

Prince, Heather ORCID: <https://orcid.org/0000-0002-6199-4892> and Waite, Sue (2020) Child, place, and others: interactions that support outdoor learning. *Journal of Adventure Education and Outdoor Learning* . pp. 1-2.

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/5821/>

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
 - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.

<http://dx.doi.org/10.1080/14729679.2020.1844774>

Child, place, and others: interactions that support outdoor learning

Heather E Prince & Sue Waite

The field of outdoor learning is complex and diverse, with many forms residing under this broad umbrella. This special issue seeks to drill down to the nature of interactions between children and their social and physical environment, encouraging greater detail of features and facilitation by others. Deliberately choosing the term 'others' to signal our interest in relationships with the non-human world as well as people, articles in the special issue will consider the material and cultural spaces in which activities take place and *how* they impact on particular outcomes.

The outdoor sector sometimes struggles to describe the processes and places that underpin different forms of outdoor learning. Much literature uses broad brush terms such as 'the outdoors' without clear indication of what that comprises or how it might be instrumental in co-producing outcomes with the pedagogies and others involved within that space. Some programmes e.g. Forest School have names that do not reflect the nature of the pedagogy or places in which they are enacted. This special issue is looking for greater clarity about different forms of outdoor learning, building theory about pathways to impact.

Human separation from the more-than-human world and anthropocentric interpretations of relationships between them are rejected by some schools of thought, such as new materialism. A range of theoretical perspectives (Beames, Higgins and Nicol, 2012; Cutter-Mackenzie, Malone and Barratt Hacking, 2018; Roberts, 2013) can offer a productive route to deeper understanding of how the field can best contribute to not only educational but also health and environmental outcomes for young people. All demand precision about the context of children, places, and others so that meaningful comparisons and conclusions can be made (Waite, Bølling and Bentsen, 2016). Aims, details of location and processes are examples of helpful contextualisation. Theorisation further supports modelling how these may interact or coalesce (Quay, 2013).

Closer alignment of models of 'child, place and others' interactions with specific intentions enable better design of implementation programmes and the capacity to target these appropriately (Malone and Waite, 2016). This is particularly critical for contracted economies post-COVID-19, where the huge potential impact of outdoor learning in meeting children's, societal and environmental needs may not be realised unless it is clear how and for what, different interventions might be useful.

We therefore invite papers that illuminate interactions between child, place and others and the outcomes that they co-produce. Research articles that listen to children's voices and/or report on interventions with 'hard to reach' young people are particularly encouraged. Different theoretical perspectives and methodologies are welcomed as we believe this will stimulate debate and help reach consensus on some of the key contributors to children's education, understanding of and care for the world, and their health and happiness.

Please submit your proposed contribution **before 30 September 2021**. Articles should be submitted to the *Journal of Adventure Education and Outdoor Learning* for peer review but **please clearly indicate that the submission is for this special issue by entering 'Child, place and others' as the header**. We hope to publish the special issue during 2022. Any submitted high quality articles that are not included in this themed edition will be published in general issues of the journal subject to the authors' consent.

References

Beames, S., Higgins, P., and Nicol, R. (2012) *Learning Outside the Classroom: Theory and Guidelines for Practice*. Abingdon: Routledge.

Cutter-Mackenzie, A., Malone, K. & Barratt-Hacking, E. (2018) *International Research Handbook on Childhood Nature: Assemblages of Childhood and Nature Research*. New York: Springer.

Malone, K. & Waite, S. (2016) *Student outcomes and natural schooling: Pathways from evidence to impact report*. Plymouth: University of Plymouth. Available online at:

https://www.plymouth.ac.uk/uploads/production/document/path/6/6811/Student_outcomes_and_natural_schooling_pathways_to_impact_2016.pdf

Roberts, J.W. (2012) *Beyond Learning by Doing: Theoretical Currents in Experiential Education*. London: Routledge.

Quay, J. (2013) More than relations between self, others and nature: outdoor education and aesthetic experience, *Journal of Adventure Education & Outdoor Learning*, 13(2), 142-157. DOI: 10.1080/14729679.2012.746846

Waite, S., Bølling, M., & Bentsen, P. (2016) Comparing apples and pears?: a conceptual framework for understanding forms of outdoor learning through comparison of English Forest Schools and Danish *udeskole*, *Environmental Education Research*, 22(6), 868-892. DOI: [10.1080/13504622.2015.1075193](https://doi.org/10.1080/13504622.2015.1075193)

Guest editors:

Sue Waite is currently a visiting associate professor at Jönköping University in Sweden and a former associate professor in outdoor learning at University of Plymouth, UK. She is an editorial board member of *Education 3-13*, the *Journal of Outdoor and Environmental Education* and the *Journal of Adventure Education and Outdoor Learning*. She has published widely regarding her principal research interests, school-based outdoor learning and health and wellbeing outcomes from time spent in nature, exploring material and social relations of culture, places and people.

Heather Prince is Professor of Outdoor and Environmental Education at the University of Cumbria, UK. She is interested in pedagogic practice of outdoor learning in formal education and ways to enhance children's relationship with place and nature. She is Associate Editor of the *Journal of Adventure Education and Outdoor Learning*, and co-editor of the *International Handbook of Outdoor Studies* and *Research Methods in Outdoor Studies*.