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EXEMPLARY OUTDOOR TEACHING: TEACHER VIEWS AND IMPLEMENTATION READINESS

Abstract

This research aimed to examine teachers' attitudes toward the application of exemplary teaching within outdoor education, with a particular focus on their perception of its educational effects and readiness for implementation. A quantitative methodology was used, employing a survey questionnaire on a sample of 147 primary school teachers. The results showed a high level of agreement among teachers regarding the positive effects of this teaching model, especially in terms of fostering students' motivation, engagement, and critical thinking. A significant positive correlation was also found between the perception of educational effects and teachers' readiness to implement exemplary teaching in outdoor settings. The analysis of demographic variables revealed no statistically significant differences in attitudes based on gender, while teachers with more years of work experience demonstrated a greater inclination toward a creative approach to outdoor teaching. The findings indicate the need for greater institutional support, additional teacher training, and the development of didactic materials that would enable a broader application of this approach in educational practice.

Keywords: exemplary teaching, outdoor education, teachers, attitudes, implementation

Introduction

In contemporary pedagogical discussions, particular attention is devoted to the question of how to make theoretical knowledge functional and how to equip students with the ability for critical thinking, problem-solving, and the application of learned concepts in new contexts. For this reason, increasing emphasis is placed on teaching methods that foster an investigative spirit, active student participation,

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and the development of competencies for lifelong learning (OECD, 2018). In this regard, exemplary teaching emerges as an important model, as it does not merely involve the transmission of facts but also their deeper understanding through a focus on essential examples and situations that illuminate the fundamental principles of a given phenomenon. In this way, students develop the ability to apply acquired knowledge and skills across different contexts, which is one of the key goals of modern education.

The implementation of exemplary teaching in a natural environment gains additional importance, as direct experience enables a connection with real life and natural laws. Numerous studies confirm that spending time and learning in nature have a positive impact on students' motivation, the development of ecological awareness, and the strengthening of emotional bonds with the environment (Waite, 2011; Sobel, 2013). In this sense, nature is not merely a setting for instruction but also a specific pedagogical resource that offers opportunities for integrating different school subjects and for developing transversal competencies such as collaboration, communication, and responsibility.

Despite its unquestionable advantages, it is important to point out the practical challenges teachers face in implementing this form of instruction. Organizing activities in nature requires a high level of preparation, planning, and coordination with temporal and spatial conditions, as well as alignment with the curriculum. Additionally, responsibility for students' safety and logistical difficulties (transportation, time, materials) can represent limiting factors for the frequent application of this approach (Nikolova & Collin, 2015). Nevertheless, many teachers recognize the multiple benefits of outdoor teaching and strive to include it in their work, especially when they observe its positive effects on student motivation and engagement.

In this context, teachers' attitudes play a crucial role, as they shape pedagogical practice and determine whether innovative approaches will take root in the teaching process. Positive beliefs and personal motivation of teachers often serve as key drivers of change in education (Richardson, 1996). Conversely, skepticism, insecurity, or a lack of competencies can slow down or even prevent the implementation of modern teaching methods, including exemplary teaching in outdoor settings. Therefore, examining teachers' attitudes is valuable not only for understanding the current state of practice but also for shaping educational policy guidelines, professional development programs, and support mechanisms that can assist teachers in the implementation of this approach.

Theoretical Framework

1. Exemplary Teaching – Historical Development and Conceptual Foundations

Exemplary teaching originates from the German didactic tradition and is most commonly associated with the work of Wolfgang Klafki (1998), who emphasized the importance of representative

examples in the educational process. Klafki believed that teaching content should be carefully selected to enable students not only to acquire specific knowledge but also to develop the ability to derive general principles from what they have learned and apply them in new situations. This concept aims for qualitative rather than quantitative learning, in which a deep understanding of a few key examples takes precedence over a superficial knowledge of a large number of facts.

Exemplary teaching builds upon constructivist learning theories, according to which learners actively construct their own knowledge through interaction with their environment and prior experiences (Piaget, 1970; Vygotsky, 1978). Contemporary authors point out that this approach fosters the development of critical thinking, analytical skills, and knowledge transfer, as students learn to connect concrete examples with broader conceptual frameworks (Hudson, 2016; Meyer, 2021).

According to Vilotijević (2000), exemplary teaching enables the integration of theoretical and practical knowledge, develops analytical thinking skills, and encourages a deeper understanding of teaching content. In practice, the exemplary method often involves the study of one or several carefully chosen cases (e.g., an ecosystem, a historical event, or a mathematical problem) in an interdisciplinary manner, accompanied by discussion, argumentation, and reflection. Recent studies confirm that this model also contributes to greater student independence and learning motivation, as learners take on a more active role in the educational process (Seel, 2017; Marušić, 2020).

