

## EDUCATIONAL MATERIALS FOR FIELDWORK EDUCATION IN THE BOHEMIAN PARADISE PROTECTED LANDSCAPE AREA

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### Abstract

Fieldwork education constitutes a significant component of contemporary education. It fosters active student engagement and bridges theoretical knowledge with practical experience. The Bohemian Paradise Protected Landscape Area is a region rich in both natural and cultural heritage, making it an ideal location for educational activities. The aim of the presented research is to analyze the educational potential of instructional materials related to significant sites within this region and applicable in fieldwork education. The study employed field surveys, semi-structured interviews with representatives of relevant institutions, and content analysis of the collected materials. The results suggest that the analyzed materials can foster students' sense of place. Additionally, the article proposes specific recommendations to increase their interpretive value. The quality of educational materials can significantly influence the implementation of place-based learning, which aligns with the objectives of environmental education, such as fostering environmentally responsible behaviour of students.

**Key words:** sense of place, fieldwork education, place-based education, environmental education, landscape protection

### Introduction

The development of a relationship with the local region is one of the important goals of the educational process in Czechia (NPI, 2025). Research shows that a positive relationship to the place fosters students' pro-environmental behaviour (Cincera, Kroufek, Bogner, 2023), which is an important goal of environmental education (Heimlich, Ardoin, 2008), and essentially one of the main goals of contemporary education (UNESCO, 2020). Since students often develop their relationship with the local region through specific places within it, it is important to incorporate such places into the educational process. A suitable method for this implementation is to visit these places with students as part of fieldwork education. However, this raises a rather complex issue related to questions such as: Which educational objectives are appropriate to pursue at a given place, and how can this place be effectively used to achieve them? The curriculum provides guidance to educators in finding answers to these questions, as do the educational materials offered to teachers about the specific place.

Our goal was to create an overview of educational materials suitable for teaching in primary schools, focusing on significant places in the Bohemian Paradise. Another goal was to determine the meanings of these places conveyed by the materials and analyze their educational potential for the development of SOP. This overview can help educators effectively use these places in their education.

### Theoretical frameworks

#### *Place and sense of place*

A key concept for our research is *place*. In humanistic geography, *place* is understood as a space that has been given sense by an individual. The quality of this sense can be expressed through the concept of sense of place (SOP), which refers to the subjective and emotional connections that people form with places (Cresswell, 2004). In environmental and geography education, there are several conceptual frameworks for researching SOP, with the most common being the sub-concepts of place attachment and place meaning, as well as Bloom's dimensions of SOP (Rubáš, Matějček, Řezníčková, 2024).

#### *Place meaning*

In literature, *place meaning* is described as the symbolic significance attributed to a place by individuals (Kudryavtsev, Stedman, Krasny, 2012). These meanings can vary widely, as different people attribute different meanings to different places. Young (1999) emphasizes that these meanings are socially constructed, and we can distinguish between those who "produce" meanings (mediated/produced place meaning) and those who "consume" meanings (personal/consumed place meaning). According to this author, adjectives commonly used to describe places can serve as a means of expressing place meaning.

#### *Bloom's dimensions of SOP*

A further conceptual framework for understanding SOP draws on Bloom's educational taxonomy, as adapted by Li, Shein (2023). It encompasses three domains of learning: cognitive, affective, and psychomotor/behavioural. Although Bloom's taxonomy traditionally separates the psychomotor and behavioural domains, in the context of this study, these dimensions are considered together due to their close relationship in reflecting how physical actions and behaviors are shaped by and contribute to student's SOP. Both dimensions involve observable, physical responses to the environment, making them particularly relevant for understanding how individuals interact with and experience places.

### Research questions

Our research was guided by three research questions (RQ):

RQ 1) Which educational materials are provided about places in the Bohemian Paradise, significant for local primary school students?

RQ 2) What place meaning of the Bohemian Paradise do the provided materials convey?

RQ 3) What is the educational potential of the provided materials for the development of students' SOP?

### Methods

#### *The significant places*

The significant places of the Bohemian Paradise, from the perspective of local students, where we investigated and analyzed educational materials, were identified in previous research (Rubáš, Nejedlová, Matějček, 2024). A total of 17 places were involved (see Fig. 1).

