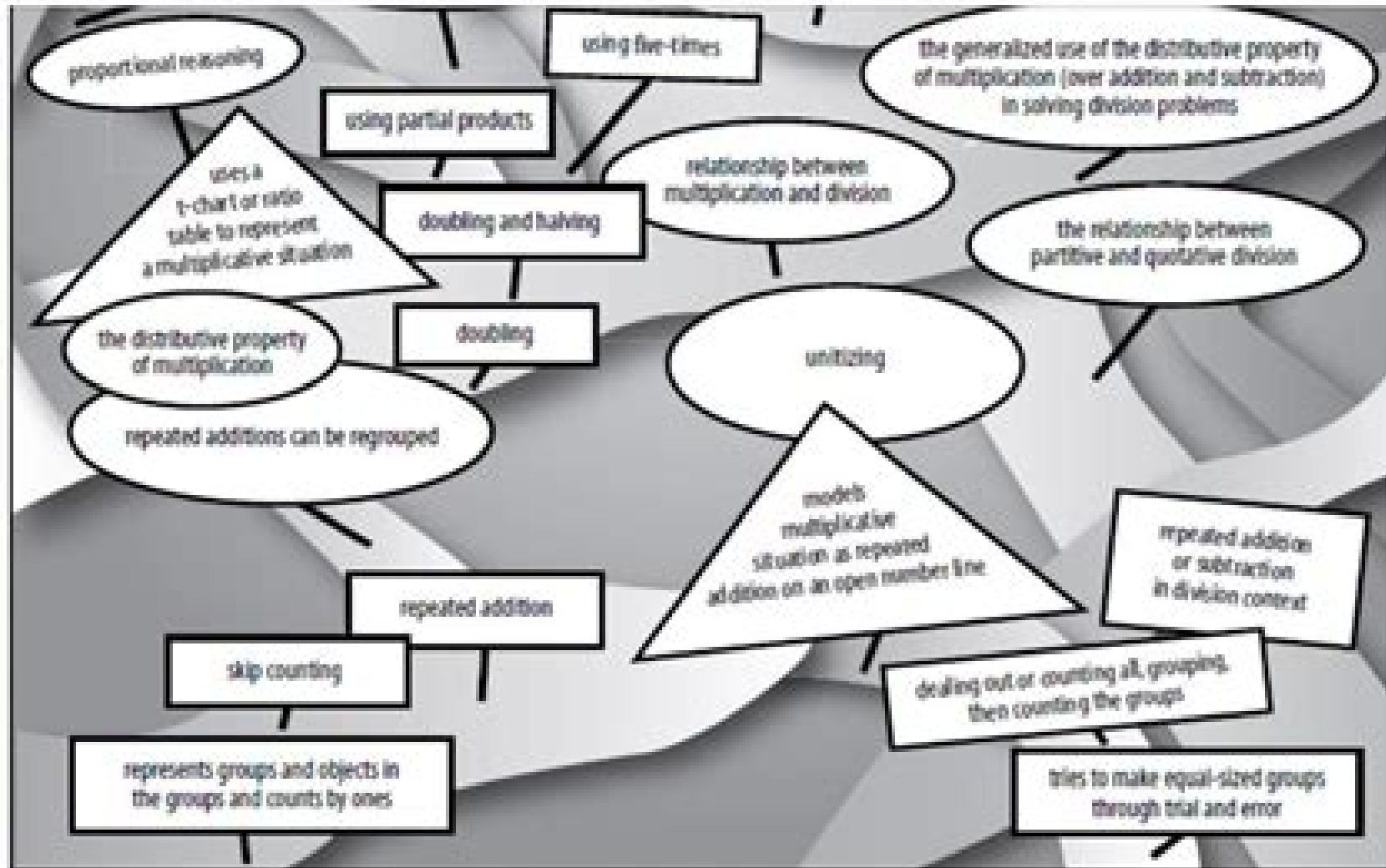


The Landscape of Learning



Landscapes Of Learning

**Brenda J. Vander Mey, Sian I.
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Landscapes Of Learning:

Landscapes for Learning Sharon Stine, 1996-12-06 Ask people what they remember most about the physical surroundings of their childhood and they are likely to describe a special place: a school yard, a patch of woods, a community garden. For it is outside space that is most conducive to the ebb and flow of spontaneous activities, offers rich and often surprising sensory input and provides endless possibilities for exploration. If the classroom is the place where children are taught, the outdoors is where they learn on their own. A growing legion of landscape architects is exploring and exploiting the ability to create outdoor environments that optimize the learning experience and mirror the ideas, values, attitudes, and cultures of those who inhabit them. In *Landscapes for Learning*, Dr. Sharon Stine presents 11 case studies of the very best of these design projects from around the world. Her findings describe not only design concepts and end results, rich outdoor learning environments, but more importantly, the processes that led to the creation of these environments. She examines the roles of designers, teachers, and the children themselves, and how their interaction affects the planning, building, and use of the space. Dr. Stine shows how the most successful designs address the needs of both the children, whose job it is to mess up the space, and the adults who supervise them. She defines nine pairs of contrasting elements that are essential to any play environment and uses these both as the basis for her analyses of particular environments and as the foundation of a common language that designers and educators can use when developing a new design. She also addresses the issues of safety and security and demonstrates that learning environments can be stimulating, interesting links with the natural world and safe places for children to run free. *Landscapes for Learning* is the ideal source for landscape architects, architects, planners, school administrators, and teachers who want to collaborate in the development of useful, intriguing outdoor environments for students in day care, preschool, elementary school, junior high, and high school. Discover the keys to creating delightful, stimulating, challenging, and educational outdoor environments for children and youth. This unique volume explores the vital and growing movement that is transforming school yards, day care facilities, and museum grounds around the world. Dr. Sharon Stine presents detailed analyses of a wide variety of outdoor environments for children and the principles and processes that enabled their design, creation, and ongoing operation. Special