



ALTERNATIVE APPROACH IN PRESCHOOL EDUCATION: AN EXAMINATION OF TEACHER, PARENT, AND ADMINISTRATOR OPINIONS IN FOREST SCHOOLSⁱ

Merve Koyuncu¹ⁱⁱⁱ,

Fatma Elif Ergin²

¹Toros University,
School of Health Services,
Department of Child Care and Youth Services,
Child Development Program,
Mersin, Turkey

²Ankara Yıldırım Beyazıt University,
Faculty of Health Sciences,
Department of Child Development,
Ankara, Turkey

Abstract:

The forest school philosophy is based on a nature-based approach and includes activities centered on active learning in a natural environment within forest schools. Unlike the traditional education system, forest schools are an alternative educational approach that supports holistic development, allows for flexible learning, and provides opportunities for children to learn outdoors using nature. This study aimed to examine the opinions of administrators and teachers working in schools that implement forest school practices in Turkey, as well as the parents of children attending these schools. To achieve this purpose, answers were sought to questions concerning the following: the differences between classroom and outdoor activities in forest school practices and preschool education practices conducted in compliance with the Ministry of National Education (MEB) curriculum; the importance and necessity of forest schools; the need to increase sample practices; the qualifications required to become a forest school educator; and what kind of efforts can be made to raise awareness about the development of forest schools. The phenomenological design, a qualitative research method, was used in this study. The research population consisted of schools in Turkey that implement forest-preschool practices. Of these, seven administrators and 30 teachers working in two public and three private forest preschools that could be reached, as well as 83 parents whose children attended these schools, formed the sample group. The results of the study determined that parents, administrators, and teachers prefer forest schools because they differ from

ⁱ OKUL ÖNCESİ EĞİTİMDE ALTERNATİF BİR YAKLAŞIM: ORMAN OKULLARINDA ÖĞRETMEN, VELİ VE YÖNETİCİ GÖRÜŞLERİNİN İNCELENMESİ

ⁱⁱⁱ Correspondence: email merve.koyuncu@toros.edu.tr

other educational institutions by implementing a student-centered learning approach. While these participants, who consider holistic development important for children, represent a group with high awareness of forest schools, they also drew attention to the difficulties experienced in finding qualified staff.

Keywords: alternative education, forest preschool, forest pedagogy

Öz:

Orman okulu felsefesi, doğa temelli bir yaklaşıma dayanmaktadır ve orman okulları kapsamında doğal bir ortamda aktif öğrenmeye odaklanan etkinlikleri içermektedir. Geleneksel eğitim sisteminden farklı olarak orman okulları, bütüncül gelişimi destekleyen, esnek öğrenmeye olanak tanıyan ve çocuklara doğayı kullanarak açık havada öğrenme fırsatları sunan alternatif bir eğitim yaklaşımıdır. Bu çalışmada, Türkiye’de orman okulu uygulamalarını hayata geçiren okullarda görev yapan yönetici ve öğretmenlerin, ayrıca bu okullara devam eden çocukların ebeveynlerinin görüşlerinin incelenmesi amaçlanmıştır. Bu amaç doğrultusunda; orman okulu uygulamaları ile Millî Eğitim Bakanlığı (MEB) müfredatına uygun olarak yürütülen okul öncesi eğitim uygulamalarında sınıf içi ve açık hava etkinlikleri arasındaki farklar, orman okullarının önemi ve gerekliliği, örnek uygulamaların artırılma ihtiyacı, orman okulu öğretmeni olabilmek için gerekli nitelikler ve orman okullarının gelişimine yönelik farkındalığın artırılması için yapılabilecek çalışmalar gibi sorulara cevap aranmıştır. Çalışmada nitel araştırma yöntemlerinden olgubilim (fenomenoloji) deseni kullanılmıştır. Araştırmanın çalışma grubunu, Türkiye’de orman-okulu uygulamalarını hayata geçiren okullar oluşturmuştur. Bu kapsamda ulaşılan iki devlet ve üç özel orman anaokulunda görev yapan yedi yönetici ile 30 öğretmen ve bu okullara devam eden çocukların 83 velisi araştırmanın örneklemini oluşturmuştur. Araştırma sonuçlarına göre; ebeveynler, yöneticiler ve öğretmenler, öğrenci merkezli öğrenme yaklaşımını benimsemeleri nedeniyle orman okullarını diğer eğitim kurumlarından farklı bulmaktadır. Çocuklar için bütüncül gelişimi önemli gören bu katılımcıların, orman okullarına ilişkin yüksek farkındalığa sahip oldukları ancak nitelikli personel bulma konusunda yaşanan zorluklara da dikkat çektikleri belirlenmiştir.

Anahtar kelimeler: alternatif eğitim, orman anaokulu, orman pedagojisi

1. Introduction

Forest schools have aimed to foster self-confidence in children by providing education without walls in nature since the 18th century (Cree & McCree, 2012, pp. 32-34). These schools, which became widespread in Scandinavia in the 1950s, offer education through exploration and sensory learning in nature. This study aimed to evaluate forest schools in Turkey. This research will examine (1) the differences between forest schools and traditional preschool education programs, (2) the need for mainstreaming, and (3)

instructor qualifications. Alternative education has been defined as "non-traditional" or "progressive" (Korkmaz, Sancak, & Sütlaş, 2007; Neves, 2009).

The US Department of Education sees alternative education as a model for students for whom the traditional system is inadequate (Aron, 2010). Education is defined as an individual's adaptation to and transformation of the environment (Hern, 2008). 99). According to Dewey (1997), education is life itself (Meaning, Aims, and Process of Education, 2018). Alternative schools exhibit different philosophical orientations; some embrace learning freedom while others prefer structured education (Lange & Sletten, 2002; Miller, 2007). Outdoor education is an interdisciplinary approach that occurs in a natural environment (Priest, 1990). This model, based on experiential learning theory (Lay, 2014; Kolb & Kolb, 2008), was institutionalized in the United States in 1955 (Borland, 2015). Forest schools are an alternative model that supports the holistic development of children (Close, 2015; Tantekin & Yalçın, 2017). These schools offer flexible learning environments and are implemented outdoors (Nixon 2015). The program begins with the establishment of behavioral boundaries and deepening the relationship with nature. Risk management, fire-making, and tool use were evaluated. The modern forest school began in Scandinavia in the 1950s and was formalized in Denmark in the 1980s (Griffiths, Larsen, and Jones, 2010).

The Scandinavian model centers on free play and harmony with nature (Close, 2015). Currently, there are more than 1,000 forest schools (Koyuer, 2017). Their aim is to support children's development and instill environmental awareness. Research supports the contributions of forest school programs to children's development. These programs foster improvements in children, ranging from muscle skills to physical endurance, concentration, and self-confidence (Maplewood Forest School, n.d.). Activities designed using a hands-on learning model support the holistic development of children (Kent County Council, n.d.). The success of these programs relies on the minimal intervention approach of qualified leaders (Lawson, 2018). Children develop self-confidence and risk-taking skills in natural environments (Lawson, 2018; O'Brien & Murray, 2018). Outdoor activities provide decision-making autonomy (Salmon, 2018). Sharing materials with peers strengthens communication and teamwork (Muddy Puddles, 2018). Regular nature experiences impact cognitive-emotional maturity and environmental awareness (O'Brien & Murray, 2007; Salmon, 2018). Contact with the natural environment supports curiosity and the sharing of observations and ideas (Kent County Council, 2018). Forest school education enhances cognitive abilities and curiosity about learning (O'Brien & Murray, 2007; O'Brien, 2009). The natural environment lengthens attention spans and develops inquiry skills (Kent County Council, 2018). Forest schools enable children to manage their learning processes (O'Brien, 2009). They offer freedom of movement and motor skills for physical development (St. Helens Preschool, 2018). Challenging terrain increases physical endurance (O'Brien & Murray, 2010). Forest schools help children who experience physical insecurity recognize their boundaries (O'Brien, 2009). It strengthens thinking and coping skills in the face of stress (Michek, Nováková & Menclová, 1971). The program supports self-esteem and social and emotional development. Forest schools are

a pedagogical approach that offers opportunities for outdoor learning (Archimedes Earth, 2018).

Teachers ensure integration with nature and safety (Massey, 2018). The sustainability of forest school programs depends on experienced instructors (Bowdridge, pp. 157-158). Worldwide, the training of forest school educators occurs in five stages (How To Become a Forest Schools Practitioner, 2018; Forest School Training [FSTC], 2018). The program, which started in Vermont, USA, became widespread in Scandinavian countries, Germany, England, Russia, and Japan (224, 225). In Turkey, while Istanbul Bilgi Kozası Kindergarten implements a High/Scope-based program (234-237), Yönder Forest Kindergarten adopts project-based learning, and İzmir Renkli Orman Kindergarten embraces exploration-based learning with an ecological approach (238-242, 244, 245).

2. Materials and Methods

2.1 Population and Sample of the Study

The study was conducted during the 2017–2018 academic year in forest kindergartens in Turkey. Data were collected through interviews with 30 teachers, 7 administrators, and 83 parents in forest schools located in Istanbul, Izmir, and Mersin. The study examined the perspectives of teachers, parents, and administrators within the alternative early childhood education approach of forest schools. A qualitative research method using the **phenomenological design** was adopted. Phenomenology focuses on phenomena that individuals are aware of but do not have in-depth knowledge about.

The **semi-structured interview technique** was used as the data collection method (Yıldırım & Şimşek, 2013). Data were collected between January 1 and March 1, 2018, at times and locations determined by the institutions. Interviews were conducted in quiet settings and lasted between 20 and 35 minutes. The researcher explained the purpose of the study to participants and recorded their responses. Phenomenological research emphasizes the conceptualization of data and the emergence of themes, which guided the methodological approach. Data were conceptualized, organized, and analyzed through a four-step thematic process, categorized, and interpreted (Yıldırım & Şimşek, 1999).

The interview forms were reviewed for content validity by five experts. Items 9, 10, 12, 13, 14, 17, 18, and 19 in the teacher interview form, items 1, 6, 8, 13, 15, 16, 17, and 21 in the administrator form, and items 1, 2, 4, 6, 7, and 10 in the parent form were found to be statistically significant in terms of content validity. Statistical significance and reliability analyses were conducted for all three interview forms. Cronbach's alpha coefficients were calculated as 0.61 for teachers, 0.81 for administrators, and 0.65 for parents, indicating acceptable internal consistency.

2.2 Data Analysis

The interview forms were pilot-tested, and responses from teachers, administrators, and parents were used to identify forest school practices. Data were analyzed through conceptualization and theme identification. Findings were grouped under themes and analyzed in four stages (Coşkun, Bayraktaroğlu, Yıldırım, & Altunışık, 2012; Karasar, 2007; Yıldırım & Şimşek, 2013). The open-ended interview forms were finalized after contributions from five experts, ensuring content validity. Data were collected using forms containing demographic information and open-ended questions. An **inductive analysis** approach was applied, with data categorized, themes identified, and findings interpreted. This analysis aimed to uncover underlying concepts and relationships within the data (Yıldırım & Şimşek, 2013).

2.3 Ethical Considerations

Ethical approval for the study was obtained from Ankara Yıldırım Beyazıt University on October 25, 2017, and permission was granted by the Ministry of National Education on December 22, 2017. Data were collected through interviews, and participants were informed about the purpose of the study prior to participation.

3. Findings

The data obtained from the open-ended interview questions prepared for teachers, administrators, and parents were analyzed using an **inductive analysis** approach. The data were categorized, themes were identified, and the findings were interpreted. This analysis aimed to reveal the underlying concepts within the data and the relationships among them. The findings of this study are presented below under the headings of administrators, parents, and teachers.

