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The outdoor classroom / Greg S. Goodman & James R. Jelmberg -- Outdoor education philosophy / Greg S. Goodman -- Women and outdoor education / Mary Breunig -- Alternative and charter school applications of experimental education / Greg S. Goodman. pt. II. Outdoor educational praxis.

Psychoevolutionary theory and the Biophilia hypothesis Around the world[edit] Outdoor education occurs, in one form or another, in most if not all countries of the world. However, it can be implemented very differently, depending on the cultural context. Some countries, for example, view outdoor education as synonymous with environmental education , whilst other countries treat outdoor education and environmental education as distinct. The English Outdoor Council, an umbrella body, defines outdoor education as a way for students and teachers to be fully engaged in a lesson, all the while embracing the outdoors. Once teachers have completed their schooling, many have opportunities to work at various outdoor education centres in either country. The Australian outdoor council has developed curriculum documents to ensure schools are partaking in outdoor education throughout the country. Environmental education, most notably outdoor education in Canada is seen through outdoor camp and residential programs, school-based programs and commercial travel operations. Outdoor education in Canada is based around "hard" technical skillsâ€”often travel and camping skillsâ€”and the "soft"â€”group skills and personal growth qualitiesâ€”are blended with, one might say, the "green" and "warm" skills of a complementary eco-adventure focus. Many schools and after-school programs such as The YMCA camps lean towards outdoor education, especially during the summer months. Denmark is known as one of the more environmentally conscious countries in the developed world. One of the ways in which this presents itself, is through the forest school system that exists there. Children are taught in the woods using nature and animals to learn about basic environmental education as well as the fundamental elementary education that is required. Students are encouraged to pursue a sustainable lifestyle, to take action for sustainable development, and to examine the challenges of SD. Annually 20 students are taken in to the programme. The first Latin country member of this network. In was founded two bodies: From , Alain Kerjean develops Outdoor Education for universities in Romania and advises in France training organizations wishing to design programs based on this pedagogy. His books and articles make available Anglo-Saxon research and publications on the subject to the French public. However, hard evidence showing that outdoor education has a demonstrable long-term effect on behaviour or educational achievement is harder to identify; this may be in part because of the difficulty involved in conducting studies which separate out the effects of outdoor education on meaningful outcomes. A major meta-analysis of 97 empirical studies indicated a positive overall effect of adventure education programs on outcomes such as self-concept, leadership, and communication skills. The largest empirical study of the effects of outdoor education programs mostly Outward Bound programs found small-moderate short-term positive impacts on a diverse range of generic life skills, with the strongest outcomes for longer, expedition-based programs with motivated young adults, and partial long-term retention of these gains. In a paper entitled "The Generative Paradigm", [24] Loynes has also called for an increase in "creativity, spontaneity and vitality". Their work aims to support the notion that the more natural outdoor spaces in which child-initiated activities take place both directly and indirectly diminish the perception of underachievement. This is important because a number of studies have shown that expectations based on perception of students is important for student learning. This may also be due to a non-academic family background, a personal psychological trait such as attention deficit hyperactivity disorder , or because they are boys. The focus was on raising the critical thinking skills of the students as a measure of improvement, where critical thinking was defined to be, "the process of purposeful self-regulatory judgment and decision making". The problem solving capabilities included the ability of students to interpret, to analyze, to evaluate, to infer, to explain and to self-regulate. Researchers found that both 9th and 12th graders scored higher than the control groups in critical thinking by a significant amount.

2: Educational Psychology: An Application of Critical Constructivism - Google Books

Outdoor Education Philosophy, Greg S. Goodman. Women and Outdoor Education, Mary Breunig. Alternative and Charter School Applications of Experiential Education, Greg S. Goodman.

