A group of children are sitting on tree stumps in a forest, listening to a teacher standing near a chalkboard. The teacher is pointing at the chalkboard, which has some writing on it. The children are sitting on tree stumps of various sizes, and the ground is covered in wood chips. The background is a dense forest with tall trees.

# School outside the school: the impact of lessons in urban spaces

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Michele Battisti (Uni Glasgow)  
Judith Saurer (THWS Würzburg)

# School can be boring....

Traditional front-of-class lessons:

- Can be passive
- May work ok some students and not others
- Some of the things it rewards may not be those we want
- Do not foster teamwork
- Convey facts not practice
- Do not take advantage of the place
- Limited physical activity affects attention

I DON'T WANT TO GO TO  
SCHOOL! I HATE SCHOOL.  
I'D RATHER DO *ANYTHING*  
THAN GO TO SCHOOL!



# Bringing school outside the classroom

- Engagement and motivation, concentration, behaviour and wellbeing of the students (Khan, McGeown, & Islam 2018, Marchant et al. 2019)
  - Enhanced learning outcomes, social skills, physical health (Becker et al. 2017)
  - Can provide customized learning experiences (Kuo et al 2019)
  - Improvements in confidence, efficacy, and formal examination results for lower-achieving students (Fuller, Powell, & Fox 2017 )
- 
- **However, there are challenges**
    - A lot of work for teachers
    - Distracting and inefficient, and/or perceived as such
    - Not clear how much outdoor activities is optimal, at different stages
    - Effects may be hard to evaluate (selection)





Istorija



Geografija



Pilietiškumas



Ekonomika



Matematika



IT



Biologija

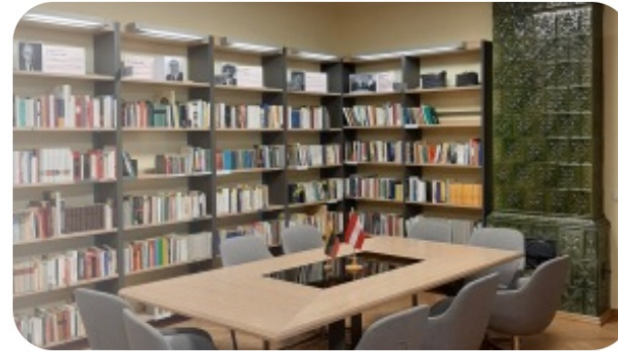


Fizika



# Vilnius is a School

- an online platform for teacher to include outdoor activities in their curricula
- Implemented in early 2023, grades 1-12
- 3650 teachers registered, 410 different lessons on the platform, 8600 students attended one or more activities so far
- <https://www.vilniusyramokykla.lt/>
- <https://bloombergcities.jhu.edu/mayors-challenge>
- Glasgow is a School?



Pažįstama ir nepažįstama Austrija

Kitos kalbos / 8 klasei, 9 klasei, 10 klasei, 11 klasei, 12 klasei / 45 min



Pasigamink medinį inkilą

Technologijos / Gyvenimo įgūdžiai / 7 klasei, 8 klasei, 9 klasei, 10 klasei, 11 klasei, 12 klasei / 45 min



# Theory of change

Student in Vilnius lack development of competencies and lag behind their EU peers in terms of learning

Demotivated/Disengaged students

Teachers often use ineffective, old-fashioned, teaching methods, that don't focus on the development of competencies

## Open School Online Platform

## Teachers training program

Give schools access to city spaces, public and private institutions

Develop Open School platform and make it available to all teachers and lesson hosts

Offer teachers temporary work placements

Teachers receive training provided by Edu Vilnius

Students and Teachers spend 10% of their time learning outside the classroom

Teachers develop and upload lesson plans

Institutions develop and upload blended learning lessons

Teachers placed in research organizations or businesses

Teachers participate in trainings

Students create stronger bonds with their city/community

Students and teachers interact with professionals and witness real-life application of concepts