features of this book include: Eleven case studies of outstanding outdoor environments for children and youth, both contemporary and historical. More than 140 photos and line drawings that illustrate the application of specific design principles. Nine pairs of contrasting elements essential in any play environment that form the basis of a shared language for the design and analysis of outdoor learning environments. In-depth analyses of the development and evolution of outside space in two schools over a period of 80 years. And much more. [Landscapes of Learning](#) Maxine Greene, 1978. Special 2018 Edition. From the new Introduction by Janet L. Miller, Teachers College, Columbia University. Maxine Greene never claimed to be a visionary thinker. But forty years later, her trepidations detailed throughout 1978's *Landscapes of Learning* now appear unnervingly prescient. Witness and treasure *Landscapes* as evidence of her

matchless abilities to inspire myriad educators and students worldwide I would suggest that there must always be a place in teacher education for foundations people whose fundamental concern is with opening new perspectives on the many faces of the human world Maxine Greene The essays in this volume demonstrate clearly that Maxine Greene is herself an example of the kind of foundations specialist she hopes to see someone who can stimulate inform and bring new insights to teachers students curriculum planners administrators policy makers indeed all those concerned with education in its broadest sense These essays a number of them based on lectures presented to various professional organizations reveals her dedication to learning and teaching as it reveals her belief in the potential of each individual person A philosopher whose orientation is largely existential and phenomenological she seeks to demystify aspects of today's technological society to question taken for granted notions of social justice and equality and to elucidate conflicts between youth and age the poor and the middle class people of color and Whites male and female As a humanist she calls for self reflectiveness wide awakesness and personal transformation within the context of each person's own lived world each one's particular landscape of work experience and aspiration Recognizing the multiple realities that compose experience the many landscapes against which sense making proceeds the essays are grouped in four sections intellectual and moral components of emancipatory education social issues and their implications for approaches to pedagogy artistic aesthetic considerations in the making of curriculum and the cultural significance of women's predicaments today All are richly illuminated by examples all are written with grace and passion all will help readers achieve greater self understanding and critical consciousness

