

Alexia Barrable, PhD

Executive Summary

Dr Alexia Barrable is an Associate Professor in Developmental Psychology at the University of Nicosia. Her interdisciplinary research brings together environmental and developmental psychology, and education to tackle global challenges. She has led and contributed to numerous funded projects, published widely in high-impact journals, written four books and delivered keynotes internationally.

Her teaching portfolio includes undergraduate and postgraduate instruction, curriculum development, and supervision. She has also acted as a consultant for organisations including UNICEF and Natural England.

Metrics (as of July 2026)

Google Scholar	citations 1700
	h-index 20

Education

University of Dundee	2020	PhD “Nature Connection in Education”
University of Dundee	2019	PGCAPHE Associate Module
University of York	2017	MRes in Psychology in Education
University of Cambridge	2005	PGCE in Early Years Education (QTS)
University of Oxford	2003	MA (Hons) Classics

Academic Positions

Teaching

Department of Social	09/2026- now	Associate Professor
----------------------	--------------	---------------------

Sciences, UNIC Athens

**Division of Psychology,
Sociology and Education,
Queen Margaret
University, Edinburgh**

08/2023-08/2026

*Senior Lecturer, 8/2025-2026
Lecturer, 08/2023-07/2025*

**School of Humanities,
Social Sciences and Law,
University of Dundee**

09/17-11/22

*Senior Lecturer, 8/22-11/22
Lecturer, 09/17-08/22*

**Mediterranean College
Athens (University of
Derby programme)**

09/16-06/17

Lecturer in Childhood Studies (Teaching only)

**University of Dundee
(Athens campus)**

09/14-08/15

Associate Lecturer (Teaching only)

External Positions

University of Cumbria

01/21-08/22

External Examiner for the BA(Hons) QTS course

**Scottish Graduate School
of Social Sciences**

01/21- 8/22

Education Pathway Lead for UoD

**University of West
London/BCA Athens TNE**

7/6/22-1/1/25

External Examiner for

- *MSc Psychology*
- *MSc Child Development and Educational Psychology*
- *BSc (Hons) Psychology Studies*

Academic Positions Research

Centre for

01/09-07/17

Research Assistant

Psychophysiology and
Education, University of
Athens

iConcipro Ltd

02/16-07/17

Research Associate (unpaid internship)

School Teaching experience

Campion International School, Athens, Greece	07/08-08/14	Curriculum Coordinator for primary
Kew Green Prep School, London, UK	07/07-07/08	Class teacher
Kew College, London, UK	09/05-06/07	Class teacher

PhD supervision

Past

1. Carmela Garcia Manas, Supervisors: Dr Alexia Barrable & Dr Kumara Ward, *Education for social sustainability in early years* – PhD awarded 2023 – self funded

Current

1. Abel Zhang, Supervisors: Dr Caralyn Blaisdell & Dr Alexia Barrable, *Young children's theatre experience*, self funded
2. Anna Stacey, Supervisors: Dr Alexia Barrable & Prof. Andrew Patrizio, *Nature connection through the visual arts*, SGSAH funded
3. Kymberly Puah, Supervisors: Dr Kristen Knowles & Dr Alexia Barrable, *Parental Narcissism: Constructs and Measures*, self funded

Grants & Funding

- [RSE Collaboration Grants](#) - Dirty Play: Creating Microbial Playscapes £8950
- [Learning through Landscapes](#) – [My Nature Play](#) evaluation £69500
- [Owen Aldis Award](#), as a post-doctoral mentor for Zsuzsa Lugosi-Grant - £6300 – Ethological study of nature connection in young children
- "RADIIIO- Radio Astronomy for Development, Intercultural Innovation, and Outreach: A modern 'Silk Road' via radio astronomy education" – 7500 euro – PI Dr Eleni Vardoulaki, Co-I Dr Alex Barrable

