PRESERVICE TEACHERS' PK-12 EDUCATIONAL FIELD TRIP EXPERIENCES:

TEACHING BEYOND THE CLASSROOM

By

Cecilia A. Turman

Bachelor of Arts - Interdisciplinary Studies
University of Nevada, Las Vegas
2000

Master of Arts - History
University of Nevada, Las Vegas
2004

Master of Education - Elementary Education
University of Nevada, Las Vegas
2016

A dissertation submitted in partial fulfillment
of the requirements for the

Doctor of Philosophy - Teacher Education

Department of Teaching & Learning
College of Education
The Graduate College

University of Nevada, Las Vegas
May 2024

UNLV | GRADUATE COLLEGE

Dissertation Approval

The Graduate College
The University of Nevada, Las Vegas

April 3, 2024

This dissertation prepared by

Cecilia A. Turman

entitled

Preservice Teachers' PK-12 Educational Field Trip Experiences: Teaching Beyond the Classroom

is approved in partial fulfillment of the requirements for the degree of

Doctor of Philosophy - Teacher Education
Department of Teaching & Learning

Peter Wiens, Ph.D.
Examination Committee Co-Chair

Christine Clark, Ed.D.
Examination Committee Co-Chair

Norma Marrun, Ph.D.
Examination Committee Member

Lisa Bendixen, Ph.D.
Graduate College Faculty Representative

Alyssa Crittenden, Ph.D.
Vice Provost for Graduate Education & Dean of the Graduate College

Abstract

PRESERVICE TEACHERS' PK-12 EDUCATIONAL FIELD TRIP EXPERIENCES: TEACHING BEYOND THE CLASSROOM

By

Cecilia A. Turman

The **purpose** of the study was to investigate preservice teachers' (PSTs) attitudes and beliefs towards their PK-12 field trip (FT) experiences as students, their memories, influences in their lives, impact on their educational approaches and career choices, as well as how, as future teachers, they would implement FTs to their future students to provide feedback on FTs' training for preparation programs. **Rationale:** Anderson et al. (2010) criticized teacher preparation programs' lack of teacher training to implement educational FTs and contended that instructors' FTs experiences as students may have influenced the way they plan and carry out educational FTs. John Dewey's *Theory of Art as experience* (1934/1959)*, and Experience and education* (1938/2015) supported the theoretical framework for this study. In Chapter Two, the literature reviewed Bronfenbrenner's (1994) Ecological Model among others and looked at the gap in the literature on three domains: (1) educational FTs, (2) teachers' attitudes and beliefs, and (3) the multicultural platform and found very difficult to find research addressing multicultural field trips, inclusion, social justice, and diversity just to mention some, as well as in all these three domains. In Chapter Three, the survey methods approach in this study design allowed data gathering from those who share teacher program similarities (Fraenkel & Wallen, 2015). It included twelve (12) Likert scale questions and four (4) open-ended questions. For this study, the fossae were on PSTs and the five (5) research questions on their experience with educational FTs as students, their

beliefs and attitudes, their concerns about planning FTs for their future students, the impact FTs had in their lives, studies, philosophy, and careers. After the research proposal was approved, IRB approval was also granted as an exempt study for all participants who were over eighteen (18) and took the survey online following all required protocols. Data gathering started in January 2023 and ended in December 2023. Chapter Four is dedicated to the results of this cross-sectional quantitative survey approach drawing data from 130 PSTs from the Teaching and Learning (T&L) Subject Pool in a large urban research university in the U.S. Southwest. PSTs enrolled in research courses qualified for one (1) research credit in exchange for completing a Qualtrics survey accessed directly from the subject pool. After data was gathered and cleaned, I used JASP descriptive statistics, correlations, and an ANOVA to provide the results. Inductive coding (Thomas, 2006) thematically categorized the four (4) open-ended questions, looking also at chunks of information, allowing for word frequency mapping, and sentiment results related to the RQs. The findings were analyzed in Chapter Five. Among the findings, this study revealed PST's demand to plan and implement FTs for their future students but most of them, don't are prepared and want to have training to plan, manage, and organize effectively in their future classes. Findings (RQ 1) indicated teachers experience long-term impact from FTs, evidence of gender-specific awareness, and influence on their educational philosophy. FTs' influence on career decision-making. For RQ 2 (benefits), results point to four specific areas concerning FTs. First, the positive impact on coursework concepts. Second, FTs provide valuable learning space for social communication. Third, FTs provide a valuable learning space for real-world connections. Lastly, FTs provided a valuable learning space for discussions and debates.

Keywords: John Dewey, experiential learning, educational field trips, field trip experiences, preservice teachers attitudes and beliefs, field trip planning, field trip training prep programs.

Acknowledgments

My special thanks to Dr. Kim Metcalf, Dr. Linda Quinn, Ms. Lois Paretti, and Dr. Randall Boone for welcoming me into the Ph.D. in teacher education paired with a graduate assistantship to teach preservice teachers and work for the office of field experiences. My deepest appreciation to Dr. Tiberio Garza and his advice through research for being my second reader, as well as the guidance while I assessed and evaluated educational field trips for K-12 students, #GIRLSinSTEM, and the All Stars After-School programs.

My gratitude to my committee, Dr. Peter Wiens, who went above and beyond during the research development with Dr. Lisa Bendixen. Dr. Christine Clark was key in organizing protocols and follow-ups, always available, and highlighting multicultural and academic events with Dr. Norma Marrun thanks for your insights into my thesis. I am in debt to Dr. Michael McCreery for welcoming my survey to the T&L Subject Pool and Dr. Yan Chen for helping me distribute it among students of qualified courses. Many thanks to all in the T&L Department, including Dr. Merryn Cole, P.G. Schrader, Nanette Meyer, and Kim Bok.

A huge thanks to all at the College of Education, Dean Dr. Danica Hayes for backing me up when I needed it. The amazing Grad College Deans Dr. Alyssa Crittenden, Dr. Kate Korgan, Dr. Emily Lin, and Dr. Valarie Burke you all were incredible. My heartfelt thanks to Nevena Cvijetic, Alissa Gardner, and the amazing Grad Academy Team for the great time together. I am so thankful for the Teaching, Mentorship, and Research Certificates, the honor of serving as Grad Ambassador, the scholarships, and the awards. Thanks to Nicole Thomas, Virginia Smercina, and the GPSA Team for being great. My extensive thanks to Dr. Jenifer Stevens, from Thesis & Dissertations. Thank you all of you for sticking with me, even during the hardest times, I could not have made it without all of you. I am thrilled with my Graduate Medallion!

Dedication

Dedicated with love and gratitude to:

Vovó Olasilda, Tia Mazeca, Tia Zurita, and Professor Cândido

For instilling in me the desire to learn by doing and nurturing my imagination.

My beloved Professors Tom Wright, Jorge Urioste, and Bernardo Arriaza

and

to all my UNLV family

For their expertise, teachings, encouragement, support, and their culturally relevant patience. Their wise advice paved the way to high inspirations and achievements.

My beloved parents Ignez & Márcio

For their unconditional love and unforgiving adventures in the world and its cultures.

My husband Martin, my children Carol & Lucas, my grandchildren Pedro & Sofia, my family and to the future generations

For the love of field trips, a world of adventures, and to the great outdoors.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction

Field trips hold a pivotal role in the educational journey of PK-12 students, offering immersive experiences that transcend traditional classroom learning. These excursions provide students with real-world contexts to apply theoretical knowledge, fostering a deeper understanding of academic concepts and promoting experiential learning. Equally crucial is the training of pre-service teachers in conducting field trips, as it equips them with the necessary skills to orchestrate enriching educational outings that enhance academic achievement. By preparing educators to lead engaging and informative field trips, schools can ensure that students benefit from hands-on learning experiences that not only bolster academic success but also cultivate a lifelong appreciation for exploration and discovery.

The preservice teacher experience stands as a critical component within teacher education programs, yet often encounters limited integration between the theoretical concepts advocated by universities and the practical application in school settings, leading to a notable disparity between theory and practice (Dewey, 1938/2015; Sleeter & Grant, 1987). This disconnect creates a scenario where preservice teachers find themselves directly linked to their teaching experiences but distanced from their own PK-12 learning and life encounters as students. Consequently, this separation influences their perspectives, shapes their classroom competencies, and impacts their effectiveness as educators (Sleeter & Grant, 1987). In essence, the alignment between preservice teacher experiences and the integration of theoretical knowledge with practical application is paramount for fostering a cohesive educational journey. Bridging the gap between theory and practice not only enhances the professional development of preservice teachers but also ensures that they draw from a comprehensive understanding of both educational principles and real-world classroom dynamics.

Statement of the Problem

Pk12 school field trips, which used to be an extracurricular popular practice for teachers and students, had become tied up to the curriculum and added to a strict protocol yet not addressed by teacher preparation nor by field experience programs at universities or schools (Anderson et al, 2010). While a huge number of public institutions tried to facilitate FTs by aligning curricular standards to their exhibits, it did not change the educator problem to justify their scrutinized teaching time that prioritizes standardized testing (Whitesell, 2015). PSTs' perspectives on their past FTs as students to their current view moving into their understanding of the state of field trips today is not just take the kids of the classroom into the world. Educators need the tools to properly teach educational FTs beyond the classroom walls as their time is precious and accounted for.

Figure 1

Major Problems Affecting Field Trips

Note. Illustration created by ©Cecilia Turman 2024

The educational landscape post-No Child Left Behind (NCLB, 2002) and the subsequent Every Student Succeeds (ESSA, 2015) have significantly impacted the priorities and practices within schools. With a heightened emphasis on standardized testing outcomes in English Language Arts (ELA) and Math, teachers have shifted their focus, often relegating social and physical sciences to a lower priority (Griffith & Sharmann, 2008; Wisntead, 2011). This trend is particularly evident in elementary education, where subjects like social studies and science are squeezed into the last 30-45 minutes of the school day (Ellis, 2004; Ellis et al., 2020).

The autonomy granted to states under ESSA (2015) has not alleviated the pressure on teachers to prioritize ELA and Math instruction due to the continued emphasis on trimestral testing from 3rd to 8th grades and annual testing from 9th to 12th grades (The Understood Team, n.d.). Consequently, teachers find themselves dedicating a significant portion of their prep time to these subjects while grappling with administrative demands. The marginalization of social studies and science in the curriculum (Mehta, 2008) is concerning as these subjects are fundamental for nurturing critical thinking skills based on empirical data and facts.

This educational shift has had a disproportionate impact on at-risk schools serving disadvantaged populations, as evidenced by data from Free School Lunch Reports (NCES, 2022). Racism, segregation, and hate dialogic dramatically affect those schools and communities all over the globe increasing the student-prison pipeline. More specifically, the U.S. leads the world in school gun violence (Grabow & Rose, 2018) and high incarceration rates (Scott, 2017), a dehumanizing characteristic common in large urban centers. Freire (1987) argues that the goal of education is to humanize the individual. In that, the social value of FTs is on hold as the scrutiny of teachers' instructional time has extended to school field trips (FTs), requiring them to align FTs closely with grade-level standards to justify time spent outside the classroom.

According to Anderson et al. (2010), the stringent requirements have eroded the informal interdisciplinary value of FTs. Whitesell (2015) argues that the shift made it hard for teachers to incorporate them effectively into their teaching practices. Funding for educational FTs has also faced challenges, with scholarships that supported such experiences dwindling post-NCLB (2002) due to a redirection of resources toward ELA and Math tutoring (Whitesell, 2015). Title 1 schools are eligible for enrichment funding if the tour is curriculum-based, however, many school programs are competing for these funds. Funding shifts have hindered teachers from implementing culturally relevant field trips for an increasingly diverse student population. Funding for educational FTs has also faced challenges, with scholarships that supported such experiences dwindling post-NCLB (2002) due to a redirection of resources toward ELA and Math tutoring (Whitesell, 2015). These funding shifts have hindered teachers from implementing culturally relevant field trips for an increasingly diverse student population. Various sources have provided funding opportunities for PK-12 field trips, enriching students' educational experiences.

One notable program is the Target Field Trip Grants for Teachers (Grants Corporate Giving, 2024), which supports K-12 field trips nationwide, aiming to broaden students' learning horizons. Additionally, initiatives like the Beacon and Verizon Teacher Technology Grant (The Grant Plant, 2019) fund projects that enable students to interact with educational content in innovative ways. Local and community grants, national foundation grants, and general corporate grants also play a crucial role in supporting educational field trips, ensuring students have access to diverse learning environments. Furthermore, programs like the NASA Connecticut Space Grant Consortium (CSGC, Spring 2024) offer scholarships specifically for STEM-themed field trips, covering program or transportation costs and enhancing students' exposure to science,

technology, engineering, and mathematics outside the classroom. These funding opportunities not only facilitate access to enriching educational experiences but also contribute to the holistic development of students across different academic disciplines.

Forgaty (2020) acknowledged that COVID-19 pandemic significantly intensified the existing challenges in education by mandating widespread school closures and disrupting traditional learning environments and practices. This unprecedented situation highlighted the critical need for educational institutions to adapt swiftly to remote learning modalities, emphasizing the importance of digital literacy and equitable access to technology for all students (Forgaty, 2020). For example, schools had to quickly transition to online platforms, such as Google Classroom or Zoom, to ensure continuity in education during lockdowns (Li, 2022).

Moreover, the pandemic underscored the necessity for a comprehensive reevaluation of educational priorities to foster a more inclusive and adaptable approach that addresses the diverse needs of students (OECD, 2020). Schools were compelled to prioritize mental health and emotional well-being support for students facing isolation and uncertainty (Rutkowska, 2022). For instance, Rutkowska (2022) argues that initiatives like virtual counseling services and mindfulness programs were implemented to provide students with essential emotional support during challenging times.

Furthermore, the shift towards hybrid or blended learning models highlighted the importance of flexibility and personalized learning experiences tailored to individual student needs (Li, 2022; Turman, 2018). Schools began exploring innovative strategies like personalized learning platforms and project-based assessments to accommodate diverse learning styles and abilities effectively (Bernacki, et al., 2021). This adaptability not only ensures academic growth but also promotes student engagement and motivation in a dynamic educational landscape

(Meeuwisse et al., 2010). In essence, the COVID-19 pandemic catalyzed educational institutions to reassess their priorities, emphasizing the critical importance of resilience, adaptability, and inclusivity in providing quality education that meets the evolving needs of students in an ever-changing world (OECD, 2020).

Purpose of the Study

Educational field trips stand as powerful tools for enriching the academic journey of PK-12 students, offering immersive learning experiences beyond the confines of traditional classrooms (Whitesell, 2015). To maximize the impact of these excursions, teachers must receive specialized training in conducting effective field trips. Such training equips educators with the expertise and abilities required to organize enriching and educational outings that not only complement classroom instruction but also enhance student academic achievement (Anderson et al., 2010). Moreover, Anderson et al. (2010), suggest that effective field trip training empowers teachers to align educational outings with curriculum standards, ensuring that each excursion is purposeful and directly contributes to student learning objectives. By integrating field trips seamlessly into lesson plans, educators can create cohesive learning experiences that engage students on multiple levels and cater to diverse learning styles (Turman, 2018). Furthermore, training teachers in the art of conducting educational field trips instills in them the ability to facilitate meaningful reflections and discussions post-excursion (Behrendt, & Franklin, 2014). By guiding students in processing their experiences, educators can deepen the impact of field trips, encouraging students to connect newfound knowledge with classroom teachings and personal observations (Behrendt, & Franklin, 2014; Skinner, 1974).

Exploring Teachers' Attitudes and Beliefs in Educational Field Trips

Anderson et al. (2010) criticized teacher preparation programs' lack of teacher training to implement educational field trips (FTs) and suggested that instructors' FT experiences as students may have influenced the way they plan and carry out educational FTs. Anderson et al. (2010) on preservice teacher training implies new instructors frequently use educational approaches they were exposed to as students. Anderson et al. (2010) argued teachers follow similar exposed approaches in educational FT practices and the importance of training teachers well (Blanton, 2003, as cited in Anderson et al., 2010). Blanton (2003) calls teachers *transmissionists* who teach students by modeling what they learned best. Richardson (1996) concluded that preservice teachers live in internal conflict that affects their beliefs as they enter teacher education programs; to learn how to teach. The process of changing beliefs, in which they get squeezed between the *good and bad* teachers, connects their past as students to themselves as teachers after all.

According to Anderson et al. (2010), educators have become increasingly aware that programs for teacher preparation do not often include any type of FT critical and imaginative pedagogy to guide prospective teachers in designing, planning, and implementing educational FTs. Anderson et al. (2010), mentioned classroom teachers have too many responsibilities and little free time to find methods to integrate FTs into their curricula, therefore handy resources, and practices to facilitate educational FTs are essential. However, it is likely educators are not concerned entirely with the resources provided to them when their classroom instruction is out of sync with educational FT practices. Numerous research studies demonstrate teachers barely take advantage of those resource materials (Griffin 2004; Griffin & Symington 1997). Unlikely, teachers will utilize those specific resources effectively if they have not experienced educational

FTs themselves to envision instructional goals. Thus, readily usable resources to implement educational FT materials do not make much difference for teachers to take their students out of the classroom. Creating educational FT activities is difficult for teachers because the venues consider generalized goals and objectives on state and national standards for all subjects. Educational FTs potentially work better in collaboration with teachers' suggestions in a mechanism of feedback to improve the venues' educational experiences. Then, teachers' pedagogically acceptable prior and post FTs for the students with a focus on their subject can be better targeted for learning.

Research Questions (RQ) and Hypothetical Possibilities

The five research questions for this study were developed from Pace and Tesi's (2004) qualitative case study, in which they interviewed adults to investigate the impact of FTs during school time from their past experiences. For this study, the focus is on preservice teachers, so the research question focuses on their experience with educational field trips through the teaching profession's perception.

1. What are preservice teachers' experiences with school FTs as PK-12 students?

RQ1 hypothetical possibilities for responses are the evidence of educational FT experiences' impact on long-term memory, and the influence of FTs on preservice teachers' educational philosophy, career, preferences on FT types, and gender-specific awareness.

2. What, if any, plans to implement FTs in the classroom do preservice teachers have?

RQ2 hypothetical possibilities for responses include preservice teachers' previous knowledge and inspiration to design and implement educational FTs, as well as advocacy for the educational FT as a field inclusion in teacher education programs and the optimization of desirable educational FTs as a functional field.

3. What is the relationship between preservice teachers' own experiences with FTs and their plan to implement FTs as teachers?

RQ3 hypothetical possibilities for responses include the beliefs on the importance of FTs for students' education and life, as well as preservice teachers' concerns about planning educational FTs and the specific needs for a successful educational FT.

4. What are the benefits that preservice teachers have experienced participating in FTs as students?

RQ4 hypothetical possibilities for responses include the positive impact of FTs on education to better understand coursework concepts. As well as providing a valuable learning space for social communication, discussions, and debates through real-world connections to course content (hypothesis shared in RQ4 and RQ5).

5. What are the perceived benefits that preservice teachers have regarding FTs for PK-12 students?

RQ5 hypothetical possibilities include the positive impact of FTs on participants' lives and their learning experience by boosting the use of technology. As well as FTs as a medium to make real-world connections (hypothesis shared in RQ4 and RQ5).

Philosophical Roots

The philosophical roots for educational field trips lay in sensory learning (works of Comenius, 1592-1670; Rabecq, 1957), on educating Emile based on nature principles (works of Rousseau, 1712-1778; Rousseau, 1920), and on first-hand experiences and real objects (works of Pestalozzi, 1746-1827; Gazibara, 2013). From the 1800s to the 1900s, learning by doing (works by Johann Fredrich Herbart, 1776-1841; Palmer et al., 2001), and after the 1900s, it was embedded in the Constructivist Movement in education led by John Dewey (1910) and others

such as Alfred North Whitehead (1929), William Head Kilpatrick (1923), among many until nowadays (Palmer et al., 2001).

Dewey is the most famous name of the philosophical movement that became known as pragmatism (Sorrell, 2013). However, he preferred to name it *instrumentalism* (Gouinlock, 2022) since the experience outcomes from relationships among transformative occurrences and interpretations, in which ideas are important only if they serve as a tool for solving real problems. In the specific field of educational FTs, Dewey's theory falls within progressive education (see Table 1).

Traditional v. Progressive

Dewey (1938/2015) delineates two opposite paradigms dividing education into traditional v. progressive. The first represented the *status quo* dominant view of the linear education *pattern of organization* based on the acquisition of concepts strictly handed down from the past for rote memorization of facts, rules, and obedience imposed from outside (p. 18). Which, the role of the teacher was to maintain a rigid discipline and to teach highly structured concepts incorporated in *bodies of information* (p. 19) to reflect the *static world* of elders not representative of the realities of youngsters in an ever-changing world. Traditional highly structured FTs did not consider educational components to fulfill teachers' and students' educational needs or integrate the multicultural curricula until recently. Also, museums used to be places with no content interaction where students walked through displays in silence, following the tour narrative not always understood. The Victorian concept of museums has changed, such growth described by Dewey can be experienced by the child within the context of an educational FT (Britannica, eds., 2019).

The paradigm envisioned by Dewey (1938/2015) created the front for a progressive education in which all the principles are abstract until experienced by praxis to become concrete upon results observed and comprehended by the pupils as a consequence of experience and freedom to interpret what they experienced. For that reason, educational FTs are important for students' experiential learning in an ever-changing world. The purpose of the progressive paradigm is to provide younger people with the tools to construct a body of knowledge based on their experience and freedom to make intelligent and informed decisions for themselves and society (Dewey, 1938/2015).

Table 1

Traditional v. Progressive Education

Imposed from outside:	*Cultivated from inside:*
● External dogmatic activities ● Learn through books and teachers ● Drills ● Static world	● Individualized free activities ● Learn through personal experiences ● Skills ● Changing world

Note. ©Cecilia Turman, 2021. Based on Dewey's *Experience and education* (1938/2015).

In other words, Dewey (1938/2015) contrasts the traditional vs. progressive paradigms and lays out the principles of modern/progressive education to impose content into a young mind,

> "opposed to expression and cultivation of individuality; to external discipline is opposed free activity; to learn from texts and teachers, learning through experience; to acquisition of isolated skills and techniques by drill, is opposed acquisition from them as means of attaining ends which makes direct vital appeal; to prepare for a more or less remote future

is opposed making the most of opportunities of the present life; to static aims and materials is opposed to acquaintance with a changing world" (Dewey, 1938/2015, pp. 19-20).

The Importance of Dewey's Theory for Educational Field Trips

Social action is the driving point for Dewey's Theory that interweaves meaningful theoretical knowledge for individual/collective actions and feelings that drastically differ from traditional education's lack of exploration and observation of conceptual processes. According to Hein (2012), Dewey's philosophy comprises four principles:

1) *Empirical naturalism* that explains life, beliefs, actions, and connections with everything is based on individual, collective, and historical experiences (p. 26).
2) *The process of thinking*, directly related to empirical naturalism, examines beliefs' effects as results of experience since there is not an absolute ideal or conclusive objective. Thus, there is no perfect democracy or social justice. Society, however, will progress toward better democracy and social justice when we learn from educational experiences that involve reflection (p. 27).
3) *Human behavio*r is an interactive social activity like a cell networking with other cells/organisms in a mutually beneficial and transformative way. Dewey believes that life is interactive like a biological system to symbiotically influence learning, since the concept of life is interactive and autonomous like a cell in an organism, interaction can positively benefit transformations (p. 28).
4) *Organic growth* happens through the interactions of individuals and environments. Darwinian evolutionary theory impressed Dewey since it transformed knowledge, morals, politics, and religion. As we grow to learn from individuals' experiences in their

environments, which are disturbed, we continue to grow and change to modify environments (p. 28-9).

Dewey and Darwin

Darwin's *Origin of Species* (1889) has inspired several scientists since its publication in 1889, which brought a scientific revolution but also allowed for misrepresentation by many, who called themselves Darwinists, with the intent to justify racial privilege with unrealistic theories and try to maintain the Eurocentric concept of human being enhancement based on their origin, color, religion, physical appearance, and cognition (Ruse, 2009b). Besides slavery and colonialism, human zoos were an entertainment practice that survived from pre-Columbian America until mid-twentieth century Europe, Asia, Australia, and the US to name a few under the disguise of scientific research until 1958. Among many, in 1904, the government brought over a thousand Philippines to the St. Louis World Fair to add to the display of the indigenous culture. According to Johnson (2020), indigenous people were ordered to kill and eat dogs as part of their "savage" culture. In 1906, the Bronx Zoo in New York maintained an *exotic* human exhibit of an African boy and a monkey (Johnson, 2020). Those human displays, endorsed by Eurocentric exploiters disguised by Darwinists, were trying to prove indigenous cultures as inferior. These exhibits drew millions of visitors from all over the world.

Darwin's (1889) studies challenged the Victorian dogma, arguing that species were mutable and not created by God. Instead, based on empiricism, Darwin proposed that life specimens had evolved from a common ancestor by adapting through natural selection and genetically diverse species could arise from a common ancestor. Dewey (1910) wrote about the two-thousand-year philosophy of nature and knowledge,

> "Rested on the superiority of fixed and final; treating change and origin as signs of defect and unreality… the "Origin of Species" introduced a mode of thinking that in the end was bound to transform the logic of knowledge, and hence the treatment of morals, politics, and religion" (Dewey, 1910, p. 1-2).

Dewey (1910) was inspired by Darwinism and the scientific revolution that disrupted the millenary concept of a static world. Today teachers, schools, districts, and government entities are looking to solve new problems highlighted by redefining what education should entail and embracing bilingualism and multiculturalism experiences as benefits to our educational system and society as a whole.

Figure 2

I Am / Education / Works

Personal Interest in the Study

My own experience as a PK-12 student started when I entered kindergarten at, perhaps, the best progressive school in Brazil. It was founded in the 1920s, and by the 1940s, educational psychology was introduced at this school laboratory. It hosted PK-12 education, a teacher preparation college, outdoor classrooms, and a hands-on farm research lab where we observed life cycles with real animals in real-time. There I learned firsthand to create structures using not toys but real tools. After I graduated from primary school, I was also lucky enough to attend progressive schools during my secondary studies thanks to my best friend's father, a geography teacher. Professor Candido offered me a full academic scholarship at the private progressive school where he taught.

When not in school, I grew up inside museums following my mother's works with anthropology, researching Brazilian folk culture, traveling to sites to record interviews and capture images of performers and their performances, and participating in the making of Brazilian Northeast regional oral history archives. After we moved to Rio, my mother worked at archeological sites and curated various historical sites including Roberto Burle Marx's House, which recently became a World Heritage site. I enjoyed helping with museum activities such as preserving artifacts, mounting exhibits, and guiding visitors.

After moving to New York, I promoted Brazilian cultural events in Manhattan. When my son was born, I started a program to teach Brazilian children hands-on activities in language and arts at cultural venues around the city, and as my child started his early school program, I restarted my higher education and also taught school bilingual programs. However, I felt restrained by the great amount of time that the students and I spent learning only inside the classroom and tried to create experiential and personalized learning activities, often simulating situations such as pretending to fly to Spain on a sightseeing tour, giving everyone a simulated RT ticket with their name on it, and by employing visual, audio and tactile representations of the landmarks, cultural events, and lifestyles I tried to promote full immersion in the experience. I was very supportive and enthusiastic about manifesting actual school FTs, getting parental approval, researching the venue in advance, discussing what was there to see with students, fundraising to get it all for free to everyone, and creating pre-, during, and post- fun and relevant educational activities.

My own PK-12 experiences served as an ingrained driving force that inspired me and informed my path in higher education as a nontraditional student. I first earned a multidisciplinary bachelor's with minors in anthropology, history, and Spanish while doing internships at Lied Children's Museum, The Liberace Museum, preservation at the Barrick Museum, and investigating the Lied Library Special Collections' archives; I then received an interdisciplinary Master's in Latin American and Chicano history, including public history, and I was eventually invited into the doctoral program in teacher education, choosing the topic of field

trips and experiential learning for my specific area of research. Indeed, my decision was informed by my great appreciation of the role in education that museums and other educational sites play in reconstructing and preserving the culture and the history of different peoples.

Since 2018, I have designed FTs to see educational movies and exhibits. I actively engaged in influencing/inspiring ethnically diverse and underprivileged students and their educators. I also created outdoor FT learning programs whose mission was to inspire them through learning critical values of well-being, sustainability, social justice, and equity in novel settings beyond the classroom and into the real world. I have conducted FT activities with over 5,000 middle school girls to inspire them towards higher education and the possibility of having STEM careers because these unique out of classroom educational activities allow students the opportunity to literally see themselves interacting in different scientific and cultural settings and with the people who work there.

! Sí, se puede! Sim, se pode! Yes, we can!

The Progressive Educational Movement in Brazil

In Brazil, Dewey inspired the New School Movement, led by Teixeira, based on practical activity and democracy as important ingredients for education since the early 1920s. The progressive school, where I attended my elementary education, was deeply influenced by Dewey. It integrated K-12 education with meaningful experiential learning for students to the Deweyan school lab as the pedagogical and psychometrics praxis for in-service and preservice teachers' docent program offered at my school since the 1920s as a pioneer program in Brazil. The Brazilian philosopher Paulo Freire, well known for his revolutionary theory of critical pedagogy, was inspired by Dewey's principles of praxis (Carnoy, 1997; Freire, 1997; Stinson, 2016). Dewey holds a uniquely influential position in the evolution of progressive education in Brazil.

Brief Review of Theoretical Framework

John Dewey, a prominent figure in the field of education, emphasized the importance of experiential learning and democracy within schools. His philosophy, outlined in his work from 1938 (revised in 2015), advocated for a hands-on approach where students engage in practical tasks related to the content being taught. Dewey believed that learning is most effective when individuals are actively involved in experimentation and critical thinking. By fostering a democratic environment that encourages collaboration and collective decision-making, Dewey aimed to bridge the gap between theory and practice, emphasizing the role of experience in shaping knowledge and understanding. The theoretical framework delves into Dewey's educational theories, highlighting his views on the role of schools in preparing individuals for life through continuous development and intellectual freedom.

Put the Practice into Focus

> "The principle is students learn the best by performing tasks associated with the content taught. Hands-on and creative activities gained prominence in the curriculum, and the children were encouraged to experiment and think for themselves" (Dewey, 1938/2015).

In this context, democracy gains weight, being the political order that allows the further development of individuals, the role of deciding together as a group the destination of where they belong. Dewey (1938/2015) advocated democracy not only in the institutional field but also within schools. Influenced by empiricism, Dewey (1938/2015) created a school laboratory linked to the university where he taught to test teaching methods. He stressed the need to strengthen the relationship between theory and practice, he believed the theoretical hypotheses would make sense only daily (Dewey, 1938/2015). Another key point of Dewey's Theory (1938/2015) is the belief knowledge is constructed by consensus, which in turn is the result of collective

discussions. Learning happens by sharing experiences, which is fostered in a democratic environment. Therefore, according to Dewey (1938/2015), the school must provide joint practices and promote situations of cooperation, instead of dealing with children in isolation.

Dewey's (1938/2015) great merit was to have been one of the first to call attention to the thinking ability of students. Dewey (1938/2015) believed that educational process success would happen if a group of people were communicating and exchanging ideas, feelings, and experiences about the practical situations of everyday life. At the same time, he recognized as societies grew complex, the distance between adults and children was extended too. Dewey's (1938/2015) Theory of Experience lays in two principles: *interaction* and *continuity* (p. 51). In that, educational problems are too complex to be leveled by age group or divided into subject matters that teach those from beginning to end, as traditional education does, but instead, start with the problem of essential inquiry on individual freedom and social control and logically develop new questions to be responded.

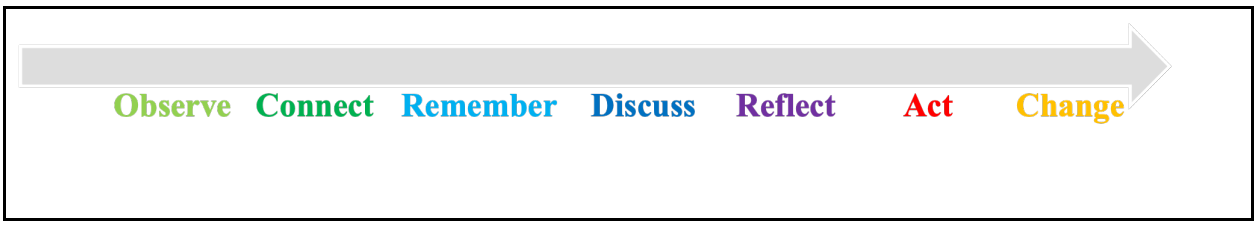
Hence a need for a progressive school, a place where people meet to educate and be educated based on experience and reflection. For Dewey (1938/2015), the role of the progressive school is to reproduce a miniature of the community, present the world in a simplified and organized manner, and gradually drive the kids to the meaning and understanding of the most complex things.

In other words, the school's goal should be to teach the child to live in the world, which FTs can serve as a beneficial outlet for learning. However, it is more likely to find the typical schoolroom is the one that has prevailed by *fixed signals* designed to be obeyed and limits freedom of critical thinking and ethics (Dewey, 1938/2015). Learning just occurs when students are placed before real problems, linking the past to future participation. Dewey (1938/2015)

suggests that desire is the first impetus to act upon and to find a purpose through philosophic thought allows students to (1) observe reality and its detail, (2) remember similar experiences to relate and discuss, and (3) reflect, find meaning and purpose to plan, evaluate, and decide into a continued action (Dewey, 1938/2015). Educational FTs provide students with the medium to associate reality with past experiences to reflect upon their application and continuity to ensure the relevance of conceptual learning.

Figure 3

Dewey's Process of Encouraging the Desire for Continuous Development for Change.



©Cecilia Turman, 2024. Based on Dewey (1938/2015, p. 60).

Education, in Dewey's (1938/2015) view, is a constant reconstruction of experience through communication with each other that allows for accommodation and adaptation of learning (p. 60), to make sense and enable new generations to meet the challenges of society. To educate, therefore, is more than reproducing knowledge, it is encouraging the desire for continuous development, preparing people to transform something. The educational experience is, for Dewey, reflective, resulting in new knowledge, which is also the basis for Piaget's Cognitive Stages Theory (Piaget, 1964, p. 40).

According to Dewey (1938/2015), one should follow some essential points: the student is in a real experimental situation, the activity has an interest, there is a problem to solve, and they possess the knowledge to act on the situation and have the chance to test their ideas. Reflection and action must be linked; they are part of an indivisible whole. Dewey believed only intelligence gives man the ability to modify the environment around them. One of the main lessons left by Dewey is there is no separation between life and education; education must prepare people for life by promoting its constant development. Thus, traditional education does not prepare children for life, but rather completing a fixed curriculum to be graded by exams that allow students to proceed to the next school level. Students have different realities, part of their individual experiences, that educators could expand through educational FTs to empower their intellectual freedom and enable different futures they can choose.

Intellectual Freedom for Students

> "Dewey's works and philosophy also held great influence in the creation of the short-lived Black Mountain College in North Carolina, an experimental college focused on interdisciplinary study... Black Mountain College was the locus of the *Black Mountain Poets* a group of avant-garde poets closely linked with the Beat Generation and the San Francisco Renaissance" (Talebi, K., 2015, p.12).

Dewey (1938/2015) refers to a teaching practice based on the freedom of students to develop their certainties, their knowledge, and their own moral rules. This does not mean reducing the importance of the curriculum or the educator's knowledge. For Dewey (1938/2015), the teacher should present the school content in the form of questions or problems, and never give beforehand answers or ready solutions. Instead of starting with definitions and concepts

already developed, should use procedures that make students think and develop their concepts and then confront the systematized knowledge.

Brief Review of the Educational Field Trip Literature

The 21st Century theories for teaching and learning developed from Dewey's (1038/2015) interdisciplinary curriculum in which all subjects are interconnected, emphasizing democratic freedom and experiential learning by doing (Janse, 2019). Dewey's Theory has transformed the National Curriculum Standards, which were set to prepare students for "the economy rather than democracy" (Tampio, 2017, p. 33). Dewey defended democracy and freedom of thought as tools for the emotional and intellectual maturity of children (Dewey, 1916/2004). How often have you heard about the need to value a student's ability to think? To prepare them to question reality? To unite theory and practice? Problematize? The American philosopher John Dewey (1916/2004) and his progressivism revolutionized education worldwide.

Brief Review of Educational Field Trip Methodology

Among the methodologies done by others are the midcentury evolving fundamental works reviewed by Behrendt and Franklin's (2014) conceptual study which cites Orion and Holfstein's (1994) research findings and other works to support their views on FT pedagogical methods on the works by Brady (1972) and a few others. The inclusion of pedagogical methods to plan field trips into teacher education programs provides experience in their clinical observations. This is one area I want to investigate since I strongly believe new teachers can increase the number of field trips in urban schools through this practice. Usually, FTs, as in many other field experiences, in teacher education programs for PSTs do not align the pedagogical methods to design and conduct an educational FT.

Overview of Definition of Terms

This FT research design used a survey research approach method. This study takes a cross-sectional quantitative survey methodology with 16 multiple-choice 5-point Likert scale,

one question chooses all that apply (CATA), and a qualitative 4 open response analysis looking for themes. This survey research was created and adapted from existing literature and intends to be applied to a pool of students enrolled in the Teaching and Learning programs at UNLV College of Education.

Definition of Terms

In conducting survey research methodology, a comprehensive understanding of key terms and concepts is essential to ensure the validity and reliability of the data collected. This Definition of Terms segment delves into the foundational aspects of the survey research approach employed in this study. By elucidating terms such as Cross-Sectional Quantitative Survey, Survey Instrument, Validity, and Reliability, this section aims to provide clarity on the methodology's intricacies. From the design of survey instruments to the assessment of validity and reliability, each term shapes the effectiveness and accuracy of data collection within the context of this research with a critical function it. Through a detailed exploration of these terms, researchers and readers alike can gain a deeper appreciation for the methodological framework underpinning the survey research approach utilized in this study.

Survey Research Approach

A survey research approach is appropriate for this study since its design allows for gathering data from a group of respondents who share similarities by being all enrolled in a teacher program. This method enables the researchers to obtain insights from individuals who possess similar backgrounds and experiences within the educational field. The survey design

includes ten multiple choice 5-point Likert scale questions, one CATA question and five open-ended questions to be responded to in exchange for one academic credit.

Cross-Sectional Quantitative Survey

This type of analysis is appropriate for this type of survey approach since data variables collected at one given point are cross-examined. This method also allows for quantitative and qualitative approaches. By combining quantitative metrics with qualitative insights, researchers can gain a more holistic understanding of the survey results, enriching the depth and breadth of their analysis.

Survey Instrument

Under the meticulous supervision of my committee, the survey instrument underwent a thorough and careful design process to ensure its effectiveness in capturing relevant data. The hypotheses guiding the survey were intricately crafted based on the underlying research questions, aligning the instrument with the study's objectives. Iterative modifications were made to the survey instrument until its accuracy and reliability were confirmed, reflecting a commitment to precision and methodological rigor in data collection.

Validity

Prior to the dissemination of the electronic survey, thorough validation processes, including content-expert and response validity checks with a small group of individuals, were conducted to ensure the survey's accuracy and appropriateness. The pretesting phase, along with peer validity assessments, were diligently carried out before the web survey was distributed, guaranteeing that the questions posed were ethical, user-friendly, and sensitive to all respondents. These meticulous validation steps not only uphold research integrity but also contribute to the reliability and credibility of the conclusions drawn from the survey responses.

Reliability

The utilization of an electronic survey facilitates the automatic collection and recording of data, ensuring efficiency and accuracy while considering the representativeness of sample quality from the target population. By offering one academic credit in exchange for honest responses, the survey incentivizes participation and encourages genuine feedback, enhancing the reliability and validity of the data gathered. The consistent elicitation of information through survey questions under standardized conditions contributes to the reliability of the results, ensuring that responses are comparable and dependable across all participants.

