

# THEORETICAL FRAMEWORK OF EDUCATIONAL TOURS AN THEIR IMPORTANCE IN TEACHING LEARNING PROCESS

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## Abstract

The main aim of the present research paper is to study the significance of educational tours in the field of Education. Education tour plays a very important role in science and social science subjects as it connects the classroom to the outside environment and provides personal experiences to the students, increasing the motivation and interest among the students regarding their subjects. Experiential learning at formal and informal educational places promotes among students various skills like observation, team-building, discussions, Time management, etc. Students go to special places on educational tours, they individually observe and get new ideas about their concepts and increase their social interactions. Education tour helps to bridge the gap between the hands-on experience and theory in Education. Teachers play a key role in planning, implementing, and giving a reflection on the benefits of educational tours to the students. Our Teacher Education programs pay very little attention to educational tours and rarely integrate the tours with education. Once our teachers pay focus on education tours and acquire the skill of developing successful Educational tours, they will empower and enforce students, to evolve interest in science and social subjects by relating with nature, resulting in improved learning or improved science and social science literacy because educational tours increase their learning skills by the usage of five senses which we called windows to the outer world. Because some school systems are limited preferring educational tours in science and social sciences, the present paper focuses on the importance of educational tours in the education system to increase the effectiveness of the teaching-learning process because students learn things through traveling and active observation of nature outside the boundaries of educational institutes.

**Keywords:** Experiential learning, Informal learning, Educational tour, Professional development

## INTRODUCTION

Educational tours are valuable experience. Educational tours are referred as visiting of a special site different from normal place of study. The aim of the tour is to take students outside the class rooms or labs and gives hand on experience. It introduces an opportunity for experiential learning and brings all the students to a common platform irrespective of their social, economic & cultural background. Students' attitudes toward the subject are more favorable when they actively participate in a field experience. Many researchers have looked into how students learn and gain knowledge while on explorations (Hudak, 2003; Kisiel, 2006a; Mawdsley, 1999; Michie, 1998; Nadelson & Jordan, 2012; Scarce, 1997; Scribner-MacLean & Kennedy, 2007). There is transition in methods of teaching by today's teachers; they less prefer the lecture method as it is less effective. The objectives, the entry behavior, the resources available and the entry behavior of the trainee are major factor responsible for choosing the method of teaching. However, one of the methods available is known as Educational Tour or a Field Trip. To enhance the skills and abilities of students by active engagement in natural settings without bookish and abstract presentation, educational tour play key role. According to the Commission of Higher Education Memorandum Order No. 63 Series of 2017 Article V (2017), Educational Tour can be described as off-campus learning activities which include movement of student under supervision of authorized expert outside the boundaries of the institution that sustains for long time In terms of the global development of this kind of tourism model, some recent data coatings an upbeat picture. In Asian nations like Japan, school trips are reported to be organized during the third year of school in 98.4% of junior high schools and 97.1% of high schools in 2012 (Watanabe, 2015). The majority of the destinations are domestic. In high school students went on school trips abroad, though this percentage slightly decreased (to 96.9%) as a result of the economic downturn.

## OBJECTIVES

1. To highlight the importance of educational tours in Educational Institutes.
2. To enhance the experiential learning through educational tour.

3. To find out the barriers in organizing Educational tours.
4. To emphasize the role of teacher for educational tour.

## BACKGROUND OF THE STUDY

Studies have revealed that educational tours makes students to gain effective learning by direct engagement and helps them to explore more and to find personal meaning related to subject matter (Knowledge Base, 2016). Educational tours are means to attain certain objectives, which otherwise unable to achieve well by other means (Limbu, 2012). Salter (2011) investigated that the main goal of educational tour is to do development of students and increase in-depth knowledge of concepts they use by understanding the world in which they live and are able to effectively communicate and solve the problems. . While learning at their own pace, educational tours allowed students to experience a new environment. Rather than using text or abstract presentation, educational tours engaged and stimulated students' minds. (Kamat, 2018). Using classroom activities to teach and learn makes the students more engaged and interested in what they are learning (Bafadal, 2019). Martin (2019) findings revealed that when students communicate with locals with help of educational tour, they learn culture, know about the different perspectives of local people and become aware of local values, beliefs and customs. Students are able reflect upon to apply what they have learned in real-life situations. When students get exposure to different places, they must aware of issues like environmental, socioeconomic, and political that encourage intellectual discussions among the students and explore a conclusion at their own. Incorporating experiential learning into the classroom has many benefits, particularly for teaching life sciences (McPherson-Geysler, Villiers & Kawai, 2020) and this learning theory improves the abilities and attitudes of students successfully (Tajuddin, Idris, & Din, 2020). Using classroom activities to teach and learn makes the students more engaged and interested in what they are learning (Bafadal, 2019).