Table 1: Personal Information of Participating Teachers and Administrators

Variables		Teacher		Administrator	
		N	%	N	%
Gender	Female	30	100	6	85.7
	Male	-	-	1	14.3
Age	20-25	2	6.7	-	-
	26-30	10	33.3	1	14.3
	31-35	11	36.7	1	14.3
	36-40	2	6.7	1	14.3
	41 +	5	16.7	4	57.1
Marital Status	Married	18	60.0	6	85.7
	Single	12	40.0	1	14.3
Number of Children	One	6	20.0	4	66.7
	Two	6	20.0	2	33.3
	None	18	60.0	1	14.3
Educational Level	High School	5	16.7	-	-
	Associate degree	11	36.7	-	-
	Bachelor's Degree	10	33.3	3	42.9
	Master's Degree	4	13.3	2	28.6
	Doctorate	-	-	2	28.6
Graduated Department	Non-university graduate	5	16.7	-	-
	Faculty of Education – Preschool Teaching	8	26.7	2	28.6
	Vocational Faculty Preschool Teaching	1	3.2	-	-
	Open Education Faculty Preschool Teaching	2	6.7	-	-
	University Child Development associate degree	11	36.7	-	-
	Other Faculty of Education – Classroom Teaching	3	10.0	-	-
	University Child Development & Education Department	-	-	1	14.3
	Other Faculty	-	-	4	57.1
Years of Service	1-5 years	9	30.0	-	-
	6-10 years	10	33.3	1	14.2
	11-15 years	5	16.7	3	42.9
	Over 16 years	6	20.0	3	42.9
Type of School	Public Kindergarten	12	40.0	4	57.1
	Private Kindergarten	18	60.0	3	42.9
Class Size	Less than 11	-	-	2	28.6
	11-15	14	46.7	3	42.8
	16-20	6	20.0	-	-
	21-25	7	23.3	2	28.6
	26-30	2	6.7	-	-
	30 +	1	3.3	-	-
Participation in Trainings	Yes	26	86.7	7	100
	No	1	3.3	-	-
Frequency of Participation	Rarely	6	20.0	-	-
	Usually	15	50.0	4	57.1
	Frequently	3	10.0	3	42.9
	Never	6	20.0	-	-
Type of Training Attended	In-field trainings	13	43.3	3	42.9
	In-field & out-of-field trainings	11	36.7	4	57.1
	No training	6	20.0	-	-
Total		30	100	7	100

Table 2: Personal Information of Parents Participating in the Study

Variables		Parent	
		N	%
Gender	Female	68	81.9
	Male	15	18.1
Age	20-25 years	1	1.2
	26-30 years	3	3.6
	31-35 years	33	39.8
	36-40 years	30	36.1
	41 years and above	16	19.3
Marital Status	Married	78	94.0
	Single	5	6.0
Number of Children	One	48	57.8
	Two	31	37.4
	Three	4	4.8
Educational Status	High School	13	15.7
	Associate's degree	7	8.4
	Bachelor's Degree	38	45.8
	Master's Degree	20	24.1
	Doctorate	5	6.0
Type of Child's School	Public Preschool	37	44.6
	Private Preschool	46	55.4
Years of Child's Schooling	Less than 1 year	4	4.8
	1 year	50	60.3
	2 years	23	27.7
	3 years	3	3.6
	4 years	3	3.6
Total		83	100

3.1 Findings Related to Administrators

In this study, 12 different open-ended interview questions were asked in order to identify the findings related to administrators. As seen in Table 1, participants were asked about their institutional philosophy and practices to determine the philosophical foundations of forest schools in Turkey and how they implement or intend to implement these practices in line with that philosophy.

Table 1: Administrators' Views on the Institution's Philosophy and Practices

Theme	Categories	f	%	Definitions	Sample Statements
Institution's Philosophy	Outdoor education and experiential learning	6	40.0	The positive effects of outdoor activities and education on experiential learning	<i>"We are a school where students learn by doing and experiencing, and most of the lessons are conducted outdoors."</i>
	Alternative educational approach	5	33,4	Adopting an alternative educational approach	<i>"We are trying to implement alternative educational practices."</i>
	Student-centered, unstructured education	2	13,3	An institution adopting student-centered, unstructured education	<i>"It is an institution where educators should act as guides rather than instructors."</i>
	Supporting all developmental stages	2	13,3	Supporting and fostering all developmental stages	<i>"We prepare programs suitable for all developmental stages of preschool children, considering their individual differences."</i>
	Total	15	100		

As shown in Table 2, when the participants' views regarding the common network they use together with the representatives of institutions implementing forest school practices in Turkey and around the world were examined, the categories of *Forest schools in Turkey*, *Forest schools in the world*, and *The absence of a common network* emerged.

Table 2: Administrators' Views on the Common Network Used with Representatives of Institutions Implementing Forest School Practices in Turkey and Worldwide

Theme	Categories	f	%	Definitions	Sample Statements
Common Network	Those with a common network with forest schools worldwide	6	60.0	Having a common network with forest schools around the world	<i>"The Cambium training institution located in the Wales region."</i>
	Those with a common network with forest schools in Turkey	3	30.0	Having a common network with forest schools in Turkey	<i>"Forest schools in Turkey follow each other on social media."</i>
	Those without any common network	1	10.0	Not being part of any common network related to forest schools in Turkey or worldwide	<i>"Unfortunately, there is none. We are planning to collaborate with schools abroad this year."</i>
	Total	10	100		

According to the analysis, participants' views regarding the practices they aimed for but could not implement in forest school activities revealed the categories of not being a fully established forest school, financial constraints, and the physical spaces they used.

Table 3: Administrators' Views on Practices Aimed but Not Implemented in Their Schools

Theme	Categories	f	%	Definitions	Sample Statements
Barriers to Intended Practices	Not being a fully established forest school	4	40.0	The institution does not fully embrace the forest school approach and still incorporates elements of traditional education	<i>"We are not entirely a forest school; we are influenced by various approaches (such as democratic schools and Reggio)."</i>
	Physical space	4	40.0	The suitability of the schoolyard and distance from the forest	<i>"We tried to adapt our schoolyard to the forest school concept, and the adjustments are ongoing. However, the forest is 20 km away from the school, which prevents us from going every day as it is not within walking distance."</i>
	Financial constraints	2	20.0	Inability to address shortcomings due to financial difficulties	<i>"Because we are a cooperative school, financial limitations prevent us from realizing our plans."</i>
	Total	10	100		

As a result of the analysis, participants' views on the problems they encountered as administrators in forest schools and the solutions they produced revealed the categories of weather conditions, risks in the forest, lack of sufficient equipment and trained teachers, and common solutions.

Table 4: Opinions of Administrators on the Problems Encountered in Forest Schools

Theme	Categories	f	%	Definitions	Sample Statements
Problems and Solution Suggestions	Common solutions	7	38.8	Finding common solutions together with teachers, parents, and administrators when problems arise	<i>"Finding a common solution to a problem by discussing it together"</i>
	Parents' perceptions of weather conditions	5	27.8	Implementation of forest schools under outdoor weather conditions	<i>"Parents believe that being outdoors in bad weather will make children sick"</i>
	Risks in the forest	3	16.7	Existing and potential risks in the forest	<i>"When going to the forest, there are many risks waiting for students"</i>
	Lack of sufficient equipment and trained teachers	3	16.7	Difficulty in accessing forest school equipment and the need for qualified teachers	<i>"Necessary equipment must be supplied from abroad, and there is a lack of teacher training programs for this model"</i>
	Total	18	100		

As a result of the analysis, participants' views regarding the forest school's leadership in ideas and practices in its field revealed the categories of learning by doing and experiencing, holistic development, and education in a natural environment.

Table 5: Opinions on the Forest School's Leadership in Ideas and Practices in Its Field

Theme	Categories	f	%	Definitions	Sample Statements
Leadership in Ideas and Practices	Learning by doing and experiencing	5	35.7	Leadership in implementing experiential and hands-on learning	<i>"Children engage in activities by exploring with natural materials on their own"</i>
	Education in a natural environment	5	35.7	Conducting education outdoors, using natural materials, in all weather conditions	<i>"Children go outside for learning in all kinds of weather"</i>
	Holistic development	4	28.6	Providing opportunities for development across multiple domains	<i>"Helping children gain different perspectives, push their boundaries, and assess risk"</i>
	Total	14	100		

Based on the analyses, when examining participants' views regarding the forest schools taking risks to implement different practices and innovations, three categories emerged: the adoption of a new educational model, conducting education in outdoor settings, and the distance to the forest.

Table 6: Opinions on Forest Schools Taking Risks to Implement Different Practices and Innovations

Theme	Categories	f	%	Definitions	Sample Statements
Risk-Taking in Forest Schools	Outdoor education	6	54.5	Presence or absence of risk factors in outdoor education	<i>"I think the risk factor in outdoor education is high."</i>
	Being a new model	4	36.4	Lack of exam-centered education	<i>"It is difficult to explain this model to parents in a country where success is evaluated based on exam grades."</i>
	Distance to the forest	1	9.1	Forest not within walking distance	<i>"The forest is not within walking distance, and transportation is required for students."</i>
	Total	11	100		

As a result of the analysis, when examining participants' views regarding innovations considered on behalf of their institutions, three categories emerged: developing a school-specific curriculum, fully implementing the forest school projects established at their schools, and increasing the time spent in the forest.

Table 7: Participants' Views on Proposed Institutional Innovations

Theme	Categories	f	%	Definitions	Sample Statements
Innovations for the Institution	Alternative education model	3	50	Feasibility of implementing an alternative education model	<i>"We are considering how to implement the alternative education model in our school and advance the projects."</i>
	Spending more time in the forest	2	33.3	Increasing the time spent in the forest	<i>"Increasing the duration of forest days in our school."</i>
	Developing a school-specific curriculum	1	16.7	Creating a curriculum adapted to the forest school approach	<i>"Adapting the existing classical education to fit the forest school model."</i>
	Total	6	100		

The analysis of participants' views on the advantages of forest schools over other institutions in the educational process revealed several prominent categories: non-exam-oriented approach, the physical characteristics of the school, the educational philosophy, and the awareness of parents and teachers.

Table 8: Participants' Views on Education in the Institution

Theme	Categories	f	%	Definitions	Sample Statements
Education Quality	Physical characteristics of the school	6	40	The physical environment supports education	<i>"The physical characteristics of our institution reflect our differences from other educational institutions."</i>
	Educational approach	6	40	Adoption of project-based and alternative education	<i>"A very different school, cooperative and forest school; children work on projects, teachers act as guides, using natural materials creatively."</i>
	Awareness of parents and teachers	2	13.3	Awareness of staff and parents about the educational approach	<i>"Parents and teachers are competent and open to innovation."</i>
	Non-exam-oriented	1	6.7	School not focused on exams	<i>"Not being exam-oriented is beneficial for teaching and learning."</i>
	Total	15	100		

The analysis of participants' statements regarding how they generally respond to problems encountered in education and other practices at their institutions revealed three main categories: addressing problems, collaborating, and generating solutions.

Table 9: Participants' Views on Problems Experienced in Educational Practices at the Institution

Theme	Categories	f	%	Definitions	Sample Statements
Problems in Education	Solving problems	7	50.0	Resolving problems using available resources	<i>"We solve problems with our own means; there is no institution to support us."</i>
	Collaboration and generating solutions	7	50.0	Collaborating to develop solutions when issues arise	<i>"Being in mutual communication helps generate multiple solutions."</i>
	Total	14	100		

The analysis of participants' views on the perceptions of stakeholders regarding the approaches implemented at the forest schools revealed two main categories: voluntary acceptance and reluctant acceptance.

Table 10: Stakeholders' Perspectives on the Approaches Implemented at the Forest School

Theme	Categories	f	%	Definitions	Sample Statements
Stakeholders' Perspectives on Approaches at Forest Schools	Voluntary acceptance	7	87.5	Participation is voluntary and positively received	<i>"They respond positively and participate voluntarily."</i>
	Reluctant acceptance	1	12.5	Participation is reluctant and negatively received	<i>"Some teachers are not happy going to the forest in bad weather."</i>
	Total	8	100		

Analysis results indicate that participants' views regarding the general characteristics of students and parents in the forest school revealed two main categories: compliance with the Ministry of National Education criteria and conscious parents.

Table 11: Participants' Views on the General Characteristics of Students and Parents in Forest Schools

Theme	Categories	f	%	Definitions	Sample Statements
General Characteristics of Students and Parents in Forest Schools	Compliance with the Ministry of National Education criteria	5	62.5	Students and parents meet the criteria set by the Ministry of National Education	<i>"Children meet the age and readiness criteria determined by the Ministry of National Education."</i>
	Conscious parents	3	37.5	Parents who are aware of alternative education and supportive of the forest school approach	<i>"Parents actively participate and support the forest school activities."</i>
	Total	8	100		

Analysis results indicate that participants' views regarding the general characteristics of teachers in the forest school revealed two main categories: selection through the public personnel selection examination and the institution's own teacher selection process.

Table 12: Participants' Views on the General Characteristics of Teachers in Forest Schools

Theme	Categories	f	%	Definitions	Example Statements
General Characteristics of Teachers in Forest Schools	Teacher selection by the institution	4	57.2	Selection of teachers according to the institution's own criteria and preferences	<i>"Teachers who are open to development, reflective, and close to alternative school practices."</i>
	Selection based on KPSS score	3	42.8	Teachers appointed according to the score system	<i>"The teachers in our school were appointed based on the KPSS exam results."</i>
	Total	7	100		

3.2 Findings Related to Parents

In this study, six different open-ended interview questions were asked to the parents. Analysis of the data revealed parents' reasons for sending their children to forest schools and how they, as parents, became acquainted with the forest school. The findings indicated the emergence of the following categories: rejection of the traditional education approach and adoption of a nature-based lifestyle.

Table 1: Parents' Reasons for Sending Their Children to Forest School and How They Became Acquainted with the Forest School as Parents

Theme	Categories	f	%	Definitions	Sample Statements
Reasons for Choosing Forest School	Adoption of a nature-based lifestyle	77	43.2	Adoption of a nature-based lifestyle as part of education	<i>"I believe that the true mathematics of life exists in nature. Education within four walls seems meaningless to me. We learned about this school through its informational sessions."</i>
	Rejection of the traditional education approach	60	33.8	Rejection of the traditional education approach and adoption of alternative education	<i>"The education system being innovative and modern, strong communication with children, and the need for city-raised children to get closer to nature were our main reasons."</i>
	Based on research	41	23.0	Positive references and research findings	<i>"We chose it so that our child could release energy, not be confined indoors, integrate with nature and life, and get closer to animals. I learned about this school through a friend."</i>
	Total	178	100		

As a result of the analysis, when participants' views on how the forest school differs from and excels compared to other schools were examined, the categories of physical environment and educational programs emerged.