Filling the Gap

Among several, the main benefits of educational FTs affect cognition, aesthetic, and perception needs directly impact students' abilities to achieve the betterment of physical and mental health. FTs provide students locked in crowded classrooms with a better understanding of the real world, decrease the student-prison pipeline by leveling up, and humanize the perception of self and others. FTs provide students with invaluable lifelong experiences that affect long-term episodic memory. The humanizing aspects of educational FT experiences allow students to perceive and share a world outside the classroom that brings authentic experiences out of mandatory subject performances, academic expectations, and behavior. FTs benefits could contribute to decreasing internalized problems and lack of sense of belonging. As the population grows the problems that affect humanity grow along. The world population has increased to 8 billion worldwide on the 15th of November of 2022 and is projected to reach 10.4 billion in 2080 according to World Population Prospects (United Nations, 2022). Education has the answer in a growing system to choose between the pre-scientific age or the scientific method of possibilities through experience (Dewey, 1938/2015).

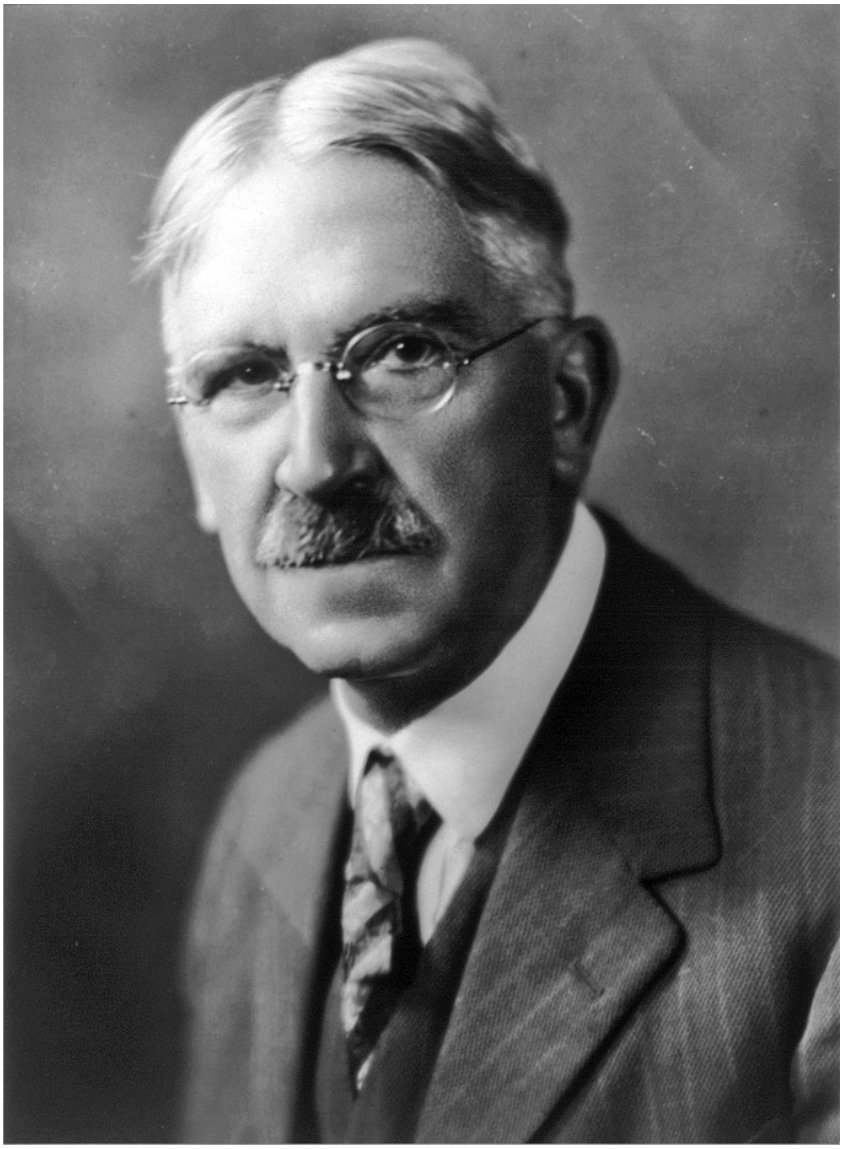
Chapter Summary and Transition

In Chapter 1, I introduce the whole idea of educational FTs, Dewey's Theory in it, and my personal interest in the proposed study. I state the problem and make the case for educational FTs research explaining its background problem found in the general literature. The purpose and research questions explore teachers' attitudes and beliefs in educational field trips, supporting those with brief reviews of the educational FTs theoretical framework, literature done by others, and their methodology. Following is the Literature Review in Chapter 2 that concludes with the educational FTs benefit students in many ways such as benefits to cognition, aesthetic, and perception needs, to physical and mental health, to students in crowded classrooms, decreasing student-prison pipeline, to long-term episodic memory, to informal social and affective learning that motivates input on subject learning, to create a multicultural platform, inclusion and diversity needs, critical thinking, and social justice in field trips. We will now investigate additional topics in the next chapter.

Chapter 2: Literature Review

Figure 4.

John Dewey – Library of Congress. Item cph.3a51565



"The museum should be used largely for practical work

in connection with all departments of the school."

~Dewey (1903b, p. 343)

Review of the Chapter

The theoretical framework, research questions and hypotheses, problem statement and its background as well as the literature were succinctly introduced and briefly reviewed in Chapter 1. Chapter 2 delves into reviewing the literature on the educational field trip and its impact on PK-12 students to find what research has been done and identify gaps in the existing studies to guide and support my research. This research project investigates how preservice teachers could bridge their own PK-12 educational field trip experiences into creating a progressive teaching and learning field trip experience for the benefit of their students as well as themselves. This quantitative survey research study method and design, context and participants' recruitment, anticipated analysis, and the Institutional Research Board (IRB) Informed Consent protocol are covered in Chapter 3. This research study was distributed, collected, analyzed, and defended upon the approval of all members of my committee.

Field Trips Background Context

In fact, experiential learning in education started with Comenius during the 17th Century (Rabecq, 1957), anthropological studies prove that *homo sapiens* learned from their senses of the environment, as represented in petroglyphs and hieroglyphs of animals and the environment as the *homo* species have evolved into our closer relatives developing a sophisticated cognitive language system (Sherwood et al., 2008, pp. 437–8). FTs to the natural environment, before classrooms ever existed, have been the medium for people to teach and learn their social-political- economic-cultural status throughout the development of civilization in its geopolitical contexts and folk expressions.

For instance, Kounin's (1970/1977) instructional framework offers a captivating journey into the annals of educational history, where the tapestry of teaching practices is intricately

woven with the rich experiences of indigenous tribes. According to La-Grave (2020), these trailblazers teaching and learning, Native American/Tribal pedagogy through history telling their intimate connection with nature in a place-based learning, not only pioneered the concept of Field Trips (FTs) and outdoor education but also unearthed profound insights into the symbiotic relationship with their environment through their ways of knowing (2020). Through their experiences and interactions with the natural world, these trailblazers uncovered valuable insights that continue to shape modern educational approaches and environmental consciousness applied to teaching (La-Grave, 2020).

. These experiences not only deepened their comprehension of the natural world but also emphasized the passing down of ancestral wisdom across generations. This enduring legacy remains a foundational influence on modern educational approaches, reflecting the profound impact of historical insights on present-day Native/Tribal learning methodologies (Lindstrom, & Anselmo, 2024).

Lauer's (2012) study exemplified the holistic approach to situated learning experienced by the Native tribes of Solomon Islands and holistic approach to learning that transcended mere classroom instruction. Through oral traditions and experiential knowledge, these communities imparted invaluable lessons on sustainable living, ecosystem stewardship, cultural preservation, and tsunami survival. Their teachings underscored the intrinsic link between language proficiency, lifelong skills, and a profound connection to nature—a synergy that forms the cornerstone of effective learning (Lauer, 2012).

The significance of lifelong skills and language acquisition in Kounin's (1970/1977) framework resonates deeply in the context of real-time nature hands-on exploration (Dewey, 1938/2015; Kounin,1970/1977). By actively engaging in discussions that unravel the mysteries

of the natural world, individuals not only enhance their cognitive abilities but also cultivate a deep-seated appreciation for environmental interconnectedness (Kravcik et al. 2014). Skinner (1974) aptly captures this transformative process, highlighting how immersion in nature fosters a dynamic exchange of ideas that transcends traditional pedagogical boundaries.

Kounin's (1970/1977) instructional framework serves as a beacon, merging historical wisdom with experiential learning to create a comprehensive educational journey that fosters curiosity, critical thinking, and a deep reverence for the complexities of life on Earth. By exploring the perspectives of early explorers and indigenous tribes, we are granted a timeless view of knowledge cascading through time—Kounin's (1970/1977) narrative that fuels modern educational strategies grounded in the enduring teachings of nature. This narrative not only informs but also inspires present-day educational methodologies, emphasizing the intrinsic value of connecting with nature's profound lessons across generations.

The Meaning of Real World

According to Freire's philosophy (1987), the meaning of the real world is about the general thematic should be found in the (personal) relationship of an individual and the world in which they live, and not in an isolated individual from reality or reality separated from the individual. The thematic should focus on the person's praxis and their action on reality. The reality of the student is not the model we have created for them, with a content program we have organized (Freire, 1987). This conception of multiple realities is related to the philosophic line of Paulo Freire, who highlighted that reality is the single perception of the individual. This reality is not A to B or A over B, but A with B measured by the world (Freire, 1987). It is important to mention that content has deep roots in feelings and life, that understanding it as a behavior, and that to perceive behavior is to intend and distinguish what makes it a phenomenon of significant

reality. To feel is more important than to know, understanding is to dialectically articulate the feelings and knowledge into objective laws of reality. How is it possible to overcome extremes in search of unity? On the one hand, the individual who feels, may not always understand. On the other hand, the individual understands, but may not always feel. The two extremes define the intellectual mistake that hides behind the belief of knowledge without comprehension and without feelings.

Search Process

For my literature review, I used many of the essential works and examined the latest developments in the field. I had to redo my searches, limiting it to a ten-year span. As well as to maintain the essential theorists' works, with a focus on educational FTs operational definition, in my proposal for my literature review due to the scarcity of research scholarship on the topic.

I searched for the most updated results on field trips (FT). My results were consistent with the novelty of the topics addressed in this study and a consistent trend in newer research literature reviewing the fundamental works stated in this chapter such as Behrendt and Franklin (2014); Bronfenbrenner (1994); Dewey (1903b; 1910; 1934/2005; 1938/2015); Falk and Dickering (1997); Freeman (1995); Kravicik et al. (2004); Maslow and Lowery (1998); Orion and Hofstein (1994) and many other FTs' pioneers who innovated the concept of FTs as a component of education. It is important to highlight that PK-12 field trip literature considerably declined (Whitesell, 2015) from the NCLB (2002) until the ongoing Pandemic from 2019 to the present when virtual field trips (VFTs) literature increased to contribute to teachers' and students' remote teaching and learning during the lockdown and beyond.

In the dynamic field of education, staying abreast of essential literature is crucial for informing and shaping newer research endeavors. To enhance my research methods and ensure a

comprehensive understanding of the latest developments, I have sought guidance from the education research librarian and other experts on multiple occasions. By leveraging databases and specialized tools, I meticulously searched, curated, and categorized the most recent literature relevant to my areas of study, thereby fortifying the foundation of this research and review process.

This research starts with a focus on PK-12 educational field trips to take students from the classroom on an educational trip/journey as an enrichment program to complement the required school curriculum and instruction. I looked at the significant literature on this chapter's three domains: (1) educational field trips, (2) teachers' attitudes and beliefs, and (3) the multicultural platform by searching Academic Search Premier combined with ERIC, and JSTOR. These database searches were limited to the past 10 years, academic journals, full text, peer-reviewed, English, Portuguese, and Spanish languages. I tried to get a comprehensive view of my topics of interest associated with school field trips in order to curate those findings. I used Google Scholar to investigate the specifics of articles that I have selected and dig into newer information not available in the searched databases, such as comparing publication year details and searching for their respective DOIs to get their PDFs. Once they were retrieved and selected, I annotated the bibliography into an Excel spreadsheet organized by each chapter and saved the respective PDFs into two folders, one for the literature used and another for relevant not used literature. I was later provided with a CrossRefs DOI query engine that facilitated completing my citations. I used a flowchart organizer, in which I described the number of findings and how many articles of relevance were used in each of the three domain topics and subtopics.

In my search process, it was common to find a large amount of non-relevant literature that needed to be excluded from the main result, especially in Google Scholar where search

results were above 1 million mostly nonrelevant and duplicated. By searching my topics in JSTOR, these numbers, however, were not higher than (n = 3,158) results per search when using "school field trips" AND "educational field trips" that, for the most part, were not associated with FTs and the topics descriptors carrying different meanings, foreign language, duplicated and/or nonrelevant. To avoid duplicated records, I combined Academic Premier with ERIC databases in my searches to identify and select the relevant ones and remove the non-relevant ones to screen and retrieve the references that I used. I was surprised by the lower number of results while searching for school field trips associated with the same descriptor "school field trip" AND "educational field trip" on ERIC + Academic Premier after applying a ten-year time filter, I found (n = 513) records that I screened about 50 to screen and retrieved from 10 to 2 average to include in my study. Most of my searches using a second descriptor yielded lower result numbers such as: "race" (n = 10), "social justice" (n = 12), "multicultural" (n = 11), or "multicultural education" (n = 6), "inclusion" (n = 13), "diversity" (n = 20), "prison" (n = 2) and "prison pipeline" (n = 0), reflecting that most of the time these areas with low or no relevance. These results also reflected a lack of scholarship in other areas associated with "field trips" AND "physical health" (n = 3), "health" (n = 19), "mental health" (n = 9), "long term memory" (n = 1), "cognition" (n = 7), "benefits" (n = 56), "teacher perception" (n = 6), "perception" (n = 50), "teacher experiences" (n = 22), "teacher-student relationships" (n = 13), museum education" (n = 27), AND "Latinos" OR "Hispanics" (n = 6). I also had to search for foreign language articles and found that Europeans and Middle Eastern countries are more advanced in this research area of education and field trips.

Introduction to the Proposed Study

Behrendt and Franklin's (2004) work defines an educational FT as an "instructional trip, school excursion, or school journey" (Krepel & Duvall, 1981) away from the classroom and other traditional environments, observing and interacting in different settings, conducting basic research, and/or experiencing new activities conducted at unique venues that "cannot be duplicated in the classroom" (Behrendt & Franklin 2004, p. 236). They also emphasized the importance of the teacher's pedagogical role in organizing efficient FTs, which connect classroom learning to hands-on experiences for students at the venue. Students get to use their senses to internalize the abstract subject matter in a real-world context, as addressed in educational FTs (Alam, 2020; Falk & Dierking, 1997).

Behrendt and Franklin (2014) suggest the role of teachers is to enhance students' perceptions in authentic environments (p. 240) through experiential, collaborative, situated, and personalized learning approaches for the pre-, during, and post-phases of an educational FT (Behrendt & Franklin, 2014). Perhaps the most important phase of an educational FT is the experiential discussions that follow because they create transformational knowledge. Baily et al. (2014) mention what we learned and relearned individually/collectively should not be treated as a learning outcome but as conceiving new learning since FTs are multilinear. According to Michie (1998), educational FTs include five main planning purposes:

"(1) provide firsthand experience,

(2) stimulate interest and motivation in science,

(3) add relevance to learning interrelationships,

(4) strengthen observation and perception skills, and

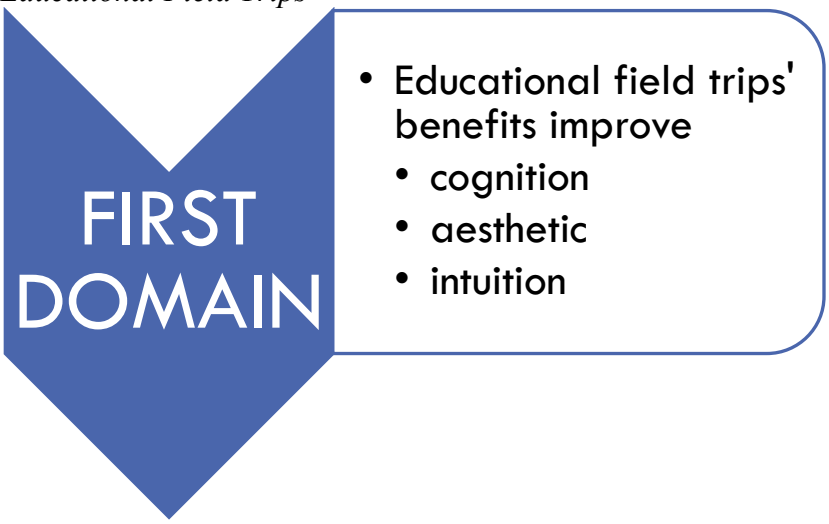
(5) promote personal (social) development" (Mitchie, 1998, p. 2).

According to Orion and Hofstein (1991) and due in part to the removal of the typical classroom limits, activities are typically seen by participants of all ages, genders, and abilities as socializing experiences instead of just educational ones. Orion and Hofstein (1991) examined how field trip learning influenced individual and social learning, as well as the adventure and environmental aspects of field trip activities. Orion and Hofstein (1991) suggest three components of the student's perception of a field trip as a learning event:

> "(1) understanding of concepts using field trips,
>
> (2) the field trip as an instructional tool to enhance the learning of concepts, and
>
> (3) the field trip as a motivation for learning" (p. 515).

Figure 5

First Domain: Educational Field Trips



Note. Illustration created by ©Cecilia Turman, 2024.

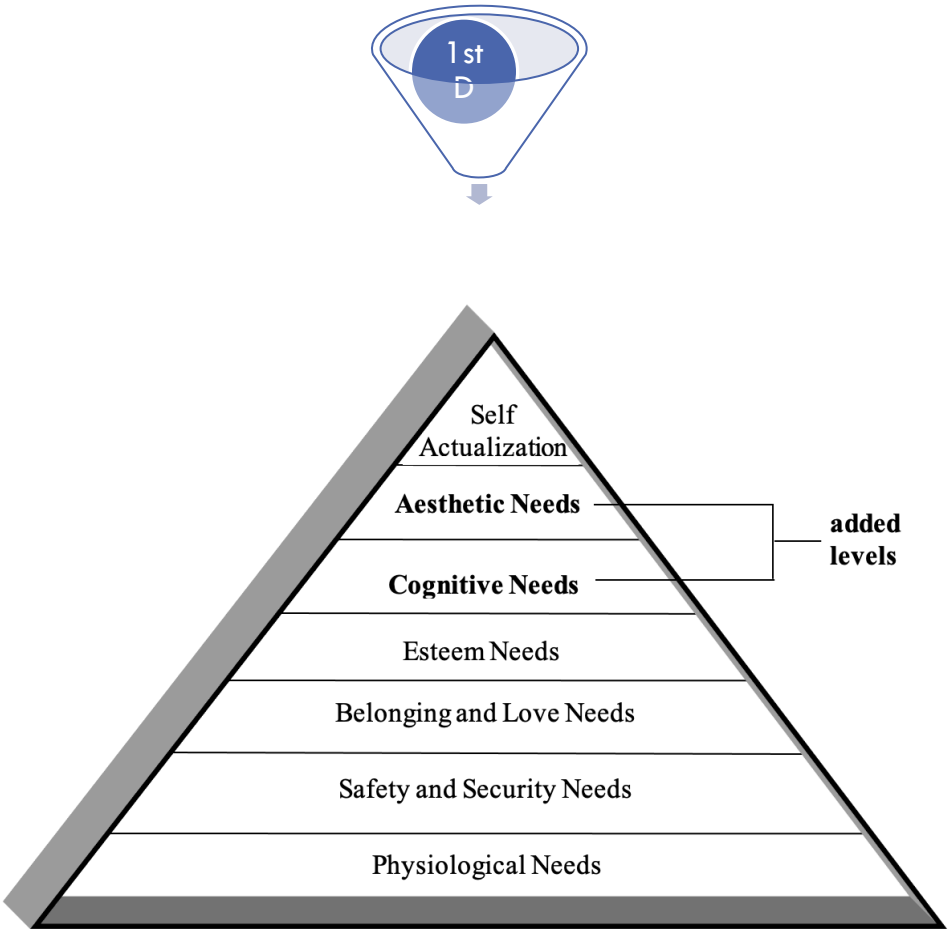
First Domain: Educational Field Trips

Benefits to Cognition, Aesthetic, and Perception Needs

There is an implicit justification for learning beyond the classrooms in Maslow's seminal work regarding the hierarchy of needs (Maslow & Lowery, 1998). The lower four levels on the Needs Pyramid illustrate learning barriers that prevent the advancement of cognitive development; these obstacles are challenging to break through. It is common knowledge that exposure to culture and art are themselves a culmination point of cognition. One must wonder why educated cities have more street art and public institutions than uneducated and dehumanized ones. Self-actualization is directly tied to the levels in Maslow's (1998) pyramid (i.e., the levels of biological needs, safety, belongingness, and love (see Figure 3, below). However, the two added levels of *cognitive issues* and *aesthetic needs* fill an important gap in achieving self-actualization as shown by Maslow and Lowery's (1998) Hierarchy of Needs Pyramid (See Figure 2).

Figure 6

1st D → Exposure to Cognitive and Aesthetic Levels Leads to Self-Actualization.



Hierarchy of Needs Pyramid with Added Levels. **Source:** Maslow & Lowery, 1998.

Promoting and supporting educational FTs from PK-12 schools represent a significant development to reach out to all levels and justify educational FT's learning value, which has not been fully recognized. Falk and Dierking (1997), informed by contemporary research in neuroscience and cognition, evaluated the effects and relationships of these fields in learning from FTs. By using a qualitative approach to interview 128 participants (46 adults, 34 fourth

graders, and 48 eighth graders) on what they remembered from their PK-12 field trips. The results have shown that except for 4 participants, the whole group remembered where, when, and who participated in the FTs they had taken and some details of what happened. Nearly all participants reflected upon their experiences after the FTs, and 96% of them often reflected on their FT experiences. Falk and Dierking's (1997) pivotal research shows convincing evidence that affects cognition: physical, social, and environmental contexts have a deep relationship with learning. Most of the participants could remember the content and all of them could remember one or two things from their experience (Falk & Dickering 1997; Falk et al. 2012). Recently Falk et al. (2012), wrote a conceptual review on traveling and learning, in which they draw a historiography of travel learning since Aristotle by analyzing the cognitive outcomes from free choice travel as life-long learning and wisdom based on *praxis* in search for identity.

Benefits to Physical and Mental Health

Educational FTs are becoming more popular in the U.S. as curriculum innovation seeks to humanize and involve students with sustainability and environmental history. New school building designs do not include "green areas, natural quiet areas, and exploration areas" (Derr, & Tarantini, 2016; Freeman, 1995). Also, the lack of natural light profoundly affects individuals' physical development (Ott, 1973/2000; Poitras et al., 2016). Going out of the school building into the world to visit a site with a group of colleagues is essential for widening the scope of the student experience, thus helping to ensure a better future for all individuals (Falk & Dierking, 1997). Novel learning environments offer unique alternatives that complement the classroom setting. Young developing minds easily and quickly absorb and integrate this information into their worldview. Nabors et al. (2009) state the importance for students to connect to facts and information by using their senses in a joyful way to discover and observe the reality behind the

ideas. Outdoor learning is part of necessary experiential learning, which depends on sensory-based first-hand techniques such as touching and manipulating one's environment (Behrendt & Franklin, 2014).

Benefits to Students in Crowded Classrooms

Students spend the academic year confined in crowded classrooms, and after lunchtime, they get 20 minutes of daily recess time in the school playground (Achilles, 1998). This represents the only time they have contact with the real world. The socioeconomic status of *at-risk* students does not allow them to go to museums or on vacations (Whitesell, 2015). Most of them spend the academic year (AY) walking between their homes to their schools without the benefits of mainstream middle-class students from rich urban areas who participate in real-world activities. Not having access to real-world experiences contribute to increased social and emotional problems which in turn causes high stress for students and their teachers (Maslow & Lowery, 1998).

The mainstream activities for FTs for decades have been taking students to visit institutions such as historical sites, national parks, zoos, and museums. According to DeWitt and Storksdieck (2008), most of the field trips researched from 1970 to the 1990s tried to compare experiential learning benefits and in-class instruction benefits by looking up cognition results and didactic significance. Before the Sputnik Movement in education, there were very few concerns about the school curricula, so educators could take their students on field trips. This was an achievable goal except for the cost that prevented some students from participating. Dewey (1934/1959) criticized the way art museums used to organize exhibits for their patrons, which curated the art of the wealthy from the public experience expressed in artistic objects in an inaccessible structured guided tour protocol boring for children and separated from public

education (pp. 11-12). Curators' efforts did not always meet teachers' curriculum standards as much as they tried to include them without the benefit of teachers' knowledge and expertise.

Kelton (2015) argues that students' and teachers' interactions in the creation of an exhibit, and their parents' involvement in FTs since their roles are usually limited to being passive chaperones. Parents could take a more active role in organizing educational family FTs to parks or other institutions and record their tours to virtually share with the classroom. This could also address the increasing number of students in-home study, who need experiential and personalized learning, in which they could apply their real-life experiences by sharing them with the class. Museums and other institutions offer virtual FTs and resources to be integrated into students' home studies from anywhere in the world to complement the curriculum.

Benefits to Decrease Student-Prison Pipeline

The humanizing, social, and affective aspects of educational FTs expose students and teachers to dialogic and acceptance, which serves as an ecological approach to decrease the racism, segregation, and hate dialogic that dramatically affects schools and communities all over the globe. More specifically, the U.S. leads the world in school gun violence (Grabow & Rose, 2018) and high incarceration rates (Scott, 2017). The United States' increasing student population adds pressure for quick action by school administrators to develop additional programs and increase innovative learning environments. The main concern is how fast school districts' response to innovation and change will positively impact education (Whitesell, 2015).

Maslow and Lowery's (1998) Pyramid expose the critical needs of physiology, safety, belonging, and esteem to then transition into the cognitive and aesthetic levels and be able to achieve self-actualization. According to the National Center for Education Statistics (NCES, 2022), about 50.8 million PK-12 students were enrolled in public schools for fall 2019, from

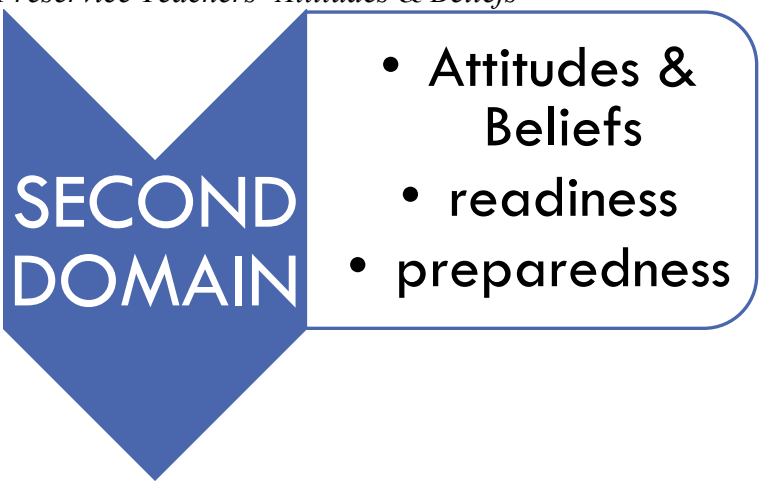
which 12.3 million represented 25% of all students who qualified for the National Free Lunch Program (NFLP) attending high poverty schools during the same fall 2019. It is logical to see why there are huge gaps in students' achievements. The humanizing aspects of educational FT experiences allow students to perceive and share a world outside the classroom that brings authentic experiences out of mandatory subject performances, academic expectations, and behavior.

The student's internalized problems and lack of sense of belonging to the world that they do not access have increased as the population grows. Allen and Bowles (2012) mention the importance of a sense of belonging to groups, especially to PK-12 school children that impacts their performance and retention. The school's function of constructing influential social networks that impact family and community well-being and mental health has not been prioritized. Baumeister and Leary (1995/2017) compare the human sense of cultural belonging to the sense of hunger, which humans experience on a daily basis (pp. 497-529). Between January 2009 and May 2018, Grabow and Rose for CNN's (2018) school shootings – US vs. World, recorded 288 school shootings on CNN news in the U.S. compared to local and national news and databases from all G7 countries. Grabow and Rose's (2018) research for CNN stated that the U.S. has 57 times more school shootings than all other industrialized countries combined.

Grabow and Rose (2018) contend that mistreatment, dysfunctional families, mental issues, psychological traumas, depression, suicidal tendencies, discrimination, retaliation, bullying, rejection, and/or recognition needs are the major causes of school violence (National Center for Juvenile Justice, 2017; Scott, 2017). Thus, increasing educational FTs could engage students in a positive environment that will contribute to decreasing violence in schools as well as the school-prison pipeline across high-poverty and minority racial groups of students.

Figure 7

Second Domain: Preservice Teachers' Attitudes & Beliefs



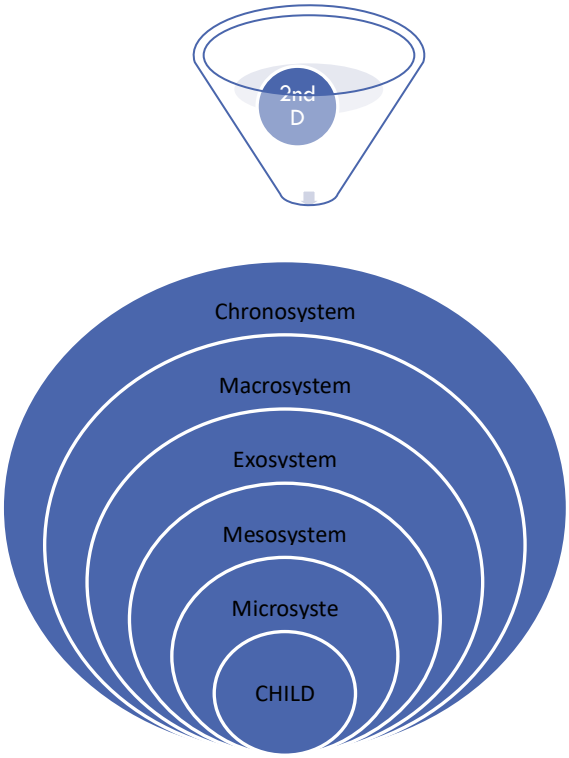
Note. Illustration created by ©Cecilia Turman, 2024.

Second Domain: Preservice Teachers' Attitudes & Beliefs

Bronfenbrenner's (1994) human development ecological model places the child in the center that is interactive and influenced by the outer levels that start with the microsystem (2-way relationship with family, school, peers, teachers, caregivers, faith – related to culture) and progressively goes through the mesosystem (direct relationship with the part of child's microsystem such as family-school – related to culture), ecosystems (workplace or other places that affects child's outcomes), macrosystem (generational culture), and chronosystem (rites of passage). Bronfenbrenner (1994) suggests that children's environment considerably influences their psychological and social life as they develop into adulthood. The ecological approaches (Bronfenbrenner 1994; Kounin, 1970/1977) are among the trendy ones for new teachers because they address behavior concerning classroom instruction instead of behavior and discipline enforcement.

Figure 8

2nd D → Bronfenbrenner's Ecological Model Looks Like a Five-Skin Onion



Note. Based on Bronfenbrenner (1994, 39-40). Illustration created by ©Cecilia Turman, 2022.

Turanovic and Siennick (2022) in their systematic review for the National Institute of Justice, which funded several scholarships to study school violence causes and consequences found that predictors were peer-related causes. Rejection and discrimination were the main predictors. Turanovic and Siennick (2022) conclude that peer acceptance/social preference and social competence interventions for school violence may represent a solution if peer-based components could challenge the development of relationships between peers. The whole school approach cannot be more welcomed than fostered by educational FTs that offer a sense of community belonging and bond participants together in an informal way of learning and participating in a common social gathering.

Whole School Connected and Interactive Perception of Self and Others' Realities

The whole-school approach is the basis of FTs and becoming the way to decrease and prevent violence in schools and communities. The whole school approach focuses on social skills, school climate, and preventive intervention from the classroom to school-wide (Beaty-O'Ferrall et al., 2010). A whole school management approach that includes the community was used to increase climate and reduce antisocial behavior (Luiselle et al., 2005). Berg and Cornell (2016) found that aggression and stress in a poor school climate disconnect novice teachers from their dream careers. One reason that novice teachers leave the profession is the school administration disconnect with novice teachers who are challenged in coping with issues of confrontational students (Barmby, 2006).

Espelage (2014) suggests that the disconnect affects mental health, academic achievement, and problem behavior. "Student and faculty behavior resides at the center of what will become accounting education at this critical junction" (Forgaty, 2020). Educational FTs provide students and teachers the socio-interaction they need for the perception of self and others, in which the evidence of life, tools, and artifacts opens the windows to connect our inner selves and understand the whole and interactive multidisciplinary subjects of others' realities. Therefore, education is the connection of multiple realities in a constant process of freedom that historically happens through praxis to transform humanity (Freire, 1987).

Second Domain: Teachers' Attitudes and Beliefs

The most significant characteristic of teachers' attitudes and beliefs is perhaps the integration of all subject matters into the socio-political-economic-cultural funds embedded in educational FTs. It will be interesting to investigate how preservice teachers would transfer funds to their future teachings informed by the perceptions from their own PK-12 educational

experiences. The biggest advantage of FTs is that they form lasting memories in the student's minds (Falk & Dierking, 1997); it is more than a learning environment, for it is a unique alternative that complements the classroom setting. Finding teachers' PK-12 educational field trip experiences offers an important perspective. It is important to know your community to build the right types of partnerships, in which teachers reflect on their time as students and draw from past experiences to inform their current practice.

Teachers, however, are leaving the field in incredible numbers due to school violence and lack of support (Choi, 2023). They also are looking to be welcomed by their peers as the school climate is declining and they lack support from the administration to release the stress of their students and themselves as well (Chen, 2022; Espelage et al. 2014)). It is necessary to bridge preservice teachers into the whole school and ecological practice to get them feeling connected and supported (Luiselli et al. 2005). Classrooms disconnected from the essential needs of both teachers and students don't appeal to the young preservice minded, who just joined the profession with high expectations of better education (Espelage et al.2014).

Sleeter and Grant (1987) argue teachers must develop deep and broad cultural competency in life that includes awareness, knowledge, attitude, and skills components in their personal, professional, institutional, and social contexts with foci on sociocultural perspectives transforming the lives of students who became teachers. Therefore, student empowerment and democratic ideals support is enabled by teachers as mediators for change (Banks, 2004). Thus, combining Banks's (2004), Sleeter and Grant's (1987) theories, and Acar-Ciftci's (2016) can illustrate a multi-dimensional model of how cultural competencies intersect. The intersection opens the door to exploring the components of race, gender, sexuality, language, geographic

regions, and types of schools (e.g., public, private) in which teachers conduct their PK-12 teaching in both traditional and non-traditional settings.

Informal Social and Affective Learning Motivates Input on Subject Learning

FTs can help students build theoretical constructs by acting as the backdrop for long-term episodic memory, according to Orion (1993). According to the model suggested by Meredith et al. (1997), the short-term effects of colloquial learning science have an impact on cognitive development that helps to establish or strengthen long-term emotive qualities including beliefs, preferences, ethics, and motivation. Ballantyne and Packer (2005) discovered that subjects can connect meaningfully with ecological concerns, help translate theories into real-world scenarios, and perhaps modify their conduct when they interact with natural settings. Pedretti (2002) argues science centers and museums should present and represent science in an informal social-political contemporary and even controversial context.

DeWitt and Storksdieck's (2008) literature review argued that FT's informal scientific experiences might elicit significant affective reactions that may also lead to beneficial affective learning outcomes. According to Hofstein and Rosenfeld's (1996) review of the literature, informal learning has a variety of affective consequences, and research has shown that scientific experiences motivate science learning. Educational FTs are experienced social activities and considered means of knowing that provide diverse experiences essential to meaningful learning (Stolpe & Björklung, 2013). Experiential learning activities connect theory and practice that engage participants in enthusiastic subject-learning claims (Stolpe & Björklung, 2013).

Planning Field Trips with Orion and Hofstein

Orion and Hofstein's (1994) essential contribution to educational FTs suggests three critical factors in planning educational FTs. One: after choosing where to go, the educator needs

to study the venue blueprint and get situated with the exhibits to guide the students. Two: according to the major subject chosen in the venue, the educator needs to integrate the exhibits in the venue into multidisciplinary subject activities (formal and/or informal). And three: the educator needs to explore aesthetics and embedded messages in the venue's novelty space to build up feelings and perceptions for future discussions.

Figure 9

Critical Factors to Plan Educational FTs.

*Note***.** Representation based on Orion and Hoftein's (1994). Illustration created by ©CeciliaTurman2022.

By looking for these critical factors, the educator will set expectations of students' behavior in a novelty space and give students the tools they need for a meaningful and memorable experience. The novelty effect, however, is a measurable non-linear concept observed by John Falk (1984) that can increase or decrease learning outcomes. Too much novelty causes anxiety and too little results in boredom, therefore, moderate novelty is ideal for

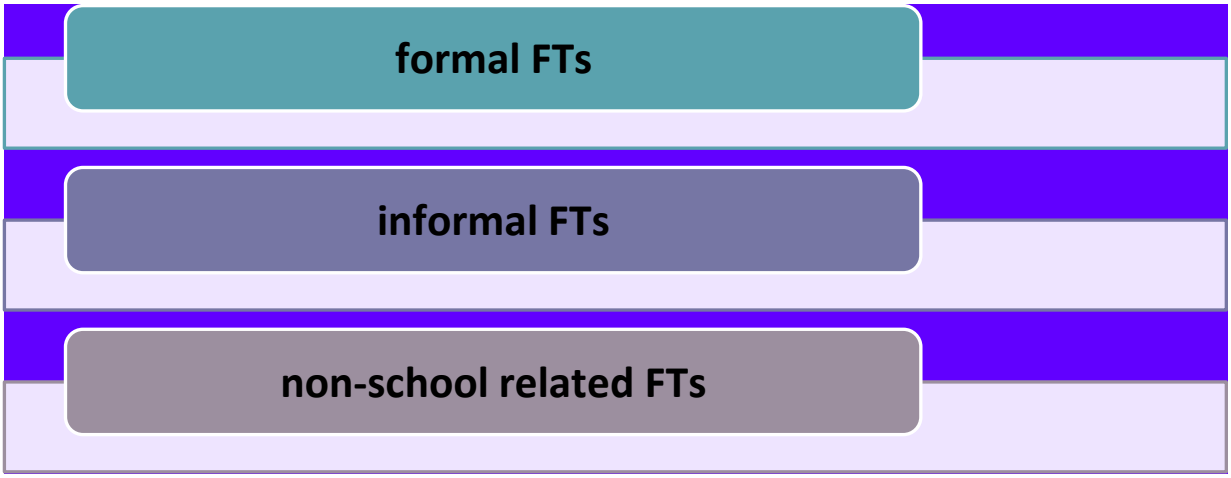
optimal learning outcomes (Beuve-De Pauw 2018). Orion and Hofstein (1994) define novelty in a learning environment that combines three novelty spaces: cognitive, geographical, and psychological. According to Beuve-De Pauw et al. (2018) and DeWitt and Storksdieck (2008), the concept of social novelty was later introduced by Cotton (2009) and Elkins and Elkins (2007).

Planning Field Trips with Behrendt and Franklin

Formal FTs are primarily related to education and tend to be structured by fixed schedules and programs, with activities designed by educators aligned to curriculum standards. Informal FTs are related to interactive and less structured educational FTs. These informal FTs emphasize exploration and research for school projects that give students a personalized approach to learning by discovering and constructing knowledge rather than following rigid program activities. Non-school-related FTs are related to family-organized exploration activities at venues and sites that allow for participation in travel to historic sites, preservation, conservation, survival, and sustainability programs among others.

Figure 10

Types of Educational Field Trips.



Note. Representation based on Behrendt and Franklin's (2015, p. 236-7). Illustration created by ©CeciliaTurman 2022.

Unfortunately, most students do not take advantage of non-school informal FTs, and, commonly, many children never leave their neighborhoods unless they move due to the transient nature of economic demands. (Metha, 2008; Whitesell, 2015) These gaps in FT accessibility are due to impediments to the new educational agenda, liability, and funding. In turn, the gaps affect underrepresented students, triggering the need to bring FT to the school site (or to recreate the FT experience virtually) to create a more accessible environment. For example, during the pandemic, the dependency on technology for FTs was considerably increased (Duskin, 2021)

Since the 1950s, museums and institutions have incorporated audio devices into their tours, but with the advent of smart technologies, more and more institutions are innovating their physical space by using handhelds as part of their exhibits. Goins and Egert (2013) explored with the Getty Villa a prototype iOS gameplay application that combines the permanent collection narrative that moves through the museum spaces creating a hybrid experience for the visitor.

