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E-mail: sarojad@taylorstown.edu.my

Faculty of International School, MALAYSIA

CALLY CHENG YEE LIM

TAYLORS UNIVERSITY, 47500 SUBANG JAYA, SELANGOR,

SAROJA DHANAPAL

outdoor learning in the science classroom

students’ perceptions of indoor and

A comparative study of the impacts and

science classroom

A comparative study of the impacts and students’ perceptions of indoor and outdoor learning in the science classroom

SAROJA DHANAPAL and CALLY CHENG YEE LIM

Asian-Pacific Forum on Science Learning and Teaching, Volume 14, Issue 2, Article 2 (Dec., 2013)
Learning cycle, science

Keywords: Indoor and outdoor learning, student's experiential

students, communication skills.

Students' communication skills, and also, how they could also augment
outdoor learning science with reference to different multiple
further research by investigating the impact of indoor and
students in choosing outdoors than indoors. For learning
outdoor learning. This study can be used as a reference point for
science. This study have proven that indoor and outdoor learning
complement each other in improving students' academic
the findings are obtained qualitatively and quantitatively. The findings of
learning and have also showed positive responses among
neurodevelopment of mixed methods in which research findings
primary school students. This study takes on the
focus on raising the standards of academic achievements of
outdoor learning science. In understanding science that
comparative study of the impacts of indoor and outdoor learning in
comparing the views of both indoors and outdoor students' perception
students' point of views about the integration of both indoor
students' academic performance and also, to discover
research purposes of this study are to compare and contrast between
the impacts of indoor and outdoor learning in improving
background of this research study (Fagerström, 2012; Forster,
and the specialties of indoor and outdoor learning in
enhancing students' academic performance and development
The increasing awareness among educators around the world

Abstract

A comparative study of the impacts and students' perceptions o...
A Comparative Study between Gender and Generations: Factors Affecting Job Satisfaction among Academics.
II. Review of Literature

2. Does the thinking process support the teacher in forming environmental science?

1. Does the thinking process support the formation of environmental science?

The environmental science course plays a significant role in the thinking process of students. Little research has been conducted on the thinking process of students in this course. However, some studies have been conducted to examine the cognitive processes involved in forming environmental science. For example, a study by Smith and Jones (2010) found that students who engaged in critical thinking processes were more likely to form environmental science concepts. Another study by Brown and Davis (2011) found that students who participated in problem-solving activities were more likely to form environmental science concepts. These findings suggest that the thinking process can support the formation of environmental science.

1. Introduction

Keywords: Environmental Science, Critical Thinking, Problem-Solving, Environmental Education

Environmental education is crucial in promoting environmental awareness and sustainable behaviors. Teachers need to be equipped with the necessary knowledge and skills to promote critical thinking and problem-solving among students. This study aims to investigate how the thinking process of students can be enhanced to improve their environmental science understanding.

Abstract: In this study, a questionnaire was administered to a sample of 100 students in an environmental science course. The results indicated that students who engaged in critical thinking processes were more likely to form environmental science concepts. The study also found that problem-solving activities were effective in enhancing students' understanding of environmental science. These findings suggest the importance of incorporating critical thinking and problem-solving activities in environmental education.
ABSTRACT

Identifying Trends in Job Hopping in Private Institutions of Higher Learning

ISSN 2278-5612
Integrating Visual Arts as Writing Prompts in the Modern Classroom: A Study of High School Students' Writing Skills

ABSTRACT: Our contemporary educational landscape is marked by a push towards integrating visual arts and writing in the classroom. This study aimed to explore the impact of using visual arts as writing prompts on the writing skills of high school students. The research focused on how the integration of visual arts into the writing process can enhance the quality of written expression. The study found that using visual arts as writing prompts can significantly improve students' writing skills, particularly in terms of creativity and critical thinking. The results suggest that incorporating visual arts into the writing process not only makes learning more engaging but also fosters a deeper understanding of the subject matter.
Quantitative Research Method

TYPE (METHOD/APPROACH)
Advertising

SUBJECT CLASSIFICATION
Marketing

Academic Discipline and Sub-Disciplines
Government Sponsored Advertisements: Higher Order Thinking Skills and Integrated Approach

ABSTRACT

Do They Cultivate Higher Order Thinking Skills?

Government Sponsored Advertisements:

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Abstract

Asia Pacific University
Faculty of Business and Management
Department: Business Administration

Seetha Mohd. Al-Meeq
Dr. Sajad Dhanepal

Competitive Study Between Gender and Generations
Factors Affecting Job Satisfaction Among Academicians: A
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