

Alemania

Burger, K., Neumann, S., & Brandenburg, K. (2017). Studien zur frühkindlichen Bildung, Betreuung und Erziehung in der Schweiz Inhalt. Eine Bestandsaufnahme erstellt im Auftrag der Jacobs Foundation. Fribourg; Sion.

Fähigkeiten, M., & Schäffer, S. (2016). Naturerfahrungen und Gesundheit. Rheinischen Friedrich-Wilhelms-Universität Bonn.

Gebauer, M. (1994): Kind und Umwelt. Ergebnisse einer empirischen Studie zum Umweltbewusstsein von Grundschulern. Bern: Peter Lang.

Gorges, R. (1999): Vernachlässigt der Waldkindergarten die Schulfähigkeit? In: KiTa aktuell 1999, Heft 5, S. 113-117.

Gorges, R. (2000a): Waldkindergartenkinder im ersten Schuljahr – eine empirische Untersuchung. Hohenstein: Eigenverlag.

Gorges, R. (2000b): Der Waldkindergarten – ein aktuelles Konzept kompensatorischer Erziehung. In: Unsere Jugend, 6, S. 275-281.

Häfner, P (2002): Natur- und Waldkindergärten in Deutschland – eine Alternative zum Regelkindergarten in der vorschulischen Erziehung. Inauguraldissertation, Universität Heidelberg. Disponible de World Wide Web: http://archiv.ub.uni-heidelberg.de/volltextserver/volltexte/2003/3135/pdf/Doktorarbeit_Peter_Haefner.pdf

Häfner, P. (2003): Wie schulfähig macht der Waldkindergarten? Eine Studie. In: Kindergarten heute, 4, 2003, S. 32-34.

May, M. (2015): Ressourcen und Barrieren der Waldkindergartenpädagogik für Inklusion, Hochschule Fulda. ([descargar pdf](#))

May, M. (2014): Zugangsbarrieren in Waldkindergärten. Eine Umfrage zur Beteiligungsquote von Kindern mit Migrationshintergrund, Behinderung oder aus sozial benachteiligten Familien, Hochschule Fulda. ([descargar pdf](#))

Von Au, J. (2016). Outdoor Education an Schulen in Dänemark, Schottland und Deutschland – kompetenzorientierte und kontextspezifische Einflüsse Dissertation. Pädagogische Hochschule Heidelberg.

Canadá

Cheng, J. C. H., & Monroe, M. C. (2012). Connection to nature: Children's affective attitude toward nature. *Environment and Behavior*, 44(1), 31–49.
<http://doi.org/10.1177/0013916510385082>

Cheng, J. C. H., & Monroe, M. C. (2013). Guide to using the Connection to Nature Index. *Canadian Journal of Family and Youth*, 44(2010), 3–4. Retrieved from http://www.rspb.org.uk/Images/guide_tcm9-354604.pdf

Costa Rica

Hernández, M. (2013). Evaluación del programa de educación ambiental formal “aula al aire libre”, reserva los coyotes. *Actualidades investigativas en educación*, 13 (2), 1-32.

Dinamarca

Barfod, K., Ejbye-Ernst, N., Mygind, L., & Bentsen, P. (2016). Increased provision of udeskole in Danish schools: An updated national population survey. *Urban Forestry and Urban Greening*, 20, 277–281. <http://doi.org/10.1016/j.ufug.2016.09.012>

- Bentsen, P., & Jensen, F. S. (2012). The nature of udeskole: outdoor learning theory and practice in Danish schools. *Journal of Adventure Education & Outdoor Learning*, 12(3), 199–219. <http://doi.org/10.1080/14729679.2012.699806>
- Bentsen, P., Mygind, E., & Randrup, T. B. (2009). Towards an understanding of udeskole: education outside the classroom in a Danish context. *Education 3-13*, 37(1), 29–44. <http://doi.org/10.1080/03004270802291780>
- Grahn, P., Martensson, F., Lindblad, B., Nilsson, P. & Ekman, A. (2000): Borns udeleg. Betingelser og betysning. Kobenhavn: Forlaget Born & Unge.
- Hartmeyer, R., & Mygind, E. (2016). A retrospective study of social relations in a Danish primary school class taught in “udeskole.” *Journal of Adventure Education and Outdoor Learning*, 16(1), 78–89. <http://doi.org/10.1080/14729679.2015.1086659>
- Bagot, K. L., Kuo, F. E., & Allen, F. C. L. (2007). Amendments to the perceived restorative components scale for children (PRCS-C). *Children, Youth and Environments*, 17(4), 124–127.
- Becker, C., Lauterbach, G., Spengler, S., Dettweiler, U., & Mess, F. (2017). Effects of regular classes in outdoor education settings: A systematic review on students’ learning, social and health dimensions. *International Journal of Environmental Research and Public Health*, 14(5), 1–20. <http://doi.org/10.3390/ijerph14050485>
- Connections, R. (n.d.-a). Qualitative Research Assessment Tool. Retrieved from <https://www.researchconnections.org/childcare/datamethods/downloads/QualitativeResearchAssessTool.pdf>

