

Outdoor Play and Learning Special Interest Group

European Early Childhood Education Research Association (EECERA) Report 2016-2017

SIG Convenors

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SIG website: <https://sites.google.com/site/outdoorplaylearning/>

Report on SIG Activities 2016-17.

1. Publications (Selected examples)

- Ärlemalm-Hagsér, E., & Elliott, S. (accepted). Transcultural explorations in nature based early childhood education: Sweden and Australia. In P. Becker., C. Loynes., B. Humberstone & J. Schirp (Eds.), *The Changing World of the Outdoors*. London: Routledge.
- Ärlemalm-Hagsér, E., & Sundberg, B. (2016). Encounters with nature and waste management - A quantitative study on education for sustainable development in preschool. [Naturmöten och källsortering - En kvantitativ studie om lärande för hållbar utveckling i förskolan]. *NorDina*, 12(2), 140–156.
- Baksjøberget, P. E., Nyquist, A., Moser, T., & Jahnsen, R. (2017). Having Fun and Staying Active! Children with Disabilities and Participation in Physical Activity: A Follow-Up Study. *Physical & Occupational Therapy in Pediatrics*, 1-12.
- Bateman, A. (2016). *Conversation analysis and early childhood education: The co-production of knowledge and relationships*. Routledge.
- Bilton, H., & Waters, J. (2016). Why Take Young Children Outside? A Critical Consideration of the Professed Aims for Outdoor Learning in the Early Years by Teachers from England and Wales. *Social Sciences*, 6(1), 1.
- Bjørger, K. (2016). Physical activity in light of affordances in outdoor environments: qualitative observation studies of 3–5 years olds in kindergarten. *SpringerPlus*, 5(1), 950.
- Ito, K., Sudo, T., & Fjørtoft, I. (2016). Ecological Design: Collaborative Landscape Design with School Children. *Children, Nature, Cities*, 195.
- Jørgensen, K. A. (2016). Bringing the jellyfish home: environmental consciousness and ‘sense of wonder’ in young children’s encounters with natural landscapes and places. *Environmental Education Research*, 22(8), 1139-1157.
- Kultti, A., Ärlemalm-Hagsér, E., Larsson, J., & Pramling Samuelsson, I. (2016). Early Childhood Education for Sustainable Development in Sweden. I. Siraj-Blatchford, J. Park, E & C. Mogharreban, (Red.), *International Research for Education for Sustainable Development in Early Childhood* (pp.123-137). New York: Springer Books.

