social environment and learn social rules and regulations. In addition to social skills, teachers shared that field trips improve children's "individual development" (P8), "cognitive development" (P5), "reading and understanding skills" (P14) and "imagination" (P10). Two teachers expressed that field trips support a child's holistic development by saying; "I think field trips contribute to a child's development in every way. Social, emotional and physical…" (P17) and "I believe field trips contribute a child's complete learning…Trips support children's academic, cognitive, affective, and social development and even motor development." (P3).

Six participants reported that children can experience hands-on activities during field trips. Teachers shared that children get the chance to learn by doing in trip settings. P6 promoted this idea by stating "we conducted field trips for children to learning by doing" P5 also supports this idea, saying "It is really different for children to have one-to-one contact." Two teachers directly linked the importance of the trip to its ability to provide an environment for children to get involved and learn by doing. "I think field trips are very beneficial. Seeing and doing something is the most effective way to learn." (P13). "Because children can learn by… living and knowing, field trips are very good activities for them." (P7).

The findings revealed that the teacher focused on the importance of a field trip in terms of reinforcing the children's learning. Teachers believe field trips are an opportunity for children to give meaning to what they have learned in the classroom. P5 emphasized the importance of field trips to reinforce what has been learned by saying; "It is necessary to conduct field trips to reinforce a topic. For example, we

had a trip to the forest in the fall and visited Anıtkabir on 29th October. If we do not take field trips, the children do not personally connect with the topic." Almost half of the participants support this idea, saying that through fields trips "they (children) learn different things about the topic" (P18) and field trips help "children reinforce the topic" (P17). "We conduct field trips in accordance with a topic or unit, not just for fun" (P13), and "field trips are conducted to support the topic we are learning" (P6). Apart from these statements, two teachers who haven't had the chance to conduct a field trip still expressed their beliefs. Because they work in a private kindergarten that has more strict educational parameters, these two teachers could not involve topic related trips. However, they also agree on the importance of field trips to reinforce children's learning.

> I believe field trips are beneficial for children, even if technically our trips are not related to what we have learned. If trips are not related to the topic and if we do not have some time of post-trip activity, the trip probably won't have a long-lasting effect on the children If we conduct these necessities, children get chance to objectify what they learn in school. (P8)

Another teacher shared a similar idea and also touched on the idea of complete learning by saying;

> Field trips can be very effective when they are linked to classroom themes…When the aim is gaining academic knowledge…when there are guides and docents, this can be very beneficial for children. Especially, conducting field trips by linking them to classroom themes supports the complete learning of children. (P3)

In addition to reinforcing what the children have learned, field trips also provide a non-traditional learning setting. According to teachers "Children need to get out from the school, see different places and learn from these places." (P1) because "field trips, when compared to traditional learning environments, provide the best opportunity for hands-on learning." (P2). "Children can't change their setting when they just stay in classrooms" (P5) but field trips offer children "different places" (P8) to get involved. The importance of field trips in regards to providing non-traditional learning settings is expressed by P12. "I believe they learn better and retain the information better in a field trip setting as compared to a classical lecture or watching videos." In addition, P13 shared a different potential benefit. "…being somewhere apart from their mother and father also very exciting for children," P16

added that different settings and different people bring with them additional learning opportunities;

> During the field trips, children meet with a guide and they listen to him or her. This person is not someone they are familiar with, and this is a good thing. It is not always beneficial to stay in the same learning environment and listen to the same person. When you go outside with class, you can teach them something about the environment.

The last learning process related to the importance of field trip revealed by teachers is learning in the field. One teacher shared that "field trips are very beneficial because children are affected by what they see in the setting" (P4). P6 added that field trips offer children a chance to "observe in several settings" and this is important because "This age group (children in early childhood) learn better by seeing and participating. They can understand better when they are in the field." (P11). One teacher focused on the importance of learning in the field by stating; "We visited an earthquake simulation center and children were really affected by what they experienced" (P16). Another teacher shared her experience about the observation opportunities field trips provide;

> On one trip we saw bird nests. In class, the students made bird nests but of course, these were not the same as a naturally made one. It is fantastic to observe how birds put the little branches together to create the nest and how they put their fledgling into the nests…it was a perfect experience explaining how a bird makes a nest through direct observation. (P9)

4.1.2 The Frequency of Field Trips

As previously stated, the teachers were asked whether they implement field trip activities or not. Teachers who conduct field trips were asked again about the frequency of these trips. The results show that only one teacher who is working in a private kindergarten organizes a field trip each week. Six teachers conduct field trips bi-weekly. Nine teachers reported that they conduct field trips once a month, while four of them conduct field trips once or twice a semester. Before asking teachers' their beliefs about the ideal number of field trips, their actual practices were asked. This way the researcher could get an honest answer, not hindered about whether their own practices meet these ideals. Although the frequency of the trips varies, eleven of twenty participants believe they conducted a sufficient number of field trips. Nine teachers shared that the number of field trip activities conducted during a year is not

enough. The following table shows the number of trips conducted by teachers, their thoughts on this number and their beliefs about ideal field trip frequency.

Table 4.2 *Teachers' field trip practices and beliefs about the ideal field trip frequency*

The frequency of field trip	Participants	Enough	Not enough	Ideal frequency
Once a week	P1	P1		P3, P4, P7, P8, P17
Bi-weekly	P4, P5, P12, P14, P16, P18	P5, P12, P14, P16, P18	P4	P2, P6
Once in a month	P2, P6, P7, P9, P10, P11, P15, P17, P19	P9, P10, P15, P19	P2, P6, P7, P11, P17	
Once or twice in a semester	P3, P8, P13. P20	P20	P3, P8, P13	

As represented in table 4.2, teachers do not share a common idea in terms of the ideal frequency of field trips. The teacher who organizes a field trip every week supported weekly implementation by saying: "We conducted field trips every Friday. This is very beneficial for children because we organize field trips in accordance with what we learn during the week. For example, after conducting activities about world animal day we visited animals." (P1). Most of the teachers who conducting field trips bi-weekly (n=6) shared that conducting field trips every other week is enough for early childhood. In this respect, P16 expressed her beliefs as

> We conduct field trips in every other week because children can understand better by observing. We also have sufficient opportunity in terms of environment and pecuniary resources. Making direct observation in the field and saying to the children 'this is what we talked about' is very effective.

Although for this teacher conducting field trip activities bi-weekly is sufficient, she shared that the number of the trips is effected by the "age group of the class" (P12) and "pecuniary resources" (P14). P5 also added that time limitations and class size affect the frequency of conducting field trips. She states;

> We want to conduct a field trip every week but we need to deal with implementing a plan of MoNE and preparing our plans in crowded classes. Field trip process is very important for us and it should be integrated and holistic. That's why conducting field trips every other week is enough otherwise we could not maintain the process.

Teachers who conducted field trip activities once or twice in a month were divided in their thoughts about what constitutes as a sufficient number of field trips. Some teachers believe that once a month is a sufficient number of field trips in early childhood education. One teacher supports that idea by emphasizing the flexibility in planning. "Conducting once in a month is enough because we can arrange new trips according to age and needs of children." (P19). Furthermore, some other teachers also highlighted the environmental factors that affect the field trip frequency as

> It generally depends on how the administration feels toward field trips. Our previous administrator was asking for a trip fee from parents. Because our parents want to see some activity in return for the money they paid, we applied more field trip activities. However, our current administration does not ask for money. She shared that the fee of the school bus was paid by kindergarten administration. We are free to choose the place and go for a trip up to four times in one semester. (P15)

In addition, children's age, needs and economic factors, weather condition and the tiring effect of trips on teachers and children were also given the reasons that effect field trip frequency.

> We tried to conduct field trips once in a month. Although its often effected by weather conditions, we try our best…Once a month is enough because we need to follow a routine. Conducting field trip very often can be backbreaking for both teachers and children because we get on the bus and travel away. (P9)

Lastly, one teacher who is working in a private kindergarten stated that she conducts one field trip each semester, and she believes the number is sufficient for the children. She associated this number with the school preference by sharing "We try to follow our school plan." (P20)

As previously mentioned that other nine participants stated the number of field trips they take is not sufficient for the children. Five of them believe that conducting field trips every week could be more effective. "Our field trip frequency is not enough. We can visit sites every week if we want but the time is a very important issue. There could be problems with lack of time." (P8). Teachers also

expressed that conducting field trips after each topic or theme could be very effective by stating “It could be better to conduct field trip activity for each theme” (P3).

Although some teachers believe they take enough field trips, they shared some factors that affect this number. Those teachers who believe that the number of field trips is not enough for children also shared some reasons that affect the trip frequency. The following table shows what factors early childhood teachers believe affect the frequency of field trips.

Table 4.3 *Teachers beliefs about factors that affect field trip frequency*

Factors that affect field trip frequency	Participants
Age group	P2, P12, P13, P16, P19
Children’s needs /Objectives	P2, P13, P19
Administrations’ and teachers’ attitude	P3, P14
Financial problems	P4, P14, P15, P16
Lack of time	P5, P8
Transportation problems	P4, P6
Weather condition	P6, P7, P9, P17
Lack of resources	P6, P11, P17

Teachers’ responses show that the age of children is a factor that effects field trip frequency. Five participants expressed that younger children participate in fewer field trips compared to older ones in the same kindergarten. P12 expressed this issue as “We conduct more field trip activities compared to younger groups.” Similarly, P2 shared that “I could not have a trip when I worked with 3 year-olds but now they are 5 and conducting trips once a month is not enough sometimes.” According to P13 taking younger groups on trips makes both the teacher and parents worry.

> We can conduct more field trip activities; children should not always be kept in class. We can go out but this makes us worry. Parents become worried about their children too. We have 36-month-old children and we have some parents who follow us in their car during the trip. That’s why we behave timidly sometimes but we conduct trips when it is necessary. We know field trips are important.

The teacher expressed that they can arrange a new field trip according to their "objectives" (P2), "children needs" (P19) and when "it is necessary" (P13). Additionally, planning new activities are directly affected by the "attitude of the school administration" (P3), weather conditions, lack of time, resources, school bus, and financial problems.

> I believe it is better to conduct field trip activities after every topic. But sometimes we have financial problems and some problems with arranging a school bus for the trip. That's why we cannot arrange trips that often. We need to pay for a school bus and we do not want to ask for money from parents each week. In addition to the fee for the school bus, some trip sites as for an entrance fee. This causes inconvenience for parents…(P4)

4.1.3 Field Trips Implications

Teachers were asked about their beliefs about field trip implementations. Specifically, their beliefs about what should be done during the pre-trip, field trip and post trip and, how these process impact learning. According to teachers' responses, two subthemes and several codes were defined. Almost every participant shared that they believe pre-trip preparation has an effect on children's learning. Fourteen teachers shared that informing children about field trip activities beforehand is preferable. Additionally, seven participants expressed that children should also be informed about the subject of the trip. Connecting field trips in connection to the curriculum and discussing the trip rules and regulations is believed to be a pre-trip necessity by early childhood teachers. Although the teachers were asked about their beliefs about every aspect of field trip activities, they generally focused on the pre-trip and post-trip activities.

Table 4.4 *Teachers' beliefs about field trip implementations*

Pre-Trip	Participants
Informing about trip	P3, P5, P6, P8, P10, P11, P12, P13, P14, P15, P16, P18, P19, P20
Informing about topic	P1, P2, P4, P5, P11, P12, P13
Connecting with curriculum	P4, P7, P11
Rules	P3, P10, P12

Table 4.5 *(continued)*

Post Trip	Participants
Evaluation	P1, P3, P5, P6, P10, P11, 12, P13, P14, P16, P19
Activities	P1, P3, P5, P7, P8, P11, P13, P14, P16, P18, P19
Cooperation with parents	P13, P14, P18

Eleven of twenty participants shared that field trips should have a follow-up evaluation. Ten participants go a step further by specifying in-class activities after field trips. In addition, three teachers expressed an idea about including parents into the post-trip process. As is represented in table 4.4, most early childhood teachers believe that children should be informed about a field trip at the beginning. Some teachers summarized the information generally, saying, “after planning the trip, it is necessary to inform children about where we are going” (P19) or “we generally give information to children about trip setting” (P18).

On the other hand, P3 used an interactivity activity with children as an alternative way to inform them. “Before the trip, we can ask what kind of characteristics might the setting have or what you expect to see in that place. We make a question and answer activity” (P3). Informing children through a Q&A activity was also mentioned by another teacher, who states “it is important to get the children’s opinion and talk with them. If we will go to a museum, we can ask the children what they know about museums or what they think might be in there.” (P6). Although most of the teachers touched on the necessity of informing children about the trip, they shared different methods for this process. In addition to discussion with children, teachers believe that “watching videos” (P5), “making drama activities that integrate what they are will do on the trip” (P13) and “drawing pictures about what children expect to see during the trip” (P8) can be used to inform children. Drawing pictures was shared by P17 as her preferred way to inform children about the trip. “I prefer to give information about where we are going and then I ask them to draw a picture that includes their expectations about the setting”. P20 emphasized the importance of informing children before a field trip by specifying that;

> We need to give information about the field trip before the visit. This process can be conducted via conversations or group discussion with children. I believe they need to know where we are going and have an idea in their mind. This way, we help children make connects to what we talked about during the trip.

According to teachers, in addition to informing children about the field trip, informing them about the topic is also a pre-trip necessity. In terms of this issue, teachers believe that "it is necessary to inform children about the topic" (P11) and "it is necessary to explain the topic and work on it before the trip" (P13). According to one teacher, working on trip-related topics can be combined with preparation by sparking their curiosity.

> It is important to inform children before field trips. Because this is a whole learning process and we need some time. Before conducting a field trip, I prefer to make some time for sharing to catch the children's attention and to spark their curiosity. In the trip setting, we observe the environment by talking to each other… (P2)

Some participants who mentioned informing children before the trip, exemplified this idea by focusing on special days and weeks as in "if we conduct field trip on a special day, 29th October or 10th November for example, I make effort to inform them about the purpose of our visit" (P12). Another teacher exemplified the issue similarly by adding her belief about the importance of informing children before the trip as

> I generally prefer to make some activity before the trip. For example, we make activities that include Atatürk on 29th October and then we visit Anıtkabir. This process was conducted similarly at the world animal day. I informed children about the animals and we conducted a field trip. We also took some food for the animals and we fed them…conducting a trip with these procedures make it more beneficial. (P1)

Some teachers expressed that connecting the field trip with the curriculum is also an important issue that should be considered before the trip. P11 stated why she gave importance to connecting field trip with the curriculum by sharing her experience. "Especially trainee teachers have some project and try to conduct a field trip that relates to these projects…In my opinion, this is a very effective way. Children can forget a project but they do not forget the trips." Another teacher also uses the same issue to share her idea;

> The preparation process is important. I make sure to conduct field trips with regards to the subject that we have worked on. We have already planned field

> trips on special days and week. Since we are in Ankara, I try to visit Anıtkabir, Atatürk Houses and old Turkish Parliament. In addition to that, I try to conduct subject related trips like going to Mineral Research and Exploration -MTA- when we work on the sky and planets. I give importance to associating what we learned into the field trips. (P4)

Lastly, discussing the rules is also one of the pre-trip necessities mentioned teachers. According to P12 "talking about rules of the trip setting" one of the pre-trip necessities. P3 supported this idea by saying, "It is necessary to remind children of field trip rules because they can get excited while in a new environment and walk off on their own." P10 expressed her belief as;

> It is necessary to inform children about trips. I prefer to inform them about expected behavior during the trip. We can discuss these rules with the direction of some questions. How we should behave in this place? Can you guess where are we going? Is this place noisy or quiet? This way I do not need to warn children during the trip. (P10)

As mentioned above, teachers' beliefs about the whole field trip process were asked by specifying pre-trip, during trip and post-trip applications. They generally focused on how to support a field trip activity. For this reason, participants shared their beliefs about implementing preparatory activities. Additionally, participants also shared their beliefs about conducting post-trip activities, including evaluation, additional in-class activities, and cooperation with parents. Eleven participants expressed their beliefs on the evaluation of the field trips with the child and learning outcomes perspective. Teachers believe that "sharing the trip-related ideas with children" (P1) discussing "what they saw" (P19) and "what they remember about the trip" (P12) play a role in improving children's learning. One teacher shared that comparing children's before and after knowledge about the field trip can be used as a way to realize learning outcomes and increase the memorability of the trip.

> After the trip, we can encourage them to realize what they have learned with question and answer activities. We can ask them their pre-thoughts about the trip and what they think now…they can present their answer. I believe that having both pre and post trip activities increases the longevity of learning. (P3)

Evaluating the process by comparing knowledge gains before and after the trip is also expressed as being beneficial by another teacher; "We share our thoughts about the trip when we get back to class. We generally talk about the difference between the children's prior knowledge and current knowledge…They share their

thoughts before the visit, and then we talk about what they know now" (P6). In addition to evaluating what children have learned, some teachers referred also children's reflection about field trips. These participants believe that trips should be evaluated from the perspective of children. P14 highlights this issue by saying "we evaluate by asking children about their feelings after the trip." Another teacher also referred to children feelings by expressing "…I generally ask some questions that spark children's curiosity. Then I try to evaluate the effectiveness of the trip by asking the children about what they saw and how they felt.

When teachers were asked about their pre-trip, trip and post-trip beliefs, most of the teachers supported their explanations with experience and practices. Most of them mentioned using additional activities because they believe these activities supported the whole field trip process and children's learning. "…We conduct additional activities and talk about the trip when we get back to school. Conducting the trip in that way is very beneficial for children" said P1. In terms of pre and post-trip activities, seven teachers (P2, P8, P11, P14, P16, P18, P19) specifically expressed that drawing pictures supports the field trip as well as children's learning. P2 said, "We can discuss what children remember about the trip, draw a picture about it and share with the class. Adding some activity before and after a trip can be beneficial for children." The importance of using drawing as a post-trip activity was shared also by P8; "we generally make drawings before and after the trip…After the Anıtkabir visit, children might draw a picture of the soldier they saw rather than just the building itself. We can better understand what stood out to them." In addition to drawing activities, teachers emphasized the importance of other in-class activities such as "desk activity" (P19), "drama activity" (P13) "whole group activities and preparing a poster" (P8) or "playing a game and listening to a song" (P16). The effectiveness of conducting additional activities is expressed by P7;

> Additional activities are very effective. For example, children can collect some materials during the trip and we carry them to school. By using these materials, we conduct genuine activities to support children's creativity. Of course, the beginning of the activity also is important. The teacher should introduce the topic, children should make an observation in accordance with the topic and they should switch to the activity.

Although post-trip activities were generally limited by the school, three participants shared that they also included parents to increase the effectiveness of the

learning process. P14 supported her idea by also sharing her experience, “I get in contact with parents and share our field trip plan with them. I also share field trip objectives in order to encourage them to talk with their children at home”. Another teacher includes parents in the learning process by “sharing the field trip plan and also sharing the activity photos” (18) with them. P13 added “children can talk about their experience and what they saw during the trip with their families. This sharing is very effective for children.

4.2 Self-reported Practices of Early Childhood Teachers on Planning, Implementation and Evaluation Process of the Field Trip Activities in Early Childhood Education

During the interview, early childhood teachers were asked first about their beliefs and ideas in regard to field trips, and then they were asked about their own self-practice. In this part of the interview, the aim was to learn about how they conduct field trip activities, from start to finish. The question asked them to describe the whole trip process from the planning process and teacher preparation to the in-class evaluation process and learning assessment. To get teachers self-reports, twelve interview questions were asked. Based on the teachers’ response, three main themes, *planning, implementation, and evaluation process* and some subthemes were defined.

For the planning process, teachers were asked to share their pre-trip preparations that include teachers, children and learning process. Also, another aim of the questions was to reveal other factors that could affect why a trip site is selected. The question about pre-trip preparations included how the trip relates to the current curriculum and about getting the necessary permissions. To learn details about their on-trip processes, teachers were asked to share how they handle safety measures, teacher and staff role during the trip, additional activities and recording the field trip process. Lastly, post-trip implementations which include closing and assessment activities, sharing trip photographs and children’s trip related works and effects of previous trips on the following ones were asked to teachers. Previously defined themes, subthemes and main codes identified from teachers’ responses are shown in figure 4.2.

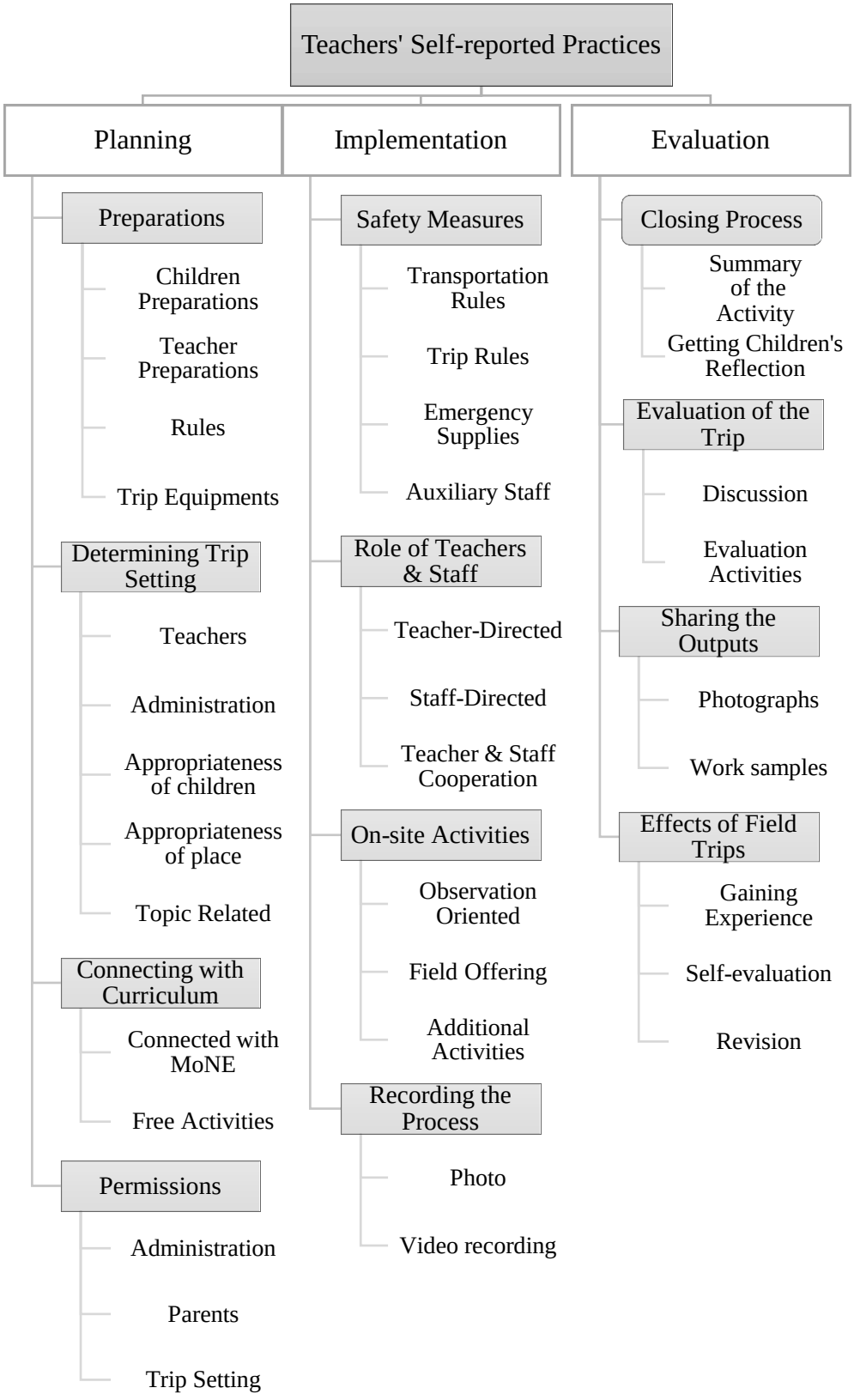


Figure 4.2 *Themes and subthemes related to teachers' self-reported field trip practices*

4.2.1 Planning

In the pre-trip process, all participants stated that they make some preparations before conducting the trip. Thirteen of twenty participants reported that they try to make children ready for the trip while eight of them make the same self-preparations. In addition, eight teachers discuss trip rules and nine teachers take some equipment that could be needed during the trip. The table 4.5 shows participants and their self-reports about what they do to prepare for a field trip.

