PROPOSAL DEFENCE

MEGA SURIA HASHIM          PhD Candidate            PBE153031
Main Supervisor:  Assoc. Prof Dr Ismail Said      &     Co Supervisor: Dr. Nurul Nadiah Sahimi

MIDDLE CHILDHOOD CHILDREN OUTDOOR LEARNING THROUGH FARMING ACTIVITIES IN RURAL AREA

2nd Semester
Creating natural learning spaces with children and time for exploration and discovery using all the senses.

One of the true joys of going outside with children is their unabashed sense of wonder and contagious excitement over discovering something new.

Outdoor activities are critical part of children healthy development

Being outdoor is important for the development of children’s motor and cognitive skills, interpersonal attitudes, and emotions (Aziz & Said, 2010)
To investigate how the environment shapes the middle childhood children’s behavior through outdoor learning in the rural area as a second classroom in order to stimulate children’s development
To identify factors that can influence children’s to participate in design process through their first hand contact with the outdoor environment.

**RQ1**

To examine how the children’s physical, social and cognitive performance stimulated by the outdoor environment that leads to Experiential Learning.

**RQ2**

To examine the children’s behavior through play and learn with nature that has an impact on molding their personality towards the outdoor environment.

**RQ3**

**WHAT** can children learn from the design process on outdoor learning base on farming practices that lead to self-directed to become creative learner?

**DOES** the outdoor learning activities on farming creates a balance between play and learn which enhances children’s motor skill, social interactions and cognitive performance?

**HOW** intensity of outdoor learning experience influence the children personality?
• Malaysia curriculum NKRA 2015-2020 are towards Life Long Learning (emphasize on environmental conservation).

• To support with the school curriculum on children outdoor learning

• As part of science learning subsequently from farming can produce their own foods from their orchard.
Few studies of outdoor learning for middle childhood children in which the settings is farming, that allow them integrate play and learn with nature.

Most of the study was focusing on the development of curriculum such as Science, Geography, Moral Studies etc. The focuses more on school–aged children.

Primary school in Malaysia were based on the system that emphasizes grades, marks and high position in classroom. Therefore it needs on memorization according to school syllabus. Most of the school is using indoor system methods. After all children are lacking to have sense of belonging and connectedness to nature.

Much of activities are strictly structured and guided by teachers and confined in classroom.

- Combination of nature environment with daily living.
- The importance of daily living environment in the context of Farming.
- Children’s involve in the design process as ‘project based approach’.
Study Site

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

Diagram:

- Laman Tamara
- Not to scale

26-Apr-16
Study Sites

Laman Tamara

9 & 10

11 & 12

Not to scale

26-Apr-18
Children in Outdoor Environment

Outdoor activities also critical for children to learn some skills such as:
- developing ability for problem solving
- imaginative and creative thinking
- safety skills
- bringing out initiative to understand basics in everyday life
- being more appreciate to the environment
- developing self-confidence through hands-on learning


Social and emotional development;
♥ Creative development;
♥ Intellectual development;
♥ Physical fitness and overall health; and
♥ Creation of lasting personal bonds to the natural world.
Example: Dirt pile, Twigs, Digging pits etc.
Children in Outdoor Environment

Example: Play pond/stream, Boardwalk, Fishing, Leaf pile, Logs, Plants, shrubs etc.
Research Underpinnings

Waldorf

- **NATURE** is a foundation
- Based on child growth & development
- Learn through ‘Head, Hand & Heart’
- 3 stages of Child Dev
  - Stage 1 (0-7)
  - Stage 2 (7-14)
  - Stage 3 (14-21)
- Waldorf approach lead to Experiential Learning and Lifelong Learning

Naturalistic Intelligence

- Children with strong naturalistic intelligence show sensitivity towards the environment and other living creatures
- This intelligence has to do with observing, understanding and organizing patterns in the natural environment.
Research Methodology

**Approach**

Qualitative – Participatory Research

**Unit of Analysis**

Middle Childhood 6-12 years old

62, Kampung Gunung Pasir, Kuala Pilah, Negeri Sembilan

**Study Sites**

1. Visual (site visits, observation, drawings, maps preparation, model making, photography)
2. Structured – verbal or non verbal (group discussion interviews, voice recorder) (MOSAIC APPROACH)

**Method of Analysis**

1) Descriptive analysis
2) Content analysis (KH Corder)
Qualitative/Participatory
(Myer, 2007; Hart, 1995; Moore, 1993)

Research Method

Interpretation Children’s
(Verbal interaction such as communications &
physical activities in gardens that promotes:
COGNITIVE DEVELOPMENT,
PSYCHOLOGICAL GROWTH (meaning of
childhood development)
SOCIAL SKILL LEARNING

Domains Measured

Landscape Variables

Measured Outcomes & Results

Networking of domain
Landscape
Ecosystem

Involves:
- Memory/schemata
- Socializing
- Play
- Exploring
- Words
- Creative thinking

The study of lived experience (aesthetic)

Using drawings, photography, participatory techniques, journals: Mpsaic Approach (Allison C, 1999)

Constructivism

Though direct experience with outdoor play and children’s social interactions

Evaluate the children experience through PLAY & EXPLORATION

Networking of domain
Landscape
Ecosystem

. Interacting with plants and animals that contributed to the ecological cycle – human being & tertiary consumers (Ismail, 2006)
1) A theory of child development
2) A theory of teacher self-development
3) A core curriculum that integrates artistic an academic world
4) Teaching as an art
5) Interaction between teaching and administration
6) Support for students, teacher and parents.

• 6 – 12 years old
  (Middle childhood children)

- Children become appreciative of other nearby settings. Children are able to assimilate knowledge, understand ideas and question actions.
- Children had a desire to play a role at the neighborhood level and yet seemed to be ignored by adult decision makers.

**Waldorf educational theory**

**Naturalistic Intelligence**

**Aim**: to educate the child toward holistic thinking which gained from: Thinking, Feeling and Doing

**Mosaic Approach**

**Brainstorming**

**Sketches**

**Discussion**

**Proposal**

**Implementation**

**Evaluation**

Every interaction of the children
Flow Chart of Research Design

STAGE 1
- RESEARCH BACKGROUND
  - PROBLEM STATEMENTS
  - RESEARCH GAP
  - RESEARCH OBJECTIVES
  - RESEARCH QUESTIONS
  - SIGNIFICANCE OF STUDY

STAGE 2
- LITERATURE REVIEW
  - Comprehensive literature review
  - Outdoor Learning
  - Experimental Learning
  - Outdoor Play and Child Environment
  - Middle Childhood
  - Forming as an Educational Aid

STAGE 3
- DATA COLLECTION
  - Using Participatory Method
    - PRELIMINARY STUDY
      - (Sekolah Kerajinan, Bukit Indah)
      - Questionnaire
    - PILOT STUDY
      - (Twin NURLE TOTS, Preschool, Wangsa Mewa)
      - Reading Materials, Slides & Videos
    - ACTUAL STUDY SITE
      - (62 Kg Gunung Ploen, Kuala Pilah, Negeri Sembilan)
    - Mosaic Approach
      - Stills, interviews, observation, drawings, models, maps, photography and voice recorder

STAGE 4
- DATA ANALYSIS
  - Content Analysis
    - (SWOT Analysis)
  - Descriptive Analysis

STAGE 5
- FINDINGS, DISCUSSION AND IMPLEMENTATIONS
  - Recommendation
Major References


Current Research Progress

Colloquium


Conferences / Proceedings


THANK YOU

Photos credit: Tue Yue Nang