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The Role of Field Excursions in Linking Theoretical Knowledge with Real-World Geographical Phenomena

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Abstract

This qualitative case study explored the role of field excursions in connecting theoretical geography knowledge with real-world phenomena, as perceived by B.Ed Humanities student teachers at a South African university. Grounded in David Kolb's Experiential Learning Theory (ELT) and Lee Shulman's Pedagogical Content Knowledge (PCK), the study sought to understand how these excursions contribute to effective teacher preparation. Data was collected via a Google Form questionnaire from 20 purposively sampled third-year students (P1-P20) who had recently completed a field excursion. Thematic analysis revealed four key findings: field excursions act as a vital bridge between theory and practice, provide a crucial opportunity for visualisation and concrete experience, foster holistic and contextual understanding, and build participants' confidence. The findings confirm that field excursions serve as a foundational Concrete Experience (ELT) that is essential for developing the specialized knowledge required for teaching (PCK). The study concludes that field excursions are an indispensable pedagogical tool for preparing competent and confident geography educators within the unique South African context, offering rich, lived experiences that cannot be replicated in a classroom.

Keywords: *Field Excursions, Experiential Learning, Pedagogical Content Knowledge, Geography Education.*

Introduction

Field excursions are widely recognized as an essential component of Geography education, providing students with opportunities to observe, investigate, and interact with real-world geographical phenomena beyond the confines of a lecture hall. Field excursions bridge theoretical knowledge acquired in lectures and the practical understanding necessary for effective teaching. (Shotemirovna, 2025). In this study, field excursions refer to structured educational visits to natural, urban, or socio-cultural sites where students observe, collect data, and analyze geographical features and processes. Theoretical knowledge is the conceptual understanding of geographical principles, models, and frameworks acquired through formal coursework (Havelková & Hanus, 2022), whereas "real-world geographical phenomena" denote observable physical, human, and environmental processes occurring in the natural or built environment that exemplify theoretical concepts (Cresswell, 2024). This study situates itself within the broader discourse of experiential learning and teacher education, emphasizing the transformative potential of experiential engagement in Geography teaching and learning.

The academic importance of field excursions in geography education has been widely acknowledged in global and South African literature, viewed as instrumental in promoting active learning, engagement, and the linking of abstract concepts to practical realities. Existing studies highlight the potential of field excursions to enhance student teachers' pedagogical content knowledge (PCK) and improve their readiness to teach geography effectively (Kim, 2020). There are notable gaps and inconsistencies in how these benefits are realised and understood within the South African B.Ed context. While some research underscores the transformative impact of field excursions on student understanding and motivation, other studies reveal challenges such as limited access to quality field experiences, logistical constraints, and the variable integration of theoretical frameworks during such excursions (Dale & Ritchie, 2020). These contradictions point to a fragmented understanding of how field excursions concretely bridge theory and practice, especially for student teachers preparing to educate diverse and resource-constrained classrooms in South Africa.

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Significant controversies remain concerning the optimal design, frequency, and pedagogical framing of field excursions that best foster meaningful learning outcomes. Some scholars argue for more frequent and immersive fieldwork experiences integrated with reflective practices, while others question the cost-effectiveness and practical feasibility within under-resourced teacher education programs. There is also debate regarding the assessment of learning gained through field excursions, with a need for more rigorous qualitative and quantitative evaluation methods that capture the complexity of experiential learning processes. This paper addresses these gaps through an in-depth qualitative investigation of how South African B.Ed Humanities student teachers perceive and utilise field excursions to link their theoretical geography knowledge with real-world phenomena, offering context-sensitive insights and recommendations.

The core research problem guiding this study is to understand the role and effectiveness of field excursions in facilitating the connection between theoretical geography knowledge and real-world geographical phenomena. The main research question is: *How do field excursions link theoretical knowledge with real-world geographical phenomena in the learning experiences of South African B.Ed Humanities student teachers?* . The study aims to explore student teachers' perceptions, challenges, and learning processes related to field excursions to inform improved pedagogical practices and curriculum design in geography teacher education. This research is situated within a qualitative paradigm, focusing on the lived experiences of student teachers to generate a rich, contextualised understanding relevant to South African higher education.

