

Part 1

Many countries, including Iceland believe that the use of outdoor education has a positive impact on young individuals. Researchers identified documents from the Icelandic Government that implied outdoor learning offers various benefits to children and their learning. According to Norodahl and Johannesson (2014) throughout the curriculum guidelines the use of outdoors is viewed as creating a positive attitude towards children's learning. It offers children a chance to explore and appreciate their natural surroundings. Another positive of learning in the outdoors for children is that it allows them to exercise and develop a better understanding of healthy living and learning the importance of staying fit.

This emphasis on the outdoors has taken place over a large period within preschools in Iceland, with the target age running between one to six years of age. Einarsdottir 2001; Siguroardottir 1952 (Cited in Norodahl and Johannesson, 2014) explain that pre-schoolers are encouraged to play outside each day. Whereas as children within the age bracket of six – sixteen are only granted time outdoors when it is playtime. The use of outdoors varies from school-to-school and it has been recognised that Iceland alone has had significant growth in this area of education. In the capital of Iceland, Reykjavik, 70% of schools voice that they are mindful of the use of outdoor education when planning their lessons. (Oladottir, 2008, Cited in Norodahl and Johannesson, 2014)

Adapted from:

Noradahl, K. and Johannesson, I. (2014) 'Icelandic teachers' views of using the outdoors' Education 3-13: International Journal of Primary, Elementary and Early Years Education. Vol 44, No. 4, September 2014, 391-406.

Part 2a

Referring to the Forest School Network definition it explains that Forest Schools are,

An inspirational process that offers children, young people and adult's regular opportunities to achieve, and develop confidence and self-esteem through hands-on learning experiences in a woodland environment (O'Brien and Murray 2006).

According to O'Brien and Murray (2006) there are growing concerns that young children do not have the same outdoor learning experiences in comparison to their parents, the use of outdoors is restricted, and activities are limited due to the increasing rise in Health and Safety. Many activities are now available to teach indoors which may have an impact on the use of outdoor space. Ward Thompson and Aspinall Et al, (2004) make the point that if children do not experience certain locations when they are young then it is likely they will not feel the need to visit these locations as they grow up, this could have a negative effect on an individual's physical and emotional development towards nature. It is important that a child is given the opportunity to learn and experience outdoors as it is different to learning in a classroom environment. Teachers are being encouraged by the Welsh Government to introduce Forest schools to children, with an emphasis on foundation phase (Welsh Assembly Government, 2009).

Reference List:

Hwb.gov.wales. (2019). *Foundation Phase - Hwb*. [online] Available at: <https://hwb.gov.wales/curriculum-for-wales-2008/foundation-phase/> [Accessed 9 Nov. 2019].

O'Brien, L. and Murray, R. (2006). *A marvellous opportunity for children to learn*. Farnham, Surrey: Forest Research.

Ward Thompson, C., Aspinall, P., Bell, S., Findlay, C., Wherratt, J. and Travlou, P. (2004). Open Space and social inclusion: Local Woodland use in Central Scotland.

Part 2b

1) When completing a piece of academic writing it is important that the information is not played off as your own as you could be at risk of plagiarism. University of Wales Trinity Saint David explains that unfair practice is 'any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage...' (University Regulations. UWTSD, 2019). The university has penalties in place that could have a serious impact on an individual's academic studies.

2) False, you should reference whenever you find yourself using an idea or information that you have read, heard or seen from someone else (Leeds Library, 2019).

3) False, the founder of Wikipedia, Jimmy Wales explained that the website is not practical for academic assignments. The reason being that the information on Wikipedia can be added to and edited by anyone which effects the credibility (The Guardian,2013).

4) When quoting more than thirty words or two lines then the long quotation process is required. According to Downes and Evans (2019) you will need to follow the following steps:

1. Start a new paragraph
2. Indent the paragraph
3. You do not need to include quotation marks
4. In-text citation is required following the quote

Reference list

Coomer, A. (2013). *Should university students use Wikipedia?* [online] the Guardian. Available at: <https://www.theguardian.com/education/2013/may/13/should-university-students-use-wikipedia>.

Downes, E. and Evans, P. (2019) *Referencing handbook*. University of Wales Trinity Saint David

Library.leeds.ac.uk. (2019). *Referencing explained*. [online] Available at: https://library.leeds.ac.uk/info/1402/referencing/47/referencing_explained.

University Regulations. University of Wales Trinity Saint David (2019).

Part 3

The title of this article written by Agatston, Kowalski and Limber (2007) is a brief report named 'Student's Perspectives on Cyber Bullying'. The report comprises a study carried out on students to understand the impact of cyber bullying which would include own experiences and strategies for dealing with cyber bullying.