### Procedure of the Study

Review articles on various concepts, old theories, and research papers are presented in conceptual papers (Jaakkola, 2020). I have used the content analysis technique to analyze the content and information regarding the importance of educational tour. For this I have gone through various journals, Book, Research Article. The purpose of this paper is to review the literature on educational trips and experiential learning, with a particular emphasis on importance in teaching learning and the classroom teacher's role before, during, and after the field experience. The scope of our thinking can be expanded by conceptual papers' "bridging of existing theories in interesting ways, linking of work across disciplines, providing multilevel insights, and providing multilevel insights" The goal of conceptual papers, according to scholars, is to provide new relationships among constructs; as a result, they aim to provide meaningful relationships between various constructs rather than testing them empirically (Gilson and Goldberg, 2015).

### Theoretical framework of Experiential Learning

While discussing about educational tour we must throw light on experiential learning. The link between the field excursion location and the classroom connects the experiential learning from the field trip with prior knowledge and classroom lessons (Lei, 2010b). The experiential learning theory enables students to creatively sharpen their problem-solving abilities (Stuart, 2020). Experiencing new things explore, touch, hear, see, move objects, take them apart, and put them back together. Learning entails understanding an experience and then applying it to produce a result or application (Kolb, 1983). Learning by doing process is called experiential learning. Students when engage in hand-on-experience, effectively relate the classroom to real world. Experiential learning activities includes hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research and studio performances. By using all of their senses, students on field trips refine their observation and perception skills (Nabors et al., 2009). Students acquire a positive attitude toward learning, which inspires them to make connections between what they have learned in school and their real-world experiences (Falk, Martin, and Balling, 1978; Hudak, 2003). Experiential learning activities includes hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research and studio performances. Learning which is "experiential" consists of:

1. How to Reflect, critical analyses and synthesize?
2. Giving opportunities to students so that they themselves take initiative, make decisions, and be accountable for the results.
3. Giving exposure so that they actively engage intellectually, creatively, emotionally, socially, or physically.
4. Learning experience should be designed that there is possibility to learn from natural consequences, mistakes and successes.
5. Experiential learning is sensory-based learn. Experiential activities explore, touch, listen to, watch, move things, disassemble and reassemble.

### Kolb's Cycle of Experiential Learning

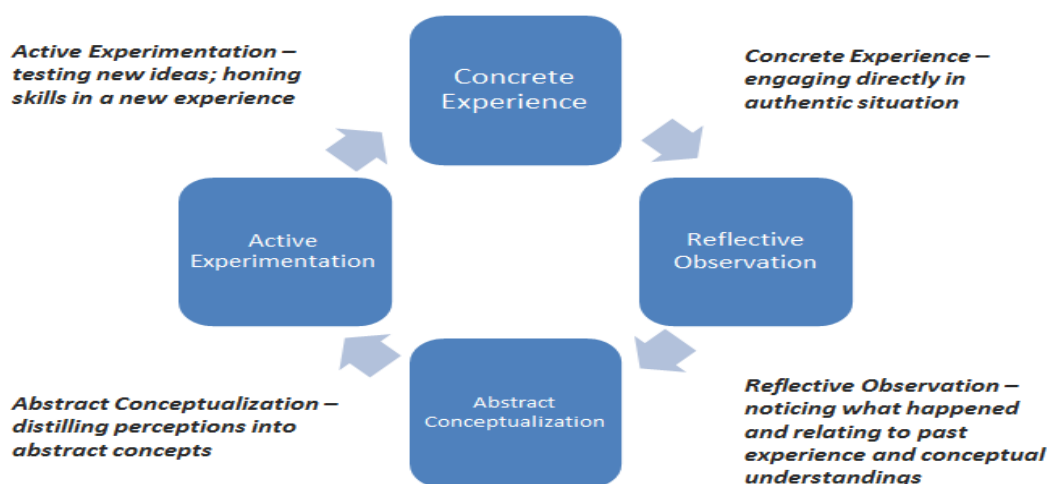


Figure1. Experiential Learning Theory

#### Places of interest often visited by students while on educational tours

- Natural sites like national parks
- Man-made sites like zoos
- Science research centers Culture and Heritage like museums, etc.

#### Importance of educational Tour in teaching and learning

Educational tours for learners could incorporate:

**Science and nature tours:** To teach pupils about various scientific ideas and the natural environment, take them to museums, zoos, aquariums, or other natural settings.