Literature Review

Introduction

This literature review synthesizes key academic scholarship on the role of field excursions in geographical education, specifically focusing on their pedagogical value for B.Ed Humanities student teachers. The review examines existing research on how student teachers perceive these experiences, the challenges and opportunities they encounter, and the recommendations proposed in the literature for enhancing such activities. It also establishes this study's theoretical framework, drawing on two foundational educational theories to ground the research questions and methodology. By critically analysing the existing body of knowledge, this review identifies the gaps that this paper aims to address, particularly within the unique socio-educational context of a South African university.

The Perceived Role of Field Excursions in Linking Theoretical and Real-World Knowledge

Field excursions are widely celebrated in pedagogical literature as a cornerstone of effective geographical education (Golightly, 2025). They are viewed as the primary mechanism for bridging the chasm between abstract concepts taught in a classroom and their tangible, real-world manifestations. Research by Schulze, (2021), for instance, underscores that hands-on experiences are crucial for developing a deep conceptual understanding of geographical phenomena, which cannot be achieved solely through static maps, diagrams, or lectures. For student teachers, this is doubly important; not only do they need to understand the content, but they also need to develop the pedagogical content knowledge to teach it effectively. The excursion serves as an inquiry-based learning model, allowing them to witness and participate in the processes they will later facilitate (Drápela, 2022). They observe how a textbook concept, such as river erosion or urban land-use patterns, plays out in a dynamic, living environment.

Student teachers often perceive field excursions as vital for building their confidence and professional identity (Nundy, et al., 2020). The literature suggests that direct engagement with the environment transforms their role from passive learner to active investigator and, ultimately, to a competent facilitator (Lombardi, et al., 2021). Studies by Glogger-Frey, et al., (2022) indicate that student teachers who participate in well-structured field trips report increased self-efficacy in designing and leading similar activities in the future . This is particularly relevant in South Africa, where student teachers must be prepared to navigate diverse and complex geographical landscapes, from informal settlements to ecologically sensitive areas (Fleischmann & van der Westhuizen, 2020; Mutesasira & Marongwe, 2025). The opportunity to physically

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engage with these spaces allows them to develop the contextual awareness necessary to teach geography in a relevant and meaningful way to a diverse student body.

Challenges and Opportunities During Field Excursions

Despite the acknowledged benefits, implementing field excursions in teacher education is challenging. The most frequently cited obstacles are logistical and financial. These include the significant costs associated with transport, accommodation, and entry fees, which can be prohibitive for institutions and students. Time constraints are also a significant issue, as academic calendars are often packed, making it difficult to allocate sufficient time for meaningful, multi-day excursions. The literature also highlights issues related to risk assessment and safety, which require careful planning and can place a heavy burden on academic staff. In the South African setting, these challenges are amplified by distance, infrastructure, and socio-economic disparities among students, creating inequities in access to these valuable learning experiences.

These challenges also present significant opportunities for innovation and pedagogical growth. The literature on experiential learning and blended approaches suggests that educators can leverage technology to mitigate some of these barriers. For example, virtual field trips offer a cost-effective and time-efficient alternative, allowing student teachers to "visit" geographically distant or inaccessible sites (Hurrell, et al., 2025). Moreover, the planning and execution of field excursions can become a powerful learning opportunity in itself. Student teachers can be involved in the logistical and risk assessment process, thereby gaining practical skills in curriculum design and real-world problem-solving. These activities provide a structured environment to apply theoretical knowledge and develop the critical thinking skills required to adapt their teaching to the unpredictable nature of an outdoor classroom.

Recommendations for Enhancing the Integration of Field Excursions

Based on synthesizing the challenges and opportunities, the literature offered several key recommendations for enhancing the design and integration of field excursions in geography teacher preparation. One primary recommendation is the need for greater curricular integration. Instead of being an isolated event, field trips should be systematically woven into the curriculum, with clear links to specific learning outcomes and assessment criteria (Jones & Washko, 2022). This ensures that the excursion is not merely a sightseeing trip but a focused, purposeful academic activity. Adopting a scaffolded approach to field-based learning, where student teachers' responsibilities gradually increase over their program. For example, first-year students might act as observers, while final-year students lead in planning and leading excursion segments.