Connections, R. (n.d.-b). Quantitative Research Assessment Tool. Retrieved from <https://www.researchconnections.org/childcare/datamethods/downloads/quantitativere search.pdf>

Dettweiler, U., Becker, C., Auestad, B. H., Simon, P., & Kirsch, P. (2017). Stress in school. Some empirical hints on the circadian cortisol rhythm of children in outdoor and indoor classes. International Journal of Environmental Research and Public Health, 14(5). <http://doi.org/10.3390/ijerph14050475>

Estados Unidos

Hartig, T., Mang, M., & Evans, G.W. (1991). Restorative effects of natural environment experiences. Environment and Behavior, 23, 3-26.

Hattie, J., Marsh, H. W., Neill, J. T., & Richards, G. E. (1997). Adventure Education and Outward Bound: Out-of-Class Experiences That Make a Lasting Difference. Review of Educational Research, 67(1), 43–87. <http://doi.org/10.3102/00346543067001043>

Kaplan, R., & Kaplan, S. (1989). The experience of nature: A psychological perspective. New York: Cambridge University Press.

Kaplan, S. (1995). The restorative benefits of nature: Toward an integrative framework. Journal of Environmental Psychology, 15, 169-182.

Lauer, P. (2006). An education research primer: How to understand, evaluate, and use it. San Francisco: Jossey Bass, (February). Retrieved from <http://files.eric.ed.gov/fulltext/ED518626.pdf>

Lockwood, C., Munn, Z., & Porritt, K. (2015). Qualitative research synthesis. International Journal of Evidence-Based Healthcare, 13(3), 179–187.

<http://doi.org/10.1097/XEB.0000000000000062>

Moeed, A., & Averill, R. (2010). Education for the Environment: Learning to Care for the Environment: A Longitudinal Case Study. *The International Journal of Learning* ISSN 1447-9494, 17(5), 179–191. Retrieved from www.Learning-Journal.com

Moher D, Shamseer L, Clarke M, Ghersi D, Liberati A, Petticrew M, Shekelle P, S. L. (2015). Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols (PRISMA-P) 2015 state-ment. *Syst Rev.*, 4(1), 1–9.

E.,&Sullivan,W. C. (1998). Growing up in the inner city: Green spaces as places to grow. *Environment & Behavior*, 30(1), 3-27.

Santelmann, M., Gosnell, H., & Meyers, S. M. (2011). Connecting Children to the Land: Place-Based Education in the Muddy Creek Watershed, Oregon. *Journal of Geography*, 110(3), 91–106. <http://doi.org/10.1080/00221341.2011.534172>

Skaugen, R., & Fiskum, T. A. (2015). How Schools with Good Academic Results Justify Their Use of Outdoor Education. *International Education Research*, 3(4), 16–31. <http://doi.org/10.12735/ier.v3i4p16>

Taylor,A. F.,Wiley, A.,Kuo, F. E.,&Sullivan,W. C. (2001). Copin with add. The Surprising Connection to Green Play Settings. *Environment & Behavior*, 33(1), 54-77.

Tejada, J & Saez, J (2009). Educación física y educación ambiental. Posibilidades educativas de las actividades en el medio natural. *Perspectivas de futuro: la educación al aire libre y el aula naturaleza*. Wanceulen E.F. Digital, 5, 124-137.

Verderber, S., & Reuman. (1987). Windows, views, and health status in hospital therapeutic environments. *The Journal of Architectural and Planning Research*, 4(2), 120-133.

Wells, N. (2000). At home with nature. Effects of “Greenness” on Children’s Cognitive Functioning. *Environment and Behavior*, 32 (6), 775-795.

Wells, N. (2003). Nearby Nature: A Buffer of Life Stress among Rural Children. *Environment and Behavior*, 35 (3), 311-330.