**Historical tours:** These excursions take students to significant historical places and landmarks, such as museums, cultural centers, or battlefields, to learn about significant historical occasions and cultures.

**Art and cultural tours:** These outings take students to galleries, museums, or other cultural venues where they can discover a range of artistic movements and regional customs.

**Increased interest and Involvement:** Students experience excitement and adventure during educational tours, which can boost their motivation and engagement in the classroom.

**Development of leadership skills:** Educational trips allow students to take on leadership roles and duties, which help them, build their leadership skills.

#### Creating Lasting Memories:

Educational excursions offer students the chance to forge enduring memories alongside their academic gains. These journeys enable students to forge new connections, strengthen bonds with classmates, and craft memories that will endure throughout their lives. Consequently, educational tours serve as a valuable educational resource, aiding students in exploring the world while crafting enduring recollections.

Some of the importances are given below:

##### 1. Enhances Knowledge and Comprehension:

Educational outings facilitate students' learning about particular places or subjects within an interactive and immersive context. For instance, a visit to a historical site or museum can enhance students' comprehension of the history and culture of that location.

##### 2. Fosters Teamwork and Social Skills:

Educational trips necessitate students' involvement in group activities and collaborative efforts, fostering the development of their teamwork and social skills. This is especially crucial for younger students, as it bolsters their self-esteem and self-assurance.

##### 3. Promotes Self-Directed Learning:

Students are encouraged to be more self-guided and take charge of their learning during educational excursions. This aids them in honing their problem-solving abilities and becoming more self-directed learners.

##### 4. Cultivates Critical Thinking and Creativity:

Educational trips prompt students to think critically and creatively about their observations and experiences. This nurtures their critical thinking capabilities and encourages them to become more innovative learners.

### **5. Breaks the Monotony of Classroom Learning:**

Educational tours offer students an opportunity to learn in a more enjoyable and interactive environment, distinct from the conventional classroom setup. This sustains students' interest and motivation to learn.

### **Factors Leading to Educational Tour Failures in Educational Institutions:**

- (i) Transportation challenges
- (ii) Insufficient teacher training and experience
- (iii) Timing issues, such as school schedules and teacher preparedness
- (iv) Inadequate support from school administrators
- (v) Inflexibility in the curriculum
- (vi) Issues related to students' behavior and attitudes
- (vii) Limited venue options

### **Barrier and challenges in Organizing Educational Tour**

Although an educational tour has the potential to offer both students and tourism destinations a number of advantages, significant limitations may arise due to a variety of factors. Education tours are very closely tied to risk and the students' safety because they are planned in the outdoors. Many Experts have cautioned against planning education tour without adequate planning. The primary concern for travelers is their health and safety. The right instructions are required. This is especially true considering how young the participants are students. Deep initial observation is required to evaluate the risk and safety in order to address this (Novelli and Burns, 2010). In additionally, institutes are urged to follow regulations and control how field trips are run to the danger. The issues for many education institutes are costs and funding. Educational tour expenses can include transportation, meals for students, and lodging as well as venue entry fees. These frequently cause financial issues. Furthermore, organizing a tour is expensive, and some educational institutes, in particular, small do not have the funds to cover it. Students are frequently asked to contribute to educational institutes. In order to ensure a productive learning experience during field trips, it is crucial for the teacher to adequately prepare the students. According to Kalvaitis (2007), teachers often worry about losing control over students once they reach the field trip location, as students tend to become disoriented and display excited and exploratory behavior (Falk et al., 1978). Therefore, teachers should be ready to channel the students' mental and physical energy towards active participation at the venue. It's worth noting that some parents and students may expect these excursions from educational institutions without realizing the potential additional costs involved (Michie, 1998).

