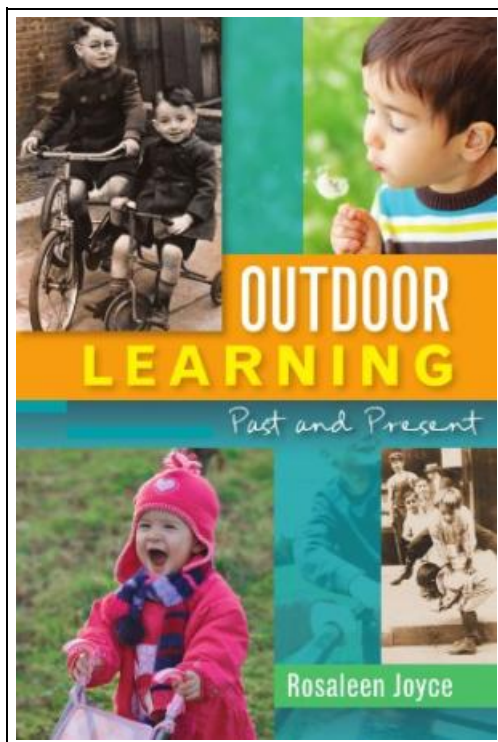


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Reviews

An exceptional publication as well as the font employed was exciting to see. it was actually writtern extremely flawlessly and helpful. Once you begin to read the book, it is extremely difficult to leave it before concluding.
(Dominic Collins)

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OPEN UNIVERSITY PRESS, United Kingdom, 2012. Paperback. Condition: New. Language: English . Brand New Book. The book breaks new ground by placing outdoor learning in a theoretical, historical and social context of changing understandings of children, childhood and the use of the outdoors. The books approach is based on the premise that ideas phase in and out of use depending on social and political contexts. This perspective will help people to think about how present day attitudes regarding outdoor learning came to be, where they came from and to question their newness . The author argues that outdoor learning needs to be looked at in a historical context so that you can understand the contribution of previous educational thinkers on today s views and practices. The main historical thinkers considered include Comenius, Pestalozzi, Froebel, and Margaret McMillan as well as the views of more modern contributors and the Forest Schools in the UK. Joyce makes it possible to look more critically at today s approaches and influences on outdoor learning. She considers how children are regarded today within these approaches and whether these constructs are in the children s best interests. Key features of this book include: A reflective approach to practice Effective training for practitioners in their use of the outdoors - recognising the different approaches required from those used in the indoor classroom. This book is essential reading for all early years practitioners.



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