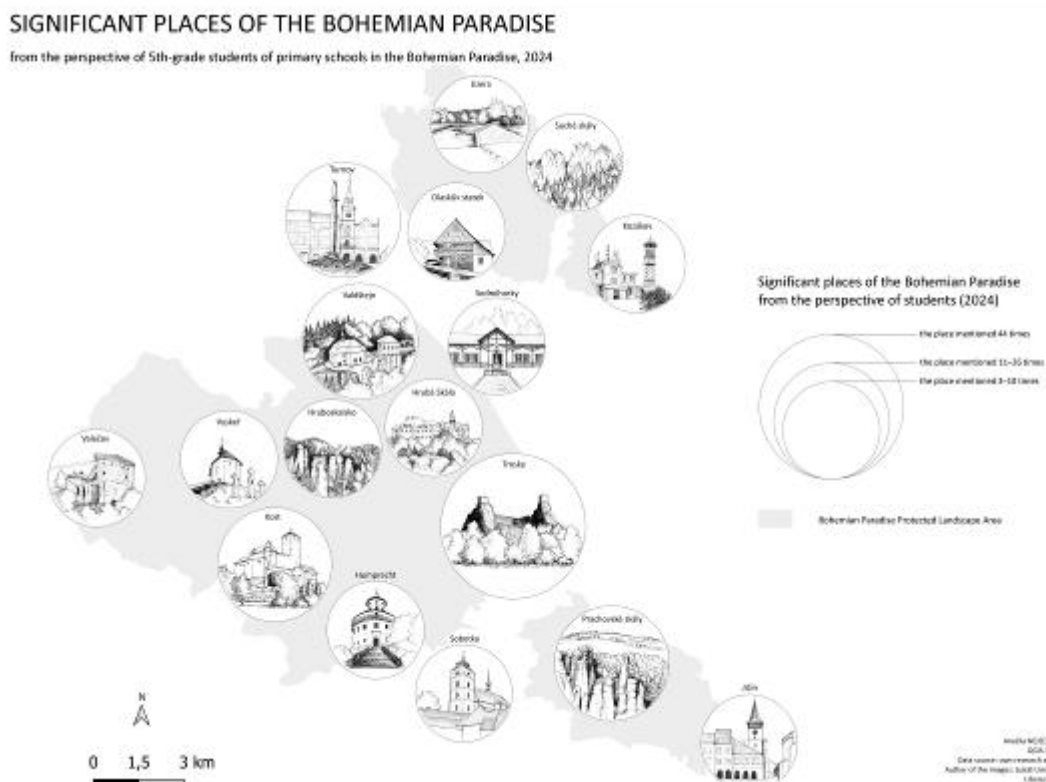


Fig. 1: Significant places of the Bohemian Paradise.

### Data collection and analysis

The data was collected in February 2025 through field visits to significant places in the Bohemian Paradise, interviews with local site managers, and online sources. In total, we obtained 40 different educational materials related to 13 significant places.

We then conducted a content analysis of these materials. We identified the types of materials, their scope, and their availability. This helped us answer RQ 1. To address RQ 2, we used a deductive content analysis: the identified meanings were categorized into nine main categories according to Rubáš, Nejedlová, Matějček (2024), and, drawing inspiration from Young (1999), we also explored general landscape meanings expressed through the adjectives used. For RQ 3, we analyzed the educational materials based on the place meaning they convey, their objectives, interactivity, and the use of the uniqueness of the place. We analyzed the educational objectives using Bloom's taxonomy, identifying how the goals incorporate the dimensions through which students' SOP can be developed (cognitive, affective, psychomotor/behavioural). Interactivity was analyzed in the context of the significant interactions with the environment that the materials enable for students. The uniqueness of the place was examined by assessing how the materials highlight and utilize specific characteristics of the place to enhance students' SOP.

## Results and Discussion

### Types of educational materials

All the analyzed educational materials are displayed in Table 1. Educational trails, legends, and worksheets prevail.

Tab. 1: List of educational materials.

