

**DOCUMENT DE TRAVAIL**

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# **Éléments d'une contribution**

## **de l'éducation relative à l'environnement à la réussite éducative au Québec**

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Document produit dans le cadre de la plateforme partenariale du Centre de recherche en éducation et formation relatives à l'environnement et à l'écocitoyenneté (Centr'ERE), dont les travaux portent sur l'institutionnalisation de l'éducation relative à l'environnement et à l'écocitoyenneté au Québec.

**MARS 2019**



# Contribution de l'éducation relative à l'environnement à la « réussite éducative »

Publications classées par catégorie

1. Favorise la réussite des élèves (intérêt, persévérance, motivation, obtention de bourses).
2. Favorise un meilleur apprentissage (amélioration des notes).
3. Favorise le développement des apprentissages transversaux (d'ordre intellectuel, méthodologique, personnel et social et du domaine de la communication, ainsi que les domaines généraux de formation).
4. Favorise l'atteinte des 3 visées de l'école québécoise (construction d'une vision du monde; structuration de l'identité; développement du pouvoir-agir).
5. Améliore la pédagogie (ajout d'outils pédagogiques, soutien à la différenciation pédagogique)
6. Favorise l'activité physique et l'amélioration de la santé.
7. Favorise une meilleure gestion de classe (attention et intérêt accru, diminution des comportements perturbateurs).
8. Améliore les conditions d'enseignement (ajout de sens à l'exercice de la profession).
9. Favorise l'engagement de la communauté (ouverture de l'école sur son milieu).
10. Développe des *savoirs*, *savoir-faire* ou *savoir-être* spécifiques au rapport à l'environnement.

## 1. Favorise la réussite des élèves (40)

American Institutes of Research (2005)  
Artun, H., Özsevgeç, T. (2018)  
Athman, J., Monroe, M. (2004)  
Barnett, et coll. (2005)  
Barnett, Lord, and Strauss (2006)  
Barnett, Vaughn, Strauss, and Cotter (2011)  
Bartosh, O. (2003)  
Bartosh, O., Tudor, M., Ferguson, L., Taylor, C. (2010)  
Bartusevica, Cedere, and Andersone (2004)  
Castelli, A. N. (2004)  
Cirkony, C. L. (2013)  
Cheak, M. et coll. (2002)  
Crowder, P. L. (2010)  
Deringer, S. A. et Wiggins, A. Y. (2018)  
Drissner, Haase, Hille (2010)  
Duffin, M., Powers, A., Tremblay, G., & PEER Associates (2004)  
Falco (2004)  
Glenn, J. L. (2000)  
Haney, J. J., Jing Wang, Keil, C. et Zoffel, J. (2007)  
Johnson-Pynn and Johnson (2005)  
Khan, M., McGeown, S. P. et Islam, M. Z. (2018)  
Klein (1995)  
Kuo, M., Browning, M. H. E. M., Sachdeva, S., Lee, K., Westphal, L. (2018)  
Lieberman, G. A., Hoody, L. L. (1998)  
Ming, K., Hem, B. M. (2018)  
Monroe, M. C., Randall, J., Crisp, V. (2010)  
Nava-Whitehead, S., (2002)  
Quinn, T. J. (2015)  
Ruiz-Gallardo, J. R., et coll. (2013)  
Sterbinsky, A. (2002)  
Stern, Powell, Ardoin (2008)  
Stern, Powell, and Ardoin (2011)  
Stern, M. J., Powell, R. B., Hill, D. (2014)  
Szczytko, R., Carrier, S., Stevenson, K. T. (2018)  
Takano, Higgins, McLaughlin (2009)  
Taylor, A. F. et coll. (2008)  
Von Secker, C., (2004)  
Wheeler, G., Thumlert, C., Glaser, L., Schoellhamer, M., Bartosh, O. (2007)  
Yan, B. (2009)

## 2. Favorise un meilleur apprentissage (43)

Abrams, K. S. (1999)  
American Institutes of Research (2005)  
Andrews, B., Howell, J., Lev, L., and Renfro (1998)  
Assaraf, O. B.-Z., Orpaz, I. (2010)  
Barnett, Vaughn, Strauss, and Cotter (2011)  
Bartosh, O. (2003)  
Bartosh, O., Tudor, M., Ferguson, L., Taylor, C. (2006)  
Beard, L. J., (1998)  
Berat Ahi & Sibel Balcı (2018)  
Blair, D. (2009)  
Bolsem, A. M. (2014)  
Bowan, D. (2016)  
Camasso, M. J., Jagannathan, R. (2018)  
Cheak, M. et coll. (2002)  
Crowder, P. L. (2010)  
Curtiss, E. (2012)  
Danforth, P. (2005)  
Emekauwa (2004a); (2004b)  
Falco (2004)  
Ghent, C., Trauth-Nare, A., Dell, K., Haines, S. (2014)  
Glenn, J. L. (2000)  
Haney, J. J., Jing Wang, Keil, C., Zoffel, J. (2007)  
Hitz, W. H. Jr., (2000)  
Khan, M., McGeown, S. P., Islam, M. Z. (2018)  
Klemmer, C. et coll. (2005)  
Klosterman and Sadler (2010)  
Lieberman, G. A., & Hoody, L. L. (1998)  
Lieberman, G. A., Hoody, L. L., & Lieberman, G. M. (2000)  
Marine, C. R. (2014)  
Monroe, M. C., Randall, J., & Crisp, V. (2010)  
Muraoka, S. (2013)  
Nava-Whitehead, S. (2002)  
Parish, D. & Phillips, G., (2005)  
Randall, J.M.(2001)  
Schiller, E.; Allerhand, J. ; Pelon, C. (2018)  
Sterbinsky, A. (2002)  
Stern, M. J., Powell, R. B., Hill, D. (2014)  
The National Environmental Education Foundation (NEEF). (2016)  
Volk and Cheak (2003)

West, S. E. (2015)

Wheeler, G., Thumlert, C., Glaser, L., Schoellhamer, M., Bartosh, O. (2007)

Williams, D. R., Dixon, P. S. (2013)

Yan, B. (2009)

### 3. Favorise le développement des apprentissages transversaux (59)

Almers, E., Askerlund, P., Kjellström, S. (2018)  
American Institutes of Research (2005)  
Archie, M. (2003)  
Arikan (2009)  
Artun, H., Özsevgeç, T. (2018)  
Assaraf and Orion (2009)  
Assaraf and Orpaz (2010)  
Athman, J., Monroe, M. (2004)  
Avriel-Avni, Spektor-Levy, Zion, and Levi (2010)  
Bartosh, O., Tudor, M., Ferguson, L., Taylor, C. (2006)  
Ballantyne, Anderson, and Packer (2010)  
Barnett, Vaughn, Strauss, and Cotter (2011)  
Birdsall (2010)  
Blair, D. (2009)  
Bolsem, A. M. (2014)  
Castelli, A. N. (2004)  
Cincera and Maskova (2011)  
Covitt, Gomez-Schmidt, Zint (2005)  
Crowder, P. L. (2010)  
Doganca Kucuk, Z., Saysel, A.K. (2018)  
Dori and Tal (2000)  
Duffin, M., Powers, A., Tremblay, G., & PEER Associates. (2004)  
Ernst, J., Monroe, M., (2004)  
Filippatou and Kaldi (2010)  
Glenn, J. L. (2000)  
Gresch, H., Hasselhorn, M., Bögeholz, S. (2013)  
Haney, J. J., Jing Wang, Keil, C., Zoffel, J. (2007)  
Iliopoulou, I. (2018)  
Johnson-Pynn and Johnson (2005)  
Judson (2011)  
Karpudewan, M.; Roth, W-M (2018)  
Kwan and So (2008)  
Lai, C. (2018)  
Lieberman, G. A., Hoody, L. L. (1998)  
Lottero-Perdue, P., Bollinger, L. (2018)  
MacDonald, K., Breunig, M. (2018)  
Malberg Dyg, P, Wistoft, K. (2018)  
Monroe, M. C., Randall, J., Crisp, V. (2010)  
Murakami, C. D., Su-Russell, C., Manfra, L. (2018)

Nicolaou, Korfiatis, Evagorou, and Constantinou (2009)  
Nxumalo, F. (2018)  
O'Connor, K. (2016)  
Papastergiou, Antoniou, and Apostolou (2011)  
Pedaste and Sarapuu (2006)  
Plummer, R. (2013)  
Schilhab, T. S., Stevenson, M. P., Bentsen, P. (2018)  
Schiller, E.; Allerhand, J. ; Pelon, C. (2018)  
Schusler, T. M., Krasny, M. E., Peters, S. J., Decker, D. J. (2009)  
Stern, M. J., Powell, R. B., Hill, D. (2014); Tsevreni, I. (2011)  
Stern, Powell, and Ardoin (2011)  
Smith-Sebasto and Obenchain (2009)  
Tsevreni (2011)  
Utzschneider and Pruneau (2010)  
Volk and Cheak (2003)  
Wason-Ellam (2010)  
West, S. E. (2015)  
Wheeler, G., Thumlert, C., Glaser, L., Schoellhamer, M., Bartosh, O. (2007)  
Williams, D. R., Dixon, P. S. (2013)  
Yan, B. (2009)



#### **4. Favorise l'atteinte des 3 visées de l'école québécoise (29)**

Almers, E., Askerlund, P., Kjellström, S. (2018)  
American Institutes of Research (2005)  
Ballantyne, Anderson, and Packer (2010)  
Bartosh, O., Tudor, M., Ferguson, L., Taylor, C. (2010)  
Blair, D. (2009)  
Cho, Y.; Lee, D. (2018)  
Culen and Mony (2003)  
Culen and Volk (2000)  
Dresner and Gill (1994)  
Eames, C.; Barker, M.; Scarff, C. (2018)  
Ernst and Theimer (2011)  
Goldman, Assaraf, and Shaharabani (2013)  
Harness and Drossman (2011)  
Johnson-Pynn and Johnson (2005)  
Keller, D. M. (2017)  
Kossack and Bogner (2012)  
Lester, Ma, Lee, and Lambert (2006)  
Marine, C. R. (2014)  
McNaughton (2010)  
Murakami, C. D., Su-Russell, C., Manfra, L. (2018)  
Nxumalo, F. (2018)  
Siemer and Knuth (2001)  
Stern, Powell, and Ardoin (2011)  
Takano, Higgins, and McLaughlin (2009)  
Tsevreni (2011)  
Tung, Huang, and Kawata (2002)  
Utzschneider, A., Pruneau, D. (2010)  
Volk and Cheak 2003  
Wheeler, G., Thumlert, C., Glaser, L., Schoellhamer, M., Bartosh, O. (2007)

