

EXPLORING THE PROCESS OF EDUCATIONAL VISITS IN PRIMARY SCHOOL EDUCATION: COMPARATIVE ANALYSIS OF STUDIES OF GROUNDED THEORY THROUGH THE FIELD OF CULTURAL COMMUNICATION

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Abstract

The educational visit, regardless of its multiple value functions and meanings, is a process of institutionalized education that takes place in places of cultural reference on the study program. It starts at school and ends at school with an intermediate phase in the Museum. It is therefore typically an educational and cultural experience.

However, it includes a series of activities that take place in different places in identity and philosophy, actions by people from two different scientific and professional fields, interactions by people who approach the process through different means and propose different goals, needs and motivations.

To the pluralism of the idiosyncratic framework of the educational visit is added the qualitative parameters of the treaty that are related to the person who participates and gives with his uniqueness a special imprint in the process, depending on his role

The comparative analysis of three studies on elementary school students, teachers and museum professionals attempted to provide an explanation by three different groups of subjects actively involved in an educational visit for the identity of the museum experience focusing on cultural heritage. Aim to highlight points of identification and differentiation to improve the effectiveness of the institution with emphasis on the goals of cultural communication. That is, how the educational visits as an institutionalized communication pillar of the cultural heritage contribute to the formation of attitudes of awareness raising, participation, and conscious participation of the participants

Keywords: educational visit, experience, education, cultural heritage, cultural communication

Introduction

The object of this article is to investigate the process of an educational visit to the Primary School, as an experience of education and culture, because the two concepts of education and culture are inextricably linked and in constant dialogue. It is detected, therefore, when the context of the educational visit, whether the experience of the process is offered and experienced with this view to the direct participants, students, teachers, museum professionals

For the first time in an empirically based theory research, a comparative analysis was attempted through the axial coding standards that capture the theory of the teachers, students and professional museums involved.

The points highlighted proposals for improvements in the level of communication policy of cultural spaces, but also in terms of central and regional educational and cultural policy. Cultural heritage has emerged as a dynamic means of communication with a pedagogical reference framework, crucial in terms of its utilization in formal education and in cultural organizations conditionally

2. Main part

The educational visits as they have been institutionalized for the students at the Primary School constitute a peculiar communication process with a pedagogical and cultural component. with degrees of freedom in its management.

They are a complex communication condition with a cultural and pedagogical character, but they are intertwined throughout the process. Cultural because the exhibited content of the museums acquires coherence and meanings for the recipients' visitors through the process of interpretation. (Papadaki,2016). Interpretation is based on the revelation of meanings and relationships. It is the disclosure of information through a mediation process that is creative and appealing to the recipients.

In addition, for modern museology the museum experience can be considered as a communicative-cultural act designed by experts and performed by visitors. As Hooper-Greenhill states, "both museum communication professionals and the public can be perceived as active creators of meaning with the field of meaning in constant fluidity" (Hooper-Greenhill, 1994).

They offer a product as mentioned in Vlassopoulou (2011) described in ethical and ideological terms "It is a purely communicative product because it circulates and promotes social conventions such as the common belief that it offers a unique experience by subverting everyday space and time through symbolic processes.» (p.10)

According to Athanasopoulou (2003) "the context of communication is multifaceted and multidimensional in cultural organizations than in other areas Understanding and describing a communication act is a complex process.

Awareness occurs with methods that aim to mobilize interest in the space either through information or through emotional, emotional stimuli with the result of choosing to visit this space.

Participation presupposes a visit to the site. It is an experience that is defined as interactive and includes the personal dimension, the social dimension, and the physical dimension. It is a mental, emotional, and physical involvement (Shweibenz, 1998, Tsiara 2008).

Awareness is that experience, where the visitor can practice his critical gaze and expand his aesthetic education. This is the last goal of communication which arises but also presupposes the other two mentioned above "(p.131).