Table 4.6 *Pre-trip preparations*

Preparations	Participants
Children Preparations	P1, P2, P4, P7, P8, P9, P10, P11, P12, P15, P16, P18, P20
Teacher Preparations	P5, P6, P8, P10, P14, P16, P17, P20
Rules	P3, P4, P6, P8, P9, P12, P15
Trip Equipment	P1, P4, P6, P9, P13, P14, P17, P18, P19

Teachers generally inform children about the trip through “discussion” (P4, P6). “Lecturing” about the topic is another option used by one of the teachers (P18). P1 explained her ideas, stating “I give all the information about where we are going to visit our children. For example, today we are going to visit place X, I talk about why we will visit that place and what is our aim. I answer these questions before the visit.” Some teachers add introductory activities. “I generally use visual aids for preparation. According to the places we are going to visit, I choose several art activities. I try to find videos, pictures and sometimes cartoons which are relevant to the topic.” (P2) Although teachers conduct different process, most of them pointed out the importance and necessity of preparing children for the field trip. One teacher promoted this idea by stating;

> I introduce the topic before the trip. In addition to that, I check whether the children are ready for observation about the topic or not. I focus on what I should teach and how should I teach. The first step of pre-trip preparation is preparing children. Trips could be very beneficial if children are prepared in both body and mind. (P7)

The idea of the importance of preparing children for the upcoming trip is also emphasized by P3, although she stated that these preparatory activities are not conducted by her or the school staff.

> I do not conduct any activities neither to connect with the trip nor to inform children because our school plans independent field trips. I think preparatory activities could be beneficial. For example, when we plan a visit to see animals, conducting activities about animals before the trip can be more influential (P3)

A teacher, different from other participants, narrated that;

> My preparations depend on the types of field trips. Sometimes I inform children about the trip and sometimes I don't. For example, if we visit a museum, I do not explain what is the museum about. If we will conduct a free trip to a picnic site, for example, I will just say 'we have a surprise planned' to draw their attention. (P15)

Outside of informing children about the trip and trip setting, teachers tried to prepare the children terms of their clothes and personal needs. P20 touched on this by saying "At first, we satisfy children's personal needs to make them happy and comfortable during the trip. We consider their self-care needs and remind them to drink water and use the restroom". P9 mainly focused on children's clothes for a comfortable trip.

> Absolutely the preparation process is very important. Where we are going? Have we dressed appropriately? Are we going to visit an indoor or outdoor place? First, we line them up. Then, we check their clothes according to weather conditions… We check children's shoes, seeing whether or not they put them on correctly. If the child's clothes are not appropriate, we inform them and take some additional clothes before we leave. (P9)

Additionally, one teacher shared that she wants children to wear specific clothes on trip day. The teacher stated;

> I want the children participating in the trip to wear specific clothes. I prefer red trousers and white t-shirts. We have Atatürk printed t-shirts and use these clothes for the two and three-year-old students. I prefer these clothes so I can recognize my class in the crowd. (P4)

In addition to preparing children for a trip, teachers also make some self-preparations and coordinate the activity. Some participants stated that they specifically "arrange services" (P8), "inform the driver and staff in the setting" (P14) and "make a plan of the whole process" (P17) in terms of making trip arrangement. Although P3 verbalized specifically that she does not make any preparation herself,

some teachers reported that they inform themselves about the "characteristics of the trip's setting" (P20) or any "additional activity other than simple observation" (P6). P5 specifically identified her preparation process by saying; "I investigate all features of the trip setting. When was the building? Why was it built? What kind of trees are planted there? How many trees are there? I print out all features of the setting" P10 explained the reasoning behind why she gathers so much information about the trip setting before the visit as "not knowing if there is a guide that can inform children about the place or not".

Talking about field trip rules was included by some teachers (n=7) in the preparation process. The response of one teacher described these rules in a general sense. "I tell them trip rules generally. I partner up the children and have them form a line so that I can follow them easily. I also warn them to do not leave the line" (P3). "The rules about security" (P8) and "moving together by following the line" are the other issues that are discussed with children. P4 also stated that she starts to discuss the rules a few days before the trip;

> I primarily discuss trip rules. How should we behave in the school service? How should get on the school service? I start to talk about these rules a few days before the trip, especially if this is our first trip…Things like, when we visit the place, we should behave like this. We should form a line like that. If we do not follow the line, we may get lost. Usually, it is things like this (P4)

One teacher expressed that she works on the rules according to the characteristics of the trip site. "I talk about trip rules before the visit. For example, if we will visit a museum, I inform children about museum rules specifically" (P12). One teacher stated that she warns children about potential safety hazards, saying "what are the possible dangers that need to be considered for this setting? Who should talk or not to? How should we behave when a stranger sees us or says hello? (P9).

Findings revealed that some teachers (n=9) take several types of equipment and trip-related items with them before they leave school. Two teachers (P1, P4) took name-tags with the teacher and school's phone number written on them. P6 also shared that she used nametags at the beginning of the semester, however, now name tags are not preferred as much as before. The field trip equipment that was brought to the setting varied. "Tissue and wet wipes" (P6, P17, P18), "first aid kit" (P13, P14, P17), "hat" (P9), "plastic bag" (P18) and "spare clothes" (P13, P19). One of the

teachers justifies her reason for taking spare saying, that “because I work with 3-year-olds, I take spare clothes. Children may wet themselves or may pour water on themselves or their friends. For this reason, I take spare clothes for trips.” (P13).

During the planning process, teachers consider some factors while determining the field trip site. Fourteen participants decide on the trip site by discussing the options with other early childhood teachers, while six participants also considered the suggestions and opinions of the school administration. Connection to the curriculum and the suggestions of MoNE were other factors considered by thirteen participants. Lastly, thirteen participants choose the trip place according to child appropriateness while five of them consider the place appropriateness. The following table shows participants and factors that affect determining the trip setting.

Table 4.7 *Factors that affect determining the trip setting*

Determining the Trip Setting	Participants
Teachers’ Opinion	P1, P2, P3, P4, P5, P6, P7, P9, P12, P14, P15 P16, P17, P18, P19
Administration’s Opinion	P1, P3, P5, P6, P7, P12
Child Appropriateness	P1, P2, P3, P5, P6, P8, P9, P10, P11, P12, P18, P19, P20
Place Appropriateness	P2, P3, P7, P8, P14, P18, P20
Topic Related	P1, P2, P3, P6, P8, P9, P13, P14, P15, P17, P18, P19

When teachers were asked about the factors that affect choosing a trip setting, most of them (n=15) expressed that they make the decision by discussing with other group teachers. Six teachers (P1, P3, P5, P6, P7, P12) check with school administration. If they reach a consensus, they conduct field trip activity. P6 briefly explained this process by stating that; “We prepare a plan with our group teachers. We ask the opinion of school administration but we primarily make the decision ourselves. After discussing the idea with school administration, we conduct field trip activities.” As previously stated, teachers can decide on a trip site by themselves, through collaboration with other teachers, and also through the MoNE curriculum.

“We determine the trip setting with our group teachers. Actually, we both check over the trip suggestions in the curriculum of MoNE and discuss with other teachers” (P2). When possible trip settings are being discussed by group teachers, they consider each other’s past experiences to aid in the decision-making process (P9, P16).

In addition to discussing with other teachers and administration, teachers (n=13) also consider the characteristics and interests of their children. Teachers generally pointed out they consider the “age group of the children” (P2, P3, P6, P8, P11, P12, P18, P19, P20), “children’s interests” (P1, P9, P10, P20) and “children’s academic needs” (P2, P19) when considering a potential trip site. One teacher summarized what she considers to be a child appropriate site saying; “We choose trip settings in accordance with children’s age and physical development. Because our group is a bit large, the trip should be age appropriate and attract their attention” (P1). The issue of age appropriateness was mentioned by other teachers saying;

> We consider the type of activity and appropriateness in regards to the age group while planning a field trip plan. Because we think that museums and scientific visits are not easy to understand nor are interesting for 3-year-olds, so we do not include them. We visit these places with older groups as they are more interest in these topics and are willing to see these places. (P12)

Teachers (n=7) also consider the appropriateness of trip setting in term of “characteristics of the setting” (P2), “security of the environment” (P2, P7) and “location” Additionally, P7 states “I think about the conditions of the trip setting. Is it safe for children or not? Is it close to traffic or not? Does the place have a parking area for a school bus?” P8 added that she generally prefers to choose a place that is “easy to get permission from for the visit and appropriate to visit with children from different age groups.” Excluding security factors, the teacher shared that the setting of the trip can be influenced by the teacher’s personal preferences or their educational approach. For example, one teacher preferred “nature-based settings which allow children to move freely” (P3) while another teacher said, “I do not visit nature-based places every time. We sometimes visit entertainment centers and shopping centers” (P9).

Lastly, teachers (n=12) expressed that they choose the field trip setting according to what they are learning or working on in class. While some teachers determine trip settings to solidify and support learning acquisition (P13) some

teachers directly expressed that they conduct field trips that are directly related to what the children have learned (P1, P3, P8, P18, P17, P19). In addition, some teachers follow special days and weeks and conduct field trips with respect to these days (P2, P8, P9, P14, P15). In terms of this situation, P6 expressed that;

> Monthly themes are selected by teachers and administration. We conduct our trips according to this monthly plan. We visited domestic animals' shelter on world animal day. In another visit that was related to the fall season, we visited the valley of Dikmen and collected leaves and branches. We made a concrete observation.

Teachers were asked to share whether or not they connected field trip activities to the curriculum. While eighteen teachers reported that field trip activities are linked to the curriculum, two teachers conduct free field trip activities. Two of the participants reported that they sometimes conduct field trips according to their curriculum plan but some activities are not related to the curriculum. The following table shows participants who associate field trips to the curriculum, those who do not, and those who conduct both curriculum-related and free field trip activities.

Table 4.8 *Field trips and curriculum connection*

Field Trips - Curriculum Connection	Participants
Connected with Curriculum	P1, P2, P4, P5, P6, P7, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20
Free Activities	P3, P8, P10, P12

Some teachers who connect field trip activities to the curriculum supported their decision, stating this method helped "decrease the teachers' responsibility" (P9), "enhance the learning" (P1, P15, P18, P20), "make possible meaningful and integrative learning" (P16). P1 also added that;

> We choose field trips while we are preparing our educational plan. It is more effective to link field trips with this plan. This issue is also effective for us. We can work on a topic first and then conduct a trip to reinforce what children have learned.

In addition to routine learning activities P4 connect field trip with their learning projects that are carried out with parent involvement.

> If we have a project, we conduct our field trip according to that project. Sometimes parents suggest field trips. They learn the entrance fee and other key issues. Our trips are mostly related to our educational plan. We have visited a greenhouse after we learned about flower planting. Children learn about how to plant flowers in the classroom, and then the staff in the greenhouse showed children how to actually plant a flower. I can say this activity was beneficial for children in the end.

Teachers who conduct subject-related field trips generally focus on reinforcing the effect of the trips after learning the topic. P6 promote this idea by saying;

> I could not imagine a trip that has no relation to what we have learned in class actually. Of course, free activities can also be conducted. However, if the education aim is permanent behavioral change, it is more meaningful to connect trips to the curriculum. When I work on the concept of the fall, I try to decorate a tree. But it is more pleasant and meaningful to observe changes in the fall season in nature.

There were also some teachers (P10, P12) who support both topic-related and free field trip activities. These teachers mainly think that both topic related trips and free trips provide some opportunities for children. P10 supported her idea by stating;

> We do not connect all our trips to the curriculum. Of course, we went on some trips that were directly related to what we had learned in class. For example, after we worked on the topic of home, we went to the upside-down house. On the other hand, we couldn't connect museum visits to what we have learned…But it could be very effective to conduct a topic-related trip. These trips can provide good examples of what we have learned. It is unnecessary to maintain the cycle of topic-trip-topic-trip.

Lastly, teachers who conducted free field trips (P3, P8) stated this was the educational policy of their school. These two teachers are working in the same private school that has a set educational plan. Topic related trips were not a part of the pre-set plan, however, both of them agree on the importance of field trips on children's learning. One of them supported her idea by specifying that;

> I think correlating the field trips to educational plan could be more beneficial. When we conduct independent field trip activities, do not internalize these trips. They just visit a place and spend some time. That's it. I think these trips don't leave a strong impression on the children. It could be more beneficial to visit a pharmacy, seeing the environment and talking with staff when we work on the topic of occupations. (P3)

The last subtheme revealed from teacher responses is the process of obtaining related permission for field trips. For this process teachers explained that they (n=10)

inform and get permission from school administration. Almost all teachers (n=19) expressed that they informed and got approval from parents. Lastly, they (n=8) got in contact with the trip site to get permission for a trip and arranging an appointment. The following table (Table 4.8) shows the participants and which steps of the permission process they carried out.

Table 4.9 *Getting necessary permissions*

Related Permission	Participants
Administration	P1, P2, P7, P13, P14, P15, P16, P17, P18, P19
Parents	P1, P2, P3, P4, P5, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20
Trip Setting	P1, P4, P5, P10, P11, P14, P17, P18

Teachers are responsible for obtaining permission from the trip setting, school administration, parents of children and MoNE. Because early childhood teachers do not conduct out-of-city trips, they do not need to get permission from MoNE. This issue explained by P15 as "getting permission from MoNE is not a problem, it is just not necessary when you don't leave the city" and the other participant added "The school prepares related forms to take permission from the parents. We do not leave town. The administration is in charge of all trips in Ankara (P16)" Some teachers who include work with administration during the getting permission process just "inform them about planned activity" (P14). Some others exchange opinion and co-operate with the administration to take permission (P1, P13, P16, P18, P19). On the other hand, some teachers state that they report trip plans to the administration for approval. "MoNE determines the themes that we will work on and we, as teachers, prepare our field trip plan in accordance with these themes. We share our trip plans with administration and they have to approve and sign off on it." (P7). Another teacher explained how and why they get approval from the school administration by stating; "Because the authority is school administration, I get permission for the trip from them first. I prepare my petition and trip plan. Then I add trip route and attendance list to the petition…" (P2)

Almost all teachers (n=19) expressed that they get contact with parents to inform them about field trips and receive parental permission for children to

participate in the trip. Parents are informed via text messages (P1), notes (P3, P12, P7) or parental bulletin (P17). P3 explained this process briefly; "…We generally deal with the process that includes informing parents and getting permission from them. If a trip requires an entrance fee, they send it to us. We give the signed permission slips to the administration before we leave the school." However, most teachers streamline the parental permission process by receiving permission for all trips during initial registration (P2, P4, P9, P10, P14, P16, P17). P9 explained the reason for why they took general permission for all field trips;

> In the beginning, we were sending documents to parents for permission. They can allow their children to participate in a trip or not. These documents are no longer used. We ask parental permission during registration. Parents can choose whether or not their children can join all the field trips that semester. At the beginning, we were sending them permission documents, recollecting them and putting them in a file. Consequently, this procedure reduced our burden also.

After determining the trip place and getting approval from the administration, the next step was getting an appointment from the trip site. In some kindergartens, school administration undertakes this task while other schools have teachers can get contact with the setting personally. Teachers can send a fax (P5) or call the trip site (P1, P10, P11, P18) to get an appointment for the visit. One teacher explained how she get necessary permission in a few words; "We inform parents, children and school administration. Then we arrange an appointment with the trip site and also arrange services. I have already taken parental submission. Lastly, I get trip-related documents signed two days before the visit" (P14). Another teacher also explained the process in a similar way; "... Most of the places can be visited by appointment and we call them to arrange an appointment. Official sites require official correspondence with school administration. Except for these formal places, we call them personally to make related arrangements." (P4)

4.2.2 Implementation

With the purpose of getting teachers self-reports on implementing the process of field trips, teachers were asked some questions. They were asked about safety rules that are followed during the transportation and trip process. Almost all teachers (n=19) reflected that they consider transportation rules and also talk with children about transportation rules. Teachers (n=11) also talk about on-site rules and expected

behaviors with children. Some of the teachers shared that they bring (n=4) emergency supplies with them while some of the teachers (n=11) get help from auxiliary staff during a trip.

Teachers who mentioned about safety rules in transportation mainly focused on appropriateness of the school service (P6, P16), sitting on a single seat (P5, P11, P15) and wearing the seat belt (P1, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14, P15, P18). Some of the teachers also highlighted the importance of choosing the bus appropriate for the number of children (P3, P5, P11). The following table represents safety measures and participants who follow these measures.

Table 4.10 *Safety measures*

Safety Measures	Participants
Transportation Rules	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14, P15, P16, P17, P18, P19, P20
Trip Rules	P2, P3, P5, P6, P9, P11, P12, P13, P17, P19, P20
Emergency Supplies	P4, P7, P13, P14
Auxiliary Staff	P1, P2, P3, P5, P8, P11, P12, P13, P14, P17, P18

One teacher who experienced a car accident in one trip explained the importance of seat belts like that;

> We have to take precaution for a trip. During one trip we had an accident and our car toppled. No one got physically injured because all our seat belts were fastened but we effected psychologically. After that experience, I refuse to use anywhere even a single seat belt isn't functioning properly. (P4)

For some teachers, transportation rules can include getting on and off the bus. "…We help children to wear seat belts before we go. We help children to get on and get off the school bus…We also get close as much as possible to the trip site with the service." (P3) The other teacher emphasized different aspects that she considers during transportation;

> We pay attention to how the school bus driver drives; does he exceed the speed limit and do all children wear seat belts? Service driver also pays

> attention to these issues. We pay extra attention to children while they get on and off the bus especially in the winter time. They can slip and fall. (P10)

In addition to the transportation rules, teachers also touched upon trip rules. The rules include “how to behave in a field trip” (P2), “walking together in a line” (P8, P9, P12, P17, P18) and “holding hands” (P3, P11). One teacher described how they walk around during field trips as;

> We walk together and in a line during the visit. We do not use roads without sidewalks or with large overpasses. We are walking hand in hand and two teachers guide the group; one at the beginning of the line and one at the end of the line. (P3)

Although walking in a line is a method applied by most teachers, one teacher does not agree to use this method. The teacher explained her idea as; “I do not want children to get in a line while walking around. Let’s make a train and walk in line! I do not support this method. I just pay attention to walk together and do not leave the area.” (P6)

When safety measures were asked to teachers, some of them shared what they take with them, in case of emergency. Teachers take “wet towel and adhesive plaster” (P4), “first aid kit” (P7, P13, P14), “antifebrile and clinical thermometer” (P7).

Teacher response shows that teachers conduct field trip with the help of auxiliary staff. They generally visit the trip site with an assistant teacher (P1, P3, P5, P8, P12), trainee teacher (P5, P14, P17) and other school personnel (P5, P17, P18). One teacher clarified this situation as; “There should be some adults according to the number of children. It can be trainee teacher, a parent, head of the parent-teacher association.” (P2). One teacher stated that they especially determine a specific trip day which trainee teacher comes. With this way, they can get more adult support. “On Wednesday, two trainee teachers, me and assistant teacher work together. We divide children into four groups and go to visit by watching them. This is a critical responsibility. We have no possibility of making a mistake.” (P13). In addition to considering the child-adult ratio, some teachers (P1, P3, P8) developed strategies to ensure a safe trip. When they walk around, teachers get in line and one teacher leads them at the beginning of the line and one of them watch them at the end of the line.

In the following part, teachers were asked to describe the role of teachers and staff in the trip site. Their responses show that half of them (n=10) dominate and direct the field trip. Just one participant advocated that staff in the trip site should

have a more directive role. Rest of the teachers (n=9) expressed that they have shared role and responsibility with a staff of the trip site. The following table represents teachers reports about their role and the role of staff on the trip site.

Table 4.11 Role of teachers and site staff

Role of Teachers and Staff	Participants
Teacher Directed	P1, P2, P6, P7, P9, P12, P14, P15, P17, P19
Staff Directed	P11
Teacher and Staff Cooperation	P3, P4, P5, P8, P10, P13, P16, P18, P20

Teachers who express themselves as a dominant person who has more responsibility and also direct the children during the trip support their idea with various rationale. While one teacher finds informing children is "enthusing" (P1), the other one explained, "teacher narration and direction is an important necessity" (P2). P2 explained her idea by expressing that;

> The teacher should be definitely very active. She should be prepared to ask questions to support the children and to answer all question that children may ask. Children should be able to ask and teacher should spark children's curiosity…When staff in the trip site inform us about the topic or place, they may not stop children's level. In this case, we should get involved in the process retell in a way that children can understand. That's why staff should inform the teacher and engage in a dialog with them rather than children. (P2)

On the other side some teachers (P7, P12, P14, P15) who expressed that they are more active during the trip, complain about this situation. In spite of these teachers direct the field trip process, they think that staff in the trip setting should share their responsibility and also give specific information about the trip site. P7 supported her idea by expressing that;

> …The staff of the trip place generally doesn't get involved in the process. In general, they direct us in specific places like a museum but do not inform us about the setting. I actually suffer from this issue. I think there should be at least a guide in some places…It could be more effective to get information from the guide and express children in a more understandable way. However, I try to read and tell children what I read at the same time. This is not effective. (P7)

The other teacher commented on the same situation;

> Staff directs us sometimes but they do not interact directly with us. In general, the teacher has all responsibility for the trip. I feel the deficiency of staff support. I may have never been here before and have no information about the place. It could be more beneficial to get informed by the staff. I have never met any staff who gave the necessary information to us. (P12)

Lastly, one teacher (P14) added that; (By showing a rope with multiple handles) "I tried to use this rope to keep children together during the visit but it did not work. Staff should share some of our responsibilities because I get very tired while directing the whole process." (P14).

As it mentioned before just one teacher describe the role of staff as more active and directive in field trips. She supported her idea by stating that;

> Staff is more knowledgeable than us. I prefer to get support from knowledgeable personnel. It is also important for children to get information from different people. Children need to learn how to listen to a guide. I should not be active everywhere. In trip sites that we have visited, there were employees in charge that helped us. They both helped us with security and getting trip-related information. (P11)

Teachers who expressed that teachers and staff have shared responsibilities reported that they get help from staff if it is possible. The other words, teachers allow guides and docents to direct the process and get involve themselves when the need arises. But if there is no guide or docent, teachers take on all the responsibility for the trip. P4 explained the situation by giving an example;

> Some trip sites have their personnel who direct and inform us. For example, trip places within universities have their personnel inform us. In some places, I inform my children because the staff is interested in older visitors. In this case, I narrate what I read from information card at trip site…Staff may have difficulty talking to young children. Staff in the science center was helpful but there was no personnel in the museum at METU so we explored on our own. (P4)

Within the scope of the implementation process of the field trip, the teachers were asked about on-site activities that the conducted or participated in. Four teachers expressed that they participated in the activity if the trip site allowed. Seven teachers expressed that they try to implement additional activities according to characteristics of the trip site, while ten teachers just conduct observation and exploration at the field trip site. The following table shows participants and activities that they participated in or conducted.

Table 4.12 *On-site activities*

On-Site Activities	Participants
Observation Oriented	P1, P3, P4, P6, P7, P12, P16, P17, P18, P20
Field Offering Activities	P5, P10, P14, P19
Additional Activities	P2, P8, P9, P13, P15, P18

In terms of applying activity in field trips, half of the participants expressed that they do not conduct and additional activities except walking around and observing the environment. Moreover, one of them give a quick response as; "Additional activity during the trip! Is it possible? How can I conduct an activity in a museum?" (P6) Some teachers (P1, P7, P17, P18, P20) explained that trips should be sightseeing activity as the reason for not conducting the additional activity. Some gave different reasons such as "limited time" (P4, P16) and "crowd in the area" (P3). P16 gave detail information about that situation; "I just walk around and make observation because we have limited time. Services should take back us to school because they have to go to other schools. We could not leave school earlier without having lunch." Other teacher explained why they do not have an activity at a trip place;

> I think making the additional activity at the trip site is not effective. After the trip, making a supportive activity at school could be more effective, I think. In addition to these, trip sites can be crowded and I do not think that we can make effective activity in that crowded environment." (P3)

On the other hand, some teachers (P5, P10, P14, P19) expressed that they participate in what place offers to them. Otherwise, they do not plan or conduct any additional activity. P10 explain this issue by stating; "If the visited place offers an activity to children, we attend that activity. Other than that, they do not allow us to make additional activity. If they do not offer an activity, we do not conduct any additional activity."