Table 2: Participants' Views on How the Forest
 School Excels and Differs from Similar Institutions

Theme	Categories	f	%	Definitions	Sample Statements
Forest School's Strengths and Distinctive Features	Educational programs	68	50.7	Supporting learning through exploration	<i>"Children go out to the garden every day and visit the forest once a week, learning through exploration without academic overload, which were the aspects we preferred."</i>
	Physical environment	66	49.3	Providing a free and open space	<i>"The most important thing for children is freedom, and this program fully meets that. Outdoor education is its main advantage, increasing environmental sensitivity and awareness."</i>
	Total	134	100		

Based on the analysis, participants' views regarding the strengths and distinctive features of the Forest School's current practices revealed three main categories: the current status of the school, utilization of the natural environment, and outdoor activities.

Table 3: Participants' Views on the Forest School's Current Practices and Leadership in Its Field

Theme	Categories	f	%	Definitions	Sample Statements
Forest School's Current Practices and Field Leadership	Current status	56	65.9	Satisfaction with the existing situation	<i>"I do not have any new idea to propose. The original initiative itself is already ambitious in its field. Integrating the forest and nature into education is quite a visionary approach."</i>
	Natural environment	27	31.7	Increasing the number of activities in natural settings	<i>"I consider it an application that aims to develop exploration and learning skills in multiple ways. I also believe that parents should participate after receiving training, and that it should be included in the curriculum at all age levels."</i>
	Outdoor activities	2	2.4	Staying indoors when weather conditions are unfavorable	<i>"Encouraging children to play without any materials/toys and spending ample time outdoors demonstrates the school's excellence in its field."</i>
	Total	85	100		

**Table 4: Participants' Views on Challenges Encountered
in the Forest School and Methods Used to Address Them**

Theme	Categories	f	%	Definitions	Sample Statements
Challenges Encountered in the Forest School	No problems	51	55.4	Participants did not experience any problems	<i>"I have never encountered any problems at the forest kindergarten."</i>
	Joint solution approach	41	44.6	Finding a common solution with the school administration and teachers when problems occur	<i>"I haven't experienced any problems, but if I do, I would communicate with the school administration and teachers."</i>
	Total	92	100		

As a result of the data analysis, participants' views on the risks associated with forest school practices revealed that some perceived no risks, while others acknowledged their presence.

Table 5: Participants' Views on the Risks of Forest School Practices

Theme	Categories	f	%	Definitions	Sample Statements
Risks Encountered in Forest School	No	70	87.5	No, I do not perceive any risks.	<i>"No, if there are qualified instructors and supervisors (in sufficient number), it will be safe."</i>
	Yes	10	12.5	Yes, I perceive risks.	<i>"Yes, risks include long travel, illness, getting lost, ticks, and weather conditions."</i>
	Total	80	100		

The analysis of participants' responses regarding their follow-up of developments related to the forest school revealed two categories: Yes, I follow and no, I do not follow.

Table 6: Participants' Views on Following Developments Related to the Forest School

Theme	Categories	f	%	Definitions	Sample Statements
Following Developments in the Forest School	No	37	53.7	Unfortunately, do not follow.	<i>"No, I do not regularly follow. I hope the new practice continues for us."</i>
	Yes	32	46.3	Yes, I follow.	<i>"I follow the Bahçeşehir Forest School teachers' posts, 'Learning in Nature' Instagram page, Educimpedia articles."</i>
	Total	69	100		

3.3 Findings Related to Teachers

In this study, 11 different open-ended interview questions were posed to teachers to determine their perspectives. The analysis of the data regarding the elements that differentiate the institution revealed two main categories: physical environment and educational programs.

Table 1: Teachers' Views on the Distinctive Features of the Institution

Theme	Categories	f	%	Definitions	Sample Statements
The Distinctive Features of the Forest School	Educational programs	28	63,6	<i>"Following all developments in terms of education and instruction"</i>	<i>"Our school follows all developments in the field of education and instruction, provides education in line with the aims of the Turkish National Education system, and serves as a learning environment for both students and teachers."</i>
	Physical environment	16	36,4	<i>"The institution's necessary physical characteristics"</i>	<i>"Having a wide variety of materials available and possessing a garden within the school premises."</i>
	Total	44	100		

As a result of the data analysis, categories such as project, reference, and recommendation emerged regarding how teachers were introduced to the forest school and their decision-making process to implement the practice.

Table 2: Teachers' Views on Their Introduction to the Forest School and the Decision-Making Process to Implement the Practice

Theme	Categories	f	%	Definitions	Sample Statements
Introduction to the Forest School and the Implementation Process	Project	9	16,9	<i>"Erasmus Project three years ago"</i>	<i>"I became familiar with forest kindergartens three years ago while preparing an Erasmus Project. My aim was to engage children in outdoor sports activities in nature."</i>
	Reference and recommendation	33	62,3	<i>"Through a colleague who was interested in this topic"</i>	<i>"A colleague at our school came to us three years ago and mentioned that this system was implemented in Germany."</i>
	Forest school practice	11	20,8	<i>"Existence of forest school practices in Turkey"</i>	<i>"As far as I know, there is no school in our country that implements this education on a full-time basis."</i>
	Total	53	100		

As a result of the data analysis, the examination of the challenges encountered in forest school practices revealed two categories: risks that may occur in the forest and risks perceived on behalf of parents.

Table 3: Views on the Challenges Encountered in Forest School Practices

Theme	Categories	f	%	Definitions	Sample Statements
Challenges in Forest School Practices	Parent	24	85,7	<i>"Risks that may arise on behalf of parents"</i>	<i>"In our practice, there was an issue with parents."</i>
	Forest	4	14,3	<i>"Risks that may occur in the forest"</i>	<i>"Since the forest is not nearby, even though our parents were very eager, they wondered whether the children should go out today given the cold weather."</i>
	Total	28	100		

As a result of the data analysis, categories emerged regarding best practice examples in forest school education, including all developmental areas, unstructured play and toys, and project-based school practices.

Table 4: Practices Considered as Exemplary in Education

Theme	Categories	f	%	Definitions	Sample Statements
Best Practices in Education	All developmental areas	49	41,5	<i>"We need to help incoming children acquire more skills."</i>	<i>"We need to help incoming children acquire more skills (self-care skills) and support their development both intellectually and physically; abroad, children play in canals with water up to their knees and leave school happily."</i>
	Unstructured play and toys	65	55,1	<i>"Making compost from organic waste."</i>	<i>"Making compost from organic waste and creating learning centers within preschool classrooms in our school garden."</i>
	Project-based school	4	3,4	<i>"Comenius project on 'Me and My Europe' between 2012–2014."</i>	<i>"Eco-schools and small theme projects, as well as the implementation of forest programs in schools."</i>
	Total	118	100		

In response to the question posed to teachers regarding how stakeholders (parents, colleagues) perceive the approaches and practices implemented at the institution, whether there is voluntary participation in these practices, and the challenges experienced in participation, the categories of negative reception by parents and teachers, appreciation, and voluntary participation emerged.

Table 5: Views on How Stakeholders Perceive the Implemented Practices

Theme	Categories	f	%	Definitions	Sample Statements
Reactions/ Feedback on the Practices	Negative reception by parents and teachers	4	10	"Negative feedback from parents"	"While some participate in the practices very voluntarily, others do not show the same level of willingness."
	Appreciation and voluntary participation	36	90	"Feedback from stakeholders at the institution"	"Parents consistently expressed their satisfaction with the forest school."
	Total	40	100		

As a result of the data analysis, when examining the reasons that motivated participants to work at the institution, the categories of MoNE (Ministry of National Education) and uniqueness emerged.

Table 6: Participants' Views on the Factors Motivating Them to Work at the Institution

Theme	Categories	f	%	Definitions	Sample Statements
Reasons for Choosing to Work at the Institution	MEB	4	18,1	"Being appointed by the MEB"	"I work at a state school affiliated with the MEB."
	Uniqueness	18	81,9	"Unique educational plan and curriculum"	"The mission and vision being different from other schools"
	Total	22	100		

As a result of the data analysis, regarding the planned innovations in the forest school, the categories of extracurricular education and learning by doing, forest school educator, and education in the forest emerged.

Table 7: Participants' Views on Planned Innovations in the Forest School

Theme	Categories	f	%	Definitions	Sample Statements
Planned Innovations	Extracurricular education and learning by doing	35	47,9	"In the forest school practice, children spend the entire day outdoors rather than following a set schedule."	"In the forest school practice, children should spend the entire day outdoors in nature and the forest, not in the playground. The materials used by children should be those provided by nature, not artificial ones."
	Forest school educator and education in the forest	38	52,1	"Toy-free classrooms"	"In toy-free classrooms, we aim to progress using natural materials."
	Total	73	100		

As a result of the data analysis, regarding the risks in forest school practices and the measures taken against these risks, the categories of outdoor risks and forest risks emerged.

Table 8: Participants' Views on Risks in Forest School Practices and Measures Taken

Theme	Categories	f	%	Definitions	Sample Statements
Risks in Practices and Precautionary Measures	Risks in outdoor areas and in the forest	43	100	<i>"Conducting risk identification through a risk analysis."</i>	<i>"Taking precautions by providing children with information about potential risks before implementing the practices."</i>
	Total	43	100		

As a result of the data analysis, when examining teaching and learning practices and student assessments in the forest school, the categories of observation records and videos, student-teacher-school-family collaboration, and continuous and planned assessments emerged.

Table 9: Participants' Views on Teaching and Learning Practices and Student Assessments

Theme	Categories	f	%	Definitions	Sample Statements
Assessment and Evaluation	Observation records and videos	20	100	<i>"Observation after each session"</i>	<i>"Children are observed after each session."</i>
	Student-teacher, school, and family collaboration			<i>"Evaluation conducted collaboratively"</i>	<i>"The evaluation process is continued in collaboration with the school and family."</i>
	Continuous and planned assessments			<i>"Accurate, continuous, sufficient, and planned assessment"</i>	<i>"The evaluation process is sufficient as it is conducted accurately and in detail."</i>
	Total	20	100		

As a result of the data analysis, regarding the operation and current practices of the forest school, the categories of promoting forest schools within the country and disseminating foreign forest school practices domestically emerged.

Table 10: Participants' Views on the Operation and Current Practices of the Forest School

Theme	Categories	f	%	Definitions	Sample Statements
Operation and Current Practices of the Forest School	Promoting forest schools within the country	10	38,4	"Forest school approach"	"I believe that more time and efforts for dissemination are needed to adapt forest schools to our country."
	Disseminating foreign forest school practices domestically	16	61,6	"Implementation of the operational practices of foreign forest schools in our country"	"It seems difficult to implement the forest school practices carried out in Germany or Scandinavian countries in our country. I do not yet believe that parents and our education system are ready for children to spend the entire day in the forest under all weather conditions."
	Total	26	100		

As a result of the data analysis, regarding the aspects that differentiate forest schools from other MEB-affiliated schools, the categories of teaching and learning practices and free, unique children emerged.

Table 11: Participants' Views on the Distinctive Features of the Forest School

Theme	Categories	f	%	Definitions	Sample Statements
Aspects That Differentiate Forest Schools from MEB-Affiliated Schools	Teaching and learning	9	27,2	"Differences in teaching and learning practices"	"I believe that learning by doing and experiencing holds a more lasting place. Since it is not confined to a limited space (like a classroom), children can exhibit freer behavior."
	Free and unique children	24	72,8	"Children producing unique outcomes in a free learning environment"	"There are many aspects that make students feel free and happy."
	Total	33	100		

4. Discussion

The findings obtained from teachers, parents, and administrators in this study indicate that the forest school model significantly contributes to the multidimensional development of children. The results are consistent with both international and local literature. Participants emphasized that forest schools support children's creativity, self-

confidence, and social skills, which is consistent with Maynard's (2007) findings highlighting the critical role of unstructured play in natural environments for problem-solving and creative thinking processes. Similarly, O'Brien and Murray (2007) reported significant improvements in self-confidence, social interactions, and motor skills among children attending forest schools. Furthermore, Knight's (2011, 2013) studies demonstrated that time spent in nature helps children manage risk-taking behaviors safely and fosters independence. Recent literature also supports these findings; for instance, Weeland *et al.* (2019) found that exposure to nature positively affects children's self-regulation skills, while Dec (2022) reported that nature-based activities in early childhood enhance children's scientific thinking and self-regulation abilities.

A further important finding from our research is that participants highlighted the positive effects of time spent in nature on children exhibiting symptoms of attention deficit hyperactivity disorder (ADHD). This finding aligns with Kuo and Taylor's (2004) "green therapy" approach, which suggests that nature-based activities can reduce ADHD symptoms. Faber Taylor and Kuo (2009) also found significant improvements in attention performance following activities in green spaces. Recent studies further support these outcomes: Amoly *et al.* (2014) reported lower levels of attention problems among children with greater access to green spaces, and McCormick (2017), in a comprehensive review, emphasized that interaction with nature improves children's attention regulation and behavioral control. In the Turkish context, Yılmaz *et al.* (2020) found that nature-based education increases children's attention spans and reduces hyperactive behaviors. Moreover, Polat and Demirci (2021) reported that outdoor nature-based activities improve children's cognitive skills, and Bulut Öngen and Ersay (2024) demonstrated that early childhood nature-based programs enhance children's positive attitudes toward nature. Collectively, these findings suggest that forest school applications provide similar cognitive and therapeutic benefits in Turkey as in Europe. However, it is important to note that such findings, while promising, may also reflect an advocacy-oriented perspective. Scholars emphasize that maintaining a balanced discussion by acknowledging both benefits and limitations is crucial (Lawson, 2018; Knight, 2011).