The literature strongly advocates for using technology to enhance the learning experience. This includes using geographic information systems (GIS) and global positioning systems (GPS) during the excursion to collect and analyse data in real-time. Post-excursion, digital platforms can be used for reflection, collaboration, and presenting findings. For the South African context, where geographical challenges are often stark, incorporating tools for data collection on environmental degradation or urban sprawl can empower student teachers to address pressing local issues. These pedagogical shifts are crucial for preparing educators who are knowledgeable about geography and skilled in creating dynamic, relevant, and engaging learning experiences for their future students.

Theoretical Framework

This study is grounded in two complementary theories of learning: David Kolb's Experiential Learning Theory (ELT) (1984)and Lee Shulman's Pedagogical Content Knowledge (PCK) (Shulman, 1986). ELT provides a powerful framework for understanding how individuals learn from hands-on experience. Kolb (1984) proposed a cyclical process involving four stages: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE). A field excursion perfectly embodies this cycle: student teachers have a Concrete Experience by physically interacting with a geographical site; they then engage in Reflective Observation by discussing their observations and feelings; they proceed to Abstract Conceptualization by linking their field observations to theoretical geographical

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models; finally, they engage in Active Experimentation by applying their newfound knowledge to new situations or by designing a lesson plan based on their experience.

This study also draws on Shulman's concept of Pedagogical Content Knowledge (PCK), which posits that a teacher requires a unique body of knowledge beyond simple subject matter expertise (Shulman, 1986). PCK is a specialised form of knowledge for teaching, and a field excursion provides the perfect opportunity for student teachers to develop it (Ekiz-Kiran, et al., 2021). They must consider not only what they are seeing (the content) but also how they would teach it to a specific group of learners (the pedagogy) (Giroux, 2024). For example, a student teacher on an urban geography field trip must think about simplifying complex concepts like urban land use for a high school class, anticipating common student misconceptions, and selecting appropriate teaching strategies for an outdoor environment. The excursion becomes a laboratory for developing this fusion of subject matter and teaching practice.

Figure 1 shows the correlation of these theories to the study. These two theories work to provide a comprehensive lens for this study. ELT describes the learning process from experience, while PCK explains the specific type of knowledge being developed. The combination of these frameworks allows for an analysis that accounts for both the student teacher's internal cognitive processes and the field excursion's external social dynamics.

