

INQUIRY

Hammerman provides 3 reasons why outdoor education (in the field) lends itself very well to learning about the environment:

1. It is a common sense approach - it makes the most sense to carry on the business of learning in a setting where that which is being studied has the **greatest impact on the learner**.
2. There is opportunity for inquiry! What is inquiry? The act of searching out data (usually by asking yes or no questions). **Discovery** occurs when insight is gained about something previously unknown. These 2 processes work hand in hand in moving towards **problem solving**.

INQUIRY leads to **DISCOVERY**
DISCOVERY promotes **INSIGHT**
INSIGHT provides **UNDERSTANDING**
UNDERSTANDING contributes to **KNOWLEDGE**
KNOWLEDGE leads to **INQUIRY** (more questions)

There is at some time closure, or an ending in terms of having found some answers, and a beginning, in terms of recognizing new problems. Pure inquiry involves the students asking only “yes” or “no” questions (e.g. minute mysteries).

3. The whole person can be involved! All the senses can be stimulated. All 3 domains of learning are used: affective, psychomotor and cognitive. (what is our definition of outdoor education?)

EXPLORATORY OR DISCOVERY APPROACH

A teaching strategy which is virtually synonymous with outdoor education is the “discovery” or “exploratory” approach to learning. The essence of this procedure is the **SYSTEMATIC USE OF QUESTIONING** to **provide thoughtful observation and reaction** on the part of the learner (also called the Socratic Approach).

KNOWLEDGE IS DERIVED THROUGH THE USE OF THE RESOURCES AND MATERIALS OF REALITY RATHER THAN THROUGH VERBAL DISSEMINATION OF FACTUAL CONTENT! TELLING ALONE IS NOT TEACHING!

TEACHING IN OUT-OF-CLASSROOM ENVIRONMENTS REQUIRES THAT THE LEARNERS BE INVOLVED IN EXPERIENCING IT. WHATEVER THE LABEL, THIS APPROACH TO THE TEACHING -LEARNING PROCESS HAS ONE BASIC AIM:

TO INVOLVE LEARNERS IN AND WITH THE EXPERIENCE!

IN THE OUTDOOR CLASSROOM, STUDENTS SHOULD BE ENCOURAGED TO LOOK TO THE TEACHER FOR GUIDANCE IN THINKING, NOT THE ANSWER TO EVERYTHING!