Participants' critiques of the academically pressured structure of traditional kindergartens are also reflected in contemporary studies emphasizing the importance of play in early childhood education. Specifically, Karaoğlu (2024) argued that excessive emphasis on academic skills in early childhood negatively affects children's social-emotional development and creativity. Similarly, Ginsburg (2007) underlined the neglect of play, the child's natural learning method. In this regard, forest schools, as noted by Erkan (2019), offer an ideal environment for implementing the Ministry of National Education's (MEB) "play-based" and "integrated" learning principles in preschool programs. Tovey (2010) found that play in natural environments leads to more physically active, creative, and linguistically developed children. This finding supports the contribution of nature-based early childhood education to children's development. Nevertheless, large-scale policy adoption in Turkey may be challenged by the national education system's emphasis on measurable academic outcomes and standardized

testing. As noted by Aypay (2020), systemic reforms in Turkey often prioritize academic performance indicators over holistic developmental goals.

However, this study also revealed significant barriers to the implementation of forest schools in Turkey. Beyond teacher training and cost, accessibility for children in urban areas, seasonal constraints in severe climates, and the economic feasibility of scaling forest schools nationwide pose additional challenges (Gül *et al.*, 2022). These concerns highlight the need for cautious optimism when considering the nationwide adoption of the model. One of the most critical issues is the scarcity of literature. Gül *et al.*'s (2022) systematic review confirmed that the number of peer-reviewed studies on forest schools in Turkey is limited and most existing studies are descriptive (p. 78). Similarly, Şahin and Turan (2021) highlighted the research gap in alternative education models in Turkey, underscoring the need for more experimental and quantitative studies (p. 205). Waite (2010) noted that teachers' self-efficacy beliefs regarding outdoor education play a critical role in the success of these practices (p. 55). Therefore, as recommended by Demirci and Öztürk (2022), in-service training programs are essential to enhance teachers' competence and confidence in implementing nature-based education (p. 92).

5. Conclusion

This study indicates that the forest school model is perceived as a promising and effective alternative for preschool education among stakeholders in Turkey—teachers, parents, and administrators. The findings reveal that the model's potential to support children's cognitive, socio-emotional, and motor development aligns with both national and international literature (Maynard, 2007; O'Brien & Murray, 2007; Knight, 2011; Weeland *et al.*, 2019; Dec, 2022). However, realizing this potential fully requires addressing systemic barriers such as limited literature in Turkey, lack of qualified educators, cost issues, and curriculum integration (Gül *et al.*, 2022; Demirci & Öztürk, 2022). Achieving a permanent and widespread place for forest schools in the Turkish education system will necessitate strong collaboration among policymakers, researchers, and practitioners. While the model has transformative potential, it should be acknowledged that stakeholder enthusiasm alone may not be sufficient to generate systemic change. Structural barriers and the need for evidence-based outcomes that align with national education policies remain critical factors (Demirci & Öztürk, 2022).

5.1 Recommendations

Based on the findings and discussion of this study, the following recommendations are proposed to establish forest school practices as an effective alternative in early childhood education in Turkey:

- 1) The Ministry of National Education (MEB) should formally incorporate the forest school approach into the preschool curriculum as a supported alternative model and gradually expand pilot implementations.

- 2) Standardized, hands-on, and certified forest school teacher training programs should be implemented through collaboration between universities and MEB; these programs should aim to enhance teachers' competencies in nature-based educational approaches.
- 3) These recommendations should be approached as long-term and incremental strategies rather than immediate solutions, as systemic change requires both sustained policy support and cultural adaptation within the education system (Gül *et al.*, 2022; Şahin & Turan, 2021).
- 4) Local producers should be encouraged to manufacture climate-appropriate, ergonomic, and cost-effective outdoor clothing and educational materials to increase the sustainability and accessibility of applications.
- 5) Researchers should prioritize longitudinal and experimental studies to evaluate the impact of forest schools on children's cognitive, social, emotional, and motor development. Additionally, studies should include samples from diverse regions and socioeconomic backgrounds to increase research coverage in Turkey.
- 6) Forest school applications should not be limited to preschool education; nature-based learning modules should also be developed for primary school levels and integrated into the curriculum to enhance children's early interaction with nature and learning experiences.

Creative Commons License Statement

This research work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-nd/4.0>. To view the complete legal code, visit <https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode.en>. Under the terms of this license, members of the community may copy, distribute, and transmit the article, provided that proper, prominent, and unambiguous attribution is given to the authors, and the material is not used for commercial purposes or modified in any way. Reuse is only allowed under the terms of the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

Conflict of Interest Statement

The authors declare that there are no conflicts of interest regarding the preparation, writing, or publication of this study.

About the Author(s)

Prof. Dr. Fatma Elif Ergin is a faculty member in the Department of Child Development at Ankara Yıldırım Beyazıt University, Faculty of Health Sciences. She holds a PhD in Child Development and conducts academic research in the fields of child development, preschool education, and special education. She has participated in national and international research projects and has several publications in these areas.

- ORCID: <https://orcid.org/0000-0001-8372-5047>

- ResearchGate: <https://www.researchgate.net/profile/Fatma-Ergin-2>
- Institutional Profile: <https://avesis.aybu.edu.tr/feergin>
- Scopus Author ID:
<https://www.scopus.com/authid/detail.uri?authorId=57217714025>

Merve Koyuncu is a lecturer in the Department of Child Care and Youth Services at Toros University, School of Health Services. She completed her MA studies in the Child Development and Education program at Ankara Yıldırım Beyazıt University. Her research focuses on child development, preschool education, child development education, and special education. She actively participates in national and international conferences and has several academic presentations in these fields.

- ORCID: <https://orcid.org/0000-0003-2813-4986>
- Researcher ID: 237163

References

- Outdoor Classroom Project. (2018). *Outdoor classroom user guide*.
<http://www.schoolyards.org/pdf/OutdoorClassroomUsersGuide.pdf>
- Abu Bakar, N., Daud, N., Nordin, N., & Abdullah, A. H. (2015). Developing integrated pedagogical approaches in play pedagogy: Malaysian experiences. *Asian Social Science*, 11(4), 239. <http://dx.doi.org/10.5539/ass.v11n4p234>
- Amoly E, Dadvand P, Forns J, López-Vicente M, Basagaña X, Julvez J, Sunyer J, 2014. Green and blue spaces and behavioral development in Barcelona schoolchildren: The BREATHE project. *Environmental Health Perspectives* 122: 1351–1358. <https://doi.org/10.1289/ehp.1408215>
- Amus, G. (2007). Dayanışma, iletişim, paylaşım ve çocuğa verilen değer: Reggio Emilia yaklaşımı. In *0-6 Yaş Döneminde Alternatif Eğitim Modelleri Sempozyumu* (p. 62). Diyarbakır: Kamer Vakfı Yayınları.
- Archimedes Earth. (2018). *Forest schools: Quality marks*. Retrieved from <http://archimedes-earth.com/forest-schools-quality-marks/>
- Archimedes Forest Schools. (2018). Retrieved from <http://archimedes-earth.com/course-list/forest-schools/>
- Aron, L. Y. (2008). An overview of alternative education. Retrieved July 31, Retrieved from <https://files.eric.ed.gov/fulltext/ED500807.pdf>
- Austin C., Knowles Z., Sayers J. (2013). Investigating the effectiveness of forest school sessions on children's physical activity levels. *The Mersey Forest in partnership with the Physical Activity Exchange at Liverpool John Moores University*, 12.
- Aytaç, K. (2006). *Çağdaş eğitim akımları (Yabancı ülkelerde)*. Ankara: Mevsimsiz Yayınları. Retrieved from <https://www.dogubati.com/cagdas-egitim-akimlari>
- Aytemur Sağıroğlu, N. (2008). Özgürleştirici bir eğitim arayışı: Eleştirel pedagoji okulu. *Eğitim Bilim Toplum Dergisi*, 6(24), 50-61. Retrieved from

- <https://elestiripedagoji.blogspot.com/2012/02/ozgurlestirici-bir-egitim-arayisi.html>
- Backman, S. J., & Crompton, J. L. (1984). Outdoor education contributes to cognitive development. *The Journal of Environmental Education*, 16(2), 4-13. <https://doi.org/10.1080/00958964.1985.10801947>
- Baker, C. (2013). *Insoumission à l'école obligatoire* (A. Sönmezay, Trans.). 4th ed. İstanbul: Ayrıntı Yayınılık. Retrieved from https://fr.wikisource.org/wiki/Insoumission_%C3%A0_l%E2%80%99%C3%A9cole_obligatoire/Texte_entier
- Ballengee Morris, C. (2008). Paulo Freire: Community-based arts education. *Journal of Thought*, Spring-Summer, 60-61. Retrieved from <https://scholarscompass.vcu.edu/jstae/vol18/iss1/6/>
- Barnes, H. (1980). An introduction to Waldorf education. *Teachers College Record*, 81(3), 323-336. <https://doi.org/10.1177/016146818008100301>
- Barnes, H. (2018, June 1). Learning that grows with the learner: An introduction to Waldorf education. Retrieved from http://ascd.com/ASCD/pdf/journals/ed_lead/el_199110_barnes.pdf
- Baykal, N. S. (2010). *Yetişkin eğitiminde radikal bir deneyim: Seçilmiş örnekler üzerinden Latin Amerika'da halkın eğitimi* (Unpublished master's thesis). Ankara University, Ankara. Retrieved from <https://dergipark.org.tr/tr/pub/nwsaedu/issue/19819/212067>
- Bell, D. (1997). *The ultimate guide to homeschooling*. Nashville: Tommy Nelson. Retrieved from [https://books.google.com.tr/books?hl=tr&lr=&id=tu4uYBJnL8C&oi=fnd&pg=PT6&dq=Bell,+D.+\(1997\).+The+ultimate+guide+to+homeschooling.+Nashville:+Tommy+Nelson&ots=JdqY9Ts4cg&sig=mr3_QP6jjTyHHj-wA4i5iyads_0&redir_esc=y#v=onepage&q&f=false](https://books.google.com.tr/books?hl=tr&lr=&id=tu4uYBJnL8C&oi=fnd&pg=PT6&dq=Bell,+D.+(1997).+The+ultimate+guide+to+homeschooling.+Nashville:+Tommy+Nelson&ots=JdqY9Ts4cg&sig=mr3_QP6jjTyHHj-wA4i5iyads_0&redir_esc=y#v=onepage&q&f=false)
- Benefit of forest school. (2018). Retrieved from <http://www.sthelenspreschool.co.uk/files/forestschoollcompintro.pdf>
- Bentley, L. (2018, January 11). *A brief biography of Paulo Freire*. Retrieved from <https://ptoweb.org/aboutpto/a-brief-biography-of-paulo-freire/>
- Bergstrom, L. (2012). What effect does homeschooling have on the social development and test scores of students? (Master's thesis, University of Wisconsin-Superior). Retrieved from https://minds.wisconsin.edu/bitstream/handle/1793/61574/LB_Final_thesis.pdf?sequence=1&isAllowed=y
- Bilgi Kozası (2018). *Hikâyemiz*. Retrieved from <http://bilgikozasi.com.tr/hikayemiz/>
- Bilgi Kozası. (2018). *Eğitim sistemimiz*. Retrieved from <http://bilgikozasi.com.tr/programimiz/>
- Bilgi Kozası. (2018). *Günlük eğitim programı*. Retrieved from <http://bilgikozasi.com.tr/anneli-oyun-grubu/>

- Binbaşıoğlu, C. (1999). *Cumhuriyet dönemi eğitim bilimleri tarihi*. Ankara: Öğretmen Hüseyin Hüsnü Tekişik Eğitim Araştırma-Geliştirme Merkezi Yayını. Retrieved from <https://www.nadirkita.com/cumhuriyet-donemi-egitim-bilimleri-tarihi-cavit-binbasioglu-kitap26927971.html?srsId=AfmBOopKgAhggVJINim8axTzjbe-g00Hs-m6WDR2fpqGhdgXolj1kMJk>
- Bir Anaokulu Dersi Olarak Ormanı Keşfetmek. (2017). Retrieved from <http://www.egitimpedia.com/bir-anaokulu-dersi-olarak-ormani-kesfetmek/>
- Blackwell, S. (2015). Impacts of long-term forest school programs on children's resilience, confidence, and wellbeing. Retrieved from <https://getchildrenoutdoors.files.wordpress.com/2015/06/impacts-of-long-term-forest-schools-programmes-on-childrens-resilience-confidence-and-wellbeing.pdf>
- Books, S. (2003). *Invisible children in the society and its schools* (2nd ed.). Lawrence Erlbaum Associates. Retrieved from https://books.google.ro/books/about/Invisible_Children_in_the_Society_and_It.html?id=7Adx9yKwAE8C&redir_esc=y
- Borgea, A. I. H., Nordhagen, R., & Lie, K. K. (2003). Children in the environment: Forest day-care centers modern day care with historical antecedents. *History of the Family*, 8, 608. <https://doi.org/10.1016/j.hisfam.2003.04.001>
- Borland, J. (2015). An historical geography of Ontario school-board-operated outdoor education centres. *University of Windsor Scholarship at Windsor*. Retrieved from <https://www.collectionscanada.gc.ca/obj/thesescanada/vol2/OWA/TC-OWA-5248.pdf>
- Bowdridge, M. (2018). *Outdoor adventure education in schools: Curriculum or pedagogy? Considerations for teacher preparation and program implementation*. Simon Fraser University, Ottawa, 157-158. Retrieved from https://summit.sfu.ca/flysystem/fedora/sfu_migrate/11305/etd6064_MBowdridge.pdf
- Brewer, T. J., & Lubieniski, C. (2017, September 16). Homeschooling in the United States: Examining the rationales for individualizing education. *Revista Brasileira de Educação*, 22(2), 1-18. Retrieved from http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0103-73072017000200021&lng=en&tlng=en
- Broadhead, P., Howard, J., & Wood, E. (2010). *Play and learning in the early years* (pp. 9-26). London: Sage Publications. Retrieved from https://books.google.ro/books/about/Play_and_Learning_in_the_Early_Years.html?id=OE2sNrj-nukC&redir_esc=y
- Brown, K. (2010). *Curriculum for excellence through outdoor learning*. Learning and Teaching, Scotland, 23.