Landscapes and Learning

,2009-01-01 Places are made after their stories Just as place names describe complex and conflicted place making aspirations so with all marks associated with the marking of places tracks the symbolic representation of these in song dance and poetic speech indeed all the technologies that join up distances into narratives they all inscribe the earth's surface with the forms of stories Of course these are not the same as the foundational myths of imperial cultures whose aim is to displace any prior discourse of place making They are stories of and as journeys passages in a double sense constitutionally incomplete because they always await their completion in the act of crossing over or meeting which of course is endless Paul Carter Landscapes and Learning maps some of these stories and passageways to open up new place making possibilities The book uses the lens of place to explore how we can respond differently to some of the major questions of our time Postcolonial global concerns such as increased displacement and migration the loss of indigenous knowledges and the imperatives of environmental degradation and climate change require critical educational responses Place studies provides new languages and fresh metaphors to open up interdisciplinary conversations in the space between local and global and indigenous and non indigenous knowledges Through its focus on the mutual constitution of bodies identities histories spaces and places place studies offers a conceptual tool for important cultural and environmental transformations

Learning in Landscapes of Practice Etienne Wenger-Trayner, Mark Fenton-O'Creevy, Steven Hutchinson, Chris Kubiak, Beverly

Wenger-Trayner,2014-07-25 If the body of knowledge of a profession is a living landscape of practice then our personal experience of learning can be thought of as a journey through this landscape Within Learning in Landscapes of Practice this metaphor is further developed in order to start an important conversation about the nature of practice knowledge identity and the experience of practitioners and their learning In doing so this book is a pioneering and timely exploration of the future of professional development and higher education The book combines a strong theoretical perspective grounded in social learning theories with stories from a broad range of contributors who occupy different locations in their own landscapes of practice These narratives locate the book within different contemporary concerns such as social media multi agency multi disciplinary and multi national partnerships and the integration of academic study and workplace practice Both scholarly in the sense that it builds on prior research to extend and locate the concept of landscapes of practice and practical because of the way in which it draws on multiple voices from different landscapes Learning in Landscapes of Practice will be of particular relevance to people concerned with the design of professional or vocational learning It will also be a valuable resource for students engaged in higher education courses with work based elements **Landscapes for Learning** Brenda J. Vander Mey,Sian I. McDonald,National Dropout Prevention Center,Clemson University. Cooperative Extension Service,Betsy M. Campbell Foundation,2001 *Landscapes for Learning* Michael Southworth,1992 Drawing on examples from 40 different city and rural landscapes the author suggests how to design environments which encourage learning and exploration *Proceedings of the 2nd International Conference on Social Knowledge Sciences and Education (ICSKSE 2022)* Sumarmi Sumarmi,Rajendra P. Shrestha,I Nyoman Ruja,Azmil Mohd Tayeb,Sharina Osman,2023-02-10 This is an open access book Each country in Southeast Asia has experienced numerous adversities from pandemic and disasters to inequalities and threats to democracy Adding to these challenges are our common experience of colonialism where its legacies still resonate in the present Despite these challenges Southeast Asia continue to participate in global commitments geared towards realizing sustainable development democracy and countervailing the imbalance global power relation Furthermore Southeast Asia has been the center of studies that critically examined the global power of knowledge production Categories of developing undeveloped or third world have been largely questioned as these categories created more segregation and reflected Orientalist notion rather than acknowledging countries of Southeast Asia and others as a distinct entity Under this backdrop the conference will explore these important questions what makes Southeast Asia resilient Why What brought Southeast Asia together as Southeast Asia What are the challenges for Southeast Asia today How do we overcome them How does Southeast Asia contest and cooperate with global powers within the international network This conference will bring together academics educators activists or even policy makers who work on Southeast Asia to discuss those questions Experts within and outside the countries of Southeast Asia are welcome to share their research and knowledge on various issues about the region Rethinking the Landscapes of Learning Marie Carey,2015 This practicum

investigates the role of landscape architects in identifying and understanding the development of place identity in children with application to schoolyard design specifically in Lorette Manitoba Through a review of literature design principles were developed to reflect place identity as well as enable outdoor learning experiences cognitive development and provide long term community investment in the success of the project These principles were used to direct a series of case studies which helped inform design features in the conceptual design section of this practicum Community engagement became integral to the design process where students staff and community members were invited to participate and share their opinions about Lorette the current schoolyard and suggestions for the future schoolyard The conceptual design integrates elements representative of local culture and history all the while emphasizing connecting children to naturalized outdoor spaces bringing learning outdoors and providing children with places to play