2. Outdoor Education – Pedagogical Values and Approaches

Outdoor education has a long tradition in primary education, and its pedagogical foundations are based on the idea that direct experience promotes deeper understanding and lasting knowledge acquisition. According to Gojkov (1995), its significance lies in the integration of content from different subjects, the strengthening of students' connection with nature, and the development of ecological awareness.

Modern research shows that learning in nature supports development across multiple domains – cognitive, emotional, social, and physical. Empirical studies confirm that outdoor education can improve academic achievement, foster teamwork, enhance communication skills, and positively influence students' emotional well-being (Rickinson et al., 2004; Dillon et al., 2006; Becker et al., 2017). Moreover, it strengthens students' connection with the natural environment, which is essential for the development of environmentally responsible behavior and sustainable lifestyles (Louv, 2005; Chawla, 2015).

Kolb's (1984) experiential learning theory further illuminates the pedagogical value of this approach – the process of learning in nature involves a cycle of concrete experience, reflection, abstract

conceptualization, and active experimentation. In this way, nature becomes both a laboratory and a classroom, where students develop research and problem-solving skills. Recent studies show that this form of teaching particularly enhances student motivation and attention, as well as psychological well-being and stress reduction (Dettweiler et al., 2015; Mygind et al., 2019).

3. Integration of Exemplary Teaching and Outdoor Education

Combining the exemplary method with outdoor education offers exceptional opportunities for deep, interdisciplinary, and motivating learning. For example, studying a forest ecosystem can simultaneously encompass biological processes, mathematical calculations (e.g., vegetation density), ecological principles, and artistic interpretation through drawing or creative writing. Such an approach allows knowledge to be perceived not as fragmented, but as an interconnected and functional system.

The advantages of this approach include:

- Greater student engagement through active exploration and practical tasks (Dillon et al., 2006);
- Deeper understanding of content through work with real-life examples (Klafki, 1998);
- Development of social and communication skills through group work and collaboration (Nikolić, 2015);
- Motivational effects stemming from direct experience and the aesthetic qualities of nature (Louv, 2005).

Contemporary authors also emphasize that this combination supports the development of 21st-century competencies – critical thinking, creativity, digital literacy, and problem-solving in real-world contexts (Anderson & Gadotti, 2016; Wals & Peters, 2018). However, research also highlights challenges: lack of time, limited resources, logistical difficulties, and the need for additional teacher training (Beames et al., 2012; Fägerstam & Blom, 2013). For these reasons, institutional support and the inclusion of such practices in curricula and teaching programs are crucial.

4. Teachers' Attitudes and the Implementation of Innovative Approaches

Fullan (2007) emphasizes that educational change depends not only on the innovation itself but also on teachers' perceptions and readiness to adopt and implement it. Teachers' attitudes are shaped by personal experience, professional training, available resources, and institutional support (Guskey, 2002). In other words, teachers are not passive transmitters of innovations but active agents who determine the extent and manner of implementing new methods.

A positive perception of the effects of exemplary teaching in outdoor settings can strongly encourage its more frequent use, whereas negative expectations or perceived challenges (e.g., curriculum overload, lack of time or support) can have a discouraging effect. Recent studies confirm that professional development and continuous training significantly influence teachers' attitudes and their readiness to apply experiential and innovative learning methods (Oppermann et al., 2019; Brown & Martin, 2021).

The contextual factor is also important – school culture, collegial support, and educational policies can either facilitate or hinder the use of innovative approaches. Studies show that teachers who receive support through mentorship, professional communities, and institutional resources are more likely to incorporate outdoor education and exemplary teaching methods into their practice (Hartmeyer & Mygind, 2016; Passy, 2019).

Methodology

Research Subject

The subject of this research is the examination of teachers' attitudes toward the effects of implementing exemplary teaching in outdoor education. Particular emphasis is placed on teachers' perceptions of its impact on students, teaching processes, organizational aspects, and their readiness to apply this approach.

Research Objectives

General Objective

To determine how teachers assess the influence of exemplary teaching in outdoor settings on students, the learning process, and their own teaching practice.

Research Hypotheses

1. Teachers perceive exemplary teaching in outdoor settings as more effective in promoting students' active participation and motivation compared to traditional classroom teaching.
2. Teachers with fewer years of professional experience hold more positive attitudes toward the implementation of exemplary teaching in outdoor education than those with more experience.
3. There are statistically significant differences in the attitudes of male and female teachers regarding the effects of exemplary teaching in outdoor settings.

4. A higher level of perceived positive effects is associated with greater readiness to implement this approach.

Research Sample

The study included 147 primary school teachers of both genders and with varying years of professional experience. The sample was purposive, encompassing teachers from different schools and educational environments.