### **5. Améliore la pédagogie (14)**

Castelli, A. N. (2004)  
Borsos, E., Patocskai, M., Boric, E. (2018)  
Cirkony, C. L. (2013)  
Davis, S. (2018)  
Deringer, S. A., Wiggins, A. Y. (2018)  
Ernst, J., Erickson, D. M. (2018)  
Filippatou and Kaldi (2010)  
Haney, J. J., Jing Wang, Keil, C., Zoffel, J. (2007)  
Majumdar, S. (2015)  
O'Connor, K. (2016)  
Karvánková, P., Popjaková, D. (2018)  
The National Environmental Education Foundation (NEEF). (2016)  
Szczytko, R., Carrier, S., Stevenson, K. T. (2018)  
Yan, B. (2009)

### **6. Favorise l'activité physique et l'amélioration de la santé (14)**

American Academy of Pediatrics. (2009)  
Bell, A. C., Dymont, J. E. (2008)  
Bell, Janice F. et coll. (2008)  
Cho, Y.; Lee, D. (2018)  
Duffin, M., Powers, A., Tremblay, G., & PEER Associates. (2004)  
Dymont, J.E., Bell, A.C. (2007)  
Hinkley, T. et coll. (2008)  
Lovasi, G.S. et coll. (2008)  
Malberg Dyg, P., Wistoft, K. (2018)  
McLarnon, M. (2016)  
Mitchell, R., Popham, F. (2008)  
National Diabetes Education Program. (2006)  
Perrin, James M. et coll. (2007)  
Schulman, A., Peters, C.A. (2008)

### **7. Favorise une meilleure gestion de classe (6)**

Abrams, (1999)  
American Institutes of Research (2005)  
Castelli, A. N. (2004)  
Falco (2004)  
Glenn, J. L. (2000)  
Lieberman, G. A., & Hoody, L. L. (1998)

**8. Améliore les conditions d'enseignement (10)**

Castelli, A. N. (2004)  
Cirkony, C. L. (2013)  
Crowder, P. L. (2010)  
Duffin, M., Powers, A., Tremblay, G., & PEER Associates. (2004)  
Ernst, J., Erickson, D. M. (2018)  
Haney, J. J., Jing Wang, Keil, C. et Zoffel, J. (2007)  
Lieberman, G. A., & Hoody, L. L. (1998)  
O'Connor, K. (2016)  
Szczytko, R., Carrier, S., Stevenson, K. T. (2018)  
Yan, B. (2009)

**9. Favorise l'engagement de la communauté (4)**

Bartosh, O. (2003)  
Cirkony, C. L. (2013)  
Duffin, M., Powers, A., Tremblay, G., & PEER Associates. (2004)  
Yan, B. (2009).

## **10. Développe des compétences exclusivement environnementales**

Williamson and Dann 1999; Vasconcelos 2012; Vaughan, Gack, Solorazano, and Ray 2003; Tarnng, Ou, Tsai, Lin, and Hsu 2010; Randler, Ilg, and Kern 2005; Rioux and Pasquier 2013; Schleien, Hornfelt, and McAvoy 1994; Schneller 2008; Sellmann and Bogner 2013; Porter, Weaver, and Raptis 2012; Powell and Wells 2002; Pruneau, Freiman, Barbier, and Langis 2009; Kruse and Card 2004; Kumler 2011; Kusmawan, O’Toole, Reynolds, and Bourke 2009; Pruneau, Gravel, Bourque, and Langis 2003; Pruneau, Richard, Langis, Albert, and Cormier 2005; Lindemann-Matthies 2002; Liu and Kaplan 2006; Livengood and Chapman 2009; Mason and Santi 1998; Lee, Lin, Guu, Change, and Lai 2013; Leeming, Porter, Dwyer, Cobern, and Oliver 1997; Lekies and Sheavly 2007; Metzger and McEwen 1999; Middlestadt, Grieser, Hernandez, Tubaishat, Sanchack, Southwell, and Schwartz 2001; Milton, Cleveland, and Bennett-Gates 1995; Monhardt and Monhardt 2000; Aguirre-Bielschowsky, Freeman, and Vass 2012; Aivazidis, Lazaridou, and Hellden 2006; Ballantyne, Fien, and Packer 2001; Ballantyne and Packer 2009; Barbalios, Ioannidou, Tzionas, and Paraskeuopoulos 2013; Blatt 2013; Bodzin 2008; Boeve-de Pauw and Van Petegem 2013; Bogner 1998; Bogner 1999; Bogner 2002; Bowker 2007; Bradley, Waliczek, and Zajicek 1997; Bradley, Waliczek, and Zajicek 1999; Carrier 2007; Cetin and Nisanci 2010; D’Agostino, Schwartz, Cimetta, and Welsh 2007; Dettmann-Easler and Pease 1999; de White and Jacobson 1994; DiEnno and Hilton 2005; Fancovicova and Prokop 2011; Farmer and Wott 1995; Farmer, Knapp, and Benton 2007; Ferreira 2012; Fisman 2005; Flowers 2010; Fox-Parrish and Jurin 2008; Gayford 1995; Hewitt 1997; Johnson and Manoli 2008; Johnson and Manoli 2011; Çoban, Akpınar, Küçükçankurtaran, Yıldız, and Ergin 2011; Eagles and Demare 1999; Emmons 1997; Ozsoy, Ertepinar, and Saglam 2012; Pacey and Marsh 2013; Knapp and Barrie 1998; Knapp and Poff 2001; Korhonen and Lappalainen 2004; Jones, Nielsen, Broussard, and Flanagan 2001; Klisch, Miller, Wang, and Epstein 2012; Grodzínska-Jurczak 2003; Hansel, Phimmavong, Phengsopha, Phompila, and Homduangpachan 2010; Svihla and Linn 2012; Smith-Sebasto and Cavern 2006; Pruneau 1999; A. K. Liefländer & F. X. Bogner (2018); Nihal Yildiz Yilmaz,, Ayşe Mentiş Taş (2018); Forrest Schwartz, B. Derrick Taff, Ben Lawhon, Camilla Hodge, Peter Newman & Ellen Will (2018)

# Contribution de l'éducation relative à l'environnement à la « réussite éducative »

Recension de publications entre 1998 et 2018

1. Favorise la réussite des élèves (intérêt, persévérance, motivation, obtention de bourses).
2. Favorise un meilleur apprentissage (amélioration des notes).
3. Favorise le développement des apprentissages transversaux (d'ordre intellectuel, méthodologique, personnel et social et du domaine de la communication, ainsi que les domaines généraux de formation).
4. Favorise l'atteinte des 3 visées de l'école québécoise (construction d'une vision du monde; structuration de l'identité; développement du pouvoir-agir).
5. Améliore la pédagogie (ajout d'outils pédagogiques, soutien à la différenciation pédagogique)
6. Favorise l'activité physique et l'amélioration de la santé.
7. Favorise une meilleure gestion de classe (attention et intérêt accru, diminution des comportements perturbateurs).
8. Améliore les conditions d'enseignement (ajout de sens à l'exercice de la profession).
9. Favorise l'engagement de la communauté (ouverture de l'école sur son milieu).
10. Développe des *savoirs*, *savoir-faire* ou *savoir-être* spécifiques au rapport à l'environnement.

\* = Ardoin 2018

Référence	Taille de l'échantillon	Citation	Résultat	Catégories
Abrams, K. S. (1999). Summary of Project Outcomes from EE and SSS Schools' Final Report Data. Florida Office of Environmental Education. Tallahassee, FL				2 7
Aguirre-Bielschowsky, Freeman, and Vass 2012*				10
Aivazidis, Lazaridou, and Hellden 2006*				10
American Institutes for Research. (2005).				2

Effects of Outdoor Education Programs for Children in California, Palo Alto, CA.				3 4 7
Andrews, Blair, Howell, Jarrell, Lev, Lindbo, and Renfro 1998*				2
Almers, E., Askerlund, P., Kjellström, S. (2018) Why forest gardening for children? Swedish forest garden educators' ideas, purposes, and experiences, <i>The Journal of Environmental Education</i> , 49:3, 242-259, DOI: 10.1080/00958964.2017.1373619	Éducateurs de « forest gardens » (4)	The main ideas, as articulated by the forest garden educators, is to give the children opportunities to: feel a sense of belonging to a whole; experience self-regulation and systemic dependence; experience that they co-create together with non-human organisms; and imagine possible transformations of local places. (p. 248)	Développement d'un sentiment d'appartenance à un lieu, expérience de l'auto-régulation; co-création avec des éléments non-humains, etc.	3 4
Archie, M. L. (2003). Advancing education through environmental literacy. Récupéré de <a href="http://repositories.tdl.org/tamug-ir/handle/1969.3/27975">http://repositories.tdl.org/tamug-ir/handle/1969.3/27975</a>				3
Ardoin, N. M., Biedenweg, K. et O'Connor, K. (2015). Evaluation in Residential Environmental Education: An Applied Literature Review of Intermediary Outcomes. <i>Applied Environmental Education &amp; Communication</i> , 14(1), 43-56. doi : <a href="https://doi.org/10.1080/1533015X.2015.1013225">10.1080/1533015X.2015.1013225</a>	- Analyse de programmes d'ERE (206) - Recension de rapports d'évaluation (37) - Entrevue d'évaluateurs (18) - Recherche d'indicateurs plus innovants dans des journaux (34)		Réaliser l'évaluation d'objectifs intermédiaires au cours du programme d'ERE pourrait aider à atteindre plus facilement les objectifs ultimes tout en ayant un meilleur aperçu de la richesse de l'expérience vécue par les participants.	s.o.
Arikan 2009*				3
Artun, H. et Özsevgeç, T. (2018). Influence of Environmental Education Modular Curriculum on Academic Achievement and Conceptual Understanding. <i>International Electronic Journal of Environmental Education</i> , 8(2), 150-171. Récupéré de ERIC	Élèves de 7 <sup>e</sup> année (23)	positive changes occurred in students' conceptual understanding and in their academic achievement. It contributed to the development of their related critical thinking skills.	Amélioration des résultats académiques. Esprit critique augmenté.	1 3

