

Statement:

This paper will work to uncover the presence and history of alternative, nature-based education in British Columbia. Dates for prevalent research are not solidified as research has revealed more recent exposure of nature to the educational field rather than a history which extends further into the past. This topic has been chosen to explore not only the origins and history of nature-based education but also whether this type of learning is useful and beneficial for students of all ages.

Explanation/Objectives:

Some objectives of this paper are as follows:

1. Explore the prevalence or instead presence of nature-based alternative education within British Columbia over time.
2. Examine specific examples within of alternative education based on exposure to nature, their growing or declining popularity and the conclusions of the effects on students learning and well being over time.
3. The perceived benefits to students learning and well-being due to exposure to nature-based education.

Preliminary Bibliography:

Beattie, A. Elizabeth. 2015. "A Young Child's Perspectives on Outdoor Play: A Case Study from Vancouver, British Columbia." *International Journal Of Early Childhood Environmental Education* 3, no. 1: 38-53. *ERIC*, EBSCOhost (accessed September 21, 2017).

The primary purpose of this paper is to examine a specific child in order to determine individual perspectives on outdoor play and its relation to nature-based education. This case study makes an excellent source for this paper as it examines the opinions of a young child on the experience of outdoor play which other sources neglect to acknowledge. This article also raises the question of if 'outdoor play' and 'nature-based education' should be considered separate experiences for those in the learning sphere. This paper's weakness is that it focuses solely on a child's opinion, it needs to be determined how valid and accurate a child's perspective and opinion on the world is. Furthermore, it needs to be considered whether or not a child is capable of accurately conveying how they feel about their outdoor experiences without expressing what they think the adults around them want to hear.

Bowdridge, Michael, and Sean Blenkinsop. 2011. "Michel Foucault Goes Outside: Discipline and Control in the Practice of Outdoor Education." *Journal Of Experiential Education* 34, no. 2: 149-163. *Academic Search Complete*, EBSCOhost (accessed September 21, 2017).

The primary purpose of this paper is to explore if discipline and control are involved in outdoor and nature-based education and if Foucault's ideas surrounding punishment and discipline play a role in the alternative education method. Bowdridge and Blenkinsop determine that the teaching method which is typically based off less structure do in fact use methods of control. This information is relevant to the research of this paper as it shows that nature-based education is unable to escape some traditional methods of learning.

Filler, Chris. 2015. "Physical Activity in Nature: Lessons Learned from a Preschool Program."

Wellspring 26, no. 2: 1-4. *Academic Search Complete*, EBSCOhost (accessed September 30, 2017).

The primary purpose of this paper is to showcase the aspects of a nature-based preschool program on Vancouver Island, British Columbia. The article showcases what lessons the program works towards teaching. The possible audience for this paper would be parents of preschool-aged children who are seeking a nature-based educational experience for their child. This is relevant information to the area of study as it shows the advantages of exposing children to a nature-based education at an early age.

Johnston, Julie. 2011. "Integrated Curriculum Programs in British Columbia." *Pathways: The*

Ontario Journal Of Outdoor Education 24, no. 1: 24-27. *ERIC*, EBSCOhost (accessed September 30, 2017).

The primary purpose of this source is to identify and briefly explain different integrated curriculum programs within British Columbia. This paper gives brief descriptions of real nature-based education programs as well as the basic history of the origins of the program. The intended audience of the work would be those interested in sending their child to a nature-based education program that still meets the requirements of traditional education standards. Entirely, its most significant asset is the resources it shows for specific programs and their origins of outdoor-education for students in British Columbia. I would not say there are any weaknesses to this paper as it merely gives necessary information on integrated curriculum programs within British Columbia as well as providing the web addresses essential for finding more information.

Veletsianos, George, Miller, Brant G., Eitel, Karla Bradley and Eitel, U.H. 2015. "Lessons Learned from the Design and Development of Technology-enhanced Outdoor Learning Experiences." *Techtrends: Linking Research & Practice To Improve Learning* 59, no. 4: 78-86. *Academic Search Complete*, EBSCOhost (accessed October 1, 2017).

The primary purpose of this source is to examine technology-enhanced learning within nature-based education, more specifically on a local scale. This reference brings forth the prevalence of technology in modern classrooms and develops ideas and concepts towards including said technology in the realm of 'nature-based' education. Through this source, if technology can work to enhance the experiences of small-scale and local outdoor education experiences for students of different ages is explored. A special feature of this paper is the examination of specific situations with different aged students. One weakness of this source is that does not deal with Canadian history, therefore, not directly relating to the content of this paper. However, it brings insight into the use of technology within education which is an important aspect of today's' classroom setting whether in traditional modes or alternative examples. One bias of the paper is that it seems the authors already have an opinion which sees benefits of outdoor education which stops them from being objective.

A Statement of Process Document:

The topic of alternative, nature-based education, was chosen as a means of exploration. I have often wondered in what ways my own educational experience could have been altered if I was subjected to the different educational opportunities offered in and around my area. My

passion and love for the outdoors has created a curiosity towards how nature could have been incorporated into my educational experience. With this in mind, I sought to discover the nature-based education programs present within British Columbia and whether or not they had significant impacts on the children who participated in them.

I chose my sources by having the mind frame of finding papers which seemed interesting but were also provoking. I attempted to select sources that contained specific examples of nature-based education within British Columbia so that further investigation of the origin of these programs could commence. Overall, a range of sources were chosen to cover all topics, perspectives, and aspects of nature-based education. Collectively, they aim at answering a wide range of questions through different points of view.

Before commencing my research, I held the preconceived notion that nature-based education was not prevalent within British Columbia. However, my research has determined that my assumption was incorrect. While this mode of education is not the more popular choice when compared to traditional schooling, there are many opportunities for this form of alternative teaching within the province. With my assumption, I also found that I was concerned with not being able to collect enough sources through my research process. However, the research field concerning nature-based and outdoor education is rather extensive and overwhelming. My central dilemma with this was finding the proper language to use in order to narrow down the search towards the types of information, studies, and papers which related to the kind of essay I wanted to write. My sources did result in a reconsideration of my assumptions as nature-based education is much more readily available than previously thought.

My view on the topic has changed and I am now aware of the abundant opportunities for nature-based education within British Columbia. At this point in my research, I am still left with a few questions that I am hoping to answer. Such as, what are/were parental views on nature-based education and have they seen the benefits of subjecting their children to this alternative mode of learning. Carrying on, how have parental opinions changed over time? Before completing my paper, I hope to find at least one source on this topic. Also, I am left questioning why traditional models of education often leave out nature-based aspects within the classroom experience, and what cultural shifts have led to a stronger presence of nature-based schooling today. Furthermore, I hope to find out the changes in student performance and attitudes instructors of nature-based education have seen.

Next time I begin a research project, I will attempt to not form any conclusions before conducting my research. Furthermore, if I were to research this topic again, I would like to make personal contact with at least one nature-based education program in order to get first-hand accounts and information on the history of the program and the reasons behind starting it.