Research Instrument

A specially designed closed-ended questionnaire was used, consisting of two parts:

1. Basic information (gender, years of teaching experience).
2. Attitude scale was constructed based on a review of relevant literature on educational innovation, student-centered learning, and technology-supported teaching practices. The initial pool of items was generated to reflect key domains identified in previous studies, namely: student engagement, learning effectiveness, organizational challenges, student relationships, teacher creativity, interdisciplinary connections, and readiness for implementation.

Item selection was guided by content relevance and clarity, with the aim of ensuring that each domain was adequately represented. The final version of the instrument consisted of 12 statements rated on a five-point Likert scale (1 – strongly disagree to 5 – strongly agree). The scale was designed as a multidimensional instrument, with each domain representing a latent construct related to teachers' attitudes toward the examined educational approach.

Data Processing Method

Data were processed using descriptive and comparative statistical techniques. The applied scale was first analyzed by determining marginal frequencies for responses by category, both overall and by gender. The reliability of the scale was then examined using Cronbach's alphacoefficient of internal consistency. A coefficient above 0.70 (Pallant, 2011) was considered satisfactory for further use of the scale results and for computing the overall scale value as a composite score.

The scale value was calculated as the average value of all items on the attitude scale. For all items and the overall scale value, the following basic descriptive statistics were computed: minimum and maximum scores, arithmetic mean, standard deviation, measures of skewness, and measures of kurtosis. The normality of distribution for the obtained variables was tested using the Kolmogorov–Smirnov

coefficient**.** Since statistically significant deviations from normal distribution were found for all variables, non-parametric statistical techniqueswere used to test the hypotheses. To test differences in variables based on respondents' gender and years of teaching experience, the Mann–Whitney U test was applied. To examine the relationship between teachers' readiness for implementationof exemplary outdoor teaching and other variables, the Spearman rank correlation coefficientwas used.

A significance level of $p \leq 0.05$ was adopted as the criterion for determining statistical significance**.**

Results

Table 1 presents the distribution of responses for the variables on the attitude scale by category, for the entire sample and by gender. For all variables, the majority of responses fall within categories 4 and 5, which indicate agreement with the given statements. The percentage of agreement ranges from 60% to over 90%**.** The level of readiness to implement the Exemplary Teaching Model in outdoor education **is** 92.5%**.** It is noticeable that the distributions by gender are very similar, with only minimal differences.

Table 1
Distribution of responses on the scale of statements about Exemplary Teaching

		Male (N=22)		Fimale (N=125)		Total	
Variables	Rating	Number	%	Numbe r	%	Number	%
Active participation	2	3	13,6%	10	8,0%	13	8,8%
	3	6	27,3%	35	28,0%	41	27,9%
	4	7	31,8%	40	32,0%	47	32,0%
	5	6	27,3%	40	32,0%	46	31,3%
Better adoption	2	1	4,5%	9	7,2%	10	6,8%
	3	4	18,2%	24	19,2%	28	19,0%
	4	10	45,5%	35	28,0%	45	30,6%
	5	7	31,8%	57	45,6%	64	43,5%
Organization	3	5	22,7%	32	25,6%	37	25,2%
	4	8	36,4%	40	32,0%	48	32,7%
	5	9	40,9%	53	42,4%	62	42,2%
Critical thinking	2	1	4,5%	9	7,2%	10	6,8%
	3	4	18,2%	22	17,6%	26	17,7%
	4	11	50,0%	55	44,0%	66	44,9%
	5	6	27,3%	39	31,2%	45	30,6%
Greater motivation	2	1	4,5%	9	7,2%	10	6,8%
	3	3	13,6%	24	19,2%	27	18,4%
	4	14	63,6%	50	40,0%	64	43,5%
	5	4	18,2%	42	33,6%	46	31,3%
Content relevance	3	4	18,2%	30	24,0%	34	23,1%
	4	10	45,5%	54	43,2%	64	43,5%
	5	8	36,4%	41	32,8%	49	33,3%

Teacher creativity	3	2	9,1%	11	8,8%	13	8,8%
	4	17	77,3%	83	66,4%	100	68,0%
	5	3	13,6%	31	24,8%	34	23,1%
Better relationships	3	1	4,5%	16	12,8%	17	11,6%
	4	11	50,0%	64	51,2%	75	51,0%
	5	10	45,5%	45	36,0%	55	37,4%
Additional support	3	3	13,6%	12	9,6%	15	10,2%
	4	11	50,0%	49	39,2%	60	40,8%
	5	8	36,4%	64	51,2%	72	49,0%
Longer-lasting effects	2	1	4,5%	9	7,2%	10	6,8%
	3	1	4,5%	18	14,4%	19	12,9%
	4	13	59,1%	74	59,2%	87	59,2%
	5	7	31,8%	24	19,2%	31	21,1%
More physical activity	3	3	13,6%	31	24,8%	34	23,1%
	4	10	45,5%	48	38,4%	58	39,5%
	5	9	40,9%	46	36,8%	55	37,4%
Readiness for implementation	3	1	4,5%	10	8,0%	11	7,5%
	4	12	54,5%	62	49,6%	74	50,3%
	5	9	40,9%	53	42,4%	62	42,2%

