

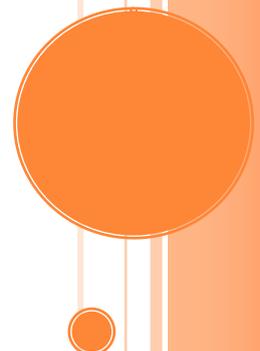
# DESIGN APPROACH TO TEACHING SUBJECT AREA OF STUDY OF

Outdoor Cooperative Games and/or Physical Activities

Theodoridou Sofia, M.Sc.

Director of the Environmental Education Center of Edessa-Giannitsa

Contact: [theos90@gmail.com](mailto:theos90@gmail.com)



# DESIGN APPROACH TO TEACHING SUBJECT

## AREA OF STUDY OF

*Outdoor Cooperative Games and/or Physical Activities*

### ABSTRACT

In a world that constantly mutates, the teacher, one of the two parties making up the dipole act of learning (teacher, student), is called by the current educational system to develop emancipator pedagogy, guided by experience, inspiration and creativity, who strengthens him and his students through a course of successful and unsuccessful practices, which he approximates reflectively and critically [8.9].

Challenge now is not more education, but more proper education, which doesn't aim at improving the performance of schools in reading and arithmetic, but innovation and creativity [8]. In this spirit moves Luke, who favors the creation of a more sustainable society through the revelations of Environmental Education complex cycles of production and consumption, which tend to ... the ultimate "chaos" [6].

Ultimately it appears urgent to develop in formal (school) and non-formal education (training, lifelong learning) a training, that will have as its starting point the Environmental Education, which, as it evolves, shifts the focus from "nature in society, from technocratic logical to alternative, from behavioral to criticism, from personal to collective demands, from competitive relationships to collaborative, from naturalistic searches to political, from techno-scientific solutions to social-political-economic, from apolitical approaches to political, from quantitative to qualitative perceptions." In conclusion, it is a requirement of the times the implementation of Education for Sustainability. As Education for Sustainability (ES) is characterized every form of education that integrates the concept of sustainability, accompanied necessarily with all the problems that came with it, that means its multidimensional and progressive nature, the ambiguities, contradictions, the disputes of confrontational nature, the fears and expectations that causes [13].

In this pedagogical framework moves the standard pedagogical proposal, which is primarily intended for teachers of Primary and Secondary Education, in order to develop a program (project) on a thematic study of outdoor cooperative games and/or physical activities (health, bullying, environment-related activities etc). This proposal is designed aiming to "answer" to the educational needs that arises during the everyday life time, having the student as the central "actor" during the whole designing process, something that is accepted to satisfy the above mentioned needs, as far as the implementation of the framework (Postmodern Approach).

Keywords: postmodernism, education for sustainability, effective school, sustainable school, design of learning activities, project.

## THEORETICAL APPROACH

The view in favor of assimilation of postmodernism from the training as appropriate ideological framework, within which changes can be made in education, is attempted, because it can be a "tool of analysis and reflection for the perspectives of the school" [11]. In fact, the field of postmodernism, seeking solutions to the current impasse, activates forces, which until today remained untapped and obsolete (approaching the teacher and the learner as individual entities giving them powers and abilities, that come from experience, from emotional [ 5] and social [4] intelligence). The truth of this theory can be accepted or not, which is fully compatible with pluralism and complexity of the world around us, and the multitude of trends that attempt to interpret. The field, with which this specific task deals, invalidates the unambiguous considerations, evaluates though their utilization as a necessary first step to approach to truth.

It seems that through the perspective of postmodernism the entire landscape of the learning process changes completely, because, beyond the work of the teacher in school, it shapes and affects the organization of school knowledge itself and the learning styles, that means it ultimately affects the world-picture that students build, as it aims "to engage students in the educational process" [12].

Education for Sustainability (ES) is one of the most important dimensions involved in the course of this work. Occurred because of the urgent need to develop in formal (school) and non-formal education (training, lifelong learning) an education, that will have as starting point the Environmental Education, which, as it evolves, shifts the focus from "nature in society, from technocratic logical to alternative, from behavioral to criticism, from personal to collective demands, from competitive relationships to collaborative, from naturalistic searches to political, from techno-scientific solutions to socio-politico-economic, from apolitical approaches to political, from quantitative to qualitative perceptions " [13]

The sitting of sustainability in the conceptual map of ideas surrounds its meaning between the poles of a triangle representing the people, the society and the environment. Each side of the triangle corresponds to the relations between them, which, depending on the severity and the strength of the ties that grow, approach its significance, directing any interpretive effort regarding this and the sustainable development to a different conclusion [9]. Complementing the view of Bonnet [1,2], who identifies as key causes of unsustainable development the prevailing values and norms regarding the society, the economy, the politics and the culture, views are shown, like the one of Friedman [3], who finds that the answer to overcome impasses regarding the recession and re-reconstruction of damaged communities depends on the creativity and innovation that collectives and individuals will show. "Those who have imagination to invent smarter ways to previous works, energy ways to offer new services ... new ways to combine existing technologies, they will prosper."