According to Kravcik et al. (2004), accessing information by using handheld smart devices related to educational FTs has proved effective for the digital generation.

Wang et al. (2013) argue that personalizing hybrid tours enable visitors to take advantage of museums and libraries by exploring their digital collections' interests and even rating them. Bautista and Balsamo (2016) argue about the institutional resistance to keep their tours traditionally on-site in support of their dominant views and heritage control maintained by influential local elites throughout the centuries in big metropolises. Museology, however, has evolved open-site and open-ended as collections are becoming fully digitized and accessed globally by the born-digital generation.

Planning Field Trips with Erickson and Lanning

In Table 2 see how to engage in a concept-based dialogue by subject areas. Table 2 illustrates how to use concepts based on subject areas in critical dialogue to be applied to topics experienced in educational FTs to engage students, away from the classroom's highly structured curricular concept teaching. When exposed to learning in the real world, teachers and students need to delve into informal critical thinking dialogue to connect their previous learning to critically analyze and perceive the novelty experience while unveiling facts in the real world.

Table 2

Subject Area Concepts Applied in Educational Field Trips.

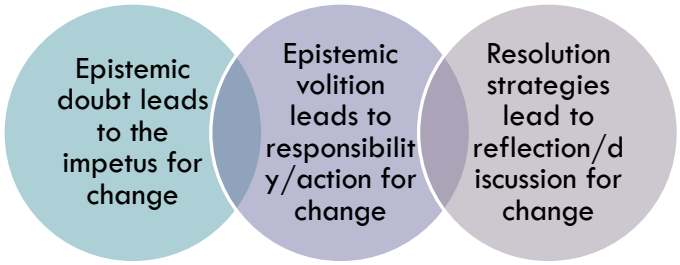
Sciences	Social Studies	Literature	Mathematics	Music	Visual Arts
Order	Change/Continuity	Motivation	Number	Rhythm	Line
Organism	Culture	Perceptions	Proportion	Melody	Color
Population	Civilization	Change	Probability	Tone	Texture
Change	Migration/Immigration	Conflict/Cooperation	Pattern	Pattern	Form

Note. Based on Erickson and Lanning's (2014). Table created by © Cecilia Turman, 2022.

Erickson and Lanning (2014) suggest how to apply dialogue to subject areas (see Table 2) for constructing the concepts. Erickson's approach is aimed at engaging students by applying the facts and topics connecting to content-related concepts to reveal those concepts in new problems. By posing new problems it helps to create a deeper understanding. The relationship between what students will understand and explain to others from an educational FT should not be entirely up to the venue narrative and their guided tours, but actively discussed between teachers and students in collaborative discovery.

Figure 11

Bendixen's Integrative Model (IM)

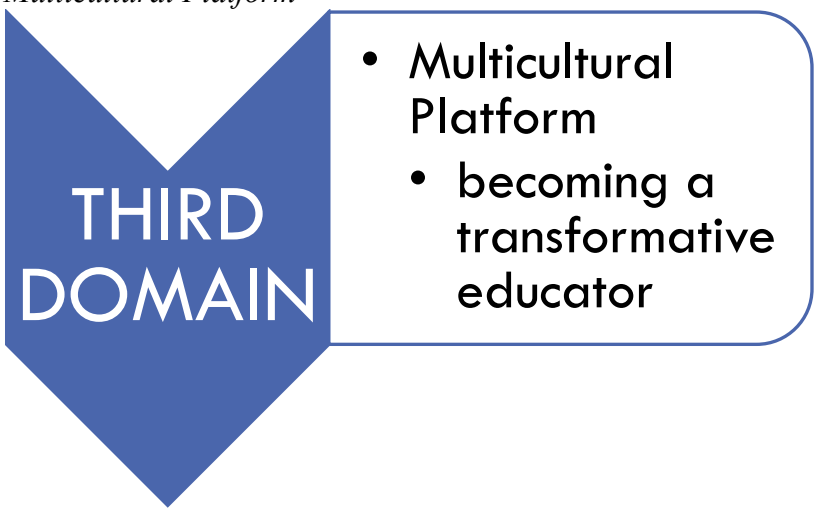


Note. Based on Bendixen's (2016). Illustration created by ©Cecilia Turman, 2022.

Bendixen's (2016) research showed that it is hard to change students' epistemic development, if not a teacher expert, with the power to impact and change students' epistemic cognition. Among recommendations are techniques such as *scaffolding* in which the instructor directly models students into an epistemic assignment, or roles, or decentralizes his leadership to provide a collaborative, communicative, and warm environment to foster everyone (p. 294).

Figure 12

Third Domain: Multicultural Platform



Note. Illustration created by ©Cecilia Turman, 2024.

Third Domain: Multicultural Platform

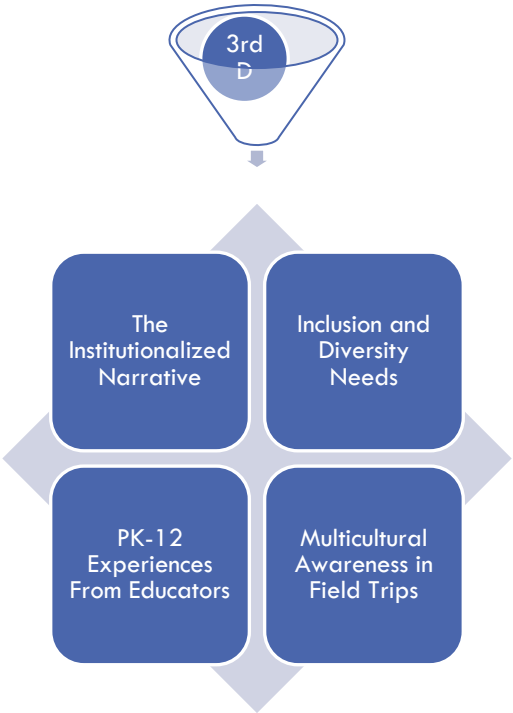
The multicultural platform delves into the critical need for educators to undergo specialized training in conducting educational field trips to enhance the academic achievement of PK-12 students, particularly those from diverse and multicultural backgrounds (Zeichner, 2010). The domain emphasizes the importance of addressing the cultural and bilingual aspects of exhibits and curricula during field trips to cater to the needs of students from varied backgrounds (Alcantara, 2016; Osorio, 2013). It highlights the personal journey of a Latina licensed bilingual educator who recognizes the challenges faced by Latina/o students within an educational system influenced by dominant colonial white mentalities (Osorio, 2013).

Furthermore, the domain underscores the significance of incorporating culturally relevant pedagogy (CRP) introduced by Ladson-Billings (1995) and ethnic studies into educational field trips to promote diversity, inclusivity, and critical thinking among students (Banks, 2012). It

advocates for a revision of history that accurately represents the experiences of Brown and Black students, emphasizing the role of teachers in fostering effective citizenship and thoughtful engagement in a democratic society (Ladson-Billings, 2012). Moreover, the multicultural platform sheds light on the disparities faced by Latinx/Hispanic students in academic performance and dropout rates, emphasizing the need for tailored educational approaches that address their unique challenges (NCES, 2022). It calls for a reevaluation of teacher preparation programs to equip educators with the skills to design multicultural curricula and accommodate diverse student needs during field trips (Fu et al., 2017).

Figure 13

3rd D → Major Culturally Responsive Relevant Topics Addressed.



Note. Illustration created by © Cecilia Turman, 2024.

Deconstructing the Institutionalized Narrative

Educational field trips must address exhibits and curricula' multicultural and bilingual aspects (Banks & Banks, 2004; Billings-Laden, 1995). I taught Spanish while doing my bachelor's in multicultural studies and then got a master's in Latin America/Chicano history and cultural anthropology. As a Latina licensed bilingual educator, I became worried about Latina/o kids in a dominant colonial white mentality school-prison pipeline system. I wanted to make a difference in my students' future after seeing most bilingual programs in public schools disappear while the number of brown students greatly increased during this cultural wipe (Robinson, 2022). It is sad to see Portuguese and Spanish-fluent kids losing their first language the moment they enter the school system just to be labeled to their disadvantage as EL (Anderson, 2015. It is common to hear Latinx students saying that they do not understand Spanish just because they want to blend into the White-dominant culture.

During the 1990s, ethnic studies evolved as an important part of the school curriculum demanding teachers assist students develop democratic values and be able to act globally, nationally, regionally, and locally. Gloria Ladson-Billings (1995), introduced to the academia the culturally relevant pedagogy (CRP) to describe a form of teaching that calls for engaging learners considering their diversity. However, ethnic studies and multicultural education were constantly attacked by assimilationist educational authorities and neo-conservatives (Banks, 2012). The history of Brown and Black students needs to be revised by their teachers not only in the classroom, but also in the community cultural spaces such as museums, zoos, botanical gardens, and other institutions.

Inclusion and Diversity Needs

The specific needs of students, particularly in diverse settings, societies, and subject matter can be addressed through educational field trips. Students need to be exposed to cultural diversity to increase racial tolerance and mutual acceptance (Alcantara, 2016; Osorio, 2013; Zeichner, 2010). Getting students involved with prospective careers at the local community level exercises their citizenship, awakens their political intelligence, and contributes to individual and collective positive change (Ladson-Billings, 1995). As an educator, I feel that a large part of my role is to provide tools for my students who reach out for meaningful knowledge to develop real-life skills, putting the practice into focusing on using the imagination with hands-on activities. The curriculum then aligned to FTs to boost students' critical thinking and experiential learning activities hands-on activities (Fu et al., 2017). In this context, democracy gains weight by producing a social and political reality that allows for the further development of individuals (Dewey, 1916/2004).

Of all student populations in ESL, bilingual, and EL programs, when Latinx and Hispanic represented 75% of the American population by the Census of 2010, which nowadays it surpassed the White majority. According to a congressional NCES (2022) study, the Hispanic and Latina/o student population systematically gets lower grades. They are perceived by their teachers as having inferior academic skills and low achievement in reading and math standardized tests compared to their peers. They have, however, higher school attendance and higher dropout rates than American-born students (NCES, 2022). Latina/o students, despite their high attendance, struggle at high school to pass their proficiency exams. Also, many of them must join the workforce earlier, explaining the higher dropout rates. The recent pandemic altered

this trending reality in the Census of 2020 when the government enacted emergency lockout status and temporarily waived the proficiency exams for American high school students.

Bringing Back the Best PK-12 Experiences from Educators

To meet these challenges, fundamental changes need to occur in teachers' preparation and development programs to learn how to design and implement multicultural curricula, materials, and instructional and informal assessment practices that include interacting with the real world and discussing the narrative from the environments that are not offered inside the school classroom conceptual and basal learning. Disabled students (McGlynn & Kelly 2017; Stephens et al., 2015) need to be accommodated in educational FTs, and teachers need to adapt the educational FTs activities after contemplating its instructional purposes by considering basic student needs and multicultural diversity in an ecological approach.

Field Trips' Multicultural Awareness and Action

John Oliver (2022) presented a story about museums on his program Last Week Tonight worth watching. That is one story in many that impacted the audience and had to be repeated due to high demand. The story covers how museums are a vestige of Western civilization colonialism and that just in the 21st century have they started to come to terms with the fact that Europeans and Americans looted their colonies' national treasures and made them part of Western museums' collections. Oliver (2022) proves that many museums did not research what they call treasure artifacts' provenance, which is the ethical curation for any museum collection, without knowing where they came from or even well knowing they were stolen (e.g., the Elgin Marbles from the Greek Parthenon). In America, cultural appropriation via museums continues.

Most of the artifacts of the Native Americans are not owned by the Native Americans. In America, Native Americans have had their artifacts appropriated by museums. Tribes like the

Shoshoni, feel that these artifacts are more than just art; they are part of their history and cultural tradition. Even worse, Oliver (2022) shows how museums keep most of the pieces in storage and not on display, so Native Americans can't even see their historical artifacts unless they get special permission from museums to go into their storage rooms to see them. According to Oliver (2022), it has been and continues to be difficult for the original owners to get their cultural artifacts back to share and reconnect with their heritage despite the ever-growing movement to repatriate those artifacts echoing the voices of peoples and cultures from all over the globe. Investigating and inquiry the venue before the FT visit is always recommended to find out about the integrity of the exhibit.

Addressing the Gaps in the Literature

Preservice teachers receive no training on how to conduct the educational FTs and are not aware of how to properly carry them out. Kelton's (2015) unique research design on educational FTs offered students, parents, museum curators, and educators the opportunity to be a part of exhibits in a symbiotic interaction of Math and curriculum integration to create a museum exhibit at both school and museum (Kelton, 2015). In regard to aesthetics, Freeman (1995) suggested that a special emphasis on designing to accommodate learning is what the outdoor classroom needs to be successful. Transforming abstract concepts into concrete exercises should be taken seriously as a pedagogical method across time (Turman, 2018). By their very nature, FTs connect students' observations of the environment to concrete tactile understanding (Guller et al., 2013).

However, the most important value of FTs is the investigation of the long-term educational impact FTs have on students' social experiences as opposed to museums' curated narratives. Despite the difficulties in assessing this approach, as there is still a gap, DeWitt and

Storksdieck (2008), mention that very few studies have assessed long-term and affective memory, such as Bransford et al. (1999), the extensive work of Dierking (2002) developing the FTs studies, and the works of Falk & Storksdieck (2005), observing the prior and post FT visits were improved. Learning has significantly impacted memory in experiences applied to his students and observing the relationships in their cultures and communities. Despite Erickson and Lanning's (2014) inclusion of culture as a concept only in the social studies field, the old works of Whitehead (1929), a mathematician educator, and philosopher, concerned that subject teaching is not linear and needs culture as a starting point that leads to the knowledge required by the individual to become a self-developed expert in an ever-changing world.

This study also intends to further analyze and use scholarly research data on achievement gap reduction in at-risk students associated with motivation and interest outcomes on how field trips impact behavior and cognition. According to Whitesell (2015), most student populations do not experience educational FTs, which the author considers to be an important channel to humanize and cultivate students' collective experiences. Moore et al. (2015) argue that designing FTs enhanced by technologies allows for less structured and more informal FT experience. The use of smart technologies provides the opportunity for perceptions at a personalized level emphasizing students' interests as opposed to traditional school FTs (Turman, 2018). There are many avenues to achieve this goal such as cost-free campus FTs outdoor exploration around the school targeted at exploring a specific topic, classroom creation of museum exhibits, and traveling exhibits shared by local colleges However, Behrendt and Franklin (2014) emphasis is on science teacher education programs and abstains from the multicultural aspects of educational FTs. Above all, the gaps in the multicultural platform related to educational field trips are huge. The number of field trip studies available involving social justice, critical multiculturalism,

multicultural or ethnic studies, bilingualism, and many aspects of multicultural education is almost nonexistent.

Chapter Summary and Transition

Chapter 1 is this study introduction and covers the problem background to be addressed, my purpose was to explore PSTs' educational FTs' experiences setting their positions and values carried out to their adulthood. The research questions and hypotheses were developed, as the philosophical roots of educational FTs. In Chapter One, John Dewey's *Theory of Art as experience* (1934/1959)*, and Experience and education* (1938/2015) provided the foundation for this study, his views of traditional v. progressive education. As well as my interest in this study shows the influences of Dewey and the progressive educational movement in Brazil. Also, there is a brief review of the FT theoretical framework, literature, and methodology. In Chapter Two, the literature reviewed Bronfenbrenner's (1994) Ecological Mode review and renewed the theoretical framework laid down by Dewey (1934; 1938) transitioning into the literature, and methodology, as well as my interest in this study as I observed the influences of Dewey and the progressive educational movement in Brazil. Chapter 2 is dedicated to my study and the types of field trips, traditional, informal, educational, and non-school related FTs. For my study purpose, I divided educational FTs into domains. The first domain is about educational FTs and the benefits to cognition, aesthetics, perception needs, physical and mental health, and students in crowded classrooms. It also addresses the benefits of decreasing the student-prison pipeline. The second domain is about teachers' attitudes and beliefs. I want to explore their experiences on long-term episodic memory, informal social and affective learning motivating input for subject learning and planning educational FTs. The third domain is on FTs multicultural platform field to be expanded through inclusion and diversity, special needs, and bilingualism.

Chapter 3: Methods

Chapter 3 is dedicated to the methods used in this study, descriptions of the participants and sampling strategies, the survey research approach, the survey instrument, its development, the analysis, and the conclusion. This Chapter investigated school field trip (FT) planning, implementation, preferences, and concerns through the lenses of preservice teachers (PSTs) during their own PK-12 educational experiences. A quantitative (QUAN) cross-sectional survey research collected data from 130 preservice teachers enrolled in research courses offered by the teaching and learning program hosted by a large research university in the Southwestern United States during the spring and fall semesters of 2023. It was a purposive sample, inclusive and representative that developed an appropriate use of a correlational design to describe the extent of the relationship among variables related to outcome variables that cross-validated findings within a single survey (Fraenkel, 2015; Suen, et al. 2014).

In addition, a comparative analysis between preservice teachers, who have participated in field trips during their PK-12 experience, and the ones who have not, analyzed their participation concerning their educational context that influenced their professional trajectories. This study learned about the experiences and concerns of PSTs who were exposed to PK-12 school during their PK-12 educational contexts to understand their diversity and relationships in the data from PSTs related to school FTs, how they perceived and were concerned with planning and implementing school FTs, and the involvement of teacher preparation programs to benefit their future classrooms.

Methodological Foci of the Relevant Research

This study methodology uses a research survey with eleven multiple-choice questions with a 5-point Likert scale questions, one Check All that Apply (CATA) style question, and four

open-ended questions. The connection between Pace and Tesi's (2004) research questions and my survey and research questions are illustrated in Chapter 3. The relationship between RQs and SQs is addressed in Chapter 1. The research survey will be administered to all enrolled participants in the Teaching and Learning (T&L) Subject Pool where students from the College of Education may choose this survey in exchange for one academic credit (1cr.) upon completion.

Participants and Sampling Strategies

Participants were first recruited through a recruitment letter in the form of an email (i.e., recruitment email), asking participants to participate in the survey research. Within the recruitment, participants were made aware of the study and its purpose as well as additional internal review board required information (i.e., consent form) for participating in the current research study. For example, the consent form and survey were completed online, and the benefit of participating is intrinsic in value. Participants are also made aware of the reasons for their selection, which is based on course enrollment in a teacher development program. Participant response data is drawn from a pool of PSTs attending (i.e., purposive sampling) a large urban research university located in the Southwestern United States that hosts approximately 255 undergraduate and graduate degrees. The Teaching and Learning Department offers subject pool participation for students in specific classes representing the population unit for analysis and is inclusive of preservice teachers enrolled in research courses part of PK-12 teacher program that also includes various PK-12 subject matter areas along with respective pedagogies for PSTs from January to December of 2023. Participants automatically earned one research credit (1 cr.) towards their course in exchange for their responses upon completion of the survey research study available at the Teaching and Learning Subject Pool.

Determination of Sample Size, Power, and Precision

When using G*Power 3 (Faul, et al., 2007) to calculate how much sample is needed, the result is 55 participants for simple regression (Power = .80, Alpha = .05, and medium effect size f^2 = .015) while considering two predictors (or relational variables) results in a needed sample of 68 and three predictors a sample of 77. In observing relationships among study variables during correlation analysis, the necessary sample size is 84 with the same conditions expressed for simple linear regression. The use of regression modeling or correlation analyses can address the needed statistical power for research question 3. Thus, with a sample of 130 participants, there is sufficient statistical power in observing an effect among quantitative investigation as well as allowing for 15% or more attrition loss through incomplete responses or nonresponses.

Participant Characteristics

Participants were enrolled in courses with research requirements during spring and fall terms of 2023. Part of the teaching preparation programs these courses qualified PST students for the Teaching and Learning Department Subject Pool (T&L SP) where they accessed and chose to complete surveys in exchange for research credits. This survey was completed from the T&L SP directly into Qualtrics and their 1 research credit was immediately assigned as they submitted the survey. Table 3 provides a comprehensive summary of the demographics of preservice teachers (N = 130) based on various variables. The key demographic characteristics were related to field trip and study location, higher education, teaching status, teaching school type, teacher grade level, gender, as well as other categories that can be found in Table 1. Results illustrated that 90.00% of the participants studied at a public school, while 10.00% went to private, 9.23% went to charter, 8.46% went to urban, 7.69% went to religious, 5.39% went to at-risk, 4.62% went to rural, 0.77% went to military, 0.77% went to professional/trade schools, and 0.77% went to

school abroad. Also, 83.85% of the participants were in undergraduate programs, and 14.63% were in graduate programs. Related to teaching, 56.15% were preservice teachers, 17.69% were substitute teachers, and 16.92% were in other teaching roles. Preservice teachers (PST) profiling indicated that 33.08% were teaching in public schools, 11.54% in private schools, and 10.77% in charter schools. Among grade levels, 54.62% taught at the elementary school level, 35.39% at the high school level, and 8.46% at the middle school level. Lastly, 72.87% were female, 22.48% were male, and 3.88% identified as non-binary/3rd gender or preferred not to say. In summary, the general PST profile was non-teaching, White European, undergraduate-level women with public schooling field trip experience. They were predominantly the 18- to 24-year-old age group representing 74.62% of the sample, followed by the 24–34-year-old age group representing 15.39% of the sample size 5 times smaller than the first age group (See Table 3).

Table 3

Summary of Preservice Teacher Demographics

Variable	frequency	Percent
PK-12 Education		
Public	117	90.00%
Private	13	10.00%
Charter	12	9.23%
Urban	11	8.46%
Religious	10	7.69%
At Risk	7	5.39%
Rural	6	4.62%
Military	1	0.77%
Professional/Trade	1	0.77%
Abroad	1	0.77%
Higher Education		
Undergraduate	109	83.85%
Graduate	19	14.63%
Teaching Status		
Preservice Teacher	73	56.15%
Substitute Teacher	23	17.69%
Other	22	16.92%
Teacher of Record	12	9.23%
Instructor/Not PK-12 Setting	6	4.62%
Teaching School Type		
Not Teaching	74	56.92%
Public School	43	33.08%
Private School	15	11.54%
Charter School	14	10.77%
At Risk School	6	4.62%
Religious School	3	2.31%
Professional School	2	1.54%
Urban School	2	1.54%
Rural School	1	0.77%
Teach Grade Level		
Elementary School	71	54.62%
High School	46	35.39%
Middle School	11	8.46%
Teach Subject		

Elementary Generalist	51	39.23%
ELA	25	19.23%
Social Studies	25	19.23%
Mathematics	19	14.62%
Arts	16	12.31%
Special Education	16	12.31%
Science	14	10.77%
Other	13	10.00%
Elementary Specialist	11	8.46%
World Languages	7	5.39%
Multicultural/Ethnic Studies	7	5.39%
Physical Education	6	4.62%
Health	3	2.31%
Trade/Tech Education	3	2.31%
TESOL	1	0.77%
Gender		
Female	94	72.87%
Male	29	22.48%
Non Binary/3rd Gender	5	3.88%
Prefer not to say	1	0.77%
Age Group		
18 -24	97	74.62%
25 - 34	20	15.39%
35 - 44	7	5.39%
45 - 54	4	3. 08%
55 - 64	1	0.77%
Race		
White European	67	51.54%
Hispanic Latinx	44	33.85%
Asian American	22	16.92%
American Black/African American	19	14.62%
Hawaiian Native/Pacific Islander	9	6.92%
American Indian/Alaskan Native	1	0.78%
Indian/South Asian	1	0.78%
Other	1	0.78%
Ethnicity		

White European		62	47.69%
Hispanic: Mexican, Chicano/a, or Mexican		30	23.08%
American		18	13.86%
Asian- Far East, South East		16	12.31%
African American		9	6.93%
Pacific Islander		6	4.62%
Hispanic: Spanish Origin		5	3.85%
Hispanic: Central American		4	3.08%
Hispanic: South American		2	1.54%
Hispanic: Caribbean		2	1.54%
White N. African		2	1.54%
Native American		1	0.77%
Latino- Non Hispanic			
Language			
English		119	91.54%
Spanish		30	23.08%
Samoan		2	1.54%
French		2	1.54%
Portuguese		2	1.54%
Tagalog		2	1.54%
Mandarin		2	1.54%
Romanian		2	1.54%
Korean		1	0.77%
Flemish		1	0.77%
Japanese		1	0.77%
African American Vernacular English		1	0.77%
Total	127		100.00%

Note. The average missingness was 2.54%.. Table created by © Cecilia Turman, 2024.

Demographics

The demographic questions were designed to capture the unique characteristics of the participants, including their age group, ethnic and race identification, sex language(s) spoken, educational experience as a student, current educational status, teaching experience, subject areas, and grade levels. Given the potential for several different analyses with the independent variables listed in Table 3, and depending on the frequency analysis results, some interesting demographic characteristics that were not initially analyzed may be correlated with the impact of

field trips' (FTs)experiences with the participants' own educational experiences and these demographic characteristics could be considered as dependable variables.

The demographic questions were worded in the first person so the participants feel welcomed and comfortable in providing their answers, without feeling judged, and most of the questions were Likert-style, offering numerous choices for all applicable options based on the U.S. Census from 2010, 2020, and 2022, which considered diversity and inclusion of several categories for intersectional analysis; however, the U.S. Census does not include questions about sexual identity, so those options were drawn from the rationale for sexual orientation recommended for scientific surveys and research by WebMD (WebMD Eds., 2022). Unfortunately, it was not possible to change the Likert-style questions to open-ended/string questions before the survey distribution, which allowed participants to write their preferences, but the intersectional study was not part of the current research and was recommended for future studies. There was no intent or context of offense, however, the choice of words is important in this ever-changing world, as it creates awareness of unconscious bias and helps reshape the language into more friendly and sensitive terms, and IRB-approved informed consent and survey questionnaires were downloaded in its integrity from Qualtrics into a Microsoft Word document (See Appendix B).

Research Questions

The research questions for this study, derived from Pace and Tesi's (2004) qualitative case study, are centered on understanding the impact of field trips (FTs) on preservice teachers. The research questions for this study are as follows:

1. *What are PS teachers' experiences with school FTs as PK-12 students?*
2. *What, if any, plans to implement FTs in the classroom do PS teachers have?*

3. *What is the relationship between PS teachers' own experiences with FTs and their plan to implement FTs as teachers?*
4. *What are the benefits that PSTs have experienced participating in FTs as students?*
5. *What are the perceived benefits that PSTs have regarding FTs for PK-12 students?*

The development of these research questions is essential for gaining a comprehensive understanding of the implications of field trip experiences on preservice teachers' professional development and their potential impact on future teaching practices. The hypothetical possibilities associated with each research question provide a framework for exploring the multifaceted nature of field trip experiences and their potential influence on educational philosophies, career choices, and teaching practices.

This approach aligns with existing literature that emphasizes the implication of field trips in teacher preparation programs and highlights the need to prepare preservice teachers for planning and orchestrating successful field trip experiences (Anderson et al., 2010). Therefore, by addressing these research questions, this study aims to contribute to the ongoing discourse on the role of future educators in shaping the perspectives and practices of field trips.

Survey Research Approach

The research study is informed and guided by Pace and Tesi (2004) in their survey research concerning educational FTs. Pace and Tesi (2004) analyzed adults' perceptions of K-12 FTs' impact on their educational experiences. The authors' case study involved four adult men and four adult women whose ages ranged from twenty-five to thirty-one. These participants recorded memories of FTs when they were K-12 students. The participants disclosed the FTs had educational as well as social effects on them. The social information supplied by the participants was recorded in chart form. It included twelve topics: (a) museums, (b) places of historical

interest, (c) institutions for animal exhibitions, (d) trips that lasted more than one day, hands-on activities that fostered student kinetic involvement, (f) specific educational experiences, (g) specific social experiences, (h) departure from the normal classroom routines, (i) comical memories, (j) career and contact with the workforce, (k) different cultural situations and experiences, and (l) revisiting those places after they were out of school. The diagram also listed how eight participants responded to these twelve topics.

The results indicated FT that involved students' active participation made it easier for them to remember and understand the intended lessons and attain their educational benefits. The FTs that lasted more than one day served to bond the students socially with others at a deeper level. Most subjects related a sense of togetherness with other students as well as the chaperones and teachers due to their active involvement together. Science and history ideas were ingrained by visiting museums, historical interest sites, and animal exhibition sites. Ultimately, the results indicated FT experiences that bring students into relevant places other than the classroom served to educate them successfully and enhance their ability to interact with others in novel settings.

The outline for Pace and Tesi's (2004) initial interview consisted of questions designed to recall and reflect upon memories of field trips taken by adults while in K-12 grades. Based on the author's personalized probing questions, the interview responses were to encourage the respondent to add specific beliefs. Thus, Pace and Tesi (2004) described the methodology of interview questioning on K-12 FT experiences and impacts on adult life, as used to inform the development of this study and QUAN survey. Some survey questions were adapted to my line of inquiry and turned into a 5-point Likert scale to customize the survey to the proposed study. The connection between Pace and Tesi's (2004) research questions and my survey and research questions are illustrated in Table 4.

Table 4

Pace & Tesi (2004) RQs vs. This Study RQs & SQs

Pace & Tesi's (2004) RQs	PST PK-12 FT Experiences RQs & SQs
Q1. Could you tell me something about field trips you took part in K-12 grades? (p. 35).	RQ1, RQ4, RQ5 SQ1, SQ2,
Q2. What impact do you think these experiences had on your overall education? (p. 35).	RQ2, RQ3 SQ2, SQ3, SQ10, SQ15
Q2.a. What impact did it have on your life? (p. 35).	RQ4, RQ5 SQ4, SQ15
Q3. What was your favorite and why? (p. 35).	SQ11, SQ14
Q4. Have you returned to any of the places you visited on a field trip since? (p. 35).	SQ11
Q5. If someone were to ask you what field trips their children should take part in, where would you tell them to go? (p. 35).	SQ11
Q6: Is there anywhere you would have liked to go on a field trip that your school did not take you to? (p. 35).	SQ11
Q6.a: Why or why not? (p. 35).	SQ13, SQ16

Note. RQ = Research Question; SQ = Survey Question; Q = Question. Table created by © Cecilia Turman, 2022.

The study at hand builds upon the research questions (RQs) posed by Pace & Tesi (2004), expanding them into more specific survey questions (SQs) to gain a deeper understanding of preservice teachers' experiences with field trips during their K-12 education (See Table 2). For instance, Pace & Tesi's (2004) first question about participants' memories of K-12 field trips is expanded into RQ1, RQ4, and RQ5, with corresponding survey questions SQ1 and SQ2. Their

second question about the impact of these experiences on participants' overall education is addressed in RQ2 and RQ3, with SQ2, SQ3, SQ10, and SQ15 providing more detailed data. Similarly, the question about the impact of field trips on participants' lives is explored in RQ4 and RQ5, with SQ4 and SQ15 offering further insights. Other questions from Pace & Tesi's study, such as favorite field trips, revisiting field trip locations, and recommendations for future field trips, are also incorporated into the survey questions. This approach allows for a more comprehensive exploration of the research topics, providing both quantitative and qualitative data to inform the study's findings.

Teacher PK-12 Field Trip Educational Experiences Survey

The use of gathering many responses can help in descriptively capturing the experience PSTs have concerning FTs (Bhattacharjee 2012). Survey questions have been thoughtfully constructed and peer-reviewed to reduce the inherent limitations of survey use or to make sure the survey design doesn’t operate with a small scope (Schaeffer, N. C., & Dykema, J. 2011). I first looked at the literature with content-area experts providing feedback on how the survey questions feel and flow. In addition, a potential pool of participants (3-5) was utilized to conduct response validity to increase question measurement validity. These participants for response validity were given access to the survey. The approach taken to create the survey (e.g., using Qualtrics with multiple reminders to non-respondents) and disseminate it online will help in reducing distraction and increasing response rates, which are common in other methods of administration, questionnaire formats, and scheduling caused by subjects and data collector interactions that could depend on multi-variables and time consumption issues. According to Fraenkel and Wallen (2015), this quantitative survey approach offers the smallest margin for data error input and nonresponse compared to other methods.

Table 5 presents a comprehensive mapping of research questions (RQs) to survey questions (SQs), both Likert-scale and open-ended, across five key research areas related to preservice teachers' experiences and perspectives on school field trips. The first research question explores preservice teachers' experiences with school field trips as PK-12 students. Chapter 4 provides descriptive insights into these experiences through SQ1, SQ5, and SQ6. Open-ended questions like SQ13 and SQ12 further delve into their concerns about planning future school field trips and the specific types of field trips they experienced.

Further, Table 5 illustrates the second research question investigates the plans of preservice teachers to implement field trips in their future classrooms. Likert-scale questions like SQ9 and SQ10 assess their knowledge about designing field trips and their views on the need for specific instruction in teacher preparation programs. SQ14, an open-ended question, seeks detailed plans for future classroom field trips. While the third research question examines the relationship between preservice teachers' own experiences with field trips and their plans to implement them as teachers, SQ1 and SQ11 measure the importance they place on field trips in education and their intentions to implement them. Open-ended questions like SQ13 and SQ15 gather their concerns about planning and the elements they believe make a successful field trip.

Additionally, from Table 5, the fourth research question focuses on the benefits that preservice teachers have experienced by participating in field trips as students. SQ2, SQ3, and SQ7 assess the positive impacts of field trips on their education, understanding of coursework, and social skills. SQ16 queries their agreement with the statement that field trips helped them make real-world connections. Leaving the fifth research question to look at the perceived benefits that preservice teachers have regarding field trips for PK-12 students. SQ4 and SQ8 explore their beliefs about the life impact of field trips and the enhancement of field trips with

technology. SQ16 is repeated to measure their agreement on the educational value of field trips in making content connections.

The survey encompasses a diverse array of response options, such as the Likert scale and open-ended questions necessitating thorough explanations and examples. This methodical approach enables a comprehensive grasp of preservice teachers' perceptions and experiences concerning school field trips, contributing to both the descriptive and analytical aspects of the research. The utilization of varied response formats empowers the researchers to gain nuanced insights into the multifaceted nature of preservice teachers' attitudes and encounters with field trips, thereby enriching the depth and breadth of the study's findings.

Table 5

Connection of Research Questions (RQs) to the Introductory Question (IQ) and the Survey Questions (SQs)

Research Questions (RQs)	Survey Questions Likert (SQs L)	Survey Questions Open-Ended OE & CATA
RQ1.What are PS teachers' experiences with school FTs as PK-12 students?	IQ. Have you ever participated in educational field trips during your PK-12 educational experiences? SQ1. I remember the field trips I took while in school. SQ5. I have experienced gender-specific school field trips (for example, including only girls). SQ6. The experiential aspect of field trips helps me to shape my teaching philosophy.	SQ12. I experienced PK-12 school field trips to; museums/planetariums/historic sites/zoos/botanical gardens/aquariums/farms/factories/laboratories/movie theaters/expert presentations/ethnic restaurants/institutions/overnight camping/others. SQ16. "School field trips that I experienced as a student helped me make real-world connections to course content." Would you agree or disagree with this statement?
RQ2. What, if any, plans to implement FTs in the classroom do PS teachers have?	SQ9. I know where to find information for designing and implementing school field trips for my current or future students. SQ11. School field trips are an important part of my student's education. I will implement field trips for my current/future students.	SQ13. What are your concerns about planning school field trips for your future students? SQ14. How would you plan and implement a school field trip for your future classroom?
RQ3. What is the relationship between PS teachers' own experiences with FTs and their plan to implement FTs as teachers?	**(SQ4, SQ11, SQ2, SQ3)** SQ4. I believe that my PK-12 school field trip experiences had a positive impact on my life. SQ11. School field trips are an important part of my student's education. I will implement field trips for my current/future students.	SQ13. What are your concerns about planning school field trips for your future students? SQ14. How would you plan and implement a school field trip for your future classroom? SQ15. What should a successful school field trip include?

	SQ2. School field trips had a positive impact on my overall education. SQ3. The school field trips I participated in as a student helped me understand my coursework. **(SQ10, SQ7, SQ9)** SQ10. Teacher preparation programs should include specific instruction in how to plan, coordinate, and implement school field trips. SQ7. School field trips are valuable learning experiences for students' social communication, discussions, and debates. SQ9. I know where to find information for designing and implementing school field trips for my current or future students.	
RQ4. What are the benefits that PSTs have experienced participating in FTs as students?	SQ2. School field trips had a positive impact on my overall education. SQ3. The school field trips I participated in as a student helped me understand my coursework. SQ7. School field trips are valuable learning experiences for students' social communication, discussions, and debates.	SQ15. What should a successful school field trip include? SQ16. "School field trips that I experienced as a student helped me make real-world connections to course content." Would you agree or disagree with this statement?

RQ5. What are the perceived benefits that PSTs have regarding FTs for PK-12 students?	SQ4. I believe that my PK-12 school field trip experiences had a positive impact on my life. SQ8. I have experienced school field trips enhanced with technology.	SQ16. "School field trips that I experienced as a student helped me make real-world connections to course content." Would you agree or disagree with this statement?

Note. Multiple choice: (a) Definitely not; (b) Probably not; (c) Might or might not; (d) Probably yes; and (d) Definitely yes; Check all that apply (CATA); and open-ended (OE) worded as, "Please explain your response in 3-4 sentences and provide examples."

Survey Instrument

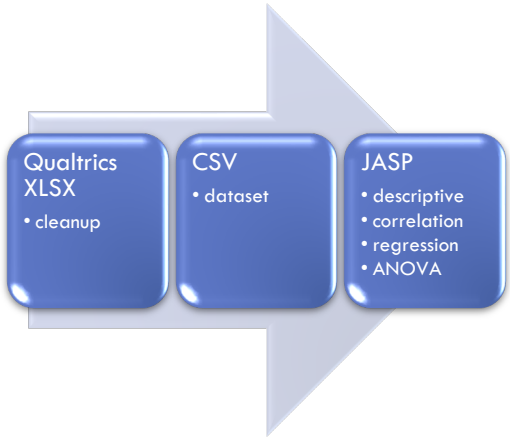
The quantitative research survey was available to UNLV Teaching and Learning Subject Pool's (T&L SP) participants from January 2023 to December 2023. During this period, participants choose this Qualtrics [Version XM] survey study by signing into the T&L SP to directly enter their responses into 25 multiple-choice and 4 open-ended questions. The data collected was exported to Excel. After cleaning and coding, the dataset was saved as a CSV file and imported into Jeffreys's Amazing Statistics Program (JASP) for statistical analysis.

The quantitative survey instrument has undergone preliminary validity assessment (i.e., face, content expert, and response). Survey questions were vetted and underwent several expert reviews (i.e., content and face validity) to provide feedback on survey questions. Also, 3-5 potential participants were asked to fill out the survey while explaining to me how they were interpreting the survey questions. This process (i.e., response validity) of meeting with survey takers helped in reducing any misunderstanding or misinterpreting of survey questions. These validity efforts were taken to ensure the survey was in optimal readiness for dissemination to PSTs. Where applicable, reliability analysis will be examined from participant responses to continue strengthening the psychometric properties of the survey.

The incorporation of inductive coding techniques is evident in the literature. For instance, in a study on early childhood preservice teachers' perceptions, researchers employed open coding and negotiated discrepancies to create a revised coding scheme for analyzing qualitative data. Similarly, other studies have utilized inductive analysis through open coding to analyze qualitative data from open-ended survey questions, highlighting the widespread application of these techniques in educational research (Ari, et al., 2022; Moss, 2020).

Figure 14

Methods Applied for Data Analysis.



Note. Methods for Data Analysis. Illustration created by ©Cecilia Turman, 2024.

Data Analysis

The utilization of quantitative questionnaires serves as a pivotal tool for gathering structured data to explore various aspects of preservice teachers' engagement with field trips (FTs) and their educational backgrounds. This study delves into a comprehensive questionnaire divided into two parts: demographic questions (DQs) and survey questions (SQs). The DQs encompass twelve nominal variables, including details on participants' teaching status, gender, race, ethnicity, and age group, while the SQs delve into eleven ordinal variables assessing the

impact of FTs on memory, education, knowledge, and other pertinent aspects. Through the application of descriptive statistics, Likert plots, and correlations using JASP software, this research aims to provide valuable insights into the perceptions and experiences of preservice teachers regarding field trips. Additionally, an open-ended questionnaire component further enriches the study by allowing participants to elaborate on their responses, enabling a deeper understanding of their concerns, organizational abilities, and the integration of classroom learning with outdoor experiences.