Some teachers (P2, P8, P9, P13, P15, P18) reported that they tried to conduct the additional activity, though it wasn't possible for every trip. The teacher can support a nature trip by "making an observation with a magnifying glass and collecting sample" (P8, P13) or "directing their attention when they get bored with a

competition or whole group activity" (P9). One teacher expressed that effectiveness of additional activity that made in a trip as;

> We draw pictures in the Rahmi Koç Museum and it was very effective. After the trip, children drew what attracted their attention in the museum. But this is not always possible. We may not find appropriate space for activity and have to carry activity materials during the whole trip. (P15)

Another teacher shared that;

> We tried to conduct additional activities. For example, we made skit while observing airplanes in METU. I also wanted them to closely examine the environment and to keep an airplane in their mind. Then I said specific characteristics about airplanes such as 'I remember an airplane with round nose…has a very long airfoil…' Children shared also what they have in their mind about airplanes…It was an effective activity. (P2)

All participants reported that they record field trips by taking photographs of children and important activities. In addition, eight participants reflected that they make a video record during the trips. The following table shows that participants and type of record used by them during field trips.

Table 4.13 *Recording the field trip process*

Recording the Process	Participants
Photo	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20
Video Recording	P2, P4, P5, P12, P13, P14, P17, P20

Teachers can take children photographs for different reasons. For some teachers, photographs represent "good memories" (P15, P20) while most of them take photographs for children to "remember past experiences" (P4, P6, P10, P12). Teachers who use photographs after the trip do so to try and reinforce children's memory and also the topic. P1 shared her practices about this issue;

> We take photographs often. It is necessary to take photos in order to show children and support their memory while we talk about our trip experiences. We can look at pictures one week after a trip or two days after. We can make children remember by showing what we saw on the trip. We can also use these pictures before and after a trip to reinforce children learning.

P4 also reported her practices by explaining the reason; “We both take photos and make video records. If we do not make activity on the trip site, we make it back at school. These records help children to remember what we saw.”

On the other hand, there were a considerable number of teachers who reported that they take photos in order to show parents (P3, P6, P9, P10, P14, P15, P16, P18, P19, P20). One teacher expressed that; “We take photographs during the trip. But we aim to send these photographs to parents in order to show them the trip place, children and what they saw…” (P10) Another teacher also touched on the same issue by adding the economic factor; “We take photographs to share with parents. To show them where we have visited. What we have done in return for the money that parents have given.” (P16). However, two teachers hold a completely separate view. P8 explained her stance, which is against recording the trip; “I disapprove of recording video during the trip. We can take group photographs but they have no contribution to either children or learning process. Recording the trip is really just for the parents.” P7 explained the same situation by also adding the difficulties of recording during a trip;

> We generally take photographs…But if there is not a sufficient number of assistant teachers, it is really difficult to record a trip. Because you have to take care of children, give information about the trip and take photographs at the same time. You cannot cope with all this responsibility. Besides, I do not support video recording personally. When parents watch the video, they can cause trouble by catching a small detail from the video.

Although some teachers expressed that they use recordings to share them with parents, the purpose of this preference is totally different from the previous one. These teachers (P5, P12) shared field trip photographs and videos with parents to include them educational process. “I take some photos and make video recordings in each trip. I record the trips for parents to watch with their children and remember the activity…Parents support the activity by showing the records to children at the home again.” (P12). P5 also explained the same issue by stating;

> We take photos in the trip site and also record what staff explains. We upload what we record on the school’s website. Parents can look at these records on the school’s website. Parents can see where children have visited, what children have seen and what children have learned. They can conduct a similar activity in their home. This is what we want, for parents to reinforce what the children have learned after each field trip. Sometimes we suggest

that parents draw a trip-related picture with children, talk about that picture and write children comment and explanation about over the picture.

4.2.3 Evaluation

Teachers were asked some question to learn what are their practices after a field trip. Questions aimed to reveal teacher practices from closing the trip to the evaluation of the whole process. For this reason, teachers were asked how they close a field trip activity and do they make have anything specific they consider when thinking about this process. Some teachers (n=8) reported that they make a summary of activity and day, while some teachers (n=6) expressed that they get children to reflect on the field trip. The rest of them did not share any specific ideas other than announcing the end of the trip to the students. The following table represents the teachers and closure procedures they use.

Table 4.14 *Closing procedure of field trip*

Closing Process	Participants
Summary of the Activity	P1, P4, P8, P10, P11, P15, P18, P19
Getting Children's Reflection	P5, P7, P9, P14, P17, P18

At the end of the field trip, some teachers prefer to discuss the activity. They may ask the children about "what they saw" (P8, P19), "what they learned" (P15) and also talk about the whole process by using "question-answer method" (P11). One teacher explained this process briefly; "We talk about the field trip while closing the activity. We always talk about the activity by referring to where we visited and what we did in the setting." (P1). Other teacher reported also the purpose of this conversation;

> Some children could not understand the purpose of the visit or what they observed in the visit. I want to be sure that all children have something in their mind about our trip. We discuss after the trip and talk about what we did and what we saw. (P10)

While some other teachers comment on children behavior during the trip by saying "well done" (P18) and "thank you" (P4) some others get children's comments and feeling about the trip. One teacher stated that; "Our trip is finished. What did you observe? What did you learn? Was any part insufficient? I try to foster children's

creative thinking by asking these type of open-ended question" (P7). In addition to children's learning, some teachers focus on pleasure aspect, asking the students "did you like the trip" (P18), "what did you like most" (P17), "did you enjoy it" (P9). However, some teachers reflected that they have difficulty conducting a closing activity because of limited time (P2, P3) and security concerns (P12, P13, P16). P2 commented on this issue;

> There are pre-determined time limits on my activity. I focus on getting children on service safely. That's why I can't focus on anything else. If I have flexible time, I can have some closing activity. Asking children questions about the environment right after the trip. Making a summary about the whole day, or drawing a picture while on site. It could be a perfect activity allowing children to draw a picture by looking at what we observed. However, I could not conduct any of these because of the limited time and my worry about security.

In addition to closing activities, teachers were asked whether they make any evaluation activities or not. Responses included generally talking about the field trip and having an in-class activity about the field trip. Some teachers (n=12) reported that they have a discussion, though an evaluation activity is conducted by a large majority of the teachers (n=17). The following table represented evaluation activities and teacher who conducted these activities after a field trip.

Table 4.15 *Evaluation process of the field trips*

Evaluation of the Trip	Participants
Discussion	P1, P3, P5, P6, P7, P8, P11, P12, P13, P15, P18, P19
Evaluation Activities	P1, P2, P3, P4, P5, P8, P9, P10, P12, P13, P14, P15, P16, P17, P18, P19, P20

After a trip, some teachers get children's idea about the process by having a talk with them. (P1, P3, P5, P6, P8, P12, P15, P18, P19). Teachers conduct this process in several ways, such as "in circle time" (P3), "brainstorming" (P5) and also "sharing their feelings about the trip" (P15). P7 shared how she conducts the evaluation process after a field trip;

> We discuss what we could do more of. It is necessary for me to ask children these types of question and evaluate the process together. I know most of the places that we visit and I also know the topic but what do the children think about it? Their reflections are more important. If you get their reflection, you can carry your activity a step further.

While reporting their practices, some teachers (P3, P11, P18) complained about the limited time after the field trip. Because teachers do not have enough time when they back to school, they expressed that it is difficult to make an effective assessment. P11 shared her idea regarding this situation;

> We have a goal to achieve. I try to assess; did we achieve this goal. We have a discussion with children and I direct them by asking questions. If we cannot discuss after the field trip, I refer to the activity for the following day. Because our school is half-day, we may not have time for evaluation. However, I put emphasis on remembering the activity and making an evaluation the next day.

On the other hand, some teachers reported that they prefer to conduct activities to assess children learning and field trip process. For this purpose, teachers conduct "drama activities" (P1, P12, P16), "trip-related play" (P1, P16), "art activity" (P1, P2, P4, P5, P8, P9, P10, P12, P15, P16), "examining the object that children collected from trip site" (P8) and "listening to a song or poetry" (P16). The art activities mainly include drawing pictures of the trip. Teachers invite children to draw by preparing "trip-related picture frame" (P4) or "starting the picture by drawing a random line on the paper" (P5). Some teachers want children to draw a picture before the trip and a picture after the trip and want children to compare pictures in order to see the differences. (P3, P8). P13 states the importance of this being; "We foster children's creativity and abstract thinking by directing them to draw what they imagine. Children can draw a straight line and say 'this is the skeleton of sea serpent that we saw'. This is what we give importance to." With the difference of drawing trip related pictures, P 16 expressed that she tries to find an appropriate activity according to the type of field trip and activities that she conducts before;

> We try to find which activity is most appropriate. There is no obligation to make an evaluation on the same day. We can evaluate our trip the following day also. We can make drama and discussion. If children draw a picture before the trip, we make a discussion after the trip or play a game. Children do not have to draw trip-related pictures after each trip. We can listen to a song or make other types of art activity. (P16)

Teachers were asked whether they share children's trip-related work sample and photographs or not. It was aimed to determine additional implementations that conducted by teachers to reinforce children's trip-related learning. Teachers' responses show that some of them (n=8) share children's photographs with children and their parents. A few participants (n=5) also stated that they display children's work sample on classroom boards. The following table shows participants who share outputs of field trip activity and way of their sharing.

Table 4.16 *Sharing the activity outputs*

Sharing the Outputs	Participants
Photographs	P1, P4, P6, P8, P9, P10, P11, P16, P19
Work Samples	P1, P5, P8, P10, P12, P18, P20

As it was mentioned previously, some teachers (P4, P6, P9, P11, P16) reported that they shared trip-related photographs with parents. However, this is a result of parent request rather than to meet an educational purpose. Contrary to this P1 uses children photographs and work samples to remind them what they have experienced; "We look at our photographs after the trip. We display children work examples also on the board and I can remind them what we did." (P1) Another teacher reported that her practices about the same issue; "We exhibit the artwork of field trips on boards on the school website. The purpose of this sharing is to reinforce children's learning. Children reflect on what they have learned and use their visual memory when looking at these works" (P5). Yet another teacher explained why she displays children's trip-related work samples by referring a different point;

> We display children's work samples on both boards and with parents. Our aim is to give children a chance to examine their pictures and also their friends' pictures. They can compare pictures, remember the events and use them as an example. (P18)

There was also a teacher who does not display or use children's work samples but justifies this by saying; "We can use our trip photographs but we generally don't. We store photographs as a memory because our class is very crowded. We could display the process with photographs if we conduct a trip with 3-5 children." (P3)

Lastly, teachers were asked about the effects of past field trip experiences on planning, implementation and evaluation process of following field trips. Three of the teachers reported that they gain experience about the whole process while another three teachers said that they had a chance to make self-evaluations about how to conduct the following activities. Most of the teachers (n=14) expressed that they made some revisions for following field trips by considering their previous experiences. The following table represents participants and their self-reports on how previous field trips affected the following ones.

Table 4.17 *Effects of field trip activities on the following ones*

Effects of Field Trip Experience	Participants
Gaining Experience	P4, P9, P15
Self-evaluation	P5, P6, P10
Revision	P2, P3, P5, P6, P7, P8, P11, P13, P14, P15, P16, P17, P18, P19

In terms of evaluating the field trips in a general sense, three teachers focused on what they have learned from previous experiences. P4 mentioned this issue by referring to their negative experience; “Experiences are important. We have already used the seat belts but now I pay special attention to that. I add new information and learn new things year by year.” P9 highlighted the importance of experience on conducting new field trips by stating; “Past experiences lead us for following ones. I light bulb goes off in my head suddenly. If you say a topic, I have lots of things to say about it”

In addition to gaining experience, some teachers (P5, P6, P10) expressed that they conduct self-evaluations to improve following field trip activities. P5 explained this situation as; “I try to implement what I could not do during previous trips. I want to complete what I missed before. I conduct self-evaluations to work on my shortcomings.” Another teacher shared how she changed her implementation by making self-evaluation; “For example, I had difficulty about lining up. At first, I was against to get children to line up but then I agreed on the necessity of lining up. This was an important experience for me” (P6).

Lastly, teachers reported that they evaluated and revised the following trips according to this evaluation. Teachers make this evaluation by considering "age group of children" (P2, P15, P16), "transportation" (P8), "physical environment" (P8, P15, P16) and "children's responses" (P11, P13). One teacher explained how she makes an evaluation of past trips when deciding on following ones;

> I pay attention to things like where we are going to visit? Is there enough space? Are we going to visit an outdoor space? Is it appropriate for my children? Do they offer any additional activities? We think about all these issues. In one trip, children get no benefit rather than getting tired. When we conduct field trips with another age group, it was difficult to attract all children's attention. Now, I will consider all these issues and we won't do field trips with other age groups any more. (P15)

Another teacher also shared her considerations while conducting the new field trip activities;

> I have decided we wouldn't go to this site again. It was not appropriate for 4-year-olds but could be appropriate for 5-year-olds. I evaluated the trip site and appropriateness of age group. When I visited Feza Gürsey Science Center, I also saw workshops. Then I decide to visit these workshops in following field trips. We also shared our experiences with other teachers. (P16)

The teacher can conduct similar also similar activities by considering children's responses to a specific activity. P11 shared her thoughts about this issue; "Children really enjoyed in Ali Kuşçu Observatory. They really liked to get information about the sky and space. There was a similar place in Altındağ, we will visit this place too."

4.3 Actual Practices of Early Childhood Teachers During Field Trip Activities

In the last part of the study, six early childhood teachers who have been interviewed about their trip-related beliefs and self-reported practices were observed. The aim of these observations is to determine how teachers make field trip preparations, how they conduct a field trip and how they evaluate after a field trip. For this reason, during the interview sessions, teachers were also informed about the second part of the research study. Teachers who accepted to continue the study received information about the next process and possible time periods for observation were determined. After all the participants were interviewed, teachers who agreed to continue on in the study were contacted and possible field trip dates

were learned. Between February and March in the 2018-2019 academic year, six teachers were observed during field trip activities. The following table shows the demographic information of teachers who were observed.

Table 4.18 Demographic information of the participants who were observed

Participant	Age	Gender	Type of School	Years of Experience	Class Size	Age Group
P1	22	Female	Private	2	18	4 years
P2	39	Female	Public	17	16	4 years
P4	36	Female	Public	16	18	3 years
P8	25	Female	Private	3	11	5-6 years
P14	45	Female	Public	21	12	5 years
P16	32	Female	Public	15	23	5 years

For each observation, critical issues that are necessary to observe were determined and specified in the observation form. With the assistance of this form, observable field trip practices of teachers were recorded. After receiving general information, both the teacher preparations and children preparations were recorded. During the field trip, safety measures on-site and during transportation, teachers and staff role and on-site activities were observed. After the trip, closing activities, on-site evaluation and also in-class evaluation were recorded. In the following section, these six observation sections are described in a more detailed way.

4.3.1 Field Trip 1: School Environment / Participant 8

The first field trip conducted by P8 was observed on 22 February 2019. We visited the school environment in conjunction with the theme of the week. The school and the trip site are on the same street located in the Küçükesat district. Although the teacher was observed starting at 9.30, the field trip itself only took 45 minutes. 11 children, ages 5-6 participated in the field trip activity. The observation continued until 15.10 p.m. The school that P8 works in is a private school and children in early childhood education groups share a building with first-grade students. Both of them have determined lecture hours and they use a school bell to

determine these hours. The field trip setting was near the school environment and included several shops and workplaces.

4.3.1.1 Pre-trip Process

There was no observed teacher preparation related to the field trip. However, the teacher informed the researcher that she previously visited some to get permission for the children to visit. On the other hand, children were made to prepare for the field trip by both informing them and offering them some activities. At first, the teacher reminded them there was a field trip that day. The children knew about the field trip and location they were going to visit. The teacher then asked them to share what might they see during the trip. The children shared their ideas and class had a discussion. After the discussion, the teacher gave them a piece of paper. The paper was divided into two parts. The first part said "what I expect to see" and the second part said "what I saw". The teacher asked the children to draw what the might see during the trip under the appropriate heading. After all the children finished, the teacher called them one by one and asked about what he or she had drawn on the paper. The teacher also wrote down what the children said about their pictures. At the end of the activity, the teacher collected all the pictures and left the class because the children had an English lesson. After the English lesson, they had lunch and came back to class. The teacher wanted them to drink water and use the restroom. Then, the children put on their coats and the teacher checked whether or not they had on appropriate clothing. There was no specific dress code and the children did not have name badges.

4.3.1.2 Field Trip Process

As the children prepared to leave, the teacher reminded them about the trip rules. The teacher repeated the following trip rules; Children should wait for their teacher while crossing the road. Children should not touch any objects in the store without permission. If they have a question, they need to raise their hand to speak. They should not leave their partner and walk together by holding hands

After restating the rules, the teacher led the children by walking on the line and the assistant teacher followed the line at the end. One additional school personnel and the assistant principal also chaperoned the group. Because the trip site

is close to the school, they did not use the school service. P8 both directed the group and gave information during the trip. She explained the purposes and some characteristics of the shops they passed.

The group visited a real estate agency, a hair salon, and a pharmacy. The real estate agency and pharmacy staff tried to explain their duties. The teacher aided their explanation when the staff started to explain more complex issues. However, at the hair salon, everything was directed by the teacher. The teacher did not conduct any additional activities seeing as the trip was observation and exploration oriented. The assistant teacher took some photographs but did not make an audio or video recording.

4.3.1.3 Post-trip Process

In terms of a closing activity, there was no specific conclusion or implementation. However, while leaving each shop, the teacher asked the children "what should we say before leaving?" Then in unison, the children said "thank you" to staff. After the children came back to school, they went to the restroom and washed their hands. The teacher started a discussion by asking them "How was your behavior? Can you comment on your behavior?" and children shared what they thought might be some negative behaviors. The teacher also asked "What about positive behavior? What did you do best?" and the discussion continued. Then, the teacher gave returned to them the paper on which they had drawn what they expected to see on the trip. Now, in the second part of the paper, the teacher wanted them to draw what they liked most. Children who finished their pictures described what they drew and as before, the teacher wrote what children said on their papers.

4.3.2 Field Trip 2: Occupation Studio / Participant 4

The second field trip conducted by P4 was observed on 06 March 2019. We visited the occupation studio to participate in their workshops. The trip was associated with the topic that the children were working on at that week. P4 is working in a public kindergarten and on the trip day, two trainee teachers were working with her. Although P4 reported that she was working with 18 children who are 3 years old, only 11 of them participated in the trip. The observation session started at 09.00. Because the distance between school and studio is about 15km, we

used a school service bus to arrive at the trip site. Travel time was almost 25 min. We arrived at 10.10 a.m. The occupation studio was in a two-storey building and each floor included 3-4 workshops directed by studio staff. The school teachers had previously selected a group of workshops which included lawyer/judge, civil engineer, and chef. Children attended these 3 workshops in the setting.

4.3.2.1 Pre-trip Process

During the morning hours, while the children spend their time in free play, the teacher made some trip related preparations that included paperwork. The teacher took attendance while the children were playing and signed the attendance sheet after adding her and the trainee teachers name. She also prepared permission slips, trip plan and the route of the travel. The teacher put all these documents in a file and took them with her.

Although the teacher reported that they have been working on the topic of "occupation" they had no pre-trip activity or discussion about the topic. Their short period of time was also limited by breakfast time and children finished their breakfast in a hurry. After breakfast, the children washed their hands and went to the restroom. Then children put on their coats and outdoor shoes. While they getting ready the teacher gave some brief information about the trip and trip rules. The teacher also took name badges of children but she did not give them to children. Because P4 had informed the parents about the trip and the trip dress code, all children were wearing grey trousers and red sweatshirts. At 09.40 we set off for the field trip.

4.3.2.2 Field Trip Process

In addition to the classroom teacher, two trainee teachers assisted These trainee teachers helped the children while both getting on and off the school service. The service was appropriate for children and all seat belts were working. However, the driver did not use his seat belt during travel. The school service had enough number of seats for children and there was a fire extinguisher on the service. The teacher did not talk to children while traveling and we arrived at the trip site after 25 min. One trainee teacher unfastened her seatbelt and started to unfasten the children's seatbelts even though the school service had not stopped yet. The teacher told the

children to get off the bus one by one and asked the trainee teachers to help the children while they were getting off the bus. After all the children get off the school service, the teacher had them line up in the garden area of the occupation studio, and we entered the building.

In terms of the role of the teacher during the field trip activity, P4 was not involved because all of learning processes were directed by the studio staff. The teacher observed children and aided the staff in directing them to the workshops. At this point, the director of the studio asked the teachers if there are any children with special needs or a child who might need additional care or support. After receiving the necessary information, the activities began. As previously stated, the children participated in the three workshops involving a lawyer/judge, a civil engineer, and a chef. Because the trip site offered a series of different activities, teachers did not implement any additional activities. Children acted like a judge by wearing a toga in a courtroom like an environment. Children also worked in a construction area and worn helmets and high visible jackets. Lastly, they experienced what it is like to be a chef by wearing a cook's hat and cooking apron.

During the workshops, the children's photographs were taken by studio photographers. And so, the teachers did not need to take children's photographs. There were also several announcements on the wall to warn teachers and parents about their privacy policy and the photographs. The studio publishes all photographs of the workshops on Facebook in order for parents to access them. Therefore, the administration should be informed in the case that a parent does not want them to publish their children's photograph on Facebook.

4.3.2.3 Post-trip Process

Since all processes were directed by the studio staff, the teacher did not apply any closing activity. The staff took a group photo of the children's and the field trip finished at 11.15 a.m. All of the children got on the school service, however, the service set off before all children's seatbelts were fastened. We arrived at the school at 12.25 pm and saw the children's parents waiting for us. Because the morning group attends school until 12.30, parents of the group were waiting to take them from school. For this reason, the teacher did not conduct any discussion or a specific

activity to evaluate the trip. She said she planned to have the students draw a picture about the trip on the following day.

4.3.3 Field Trip 3: Pottery Studio / Participant 16

The third field trip conducted by P16 was observed on 13 March 2019. We visited a pottery studio, which the teacher personally contacted and arranged for a visit. 16 children, age 5, participated in the activity. Because P16 is working at a public kindergarten, she works with trainee teachers for a few days each week. On the day of the trip, a trainee teacher assisted the teacher for the whole day. The observation session started at 9.00 with a pre-trip activity. Because the pottery studio is close enough to walk, we take the school service to arrive in there. We set off at 10.15. The pottery is a two-storey building and included an exhibition space. In the pottery studio, there was just one personnel who is also the owner, and the trip was led by her.

4.3.3.1 Pre-trip Process

After children came to school, the teacher gave them a piece of clay and some shaping materials and asked them to play with the clay. After they played with clay and knead it adequately children made a handprint on them and cut the clay by following this print to create hand-shaped clay. During the activity, the teacher talked with the children about the name and usage of the ceramic clay. When they finished the activity, children had breakfast at 9.45. After breakfast, the teacher talked with the children about the topic of the field trip and gave some information about the trip setting. While the teacher was explaining the topic, she offered children to watch a video about what they talked. Then she played a video that showed the process of creating a clay pot through the process of wheeling throwing. After the video, the teacher asked the name of that clay object to children and they discuss what might be that object what is its purpose. The teacher got children opinions then she invited them to the trip by seeing “Then, let's have a visit to a pottery studio to find out all these objects in real.” Children prepared by getting their coats and outdoor shoes. Children had specific trip clothes which are red sweatshirt and grey trousers like the class of P4. Because these two teachers work in the same public kindergarten, they put their field trip rules in terms of determining the dress code despite having no

obligation of the kindergarten. However, children did not have name badges. While children were preparing for the trip, the teacher checked the attendance and signed it after adding the name of the trainee teacher. She also took the trip plan and the route of the travel with her.