-
- Natural England - £18000 - Time in Nature at School Quantitative Evidence Scoping Project - PI Dr Alex Barrable
 - Ideas Fund (Wellcome Trust) - £22830 - A Place to Be - Exploring the use of a therapeutic natural space for children and young adults with complex and multiple needs (PI Dr Alex Barrable, Co-PI Dr Daryll Archibald)
 - SGSSS Training Fund - £2450 - Exploring Diverse and Transformative Methodologies in Researching Education for Sustainability (application lead Dr Alex Barrable)
 - Interdisciplinary Innovation Development Fund (IIDF) - £2500 - Augmented reality in outdoor education opportunity in collaboration with Dig It Scotland (PI Dr Mike Crabb, Co-I Dr Alex Barrable)
 - IIDF - £1800 - Investigating language development in nature nurseries (PI Dr Alex Barrable, Co-PI Dr Lynne Duncan)
 - EU funding (Erasmus+) - £280,000 - Improving didactics, education and learning in higher education with Online Serious Game Creator (PI Prof Divya Jindal-Snape)
 - Big Noise Douglas evaluation - £8000 - (PI Prof Divya Jindal-Snape)
 - UpSkilling fund (£10,000) for the development of a course on outdoor learning in early childhood
 - UoD ESW Internal Seed Grant - £500 - Exploring the effect of changes in the outdoor learning environment on wellbeing and engagement in an early years context (PI Dr Lauren Boath)
 - UCET scholarship - £1000 - research collaboration to explore teacher education in relation to outdoor learning, in Cyprus.
 - Scottish Government Interface Innovation grant - £5000 - Co-PI with Dr Michael Crabb to [develop Get Set Yeti](#)
 - Travel, accommodation and attendance scholarship (£800) to Valuing Nature International Summit (ESRC/UKRI funded)

Selected unsuccessful grant applications (selected 2024-2025)

Funder	Scheme	Project	Date	Role	Amount	Stage
<u>NORFACE/CHANSE</u>	Enhancing wellbeing	CliMates: Exploring climate emotions in adolescents	2024	Co-PI	£1.2m	Final
UKRI	Cross-disciplinary responsive	Rewilding Childhood Inside and Out	2025	PI	£224k	2 nd
EU	Horizon 2020	Resilient Links: Urban design for nature and humans	2025	Collaborating Partner	£1.2m	Outline
Australian RC	Discovery Grants	ReWilding Childhood: The microbiome aspect	2025	Int. Collaborator	300k Aus \$	Final

Consultancy

- Adventure Therapy – consultant £3066
- Early Childhood Special Consultant - UNICEF/EOF
- Programme evaluation for [Human-Nature CIC](#) £5000 (National Lottery Funding)
- Programme evaluation for [Therapeutic Forest](#) £800

Awards

- Estelle Brisard Memorial Prize 2019 – Scottish Educational Research Association (SERA) – given annually to an early career researcher for excellence and promise in their work.
- Nominations for Student Led Teaching Awards in 2018, 2019 and 2020
- ESW School Teaching Award 2019 - Embedding Research and Scholarship in Teaching
- ESW Annual Research Conference Award 2019 – Award for most impactful research paper presented

Publications

Peer-reviewed publications

In review

- **Barrable, A.**, Blaisdell, C., Dick, S., Tuuli, J. & Bainbridge, A., (in review) Benefits of Time in Nature in School: An Umbrella Review, *Learning Environments Research*
- **Barrable, A.**, Breed, M., Dankiw, K., Fernandez-Rodriguez, R., Logan, A., Prescott, S., Roslund, M. & Robinson, J. (in review) 'Dirty Play' and the de-extinction of experience, *Childhood*
- **Barrable, A.**, Tuuli, J., Gbadegesin, T. F. & Tam, K. P., (in review) Experience with nature in school and outside of school: Associations with children's wellbeing, environmentalism, and nature connectedness, *Journal of Adventure Education and Outdoor Learning*
- **Barrable, A.**, Touloumakos, A. K., & Papadatou-Pastou, M., (in review) Benefits and Challenges of Open Science practices for Doctoral Students: The case of Registered Reports, *Higher Education Research and Development*

2026

- **Barrable, A.**, & Robinson, J. M., (in review) Tackling microbial inequity in urban children: Dirty play for equity and wellbeing, *Cities and Health*
<https://www.tandfonline.com/doi/full/10.1080/23748834.2026.2709967>
- Robinson, J. M., Robinson, K., & **Barrable, A.**, (2026) Viewing ourselves as nature: Holobiont literacy influences nature connectedness, *Ambio*
<https://link.springer.com/article/10.1007/s13280-026-02414-x>
- **Barrable, A.**, & Robinson, J.M., (2026) From risky play to dirty play: Why young children need 'dirty' nature play in their lives, *International Journal of Play*
<https://www.tandfonline.com/doi/full/10.1080/21594937.2025.2611567>