School and Museum in the context of the constant redefinition of their role and mission when the condition of educational visits produce and offer experiences of education and culture that can be used as a narrative and creation of meaning both in the classroom and in the field of culture or two.

The institutional framework of educational visits while clearly defined by law in terms of procedural parameters (number of visits per school year, participating students, travel, approval minutes) at the same time remains vague and indeterminate in terms of critical stages of planning, planning, implementation, and assessment in the school unit and is left to the teachers' choices, their personal interests, and internal motivations.

The museum is an institution that is constantly changing within a cultural, historical, social, and scientific context that is differentiated. So based on the fluidity of his character, he suggests multiple readings and not immovable truths.

These readings are intertwined as an experience that summarizes the personal connections that are activated with the museum narratives, the sense of the atmosphere that is emitted in the museum environment and the active participation of the individual in the mental, bodily and spiritual field.

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The concept of experience is therefore subjective and co-formed holistically with multiple intervening factors that are not exclusively related to the individual experiencing the experience.

The process of educational visits has a pedagogical character as well, which as pointed out above is intertwined with the symbolic and interpretive processes and forms the pedagogical reference framework. As a concept, experience penetrates the Museum because of the influence of pedagogical theories, but also as an economic value from the field of business, as documented in more detail below.

The concept of experience is directly related to the pedagogical theory of J. Dewey (1938: 52): "Motivation for learning is created by experiences that activate the student and his activity and create conditions for other future experiences. Of value are the curious experiences that strengthen the initiative and create goals capable of making the person overcome the difficulties of the future processes that make sense to the student. It is important that the teaching is based on the needs and experiences of the children and that they play a decisive role in the organization of the process".

The experiential character of museum learning, as reported by Falk and Dierking (2000), has its origins in the early years of the museum's educational exploitation, especially under the influence of Dewey's views. The importance of experience, however, took on new dimensions in the early 1990s with the "interactive museum experience model" by Falk and Dierking (2000), the museum's orientation to visitors' leisure time.

As a result, the main issue of the museum-pedagogical practice was the acquisition of an attractive and memorable experience of the visitors. In this context, a discussion was developed about the type and character of this experience through the study of the elements

that determine it both in relation to the museum space and the individual and social dimension of the visit. In this discussion, the dominant theoretical reference is to date the constructivist theory from the pedagogical point of view (G.E. Hein 1995) and the cultural model of communication from the point of view of society (E. Hooper-Greenhill 1994). The recognition of the active visitor who constructs his own individual meanings, as a common place of the above theoretical approaches shifted the discussion to the individual, to experience and to learning.

As Falk and Dierking (1991: 136) state: "People learn through a continuous process of correlating past experiences with those of the present [...]. Learning is a dialogue between the individual and his / her social / cultural and physical environment, learning is a guided understanding effort for survival and prosperity in the world". In addition, it is noted that it is a unique personal experience, which is formed by both internal and external influences. In fact, learning is both a process and a product and is acquired through an accumulation of experiences arising from many different sources over time (Falk 2005).

In the course of time, the interaction of experience and learning and the space in which they take place have expanded the importance of experience, emphasizing the process.

Thus, as mentioned in Goutzeri (2017), learning is defined as the process that transforms experience and is a continuous process of transformation and not an independent entity that must be acquired or simply transmitted (Kolb 2014). Learning can take place in a variety of environments and outside the classroom (learning environments) such as the countryside, museums, zoos and science centers (Karnezou 2010: 16).

However, what mainly focused the museum on the visitor experience were the influences that shaped the current trends in the field of museology and cultural management based on the adoption of business practices to modernize the management and expand the audience. cultural organizations.

Experience has been studied through the prism of various scientific fields but never as a holistic communication approach in the process of an educational visit through the perspective of cultural communication that includes the policy of communication, interpretation, reception and production of high aesthetic quality cultural awareness, participation, the conscious attitude of the recipients of the dynamic value of every aspect of culture.

The concept of experience is therefore subjective in nature and co-exists holistically with multiple intervening factors that are not exclusively related to the individual experiencing the experience.

