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Nota di contenuto	Chapter 1: Introduction: widening the circle of compassion Roger Cutting and Rowena Passy: University of Plymouth -- Chapter 2: The scenic route to academic attainment via emotional wellbeing outdoors Mel McCree: Bath Spa University -- Chapter 3: The Outdoors as a Focus for Developing Teacher-Pupil Relationships Kelly Davis: University of Plymouth -- Chapter 4: The Changing Nature of Environmental Education Practice Rachel Manning: University of Exeter -- Chapter 5: Developing Ocean Literacy through Marine Citizen Science in the South West of England John Hepburn: Ocean Discoverability Project Manager, Alun Morgan: University of Plymouth -- Chapter 6: Sailing for social adversity: an activity seeking social purpose Andrew Wills, Honorary Lecturer University of Plymouth -- Chapter 7: Learning with purpose: giving the young permission to build the future Lewis Winks: University of Exeter -- Chapter 8: Place based pedagogies and professional identities Dr Orla Kelly: Dublin City University -- Chapter 9: Becomings of (Eco)Identities with Dialogue, Place and Personal Narrative Rosamonde Birch: University of Plymouth -- Chapter 10: Gone Rogue: Rewilding Education in Alternative Outdoor Learning Environments

Professor Tonia Gray: Western Sydney University -- Chapter 11: The Therapeutic Use of Farming Practices: lessons learnt from the first two operational years at Lakeside Care Farm Dean Sherwin: The Wiltshire Wildlife Trust -- Chapter 12: Fear over facts: recognising the impact of early learning about animals on outdoor education Fiona Cooke: The Donkey Sanctuary, UK -- Chapter 13: 'Between the worlds of lost and found': The reciprocal relationship between excluded individuals and excluded animals. Dr Roger Cutting: Plymouth University -- Chapter 14: Animals as catalysts for learning, personal growth and enlightenment Ben Hart: The Donkey Sanctuary, UK -- Chapter 15: Dogs in schools: teaching about love and care Faith Jones, Dogs Trust -- Chapter 16: Emotional mapping: experiences in Paignton Zoo Philip Knowling, Paignton Zoo -- Chapter 17: The role of animals in school farms Murray Saunders, University of Lancaster -- Chapter 18: Conclusion Roger Cutting and Rowena Passy, University of Plymouth.

Sommario/riassunto

This book explores contemporary developments in outdoor learning, where the outdoors is seen as the context rather than the subject of learning. Ranging from pathfinder pieces written by practitioners to rigorous research-based pieces of work, the book explores the growing interest in animals as the basis for wider learning strategies as well as drawing together a wide range of outdoor learning approaches for all ages. Within these two discrete sections the contributors, who are drawn from a wide range of practitioners, academics and researchers, describe and analyse innovative approaches that address the need to explore alternatives to current test-based approaches to education in the western world. The whole offers a contemporary, informative, alternative approach to outdoor learning for teachers, practitioners and students. Roger Cutting is Visiting Research Fellow at the University of Plymouth, UK. He worked as an Associate Professor in Environmental Education for 16 years before becoming Education Lead at the Donkey Sanctuary, Sidmouth. Rowena Passy is Senior Research Fellow at the University of Plymouth, UK. She has a long-standing interest in learning outdoors, shifting in her 40s from competitive horse-riding and teaching to academia, and is currently researching the effects of volunteering in the natural world.