Quantitative Questionnaire

Part I of the survey questionnaire was dedicated to DQs consisting of twelve nominal variables that assessed preservice teachers' participation in FTs and their PK-12 education, higher education, teaching status, teaching school, teaching grade, teaching subject, gender, sexual orientation, race, ethnicity, and one ordinal variable to assess their age group. Part II of the survey questionnaire was dedicated to survey questions (SQs) consisting of eleven ordinal variables that measured the impact of FTs on the memory, education, knowledge, life, gender-specific FTs, teaching philosophy, learning value of FTs, technology-enhanced FTs, finding resources for FTs, learning to implement/organize FTs in teacher prep program, offer FT for future students, their own FTs places. Descriptive statistics in the items included Likert plots, regression, and correlations (Fraenkel & Wallen, 2015) calculated by entering the dataset on JASP (JASP Team 2024).

Open-Ended Questionnaire

In the Part I questionnaire, the last question DQ12 asked participants' languages/dialects, and in the Part II questionnaire the last four questions, SQ13, SQ14, SQ15, and SQ16, asked participants to answer and explain their responses in 3 to 4 sentences. Those open-ended

questions were first analyzed by inductive coding (Thomas 2006) and then categorized into nominal variable datasets entered into JASP for additional analysis that allowed for additional descriptive statistics, and plots assessing preservice teachers' major concerns, ability to organize and implement FTs, needs and how it connects what is learned in the classroom to what is outdoors. The most representative statements provided by participants on the topics analyzed were also brought to illustrate their respective research questions (See Table 6).

Table 6

Summary of Data Collection and Analysis for Research Questions

Research Question		Data		
Method	Research Question	Question	Question Type	Analysis Type
QUAN RQs	RQ1. *What are PS teachers' experiences with school FTs as PK-12 students?*	IQ, Q1, SQ1 SQ5, SQ6 SQ12	Likert/Ordinal CATA/Nominal	Frequency, Likert plots Categorizing
	RQ2. *What, if any, plans to implement FTs in the classroom do PS teachers have?*	SQ9, SQ10 SQ11	Likert/Ordinal	Frequency, and Likert plots
	RQ3. *What is the relationship between PS teachers' own experiences with FTs and their plan to implement FTs as teachers?*	(SQ11, SQ4) (SQ11, SQ4 SQ2, SQ3) SQ11 (SQ10, SQ7) and SQ9)	Likert/Ordinal	Correlation, Regression, Frequency, Likert plots ANOVA
	RQ4. *What are the benefits that PSTs have experienced participating in FTs as students?*	SQ2. SQ3 SQ7	Likert/Ordinal	Frequency, and Likert plots
	RQ5. *What are the perceived benefits that PSTs have regarding FTs for PK-12 students?*	SQ4, SQ8	Likert/Ordinal	Frequency, and Likert plots
QUAN DQs	Demographic characteristics related to PSTs.	DQ1, DQ2, DQ3, DQ4, DQ5, DQ6, DQ7, DQ8, DQ9, DQ10, DQ11 DQ12	CATA/Nominal OE/String	Frequency, and Likert plots IC and Categorizing

QUAL RQs	RQ1	SQ16	OE/String	IC and Categorizing
	RQ2	SQ14	OE/String	IC and Categorizing
	RQ3	SQ113	OE/String	IC and Categorizing
	RQ4, RQ5	SQ15 SQ16	OE/String	IC and Categorizing

Note. The four OE questions were inductively coded and categorized into nominal variables for quantitative analysis.

Conclusion and Transition

Chapter 3 described the quantitative research survey design, the research questions (RQs) relationships to the survey questions (SQs), and the purposive population sample characteristics in the demographic questions (DQs) results from 130 participants surveyed by Qualtrics [Version XM] through their access to the UNLV's Teaching and Learning Subject Pool. The survey questions described in Chapter 3 reflected PSTs diversity and an interesting purposeful impact on their own PK-12 educational FTs' experiences that were reflected their survey questions' responses about the impact in their life, in education, in their philosophy, and their concerns on the various aspects involving the organization, management, and implementation of FTs such as collaboration between teachers, administrators, as well as their most popular visited FT venues (e.g., museums and zoos) among PSTs.

The statistical data analysis method also explored the perceived PSTs' real world, under their own PK-12 FT experiences, to find if educational FTs have contributed to their well-off or funds of knowledge, talents, funds, academic success, improvement and knowledge enrichment, skills, attainments, constructive feelings, beliefs, and meaning in their lives. In Chapter 4 the

researcher analyzed the results of this well-designed research survey using JASP software to run descriptive statistics for the open-ended questions inductive coding (IC) was used to categorize responses allowing for frequency and percentage description of data along with participants' sentiments towards the thematic categories chosen to be coded. Moreover, Chapter 4 revealed in depth the quantitative survey questions results related to each research question.

Chapter 4: Results

Field trips are an integral part of the educational experience, providing students with practical learning opportunities outside the classroom. To assess preservice teachers on their field trips experiences as PK-12 students, their field trips as future teachers, the relationship between being on field trips as a student and organizing field trips for their future students, the benefits they have experienced, and the benefits they have perceived in field trips. The results for these research questions (RQs) were reported in Chapter 4 dedicated to the results and its findings analyzed in Chapter 5.

Research Questions

1. *What are PS teachers' experiences with school FTs as PK-12 students?*
2. *What, if any, plans to implement FTs in the classroom do PS teachers have?*
3. *What is the relationship between PS teachers' own experiences with FTs and their plan to implement FTs as teachers?*
4. *What are the benefits that PSTs have experienced participating in FTs as students?*
5. *What are the perceived benefits that PSTs have regarding FTs for PK-12 students?*

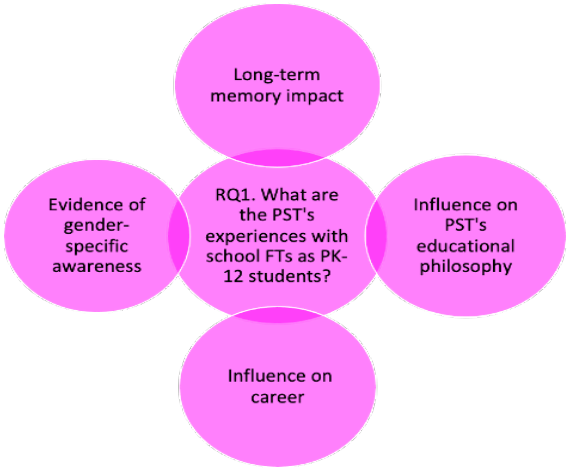
Quantitative Questionnaires

Interpretation of Research Questions (RQs)

The first research question delves into the multifaceted realm of field trip experiences and their impacts on prospective teachers (PSTs). The data reveals a rich tapestry of memories, reflections, and influences stemming from educational excursions during participants' formative years. Memory plays a pivotal role in shaping individuals' perceptions of field trips, with responses ranging from unequivocal recollection to nuanced uncertainty.

Figure 15

Relationship Between RQ1 and Topics Assessed



Note. Illustration created by ©Cecilia Turman, 2022.

Topics Assessed in RQ1

What are PS teachers' experiences with school FTs as PK-12 students?

All participants were asked an introductory question (IQ) before answering demographics and survey questions. "*Have you ever participated in educational field trips during your PK-12 educational experiences?*" The descriptive statistics suggest that 78% of preservice teachers, who were once PK-12 students themselves, likely benefited from field trips during their formative years (see Table 7). Table 7 presents the frequencies and percentages for PSTs' participation in field trips during their PK-12 education. The data shows that 77.69% of participants responded "Yes" to the introductory question, while 20.00% responded "No". The missing data accounted for 2.31% of the total responses.

In summary, the survey results indicate that the majority of preservice teachers had a prior had prior experiences with educational field trips as PK-12 students, which may have influenced their perceptions and attitudes towards field trips in their own teaching practices.

Table 7

Frequencies and Percent for PSTs' Participation in Their PK-12 Field Trips.

	Frequency	Percent
Yes	101	77.69%
No	26	20.00%
Missing	3	2.31%
Total	130	100.00%

Note. The missingness was 2.31%.

The survey results showed that the majority of preservice teachers (PSTs) had participated in educational field trips during their own PK-12 school experiences. Specifically, the Yes/No Likert plot for the introductory question (IQ) revealed that 80% of PSTs had participated in such field trips, while 20% had not. The QUAN results from some Likert scale survey questions (SQL) further corroborated these findings. The descriptive analysis and frequency calculations, conducted using JASP statistical software, were derived from the dataset.

Memory of Field Trips

In exploring the impact of field trips on memory, participants were asked to reflect on their school experiences through the survey question SQ1: "*I remember the field trips I took while in school.*" Among the 130 participants, the distribution of responses varied intriguingly. A mere 0.77% unequivocally stated "Definitely not" recalling their field trips, perhaps indicating a lack of memorable experiences or personal preferences (See Table 8). Conversely, a significant 40.00% expressed "Probably yes," suggesting a moderate level of remembrance with past field trips.

Table 8

Frequencies and Percent for Impact on PSTs Memory of Field Trips.

Frequency	Percent	
Definitely not	1	0.769
Probably not	7	5.385
Might or might not	26	20.000
Probably yes	52	40.000
Definitely yes	43	33.077
Missing	1	0.769
Total	130	100.000

Note. The missingness was 0.77%.

The middle ground was occupied by 20.00% who selected "May or may not," showcasing a degree of uncertainty or variability in memory retention regarding school field trips. Meanwhile, 33.08% firmly affirmed "Definitely yes," highlighting a substantial portion of participants whose memories were vividly intertwined with the enriching experiences of educational excursions. Interestingly, only one response was missing from this introspective survey, symbolizing a near-complete engagement with the topic at hand.

Overall, these findings painted a vivid picture of how field trips can leave lasting imprints on individuals' memories, evoking a spectrum of emotions and reflections on their educational journey. The Likert plot for the impact on PSTs' memory of FTs showed that 74% of participants remembered the FTs they took in their PK-12 schooling, while only 6% did not and 20% were neutral about remembering. Interestingly, the 20% neutral result in this item matched the same percentage of respondents' results for the "Yes/No" IQ, who responded no to "Have you ever participated in educational FTs during your PK-12 educational experiences?"

Gender-Specific Field Trips

The question "*I have experienced gender-specific school field trips*" elicited a range of responses from the 130 participants, shaded light on their past encounters with this particular aspect of educational outings. The results unveiled a striking pattern in the responses, with a significant majority of 76.9% adamantly stating "Definitely not" when recalling gender-specific school field trips (See Table 9). This overwhelming response reflected the prevalence of co-educational school settings (COED), in the quasi-absence or avoidance of once popular gender-specific school excursions within the educational experiences of the participants.

Table 9

Frequencies and Percent for Gender-Specific Field Trips

	Frequency	**Percent**
Definitely not	100	76.92%
Probably not	14	10.77%
Might or might nor	8	6.15%
Probably yes	2	1.54%
Definitely yes	5	3.85%
Missing	1	0.77%
Total	130	100.00%

Note. The missingness was 0.77%.

A notable 10.8% indicated "Probably not," hinting at a level of uncertainty or ambiguity surrounding the occurrence of gender-specific school field trips in their past. Meanwhile, 6.2% opted for "Might or might not," showcasing a segment of participants whose memories or awareness of such trips fell within a realm of uncertainty. In contrast, a mere 1.5% leaned

towards “Probably yes,” indicating a minority who potentially recalled instances of gender-specific school field trips. Additionally, 3.8% firmly asserted “Definitely yes,” representing a smaller yet distinct group who vividly remembered and acknowledged experiencing such segregated outings during their school years.

Remarkably, out of the 130 participants, 129 actively responded to the question, demonstrating a high level of engagement and interest in reflecting on this specific aspect of their educational past. These findings offer a nuanced glimpse into the varied encounters individuals have had with gender-specific school field trips, reflecting diverse perspectives and memories within the sample group. All in all, the Likert plot acknowledged that 94% have not participated while only 6% have participated in gender-specific FTs.

Field Trips Informing Teaching Philosophy

Delving into the impact of experiential field trips on shaping teaching philosophies, participants were prompted to reflect on this connection through the survey question: “*The experiential aspect of field trips helps me to shape my teaching philosophy.*” Within a sample of 130 individuals, diverse perspectives and insights emerged, painting a rich tapestry of experiences and beliefs. Among the respondents, a small yet notable 5.4% firmly stated “Definitely not,” indicating a clear disconnection between field trip experiences and their teaching philosophy development. This minority perspective suggested a lack of influence or relevance attributed to experiential learning outside the classroom (See Table 10).

A further 12.3% expressed “Probably not,” hinted at a level of skepticism or uncertainty regarded the impact of field trips on their teaching philosophy. In contrast, a significant 32.3% selected “Might or might not,” showcased a segment of participants whose views fell within a realm of ambiguity or fluctuation in acknowledging this connection. Interestingly, 29.2% leaned

towards “Probably yes,” indicated a substantial portion who recognized the potential influence of experiential field trips on shaping their teaching philosophy. Moreover, a compelling 20% confidently affirmed “Definitely yes,” highlighting a sizable group whose teaching beliefs were significantly impacted by immersive field trip experiences (See Table 10).

Table 10

Frequencies and Percent for Informing the Impact of Field Trips on PSTs' Teaching Philosophy.

	Frequency	**Percent**
Definitely not	7	5.39%
Probably not	16	12.31%
Might or might not	42	32.31%
Probably yes	38	29.24%
Definitely yes	26	20.00%
Missing	1	0.77%
Total	130	100.00%

Note. The missingness was 0.77%.

Notably, out of the 130 participants, 129 actively responded to the question, underscoring the engagement and interest in reflecting on the profound influence of experiential learning outside traditional classroom settings. The Likert plot acknowledged that 50% of PSTs informed that their PK-12 field trips shaped their teaching philosophy, 33% were neutral, and 18% did not, however, 20% of the sample have not participated in field trips as responded to the initial question (IQ).

Field Trip Experiences by Preservice Teachers

The survey question "*I experienced PK-12 school field trips*" provided a comprehensive insight into the diverse array of field trip encounters among the 130 participants. The responses were rich and varied, spanning a wide range of destinations and activities, each contributing to unique and memorable experiences. Results were displayed from the most to the least visited venues in a decrescent order (See Table 11).

- Museum: 78.46% of participants had a music-related field trip experience.
- Historic Site: 56.15% engaged with history through visits to historic sites.
- Overnight Field Trip: 42.31% embarked on overnight field trip adventures.
- Zoo: 42.31% of participants visited a zoo during their field trips.
- Aquarium: 40.00% explored an aquarium as part of their educational outings.
- Botanical Garden/Greenhouse: 27.69% immersed themselves in botanical wonders.
- Campground: 27.69% enjoyed the outdoors with campground visits.
- Planetarium: 27.69% had the opportunity to visit a planetarium.
- Institution: 26.15% visited various institutions for educational purposes.
- Science Fair: 26.92% engaged with scientific concepts at science fairs.
- Movie Theater: 26.92% experienced cinema outings as part of their educational journey.
- Factory: 14.62% explored the inner workings of a factory.
- Restaurant: 13.08% explored culinary delights through restaurant visits.
- Laboratory: 9.23% participated in hands-on activities in a laboratory setting.
- Expert Lecture: 8.46% benefited from expert lectures during their field trips.

These responses painted a vivid picture of the diverse and enriching field trip experiences that have shaped the educational journeys of the participants, offering a glimpse into the breadth of learning opportunities and memories created outside the traditional classroom setting.

Table 11

Frequencies and Percent for PSTs' PK-12 Field Trips' Venues/Places.

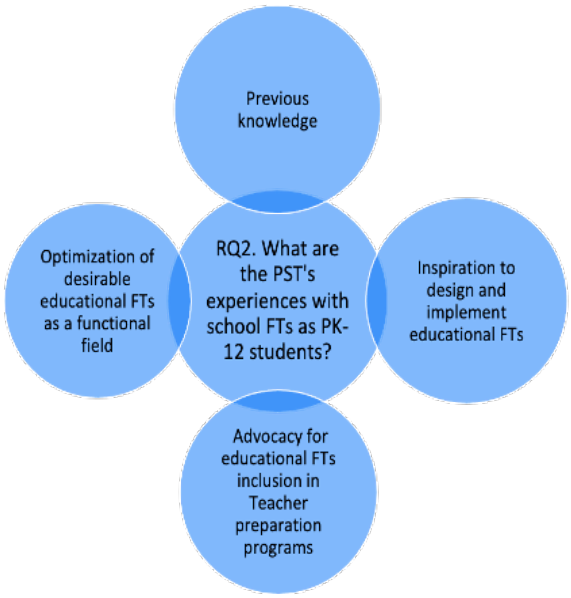
	Frequency	Percent
Museum	102	78.46%
Historic Site	73	56.15%
Overnight FT	55	42.31%
Zoo	55	42.31%
Aquarium	52	40.00%
Botanical Garden	36	27.69%
Campground	36	27.69%
Planetarium	36	27.69%
Institution	34	26.15%
Science Fair	35	26.92%
Movie Theater	35	26.92%
Factory	19	14.62%
Restaurant	17	13.08%
Laboratory	12	9.23%
Expert Lecture	11	8.46%
Missing	5	3.85%
Total	130	100.00%

Note. The missingness is 3.84%. The following variables have more than 10 distinct values and are omitted in the OE/String variable SQ12.16.

Transitioning from the exploration of PSTs' experiences with school field trips as PK-12 students, which unveiled the profound impacts of these educational excursions on memory, personal development, and teaching philosophies, the focus now shifts toward understanding the future perspectives and intentions of PSTs regarding the implementation of field trips in their classrooms. This transition marks a pivotal juncture in examining the continuity of experiential learning practices and the potential evolution of pedagogical approaches among prospective teachers. The forthcoming research question seeks to unravel the plans, if any, that PSTs have to integrate field trips into their teaching practices, thereby bridging past experiences with future educational endeavors.

Figure 16

Relationship Between RQ2 and Topics Assessed



Note. Illustration created by ©Cecilia Turman, 2022.

Topics Assessed in RQ2

What, if any, plans to implement FTs in the classroom do PS teachers have?

Implementing Field Trips

Survey results revealed diverse levels of confidence among educators' responses to ("School field trips are an important part of my student's education. I will implement field trips for my current/future students."). Results with 2.31% expressed uncertainty ("Definitely not") and 2.31% indicated hesitancy ("Probably not"). Additionally, 16.15% showed mixed confidence ("Might or might not"), while 38.46% displayed intent to plan and implement FTs ("Probably yes") and 38.46% assured ("Definitely yes") to create enriching field trip experiences for their future students (see Table 12). The Likert plot acknowledged that (79%) of PSTs plan to implement FTs for their future students while (17%) were neutral, and only (5%) would not plan nor implement FTs.

Table 12

Frequencies and Percent for PSTs' Plans to Implement FTs.

	Frequency	Percent
Definitely not	3	2.31%
Probably not	3	2.31%
Might or might not	21	16.15%
Probably yes	50	38.46%
Definitely yes	50	38.46%
Missing	3	2.30%
Total	130	100.00%

Note. The missingness was 2.30%.

Readiness to Implement and Find Field Trips' Resources

Exploring the preparedness of educators in designing and executing school field trips for their students, the Survey Question ("I know where to find information for designing and implementing school field trips for my current or future students") elicited a diverse range of responses from a sample of 130 participants. The distribution of responses unveiled intriguing insights into the confidence and readiness of educators in this domain. Notably, 23.1% unequivocally stated "Definitely not," indicating a significant portion lacking clarity on sourcing information for field trips. Similarly, 23.8% expressed "Probably not," suggesting a level of uncertainty or inadequacy in knowledge acquisition for trip planning. In contrast, 20.8% selected "Might or might not," showcased a segment with varying degrees of confidence in their ability to access relevant information. Interestingly, 23.8% leaned towards "Probably yes," indicating a substantial group with some level of preparedness in this aspect.

Moreover, a notable 6.2% confidently affirmed "Definitely yes," highlighting a smaller yet distinct cohort well-equipped to design and implement enriching field trip experiences for their students (See Table 13). The Likert plot acknowledged that (31%) of PSTs were ready to implement and where to find resources on how to design a field trip, (21%) were neutral, and (48%) were not ready to implement FTs or to find resources to design FTs.

Table 13

Frequencies and Percent for Readiness/Resources for Implementing Field Trips

	Frequency	Percent
Definitely not	30	23.08%
Probably not	31	23.85%
Might or might not	27	20.77%
Probably yes	31	23.85%
Definitely yes	8	6.15%
Missing	3	2.39%
Total	130	100.00%

Note. The missingness was 2.31%.

Teacher Preparation Programs Instructing on Field Trip Implementation

In exploring the perspectives of educators on the integration of specific instruction related to planning, coordinating, and implementing school field trips within teacher preparation programs, a survey question posed the statement ("Teacher preparation programs should include specific instruction in how to plan, coordinate, and implement school field trips."). The responses from a sample of 130 participants unveiled a rich tapestry of viewpoints and attitudes toward the incorporation of this aspect into teacher training curricula (See Table 14). Notably, a mere 1.5% unequivocally stated "Definitely not," indicating a small minority opposed to the inclusion of such instruction. Similarly, 2.3% expressed "Probably not," suggesting a slight hesitation towards this educational component. In contrast, 9.2% selected "Might or might not," which showcased a segment with varying levels of uncertainty regarding the necessity of specific field trip planning guidance in teacher preparation programs. Remarkably, 29.2% leaned towards "Probably yes," indicating a substantial group in favor of this inclusion. The majority opinion was resoundingly clear, with 55.4% affirming "Definitely yes," highlighting a significant cohort

advocating for dedicated instruction on planning and executing school field trips as an integral part of teacher training. The Likert plot acknowledged that 87% of the sample advocated for training on organizing FTs to be offered in teacher preparation programs while 9% were neutral and 4% did not agree.

Table 14

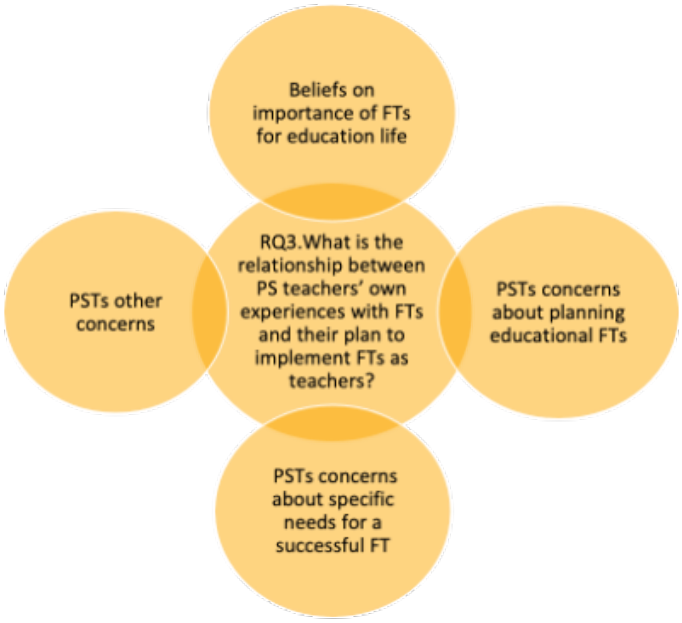
Frequencies and Percent for PSTs' Need Training on Organizing FTs' Offered in the Teacher Prep Program.

	Frequency	**Percent**
Definitely not	2	1.54%
Probably not	3	2.31%
Might or might not	12	9.24%
Probably yes	38	29.24%
Definitely yes	72	55.39%
Missing	3	2.31%
Total	130	100.00%

Note. The missingness was 2.31%.

Figure 17

Relationship Between RQ3 and Topics Assessed



Note. Illustration created by ©Cecilia Turman, 2022.

Topics Assessed in RQ3

What is the relationship between PS teachers' own experiences with FTs and their plan to implement FTs as teachers?

The FTs Impact of PSTs' Experiences and Their Intentions to Implement FTs

In an exploration of the correlation between individuals' perceptions of the impact of their PK-12 school field trip experiences and their intentions to implement field trips for their students, a sample of 130 participants provided insightful responses (See Table 15). The statistical analysis revealed Pearson's correlation coefficient I of 0.198, indicating a positive but relatively weak relationship between these two variables. With a p-value equal to 0.027, the correlation was deemed statistically significant, suggesting that the observed relationship is

unlikely to have occurred by chance. Furthermore, the 95% confidence intervals (95% CI) ranging from 0.023 to 0.361 provide a range within which the true correlation coefficient is likely to fall. See Table 15.

Relationships Between PSTs Perceptions of FTs and the Impact on Education

Further exploration of correlation analysis among the survey questions provides valuable insights into the relationships between perceptions of PK-12 school field trips and their impact on education. Pearson's correlation coefficients reveal varying degrees of association between different aspects of field trip experiences and attitudes toward implementing them for students. For example, the correlation between Survey Question 2 ("I believe that my PK-12 school field trips experiences had a positive impact on my life") and Survey Question 3 ("School field trips had a positive impact on my overall education") yielded a moderate positive correlation with a Pearson's r of .470 (95% CI = .323, .594, $p < .001$). See Table 15.

Preservice Teachers' FT Experiences Facilitated Coursework Understanding

Survey Question 4 ("The school field trips I participated in as a student helped me understand my coursework") demonstrated a strong positive correlation with Survey Question 2 ($r = .626$; 95% CI = .507, .722, $p < .001$) and Survey Question 3 ($r = .450$; 95% CI = .299, .579, $p < .001$). See Table 15.

Field Trip Value and Implementation

Furthermore, (see Table 15) the correlation between Survey Question 11 ("School field trips are an important part of my student's education. I will implement field trips for my current/future students") and the other questions demonstrated weaker associations. While Question 11 showed a modest positive correlation with Survey *Question 4 ($r = .198$; 95% CI = .023, .361, $p = .027$) and Survey **Question 2 ($r = .378$; 95% CI = .218, .518, $p < .001$), it

exhibited a slightly stronger relationship with Survey ***Question 3 (r = .221; 95% CI = .048, .380, p = .013).

Table 15

Pearson's Correlations for Field Trip Value and Implementation

Variable		SQ4	SQ11	SQ2	SQ3
1. SQ4	Pearson's r	—			
	p-value	—			
	Upper 95% CI	—			
2. SQ11	Pearson's r	0.198	—		
	p-value	0.027	—		
	Upper 95% CI	0.361	—		
3. SQ2	Pearson's r	0.626	0.378	—	
	p-value	< .001	< .001	—	
	Upper 95% CI	0.722	0.518	—	
4. SQ3	Pearson's r	0.450	0.221	0.470	—
	p-value	< .001	0.013	< .001	—
	Upper 95% CI	0.579	0.380	0.594	—

Note. Weak of SQ11 = *SQ4, **SQ2 Vs. Stronger of SQ11 = ***SQ3
Note. *I believe that my PK-12 school field trip experiences had a positive impact on my life.
Note. ** School field trips had a positive impact on my overall education
Note. ***The school field trips I participated in as a student helped me understand my coursework.

PSTs' Experiences as Students Transition into Implementing FTs as Teachers

Additionally, exploring the significance of school field trips in students' education, a survey question posed "School field trips are an important part of my student's education. I will implement field trips for my current/future students" to 130 participants unveiled a spectrum of attitudes towards implementing field trips for current or future students. Among the responses, a

mere 2.3% firmly stated “Definitely not,” while another 2.3% expressed hesitation with “Probably not.” Interestingly, 16.2% fell into the category of "Might or might not," showcasing a segment with varying levels of uncertainty regarding the importance of field trips. In contrast, a substantial 38.5% leaned towards "Probably yes," indicating a significant group acknowledging the value of field trips in education. Remarkably, 38.5% emphatically affirmed "Definitely yes," highlighting a strong cohort committed to integrating field trips into their students' educational experiences. These findings underscored the diverse perspectives on the role of field trips in education and emphasized the importance of incorporating experiential learning opportunities to enrich students' educational journeys. See Table 16.

Table 16

Frequencies and Percent for Importance to Implement FTs for Students

	Frequency	**Percent**
Definitely not	3	2.31%
Probably not	3	2.31%
Might or might not	21	16.15%
Probably yes	50	38.46%
Definitely yes	50	38.46%
Missing	3	2.31%
Total	130	100.00%

Note. The missingness was 2.31%.

As a result, the experiences of preservice teachers with field trips as students, coupled with the lack of guidance on their effective use, may influence their plans to implement field

trips as teachers. Preservice teachers who have had positive experiences with field trips as students may be more inclined to incorporate them into their teaching practices, provided they receive the necessary support and training to do so effectively. The Likert plot acknowledged that 79% of PSTs perceived FTs as an important part of their PK-12 education and will implement FTs, only 5% do not see the value and will not implement FTs for their current or future students, while 17% remained neutral.

Preservice Teachers' Attitudes on FT Importance for Students' Education

The regression analysis aimed to explore the factors influencing preservice teachers' attitudes toward the importance of school field trips for their students' education, as indicated by SQ11 (see Table 17). The results revealed that the model accounted for .48% of the variance in preservice teachers' perceptions.

Table 17

Model Summary for PSTs Attitudes on FT Importance for Students' Education.

Model	R	R^2	Adjusted R^2	RMSE
H_0	0.000	0.000	0.000	0.928
H_1	0.476	0.227	0.208	0.826

The ANOVA test (see Table 18) indicated a significant overall relationship between the independent variables (SQ7, SQ9, SQ10) and the dependent variable (SQ11), with $F(3, 126) = 12.017$, $p < .001$.

Table 18

ANOVA for PSTs Attitudes on FT Importance for Students' Education

Model		Sum of Squares	df	Mean Square	F	p
H_1	Regression	24.583	3	8.194	12.017	< .001
	Residual	83.874	123	0.682		
	Total	108.457	126			

Note. The intercept model is omitted, as no meaningful information can be shown.

Within the three independent variables, SQ10, which signifies the conviction that teacher training programs must encompass detailed guidance on organizing and executing field trips, surfaced as the predominant predictor, boasting a substantial beta coefficient of .379 alongside a highly noteworthy p-value of less than .001. These findings underscore a compelling and affirmative correlation between this particular variable and the proactive stance of preservice teachers towards integrating field trips into their educational strategies for the benefit of their students.

In contrast, SQ7, which pertains to the value of field trips for social communication and debates, showed a weaker but non-significant relationship with a beta coefficient of .171 and a p-value of .048. On the other hand, SQ9, related to knowing where to find information for designing field trips, exhibited a negligible effect with a beta coefficient of .070 and a non-significant p-value of .389. See Table 19.

Table 19

Coefficients for SQ7, SQ9, and SQ10

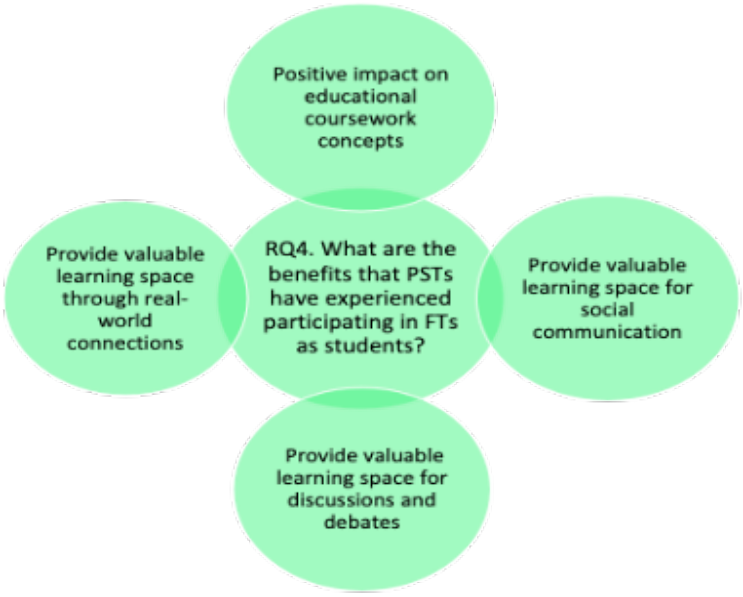
Model		Unstandardized	St Error	Standardized	t	p
H_0	(Intercept)	4.110	0.082		49.926	<.001
H_1	(Intercept)	1.288	0.504		2.557	0.012
	*SQ7	0.210	0.105	0.171	2.001	0.048
	**SQ9	0.051	0.059	0.070	0.865	0.389
	***SQ10	0.403	0.090	0.379	4.486	<.001

Note. *School field trips are valuable learning experiences for students' social communication, discussions, and debates.
Note. **I know where to find information for designing and implementing school field trips for my current or future students.
Note. ***Teacher preparation programs should include specific instruction in how to plan, coordinate, and implement school field trips.

These findings indicate that while the belief in the importance of teacher preparation programs including field trip instruction strongly influences preservice teachers' intentions to implement such experiences, other factors like recognizing the value of field trips for social learning and knowing where to find information have less impact on their attitudes towards incorporating field trips into their teaching practices.

Figure 18

Relationship Between RQ4 and Topics Assessed



Note. Illustration created by ©Cecilia Turman, 2022.

Topics Assessed in RQ4

What are the benefits that PSTs have experienced participating in FTs as students?

PSTs' Education Impact from Field Trips

In a comprehensive survey involving 130 participants reflecting on the impact of school field trips on their overall education, a diverse range of responses emerged, shedding light on the varied perceptions individuals hold regarding this educational experience. Among the respondents, a mere 2.3% expressed a definitive negative stance, stating that field trips definitely did not have a positive impact on their education. A slightly larger proportion, 4.6%, indicated that field trips probably did not contribute positively to their educational journey.

Interestingly, a significant portion of the participants, 13.8%, remained neutral in their assessment, suggesting that school field trips might or might not have influenced their education positively. In contrast, an equal percentage of 39.2% firmly believed that field trips probably had a positive impact, while an additional 39.2% were unequivocal in their assertion that field trips definitely played a beneficial role in their overall education (see Table 20). The Likert plot acknowledged that 79% of PSTs had their education positively impacted by FTs, 14% were neutral, and 7% did not have their education impacted by FTs.

Table 20

Frequencies and Percent for Field Trips Impact on PSTs' Education

	Frequency	**Percent**
Definitely not	3	2.31%
Probably not	6	4.62%
Might or might not	18	13.85%
Probably yes	51	39.23%
Definitely yes	51	39.23%
Missing	1	0.77%
Total	130	100.00%

Note. The missingness was 0,77%.

PSTs' Field Trip Experience and Preparatory Coursework

In a survey encompassing 130 participants reflecting on the impact of school field trips on their comprehension of coursework, a rich tapestry of perspectives emerged, illuminating the diverse ways in which individuals perceive the educational value of these field trips Within this cohort, a small but notable 6.2% unequivocally stated that the school field trips they engaged in

as students did not aid in their understanding of coursework. A larger segment, comprising 20.8% of respondents, expressed a belief that these outings probably did not contribute significantly to their academic grasp. See Table 21.

Interestingly, a substantial portion of 31.5% adopted a neutral stance, indicating that the school field trips they partook in might or might not have played a role in enhancing their understanding of coursework. In contrast, a considerable 26.2% asserted that these experiences probably did assist them in comprehending their studies better. Notably, 14.6% of participants enthusiastically affirmed that the school field trips they participated in as students definitely helped them grasp their coursework more effectively (see Table 21). The Likert plot acknowledged that 41% of PSTs positively experienced understanding of their coursework by their participation in FTs, 32% were neutral, and 27% did not see FT experiences impact their coursework or perhaps they have not participated in FTs during their PK-12 schooling.

Table 21

Frequencies and Percent for Impact of FTs on Coursework Understanding Experienced by PSTs.

	Frequency	**Percent**
Definitely not	8	6.15%
Probably not	27	20.77%
Might or might not	41	31.54%
Probably yes	34	26.15%
Definitely yes	19	14.66%
Missing	1	0.77%
Total	130	100.00%

Note. The missingness was 0.77%.

FTs and Enhancing Student Communication Skills

The data revealed a spectrum of opinions, with 2.3% expressing definite skepticism, 9.2% leaning towards uncertainty, and a significant 35.4% acknowledging the potential variability in the impact of such experiences. Notably, a majority of 52.3% recognized the value of field trips in enhancing social skills and fostering meaningful interactions (see Table 22).

Table 22

Frequencies and Percent for FT Value for Students' Communication Skills

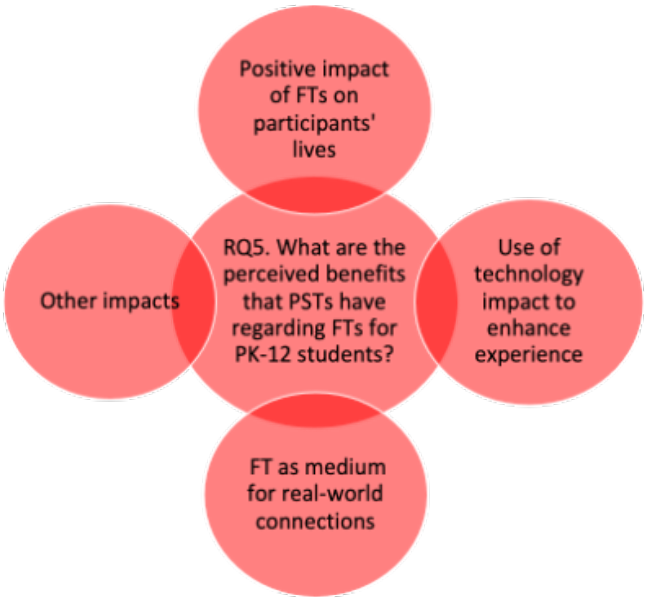
	Frequency	Percent
Probably not	3	2.31%
Might or might not	12	9.23%
Probably yes	46	35.39%
Definitely yes	68	52.31%
Missing	1	0.77%
Total	130	100.00%

Note. The missingness was 0.77%.

The Likert plot acknowledged that 88% of PSTs recognized the value of FTs for students' communication skills and 12% were neutral or not sure.

Figure 19

Relationship Between RQ5 and Topics Assessed



Note. Illustration created by ©Cecilia Turman, 2022.

Topics Assessed in RQ5

What are the perceived benefits that PSTs have regarding FTs for PK-12 students?

The research findings from the survey data provide valuable insights into the perceived benefits of "*What are the perceived benefits that PSTs have regarding FTs for PK-12 students?"* The responses regarding the positive impact of field trip experiences on individuals' lives reveal a spectrum of viewpoints, ranging from skepticism to unwavering conviction. While a minority expressed doubts or reservations about the impact of these outings, a significant majority affirmed the transformative power of hands-on learning outside the classroom.

Moreover, the exploration of technology-enhanced school field trips among participants highlights varying levels of exposure and engagement with digital tools during educational

excursions. From limited utilization to enthusiastic endorsement, these perspectives underscore the evolving landscape of educational practices and the potential for technology to enhance learning outcomes and foster student engagement beyond traditional classroom settings. Overall, these findings offer PSTs valuable insights into the diverse impacts and possibilities associated with integrating technology and experiential learning through field trips, emphasizing the importance of leveraging innovative approaches to enrich students' educational experiences and promote holistic development.

Field Trip Belief as a Positive Impact

From the current survey involving 127 participants reflecting on the impact of their PK-12 school field trip experiences, a diverse range of perspectives emerged. The question posed was: “I believe that my PK-12 school field trip experiences had a positive impact on my life.” The responses painted a vivid picture of the lasting influence these educational outings had on individuals.

Among the respondents, 2.3% expressed a firm stance of “definitely not” experiencing a positive impact from their field trip experiences. This minority viewpoint suggests that for some, these excursions may not have left a lasting impression or contributed significantly to their personal growth. Slightly more respondents, at 3.1%, indicated that they “probably not” felt positively impacted by their school field trips. This group likely harbors some reservations or uncertainties about the value derived from these outings, hinting at a more nuanced perception of the experiences. See Table 23.