The reliability analysis of the applied attitude scale showed that the scale has good internal consistency **(**Cronbach's α = 0.88**).** The correlation coefficients between the items were generally positive and statistically significant, with an average inter-item correlation of 0.35**.** The good reliability of the attitude scale also made it possible to compute the overall scale value as a composite result of all items.

Table 2 presents the basic descriptive statistics for all variables and for the calculated overall scale value. For all variables, meanscores were above 3.80, and for most of them – as well as for the overall scale value—above 4.00. This indicates a distinctly positive orientation of respondents regarding the effects of the Exemplary Teaching Model in outdoor education, which is further confirmed by negative skewness values and the homogeneity of results in the higher categories of the scale (Figure 1).

Table 2

Basic descriptive statistics of scale statements and scale value (N=147)

Varijables	Min.	Max.	Mean	SD	Sk.	Kt.
Active participation	2	5	3,86	0,97	-0,31	-0,96
Better adoption	2	5	4,11	0,94	-0,71	-0,55
Organization	3	5	4,17	0,81	-0,32	-1,39
Critical thinking	2	5	3,99	0,87	-0,62	-0,23
Greater motivation	2	5	3,99	0,88	-0,60	-0,31

Content relevance	3	5	4,10	0,75	-0,17	-1,18
Teacher creativity	3	5	4,14	0,55	0,07	0,13
Better relationships	3	5	4,26	0,65	-0,32	-0,72
Additional support	3	5	4,39	0,67	-0,63	-0,64
Longer-lasting effects	2	5	3,95	0,78	-0,77	0,67
More physical activity	3	5	4,14	0,77	-0,25	-1,26
Readiness for implementation	3	5	4,35	0,62	-0,38	-0,65
Scale value	3,08	4,83	4,12	0,51	-0,66	-0,41

Legend: Min. - minimum value; Max. - maximum value; Mean -average value; SD - standard deviation; Sk. – Skewness, measure of asymmetry; Kt. – Kurtosis, measure of homogeneity

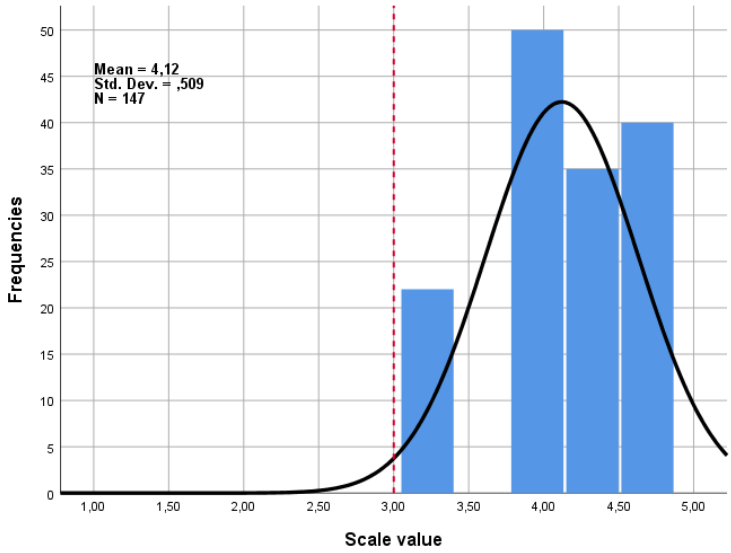


Figure 1.*Distribution of scal value*

Teachers perceive exemplary teaching in outdoor settings as more effective in encouraging students' active participation and motivation; therefore, the first hypothesis can be accepted.

