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Teacher Training Modules in The Ecological Education Project

This study aims to evaluate the effectiveness of the staff training application (C1) held in Denizli, Turkey, in March 2025, as part of the Erasmus project supported by the European Union, titled Ecological Education and Out-of-School Learning Activities (ECOL), and to introduce the modules used in this training.

The study was designed with a qualitative approach to examine the opinions of participants regarding the training activities and overall experience. The project involved 25 personnel: 7 who delivered the training and 18 teachers who received it. Modules such as digital learning environments, ecological empathy, drama in ecological education, ecological citizenship, and out-of-school learning environments were discussed during the training. The sample consisted of 18 teachers from different countries and disciplines. Data were collected through the “questionnaire on teacher training” created by the trainers and were voluntarily submitted via Google Forms.

Content analysis was used to analyze the qualitative data. Findings indicated that teachers gained positive and transformative experiences from drama, digital environments, and ecological empathy training. Drama training enhanced student-centered teaching methods by boosting teachers’ creative thinking and pedagogical flexibility.

Digital environment training improved teachers’ digital pedagogical skills and helped them incorporate Web 2.0 tools into classroom practice. Ecological empathy training raised awareness about forming emotional bonds with the environment and developing responsible environmental behaviors. Overall, these trainings enabled teachers to achieve multidimensional growth in their professional development.

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