A notable portion, comprising 12.3% of participants, fell into the category of “might or might not” believing in the positive impact of their field trip experiences. This group appears to acknowledge the potential influence of such outings but remains uncertain about the extent to

which they benefited from them. Moving towards more affirmative responses, 31.5% of participants stated that they "probably yes" felt a positive impact from their school field trips. This segment recognizes the value and significance of these experiences in shaping their lives, albeit with some degree of reservation. The majority opinion, encompassing 48.5% of respondents, emphatically declared that they "definitely yes" and believed in the positive impact of their PK-12 school field trip experiences. The Likert plot acknowledged that 82% of PSTs believed their lives were positively impacted by their PK-12 FTs, 13% were neutral, and 6% did not believe FTs impacted their lives.

Table 23

Frequencies and Percent for PSTs Belief on FTs' Positive Impact in their Lives

	Frequency	Percent
Definitely not	3	2.31%
Probably not	4	3.08%
Might or might not	16	12.31%
Probably yes	41	31.54%
Definitely yes	63	48.46%
Missing	3	2.31%
Total	130	100.00%

Note. The missingness was 2.31%.

Field Trips Enhanced with Technology

In a survey involving 127 participants reflecting on their experiences with school field trips enhanced by technology, a rich tapestry of perspectives emerged. The survey question

posed was: “I have experienced school field trips enhanced with technology.” The responses shed light on the prevalence and impact of technological integration in educational outings.

A segment of 13.1% of respondents expressed a definitive stance of “definitely not” having experienced school field trips enhanced with technology. This group's perspective suggests a lack of exposure or limited utilization of technological enhancements during their educational excursions, indicating a potential gap in leveraging digital tools for enriching field trip experiences. A larger cohort, comprising 23.1% of participants, indicated that they “probably not” encountered technology-enhanced school field trips. This group likely experienced minimal or sporadic integration of technology during their outings, hinting at missed opportunities for leveraging digital resources to enhance learning and engagement. See Table 24.

A significant portion, representing 24.6% of respondents, fell into the category of “might or might not” having experienced technology-enhanced school field trips. This group's response suggests a mixed or uncertain level of exposure to technological enhancements during their educational excursions, reflecting varying degrees of integration across different experiences. On the more affirmative side, 23.1% of participants stated that they “probably yes” had encountered technology-enhanced school field trips. This segment acknowledges the presence of technology in some of their educational outings, indicating a moderate level of exposure to digital tools aimed at enhancing learning and engagement during field trips. A notable 13.8% of respondents emphatically declared that they “definitely yes” had experienced school field trips enhanced with technology (see Table 24). The Likert plot acknowledged that 38% of PSTs used technology tools to enhance their PK-12 FTs, 25% were neutral, and 37% did not use technology devices during their PK-12 FTs.

Table 24

Frequencies and Percent for FTs Enhanced by Technology

	Frequency	Percent
Definitely not	17	13.08%
Probably not	30	23.08%
Might or might not	32	24.62%
Probably yes	30	23.08%
Definitely yes	18	13.85%
Total	130	100.00%

Note. The missingness was 2.29%.

Chapter Conclusion and Transition

The results of this research were intimately related to the framework and literature topics expressed in the three domains that served to establish the organization of the methods, results, and findings. The results also brought serious implications for teaching practices and future studies addressing the needs revealed for discussion in Chapter 5.

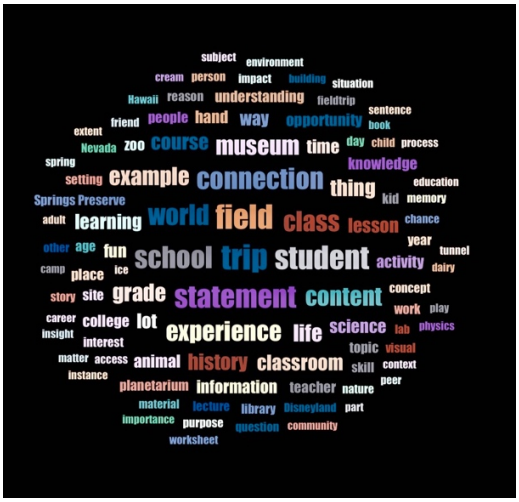
Chapter 5: Discussion

Chapter 5 provides a thorough review and assessment of the research results, the conceptual framework, and the relevant literature that served as a foundation and inception for this study. The findings are thoroughly examined, explained, and reflected upon to discuss the implications for teaching practices and identify the areas for future studies addressing the needs revealed through this investigation. Only by integrating everything it is possible to see the big picture, deconstruct it, and put it together with a not narrow view of the world, but with a vision that brings a broad perspective and expands with each step towards a tangent dream.

Review of Research Questions

Figure 20

The Impact



A preservice teacher wrote:

"My field trips made me realize that the things I studied weren't just words on a page,
but real-life objects and animals that you could see, hear, and touch.
My visit to the planetarium was the best example of this,
it really expanded my knowledge of not just astronomy but science overall."

Topics Evaluated in RQ1

What are PS teachers' experiences with school FTs as PK-12 students?

Review of Research Question 1 leveraged the potential benefits of field trips based on their impact on students and extrapolates how preservice teachers' positive experiences with field trips as PK-12 students may influence their approach to teaching and learning. The study surveyed 130 participants, revealing intriguing insights.

Memory of Field Trips

Research Question 1 (RQ1) delves into the experiences of Preservice (PS) teachers with school Field Trips (FTs) during their PK-12 schooling. The Likert plot for the impact on PSTs' memory of FTs shows that 74% of participants remembered the FTs they took in their PK-12 schooling, while only 6% did not and 20% were neutral about remembering. Notably, 40.00% expressed a moderate level of remembrance and positive associations with past field trips, while 33.08% vividly recalled and valued their educational excursions.

Interestingly, a significant 20% were uncertain about their memories of field trips. In contrast, when asked about gender-specific school field trips, a majority of 76.9% adamantly stated they had not experienced such outings, reflecting the prevalence of co-educational settings. Moreover, the impact of experiential field trips on shaping teaching philosophies varied among participants, with 20% affirming a strong connection and 5.4% indicating no influence. Coincidently, the 20% neutral result in this item matched almost the same percentage of respondents' results for the "Yes/No" IQ, who responded no to "(Have you ever participated in educational FTs during your PK-12 educational experiences?)."

Field Trips Informing Teaching Philosophy

Notably, out of the 130 participants, 129 actively responded to the question, underscoring the engagement and interest in reflecting on the influence of experiential learning outside traditional classroom settings. The Likert plot acknowledged that 50% of PSTs informed that their PK-12 field trips shaped their teaching philosophy, 33% were neutral, and 18% did not, however, 20% of the sample have not participated in field trips as responded to the initial question (IQ). Moreover, the connection between experiential field trips and teaching philosophies unveiled a complex interplay between personal experiences and professional beliefs. Participants showcased a range of responses, from skepticism to profound affirmation of the influence of field trips on shaping their teaching philosophies.

The research on preservice teacher (PST) field trips to high-needs and diverse school contexts suggests that these immersive experiences can have a significant impact on shaping PSTs' perceptions and attitudes. The study found that the majority of PST participants reported a positive change in their perspectives on teaching in diverse and urban schools after the field trip experience.

Key aspects of the field trip that were identified as impactful include:

1. Opportunities to observe teaching and learning in an actual classroom setting. This allowed PSTs to gain a more realistic and functional understanding of the teaching process, beyond just textbook knowledge.
2. Exposure to a new, more diverse school context that differed from their own educational backgrounds. This helped broaden PSTs' perspectives and challenged any preconceived notions they may have had about high-needs schools.

3. Gaining knowledge about the innovative programs and job opportunities offered by the districts. This expanded PSTs' awareness of the possibilities and potential of this school settings.

These immersive, real-world experiences outside the traditional classroom setting can significantly inform and transform educators' pedagogical approaches in several ways:

1. It can help PSTs develop a more nuanced and empathetic understanding of the challenges and realities faced by teachers in diverse, high-needs contexts. This can shape their instructional strategies and classroom management techniques.
2. Exposure to innovative programs and teaching practices in these school settings can inspire PSTs to incorporate similar approaches and technologies into their own teaching, expanding their pedagogical repertoire.
3. The field trip experience may challenge PSTs' preconceptions and biases, leading them to adopt more inclusive, culturally responsive teaching methods to better serve all students. Observing effective teaching in action can provide valuable modeling and mentorship opportunities, informing PSTs' own evolving teaching philosophies and practices.

In essence, the field trip data highlights how immersive, real-world learning experiences outside the traditional classroom can profoundly shape and transform pre-service teachers' pedagogical approaches, better preparing them to meet the diverse needs of students in a variety of educational contexts. This exploration underscores the transformative power of immersive learning experiences outside traditional classroom settings in informing educators' pedagogical approaches.

Gender-Specific Field Trips

Exploring the realm of gender-specific school field trips through a survey question, participants were prompted to reflect on their personal experiences. Notably, the majority remembered their field trips, underscoring the lasting imprints these educational outings leave on individuals' memories. Remarkably, out of the 130 participants, 129 actively responded to the question. These findings offered a nuanced glimpse into the varied encounters individuals have had with gender-specific school field trips, reflecting diverse perspectives and memories within the sample group. All in all, the Likert plot acknowledged that 94% have not participated while only 6% have participated in gender-specific FTs.

Gender-specific school field trips emerged as a distinct aspect of participants' educational past, with responses reflecting the prevalence of co-educational school settings (COED), in the quasi-absence of once popular gender-specific school excursions. The data highlighted diverse perspectives on gender-specific experiences, ranging from clear disassociation to vivid recollection, offering insights into the impact of such outings on individuals' educational journeys. Interestingly, schools became COED in 1945 with the end of WWII (Cambridge Dictionary, 2024).

Field Trip Experiences by Preservice Teachers

The survey also explored the diverse array of field trip encounters among participants, showcasing a range of destinations and activities. The most visited venues included museums (78.46%), historic sites (56.15%), overnight field trips (42.31%), zoos (42.31%), and aquariums (40.00%). Participants also engaged with botanical gardens/greenhouses, campgrounds, planetariums, various institutions, science fairs, and movie theaters as part of their educational

journey. Pace and Tesi's (2004) study also found museums as the most visited FT venues among all options, similar to the ones used for inquiry in this study.

On the other hand, the three less visited venues with 8.5% went to field trips that offered expert lectures such as tour guides, almost 9% went to hands-on activities in lab settings, and restaurants got a little more than 10% of visits, where PSTs explored delights during their PK-12 schooling years. Restaurants are great venues for foreign language, life skills, and cultural diversity field trips There also was a music-related field trip experienced by 1 text response. These findings offer a nuanced glimpse into how field trips can play a pivotal role in shaping teaching philosophies, choosing their area of study with varied perspectives and degrees of impact evident within the sample group.

Reflections on Research Question 1. Drawing from the insights of Research Question 1 (RQ1), actionable practices lean towards enhancing field trip experiences, Falk and Dierking's (1997) research found that from128 participants, 96% not only remembered their FTs' experiences, but also Orion (1993) works argues that FTs constructs acts as a backdrop for long-term epistemic memories, which backs this study findings that FT experiences improved memory retention among participants, Turanovic and Siennick's (2022) conclude that school violence could be solved by peer-based components fostered by educational FTs that offer a sense of community belonging fostering positive associations, surprisingly 96% of participants have not participated in gender-specific FTs which is represented by over 74% of participants in 18-24 age group, that interestingly contrasts with the fact that schools became COED in 1945 with the end of WWII (Cambridge Dictionary, 2024). Orion and Hofstein (1991) works also found the impact on teaching philosophies, and diversifying field trip destinations (1991), my quantitative found that 50% of 130 PSTs credited their teaching philosophies to FTs. They had

experienced in their schooling. It is imperative to implement a structured approach to planning and executing field trips (Berhrendt & Franklin, 2004) that cater to the diverse interests and learning styles of Preservice Teachers (PST). Introducing pre-field trip orientation sessions to establish clear learning objectives and incorporating post-trip reflection activities can significantly reinforce key takeaways from these educational excursions (Alam, 2020; Falk & Dierking, 1997; Krepel Duvall, 1981; Mitchie, 1998).

Overall, RQ1 provided valuable insights into Maslow and Lowery's (1998) top of Hierachy of Needs Pyramid, self-actualization, reflecting theimpact of field trips on memory, gender-specific experiences, teaching philosophies, and the diverse range of educational outings that contribute to the rich tapestry of preservice teachers' formative years in PK-12 schooling. The comprehensive insight into participants' field trip encounters further enriched the narrative, of diverse destinations and activities that have shaped their educational journeys, supporting, and justifying FTs educational learning value (Falk & Dierking, 1997). From music-related trips to visits to zoos, historic sites, and science fairs, each experience contributed uniquely to participants' learning and personal growth. These experiences may have contributed to their holistic understanding of academic concepts and enhanced their engagement with the curriculum (Mitchie, 1998).

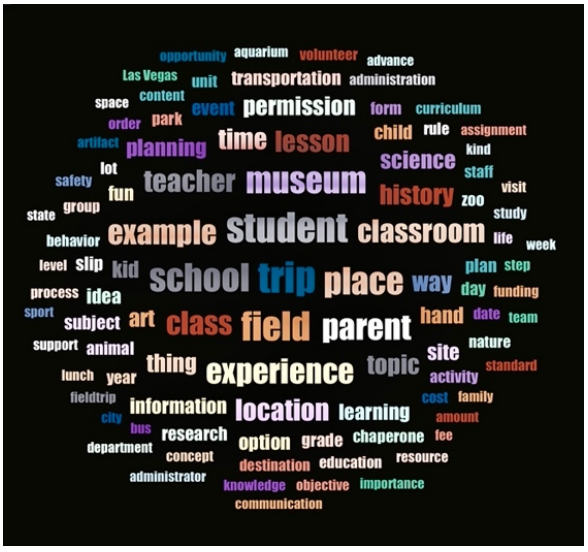
This study surveyed 130 participants, revealing intriguing insights. Notably, 40.00% expressed a moderate level of remembrance and positive associations with past field trips, while 33.08% vividly recalled and valued their educational excursions. Interestingly, a significant 20% were uncertain about their memories of field trips. In contrast, when asked about gender-specific school field trips, a majority of 76.9% adamantly stated they had not experienced such outings, reflecting the prevalence of co-educational settings. Moreover, the impact of experiential field

trips on shaping teaching philosophies varied among participants, with 20% affirming a strong connection and 5.4% indicating no influence.

The responses revealed a diverse range of sentiments, capturing the essence of nostalgia and recollection associated with educational field trips expressed by participants in the brief text/string response option “other” to the study question that asked the venues they went during their schooling. Research has shown that well-organized field trips can have a positive impact on students’ academic performance, critical thinking skills, and cultural awareness (Falk & Dierking, 1997). Therefore, it is plausible that preservice teachers, drawing from their positive encounters with field trips as students, recognize the value of such experiential learning activities and may incorporate them into their teaching practices to enrich the educational journey of their students. That lifelong learning and wisdom is based on praxis in search for identity (Falk et al., 2012; Falk & Dierking, 1997).

Figure 21

The Plan



"*Through research and careful planning, I would choose destinations that enhance learning and offer interactive experiences for students outside the classroom. The ultimate goal is to provide students with enriching and engaging opportunities. to deepen their understanding of the subjects they are studying*."

Topics Evaluated in RQ2

What, if any, plans to implement FTs in the classroom do PS teachers have?

Research Question 2 findings suggest that preservice teachers often lack instruction in the effective use of field trips and face challenges in planning and justifying field trips in terms of measurable educational standards, management, support and collaboration, and safety guidelines.

Implementing Field Trips

Research Question 2 (RQ2) focuses on the plans preservice teachers (PST) have regarding implementing field trips (FT) in the classroom. The survey results from 130 participants revealed a spectrum of responses. Notably, 2.31% expressed uncertainty about implementing FTs, while 2.31% indicated hesitancy. In contrast, 38.46% were confident and assured about planning and implementing enriching field trip experiences for their future students. The findings highlighted a high demand among Preservice Teachers (PSTs) to incorporate FTs into their students' education, with 79% planning to implement FTs and only 5% not intending to do so. They showed that 100 out of 127 preservice teachers represent the need to be equipped with experiential learning resources, highlighting the role of practical training in shaping impactful educational experiences.

Readiness to Implement and Find Field Trips' Resources

Research Question 2 findings suggest that preservice teachers often lack instruction in the effective use of field trips and face challenges in planning and justifying field trips in terms of measurable educational standards. Although a handbook could be developed to address these

concerns, providing research-based teaching strategies for learning in informal learning environments, Research has shown (Griffin 2004; Griffin & Symington 1997) that most teachers don't use resources for FTs even if the guidebook is in their classroom. The Likert plot acknowledged that (31%) of PSTs were ready to implement and where to find resources on how to design a field trip, (21%) were neutral, and (48%) were not ready to implement FTs or to find resources to design FTs.

Teacher Preparation Programs Instructing on Field Trip Implementation

Based on research findings, it can be inferred that preservice teachers may benefit from structured guidance and training on the effective use of field trips, Anderson et al. (2010) argues advocate for FT training in teacher preparation programs and found in their research that teachers are too busy to look for resources/guides with instructions on how to do things (Anderson et al., 2010). including how to integrate them into the curriculum and maximize their educational value (Fu et al., 2017; Zeichner, 2010). Orion & Hofstein (1994) highlights the need for teacher education programs to incorporate comprehensive instruction on planning and implementing field trips, as well as strategies for linking field trips to academic standards and enhancing student learning through these experiences.

On Chapter 4 of this dissertation, the results of the regression model found that within the three independent variables, the study question ("Teacher preparation programs should include specific instruction in how to plan, coordinate, and implement school field trips."), which signifies the conviction that teacher training programs must encompass detailed guidance on organizing FTs is supported by , surfaced as the predominant predictor, boasting a substantial beta coefficient of .379. These findings underscore a compelling and affirmative correlation

between this particular variable and the proactive stance of preservice teachers toward integrating FTs into their educational strategies to benefit their students (see Table 19).

The frequencies and percentage findings from the same questions responses from a sample of 130 participants unveiled a rich tapestry of viewpoints and attitudes toward the incorporation of this aspect into teacher training curricula. Furthermore, opinions on integrating field trip planning instruction in teacher preparation programs varied, with a majority advocating for such training to enhance student learning experiences. The Likert plot acknowledged that 87% of the sample advocated for training on organizing FTs to be offered in teacher preparation programs while 9% were neutral and 4% did not agree, see on Table 14. This underscores the evolving landscape of experiential education and emphasizes the need for comprehensive support to foster safe and engaging educational environments through field trips.

Moreover, when asked about readiness to implement and find resources for field trips, responses varied among participants. While 23.1% lacked clarity on sourcing information, 6.2% were well-equipped to design and implement engaging field trip experiences. The survey emphasized the importance of equipping educators with the necessary resources and knowledge to enhance experiential learning opportunities for their students. Furthermore, exploring the integration of specific instruction related to planning FTs within teacher preparation programs, the majority of participants (55.4%) advocated for dedicated instruction on organizing field trips as an integral part of teacher training. This highlights the significance placed on incorporating practical training in shaping impactful educational experiences beyond traditional classroom settings. In conclusion, the research sheds light on the varying levels of confidence, readiness, and advocacy among PST regarding implementing FTs in the classroom, emphasizing the value

of experiential learning and the need for comprehensive preparation in providing enriching educational experiences for students.

Reflections on Research Question 2. The quantitative findings stressed the value of FTs for students' education and created a high demand to plan and implement FTs. This finding was statistically significant and justify the educational learning value of FTs, which has not been fully recognized through the qualitative interviews research method used by Falk and Dierking (1997) results acknowledged the intrinsic value but could not prove back then. The data also highlights the value of field trips in enhancing students' learning experiences and the potential impact of field trips on students' academic performance, critical thinking skills, and cultural awareness, which were FTs positive aspects recognized by Stolpe & Björklung's (2013) works. Ballantyne and Parker (2005) highlight the strengthen of long-lasting emotive qualities of FTs including beliefs, preferences, ethics, and motivation connects subjects meaningfully and helps translating theories into a real-world scenario (2005). The study on prospective teachers' readiness for implementing field trips uncovers a varied landscape of preparedness and perspectives. Readiness and preparedness for implementing FTs are also points stressed in Anderson's (2010) works. The 127 participants who actively engaged with the question about the readiness to implement FTs underscored the importance of equipping educators with the necessary resources and knowledge to enhance experiential learning opportunities for their students, shaping, engaging, and creating impactful educational experiences beyond the confines of traditional classroom settings are found in Table 14 and Chen (2022) argues the lack of support from school administrators (2022). While the findings provided insight into the plans of preservice teachers to implement field trips in the classroom, the importance of providing preservice teachers with the necessary guidance and strategies, which were advocated by

Anderson et al. (2010), to effectively incorporate field trips into their teaching practices is still needed.

Figure 22

The Concerns

A preservice teacher wrote:

"I struggle with understanding the legality of planning a field trip. There is a lot of behind the scenes, like finding bussing, the timing, the consent forms, ratios, that confuse me. I, also, struggle with finding a field trip that will fit directly into my curriculum appropriately. I currently teach 7th grade US history, but we only go to the Civil War, so finding a location in Las Vegas that is not only relevant but age appropriate can be a struggle."

Topics Evaluated in RQ3

What is the relationship between PS teachers' own experiences with FTs and their plan to implement FTs as teachers?

Research Question 3 explored the relationship between PSTs' own experiences with FTs and their plans to implement FTs as teachers. The study analyzed responses from 130

participants, revealing a positive but relatively weak correlation ($r = 0.184$) between individuals' perceptions of their PK-12 school field trip experiences and their intentions to implement field trips for their students. Findings suggested that preservice teachers' own experiences with field trips can influence their plans to implement field trips as teachers. The data highlights that field trips can have a profound impact on students, exposing them to real-world experiences, enhancing their social skills, and tying together information developed in the curriculum.

The FTs Impact of PSTs' Experiences and Their Intentions to Implement FTs

This correlation was statistically significant, indicating a meaningful relationship beyond chance. With a p-value equal to 0.027, the correlation was deemed statistically significant, suggesting that the observed relationship is unlikely to have occurred by chance. Furthermore, the 95% confidence intervals (95% CI) ranging from 0.023 to 0.361 provide a range within which the true correlation coefficient is likely to fall.

These findings suggest there is a discernible connection between individuals who perceive positive impacts from their own school field trip experiences and their commitment to incorporating field trips into their students' education. While the correlation is modest, it underscores a trend where personal experiences with field trips may influence educators' beliefs in the value of such experiences for their students. This insight highlighted the potential importance of personal experiences in shaping educational practices and emphasizing the role of experiential learning in fostering educators' dedication to providing enriching opportunities for their students.

Relationships Between PSTs Perceptions of FTs and the Impact on Education

The correlation between Survey Question 2 ("I believe that my PK-12 school field trips experiences had a positive impact on my life") and Survey Question 3 ("School field trips had a

positive impact on my overall education") yielded a moderate positive correlation with a Pearson's *r* of .470 (95% CI = .323, .594, $p < .001$. This suggests a meaningful relationship between personal experiences of field trips and their broader educational impact, indicating that individuals who perceive a positive influence on their lives also tend to acknowledge the educational value of these outings.

Preservice Teachers' FT Experiences Facilitated Coursework Understanding

Survey Question 4 ("The school field trips I participated in as a student helped me understand my coursework") demonstrated a strong positive correlation with Survey Question 2 and Survey Question 3 (both variables showed 95% CI and $p < .001$). Findings suggest a robust connection between comprehending coursework through field trips and the perceived personal and educational benefits gained from these experiences. It underscores the significance of hands-on learning in improving academic understanding and overall educational achievements.

Field Trip Value and Implementation

These findings suggest that attitudes towards implementing field trips for students may be influenced by personal experiences, perceptions of educational impact, and understanding of coursework through such experiential learning opportunities. The correlation analysis reveals the intricate web linking individual past experiences, beliefs about educational benefits, understanding of coursework, and intentions to integrate field trips into teaching practices. This interconnectedness emphasizes the significance of reflective practice and the utilization of experiential learning opportunities to boost student engagement and academic success within educational environments.

By recognizing these connections, educators can tailor their approaches to maximize the impact of field trips on student learning outcomes and overall educational experiences. The data

emphasizes the value of planning field trips to make them as meaningful as possible, relating them to the curriculum, and completing follow-up activities to enhance the learning experience. Furthermore, the data indicates that preservice teachers are often not instructed in the effective use of field trips, and planning field trips is perceived as time-consuming and challenging.

PSTs' Experiences as Students Transition into Implementing FTs as Teachers

With 127 participants actively engaging with the question, these findings underscore the diverse perspectives on the role of field trips in education and emphasize the importance of incorporating experiential learning opportunities to enrich students' educational journeys. The Likert plot acknowledged that (79%) of PSTs perceived FTs as an important part of their PK-12 education and will implement FTs, only (5%) do not see the value, and will not implement FTs for their current or future students, while (17%) remained neutral.

As a result, the experiences of preservice teachers with field trips as students, coupled with the lack of guidance on their effective use, may influence their plans to implement field trips as teachers. Preservice teachers who have had positive experiences with field trips as students may be more inclined to incorporate them into their teaching practices, provided they receive the necessary support and training to do so effectively.

Preservice Teachers' Attitudes on FT Importance for Students' Education

The regression analysis aimed to explore the factors influencing preservice teachers' attitudes towards the importance of school field trips for their students' education, as indicated by Survey Question 11 ("School field trips are an important part of my student's education. I will implement field trips for my current/future students") within the three independent variables, SQ10, which signifies the conviction that teacher training programs must encompass detailed

guidance on organizing and executing field trips, surfaced as the predominant predictor, boasting a substantial beta coefficient of .379 alongside a highly noteworthy p-value of less than .001.

These findings underscored a compelling and affirmative correlation between this variable and the proactive stance of preservice teachers towards integrating field trips into their educational strategies for the benefit of their students. These findings indicate that while the belief in the importance of teacher preparation programs including field trip instruction strongly influences preservice teachers' intentions to implement such experiences, other factors like recognizing the value of field trips for social learning and knowing where to find information have less impact on their attitudes towards incorporating field trips into their teaching practices. With 127 participants actively engaging with the question, these findings underscore the diverse perspectives on the role of field trips in education and emphasize the importance of incorporating experiential learning opportunities to enrich students' educational journeys.

Reflections on Research Question 3. Further correlation analysis highlighted varying degrees of association between different aspects of field trip experiences and attitudes toward implementing them for students. For instance, there was a moderate positive correlation between participants' belief in the positive impact of their school field trip experiences on their lives and the impact on their overall education ($r = 0.470$). Additionally, when conducting regression analysis aimed to identify factors influencing Preservice Teachers' (PSTs) attitudes towards the importance of school field trips for their students' education, focusing on Survey Question 11 (SQ11).

The regression model explained 22.6% of the variance in PSTs' perceptions. Among the independent variables, SQ10, which emphasized the necessity of detailed guidance on organizing field trips in teacher training programs, emerged as the primary predictor with a substantial beta

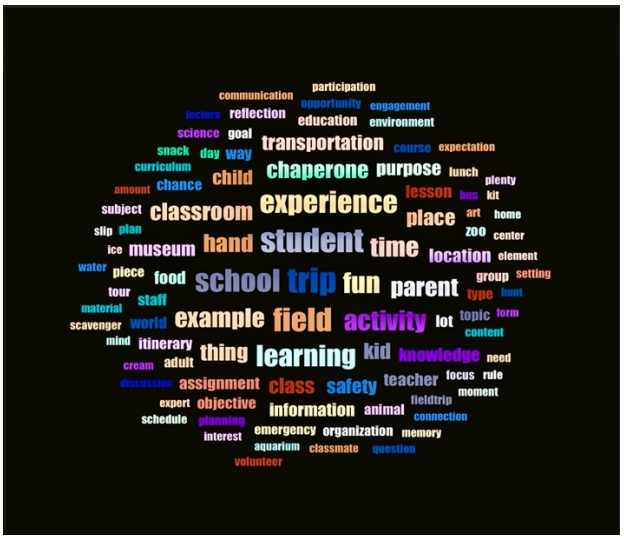
coefficient of .392. In contrast, SQ7, focusing on the value of field trips for social communication and debates, showed a weaker but non-significant relationship with a beta coefficient of .153. Similarly, SQ9, related to knowing where to find information for designing field trips, had a negligible effect with a beta coefficient of .067.

These regression results suggest that while the belief in the importance of teacher preparation programs including field trip instruction strongly influences PSTs' intentions to implement such experiences, other factors like recognizing the value of field trips for social learning and knowing where to find information have less impact on their attitudes towards incorporating field trips into their teaching practices.

Overall, RQ3 results underscore the transition from PS teachers' experiences as students to their intentions to implement FTs as educators. It highlighted the diverse perspectives on the role of field trips in education and emphasized the importance of incorporating experiential learning opportunities to enrich students' educational journeys. These findings indicate that while the belief in the importance of teacher preparation programs including field trip instruction strongly influences preservice teachers' intentions to implement such experiences, other factors like recognizing the value of field trips for social learning and knowing where to find information have less impact on their attitudes towards incorporating field trips into their teaching practices.

Figure 23

The Success



A preservice teacher wrote:

> *"A successful school field trip should be engaging, educational, and fun to prevent boredom and misbehavior among students. Activities such as visiting interactive museums, attending plays, or exploring historical sites can enhance learning experiences."*

Topics Evaluated in RQ4

What are the benefits that PSTs have experienced participating in FTs as students?

Preservice teacher responses to Research Question 4, suggest that preservice teachers have experienced several benefits from participating in field trips as students. These benefits include exposure to real-world experiences, enhanced social skills, and a deeper understanding of academic concepts.

PSTs' Education Impact from Field Trips

This rich tapestry of responses underscores the nuanced perspectives individuals hold regarding the value of school field trips in shaping their educational experiences. In a comprehensive survey involving 130 participants reflecting on the impact of school field trips on their overall education, a diverse range of responses emerged, shedding light on the varied perceptions individuals hold regarding this educational experience. The Likert plot acknowledged that (79%) of PSTs had their education positively impacted by FTs, 14% were neutral, and (7%) did not have their education impacted by FTs.

PSTs' Field Trip Experiences Impact on Coursework Understanding

This intricate mosaic of responses underscores the nuanced and varied impact that school field trips can have on students' academic learning experiences, showcasing the multifaceted nature of educational enrichment beyond traditional classroom settings. The Likert plot acknowledged that (41%) of PSTs positively experienced understanding of their coursework by their participation in FTs, (32%) were neutral, and (27%) did not see FT experiences impact their coursework or perhaps they had not participated in FTs during their PK-12 schooling.

Field Trips and Enhancing Student Communication Skills

Furthermore, when it comes to enhancing student communication skills, a majority of 52.3% recognized the value of field trips in fostering social skills and meaningful interactions. The data revealed varying opinions, with some expressing skepticism (2.3%), uncertainty (9.2%), and acknowledgment of potential variability in impact (35.4%). The Likert plot highlighted that 88% of PSTs acknowledged the value of FTs for enhancing students' communication skills.

Reflections on Research Question 4. Research Question 4 (RQ4) investigated the benefits that preservice teachers (PSTs) have experienced from participating in Field Trips (FTs) as students. The survey results revealed diverse perspectives on the impact of school field trips on their education and coursework comprehension. Regarding the impact on overall education, responses varied with 39.2% firmly believing that field trips had a positive impact, while an equal percentage asserted that field trips played a beneficial role.

In contrast, 4.6% felt that field trips probably did not contribute positively, and 13.8% remained neutral. While a substantial majority perceived these excursions as beneficial, a notable minority expressed reservations or uncertainty. Such diversity in viewpoints highlights the complex interplay between experiential learning opportunities like field trips and their perceived impact on individuals' educational journeys. The Likert plot indicated that 79% of PSTs had their education positively impacted by FTs.

In terms of understanding coursework, opinions differed as well. While 14.6% enthusiastically affirmed that field trips definitely helped them grasp their coursework better, 20.8% believed these outings probably did not significantly contribute to their academic understanding. The Likert plot showed that 41% of PSTs experienced a positive impact on their coursework understanding due to FT participation.

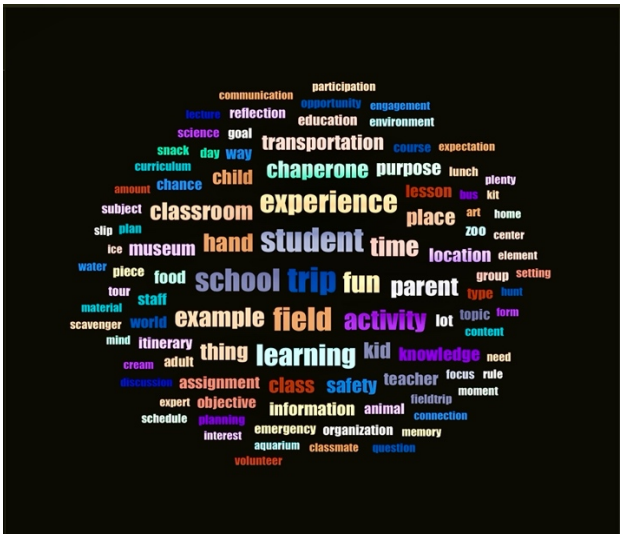
In a thought-provoking survey involving 130 participants explored the educational value of school field trips in fostering social communication, discussions, and debates among students, a mosaic of viewpoints unfolded. The Likert plot acknowledged that (88%) of PSTs recognized the value of FTs for students' communication skills and (12%) were neutral or not sure. Interestingly, no respondents unequivocally endorsed the statement, hinting at a nuanced landscape of perceptions within the surveyed group.

This survey underscores the complexity and diversity of perspectives surrounding the role of school excursions in nurturing students' social communication abilities. Overall, RQ4 provided insights into the diverse benefits PSTs have experienced from participating in FTs as students, emphasizing the positive impact on education, coursework comprehension, and student communication skills.

Topics Evaluated in RQ5

Figure 24

The Benefits



A preservice teacher wrote:

"*Field trips can be beneficial for students by providing hands-on experiences and opportunities to make real-world connections to classroom learning. While some trips may not directly relate to course content, experiences like visiting museums, aquariums, or historical sites can enhance learning by providing a different perspective and building connection"*

What are the perceived benefits that PSTs have regarding FTs for PK-12 students?

For Research Question 5, the perceived benefits of field trips for PK-12 students, as understood by preservice teachers, encompassed a range of valuable outcomes. These included the exposure of students to real-world experiences, which allowed them to connect classroom learning to practical, authentic situations. Additionally, field trips are seen to enhance students' social skills by providing opportunities for interactive learning in diverse environments (cite?).

Furthermore, preservice teachers believe that field trips contribute to a deeper understanding of academic concepts, as they allow students to engage with course material in a tangible, experiential manner. Research has also shown that well-organized field trips can have a positive impact on students' academic performance, critical thinking skills, and cultural awareness, further underlining the perceived benefits of these experiences for PK-12 students.

Field Trip Belief as a Positive Impact

From the current survey involving 127 participants reflecting on the impact of their PK-12 school field trip experiences, a diverse range of perspectives emerged. The Likert plot acknowledged that 82% of PSTs believed their lives were positively impacted by their PK-12 FTs, 13% were neutral, and 6% did not believe FTs impacted their lives. This resounding endorsement underscores the profound influence these outings had on nearly half of the participants, highlighting the transformative power of hands-on learning outside the classroom. Overall, this survey encapsulates a spectrum of viewpoints regarding the impact of PK-12 school field trips on individuals’ lives, ranging from skepticism to unwavering conviction. It underscores the multifaceted nature of educational experiences and how they can shape one's perspective and personal development in diverse ways.

Field Trips Enhanced with Technology

In a survey involving 127 participants reflecting on their experiences with school field trips enhanced by technology, a rich tapestry of perspectives emerged. Interesting result considering the 18-to-24 young age group of 75% of participants, who grew up in the digital era. The Likert plot acknowledged that 38% of PSTs used technology tools to enhance their PK-12 FTs, 25% were neutral, and 37% did not use technology devices during their PK-12 FTs. This group's response highlights a strong affirmation of the positive impact and value brought about by integrating technology into educational excursions, showcasing the potential for digital tools to enhance learning outcomes and foster engagement among students.

Overall, this survey encapsulates a range of perspectives on the integration of technology in school field trips, from limited exposure to enthusiastic endorsement. It underscores the evolving landscape of educational practices and the potential benefits that technological enhancements can bring to enriching students' learning experiences outside the traditional classroom settings.

Reflections on Research Question 5. Research Question 5 (RQ5) delves into the perceived benefits that Preservice Teachers (PSTs) associate with Field Trips (FTs) for PK-12 students. The survey data provided valuable insights into PSTs' perspectives on the impact of FTs, particularly in relation to technology-enhanced educational excursions. The responses reflect a spectrum of viewpoints, with a significant majority affirming the transformative power of hands-on learning outside the classroom. While some expressed doubts or reservations, the majority recognized the positive impact of FT experiences on individuals' lives. The exploration of technology-enhanced FTs highlighted varying levels of exposure and engagement with digital

tools, showcasing the evolving landscape of educational practices and the potential for technology to enhance learning outcomes and foster student engagement.

Implications

Implications for RQ1 based on the descriptive statistics from the survey question regarding participation in educational field trips during PK-12 schooling revealed that a significant majority (78%) of preservice teachers likely benefited from such experiences during their formative years. This suggests a strong foundation of firsthand experience with field trips among preservice teachers, potentially influencing their perceptions and attitudes toward incorporating these experiences into their future teaching practices. Furthermore, the analysis of memory recall related to field trips showcased a diverse range of responses, with varying degrees of remembrance and emotional connections to past educational excursions. These findings underscore the profound impact that field trips can have on individuals' memories and educational journeys, highlighting the importance of experiential learning in shaping educators' perspectives and practices.

Implications for Teachers' Attitudes and Beliefs in Field Trip Implementation (RQ2) indicate survey results on educators' attitudes towards implementing field trips reveal a spectrum of confidence levels, with a notable portion expressing uncertainty or hesitancy. For example, a significant percentage displayed intent and assurance in planning enriching field trip experiences for students, indicating varying degrees of readiness among teachers. These findings underscore the importance of addressing educators' confidence and preparedness to ensure the successful integration of field trips into academic settings.

Exploring teachers' readiness to find resources for field trips highlighted a diverse range of responses, with a considerable portion lacking clarity or expressing uncertainty in accessing

relevant information. While some educators exhibited confidence in their ability to source trip-related information, a notable segment displayed varying levels of preparedness. These results emphasize the need for equipping teachers with the necessary resources and knowledge to enhance experiential learning opportunities effectively.

The perspectives on incorporating field trip instruction within teacher preparation programs revealed mixed attitudes, with a majority advocating for dedicated training on planning and executing school excursions. While a small minority opposed this inclusion, a significant cohort supported the integration of specific guidance on field trip planning into teacher training curricula. These insights underscore the importance of aligning teacher preparation programs with the evolving educational landscape to empower educators in providing enriching and impactful learning experiences beyond traditional classroom boundaries.

Implications for the multiple regression conducted for RQ3 indicate the significant influence of specific teacher preparation programs that incorporate guidance on planning and executing field trips, as evidenced by the strong positive relationship with preservice teachers' intentions to implement such experiences. This underscores the pivotal role of tailored training in shaping educators' attitudes toward integrating field trips into their teaching practices. Additionally, the findings highlight the nuanced impact of different factors, indicating that while beliefs in comprehensive teacher training strongly drive intentions to implement field trips, aspects like recognizing the value of field trips for social learning and knowing where to find information play a lesser role in influencing preservice teachers' attitudes towards incorporating field trips into their educational strategies.

Preservice teachers' reflections on the benefits (RQ4) derived from their participation in field trips as students unveil a spectrum of positive outcomes, such as exposure to real-world

scenarios, enhanced social skills, and a more profound comprehension of academic subjects. This varied set of advantages not only highlights the diverse impact that school excursions can have on individuals' educational paths but also emphasizes how these experiences shape understanding and enhance learning beyond the confines of traditional classrooms. The multifaceted nature of these benefits underscores the significance of experiential learning in enriching students' educational journeys and fostering a holistic approach to academic development.

While a significant majority of preservice teachers perceive field trips as valuable for their educational development, a notable minority expresses reservations or uncertainty about the benefits. This diversity in viewpoints highlights the intricate relationship between experiential learning opportunities like field trips and their perceived influence on individuals' academic growth. The nuanced perspectives within this survey emphasize the complexity and richness of experiences that field trips offer in enhancing student communication skills and fostering meaningful interactions among peers.