2025

-
- Robinson J. M., Breed M. F., **Barrable, A.**, König, A., Timmis, K., (2025) Creative futures in education: Building 'Imagination Infrastructures' for microbiology and beyond, *Microbial Biotechnology*
 - Beckett, R., Archer, L., **Barrable, A.**, Bogdan-Margineanu, M., Bradley, S., Hawes, S., ... & Robinson, J. M. (2025). Priority research questions in microbiome-integrated urban design. *mSphere*, e00619-25.
 - Hubbard., G., Verde, P. A., **Barrable, A.**, O'Malley, C., Barnes, N. (2025) A Systematic Literature Review of Virtual Reality Nature Effects on Higher Education Students' Mental Health, *Applied Psychology: Health and Well-Being*. <https://pubmed.ncbi.nlm.nih.gov/40908577/>
 - Longson, H., & **Barrable, A.** (2025) Biophobia and pet ownership: Can having a pet mitigate our fear and aversion towards nature? *International Journal of Ecopsychology* <https://digitalcommons.humboldt.edu/ije/vol11/iss1/4/>
 - **Barrable, A.**, & Touloumakos, A. K. (2025). Flourishing in the forest: The role of the adult in supporting autonomy in nature-based settings. In *Exploring the Pedagogy of Learning and Playing Outdoors* (pp. 59-69). Routledge.
 - **Barrable, A.**, Lugosi-Grant, Z., Stacey, A., & Touloumakos, A. T. (2025) Nature Connectedness as a Risk Factor for Psychological Distress after Environmental Disasters: Insights from the 2024 Attica Wildfires *Ecopsychology* <https://www.liebertpub.com/doi/abs/10.1089/eco.2024.0064>
 - Friedman, S., & **Barrable, A.** (2025). Forest School in the early years. In *Families, Pre-School Sport, and Physical Activity* (pp. 120-133). Routledge.
 - **Barrable, A.** (2025) Nature attachment theory: Exploring the human-nature bond through an attachment theory lens, *International Journal for Early Childhood Environmental Education* <https://files.eric.ed.gov/fulltext/EJ1468671.pdf>
 - 2024**
 - **Barrable, A.**, Friedman, S., Tam, K.P. & Papadatou-Pastou, M. (2024) Nature connection and wellbeing in children and adolescents: A systematic review and meta-analysis, *Global Environmental Psychology* <https://doi.org/10.23668/psycharchives.14858>

-
- **Barrable , A.** & Friedman, S., (2024) Development of a connection to nature: The role of childhood pet ownership, *People and Animals*
 - Mockovčáková A. & **Barrable, A.**, (2024) Factors associated with nature connection in children: A review and synthesis, *International Journal of Early Childhood Environmental Education*
 - **Barrable , A.**, Beloyianni, V. & Friedman, S., (2024) Childhood nature experiences and their association with adult nature connection, *People and Nature* 00, 1-10 <https://doi.org/10.1002/pan3.10657>
 - **Barrable, A.**, Wünsche, T. U., & Touloumakos, A. K. (2024). In “nature’s embrace”: Exploring connection to nature as experienced through wild swimming. *Journal of Ecopsychology*, 4, 2, 1-13. <https://joe.nationalwellbeingsservice.com/volumes/volume-4-2024/volume-4-article-2>

2023

- Robb, A., Jindal-Snape, D., Asi, D., **Barrable, A.**, Ross, E., Austin, H., & Murray, C. (2023). Supporting children’s wellbeing through music participation during the COVID-19 pandemic: evidence from Scotland. *Education* 3-13, 1-18.
- Arvanitis, A., **Barrable, A.**, Touloumakos, A., (2023) The relationship between autonomy support and structure in early childhood nature-based settings: Practices and challenges, *Learning Environments Research*, 1-19
- Robinson, J. M. & **Barrable, A.** (2023) Optimising early childhood educational settings for health using nature-based solutions: The microbiome aspect, *Education Sciences*, 13(2), 211.