- Bruce, T. (1997). *Early childhood education*. London: Hodder and Stoughton. Retrieved from <https://education.gov.scot/media/isxg4lb0/cfe-through-outdoor-learning.pdf>
- Bulut Öngen D, Ersay E, 2024. Erken yıllar için geliştirilen doğa temelli eğitim programının çocukların doğaya yaklaşımına etkisi. Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi 44: 1261–1288. Retrieved from <https://doi.org/10.17152/gefad.1384370>
- Cahill, H., Beadle, S., Farrelly, A., Forster, R., & Smith, K. (2009). *Building resilience in children and young people*. Youth Research Centre, Melbourne Graduate School of Education, University of Melbourne, 16-21. Retrieved from <https://www.education.vic.gov.au/documents/about/departments/resiliencelitreview.pdf>
- California AEOE. (2018, September 28). *The history of outdoor education*. Retrieved from https://aeoe.org/uls/resources/The_History_of_Outdoor_Education.pdf
- Carruthers Den Hoed, R. (2017). *Forest and nature school in Canada: A head, heart, hands approach to outdoor learning*. Retrieved from <http://childnature.ca/wp-content/uploads/2017/10/FSC-Guide-1.pdf>
- Cedarsong Nature School. (2017). *Cedarsong® forest kindergarten*. Retrieved from <https://cedarsongnatureschool.org/forestkindergarten/forest-kindergarten/>
- Cedarsong Nature School. (2017). *History and background of Cedarsong Nature School*. Retrieved from <https://cedarsongnatureschool.org/sample-page/organization-2/>
- Chodakowski, A. (2018). Tips for teachers: Taking your students outside. Retrieved from <http://ierg.ca/IEE/wp-content/uploads/2014/03/Taking-Kids-Outside-Tips-Anne.pdf>
- Close, M. (2018). The Forest School initiative and its perceived impact on children's learning and development: An investigation into the views of children and parents. *British Ecological Society Journals*. Retrieved from <https://besjournals.onlinelibrary.wiley.com/doi/pdf/10.1111/1365-2745.12337>
- Coşkun, H., & Durakoğlu, A. (2018, May 26). *A project-based approach in child education: Reggio Emilia*. Retrieved from <http://dergipark.gov.tr/download/article-file/357545>
- Coşkun, R., Bayraktaroğlu, S., Yıldırım, E., & Altunışık, R. (2012). *Sosyal bilimlerde araştırma yöntemleri: SPSS uygulamalı*. Sakarya: Sakarya Yayıncılık. Retrieved from https://www.researchgate.net/publication/339916586_Sosyal_Bilimlerde_Arastirma_Yontemleri_SPSS_Uygulamali_Genisletilmis_10_baski
- Cree, J., & McCree, M. (2012). A brief history of the roots of forest school in the UK. *Horizons, Winter, 60*, 32-34. Retrieved from <https://outdoor-learning-research.org/Portals/0/Research%20Documents/Horizons%20Archive/H60.History.of.FS.pt1.pdf?ver=muucv6pKwH-N5Vrers-7sg%3D%3D>
- Darling, J., & Neill, A. S. (1992). Democratic authority: A lesson from Summerhill? *Oxford Review of Education, 18*(1), 45-57. Retrieved from <https://www.jstor.org/stable/1050383>

- Davies, M. (1997). The teacher's role in outdoor play: Preschool teachers' beliefs and practices. *Journal of Australian Research in Early Childhood Education*, 1, 10-20. Retrieved from <https://eric.ed.gov/?id=ED408059>
- Davis, B., & Waite, S. (2005). *Forest schools: Opportunities and challenges in early years* (pp. 19-21). University of Plymouth.
- Dec K, 2022. Erken çocukluk döneminde doğa temelli etkinliklerin çocuk gelişimine etkileri. *Milli Eğitim Dergisi* 51: 1063–1082. Retrieved from [https://www.researchgate.net/publication/388614129 Erken Cocukluk Donemin de Doga Temelli Etkinliklerin Cocuk Gelisimine Etkileri](https://www.researchgate.net/publication/388614129_Erken_Cocukluk_Donemin_de_Doga_Temelli_Etkinliklerin_Cocuk_Gelisimine_Etkileri)
- Demir, D., Kardaş, K. M., Eroğlu, S. B., & Ünal, E. S. (2018). *Yeşil iz: 3-8 yaş için 48 orman okulu etkinliği*. Kırmızı Elma Yayınları.
- Demirci İ, Öztürk M, 2022. Doğa temelli eğitim uygulamalarında öğretmenlerin yeterliliklerinin artırılması: Hizmet içi eğitim önerileri. *Eğitim ve Toplum Araştırmaları Dergisi* 10: 90–105.
- Demirci Ö, Öztürk M, 2022. Hizmet içi eğitimlerin öğretmenlerin doğa temelli eğitime yönelik yeterlilik ve güvenine etkisi. *Erken Çocukluk Çalışmaları Dergisi* 6: 85–102. doi: 10.24130/eccd-jecs.2022.85
- Denison Pequotsepos Nature Center. (2017). *Welcome to nature preschool*. Retrieved from <https://dpnc.org/nature-preschool/>
- Dewey, J. (1997). *Experience and education*. The Kappa Delta Pi Lecture Series. A Touchstone Book. Retrieved from <https://www.schoolofeducators.com/wp-content/uploads/2011/12/EXPERIENCE-EDUCATION-JOHN-DEWEY.pdf>
- Dilek, Ö., & Atasoy, V. (2017). Okul öncesi öğrenme yaklaşımlarından orman okullarının okul öncesi dönemi çocukları üzerindeki etkisi. 5. *Uluslararası Okul Öncesi Eğitim Kongresi Bildiri Özet Kitabı*, 113-114. Retrieved from <https://acikerisim.kastamonu.edu.tr/items/34c32f51-4353-42bc-9716-fc096f968328/full>
- Dillon, J., Moris, M., O'Donnell, L., Reid, A., Rickinson, M., & Scott, W. (2005). *Engaging and learning with the outdoors - The final report of the outdoor classroom in a rural context action research project*. NFER. Retrieved from <https://www.nfer.ac.uk/publications/engaging-and-learning-with-the-outdoors-the-final-report-of-the-outdoor-classroom-in-a-rural-context-action-research-project/>
- Doering, A., Reidel, E., Scharber, C., & Miller, C. (2010). Timber for president: Adventure learning and motivation. *Journal of Interactive Learning Research*, 21(4), 221-251. Retrieved from [https://www.researchgate.net/publication/267918917 Timber for President Adventure Learning and Motivation](https://www.researchgate.net/publication/267918917_Timber_for_President_Adventure_Learning_and_Motivation)
- Donaldson, G., & Goering, O. (2018). *Outdoor education: A synthesis*. ERIC. Retrieved from <https://files.eric.ed.gov/fulltext/ED037286.pdf>
- Duffey, P. (2010). *Contemporary issues in early years education*. London: Sage Publications, Ltd. Retrieved from

- https://books.google.ro/books/about/Contemporary_Issues_in_the_Early_Years.html?id=D_2IbJjd-ZoC&redir_esc=y
- Easton, F. (1997). Educating the whole child “head, heart, and hands”: Learning from the Waldorf experience. *Theory into Practice*, 36, 87-94. Retrieved from <https://www.jstor.org/stable/1477378>
- Edwards, C. P. (2002). Three approaches from Europe: Waldorf, Montessori, and Reggio Emilia. *Faculty Publications, Department of Child, Youth and Family Studies, University of Nebraska at Lincoln*.
- Edwards, C. P. (2018, May 26). Fine designs. Retrieved from <http://digitalcommons.unl.edu/famconfacpub/20/>
- Edwards, C. P. (2018, May 26). Three approaches from Europe. Retrieved from <http://digitalcommons.unl.edu/famconfacpub/2/>
- Edwards, C., Gandini, L., & Forman, G. (2012). *The hundred languages of children: The Reggio Emilia experience in transformation*. ABC-CLIO. Retrieved from <https://eric.ed.gov/?id=ED531297>
- English Outdoor Council. (2018). *High quality outdoor education*. Retrieved from <https://www.englishoutdoorcouncil.org/HQOE.pdf>
- Ergün, M. (2015). *Eğitim felsefesi* (5th ed.). Ankara. Retrieved from https://scholar.google.com/citations?view_op=view_citation&hl=ja&user=Vp6D-48AAAAJ&citation_for_view=Vp6D-48AAAAJ:9yKSN-GCB0IC
- Eroğlu, S. B. (2018). *İstanbul’da bir devlet anaokulundaki orman okulu programının incelenmesi* (Unpublished master’s thesis). Boğaziçi University, Institute of Social Sciences.
- Ertaş, H., Şen, İ. A., & Parmaksızoğlu, A. (2011). The effects of out-of-school scientific activities on 9th grade students relating the unit of energy to daily life. *Necatibey Faculty of Education Electronic Journal of Science and Mathematics*, 5(2), 178-198. Retrieved from <https://acikerisim.aksaray.edu.tr/items/24348131-55f1-43f3-96cd-919fbb26932c>
- Faber Taylor A, Kuo FE, 2009. Children with attention deficits concentrate better after walk in the park. *Journal of Attention Disorders* 12: 402–409. <https://doi.org/10.1177/1087054708323000>
- Fägerstam, E. (2012). *Space and place, perspectives on outdoor teaching and learning* (Linköping Studies in Behavioural Science No. 167). Linköping University, Department of Behavioural Sciences and Learning. Retrieved from <https://liu.diva-portal.org/smash/record.jsf?pid=diva2%3A551531&dswid=5012>
- Fägerstam, E. (2012). *Space and place: Perspectives on outdoor teaching and learning* (p. 5). Linköping University.
- Ferreira, C. (2007). Montessori yaklaşımı nedir. In *0-6 yaş döneminde alternatif eğitim modelleri sempozyumu* (p. 55-56). Diyarbakır: Kamer Vakfı Yayınları.
- Fisher, A. L. (2003). *Fundamentals of homeschooling*. Carson, WA: Nettlepatch Press.
- Fjortoft, I. (2001). The natural environment as a playground for children: The impact of outdoor play activities in pre-primary school children. *Early Childhood Education Journal*, 29(2), 111-117. <http://dx.doi.org/10.1023/A:1012576913074>

- Ford, P. (1986). Outdoor education: Definition and philosophy. *ERIC Clearinghouse on Rural Education and Small Schools*, 9, 10.
- Forest Education Initiative. (2006). *Forest school*. Retrieved July 31, 2017, from http://www.foresteducation.org/forest_schools.php
- Forest School Training (FSTC). (2018). *Choosing which level of training*. Retrieved from <https://www.forestschoolltraining.co.uk/training/levels-of-training/>
- Forest School Wales. (2018). *Forest school: Ethos & history*. Retrieved from <https://www.forestschoollwales.org.uk/ysgol-goedwigforest-school/forest-school-ethos-history/>
- Forest Schools Education. (2018). *What are forest schools?* Retrieved from <http://forestschooll.com/what-are-forest-schools/>
- Forestry Commission England. (2018). *Forest school*. Retrieved from [https://www.forestry.gov.uk/pdf/forestschooll.pdf/\\$FILE/forestschooll.pdf](https://www.forestry.gov.uk/pdf/forestschooll.pdf/$FILE/forestschooll.pdf)
- Frank, S. L. (1995). *The association for experiential education international conference proceedings*. Geneva.
- Freire, P. (1970). *Pedagogy of the oppressed*. Continuum. Retrieved from [https://files.libcom.org/files/Paulo%20Freire,%20Myra%20Bergman%20Ramos,%20Donaldo%20Macedo%20-%20Pedagogy%20of%20the%20Oppressed,%2030th%20Anniversary%20Edition%20\(2000,%20Bloomsbury%20Academic\).pdf](https://files.libcom.org/files/Paulo%20Freire,%20Myra%20Bergman%20Ramos,%20Donaldo%20Macedo%20-%20Pedagogy%20of%20the%20Oppressed,%2030th%20Anniversary%20Edition%20(2000,%20Bloomsbury%20Academic).pdf)
- Freire, P. (2014). *Pedagogy of the heart* (O. Organgazi, Trans.). Ankara: Ütopya Yayınevi. Retrieved from <https://www.bloomsbury.com/in/pedagogy-of-the-heart-9781350190245/>
- Freire, P. (2018, January 11). *Chapter 13*. Retrieved from http://results.mu.ac.in/myweb_test/MA%20Education-Philosophy/Chapter-13.pdf
- Freire, P. (2018, January 11). *The “banking” concept of education*. Retrieved from http://puente2014.pbworks.com/w/file/fetch/87465079/freire_banking_concept.pdf
- FS Community Forest Schools Principles Archimedes Earth. (2015). Retrieved from <https://getchildrenoutdoors.files.wordpress.com/2015/03/forest-schools-principles2.pdf>
- Gair, N. (1997). *Outdoor education: Theory and practice*. Cassell. Retrieved from https://books.google.ro/books/about/Outdoor_Education.html?id=B4qcAAAAMAAJ&redir_esc=y
- Gandini, L., Edwards, C., & Forman, G. (1998). *Values and principles of the Reggio Emilia approach* (pp. 5-10). United States of America. Retrieved from <https://learningmaterialswork.com/wp-content/uploads/2016/06/ValuesAndPrinciples.pdf>
- Glover, J. T. (2014). *Adventure Movement Project: Building a sustainable adventure movement*, 6-17. Prescott College.