There is no nationally standardized outdoor education curriculum and no nationally standardized measure of outdoor education competency or knowledge. Outdoor education programs are sponsored by elementary and secondary schools, colleges and universities, youth camps, municipal recreation departments, and private entrepreneurs. They exist in every geographic location and are administered by people of widely varied backgrounds. There is no single body of outdoor professionals in outdoor education because the field transcends school boundaries into recreation departments, youth-serving agencies, conservation organizations, resource management agencies, and many other facets of society. As a result, outdoor education is viewed from different perspectives. Outdoor education often takes place on a walk around the block, or on a visit to a cemetery, a gravel pit, or an urban renewal project. It can happen on the concrete of a playground, in the weeds of a vacant lot, on the fringe of a sewage treatment plant, at a city zoo, on a forest trail, or in a national park. These kinds of locations are conducive to first-hand experiences, to direct contact with the topic, and to participant interaction and socialization. You may teach about mathematics, biology, geology, communication, history, political science, art, physical skills, or endurance, but learning occurs through the context of the outdoors. Soil, water, animals, and plants make up the basic areas of study, but students may learn and practice the outdoor activities people pursue during leisure time, or may investigate human alterations of an ecosystem; nevertheless, the educational topic is related to the natural environment. In the broadest terms, the topic is the interrelationship of the human being and the natural resources upon which societies depend, with the goal of stewardship in mind. Cultural aspects include learning social movements and history through discovering abandoned farms or mills, by analyzing dates and inscriptions on tombstones and identifying the rocks from which they were quarried, or by comparing native plants with those introduced from the Old World as landscape or garden species around old homes. Students can learn the influence of native people on the land, follow the trails and rivers of explorers and settlers, and develop knowledge and appreciation for cultural heritage as it relates to the land. Culture also includes social issues and decisions that alter or determine utilization of natural resources. It means understanding, using, and appreciating the natural resources for their perpetuation. Among the terms and their uses are the following: Environmental education is all-encompassing, while outdoor education is seen by some to relate to natural resources and not to include the wide sense of the world environment. It is not usually concerned with preservation, recreation, or human relations and as such is more narrow than outdoor education. The use of this term has decreased since the s. This process was originally called camping education. Included are hiking, swimming, boating, winter sports, cycling, and camping. Adventure activities include such things as rope courses, white water rafting, mountaineering, and rock climbing under qualified instruction. Many experiential education activities are synonymous with adventure activities and outdoor pursuits; however, experiential education can also mean any form of pragmatic educational experience. The term refers to a technique used to help visitors understand the meanings of the phenomena on display, while simultaneously whetting the curiosity for more information. The terms were used from the s to the s and were usually isolated, individual activities using natural resources for equipment and facilities, and involving knowledge of nature. When analyzed, the philosophy for outdoor education may be based on four premises: A prime goal of outdoor education is to teach a commitment to human responsibility for stewardship or care of the land, to treat the land and all its resources with respect at all times and on all occasions. Related to the goal of a land ethic or commitment to stewardship must be the belief in the importance of knowing certain facts or concepts. The cognitive purpose of outdoor education must be that of the interrelationship of all facets of the ecosystem. The understanding of basic ecological, sociological, and cultural principles is prerequisite to the commitment to an ethic of land stewardship. Concurrently, outdoor education does not mandate specific choices in ecological ethics. It teaches people how to make choices based on facts. It recognizes the difficulty in making choices relative to ecological matters,

and prepares people to choose carefully after weighing the impact of the action on the environment, culture, and humanity. The third aspect of outdoor education philosophy relates to the perspective of the human being in the outdoor environment. Not only do we need to know the natural environment for the survival of the species, we need to know it as a medium through which we spend many hours of leisure. That leisure is enhanced when the quality of the outdoor recreation experience is directly related to the quantity of the knowledge about the out-of-doors. A fourth philosophical belief is that outdoor education is a continual educational experience. It is not just one field trip, one week at outdoor school, or even a once-a-year event. It must be taught at all levels and pursued throughout life. Programs in learning about the outdoors occur at all levels in the educational system, although they are most frequently found in elementary schools. There may be short or long field trips, or fifth and sixth graders may spend 5 days at a resident outdoor school. Some schools own and operate gardens, mini-farms, or wood lots. High school curricula may include natural resource-oriented programs, or programs involving use of the outdoors for leisure pursuits administered through physical education departments. Municipal recreation departments and youth serving agencies include outdoor education in their offerings, and membership organizations such as the Audubon Society and National Wildlife Recreation administer 1-day to 2-week programs for youth and adults. Many colleges offer outdoor education courses through departments of education, or physical education and leisure studies, while resource managers sponsor workshops or seminars on natural resources. The government--through the U. Forest Service, National Park Service, and other agencies--sponsors outdoor education programs for leaders and for youth. Like most learning, outdoor education can be a life-long endeavor. All ages, abilities, socio-economic sectors--all people, in short--can benefit from outdoor education. No one can learn all there is to know about the world around them. Not only the learner but also society benefits. The informed voter and citizen can make a bigger impact on social issues involving natural resources if there has been careful education. Outdoor education can encompass many subjects and varied styles of learning. Through exposure to environmental awareness techniques, the right-brained learner can profit. Through learning ecological principles, the left-brained learner can benefit, and through combining the two, all children can acquire a holistic look at the subject utilizing learning styles of both hemispheres. In a progressive manner, the following are a few outdoor education activities: A culture based on use of petroleum products depends upon adequate, available fossil fuel, controlled by humans who depend upon an oil-based culture; or Insect-free agricultural produce is expected by people until they realize that other resources are negatively affected by the product used to control the insects; or Modern society depends upon manufacturing which produces acid rain that in turn causes problems to the people demanding the manufactured products. John Wiley and Sons, Publishers, Goodman, Joel, and Clifford E. Interstate Printers and Publishers, Further, this site is using a privately owned and located server. This is NOT a government sponsored or government sanctioned site.