### **Teacher's role in organizing educational Tours**

In general, The pedagogy and procedures necessary to organize and plan an educational trip are not taught to preservice teachers (Kisiel, 2006; Tal, 2004). Preservice teachers who participate in field experiences outside of the classroom have been shown by Anderson, Lawson, and Mayer-Smith (2006) to have a greater practical understanding of constructivist education and teaching techniques. Because all preservice teachers need to be aware of their responsibilities and roles before, during, and after a field trip, teacher education programs should incorporate experiential education as well as field trip planning and implementation (Tal & Morag, 2009). The best educational tours are those that are led by trained teachers. Once the children are focused and on task, the teachers should prepare and oversee the field trip so that they are free to pursue their own interests. Students can relate concepts from the classroom to their field trip experiences by using an inquiry-based approach. Instead of relying solely on the teacher or other staff members at the venue, students learn to research their own questions' answers. The teacher should act in the same way that the students are expected to. Professional development on field excursions would assist teachers in comprehending the significance of preplanning, involvement, and student reflection, just as professional development is necessary to train teachers on how to present a new curriculum (Dori & Herscovitz, 2005). Education tour planning and attendance experience is valuable for both teachers and students. Teachers must understand how to prepare and teach students to learn outside of the classroom, because the novelty of informal learning can be distracting to students who are not used to attending field trips or other non-classroom settings. The teacher should visit the venue prior to the field trip to learn the layout and determine whether the venue is appropriate for all of the students. Religious beliefs, for example, may necessitate a realignment of activities or the development of a new one. The teacher should prepare the students for the trip by describing the venue and its layout. Students learn in an authentic, informal, and natural setting during the field trip. Each student's prior information, which they have acquired both in the classroom and through private experiences outside of school, is used to draw connections between that knowledge and the field trip experience (Pasquier & Narguizian, 2006). The instructor has to maintain the pupils' interest. The staff at the location should work with the instructor to help students draw connections between the experience and the relevant topics. The crew of the venue is typically in charge of keeping the activities entertaining. What the teacher does after the field trip is crucial. The students' experiences should be reinforced by discussion, exercises, reading, and a television program or movie (Falk & Dierking, 2000; Kisiel, 2006a; Orion & Hofstein, 1994; Pace & Tesi, 2004;

Tal & Steiner, 2006). Students must establish their fresh insights and unconnected findings. New connections will be strengthened as well as those already created during the trip with the help of reflection. Through contemplation, teachers can identify potential connections while students obtain a deeper understanding. To increase the connections between formal science instruction and unstructured, free-choice learning, here are five suggestions for teachers:

1. Learning opportunities from local and media resources should be investigated and considered.
2. Effective field trips should be an essential component of any science program.
3. Teachers should look into local resources like museums.
4. Teachers should assist local resources in understanding and integrating curriculum and standards with resource programming.
5. Local resources must communicate critical issues to teachers( Ellenbogen, Luke, and Dierking 2004).

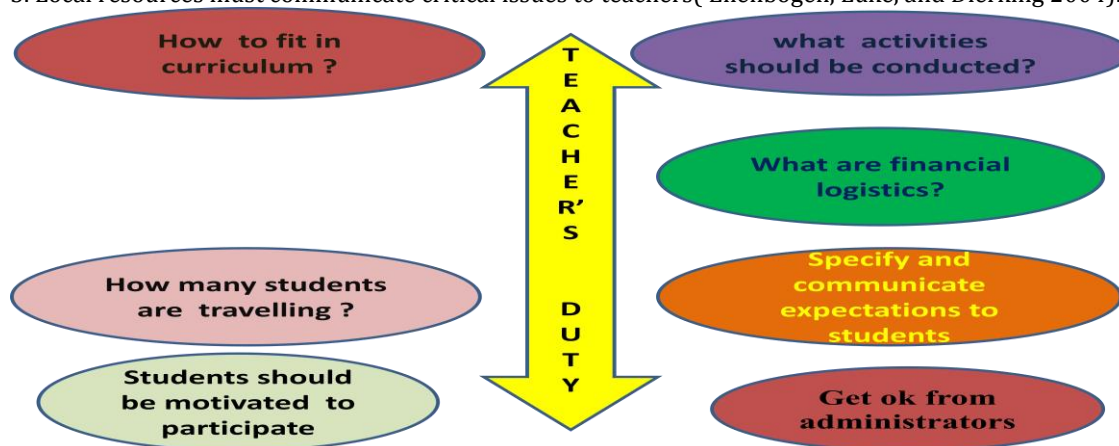


Figure2. Flow Chart of Teachers Duties

## CONCLUSION

The Educational institution must plan excursions that expose students to diverse cultures, historical sites, and modes of transportation. In addition, there should be more activities that encourage reflection and interaction with the local population. Seminars that focus on the abilities and attitudes of those in the tourism industry should also be organized, and the tours should be reasonably priced. In summary, students from diverse backgrounds, regardless of factors like gender, section, educational tour experiences, or family income, find educational tours highly effective. This suggests that educational tours offer valuable learning experiences beyond the classroom, and students derive enjoyment from them (Uy, Verano, Chrysler Luis, & Gueco, 2021). However, the paper also highlights that educational tours come with various challenges, stemming from schools, teachers, students, and the attractions and destinations themselves. This underscores the importance of all stakeholders understanding and supporting educational tours and offering assistance when needed. Consequently, the author contends that institutional trips represent a worthwhile investment for both schools and the attractions and destinations involved.

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