Assaraf and Orion 2009*				3
Assaraf, O. B.-Z., Orpaz, I. (2010). The "Life at the Poles" Study Unit: Developing Junior High School Students' Ability to Recognize the Relations Between Earth Systems. <i>Research in Science Education</i> , 40(4), 525-549. doi : <a href="https://doi.org/10.1007/s11165-009-9132-2">10.1007/s11165-009-9132-2</a> *	Étudiants de 8 <sup>e</sup> année (21)	"Though the students had by no means achieved a high-level systematic perception, they did improve their general understanding of Earth systems and represent a wider range of interaction between the various elements." (p. 546)	Meilleure compréhension de différents systèmes et de leurs interactions	3
Athman, J. et Monroe, M. (2004). The effects of environment-based education on students' achievement motivation. <i>Journal of Interpretation Research</i> , 9(1), 9–25.				1 3
Avriel-Avni, Spektor-Levy, Zion, and Levi 2010*				3
Ballantyne, Anderson, and Packer 2010*				3, 4
Ballantyne, Fien, and Packer 2001*				10
Ballantyne and Packer 2009*				10
Barbalios, Ioannidou, Tzionas, and Paraskeuopoulos 2013*				10
Barnett, M., Strauss, E., Rosca, C., Langford, H., Chavez, D., Deni, L. et Lord, C. (2004). Improving urban youth's interest and engagement through field-based scientific investigations. Dans <i>Proceedings of the 6th international conference on Learning sciences</i> (p. 73–80). International Society of the Learning Sciences.				1 2 3
Barnett, Lord, and Strauss 2006*				2
Barnett, Vaughn, Strauss, and Cotter 2011*				1, 3
Bartosh, O. (2003). <i>Environmental education: Improving student achievement</i> . Evergreen State College, Olympia, Washington.				1 2 9
Bartosh, O., Tudor, M., Ferguson, L. et Taylor, C. (2006). <i>Improving Test Scores Through Environmental Education: Is It</i>	Paires d'écoles (77)	"a significant difference in math, reading, writing, and listening on the WASL tests, with EE schools performing better than non-	Améliorations en maths, lecture, écriture, écoute. Développement de l'esprit	2 3

Possible? <i>Applied Environmental Education &amp; Communication</i> , 5(3), 161-169. doi : <a href="https://doi.org/10.1080/15330150600912937">10.1080/15330150600912937</a>		EE comparison schools in all tests" (p. 165) "students can develop their analytical, problem-solving, and critical-thinking skills valuable in any traditional subject." (p. 168)	critique, analytique, et résolution de problèmes.	
Bartosh, O., Tudor, M., Ferguson, L. et Taylor, C. (2010). IMPACT OF ENVIRONMENT-BASED TEACHING ON STUDENT ACHIEVEMENT. <i>Research supporting middle grades practice</i> , 157. Récupéré de Google Scholar	Suivi d'étudiant.e.s de 8 <sup>e</sup> année (627 et groupe témoin de 570) ; 10 paires d'écoles (étude préalable de Bartosch, 2006)	"this study adds to the body of evidence that environmental education not only provides an opportunity to help students learn how to live sustainably but also helps schools to meet state standards and requirements." (p. 14)	Améliorations en maths, lecture, écriture, écoute, prise de décision, résolution de problèmes, sentiment de citoyenneté. Motivation et engagement augmentés.	1 4
Bartusevica, Cedere, and Andersone 2004*				1
Basile, C. G. (2000). Environmental education as a catalyst for transfer of learning in young children. <i>The Journal of Environmental Education</i> , 32(1), 21–27.				3
Beard, L. J. (1998). The relationship between outdoor classroom learning experiences and achievement and attitude of eighth grade students.				2
Bell, A. C. et Dymont, J. E. (2008). Grounds for health: the intersection of green school grounds and health-promoting schools. <i>Environmental Education Research</i> , 14(1), 77–90.				6
Bell, J. F., Wilson, J. S. et Liu, G. C. (2008). Neighborhood greenness and 2-year changes in body mass index of children and youth. <i>American journal of preventive medicine</i> , 35(6), 547–553.				
Berat Ahi & Sibel Balci (2018) <i>Ecology and the child: Determination of the knowledge level of children aged four to five about concepts of forest and deforestation</i> , <i>International Research in Geographical and Environmental Education</i> , 27:3, 234-249, DOI: <a href="https://doi.org/10.1080/10382046.2017.1349372">10.1080/10382046.2017.1349372</a>	Élèves du préscolaire (29)	Out of 29 participants, 11 could not identify the concept of forest. All of the children's responses given in relation to the causes of the destruction of forest areas (n = 14) indicate that they have human-centred environmental perception. It is believed that the intensive usage of outdoor activities and fieldwork during	Les activités en plein air améliorent l'efficacité des apprentissages en géographie, biologie et écologie.	2



		these activities will make the learning process of geography, biology and ecology education more effective in the pre-school period. (p. 247)		
Birdsall 2010*				3
Blair, D. (2009). The child in the garden: An evaluative review of the benefits of school gardening. <i>The Journal of Environmental Education</i> , 40(2), 15–38. Récupéré de Google Scholar	Méta-analyse d'études (19) portant sur des étudiant.e.s (plus de 4000)	9 out of 12 quantitative studies reinforced the results of Lieberman and Hoody (1998), showing increased science achievement and behavioral improvement. (measuring space, observing and experimenting with natural and plant processes, food-systems thinking, exploration of natural phenomena, ..) Methodology could be improved.	Résultats améliorés en sciences et au niveau du comportement vis-à-vis de la nourriture. Travail en équipe, enthousiasme, implication des élèves et des parents augmentés.	2 3 4
Blatt 2013*				10
Blundell, J. E. (2016). <i>Effects of the Green Life Nature Education program for 4 th grade students who attend Bay Area title one schools: A mixed-methods study.</i> [Effects of the Green Life Nature Education program for 4 th grade students who attend Bay Area title one schools]. (s. l.) : University of San Francisco.	Élèves de 4 <sup>e</sup> -6 <sup>e</sup> année en milieu défavorisé (50)	The quantitative data from student surveys implies that in general, attending GLNE (Green Life Nature Education) has a neutral impact on students. Quantitative data from teacher surveys implies that in general, attending GLNE has some immediate positive impacts on students. (résumé page ii)		s/o (problème de fiabilité, dissonance entre résultats profs / élèves : enseignant s trop enthousiastes qui auraient tendance à surestimer les bénéfices du programme ?)
Bodzin 2008*				10
Boeve-de Pauw and Van Petegem 2013*				10
Bogner 1998*				10
Bogner 1999*				10

Bogner 2002*				10
Bolsem, A. M. (2014). <i>Integrating Environmental Education With Beginning Reading and Phonics Instruction</i> . (PhD Thesis). Walden University.	Enseignant.e.s du préscolaire et de 1 <sup>re</sup> année (4).	"The results of the research revealed a core belief in how impactful connecting nature with academics is on students." (p. 147) "Teachers at Winter Park integrate environmental education with beginning reading instruction through purposeful planning, including specific language and literature used, shared learning experiences on which connections are made, and a culture of wonder and inquiry." (p. 148)	Un environnement approprié permet à l'enfant de réaliser ses propres apprentissages, notamment dans le cas d'apprendre à lire et écrire en maternelle.	2 3
Borsos, E., Patocskai, M., Boric, E. (2018) Teaching in nature? Naturally!, <i>Journal of Biological Education</i> , 52:4, 429-439, DOI: 10.1080/00219266.2017.1420679	Enseignant.e.s du primaire (élève de 6 à 10 ans): de Hongrie (170) et de Serbie (170).	many of them do so [outdoor classes] but to a varying degree (Serbia 96.5%; Hungary 77.6%) (p. 436) It is considered that all the pupils should be given the chance to become familiar with nature. They gain long-term knowledge much faster if, for example, they see a given plant in its natural habitat, if they smell it, touch it or observe it (p. 436)	L'exposition à l'environnement favorise des apprentissages plus pérennes.	5
Bowan, D. (2016). <i>Impact of an Environment-Based Education Program on Academic Achievement</i> . (PhD Thesis). University of Colorado Colorado Springs. Kraemer Family Library.	Élèves de 4 <sup>e</sup> année (44) et groupe témoin (59).	CSAP writing, reading and math: improvement during the program but it didn't last when the students went back to traditional school (it could be attributed to culture shock + the sample was small)	Améliorations en lecture, écriture et mathématiques.	2
Bowker 2007*				10
Bradley, Waliczek, and Zajicek 1997*				10
Bradley, Waliczek, and Zajicek 1999*				10
Braun, T., Cottrell, R., Dierkes, P. (2018) <i>Fostering changes in attitude, knowledge and behavior: demographic variation in environmental education effects</i> , <i>Environmental Education Research</i> , 24:6, 899-920, DOI: 10.1080/13504622.2017.1343279	Étudiant.e.s. de 7 à 18 ans du Bangladesh (43), de Malaisie (100), de Singapour (121) et d'Allemagne (154); deux groupe témoins en Allemagne (160) et à	Country of residence and rural/urban differences were identified as the most significant influential factors concerning baselines and shifts in environmental attitudes, knowledge and behavior. (p.912) In this study, however, standards of knowledge or attitude do not appear to correspond to behavioral responses. (p. 912) we suggest that outdoor education programs should aim to contextualize their objectives within the landscape of social and		n/a (discussion plutôt centrée sur les différences entre les pays)