For all variables and for the overall scale value, a statistically significant deviation fromnormal distribution was identified. For this reason, non-parametric statistical methods were applied in hypothesis testing. Testing for gender differences among respondents across the analyzed variables (Table 3) showed that no statistically significant differences were found in any of the variables. The values of the mean ranks for most variables and for the overall scale value were slightly higheramong female teachers. Male teachers had higher mean ranks in the variables Content relevance**,** Better relationships**,** Longer-lasting effects**,** More physical activity, and Readiness for implementation**.**

Table 3

Results of the analysis of differences in variables for respondents by gender

Variables	Gender	Mean Rank	Statistics	Significance
Active participation	Male	69,00	-0,63	0,53
	Female	74,88		
Better adoption	Male	69,18	-0,61	0,54
	Female	74,85		
Organization	Male	74,34	-0,04	0,97
	Female	73,94		
Critical thinking	Male	73,36	-0,08	0,94
	Female	74,11		
Greater motivation	Male	70,39	-0,46	0,65
	Female	74,64		
Content relevance	Male	78,14	-0,53	0,60
	Female	73,27		
Teacher creativity	Male	67,50	-0,95	0,34
	Female	75,14		
Better relationships	Male	82,45	-1,12	0,26
	Female	72,51		
Additional support	Male	64,39	-1,27	0,20
	Female	75,69		
Longer-lasting effects	Male	86,30	-1,66	0,10
	Female	71,84		
More physical activity	Male	80,34	-0,81	0,42
	Female	72,88		
Readiness for implementation	Male	74,39	-0,05	0,96
	Female	73,93		
Scale value	Male	70,52	-0,42	0,68
	Female	74,61		

Based on these results, Hypothesis 3, which assumed the existence of differences between male and female teachers' attitudes toward the effects of exemplary teaching in outdoor education, was not confirmed.

For the purpose of testing differences in the analyzed variables in relation to teachers' years of professional experience**,** three categories were formed:

- up to 10 years (N = 40**),**
- 11 to 20 years (N = 67), and
- more than 20 years of experience (N = 40).

The group of teachers with more years of experience had higher mean ranks and arithmetic means in the overall scale value and in most of the analyzed variables (Figure 2).

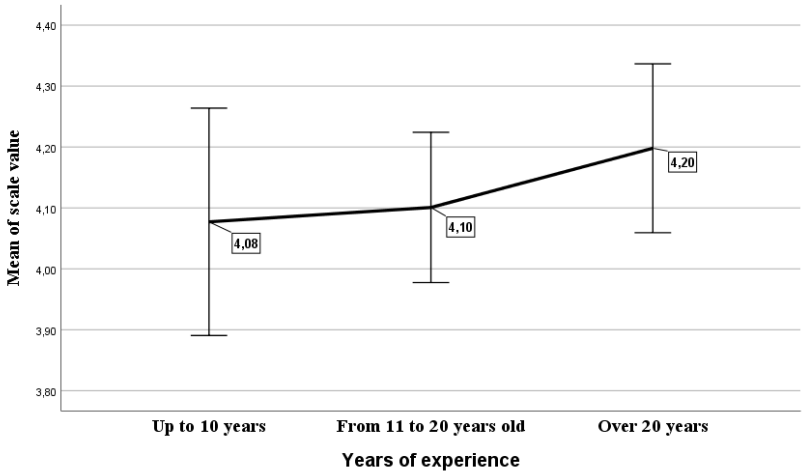
Testing for differences between the groups with the least and most years of experience showed that there was a statistically significant difference only in the variable *Teacher creativity* (Table5). Teachers with more years of experience had a significantly higher mean rank and arithmetic mean compared to those with less experience.

In addition to this significant difference, teachers with more experience also had higher mean ranks in the variables Active participation**,** Better adoption**,** Organization**,** Critical thinking**,** Greater motivation**,** Content relevance**,** and More physical activity. Conversely, teachers with fewer years of experience had higher mean ranks in the variables Better relationships, Additional support**,** Longer-lasting effects, and Readiness for implementation.

Table 4
Results of the analysis of the difference between teachers with less and more work experience

Variables	Groups	Mean	Mean Rank	Statistics	Significance
Active participation	Up to 10 years	3,78	37,75	-1,10	0,27
	Over 20 years	4,03	43,25		
Better adoption	Up to 10 years	4,00	36,90	-1,50	0,14
	Over 20 years	4,35	44,10		
Organization	Up to 10 years	4,10	38,10	-0,99	0,32
	Over 20 years	4,30	42,90		
Critical thinking	Up to 10 years	3,90	37,85	-1,09	0,28
	Over 20 years	4,15	43,15		
Greater motivation	Up to 10 years	3,85	36,30	-1,719	0,09
	Over 20 years	4,20	44,70		
Content relevance	Up to 10 years	4,00	37,35	-1,30	0,20
	Over 20 years	4,23	43,65		
Teacher creativity	Up to 10 years	4,00	36,25	-1,98	0,05
	Over 20 years	4,25	44,75		
Better relationships	Up to 10 years	4,30	42,45	-0,83	0,41
	Over 20 years	4,18	38,55		
Additional support	Up to 10 years	4,45	42,83	-0,99	0,32
	Over 20 years	4,25	38,18		
Longer-lasting effects	Up to 10 years	3,98	42,66	-0,95	0,34
	Over 20 years	3,90	38,34		
More physical activity	Up to 10 years	4,15	40,20	-0,12	0,90
	Over 20 years	4,18	40,80		
Readiness for implementation	Up to 10 years	4,43	42,04	-0,66	0,51
	Over 20 years	4,38	38,96		
Scale value	Up to 10 years	4,08	38,80	-0,66	0,51
	Over 20 years	4,20	42,20		