4.3.3.2 Field Trip Process

The trainee teacher wanted children to line up before getting off the school service. Although the teacher warned children to fasten their seat belts, the driver started to drive the before all seat belts were fastened. When we arrived at the pottery studio, the teacher reminded the children about the trip rules by saying; “We are going to visit a pottery studio and there is lots of artwork around. We do not touch these artworks. To prevent to damage them we need to pay high attention” then we entered the studio. In terms of the teacher and staff role during the trip, they had shared responsibility during the trip. The owner of the pottery studio welcomed and directed children into her studio. She then introduced herself, the environment and materials. After the explanation, the owner showed how to give a three-dimensional shape for a clay mud. However, while the owner was mentioning some complex topics, the teacher interrupted explained in a simple way to the children the specific part which might have been difficult for children to understand. Because the trip was observation and learning oriented, there was no additional activity except observation. During the trip, the trainee teacher took the children’s photographs. She also recorded a video while the owner was creating an object from the clay through wheel throwing. At the end of the trip, the trainee teacher took children photographs with the artwork and the studio owner.

4.3.3.3 Post-trip Process

There was no specific closing activity other than all the children saying thank you to the pottery owner after the teacher reminded them to do so. The teacher also got the owner’s business cards to share with parents in case they ask. When we get on the school service, the teacher explained what they are going to do at school. She explained that they were going to draw a trip-related picture, so the students should take this time to think about what they would like to draw. After we back to school, the teacher asked children to take out their crayons and papers. Then she started a

conversation using the following questions; Where did we visit? What was the name? What did we observe in the pottery studio? What about the clay that we worked in the morning and the clay at the pottery studio, are they the same? Are their colors also the same...Then the teacher had the children draw a trip-related picture. When all the children finished their picture, each of them shared what he or she drew by showing the picture to the class.

4.3.4 Field Trip 4: Turkish Telecommunication Museum / Participant 2

The fourth field trip conducted by P2 was observed on 14 March 2019. The trip was arranged to the Turkish Telecommunication Museum with participation 13 children who are 4 years old. Just one group participated in the trip with the assistance of a classroom teacher and a trainee teacher. The observation session started at 09.00 a.m. and continued until 12.30 p.m. Because the distance between the museum and school is almost 10km, a school service was used. The museum has a large garden that allows cars to enter in. So, the school bus got as close to the museum gate as possible in order to drop the children off safely. Although the museum is a multi-storey building, only one floor was open to the public. A guide both directed and informed us during the visit.

4.3.4.1 Pre-trip Process

After children came to school, they spent a short time with free play activities and then they had their breakfast. At 9.25 teacher wanted them to go the restroom and also wash their hands. Then the students put on their coats and grabbed their water bottles. The teacher gave each child his or her name badge. There was no dress code for the trip. The teacher prepared the attendance list and added the name of trainee teacher and observer to the list. P2 checked the trip plan and permission slips and took all these documents with her. She also took tissues and wet wipes in her bag. Before we left the classroom, the teacher checked the clothing of the children and had them leave their scarfs and hat behind because the weather was nice. When we got on the school service, the teacher also gave some brief information about where we were going to visit and what we might see.

4.3.4.2 Field Trip Process

While children were getting on the bus, the driver helped them one by one. The seat belts of children were fastened by both trainee teacher and the driver, and we set off at 09.50 a.m. The classroom teacher sat in the front seat and had no additional discussion with the children after the brief explanation she had already given. While traveling, one child suggested the play the quiet game. The teacher agreed. The teacher said “It is important to be silent as to not disturb the driver. So, let’s play the quiet game!” Therefore, no one spoke during travel. We arrived at the museum at 10.05 and the school service drove as possible to the museum. After getting off the bus the teacher informed children of a specific activity and of the trip rules. She explained that;

> During the trip, I keep some object in my mind and I will share some characteristics of this object to you when we back to school. You will try to guess the object in my mind. To give the right answer you need to make a detail observation in the museum and keep the characteristics of the object in your mind? (P2)

In addition, the teacher asked children to remember the trip rules, Both the teacher and student repeated three field trip rules, that are being quiet in the museum, listening to the teacher and the guide and not touching any object. The teacher also explained the necessity of not touching any object. She said; “These objects should be protected from damage so that other children who will visit that museum after us can also see them. If all visitors touch the objects, they might be damaged and broken”. Although this is not a safety measure, the teacher warned children to drink just a little water by explaining that they might not find a restroom. In terms of the role of the teacher and the guide, both have shared responsibilities during the trip. The teacher gave all the directions and also introduced the guide to children. She also re-explained some information to children in a more understandable way. The guide welcomed the children and gave all the necessary information about the museum. He also conducted all activities that children participated in. Because the museum was about telecommunication tools from past to present, there were different tools that were unfamiliar to the children. The guide helped children use a pay phone, fax machine, and some other communication tools. Each child used these tools in the museum with the help of the guide. In terms of the recording field trip, the trainee

teacher was helping the teacher by taking photos and recording video while the guide was explaining everything. However, the guide did not give permission for himself to be recorded.

4.3.4.3 Post-trip Process

At 11.15 a.m. we are heading back to the school. The teacher gave a brief summary of the trip. Then children wanted to play a silence game again and no one talked. After children took off their coats and washed their hands, the teacher started playing the game she had mentioned at the beginning of the trip. She shared some characteristics of a specific object in the museum and asked that "what might be this object?" Her descriptions included; "It was big and thick. There were lots of number on it. It also has names and addresses of people. What might be that object? (phone book)" After this game, the teacher led a discussion about the field trip by directing children with several questions. And she put on the paper that they duplicated by using a fax machine on the board to show children while talking about the fax machine part. Lastly, she gave them a blank piece of paper and wanted them to draw what they liked most from the museum. While they were drawing, the trainee teacher wrote the trip name on the top of children's drawing. Children who finished their picture came to the teacher and talked about their work. The teacher wrote on the papers what children say. The teacher waited for all the children to finish their pictures before they left school.

4.3.5 Field Trip 5: Rahmi Koç Toy Museum / Participant 1

The fifth field trip conducted by P1 was observed on 15 March 2019. Rahmi Koç Toy Museum was visited with 18 children ages 4-5. This field trip was a whole school trip and three different class visited the museum together. P1 works at a private school, and she had no trainee teacher. The trip was conducted by the classroom teachers and director of the kindergarten. The school has its own services and we used them to arrive at the Toy Museum. The museum has a multistorey building and several rooms, which cannot be appropriate to visit with crowded groups.

4.3.5.1 Pre-trip Process

In terms of teacher preparation, there was no specific issue that is observed. On the other hand, the teacher talked with children about the trip by focusing on where they are going to visit and what they are going to see. Different from other observations, the teacher introduced the researcher to the children and wanted them to say “hello to the visitor”. Although children do not wear any specific clothes, they have name badges which have children names, school names and school number on them. After children wore their coats and outdoor shoes, we got on the school bus at 09.50 a.m. ready for the travel.

4.3.5.2 Field Trip Process

As it was mentioned before school has services and children do not need to rush to get on the bus. After children got on the bus, the teacher helped them to have a seat and fasten their seatbelts. However, it was observed that some seatbelts were not working correctly. On the bus, the teacher offered to unzip the children’s coats as to not sweat. While traveling, the teacher gave some brief information about the trip and asked children to recall which field trips they have already gone on this year. After this conversation, the children start to sing and they sang several children songs while traveling. When we arrived at the museum, the teacher to the children to zip their coats and wear their hats. The teacher and the driver helped then children get off the bus. After all the children had exited the bus, the teacher got back on and did one final check. The children lined up in front of the museum and the museum staff welcomed them. The staff informed teachers about how crowded the museum was and advised to pay attention to the security of the children. Then, the director of the kindergarten shared the rules with children by speaking loudly. She said; “You need to follow me and your teacher because the museum is crowded! Follow your teacher and do not leave your partner. Do not touch any of the objects! Is that clear?”

Although there were several museum staff, no one was assigned to guide the children. The teacher had the whole responsibility to both direct children and give museum-related information. In the museum, there were different concepts, concept-related streets, and rooms. The teacher gave detailed information about each concept and she also linked them to what children had learned before. For example, when we

saw the weaver shop, the teacher asked the students, “What is this month’s theme?” She was referring to the theme of “weaver,” which they have been working on this month. She asked additional questions about weaver like “Which city is famous for weaving? Where do the colors of woven fabrics come from?” The teacher did not conduct any additional activities. The trip was observation oriented. In terms of recording the trip, the teacher took the children’s photographs spontaneously while observing the environment. At the end of the trip, a group photo was taken.

4.3.5.3 Post-trip Process

The museum visit finished at 11.10 a.m. and we got on the bus to go back to school. On the way back, the teacher asked each child one by one “what did you like most?”. After getting their opinions, we made a brief summary and connected the themes in the museum to themes that have already been learned, like the topic of weaving and watches. The teacher also asked several questions about these topics that they have learned before. We arrived at school at 11.30 p.m. and, after taking off their coats, the teacher sent children to the restroom to wash their hands. When they came back to school, she explained to the researcher there would be no post-trip assessment or trip-related activity because it was the teacher’s birthday. For this reason, the observation session ended without any observation of an in-class assessment.

4.3.6 Field Trip 6: Fire Station / Participant 14

The sixth and last field trip conducted by P14 was observed on 19 March 2019. P14 works in a public kindergarten that is very close to the fire station. The teacher explained the reason for this field trip activity as using an opportunity near the school community rather than making a subject related trip. In P14’s class, there were 14 children, age 5. Another class joined the trip, so in total, 27 children participated in the field trip. Because the fire station is within walking distance, the group did not use school transportation. The trip was conducted with the assistance of two classroom teachers and four trainee teachers and took almost one hour.

4.3.6.1 Pre-trip Process

In terms of teacher preparation, it was observed that she prepared a detailed trip plan that included topic, objectives and indicators, a route to be used, teachers

and assistant personnel. The teacher also gathered permission slips from the parents and put these documents in a file. After breakfast and one activity, the teacher announced that it is time for the trip. P1 briefly explained the trip by focusing on the process. “We are going to pass a traffic light. There is no need to worry. Actually, there is no need to take name badges. In the fire station, the fireman will talk about his job and equipment they use…” After this explanation, the teacher wanted children to drink water and use the restroom. Then, they put on their coats and prepared to leave school.

4.3.6.2 Field Trip Process

Because the fire station is within walking distance, with the assistance of four trainee teachers in addition to two classroom teachers, the children walked to the fire station. The children walked in a line and held onto their peers. We passed the main road by using a crosswalk after the lights turn to green for pedestrians. The walk took almost 4 minutes. Upon arriving, three staff welcomed the group in the garden. After a small conversation with teachers, the staff got the necessary information about the children and they planned the activity in general terms. In terms of a teacher role, classroom teachers had a responsibility to direct children and they also gave necessary information and direction to the staff about the process. The staff took the fire truck and fire ladder truck out the station and introduce them in the garden. Staff also explained what firemen do in case of emergencies. After that, every child got in the fire truck and also tried on a fireman’s the helmet. After the truck, the children were told about the fire ladder and watched how it opened. During the activities, the staff asked and repeated the number of fire brigades multiple time and wanted the children to repeat the number. Trainee teachers took the children’s photographs during the different activities and also, they recorded some video.

4.3.6.3 Post-trip Process

After the activities, the teacher reminded the children to say “thank you” to the staff. Other than this, there was no closing activity. We were back at school at 12.05 p.m. In terms of post-trip evaluation, the teacher asked them different questions about what the staff said. For example, she asked if anyone remembered the length of the ladder, which was mentioned during the trip, and gave a star sticker

to the children who gave the correct answer. After talking about the field trip, the teacher wanted the children to draw a picture of the trip. She disturbed paper to the students. Each paper had the heading “evaluation picture after the fire station trip” on it. After they finished their pictures, the teacher asked each student different questions based off of what they had drawn. During the evaluation, process the teacher asked them the number of the fire brigade and also other emergency numbers. The activity was closed at 12.30 p.m.

4.3.7 Representations of Findings of Observation Sessions

In the observation process, six different teachers were observed in different field trip settings. In terms of pre-trip preparations, both student and teacher preparations were observed from the beginning of the trip day were represented in the following table.

Table 4.19 *Observed pre-trip preparations of teachers*

Pre-trip Preparations		P1	P2	P4	P8	P14	P16
Student preparations	Information about trips	✔	✔		✔	✔	✔
	Information about topics						✔
	Preparatory activity				✔		✔
	Specific clothes			✔			✔
	Name tags	✔					
	Checking the clothes	✔	✔	✔	✔	✔	✔
	Self-care needs	✔	✔	✔	✔	✔	✔
Teacher preparations	Getting information						
	Trip plan		✔	✔		✔	✔
	Permission petition		✔	✔		✔	✔
	Attendance list		✔	✔		✔	✔
	Transportation route			✔			✔

During the field trip, teachers’ on-site practices were observed with the guidance of observation protocol. The following table represents the on-site implementations of preschool teachers during six field trips.

Table 4.20 *Observed on-site implementations of teachers*

On-site implementations			P1	P2	P4	P8	P14	P16
Safety Measures		Transportation rules	✔	✔				✔
		Trip rules	✔	✔		✔	✔	✔
		Assistant personnel			✔	✔	✔	✔
		Emergency supplies		✔				
Role of Teacher		Teacher directed	✔			✔		
		Staff directed		✔	✔		✔	
		Shared responsibility						✔
On-site Activity		Observation oriented	✔			✔		✔
		Trip-site offering activity		✔			✔	
		Additional activity						
Recording		Photographs	✔	✔		✔	✔	✔
		Video records		✔			✔	✔

Lastly, all these observation sessions continued to the end of the school time or trip-related implementations. Post-trip implementations of preschool teachers after each field trip are represented in the following table.

Table 4.21 Observed post-trip implementations of teachers

Post-trip implementations		P1	P2	P4	P8	P14	P16
Closing	Closing activity						
	Thanking the staff		✔		✔	✔	✔
Evaluation	Summary of the trip		✔				✔
	Evaluation of the trip	✔	✔		✔	✔	✔
	Drawing Picture		✔		✔	✔	✔

As previously stated, in terms of field trip practices, teachers were interviewed to see how they self-reported on their practices, and then they were observed to learn about their actual practices. The following part represents teachers' self-reported and actual practices in regards to field trip activities.

Table 4.22 *Teachers' self-reported and actual field trip practices*

Self-reported Practices	**Actual Practices**
Pre-trip Preparations • Informing children about field trip/topic • Specific clothes • Name tags • Arranging a school service • Trip plan • Getting detailed information about setting • Trip rules • Trip-related equipment • Emergency kit • Getting related permissions	Pre-trip Preparations • Informing children about field trip/topic • Specific clothes • Name tags • Appropriateness of clothes • Self-care needs • Permission petitions • Trip plan • Attendance list • Transportation route
On-site implementations • Transportation rules • Trip rules • Emergency supplies • Auxiliary staff • Teacher/staff guidance during a trip • Observation • Field offering activities • Recording the trip	On-site implementations • Transportation rules • Trip rules • Emergency supplies • Auxiliary staff • Teacher/staff guidance during a trip • Observation • Field offering activities • Recording the trip
Post-trip implementations • Summary of the activity • Getting children's reflection • Evaluation of the trip • Activities • Sharing trip-related outputs	Post-trip implementations • Thanking the site staff • Summary of the trip • Evaluation of the trip • Activity (Drawing picture)

4.4 Key Findings

4.4.1 Beliefs of Early Childhood Teachers on the Field Trip Activities in Early Childhood Education

- Preschool teachers believe that field trip activities are essential for both children and the learning process
- Teachers believe that field trips provide children sensory activities and daily life experience. Field trips offer hands-on activities and support children's holistic development.
- According to teachers, field trips promote the learning process by providing non-traditional learning settings, several learning reinforcers, and a chance for observing in the subject related settings.
- Teachers believe that field trip activities should be conducted at least once a month as circumstances permit.
- According to teachers, age group, financial problems, weather conditions, children needs, learning objectives, transportation problems, teachers' and administration's attitude toward trips, lack of time and resources effect conducting field trip activities.
- In terms of implementing the activities, teachers believe that they should connect field trips to the school curriculum before the visit. Other pre-trip preparations should include informing children about field trips, trip topic as well as trip rules.
- They also believe that post-trip activities should include an evaluation of the trip, additional activities that solidify the experience and cooperation with parents to include them in the learning process.

4.4.2 Field Trip Practices of Early Childhood Teachers

4.4.2.1 Self-reported Practices

- In the planning process, preschool teachers share that they determined field trip setting according to their own and administrations' opinion. They also consider the appropriateness of the trip setting and suitability for children as well as how it relates to the classroom curriculum.

- Their reports show that, before the field trip, teachers make some preparations that include self-preparations, preparing children for the trip, sharing trip rules and gathering some equipment for the trip.
- Preschool teachers generally relate field trips to classroom curriculum although they can include free or out of topic field trips in their program.
- In terms of getting necessary permission, teachers shared that they receive permission from school administrations and parents. They also contact the field trip site to arrange an appointment. Since preschool teachers do not go out of town with the students, they do not get permission from the ministry.
- According to their reports', teachers focused on transportation rules and field trip rules during the implementation process and they provide auxiliary staff and emergency supplies for a safe trip.
- Teachers shared that they take responsibility both to direct children and inform them if it is necessary, or if the host site didn't provide staff that can share teacher's responsibility
- Teachers also reported that they generally do not conduct additional activities in the trip setting. They generally implement observation-oriented activities.
- As it was realized from their responses preschool teachers record a trip in several ways. Video recording is not commonly used. Instead, they take several photographs in order to share with parents or use them to remind children of their trip experiences.
- According to teacher reports, they generally take children reflections about a field trip as well as make a summary about the field trip after conducting a field trip.
- They also shared that although it is not a common practice, preschool teachers share photographs and work samples of children to refer and remind past trips.

4.4.2.2 Actual Practices

- In observation sessions, it was reported that teachers make several preparations for the field trip. They prepare necessary documents, including the trip plan, permission petitions, attendance list, and transportation route.

- Before the field trip, teachers also helped children prepare for the activity by informing them about the trip and topic.
- Although using name-tags is a well-known safety practice, it was observed that using name-tags is common. Some teachers prefer to use a specific dress code to help identify their class on the trip site.
- Teachers focused on both transportation and trip rules. Moreover, they provided assistant personnel to help in directing children while on site and provide additional security.
- The role of teachers during the trip highly depends of the field site and the on-site staff. In any case, teachers have a responsibility to direct children. However, to what extent depends on whether or not the trip site has a guide or docent.
- Teachers do not conduct additional activities outside of what trip site offers.
- Teachers try to record the field trip processes by taking photos and video recordings.
- After the trip, teachers do conduct any closing activity other than thanking the host site staff.
- In terms of evaluation, teachers generally wanted children to summarize their experience and share a personal reflection about the trip.
- Some teachers carried out the evaluation process by conducting an in-class activity. Drawing a trip related picture is one of the preferred methods for evaluation.

CHAPTER 5

DISCUSSION, EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

This chapter includes a brief summary of the study and key findings in accordance with the research questions. In addition, discussion of the research findings, educational implications, and recommendations for further studies are represented in the following parts.

5.1 Summary of the Study

The current study was conducted with the aim of finding out preschool teachers' beliefs on field trip activities and their self-reported and observed field trip practices. This study included 20 preschool teachers who work in public and private schools in Çankaya, Ankara. Participants were selected through purposive sampling, which is a non-probabilistic sampling method used in the study. Data was collected through interviews and observations. The interview protocol was prepared by the researcher. The aim of the interview was to find out participants beliefs and also self-reports about field trip activities. In the following part of the data collection process, six of the participants who agreed to further participation in the study were observed. The observation protocol, which was prepared by the researcher, focused on observable teacher practices during a field trip activity. During this process, early childhood teachers' pre-trip preparation, on-site implementations and post-trip activities were observed. After the data analysis procedure, the findings were represented in the same order.

5.2 Discussion

5.2.1 Beliefs of Early Childhood Teachers on the Field Trip Activities in Early Childhood Education

Through the use of interviews, the aim of this study was to uncover the beliefs of preschool teachers about conducting field trip activities. As is mentioned in further detail in the stated methodology, examining preschool teachers' belief toward field trip activities is one of the research aims that directed the study. In the most general sense, a teacher's belief is defined as a form of personal knowledge; it is an inner supposition about certain components of the teaching process such as students, classroom, learning, and topics (Kagan, 1992). The effect of a teacher's beliefs on the teaching process was discussed by researchers in related literature (Fang, 1996; Kagan, 1992; Nespor, 1987; Pajares, 1992; Richardson, 1996). Pajares (1992) stated that beliefs are based on early personal experiences and time spent in the education system. The time that individuals spend in college has a great impact on shaping their beliefs. Because a belief system helps an individual to create meaning for themselves and the world around them, it has a direct effect on how an individual behaves (Pajares, 1992). In the same manner, teachers' beliefs, which are mainly shaped by early experiences, play a vital role in determining a teacher's present practices (Nespor, 1987). In that regard, Kagan (1992) also emphasized that the beliefs of teachers give clues about the nature of their instruction. In addition to these statements that focus on the effect of beliefs on teaching practice, Richardson (1996) defined a bi-directional relationship between belief and practice. For this reason, while finding out a preschool teachers' belief about field trips, it is important to understand both the teacher's tendencies about field trip implementation within the scope of their beliefs and to then make a meaningful interpretation about their self-reported and actual practices.

In the current study, teachers' responses show that they believe in the importance of field trips. Preschool teachers agreed on the importance of field trips, they specified different topics to base their beliefs about the importance of these activities on. Teachers believe that conducting field trip activities has a positive influence on preschool children. Teachers expressed that field trips provide children with sensory activities and daily-life experience. Moreover, they believe that field

trip activities support children's holistic development. For this reason, they highlighted the importance of conducting field trip activities in early childhood settings. In the literature, it is mentioned that out of school activities support children's scientific and creative thinking skills, social skills and perceptions. These activities also aim to make children gain a scientific viewpoint (Şeyihoğlu & Uzunöz, 2012). Moreover, the open environments that are visited within field trip activities provide space and freedom; fresh air and a chance to work on what children are interested in (Bilton, 2010). In their research, Dağal and Bayındır (2016) found that museum visits contribute to children's knowledge of museum trips. The result of the study shows that museum visits positively affected the feelings of 5-6 years old children. Aktin (2017) also highlighted that museum visits provide an opportunity for visitors to learn by doing and spend quality time in these attractive settings. The research also shows that conducting field trips to historical and cultural places enhances preschool children's historical thinking skills (Aktin, 2017). The contribution of field trips on children's specific knowledge like extinct animals (Dilli & Dümenci, 2015), on their critical thinking skills (Greene, Kisida, & Bowen, 2014) and learning about animal behavior and anatomy (Gottfried, 1980) were pointed out by several studies in the literature. In addition, children gained an awareness of their environment and got a chance to observe a community and see how people live and work within this community (Redleaf, 1984). All of these studies support what teachers shared in the current study regarding the importance of field trips for children.

All of the teachers in the current study believe in the importance of including field trip activities in the preschool curriculum. They shared that field trip activities are vital for children because trips provide non-traditional learning settings, several learning reinforcers and the chance to learn in subject-related settings. The literature supports the positive influence of providing non-traditional learning setting via field trips. According to Pumpian et al. (2006) programs that are based on the integration of formal and informal learning promote children's acquisition of scientific knowledge. In their book, Pumpian et al. (2006) mentioned that children get a chance to have an authentic experience, observe and obtain evidence from their observation through the integrations of formal and informal learning. Integration of school

learning into authentic learning environments helps children to connect their experiences and prior knowledge, improve their vocabulary and independent thinking skills. Experience in different learning settings helps children to gain information about these settings and also promotes their conceptual development. Talboys (2010) specified what is provided through a non-traditional learning setting. He focused on museums as field trip sites. He mentioned that museums provide a different context and social structure, a disciplinary and physical setup and a different activity routine. Talboys (2010) also mentioned that concept development as one of the contributions that informal learning environments provide. The researcher stated that although concept development is not the main purpose while working with children, proper introductions can put the nascent idea in children's minds. Anderson and Zang (2003) studied the perceptions of K-7 teachers about the field trip process. In the research, 93 K-7 teachers (48% of them taught K-3 and 52% of them taught 4 to 7 grades) were interviewed with a 23-item questionnaire. According to teachers' responses, 90% of them agree on that field trips provide a highly valuable educational experience, while 10% of teachers shared that field trips are of moderate importance. In another study, Kisisel (2005) tried to define elementary teachers' motivations for science field trips. In the study, 90% of the participants responded that they see field trips as an opportunity to support and expand what children have learned in the classroom. In addition to connecting with classroom curriculum, other teachers' motivations were listed as providing the children with new experiences, fostering student interest, providing an alternative to the classroom routine, promoting lifelong learning and providing enjoyable activities. Likewise, teacher responses in another study show that teachers include field trips in their program because they think that field trips provide an opportunity for personal experience and growth and to conduct experiments that are difficult to achieve in the classroom (Tal & Steiner, 2006). The basis of the teachers' beliefs about what field trips contribute to the learning process mirrors what the literature says. Teachers believe the positive impact of field trips and develop the inner motivation to conduct these activities with the aim of learning enhancement.