	Singapour (67)	natural pressures participating students are exposed to in their home country in order to create a bond to the personal natural surrounding and to make the content of these programs meaningful to the participants. (p. 914)		
Byrd, S. B. (2013). <i>A case study measuring the passive impact of the natural setting of a non-traditional classroom on university student academic achievement in English.</i> (s. l.) : Tarleton State University.	Étudiant.e.s de Tarleton State University (46)	The results of this study showed no significant difference between the control and treatment group in academic achievement, and no significant relationship was found between the students' academic achievement, demographics and the passive presence of a natural environment. Future suggestions include using a mixed method approach, a larger sample size, and further investigation of the impact of a natural environment on educators.	Pas de résultat significatif.	s.o.
Camasso , M. J., Jagannathan, R. (2018) <i>Improving academic outcomes in poor urban schools through nature-based learning</i> , Cambridge Journal of Education, 48:2, 263-277, DOI: 10.1080/0305764X.2017.1324020	Participants de classe de 3e année (18) + groupe-témoin (34)	results from four years of NtN and control group comparisons on four academic measures, namely mathematics, language arts, science grades, and average days of absence : evaluation revealed that NtN consistently outperformed a group of controls in mathematics and science with the differences in science reaching statistical significance.	Meilleures notes en maths et sciences.	2
Carrier 2007*				10
Castelli, A. N. (2004). Teacher Perceptions of the Impacts of Environmental Education on the Teaching Process and on Student Learning. Récupéré de Google Scholar	Enseignant.e.s participant au programme d'EE de Mammoth Cave National Park (35)		Augmentation notable de l'attitude et de la motivation des élèves; peu d'influence sur les savoirs purement académiques, mais les capacités de réflexion et de connecter des concepts abstraits à des situations réelles ont augmenté. Les enseignants y ont gagné de la motivation, une implication accrue, et des outils	1 3 5 7 8

			additionnels pour enseigner.	
Cetin and Nisançi 2010*				10
Cheak, M., Volk, T. et Hungerford, H. (2002). <i>Molokai: An investment in children, the community, and the environment</i> . Carbondale, IL: CISDE.				1 2 3
Chengqiang, Q., Ying, X., Yan, F. et Tian, L. (2018). <i>Environmental Education in China: A Case Study of Four Elementary and Secondary Schools</i> . [Environmental Education in China]. Dans <i>International Perspectives on the Theory and Practice of Environmental Education: A Reader</i> (p. 179–191). Springer.	Élèves de 4e à 6e année (121) et enseignant.e.s (19) et élèves de 7e à 9e année (95) et enseignant.e.s (21) teachers)	p. 187 : "several changes must be made; otherwise EE will remain an unimportant concept occasionally included in the school curricula." p. 188 : "EE in China is still perceived more as science education than as an interdisciplinary field".		s.o.
Chestnutt, H. R. (2017). <i>The potential of school partnerships to ameliorate educational inequity: a case study of two partnerships in Scotland</i> . (PhD Thesis). University of Glasgow.	Élèves en groupes de discussion (25) et professionnels en groupes de discussions ou en entrevue (18).	"The new approaches to tackling educational inequity in maths and reading were subject-specific interventions, but they had significant overlap and similarities that included acknowledgement of different approaches and the fostering of autonomy of both pupils and educational professionals." (p. 188)	L'environnement est vu ici comme ce qui entoure les élèves (classe, environnement social, etc...) et non l'environnement-nature.	s.o.
Chin, W. (2014). <i>The effects of Project-Based learning in high school geometry</i> . (PhD Thesis). [Honolulu]:[University of Hawaii at Manoa],[August 2014].	Élèves d'un cours de géométrie de 9e à 12e année (60) dans deux groupes différents	"the benefits of a PBL curriculum for group projects, using technology and hands-on activities found in this study were the groups' approaches to continually improve their projects." (p. 75) "My implementation of the PBL model emphasized conversations, communication, and cohesiveness among students as roles and tasks were delegated within the group." (p. 76)	Développement d'un programme d'apprentissage par projet en cours de géométrie.	s.o.
Cho, Y., Lee, D. (2018) 'Love honey, hate honey bees': reviving biophilia of elementary school students through environmental education program, <i>Environmental Education Research</i> , 24:3, 445-460, DOI: 10.1080/13504622.2017.1279277	Élèves de 3e année (104).	This empirical study suggests that an environmental education programs on insects, honey bee in this research, of which the learners initially feels scared can, through personal contact and observation, be effective in helping to overcome fear toward insects and nature, and to revive their innate biophilia. Further, this is	Santé émotionnelle Dépassement de la peur des insectes. Reconnexion à sa biophilie innée.	4 6

		possible when the participants are able to correct their pre-conceptions that are mis-informed on honey bees throughout the program. In addition, not only reviving the feeling of affinity towards nature, overall emotional health can be improved concomitantly by insect-mediated environmental programs. (p. 456)		
Cincera, J. et Maskova, V. (2011). GLOBE in the Czech Republic: a program evaluation. <i>Environmental Education Research</i> , 17(4), 499-517. doi : <a href="https://doi.org/10.1080/13504622.2011.557497">10.1080/13504622.2011.557497</a> *	Élèves d'âge moyen 13.7 ans (466) dont 257 participant.e.s et 209 représentent le groupe-témoin.	Pupils who reported to participate more in the program do not have better results than pupils who reported to participate less. The skills of the pupils are positively affected by the type of the school.	Étude non concluante. Nombreuses limitations possibles, notamment la façon dont l'enseignant a mis en oeuvre le programme dans sa classe.	3
Cirkony, C. L. (2013). Environmental learning in British Columbia: a grounded theory exploration of teachers' practices. Récupéré de Google Scholar	Enseignants de primaire en Colombie-Britannique (102)	3 conclusions : "Teachers confidently incorporated EE into their practices in many elementary and secondary school subjects." "Teachers exhibited a congruence with their rationale, philosophy, and specific pedagogical practices, resulting in strong teacher and student engagement." "The results demonstrate a relationship where the more a teacher was able to modify the school curricula and infrastructure, and collaborate with colleagues and the community, the more the course or program was likely to become embedded within a school culture."	Engagement de la part des étudiants, mais aussi des enseignants, augmenté. Sentiment de responsabilité à l'égard de l'environnement.	1 5 8 9
Çoban, Akpınar, Küçükçankurtaran, Yıldız, and Ergin 2011*				10
Covitt, Gomez-Schmidt, and Zint 2005*				3
Crowder, P. L. (2010). <i>The influence of the outdoor learning environment on student engagement</i> . (PhD Thesis). Education	Élèves de 9e et 10e année « à risque » (14).	Study findings support a growing body of research that connects high quality learning environments with student engagement: academic, behavioral, psychological, and social. Teacher assessments, student reports, and student class grades reflected	Amélioration de l'engagement des étudiants au niveau académique, comportemental, psychologique et social. Planification des enseignants	1 2 3 8

		increased conceptual understanding of core concepts through hands-on learning activities supported by group work in a number of flexible, open spaces on campus. (résumé) These unexpected findings and reflections included the great enthusiasm the students felt for their outdoor learning activities and the changes in teacher planning and thinking about student engagement as a result of this study (p. 180)	améliorée sur le plan des conditions d'apprentissage afin que les étudiants aient plus de liberté.	
Culen and Mony 2003*				4
Culen and Volk 2000*				4
Curtiss, E. (2012). Environment-based Education Programs in Schools and Their Effects on Academic Achievement Outcomes				2
D'Agostino, Schwartz, Cimetta, and Welsh 2007*				10
Danforth, P. (2005). An evaluation of the National wildlife federation's schoolyard habitat program in the Houston independent school district. Texas State University.				2
Davis, S. (2018). <i>The engagement tree: Arts-based pedagogies for environmental learning</i> . International Journal of Education & the Arts, 19(8). Retrieved from <a href="https://doi.org/10.18113/P8ijea1908">https://doi.org/10.18113/P8ijea1908</a>	Élèves ayant utilisé un outil réflexif (68) et élèves ayant participé à un groupe de discussion (27).	The learning outcomes they identified tended to be in the environmental area, more so than the arts, which would indicate that they saw the arts as a vehicle for learning and experience (p.13) The learnings the students recalled were predominantly environmental or science-based learnings as well as arts learning and some students signalled changes in attitudes. (p. 18)	La pédagogie basée sur les arts permet aux élèves de réaliser des apprentissages en sciences et savoirs environnementaux.	5
Deringer, S. A. et Wiggins, A. Y. (2018). Lasting Impacts of Outdoor Orientation Programming: A Preliminary Study Using Longitudinal Data. <i>Journal of Outdoor Recreation, Education, and Leadership</i> , 10(2), 139-152. doi : <a href="https://doi.org/10.18666/JOREL-10(2),139-152">10.18666/JOREL-10(2),139-152</a> .	(article non accessible)	"Findings indicate that students who participated in NSWE were significantly more likely to graduate than students who attended NSO and that students perceived lasting positive social impacts and a lasting impact on existential development."	Taux de graduation plus élevé pour les étudiants qui ont participé au programme; impacts durables au niveau social et existentiel.	1 5

<a href="#">2018-V10-I2-7968</a>		(résumé)		
Dettmann-Easler and Pease 1999*				10
de White and Jacobson 1994*				10
DiEnno and Hilton 2005*				10
Dillon, J. (2018). On the Convergence Between Science and Environmental Education. Dans <i>Science Education Research and Practice in Asia-Pacific and Beyond</i> (p. 87–94). Springer. Dans <i>Science magazine</i> , VOL 344 (9) MAY 2014	-	"Society has to learn how to address sustainability challenges. Creating synergy between EE and SE mediated by ICT-supported CS provides an opportunity for such learning. We advocate support for collaborative research efforts among scientists, educators, and the public, linking science and society with place and identity, through more effective processes of public engagement and learning that can result in meaningful socioecological outcomes"	Pas de résultats concluants.	s.o.
Doganca Kucuk, Z. & Saysel, A.K. Developing Seventh Grade Students' Understanding of Complex Environmental Problems with Systems Tools and Representations: a Quasi-experimental Study. <i>Res Sci Educ</i> (2018) 48: 491. <a href="https://doi.org/10.1007/s11165-017-9620-8">https://doi.org/10.1007/s11165-017-9620-8</a>	Classe d'élèves (22); groupe-témoin (20)	After a one-month systems-based instruction, the experimental group demonstrated significantly better systems thinking and dynamic environmental problem-solving skills. Achievement in dynamic problem solving was found to be relatively stable over time. However, standard science achievement did not improve at all. (résumé)	Résolution de problèmes améliorée.	3
Dori and Tal 2000*				3
Dresner and Gill 1994*				4
Drissner, Haase, and Hille 2010*				1
Duffin, M., Powers, A. et Tremblay, G. (2004). PEER Associates (2004). Place-based education evaluation collaborative: Report on cross-program research and other program evaluation activities.				1 3 6 8 9
Dyment, J. E. et Bell, A. C. (2008). Grounds for movement: green school grounds as sites for promoting physical activity. <i>Health Education Research</i> , 23(6), 952–962.				6
Eagles and Demare 1999*				10