When considering the overall scale value as the composite score on the scale, teachers with more years of professional experience had a higher mean rank than those with less experience; however, this difference was not statistically significant **(**Figure 2**).**



*Fi*gure 2. *Mean and Confidence interval of Scale value for years of experience group*

Based on these results, Hypothesis 2 – that teachers with less professional experience have a more positive attitude toward the implementation of exemplary teaching in outdoor education than teachers with more experience – was not confirmed**.**

Out of the 11 analyzed variables**,** eight showed statistically significant and positive correlations with the variable Readiness for implementation. High correlation coefficients were found with the variables Longer-lasting effects and More physical activity (r = 0.67). Medium and low correlation coefficients were observed with the variables Active participation**,** Better adoption**,** Critical thinking**,** Greater motivation**,** Content relevance, and Additional support**.**

Statistically non-significant correlations were found with the variables Organization**,** Teacher creativity**,** and Better relationships.

Table 5
Spearman's rho correlation of Readiness for implementation with the other variables on the scale

Variables	Correlation	Significance
Active participation	0,28	0,001
Better adoption	0,32	0,001
Organization	0,11	0,171
Critical thinking	0,26	0,002
Greater motivation	0,37	0,001

Content relevance	0,42	0,001
Teacher creativity	0,02	0,780
Better relationships	0,04	0,616
Additional support	0,20	0,017
Longer-lasting effects	0,67	0,001
More physical activity	0,67	0,001
Scale value	0,46	0,001

The positive and statistically significant correlation with the overall scale score (r = 0.46) clearly indicates a positive relationship between teachers' readiness to implement exemplary teaching in outdoor education and their positive attitudes toward the effects of its implementation.

Therefore, Hypothesis 4 – that a higher level of perceived positive effects is associated with greater readiness to apply this approach – can be accepted**.**

Discussion

The results of this study provide significant insights into teachers' perceptions and attitudes regarding the implementation of exemplary teaching in outdoor education. The high level of agreement among teachers with statements highlighting the positive effects of this teaching model indicates a broad recognition of its educational potential. Teachers particularly emphasized that this approach contributes to greater student engagement, the development of critical thinking, higher motivation for learning, and longer-lasting knowledge retention**.** These findings are consistent with previous research highlighting the benefits of experiential and active learning in real-world contexts (Kolb, 1984; Rickinson et al., 2004).

The results also show that the majority of teachers (92.5%**)** expressed readiness to implement exemplary teaching in outdoor education, reflecting a high degree ofopenness to innovative didactic-methodical approaches. Although teachers are aware of organizational challenges, their willingness to experiment with alternative models indicates the potential for successful implementation, provided that adequate institutional and professional support is available.

Analysis of sociodemographic variables indicated that teacher gender does not represent a significant factor in shaping attitudes toward the effects of exemplary teaching. This uniformity in attitudes suggests that the perceived benefits of this model are universally recognized, regardless of gender. An interesting finding concerns differences related to teaching experience: although overall scale

values did not show statistically significant differences, teachers with more years of experience scored significantly higher on the variable related to expressing creativity in outdoor teaching. This difference may suggest that experience contributes to greater confidence and freedom in designing and implementing innovative methods, even though less experienced teachers demonstrate higher readiness to experiment.

A particularly significant finding is thepositive correlation between the perception of exemplary teaching effects and readiness for implementation. This result supports the hypothesis that teachers who recognize more benefits from this approach also demonstrate greater willingness to implement it**.** In this context, additional training and the promotion of successful examples of best practicescan serve as a stimulus for broader adoption of this approach in the teaching process.

Although the findings are encouraging, the obstacles identified by teachers in the questionnaire should not be overlooked, particularly with regard to organization, logistics, and institutional support. These aspects may serve as limiting factors in implementation, especially in schools lacking the infrastructure or support needed for outdoor teaching.

Conclusion

The study showed that primary school teachers largely recognize the educational, motivational, and social benefitsof exemplary teaching implemented in a natural environment. Their attitudes indicate the potential of this model to contribute to higher-quality and more engaging learning, as well as its relevance in the contemporary educational context, which increasingly emphasizes the integration of experiential, functional, and sustainable teaching practices.