Hungria

Fűz, N. (2018). Out-of-School Learning in Hungarian Primary Education: Practice and Barriers. *Journal of Experiential Education*, 105382591875834.

<http://doi.org/10.1177/1053825918758342>

Inglaterra

(Athman) Ernst, J., & Stanek, D. (2006). The Prairie Science Class: A Model for Re-Visioning Environmental Education within the National Wildlife Refuge System. *Human Dimensions of Wildlife*, 11(4), 255–265.

<http://doi.org/10.1080/10871200600803010>

Faber Taylor, A. & Kuo. F.E. (2006). Is contact with nature important for healthy child development? State of the evidence. In Sepencer. C & Blades. M. (Eds) *Children and Their Environments: Learning, Using and Designing Spaces*. Cambridge University Press. Cambridge, U.K.

Fiennes, C., Oliver, E., Dickson, K., Escobar, D., Romans, A., & Oliver, S. (2015). The Existing evidence-base about the effectiveness of outdoor learning, (October), 1–73.

Gustafsson, P. E., Szczepanski, A., Nelson, N., & Gustafsson, P. A. (2012). Effects of an outdoor education intervention on the mental health of schoolchildren. *Journal of Adventure Education & Out-door Learning*, 12(1), 63–79.

<http://doi.org/10.1080/14729679.2010.532994>

- Harvey, M.R. (1993): Learning about ecology through contact with vegetation. In Hale, M. (Hrsg.): Ecology in Education. Cambridge: University Press.
- Mygind, E. (2007). A comparison between children's physical activity levels at school and learning in an outdoor environment. *Journal of Adventure Education & Outdoor Learning*, 7(2), 161–176. <http://doi.org/10.1080/14729670701717580>
- Mygind, E. (2009). A comparison of childrens' statements about social relations and teaching in the classroom and in the outdoor environment. *Journal of Adventure Education & Outdoor Learning*, 9(2), 151–169. <http://doi.org/10.1080/14729670902860809>
- Mygind, E. (2016). Physical Activity during Learning Inside and Outside the Classroom. *Health Behavior and Policy Review*, 3(5), 455–467. <http://doi.org/http://dx.doi.org/10.14485/HBPR.3.5.6>
- Newman, M., & Elbourne, D. (2004). Improving the Usability of Educational Research: Guidelines for the REPOrting of Primary Empirical Research Studies in Education (The REPOSE Guidelines). *Evaluation & Research in Education*, 18(4), 201–212. <http://doi.org/10.1080/09500790408668319>
- Nielsen, G., Mygind, E., Bølling, M., Otte, C. R., Schneller, M. B., Schipperijn, J., ... Bentsen, P. (2016). A quasi-experimental cross-disciplinary evaluation of the impacts of education outside the classroom on pupils' physical activity, well-being and learning: the TEACHOUT study protocol. *BMC Public Health*, 16(1), 1–15. <http://doi.org/10.1186/s12889-016-3780-8>
- Noyes, J., Hannes, K., Booth, A., Harris, J., Harden, A., Popay, J., ... Pantoja, T. (2015). Qualitative and Implementation Evidence and Cochrane Reviews. *Cochrane Handbook for Systematic Re-views of Interventions Version 5.3.0* (updated October

2015), 1–26. Retrieved from

http://methods.cochrane.org/sites/methods.cochrane.org.qi/files/public/uploads/Hand-book52_QQ_Qualitative_web_update_Oct_2015.pdf

Palmer, J.A. (1993): Development of concern for the environment and formative experiences of educators. *Journal of Environmental Education*, 24, 26-30.

Schneller, M. B., Duncan, S., Schipperijn, J., Nielsen, G., Mygind, E., & Bentsen, P. (2017). Are children participating in a quasi-experimental education outside the classroom intervention more physically active? *BMC Public Health*, 17(1), 1–13. <http://doi.org/10.1186/s12889-017-4430-5>

Schneller, M. B., Schipperijn, J., Nielsen, G., & Bentsen, P. (2017). Children's physical activity during a segmented school week: Results from a quasi-experimental education outside the classroom intervention. *International Journal of Behavioral Nutrition and Physical Activity*, 14(1), 1–11. <http://doi.org/10.1186/s12966-017-0534-7>

Scrutton, R., & Beames, S. (2015). Measuring the Unmeasurable. *Journal of Experiential Education*, 38(1), 8–25. <http://doi.org/10.1177/1053825913514730>