In terms of ideal field trip frequency, almost all teachers believe that field trip activities should be conducted at least once a month. Moreover, almost a quarter of

participants expressed that they could find an opportunity to include these activities in the classroom curriculum once a week. Although the ideal frequency of conducting field trip activities in early childhood education is not specified in literature, these activities can be planned and integrated into the school curriculum by taking into consideration children needs and interests as well as the resources of the school's environment. According to the results of this study, teachers believe that there are some factors that affect field trip frequency. These are the age of the children, financial problems, weather conditions, children's needs and interests, lack of resources and time, administrations' and teachers' attitude toward these activities and transportation problems.

In literature, it was also mentioned that the type of out of school activity highly depends on what the children have been studying, the age of children and the purpose of the visit. The purpose of the trip can be shaped by a specific curriculum subject or cross-curricular subject (Talboys, 2010). However, teachers did not mention the connection to the curriculum during their responses. On the other hand, the resources of the school and financial aspects of the trips are often discussed in the literature. According to Pumpian et al. (2006), field trips may require financial support. Sometimes teachers ask the parents directly for funds to pay for transportation and entrance fees to the sites. Therefore, it can be stated that field trips are affected by financial factors. Pumpian et al. (2006) also asserted that schools tend to cut the field trip budget first when they need to reduce the school budget. Therefore, visiting the out-of-class settings is devalued and seen as unnecessary. In addition to financial factors, pre-planning processes (Anderson & Zang, 2003), curriculum fit (Anderson &Zang, 2003), class size (Rebar, 2012), age of children (Redleaf, 1984), coordination with other teachers or venue staff (Anderson & Zang, 2003; Rebar, 2012), time limitations (Michie, 1998; Rebar, 2012), trip objectives (Rebar, 2012), school administrations attitude toward field trip activities (Michie, 1998) and post-visit activities (Anderson & Zang, 2003) can be listed as determinants that shape the whole field trip process.

In terms of conducting a field trip, teachers believe that both pre-trip and post-trip activities should be used to reinforce what the children have learned in class. Almost all teachers shared that pre-trip preparations should include

informational activities for children. They also believe that time can be used to discuss trip rules with children and make a meaningful connection to the curriculum. Teachers also shared their beliefs that post-trip activities mainly include the evaluation of the activity and discussion. Teachers also believe that conducting post-trip activities help children to solidify what they learned. To support this process, some teachers believe parents can be offered some additional activities that can be conducted at home. The beliefs of teachers about the importance of conducting pre- and post-trip activities were supported by the literature. Redleaf (1984) shared that to maximize children's learning outcomes and help them to solidify experience that they gained, teachers can use preparatory and follow up activities. Preparing children through the use of additional trip-related activities can help them to make a connection between field trips and in-class learning. Connecting real word experience and existing knowledge is seen as one of the most effective ways to provide an opportunity to activate the learning process (Pumpian, et al., 2006).

In regards to the relationship between teacher beliefs and their teaching practices (Kagan, 1992; Nespor, 1987; Pajares, 1992), it can be inferred that participants beliefs about field trips may direct them to use these activities to support children's existing knowledge as well as help children acquire new knowledge.

5.2.2 Field Trip Practices of Early Childhood Teachers

To begin with, in terms of the planning process, teachers reported that they determine a trip setting according to their and the school administrators' opinion. While making a trip plan, they consider children's characteristics and the appropriateness of the host site as well as a connection to the curriculum. Because observations sessions were limited to one-day trips, observation of the planning processes was also constricted to just one day. Therefore, teachers' self-reports were used to make inferences about the whole process. The study by Behrendt and Franklin (2014) laid out the significance of the planning process for a successful field trip. Likewise, Pumpian et al. (2006) criticized an insufficient organization that is not able to meet the learning demands of children. In their study, researchers asserted that, although teachers spend considerable time to get ready for a trip, this time is generally limited to arranging the school service, getting permission slips and planning lunch. It was also stated that follow-up activities generally include sending

a thank-you letter to the trip site (Pumpian et al., 2006). In terms of providing children with concrete learning experiences, Taylor et al. (1997) expressed that determining the educational objectives should come first and foremost when planning a field trip. These educational objectives should be established by considering children's needs and interests. It was suggested that children's prior knowledge and experience should also be considered in order to conduct a developmentally appropriate field trip (Taylor et al., 1997). To ensure a field trip is developmentally appropriate, both the physical setting and the concept of the trip should be appropriate and approachable for young children. In addition, the staff in the field should be informed about the nature of young children and any educational lectures made by the host site staff should be kept simple and short (Redleaf, 1984). It can clearly be seen that teachers make an effort to conduct field trip activities that grab children's attention, align with their interests, meet their learning needs and are consistent with their age and ability. It has already been stated that teachers' responses show consistency between their self-reported practices and what the literature states. Furthermore, the field trips that were observed by the researcher also confirm their reports in terms of curriculum connection, child and place appropriateness.

Teachers both shared and conducted key issues in terms of pre-trip preparations. During the interview, they mentioned that preparing children for the trip is one of the vital components of the preparation process. Teachers expressed the importance of informing children about the topic and trip site and reiterating or establishing trip rules. Furthermore, teachers prepare and/or take some trip related items they may need. These items include name tags, extra clothes, hats, and plastic bags. In terms of pre-trip preparation, the literature includes several suggestions and key implications. Most of them aim to inform teachers about the whole process and help them to reduce risk factors that may threaten the success of field trips. In literature, it is recommended teachers conduct a pre-visit to the trip site (Behrendt & Franklin, 2014; Salaman, & Tutchell, 2005; Seefeldt, 1993; Taylor et al., 1997), inform children about the site and context of the trip (Orion & Hofstein, 1994; Saul 1993) by offering them some trip-related materials of putting trip-related items in learning centers (Taylor et al., 1997) and connect the field trip to the curriculum

(Behrendt & Franklin, 2014). Before the visit, children can be encouraged to learn through the use of trip-related objects. This kind of activities and experiences provide a deeper understanding of trip-related subjects (Salaman, & Tutchell, 2005). Using pictures books, fingerplays and songs help children become familiar with the object, exposing them to things they might see and words that they might hear during the trip (Redleaf, 1984). Although the literature states visiting the trip site is a highly recommended pre-trip practice, the teachers themselves did not report this in the current study. Although they did not directly share the reason for not conducting a pre-visit, it can be assumed this is due to limited time and resources. As teachers shared during the interviews, they familiarize themselves through web searches and conversations with other teachers about the trip setting, concepts, and activities conducted by the site staff. In the current study teachers do not conduct a pre-trip visit but instead relied on the opinion of other teachers who have visited the trip site and utilized school administrators to help them to make their decision. During the observations, almost all teachers conducted a trip to an already visited place. So, there was no need to criticize the appropriateness of place or think about safety issues. Furthermore, the one teacher who conducted a field trip near the school environment shared that she has visited the shops on the street before the children visited. She informed shopkeepers about the potential trip, got permission and set a time for the visit.

In regards to curriculum integration, teachers generally agree on conducting field trips that support what children have already learned in the classroom. In the related literature, curriculum integration is highly recommended while conducting field trips. In order to successfully integrated a field trip into the curriculum, the literature suggests providing pre and post-visit materials, supporting the process by conducting additional activities and providing trip-related materials during the visit (Dewitt & Storksdieck, 2008). However, some participants shared that they can conduct field trip activities that have no direct relation with the classroom curriculum. Although the purpose of field trips cannot be stated as supporting previously learned classroom topics or concepts, during these trips, children can enhance their social and daily-life skills. In the observation sessions, three of the six activities had no direct relationship with the classroom curriculum. It was deduced

from teachers' personal reflections, they planned to get benefit from the opportunities in their physical environments.

Just before leaving the school or trip site, making sure that children have used the restroom is also recommended (Taylor et al., 1997). Although this seems like a small detail and it was not actually mentioned by the teachers during their interviews, during the observation of actual practices, all teachers reminded children to go to the restroom before leaving the school or trip site. These practices of teachers show how they focus on the children's personal needs beforehand in order to get maximum benefit during the whole trip time. Saul (1993) suggests that taking a first aid kit is a pre-trip necessity. In addition to the first aid kit, taking some emergency supplies is also recommended by Redleaf (1984). The researcher called these supplies a "Bag of Tricks" that included tissue, extra clothes, and extra snacks. Taking extra clothing is generally mentioned by teachers of younger groups. Teachers noted that sometimes children wet themselves or they can pour water or a drink on their clothes. In this situation, having extra clothes, tissues and the plastic bag may help the teacher continue field trip activity with less trouble. However, the teachers observed did not take extra clothes or first aid kit with them during the field trips, despite the fact that they reported these things during the interviews. Although Redleaf (1984) suggested teachers take snacks, the observed teachers took neither food nor drink with them. However, this is due to the fact that the trips were half-day trips which were conducted after the children had already eaten a meal. Except for one teacher, most participants did not allow children to drink before the trip, in order to avoid the toilet problem. The observed teachers lack of trip-related extras such as first aid kit and extra clothes can be explained by the length of the trip and the proximity of the trip site to the school. Teachers did not feel the need to focus on these details because they felt they could manage the problem in the small amount of time left before returning to school.

In terms of what teachers reported during the interview and what the researcher observed during the field trips; the field trip practices matched up successfully. Almost all teachers reported that focus on transportation and trip rules to ensure the safety of children before they leave school. It can be also understood from teachers' personal reflections; they encourage children to move

from conversation to action on the bus and trip site. Although it was mentioned in pre-trip preparations, some teachers highlighted the importance of carrying emergency supplies during the trip. To provide a safe and secure field trip, teachers also received help from assistant teachers, school staff, trainee teachers and parents. Some teachers specifically reported they choose trip days according to when trainee teachers will be at school. Adding to the overall safety of the trip, many teachers sought out support from knowledgeable, experienced adults. This helped the children feel safe and allowed them some freedom for exploration in the setting (Taylor et al., 1997). In terms of adult-child ratio Redleaf (1984) suggested that one adult can be responsible for two children (for two-years-olds), four children (for three-years olds) and five children for five years old. Keeping children together during the visit is an issue that requires a teacher's full effort and attention. Saul (1993) suggested teachers use a rope to keep children together while walking. Although in Turkey this method seems uncommon. One participant (P14) tried this method. P14 explained that while on a trip abroad she saw a rope with handles being used by a preschool group. She implemented the strategy with her own class, however, P14 shared that she could not use the rope anymore because the children broke the handles of the rope during the first couple of trips.

Along with providing security, cooperation with school staff and parents promotes the effectiveness of trip in achieving the learning objects. Martin and Sewers (2003) conducted a study that revealed the role of parents and school staff in a successful trip. In the study, Martin and Sewers (2003) tried to get reflections of a field trip activities from the teacher who conducted it. The study shows that although the teacher makes a detailed trip plan by considering both children needs and requirements of school and district, the teacher could not achieve success. According to researchers, the missing part was running the process with a collaborative plan. They highlighted the importance that involving parents and site staff into the trip process had on the success of the activity (Martin & Sewers, 2003).

Wearing nametags is another suggestion for a safe trip (Redleaf, 1984). Nametags should include the names of the children and the phone number of teachers and the school. Using codes on names badges may help teachers to distinguish their group from other groups when in a crowded place (Redleaf, 1984). Although using

nametags was mentioned by several teachers during interview sessions, the teachers also stated that they do not usually use nametags. Even though the importance of using nametags is common knowledge, nametags are not frequently used and teachers did not provide an explanation for this. They may take all responsibility about security and do not even think of the possibility of getting a child lost. Nevertheless, two teachers from a public preschool both reported and used dress codes to recognize their children in the trip setting. During the observation sessions, children did not use nametags although the teacher had them. According to these two teachers, recognizing children based off of their clothing, in this case a red or Atatürk printed t-shirt, is more effective than using name tags in crowded field trip settings.

The current study reveals that teachers did not conduct any additional activities to enhance children learning if none were offered by the host site. In literature, some activities are offered to promote children learning and encourage them to explore the environment during the trip. Observation (Salaman & Tutchell, 2005), discussion and sharing ideas (Salaman & Tutchell, 2005) and drawing pictures (Salaman & Tutchell, 2005) are all stated as examples of activities that help children to get the maximum benefit from a field trip. While conducting on-site activities, there was some inconsistencies between teachers practices and literature. Teachers reported that they generally do not have enough time to conduct additional activities. In other words, teachers prefer not to conduct extra activity other than those offered by the trip staff in order not to interrupt the learning process. Similar to their self-reports, teachers did not conduct any additional activities during field trips. They either followed the directions of guides and site staff or conducted an observation-oriented trip. In this context, there are some views that support free exploration and disagree with traditional teacher-directed learning style in literature. Although reinforcing the process by conducting additional activities is recommended, allowing some time for children to explore their environment is also very crucial (Dewitt & Storksdieck, 2008). Operating an exploration-based process rather than direct instruction is defined as an efficient way to help children reap the maximum benefit from the trip setting (Dewitt & Storksdieck, 2008).

In regards to recording the field trips, teachers shared that they take both children's and trip-related objects' photographs. In observation sessions, teachers

received help from trainee teachers and also site staff to take their pictures. During trips guided by docents or site staff, teachers and trainee teachers also recorded some videos while site staff was giving information or showing a specific detail about the setting. Taking pictures or recording a field trip is an effective way to show children trip related memories and aid in the discussion about their experience (Redleaf, 1984; Taylor et al., 1997). Although all participants shared that they take photographs during the trips and almost half of them make video recordings, they shared that the purpose of recording is mainly to share with the parents. Teachers expressed that parents want to see what happens during the trips. For this reason, teachers generally take photographs in accordance with parents' request and to provide meaningful memories for children. Although just a few participants (n=2) shared that they used trip-related records to reinforce learning, the researcher believes including photographs and videos in the learning process is an undervalued activity that deserves more attention. In their study, Taylor et al. (1997) gave examples that specify using field trip photographs as a tool for learning reinforcement. The researchers took some photographs during the trip and created a book that narrated the experience. They put the book in the reading center for children to read with a group or individually. This activity is a good example for teachers to see how field trip experiences can be solidified by using trip related records, and how they can produce similar materials and activities to serve the same purpose.

In relation to closing and post-trip procedures, teachers reported that they briefly summarize the activity and get children's reflection about the whole day. Teachers also shared that they begin the evaluation process on the bus and carry it through the following hours in the classroom. To carry out this process, teachers get help from trip-related play, art activity, listening to songs and drawing trip-related pictures as well as sharing trip-related pictures and objects. On the other hand, what teachers actually did during the observation are far from their self-reports. It was observed during six field trips that teachers kept evaluation process short if it was even conducted at all. It can be stated that teachers do not put the necessary emphasis on conducting post-trip activities although the necessity of them was highlighted by the literature. The post-trip process is a critical time for children to make connections to what they were exposed to during the field trip (Redleaf, 1984). Teachers can

promote this process by offering trip-related plays. Using objects that were taken from trip setting or trip related pictures can help children to refresh their memories and consolidate learning (Redleaf, 1984). Furthermore, the importance of fostering children's learning after a field trip with discussion and additional activities was emphasized by several studies (Kisiel, 2006a; Orion & Hofstein, 1994; Pace & Tesi, 2004). To solidify children's learning, discussing the trip (Taylor et al., 1997), model making (Salaman & Tutchell, 2005), drawing pictures (Salaman & Tutchell, 2005; Taylor et al., 1997), role play (Redleaf, 1984; Salaman & Tutchell, 2005) and looking at the trip related photos (Taylor et al., 1997) are offered for teachers as post-trip activities. A partial inconsistency appears between the literature and teachers self-reported and actual practices in terms of post-trip process. Teachers spent very little time on evaluation and they just want children to draw trip-related pictures. Even though teachers reported that drawing trip-related pictures is a highly preferable method, they did not conduct any different post-visit activities to enhance what children learned on the trip.

Lastly, teachers reported that after visiting a trip site they made necessary revisions for the following trips based on what they learned. In particular, revisions were made in how an activity is conducted, selecting trip places or making additional arrangements. They shared that, like other activities, gaining experience about conducting field trips helps them to make an applicable plan, to learn how to get prepared for a trip and how to manage trip-related problems. Through these experiences, teachers are gaining the ability to meet children's learning and developmental needs by using field trip activities.

5.3 Educational Implications

The current study was designed with the aim of investigating preschool teachers' beliefs, self-reported practices and actual practices about planning, implementing and the evaluation process of field trips. After qualitative data analysis, a considerable number of findings were revealed. Therefore, several educational implications can be discussed.

First and foremost, the findings show that the participating teachers believe in the importance of field trips and find it necessary to include these activities in the preschool curriculum. Moreover, it is revealed that teachers believe conducting pre-

and-post trip activities help children to solidify what they learned during the trips. Because in-class practices of teachers are affected by what they believe (Kagan, 1992; Naspor, 1987), field trip practices of the participating teachers can be evaluated by considering their trip related beliefs. Even though they emphasized the importance of conducting pre-and post-trip activities, it was both deduced from teachers reports and observations that pre-and post-trip activities were not used effectively in practice. It can be also be said that conducting post-trip activities pale in comparison with pre-trip activities. In this context, teachers can be informed about the benefits of a holistic field trip application. Introducing teachers to the positive benefits of pre and post-trip activities on children's trip related learning might increase their likelihood to use these activities in early childhood education. There are several ways to achieve this aim. Teachers can be supported through in-service training that provides meaningful and applicable field trip examples. Through organizing seminars and conferences, the importance of pre-and post-trip activities in the learning process can be introduced to them. Koç and Sak (2017) examined that program-related workshops and seminars may contribute to teachers' self-efficacy beliefs toward conducting activities. In their study, the researchers found out a significant difference between self-efficacy beliefs of preschool teachers who have participated in program-related seminars and conferences and who have not participated in terms of conducting field trips and mathematics activities (Koç & Sak, 2017). From this view, helping in-service teachers to realize the importance of a holistic field trip activity can encourage them to conduct similar activities with their classes.

Because the teacher training programs have a major influence on what and how teacher candidates gain theoretical knowledge and think about application methods, the previously attended programs should be referred to when coming up with any sort of conclusion. Including field trip related content into teacher training program helps teacher candidates to realize the influence of non-traditional learning settings on children while introducing new concepts or reinforcing already existing ones. Due to the fact that teachers understanding and way of thinking is directly associated with their practice (Nespor, 1987), shaping teachers understanding in regards to field trips will help them to put these activities into practice. Having a

discussion and sharing the examples of field trip activities during teacher training can create resources for teacher candidates for their future teaching practices. Examining field trips sites, which is mentioned as a potential activity for preschool children in Turkish preschool curriculum (MoNE, 2013), helps teacher candidates to realize the importance of these activities. Teacher candidates also can be encouraged to include field trips in their activity plans, especially referring special days and holidays.

The current study also referred to the obstacles that prevent preschool teachers from conducting field trips activities. Financial difficulties, having limited time and limited environmental opportunities are expressed as examples of these obstacles. In literature, most of the research and recommendation targeted full-time schooling. For this reason, conducting field trips using these recommendations can be hard for preschool teachers with a restricted time of half-day education program. Referring to past trip experiences and learnings with the guidance of spiral and integrated characteristics of Turkish preschool curriculum (MoNE, 2013) may increase the effectiveness of the activities. In addition, selecting trip sites that are not far from the school will decrease the amount of time spent on transportation. It was observed that having limited time also effected conducting pre and post trip activities that are vital to enhancing the learning of children. Although sparking the feeling of curiosity before the visit and supporting the learning of children by conducting pre- and post-trip activities are frequently offered, these activities can be conducted the day before or after the trip. Therefore, planning field trips for the middle of the week can be appropriate to enhance learning with additional in-class activities, especially for schools that have half-day educational programs.

In terms of financial limitations, teachers have a great responsibility to manage the process. Getting financial support could not be seen as a single alternative to provide a budget for trips. Because children have parents with different socioeconomic status, they may not be willing or able to pay for out-of-school activities. In these circumstances, teachers need to explore museums and other trip settings that have no entry fee. In addition, using outdoor places like parks and forest provide children a chance for observation in authentic environments. Besides, parent involvement can also be used to reach non-traditional learning settings at little or no

cost. Parents can host children in their workplaces and can inform them about different jobs, rules, and social construction.

Lastly, it is obvious that including field trips into classroom curriculum and conducting field trips is not solely up to the teacher's discretion. Both parents and school administrators have direct and indirect influences on field trips. To increase the benefits of trips for children and conduct a smooth process, stakeholders should share some responsibilities. In that regard, informing parents and school administrations about the unique opportunities that fields trips provide and ways that they can help may increase the frequency and effectiveness of these activities. To increase the awareness of school staff and administrators about field trips, professionals who work in the field of non-formal learning settings can be invited to preschools. With the direction of these professionals, teachers and school administrators can refresh their trip related ideas, share ideas about activity examples and discuss the learning opportunities that their environment has.

5.4 Recommendations for Further Studies

Regarding to field trip activities in early childhood setting, some recommendations can be made for future studies.

The current study can be replicated using different samples. The sample size can be increased or participants with different characteristics can be selected. Additionally, the sample can be selected from different districts in Ankara or different cities in Turkey. Although not intentional, the participants included only female preschool teachers. Further studies can be conducted that include male preschool teachers. Replication of the study with several participants from several preschools in different cities can increase the generalizability of results.

Parents and school administrators can be also be included in further studies. Beliefs and attitudes of the schools' administrators, who have also determined the role in field trip processes, can be investigated. Moreover, parents, one of the crucial stakeholders of the learning process, can be selected as a sample for further studies to investigate their effect on field trip activities. Conducting these types of studies also will help to determine the similarities and differences between these stakeholders.

Further studies may be conducted with pre-service teachers. Investigating teacher candidate's beliefs and attitudes will help to make a deduction about their

future practices in early childhood settings. Moreover, determining their level of awareness makes possible the interventions during teacher training.

Similar studies can be conducted by including additional data collection methods. In this study, the research data was collected by using interview and observation protocol. Document analysis can be used to obtain detailed information about field trip plans of preschool teachers. Additionally, the qualitative data that was obtained in the current study can be used to design a questionnaire or a survey. Thanks to this, a great deal of data can be collected by reaching a greater number of teachers without spending extra time and effort.

Lastly, further studies can be designed to focus on planning, implementation and evaluation parts separately. This way, more detailed information about the whole process can be obtained. Because actual practices were observed in just one day, planning and evaluation processes that spread throughout the whole week were unable to be observed. Focusing on each component of a successful field trip with longer observations sessions may help further studies to grasp more details.

REFERENCES

Abacı, O., & Usbaş, H. (2010). Investigation of the effects of the program "utilization of the museums for pre-school education" on 6 year-old children. *Procedia - Social and Behavioral Sciences, 2*(2), 1205-1209. doi:10.1016/j.sbspro.2010.03.173

Akamca, G. Ö., Yıldırım, R. G., & Ellez, A. M. (2017). An alternative educational method in early childhood: Museum education. *Educational Research and Reviews,12*(14), 688-694. doi:10.5897/err2017.3145

Aktin, K. (2017). Okul Öncesi Dönemde Müze Eğitimi Ile Çocuklarin Tarihsel Düşünme Becerilerinin Geliştirilmesi. *Mersin Üniversitesi Eğitim Fakültesi Dergisi,* 465-486. doi:10.17860/mersinefd.336734

Aral, N., Kandır, A. & Can Yaşar, M. (2000). *Okul Öncesi Eğitim, Okul Öncesi Eğitim Programları.* YA-PA Yayınları, İstanbul.

