

ADVENTURE-BASED LEARNING - ACTIVE TEACHING METHOD USED IN TEACHING SUBJECTS IN TOURISM

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Abstract: *Adventure Learning involves active and interactive participation of students in teaching, teaching methods used in teaching subjects in tourism. This method involves creating groups of students and "locating" them for a period of time in areas with different geographical, social and cultural potential. Student Groups are created from different sociocultural backgrounds. The purpose of this method is to explore the natural and social environment, to conduct investigations and microresearches and to reflect, personal and collective, to local and global communities' issues. Also, the aim of the method is to teach and develop the student, personal, cognitive, social and cultural. Adventure Learning promotes collaboration and competition among students, integrated approach of the individual and of the group. This method borrows various elements of project-based learning, problem-based learning, and items specific to action research.*

Key words: *adventure learning, specific teaching method, tourism*

INTRODUCTION

Integrated Teaching requires more than a change of curriculum, being considered a modern teaching strategy. Integrated Teaching does not reference to a field of study, but a consistent theme common to many disciplines and helps to transfer knowledge from one domain to another. Integrated Teaching covers a specific way of organizing and planning of learning, leading to a disciplines and learning objects networking, causing connections between what students learn and their life experiences. Working in integrated teaching, teachers offer students the chance to express themselves freely and creatively, creating a stimulating environment and diversified their personality development.

The integrated approach of the curriculum requires nearing the school of real life, application of theory in practice, filling the abstract by the concrete. The accent is on training skills, attitudes, transferable transversal values, useful for social and personal development of students.

The integrated curriculum features include: harmonization of subjects in a whole; focusing on integrated activities like projects; relationship of concepts, phenomena, characteristics of various disciplines; correlate learning outcomes with ordinary life.

Among the integrated teaching methods, we list the following:

- Learning by debate - educational method which is the submission of questions, issues, problems, etc., that are subject to analysis and solution before the year of study or a group of students. It thus stimulates student initiative, which are directed and coordinated by the teacher to the solution.
- Learning through research - learning method that involves active and directly participation of the student with the teacher for the discovery and experimental demonstration of scientific truths. This method improves the nature of the relationship between teacher-student and develops independent work ability, inventiveness and research for the learner to self-realization, for the discovery and demonstration of scientific truths. If learning through research, students set their own scientific investigation strategy, work plan, resources, formulate hypotheses, identify ways to verify and implementing them, experiment, calculate, compare, classify etc.[7]
- Learning through problem solving - involves operationalization of learned concepts and notions, followed by training use skills to solve problems, theoretically or practically. Solving problems is not

an end in itself but a means of achieving operational objectives well established subordinated to more general finalities. For the method to be used successfully in teaching, to form students' skills and abilities to solve problems, should be considered the following method steps: understanding the statement of the problem, drawing up a plan to solve, implementation of the plan for solving the proposed organization, discussion on the solution found and immediate verification of the results.[1]

- Learning by doing is the way of active and interactive participation of students in the teaching process, which consists of conducting its own activities and investigations, individual or collective, oriented towards research, scientific rediscovery and reconstruction and development of their methods.[1] The discovery learning presents not only product knowledge, as is the case of traditional methods, but the focus is on the ways in which this product is reached, the methods of knowledge and registration. Learning by discovery include the following steps: intimation of the issue by students, awareness, inducing the students the desire to solve the problem; independent problems solutions search stage and achievement of the discovery act; formulation the results of discovery, to generalize the findings; customization of new acquisitions and application of the discovery results in different contexts.[1]

- The project method is a group teaching approach, in continuous interaction, which seeks to integrate new information into their own cognitive structures and their transfer to new content, applicable in practice. In this regard, students choose or receive a research theme, they carried out with various forms of study, investigation and practical activity. The method gives students the opportunity to be in practical situations, concrete, real or similar to reality, to use and develop their skills to identify and examine new information, integrate new knowledge through application and practice, to share experience, to adapt to specific requirements and teamwork, to support their business products and prove their skills and demonstrate performance. This approach has improved efficiency in increase student motivation and stimulation of superior operations thought, because project-based learning is research and practical action at the same time.