The process of educational visits has a pedagogical character as well, which as pointed out above is intertwined with the symbolic and interpretive processes and forms the pedagogical frame of reference.

2.1. Research method

A grounded theory design was used to investigate the research questions ... "Empirically grounded theory is a theory" of a process that explains an educational process of events, activities, actions and interactions that occur over time. Also because it is "data-based", it

provides a better explanation than a theory we borrow "already ready", because it responds to the situation, it really works in practice, it shows sensitivity towards people in an environment and it can represent all -complications we encounter in the process "(Creswell, 2015: .424) For this reason this method was chosen since the educational visits to the Primary School are clearly" an educational process of events, activities and interactions "in the time that arrives, with the institutional framework to be amended by treaty, up to Higher Education.

At present there is no theory on how the museum experience is perceived at the age of primary school students in the context of an organized school visit and how this process is experienced in the present (awareness and participation) and affects their relationship with the museum in the future and for life (awareness).

The method of empirically grounded theory enables the production of an intermediate level theory based on the data of the interviews per group of subjects. The theory explains the relationships that develop between the subjects of the research to the participants, that is, in the educational visit.

Three visual models of axial coding were produced for the students of the teachers and the professional museums, which with the central phenomenon of the museum experience showed correlations, identifications, differences in diagrams, and tables.

The systematic design of the grounded theory was utilized, which according to Creswell (2015) "emphasizes the use of open, axial and selective coding data analysis stages as well as the development of a logical model-visual presentation of the resulting theory" p. .426. The process of educational visits to the Primary School was examined in detail per group of subjects and 11 categories per group were finally identified in the data by the researcher. Categories are topics of basic information identified by the researcher and used to understand the process. Topics attribute actions and interactions between people (Creswell, 2015).

2.2. Research results

Totally 29 interviews of students, teachers and museum professionals were analyzed in all three groups of subjects

Individuals were selected who the researcher deemed to contribute effectively to the research until the saturation process occurs. "Saturation in Grounded Theory Research is a situation in which the researcher subjectively decides that new data will not provide new information or deeper knowledge about the categories being developed." 435 (Creswell, 2015). The search of the subjects followed the method of the avalanche with the criterion of their ability to contribute effectively to the research based on their experience and internal motivations.

The three grounded theories produced for the process of educational visits to the Primary School were presented with visual coding standards and with theoretical proposals that state to all three groups of subjects the relationship between six information frameworks. These frameworks are the following:

1. Causal conditions, ie the categories of conditions that affect the central category,
2. Context The specific conditions that affect strategies

3. Central category, ie the category-phenomenon that is selected as the basis of the theory
4. Intervening conditions the general contextual conditions that influence strategies
5. Strategies: The specific actions or interactions that are the result of the central phenomenon
6. Consequences: The results of the implementation of the strategies.

The central category in all three groups of subjects was the identity of the participants' experience that culminates in the museum through a symbolic process that is critically influenced by the contact points, the purpose of the visit, the depth of the experience and the relationship with the museum at all stages. To form the identity of the museum experience, communication strategies are necessary that are related to the needs of all participants, the satisfaction of the students outside the school norm, the management of the visit by the adults, their interdependent role in all stages of the process.

To capture the comparative analysis of the coding patterns and the theoretical propositions of the three fundamental theories comprehensively and synthetically, the results of the study led to two critical parameters for the process that was detected:

A. the cultural communication approach of the symbolic process of educational visits with convergence of interpretive and pedagogical practices with the condition of reciprocity from the school and the museum at all stages.

The theories produced by the methodology adopted in the qualitative research conducted, are short-range, as already mentioned, however the comparative study of all three groups of subjects with the identities and differences that emerged, lead beyond the perspective of the process as a symbolic system, at the same time in social interaction.