Eames, C., Barker, M., Scarff, C. (2018) Priorities, identity and the environment: Negotiating the early teenage years, <i>The Journal of Environmental Education</i> , 49:3, 189-206, DOI: 10.1080/00958964.2017.1415195	Étudiants de Nouvelle-Zélande (10).	focused on six theoretical perspective prominent in environmental education: significant life experiences, transformative learning, environmental literacy, values, action competence, and environmental identity. (résumé)	Identité environnementale et autres attitudes et compétences environnementales augmentées.	4
Emekauwa, E. (2004). The Star with My Name: The Alaska Rural Systemic Initiative and the Impact of Place-Based Education on Native Student Achievement. The Case for Place-Based. Rural Trust White Paper on Place-Based Education. Rural School and Community Trust.				2
Emekauwa, E. et Williams, D. T. (2004). They Remember What They Touch...: The Impact of Place-Based Learning in East Feliciana Parish. Rural Trust White Paper on Place-Based Education. Rural School and Community Trust.				2
Emmons 1997*				10
Ernst, J., Erickson, D. M. (2018). Environmental education professional development for teachers: A study of the impact and influence of mentoring. <i>The Journal of Environmental Education</i> , 1–18. Récupéré de Google Scholar	À déterminer.	Participating R2L teachers perceived mentoring not only favorably, but also as integral to their implementation of what they learned at the institute. (p. 369)	Mentorat très apprécié par les enseignants, aide à mettre en oeuvre les connaissances acquises pour intégrer l'ERE à leur pratique.	5 8
Ernst, J., Monroe, M. (2004). The effects of environment-based education on students' critical thinking skills and disposition toward critical thinking. <i>Environmental Education Research</i> , 10(4), 507-522. doi : <a href="https://doi.org/10.1080/1350462042000291038">10.1080/1350462042000291038</a> *	165 Élèves de 9e année (165) et de 12e année (239) provenant d'écoles de Floride (11).	"one year of environment-based education did not improve 9th grade students' disposition toward critical thinking" (p. 439) "Multiple years of environment-based education, however, may have improved students' disposition, as 12th grade students who had participated in the environment-based programs were more disposed toward critical thinking than their peers."	Aucun impact après 1 an de programme d'ERE, mais plusieurs années augmentent l'esprit critique.	3
Ernst and Theimer 2011*				4
Evans, E. N. (2013). <i>The Integration of Environment, Community and the Classroom: Place-based Education and Its</i>			Pas trouvé	



<i>Effect on Secondary Science Student Achievement.</i> (PhD Thesis). Evergreen State College.				
Falco, E. H. (2004). Environment-based education: Improving attitudes and academics for adolescents. Evaluation Report. South Carolina: South Carolina Department of Education.				1 2 7
Fancovicova and Prokop 2011*				10
Farmer and Wott 1995*				10
Farmer, Knapp, and Benton 2007*				10
Ferreira 2012*				10
Filippatou and Kaldi 2010*				3, 5
Fisman 2005*				10
Flowers 2010*				10
Fraser, J., Gupta, R. et Krasny, M. E. (2015). Practitioners' perspectives on the purpose of environmental education. <i>Environmental Education Research</i> , 21(5), 777–800. Récupéré de Google Scholar	Éducateurs en environnement (41) de différents états.	five social perspectives on EE : fundamental coexistence; spiritual instrumentalism; moral stewardship; skilled community activism; Social-ecological ethicists (p. 788-790) All five perspectives were concerned with promoting sustainable living and improved human well-being, but the nuances suggest that an individual who adheres strongly to one may feel someone holding a contrasting perspective is working at cross-purposes. The authors suggest that understanding these perspectives can help reduce misunderstanding within the EE field. (résumé)	(discours entre les praticiens de l'ERE mais pas de discours sur les résultats sur les élèves)	s.o.
Fox-Parrish and Jurin 2008*				10
Gayford 1995*				10
Ghent, C., Trauth-Nare, A., Dell, K. et Haines, S. (2014). The Influence of a Statewide Green School Initiative on Student Achievement in K–12 Classrooms. <i>Applied Environmental Education &amp; Communication</i> , 13(4), 250–260. Récupéré de Google Scholar	Élèves du primaire (5e et 8e année) et du secondaire de différentes écoles impliquées (59).	Analysis indicated that Green School designation was positively correlated with standardized test pass rates in many schools and across subjects. Future work should investigate the mitigating impact of variables such as student socioeconomic status and level of	Augmentation des notes lors de tests standardisés.	2

		teacher certification on student achievement in Green Schools.		
Glenn, J. L. (2000). Environment-Based Education: Creating High Performance Schools and Students.				2 3 7
Goldman, Assaraf, and Shaharabani 2013*				4
Gresch, H., Hasselhorn, M. et Bögeholz, S. (2013). Training in Decision-making Strategies: An approach to enhance students' competence to deal with socio-scientific issues. <i>International Journal of Science Education</i> , 35(15), 2587-2607. doi : <a href="https://doi.org/10.1080/09500693.2011.617789">10.1080/09500693.2011.617789</a> *	Élèves de 11e à 13e année (386) dans 25 cours de biologie dans 5 écoles allemandes différentes.	it was investigated whether training in decision-making strategies fosters decision-making competence when resolving socio-scientific issues related to sustainable development. Result = strategic training enhanced the competence level. (p. 2600-2601)	Amélioration des compétences en prise de décision.	3
Grodzinska-Jurczak 2003*				10
Haney, J. J., Jing Wang, Keil, C. et Zoffel, J. (2007). Enhancing Teachers' Beliefs and Practices Through Problem-Based Learning Focused on Pertinent Issues of Environmental Health Science. <i>Journal of Environmental Education</i> , 38(4), 25-33. Récupéré de EBSCOhost*	Enseignants de 6e, 7e et 8e année (18: 8 en sciences et 10 dans d'autres domaines).	"teachers' beliefs were enhanced over the course of the 2-year EXCITE project." (p. 29) "EXCITE students also broadened and deepened their conceptual understanding of environmental health science and were more motivated and engaged when compared with their attitude toward other non-EXCITE units of study " (p. 31)	Engagement augmenté. Connaissances en santé environnementale améliorées. Les enseignants ont aussi renforcé leurs convictions vis-à-vis de l'ERE.	1 2 3 5 8
Hansel, Phimmavong, Phengsopha, Phompila, and Homduangpachan 2010*				10
Harness and Drossman 2011*				4
Health, C. on E. et others. (2009). The built environment: designing communities to promote physical activity in children. <i>Pediatrics</i> , 123(6), 1591-1598.				
Hewitt 1997*				10
Hinkley, T., Crawford, D., Salmon, J., Okely, A. D. et Hesketh, K. (2008). Preschool children and physical activity: a review of correlates. <i>American journal of preventive medicine</i> , 34(5), 435- 441.				6
Hitz, W. H. (2000). The Effect of Teaching Methodologies on Student Achievement in Mathematics: The Traditional				2

Classroom Method and the Agricultural and Environmental Education Project-based Experiential Method.				
Iliopoulou, I. (2018) Can young students think systemically about the environment? The case of pollution, Education 3-13, 46:3, 362-377, DOI: 10.1080/03004279.2016.1266688	Élèves de 6 ans (27) et élèves de 9 ans (30) fréquentant deux écoles d'État en Grèce.	The students seemed to exhibit a kind of systemic thinking, which was done unconsciously to a certain degree. Thus it is a challenge for education to enhance students' systemic thinking in an attempt to bring it to a more conscious level, which will assist them to reconstruct their mental models of pollution. (résumé)	Développement de la pensée systémique	3
Johnson and Manoli 2008*				10
Johnson and Manoli 2011*				10
Johnson-Pynn and Johnson 2005*				1, 3, 4
Jones, Nielsen, Broussard, and Flanagan 2001*				10
Judson 2011*				4
Karpudewan, M., Roth, W.-M. <i>Changes in Primary Students' Informal Reasoning During an Environment-Related Curriculum on Socio-scientific Issues</i> International Journal of Science and Mathematics Education February 2018, Volume 16, Issue 3, pp 401-419	Élèves de 12 ans d'une école de Malaisie (68).	The analysis shows that the informal reasoning skills of the students improved significantly. Progressive implementation of SSI activities encouraged students to use evidence-based decision-making, improving reasoning modes, and advancing reasoning levels. (accès au résumé uniquement)	Prise de décision basée sur les preuves, compétences en raisonnement améliorées.	3
Karvánková, P., Popjaková, D. (2018) <i>How to link geography, cross-curricular approach and inquiry in science education at the primary schools</i> , International Journal of Science Education, 40:7, 707-722, DOI: 10.1080/09500693.2018.1442598	Élèves entre 10 et 15 ans (102).	Children feel relaxed in the field learning and enthusiastically join the activities. In this atmosphere supported by the collective spirit, they spontaneously present their knowledge and skills within the individual themes which they acquired in the context of multiple other subjects (p. 719) Geography as a field of education, therefore, offers the potential to enrich education in natural science subjects including through IBE development. The breadth of its subjects, covering not only the natural but also the human landscape as the	Pédagogie qui permet aux élèves de se sentir plus relaxés et soutenus par un esprit collectif, favorisant ainsi les apprentissages.	5

