

ECGE 4001 – Portfolio of Study Skills.

Part 1.

In Iceland and other Nordic countries, outdoor play for children is considered of great importance. Many Government publications and papers suggest that an outdoors lifestyle for children is beneficial to their health and well-being. The curriculum guidelines embed an immense emphasis on using the outdoors as an additional learning environment, encouraging children to broaden their minds and to think more about the world they live in. Noradahl and Johannesson (2014) state, that using the outdoors as an additional learning environment for children and young people, contributes greatly towards exercise and healthy living (Noradahl and Johannesson, 2014).

The emphasis on using the outdoors to aid in children and young people's development and learning has been apparent for some time in Iceland. Children aged between one and six years old have the enjoyment of playing outdoors daily, where as children aged six to sixteen only have the opportunity to spend time outside with their peers at break time. There is very little research into the extent of how teachers aid outside play. It would seem likely that this would vary greatly between schools, dependent upon the resources and commitment within each school. There are some indications that some Icelandic teachers are now incorporating outside play to a greater extent in the school timetable. "In Reykjavik, the capital of Iceland, 70% of compulsory schools report that they practice outdoor education on a regular basis" (Oladottir, 2008, cited in Noradahl and Johannesson, 2004, p.2).

Reference List.

Noradahl, K and Johannesson, I (2014) 'Let's go outside: Icelandic teachers' views of using the outdoors', *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, 44(4), p.2 (Accessed: 24 October 2019) DOI: 10.1080/03004279.2014.961946

Part 2a.

This essay will discuss the topic of forest schools. The Forest School Network defines forest schools as;

An inspirational process that offers children, young people and adults regular opportunities to achieve, and develop confidence and self-esteem through hands-on learning experiences in a woodland environment (O'Brien and Murray, 2006, p.6).

Some concern has been shown that young children in schools currently do not have enough access to the outdoors and woodland areas, like their parents did years ago. O'Brien and Murray (2006) believe this is due to parents worrying excessively over their children's safety. There are also many more indoor activities and opportunities for the children and young people of today. Outdoor play has many benefits; "the freedom to explore using multiple senses is fundamental for encouraging creative, diverse and imaginative play. The focus is on the whole child." (O'Brien and Murray, 2006, p.6). Research shows that if children and young people do not use the outdoor environment during their childhood they are less likely to as adults. Therefore, they won't reap the physical and emotional benefits of having access to nature (Ward Thompson. et al, 2004).

Outdoor learning is very diverse and different to learning within a classroom environment. Welsh Government are encouraging schools and teachers to make better use of the outdoors, particularly in the foundation phase.

Reference List.

O'Brien, L and Murray, R (2006) *A marvellous opportunity for children to learn*. Available at: <file:///home/chronos/u-5d53bd9965b7c81de1acae05b53eece7193cf3d9/MyFiles/Downloads/fro112forestschoolsreport.pdf> (Accessed: 24 October 2019)

Ward Thompson, C. et al. (2004) *Open space and social inclusion: Local woodland use in central Scotland*. Available at: file:///home/chronos/u5d53bd9965b7c81de1acae05b53eece7193cf3d9/MyFiles/Downloads/OpenSpace_and_Social_Inclusion_Local_Woodland_Use.pdf (Accessed: 24 October 2019)

Welsh Assembly Government (2009) *Foundation Phase: Outdoor Learning Handbook*. Available at: <https://s3-eu-west-1.amazonaws.com/hwb-live-storage/98/b6/32/ac/655c427189581dd0cab40bf0/Foundation-phase-outdoor-learning-handbook.pdf> (Accessed: 24 October 2019)

Part 2b.

1. If you fail to acknowledge the source of your information in academic writing you could be accused of plagiarism. It is important that students avoid this because it is against university policy and it is of paramount importance to acknowledge other academic authors.
2. False; a reference is required for both direct and indirect quotations to acknowledge other authors work and ideas.
3. False; Wikipedia is not a reliable source of information for academic assignments.
4. In order to write and correctly reference a long quotation which is considered more than 30 words or two lines;
 - A) Begin a new paragraph
 - B) Indent this paragraph
 - C) Quotation marks are not needed
 - D) Ensure single spacing is used
 - E) Perform in text citations as usual
5. You would begin to conduct research for an academic assignment by using the below sources;

Google / Google Scholar, Books & E-books, Articles & Newspapers, Documentaries and Conferences.