Implications of preservice teachers' perceived benefits of field trips for PK-12 students (RQ5) indicate preservice teachers' perceptions of the benefits of field trips for PK-12 students reveal a multifaceted impact on educational experiences. The exposure to real-world situations during field trips enables students to bridge theoretical knowledge with practical applications, fostering a deeper understanding of academic concepts. Moreover, these outings are recognized for their role in enhancing students' social skills through interactive learning in diverse environments, contributing to holistic development.

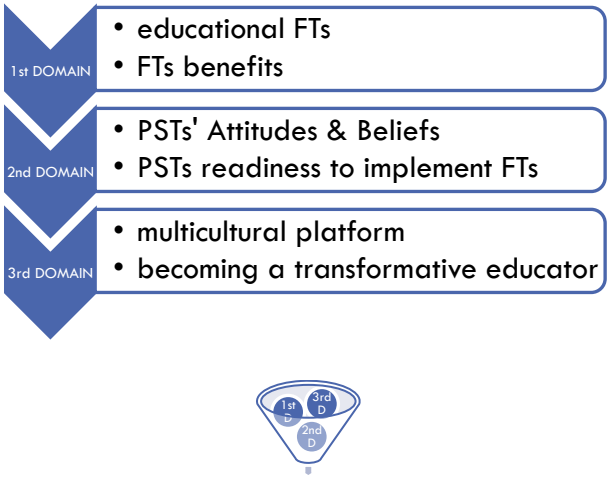
The endorsement of well-organized field trips by preservice teachers underscores the transformative power of experiential learning beyond traditional classroom settings. This

positive impact extends to students' academic performance, critical thinking abilities, and cultural awareness, emphasizing the significant benefits these experiences offer. The integration of technology into field trips further amplifies their value, showcasing the potential for digital tools to enrich learning outcomes and student engagement, reflecting the evolving landscape of educational practices.

Preservice teachers' convictions regarding the advantages of field trips for PK-12 students underscore the significant impact of these experiences on personal growth and outlook. These outings play a pivotal role in shaping students' perspectives and fostering holistic development through hands-on learning opportunities. The survey's depiction of varying viewpoints, ranging from doubt to strong belief, emphasizes the intricate and diverse nature of educational encounters that transcend the confines of conventional classroom settings.

Figure 25

Filling the Gaps



Note. Illustration created by ©Cecilia Turman, 2024.

First Domain: Educational Field Trips

Maslow and Lowery's (1998) Pyramid of Needs (Figure 2) offered a foundational structure that underpinned the importance of learning outside traditional educational settings, the hierarchy of needs delineated the obstacles to cognitive growth that could be formidable to surmount the levels of biological needs, safety, belongingness, and love. However, higher levels of needs were added to foster self-actualization but also bridged gaps in cognitive development, as highlighted in Maslow's pyramid (1998) and Falk and Dierking's (1997) research in neuroscience and cognition. Among many, a representative statement was chosen to illustrate their sentiment and relevance to long-term memories.

FTs Benefits to Cognition, Aesthetic, and Perception Needs

Exposure to culture and art, often encountered through educational FTs, stood as a pinnacle of cognitive and aesthetic enrichment enhancing students' comprehension and appreciation across various subjects. Therefore, self-actualization. PSTs perceived the benefits and impact provided by FTs during their PK-12 schooling with opportunities that engaged them with real-world experiences. PSTs had their cognitive abilities and creativity enhanced, and they perceived their holistic development beyond PK-12 academic knowledge. Among many, a representative statement was chosen to illustrate their sentiment and relevance to long-term memories.

These experiences contributed significantly to PSTs' overall growth and offered them a platform to apply theoretical knowledge in practical settings. They envisioned themselves as educators who could benefit from FT education included in their teacher education to incorporate field trips into their practices. They believed that FTs helped address cognitive issues and aesthetic needs, but also played a major role in filling crucial gaps in achieving self-actualization

as outlined in Maslow's (1998) pyramid. One must wonder why educated cities have more street art and public institutions than uneducated and dehumanized ones. Among many, a representative statement was chosen to illustrate their sentiment and relevance to long-term memories.

Second Domain: Teachers' Attitudes and Beliefs

PSTs believed that educational field trips played a crucial role in shaping the educational experiences of students and future educators. The implications drawn from descriptive statistics on preservice teachers' participation in field trips during their PK-12 schooling reveal a significant benefit derived from such experiences. A substantial majority of preservice teachers (78%) have likely gained valuable insights from these excursions, indicating a strong foundation of firsthand experience that can influence their teaching practices positively. Among many, a representative statement was chosen to illustrate their sentiment and relevance to long-term memories.

Memory recall associated with field trips emphasized the profound impact these experiences had on individuals. The diverse range of responses, varying levels of remembrance, and emotional connections to past educational excursions underscored the importance of experiential learning that shaped a new perspective for the practice among future educators. These findings highlighted how FTs significantly contributed to enriching the memories of their educational journeys, and ultimately the desire to enhance the quality of education provided by their own teachers' practices when asked to look back and remember their experiences and look ahead to implement field trips to their future students. The findings prompted no hesitation in providing and improving field trips as a very influential, affective, and memorable experience.

Among many, a representative statement was chosen to illustrate their sentiment and relevance to long-term memories.

Educational field excursions are vital for enhancing students' educational paths through hands-on, real-world learning experiences that enrich conventional classroom teachings. These trips serve to complement academic lessons and promote a more profound comprehension of subjects via engaging interactive activities. Consequently, supporting the inclusion of field trips in education underscores the importance of providing educators with the essential skills to effectively plan and conduct meaningful educational trips for their students. Among many, a representative statement was chosen to illustrate their sentiment and relevance to long-term memories.

Survey Results on Educators' Attitudes

Survey results on educators' attitudes towards school field trips revealed a spectrum of responses, reflecting varying levels of confidence and readiness among teachers. A notable portion, 2.31%, expressed uncertainty about implementing field trips, while an equal percentage indicated hesitancy. However, a significant majority, comprising 38.46%, were resolute in their commitment to creating enriching field trip experiences for their students. These findings underscore the importance of addressing uncertainties and enhancing educators' confidence in utilizing field trips as an educational tool. Among many, a representative statement was chosen to illustrate their sentiment and relevance to long-term memories.

Readiness to Implement Field Trips

Exploring educators' preparedness in designing and executing school field trips unveiled intriguing insights. A substantial portion, 23.1%, lacked clarity on finding information for trip planning, while 23.8% expressed uncertainty or inadequacy in knowledge acquisition. In

contrast, 20.8% displayed varying degrees of confidence, and 23.8% showcased some level of preparedness. Moreover, a distinct cohort of 6.2% demonstrated high confidence in their ability to design enriching field trip experiences. These results emphasize the need to equip educators with resources and knowledge to enhance experiential learning opportunities beyond traditional classroom settings. Among many, a representative statement was chosen to illustrate their sentiment and relevance to long-term memories.

Third Domain: Multicultural Platform

Analysis on intersectionality among the RQs results could not be accurately drawn without following up with respondents. Further interviews and qualitative analysis were needed on more socio-economic-cultural-personal depths from PST schooling experiences to compare their experiences and views as future educators concerning culturally relevant teaching (CRT) they have received as students to address transformative CRT methods applied now. Quantitative results suggested that PSTs expect to learn and apply CRTs along with curriculum standards and safety management to plan and implement effective educational FTs as future educators. Among many, a representative statement was chosen to illustrate their sentiment and relevance to long-term memories.

Becoming a Transformative Educator

For PSTs, there is no doubt about the value of FTs for their future students, but to get PSTs' insights on their inputs on how they perceived multicultural significance into the educational value of their FTs by assessing focus groups and interviews on the subject. It is important to find out if they cared or not for their multicultural values as students or just gratefully accepted the given standardized values. Moreover, CRT values were brought up after their collective experiences or offset with no discussion about if their FTs were memorable, or

just fun fading mainframe memory. It is important to find what could be transformed from their own experiences as students into their future experiences as transformative teachers. Among many, a representative statement was chosen to illustrate their sentiment and relevance to long-term memories.

Importance of this Research for the Teacher Education Program

Teacher Training Programs. Given the diverse levels of confidence and readiness among educators regarding field trips, teacher preparation programs play a crucial role in instructing teachers on effective implementation strategies. By providing training on designing, planning, and executing field trips, these programs can empower teachers to create impactful learning experiences outside the classroom. Such initiatives are essential for fostering experiential learning, engaging students in hands-on activities, and broadening their educational horizons. Thus, the use of educational field trips is not only about enriching students' learning experiences but also about empowering educators to effectively integrate experiential learning into their teaching practices. By addressing uncertainties, enhancing preparedness, and providing comprehensive teacher training programs, schools can ensure that field trips become a valuable and integral part of education, fostering holistic student development and engagement with diverse learning. Among many, a representative statement was chosen to illustrate their sentiment and relevance to long-term memories.

Recommendations for Further Study

A Call for Teacher Training in All Areas of the Three Domains. Given the evident benefits of educational field trips for both students and teachers, there is a compelling need for comprehensive teacher training programs that emphasize the integration of experiential learning into pedagogical approaches. Educators must be equipped with the skills and knowledge to

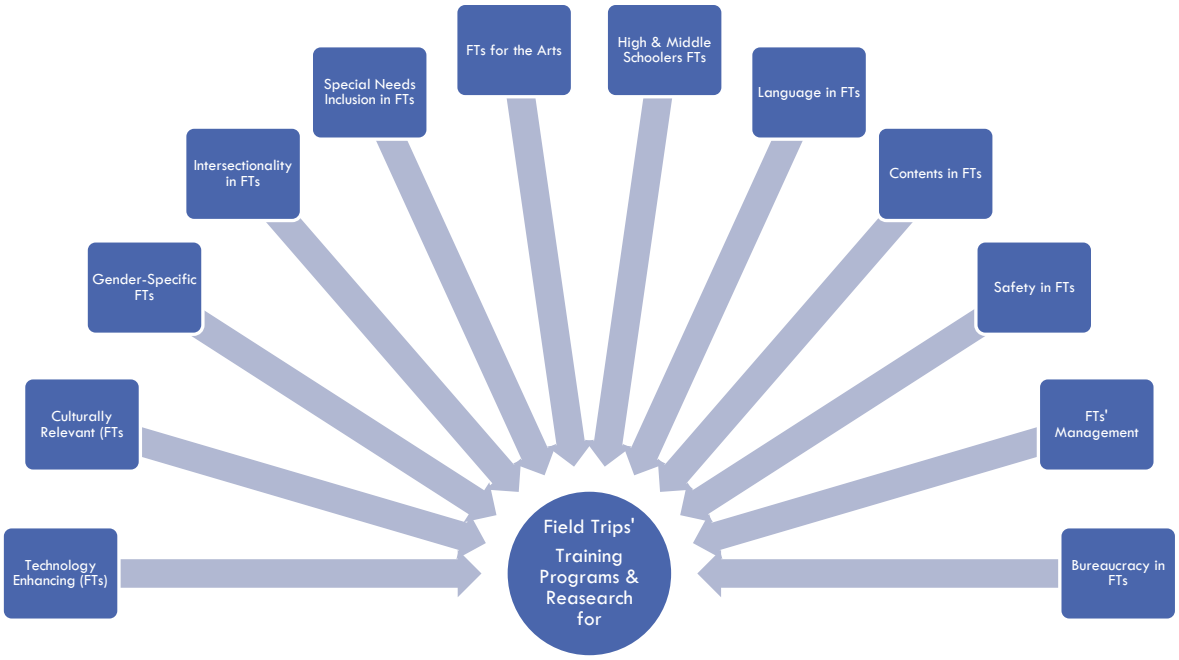
effectively plan, execute, and debrief field trips to maximize their educational impact. These training programs should focus on fostering a deep understanding of how experiential learning enhances student engagement, critical thinking, and overall academic achievement. By investing in such training, schools can ensure that field trips become powerful tools for enriching the educational experience and promoting holistic learning outcomes.

Expanding on the importance of advocating for educational field trips, it becomes evident that these experiences not only enrich students' learning but also play a crucial role in fostering cognitive development and promoting holistic education. By emphasizing the value of firsthand experiences in shaping educators' perspectives and teaching practices, we can actively contribute to creating a more engaging and effective learning environment for students at all educational levels. Recognizing the significance of integrating real-world encounters into education can lead to a transformative educational approach that enhances students' overall academic growth and personal development. Moreover, my recommendation for future studies brought the need for serious research connecting field trips to:

- Intersectionality in FTs,
- gender-specific FTs,
- culturally relevant FTs,
- English, ESL, and EL FTs
- Foreign language FTs,
- Culture in FTs,
- FTs for the arts,
- Special Ed FTs,
- Technology enhancing FTs,
- FTs & outdoor education,
- FTs to the school yard,
- Informal FTs,
- Formal FTs
- FTs for the military,
- Democracy & civics in FTs,
- FTs to prevent violence,
- Integration of curriculum,
- FTs for specific purposes.

Figure 26

Need for new research and program creation connecting educational field trips to critical areas and subjects.



Note. Research and program creation connecting educational FTs to critical areas and subjects. Illustration created by ©Cecilia Turman, 2024.

My Reflections

Is my intention to dedicate my future studies to preservice teachers' training and the development of field trip educational projects and programs interconnected to field trip domains. I am looking for a collaboration to expand the field of field trips in education and to include FT's training in teacher preparation programs. Pre-service teachers (PSTs) stand at the threshold of their teaching careers, poised to embark on a journey that holds immense promise and potential. As they navigate the transition from student to educator, PSTs are enveloped in a transformative experience that not only shapes their professional identity but also equips them with a diverse

array of benefits. These benefits extend far beyond the confines of the classroom, permeating various facets of their personal and professional lives.

Limitations

A quantitative study may lack the rich information from chosen preservice teachers who were involved in educational FTs during their own educational experiences, the contexts, and the details that place with participants' accounts of specifics and consequences of their experiences to others, and themselves. It also lacks a follow-up since this is a one-time survey offered by the Department of Teaching and Learning pool of students who chose to respond to it in exchange for one credit (1cr). Therefore, there is no way to track down potential respondents other than through their responses to the survey. Although most of the studies carried out in this area are qualitative and focus on FTs to places and impact on students' outcomes, they lack focus on teachers' own FT experiences and metacognition.

Significance

This study added evidence of educational FT experiences' impact on long-term memory, and the influence of FTs on preservice teachers' educational philosophy, career, preferences on FT types, and gender-specific awareness. The perceptions of PSTs' previous knowledge and inspiration to design and implement educational FTs, as well as PSTs' advocacy for the educational FT as a field emerged as a call to be included in the teacher education programs and the optimization of desirable educational FTs as a functional part of teacher education curriculum or even as a training program. PSTs' responses also included the beliefs on the importance of FTs for students' education and life, as well as PSTs' concerns about planning educational FTs and the specific needs for a successful educational FT. The positive impact of FTs on education to better understand coursework concepts. As well as providing a valuable

learning space for social communication, discussions, and debates through real-world connections to course content.

And finally, the positive impact of FTs on participants' lives and the use of technology to enhance the learning experience. As well as FTs as a medium to make real-world connections signifying the major point of John Dewey's Theory of Art, Experience, and Nature (Alexander, 2012) in education supports the theoretical framework for this study.

Conclusion

FTs offer a unique learning environment and an alternative that complements the classroom in inventive and informal ways (Kelton, 2015). Consequently, preservice teachers' educational experiences can dramatically improve their involvement in teacher preparation programs and better FT effectiveness based on their previous experiences and training (Baily, & et al., 2014). Change in FTs can contribute to social justice needs to become an active part of the teacher education programs and advocate for inclusion and transformation. Enabling and empowering preservice and new teachers with an inclusive and intersectional approach to FT design can meet the educational needs of both students and teachers, as well as the school and the community, and could contribute to teacher satisfaction and better retention rates among students.

Appendix A: Recruitment Letter Instrument

Title: Email Message for T&L Pool to Volunteer in Study Participation

EXEMPT RESEARCH STUDY

RECRUITMENT EMAIL MESSAGE

UNLV Department of Teaching & Learning

RE: Invitation to participate in an online survey addressing field trips' benefits and impact on their education under the scope of preservice and in-service teachers in their Pk-12 school experiences.

Dear T&L Student,

I am pleased to invite all preservice and inservice students of UNLV T&L to participate in our survey *Teachers PK-12 Experiences*. Your participation will involve the opportunity to potentially earn one research credit (1 Cr.) towards your course upon completion of this online survey that will take approximately 10-20 minutes of your time to answer eleven multiple choice and four open-ended, besides twelve demographics questions from the convenience of your house or cell phone.

The questions in this survey are about how you perceived field trips during your PK-12 school experiences and to complement the regular classroom teachings based on your own PK-12 educational experiences, your experience as a teacher or pre-service teacher, your feedback will

facilitate and assist preservice and in-service teachers planning and implementing school field trip programs and help further develop field trips at field experience programs.

To participate, you must be an adult over 18 and be listed on the T&L listserv. You have no obligation to participate in this survey nor are there any negative consequences if you choose not to participate or withdraw from this survey at any time. Your opinions and information will be treated with the highest respect as your privacy and anonymity will be well protected and just shared among our research team. Additionally, you will not be asked to provide information about yourself that will allow any individual to link your data back to you.

This research is being conducted by me, Cecilia Turman (catt@unlv.nevada.edu), as the thesis requirement for the University of Nevada, Las Vegas Teacher Education Program under the supervision of Dr. Peter Wiens (peter.wiens@unlv.edu) and Dr. Lisa Bendixen (lisa.bendixen@unlv.edu). Please do not hesitate in contacting me with any questions or concerns about the nature of this research. Thank you for considering this request!

Respectfully yours,
Cecilia

Appendix B: Informed Consent & Survey Instrument

UNLV

INFORMED CONSENT
Exempt Research Study
INFORMED CONSENT FORM
Department of Teaching and Learning
Title of Study: *Survey – Teachers' PK-12 Educational Field Trip Experiences*

Principal Investigator(s): Dr. Peter Wiens and Dr. Lisa Bendixen
Contact: Cecilia Turman, M.A., and M.Ed.
Phone number: (702) 600-0658
Email: cecilia.turman@alumni.unlv.edu

For questions or concerns about the study, you may contact Dr. Peter Wiens at **peter.wiens@unlv.edu.** For questions regarding the rights of research subjects, or any complaints or comments regarding the manner in which the study is being conducted, contact **the UNLV Office of Research Integrity – Human Subjects at 702-895-2794, toll-free at 888-581-2794 or via email at IRB@unlv.edu.**

Purpose of the Study
Respond to this Online Survey about how you perceive and plan important field trips to complement the regular classroom teachings based on your own PK-12 educational experiences. Based on your experience as a teacher or pre-service teacher, your feedback will facilitate and assist preservice and in-service teachers in planning and implementing school field trip programs and help develop field experience programs.

Participants
You are being asked to participate in this study because you meet the following criteria: You are an adult and at least 18 years old. You are being asked to participate in the study because you are enrolled in a course that participates in the Department of Teaching and Learning Subject Pool. All students in participating courses are invited to participate.

Procedures
Your participation in this study is voluntary. You may withdraw at any time. You are encouraged to ask questions about this study at the beginning or any time during the research study. The survey will take 15 *minutes* of your time.

Benefits of Participating
You *will not* be monetarily compensated for your time. There won't be direct benefits to you as a participant in this study. However, we hope to learn more about preservice teachers' PK-12

educational experiences with school field trips. The benefits are towards contributing knowledge to society**.**

Risks of Participating
This study includes only minimal risks. Your real name will not appear in this study. There are risks involved in all research studies. This study may include only minimal risks. The primary risk to you is a breach of confidentiality where your answers are leaked. However, only members of the research team will have access to the results, and they will not be shared with any other individuals except in aggregate. Additionally, you will not be asked to provide information about yourself that will allow any individual to link your data back to you.

Compensation
You *will not* be monetarily compensated for your time. You will be compensated for your time with 1 research credit towards your course requirements. You will be compensated for your efforts even if you do not fully complete the assessment.

Confidentiality
All information gathered in this study will be kept as confidential as possible. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for no more than five years after the completion of the study. After the storage time, the information gathered will be destroyed.

Voluntary Participation
Your participation in this study is voluntary. You may refuse to participate in this study or any part of this study. You may withdraw at any time without prejudice to your relations with UNLV. You are encouraged to ask questions about this study at the beginning or any time during the research study.

Participant Consent: I have read the above information and agree to participate in this study. The survey will take 15 minutes of your time. Completing any portion of the following survey constitutes consent to participate in the study.

Initial Question (IQ)
Have you ever participated in educational field trips during your PK-12 educational experiences?

- ○ Yes
- ○ No

File Upload Consent:
You are welcome to share images and scraps from your field trips!
By uploading my images and scraps here, I give my consent for my shared items to be used for educational presentations and publishing purposes.

Section 1: Demographics

DQ1) I attended my PK-12 education at:
Choose all that apply.

- [ ] At-risk school
- [ ] Public school
- [ ] Charter school
- [ ] Private school
- [ ] Religious school
- [ ] Military school
- [ ] Professional school
- [ ] Urban school
- [ ] Rural school
- [ ] School Abroad

DQ2) I am a student:

- [ ] Undergraduate
- [ ] Graduate

DQ3) My teacher status is:
Choose all that apply.

- ☐ Permanent Teacher of Record
- ☐ Substitute/Long-Term Substitute Teacher
- ☐ Preservice Teacher/Studying to become a Teacher
- ☐ Instructor/Teacher in Non-PK-12 Setting
- ☐ Other _____

DQ4) I am teaching at:
Choose all that apply.

- ☐ At-risk school
- ☐ Public school
- ☐ Charter school
- ☐ Private school
- ☐ Religious school
- ☐ Military school
- ☐ Professional school
- ☐ Urban school
- ☐ Rural school

- [ ] I am not teaching

DQ5) The grade level I teach or want to teach is/are:

- ○ Elementary: PK tº 5th Grades
- ○ Secondary: Middle Grades
- ○ Secondary: High School

DQ6) The subject area I teach or want to teach is/are:
Choose all that apply.

- [ ] Health
- [ ] Elementary Generalist (Teach all subjects)
- [ ] Elementary Specialist (mark subjects below)
- [ ] English/Language Arts
- [ ] Social Studies
- [ ] Mathematics
- [ ] Physical Education
- [ ] Science
- [ ] Visual/Performing Arts
- [ ] World Languages
- [ ] Career and Technical Education

- [ ] Multicultural/Ethnic Studies
- [ ] Special Education
- [ ] TESOL
- [ ] Other _____

DQ7) My gender is:

- ○ Male
- ○ Female
- ○ Non-binary/third gender
- ○ Transgender
- ○ Prefer not to say

DQ8) My sexual orientation is:

- ○ Heterosexual
- ○ Homosexual
- ○ Bisexual
- ○ Other
- ○ Prefer not to say

DQ9) My age is:

- ○ 18 -24
- ○ 25 - 34
- ○ 35 - 44
- ○ 45 - 54
- ○ 55 - 64
- ○ 65 - 74
- ○ 75 - 84
- ○ 85 or older

DQ10) My race is/are:
Choose all that apply.

- ☐ White
- ☐ Black or African American
- ☐ American Indian or Alaskan Native
- ☐ Native Hawaiian or Pacific Islander
- ☐ Hispanic/Latino/a
- ☐ Asian
- ☐ Indian/South Asian
- ☐ Other _____
- ☐ Click to write Choice 9

DQ11) My ethnic group is/are:
Choose all that apply.

- [ ] White - European
- [ ] White - Middle East
- [ ] White - North Africa
- [ ] African American
- [ ] South African
- [ ] North African
- [ ] East African
- [ ] West African
- [ ] Central African
- [ ] Hispanic - Mexican, Chicano, or Mexican American
- [ ] Hispanic - Caribbean
- [ ] Hispanic - South American
- [ ] Hispanic - Central American
- [ ] Hispanic - Spanish Origin
- [ ] Latino - Non-Hispanic Origin

- ☐ Native American
- ☐ American Indian
- ☐ Alaskan Native
- ☐ Native Hawaiian
- ☐ Pacific Islander
- ☐ Asian - Far East
- ☐ Asian - Southeast Asia
- ☐ Asian - Indian
- ☐ Other _____

DQ12) My Language(s) and/or Dialect(s) is/are: _____

Section 2: Survey Questions

SQ1) I remember the field trips I took while in school.

- ○ Definitely not
- ○ Probably not
- ○ Might or might not
- ○ Probably yes
- ○ Definitely yes

SQ2) School field trips had a positive impact on my overall education.

- ○ Definitely not
- ○ Probably not
- ○ Might or might not
- ○ Probably yes
- ○ Definitely yes

SQ3) The school field trips I participated in as a student helped me understand my coursework.

- ○ Definitely not
- ○ Probably not
- ○ Might or might not
- ○ Probably yes
- ○ Definitely yes

SQ4) I believe that my PK-12 school field trip experiences had a positive impact on my life.

- ○ Definitely not
- ○ Probably not
- ○ Might or might not
- ○ Probably yes
- ○ Definitely yes

SQ5) I have experienced gender-specific school field trips (for example, including only girls).

- ○ Definitely not
- ○ Probably not
- ○ Might or might not
- ○ Probably yes
- ○ Definitely yes

SQ6) The experiential aspect of field trips helps me to shape my teaching philosophy.

- ○ Definitely not
- ○ Probably not
- ○ Might or might not
- ○ Probably yes
- ○ Definitely yes

SQ7) School field trips are valuable learning experiences for students' social communication, discussions, and debates.

- ○ Definitely not
- ○ Probably not
- ○ Might or might not
- ○ Probably yes
- ○ Definitely yes

SQ8) I have experienced school field trips enhanced with technology.

- ○ Definitely not
- ○ Probably not
- ○ Might or might not
- ○ Probably yes
- ○ Definitely yes

SQ9) I know where to find information for designing and implementing school field trips for my current or future students.

- ○ Definitely not
- ○ Probably not
- ○ Might or might not
- ○ Probably yes
- ○ Definitely yes

SQ10) Teacher preparation programs should include specific instruction in how to plan, coordinate, and implement school field trips.

- ○ Definitely not
- ○ Probably not
- ○ Might or might not
- ○ Probably yes
- ○ Definitely yes

SQ11) School field trips are an important part of my students' education. I will implement field trips for my current/future students.

- ○ Definitely not
- ○ Probably not

- ○ Might or might not
- ○ Probably yes
- ○ Definitely yes

SQ12) I experienced the following on PK-12 school field trips:
Choose all that apply.

- ☐ museum
- ☐ zoo
- ☐ aquarium
- ☐ planetarium
- ☐ historic site
- ☐ overnight field trip
- ☐ factory
- ☐ laboratory
- ☐ campground
- ☐ botanical garden/greenhouse
- ☐ institution
- ☐ expert lecture
- ☐ movie theater

- [ ] restaurant
- [ ] science fair
- [ ] My favorite field trip site was _____, because_____.

SQ13) What are your concerns about planning school field trips for your future students? Please explain your response in 3-4 sentences and provide example__

SQ14) How would you plan and implement a school field trip for your future classroom? Please explain your response in 3-4 sentences and provide example__

SQ15) What should a successful school field trip include? Please explain your response in 3-4 sentences and provide examples (text box__

SQ16) “School field trips that I experienced as a student helped me make real-world connections to course content.” Would you agree or disagree with this statement? Please explain your response in 3-4 sentences and provide example__

Appendix C: List of Tables

Table 1

Traditional v. Progressive Education

Imposed from outside:	Cultivated from inside:
● External dogmatic activities ● Learn through books and teachers ● Drills ● Static world	● Individualized free activities ● Learn through personal experiences ● Skills ● Changing world

Note. Based on Dewey's *Experience and education* (1938/2015). Table created by ©Cecilia Turman, 2021.

Table 2

Subject Area Concepts Applied in Educational Field Trips.

Sciences	Social Studies	Literature	Mathematics	Music	Visual Arts
Order	Change/Continuity	Motivation	Number	Rhythm	Line
Organism	Culture	Perceptions	Proportion	Melody	Color
Population	Civilization	Change	Probability	Tone	Texture
Change	Migration/Immigration	Conflict/Cooperation	Pattern	Pattern	Form

Note. Based on Erickson and Lanning's (2014) subject area concepts applied in educational field trips. Table created by © Cecilia Turman, 2022.

Table 3

Summary of Preservice Teacher Demographics

Variable	frequency	Percent
PK-12 Education		
Public	117	90.00%
Private	13	10.00%
Charter	12	9.23%
Urban	11	8.46%
Religious	10	7.69%
At Risk	7	5.39%
Rural	6	4.62%
Military	1	0.77%
Professional/Trade	1	0.77%
Abroad	1	0.77%
Higher Education		
Undergraduate	109	83.85%
Graduate	19	14.63%
Teaching Status		
Preservice Teacher	73	56.15%
Substitute Teacher	23	17.69%
Other	22	16.92%
Teacher of Record	12	9.23%
Instructor/Not PK-12 Setting	6	4.62%
Teaching School Type		
Not Teaching	74	56.92%
Public School	43	33.08%
Private School	15	11.54%
Charter School	14	10.77%
At Risk School	6	4.62%
Religious School	3	2.31%
Professional School	2	1.54%
Urban School	2	1.54%
Rural School	1	0.77%
Teach Grade Level		
Elementary School	71	54.62%
High School	46	35.39%
Middle School	11	8.46%
Teach Subject		

Elementary Generalist	51	39.23%
ELA	25	19.23%
Social Studies	25	19.23%
Mathematics	19	14.62%
Arts	16	12.31%
Special Education	16	12.31%
Science	14	10.77%
Other	13	10.00%
Elementary Specialist	11	8.46%
World Languages	7	5.39%
Multicultural/Ethnic Studies	7	5.39%
Physical Education	6	4.62%
Health	3	2.31%
Trade/Tech Education	3	2.31%
TESOL	1	0.77%
Gender		
Female	94	72.87%
Male	29	22.48%
Non Binary/3rd Gender	5	3.88%
Prefer not to say	1	0.77%
Age Group		
18 -24	97	74.62%
25 - 34	20	15.39%
35 - 44	7	5.39%
45 - 54	4	3. 08%
55 - 64	1	0.77%
Race		
White European	67	51.54%
Hispanic Latinx	44	33.85%
Asian American	22	16.92%
American Black/African American	19	14.62%
Hawaiian Native/Pacific Islander	9	6.92%
American Indian/Alaskan Native	1	0.78%
Indian/South Asian	1	0.78%
Other	1	0.78%
Ethnicity		

White European		62	47.69%
Hispanic: Mexican, Chicano/a, or Mexican		30	23.08%
American		18	13.86%
Asian- Far East, South East		16	12.31%
African American		9	6.93%
Pacific Islander		6	4.62%
Hispanic: Spanish Origin		5	3.85%
Hispanic: Central American		4	3.08%
Hispanic: South American		2	1.54%
Hispanic: Caribbean		2	1.54%
White N. African		2	1.54%
Native American		1	0.77%
Latino- Non Hispanic			
Language			
English		119	91.54%
Spanish		30	23.08%
Samoan		2	1.54%
French		2	1.54%
Portuguese		2	1.54%
Tagalog		2	1.54%
Mandarin		2	1.54%
Romanian		2	1.54%
Korean		1	0.77%
Flemish		1	0.77%
Japanese		1	0.77%
African American Vernacular English		1	0.77%
Total	127		100.00%

Note. The average missingness was 2.54%.

Table 4

Pace & Tesi (2004) RQs vs. This Study RQs & SQs

Pace & Tesi (2004) RQs	PST PK-12 FT Experiences RQs & SQs
Q1. Could you tell me something about field trips you took part in K-12 grades? (p. 35).	RQ1, RQ4, RQ5 SQ1, SQ2,
Q2. What impact do you think these experiences had on your overall education? (p. 35).	RQ2, RQ3 SQ2, SQ3, SQ10, SQ15
Q2.a. What impact did it have on your life? (p. 35).	RQ4, RQ5 SQ4, SQ15
Q3. What was your favorite and why? (p. 35).	SQ11, SQ14
Q4. Have you returned to any of the places you visited on a field trip since? (p. 35).	SQ11
Q5. If someone were to ask you what field trips their children should take part in, where would you tell them to go? (p. 35).	SQ11
Q6: Is there anywhere you would have liked to go on a field trip that your school did not take you to? (p. 35).	SQ11
Q6.a: Why or why not? (p. 35).	SQ13, SQ16

Note. RQ = Research Question; SQ = Survey Question; Q = Question. Table created on Office 365 by © Cecilia Turman, 2022.

Table 5

Connection of Research Questions (RQs) to the Introductory Question (IQ) and the Survey Questions (SQs)

Research Questions (RQs)	Survey Questions Likert (SQs L)	Survey Questions Open-Ended OE & CATA
RQ1.What are PS teachers' experiences with school FTs as PK-12 students?	IQ. Have you ever participated in educational field trips during your PK-12 educational experiences? SQ1. I remember the field trips I took while in school. SQ5. I have experienced gender-specific school field trips (for example, including only girls). SQ6. The experiential aspect of field trips helps me to shape my teaching philosophy.	SQ12. I experienced PK-12 school field trips to: museums/planetariums/historic sites/zoos/botanical gardens/aquariums/farms/factories/laboratories/movie theaters/expert presentations/ethnic restaurants/institutions/overnight camping/others. SQ16. "School field trips that I experienced as a student helped me make real-world connections to course content." Would you agree or disagree with this statement?
RQ2. What, if any, plans to implement FTs in the classroom do PS teachers have?	SQ9. I know where to find information for designing and implementing school field trips for my current or future students. SQ11. School field trips are an important part of my student's education. I will implement field trips for my current/future students.	SQ13. What are your concerns about planning school field trips for your future students? SQ14. How would you plan and implement a school field trip for your future classroom?
RQ3. What is the relationship between PS teachers' own experiences with FTs and their plan to implement FTs as teachers?	**(SQ4, SQ11, SQ2, SQ3)** SQ4. I believe that my PK-12 school field trip experiences had a positive impact on my life. SQ11. School field trips are an important part of my student's education. I will implement field trips for my current/future students.	SQ13. What are your concerns about planning school field trips for your future students? SQ14. How would you plan and implement a school field trip for your future classroom? SQ15. What should a successful school field trip include?

	SQ2. School field trips had a positive impact on my overall education. SQ3. The school field trips I participated in as a student helped me understand my coursework. **(SQ10, SQ7, SQ9)** SQ10. Teacher preparation programs should include specific instruction in how to plan, coordinate, and implement school field trips. SQ7. School field trips are valuable learning experiences for students' social communication, discussions, and debates. SQ9. I know where to find information for designing and implementing school field trips for my current or future students.	
RQ4. What are the benefits that PSTs have experienced participating in FTs as students?	SQ2. School field trips had a positive impact on my overall education. SQ3. The school field trips I participated in as a student helped me understand my coursework. SQ7. School field trips are valuable learning experiences for students' social communication, discussions, and debates.	SQ15. What should a successful school field trip include? SQ16. "School field trips that I experienced as a student helped me make real-world connections to course content." Would you agree or disagree with this statement?

RQ5. What are the perceived benefits that PSTs have regarding FTs for PK-12 students?	SQ4. I believe that my PK-12 school field trip experiences had a positive impact on my life. SQ8. I have experienced school field trips enhanced with technology.	SQ16. "School field trips that I experienced as a student helped me make real-world connections to course content." Would you agree or disagree with this statement?

Note. Multiple choice: (a) Definitely not; (b) Probably not; (c) Might or might not; (d) Probably yes; and (d) Definitely yes; Check all that apply (CATA); and open-ended (OE) worded as, "Please explain your response in 3-4 sentences and provide examples."

Table 6

Summary of Data Collection and Analysis for Research Questions

Research Question		**Data**		
Method	Research Question	Question	Question Type	Analysis Type
QUAN RQs	RQ1. *What are PS teachers' experiences with school FTs as PK-12 students?*	IQ, Q1, SQ1 SQ5, SQ6 SQ12	Likert/Ordinal CATA/Nominal	Frequency, Likert plots Categorizing
	RQ2. *What, if any, plans to implement FTs in the classroom do PS teachers have?*	SQ9, SQ10 SQ11	Likert/Ordinal	Frequency, and Likert plots
	RQ3. *What is the relationship between PS teachers' own experiences with FTs and their plan to implement FTs as teachers?*	(SQ11, SQ4) (SQ11, SQ4 SQ2, SQ3) SQ11 (SQ10, SQ7) and SQ9)	Likert/Ordinal	Correlation, Regression, Frequency, Likert plots ANOVA
	RQ4. *What are the benefits that PSTs have experienced participating in FTs as students?*	SQ2. SQ3 SQ7	Likert/Ordinal	Frequency, and Likert plots

	RQ5. *What are the perceived benefits that PSTs have regarding FTs for PK-12 students?*	SQ4, SQ8	Likert/Ordinal	Frequency, and Likert plots
QUAN DQs	Demographic characteristics related to PSTs.	DQ1, DQ2, DQ3, DQ4, DQ5, DQ6, DQ7, DQ8, DQ9, DQ10, DQ11	CATA/Nominal	Frequency, and Likert plots
		DQ12	OE/String	IC and Categorizing
QUAL RQs	RQ1	SQ16	OE/String	IC and Categorizing
	RQ2	SQ14	OE/String	IC and Categorizing
	RQ3	SQ113	OE/String	IC and Categorizing
	RQ4, RQ5	SQ15 SQ16	OE/String	IC and Categorizing

Note. The four OE questions were inductively coded and categorized into nominal variables for quantitative analysis.

Table 7

Frequencies and Percent for PSTs' Participation in Their PK-12 Field Trips.

	Frequency	**Percent**
Yes	101	77.69%
No	26	20.00%
Missing	3	2.31%
Total	130	100.00%

Note. The missingness was 2.31%.

Table 8

Frequencies and Percent for Impact on PSTs Memory of Field Trips.

Frequency	Percent	
Definitely not	1	0.769
Probably not	7	5.385
Might or might not	26	20.000
Probably yes	52	40.000
Definitely yes	43	33.077
Missing	1	0.769
Total	130	100.000

Note. The missingness was 0.77%.

Table 9

Frequencies and Percent for Gender-Specific Field Trips

	Frequency	Percent
Definitely not	100	76.92%
Probably not	14	10.77%
Might or might nor	8	6.15%
Probably yes	2	1.54%
Definitely yes	5	3.85%
Missing	1	0.77%
Total	130	100.00%

Note. The missingness was 0.77%.

Table 10

Frequencies and Percent for Informing the Impact of Field Trips on PSTs' Teaching Philosophy.

	Frequency	Percent
Definitely not	7	5.39%
Probably not	16	12.31%
Might or might not	42	32.31%
Probably yes	38	29.24%

Definitely yes	26	20.00%
Missing	1	0.77%
Total	130	100.00%

Note. The missingness was 0.77%.

Table 11

Frequencies and Percent for PSTs' PK-12 Field Trips' Venues/Places.

	Frequency	**Percent**
Museum	102	78.46%
Historic Site	73	56.15%
Overnight FT	55	42.31%
Zoo	55	42.31%
Aquarium	52	40.00%
Botanical Garden	36	27.69%
Campground	36	27.69%
Planetarium	36	27.69%
Institution	34	26.15%
Science Fair	35	26.92%
Movie Theater	35	26.92%
Factory	19	14.62%
Restaurant	17	13.08%
Laboratory	12	9.23%
Expert Lecture	11	8.46%
Missing	5	3.85%
Total	130	100.00%

Note. The missingness is 3.84%. The following variables have more than 10 distinct values and are omitted in the OE/String variable SQ12.16.

Table 12

Frequencies and Percent for PSTs' Plans to Implement FTs.

	Frequency	Percent
Definitely not	3	2.31%
Probably not	3	2.31%
Might or might not	21	16.15%
Probably yes	50	38.46%
Definitely yes	50	38.46%
Missing	3	2.30%
Total	130	100.00%

Note. The missingness was 2.30%.

Table 13

Frequencies and Percent for Readiness/Resources for Implementing Field Trips

	Frequency	Percent
Definitely not	30	23.08%
Probably not	31	23.85%
Might or might not	27	20.77%
Probably yes	31	23.85%
Definitely yes	8	6.15%
Missing	3	2.39%
Total	130	100.00%

Note. The missingness was 2.31%.

Table 14

Frequencies and Percent for PSTs' Need Training on Organizing FTs' Offered in the Teacher Prep Program.