Place		Title of the material	Scope of the material	Availability of the material
TROSKY	1	Trosky dětem	A3 worksheet + stickers	Trosky Castle (fee)
	2	Trosky školákům	A3 worksheet	Trosky Castle (fee)
	3	S pastelkami po hradu Trosky	A5 guide; 14 pages	Trosky Castle (fee)
	4	O Troskách	Legend (audio version)	<a href="https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti-ceskeho-raje/12-povesti-ceskeho-raje/o-troskach.html">https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti-ceskeho-raje/12-povesti-ceskeho-raje/o-troskach.html</a>
TURNOV	5	Za turnovskými drahokamy	A5 guide; 24 pages	Tourist Information Center Turnov
	6	Turnovský questík	Quest (A4 worksheet); route 1 km	Tourist Information Center Turnov
	7	Kdo naučil Turnováky brousit drahé kameny	Legend (audio version)	<a href="https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti-ceskeho-raje/12-povesti-ceskeho-raje/kdo-naucil-turnovaky-brousit-drahe-kameny.html">https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti-ceskeho-raje/12-povesti-ceskeho-raje/kdo-naucil-turnovaky-brousit-drahe-kameny.html</a>
	8	Procházka „Za turnovskými detaily“ 1, 2, 3	A4 worksheet; routes 2.5 km; 1.3 km; 1.6 km	Tourist Information Center Turnov
	9	Město drahokamů Turnov – průvodce (nejen) pro děti	A5 booklet; 10 pages	Tourist Information Center Turnov (fee)
	10	Turnov – Město drahého kamene a šperku	A4 guide + coloring pages; 15 pages	Tourist Information Center Turnov (fee)
	11	Drahé kameny	A4-sized worksheet	Bohemian Paradise Museum Turnov (fee)

			(foldable) + attachments	
	12	Horolezectví	A5 guide, 33 pages	Bohemian Paradise Museum Turnov (fee)
	13	NS Josefa Pekaře	Educational trail (4 km); 6 stops	<a href="https://mapy.cz/s/japetazeru">https://mapy.cz/s/japetazeru</a>
	14	Zámecká NS Turnov–Hrubý Rohozec	Educational trail (3.2 km); 7 stops	<a href="https://mapy.cz/s/peduhadoru">https://mapy.cz/s/peduhadoru</a>
	15	Po stopách židovství v Turnově	Educational trail (3 stops)	<a href="https://mapy.cz/s/badufozuca">https://mapy.cz/s/badufozuca</a>
	16	Kamenářská stezka	Educational trail (9 stops)	<a href="https://mapy.cz/s/podafazavu">https://mapy.cz/s/podafazavu</a>
<b>KOST</b>	17	NS Plakánek	Educational trail (1.4 km); 11 stops	<a href="https://mapy.cz/s/fusadulama">https://mapy.cz/s/fusadulama</a>
	18	O Kosti	Legend	<a href="https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti/18-povesti-z-pohlednicovych-karet/o-kosti.html">https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti/18-povesti-z-pohlednicovych-karet/o-kosti.html</a>
	19	Putování Plakánkem, krajinou zrozenou ve vodě	Methodology 57 pages; route 4 km	<a href="http://www.sevceskyraj.cz/web_files/prilohy/678/METODIKA_PUTOVANI%20PLAKANKEM,%20KRAJINU%20ZROZENOU%20VE%20VODE.pdf">http://www.sevceskyraj.cz/web_files/prilohy/678/METODIKA_PUTOVANI%20PLAKANKEM,%20KRAJINU%20ZROZENOU%20VE%20VODE.pdf</a>
<b>PRACHOVSKÉ SKÁLY</b>	20	NS Pelíšek	Educational trail (1 km); 9 stops	<a href="https://mapy.cz/s/hetahefema">https://mapy.cz/s/hetahefema</a>
	21	O Pelískovi	Legend (audio version)	<a href="https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti-ceskeho-raje/12-povesti-ceskeho-raje/o-peliskovi.html">https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti-ceskeho-raje/12-povesti-ceskeho-raje/o-peliskovi.html</a>
<b>JIČÍN</b>	22	Rumcajsova stezka	A4 worksheet; route 12 km	Tourist Information Center Jičín
	23	Cipískova stezka	A4 worksheet; route 3 km	Tourist Information Center Jičín
	24	S dráčkem po Jičíně	A5 guide; 32 pages	Tourist Information Center Jičín (fee)
	25	Jičín	Legend	<a href="https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti/18-povesti-z-pohlednicovych-karet/jicin.html">https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti/18-povesti-z-pohlednicovych-karet/jicin.html</a>
	26	Za příběhem sopek v krajině Jičínska	Methodology 52 pages; route 6.5 km	<a href="http://www.sevceskyraj.cz/web_files/prilohy/678/METODIKA_ZA%20PRIBEHEM%20SOPEK%20V%20KRAJINE%20JICINSKA.pdf">http://www.sevceskyraj.cz/web_files/prilohy/678/METODIKA_ZA%20PRIBEHEM%20SOPEK%20V%20KRAJINE%20JICINSKA.pdf</a>
<b>KOZÁKOV</b>	27	NS Kozákov + geologická stezka	Educational trail (2.8 km); 9 stops	<a href="https://mapy.cz/s/cucovelura">https://mapy.cz/s/cucovelura</a>
<b>HUMPRECHT</b>	28	O hadí studánce	Legend (audio version)	<a href="https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti-ceskeho-raje/12-povesti-ceskeho-raje/o-hadi-studance.html">https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti-ceskeho-raje/12-povesti-ceskeho-raje/o-hadi-studance.html</a>
<b>HRUBÁ SKÁLA</b>	29	O Hrubé Skále a Černém rytíři	Legend (audio version)	<a href="https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti-ceskeho-raje/12-povesti-ceskeho-raje/o-hrube-skale-a-ernem-rytiri.html">https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti-ceskeho-raje/12-povesti-ceskeho-raje/o-hrube-skale-a-ernem-rytiri.html</a>
<b>SEDMIHORKY</b>	30	Dětská lesní NS Sedmihorky	Educational trail (3.5 km); 17 stops	<a href="https://mapy.cz/s/bomacocore">https://mapy.cz/s/bomacocore</a>
	31	Průvodce Dětskou lesní NS Sedmihorky	A5 guide; 18 pages	Sedmihorky Autocamp