		place of living and implementation of anthropological activities, also brings geography closer to social sciences		
Keller, D. M. (2017). Place-based education: a look at its potential benefits to our students and our places through case study research and the literature. <i>Interdisciplinary Environmental Review</i> , 18(3-4), 220–237. Récupéré de Google Scholar	À déterminer.	"Findings suggested that the River Valley Outdoor Learning Center program that practiced a combination of place-based and environmental education pedagogies had lasting impacts on the study's four student participants - it helped these four students to be more connected to nature, more advocating of their place and the sustainability of that place." (résumé – <a href="#">article pas accessible</a> )	Augmentation de la connexion à la nature, des sentiments relativement à sa place dans le monde et défense pour la soutenabilité du lieu.	4
Khan, M., McGeown, S. P. et Islam, M. Z. (2018). 'There is no better way to study science than to collect and analyse data in your own yard': outdoor classrooms and primary school children in Bangladesh. <i>Children's Geographies</i> , 1–14. Récupéré de Google Scholar	Enfants de 9-10 ans (30).	"A significant difference was found in children's academic attainment; children performed significantly better after being taught in the outdoor classroom compared to indoors" (p. 6) "significant improvements in science achievement" (proximité des éléments naturels)	Notes améliorées en général, et en sciences en particulier.	1 2
Klein 1995*				2
Klemmer, C. D., Waliczek, T. M. et Zajicek, J. M. (2005). Growing minds: The effect of a school gardening program on the science achievement of elementary students. <i>HortTechnology</i> , 15(3), 448–452.				2
Klisch, Miller, Wang, and Epstein 2012*				10
Klosterman and Sadler 2010*				2
Knapp and Barrie 1998*				10
Knapp and Poff 2001*				10
Korhonen and Lappalainen 2004*				10
Kossack and Bogner 2012*				4
Kruse and Card 2004*				10
Kumler 2011*				10
Kuo, M., Browning, M. H. E. M., Sachdeva, S., Lee, K. et Westphal, L. (2018). Might School Performance Grow on Trees?	Écoles (318).	"Tree cover was significantly related to academic achievement." (p. 8) mais "the measure including both grass and shrub	L'augmentation du nombre d'arbres à proximité d'une école améliore les notes. Par	1

Examining the Link Between "Greenness" and Academic Achievement in Urban, High-Poverty Schools. <i>Frontiers in Psychology</i> , 9. doi : <a href="https://doi.org/10.3389/fpsyg.2018.01669">10.3389/fpsyg.2018.01669</a>		cover was not related to academic achievement" (p. 8)	contre, l'herbe et les arbrisseaux n'ont aucun effet sur les notes.	
Kusmawan, O'Toole, Reynolds, and Bourke 2009*				10
Kwan and So 2008*				3
Ladwig, J. G. (2010). Beyond Academic Outcomes. <i>Review of Research in Education</i> , 34(1), 113-141. doi : <a href="https://doi.org/10.3102/0091732X09353062">10.3102/0091732X09353062</a>	Collection d'articles de 1998 à 2009 (583)	10.3% of the studies reported quantitative measures of student outcomes linked to curricular programs designed to produce those outcomes.	L'article discute surtout du fait qu'il faudrait évaluer beaucoup plus les compétences non-académiques des élèves.	s.o.
Lai, C. (2018). A study of fifth graders' environmental learning outcomes in Taipei. <i>International Journal of Research in Education and Science (IJRES)</i> , 4(1), 252-262. DOI:10.21890/ijres.383171	Élèves de 5e année (24).	After following the teaching activities, the participants did improve their perception on the environmental issues in Taiwan, including significant dimensions: climate adaptation, environmental pollution, and environmental sustainability (p. 260) In addition, (...) teaching activities can improve students' environmental attitudes and skills to take actions. (p. 261)	Amélioration des perceptions au niveau de nombreux problèmes environnementaux Pouvoir d'action augmenté.	3
Lee, Lin, Guu, Change, and Lai 2013*				10
Leeming, Porter, Dwyer, Cobern, and Oliver 1997*				10
Lekies and Sheavly 2007*				10
Lester, Ma, Lee, and Lambert 2006*				4
Lieberman, G. A. et Hoody, L. L. (1998). Closing the Achievement Gap: Using the Environment as an Integrating Context for Learning. Results of a Nationwide Study.				1 2 3 7 8
Lieberman, G. A., Hoody, L. L. et Lieberman, G. M. (2000). The effects of environment-based education on student achievement. State Education & Environment Roundtable, California Student Assessment Project.				2
Liefänder, A. K., Bogner, F. X. (2018)	Élèves de 4e année	In other words, children who refrain from	L'engagement des enfants à	10

<i>Educational impact on the relationship of environmental knowledge and attitudes</i> , Environmental Education Research, 24:4, 611-624, DOI: 10.1080/13504622.2016.1188265	(133)	(ab)using nature also seem to put more effort into improving their environmental knowledge and/or children who engage in learning about the environment will become less exploitative towards the environment.	apprendre au sujet de l'environnement les amène à moins exploiter l'environnement.	
Lindemann-Matthies 2002*				10
Liu and Kaplan 2006*				10
Livengood and Chapman 2009*				10
Lottero-Perdue, P., Bollinger, L, TESTING OIL SPILL CLEANUP METHODS ETHICALLY: Strategies to develop students' ethical habits of mind in science integrated engineering. Science & Children, 00368148, Sep2018, Vol. 56, Edition 2	1 classe de 4e année.	In conclusion, in the course of designing a process to clean an oil spill, the students in Ms. Bollinger's class also had opportunities to consider ethics and develop ethical habits of mind—habits of mind that we hope that students continue to apply and develop throughout their lives. Students not only considered the ethics of grown-ups involved in situations like the Exxon Valdez spill but also their own and other students' ethical decisions as they engaged in testing their oil spill cleanup processes.	Développement du sens de l'éthique.	3
Lovasi, G. S., Quinn, J. W., Neckerman, K. M., Perzanowski, M. S. et Rundle, A. (2008). Children living in areas with more street trees have lower prevalence of asthma. Journal of Epidemiology and Community health, 62(7), 647–649.				6
MacDonald, K. Breunig, M. (2018) Back to the <i>Garten</i> : Ontario kindergarteners learn and grow through schoolyard pedagogy. <i>Journal of Outdoor and Environmental Education</i> 21:133–151	Enfants d'âge préscolaire (12: 4 de chacune des 3 classes) et enseignants (3: 1 de chaque classe).	Taking part in kindergarten, inquiry-based outdoor classroom pedagogy provides a platform for students to engage with their learning in a way that is personally meaningful to them. (p. 148) Students are able to build transdisciplinary connections between their surroundings and their learning experiences, as well as between one another.	Développement de connexions entre les disciplines et avec les autres élèves.	3
Majumdar, S. (2015). <i>(Re) defining experiential science education at the middle school level to make cross-curricular connections</i> . (PhD Thesis).	Écoles du Nord-Est de la Louisiane (4).	"Quantitative analyses revealed that the components for student's attitudes towards science as well as teacher's sense of efficacy differed significantly by sites, and not by	L'éducation en sciences avec une méthode expérientielle favorise l'apprentissage.	5

University of Louisiana at Monroe.		time. Qualitative findings were utilized to triangulate that the emergent curricular models in different teacher's classrooms indeed shaped the outcomes. In sites where the emergent curricula encompassed an open, dialogic and interactive form of discourse closer to a post-modern approach, both teachers and students seemed to excel and together shaped a rich, recursive, relational, and rigorous process of learning and integration of the intervention, within a small creative window situated in the transitional context of K-12 education." (preview)		
Marine, C. R. (2014). <i>Evaluation of a place and community based education program: A case study</i> . (PhD Thesis). Alaska Pacific University.	Élèves entre 5 et 13 ans (25).	Responses documented success in achieving outcomes for both LFS (Louise's Farm School) students and instructors. The goal of Louise's Farm School is to create holistic learners who pursue interests and solve problems by looking through a wide-angle lens, utilizing an interdisciplinary approach to learning. Short-term outcomes: Increased knowledge of environmental concepts; Increased sensitivity to environment; Improved outdoor skills	Amélioration des connaissances de différents concepts environnementaux, de la sensibilité à l'environnement, des compétences en plein air.	2 4
Mason and Santi 1998*				10
McLarnon, M. (2016). Learning New Ways: Transcending Outdoor Environmental Education. <i>Compendium, 2016</i> (2016). Récupéré de Google Scholar	Articles (34).	"when humans experience and are exposed to nature, their well-being is enhanced" (p. 8)	L'exposition à la nature permet d'améliorer la santé mentale.	6
McNaughton 2010*				4
Metzger and McEwen 1999*				10
Middlestadt, Grieser, Hernandez, Tubaishat, Sanchack, Southwell. and Schwartz 2001*				10
Milton, Cleveland, and Bennett-Gates 1995*				10
Ming, K. et HEM, B. M. (2018). Do Lessons in Nature Boost Subsequent Classroom	Classes d'élèves de 9-10 ans (2; dont 1	classroom engagement was significantly better after lessons in nature than after	Meilleur engagement des étudiants.	1