	Frequency	Percent
Definitely not	2	1.54%
Probably not	3	2.31%
Might or might not	12	9.24%
Probably yes	38	29.24%
Definitely yes	72	55.39%
Missing	3	2.31%
Total	130	100.00%

Note. The missingness was 2.31%.

Table 15

Pearson's Correlations for Field Trip Value and Implementation

Variable		SQ4	SQ11	SQ2	SQ3
1. SQ4	Pearson's r	—			
	p-value	—			
	Upper 95% CI	—			
2. SQ11	Pearson's r	0.198	—		
	p-value	0.027	—		
	Upper 95% CI	0.361	—		
3. SQ2	Pearson's r	0.626	0.378	—	
	p-value	< .001	< .001	—	
	Upper 95% CI	0.722	0.518	—	
4. SQ3	Pearson's r	0.450	0.221	0.470	—
	p-value	< .001	0.013	< .001	—
	Upper 95% CI	0.579	0.380	0.594	—

Note. Weak of SQ11 = *SQ4, **SQ2 Vs. Stronger of SQ11 = ***SQ3
Note. *I believe that my PK-12 school field trip experiences had a positive impact on my life.
Note. ** School field trips had a positive impact on my overall education
Note. ***The school field trips I participated in as a student helped me understand my coursework.

Table 16

Frequencies and Percent for Importance to Implement FTs for Students

	Frequency	Percent
Definitely not	3	2.31%
Probably not	3	2.31%
Might or might not	21	16.15%
Probably yes	50	38.46%
Definitely yes	50	38.46%
Missing	3	2.31%
Total	130	100.00%

Note. The missingness was 2.31%.

Table 17

Model Summary for PSTs Attitudes on FT Importance for Students' Education.

Model	R	R^2	Adjusted R^2	RMSE
H_0	0.000	0.000	0.000	0.928
H_1	0.476	0.227	0.208	0.826

Note. The missingness was 2.31%.

Table 18

ANOVA for PSTs Attitudes on FT Importance for Students' Education

Model		Sum of Squares	df	Mean Square	F	p
H_1	Regression	24.583	3	8.194	12.017	< .001
	Residual	83.874	123	0.682		
	Total	108.457	126			

Note. The intercept model is omitted, as no meaningful information can be shown.

Table 19

Coefficients for SQ7, SQ9, and SQ10

Model		Unstandardized	St Error	Standardized	t	p
H_0	(Intercept)	4.110	0.082		49.926	<.001
H_1	(Intercept)	1.288	0.504		2.557	0.012
	*SQ7	0.210	0.105	0.171	2.001	0.048
	**SQ9	0.051	0.059	0.070	0.865	0.389
	***SQ10	0.403	0.090	0.379	4.486	<.001

Note. *School field trips are valuable learning experiences for students' social communication, discussions, and debates.
Note. **I know where to find information for designing and implementing school field trips for my current or future students.
Note. ***Teacher preparation programs should include specific instruction in how to plan, coordinate, and implement school field trips.

Table 20

Frequencies and Percent for Field Trips Impact in PSTs' Education

	Frequency	Percent
Definitely not	3	2.31%
Probably not	6	4.62%
Might or might not	18	13.85%
Probably yes	51	39.23%
Definitely yes	51	39.23%
Missing	1	0.77%
Total	130	100.00%

Note. The missingness was 0,77%.

Table 21

Frequencies and Percent for Impact of FTs on Coursework Understanding Experienced by PSTs.

	Frequency	Percent
Definitely not	8	6.15%
Probably not	27	20.77%
Might or might not	41	31.54%
Probably yes	34	26.15%
Definitely yes	19	14.66%
Missing	1	0.77%
Total	130	100.00%

Note. The missingness was 0.77%.

Table 22

Frequencies and Percent for FT Value for Students' Communication Skills

	Frequency	Percent
Probably not	3	2.31%
Might or might not	12	9.23%
Probably yes	46	35.39%
Definitely yes	68	52.31%
Missing	1	0.77%
Total	130	100.00%

Note. The missingness was 0.77%.

Table 23

Frequencies and Percent for PSTs Belief on FTs' Positive Impact in their Lives

	Frequency	Percent
Definitely not	3	2.31%
Probably not	4	3.08%
Might or might not	16	12.31%
Probably yes	41	31.54%
Definitely yes	63	48.46%
Missing	3	2.31%
Total	130	100.00%

Note. The missingness was 2.31%.

Table 24

Frequencies and Percent for FTs Enhanced by Technology

	Frequency	Percent
Definitely not	17	13.08%
Probably not	30	23.08%
Might or might not	32	24.62%
Probably yes	30	23.08%
Definitely yes	18	13.85%
Missing	3	2.39%
Total	130	100.00%

Note. The missingness was 2.29%.

Appendix D: List of Figures

Figure 1

Major Problems Affecting Field Trips

Note. Illustration created by ©Cecilia Turman, 2024.

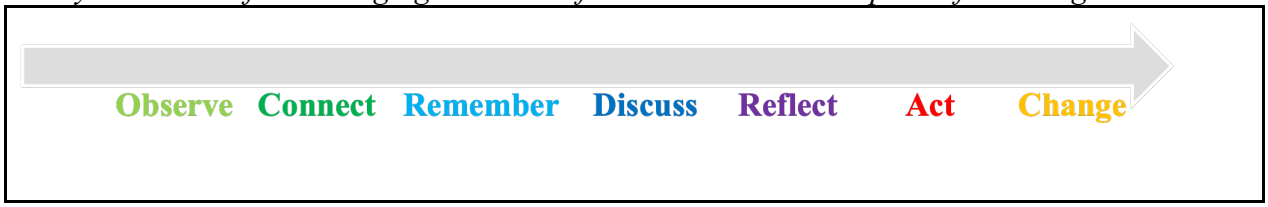
Figura 2

I Am / Education / Works

Note. Illustration by ©Cecilia Turman, 2022.

Figure 3

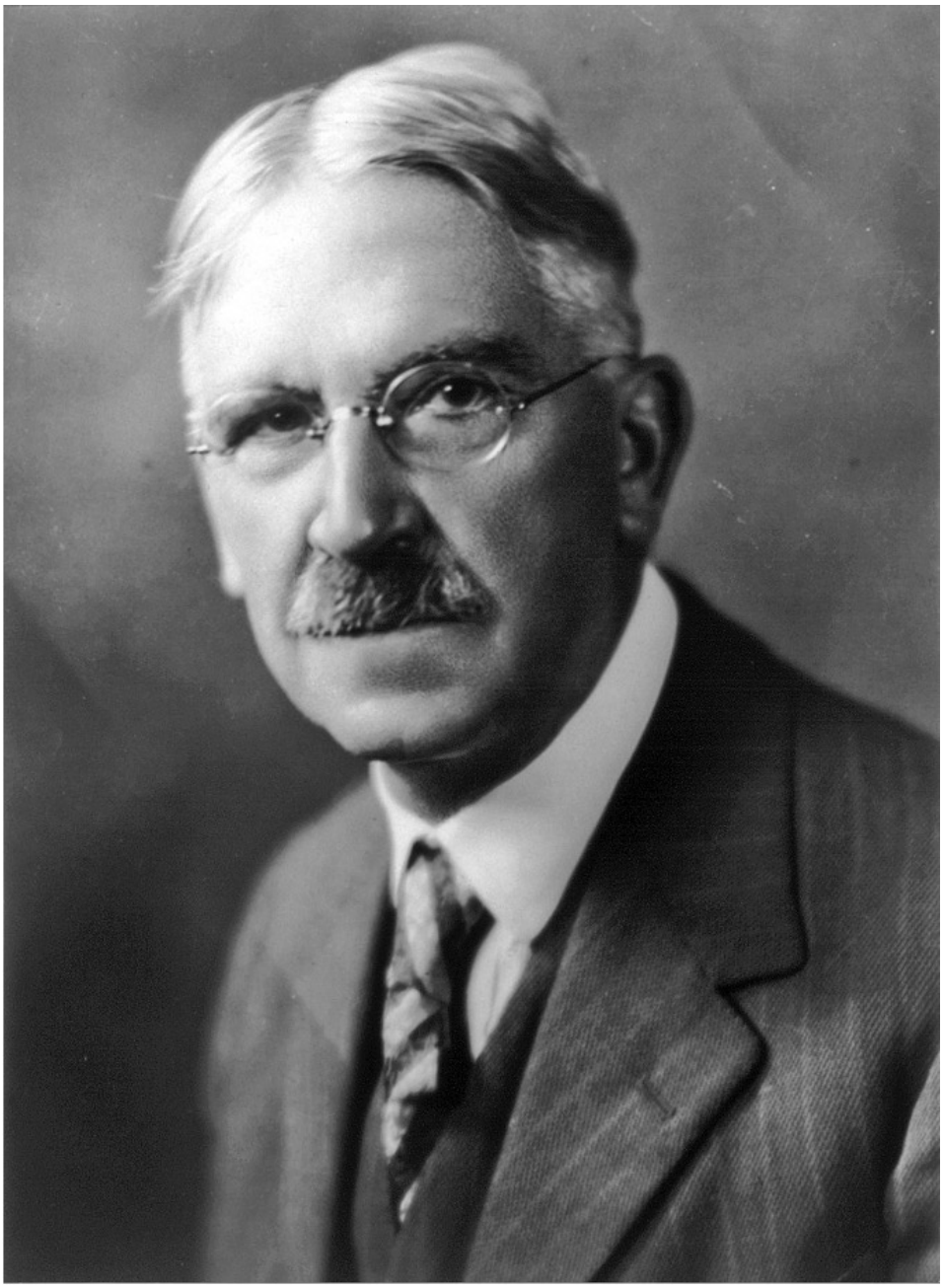
Dewey's Process of Encouraging the Desire for Continuous Development for Change



Note. Based on Dewey's (1938/2015, p. 60). Illustration created by ©Cecilia Turman, 2024.

Figure 4

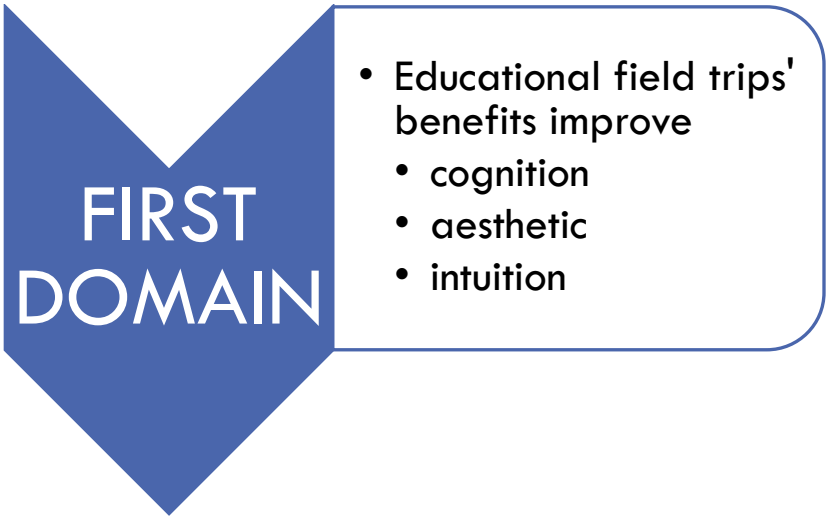
John Dewey – Library of Congress. Item cph.3a51565



Note. John Dewey from Library of Congress. [Photograph], Item cph.3a51565.

Figure 5

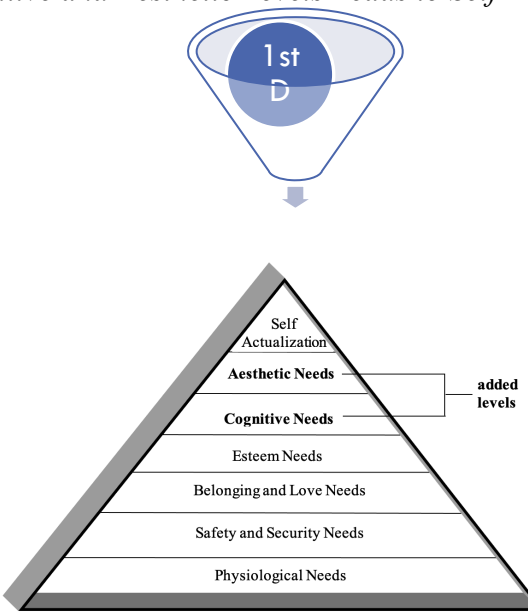
First Domain: Educational Field Trips



Note. Illustration created by ©Cecilia Turman, 2024.

Figure 6

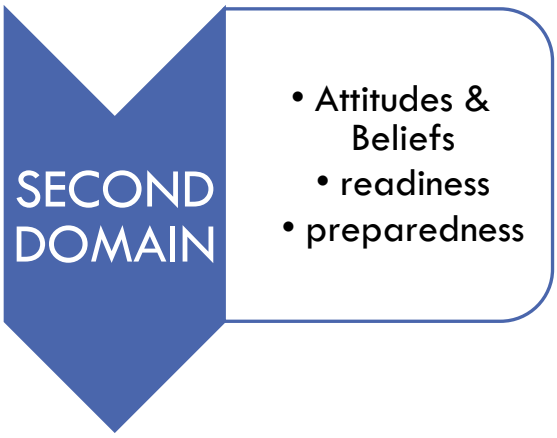
1st D → Exposure to Cognitive and Aesthetic Levels Leads to Self-Actualization.



Note. **Source:** Maslow & Lowery, 1998. Ilustration created by © Cecilia Turman, 2024.

Figure 7

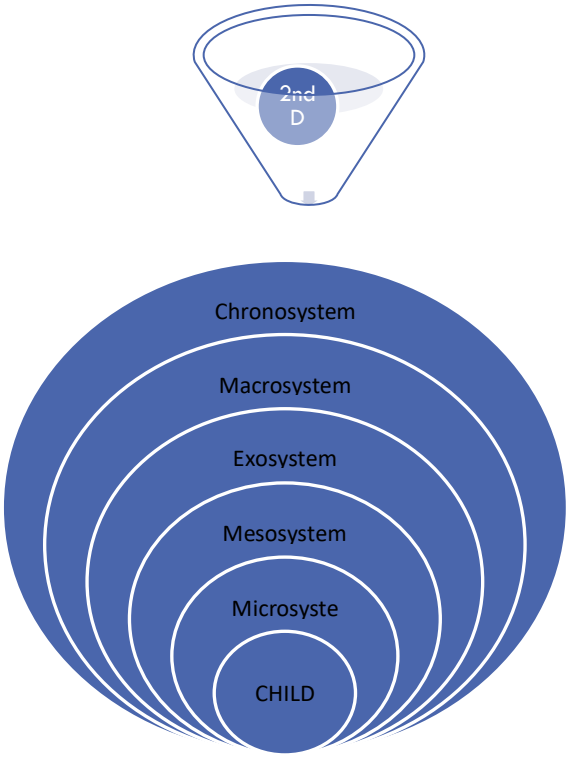
Second Domain: Preservice Teachers' Attitudes & Beliefs



Note. Illustration created by ©Cecilia Turman, 2024.

Figure 8

2nd D → Bronfenbrenner's Ecological Model Looks Like a Five-Skin Onion



Note. 2nd D → Ecological Model based on Bronfenbrenner's (1994, pp. 39-40). Illustration created by ©Cecilia Turman, 2022.

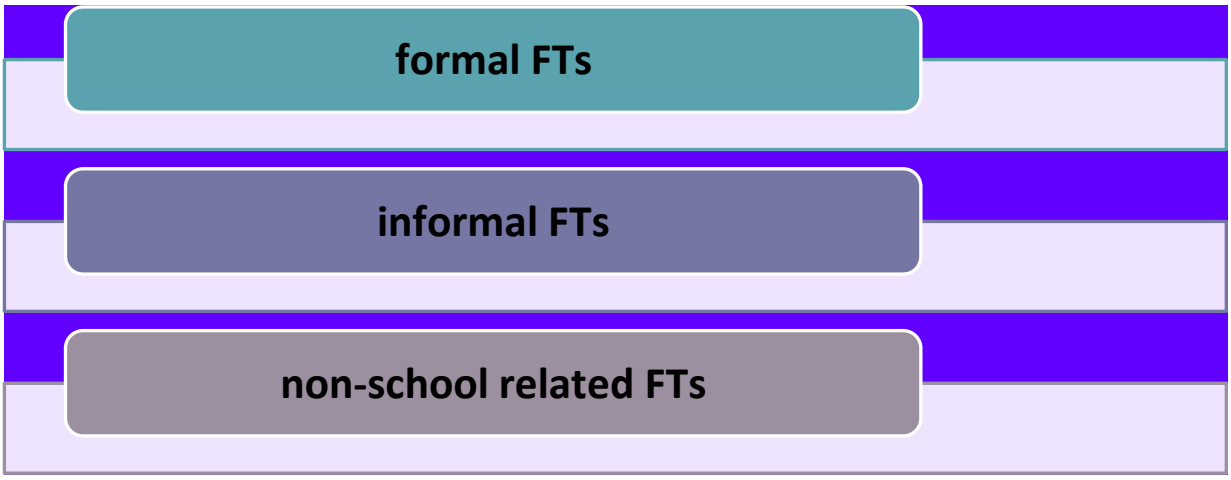
Figure 9

Critical Factors to Plan Educational FTs

*Note***.** Representation based on Orion and Hoftein's (1994). Illustration created by ©CeciliaTurman, 2022.

Figure 10

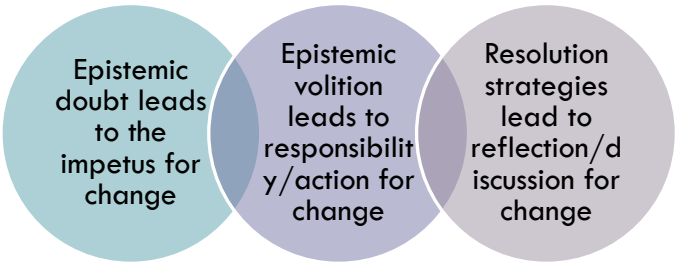
Types of Educational Field Trips



Note. Representation based on Behrendt and Franklin's (2015, p. 236-7. Illustration created by ©CeciliaTurman, 2022.

Figure 11

Bendixen's Integrative Model (IM)



Note. Based on Bendixen's (2016). Illustration created by ©Cecilia Turman, 2022.

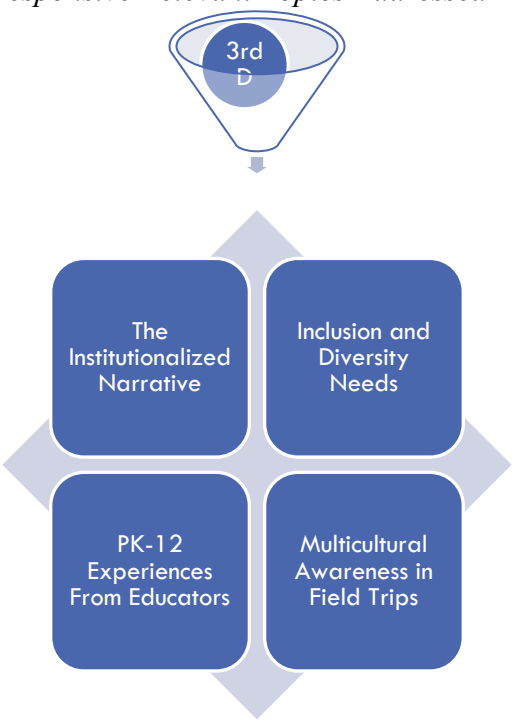
Figure 12

Third Domain: Multicultural Platform

Note. Illustration created by ©Cecilia Turman, 2024.

Figure 13

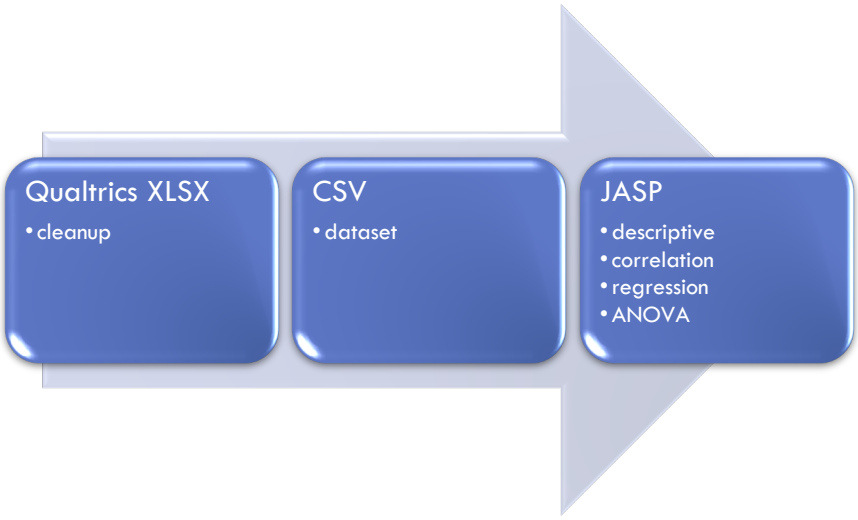
3rd D → Major Culturally Responsive Relevant Topics Addressed



Note. 3rd D → Major culturally responsive relevant topics addressed. Illustration created by © Cecilia Turman, 2024.

Figure 14

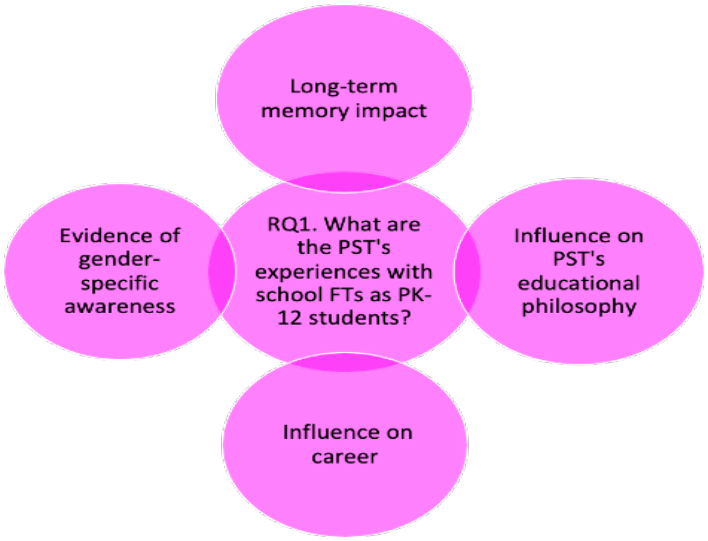
Methods Applied for Data Analysis.



Note. Illustration created by ©Cecilia Turman, 2024.

Figure 15

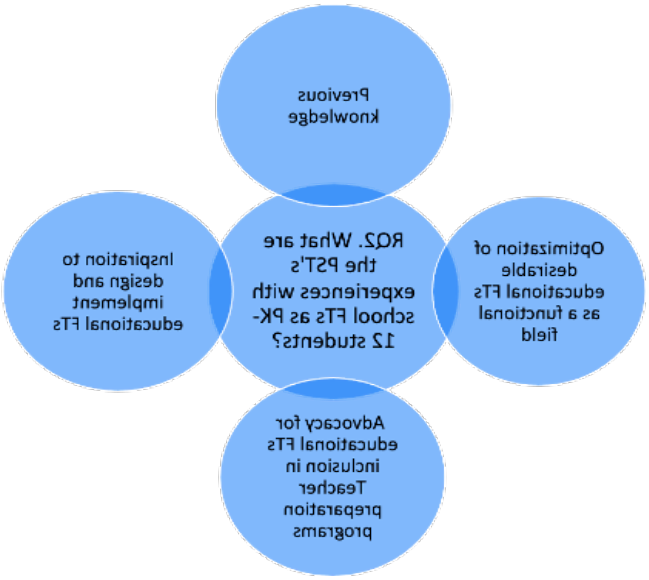
Relationship Between RQ1 and Topics Assessed



Note. Illustration created by ©Cecilia Turman, 2022.

Figure 16

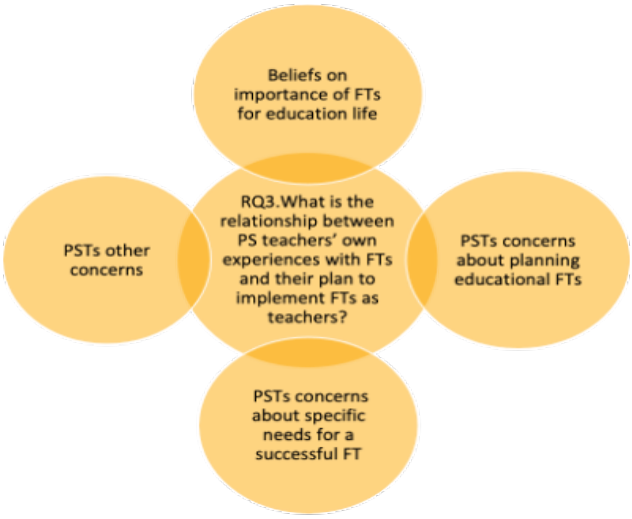
Relationship Between RQ2 and Topics Assessed



Note. Illustration created by ©Cecilia Turman, 2022.

Figure 17

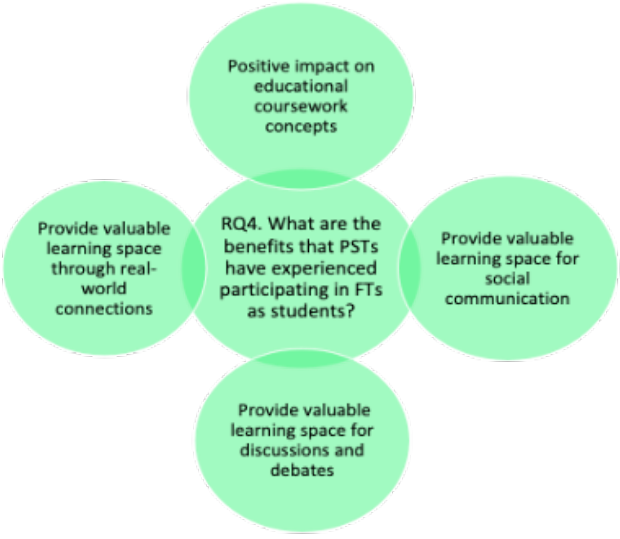
Relationship Between RQ3 and Topics Assessed



Note. Illustration created by ©Cecilia Turman, 2022.

Figure 18

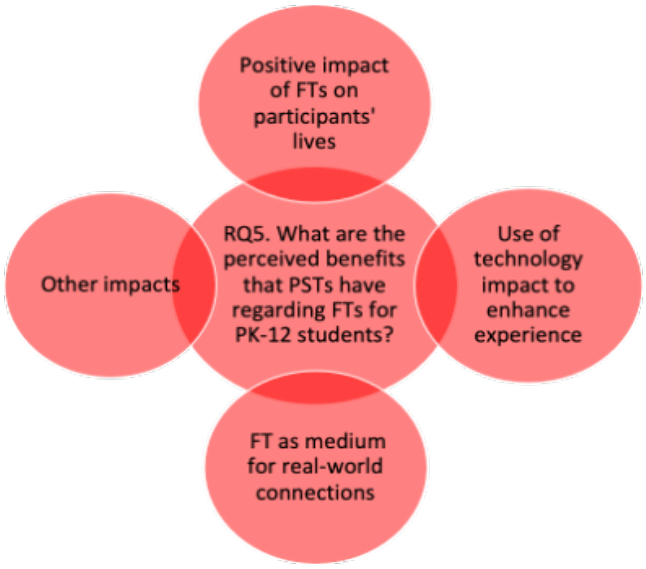
Relationship Between RQ4 and Topics Assessed



Note. Illustration created by ©Cecilia Turman, 2022.

Figure 19

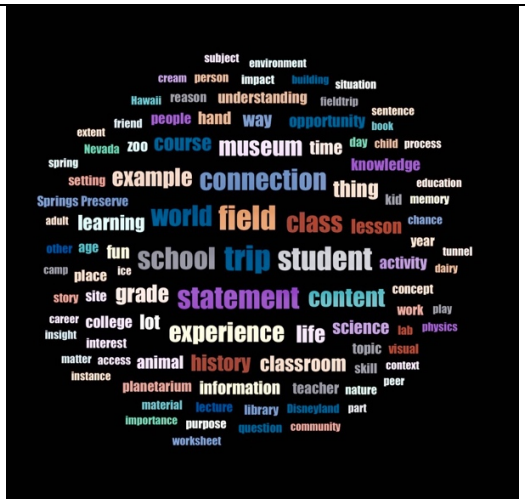
Relationship Between RQ5 and Topics Assessed



Note. Illustration created by ©Cecilia Turman, 2022.

Figure 20

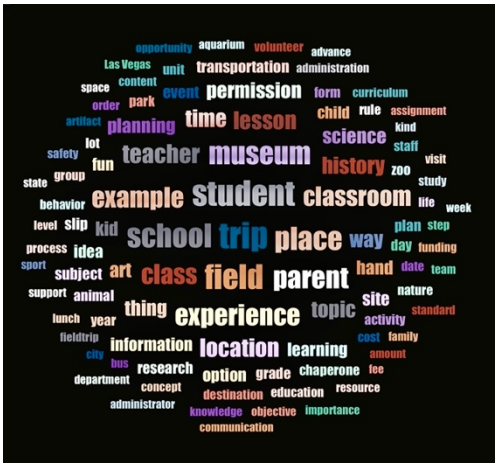
The Impact



Note. Impact of FTs on PSTs as Students. I used ATLAS.ti Web (version 5.8.0) to produce themes used in the Concept Map for FTs' impact. ©Cecilia Turman, 2024.

Figure 21

The Plan



Note. PSTs' Plan & Implement FTs for their Students. I used ATLAS.ti Web (version 5.8.0) to produce themes used in the Concept Map for planning FTs. ©Cecilia Turman, 2024.

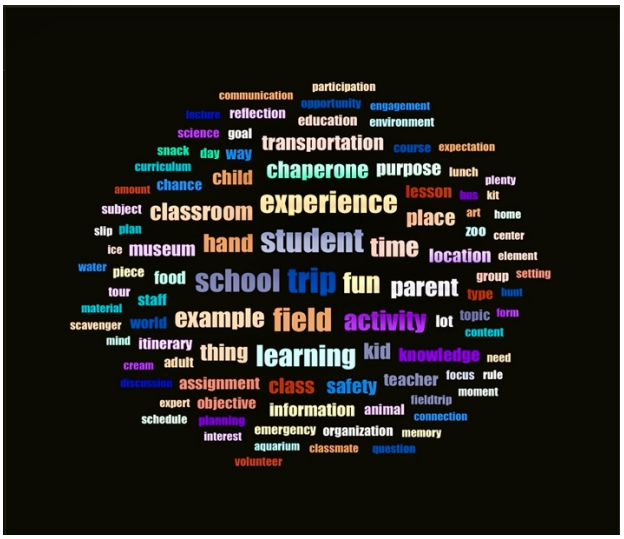
Figure 22

The Concerns

Note. PST's concerns on implementing educational FTs. I used ATLAS.ti Web (version 5.8.0) to produce themes used in the Concept Map for PSTs' concerns. ©Cecilia Turman, 2024.

Figure 23

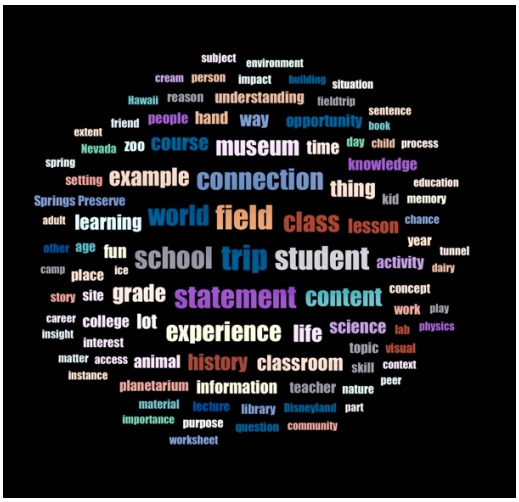
The Success



Note. PSTs' perceived essentials for FTs' essentials to be successful. I used ATLAS.ti Web (version 5.8.0) to produce themes used in the Concept Map for FTs' success. ©Cecilia Turman, 2024.

Figure 24

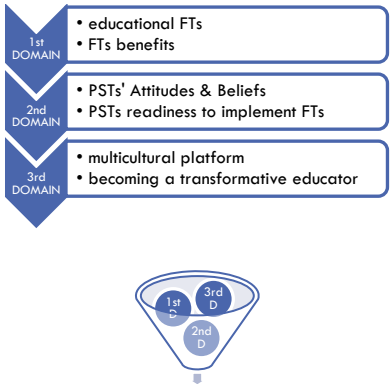
The Benefits



Note. Benefits of FTs on PSTs as Students. I used ATLAS.ti Web (version 5.8.0) to produce themes used in the Concept Map for FTs' benefits. ©Cecilia Turman, 2024.

Figure 25

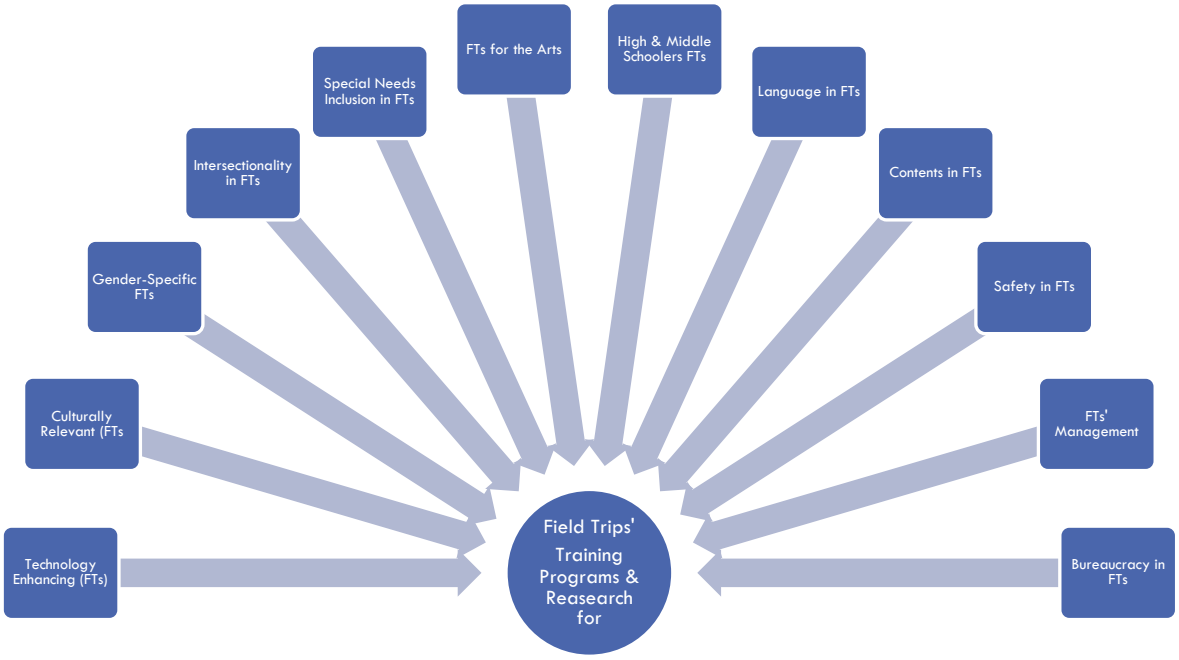
Filling the Gaps



Note. Illustration created by ©Cecilia Turman, 2024.

Figure 26

Research and program creation connecting educational FTs to critical areas and subjects



Note. Illustration created by ©Cecilia Turman, 2024.

References

Acar-Ciftci, Y. (2016). The critical multicultural education competencies of preschool teachers. *Journal of Education and Learning, 5*(3), 258–271. http://dx.doi.org/10.5539/jel.v5n3p258

Achilles, C.M., Finn, J.D. & Bain, H.P. (1998). Using class size to reduce the equity gap. *Educational Leadership, 55*(4), pp. 40–3.

Alam, A. (2020). What is the "philosophy of chemistry education"? Viewing philosophy behind educational ideas in chemistry from John Dewey's lens: The curriculum and the entitlement to knowledge. *Pal Arch's Journal of Archaeology of Egypt/Egyptology*, *17*(9), 6857–6889.

Alcantara L. R., (2016). Using English to learn while learning to Use English: International Field Trips as a way to learn through language. *International Journal on Language Literature and Culture in Education 3*(2) Doi: 10.1515/Itce- 2016–0015.

Alexander, T. M. (2012). John Dewey's Theory of art, experience, and nature: The horizons of feeling. *SUNY Press*. https://doi.org/10.2979/trancharpeirsoc.2010.46.4.544

Allen, K. A., & Bowles, T. (2012). Belonging as a guiding principle. *Australian Journal of Educational & Developmental Psychology,12*, 108–119.

Anderson, M. D. (2015, October 27). *Bilingualism: When education and assimilation clash.* The Atlantic Education Online, https://www.theAtlantic.com/education/archive/2015/10/

Anderson, D., Kisiel, J., & Storksdieck, M. (2010). Understanding teachers' perspectives on field trips: Discovering common ground in three countries. *Curator: The Museum Journal, 49*(3), 365–386. https://doi.org/10.1111/j.2151-6952.2006.tb0029.x

Ari, F., Arslan-Ari, I., & Vasconcelos, L. (2022). Early Childhood Preservice Teachers' Perceptions of Computer Science, Gender Stereotypes, and Coding in Early Childhood Education. *Tech Trends: for leaders in education & training*, *66*(3), 539–546. https://doi.org/10.1007/s11528-022-00725-w

ATLAS.ti Scientific Software Development GmbH. (2024). ATLAS.ti Web (version 5.8.0) [Qualitative data analysis software]. https://atlasti.com

Baily, S., Stribling, S. M., & McGowan, C. L. (2014). Experiencing the "growing edge" transformative teacher education to foster social justice perspectives. *Journal of Transformative Education*, *12*(3), 248–265. https://doi.org/10.1177/1541344614544

Ballantyne, R., & Packer, J. (2005). Promoting environmentally sustainable attitudes and behaviour through free-choice learning experiences: What is the state of the game? *EnvironmentalEducation Research, 11*(3), 281–295. https://doi.org/10.1080/13504620500081145

Banks, J. A., & Banks, C. A. M. (2004). *Handbook of research on multicultural education* (2nd ed.). Jossey-Bass.

Banks, J. A. (2012). Ethnic studies, citizenship education, and the public good. *Intercultural Education*, *23*(6), 467–73. https://doi.org/10.1080/14675986.2012.745986

Barmby, P. (2006). Improving teacher recruitment and retention: The importance of workload and pupil behaviour. *Educational Research (Windsor), 48*(3), 247–265. https://doi.org/10.1080/00131880600732314

Bernacki, M. L., Greene, M. J., & Lobczowski, N. G. (2021). A Systematic Review of Research on Personalized Learning: Personalized by Whom, to What, How, and for What Purpose(s)? *Educational Psychology Review*, *33*(4), 1675–1715.

https://doi.org/10.1007/s10648-021-09615-8

Baumeister, & Leary, M. R. (1995/2017). The need to belong. *Psychological Bulletin*, *117*(3), 497–529. https://doi.org/10.1037/0033-2909.117.3.497

Bautista, S. S., & Balsamo, A. (2016). Understanding the distributed museum: Mapping the spaces of museology in contemporary culture. *Museums and Design Education: Looking to Learn, Looking to See*. Ashgate (April 2016), 55–70.

Beaty-O'Ferrall, M. E., Green, A., & Hanna, F. (2010). Classroom management strategies for difficult students: Promoting change through relationships. *Middle School Journal*, *41*(4), 4–11. http://dx.doi.org/10.1080/00940771.2010.11461726

Behrendt, M., & Franklin, T. (2014). A review of research on school field trips and their value in education. Ohio University. *International Journal of Environmental & Science Education, 9*(3), 235–45. https://eric.ed.gov/?id=EJ1031445

Bendixen, L. (2016). Epistemic cognition interventions: Teaching for epistemic change in elementary classrooms. In (1st Ed.), *Handbook of epistemic cognition,* 279–300. Taylor & Francis.

Berg, J. K., & Cornell, D. (2016). Authoritative school climate, aggression toward teachers, and teacher distress in middle school. *School psychology quarterly, 31*(1), 122–139. https://doi.org/10.1037/spq0000132

Bhattacherjee, A. (2012). *Social science research: principles, methods, and practices*. Global Text Project.