3: Educational Psychology : Greg S. Goodman :

Identification of the competencies needed by the classroom teacher in programs of resident outdoor education by Lillabelle Holt. LB H65 A Personal growth through adventure / David Hopkins and Roger Putnam.

Valentine James, provost and academic vice president, during his welcoming remarks. We are a comprehensive institution and we do research. This goes beyond prestige and status to the idea of being a community of scholars. To be a good teacher, you have to be a good learner. It is hard to imagine a teacher not doing research. You should be even more proud of what you do to advance the learning of our students. Thank you and congratulations. Gustavo Barboza, associate professor of administrative science; Dr. Eleanor Ter Horst, professor of modern languages; Dr. They addressed research, university support for research, and university efforts to improve facilities and provide technology support. Academic Excellence Week also includes: Those honored and their activity included Clarion University employees in bold: Gustavo Barboza and Dr. How Far Have we Gotten? Pennsylvania Journal of Business and Economics. Lisbeth Brown, and Brown, Courtney L. XLVI 2 Winter, Elaine Carbone and Turner, A. XLVI 3 Spring, Greg Goodman, and Dr. Educational Philosophy and Theory. National Association of Multicultural Education Digest. Refereed ; and Web 2. Miguel Olivas-Lujan, and Santos, N. Eleanor Ter Horst, Orban Pastoral: Eleanor Ter Horst, and Dr. Joshua Pearce, Foreign Languages and the Environment: Sandra Trejos, and Dr. Does Effort Really Matter? Gustavo Barboza, Yang, C. Elaine Carbone and Eaton, Patricia T. July, Refereed Greenwood, R. Miguel Olivas-Lujan, Monserrat, S. November, Refereed Dr. Kevin Roth, "Rural Downtown Revitalization: April, Refereed Dr. Kevin Roth and Dr. Summer, Refereed Dr. Clarion University Hip-Hop Symposium. American Educational Research Association. March, Joyce Keenan, Dr. Kathleen Patterson, and Shaffer, David. October, Duffy, J. June, Refereed Duffy, J. August, Refereed Khilji, S. Miguel Olivas-Lujan, Luk, D. A Cross Cultural Empirical Test. May , Refereed Khilji, S. June, Refereed Dr. March, ; "Evidence-Based Management: Erie, April, Refereed ; "Executive Decisions: October, Refereed Dr. Miguel Olivas-Lujan, Lituchy, T. Adam Earnhardt, Judging Athlete Behaviors: Adam Earnhardt, and Haridakis, Paul M. Essays on Fandom and the Media in the 21st Century. Greg Goodman, "Coming to Critical Constructivism: Roots and Branches," Educational Psychology: An Application of Critical Constructivism, Dr. Peter Lang Publishing, Refereed ; "Critical Thinking: How Good Questions Affect Classrooms. Refereed ; "Classroom Community Culture for Learning. An Application of Critical Constructivism. Miguel Olivas-Lujan, Punnett, B. Copenhagen Business School, , Miguel Olivas-Lujan, and Florkowski, G. Refereed Marilyn Stempeck, Dr. Bewildering Issues or new Challenges for Managing Libraries? Greenwood Publishing Group, , Adam Earnhardt, Editorial Board. Adam Earnhardt, Sports Mania: Greg Goodman, The Outdoor Classroom: Integrating Education and Adventure. Miguel Olivas-Lujan, La mondialisation et ses effets: Robert Girvan and Dr.