Anderson, D. (2003). Visitors Long-term Memories of World Expositions. *Curator: The Museum Journal, 46*(4), 401-420. doi:10.1111/j.2151-6952.2003.tb00106.x

Anderson, D. & Zhang, Z. (2003). Teacher perception of field trip planning and implementation. *Visitor Studies Today, VI (III)*. 6-11

Behrendt, M. & Franklin, T (2014). A Review of Research on School Field Trips and Their Value in Education. *International Journal of Environmental & Science Education,* (9). 235-245

Berk, L. E. (2009). *Child development.* (8th ed.). US: Pearson

Bilton, H. (2010). *Outdoor learning in early years: Management and innovation* (3rd ed.). Oxon: Routledge.

Bitgood, S. (1988). *A comparison of formal and informal learning*. Technical Report No. 88-10. Jacksonville, AL: Center for Social Design.

Bitgood, S. (1989). School field trips: An overview. *Visitor Behavior*, *4*(2), 3–6.

Bozdoğan, A. E., Okur, A, & Kasap, G. (2015). Planlı Bir Alan Gezisi İçin Örnek Uygulama: Bir Fabrikası Gezisi. *Karadeniz Sosyal Bilimler Dergisi, 7* (02). Retrieved October 6, 2018 from http://dergipark.gov.tr/ksbd/issue/16219/169870

Connolly, R., Groome, M., Sheppard, K., & Stroud, N. (2006). Tips from the Field: Advice from museum experts on making the most of field trips. *The Science Teacher, 73*(1), 42-45.

Coombs, P. H., & Ahmed, M. (1974). *Attacking rural poverty: How nonformal education can help*. Baltimore: Johns Hopkins Up.

Collins, J. W., & OBrien, N. P. (2011). *The Greenwood dictionary of education*. Santa Barbara California: Greenwood

Coughlin, P. K. (2010). Making Field Trips Count: Collaborating for Meaningful Experiences. *The Social Studies, 101*(5), 200-210. doi:10.1080/00377990903498431

Creswell, J.W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oaks: Sage Publications.

Dağal, A. B., & Bayındır, D. (2016). Okul Öncesi Dönem Çocuklarla Yapilan Müze Gezilerinin Çocuklarin Müzelere Karşi Olumlu Duygu Ve Bilgi Düzeylerine Etkisi. *Uluslararası Eğitim Bilimleri Dergisi, 3*(6), 264-281

Dale, E. (1969). *Audio-visual methods in teaching (3rd ed.)*. New York: Holt, Rinehart and Winston.

Davis, B. & Summers, M. (2015). Applying Dale's Cone of Experience to increase learning and retention: A study of student learning in a foundational leadership course. *QScience Proceedings (Engineering Leaders Conference 2014)*. 2015:6. Doi: http://dx.doi.org/10.5339/qproc.2015.elc2014.6

Davis, J., & Gardner, H. (2004). Open windows, open doors. In E. Hooper-Greenhill. (Ed.). *The educational role of the museum*. (pp. 99-104).

DeMarie, D. (2001). A trip to the zoo: Children's words and photographs. *Early Childhood Research and Practice, 3*(1), 27p. Retrieved October 6, 2018 from http://ecrp.uiuc.edu/v3n1/demarie.html

Denzin, N. K., & Lincoln, Y. S. (2005). *The Sage handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Dewey, J. (1968). *Democracy and education: An introduction to the philosophy of education*. New York: Free Pr.

Dewey, J. (1997). *Experience and education*. New York, NY: Touchstone

Dewitt, J., & Storksdieck, M. (2008). A Short Review of School Field Trips: Key Findings from the Past and Implications for the Future. *Visitor Studies, 11*(2), 181-197. doi:10.1080/10645570802355562

Dewitt, J., & Storksdieck, M. (2015). Excursions. *Encyclopedia of Science Education,* 415-418. doi:10.1007/978-94-007-2150-0_292

Dilli, R., & Dümenci, S. B. (2015). Okul Öncesi Dönemi Çocuklarına Anadolu'da Yaşamış Nesli Tükenmiş Hayvanların Öğretilmesinde Müze Eğitiminin Etkisi. *Eğitim ve Bilim, 40*(181), 217-230

Education. (n.d). In *Oxford Dictionary Online,* Retrieved October 6, 2018, from https://en.oxforddictionaries.com/definition/education

Ertaş, H., & Şen, A. İ., (2011). Planetaryumlar. In Şimşek, A. L. (Eds.), *Fen Öğretiminde Okul Dışı Öğrenme Ortamları* (pp. 85-104). Ankara: Pegem Akademi

Eshach, H. (2006). Bridging In-school and Out-of-school Learning: Formal, Non-Formal, and Informal Education. *Journal of Science Education and Technology, 16*(2), 171 190. doi:10.1007/s10956-006-9027-1

Falk, J. H. (2005). Free-choice environmental learning: Framing the discussion. *Environmental Education Research*, *11*(3), 265-280. doi:10.1080/13504620500081129

Falk, J. H., & Dierking, L. D. (1997). School Field Trips: Assessing Their Long-Term Impact. Curator: *The Museum Journal*, *40*(3), 211-218. doi:10.1111/j.2151-6952.1997.tb01304.x

Falk, J. H., Moussouri, T., & Coulson, D. (1998). The Effect of Visitors ' Agendas on Museum Learning. *Curator: The Museum Journal, 41*(2), 107-120. doi:10.1111/j.2151-6952.1998.tb00822.x

Farmer, A. J., & Wott, J. A. (1995). Field Trips and Follow-Up Activities: Fourth Graders in a Public Garden. *The Journal of Environmental Education, 27*(1), 33-35. doi:10.1080/00958964.1995.9941969

Fromberg, D. P., & Williams, L. R. (2014). *Encyclopedia of early childhood education*. London: Routledge.

Fogarty, R., & Stoehr, J. (2008). *Integrating curricula with multiple intelligences: Teams, themes, & threads*. Thousand Oaks, CA: Corwin Press.

Gerber, B. L., Marek, E. A., & Cavallo, A. M. (2001). Development of an informal learning opportunities assay. *International Journal of Science Education, 23*(6), 569-583. doi:10.1080/09500690116959

Gilbert, L., Rose, J., Palmer, S., & Fuller, M. (2013). Active engagement, emotional impact and changes in practice arising from a residential field trip. *International Journal of Early Years Education, 21*(1), 22-38. doi:10.1080/09669760.2013.771320

Gottfried, J. (1980). Do Children Learn on School Field Trips? *Curator: The Museum Journal, 23*(3), 165-174. doi:10.1111/j.2151-6952.1980.tb00561.x

Haynes, N. M., Harris, M., Knuckle, E. P., & Comer, J. P. (1983). *Benefits of Structured Field Trip Activities on Performance on the Peabody Picture Vocabulary Test (PPVT) among a Group of Black Preschoolers*. Retrieved October 6, 2018 from https://eric.ed.gov/?id=ED274461

Jacobi-Vessels, J. L. (2003). *Discovering Nature:* The Benefits of Teaching Outside of the Classroom. *Dimensions of Early Childhood, 41*(3), 4-10

Jarvis, T., & Pell, A. (2005). Factors influencing elementary school children's attitudes toward science before, during, and after a visit to the UK National Space Centre. *Journal of Research in Science Teaching, 42*(1), 53-83. doi:10.1002/tea.20045

Kagan, D. M. (1992). Implication of Research on Teacher Belief. *Educational Psychologist, 27*(1), 65-90. doi:10.1207/s15326985ep2701_6

Karaca, N. H., Şenol, F. B., Akyol, T., & Aral, N. (2016). Field trips in pre-school education. *Uluslararası Sosyal Araştırmalar Dergisi, 9*(45), 590-597

Kennedy, M. D. (2014). The Benefit of Field Trips (University Honors Program Theses. 60). Retrieved from http://digitalcommons.georgiasouthern.edu/honors-theses/60

Kıyıcı, F. B., (2011). Hayvanat Bahçeleri. In Şimşek, A. L. (Eds.), *Fen Öğretiminde Okul Dışı Öğrenme Ortamları* (pp. 85-104). Ankara: Pegem Akademi.

Kızıltaş. E., & Sak, R. (2016). Okul öncesi eğitimde alan gezisi etkinlikleri. *Bayburt Eğitim Fakültesi Dergisi*, *11*(2), 536-554

Kızıltaş. E., & Sak, R. (2018a). Integrating field-trip activities with other activities in the preschool curriculum: its effects on the preschoolers' social-emotional skills. *International Journal of Child Care and Education Policy, 12*(8), 2-17. doi:10.1186/s40723-018-0047-0

Kızıltaş. E., & Sak, R. (2018b). Anne-Babaların Perspektifinden Alan Gezisi Etkinlikleri. *Trakya Eğitim Dergisi, 8*(3), 468-480. doi:10.24315/trkefd.33284

King, N., & Horrocks, C. (2010). *Interviews in qualitative research*. Sage Publications.

Kisiel, J. F. (2003). *Revealing teacher agendas: an examination of teacher motivations and strategies for conducting museum field trips* (Unpublished doctoral thesis).

Kisiel, J. (2006a). More Than Lions and Tigers and Bears: Creating Meaningful Field Trip Lessons. *Science Activities: Classroom Projects and Curriculum Ideas, 43*(2), 7-10. doi:10.3200/sats.43.2.7-10

Kisiel, J. (2006b). Making Field Trips Work: Strategies for creating an effective learning experience. *The Science Teacher, 73*(1), 46-48. Retrieved October 6, from http://www.jstor.org/stable/24139117

Koç, F., ve Sak, R. (2017). Okul öncesi öğretmenlerinin okul öncesi eğitim programındaki etkinliklere yönelik öz-yeterlik inançlarının incelenmesi. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi, 30*(1).

Krepel, W. J., & DuVall, C. R. (1981). *Field trips: A guide for planning and conducting educational experiences*. Washington, D.C.: National Education Association

La Belle, T. J. (1982). Formal, nonformal and informal education: A holistic perspective on lifelong learning. *International Review of Education, 28*(2), 159-175. doi:10.1007/bf00598444

Lee, S. J. & Reeves, T. C. (2007). Edgar Dale: A Significant Contributor to the Field of Educational Technology. *Educational Technology. 47*(6), 56-59

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage Publications.

Manolescu, I. C., Florea, N. & Arustei, C. C. (2018). Forms of learning within higher education. blending formal, informal and non-formal. *Cross-Cultural Management Journal. 20*(1), 7-15.

Martin, S. S., & Sewers, R. L. (2003). A Field Trip Planning Guide for Early Childhood Classes. *Preventing School Failure: Alternative Education for Children and Youth, 47*(4), 177-180. doi:10.1080/10459880309603364

McKenna, M. (2010). Pestalozzi Revisited: Hope and Caution for Modem Education. *Journal of Philosophy and History of Education, 60*, 121-125.

Melber, L. M. (2008). *Informal learning and field trips: Engaging students in standards-based experiences across the K-5 curriculum*. Thousand Oaks, CA: Corwin Press.

Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation.* (Rev. ed.). San Francisco: Jossey-Bass.

Michie, M. (1998). Factors influencing secondary science teachers to organize and conduct field trips. *Australian Science Teacher's Journal, 44*, 43–50.

Miele, E., & Adams, J. (2016). Teachers Toolkit: Guided-Choice Learning in Out-of-School Environments. *Science Scope, 039*(06). doi:10.2505/4/ss16_039_06_52

Miles, M.B. & Huberman, A.M. (1994). *An expanded sourcebook: Qualitative data analysis. (2nd ed.).* Thousand Oaks: Sage.

Ministry of National Education [MONE], (2006). *Mesleki Eğitim Ve Öğretim Sisteminin Güçlendirilmesi Projesi, Eğlence Hizmetleri, Çocuk Gezileri*. Ankara.

Ministry of National Education [MONE], (2013). Early Childhood Education Program. Retrieved October 6, from http://ttkb.meb.gov.tr/program2.aspx.

Mooney, C. G. (2000). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky*. St. Paul, MN: Redleaf Press.

Morag, O., & Tal, T. (2012). Assessing Learning in the Outdoors with the Field Trip in Natural Environments (FiNE) Framework. *International Journal of Science Education, 34*(5), 745-777. doi:10.1080/09500693.2011.599046

Morrell, P. D. (2003). Cognitive impact of a grade school field trip. *Journal of Elementary Science Education, 15*(1), 27-36. doi:10.1007/bf03174742

Nabors, M. L., Edwards, L. C. & Murray, R. K. (2009). Making the Case for Field Trips: What Research Tells Us and What Site Coordinators Have to Say. *Education*, *129* (4), 661-667

Nadelson, L. S., & Jordan, J. R. (2012). Student Attitudes Toward and Recall of Outside Day: An Environmental Science Field Trip. *The Journal of Educational Research, 105*(3), 220-231. doi:10.1080/00220671.2011.576715

Nespor, J. (1987). The role of beliefs in the practice of teaching. *Journal of Curriculum Studies,19*(4), 317-328. doi:10.1080/0022027870190403

Oğuzkan, A. F. (1981). *Eğitim Terimleri Sözlüğü.* Ankara: Türk Dil Kurumu Yayınları

Okur-Berberoğlu, E., & Uygun, S. (2013). Sınıfdışı eğitimin dünyadaki ve Türkiye'deki gelişiminin incelenmesi. *Mersin Üniversitesi Eğitim Fakültesi Dergisi, 9*(2), 32-42.

Orion, N. (1993). A model for the development and implementation of field trips as an integral part of the science curriculum. *School Science and Mathematics, 93*(6), 325-331.

Orion, N., & Hofstein, A. (1994). Factors that influence learning during a scientific field trip in a natural environment. *Journal of Research in Science Teaching, 31*(10), 1097-1119. doi:10.1002/tea.3660311005

Pace, S., & Tesi, R. (2004). Adult's Perception of Field Trips Taken Within Grades K-12: Eight Case Studies In The New York Metropolitan Area. *Education*, *125*(1), 30-40

Pajares, M. F. (1992). Teachers' Beliefs and Educational Research: Cleaning Up a Messy Construct. *Review of Educational Research, 62*(3), 307-332. doi:10.3102/00346543062003307

Palys, T. (2008). Purposive sampling. In L. M. Given (Ed.) *The Sage Encyclopedia of Qualitative Research Methods.* (Vol.2). Sage: Los Angeles, pp. 697-8.

Papalia, D. E., Olds, S. W. and Feldman, R. D. (1999). *A Child's World: Infancy Through Adolescence (8th ed.),* (8-10). The McGraw-Hill Companies

Patton, M. Q. (2015). *Qualitative research & evaluation methods (4th ed.): Integrating theory and practice*. Thousand Oaks, CA: Sage Publications.

Piscitelli, B. (2001). Young Children's Interactive Experiences In Museums: Engaged, Embodied, And Empowered Learners1. *Curator: The Museum Journal, 44*(3), 224-229. doi:10.1111/j.2151-6952.2001.tb01162.x

Piscitelli, B., & Anderson, D. (2001). Young children's Perspectives of Museum Settings and Experiences. *Museum Management and Curatorship, 19*(3), 269-282. doi:10.1080/09647770100401903

Piscitelli, B., Everett, M. C. & Weier, W. (2003). *Enhancing Young Children's Museum Experiences: A Manual for Museum Staff* (pp. 1-121, Tech.). doi:10.13140/RG.2.2.31023.33443

Prokop, P., Tuncer, G., & Kvasničák, R. (2007). Short-Term Effects of Field Programme on Students' Knowledge and Attitude Toward Biology: A Slovak Experience. *Journal of Science Education and Technology, 16*(3), 247-255. doi:10.1007/s10956-007-9044-8

Pumpian, I., Fisher, D., & Wachowiak, S. (2006). *Challenging the classroom standard through museum-based education: School in the park*. Mahwah, NJ: Lawrence Erlbaum Associates.

Rebar, B. M. (2009). Evidence, explanations, and recommendations for teachers' field trip strategies (Doctoral dissertation). Retrieved from https://ir.library.oregonstate.edu/concern/graduate_thesis_or_dissertations/bg257h16d?locale=en

Redleaf, R. (1984). Open the door, let's explore: Neighborhood field trips. *Day Care & Early Education, 12*(1), 9-14. doi:10.1007/bf01624493

Resnick, L. B. (1987). The 1987 Presidential Address: Learning in School and out. *Educational Researcher, 16*(9), 13. doi:10.2307/1175725

Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.). *Handbook of research on teacher education* (second edition, pp. 102-119). New York: Macmillan.

Rickinson, M., Dillon, J., Teamey, K., Morris, M., Choi, M. Y., Sanders, D., & Benefield, P. (2004). *A Review of Research on Outdoor Learning*. London, UK. Retrieved August 22, 2018, from https://www.studeersnel.nl/fr/document/edge-hill-university/learning-through-the-outdoors-in-physical-education-and-school-sport/autre/2004-a-review-of-research-on-outdoor-learning-copy-2/1647249/view

Roschelle, J. (1995). Learning in interactive environments: Prior knowledge and new experience. In J.H. Falk & L.D. Dierking, *Public institutions for personal learning: Establishing a research agenda*. pp. 37-51. Washington, DC: American Association of Museums.

Rossman, G. B., & Rallis, S. F. (2003). *Learning in the field: An introduction to qualitative research*. Los Angeles: SAGE.

Salaman, A., & Tutchell, S. (2005). *Planning educational visits for the early years*. London: Paul Chapman

Santrock, J. W. (2011). *Child development: An introduction*. New York, NY: McGraw-Hill

Saul, J. D. (1993). Ready, set, let's go! Using field trips in your curriculum. *Day Care & Early Education, 21*(1), 27-29. doi:10.1007/bf02430445

Seefeldt, C. (1993). Social studies for the preschool-primary child. New York: Macmilla

Smith, S. C. (2015). *Against race- and class-based pedagogy in early childhood education*. New York: Palgrave Macmillan

Smith-Walters, C. (2005). The Out-of-Doors As a Classroom What Is It? Burriss, K. G., & Boyd, B. F. (Eds.). *Outdoor learning and play, ages 8-12*. (pp.87-93). Olney, MD: Association for Childhood Education International.

Smith-Walters, C., Hargrove, K., & Ervin, B. (2014). Methods & Strategies: Extending the Classroom. *Science and Children, 51*(9), 74-78. Retrieved January 6, 2019 from http://www.jstor.org/stable/43692011

Staley, F. A. (1979). *Outdoor education for the whole child*. Dubuque, IA: Kendall/Hunt Publishing Company.

Stevenson, J. (1991). The long-term impact of interactive exhibits. *International Journal of Science Education, 13*(5), 521-531. doi:10.1080/0950069910130503

Şeyihoğlu, A. & Uzunöz, A. (2012). Örnekleri ile Okul Dışı Eğitim Faaliyetleri. In A. Uzunöz, A. Şeyihoğlu, Y. Akbaş, & E. Gençtürk (Eds.), *Doğa Eğitimi: Ders Dışı Öğretim Faaliyetlerine Örnek* (pp. 1-10). Ankara: Anı Yayıncılık.

Talboys, G. K. (2010). *Using museums as an educational resource an introductory handbook for students and teachers*. Aldershot: Ashgate.

Taylor, S. I., Morris, V. G. & Cordeau-Young, C. (1997). Field Trips in Early Childhood Settings: Expanding the Walls of the Classroom. *Early Childhood Education Journal*, *25 (2),* 141-46

Thompson, A. (1992). Teachers' beliefs and conceptions: A synthesis of the research. In D.A. Grouws (Ed.), *Handbook of research in mathematics teaching and learning* (pp. 127-146). New York: MacMillan.

Topcu, E. (2017). Out of School Learning Environments in Social Studies Education: A Phenomenological Research with Teacher Candidates. *International Education Studies, 10*(7), 126. doi:10.5539/ies.v10n7p126

Wasterfors, D. (2018). Observations. In U. Flick (Ed). *The SAGE Handbook of Qualitative Data Collection* (pp. 314-326). doi:10.4135/9781526416070.n1

APPENDICES

APPENDIX A: Interview Protocol (Turkish)

Okul Öncesi Öğretmenlerinin Alan Gezilerinin Süreçleri ile İlgili İnanç ve Özbildirimleri

Demografik Bilgiler

-Öğretmenin yaşı

-Öğretmenin cinsiyeti

-Öğretmenin çalıştığı okul türü

-Öğretmenin kıdem yılı

-Sınıf mevcudu

-Yaş grubu

Alan Gezileri

1. Okul öncesinde alan gezileri hakkındaki düşünceleriniz nelerdir?
2. Ne sıklıkla alan gezisi yapıyorsunuz?
3. Uygulama sıklığını yeterli buluyor musunuz? İdeal uygulama sıklığı ne olabilir?
4. Gezi öncesi, sırası ve sonrasında yapılan etkinlikler hakkındaki düşünceleriniz nelerdir?

Gezi Öncesi:

5. Ziyaret edilecek alanları belirlerken nelere dikkat ediyorsunuz?
6. Gezi öncesinde ne gibi hazırlıklar yapıyorsunuz?
7. Alan gezilerinin müfredatla ilişkilendirilmesi hakkında düşünceleriniz nelerdir?
8. Alan gezisi ile ilgili gerekli izinleri alırken ne çeşit bir prosedür izliyorsunuz?

Gezi Süreci:

9. Yolculuk ve gezi sırasında aldığınız güvenlik önlemleri nelerdir?

10. Alan gezisi esnasında öğretmenin ve alandaki personelin rolü ile ilgili düşünceleriniz nelerdir?

11. Alan gezisinde süreci destekleyici ne gibi etkinlikler uyguluyorsunuz?

12.Gezi sürecini kayıt altına alma (fotoğraf ve video çekmek) ile ilgili düşünceleriniz nelerdir?

Gezi Sonrası:

13. Alan gezisini sonlandırırken nelere dikkat ediyorsunuz?

14. Alan gezisi sonrasında ne tür değerlendirme etkinlikleri yapıyorsunuz?

15. Alan gezisine ait fotoğraflar ya da etkinlik örneklerinin sergiliyor musunuz?

16. Yaptığınız alan gezilerinin yeni gezileri planlama, uygulama ve değerlendirme sürecine olan etkisini nasıl yorumlarsınız?

APPENDIX B: Interview Protocol (English)

Beliefs and Self-Reports of Preschool Teachers on Planning, Implementation and Evaluation Process of Field Trips in Early Childhood Settings

Demographic Information

-Age of the teacher

-Gender of the teacher

-Type of preschool

-Years of experience

-Class size

-Age group

Field Trips

1. Could you describe your beliefs of field trips in the early childhood setting?
2. What frequency do you apply field trip activities?
3. Do you think this activity frequency is enough? What might be the ideal field trip frequency in early childhood?
4. Could you share your beliefs about pre-trip, on-site and post-trip activities?

Before Trips

5. What are your considerations while deciding on field trip places?
6. What kind of preparations do you make before conducting a field trip?
7. Could you share your beliefs about curriculum connections of field trips?
8. What kind of procedure do you follow to get necessary permission for a field trip?

During Trips

9. What are the safety procedures that you follow during travel and visit?
10. Could you share your beliefs about the role and responsibilities of teachers and site staff?

11. What kind of additional activities do you conduct to support the learning process in field trips?
12. Could you share your beliefs about recording field trips? (photo, video record, etc.)

After Trips

13. Could you share your considerations while closing field trip activities?
14. What kind of evaluative activities do you conduct after field trip activities?
15. Do you share trip related photographs or work samples of children?
16. How do you interpret the effect of your field trip experiences on planning, implementation and evaluation process of following field trips?

The purpose of this form is to observe preschool teachers' practices during the planning, implementation and evaluation process of field trips.

Name of Activity/Trip:	**Trip Site:**	**Date:**
Duration:	**Age Group:**	**Group Size:**
Observer:	**School Type:**	**Teachers:**
	Observations	Interpretations
Before Trips **1. Teacher Preparations** (Notes, preparing the trip-related materials, trip plan, attendance, necessary permissions etc.) **2. Student Preparations** (talking with children about the field trip, preparation activities, trip rules, checking the children's clothes, hats, name badges, etc.)		