	32	Ze dna moře vzhůru	Quest (A4 worksheet); route 3 km	<a href="http://www.sevceskyraj.cz/quest-neboli-hledacka">http://www.sevceskyraj.cz/quest-neboli-hledacka</a>
<b>JIZERA</b>	33	NS Průlom Jizery u Rakous	Educational trail (7 km); 7 stops	<a href="https://mapy.cz/s/kapahonubo">https://mapy.cz/s/kapahonubo</a>
<b>HRUBOSKALSKO</b>	34	NS Hruboskalsko	Educational trail (7 km); 16 stops	<a href="https://mapy.cz/s/gerusezeru">https://mapy.cz/s/gerusezeru</a>
	35	Čertova ruka	Legend	<a href="https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti/18-povesti-z-pohlednicovych-karet/certova-ruka.html">https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti/18-povesti-z-pohlednicovych-karet/certova-ruka.html</a>
	36	Čteme historii z pískovce	Methodology 54 pages; route 4 km	<a href="http://www.sevceskyraj.cz/web_files/prilohy/678/METODIKA_CTEME%20HISTORII%20Z%20PISKOVCE_HRUBOSKALSKO.pdf">http://www.sevceskyraj.cz/web_files/prilohy/678/METODIKA_CTEME%20HISTORII%20Z%20PISKOVCE_HRUBOSKALSKO.pdf</a>
<b>VYSKEŘ</b>	37	Vyskeř	Legend	<a href="https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti/18-povesti-z-pohlednicovych-karet/vysker.html">https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti/18-povesti-z-pohlednicovych-karet/vysker.html</a>
	38	Informační tabule	4 panoramic boards; 1 information board	<a href="https://mapy.cz/s/bededoguge">https://mapy.cz/s/bededoguge</a>
<b>VALEČOV</b>	39	Dětská NS Příhrazskými skalami	Educational trail (9 km); 18 stops	<a href="https://mapy.cz/s/bodupupaca">https://mapy.cz/s/bodupupaca</a>
	40	Valečov	Legend	<a href="https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti/18-povesti-z-pohlednicovych-karet/valecov.html">https://www.ceskyrajdetem.cz/cs/za-povestmi-ceskeho-raje/povesti/18-povesti-z-pohlednicovych-karet/valecov.html</a>