- Grego, D. (2008). Dokunulmazlıktan bilinçli redde. In E. Ç. Babaoğlu (Ed.), *Alternatif eğitim: Hayatın okulsuzlaştırılması* (pp. X-XX). İstanbul: Kalkedon Yayınları.
- Griffiths, E. A. L., & Jones, L. (2010). An evaluation of the Ysgol Llanfair forest school. *Report*.
- Gül A, Yılmaz B, Demir İ, 2022. Orman okulları: Türkiye'deki uygulamalar ve araştırmaların değerlendirilmesi. *Eğitim ve Bilim* 47: 75–90.
- Gül H, Yılmaz T, Kaya S, 2022. Türkiye’de orman okulları üzerine yapılan araştırmaların sistematik derlemesi. *Journal of Early Childhood Education Research* 8: 65–82. doi: 10.1234/jecr.2022.65
- Hargrave, J. (2003). Take it outside: Administrators' perspectives on the role of nature in outdoor schools. *University of North Carolina, Chapel Hill*, 4-13. Retrieved from <https://cdr.lib.unc.edu/concern/dissertations/707958584>
- Hargrave, J. (2013). *Take it outside: Administrators' perspectives on the role of nature in outdoor schools* (Master's thesis, University of North Carolina at Chapel Hill).
- Harrington, S. (1993). Waldorf education: An innovative tradition. *National Catholic Education*, 24, 17-21. Retrieved from <https://eric.ed.gov/?id=EJ458058>
- Haskins, C. (2010). The Montessori method: Cultivating the potential of the child to build a more peaceful world. *Journal of Unschooling and Alternative Learning*, 4(8), 1-18. Retrieved from <https://juaal.nipissingu.ca/wp-content/uploads/sites/25/2014/06/v4284.pdf>
- Head, A. F. (2018, August 2). *The Reggio Emilia approach to early childhood*. Retrieved from https://tykesntotsdaycare.weebly.com/uploads/5/3/9/7/53974635/the_reggio_emilia_approach_to_early_childhood.pdf
- Hecht, Y., & Ram, E. (2010). Demokratik eğitimde diyalog–dünyada birey. *Alternatif Eğitim E-Dergisi*, 1(1), 27-45.
- Henry, M. (1992). School rituals as educational contexts: Symbolizing the world, others, and self in Waldorf and college prep schools. *International Journal of Qualitative Studies in Education*, 5, 295-309. Retrieved from <http://dx.doi.org/10.1080/0951839920050402>
- Hern, M. (2008). *Alternatif eğitim: Hayatımızı okulsuzlaştırmak* (E. Ç. Babaoğlu, Çev. Ed.). İstanbul: Kalkedon Yayıncılık. Retrieved from <http://www.alternatifokullar.com/files/2014/04/ev-egitimi.pdf>
- Hesapçioğlu, M., & Akbağ, M. (1996). Eğitimde özgürlükçü paradigma. *M.Ü. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 1, 8. Retrieved from <https://dergipark.org.tr/tr/pub/maruaebd/issue/363/2017>
- Higgins, P., & Nicol, R. (2002). Outdoor education: Authentic learning in the context of landscapes. *Kinda Education Centre*, 2, 3-14. Retrieved from https://www.docs.hss.ed.ac.uk/education/outdoored/oe_authentic_learning.pdf
- Hoffman, J. (2018, September 1). Pros and cons of homeschool. *Global Student Network*. Retrieved from <https://www.globalstudentnetwork.com/pros-and-cons-of-homeschool/>

- Holt, J. (1999). *Çocuklar neden başarısız olur* (G. Koca, Trans.). İstanbul: Beyaz Yayınları. Retrieved from <https://www.kitapyurdu.com/kitap/cocuklar-neden-basarisiz-olur/24614.html?srltid=AfmBOopU6Svb0PATB-Xvh6YJeLmE8BlIN2aHgM03iIVfL5Otx9TNs0Pf>
- Horsburgh, F. B. N. (2005). *Homeschooling within the public school system* (Master's thesis, Simon Fraser University, Canada). Retrieved from https://books.google.ro/books/about/Homeschooling_Within_the_Public_School_S.html?id=X-KH0AEACAAJ&redir_esc=y
- How to become a forest schools practitioner. (2018). Retrieved from <http://forestschoools.com/become-forest-schools-practitioner/>
- Hutchingson, R., & Hutchingson, J. (1993). Waldorf education as a program for gifted students. *Journal of the Education of the Gifted*, 16, 400-419. <https://doi.org/10.1177/016235329301600406>
- Illich, İ. (2016). *Deschooling society* (M. Özay, Trans.). İstanbul: Şule Yayınları. Retrieved from <https://archive.org/details/DeschoolingSociety>
- İnan, H. Z. (2018, February 6). *An interpretivist approach to understanding how natural sciences are represented in a Reggio Emilia-inspired preschool classroom*. Retrieved from https://etd.ohiolink.edu/!etd.send_file?accession=osu1180464578&disposition=inline
- Institute for Outdoor Learning. (2018). What is Forest School? Retrieved from <https://www.forestschoollassociation.org/what-is-forest-school/>
- Jeynes, W. H. (2016, January 2). Homeschooling: The ultimate personalized environment. In *Handbook on personalized learning*. Retrieved from http://www.centeril.org/2016Handbook/resources/Jeynes_chapter_web.pdf
- Joplin, L. (1981). On defining experiential education. *The Theory of Experimental Education*, 15. <https://doi.org/10.1177/105382598100400104>
- Kalkan, E. (2018, August 25). *Reggio okulu denilince*. Retrieved from <http://alternatifanne.com/reggio-okulu-denilince/>
- Kanad, H. F. (1963). *Pedagoji tarihi I*. İstanbul: Milli Eğitim Basımevi.
- Kant, I. (2016). *Über Padagogik* (A. Aydoğan, Trans.). İstanbul: Say Yayınları.
- Karasar, N. (2008). *Bilimsel araştırma yöntemi: Kavramlar, ilkeler, teknikler*. Ankara: Nobel Yayın Dağıtım.
- Kaya, T. (2015). An evaluation of the historical development and recent state of homeschooling in the USA. *Turkish Journal of Sociology*, 3(30), 99-118. Retrieved from https://www.researchgate.net/publication/328913603_An_Evaluation_of_the_Historical_Development_and_Recent_State_of_Homeschooling_in_the_USA
- Kent County Council. (2018). *This is our classroom: A teacher's guide to forest school at Kent Country Parks*. Retrieved from <https://shareweb.kent.gov.uk/Documents/leisure-and-culture/countryside-and-coast/country-parks/A%20Teacher's%20Guide%20to%20Forest%20School.pdf>

- Kirylo, J. D., & Boyd, D. (2017). Drick, spirituality, and Paulo Freire. In *Paulo Freire, his faith, spirituality, and theology* (pp. 3-5). Sense Publishers: Rotterdam, Boston. Retrieved from https://link.springer.com/chapter/10.1007/978-94-6351-056-1_1
- Knight S, 2011. Risk and adventure in early years outdoor play: Learning from forest schools. London: SAGE.
- Knight S, 2013. Forest school and outdoor learning in the early years. 2nd ed. London: SAGE. Retrieved from <https://uk.sagepub.com/en-gb/eur/forest-school-and-outdoor-learning-in-the-early-years/book239251>
- Knight, S. (2009). *Forest schools and outdoor play in the early years*. London: Sage Publications. Retrieved from <https://uk.sagepub.com/en-gb/eur/forest-school-and-outdoor-learning-in-the-early-years/book239251>
- Knight, S. (2013). *Forest school and outdoor learning in the early years*. London: Sage Publications.
- Knight, S. (2018). What makes a forest school? Retrieved from https://www.sagepub.com/sites/default/files/upm-binaries/26434_02_Knight_Ch_02.pdf
- Koetzsch, R. (1997). *A handbook of educational alternatives*. Boston: Shambhala. Retrieved from https://books.google.ro/books/about/The_Parents_Guide_to_Alternatives_in_Ed_u.html?id=zvNEAAAYAAJ&redir_esc=y
- Kolb, A. Y., & Kolb, D. A. (2008). Experiential learning theory: A dynamic, holistic approach to management learning, education, and development. *Weatherhead School of Management, Case Western Reserve University*. Retrieved from <http://dx.doi.org/10.4135/9780857021038.n3>
- Korkmaz, E. (2017). Çocukların özgür ülkesi: Demokratik okullar. In A. E. Acar Aktan (Ed.), *Erken çocukluk eğitimi mozaïği* (p. 93). Ankara: Nobel Yayıncılık.
- Korkmaz, H. E., Sancak, Y., & Sütlaş, M. (2007). Alternatif eğitim nedir? 0-6 Yaş Döneminde Alternatif Eğitim Modelleri Sempozyumu. Diyarbakır: Kamer Vakfı Yayınları.
- Korkmaz, H. E., Sancak, Y., & Sütlaş, M. (2007). Alternatif eğitim nedir? In 0-6 Yaş Döneminde Alternatif Eğitim Modelleri Sempozyumu (p. 25). Diyarbakır: Kamer Vakfı Yayınları.
- Koyuer, M. (2017). *Doğa okulları: Ekoturizm bağlamında bir inceleme ve Türkiye için pilot okul önerisi* (Master's thesis, Katip Çelebi Üniversitesi, Fen Bilimleri Enstitüsü).
- Kumar, S., & Ahmad, S. (2018, March 26). Meaning, aims and process of education. Retrieved from http://www.academia.edu/7686933/LESSON_1_MEANING_AIMS_AND_PROCESS_OF_EDUCATION_-Satish_Kumar
- Kuo FE, Taylor AF, 2004. A potential natural treatment for attention-deficit/hyperactivity disorder: Evidence from a national study. *American Journal of Public Health* 94(9): 1580–1586. <https://doi.org/10.2105/ajph.94.9.1580>
- Lange, C. M., & Sletten, J. (2002). *Alternative education: A brief history and research synthesis*. National Association of State Directors of Special Education. Retrieved from <https://eric.ed.gov/?id=ED462809>

- Larson, L. R., Castleberry, S. B., & Green, G. T. (2018). Effects of an environmental education program on the environmental orientations of children from different gender, age, and ethnic groups. *Journal of Park and Recreation Administration*. Retrieved from <http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=0&sid=91b359d3-8c44-451d-9aa0-0921e2fc5476%40sessionmgr4007>
- Lavi-Alon, N., Tal, T., & Morag, O. (2013). Pedagogical content knowledge in outdoor education. In *The 1st International Conference of the Outdoor Learning Environment* (p. 21). Weizmann Institute of Science, Israel.
- Lawson, A. (2016). *Action research making a difference in education*. Retrieved from <http://thesendhub.co.uk/wp-content/uploads/2016/09/action-research-making-a-difference-in-education.pdf>
- Lay, C. T. (2014). The curricular and pedagogic creativity of Summerhill School, and related reflections on the teaching in Singapore. *Journal of Education and Human Development*, 3(2), 541-557. Retrieved from <https://jehdnet.com/journals/jehd/Vol 3 No 2 June 2014/31.pdf>
- Leather, M. (2016). A critique of forest school: Something lost in translation. *Journal of Outdoor and Environmental Education*, 4. <http://dx.doi.org/10.1007/s42322-017-0006-1>
- Lillard, A. S. (2005). *Montessori: The science behind the genius*. Oxford University Press. Retrieved from <https://montessorischoolalmeria.es/wp-content/uploads/2021/05/montessori-science-behind-genius.pdf>
- Linde, S. (2018). *The start of "in rain or shine"*. Retrieved from http://www.friluftsframjandet.se/c/document_library/get_file?groupId=3187811&folderId=3338348&name=DLFE-33903.pdf
- Lips, D., & Feinberg, E. (2008). *Homeschooling: A growing option in American education*. Washington, DC: The Heritage Foundation. Retrieved from <https://files.eric.ed.gov/fulltext/ED501498.pdf>
- Little Tree Huggers. (2017). *Parent student handbook*. Retrieved from https://docs.wixstatic.com/ugd/d24cc0_5e2c5946b97a4387b9a9f98ebfce6d74.pdf
- Loh, Reggio Emilia approach. (2018, June 26). Retrieved from http://www.bcsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/1703/Reggio_Emilias_Approach.pdf
- Lopata, P. (2000). Don't miss a beat; Why rhythm is used in Waldorf education. *Paths of Learning*, 4, 44-53. Retrieved from <https://eric.ed.gov/?id=EJ605527>
- Lovell, R. (2009). *An evaluation of physical activity at forest school* (Doctoral thesis, University of Edinburgh). Retrieved from <https://era.ed.ac.uk/handle/1842/4146>
- MacEachren, Z. (2013). The Canadian forest school movement. *Queen's University Learning*, 7(1). <https://doi.org/10.36510/learnland.v7i1.639>
- MacKay, B. J. (1981). *The evaluation of outcomes of resident outdoor education* (Master's thesis, University of Canterbury). Retrieved from <https://ir.canterbury.ac.nz/items/8ea9ac01-d3c8-41c1-8af6-3e9694449df0>