Reference List.

Pears, R and Shields, G (2019) *Cite them right: the essential referencing guide*. London: Macmillan Education / Red Globe Press.

Part 3.

Introduction.

The students' perspectives on cyber bullying (Agatston, Kowalski and Limber, 2007) report discusses student views and attitudes on cyber bullying. Within the research that was carried out for this report "approximately 150 students participated in focus groups at two middle schools and two high schools" (Agatston, Kowalski and Limber, 2007, p.1).

The aim of the text was to increase a superior comprehension of the effects of cyber bullying on pupils and the conceivable requirement for aversion messages focusing on parents, pupils and teachers (Agatston, Kowalski and Limber, 2007).

Summary.

The key argument for this text that Agatston, Kowalski and Limber (2007) made clear, was that cyber bullying is an undeniable issue. However, it appears more apparent amongst female students. The students who viewed cyber bullying as an issue seldom discussed the matter at school and they did not feel that the school staff were helpful in dealing with cyber bullying. Due to the schools filters restricting access to social networking sites, the majority of cyber bullying took place outside of the school day. The exception to this was text messaging during the school day despite the schools cellular phone policy.

The authors intentions throughout the report were to highlight the ongoing issue of cyber bullying in the school district of Marietta, Georgia. In addition, to demonstrate the effects of cyber bullying on both males and female students. The authors' purpose for this text may have been to investigate the possible need for increased prevention methods both in and out of school.

Structure.

The structure of the report is clear and concise with an easy to read layout with an appropriate balance of facts and figures. This gives the reader an adequate insight into the aims and intentions of the report. However, the report is brief in length whilst still containing the necessary information to highlight their point. The headings throughout the

report sign post the reader and link the individual sections together. Although, there are several lengthy paragraphs that could be broken down. For example; the discussion paragraph at the end of the report. This final section could be broken down into discussion, recommendations and a conclusion to make for a more flowing read.

Language.

The language of the report is easy to read whilst still maintaining a relatively formal style. Both expert and non expert readers will have a clear understanding of the reports content and intentions.

Evidence and Reasoning.

The evidence and reasoning within this report demonstrates a clear issue and hypothesis. The report claims that cyber bullying is an ongoing concern for children and young people in the Cobb County School District of Marietta, Georgia. The matter appears to be more prominent amongst the female students according to Agatston, Kowalski and Limber (2007). Additionally, Agatston, Kowalski and Limber (2007) believe that the specifications on cellular phones is becoming increasingly greater as the years go on, and therefore recommend “that schools districts that allow cellular phones on campus prepare for this potential.” (Agatston, Kowalski and Limber, 2007, p.2).

This reports' evidence was based upon a relatively small study group of 148 students twelve years ago in one location of the USA, Marietta, Georgia. Using a small group such as this and also only using interviews for the research method can be useful as an initial study but is not necessarily generalisable and cannot be used to represent other areas or countries. An additional study by two of the authors did involve over 3,700 students but only provided data on the percentages of this larger group that had experienced cyber bullying. This data was also slightly contradictory to what the report itself showed. However, although the data for this report was gained from a small study, the evidence given would seem to support the need for cyber bullying prevention measures as discussed toward the end of the report.

Conclusion.

The report concludes by highlighting the need to provide anti-bullying policies to parents, students and schools, including both literature and direct teaching. From the evidence presented in this report, these measures would appear justifiable.

In conclusion, this report provides a brief but relevant and appropriate introduction to cyber bullying in 2007 in one area of the USA. In the years since this study, technology has advanced substantially. For example, cyber bullying today includes the use of apps, online games, photo filters and fake identities. Studies such as this one by Agatston, Kowalski and Limber (2007) helped pave the foundations for further investigations and the modern approach to tackling cyber bullying. Their recommendations are now in common use in educational facilities world wide.

Reference List.

Agatston, P, Kowalski, R and Limber, S (2007) 'Students' Perspectives on Cyber Bullying', *Journal of Adolescent Health*, 41, pp.59-60. DOI:10.1016/j.jadohealth.2007.09.003