University of Huddersfield Repository

Hunter, Judith

What's so interesting outside? An exploration into the different affordances of outdoor play spaces and the relationship to early childhood pedagogy PhD Proposal

Original Citation


This version is available at http://eprints.hud.ac.uk/25678/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
What’s so interesting outside?

Judith Hunter

University of Huddersfield
Outdoor Play Spaces & Pedagogy

PhD proposal (June 2015): an exploration into the different affordances of outdoor play spaces and the relationship to early childhood pedagogy
Research aims

• To gain a deeper understanding of the ways in which children are given opportunities to shape their learning in outdoor environments.

• To explore the interactive relationship between teachers, children and their environment.

• To identify how outdoor environments affect the pedagogy of teachers and practitioners.
Literature

• Froebel (1782-1852) extoled the benefits for children of outdoor play and being close to nature (Blandford and Knowles, 2009).

• The positive experiences offered to children are dependent on the practitioners’ values and expertise (Jarvis, Brock & Brown, 2014).

• The need to inspire practitioners to build learning outside the classroom in natural environments into their teaching practice (Rickinson, Hunt, Rogers and Dillon, 2012).
Children as co-researchers

• Young children as active participants and competent meaning makers as explorers of their environment

• To identify aspects of the outdoor environment that are of special interest to them and not that imposed by adults.

• The Mosaic approach (Clark and Moss, 2001) brings together a range of methods for listening to young children about their lives.
Mosaic Approach: Methods to be used by the children

• Observation
• Cameras
• Book making
• Tours
• Map making

(Clark and Moss, 2001).
Questions and issues

Greenfield (2004: 4) noted ‘The success of research with young children lies in watching, listening, reflecting and engaging on conversation; seeking to enter the child’s world in just a small way’.
References