2022

- **Barrable, A.**, & Booth, D., (2022) Disconnected: What can we learn from individuals with very low nature connection?, *International Journal of Environmental Research and Public Health* <https://pubmed.ncbi.nlm.nih.gov/35805683/>
- Arvanitis, A., Touloumakos, A. K., & **Barrable, A.** (2022). Parents’ Perceptions of UK Forest School: Descriptive and Evaluative Aspects. *Forests*, 13(8), 1314. <http://dx.doi.org/10.3390/f13081314>
- Goozee, R., **Barrable, A.**, Lubenko, J., Papadatou-Pastou, Haddad, M., McKeown, E., Hirani S.P., Martin, M., & Tzotzoli, P., (2022) Investigating the feasibility of MePlusMe, an online intervention

to support mental health, wellbeing, and study skills in higher education students, *Journal of Mental Health*
<https://doi.org/10.1080/09638237.2022.2069699>

- Barrable, D., & **Barrable, A.**, (2022) Affordances of coastal environments to support teaching and learning: The case of beach school, *Education 3-13*
<https://www.tandfonline.com/doi/full/10.1080/03004279.2022.2100440>

2021

- **Barrable, A.**, Molesey, P., Touloumakos, A., & Booth, D., (2021) Supporting children's wellbeing at a time of social distancing: Maintaining contact and connection to nature, *Hellenic Journal of Psychology*
- **Barrable, A.**, Booth, D., Adams, D., & Beauchamp, G. (2021). Enhancing Nature Connection and Positive Affect in Children through Mindful Engagement with Natural Environments. *International Journal of Environmental Research and Public Health*, 18(9), 1-11. [4785]. <https://doi.org/10.3390/ijerph18094785>,
- Urbina, M., Jindal-Snape, D., Hannah, E., Boath, L., Lindsay, A., **Barrable, A.**, & Touloumakos, A., (2021) Do we really listen to Children's Voices in Educational Research? An international Systematic Literature Review, *European Early Childhood Education Research Journal*, <https://doi.org/10.1080/1350293X.2021.1992466>

2020

- Touloumakos, A.K., & **Barrable, A.**, (2020) Adversity and trauma in childhood: The therapeutic potential of nature, *Frontiers in Environmental Psychology* <https://doi.org/10.3389/fpsyg.2020.59793>
- Boath, L. E., & **Barrable, A.**, (2020) What do young children like in the outdoors? The child as coresearcher in the early years' *SERA Researching Education Bulletin*
- **Barrable, A.**, & Booth, D. (2020). Green and Screen: Does Mobile Photography Enhance or Hinder Our Connection to Nature? *Digital Culture & Education*, 12(2).
<https://www.digitalcultureandeducation.com/volume-12-2>
- **Barrable, A.**, Touloumakos, A., & Lapere, L., (2020) Exploring student teachers' motivations and sources of confidence: The case of outdoor

learning, *European Journal of Teacher Education*
<https://doi.org/10.1080/02619768.2020.1827386>

- **Barrable, A.** & Booth, D., (2020). Increasing nature connection in children: A mini review of interventions, *Frontiers in Psychology*, 11, 492 <https://doi.org/10.3389/fpsyg.2020.00492>
- **Barrable, A.**, & Booth, D., (2020). Nature connection in early childhood: A quantitative cross-sectional study, *Sustainability*, 12(1), 1-15. [375]. <https://doi.org/10.3390/su12010375>
- Papadatou-Pastou, M., Touloumakos, A., Koutouveli, C., & **Barrable, A.**, (2020). The Learning Styles neuromyth: When the same term means different things to different teachers, *European Journal of Psychology of Education* DOI: 10.1007/s10212-020-00485-2

2019

- **Barrable, A.**, (2019) Shaping space and practice to support autonomy: Lessons from natural settings in Scotland, *Learning Environments Research*, 1-5 <https://doi.org/10.1007/s10984-019-09305-x>
- **Barrable, A.**, & Lakin, L. (2019). Nature relatedness in student teachers, perceived competence and willingness to teach outdoors: An empirical study, *Journal of Adventure Education and Outdoor Learning* <https://doi.org/10.1080/14729679.2019.1609999>
- **Barrable, A.**, (2019) Refocusing environmental education in the early years: A Brief Introduction to a Pedagogy for Connection, *Education Sciences*, 9 (1). <https://doi.org/10.3390/educsci9010061>
- **Barrable, A.**, (2019). The case for nature connectedness as a distinct goal of early childhood education, *International Journal of Early Childhood Environmental Education*, 6 (2)
<https://files.eric.ed.gov/fulltext/EJ1225651.pdf>

