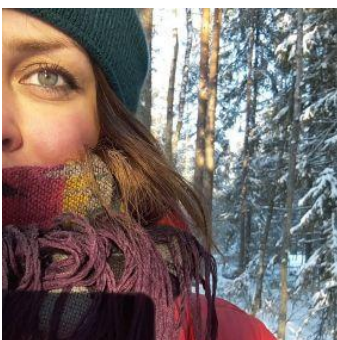


## Anna Vladimirova: Body as a Place in Place-Responsive Pedagogy

*Place-responsive pedagogy (PRP) is one of the critical approaches to OE, where teachers not only cultivate love for nature, but also stay humble and question what nature is, or what nature needs. In this speech, I ask: "What do we do differently in PRP, if we think of the body as a place? Speaker: Anna Vladimirova, Oulun yliopisto Target group: early childhood education, preschool and early elementary teachers, suitable for everyone Language: EN*

In my presentation, I am going to outline the main outcomes of my PhD research. The study is an open-ended postqualitative inquiry into outdoor education in the north of Finland. It began with me exploring children-forest relations both in nature school and forest preschool. It then transitioned to questioning the child-centred approach of outdoor education and how in the National Core Curriculum the place (immediate forest) is often considered as a learning environment we, as humans, come to experience/learn about/from. This tension led me to discover place-responsive pedagogy, where the figure of a child is shifted in posthumanist sense leaving enough space both for children's development and inquiring about/with a place from the place's perspective, or in other words, responding to a place. In my inquiry I also argue that outdoor teachers could use the conceptual tool of "body as a response of a place" to attend to children's movements as to the instances of life creating self. Drawing on the process philosophy and theories of new materialism, I state that children and place entangle beyond their physicality, produce one another through this entanglement, if we look at it from the existential perspective. In other words, children are always more than just children, and their porous physical bodies emerge along with the micro-movements, affects and intensities that are activated in the process of children-forest encounter. For outdoor practice, it means that teachers could allow more time for creativity and children-led discoveries, being aware that what children do and how they move is not exclusively children's own intentionality, it is a situated world/place thinking, creating self through children-place encounters.

Watch the video: <https://www.youtube.com/watch?v=8Et2T2eDdmY>



**Anna Vladimirova** is PhD Candidate at the Faculty of Education and Psychology, University of Oulu. She is also a part-time coordinator of the Biodiverse Anthropocenes Research Programme (ANTS), as well as a Project Researcher at the CitiRats-Kansalaisia rottien kanssa (Academy of Finland, 2020-2024). Anna's research is located at the intersection of early childhood education and outdoor learning. In her study she discusses the anthropocentrism of adventure education and advocates for diversification of outdoor learning approaches in the context of Finland by moving away from children-centred to relational pedagogies. Her main research interests include place-responsive

pedagogy, children-forest and body-place relations, ethics in multispecies encounters, affective materialities of the ordinary. She teaches "Introduction to Environmental Education" course for MA students and coordinates various events dedicated to exploring questions of environmental sustainability. For further inquiries, you can reach Anna via email: [anna.vladimirova@oulu.fi](mailto:anna.vladimirova@oulu.fi). The webpage: [www.bodyplaceresearch.com](http://www.bodyplaceresearch.com)