Learning Through Nature Learning through Landscapes,2010 Education Outside the Classroom Great Britain. Parliament. House of Commons. Education and Skills Committee,2005 The Committees report examines the wide range of outdoor learning experiences from lessons held within school grounds to residential expeditions abroad and considers the place of outdoor learning in the curriculum from foundation stage to higher education Issues discussed include the value of outdoor learning and the decline of opportunities for educational opportunities outside the classroom the barriers that deter schools from teaching outside the classroom including perceptions of risks in school trips the resources and curriculum time available for such trips availability and costs involved policy options for the Department for Education and Skills to help encourage schools improve and expand provision for outdoor learning and funding implications The Committees recommendations include that the DfES should issue a Manifesto for Outdoor Learning which gives all students the right to outdoor learning and which should attract a similar funding level to the music manifesto around 30 million in order to deliver real change Natural Settings for Play Learning through Landscapes,2009

A Wonderland of the East William Copeman Kitchin,1920 **Information Landscapes for a Learning Society** Sally Criddle,Lorcan Dempsey,Richard G. Heseltine,1999 The development of digital information space has created a new environment for the exchange of information posing challenges for policy and resources developers This volume addresses these issues as they affect library and information providers

A Toolkit For Creative Teaching In Post-Compulsory Education Eastwood, Linda,Coates, Jennie,Dixon, Liz,2009-03-01 This is the essential resource for trainees and teachers working in the PCET sector who are looking for new and creative ways of engaging and motivating their learners The book contains 50 brilliant activities that can be used in a variety of settings and applied to different subject areas The authors give specific details relating to planning preparation and implementation for each activity and in addition suggest a whole range of further variations for each activity to try out too Key features include 50 practical and innovative teaching activities Practical tips to get the most from each activity Variations and subject specific examples Thinking Points to encourage reflection What Next signposts to further reading A theoretical framework which sets the activities within the

context of creativity and innovation Back cover Teaching the Primary Curriculum Outdoors Learning Through Learning Through Landscapes, 2022-07-09 Through real life understanding of teaching and step by step guidance Learning through Landscapes shows you that every curriculum subject in primary schools can be taught outdoors It also shows you that learning outdoors improves health wellbeing and attainment and brings joy to your teaching **Evolution and Learning** Bruce H. Weber, David J. Depew, 2003 Essays on the contributions to historical and contemporary evolutionary theory of the Baldwin effect which postulates the effects of learned behaviors on evolutionary change **Learning Through Landscapes** Kirsty Young, 1990 A curriculum guide to improving school grounds incorporating landscaping which will be attractive and assist with school curriculums examples of schools which have implemented these changes and curriculum materials to use in the school grounds **Lifelong Learning and Education in Healthy and Sustainable Cities** U.M. Azeiteiro, M. AKERMAN, W. Leal Filho, A.F.F. Setti, L.L. Brandli, 2017-11-27 This book presents essential insights into lifelong learning and education in healthy and sustainable cities providing a basis for strategies to help achieve the 2030 Agenda sustainable development and health promotion goals The interface between environment health and lifelong learning is fundamental to attaining these goals and as such the book gathers interdisciplinary reflections from researchers educators and other experts concerning the links between environmental quality human health human education and well being and addressing inequality unplanned urbanization migration lifestyles and consumption and production patterns Topics include Urban planning to address inequality in health and urban poverty Healthy cities and healthy environments Governance for sustainable development Social determinants of health oriented on sustainable development goals Education and lifelong learning for sustainability Energy security access and efficiency Sustainable cities buildings and infrastructure What Can Our School Grounds Do for Us? Learning through Landscapes, 2004 **Planning for Learning through Weather** Rachel Sparks Linfield, 2012-08-08 Plan for six weeks of learning covering all six areas of learning and development of the EYFS through the topic of weather The Planning for Learning series is a series of topic books written around the Early Years Foundation Stage designed to make planning easy This book takes you through six weeks of activities on the theme of the weather Each activity is linked to a specific Early Learning Goal and the book contains a skills overview so that practitioners can keep track of which areas of learning and development they are promoting This book also includes a photocopiable page to give to parents with ideas for them to get involved with their children's topic as well as ideas for bringing the six weeks of learning together The weekly themes in this book include wet weather sunny weather and everything in between

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Landscapes Of Learning Introduction

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