- Project-based learning involves gathering information, their processing and synthesizing, interpretation and personal reflection, cooperation in completing tasks. Among the advantages of this type of learning include: facilitating group work and cooperative learning; Develop the capacity for investigation and systematization of information; facilitate the use of alternative evaluation methods; identifying and harnessing various sources of information and documentation; stimulate student autonomy in learning and their creativity; It gives each student the opportunity to get involved and contribute to the implementation of activities and the final product. Important is that the projects starts from topics of interest or relevant questions for students and involve an integrated approach where everyone can contribute and can experience success.[8]

- Problem-based learning is the way of active and interactive participation of students in the teaching process, consisting of placing them in learning situations in which they must solve a poorly structured problem, reflecting the real aspects of daily life. This method is a system of curriculum development and training organization that develops simultaneously both problem-solving strategies and disciplinary knowledge bases. It also has a pro-active and creative orientation, transforming problems into opportunities and providing alternative argued solutions. Problem-based learning stages are: start-up working group phase; referral and problem analysis; documentation and research; settlement in the collective debate; evaluative stage.[1] Problem-based learning is even more than a simple method of learning, it becomes a system for developing curriculum and content and process of training organization, differing from the traditional method of problem solving. [8]

- Adventure / expeditionary type learning, active participation and interactive way for students in the teaching process, requiring the creation of student groups and "locate them" to high geographical, social and cultural exploratory potential areas. This method assumes complementary interventions to formal, made in non-formal education and targeted to objectives set by the teacher.

RESULTS AND DISCUSSIONS

Adventure Learning promotes collaboration and competition among students, integrated approach both individual and group development. The purpose of these methods is to conduct investigations, to explore individual and in integrated groups on fundamental issues of local and global communities, so the student to learn and develop personal, social, cognitive and cultural. The accent is placed on creating contexts and relevant learning experiences, and the focus is on direct contact with the social, cultural and natural environment.

To this type of teaching strategy are specific learning experiences especially non-formal that put students in the face of challenges, mostly in the natural context, for example to observe various forms of tourism such as cultural, religious, ecological, rural, ecotourism, etc. .; to identify which tourism potential is part of local communities, regions; to promote and benefit from tourist attractions of different areas.

Adventure Learning is an active teaching method because:

- It addresses study, research, creation, research, curricular challenging to students, in environments outside the school institution;
- involves solving of problem with integration characteristic, typical to the natural environment, social communities, local and global;
- Allow the creation of a research, educational community, for achieving common goals of groups of students;
- Promotes intercultural communication skills, preparing the students for effective social inclusion;
- Proposed issues calls for personal commitment, initiative, spirit makers;
- Require to students an active, logical, analytical, critical, inventive, synthesis, evaluation and problem solving thinking;
- Asks students a proactive, interactive, reflective, open, critical, evaluative, creative and projective attitude.

Curricular learning stages in the expeditionary learning type are:

- *Business objective announcement and forming student groups* - the objective is to identify natural and anthropogenic resources of a choice territory and how these resources can determine the type of tourism in the chosen area; for this we split into groups of three students; within each group it works together to solve tasks, it is elected a group leader and at the end is presented the result of work.
- *Documentation and research by actively and interactive involving of all students from the working group in the collection and revaluation of information* - is made a documentary on chosen theme through collaboration between team members by showing mutual respect and tolerant attitude towards colleagues; it has available all teaching resources (print and electronic) that can be accessed for information and documentation; Select sources and in collaboration with other colleagues the information sources are valued in the study, research, research.
- *Collective debate and creation step* - adopting the work plan, each team member has a role within the group; discuss workloads in a debate collective; team chooses the presentation of the realized curricular product, of natural and human resources identified in territory and determinant tourism type in the chosen area.
- *Curricular manufactured products presentation stage, their analysis and evaluation* – it displays each group activity result; Team members and group activities are presented; describe and analyze the work of groups by observations and by asking questions; conclusions of that activity.

Adventure Learning is based on previously acquired knowledge by the students, as support for new acquisitions. It also encouraged the initiative of students, working in teams, and competition between teams.

Conclusion

Adventure-based learning, being an active teaching method would be successful to students, given the place of work and mode of deployment, the relaxed confidence, optimism, stimulating climate. In this method, differentiated instruction was performed by groups of students' composition, groups in which each student works actively and interactively. The method borrows elements of problem-based learning, project-based learning, and research- action elements.

Today, we're a talking about a student-centered education, the student has the role of actor in the educational act in the drafting of regulations and rules, and the teacher is an organizer and guide for the student learning process. Through active learning, by applying active teaching methods, students are able to develop customized individual projects, to assume their responsibility, to monitor their learning, to correctly estimate the time required for designed steps, to express ideas, assumptions and solutions freely, to get them to participate actively in the development of knowledge to be learned.

Given that society is evolving at a rapid pace, in the educational process is required the use of methods and techniques to provide to students necessary and complete information, easily, quickly and efficiently assimilated, stimulating creativity and their work team, preparing them for their integration into society.

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