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Collana	International Explorations in Outdoor and Environmental Education, , 2214-4226 ; ; 9
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Soggetti	Environmental education Teachers - Training of Study Skills Environmental and Sustainability Education Teaching and Teacher Education Study and Learning Skills Educació ambiental Educació no-formal Educació superior Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. Preparing outdoor educators to be transformational teachers and leaders -- Part I: Theoretical foundations and philosophies -- Chapter 2. Philosophizing in outdoor environmental education: How might experience work? -- Chapter 3. Worldviews, environments and education -- Chapter 4. Human-nature relationships: Navigating a privileged white landscape -- Chapter 5. Developing a sense of place -- Chapter 6. Leadership theory: From effective to extraordinary -- Part II: Pedagogical approaches and issues -- Chapter 7. Beyond experiential learning cycles -- Chapter 8. Adventure and risk in outdoor environmental education -- Chapter 9. Place-responsiveness in outdoor environmental education -- Chapter 10. Wild pedagogies -- Chapter 11. Outdoor therapy: Benefits, mechanisms and useful

principles for activating health, wellbeing, and healing in nature -- Chapter 12. Intentionality for outdoor educators -- Chapter 13. Digital technology in outdoor education -- Chapter 14. Journeying in outdoor and environmental education -- Chapter 15. Outdoor education and pedagogical content knowledge: More than class five rapids -- Part III: Outdoor environmental education as a social, cultural and environmental endeavour -- Chapter 16. Nature connection -- Chapter 17. Reading landscapes: Engaging with places -- Chapter 18. Embracing Country as teacher in outdoor and environmental education -- Chapter 19. Postcolonial possibilities for outdoor environmental education -- Chapter 20. Embracing local community through post-activity outdoor education -- Chapter 21. Social capital: A common purpose -- Part IV: Advocacy -- Chapter 22. Diversity and inclusion in OEE -- Chapter 23. Is outdoor and environmental education 'making a difference'? Gender and binary heteronormative cisgenderism -- Chapter 24. Topographies of hope: Social justice, outdoor environmental education, and accomplice-ship -- Part V: Safety Management -- Chapter 25. Fatality prevention in OEE -- Chapter 26. Place-based fatality prevention in action -- Chapter 27. Systems thinking approaches to safety in outdoor education -- Part VI: Professional Practice -- Chapter 28. On being a reflective practitioner -- Chapter 29. Outdoor environmental education research and reflective practice -- Chapter 30. Professionalism, professionalisation and professional currency in outdoor environmental education -- Chapter 31. Introducing ecologies of skill for outdoor leaders -- Chapter 32. Managing outdoor education fieldwork.

Sommario/riassunto

This book brings together an international group of authors to discuss the outdoor environmental education (OEE) theory and practice that educators can use to support teaching and learning in higher education. The book contents are organised around a recently established list of threshold concepts that can be used to describe the knowledge and skills that university students would develop if they complete a major in outdoor education. There are six key sections: the theoretical foundations and philosophies of OEE; the pedagogical approaches and issues involved in teaching OEE; the ways in which OEE is a social, cultural and environmental endeavour; how outdoor educators can advocate for social justice; key approaches to safety management; and the need for on-going professional practice. The threshold concepts that form the premise of the book describe outdoor educators as creating opportunities for experiential learning using pedagogies that align their programme's purpose and practice. Outdoor educators are place-responsive, and see their work as a social, cultural and environmental endeavour. They advocate for social and environmental justice, and they understand and apply safety principles and routinely engage in reflective practice. This book will provide clarity and direction for emerging and established outdoor educators around the world and will also be relevant to students and professionals working in related fields such as environmental education, adventure therapy, and outdoor recreation.