Despite teachers' strong willingness to implement this approach, the realization of exemplary teaching in outdoor settings remains largely dependent on logistical, organizational, and systemic factors. In this regard, the following are recommended:

- Strengthening institutional support for such forms of teaching;
- Providing continuous professional development for teachers;
- Developing materials and manuals with concrete examples of activities;
- Designing more flexible curricula that allow interdisciplinary and research-based work in real-world contexts.

Future research could focus on longitudinal monitoring of the impact of exemplary teaching on students' academic achievement and competencies, as well as on the analysis of institutional support modelsthat enable sustainable implementation of this approach.

The results of this study can serve as supporting evidence for educational policies advocating for greater inclusion of active and experiential methods in education and as a foundation for developing guidelines to enhance teaching practice.

EGZEMPLARNA NASTAVA U PRIRODI: STAVOVI UČITELJA I SPREMNOST ZA PRIMENU

Rezime

U savremenim pedagoškim istraživanjima jedno od centralnih pitanja odnosi se na načine na koje se teorijska znanja mogu učiniti funkcionalnim, primenljivim i povezanim sa realnim životom učenika. U tom kontekstu, egzemplarna nastava i nastava u prirodi predstavljaju dva savremena pristupa koji se međusobno nadopunjuju i omogućavaju razvoj kompetencija potrebnih za celoživotno učenje, kritičko mišljenje i rešavanje problema u novim situacijama. Ovaj rad ispituje stavove učitelja o efektima realizacije egzemplarne nastave u prirodnom okruženju, sa posebnim osvrtom na njihovu percepciju uticaja na učenike, proces učenja i sopstvenu nastavnu praksu.

Egzemplarna nastava potiče iz nemačke didaktičke tradicije i utemeljena je na idejama Klafkija, koji je naglašavao značaj odabira reprezentativnih primera kao osnove za dublje razumevanje nastavnih sadržaja. Učenici kroz proučavanje suštinskih primera ne samo da stiču konkretno znanje, već razvijaju sposobnost izvođenja opštih principa i njihove primene u novim kontekstima. Ovakav pristup, zasnovan na konstruktivističkim teorijama učenja (Piaget, Vygotsky), podstiče aktivno i refleksivno učenje, analitičko promišljanje i transfer znanja. Egzemplarna nastava stoga favorizuje kvalitet nad kvantitetom znanja i osposobljava učenike da povezuju teorijsko i praktično, stvarajući temelje za dublje razumevanje i samostalno učenje.

Nastava u prirodi, sa druge strane, naglašava značaj neposrednog iskustva i učenja kroz kontakt sa stvarnim okruženjem. Brojna istraživanja (Rickinson et al., 2004; Dillon et al., 2006; Becker et al., 2017) potvrđuju da učenje u prirodi doprinosi ne samo kognitivnom razvoju, već i emocionalnoj stabilnosti, socijalnim veštinama i fizičkom blagostanju učenika. Kolbova teorija iskustvenog učenja (1984) pruža teorijsku osnovu za razumevanje ovog pristupa, naglašavajući ciklus iskustva, refleksije, konceptualizacije i eksperimentisanja. Nastava u prirodi, dakle, podstiče aktivno istraživanje, motivaciju, saradnju i ekološku svest učenika, a istovremeno povezuje različite nastavne oblasti u jedinstven obrazovni proces.

Integracijom egzemplarne nastave i nastave u prirodi postiže se sinergijski efekat – učenici kroz konkretne primere u prirodnom kontekstu dublje razumevaju međupredmetne veze i razvijaju kompetencije za 21. vek, poput kritičkog mišljenja, kreativnosti, saradnje i odgovornosti. Takav pristup

podstiče interdisciplinarno učenje i aktivno učešće učenika, ali zahteva i visoku pedagošku i organizacionu spremnost učitelja. Glavne prepreke identifikovane u literaturi odnose se na logističke izazove, nedostatak vremena, resursa i institucionalne podrške.

Prema Fullanu (2007) i Guskeyju (2002), uspeh obrazovnih inovacija zavisi od percepcije i spremnosti učitelja da ih implementiraju. Stavovi učitelja su od presudnog značaja, jer oni svojim uverenjima i iskustvom oblikuju način na koji se nove metode primenjuju u praksi. Pozitivna percepcija efekata egzemplarne nastave u prirodi može delovati kao snažan podsticaj za njenu implementaciju, dok skepticizam, nesigurnost i nedostatak podrške mogu predstavljati barijeru. Profesionalni razvoj, saradnička kultura škole i institucionalna podrška ključni su faktori koji olakšavaju prihvatanje i primenu inovativnih nastavnih pristupa.