2018

- **Barrable, A.**, & Arvanitis, A. (2018). Flourishing in the forest: Looking at forest school through a Self-Determination Theory lens. *Journal of Outdoor and Environmental Education*.
<https://doi.org/10.1007/s42322-018-0018-5>
- **Barrable, A.**, Papadatou-Pastou, M., & Tzotzoli, P. (2018). Supporting mental health, wellbeing and study skills in Higher Education: an online intervention system. *International Journal of Mental Health*

Systems, 12, [54]. <https://doi.org/10.1186/s13033-018-0233-z> (IF: 1.06)

- Papadatou-Pastou, M., Gritzali, M., & **Barrable, A.** (2018). The Learning Styles educational neuromyth: Lack of agreement between teachers' judgments, self-assessment, and students' intelligence. *Frontiers in Educational Psychology*, 3, 1-5. [105].
<https://doi.org/10.3389/feduc.2018.00105>

2017

- Papadatou-Pastou, M., Goozee, R., Payne, E., **Barrable, A.**, & Tzotzoli, P. (2017). A review of web-based support systems for students in higher education. *International journal of mental health systems*, 11(1), 59. <https://doi.org/10.1186/s13033-017-0165-z>

Pre-registrations and protocols

- Blyth, L., Arthur, R. & Barrable, A. Investigating the role of nature connection in soft fascination: An eye tracking study
<https://osf.io/a46mz/overview>
- Barrable A., & Robinson, J. M., Viewing Ourselves as Nature: A Randomised Controlled Trial <https://osf.io/q2n5v/>
- Barrable, A., & Tam, K. P., Children and nature: Exploring time in nature in schools <https://osf.io/9vzf3>
- **Barrable, A.**, Bainbridge, A., Blaisdell, C. & Dick, S. The benefits of time in nature at school: A rapid umbrella review. PROSPERO 2023 CRD42023469873 Available from: https://www.crd.york.ac.uk/prospERO/display_record.php?ID=CRD42023469873
- **Barrable, A.**, Friedman, S., Eriksson, E., & Tam, K. P. Childhood nature experiences and adult nature connectedness: a systematic review and meta-analysis. PROSPERO 2023 CRD42023484878 Available from: https://www.crd.york.ac.uk/prospERO/display_record.php?ID=CRD42023484878
- **Barrable, A.**, Friedman, S., Booth, D., & Papadatou-Pastou, M., (2022) Nature Connection and Wellbeing in Children: Systematic Review and Meta-analysis Available at <https://osf.io/54ahc/registrations>

Books

- **Barrable, A.** (expected 2026) *Dirty Play: Mud, Microbes and the Ecology of Childhood*, Pelagic Publishing

-
- **Barrable, A.** (2022). *Nature-Based Learning: Supporting wellbeing, attainment and behaviour*, Crown House Publishing
 - **Barrable, A. & Barrable, D.**, (2017). *Growing up wild: 30 great ways to get your kids outdoors*, London: Little, Brown
 - **Barrable, A. & Barnett, J.**, (2016). *Growing up happy: Ten ways to increase your child's happiness and wellbeing*, London: Little, Brown

Research dissemination/science communication (podcasts/videos)

- **Barrable, A.**, Barrable , D., Barrable , J., Barrable , O., Jindal-Snape, D., Murray, C., & Larkin, A. (2020). Staying wild, inside and out. (Pandemic Tales). UniVerse. <https://doi.org/10.20933/100001168>
- Sit down Sunday with Dr Alexia Barrable - Forest School Secrets
- Explore our Nature - Learning with Alexia Barrable
- Psychology in the Classroom - The Importance of bringing nature into the classroom
- TEDx Limassol talk
- Puddle Patter interview

Selected conference presentations and posters

- **Barrable, A.**, Beery, T. & Tam, K. P. (2024) Nature disconnectedness: Conceptualisation and Dimensions, 8th Nature Connections Conference, Derby, 21/06/2024
- **Barrable, A.** & Tam, K. P. (2024) Children and Nature: Time in Nature in Schools, Biophilia Summit, 6/6/24
- **Barrable, A.**, Gamble, C., Beloyianni, V. & Touloumakos, A., (2022) Translation and validation of the Nature Connection Index (NCI) in Greek, and insights into the nature connection of a Greek population. 18th Greek Psychological Association National Conference, Athens, October 8-10 2022
- Adams, D. & **Barrable, A.**, Dwelling in immanence and transcending the real world: A bricolage exploration of children's immersive experience in the