During Trips **3. Safety Measures** (transportation rules, trip rules, first aid kit, checking safety measures) **4. Teacher and Staff Role** (Did teacher conduct the whole field trip process? What was the responsibility of the staff at a trip site?) **5. Additional Activities** (Did the teacher conduct additional activity? A brief explanation of the activity) **6. Recording** (Audio or video record, taking photographs)		

After Trips **7. Closing the Trip** (Did teacher implement a closing activity? What were the closing considerations that teacher focused on?) **8. Evaluation** (Did teacher evaluate the field trip? Discussion, sharing children's idea and feelings) **9. In-class Activities** (Trip-related activities; narrating the trip, drama, drawing and other art activities)		

APPENDIX D: Consent Form

Gönüllü Katılım Formu

Bu görüşme formu, Orta Doğu Teknik Üniversitesi Temel Eğitim Bölümü Okul Öncesi Eğitimi yüksek lisans öğrencisi Eda SEVİNÇ tarafından, öğretim üyesi Doç. Dr. Feyza Tantekin Erden' in danışmanlığında yürütülen "Okul Öncesi Öğretmenlerinin Alan Gezilerinin Süreçleri ile İlgili İnanç ve Uygulamaları" konulu araştırmaya bilgi toplamak amacıyla hazırlanmıştır. Çalışmaya katılım tamimiyle gönüllülük esasına dayanmaktadır. Görüşmede, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamimiyle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Görüşme, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz görüşmeyi yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda görüşmeyi uygulayan kişiye, çalışmayı tamamlamayacağınızı söylemeniz yeterli olacaktır. Görüşme sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Çalışma hakkında daha fazla bilgi almak için Temel Eğitim Bölümü öğretim üyelerinden Doç. Dr. Feyza Tantekin Erden (E-posta: tfeyza@metu.edu.tr) ya da araştırma görevlisi Eda SEVİNÇ (E-posta: eda1sevinc@gmail.com) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Ad Soyad Tarih İmza

----/----/-----

APPENDIX E: Permission from Middle East Technical University Human Subjects Ethics Committee

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Sayı: 28620816 / 230

05 NİSAN 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. Feyza TANTEKİN ERDEN

Danışmanlığını yaptığınız yüksek lisans öğrencisi Eda SEVİNÇ'in ***"Okul Öncesi Öğretmenlerinin, Alan Gezilerinin Planlama, Uygulama ve Değerlendirme Süreçleri ile İlgili İnanç ve Uygulamaları"*** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2018-EGT-046** protokol numarası ile **06.04.2018 - 30.09.2019** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN
Başkan V

Prof. Dr. Ayhan SOL
Üye

Prof. Dr. Ayhan Gürbüz DEMİR
Üye

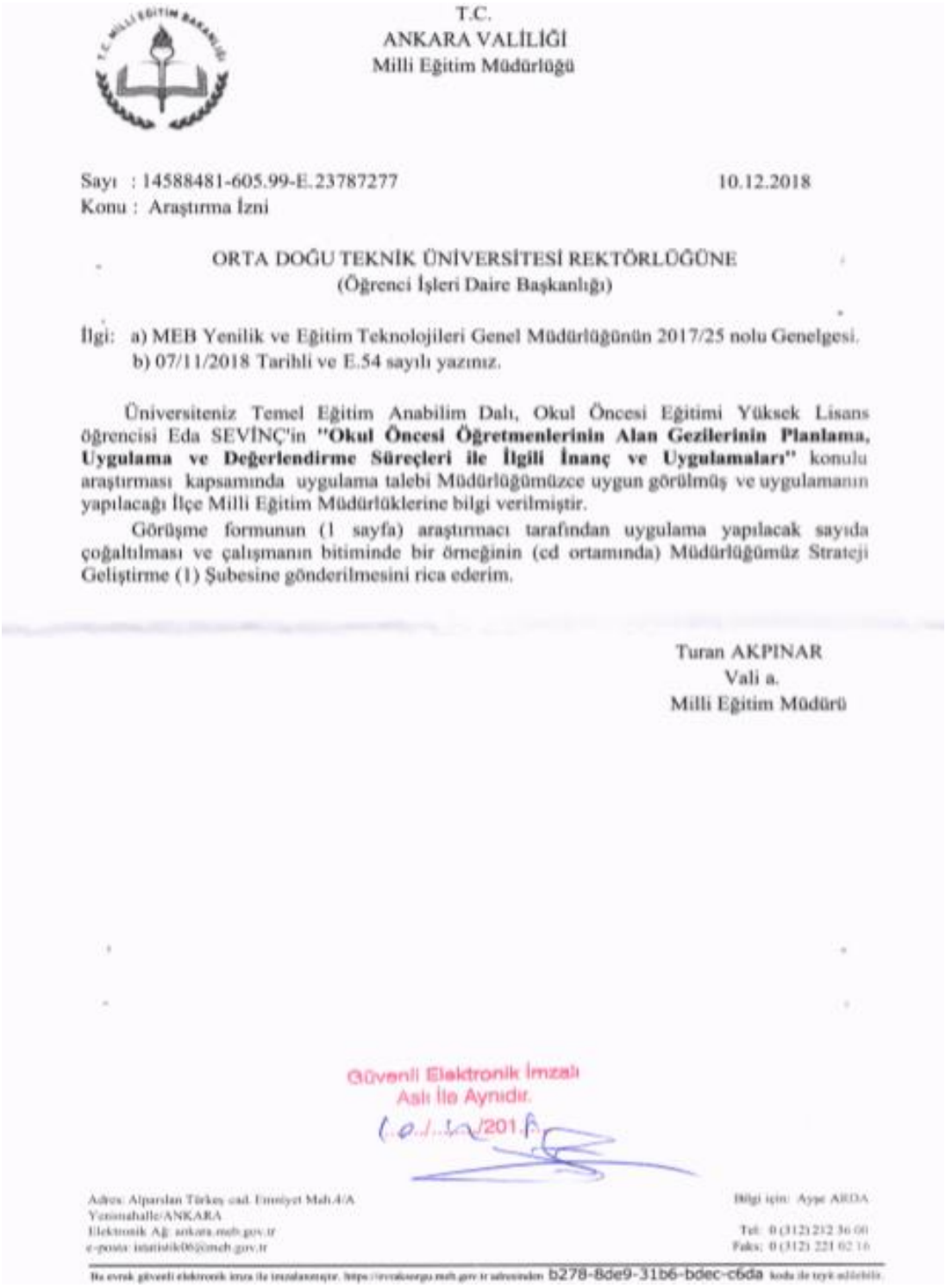
Doç. Dr. Yaşar KONDAKÇI
Üye

Doç. Dr. Zana ÇITAK
Üye

Doç. Dr. Emre SELÇUK
Üye

Dr. Öğr. Üyesi Pınar KAYGAN
Üye

APPENDIX F: Permission from Ministry of National Education



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.23787277 10.12.2018
Konu : Araştırma İzni

ORTA DOĞU TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2017/25 nolu Genelgesi.
b) 07/11/2018 Tarihli ve E.54 sayılı yazımız.

Üniversiteniz Temel Eğitim Anabilim Dalı, Okul Öncesi Eğitimi Yüksek Lisans öğrencisi Eda SEVİNÇ'in **"Okul Öncesi Öğretmenlerinin Alan Gezilerinin Planlama, Uygulama ve Değerlendirme Süreçleri ile İlgili İnanç ve Uygulamaları"** konulu araştırması kapsamında uygulama talebi Müdürlüğümüzce uygun görülmüş ve uygulamanın yapılacağı İlçe Milli Eğitim Müdürlüklerine bilgi verilmiştir.

Görüşme formunun (1 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini rica ederim.

Turan AKPINAR
Vali a.
Milli Eğitim Müdürü

Güvenli Elektronik İmzalı
Aslı İle Aynıdır.
10/12/2018

Adres: Alparslan Türkeş cad. Emniyet Mah.A/A
Yenimahalle/ANKARA
Elektronik Ağ: ankara.meb.gov.tr
e-posta: istatistik06@meb.gov.tr

Bilgi için: Ayşe ARDA
Tel: 0 (312) 212 36 00
Faks: 0 (312) 221 02 16

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden b278-8de9-31b6-bdec-c6da kodu ile teyit edilebilir.

APPENDIX G: Turkish Summary / Türkçe Özet

GİRİŞ

Eğitim tarihi incelendiğinde, alan gezilerinin eğitim-öğretim amaçlı kullanımının yeni bir uygulama olmadığı görülmektedir. Okul dışı öğrenme ortamlarının sahip olduğu sosyal ve fiziksel imkanların eğitim amaçlı kullanımı Froebel (OkurBerberoğlu & Uygun, 2013), Pestalozzi (McKenna, 2010), Locke (Okur-Berberoglu, & Uygun, 2013), Montessori (Mooney, 2000) ve Dewey (1997) tarafından sıklıkla vurgulanmıştır. Anaokullarının kurucusu olarak da bilinen Alman eğitimci Froebel okul dışı öğrenme ortamlarının, erken yaştaki çocuklara; somut materyallere erişme, çevreyi gözlemleme ve yaparak yaşayarak öğrenme olanağı sağladığını belirtmektedir (Stanly, 1979). Bunun yanı sıra, öğrencinin ilgi ve deneyimlerini göz ardı eden ve çocuğun kazanımlarına hitap etmeyen yapay bir dile sahip geleneksel öğrenme ortamlarını eleştiren Dewey, okul dışı anlamlı öğrenmelere dikkat çekmiştir (Dewey, 1997). Dewey'in ve birçok eğitimcinin sıklıkla vurguladığı gibi öğrenme, geleneksel sınıfların dört duvarı içine sıkıştırılmamalıdır (Pumpian et al., 2006).

Smith Walters (2005)'a göre okul dışı ortamların eğitim amaçlı kullanımı çocuklara farklı öğrenme alternatifleri sunar ve geleneksel sınırlamaların ötesine geçerek disiplinler arası bir çalışma ortamı oluşturur. Bu özelliği ile okul dışı öğrenme ortamları, farklı geçmiş deneyimlerine ve öğrenme stiline sahip çocuklara çok geniş bir yelpazede deneyim ve öğrenme imkânı sağlar. Buna ek olarak, okul dışı öğrenme ortamları, sınıf ortamı ve materyalleri ile öğrenmenin tam ve etkili şekilde gerçekleştirilemeyeceği konularda anlamlı deneyimler ve öğrenme yolları sunar (Staley, 1978).

Alan gezileri, okul dışı öğrenme ortamlarının, çocukların öğrenme kazanımlarını desteklemek amacıyla kullanımına olanak sağlar. Buna ek olarak alan gezileri, öğrencilere bağlamsal öğrenme ortamları ve daha önceden edindiği bilgiyi pekiştireceği imkanlar sunar (Nadelson & Jordan, 2012). Yeni kavramlar ve günlük

yaşam deneyimlerinin bireyde var olan bilgilerle ilişkilendirilmesi öğrenmenin en etkili yollarından biri olarak görülür (Pumpian et al., 2006). Bu bağlamda alan gezileri bireyin sahip olduğu bilgileri farklı alanlarda deneyimlemelerine olanak sağlar (Morag, & Tal, 2012). Alan gezileri aracılığıyla çocuğa sunulan özgün ve çeşitli öğrenme ortamları, çocukların bütünsel gelişimlerini desteklemektedir. Birinci kaynaktan elde edilen deneyimler ve yaparak yaşayarak öğrenme fırsatları bu süreci sınıfın sınırlı alan ve imkanlarının ötesine geçirir (Staley, 1978). Konu ile ilgili Staley (1978) çevre kirliliği ile ilgili bir konuyu, kirlilikten etkilenmiş bir nehri ya da şehir trafiğini gözlemlemeden anlamak zordur diyerek, öğrenme sürecinin sınıf dışı etkinliklerle desteklenmesinin önemini ifade etmiştir.

Alanyazın incelendiğinde alan gezisinin çocuklara ve öğrenme sürecine olumlu etkilerinden bahseden çalışmalara rastlanmaktadır. Alan gezilerinin çocukların sosyal duygusal (Coughlin, 2010; Dewitt, & Storksdieck, 2015; Falk & Dierking, 2010; Kızıltaş &Sak, 2018; Michie, 1998; Nabors, et al., 2009; Orion, & Hofstein, 1994; Pace & Tesi, 2004) ve bilişsel kazanımlarını (Anderson, 2003; Behrendt, & Franklin, 2014; Dierking and Falk, 1997; Dewitt, & Storksdieck, 2008; Eshach, 2006; Krepel, & DuVall, 1981; Orion, & Hofstein, 1994) destekler nitelikte olduğu ortaya konulmuştur. Dahası, eğitim müfredatı ile paralel düzenlenen alan gezilerinin öğrenme sürecine katkı sağladığı da belirtilmiştir (Coughlin, 2010; Kisiel, 2003; Michie, 1998; Nabors, et al., 2009; Pace & Tesi, 2004; SmithWalters, 2005).

Buraya kadar genel hatları ile ifade edilen alan gezilerinin çocuğa ve öğrenme sürecine katkısı ancak ayrıntılı bir şekilde planlanmış gezi etkinlikleri ile gerçekleşebilir (Seefeldt, 1993). Bu süreçte, alan gezilerinin sistemli bir şekilde yürütülmesi ve çocukların öğrenme ihtiyaçlarının karşılanması büyük ölçüde öğretmenin sorumluluğundadır (Seefeldt, 1993). Pumpian ve diğerleri (2006) genel olarak öğretmenlerin planlama sürecine önemli ölçüde zaman ayırsalar da bu zamanın çoğunda servis ayarlama, gerekli izinleri alma ve dilekçeleri düzenleme gibi organizasyonla alakalı kısımlara odaklandıklarını ifade etmektedir. Benzer şekilde değerlendirme etkinliklerinin de genel olarak gezi alanına teşekkür mektubu yollamayı kapsadığından bahsedilmektedir (Pumpian et al., 2006). Bu sınırlı uygulamaların aksine Bitgood (1989) öğrenme hedeflerine ulaşmak için, öğrencilerin alan gezilerine hazırlanması gerektiğinin altını çizmiştir. Buna ek olarak Bitgood (1989), alan gezilerinden sonra yapılan değerlendirme etkinliklerinin, gezide öğrenilen bilgilerin pekiştirilmesinde büyük önem taşıdığını vurgulamıştır.

Öğretmenin alan gezileri sürecinde sahip olduğu bu sorumluluk, birtakım zorlukları da beraberinde getirmektedir. Bu zorluklar neticesinde öğretmenler süreçle ilgili görece çaba gerektiren bazı önemli hususlardan feragat etmektedir. Gezilerin müfredatla paralel düzenlenmemesi ya da gezi sonrası etkinliklere yeterince zaman ayırılmaması bu hususlara örnek olarak gösterilebilir (Dewitt & Storksdieck, 2015).

Alan gezi etkinliklerinin çocukların öğrenme ve yüksek yararına hizmet etmesi için, öğretmenlerin planlama ve hazırlık süreçlerinin önemini kavramaları gerekmektedir (Behrendt, & Franklin, 2014). Alanyazın, öğretmenlerin alan gezilerini yaparak yaşayarak öğrenme deneyimi sağlayan etkinlikler olarak gördüğünü belirtmektedir (Kisiel, 2003). Bunun yanı sıra öğretmenler alan gezilerine ilişkin olumlu tutum ve düşüncelerini paylaşmışlardır. Bu bağlamda gezilerin eğlence ve olumlu deneyim kaynağı olarak görüldüğü (Kisiel, 2003), aynı zamanda çocukların duygusal ve bilişsel gelişimlerine katkı sağladığı (Michie, 1998) öğretmenler tarafından ifade edilmiştir. Her ne kadar öğretmenler alan gezilerinin önem ve gerekliliğine inansalar da gezi etkinliklerinin sayısı sınırlı kalmıştır. Öğretmenler, çocukların öğrenme ihtiyacına ve milli eğitimin belirlemiş olduğu standartlara karşı daha duyarlı ve bilinçli yaklaşsalar da bu amaçlara hizmet edilirken okul dışı öğrenme ortamlarının kullanımı genel olarak ihmal edilmektedir (Smith-Walters, 2005). Alan gezilerinin gereken değeri görememesinin diğer bir nedeni de kurumların ve eğitim felsefelerinin değerlendirme, başarı ve sonuç odaklı bir yapıya evrilmesi olarak belirtilir (Pumpian et al., 2006). Genel olarak gezi etkinliklerinin, okulların müfredatında yer alma sıklıklarındaki düşüş alanyazında farklı sebeplere dayandırılmıştır. Öğretmenlerin, gezileri müfredat ile ilişkilendirmede yaşadıkları zorluklar (Kisiel, 2006), gezilerin zaman alıcı olması ve belli bir bütçe gerektirmesi (Behrendt, & Franklin, 2014; Coughlin, 2010; Greene, Kisida, & Bowen, 2014; Nadelson & Jordan, 2012;Orion, 1993), gezi sırasında karşılaşılabilecek potansiyel sıkıntılar ve idarenin süreçten haberdar olma gerekliliği (Nadelson &Jordan, 2012), son olarak da alan gezilerinin yoğun müfredat ve kalıplaşmış değerlendirme metotları ile beraber yürütmenin zorluğu (Behrendt, & Franklin, 2014; Rickinson, et al., 2004; Orion, 1993) şeklinde sıralanmıştır.

Bu kısma kadar verilen bilgiler ışığında, alan gezilerine verilen önemin azalmasının ve uygulama sayısının düşmesinin okul öncesi ve diğer birçok eğitim seviyesindeki çocuğu olumsuz etkileyeceği yorumu yapılabilir. Özellikle okul öncesi dönemin, çocukların gelişimindeki uzun vadeli etkisi düşünüldüğünde (Aral, Kandır

& Can Yaşar, 2000), bu dönemdeki deneyim ve öğrenmenin, farklı öğrenme ortamları ile desteklenmesinin gerekliliği azımsanmamalıdır. Erken çocukluk döneminde kullanılan alan gezi etkinlikleri çocuklara, yaparak yaşayarak öğrenme, yerinde gözlem ve bilgi edinme imkânı sağlar (Seefeldt, 1993). Bunun yanı sıra alan gezileri çocukların eğlenceli vakit geçirmelerini sağlama (Smith-Walters, 2005), dil gelişimlerini destekleme (Saul, 1993), onlara günlük yaşam deneyimleri sağlama ve problem çözme yetilerini destekleme (Stanley, 1979) gibi katkılarda bulunur.

Alan gezileri, sahip olduğu önem doğrultusunda, Türkiye'deki okul öncesi eğitim programında da yerini almıştır. Çocukların zengin öğrenme deneyimleri vasıtasıyla bütünsel gelişimlerinin desteklenmesi, sağlıklı büyümeleri, sahip oldukları potansiyele ulaşmaları ve ilkokula hazırlanmaları için geliştiren program, bu süreçte alan gezilerine de yer verilmesi gerektiğini ifade etmektedir (MEB, 2013). Alan gezileri okul öncesi eğitiminde uygulanan etkinlik çeşitlerine örnek olarak gösterilmektedir. Bu etkinliklerin çocukların yerinde gözlem, araştırma ve problem çözme yolu ile öğrenme gereksinimlerini karşıladığı da ifade edilmektedir (MEB, 2013). Dahası, fen eğitiminde sıklıkla uygulanan alan gezilerinin sadece bu alan kapsamında düşünülmemesi gerektiğinin de altı çizilmiştir (MEB, 2013). Programda ifade ile alan gezileri, çocukların yaşadıkları çevre ile ilgili bilgi edinmeleri, belirlenen program kazanımlarına ulaşmaları ve yeni kavramlar öğrenmelerine aracılık etmektedir (MEB, 2013). Bu doğrultuda öğretmenler çocuklara yeni deneyimler kazandırmak, formal öğrenmenin sınırlarını genişletmek ve müfredatı destekleyici etkinlikler yapmak amacıyla; müzelere, hayvanat bahçelerine ve buna benzer alanlara gezi düzenleyebilirler (Kisiel, 2005). Hatta okul çevresindeki parklar ve yakın çevredeki bir gölet ya da su birikintisi çocukların farklı deneyimler edinmesi için ziyaret edilebilir. Bu tip alanları ziyaret, çocukların yaparak yaşayarak öğrenmelerine olanak sağlar ve farklı alanlardaki öğrenmelerini pekiştirir (Smith-Walters, 2005).

Ulusal yayınlar incelendiğinde, okul öncesinde alan gezileri konusu üzerinde yapılan güncel çalışmalar olduğu ifade edilmelidir. Alandaki en kapsamı çalışmalardan biri Kızıltaş ve Sak (2016) tarafından yapılmıştır. Araştırmada alan gezilerinin tanım ve aşamalarından ve gezilerin daha etkili bir şekilde düzenlenmesi için gerekli olan kilit unsurlardan bahsedilmiştir. Dahası, Kızıltaş ve Sak (2018b) alan gezilerine katılan çocukların anne-babalarının bu etkinliklere ilişkin görüşlerini ve bütünleştirilmiş alan gezi etkinliklerinin okul öncesi çocuklarının sosyal-duygusal

becerilerine olan katkılarını inceleyerek alana kıymetli katkılarda bulunmuşlardır. Ayrıca alan gezilerinin okul öncesi çocuklarına etkisi, aile ve öğretmen paydaşları da dahil edilerek Karaca ve diğerleri (2016) tarafından incelenmiştir. Bu çalışmaların dışında, okul öncesinde alan gezileri, aynı zamanda bir alt başlık olarak değerlendirilebilecek müze ortamlarında ele alınmıştır. Bu çalışmalarda araştırmacılar, okul dışı öğrenme ortamlarından biri olarak tanımlanabilecek müzelerin, okul öncesi yaş grubu çocukların davranış ve öğrenmelerine katkılarını incelemişlerdir (Abacı, & Usbaş, 2010; Akamca, Yıldırım, & Ellez, 2017; Aktin, 2017; Dağal, & Bayındır, 2016; Dilli, & Dümenci, 2015)

Çalışmanın Amacı

Alan gezi etkinliklerinin ayrıntılı bir şekilde planlanması ve sürece etki edebilecek olası faktörlerin göz önünde bulundurulması, gezi sırasında oluşabilecek sorun ve kargaşanın önüne geçilmesine yardımcı olur. Bu yolla alan gezi etkinliklerinin eğitim hedeflerine uygun ve etkili bir şekilde yürütülmesi sağlanmış olur (Smith, 2015). Gezilerin müfredatla bağlantılı şekilde düzenlenmesi çocukların okul içindeki öğrenmelerini pekiştirmelerine olanak sağlarken (Melber, 2008) etkinliğin gezi öncesi ve sonrası uygulamalarla desteklenmesi öğrenmenin kalıcılığını arttırmaktadır (Piscitelli, & Anderson, 2001). Bu bilgiler doğrultusunda, yapılan araştırmanın amacı; okul öncesi öğretmenlerinin alan gezileri ile ilgili inançlarını öğrenmek ve öğretmenlerin uygulamalarını öz bildirimleri ve gözlemler yoluyla ortaya çıkarmaktır.

Çalışmanın Önemi

Uluslararası çalışmalar incelendiğinde, birçok araştırmacının alan gezisinin tanımı, içeriği ve aşamaları ile ilgilendiği görülmektedir. Bu doğrultuda alan gezilerinin tanımı ve erken çocukluk döneminde uygulanabilecek etkinlik örnekleri (Connolly et al., 2006), güvenli ve etkili geziler için ipuçları (Redleaf, 1984), alan gezi etkinliklerinin aşamaları ve göz önünde bulundurulması gereken hususlar (Saul, 1993; Taylor vd., 1997) açık şekilde ifade edilmiştir. Buna ek olarak aile, öğretmen ve gezi alanındaki personeli de kapsayan etkinlik planlama kılavuzları (Martin, & Sewers, 2003) ve alan gezilerinin çocukların gelişimine sağladığı olası katkılar (Jacobi-Vessels, 2003) paylaşılmıştır. Konu ile ilgili bazı çalışmalar, alan gezilerinin çocukların dil gelişimi (Haynes, Harris, Knuckle, & Comer, 1983) ve bilişsel gelişimlerini (DeMarie, 2001) desteklediğini de belirtmiştir. Alanyazına sağlanan diğer bir katkı, gezi alanlarının müzelerle sınırlandırılması sonucu yapılan

çalışmalardır (Piscitelli, 2001; Piscitelli, & Anderson, 2001; Piscitelli, Everett, & Weier, 2003). Müzeye yapılan geziler odaklanılarak bu gezilerin çocuğa ve öğrenmeye olan olumlu etkisi ulusal çalışmalar tarafından da vurgulanmıştır (Abacı &Usbaş, 2010; Aktin, 2017; Dağal & Bayındır, 2016; Dilli & Dümenci, 2015).