Having looked at all three authors, the writer can identify that they bring different experiences within education which will

have a positive impact on their studies, allowing a wider outlook on the subject. Kwalski has completed research, which is focused on cyber bullying, Limber directed a bullying prevention programme and Agatson works closely with the schools in Cobb County School District as a counsellor, offering training on how to prevent bullying and keep safe on the internet. Despite the positives, there are factors which could restrict the research, Kwalski and Limber are both professors at Clemson University, so it is likely they have similar views (Age, 2019).

The writer is aware that cyber bullying has become an increasing concern with the development of technology over the current years (Bradshaw and Donato, 2013). This paper has included a study of 148 students to conduct a conclusion of the impact cyber bullying has on middle and high school students. Interviews and focus groups were carried out to gain an understanding, however, this information was limited as there were only a small minority of students asked to participate, these focus groups took place in Cobb County School District of Marietta, Georgia. Focus groups and interviews lasted 45-minutes which is time restricting to conclude a way forward on a potential sensitive topic. Although focus groups allow the researchers to physically interact with the students it is not the most reliable source to use as some individuals may not feel comfortable to discuss their issues in front of their peers (Smithson, 2007). Throughout the article the writer gains an understanding on how students view cyber bullying however, this is not always the focus in the text.

Although the article is presented accordingly the use of paragraphs are restricted in size and the use of links between the paragraphs are not effective, which has an overall impact on the structure of the article. There are many occasions that paragraphs could have been separated, this could have helped the reader keep focus on the topic. The statistics in the text were inconsistent which impacts on the readers belief in Agatson, Kowalski and Limber. The paper also includes unnecessary information, the writer has learnt about an unnamed study which has no correspondent to the articles aims.

The use of formal language in this paper is very evident. The scribe explains that the information in the article is difficult to read and relatively unfocused as the points made are either repetitive or information was vague, for example, diverse socioeconomic was brought into the study, however, not elaborated on, when potentially it could be a contributing factor

of bullying. According to Jansen, et al, (2011), individuals who come from socioeconomic backgrounds are more likely to be bullied. The journal article is limited in their credibility as the only reference used was themselves and the small study within the school. In addition to this, the writer has identified that there is no use of objective language and the article consists of a high volume of subjective language throughout, ideas have not been backed up or supported which allows the article to be biased. Agatston, Kwalski and Limber did not use persuasive language to their full advantage as this could have impacted on the readers views on the article. The writer feels as though it would have been in the best interest of the researchers to allow the students to create a conclusion rather than it being their own ideas.

Agatston, Kwalski and Limber (2007) made the claims that male students are "less likely" to support the concept that cyber bullying is a problem at their school. A more up to date study contradicts this claim, according to Scheff (2017) boys are the ones more likely to talk about online bullying. Another claim that was made by Agatston, Kwalski and Limber (2007) was that students disregard the rules around using their cell phones at school, so this policy needs to be pushed, it was also mentioned that students can access circumvent filters. To gain validity it would have been in the publishers' best interest to back up these claims as it would allow the reader to gain a better understanding. The paper is also repetitive and includes the same points and is not varied with their findings, the writer is aware that females view cyber bullying as a problem within school however, the is unnecessarily repeated throughout the article.

As expressed throughout this critical response cyber bullying is a growing concern, however, the writer voices that the evidence was unreliable due to the lack of research conducted by Agatston, Kwalski and Limber. The text is poorly written creating a disengaging attitude to the reader. Certain areas have not been detailed and prioritised as much as they should, for example the writer believes that the method was finite. In addition, this paper is potentially outdated as it was formed over eleven years ago. Throughout the study there were many limitations that affected the writer's opinion on the credibility of this article, the first being the lack of evidence to approve or support a statement. After reviewing and reflecting this article, the writer believes it is not academically appropriate, the writer has come to this conclusion as overall, the aims are clear, however, the message is not delivered effectively.

Reference list

Agatston, P., Kowalski, R. and Limber, S. (2007). Students' Perspectives on Cyber Bullying. *Journal of Adolescent Health*.

Age, C. (2019). *Meet the Authors*. [online] Cyber Bullying Help. Available at: <http://cyberbullyhelp.com/book/authors/> [Accessed 10 Nov. 2019].

Bradshaw, C. and Donato, I. (2013). *Bullying, Violence, and Gangs*. [online] StopBullying.gov. Available at: <https://www.stopbullying.gov/blog/2013/05/14/bullying-violence-and-gangs.html> [Accessed 10 Nov. 2019].

Jansen DEMC, Veenstra R, Ormel J, Verhulst FC, Reijneveld SA. Early risk factors for being a bully, victim, or bully/victim in late elementary and early secondary education. The longitudinal TRAILS study. *BMC Public Health*. 2011;11:440–447.

Scheff, S. (2017). *More Boys Admit to Cyberbullying than Girls*. [online] Psychology Today. Available at: <https://www.psychologytoday.com/us/blog/shame-nation/201710/more-boys-admit-cyberbullying-girls> [Accessed 10 Nov. 2019].

Smithson, J. (2007). *Using focus groups in social research*.