Cilj istraživanja bio je da se ispita kako učitelji procenjuju uticaj egzemplarne nastave u prirodi na učenike, proces učenja i sopstvenu praksu. Istraživanje je sprovedeno u 2025. godini na uzorku od 147 učitelja osnovnih škola sa teritorije Beograda, Novog Sada, Kragujevca, Aranđelovca, Jagodine, Vranja i Novog Pazara, oba pola, sa različitim kategorijama radnog staža. Korišćen je upitnik zatvorenog tipa sa 12 tvrdnji ocenjenih na petostepenoj Likertovoj skali, koji je obuhvatio oblasti angažovanosti učenika, efikasnosti učenja, organizacionih poteškoća, odnosa među učenicima, kreativnosti učitelja i spremnosti za primenu ovog pristupa.

Statistička obrada uključila je deskriptivne i neparametrijske metode (Mann-Whitney test, Spearmanovu korelaciju), pri čemu je Cronbach's α iznosio 0,88, što ukazuje na visoku pouzdanost skale. Kriterijum statističke značajnosti bio je $p \leq 0,05$.

Rezultati su pokazali da učitelji izražavaju visok stepen slaganja sa tvrdnjama koje ukazuju na pozitivne efekte egzemplarne nastave u prirodi. Kod svih varijabli prosečne vrednosti su iznad 3,8, a kod većine iznad 4, što ukazuje na izrazito pozitivan stav. Najviše ocene dobijene su za tvrdnje koje se odnose na bolju organizaciju aktivnosti, dodatnu podršku učenicima, razvijanje boljih međuljudskih odnosa i fizičku aktivnost. Stepen spremnosti za primenu ovog pristupa iznosio je čak 92,5%, što govori o visokoj otvorenosti učitelja ka inovativnim metodama.

Korelaciona analiza pokazala je da postoji pozitivna i statistički značajna povezanost između spremnosti za primenu egzemplarne nastave u prirodi i percepcije pozitivnih efekata ($\rho = 0,46$, $p < 0,001$). Posebno visoke korelacije zabeležene su sa varijablama Longer-lasting effects *i* More physical activity *($\rho = 0,67$). To znači da učitelji koji veruju da ova metoda ima dugoročne i sveobuhvatne koristi pokazuju veću spremnost da je i primene u svojoj praksi.*

Dobijeni rezultati potvrđuju da egzemplarna nastava u prirodi ima visok potencijal za unapređenje obrazovnog procesa, što je prepoznato od strane većine učitelja. Prema njihovim procenama, ovakav pristup doprinosi većem angažovanju učenika, motivaciji, kritičkom mišljenju i trajnosti znanja. Ovi

rezultati su u skladu sa teorijskim okvirima iskustvenog i konstruktivističkog učenja, kao i sa brojnim empirijskim istraživanjima koja ukazuju na pozitivne efekte učenja u realnim, prirodnim kontekstima (Kolb, 1984; Rickinson et al., 2004; Louv, 2005).

Zanimljivo je da, iako su učitelji prepoznali organizacione izazove (transport, vreme, bezbednost, usklađivanje sa programom), njihova spremnost za primenu ostaje visoka. To ukazuje na značaj motivacije i lične posvećenosti učitelja kao ključnih faktora promena u obrazovanju. Iskusniji učitelji, prema rezultatima, češće izražavaju viši nivo kreativnosti u osmišljavanju aktivnosti, što može biti rezultat razvijenih metodičkih veština i veće samouverenosti u radu. S druge strane, mlađi učitelji pokazuju entuzijazam i otvorenost za eksperimentisanje, što može biti dragoceno za širenje inovativnih praksi.

Najvažniji nalaz odnosi se na potvrđenu hipotezu da pozitivna percepcija efekata vodi ka većoj spremnosti za implementaciju. Ovaj rezultat naglašava značaj profesionalne edukacije i deljenja primera dobre prakse, jer učitelji koji neposredno uoče koristi inovativnih metoda postaju njihovi najvažniji promotori. Istovremeno, jasno je da uspešna primena zavisi i od sistemske podrške – od fleksibilnosti kurikuluma, institucionalnih resursa do bezbednosnih i organizacionih protokola za rad u prirodi.

Istraživanje je pokazalo da učitelji visoko vrednuju egzemplarnu nastavu realizovanu u prirodi i prepoznaju njene pedagoške, motivacione i socijalne benefite. Ovakav model nastave doprinosi dubljem razumevanju, većoj angažovanosti učenika i razvoju međupredmetnih kompetencija. Učitelji pokazuju izraženu spremnost za implementaciju, ali ukazuju i na potrebu za jačom institucionalnom podrškom, dodatnim obukama i boljom organizacijom. Buduća istraživanja mogu se fokusirati na longitudinalno praćenje efekata egzemplarne nastave na učenike i na modele institucionalne podrške koji bi omogućili njenu širu primenu u praksi.

Ključne reči: primereno poučavanje, nastava u prirodi, učitelji, stavovi, primena

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