more-than-human world, BESA Conference 2022, Manchester June 23-24/06/22

- Touloumakos, A., & **Barrable, A.**, SPACES: The development and evaluation of the School Professionals' Awareness of ACEs Scale, 2nd International Conference on Children's Well-being, Panteion University, Athens, 10/07/21
- **Barrable, A.**, Building a relationship with nature in the early years through outdoor learning: outlining a framework for nature connection, BERA, Manchester, 10/09/19
- **Barrable, A.**, & Jindal-Snape, D. Protocol for a realist evaluation of interventions to increase nature connection in children, Nature Connections 5, Derby, 02/07/19
- **Barrable, A.** Reimagining an ecocentric early years' education: A research-informed pedagogy for nature connection, ISSR forum, Dundee, 24/06/19
- **Barrable, A.**, Early Childhood Wellbeing and Nature Connection: Opportunities and Directions, First International Conference on Children's Well-being, Athens, 4-6/07/19
- Lapere, L., & **Barrable, A.**, (2019) Training the next generation of teachers in outdoor learning: student teachers' perspectives, TEPE, Krakow, Poland, 18/05/19

Invited Talks and Keynotes

- Invited talk at Learning through Landscapes conference [Restoring Childhood – The Future of School Grounds](#)
- Opening Keynote at [Practitioner Fest 2024](#)
- [Closing Keynote](#) at Children in Scotland Conference 2024
- Invited talk at Athens Science Festival 2024: [Nature & Health](#)
- Keynote at the [Glow Conference 'Beyond Simply Learning Outdoors: The Role of Nature Connection'](#), Frederick University, Nicosia, Cyprus
- Keynote at the NatureScot annual away day on Nature Connection in Children
- International Coffee Morning, [Youth in Time of Uncertainty \(COP27\)](#) (Organised by the Anna Lindh Foundation) 10/11/22
- Keynote on [Thrive Outdoors Inspiring Scotland Conference](#) – Research and Impact
- Workshop delivery on *Supporting autonomy in nature-based setting for children with additional needs* for [Thrive Outdoors Inspiring Scotland Conference](#)
- Keynote on Education for Sustainability in the Early Years, at the International Conference of Social Sciences and Humanities, 2021, Malaysia. 28/10/21
- [Scraped knees and Big Smiles](#), Holyrood Events, Edinburgh 30/01/20
Invited talk to Local Authority and School representatives
- [The Therapeutic Forest](#), Manchester Metropolitan University 05/02/19 Invited talk

-
- [TEDx Limassol](#), Cyprus 08/11/19
Invited talk
 - [COBIS wellbeing conference](#), Dubai 14-15/04/17
Invited talk

Other Scholarly Activity

- Co-lead for University of Dundee School of Education and Social Work research theme "Practice"
- Special Issue Guest Editor for Forests, "[Efficacy of Nature-Based Learning and Global Outlook on Outdoor Education](#)" Sep 2022-Sep 2023
- Consulting Editor for the [International Journal of Early Childhood Environmental Education](#) (IJECEE) and on the Editorial Board of [the Journal of Adventure Education and Outdoor Learning](#)
- On the Editorial Board of the [Global Environmental Psychology](#)
- Regular reviewer for *Education Sciences*, *Ecopsychology*, *Journal of Environmental Psychology*, *Leisure Studies*, *International Journal of Environmental Research and Public Health*, *Journal of Outdoor and Environmental Education*, *Environment & Behaviour*, *European Journal of Psychology in Education*, *Frontiers in Psychology* and many others.
- Consultant and advisor for the Everything Outdoors Committee, [Ernest Cook Trust](#).

PhD examination

1. Asvina Sunassee, *Eco-Art Education Evaluating Students' Pro-Environmental Behaviour and Empathy through Place Based Learning*
Supervisors: Prof. Chandradeo Bokhoree, University of Technology, Mauritius
Prof. Andrew Patrizio, University of Edinburgh
2. Alison Pritchard, *The relationship between nature connectedness and eudaimonic wellbeing: the role of childhood nature experiences, perceptions of naturalness and biodiversity, and fascination and awe*
Supervisors: Prof. Miles Richardson, University of Derby
Prof. David Sheffield, University of Derby
3. Christian Masters, *The John Muir Award's Role in the Complex Formation of Lasting Nature Connectedness: A Fuzzy Cognitive Mapping Study with Scottish Outdoor Learning Practitioners*,
Supervisors: Prof. Ria Dunkley, Prof. Rich Mitchell