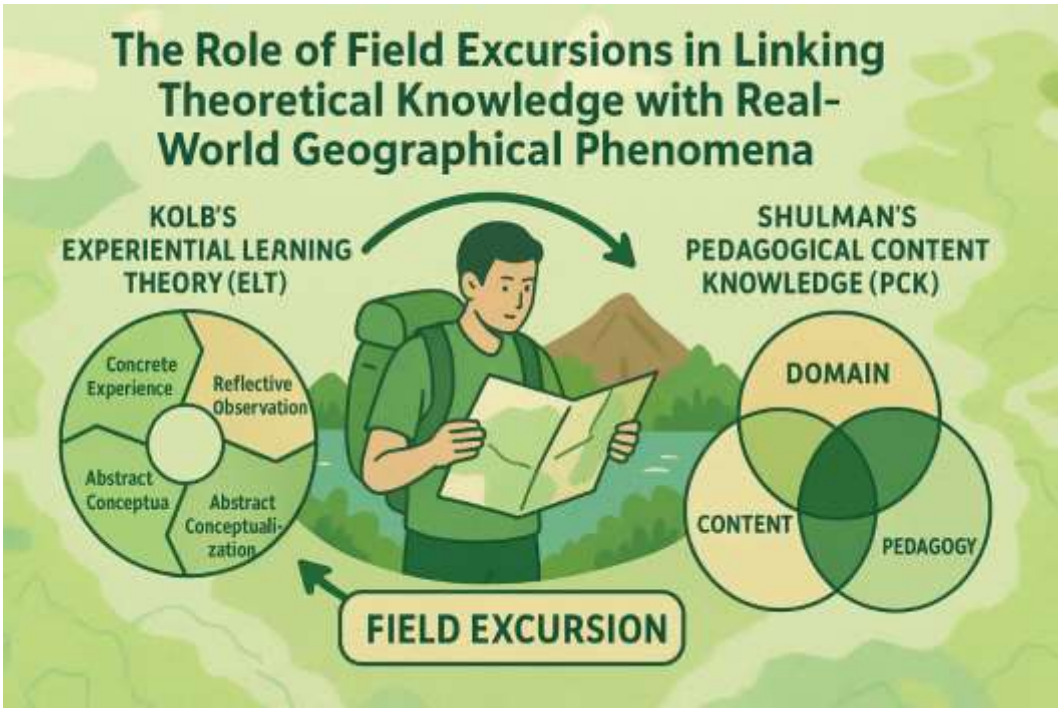

Figure 1: The correlation of these theories to the study (Author, 2025)

This integrated approach ensures that the research captures the holistic nature of the learning experience, from the individual's first-hand encounter with the environment to the collaborative knowledge-building within the group. By applying these theories, this study aims to provide a robust and nuanced understanding of how field excursions can be optimised to produce confident and effective geography educators.

Research Methodology

Research Paradigm

This study is underpinned by an interpretivist paradigm, which posits that social reality is constructed through human interaction and is best understood by exploring the subjective experiences and perceptions

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of individuals (Alharahsheh & Pius, 2020). This paradigm was chosen because the research aims to understand the nuanced and deeply personal experiences of B.Ed Humanities student teachers and their perceptions of the value of field excursions. Instead of seeking objective, generalizable truths, the interpretivist approach allows for a rich, qualitative exploration of how participants make sense of their learning, bridging the gap between theoretical geographical knowledge and real-world phenomena.

Research Approach

A qualitative research approach was adopted for this study, as it is the most suitable method for investigating the subjective perceptions and in-depth experiences that are central to the research question. The qualitative method allows for a detailed exploration of participants' feelings, beliefs, and opinions in their own words (Tracy, 2024). This approach enables the researcher to understand the participants' learning journey during the field excursion, capturing the complexities and nuances of their experience that would be lost in a more rigid, survey-based design. The use of qualitative data ensures that the findings are rich, contextual, and directly tied to the participants' perspectives (Lim, 2025).

Research Design

The study used a descriptive case study research design. This design was selected because it facilitates an in-depth investigation of a specific, contemporary phenomenon the field excursion experience within its real-world context, which in this case is a specific South African university (Hancock, et al., 2021). By focusing on a single, bounded system (the cohort of B.Ed Humanities student teachers), a case study allows for collecting rich, contextual data, providing a detailed description and analysis of the participants' experiences.

Population and Sampling

The population for this study comprised all third-year B.Ed Humanities student teachers at a specific South African university who were registered for geography teaching and content modules. A purposive sampling method was used to select 20 participants from this population. This sampling technique was chosen because the researcher needed to select individuals with specific knowledge and experience directly relevant to the research topic (Andrade, 2021). The 20 participants, who had recently attended a field excursion as part of their curriculum, were chosen to ensure that the data collected was rich, relevant, and based on their recent, first-hand experiences.

Data Collection

Data was collected through a Google Form questionnaire. This method was chosen for its efficiency and accessibility, allowing the researcher to gather data from multiple participants quickly and from various locations, which is particularly useful in a university setting. The questionnaire consisted of open-ended questions. The open-ended questions allowed for detailed, qualitative responses on their experiences, challenges, and opportunities during the field excursion. This approach ensured that the data collected was structured for initial analysis and rich enough for an in-depth qualitative inquiry, providing a comprehensive view of the phenomenon.

Data Analysis

Thematic analysis was used to analyse qualitative data inductively. Responses were coded to identify recurring themes and patterns related to perceptions of field excursions, challenges, opportunities, and theoretical-real world linkages. Thematic analysis was appropriate for systematically interpreting rich textual data, revealing deeper meanings and informing grounded pedagogical recommendations (Xu & Zammit, 2020).

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Discussion of Data Quality

The study focused on credibility, dependability, and trustworthiness to ensure data quality. Credibility was enhanced by collecting data immediately after the excursion, reducing the risk of memory distortion. Dependability was ensured by using clear, consistent, open-ended questions directly related to the research objectives. Trustworthiness was addressed by carefully analyzing responses to avoid researcher bias and by presenting direct quotes in the findings to reflect participants' authentic voices. Although generalizability is not the goal of qualitative research, the study ensured transferability by providing sufficient detail about the context, participants, and methods so that other researchers or practitioners may apply the insights in similar settings.