4: Outdoor education - Wikipedia

Many people, however, think of outdoor education in its broadest sense and prefer the term outdoor/environmental education. 'Conservation Education' is the wise use of natural resources. It is not usually concerned with preservation, recreation, or human relations and as such is more narrow than outdoor education.

This book grasps the essential concepts of adventure learning in an era where our disregard for the environment is leading to ecological and human disasters. This situation can lead to burn out and stagnation. I am thankful that Jelmgren and Goodman have put together a resource to help us connect to one another, ourselves, and ultimately our students within the stimulating space nature provides us. Working together in the outdoor classroom can add the motivation to spark student learning and remind us of the great value of our work as teachers. The Outdoor Classroom breaks new ground by linking a critical pedagogy approach to outdoor education, adventuring and adventure learning. It formulates a praxis for backpacking, rock climbing, and skiing as an instructional guide for teachers. For too long the philosophical and critical elements of outdoor education have been ignored. This new textbook is unique in providing an approach sensitive to these elements and that is at once practical, instructional, environmentally-aware, ethically-based and accessible to all. Strongly recommended to teachers and other educators and, indeed, all who have an interest in the outdoors. These connections can be between students and their faculty or with peers across cultures and abilities. But perhaps most importantly, it is a map for helping students make connections within themselves – the connection between effort and achievement – and the self-fulfillment that this brings. Utilizing the vast experience both these authors have in experiential education, they weave a mix of experiences sure to involve, challenge, and validate this process of inner growth through physical and mental achievement. Any professional interested in environmental education, alternative education, outdoor education – anyone interested in authentic growth of students – should add this text to their resource collection. If you are a teacher or a parent, this book belongs in your library and in your backpack. Director of Science and Environmental Education Clarion University of Pennsylvania The Outdoor Classroom is a great resource for both the K educator and higher education instructors. It is a forthright introduction to using the outdoors as an educational resource. In an age of high technology and computer-oriented learning, it is more important than ever to encourage educators to rediscover the value of the outdoors. It is also written as a text for instructors teaching courses in experiential education, outdoor education, recreation and curriculum methods. As a textbook, it is unique within the field of experiential education because it breaks new ground by linking critical pedagogy with adventure learning. In Part I the authors articulate the role of critical pedagogy within experiential education and the values of multicultural education. In Part II the chapters focus on the praxis of experiential education. These chapters provide clear, "how-to" instructions for planning, organizing, conducting and evaluating outdoor education as a methodology for improving student achievement. In Part III contributors to the field of experiential learning give their thoughts as to why they became connected to this area and the rewards they have received. The Outdoor Classroom, Greg S. Goodman and James R. Outdoor Education Philosophy, Greg S. Women and Outdoor Education, Mary Breunig. Backpacking and Overnight Experiences, James R. Forestry on Skis, James R. Rock Climbing and Rapelling, Greg S. Backpacking Along the Shores, James R. Myths and Legends in Outdoor Education.

5: Outdoor Education: Definition and Philosophy.

"The Outdoor Classroom breaks new ground by linking a critical pedagogy approach to outdoor education, adventuring and adventure learning. It formulates a praxis for backpacking, rock climbing, and skiing as an instructional guide for teachers.

6: The outdoor classroom : integrating learning and adventure | Search Results | IUCAT Indianapolis

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(Refereed); "Outdoor Education Philosophy," "Alternative and Charter School Applications of Experiential Education," "Rock Climbing and Initiative Experiences," "The Outdoor Classroom," and "Myths and Legends in Outdoor Education," all in The Outdoor Classroom: Integrating Education and Adventure, Jelmberg, James R. Dr. Greg Goodman, (Eds.

8: Humanizing Outdoor and Environmental Education

Educational Psychology by Greg S. Goodman, , available at Book Depository with free delivery worldwide.

9: Academic Excellence Week opens with faculty/staff recognition

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