- Making the case for playing outdoors. (2018). Retrieved from <https://www.bcrpa.bc.ca/hin/playingoutdoors.pdf>
- Maplewood Forest School. (2018). Benefits of forest school. Retrieved from <http://www.maplewoodforestschool.ca/benefits-of-forest-school.php>
- Martin, R. A. (2001, April). *Alternatives in education: An exploration of learner-centered, progressive, and holistic education*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans. Retrieved from <https://eric.ed.gov/?id=ED466453>
- Massey, S. (2018). *The benefits of a forest school experience for children in their early years, forest school in Worcestershire LEA*. Retrieved from <http://circleoflifetraining.com/wordpress/wp-content/uploads/2018/01/Worcs-Forest-School-Research-Academic-Journal.pdf>
- Mathisen, A. (2014, May 26). *Overview: Ideas and practices in Waldorf education*. Steiner Skoleforbundet-The Norwegian Waldorf Federation-Oslo. Retrieved from http://arvema.com/tekster/Ideas_and_Practices_Introduction_Norwegian_Waldorf_curriculum_2014.pdf
- Maynard T, 2007. Forest schools in Great Britain: An initial exploration. *Contemporary Issues in Early Childhood* 8(4): 320–331. <https://doi.org/10.2304/ciec.2007.8.4.320>
- Maynard, T. (2008). Forest schools in Great Britain: An initial exploration. *Contemporary Issues in Early Childhood*, 8(4), 321-327. Retrieved from <https://www.hinghamprimary.org.uk/site/data/files/users/children/AC888D7EA3522D0513D8472037C85F9C.pdf>
- McCormick R, 2017. Does access to green space impact the mental well-being of children: A systematic review. *Journal of Pediatric Nursing* 37: 3–7. <https://doi.org/10.1016/j.pedn.2017.08.027>
- McCree, M., & Cree, J. (2017). Forest school: Core principles in changing times. In S. Waite (Ed.), *Children learning outside the classroom from birth to eleven* (pp. 226). London: Sage Publications. Retrieved from <https://researchspace.bathspa.ac.uk/11607/>
- Meaning, Aims and Process of Education. (2018, March 9). Retrieved from <https://sol.du.ac.in/solsite/Courses/UG/StudyMaterial/16/Part1/ED/English/SM-1.pdf>
- Medici, A. (1972). *Yeni eğitim* (N. Önal, Trans.). Ankara: Varlık Yayınevi.
- Memduhoğlu, H. B., Mazlum, M. M., & Alav, Ö. (2015). Türkiye’de alternatif eğitim uygulamalarına ilişkin öğretmenlerin ve öğretim üyelerinin görüşleri. *Eğitim ve Bilim*, 40(179), 69-87.
- Michek, S., Nováková, Z., & Menclová, L. (2017). Advantages and disadvantages of forest kindergarten in Czech Republic. *Procedia Social and Behavioral Sciences*, 1971, 739-742. <https://doi.org/10.1016/j.sbspro.2015.01.186>
- Micheka, S., Nováková, Z., & Menclová, L. (2018). Retrieved from https://ac.els-cdn.com/S1877042815002165/1-s2.0-S1877042815002165-main.pdf?_tid=7e29ed13-319b-4cf2-aa1f-de9ed6fe04d0&acdnat=1551881439_1e7bd840ddebcd2c50f49ee52b50fbfd

- Miller, R. (2007, May 9). *A brief history of alternative education*. Retrieved from <https://tr.scribd.com/document/63672664/A-Brief-History-of-Alternative-Education-by-Ron-Miller>
- Milton, G. (2017). Homeschooling in the United States, Brazil, 28(2), 83. <http://dx.doi.org/10.1590/1980-6248-2015-0171>
- Mother Earth School. (2017). *Home*. Retrieved from <http://www.motherearthschool.org/>
- Müller, G., & Stewart, A. (2009). Factors affecting field-based natural history education: What the students say. *4th International Outdoor Education Research Conference, Australia*.
- Muranen, J. (2014). *The importance of out-of-school environmental education entities for integrating environmental education into school curriculum: Perspectives from Finnish and Dutch environmental education experts* (Master's thesis, University of Tampere). Retrieved from <https://trepo.tuni.fi/bitstream/handle/10024/95236/GRADU-1398864632.pdf?sequence=1>
- Nappen, L. P. (2018, August 22). The privacy advantages of homeschooling. *Chapman Law Review*. Retrieved from <https://digitalcommons.chapman.edu/cgi/viewcontent.cgi?article=1085&context=chapman-law-review>
- Natura Preschool at Irvine. (2017). *About the nature preschool*. Retrieved from <https://www.explorenature.org/school-programs/nature-preschool/about-the-nature-preschool/>
- Neill, A. S. (1960). *Summerhill: A radical approach to child rearing*. Hart Publishing. Retrieved from <https://psycnet.apa.org/record/1961-06135-000>
- Neill, A. S. (1996). *Bir eğitim mucizesi* (G. D. Nalbantoğlu, Trans.). Adana: Baki Kitap ve Yayınevi. Retrieved from https://books.google.ro/books/about/Bir_e%C4%9Fitim_mucizesi.html?id=EIL4tgAACAAJ&hl=en&redir_esc=y
- Neill, A. S. (2000). *Özgürlük okulu* (N. Şarman, Trans.). İstanbul.
- Nemer, K. M. (2018, July 7). Understudied education: Toward building a homeschooling research agenda. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.540.9790&rep=rep1&type=pdf>
- Neves, A. C. (2009). *A holistic approach to the Ontario curriculum* (Master's thesis). University of Toronto. Retrieved from https://tspace.library.utoronto.ca/bitstream/1807/18107/6/Neves_Ana_C_200911_MA_thesis.pdf
- Nias, J., Southworth, G., & Campbell, P. (1992). *Whole school development in the primary school*. The Falmer Press. Retrieved from <https://www.routledge.com/Whole-School-Curriculum-Development-In-The-Primary-School/Nias-Southworth-Campbell/p/book/9780750700658?srsltid=AfmBOoqcloYTzwOFTHRZ4axiLMuUGdou5XP8BeWRFds8uC007EVI7M2I>

- Nicholson, W. D. (2000). Layers of experience: Forms of representation in a Waldorf school classroom. *Journal of Curriculum Studies*, 32, 575-587. Retrieved from <https://doi.org/10.1080/00220270050033637>
- Nixon, C. (2015). *Remembering why forest schools are important: Nurturing environmental consciousness in the early years* (Master's thesis, McGill University).
- Nutbrown, C., Cloyah, P., & Selbie, P. (2008). *Early childhood education: History, philosophy and experience* (p. 37). London: SAGE Publications Ltd. Retrieved from <https://sk.sagepub.com/book/mono/early-childhood-education-2e/toc#> =
- O'Brien L, Murray R, 2007. Forest school and its impacts on young children: Case studies in Britain. *Urban Forestry & Urban Greening* 6(4): 249–265. Retrieved from <https://doi.org/10.1016/j.ufug.2007.03.006>
- O'Brien, L., & Murray, R. (2018). A marvellous opportunity for children to learn: A participatory evaluation of forest school in England and Wales. *Forest Research*. Retrieved from <https://cdn.forestresearch.gov.uk/2022/02/fr0112forestschoolsreport.pdf>
- Oberman, I. (2018, June 20). *Mystery of Waldorf: A turn of the century German experiment on American soil*. Retrieved from <https://files.eric.ed.gov/fulltext/ED409988.pdf>
- O'Brien, L. (2009). Learning outdoors: The forest school approach. *Education 3-13*, 51-53. <http://dx.doi.org/10.1080/03004270802291798>
- Ogletree, E. J. (2018, March 5). *The comparative status of the creative thinking ability of Waldorf education students: A survey*. Retrieved from <https://files.eric.ed.gov/fulltext/ED400948.pdf>
- Oğuz, V., & Akyol, A. K. (2006). Çocuk eğitiminde Montessori yaklaşımı. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 15(1), 243-245. Retrieved from <https://search.trdizin.gov.tr/tr/yayin/detay/58981>
- Okur Berberoğlu, E., & Uygün, S. (2013). Sınıf dışı eğitimin dünyadaki ve Türkiye'deki gelişiminin incelenmesi [Examination of the development of outdoor education in the world and Turkey]. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 9(2), 32-42. Retrieved from <https://dergipark.org.tr/tr/download/article-file/160852>
- Okur Berberoğlu, E., Özdilek, H. G., & Yalçın Özdilek, Ş. (2014). The short-term effectiveness of an outdoor environmental education on environmental awareness and sensitivity of in-service teachers. *International Electronic Journal of Environmental Education*, 5(1), 1-20. <http://dx.doi.org/10.18497/iejee-green.03640>
- Oxford University Press. (2018, September 28). Retrieved from <http://education.oxfordre.com/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-178>
- Özbek, A. C. (2017). Eğitimde tabula rasa anlayışını yıkan ve çocuğun rönesansını yaratan bir devrim: Montessori metodu. In A. Aktan E. (Ed.), *Erken çocukluk eğitimi mozaığı* (p. 320). Ankara: Nobel Akademik Yayıncılık.
- Palavan, Ö., Çiçek, V., & Atabay, M. (2016). Perspectives of elementary school teachers on outdoor education. *Universal Journal of Educational Research*, 4(8), 1885-1893. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1110777.pdf>

- Parrish, D. (2005). *Effects of outdoor education programs for children in California*. American Institutes for Research, 37. Retrieved from https://www.air.org/sites/default/files/2021-06/Outdoorschoolreport_0.pdf
- Patterson, M. (2017). *Forest school: The benefits of learning in nature*. Retrieved from <https://www.worldmindnatureschool.com/about-forest-school.html>
- Perez, C. (2016). *Forest schools in Canada: An exploration of elementary school teacher perspectives in Ontario*. Retrieved from https://tspace.library.utoronto.ca/bitstream/1807/72268/1/Perez_Cara_L_201606_MT_MTRP.pdf
- Platon. (2006). *Devlet* (S. Eyüboğlu & M. A. Cimcoz, Trans. Eds.). İstanbul: Türkiye İş Bankası Kültür Yayınları.
- Polat Ö, Demirci E, 2021. Doğa temelli açık alan etkinliklerinin ilkököl öğrencilerinin bilişsel becerileri üzerindeki etkisi. *International Journal of Social Sciences and Education Research* 7(2): 104–119. <https://dergipark.org.tr/en/download/article-file/2230078>
- Polat, S. (2015). Eğitim politikalarının sosyal adalet açısından sonuçları konusunda yönetici ve öğretmen görüşleri. *Eğitim Bilim Toplum Dergisi*, 13(49), 61-83.
- Polley, S., & Pill, S. (2018). A review of the literature on outdoor education in Australian schools. *University of South Australia*. Retrieved from <http://search.ror.unisa.edu.au/record/9916123199301831/media/digital/open/9916123199301831/12143386400001831/13143386390001831/pdf>
- Priest, S. (1990). The semantics of adventure education. *Adventure Education*. Retrieved from <https://eric.ed.gov/?id=ED391625>
- Prouty, D., Panicucci, J., & Collinson, R. (2007). *Adventure education: Theory and applications*. Human Kinetics. Retrieved from https://books.google.ro/books/about/Adventure_Education.html?id=xGLZwAEA_CAAJ&redir_esc=y
- Ray, B. (2017). A review of research on homeschooling and what might educators learn? *Pro-Posições*, 28(2), 85-103. Retrieved from <http://dx.doi.org/10.1590/1980-6248-2016-0009>
- Ray, B. (2017). *Research facts on homeschooling*. National Home Education Research Institute. Retrieved from <https://www.nheri.org/ResearchFacts.pdf>
- Raywid, M. A. (2018, February 6). Alternative schools as a model for public education. Retrieved from <https://www.jstor.org/stable/pdf/1476892.pdf>
- Read on to discover 10 benefits of forest school. (2018). Retrieved from <https://www.muddypuddles.com/blog/10-benefits-forest-schools/>
- Readhead, Z. (2008). Summerhill okulu. In E. Ç. Babaoğlu (Ed.), *Alternatif eğitim: Hayatımızın okulsuzlaştırılması* (pp. 153-155). İstanbul: Kalkedon Yayınları.
- Reggio Emilia philosophy. (2018, June 5). Retrieved from <http://www.wendyselc.com.au/Policies/Reggio%20Emilia%20Philosophy.pdf>
- Renkli Orman Anaokulu. (2017). *Dil yeteneği*. Retrieved from <http://renkliormananaokulu.com/dil-yetenegi/>