Ethical Considerations

Ethical responsibility was carefully observed throughout the study. Since the data was collected as part of a recent field excursion survey, there was no requirement for a formal ethics clearance certificate. However, participants were informed about the purpose of the study, and consent was implied through voluntary completion of the questionnaire. Anonymity and confidentiality were maintained by not collecting identifying information and reporting findings collectively rather than individually. For confidentiality and anonymity, participants are referred to using codes P1 to P20 in the presentation of findings.

Study Limitations and Delimitations

The study acknowledges certain limitations: using a small purposive sample of 20 participants limits the extent to which findings can be generalized to all South African universities; the reliance on self-reported data via online questionnaires may have restricted the depth of responses compared to in-person interviews. Despite these limitations, the study provides valuable insights into the role of field excursions in Geography teacher education. In terms of delimitations, the study focused specifically on third-year B.Ed. Humanities student teachers registered for Geography modules at one university. This boundary was intentional, as it ensured that participants were exposed to theoretical Geography knowledge and field-based learning, making them an appropriate group for exploring the research question.

Presentation of Findings

This chapter presents the findings of the study, which were generated from a thematic analysis (Braun & Clarke, 2006) of the responses from 20 B.Ed Humanities student teachers. The findings are organized around key themes that emerged from the data, showing how participants perceive field excursions' role in connecting theoretical knowledge with real-world geographical phenomena. Figure 2 shows four identified key themes: bridging the theory–practice gap, enhancing visualization through concrete experiences, promoting holistic and contextual understanding, and fostering validation and confidence building.

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Figure 2: how field excursions connect theory to real-world geography through practice, visualization, understanding, and confidence building (Author, 2025)

Theme 1: Bridging the Theory-Practice Gap

A central theme emerging from the data is the perception of field excursions as a vital mechanism for bridging the gap between theoretical knowledge and practical, real-world application. This finding strongly aligns with the core tenet of Experiential Learning Theory (ELT), which posits that hands-on experience is the starting point for learning (Kolb, 1984). The participants' responses provide direct evidence of this, as they describe the field trip as the initial Concrete Experience that brings abstract ideas to life.

P5: *"The theory knowledge and real world goes hand in hand because things like the deposition of sediments in the mouth of the river that we learn theoretical it is what we sow on field trip so understanding theoretical is understanding real world geographical"*

P11: *"The field trip helped me connect the theoretical knowledge I learned in class with practical, real-world examples".*

P14: *"The field trip helped me link theory to reality. It turned abstract ideas into concrete experiences, deepened my understanding of geographical processes, and showed me how geography is truly all around us".*

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These perceptions corroborate research by Shotemirovna (2025), which highlights field excursions as an essential component of geographical education, and align with Schulze's (2021) finding that hands-on experiences are crucial for developing a deep conceptual understanding. For these student teachers, the field excursion was not merely a supplemental activity but a foundational, concrete experience that enabled them to link the formal coursework (Havelková & Hanus, 2022) with the tangible physical, human, and environmental processes (Cresswell, 2024) they observed.

Theme 2: Visualisation and Concrete Experience

Participants consistently noted that seeing geographical phenomena in person enabled a deeper level of understanding that was previously unattainable. This finding directly applies the Concrete Experience stage of ELT, which forms the basis for subsequent learning.

P2: *"I was able to interpret the theoretical knowledge visually".*

P6: *"Before going to the field trip I had no idea on how alien plants looks like but now I have the real world knowledge".*

P15: *"Things that we hear from the books and slides from our lectures we managed to observe them"*

P20*: "It help me to saw what I have tought in class real with my eyes and help me to integrate the nature and the theory"*

This data supports the widely acknowledged importance of field excursions in promoting active learning and engagement (Golightly, 2025). The direct observation of "things that we hear from the books" (P15) allowed participants to move from passive acquisition to active engagement, an essential step in the learning process.