## PRACTICE

In this proposed pedagogical framework moves the standard pedagogical proposal addressed mainly to teachers of Primary and Secondary Education to develop a program (project) on a thematic study of outdoor cooperative games and/or physical activities. This type of learning design (standard format) allows customization of programs emanating from him during their development, both in duration and in terms of the activities that are included in them. The exact matching objectives, activities and deliverables artifacts allow the continuous, reliable and valid assessment (internal and external, diagnostic and final) [9, 10].

## REFERENCES

1. Bonnett, M. (1999). Development: a coherent philosophy for environmental education, Cambridge Journal of Education, 29/3, pp. 313 – 324
2. Bonnett, M. (2002). Education for Sustainability as a Frame of Mind, Environmental Education Research, 8/1, pp. 9 – 20
3. Friedman, T.L. (2009) "The new Untouchables", New York Times, October 21.
4. Goleman, D. (2006). Κοινωνική Νοημοσύνη, Αθήνα: Ελληνικά Γράμματα
5. Goleman, D. (2009). Οικολογική Νοημοσύνη, Αθήνα: Ελληνικά Γράμματα
6. Luke, T. (2001). "Education, Environment and Sustainability: what are the issues, where to intervene, what must be done". Educational Philosophy and Theory, 33, 2, 187-202.
7. Θεοδωρίδου, Σ., Τόλης, Δ., Κυριακίδης, Γ., Τσαγκάρης, Α., (2009). Η Μικτή εξ αποστάσεως Εκπαίδευση στην υπηρεσία της Εκπαίδευσης για την Αειφορία. Πρακτικά 1ου Πανελληνίου Συνεδρίου Επιστημών Εκπαίδευσης (σ. 57-59). Αθήνα, 28-31 Μαΐου 2009.
8. Θεοδωρίδου, Σ., (2012), «Επιμόρφωση στο σχεδιασμό μαθησιακών δραστηριοτήτων με αξιοποίηση των ΤΠΕ στο πλαίσιο της Εκπαίδευσης για την Αειφορία», Διπλωματική εργασία στην κατεύθυνση «Διαχείριση και αξιολόγηση εκπαιδευτικών μονάδων», Τμήμα Επιστημών της Προσχολικής Αγωγής και του Εκπαιδευτικού Σχεδιασμού «Μοντέλα Σχεδιασμού και Ανάπτυξης Εκπαιδευτικών Μονάδων», Ρόδος, 2012
9. Θεοδωρίδου, Σ., (2012), Ανίχνευση των παιδαγωγικών αντιλήψεων, κατά Becker, εκπαιδευτικών Α/θμιας και Β/θμιας εκπαίδευσης, πριν και μετά από επιμόρφωσή τους στη χρήση ΤΠΕ στο πλαίσιο της Εκπαίδευσης για την Αειφορία και της μετανεωτερικότητας. ΠΤΔΕ Πανεπιστημίου Κρήτης, Ρέθυμνο, 15-17 Ιουνίου 2012
10. Θεοδωρίδου, Σ., Μπαλντούκας, Α., Λόγγος, Ε., (2012), Η συμβολή των ΤΠΕ στην καλλιέργεια δεξιοτήτων σε επιμορφούμενους εκπαιδευτικούς Α/θμιας και Β/θμιας εκπαίδευσης, αναφορικά με το σχεδιασμό μαθησιακών δραστηριοτήτων με χρήση μοντέλων σχεδιασμού μαθησιακών δραστηριοτήτων ΤΠΕ στο πλαίσιο της Εκπαίδευσης για την Αειφορία, ΠΤΔΕ Πανεπιστημίου Κρήτης, Ρέθυμνο, 15-17 Ιουνίου 2012

11. Λιάμπας, Α., Κάσκαρης, Ι., (2007). Κριτικός μεταμοντερνισμός, κριτική παιδαγωγική και τα ιδεολογικά σχήματα του νεοφιλελευθερισμού στην εκπαίδευση, Δημοσιεύθηκε στο περιοδικό Θέσεις Τεύχος 99,ΑΠΡΙΛΙΟΣ-ΙΟΥΝΙΟΣ2007, Ημερομηνία Πρόσβασης 17-4-2010 [http://www.alfavita.gr/artra/art1\\_1\\_09\\_0001.php](http://www.alfavita.gr/artra/art1_1_09_0001.php)

12. Μακρή-Μπότσαρη Ε. (2005). «Δ.Ε.Π.Σ. και αναλυτικά προγράμματα σπουδών», στο Επιμόρφωση σχολικών συμβούλων και εκπαιδευτικών πρωτοβάθμιας εκπαίδευσης στο Δ.Ε.Π.Σ. και τα Α.Π.Σ., ΥΠ.Ε.Π.Θ. - Π.Ι.: Αθήνα, 8-13.

13.Φλογαΐτη, Ε. (2006). Εκπαίδευση για το περιβάλλον και την αειφορία. Αθήνα: Ελληνικά Γράμματα.