The term symbolic implies throughout the process at all stages, the semiotic approaches needed for their management the specialization of animators regardless of the school or museum space, regardless of the role of the institutional framework or the policy of the organization, whether they are teachers, whether they are museum professionals. The findings of the research per group of subjects, but also synthetic, emphasize the social interaction and the cultural symbols and tools, which are necessary for the person to adapt the various forms of knowledge to his daily life.

B. The systematic approach of the process with the development of the relationship at all levels. (Todoulou-Polemi, 2010, from the classroom to the school and the museum, to the community and the center, in order to achieve the desired influences directly on the participants Indirectly to the families, to the local community in the state, the synthetic evaluation of the findings by all participants in the process, highlights the effectiveness of the systemic approach to education and is directed to the necessity of starting from the field of application the educational visits.

The systems associated with the process of educational visits are schools, museums, the central and local authority, the family, the local community, the state. Nothing can be understood on its own, all elements are in a relationship interacting and co-defining.

The study found in many ways the criticality of the concept of the system, not only in the process itself, but also in the participants as organized wholes, and in the organizations involved on the visit, as environments.

5. Conclusions

Medium-range theories were produced, but the continuous and methodical critical dialogue of the findings with existing theories per group of subjects, comparatively and synthetically, gradually built the structural elements of the results of the present study, which indicates trends and opens windows for new fields of scientific study. The educational visits revealed a complex communicative pedagogical and cultural event that unfolds unexpected possibilities

☐ as a tool for converging national policies on education and culture

☐ as a pillar for the implementation of self-assessment policies in cultural and educational organizations

☐ as a field of application of synergies in the community for the formation of lifelong learning attitudes

☐ as a means of alleviating social inequalities through mutual feedback of formal, non-formal and non-formal learning

☐ as an important original pedagogical tool in a process of expression and communication in the field of education for the utilization of cultural heritage and all forms of contemporary artistic creation in education, with the interdisciplinary approach of cultural and pedagogical sciences with emphasis on Museology, Pedagogy, Communication. The specific conclusions and proposals included in a special chapter of the study.

The evaluation of the process of the educational visit highlights in its complex communication condition the necessity of training the participants in the correct use of symbols, both in verbal and non-verbal communication. Also, in their practice in interpretive techniques through various semiotic codes. In addition, the utilization of multimodality in all stages of the educational visit with a pedagogical reference framework empowers the didactics of animation and aesthetically frames the two-way communication between the participants. This strengthens the message and shapes the relationship between the educators' students and professional of museums. And pedagogical communication thus acquires characteristics that identify it with cultural communication and two-way

An educational visit process is a fruitful pedagogical cultural experience, according to the research findings, when it is based on the effective exchange of messages, within a strong mental and ethical communication framework, which surrounds the participants.

The process of educational visits emphasizes the remodeling of an open educational system, which will give priority to individuals as organized wholes, emphasis on functional belonging and connection, equal importance to the dynamic development of all its groups, a place to welcome change and the new, taking difference as wealth and error as feedback opportunity to improve the functioning of each system. Giving continuous and regular stimuli for live connection of space and time, for the co-evolution of all living parts of the system, with interaction in the small middle group connection to the plenary with animating tactics, so that there is an effective treatment of complexity at all levels and each system produces itself to stay alive)

6. Proposals for further research

The process of educational visits could be combined by observing the verbal and non-verbal interactions of the participants in all stages of the process but also with observation on focus groups, or by analyzing the content of evaluation reports in schools and museums.

It would be interesting to study respectively the process of educational visits to the Secondary and the Universities as provided respectively by the State.

The synergy of national policies for education and culture with a focus on cultural education in all forms of education as a strategy for the development and social cohesion of the country. Motivated by the school community. It would be interesting to study other groups of subjects such as representatives of collectives that offer educational and cultural activities. (parents' associations, cultural associations etc.

Also to explore how cultural education is supported by them in leisure and entertainment processes in art spaces (not only in the Museums) through cultural heritage and how formal education institutions at all levels can contribute effectively to this treaty framework through a national systemic convergence strategy

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