Theme 3: Holistic and Contextual Understanding

The findings reveal a developing sense of holistic understanding, where participants began to see how different geographical concepts intersect within a specific context. This theme moves beyond simple observation to ELT's Abstract Conceptualization and Reflective Observation stages. It also points to the development of Pedagogical Content Knowledge (PCK), as student teachers began considering how to teach the complex relationships they were observing (Giroux, 2024).

P19: *"The field trip helped me connect theoretical knowledge with real-world geographical phenomena by showing me how physical features, like landforms and settlements, relate to what we learn in class. For example, seeing rivers, mountains, or historical sites helped me understand why people settled in certain areas and how geography affected their way of life".*

P16: *"It made me to understand how the people n animals interact with environment and how apartheid impacted the present life".*

These responses demonstrate a critical skill for future educators: the ability to contextualise geographical concepts. This aligns with research on teacher preparation in South Africa, which notes the importance of navigating diverse and complex landscapes and social issues (Fleischmann & van der Westhuizen, 2020; Mutesasira & Marongwe, 2025). The field trip provided a living laboratory for them to develop the fusion of subject matter and teaching practice that defines PCK (Ekiz-Kiran et al., 2021).

Theme 4: Validation and Confidence Building

The field excursion was perceived as a confidence-building exercise that validated the student teachers' existing knowledge. This finding, while less frequent, highlights a significant benefit of the trip. It speaks to the psychological and affective domain of learning, which is a key component of teacher readiness.

P10: " It helps me to believe that everything that we've tought by teachers also the information we've gathered in social platform is the truth".

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This perspective confirms studies by Glogger-Frey et al. (2022) and Nundy et al. (2020), which indicate that well-structured field excursions can increase student teachers' self-efficacy and transform their professional identity. This emotional and professional validation is a crucial aspect of effective teacher preparation, though often overlooked.

Discussion of Findings

This chapter provides a detailed discussion of the findings from Chapter 4, interpreting the findings through the lens of the study's theoretical frameworks and in relation to the academic literature. The discussion aims to show how the perceptions of B.Ed. student teachers either confirm or challenge established academic discourse on geographical education.

Confirming the Role of Field Excursions as a Bridge

The findings overwhelmingly confirm the established academic importance of field excursions as a bridge between theory and practice, as noted in the literature (Shotemirovna, 2025). The participants' perceptions, as shown by phrases like "link theory to reality" (P14) and "goes hand to hand" (P5), directly echo the sentiments of scholars who advocate for the transformative potential of such experiences (Drápela, 2022). This finding also aligns perfectly with Experiential Learning Theory (ELT). The field excursion serves as the Concrete Experience (Kolb, 1984), the starting point of the learning cycle. Participants physically engage with the environment, observing tangible phenomena like river deposition (P5), which provides the raw data for all subsequent learning.

This empirical evidence strengthens the theoretical premise that learning is not a passive reception of information but an active engagement process. The data from this study confirms that the foundational Concrete Experience of a field excursion is what allows student teachers to move from a conceptual understanding of geographical principles (Havelková & Hanus, 2022) to a practical understanding of "real-world geographical phenomena" (Cresswell, 2024). This hands-on engagement makes the learning meaningful, moving it beyond a classroom exercise to a relevant and applicable experience. This finding is consistent with Schulze's (2021) assertion that hands-on experiences are crucial for developing deep conceptual understanding.

Connecting Visualisation and Knowledge with PCK

The data on visualisation and holistic understanding provides a critical link to Pedagogical Content Knowledge (PCK) (Shulman, 1986). While ELT explains *how* student teachers learn from the experience, PCK illuminates the specific knowledge they are developing (Ekiz-Kiran et al., 2021). The participants' move from merely observing to understanding how physical features relate to human life and settlement (P19), or how apartheid impacted a community's geography (P16), is a prime example of PCK development. They are not just acquiring content; they are contextualizing it in a way essential for teaching.

This finding confirms the literature's assertion that teachers require a unique body of knowledge beyond simple subject matter expertise (Giroux, 2024; Lombardi et al., 2021). For these student teachers, the field excursion serves as a living laboratory where they can fuse their content knowledge with the ability to contextualise and simplify it for future learners. This fusion is precisely the ability to "integrate the nature and the theory" (P20). It prepares them to teach geography in a relevant and meaningful way within the complex socio-environmental landscape of South Africa (Fleischmann & van der Westhuizen, 2020; Mutesasira & Marongwe, 2025).