- Lee-Hammond, L., & McConney, A. (2016). The impact of village-based kindergarten on early literacy, numeracy, and school attendance in Solomon Islands. *European Early Childhood Education Research Journal*, 1-20.
- Lekies, K. S., & Brensinger, J. D. (2017). Childhood Nature Experiences Across Residential Settings: Rural, Suburban, and Urban. *Risk, Protection, Provision and Policy*, 67-86.
- Little, H. (2017). Promoting risk-taking and physically challenging play in Australian early childhood settings in a changing regulatory environment. *Journal of Early Childhood Research*, 15(1), 83-98.
- Luchs, A., & Fikus, M. (2016). Differently designed playgrounds and preschooler's physical activity play. *Early Child Development and Care*, 1-15.
- MacQuarrie, S. (2016). Everyday teaching and outdoor learning: developing an integrated approach to support school-based provision. *Education 3-13, International Journal of Primary, Elementary and Early Years Education*, 1-17.
- Mart, M., Karaoz, I., & Karaoz, Z.D. (2016). Preschool teachers' perceptions of teaching English as a foreign language in early years' settings. In G.P. Draško & P. Krstić (Eds.). *Why still education?* Newcastle upon Tyne: Cambridge Scholars Publishing.
- Niehues, A. N., Bundy, A., Broom, A., & Tranter, P. (2016). Reframing healthy risk taking: Parents' dilemmas and strategies to promote children's well-being. *Journal of Occupational Science*, 23(4), 449-463.
- Lysklett, O. B., & Berger, H. W. (2016). What are the characteristics of nature preschools in Norway, and how do they organize their daily activities?. *Journal of Adventure Education and Outdoor Learning*, 1-13.
- Sandseter, E. B. H. & Sando, O. J. (2016). We don't allow children to climb trees: How a Focus on Safety Affects Norwegian Children's Play in Early-Childhood Education and Care Settings. *American Journal of Play*, 8(2), 178-200.
- Sandseter, E. B. H. & Hagen, T., (2016). Outdoor studies in early childhood in Scandinavia. H. Prince, K. Henderson, & B. Humberstone (Eds.) *Handbook in Outdoor Studies* (pp. 95-102). Oxon: Routledge.
- Sandseter, E. B. H., & Lysklett, O. B. (2017). Outdoor education in the Nordic region. In Nordic Social Pedagogical Approach to Early Years. In Charlotte Ringsmose & Grethe Kragh-Muller (Eds.), *Nordic Social Pedagogical Approach to Early Years* (pp. 115-132). Springer International Publishing.
- Spencer, G., Bundy, A., Wyver, S., Villeneuve, M., Tranter, P., Beetham, K. & Naughton, G. (2016). Uncertainty in the school playground: shifting rationalities and teachers' sense-making in the management of risks for children with disabilities. *Health, Risk & Society*, 18(5-6), 301-317.
- van Rooijen, M., & Newstead, S. (published online 15 July, 2016). Influencing factors on professional attitudes towards risk-taking in children's play: A narrative review. *Early Child Development and Care*, 1-12.
- Waters, J. (2016). The Foundation Phase in Wales—time to grow up?. *Cylchgrawn Addysg Cymru/Wales Journal of Education*, 18(1), 179-198.
- Waller, T., Ärlemalm-Hagsér, E., Hansen Sandseter, EB., Lee-Hammond, L., Lekies, K., & Wyver, S. (in press). Introduction. I T Waller., E. Ärlemalm-Hagsér., EB Hansen Sandseter., L. Lee-Hammond., K. Lekies., & S. Wyver (Eds.), *The SAGE Handbook of Outdoor Play and Learning*. London: Sage.
- Wyver, S., Tranter, P., Naughton, G., Bundy A., & Engelen, L. (2017). Active outdoor play. In R. Grace, K. Hodge & C. McMahon (Eds). *Children, families and communities* (5th ed) (pp.222-241). South Melbourne: Oxford University Press.

2. Symposia and meetings at EECERA 2017

At the EECERA conference in Bologna, Italy 6 self-organised symposia from the Outdoor play and Learning SIG, including 18 presentations are going to take place. The SIG meeting for 2017 is going to take place on Tuesday 29th of August between 14-16 at Via Belmeloro, Bologna

3. International Handbook of Outdoor Play and Learning

Most of the SIG's activity during 2016/17 has been to finalising the work on the SAGE Handbook of Outdoor Play and Learning that will be published in 2017 and launched at the EECERA conference in Bologna.

The Handbook is edited by SIG members Ellen Beate Sandseter, Eva Ärlemalm-Hagsér, Libby Lee, Kristi Lekies, Shirley Wyver and Tim Waller and will include over 40 chapters, including a number written by SIG members. The Handbook will contain chapters from authors representing countries from across the world, including Europe, North and South America, Africa, Australasia and Asia-Pacific countries. The book is clearly structured in six separate sections each supported by their own editorial team, as follows:

- Six discrete, but complementary sections
 - i. Theoretical frameworks and conceptual approaches for understanding outdoor play and learning
 - ii. Critical reflections on policy and regulation in outdoor play and learning
 - iii. Children's engagement with nature, sustainability and children's geographies
 - iv. Diverse contexts and inclusion in children's outdoor play environments
 - v. Methodologies for researching outdoor play and learning
 - vi. Links between research and practice

4. Special issue in the International Journal of Play

The SIG is offered to organize a special issue of Outdoor play & learning in the International Journal of Play to be published during 2019. The SIG will start to prepare for the work on this issue during the SIG meeting in Bologna 2017.

4. Professorship/Associated professor

SIG member and convener, Ellen Beate Hansen Sandseter, received in April 2016 a professorship in Educational Science with focus on Early Childhood Education Research. SIG member and convener, Eva Ärlemalm-Hagsér, received in September 2016 an associated professorship in Philosophy of Education with focus on Early Childhood Education Research.

5. Membership of the SIG

This year the Outdoor Play and Learning Special Interest Group's total number of paying members is 21 and 97 associated members (2016-11-09).

6. Convener's

Professor Tim Waller and Dr. Shirley Wyver have decided to resign from the SIG this year. Their work has been outstanding, and we all are going to miss the inspiring and engaged collaborating that we had over all the years.

27 April 2017