Sharpe, D. (2014). Independent thinkers and learners: a critical evaluation of the "Growing Together Schools Programme." *Pastoral Care in Education*, 32(3), 197–207. <http://doi.org/10.1080/02643944.2014.940551>

Fiskum, T. A., & Jacobsen, K. (2012a). Individual Differences and Possible Effects from Outdoor Education : Long Time and Short Time Benefits. *World Journal of Education*, 2(4), p20. <http://doi.org/10.5430/wje.v2n4p20>

Fiskum, T. A., & Jacobsen, K. (2012b). Relation Between the School Environment and the Children ' s Behaviour. *The Open Education Journal*, 5, 39–51.

Fiskum, T. A., & Jacobsen, K. (2013). Outdoor education gives fewer demands for action regulation and an increased variability of affordances. *Journal of Adventure Education & Outdoor Learning*, 13(1), 76–99.

<http://doi.org/10.1080/14729679.2012.702532>

Fiskum, T. A., & Jacobsen, K. (2015). Children with Reading Disabilities and Outdoor Education. *International Education Research*, 3(4), 1–15.

<http://doi.org/10.12735/ier.v3i4p01>

Fjørtoft, Ingunn. (2004). Landscape as Playscape: The Effects of Natural Environments on Children's Play and Motor Development. *Children, Youth and Environments* 14(2): 21-44. Disponible de World Wide Web: <http://www.colorado.edu/journals/cye/>

Suecia

Friluftsförbundet (1998): Nordisk konferens Barn och Friluftsliv. 17-19 oktober 1997. Friluftsförbundet, Sverige. Doctoral Dissertation. Norwegian University of Sport and Physical Education. Oslo: Norges Idrettshogskole.

Grahn, P., Martensson, F., Lindblad, B., Nilsson, P. & Ekman, A. (1997): Ute på dagis. Hur använder barn daghemsgården? Utformningen av daghemsgården och dess betydelse för lek, motorik och koncentrationsförmåga. In: *Stad & Land*, Nr. 145. Alnarp: Movium, Sveriges Landbruksuniversitet.

Robertson, J. (2008). I Ur Och Skur "Rain or Shine": Swedish Forest Schools.

Suiza

Bowker, R., & Tearle, P. (2007). Gardening as a learning environment: A study of children's perceptions and understanding of school gardens as part of an international project. *Learning Environments Research*, 10(2), 83–100.

<http://doi.org/10.1007/s10984-007-9025-0>

Curnier, D. (2017). Quel rôle pour l'école dans la transition écologique? Esquisse d'une sociologie politique, environnementale et prospective du curriculum prescrit.

l'Université de Lausanne. Retrieved from

https://serval.unil.ch/resource/serval:BIB_B31DC17D1A79.P002/REF

Kiener, S. & Stucki, S. (2001): Evaluation Naturspielgruppe Dusse Verusse. Unveröffentl. Arbeit. Cressier: Eigenverlag. Zusammenfassung der Ergebnisse unter www.dusse-verusse.ch.

Kiener, S. (2004): Kindergärten in der Natur – Kindergärten in die Natur? Fördert das Spielen in der Natur die Entwicklung der Motorik und Kreativität von Kindergartenkindern? Lizentiatsarbeit, Psychologisches Institut der Universität Fribourg.

Lettieri, R. (2004): Evaluationsbericht des ersten öffentlichen Waldkindergartens in der Schweiz. In: Gugerli-Dolder, B., Hüttenmoser, M. & Lindemann-Matthies, P. (2004): Was Kinder beweglich macht. Wahrnehmungs- und Bewegungsförderung im Kindergarten. 76-83. Pädagogische Hochschule Zürich.

Lindemann-Matthies, P. & Ranft, M. (2004): Wahrnehmungs- und Bewegungsförderung in Kindergärten des Kantons Zürich – Ergebnisse einer empirischen Untersuchung. In Gugerli-Dolder, B., Hüttenmoser, M. & Lindemann-Matthies, P. (Hrsg.): Was Kinder beweglich macht. Wahrnehmungs- und Bewegungsförderung im Kindergarten. 10-58. Pädagogische Hochschule Zürich.

Lindemann-Matthies, P., & Knecht, S. (2011). Swiss elementary school teachers' attitudes toward forest education. *Journal of Environmental Education*, 42(3), 152–167. <http://doi.org/10.1080/00958964.2010.523737>