Building Confidence and Addressing Gaps

The findings on validating knowledge and confidence-building directly corroborate existing literature on the topic. The participants' belief that the field trip validated their classroom learning (P10) aligns with Glogger-Frey et al.'s (2022) and Nundy et al.'s (2020) findings that well-structured field trips lead to increased self-efficacy and transform a learner's professional identity. This is a critical insight, as it addresses

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a gap in the literature regarding the psychological benefits of excursions. By confirming what they learned, the student teachers' confidence in their own geographical understanding grows, which is a necessary precursor to developing the confidence to teach that content to others. This finding refutes the idea that field excursions are merely for content delivery and highlights their role in fostering a teacher's professional identity and readiness.

This psychological boost can be understood through the lens of ELT's final stage, Active Experimentation. Having confirmed their understanding in a real-world setting, participants are now more confident in their ability to apply this knowledge, whether it is in a lesson plan or a future classroom. The excursion thus acts as a crucial step in the professional development of the student teacher, moving them from a state of passive information intake to one of active and confident professional practice. This validates the importance of field-based learning as a holistic cognitive and professional development tool.

Navigating Challenges and Opportunities

While the findings are overwhelmingly positive, the data implicitly point to the challenges and opportunities discussed in the literature review. The success of the excursion for this cohort suggests that, despite the well-documented logistical and financial constraints, the university was able to provide a meaningful and effective learning experience. The depth of the participants' responses suggests that they were able to move beyond a simple concrete experience to the more advanced stages of Kolb's learning cycle, such as Abstract Conceptualization and Active Experimentation. This implies that the excursion was well-designed and integrated into the curriculum, confirming the recommendations from scholars like Jones & Washko (2022) who advocate for a scaffolded and well-integrated approach.

The findings thus offer a positive case study that can inform future pedagogical practices. The results show that it is possible to design field excursions that are more than just sightseeing trips (Golightly, 2025). The successful outcome for this cohort may have been facilitated by the intentional use of pedagogical framing and technology (Hurrell et al., 2025). This study, therefore, offers a contribution by providing context-sensitive insights (Fleischmann & van der Westhuizen, 2020) into how field excursions can be optimised to produce confident and effective geography educators in a South African context.

Conclusions and recommendations

This study set out to explore the role and effectiveness of field excursions in facilitating the connection between theoretical geography knowledge and real-world geographical phenomena, as experienced by B.Ed Humanities student teachers. The findings collectively confirm that field excursions are an indispensable and transformative component of their learning journey. By engaging in these activities, student teachers are able to move beyond a passive understanding of concepts to a deeply personal, contextual, and confident grasp of the subject. The perceptions expressed by the participants demonstrate that the field excursion is a living laboratory where abstract ideas, which often lack meaning in a textbook, are brought to life through direct interaction and observation.

This research effectively applies and validates the study's theoretical frameworks. Experiential Learning Theory provides a powerful lens through which to understand the process by which student teachers learn from a field excursion. The data shows that the trip serves as the Concrete Experience that initiates a cycle of learning, from which student teachers can reflect, conceptualize, and apply their knowledge. In parallel, the findings illustrate the development of Pedagogical Content Knowledge. By thinking about how to teach the phenomena they observed, participants began fusing their subject matter expertise with a pedagogical awareness that is crucial for effective teaching. The study concludes that field excursions are essential for producing a new generation of geography educators who are knowledgeable and skilled at making geography relevant and meaningful to their future learners.

Based on this study's findings and conclusions, universities and educators should systematically integrate and scaffold field excursions into the geography curriculum to enhance their effectiveness. This includes designing activities that intentionally foster the development of Pedagogical Content Knowledge (PCK),

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such as having student teachers plan how they would teach the observed phenomena. It is also crucial to leverage technology to overcome logistical challenges and acknowledge and assess the learning during these essential Concrete Experiences. Finally, future research should explore the long-term impact of these excursions on teaching practices to validate further their importance in preparing confident and competent geography educators.

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