Teacher use lessons offered in the platform to promote blended and phenomenon-based learning

Increased teacher motivation

Teacher competencies improved

Teachers apply more effective teaching methods, leveraging outside environments

Students increase community engagement/participation

Student feel more motivated and engaged learning outside the classroom and through the use blended and phenomenon based learning methods

Increased student learning and development of competencies



# Gamtinio vandens cheminė sudėtis

Maksimalus dalyvių skaičius: 30

Pamoką sukūrė – Rasma Indriūnienė



Chemija



9 klasei



Lauke



Vingio parko  
tiltas, 03134  
Vilnius



Pamoką veda  
Mokytojas



2:15 val.

## Kokia gamtinio vandens cheminė sudėtis?

Pamokos metu klasė keliauja prie atviro vandens telkinio, kur atliks vandens cheminę analizę, naudojant mokyklos laboratorijoje turimas priemones (testinius popierėlius ar „Vernier“ jutiklius). Gautus rezultatus registruos užduočių lapuose, juos aptars su kitais mokiniais ir mokytoju (-a).

Pamoka gali vykti prie bet kurio atviro vandens telkinio.



## Chemical composition of natural water

# Gamtinio vandens cheminė sudėtis

Maksimalus dalyvių skaičius: 30

Pamoką sukūrė – Rasma Indriūnienė



Chemija



9 klasei



Lauke



Vingio parko  
tiltas, 03134  
Vilnius



Pamoką veda  
Mokytojas



2:15 val.

## What is the chemical composition of natural water?

### Kokia gamtinio vandens cheminė sudėtis?

Pamokos metu klasė keliauja prie atviro vandens telkinio, kur atliks vandens cheminę analizę, naudojant mokyklos laboratorijoje turimas priemones (testinius popierėlius ar „Vernier“ jutiklius). Gautus rezultatus registruos užduočių lapuose, juos aptars su kitais mokiniais ir mokytoju (–a).

Pamoka gali vykti prie bet kurio atviro vandens telkinio.

During the lesson, the class travels to an open body of water, where they will perform a chemical analysis of the water using the tools available in the school laboratory (test papers or Vernier sensors). The obtained results will be registered in the worksheets and discussed with other students and the teacher. The lesson can take place at any open body of water.



# Outcomes

- **Student Motivation and Engagement:**  
Using surveys and observational studies to evaluate shifts in student motivation and engagement with learning as a result of the project.
- **Social Cohesion and Well-being:**  
Examining the impact of the project on students' social skills, relationships, and overall well-being through qualitative interviews and quantitative measures.





# Outcomes

- **Academic Performance:** Assessing changes in students' academic achievements through standardized tests and classroom assessments to determine the educational impact of outdoor learning experiences.
- **Teacher and Community Feedback:** Gathering insights from teachers and local community members involved in the project to understand their perspectives on the effectiveness and challenges of the initiative.



# Data

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- 1.Survey Analysis:** Existing surveys and data from e-diary to investigate student satisfaction with the program and its effects on motivation, engagement, and civic participation.
- 2.Parental Feedback:** Conducting electronic surveys with parents to gauge their perspectives on the project's impact on learning, engagement, and other outcomes of their children.
- 3.National Data:** Analysing national administrative data on school dropouts and university choices to compare outcomes in Vilnius with other regions, providing a control group for the evaluation.



# Data

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**4. Survey Experiments:** Implementing survey experiments within the educational context to measure social preferences and behaviours directly, using methods like dictator and trust games.

**5. Randomized Promotion (or Encouragement Design):** Exploring the possibility of randomizing additional communication and promotion of the program.

**6. Heterogeneity**  
How do effects vary by student characteristics (e.g. performance, personality etc.), type of activity, grade and if possible teacher characteristics.  
Crucial for replicability.







Thanks a lot for your  
attention and feedback!  
And of course always  
happy to talk more!

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