Yukarıda belirtildiği üzere okul öncesi alan gezileri ile ilgili çalışmalar genel olarak; alan gezilerinin tanımı, aşamaları ve önemine odaklanmıştır. Diğer yandan gezi sürecinin öğrenimi desteklemesi ve eğitim hedeflerine etkili bir şekilde ulaşmada araç olarak kullanılabilmesi için öğretmenin önemi sıklıkla vurgulanmıştır. Buna rağmen gezilerin etkili şekilde planlanması ve uygulamasına ilişkin büyük sorumluluklar yüklenen öğretmenlerin konu ile ilgili neye inandıklarına ve ne yaptıklarına yer veren çalışma sayısı son derece sınırlıdır. Buradan hareketle, yapılan çalışma: okul öncesi öğretmenlerinin alan gezi etkinliklerini uygulama ve bu gezileri eğitim planına dahil etme ile ilgili inançlarını ortaya çıkarmış; öğretmenlerin, gezilerin yanı sıra, gezi öncesi ve sonrası etkinliklerinin uygulanması ile ilgili öz bildirimlerine yer vermiş; son olarak da öğretmenlerin alan gezi etkinliklerinde ne yaptıklarını ele almıştır. Alanyazına sağlanan bu katkılara ek olarak çalışma, okul öncesi öğretmenlerinin alan gezilerine ilişkin güncel uygulamalarını belirli bir örneklem üzerinden paylaşmayı amaçlamıştır. Bu sayede çalışmanın okul idarecilerini, öğretmenleri ve öğretmen eğitimi veren kurumları süreç hakkında bilgilendireceği ve güncel uygulamalardan örnekler sunacağı öngörülmektedir. Son olarak bu çalışma; alan gezilerinin, çocuğun bütünsel gelişimini destekleyen okul öncesi eğitim programı hedeflerine uygun uygulanıp uygulanmadığına ilişkin çıkarım yapılmasına olanak sağlayacaktır.

YÖNTEM

Araştırma Soruları

Yapılan çalışmanın amacı; okul öncesi öğretmenlerinin alan gezileri ile alakalı inançlarını, öz bildirim ve gözlem yoluyla da alan gezi etkinliklerindeki uygulamalarını ortaya koymaktır. Bu amaç doğrultusunda çalışma, aşağıdaki sorular etrafında şekillenmektedir.

1. Okul öncesi öğretmenlerinin alan gezilerine ilişkin inançları nelerdir?
2. Okul öncesi öğretmenlerinin, alan gezilerinin; planlama, uygulama ve değerlendirme aşamalarına ilişkin öz bildirimleri nelerdir?

3. Okul öncesi öğretmenlerinin alan gezilerinin; planlama, uygulama ve değerlendirme aşamalarındaki uygulamaları nelerdir?

Araştırma Yöntemi

Bu çalışma Creswell (2007)'in tanımlamış olduğu birçok nitel çalışma özelliği taşımaktadır. Her ne kadar nitel araştırma yöntemleri, araştırmacıların yorum farklılığına maruz kalsa da (Cresswell, 2007; Denzin & Lincoln, 2005; Patton, 2015), birçoğu fonomenolojik çalışmanın tanımı üzerinde hemfikirdir. Merriam (2009)'a göre fenomenolojik çalışmalar insan deneyimlerinin özü ve temel yapısıyla ilgilenir. Yapılan çalışma da okul öncesi öğretmenlerinin alan gezilerine yönelik inanç ve uygulamalarını ortaya koymayı hedefleyen bir fenomenolojik çalışma olarak tasarlanmıştır. Bu çalışma katılımcıların deneyimlerini nasıl algılayıp yorumladıklarına odaklandığı için fenomenolojik çalışma karakterine uygundur. Araştırmacı, insanların bir olguyu/fenomeni nasıl algıladıklarını, tanımladıklarını, yargıladıklarını, hatırladıklarını ve yorumladıklarını anlamaya çalışır (Patton, 2015).

Katılımcılar ve Araştırma Ortamı

Çalışmanın örneklemini Ankara ili Çankaya ilçesine bağlı özel ve devlet anaokullarında çalışan 20 okul öncesi öğretmeni oluşturmaktadır. Farklı uygulama örneklerine erişmek maksadıyla katılımcıların yarısı bölgedeki devlet anaokullarından, diğer yarısı özel anaokullarından seçilmiştir. Her ne kadar cinsiyetle ilgili bir ayrım yapılmasa da ziyaret edilen okullarda kadın öğretmenlerin çalıştığı görülmüştür ve katılımcılar yaşları 22 ile 53 arasında değişen kadın öğretmenlerden oluşmuştur. Katılımcılar seçkisiz olmayan örnekleme yöntemlerinden amaçlı örnekleme ile seçilmişlerdir. Amaçlı örnekleme araştırmacıya, çalışılan konu ile alakalı bilgi açıcından zengin ve uygun katılımcılara ulaşma imkânı sunar (Merriam, 2009). Konu ile ilgili Patton (2015) amaçlı örneklemin çalışılan konu ile alakalı bilgi birikimine sahip örnekleme ulaşmada sağladığı kolaylığı vurgulayarak, bu yöntemin nitel çalışmalar içerisindeki önemimi belirtmiştir. Nicel çalışmalarla kıyaslandığında nitel çalışmalar daha az sayıdaki örneklem grubuyla daha derinlemesine bir çalışmayı hedefler (King & Horrocks, 2010). Bu doğrultuda katılımcıların sürece dahil edilmesi ve verilerin analizi paralel gitmiştir ve veri doygunluğu elde edilinceye kadar katılımcıların çalışmaya davet edilmesine devam edilmiştir. Veri doygunluğu, veri toplama süreci ve analizin eş zamanlı yürütüldüğü; katılımcıların seçiminin elde edilenlerden farklı veri paylaşımları bitene dek sürdürüldüğü durumu ifade eder. Veri doygunluğu göz önünde bulundurularak seçilen 20 katılımcı

çalışmayla ilgili bilgilendirildikten sonra görüşmeler yapılmış ve katılımcılardan 6 tanesi alan gezileri sırasında gözlemlenmiştir.

Görüşmeler, bahsedilen 20 okul öncesi öğretmenin çalıştığı 10 farklı anaokulu ziyaret edilerek yapılmıştır. Okulların hepsi Çankaya bölgesinde olup Millî Eğitim Bakanlığına bağlıdır. Ziyaret edilen okulların hepsi kendilerine ait okul binalarına ve 3 ile 6 yaş arası grupların bulunduğu sınıflara sahiptir. Birebir görüşme yöntemiyle yürütülen veri toplama süreci, öğretmenler odası, danışma ya da boş sınıflar gibi çevresel uyaranlardan uzak alanlarda sürdürülmeye çalışılmıştır. Alan gezi etkinliği gözlemleri, öğretmenlerin planları doğrultusunda 6 farklı alanda gerçekleştirilmiştir. Bunlar sırası ile: okul çevresi, meslek atölyesi, çömlek atölyesi, Türk Telekom Müzesi, Rahmi Koç Müzesi ve itfaiye istasyonudur.

Veri Toplama ve Analiz

Yapılan çalışmada görüşme ve gözlem olmak üzere iki farklı veri toplama aracı kullanılmıştır. Görüşme ve gözlemin beraber kullanılması nitel çalışmalarda tercih edilen bir metottur (Patton, 2015; Rossman, & Rallis, 2003). Bu sayede elde edilen verilerin zenginleştirilmesi amaçlanmıştır. Özellikle fenomenolojik çalışmalarda, araştırılan durum hakkında deneyimi olan katılımcılarla ayrıntılı görüşmeler yapmak önerilmektedir (Creswell, 2007). Bu amaçla görüşmeci tarafından ilgili alanyazın araştırılarak, yarı yapılandırılmış bir görüşme formu hazırlanmıştır ve seçilen 20 katılımcıyla bu form doğrultusunda görüşülmüştür. Görüşmeler araştırmacının okul ziyaretleri sonucu, yarı yapılandırılmış görüşme formu kullanılarak, bireysel görüşmeler şeklinde yürütülmüştür. Her bir görüşme ortalama 20 ila 30 dakika sürmüştür. Patton (2015) görüşmeye katılan bireylerin olay ve durumları tüm ayrıntılarıyla paylaşmak yerine; tercihlerine göre, olaylar içinden seçimler yaparak yansıtma eğilimlerinde olabileceklerini paylaşmıştır. Veri toplamada yaşanabilecek bu tip bir yanılsamanın önüne geçilebilmek için araştırmacı süreci yarı yapılandırılmış gözlemlerle desteklemiştir. Konu ile ilgili Merriam (2009) da veri toplama yöntemlerinden olan görüşme ve gözlem metotlarının genellikle beraber ve birbirlerini destekleyecek şekilde kullanıldığını belirtmiştir. Bu doğrultuda, görüşme yapılan katılımcılar arasından, çalışmanın ikinci kısmına devam etmek isteyen 6 öğretmenin alan gezi etkinlikleri gözlemlenmiştir. Patton (2015) veri toplama aracı olarak gözlem metodunun kullanılmasının yararlarını; çalışma yapılacak çevre ve konu içeriğinin bütüncül olarak algılanma, çalışmanın yürütüleceği alan özellikleri tanımlanarak derinlemesine bir kavrayış sağlama ve

birinci elden kaydedilen davranışlar sonucu katılımcıların görüşmeler sırasında paylaşmayı unuttuğu ya da çekindiği durumlar hakkında bilgi edinme olarak sıralamıştır. Gözlemler alan gezi etkinliğinin planlandığı gün çocukların okula geldiği saatten çıkış saatlerine kadar sürdürülmüştür. Bu yolla gezi sırasındaki uygulamalara ek olarak, gezi için yapılan hazırlıklar ve gezi öncesi-sonrası etkinlikleri de gözlemlenmiştir.

Analiz süreci Merriam (2009) tarafında, verilerin bir araya getirilmesi, anlamlı birimlere indirgenmesi ve yorumlanması şeklinde tanımlanmıştır. Bu süreç insanların vermiş olduğu cevaplardan, yapılan gözlemlerden ve incelenen yazılı kaynaklardan anlam çıkarma sürecidir (Merriam, 2009). Veri analiz süreci, süreçte veri doygunluğu da göz önünde bulundurulduğu için, veri toplama süreci ile paralel şekilde yürütülmüştür. İlk olarak görüşmeler sırasında alınan ses kayıtları yazıya çevrilmiş ve yazılı haldeki bu veriler ikinci kodlayıcı ile paylaşılmıştır. Kodlayıcılar tarafından ayrı ayrı incelenen verilerin tema ve kodları belirlenmiş, daha sonra bu tema ve kodlar üzerinden görüşler paylaşılarak görüş birliği ve farklılığı olan kodlar saptanmıştır. Diğer yandan görüşmeler sırasında, geziye ayak uydurulması ve öğrencilerin dikkatlerinin fazla dağılmaması için kalem kâğıt yerine kullanılan sözlü notlar da yazıya çevrilmiş ve süreçte alınan tüm notlar bu verilere eklenmiştir. Bulgular tablolar ve alıntılarla desteklenerek ilgili bölümde ayrıntılı şekilde sunulmuştur.

BULGULAR VE TARTIŞMA

Görüşme ve gözlem sonucunda elde edilen veriler araştırma soruları doğrultusunda incelenmiştir. Çalışma bulguları aşağıdaki gibidir:

Okul öncesi öğretmenleri alan gezi etkinliklerinin okul öncesi eğitimindeki yerini önemsemekte, bu etkinliklerin çocuklara ve öğrenme sürecine olan olumlu katkılarına inanmaktadırlar. Öğretmenler alan gezilerinin çocuklara duyusal deneyimler, yaparak yaşayarak öğrenme fırsatı ve günlük yaşam deneyimleri sunduğuna inanmaktadırlar. Bunlara ek olarak sağlanan okul dışı öğrenme ortamları ve bu ortamlardaki çeşitli pekiştireçler aracılığıyla alan gezilerinin çocukların öğrenmelerini desteklediklerini de paylaşmaktadırlar. Öğretmenlerin çoğu, etkinliklerin aylık bir ve üzeri aralıklarla uygulanması gerektiğine inanmakta ve uygulamaların genel olarak çocukların yaş grupları, finansal problemler, öğretmen ve idarecilerin gezilere olan tutumları, zaman ve imkanların kısıtlı olmasından

etkilendiğini paylaşmaktadır. Okul öncesi öğretmenleri gezilerin müfredatla ilişkilendirilmesinin ve alan gezi etkinliklerini destekler nitelikte yapılan gezi öncesi ve sonrası etkinliklerinin çocukların bilişsel kazanımlarına olumlu katkılar sağlayacağına olan inançlarını da paylaşmışlardır.

Alanyazında, öğretmenin inancının sınıf içindeki davranış ve uygulamalarına olan etkisini inceleyen çalışmalar mevcuttur (Fang, 1996; Kagan, 1992; Nespor,1987; Pajares, 1992; Richardson, 1996). Pajares (1992) öğretmenlerin inançlarının, üniversite yıllarındaki yaşantılar ve mesleğin erken dönemindeki deneyimler tarafından şekillendirildiğini ifade etmektedir. İnançlar, bireyin kendisi ve çevresini yorumlamada büyük rol oynar ve bireyin davranışlarında belirleyici bir etkiye sahiptir (Pajares, 1992). Buradan hareketle, öğretmenlerin alan gezilerinin önemine ve okul öncesi eğitimindeki gerekliliğine olan inançlarından, bu etkinlikleri kendi programlarına dahil ettikleri ve öğrenmeyi pekiştirmede araç olarak kullandıkları çıkarımı yapılabilir. Alanyazındaki çalışmalar, alan gezi etkinliklerinin çocukların konu ve tema bazlı öğrenmelerini pekiştirdiğini (Dilli & Dümenci, 2015; Gottfried, 1980), eleştirel düşünme yetilerini desteklediğini (Greene et al., 2014), çevre ve toplum gözlemi yapmalarına olanak sağladığını (Redleaf, 1984), gözlemler aracılığıyla bilimsel bakış açısı kazandıklarını (Şeyihoğlu & Uzunöz, 2012), ilgi alanlarını keşfetme ve bu alanlar üzerinde çalışma olanağı sağladığını (Bilton, 2010) vurgulamaktadır. Bu doğrultuda öğretmen inançlarının literatür ile paralellik gösterdiği belirtilmelidir.

Okul öncesi öğretmenlerinin alan gezi etkinlikleri ile alakalı uygulamalarına değinmek gerekirse, paylaşılan uygulamaların hepsinin gözlemlenmediği belirtilmelidir. Öz bildirimlere göre okul öncesi öğretmenleri alan gezilerini; kendi düşüncelerini, okul idaresinin yaklaşım ve düşüncesini, alanın çocuklara uygunluğunu ve gezinin eğitim planı ile ilişkisini göz önünde bulundurarak planlamaktadırlar. Planlamaya ek olarak öğretmenler, geziye yönelik belli hazırlıklar yaptıklarını ve bu hazırlıkların bireysel hazırlıklar, işleyişe yönelik hazırlıklar ve çocukların geziye hazırlanması şeklinde olduğunu belirtmişlerdir. Genel olarak geziler eğitim planı ile ilişkilendirilse de öğretmenler konulardan bağımsız, serbest etkinlikler de düzenlediklerini bildirmişlerdir. Alan gezileri sırasında alandaki personelin yürüttüğü etkinlikler dışında etkinlik yapmadıklarını bildiren öğretmenler, süreci kayıt altına alma konusunda hassasiyet gösterdiklerini fakat bunların öğrenmeyi pekiştirme amaçlı olmadığını ve veli odaklı olduğunu da paylaşmışlardır.

Öğretmenler, gezi sonrası, öğrenmeyi pekiştirici etkinlik ve uygulamalara, gezi öncesi etkinliklerden daha fazla önem verseler de uygulamaların genelde konu ile alakalı resim çizme ile sınırlı kaldığını ifade etmişlerdir. Öte yandan yapılan gözlemler birçok hususta öz bildirimlerle paralellik gösterse de uygulamaların belli konularda farklılık gösterdiği gözlemlenmiştir. Bu farklılıkların başında sürece hazırlık aşaması gelmektedir. Öğretmenler her ne kadar gezi ve öğrenme odaklı hazırlıklar yaptıklarını söylese de bu hazırlıklar genel olarak gerekli izin ve evrakların hazırlanması, servisin ayarlanması ve süreçle ilgili bilgi verilmesini kapsamaktadır. Alan gezilerinden önce öğrenme sürecini etkinliklerle destekleyen öğretmenler olsa da gezi planının yetiştirilme kaygısı ve kısıtlı zamandan ötürü hazırlık sürecini üstünkörü yürüten öğretmenler de mevcuttur. Gözlemlenen öğretmenler, özbildirimlerinde de belirttikleri gibi gezi ve servis kurallarına önem vermekte, personelin yetersiz kaldığı durumlarda sürece müdahale etmekte ve süreci kayıt altına almaktadır. Bununla beraber gezi sonrası süreçte genel olarak çocukların dönütlerini, gezi esnasında ne hissettiklerini ve geziyi sevip sevmediklerini soran öğretmenler değerlendirme etkinliği olarak çocuklara resim çizdirmeyi seçmiş bunun dışında bir etkinlik gözlemlenmemiştir.

Alanyazında da değinildiği üzere, öğretmenlerin gezilere yönelik hazırlık süreçleri önerilen şekilde ve süreci destekleyici nitelikte yürütülmemektedir. Pumpian vd. (2006) hazırlık sürecinin etkili şekilde sürdürülememesinin, çocukların öğrenme gereksinimlerinin karşılanmasındaki olumsuz etkilerinden söz etmiştir. Bu doğrultuda hazırlık sürecinde kazanımlara odaklanma ve çocuğu sürece hazırlamaktan çok, etkinlik işleyişini organize etmeye yoğunlaşıldığı belirtilmelidir. Yapılan birçok çalışma gezi alanlarının, etkinlikten önce öğretmenler tarafından ziyaret edilmesini önerse de (Behrendt & Franklin, 2014; Salaman, & Tutchell, 2005; Seefeldt, 1993; Taylor, et al., 1997) bu şekilde bir uygulama öğretmenler tarafından paylaşılmamıştır. Araştırmacılar, hazırlık sürecine ilişkin çocukların alan gezi etkinlikleri hakkında bilgilendirilmesini (Orion & Hofstein, 1994; Saul 1993) ve mümkünse ziyaret edilecek alana ait materyallerin öğrenme merkezlerine eklenmesini (Taylor, et al., 1997) önermektedirler. Bu tip etkinlikler öğrencilerin alan gezisi ile ilgili bilgileri kavramasında destekleyici bir rol üstlenir (Salaman, & Tutchell, 2005). Gezi alanı veya konusu ile ilgili resimler, parmak oyunları ve şarkılar çocuklara konu ve alanla ilgili görüp duyabilmeleri muhtemel şeylere aşinalıklarını arttırarak gezi alanında yabancılık çekmelerinin önüne geçer (Redleaf,

1984). Alanla ilgili fotoğraf ve materyal paylaşımı öğretmenler tarafından ifade edilmeyen ve uygulamayan etkinliklerden biridir. Öğretmenler çocukları süreçle ilgili sözel olarak bilgilendirmeyi ve genel olarak kurallara odaklanmayı seçmişlerdir. Alan gezi etkinliklerinin sonrasındaki süreç göz önünde bulundurulduğunda, bu zamanın, çocukların gezi boyunca gördükleri ve deneyimledikleri şeyleri anlamlandırmak adına çok önemli olduğu vurgulanmaktadır (Redleaf, 1984). Bu aşamada öğrenmenin alandan getirilen materyalleri inceleme ve üzerinde konuşma, gezi ile ilgili tartışmalar yapma ve pekiştirici etkinlikler düzenlemesinin, edinilen deneyimin anlamlandırılması ve somutlaştırılmasındaki önemi sıklıkla vurgulanmaktadır (Kisiel, 2006a; Orion & Hofstein, 1994; Pace & Tesi, 2004; Redleaf, 1984; Taylor vd., 1997). Alanyazında, gezi sonrasında yapılabilecek, öğrenmeyi somutlaştırma amaçlı; gezi hakkında konuşma (Taylor vd., 1997), sanat etkinlikleri ve model tasarımı (Salaman & Tutchell, 2005), resim çizme (Salaman & Tutchell, 2005; Taylor vd., 1997), drama ve canlandırma (Redleaf, 1984; Salaman & Tutchell, 2005) ile gezilerde çekilmiş fotoğraflara bakma ve üzerinde konuşma (Taylor vd., 1997) gibi etkinlikler yapılabilir. Öğretmenlerin özbildirim ve uygulamalarından hareketle, değerlendirme ve öğrenmeyi pekiştirici etkinlikler uygulamaya zaman ayırdıkları fakat alanyazında belirtilen bu çeşitliliği yakalayamadıkları görülmektedir.

Öneriler

Bu çalışma farklı özellikteki (yaş, cinsiyet, deneyim, alan gezileri ile ilgili eğitim ve bilgi alıp-almama vb.) katılımcılar örnekleme dahil edilerek tekrarlanabilir. Çalışma Ankara'nın diğer ilçelerinde ve Türkiye'nin diğer illerinde de tekrarlanarak sonuçlar karşılaştırılabilir. Çalışmanın farklı örneklemlerle ve farklı anaokullarında tekrarlanması, çalışmanın genellenebilirliğini arttırabilir. Buna ek olarak alan gezilerinin doğrudan ve dolaylı şekilde paydaşı olan aileler ve okul yönetimi ile ilgili çalışmalar yapılabilir. Bu çalışmalar, aile ve yönetimin süreçteki rolü ve etkisi ile ilgili bilgi edinilmesine yardımcı olur. Alan gezileri ile ilgili yapılacak çalışmalar farklı veri toplama araçları ile sürdürülebilir. Doküman analizi ile okul öncesi öğretmenlerinin planlarının incelenmesi, planlama ve uygulama arasında karşılaştırma yapılmasına olanak sağlayacaktır. Son olarak alan gezileri çok aşamalı yapılarından dolayı daha ayrıntılı gözlem gerektiren etkinliklerdir. Bundan dolayı, alan gezilerinin planlama, uygulama ve değerlendirme süreçlerinin ayrı ayrı ele alınması süreçle ilgili daha fazla bilgi edinilmesine yardımcı olacaktır.

APENDIX H: Tez İzin Formu / Thesis Permission Form

ENSTİTÜ / INSTITUTE

Fen Bilimleri Enstitüsü / Graduate School of Natural and Applied Sciences ☐

Sosyal Bilimler Enstitüsü / Graduate School of Social Sciences ■

Uygulamalı Matematik Enstitüsü / Graduate School of Applied Mathematics ☐

Enformatik Enstitüsü / Graduate School of Informatics ☐

Deniz Bilimleri Enstitüsü / Graduate School of Marine Sciences ☐

YAZARIN / AUTHOR

Soyadı / Surname : SEVİNÇ

Adı / Name : Eda

Bölümü / Department : Temel Eğitim Bölümü

TEZİN ADI / TITLE OF THE THESIS (**İngilizce** / English): Preschool Teachers' Beliefs and Practices Related to the Processes of Field Trips

TEZİN TÜRÜ / DEGREE**:** **Yüksek Lisans** / Master ■ **Doktora** / PhD ☐

1. **Tezin tamamı dünya çapında erişime açılacaktır. /** Release the entirework immediately for access worldwide. ■

2. **Tez iki yıl süreyle erişime kapalı olacaktır.** / Secure the entire work for patent and/or proprietary purposes for a period of **two years. *** ☐

3. **Tez altı ay süreyle erişime kapalı olacaktır.** / Secure the entire work for period of **six months**. ***** ☐

***** *Enstitü Yönetim Kurulu kararının basılı kopyası tezle birlikte kütüphaneye teslim edilecektir.*
A copy of the decision of the Institute Administrative Committee will be delivered to the library together with the printed thesis

Yazarın imzası / Signature..... **Tarih** / Date…….