#### *Place meaning conveyed by the materials*

Table 2 shows the place meaning conveyed by the individual materials. All the categories of meanings identified in the previous study (Rubáš, Nejedlová, Matějček, 2024) are represented. The meanings conveyed by the materials are a certain combination of the meanings provided by textbooks and those attributed to the Bohemian Paradise by the students themselves. Fig. 2 displays the most common adjectives used in the educational materials (approximately the top 5%). Here too, it represents a combination of meanings conveyed by the textbooks and the personal meanings of the students.

Tab. 2: Place meaning as mentioned in educational materials.

Place meaning (Category)		Produced place meaning (as mentioned in educational materials)
<b>Cultural</b>	<b>Tangible</b>	Castles; chateaux; ruins; sacral architecture; archaeological finds; statues; villages; towns; monuments; folk architecture; museums; books; baroque-designed landscape; rock dwellings; paintings
	<b>Intangible</b>	History; legends; myths; stories; Czech national anthem; fairy tales; Rumcajs; poems; traditions; reading culture
<b>Natural</b>	<b>Natural environment</b>	Nature; forests; mountain ranges; ponds; barks; alleys; springs; lakes; reservoirs; parks; rivers; pastures; wells; meadows; fields; streams; orchards; wetlands; game reserves; arboretum
	<b>Biotic nature</b>	Fauna; flora; fungi; spring aspect; animal families; biotope trees; habitat of plants and animals
	<b>Abiotic nature</b>	Rock towers; gorges; water; air; rock towns; weather; rocks; ancient sea beds; erosion; sandstone; caves; volcanoes; basalt; valleys; minerals; karst system; sand; stones; lava vents; fossils; rocks; travertine
<b>Institutional</b>		Protected landscape areas; the boundary of the Central Bohemian, Liberec, and Central Bohemian regions; geopark
<b>Economic</b>	<b>Primary</b>	Feeders; soil; rock mining; quarries; building stone; gemstone deposits; forest management; agriculture
	<b>Secondary</b>	Jewelry production; gemstone cutting; gravel production; sculpture; Czech garnet; railways; glass composite production; water energy; brewing; artificial crystal cultivation; stonemasonry; craftsmanship
	<b>Tertiary</b>	Sports; hiking; cycling tourism; canoeing; roads; educational trails; theater; cinema;

		schools; restaurants; pubs; swimming pools; observatory; cultural events; look-out towers; rock climbing; trails; trips; campsite; spas; libraries
<b>Aesthetic</b>		Viewpoints; views; scenery
<b>Home</b>		Home; knowledge of one's landscape
<b>Emotional, Affective, Value-based</b>		Beauty; wealth; sorrow; safety; tranquility; dreaming; paradise; love; humility; truth; peace; protection; loving behavior; friendship; understanding; harmony; happiness; comfort; silence; purity; genius loci; grace; charm; abundance; mystery; the unknown; scent; elegance; vibrancy; rest; contemplation; fragrance
<b>Social</b>		Natives; friends; companions; local people; tourists; saints; climbers; noble families; notable figures; artists
<b>Other</b>		Vandalism; litter; damage to rocks; carving into rocks