Engagement? Refueling Students in Flight. Récupéré de Google Scholar	groupe-témoin).	matched, classroom-based lessons. The nature advantage persisted across 10 different topics and weeks in the school year; across different times of day; across two different teachers, including one who was predisposed to expect the opposite; and across two different groups of students, each with their own dynamics.		
Mitchell, R., Popham, F. (2008). Effect of exposure to natural environment on health inequalities: an observational population study. <i>The Lancet</i> , 372(9650), 1655–1660.				6
Monhardt and Monhardt 2000*				10
Monroe, M. C., Randall, J., Crisp, V. (2010). Improving student achievement with environmental education.				1 2 3
Murakami, C. D., Su-Russell, C., Manfra, L. (2018) <i>Analyzing teacher narratives in early childhood garden-based education</i> , <i>The Journal of Environmental Education</i> , 49:1, 18-29, DOI: 10.1080/00958964.2017.1357523	Enseignants en garderie de la Child Development Laboratory (12).	The Gourd Tee-Pee model helps represent the perceived value of garden education and positive practices for early learning garden experiences to support learning and attain the basic psychological needs of autonomy, relatedness, and competence.	Développement de sentiments de compétence, autonomie et de connexion.	3 4
Muraoka, S. (2013). <i>An experimental examination of the effectiveness of environmental education with preschool children</i> . (PhD Thesis). Humboldt State University.	Enfants de 6 maternelles dont 3 participant au programme et 3 comme groupe témoin (107).	- the environmental education program was effective in increasing environmental knowledge for boys in the experimental group and for older children regardless of group. - the environmental education program did not increase environmental perceptions, but preschool children had relatively positive environmental perceptions at time one, which were maintained over time. - Girls in general had more positive environmental perceptions at both time one and time two	Connaissances environnementales améliorées.	2
National Diabetes Education Program. (2006). Overview of Diabetes in Children				6



and Adolescents. A Fact Sheet from the National Diabetes Education Program.				
National Environmental Education Foundation (NEEF). (2016). Benefits of Environmental Education. NEEF.				2 5
Nicolaou, Korfiatis, Evagorou, and Constantinou 2009*				3
Nxumalo, F. (2018) Stories for living on a damaged planet: Environmental education in a preschool classroom. <i>Journal of Early Childhood Research</i> , Vol. 16(2) 148–159	3 garderies accueillant chacune 25 enfants (75).	My proposal here is that children’s embodied and affective learning with the ways in which ‘human nature is an interspecies relationship’ (Tsing, 2012: 141) matters for learning to live in more ethical ways with more than human others, an imperative in current times of anthropogenic change. (p. 157)	Développement de l'éthique / vision du monde.	3 4
O’Connor, K. (2016). A pedagogy of place: Promoting relational knowledge in science teacher education. <i>Teacher Learning and Professional Development</i> , 1(1). Récupéré de Google Scholar	Étudiants de 3e année de Bac. en enseignement (75).	"Most participating students felt a sense of social and environmental responsibility." (p. 55) "A number of teacher candidates indicated they struggled with conventional classes yet found success and engagement in the environmental field studies approach to courses."	Émergence d'un sentiment de responsabilité sociale et environnementale. Engagement des enseignants amélioré.	3 5, 8
Ozsoy, Ertepinar, and Saglam 2012*				10
Pacey and Marsh 2013*				10
Papastergiou, Antoniou, and Apostolou 2011*				3
Parrish, D., Phillips, G., Levine, R., Hikawa, H., Gaertner, M., Agosta, N. et Doyal, D. (2005). Effects of outdoor education programs for children in California. American Institute for Research.				
Pedaste and Sarapuu 2006*				3
Pernille Malberg Dyg & Karen Wistoft (2018) Wellbeing in school gardens – the case of the Gardens for Bellies food and environmental education program, <i>Environmental Education Research</i> , 24:8, 1177-1191,	Écoles (5).	The findings suggest that being outside in the GfB gardens in an open, free environment as another setting for learning contributes to students’ emotional wellbeing and their interactions with one another. They handle conflict better and	Bien-être émotionnel. Amélioration des interactions entre les enfants. Engagement à long terme et désir de prendre soin de la nature.	3 6

DOI: 10.1080/13504622.2018.1434869		they feel happy and free. (p. 1188) Both teachers and garden educators aim to promote students' long-term commitment and care for nature. (p. 1189)		
Perrin, J. M., Bloom, S. R. et Gortmaker, S. L. (2007). The increase of childhood chronic conditions in the United States. <i>Jama</i> , 297(24), 2755–2759.				6
Plummer, R. (2013). Social–ecological resilience and environmental education: Synopsis, application, implications. [Social–ecological resilience and environmental education]. Dans <i>Resilience in Social-Ecological Systems</i> (p. 43–58). Routledge.		Conclusion : "As illustrated throughout this collection, the application of resilience thinking to environmental education and engagement of environmental education researchers in resilience discourse offers several opportunities." "The most valuable synergy between resilience and environmental education comes from the possibility of enhancing problem-solving capabilities and better enabling governance strategies."	Amélioration des capacités à résoudre des problèmes.	3
Porter, Weaver, and Raptis 2012*				10
Powell and Wells 2002*				10
Pruneau, Freiman, Barbier, and Langis 2009*				10
Pruneau, Gravel, Bourque, and Langis 2003*				10
Pruneau, Richard, Langis, Albert, and Cormier 2005*				10
Pruneau 1999*				10
Quinn, Thomas J. 2015. THE IMPACT OF AN OUTDOOR ORIENTATION PROGRAM ON STUDENT PERSISTENCE (PhD thesis) EDGEWOOD COLLEGE	Étudiants de l'Université du Midwest (9588).	Results showed that participation in an outdoor orientation program had a significant impact on retention in the 4th and 6th semester. Early measurements of student perceptions on academic integration, social integration, and institutional commitment were not significant, but survey results indicated a significant impact on these factors when measured later in their college career. Respondents perceived the greatest impact	Impact sur la rétention des étudiants, améliore leur intégration.	1

		on their social integration. (résumé)		
Randall, J. M. (2001). Enhancing high school student writing skills with Florida biodiversity education. University of Florida.				2
Randler, Ilg, and Kern 2005*				10
Rioux and Pasquier 2013*				10
Ruiz-Gallardo, J.-R., Verde, A. et Valdés, A. (2013). Garden-based learning: An experience with « at risk » secondary education students. <i>The Journal of Environmental Education</i> , 44(4), 252–270.				1
Schilhab, T. S., Stevenson, M. P., Bentsen, P. (2018). Contrasting screen-time and green-time: A case for using smart technology and nature to optimize learning processes. <i>Frontiers in psychology</i> , 9, 773. Récupéré de Google Scholar		"we suggest that nature-bound stimuli are likely to induce open-monitoring mental states that typically promotes the divergent thinking style that allows many new ideas to be generated"	L'exposition à des stimuli naturels permet d'atteindre un état mental qui favorise la génération de nouvelles idées.	3
Schleien, Hornfelt, and McAvoy 1994*				10
Schneller 2008*				10
Schulman, A., Peters, C. A. (2008). GIS analysis of urban schoolyard landcover in three US cities. <i>Urban ecosystems</i> , 11(1), 65–80.				6
Schusler, T. M., Krasny, M. E., Peters, S. J., Decker, D. J. (2009). Developing citizens and communities through youth environmental action. <i>Environmental Education Research</i> , 15(1), 111-127. doi : <a href="https://doi.org/10.1080/13504620802710581">10.1080/13504620802710581</a>	Professionnels provenant de 28 organisations différentes et travaillant avec des jeunes de 10 à 18 ans (33).	the aim of environmental action is not solely the environmental outcome nor the development of youth as citizens or change agents but rather the integration of individual and community development through a systems approach (p. 15)	Développement d'un sentiment de citoyenneté, intégration de la communauté.	3
Schiller, E.; Allerhand, J., Pelon, C. <i>Water Warriors</i> . Science and Children, Apr/May 2018, Vol.55(8), pp.56-61	Une classe de 5e année.	74% reported improved skills in working with others in a team or group; 62% responded they were better able to use tools, instruments, or technology for measuring, calibrating, or analyses; and 52% responded they were able to gather reliable	Meilleures compétences en travail d'équipe et en utilisation des outils de travail. Collecte d'informations fiables améliorée.	2 3

		information from published sources online or in print.		
Schwartz, F., Taff, B. D., Lawhon, B., Hodge, C., Newman, P., Will, E. (2018) <i>Will they leave what they find? The efficacy of a Leave No Trace education program for youth</i> , Applied Environmental Education & Communication, 17:4, 299-309, DOI: 10.1080/1533015X.2017.1411217	Élèves de 5e et 6e années (357).	While the data indicate positive shifts in attitudes from pretest to posttest for both groups, those in the treatment group showed a tendency to report posttest scores in greater agreement with LWYF than those in the control group (p. 303) Treatment group participants removed objects found in nature 11% less frequently (p. 306)	La participation au programme environnemental amène les élèves à retirer moins d'objets de la nature que le groupe-témoin.	10
Sellmann and Bogner 2013*				10
Siemer and Knuth 2001*				4
Smith-Sebasto and Cavern 2006*				10
Smith-Sebasto and Obenchain 2009*				3
Sterbinsky, A. (2002). Rocky mountain school of expeditionary learning evaluation report. Center for Research in Educational Policy, The University of Memphis.				1 2
Stern, Powell, and Ardoin 2008*				1
Stern, Powell, and Ardoin 2011*				1, 3, 4
Stern, M. J., Powell, R. B. et Hill, D. (2014). Environmental education program evaluation in the new millennium: what do we measure and what have we learned? <i>Environmental Education Research</i> , 20(5), 581-611. doi : <a href="https://doi.org/10.1080/13504622.2013.838749">10.1080/13504622.2013.838749</a>	Études révisées par les pairs, publiées entre 1999 et 2010, qui évaluent empiriquement des programmes d'ERE pour les jeunes (66).	"active and experiential engagement in real-world environmental problems appears to be in favor with EE researchers and empirically supported. In particular, issue-based, project-based, and investigation-focused programs in real-world nature settings" (p. 600) "We found broad evidence that EE programs can lead to positive changes in student knowledge, awareness, skills, attentions, intentions, and behavior. However, we found only circumstantial evidence related to how or why these programs produce these results." (p. 602)	Amélioration des connaissances, prise de conscience, compétences, comportement, ...	1 2 3
Stevenson, R. B., Brody, M., Dillon, J., Wals, A. E. (2013). <i>International handbook of research on environmental education</i> . (s. l.) : Routledge.				

