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Wild Pedagogies

its potential for changing perceptions
and experiences of nature

Chris Loynes, Lisa Fenton & Danny
Towers



Wild Pedagogy: what is it?





Wild Pedagogy: our concerns

- Romantic; Utopian
- Elitist
- Far removed – ‘space exploration’
- Wilderness or wildness
- Serendipitous



Wild Pedagogy: our questions

- What activities can support a wild pedagogy?
- What ideas emerge from a wild experience?
- What could be the consequences of a wild pedagogy and what has this to offer in the Anthropocene?



The Wild Ennerdale Workshop

- Ennerdale
- Low Gillerthwaite
- A critical community
 - Students
 - Practitioners
 - Academics
- Texts
- Facilitation
- Food



The activities

- **Scene setting**
 - Texts- Jickling; Wild Ennerdale
- **Framing**
 - Embodiment
 - Feeling
- **Engagement**
 - Bushcraft
 - Earth education
 - Atmospheres & Narratives
- **Ceilidh**

Emerging Ideas: disruptive



Photo courtesy of Rob Fraser



Emerging Ideas: self willed



Emerging Ideas: in community



Photo courtesy of Rita Cattaneo



Photo courtesy of Rita Cattaneo

Consequences: The struggle 1 - nature as self-willed



Consequences: The struggle 2 - people being self-willed



Photo courtesy of Rita Cattaneo



Photo courtesy of Rita Cattaneo

Consequences: frameworks to live by



Consequences: bringing wild places to people



References



Photo courtesy of Rob Fraser

Jickling, B., Blenkinsop, S., Timmerman, N., De Dannan & Sitka-Sage, M. (Eds.) (2018). *Wild Pedagogies: Touchstones for Re-Negotiating Education and the Environment in the Anthropocene*. Palgrave Macmillan.

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