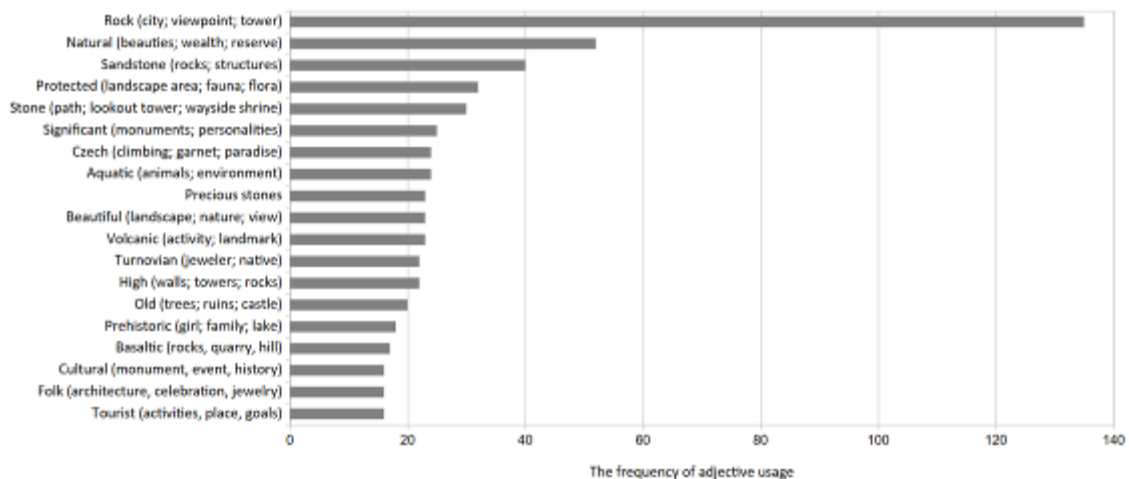


Fig. 2: The most frequently mentioned adjectives in the educational materials.

#### *The educational potential of materials for the development of SOP*

Table 3 shows that the educational materials are primarily focused on cognitive objectives (while MŠMT, 2020 emphasizes the need for a balance between social-emotional and cognitive development). They could be more interactive, as this would engage students in deeper exploration and foster a more active relationship with the environment. They could also be more connected to the uniqueness of the place, emphasizing specific features and characteristics that would strengthen students' SOP and encourage a stronger emotional connection to the local environment.

Tab. 3: The potential of educational materials for the development of SOP.

Place		Place meaning (Category)	Bloom's Taxonomy Objectives	Interactivity	Uniqueness of the place
Trosky	1	Cultural – tangible, intangible; natural – biotic nature, abiotic nature; economic – tertiary; social			
	2	Cultural – tangible, intangible; natural – biotic nature, abiotic nature; economic – tertiary; aesthetic; social			
	3	Cultural – tangible, intangible; natural – biotic nature, abiotic nature; institutional; economic – tertiary; aesthetic; emotional, affective, value-based; social			
	4	Cultural – tangible, intangible; natural – natural environment, abiotic nature; aesthetic; emotional, affective, value-based; social			
Turnov	5	Cultural – tangible, intangible; natural – natural environment, biotic nature, abiotic nature; institutional; economic – secondary, tertiary; aesthetic; social			
	6	Cultural – tangible, intangible; natural – abiotic nature; institutional; economic – secondary, tertiary; social			
	7	Cultural – tangible, intangible; natural – natural environment, biotic nature, abiotic nature; economic –			



[illegible]

### Limitations

**Limitations**  
This study has several limitations. First, we were unable to gather educational materials from all places due to the absence of materials or limited opening hours of the relevant institutions. Additionally, the content analysis of the educational materials was, to some extent, influenced by the researchers' subjective opinions. This may have affected the objectivity of the evaluation and the recommendations.

## Conclusion and Recommendation

Despite its limitations, the results of our research provide insight into the issue of didactic materials in the context of shaping students' SOP. We consider the development of students' SOP to be very important, as research shows that SOP fosters pro-environmental behaviour (Cincera, Kroufek, Bogner, 2023; Sedawi, Assaraf, Reiss, 2021), which is a key goal of environmental education (Heimlich, Ardoin, 2008).

The key findings of our research can be summarized in the following points, which form the basis for our recommendations.

- The materials convey a wide range of meanings that are well-utilized in education. We recommend that teachers incorporate more educational materials from their local region to support the development of students' SOP.
- The materials emphasize cognitive objectives. We recommend that creators of educational materials also consider affective and psychomotor/behavioural objectives more.
- The materials are partially interactive and partially utilize the uniqueness of the given place. We recommend that creators of educational materials incorporate interactive elements more frequently into primary education materials and utilize more of the specifics and uniqueness of the place.

The results of our analysis can serve as a basis for the further development of educational materials and the support of fieldwork education. Ultimately, this can lead to more effective shaping of students' SOP and, therefore, their pro-environmental behaviour.

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