Svihla and Linn 2012*				10
Szczytko, R., Carrier, S. et Stevenson, K. T. (2018). Impacts of Outdoor Environmental Education on Teacher Reports of Attention, Behavior, and Learning Outcomes for Students with Emotional, Cognitive, and Behavioral Disabilities. Dans <i>Frontiers in Education</i> (Vol. 3, p. 46). Frontiers.	Élèves de 9 à 12 ans (99).	Result : longer attention spans and less disruptive behaviors outdoors (teachers's perception, though : all the data is self-reported) Outdoor EE can help teachers supplement science instruction for all students using a single approach.	Attention plus soutenue, moins de comportements perturbateurs; les enseignants n'ont pas besoin de différencier leur approche selon les élèves.	1 5 8
Takano, Higgins, and McLaughlin 2009*				4
Tarng, Ou, Tsai, Lin, and Hsu 2010*				10
Taylor, A. F. et Kuo, F. E. (2009). Children with attention deficits concentrate better after walk in the park. <i>Journal of attention disorders</i> , 12(5), 402–409.				1
Tsevreni, I. (2011). Towards an environmental education without scientific knowledge: an attempt to create an action model based on children's experiences, emotions and perceptions about their environment. <i>Environmental Education Research</i> , 17(1), 53-67. doi : <a href="https://doi.org/10.1080/13504621003637029">10.1080/13504621003637029</a> *	Enfants de 9 à 12 ans (60).	"The action model that evolved through this research proved to be a tool for children to develop their participatory capacities and, especially, to gain self-confidence about their perceptions of their environment and understandings of the local issues facing them as children and adults in the future." (conclusion)	Augmentation de la participation, de la confiance en soi, compréhension de l'environnement et des problèmes locaux.	3 4
Tung, Huang, and Kawata 2002*				4
Utzschneider, A. et Pruneau, D. (2010). Students' decision-making process during a sustainable development project. <i>International Journal of Sustainable Development &amp; World Ecology</i> , 17(1), 39-47. doi : <a href="https://doi.org/10.1080/13504500903492372">10.1080/13504500903492372</a> *	Enfants de 10 à 11 ans (30)	the students increased their ability to structure their decision-making process and to cogitate, progressively making compromises between their personal needs and certain environmental considerations.	Prise de décision améliorée, compromis entre les besoins personnels et certaines considérations environnementales.	3 4
Vasconcelos 2012*				10
Vaughan, Gack, Solorazano, and Ray 2003*				10
Volk and Cheak 2003*				2, 3, 4
Von Secker, C. (2004). Science achievement in social contexts: Analysis from national assessment of educational				1

progress. The Journal of Educational Research, 98(2), 67–78.				
Wanich, W. (2006). Place-Based Education in the United States and Thailand: With Implications for Mathematics Education. Working Paper No. 33. <i>Appalachian Collaborative Center for Learning, Assessment, and Instruction in Mathematics (ACCLAIM)</i> . Récupéré de Google Scholar		"Both Eastern and Western philosophies are, it goes without saying, valuable and beneficial in varied contexts, and depending on the application. However, educators in whatever nation need to consider very carefully the application and implications of such things, especially with respect to place." (p. 37)	Discussion philosophies Est / Ouest.	s.o.
Wason-Ellam 2010*				3
West, S. E. (2015). Understanding participant and practitioner outcomes of environmental education. <i>Environmental Education Research</i> , 21(1), 45-60. doi : <a href="https://doi.org/10.1080/13504622.2013.879695">10.1080/13504622.2013.879695</a>	Professionnels (42) et participants (48).	" Many practitioners appeared to value the opportunity to reflect on their work more deeply than time usually permits, and expressed surprise at some of the differences between their views and those of the participants " (p. 58) increasing knowledge about the environment / Social outcomes	Résultats au niveau social et des connaissances en environnement.	2 3
Wheeler, G., Thumlert, C., Glaser, L., Schoellhamer, M. et Bartosh, O. (2007). <i>Environmental Education Report: Empirical Evidence, Exemplary Models, and Recommendations on the Impact of Environmental Education on K-12 Students</i> . [Environmental Education Report]. Washington Office of Superintendent of Public Instruction. Récupéré de <a href="https://eric.ed.gov/?id=ED499818">https://eric.ed.gov/?id=ED499818</a>	Études (76).	"Environmental Education is an effective means of achieving a number of desirable student outcomes. The multi-faceted nature of Environmental Education is a key component of its effectiveness." (p. 9) Outcome areas: Academic achievement, Career Development, Graduation requirements, Self-Esteem, Engagement and Motivation, Civic Responsibility and Service-Learning.	Résultats dans de nombreux domaines dont la réussite académique, développement de carrière, estime de soi, engagement et motivation, responsabilité civile et apprentissage par le service communautaire.	1 2 3 4
Williams, D. R. et Dixon, P. S. (2013). Impact of Garden-Based Learning on Academic Outcomes in Schools: Synthesis of Research Between 1990 and 2010. <i>Review of Educational Research</i> , 83(2), 211-235. doi :	Études (48)	preponderance of positive impacts on direct academic outcomes with the highest positive impact for science followed by math and language arts. Indirect academic outcomes were also measured with social development surfacing most frequently and	Résultats positifs sur le plan académique, surtout en sciences, maths et art des langues. Développement social amélioré.	2 3

<a href="#">10.3102/0034654313475824</a>		positively.		
Williams, P. H. et Labelle, A. (2017). Making Space for Place: Exploring Place-Based Education (PBE) in K-12 Education. [Making Space for Place]. Dans <i>Community Engagement Program Implementation and Teacher Preparation for 21st Century Education</i> (p. 66–81). IGI Global.			Pas accessible	
Williamson and Dann 1999*				10
Yan, B. (2009). <i>Connecting subject matter, social life and students' experiences: A case study of curriculum integration through environmental learning</i> . [Connecting subject matter, social life and students' experiences]. (s. l.) : The University of Arizona	Élèves de classes de 5e année (60, dont un groupe témoin) et les employés de la faculté, parents et membres de la communauté.	SBELC had positive effects on students' environmental understandings, perceptions and behaviors. Also, positive effects on students' academic performance and social development. It provided a new learning approach which increased students' learning interest, developed their skills in knowledge acquisition (...). Furthermore, when students working together on a real-world issue, their inter-personal communication skills, and teamwork and collaboration awareness were also improved. Moreover, according to the interviews of teachers, the SBELC had effects on teachers by increasing teachers' knowledge about the community and influencing their ideas on teaching. (p. 322-323)	Effets positifs sur le plan environnemental (connaissances, perceptions, comportements), des performances académiques et du développement social. Communication interpersonnelle, travail d'équipe, collaboration. Effets positifs sur les enseignants.	1 2 3 5 8 9
Yildiz Yilmaz, N., Mentiş Taş, A. (2018). <i>The Effect of Nature Education Program on the Level of Environmental Awareness of the Elementary School Students from Different Socioeconomic Status</i> . <i>Universal Journal of Educational Research</i> 6(9): 1928-1937	Étudiants de 4e année (78).	(environmental awareness) There was no significant difference in students at the upper socioeconomic status and there was a meaningful difference in favor of the posttest scores of the students from middle and lower socioeconomic status. (p. 1933)	Conscience environnementale.	10

# Contribution de l'éducation relative à l'environnement à la « réussite éducative »

Recension de publications entre 1998 et 2018

- Abrams, K. S. (1999). Summary of Project Outcomes from EE and SSS Schools' Final Report Data. *Florida Office of Environmental Education. Tallahassee, FL.*
- American Institutes for Research. (2005). Effects of Outdoor Education Programs for Children in California, Palo Alto, CA. Récupéré de [http://www.air.org/sites/default/files/downloads/report/Outdoorschoolreport\\_0.pdf](http://www.air.org/sites/default/files/downloads/report/Outdoorschoolreport_0.pdf)
- Andrews, S., Blair, J., Howell, L., Jarrell, W., Lev, D. J., Lindbo, and Renfro, S. L. (1998) The Student Watershed Research Project (SWRP): collecting watershed data for use by resource management agencies. *Urban Ecosystems* 2: 113. <https://doi-org.proxy.bibliotheques.uqam.ca/10.1023/A:1009525531142>
- Almers, E., Askerlund, P., Kjellström, S. (2018) Why forest gardening for children? Swedish forest garden educators' ideas, purposes, and experiences, *The Journal of Environmental Education*, 49:3, 242-259, DOI: 10.1080/00958964.2017.1373619
- Archie, M. L. (2003). Advancing education through environmental literacy. Récupéré de <http://repositories.tdl.org/tamug-ir/handle/1969.3/27975>
- Ardoin, N. M., Biedenweg, K., O'Connor, K. (2015). Evaluation in Residential Environmental Education: An Applied Literature Review of Intermediary Outcomes. *Applied Environmental Education & Communication*, 14(1), 43-56. doi : [10.1080/1533015X.2015.1013225](https://doi.org/10.1080/1533015X.2015.1013225)
- Arikan, A. (2009). Environmental peace education in foreign language learners' English grammar lessons. *Journal of Peace Education*, 6(1), 87–99.
- Artun, H., Özsevgeç, T. (2018). Influence of Environmental Education Modular Curriculum on Academic Achievement and Conceptual Understanding. *International Electronic Journal of Environmental Education*, 8(2), 150-171. Récupéré de ERIC
- Assaraf, O. B.-Z., Orion, N. (2009). A design-based research of an earth systems based environmental curriculum. *EURASIA Journal of Mathematics, Science & Technology Education*, 5(1), 47–62.
- Assaraf, O. B.-Z., Orpaz, I. (2010). The “Life at the Poles” Study Unit: Developing Junior High School Students' Ability to Recognize the Relations Between Earth Systems. *Research in Science Education*, 40(4), 525-549. doi : [10.1007/s11165-009-9132-2](https://doi.org/10.1007/s11165-009-9132-2)
- Athman, J. et Monroe, M. (2004). The effects of environment-based education on students' achievement motivation. *Journal of Interpretation Research*, 9(1), 9–25.
- Avriel-Avni, N., Spektor-Levy, O., Zion, M., Levi, N. R. (2010). Children's sense of place in desert towns: A phenomenographic enquiry. *International Research in Geographical & Environmental Education*, 19(3), 241–259.
- Ballantyne, R., Anderson, D., Packer, J. (2010). Exploring the impact of integrated fieldwork, reflective and metacognitive experiences on student environmental learning outcomes. *Australian Journal of Environmental Education*, 26, 47–64.



- Barnett, M., Strauss, E., Rosca, C., Langford, H., Chavez, D., Deni, L. et Lord, C. (2004). Improving urban youth's interest and engagement through field-based scientific investigations. Dans *Proceedings of the 6th international conference on Learning sciences* (p. 73–80). International Society of the Learning Sciences. Récupéré de <http://dl.acm.org/citation.cfm?id=1149133>
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