Blanton, P. (2003). Constructing knowledge. *The Physics Teacher, 41*(2), 125–126. https://doi.org/10.1119/1.1542058

Boeve-de Pauw, J., Van Hoof, J., & Van Petegem, P. (2019). Effective field trips in nature: the interplay between novelty and learning. *Journal of Biological Education*, *53*(1), 21–33. https://doi.org/10.1080/00219266.2017.1418760

Brady, E. (1972). *The effectiveness of field trips compared to media in teaching selected environmental concepts*. ProQuest Dissertations Publishing. https://doi.org/10.31274/rtd-180813-1989

Bransford, J. D., Brown, A. L., & Cocking, R. (1999). *How people learn: Brain, mind, experience, and school*. National Research Council.

Britannica, T. Editors of Encyclopedia. (2019, September 10). Progressive education. Encyclopedia Britannica. https://www.britannica.com/topic/progressive-education

Bronfenbrenner, U. (1994). Ecological models of human development. (Eds. Elsevier). In *International Encyclopedia of Education, 3*(2), 39–40.

Carnoy, M. (1997/2021). Forward. In P. Freire & A. M. Freire (1st ed.). *Pedagogy of the heart*, 7–19. Continuum.

Census. (n.d.). Census Bureau releases new educational attainment data (2022, February 24). https://www.census.gov/newsroom/press-releases/2022/educational-attainment.html

Census. (n.d.). Race and ethnicity in the United States: 2010 Census and 2020 Census (2022, August 21). https://www.census.gov/library/visualizations/interactive/race-and-ethnicity-in-the-united-state-2010-and-2020-census.html

Chen, J., (2022, February 19). *Community-wide effort needed to tackle CCSD school violence*. [video]. Channel 13, KTNV Las Vegas. YouTube. https://youtu.be/1Mij3dn5K7M?si=rqOUKdqlSOxC3v1v

Choi, A. (2023, May 31). *Teachers are calling it quits amid rising school violence, burnout and stagnating salaries.* CNN. https://www.cnn.com/2023/05/31/us/

Cotton, D. R. E. (2009). "Field biology experiences of undergraduate students: The impact of novelty space. *Journal of Biological Education, 43*(4), 169–74. https://doi.org/10.1080/00219266.2009.9656178

Darwin, C. (1889). *Journal of research into the natural history and geology of the countries visited during the voyage of HMS "Beagle" round the world, under the command of Capt. Fitz Roy*. Ward, Lock, and Company. http://dx.doi.org/10.1017/CBO9781139103831

Derr, V., & Tarantini, E. (2016). Because we are all people: outcomes and reflections from young people's participation in the planning and design of child-friendly public spaces. *Local Environment, 21*(12), 1534–1556. https://doi.org/10.1080/13549839.2016.1145643

Dewey, J. (1903b). "The school of education, the building." *The collected works of John Dewey, 1882-1953, electronic edition. Middle Works, 1899-1924, Volume 3*, edited by Larry A. Hickman, 342–344, InterLex.

Dewey, J. (1910). The influence of Darwin on philosophy, in Chapter 1, *The influence of Darwin on philosophy and other essays in contemporary thought*, 1–19. Holt and Co.

Dewey, J. (1916/2004). *Democracy and education*. Dover Publications, 1–346.

Dewey, J. (1934/1959). *Art as experience*. Capricorn Books.

Dewey, J. (1938/2015). *Experience and education.* Free Press.

DeWitt, J., & Storksdieck, M. (2008). A short review of school field trips: Key findings from the past and implications for the future. *Visitor Studies, 11*(2), 181–197. https://doi.org/10.1080/10645570802355562

Dierking, L. D. (2002). The role of context in children's learning from objects and experiences. In *Perspectives on object-centered learning in museums*, *3*(18). Lawrence Erlbaum Associates.

Duskin, H. (2021, August 18). Why teachers want virtual field trips to stay. https://www.aam-us.org/2021/08/18/why-teachers-want-virtual-field-trips-to-stay/

Ellis, J. (2004). The influence of the national science education standards on the science curriculum. In K. Hollweg and D. Hill (Eds.), *What is the influence of the national science educational standards? Steering committee on taking stock of the national science education standards*, 39–63. The National Academies Press.

Ellis, J., Wieselmann, J., Sivaraj, R., Roehrig, G., Dare, E., & Ring-Whalen, E. (2020). Toward a productive definition of technology in science and STEM education. *Contemporary issues in technology and teacher education, 20*(3), 472–496.

Elkins, J. T., & Elkins, N. M. (2007). Teaching geology in the field: Significant geoscience concept gains in entirely field-based introductory geology courses. *Journal of Geoscience Education 55*(2): 126–32. https://doi.org/10.5408/1089-9995-55.2.126

Erickson, H. L. (2014). In Lanning L. *Transitioning to concept-based curriculum and instruction: How to bring content and process together*. Corwin.

Espelage, D. L., Low, S. K., & Jimerson, S. R. (2014). Understanding school climate, aggression, peer victimization, and bully perpetration: Contemporary science, practice, and policy. *School Psychology Qu*arterly*, 29(*3), 233–237. https://doi.org/10.1037/spq0000090

ESSA. (2015). Every Student Succeeds Act, 20 U.S.C. § 6301 (2015).

Falk, J. H. (1983). Field trips: A look at environmental effects on learning. *Journal of Biological Education*, *17*(2): 137–142. https://doi.org/10.1080/00219266.1983.9654522

Falk, J. H., & Dierking, L. D. (1997). School field trips: Assessing their long-term impact. *Curator, 40*(3), 211–18. https://doi.org/10.1111/j.2151-6952.1997.tb01304.x

Falk, J. H., & Storksdieck, M. (2005). Using the contextual model of learning to understand visitor learning from a science center exhibition. *Science Education, 89*, 744–778.

Falk, J. H., Ballantyne, R., Packer, J., & Benckendorff, P. (2012). Travel and learning: A neglected tourism research area. *Annals of Tourism Research*, *39*(2), 908–927. https://doi.org/10.1016/j.annals.2011.11.016

Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2007). G*Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior Research Methods, 39*(2), 175–191. https://doi.org/10.3758/BF03193146

Finegan, E., & Adams, M. (Eds.). (2024). *The Cambridge Handbook of the Dictionary*. Cambridge: Cambridge University Press.

Fogarty, T. J. (2020) Accounting education in the post-COVID world: looking into the Mirror of Erised, *Accounting Education, 29*(6), 563–5. https://doi.org/10.1080/09639284.2020.1852945

Fraenkel, J.R., & Wallen, N. E. (2015). *How to design and evaluate research in education* (8th ed.).

Freeman, C. (1995). Planning and play: Creating greener environments. *Children's environments, 12*(2), 381–388.

Freire, P. (1987). *Pedagogia do oprimido*. Paz e Terra. http://dx.doi.org/10.4324/9780429269400-8

Fu, Y., Bieger, G., & Wang, J. (2017). A Preliminary Study of the Effects of a Cultural Immersion Program on Boosting Multicultural Teaching Competence. *JETEN (Journal of the European Teacher Education Network)*, *12*(2017), 126–138.

Gazibara. S. (2013). "Head, heart and hands learning" - A challenge for contemporary education. *Journal of Education, Culture and Society, 4*(1), 71–82. https://doi.org/10.15503/jecs20131.71.82

Goins, E. & Egert, C. (2013). Moving beyond mobile tours: Creating hybrid spaces through narrative and gameplay in the museum collection. In *2013 Digital Heritage International Congress (DigitalHeritage)* (Vol. 1, 425–428) IEEE. https://doi.org/10.1109/DigitalHeritage.2013.6743773

Gouinlock, J. S. (2022, September 15). John Dewey. Encyclopedia Britannica. https://www.britannica.com/biography/John-Dewey

Grabow, C., & Rose, L. (2018). School shootings: The US has had 57 times as many school shootings as the other major industrialized nations combined. [Updated 5:08 PM EDT, May 21, 2018] – *CNN*. https://www.cnn.com/2018/05/21/us/school-shooting-us-versus-world-trnd/index.html

Grants & Corporate Giving (2024). *Target Field Trip Grants for Teachers*. https://corporate.target.com/sustainability-governance/communities/grants-corporate-giving

Griffin, J. (2004). Research on students and museums: Looking more closely at the students in school groups. *Science Education, 88* (1), 59–70. http://dx.doi.org/10.1002/sce.20018

Griffin, J., & Symington, D. (1997). Moving from task-oriented to learning-oriented strategies on school excursions to museums. *Science Education, 81*(6), 763–779.

http://dx.doi.org/10.1002/(SICI)1098-237X(199711)81:6%3C763::AID-SCE11%3E3.0.CO;2-O

Griffith, G., & Scharmann, L. (2008). Initial impacts of No Child Left Behind on elementary science education. *Journal of Elementary Science Education, 20*(3), 35–48. https://doi.org/10.1007/BF03174707

Guller, M.P.D., & Afacan, O. (2013). The impact of field trips on attitudes and behaviours related to sustainable environmental education. Department of Elementary Education, Education Faculty, Ahi Evran University, Kirsehir, Turkey. *World Applied Sciences Journal 23*(8): Pp. 1100–1105.

Hein, G. E. (2012). *Progressive museum practice: John Dewey and Democracy*. Taylor & Francis Group.

Hofstein, A., & Rosenfeld, S. (1996). Bridging the gap between formal and informal science learning. *Studies in Science Education, 28*(1), 87–112. https://doi.org/10.1080/03057269608560085

Janse, B. (2019). John Dewey Theory. Retrieved [09/30/2022] from Toolshero: https://www.toolshero.com/change-management/john-dewey-theory/

JASP Team (2024). JASP (Version 0.18.3) [Computer software].

Johnson, W. (2020). The largest human zoo in world history: Visiting the 1904 World's Fair in St. Louis. Laphams Quarterly. https://www.laphamsquarterly.org/roundtable/largesthuman-zoo-world-history

Kelton, M. L. (2015). Math on the move: A video-based study of school field trips to a mathematics exhibition. *ProQuest Dissertations Publishing*.

Kilpatrick, W. H. (1923). *Source book in the philosophy of education*. Macmillan.

Kounin, J. S. (1977). *Discipline and group management in classrooms*. R. E. Krieger Pub. Co.

Kravcik M., Kaibel, A., Specht, M., & Terrenghi, L. (2004). Mobile collector for field trips. *Educational Technology & Society, 7*(2), 25–33. http://www.jstor.org/stable/jeductechsoci.7.2.25

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, *34*(3), 159–165. https://doi.org/10.1080/00405849509543675

La-Grave, V., Eagle, V., Jordon, S., & Johnson, J. (2020). *Native American Pedagogies Module*. http://inclusive-teaching.du.edu/native-american-pedagogies.

Lauer, M. (2012). Oral Traditions or Situated Practices? Understanding How Indigenous Communities Respond to Environmental Disasters. *Human Organization*, *71*(2), 176–187. https://doi.org/10.17730/humo.71.2.j0w0101277ww6084

Li, D. (2022). The Shift to Online Classes during the COVID-19 Pandemic: Benefits, Challenges, and Required Improvements from the Students' Perspective. *Electronic Journal of E-Learning*, *20*(1), 1–18.

Lindstrom, G., & Anselmo, L. (2024). *Indigenous Ways of Knowing Course Design. Taylor Institute of Teaching and Learning,* University of Calgary. https://taylorinstitute.ucalgary.ca/resources/indigenous-ways-of-knowing-course-design#:~:text=Indigenous%20pedagogy%20is%20learner%2Dcentered,power%20dynamics%20transparent%20to%20students.

Luiselli, J. K., Putnam, R. F., Handler, M. W., & Feinberg, A. B. (2005). Whole school positive behaviour support: Effects on student discipline problems and academic performance.

Educational Psychology (Dorchester-on-Thames), *25*(2-3), 183–198. https://doi.org/10.1080/0144341042000301265

Maslow, A., & Lowery, R. (Eds.). (1998). Toward a psychology of being (3rd ed.). Wiley & Sons.

McGlynn, K., & Kelly, J. (2017). Planning and preparing your students with special needs for field trips. *Science Scope*, *41*(3), 22–25. http://www.jstor.org/stable/26387217

Meeuwisse, M., Severiens, S.E. & Born, M.P. Learning Environment, Interaction, Sense of Belonging and Study Success in Ethnically Diverse Student Groups. *Res High Educ* **51**, 528–545 (2010). https://doi.org/10.1007/s11162-010-9168-1

Mehta, S. (2008, May 19). Are field trips going extinct? Schools can't spare time or dimes for field trips. *Los Angeles Times*. https://www.latimes.com/local/la-me-fieldtrips19-2008may19-story.html

Meredith, J. E., Fortner, R. W., & Mullins, G. W. (1997). Model of affective learning for nonformal science education facilities. *Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching, 34*(8), 805–818. https://doi.org/10.1002/(SICI)1098-2736(199710)34:8<805::AID-TEA4>3.0.CO;2-Z

Michie, M. (1998). Factors influencing secondary science teachers to organise and conduct field trips. *Australian Science Teacher's Journal*, 44, 43–50.

Moore, G., Kerr, R., & Hadgraft, R. (2011). Self-guided field trips for students of environments. *European Journal of Engineering Education, 36*(2), 107–18. https://doi.org/10.1080/03043797.2010.546832

Moss, J. D. (2020). "I was told to find what broke my heart and fix it:" College students explain why they want to become teachers. *Cogent Education*, *7*(1), 1–14.

Nabors, M. L., Edwards, L. C., & Murray, R. K. (2009). Making the case for field trips: What research tells us and what site coordinators have to say. *Education, 129*(4), 661.

National Center for Education Statistics (NCES). (2022). Concentration of public-school students eligible for free or reduced-price lunch. Condition of Education. *U.S. Department of Education, Institute of Education Sciences*. Retrieved [10/10/2022], from https://nces.ed.gov/programs/coe/indicator/clb.

National Center Education Statistics (NCES). (2022). Digest of education statistics. U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary School Systems, 1980-81; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1985-86 through 2019-20 and 2020-21 Preliminary; and National Elementary and Secondary Enrollment Projection Model, through 2030. (This table was prepared in September 2021.). Retrieved [10/10/2022] from https://nces.ed.gov/programs/digest/d22/tables/dt22_203.10.asp.

National Center for Juvenile Justice. (2017, December 6). *Juvenile arrest rates by State, 2016*. Office of Juvenile Justice and Delinquency Prevention. Retrieved from https://www.ojjdp.gov/ojstatbb/crime/qa05103.asp?qaDate=2016

National Education Association (NEA), W. D., Krepel, W. J., & DuVall, C. R. (1981). *Field Trips: A Guide for Planning and Conducting Educational Experiences. Analysis and Action Series*.

NCLB. (2002). No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110, § 101, Stat. 1425 (2002).

Nasa Connecticut Space Grant Consortium (n.d.). *K-12 Field Trip Scholarship*. https://ctsgc.infoready4.com/#competitionDetail/1897272

OECD (2020, November 19). The impact of COVID-19 on student equity and inclusion: supporting vulnerable students during school closures and school re-openings. In Tackling Coronavirus (COVID 19): Contributions to a global effort. *Organisation for Economic Co-Operation and* Development (OECD). https://oecd.org/coronavirus

Oliver, J. (2022). Museums: Last week tonight with John Oliver. Last week tonight (HBO) [2022, October 2]. *YouTube*. https://youtu.be/eJPLiT1kCSM

Orion, N., & Hofstein, A. (1991). The measurement of students' attitudes towards scientific field trips. *Science Education*, *75*(5), 513–523. https://doi.org/10.1002/sce.3730750503

Orion, N. (1993). A model for the development and implementation of field trips as an integral part of the science curriculum. *School science and mathematics, 93*(6), 325–31. https://doi.org/10.1111/j.1949-8594.1993.tb12254.x

Orion, N., & Hofstein, A. (1994). Factors that influence learning during a scientific field trip in a natural environment. *Journal of Research in Science Teaching, 31*(10), 1097–1119. https://doi.org/10.1002/tea.3660311005

Osorio, S. L. 2018. "Border Stories: Using Critical Race and Latino Critical Theories to Understand the Experiences of Latino/a Children. *Race, Ethnicity and Education 21*(1): 92-104. http://dx.doi.org/10.1080/13613324.2016.1195351

Ott, J. N. (1973/2000). *Health and Light: The effects of natural and artificial light on man and other living things*. Pocketbooks.

Pace, S., & Tesi, R. (2004). Adults' perception of field trips taken within grades K-12: Eight case studies in the New York metropolitan area. *Education*, *125*(1), 30–40. https://eric.ed.gov/?id=EJ698680

Palmer, J., Bresler, L., & Cooper, D. (Eds.). (2001). Fifty major thinkers on education: From Confucius to Dewey (1st ed.). Routledge. https://doi.org/10.4324/9780203467121

Pedretti, E. (2002). T. Kuhn Meets T. Rex: Critical Conversations and New Directions in Science Centres and Science Museums. *Studies in Science Education, 37*(1), 1–41. https://doi.org/10.1080/03057260208560176

Piaget, J. (1964). Part I: Cognitive development in children: Piaget development and learning. *Journal of Research in Science Teaching, 2(*3), 176–186. https://doi.org/10.1002/tea.3660020306

Poitras, V., Gray, C., Borghese, M., Carson, V., Chaput, J.-P., Janssen, I., Katzmarzyk, P., Pate, R., Connor Gorber, S., Kho, M., Sampson, M., & Tremblay, M. (2016). Systematic review of the relationships between objectively measured physical activity and health indicators in school-aged children and youth. *Applied Physiology, Nutrition, and Metabolism, 41*(6-3), 197–239. https://doi.org/10.1139/apnm-2015-0663

Rabecq, M. M. (1957). Juan Amos Comenius. Apóstol de la educación moderna y de la comprensión internacional. *El Correo de UNESCO, 10*(11), 4–20.

Robinson, S. (2022, June 21). *Years of bilingual and multicultural educational programs still fall short.* Carlsbad Current Argus, USA Today Network. https://currentargus.com/story/opinion/columnists/2022/06/21/

Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. *Handbook of research on teacher education, 2*(102-119), 273–290.

Rousseau, J. J. (1920). *The social contract: & discourses* (No. 660). J M Dent & Sons, Limited.

Ruse, M. (2009b). “The Darwinian revolution: Rethinking its meaning and significance.” Proceedings of the National Academy of Sciences106 (Supplement 1): 10040–10047. https://doi.org/10.1073/pnas.0901011106

Rutkowska, A. (2022). Remote Interventions to Support Students' Psychological Well-Being during the COVID-19 Pandemic: A Narrative Review of Recent Approaches. *International journal of environmental research and public health*, *19*(21), 14040. https://doi.org/10.3390/ijerph192114040

Qualtrics Community (2024). Qualtrics (Version XM) [Computer software].

Schaeffer, N. C., & Dykema, J. (2011). Questions for Surveys: Current Trends and Future Directions. *Public opinion quarterly*, *75*(5), 909–961. https://doi.org/10.1093/poq/nfr048

Scott, D. (2017). Developing the prison-to-school pipeline: A paradigmatic shift in educational possibilities during an age of mass incarceration. *Journal of Correctional Education, 68*(3), 41–52. http://www.jstor.org/stable/26508032

Sherwood, C. C., Subiaul, F., & Zawidzki, T. W. (2008). A natural history of the human mind: tracing evolutionary changes in brain and cognition. *Journal of Anatomy, 212*(4), 426–454. https://doi.org/10.1111/j.1469-7580.2008.00868.x

Skinner, B. F. (1974). *About behaviorism*. Alfred A. Knopf.

Sleeter, C., & Grant, C. (1987). An analysis of multicultural education in the United States. *Harvard Educational Review*, *57*(4), 421–445. http://dx.doi.org/10.17763/haer.57.4.v810xr0v3224x316

Sorrell, K. (2013). Pragmatism and moral progress: John Dewey’s theory of social inquiry. *Philosophy & Social Criticism, 39*(8), 809–824. https://doi.org/10.1177/0191453713494967

Stephens, L., Scott, H., Aslam, H., Yantzi, N., Young, N., Ruddick, S., & McKeever, P. (2015). The accessibility of elementary schools in Ontario, Canada: Not making the grade. *Children, Youth and Environments*, *25*(2), 153–175. https://doi.org/10.7721/chilyoutenvi.25.2.0153

Stinson, D. (2016). Dewey, Freire, and Foucault and an ever-evolving philosophy of (Mathematics) Education. *Journal of Research in Curriculum & Instruction, 20*(2), 70–8. https://doi.org/10.24231/rici.2016.20.2.70

Stolpe, K., & Björklund, L. (2013). Students' long-term memories from an ecology field excursion: Retelling a narrative as an interplay between implicit and explicit memories. *Scandinavian Journal of Educational Research*, *57*(3), 277–291. https://doi.org/10.1080/00313831.2012.656278

Suen, L.-J. W., Huang, H.-M., & Lee, H.-H. (2014). A comparison of convenience sampling and purposive sampling. *Hulizazhi*, *61*(3), 105–111. https://doi.org/10.6224/JN.61.3.105

Talebi, K. (2015). John Dewey – Philosopher and educational reformer. *European Journal of Education Studies, 1*(1), 1–13. https://files.eric.ed.gov/fulltext/ED564712.pdf?

Tampio, N. (2017). Democracy and national education standards. *The Journal of Politics*, *79*(1), 33-44. https://doi.org/10.1086/687206

The Grant Plant (May 21, 2019). *The Beacon and Verizon: Teacher Technology Grant*. https://www.thegrantplantnm.com/grant-detail/the-beacon-and-verizon-teacher-technology-grant/

The Understood Team (n.d.). *The Understood Team's Latest*. https://www.understood.org/en/people/the-understood-team

Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation*, 27(2), 237–246. https://doi.org/10.1177/1098214005283748

Turanovic, J. J., & Siennick, S. E. (2022). *The causes and consequences of school violence: a review*. U.S. Department of Justice, Office of Justice Programs, National Institute of Justice.

Turman, C. (2018). The outdoor classroom program: Field trips empowered by technology. In *2018 International Technology Education Conference (INTED2018)* (pp. 7534–7537). https://doi.org/10.21125/inted.2018.

Turman, C., "Web Based Classroom Management Enhanced by Personalized and Experiential Learning" (2018). *UNLV Best Teaching Practices Expo*. 23. https://digitalscholarship.unlv.edu/btp_expo/23

United Nations. (2022, December 12). World population prospects 2022: Summary of results. Population Division. https://www.un.org/development/desa/pd/content/World-Population-Prospects-2022

Wang, Y., Stash, N., Sambeek, R., Schuurmans, Y., Aroyo, L., Schreiber, G., & Gorgels, P. (2009). Cultivating personalized museum tours online and on-site. *Interdisciplinary Science Reviews*, *34*(2-3), 139–153. https://doi.org/10.1179/174327909X441072

WebMD Eds., & Nazario, B. (2022, November 12). *Sexual Orientation*. WebMD. https://www.webmd.com/sex-relationships/sexual-orientation

Weibel, M. L. (2011). *Being outside learning about science is amazing: A mixed methods study.* ProQuest Dissertations Publishing.

Whitehead, A. N. (1929). *The aims of education and other essays*. McMillan.

Whitesell, E. R. (2015). A day at the museum: The impact of field trips on middle school science achievement. *Journal of Research in Science Teaching, 53*(7), 1036–1054. https://doi.org/10.1002/tea.21322

Winstead, L. (2011). The impact of NCLB and accountability on social studies: Teacher experiences and perceptions about teaching social studies. *Social Studies, 102*(5), 221–227. https://doi.org/10.1080/00377996.2011.571567

Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education, 61*(1-2), 89–99.

Curriculum Vitae

CECÍLIA TURMAN, Ph.D.
M.A., M.Ed., and Academic Scholar
Department of Teaching & Learning
College of Education
University of Nevada, Las Vegas
E-MAIL: cecilia.turman@alumni.unlv.edu

MY ORCID

OBJECTIVE

Research, assess, and evaluate issues in education. Design public programs. Foster multicultural belonging, acceptance, and citizenship. Empower creativity and technology. Create experiential and personalized learning, inclusive and culturally relevant environments for diverse PK-16 teachers and students.

EDUCATION

University of Nevada, Las Vegas
Ph.D. in Teacher Education – Candidate
University of Nevada, Las Vegas
Graduate Assessment and Program Evaluation Certificate – Summer 2022
University of Nevada, Las Vegas
Master of Education – May 2016
Major: Elementary Education
University of Nevada, Las Vegas
Secondary Education Teacher Licensure Program - May 2008
Endorsements: Social Sciences**,** Spanish, and TESOL
Nova Southeastern University
Forty-Two Graduate Credit Courses in Education and TESOL - 2007
University of Nevada, Las Vegas
Master of Arts in History, August 2004
Majors: Public History, Latin America, and U.S. Southwest History
University of Nevada, Las Vegas
Bachelor of Arts in Interdisciplinary Studies, December 2000
Major: Latin American Studies
Minors: Anthropology, History, and Spanish.
Nevada Teacher License #74530
Endorsements: 7-12 Spanish, Social Studies, TESL, and Computer Literacy.

HONORS & CERTIFICATES

Graduate College Medallion 2024
Graduate College Ambassador – 2022-2023
Graduate Assessment and Program Evaluation Certificate – Summer 2022

CITI Program Certificate – Issued: 03/02/2025 Renewed: 03/03/2022.
Grad Rebel Writing Boot Camp – Fall 2020, Fall 2021, Spring 2022, Fall 2022, Spring 2023
Graduate College Mentorship Certificate – 2021-2022
Graduate College Research Certificate - 2017-2018
Graduate College Teaching Certificate - 2016-2017
Honor Medallion First Latino Graduation at UNLV – Fall 2004

TEACHING EXPERIENCE

Program Evaluator YPQA – All Stars 11/2022 to present.
Evaluated All-Stars school programs at several CCSD schools, observed and took notes of instructors' activities in classrooms, multipurpose rooms, and outdoors. Report based on rubrics.

Educator Expert & Evaluator CLC/Big & Digital/CCSD 12/2018 to present.
Cinema Learning Challenge – designed, assisted, presented, assessed, evaluated, and fundraised field trips for CCSD-CTE #GirlsInSTEM Packages. Since December 2018, worked with over 5,000 students as an educator-expert and introduced them to a variety of STEAM content in educational movies.

Teacher Education Adjunct Faculty SFASU Online Education 01/2021 to 06/2021
Stephen Franklin Austin State University – curated content/instruction for preservice and in-service teachers in a fast-paced 8-week mode. Facilitated and monitored students' progress in state-mandated internships. During the COVID lockdown, I taught online EDUC 2301 (3cr.); and MLGE 4230 (3cr.).

Guest Teacher (K-12 Grades) CCSD 01/2007 to 01/2021
Clark County School District – **t**aught all grade levels and dual language programs. Prepared and followed lesson plans applying benchmarks and standards. Assessed and evaluated students. Lead parent-teacher conferences. I worked with special ed staff to provide IEPs and proper accommodations for PK-12 students. Taught as a full-time guest teacher and still as a guest teacher for K-12 public schools.

Facilitator for Teacher Assistants UNLV Online Education 08/2020 to 12/2020
UNLV Graduate College and Online Education – facilitated and instructed how to run a Canvas course for new Graduate Assistants (GAs) who were teaching on Canvas for the first time. Taught GAs Online Teaching Essentials (OTE), providing them with the best-updated teaching practices for their courses. Upon completion, GA students received a certificate and a stipend.

Graduate Assistant UNLV Teaching & Learning Department 08/2016 to 05/2018
University of Nevada, Las Vegas – assisted professors with presentations and surveys for grants and conferences, taught graduate and undergraduate level courses, developed faculty course syllabi, evaluated, mentored, graded, and assisted the director of the Field Experience Department. Taught Online EDSC 408 (3cr.); and Online CIE 508 (3cr.); graded all courses for the Field Experience Office.

ESL&TOEFL Instructor/Tutor Kaplan Prep Test 12/2007 to 07/2014
Kaplan Prep Test - taught ESL and TOEFL following strategies and fast-pacing directives set in place for Kaplan courses strictly planned for 8-week delivery. Simulated tests for students to evaluate, and enhance their skills/strengths to eliminate weaknesses, taught face-to-face lectures and live online tutoring. Proctored, registered, and assisted students with visa requirements. Often participated in teacher training.

Student Teacher 9-12 Grades UNLV/CCSD/Valley HS 01/2008 to 05/2008
Practicum: Valley High School – ESL & Social Studies 9-12 Grades- worked with a large Latinx population and at-risk students. Used a variety of resources such as PBS Streamline videos and *Pearson's* online activities. Developed a teaching pace for the semester and lesson plans in various subjects and grade levels. Set up routines to follow up and effectively use school-teacher-student-parent involvement.

Student Teacher 9-12 Grades UNLV/CCSD/Clark HS 08/2007 to 12/2007
Practicum: Clark High School - Taught AP Spanish and Spanish to both native and non-native students. Used a variety of strategies and approaches, such as art, music, and food, to be part of our projects.

Spanish Teacher K-12 Grades IICSN/CCSD Bilingual Program 01/2003 to 08/2007

SKILLS
Translator and Interpreter in English, Portuguese, and Spanish. Computer Literacy in Windows and Mackintosh platforms, the Internet, and tech programs. Copyrights, Web Design, Canvas, IRB, SPSS, Dedoose, Wikis, RefWorks, Mendeley, Orcid, Library Systems Database, Qualtrics, Doodle, Keynote, Google Apps, Apple Apps, Google Email, Grade Book, Microsoft Office, Adobe Master Collection, iThenticate, Marketing, and Multimedia knowledge. Excellent rapport and great team worker.

INTERNSHIPS
Special Collections at Lied Library – Researcher and Archivist – 01/2002 to 05/2002
Lied Children Discovery Museum – Activities Researcher and Translator – 08/2001 to 12/2001
Liberace Museum – Assistant Curator, Artifact Storage & Exhibits, Guide– 12/2000 to 07/2001
Barrick Museum at UNLV – Artifact Restoration and Exhibits – 01/2000 to 05/2000
UNLV Multicultural Center - Lectures and Exhibits - 08/1997 to 08/2000

AFFILIATIONS
Alumna of the University of Nevada, Las Vegas (UNLV Alumni Association)
Graduate Professional Student Association (GPSA)
American Teacher Educators (ATE)
American Educational Research Association (AERA)
Northern Rocky Mountain Educational Research (NRMERA)
Kappa Delta Phi International Honor Society (ΚΔΠ)
Golden Key National Honor Society (GKNHS)
The National Society of Collegiate Scholars (NSCS)
Hispanic Educators Association (HEAN)

GRANTS & AWARDS

UNLV Grad Academy Award, Spring 2024
UNLV Access Grant – Fall 2020, Fall 2021, Spring 2022, Fall 2022, & Spring 2023
UNLV Grad Support Grant - Spring 2022, Fall 2022, & Spring 2023
GPSA Travel Sponsorship Awards – Fall 2021 & Fall 2022
CARES Grant - Spring 2021, Fall 2021, Spring 2022, & Fall 2022
UNLV Graduate Assistantship - Fall 2016, Spring 2017, Fall 2017, & Spring 2018
GEAR UP Certificate of Achievement and Student Teacher Grant - Spring 2008
UNLV President Award - Spring 2000 & Fall 2000
PELL Grant- AY 1995/1996, 1996/1997, 1997/1998, 1998/1999, & 1999/2000

LECTURES & PRESENTATIONS NATIONALLY & INTERNATIONALLY

Turman, C., and Wiens, P. (2023). Teachers' PK-12 Educational Field Trip Experiences. A Round Table presentation at the 40th NRMERA Annual Conference 2023 in Omaha, NE.

Turman, C., and Daly, M. (2023). Teachers' PK-12 Educational Field Trip Experiences. A Poster presentation at the 40th NRMERA Annual Conference 2023 in Omaha, NE.

Turman, C. (2023). Teachers' PK-12 Educational Field Trip Experiences in the Digital Age. A Poster Presentation for the 25th GPSA Annual Research Forum 2023. Student Union at the University of Nevada, Las Vegas.

Turman, C. (2022). End of the Year Welcoming Panel for New Graduate Students 2022/2023. TAM Hall at the University of Nevada, Las Vegas.

Turman, C. (2022). Fall 2022 First Generation Panel. Graduate College at the University of Nevada, Las Vegas.

Turman, C. (2022). Teachers' PK-12 Educational Field Trip Experiences in the Digital Age. A Roundtable Debate for 39th NRMERA Annual Conference 2022 at Billings, MO.

Turman, C. (2022). Constructing a Bridge for New Teachers Evolving-Schoolwide Communication During Covid. A Poster Presentation for the 24th GPSA Annual Research Forum 2022. Student Union at the University of Nevada, Las Vegas.

Turman, C., and Daly, M. (2022). Constructing a Bridge for New Teachers Evolving-Schoolwide Communication During Covid. A Roundtable Digital Presentation for COE Ed EXPO Conference 2022 at UNLV Foundation, Las Vegas, NV.

Turman, C. (2021). Constructing a Bridge for New Teachers Evolving-Schoolwide Communication During Covid. A Roundtable Debate for the 38th NRMERA Annual Conference 2021 at Ketchum Sun Valley, ID.

Turman, C. (2021). A Bridge for Teachers' Evolving Schoolwide-Communication During Covid. A Poster Presentation for the Graduate College Annual Rebel Grad Slam 2021, a virtual event from UNLV Graduate College.

Turman, C. (2021). Constructing a Bridge for New Teachers' Communication. 23rd GPSA AnnualResearch Forum 2021. A Virtual Event from the University of Nevada, Las Vegas.

Turman, C. (2021). Constructing a Bridge for New Teachers' Communication. A Poster Presentation inSession for the 5th Annual Conference on Academic Research in Education (CARE) 2021, a virtual event from CARE, UT.

Turman, C. (2018-2021). CLC Movie Field Trips for CCSD #GirlsinSTEM since 2019 at the Galaxy Theatres in Las Vegas, NV.

Turman, C. (2019). Personalized and Experiential Learning Approaches to e-Learning. A Poster Presentation in Session for the 22nd Annual Graduate & Professional Research Forum 2020 at Moyer Student Union, UNLV in Las Vegas, NV.

Turman, C. (2019). Personalized and Experiential Learning Approaches to E-Learning. A poster presentation in session for the 4th Annual Conference on Academic Research in Education (CARE) 2020 at the Flamingo Hotel in Las Vegas, NV.

Turman, C. (2019-20). Educator Expert for *Touch the Stars*. From August 2019 to the present twice weekly and Virtual Lectures for CLC Movie Field Trips to inspire over 5,000 CCSD Girls
in STEM from at the Galaxy Theaters, Las Vegas, NV.

Turman, C. (2019). Personalized E-learning Via Experiential Strategies. A Poster Presentation in session for the Graduate College Annual Rebel Grad Slam 2019 at the Moyer Student Union, UNLV, Las Vegas, NV.

Turman, C., and Zhang, S. (2018). Whole-School Connected: A Bridge for Novice Teacher's Communication. A Paper Presentation in Session for the Classroom Management SIG at the annual American Education Research Association Conference (AERA) 2018 in New York City, NY.

Turman, C. (2017). Web Based Classroom Management: Personalized and Experiential Learning. A poster presented at the Annual COE Colloquium at the Thomas & Mack, UNLV, Las Vegas, NV.

Turman, C. (2017). Web Based Classroom Management: Personalized and Experiential Learning. A poster was presented at the 2nd Annual Intermountain Teaching for Learning Conference (T4L) 2018 at Nevada State College, Henderson, NV.

Turman, C. (2017). Web Based Classroom Management: Personalized and Experiential Learning. A poster presented at the Best Teaching Practices Poster Expo 2018 at UNLV, Las Vegas, NV.

Turman, C. (2018). The Outdoor Classroom Program: Field Trips Empowered by Technology. A paper presented at the 12th annual International Technology, Education and Development Conference (INTED) 2018 in Valencia, Spain.

Turman, C., and Adkins (2018). UDL in the Digital Age Divide. A paper presented at the 12th annual International Technology, Education and Development Conference (INTED) 2018 in Valencia, Spain.

Adkins, A., and **Turman, C.** (2018). Assistive Technologies for Dyslexic Students. A paper presented at the 12th annual International Technology, Education and Development Conference (INTED) 2018 in Valencia, Spain.

Turman, C., and Adkins, A. (2017). Web-Based Classroom Management – Experiential and Personalized Learning Approaches to Novice Teachers' Distance Learning. A paper presented at the 10th International Conference of Education, Research and Innovation (ICERI) 2017, Seville, Spain.

Adkins, A., and **Turman, C.** (2017). Number Sense iPad Apps. A paper presented in English and Spanish at the 9th International Conference on Education and New Learning Technologies (EDULEARN) 2017, Barcelona, Spain.

I also have actively participated in colloquiums, hosted faculty candidates, and other events.

PUBLICATIONS NATIONALLY & INTERNATIONALLY

Turman, C., and Wiens, P**.** (2023). Teachers' PK-12 Educational Field Trip Experiences: Beliefs and Concerns. Abstract published at *the 40th NRMERA Annual Conference 2023 Proceedings.*

Turman, C., and Daly, M. (2023). Teachers' PK-12 Educational Field Trip Experiences. Abstract published at *the 40th NRMERA Annual Conference 2023 Proceedings.*

Turman, C. (2023). Teachers' PK-12 Educational Field Trip Experiences in the Digital Age. Published at the *25th GPSA Annual Research Forum 2023 Proceedings.*

Turman, C. (2022). Teachers' PK-12 Educational Field Trip Experiences in the Digital Age. Published at *the 39th NRMERA Annual Conference 2022 Proceedings*.

Turman, C. (2022). Constructing a Bridge for New Teachers Evolving-Schoolwide Communication During Covid. Published at the *24th GPSA Annual Research Forum 2022. UNLV Digital Scholarship (April 2022).* https://digitalscholarship.unlv.edu/gpsa_forum/

Turman, C. and Daly, M. (2022). Constructing a Bridge for New Teachers Evolving-Schoolwide Communication During Covid. *COE Ed EXPO Conference 2022 Proceedings.*

Turman, C. (2021). Constructing a Bridge for New Teachers Evolving-Schoolwide Communication During Covid. A Roundtable Debate for the *38th NRMERA Annual Conference 2021 Proceedings.*

Turman, C. (2021). Constructing a Bridge for New Teachers' Communication. *23th GPSA Annual Research Forum 2021 Proceedings.* https://drive.google.com/file/d/1xWdvvih_7oaatmrginFt0B5LWQqpj6HB/view

Turman, C. (2018). The Outdoor Classroom Program: Field Trips Empowered by Technology. Valencia, Spain: INTED 2018. ISBN: 978-84-697-9480-7 ISSN: 2340-1079. doi:10.21125/inted.2018. Pp. 7534-7537 https://library.iated.org/view/TURMAN2018OUT

Turman, C., and Adkins, A. (2018). UDL in the Digital Age Divide. Valencia, Spain: INTED 2018, Pp. 7550-7553. doi:10.21125/inted.2018.1785. https://library.iated.org/view/TURMAN2018UDL

Adkins, A., and **Turman, C.** (2018). Assistive Technologies for Dyslexic Students. Valencia, Spain: INTED 2018, Pp. 9387-9390. https://doi.org/10.21125/inted.2018.2321 https://library.iated.org/view/ADKINS2018ASS

Turman, C. (2018). Web-Based Classroom Management: Personalized and Experiential Learning. UNLV Digital Scholarship. https://digitalscholarship.unlv.edu/btp_expo/23/

Turman, C., and Adkins, A. (2017). Web-Based Classroom Management – Experiential and Personalized Learning Approaches to Novice Teachers' Distance Learning. Seville, Spain: ICERI 2017, Pp. 8754-8757. file:///E:/files/papers/2402.pdf

Adkins, A., and **Turman, C.** (2017). Number Sense iPad Apps. Barcelona, Spain: EDULEARN17, Pp. 6790-6796. file:///E:/proceedings/papers/2560.pdf

Turman, C. (2016). Using Culture, Ferment, and Wisdom for Educational Optimization. Published at Academia. Retrieved on 1/15/18 from the World Wide Web: https://www.academia.edu/28403425/Using_Culture_Ferment_and_Wisdom_for_Educational_Optimization

References upon request.