**Practical Mathematics Implementations Beyond the Classroom: Distance Teacher Education**

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Mathematics is a natural part of our lives; however, the inability to associate it with daily life features during the education process causes students to perceive mathematics as abstract and boring, difficult or complicated. Using nature as a classroom environment can promote a positive attitude by creating an atmosphere of fun, adventure and exploration while providing an opportunity to identify and solve problems in a joyful way of learning. Botanic gardens play a crucial role in supporting teachers by providing opportunities for informal learning about nature. The aim of the study is to raise awareness and to encourage teachers to carry their classes to nature with the help of the practical examples; to inspire them, to provide convenience while dealing with the mathematics curriculum and to help to reduce the negative perceptions of students regarding mathematics by taking advantage of nature. Another focus is to open a space for teachers from different disciplines to evaluate outdoor mathematics practices, where they can experience learning together and at the same time to create a gradually growing 'outdoor mathematics learning community' model. It is a blended education that combines online and distance education with a peer learning method that enables mutual development. Target group was defined from among 1st-8th grade teachers of the various branches or mathematics, from Turkey's different provinces, with the participation of 80 teachers after the pilot group of 6. Some of the headings are as follows; symmetry, shapes, spatial relationships, measuring, pattern-golden ratio, Fibonacci sequence-, data processing, algebra; basic concepts in geometry; numbers and operations. By using questionnaire, mind map, discussion and opinion board as the various assessment methods, we have evaluated the content, the method and expectations of the teachers, and their perception levels before and after, as well.

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