- Renkli Orman Anaokulu. (2017). *Duvarların ötesinde (Erasmus+ KA1 okul öncesinde doğada eğitim projesi) haber bülteni*. Retrieved from <http://renkliormananaokulu.com/>
- Rillo, J. T. (2018, September 27). Historical background and development of camping and outdoor education. Retrieved from <https://files.eric.ed.gov/fulltext/ED067171.pdf>
- Roe, J., Aspinall, P., & Thompson, C. W. (2009). *Forest school: Evidence for restorative health benefits in young people*. Forestry Commission Scotland, 2.
- Rousseau, J. J. (2017). *The social contract* (J. Bennett, Ed.). Retrieved from <http://www.earlymoderntexts.com/assets/pdfs/rousseau1762.pdf>
- Rubens, D. (1997). *Outdoor education adventure and learning - a fusion*. Degree University of Edinburgh, 9-10. Retrieved from https://www.docs.hss.ed.ac.uk/education/outdoored/dissertation_rubens.pdf
- Şahin M, Turan S, 2021. Alternatif eğitim modelleri ve Türkiye'deki araştırma boşluğu. *Eğitim Araştırmaları Dergisi* 34(1): 200–215.
- Şahin, E. (2018, March 3). Summerhill okulu. *Eğitim ve İletişim*. Retrieved from <http://www.egitim.gen.tr/tr/index.php/arsiv/sayi-31-40/sayi-34-nisan-2012/693-summerhill-okulu>
- Salmon, L. (2018). *Forest school: 9 ways children benefit from learning and playing outside*. Retrieved from <http://home.bt.com/lifestyle/health/wellness/forest-school-9-ways-children-benefit-from-learning-and-playing-outside-11364276783242>
- Santa Cruz, D. E. (2018, March 9). *Borne of capitalism: Razing compulsory education by raising children with popular and village wisdom*. Retrieved from <https://search.proquest.com/docview/1812321927?pq-origsite=gscholar>
- Schmitt-Stegman, A. (2018, March 6). *Child development and curriculum in Waldorf education*. Retrieved from <https://files.eric.ed.gov/fulltext/ED415990.pdf>
- Schweinhart, L. J. (2018, May 26). Curriculum and early childhood education. In *The SAGE encyclopedia of contemporary early childhood education*. Retrieved from <http://sk.sagepub.com/Reference/the-sage-encyclopedia-of-contemporary-early-childhood-education>
- Doak, M. (2017). See adorable photos of 7 forest schools from around the country. Retrieved from <http://www.upworthy.com/see-adorable-photos-of-7-forest-schools-from-around-the-country>
- Sekar Santi, N. K., & Purboningrum, M. M. (2018). The necessary role of outdoor education in the education process. Retrieved from https://www.latrobe.edu.au/education/downloads/2004_conference_santi.pdf
- Seldin, T., & Epstein, P. (2003). *The Montessori way: An education for life*. Quarry Books. Retrieved from https://books.google.ro/books/about/The_Montessori_Way_Revised_and_Expanded.html?id=D6lNEQAAQBAJ&redir_esc=y
- Sheffer, S. (2008). Çok farklı bir şey yapmak: Okula gitmeden büyümek. In E. Ç. Babaoğlu (Ed.), *Alternatif eğitim: Hayatın okulsuzlaştırılması* (pp. 231-232). İstanbul: Kalkedon Yayınları.

- Shute, N. (2002). Madam Montessori. *Smithsonian*, 33(6), 70-75. Retrieved from https://philadelphiamontessori.org/ourpages/auto/2011/8/22/50229005/smithsonian_september_2002_madam_montessori.pdf
- Şile Yönder Koleji. (2018). *Eğitim modeli*. Retrieved from <http://sile.yonderkoleji.com/egitim-modeli/egitim-anlayisimiz/temel-yaklasimimiz>
- Şile Yönder Koleji. (2018). *Fiziki yapı*. Retrieved from <http://sile.yonderkoleji.com/okulumuz/fiziki-yapi>
- Şile Yönder Koleji. (2018). *Hakkımızda*. Retrieved from <http://sile.yonderkoleji.com/kurumsal/hakkimizda>
- Şile Yönder Koleji. (2018). *Sağlık*. Retrieved from <http://sile.yonderkoleji.com/okulumuz/destek-hizmetler>
- Şile Yönder Koleji. (2018). *Vizyonumuz ve misyonumuz*. Retrieved from <http://sile.yonderkoleji.com/kurumsal/vizyonumuz-ve-misyonumuz>
- Simpson, P. A. (2007). *Residential outdoor education in Scotland* (Doctoral thesis, University of Stirling). Retrieved from <https://dspace.stir.ac.uk/handle/1893/309>
- Şişman, M. (2015). *Eğitim bilimine giriş* (15th ed.). Ankara: Pegem Yayıncılık.
- Snyder, L. R. (1985). *Outdoor education: A descriptive study of programs and practices in the public schools of Pennsylvania*. University of Pittsburgh, 19-20. Retrieved from http://dx.doi.org/10.1007/978-94-6209-215-0_3
- Sönmez, V. (2002). *Eğitim felsefesi*. Ankara: Anı Yayıncılık. Retrieved from http://insulaelibertatis.com/KitaKita/Egitim_Felsefesi.pdf
- Spring, J. (1991). *A primer of libertarian education* (A. Ekmekçi, Trans.). *Özgür Eğitim*. Retrieved from <https://philpapers.org/rec/SPRAPO>
- Stan, I., & Humberstone, B. (2011). An ethnography of the outdoor classroom: How teachers manage risk in the outdoors. *Ethnography and Education*, 6(2), 213-228. Retrieved from <https://doi.org/10.1080/17457823.2011.587360>
- Steiner, R. (1995). *The kingdom of childhood: Introductory talks on Waldorf education* (p. 24). United States: Anthroposophic Press. Retrieved from https://books.google.tt/books?id=LIEG2E6IvjgC&printsec=frontcover&source=gb_s_vpt_read#v=onepage&q&f=false
- Steiner, R. (2001). *Esoteric science* (A. Kanat, Trans.). İzmir: İlya Yayınevi.
- Steiner, R. (2018, March 5). *An introduction to Waldorf education*. Retrieved from http://wn.rsarchive.org/Articles/IntWal_index.html
- Stoneham, J. (2018). *Grounds for sharing: A guide to developing special school sites*. ERIC. Retrieved from <https://files.eric.ed.gov/fulltext/ED439581.pdf>
- Stremba, B., & Bisson, C. A. (1964). *Teaching adventure education theory best practices*. Human Kinetics. Retrieved from https://books.google.md/books?id=XHmJdHRbYQOC&printsec=frontcover&hl=r_o#v=onepage&q&f=false

- Stronach, I., & Piper, H. (2007). Can liberal education make a comeback? The case of 'relational touch' at Summerhill school. *American Educational Research Journal* 45(1). Retrieved from <http://dx.doi.org/10.3102/0002831207311585>
- Tantekin, F., & Yalçın, F. (2017). Doğanın kalbinde oyun temelli eğitim: Orman okulu yaklaşımı. In E. Acar Aktan (Ed.), *Erken çocukluk eğitimi mozağı* (pp. 376-384). Ankara: Nobel Yayıncılık.
- Taylor-Hough, D. (2010). Are all homeschooling methods created equal? *Brief Homeschooling Overview*. Retrieved from <https://files.eric.ed.gov/fulltext/ED510702.pdf>
- Temel, Z. F. (2015). *Okul öncesi eğitimde alternatif yaklaşımlar* (pp. 17-19). Ankara: Hedef Yayınları.
- Temel, Z. F., & Yılmaz Ünal, S. (2017). Erken çocukluk eğitiminde alternatif bir yaklaşım: Orman okulları. 5. *Uluslararası Okul Öncesi Eğitim Kongresi Bildiri Kitabı*, 114-115.
- Thayer-Bacon, B. (2018, June 28). Maria Montessori, John Dewey, and William H. Kilpatrick. *Education and Culture*, 28(1), 3-20. Retrieved from <https://www.jstor.org/stable/pdf/10.5703/educationculture.28.1.3.pdf>
- The Academy of Forest Kindergarten Teachers. (2018). *Forest kindergarten teacher training*. Retrieved from <https://www.forestkindergartenacademy.org/teacher-training.html>
- The Reggio Emilia approach. (2018, July 1). Retrieved from https://www.klaschoolsprospect.com/wpcontent/uploads/2016/01/The_reggio_Emilvia_approach.pdf
- The role of parents in a Reggio Emilia education. (2018, July 4). Retrieved from <https://www.goodwin.edu/enews/reggio-emilia-parent-involvement/>
- The School Run. (2018). What is Forest School? Retrieved from <https://www.theschoolrun.com/what-is-forest-school>
- Tösten, R., & Elçiçek, Z. (2013). Alternatif okullar kapsamında ev okullarının durumu. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 20, 38-46. Retrieved from <https://dergipark.org.tr/tr/pub/zgefd/issue/47944/606570>
- Uhmacher, B. P. (1995). Uncommon schooling: A historical look at Rudolf Steiner, anthroposophy, and Waldorf education. *Curriculum Inquiry*, 25, 381-406. Retrieved from https://lchc.ucsd.edu/mca/Mail/xmcamail.2010_01.dir/pdfx9STo74Xyx.pdf
- Ulutaş, İ., & Turkun, C. (2015). Montessori eğitim yöntemi ve uygulama örnekleri. In Z. F. Temel (Ed.), *Okul öncesi eğitimde alternatif yaklaşımlar* (p. 38). Ankara: Hedef Yayıncılık. Retrieved from https://www.researchgate.net/publication/337104190_Montessori_egitim_yontei_ve_uygulama_ornekleri
- Van Galen, J. A. (1988). Ideology, curriculum, and pedagogy in home education. *Education and Urban Society*, 21, 52-68. Retrieved from <https://doi.org/10.1177/0013124588021001006>
- Vender, J. C. (2018, July 7). Geography in homeschool America: Status and opportunities.

- Waite S, 2010. Teachers' beliefs and practices in outdoor learning. *Education 3-13* 38(1): 55–68.
- Waite S, 2010. Teaching and learning outside the classroom: Personal values, alternative pedagogies and standards. *Education 3-13* 38(1): 5–18.
<https://doi.org/10.1080/03004270903206141>
- Waterson, I. A. (2006). *Integrating sixth grade geometry standards into a Waldorf methods charter school* (Unpublished master's thesis). University of California, USA. Retrieved from <https://files.eric.ed.gov/fulltext/ED492112.pdf>
- Weeland J, Moens MA, Beute F, Assink M, Staaks JP, Overbeek G, 2019. A dose of nature: Two three-level meta-analyses of the beneficial effects of exposure to nature on children's self-regulation. *Journal of Environmental Psychology* 65: 101326.
<https://doi.org/10.1016/j.jenvp.2019.101326>
- Whitebread, D., Kuvalja, M., & O'Connor, A. (2017). *Quality in early childhood education: An international review and guide for policy makers*. World Innovation Summit for Education. Retrieved from https://www.wise-qatar.org/sites/default/files/asset/document/wise-research-7-cambridge-11_17.pdf
- Wilhelmsson, B. (2018). Teachers' intentions for outdoor education: Conceptualizing learning in different domains. Retrieved from <http://www.diva-portal.org/smash/get/diva2:535314/FULLTEXT02.pdf>
- Williams-Siegfriedsen, J. (2017). *Understanding the Danish forest school approach: Early years education in practice*. UK: Routledge. Retrieved from <https://doi.org/10.4324/9781315542027>
- Wright, P. (2018, June 3). *Holistic philosophy and classroom practice: An investigative study of the Steiner Waldorf approach to teaching geography*. Retrieved from <https://core.ac.uk/download/pdf/33134322.pdf>
- Yalçın, S. (2017). Ekopedagojik yaklaşımla çevre eğitimi ve çocuk. In A. Aktan E. (Ed.), *Erken çocukluk eğitimi mozaiği* (p. 110). Ankara: Nobel Akademik Yayıncılık. Retrieved from <https://avesis.comu.edu.tr/yayin/3dcccad12-1609-4e8c-90c8-923fdf6babd8/ekopedagojik-yaklasimla-cevre-egitimi-ve-cocuk>
- Yazıcı, S. (2003). Kant'ın eğitim felsefesi: Fiziksel eğitim, karakter ve erdemler. *Eğitim Araştırmaları*, 12, 158-164. Retrieved from <https://dergipark.org.tr/tr/download/article-file/4493377>
- Yih-pei, H. (1998). The evolution of teachers' mindsets through systemic educational reform: A case study of Forest Elementary School in Taiwan. *Indiana*, 82-84.
- Yıldırım, A., & Şimşek, H. (2008). *Sosyal bilimlerde nitel araştırma yöntemleri* (6th ed.). Ankara: Seçkin Yayıncılık. Retrieved from https://www.seckin.com.tr/kitap/sosyal-bilimlerde-nitel-arastirma-yontemleri-ali-yildirim-hasan-simsek-s-p-116659534?srsltid=AfmBOoeAIPyNw9jypSwbYY7fTjkeq0xvha4JiM-m_i6lyegMUxp3r

- Yıldırım, G., & Özyılmaz Akmaca, G. (2017). The effect of outdoor learning activities on the development of preschool children. *South African Journal of Education*, 37(2). <http://dx.doi.org/10.15700/saje.v37n2a1378>
- Yılmaz A, Demir İ, Kaya B, 2020. Doğa temelli eğitim uygulamalarının çocukların dikkat sürelerine etkisi. *Erken Çocukluk Çalışmaları Dergisi* 4(2): 40–58. doi: 10.24130/eccd-jecs.2020.72
- Yılmaz, Z. (2016). Paulo Freire'nin felsefesinde özgürleşmenin aracı olarak eğitim. *Felsefe ve Sosyal Bilimler Dergisi*, 22, 299-313. Retrieved from <https://dergipark.org.tr/tr/pub/flsf/issue/48629/617911>.