Prince, Heather and Fletcher, Eric (2018) Putting research into practice; or putting practice into research in sail training. In: Association of Sail Training Organisations (ASTO) Conference, 26 January 2018, Southampton Solent University, UK. (Unpublished)

Downloaded from: http://insight.cumbria.ac.uk/id/eprint/3581/

Usage of any items from the University of Cumbria’s institutional repository ‘Insight’ must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria’s institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available here) for educational and not-for-profit activities provided that:

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
  - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not:

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator’s reputation
- remove or alter the copyright statement on an item.

The full policy can be found here.
Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.
Putting Research into Practice; or Putting Practice into Research

Assoc. Prof. Heather Prince
Dr Eric Fletcher

ASTO 2018 Conference
Sail Training

Since mid-20\textsuperscript{th} Century adapted as a type of situated residential outdoor adventure education; training \textit{by the sea} as opposed to \textit{for the sea}

- Kurt Hahn
- delivering sustainable personal and social development outcomes (see Schijf, Allison & Von Wald, 2017)

A unique cultural experience forged by the challenges of \textit{being at sea}

- Man and Nature
- Man and Man (after Rediker, 1993)
The study

<table>
<thead>
<tr>
<th>End-of-voyage (T₁)</th>
<th>T₁ + 6 months (T₂)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st (1st)* Helming</td>
<td>1st (1st)* Helming</td>
</tr>
<tr>
<td>1st (=4th) Initial familiarisation of vessel</td>
<td>=2nd (=2nd) Meals – eating together</td>
</tr>
<tr>
<td>1st (=10th) Man Over Board</td>
<td>=2nd (=3rd) Night sailing</td>
</tr>
<tr>
<td>=2nd (=4th) Introduction to sea-staff</td>
<td>3rd (=4th) On Watch</td>
</tr>
</tbody>
</table>

* Value in ( ) indicates T₂ ranking

Subjective ‘significance’ using a 5-point (0 to 4) Likert scale

- inventory of 58 voyage-based activities: Arrival, Initial Briefings, Safety, Seamanship, Sail Handling, Living Aboard, and Training Workshops

(Fletcher & Prince, 2017)
Maslow’s Hierarchy of Needs

- **Physiological needs:** food, water, warmth, rest
- **Safety needs:** security, safety
- **Belongingness and love needs:** intimate relationships, friends
- **Esteem needs:** prestige and feeling of accomplishment
- **Self-actualization:** achieving one’s full potential, including creative activities

(Maslow, 1970)
What is it about helming?

It is situated aboard the vessel

- Authentic
- Mediated (Facilitated or Guided)
- Complexity
- Power
- Agency

The helmsman needs to make ‘active compensatory movements’ of the wheel to remain on course and ‘against the boat’s movements in order to keep their balance [... as they] make active counter movements with the rudder against the yawing of the boat.’

(adapted from Stadler, 1984)
Helming is...

an optimal experience or **Flow**

‘It is what the sailor holding a tight course feels when the wind whips through her hair, when the boat lunges through the waves like a colt – sails, hull, wind, and sea humming a harmony that vibrates in the sailor’s veins.’

(Csikszentmihalyi, 2008: 3)

**Eudaimonia** (after Aristotle, c.400BC)

Difficult to translate …but accepted as the feeling of

‘*being where one wants to be, doing what one wants to do*’

‘*where what is wanted is to be taken as being something worth doing*’

‘*living life in a full and deeply satisfying way*’

(see Waterman, 2008; Deci & Ryan, 2008)
Other variables?
HOW YOUNG PEOPLE ARE POSITIVELY AFFECTED BY SAIL TRAINING

**Sail training 'boosters'**

**Personal development**
- ‘Intense / accelerated' experience – continuous, residential, can’t walk away intensifies outcomes
- ‘Peak' experience – strong memories creating more lasting impact
- ‘Real' experience – actions have real consequences and learning is less abstract
- ‘Risky' experience – participants feel trusted with responsibilities; + feel vulnerable, creating greater sense of equality
- ‘Different' experience – new environment, no baggage
- ‘Isolated' experience – lack of distraction means participants are more present

**Social development**
- Working as a team + supporting peers to achieve goals
- Meeting and living in close proximity with new people

**Skills**
- Problem solving put into practice
- Learning and practicing new things
- Learning about the environment

**Activities**
- Doing things you don’t think you can do / doing things outside your comfort zone eg climbing aloft, overcoming seasickness
- Overcoming personal challenges to achieve goals
- Being trusted by staff + given responsibility with real consequences
- Following a routine
- Working as a team + supporting peers to achieve goals
- Meeting and living in close proximity with new people
- Problem solving put into practice
- Learning and practicing new things
- Learning about the environment

**What they learn**
- Pride / sense of achievement
- Self-confidence / self-belief / self-esteem
- Self-reliance / independence
- Resilience
- Self-control / personal discipline
- Organisational skills + time management
- Value of teamwork + cooperation
- Respect for + understanding of others
- Expanded horizons
- Knowledge of different social groups + ability to bridge social differences
- Tangible skills (domestic, sailing, others)
- Critical thinking skills
- Knowledge of / respect for the environment

**How it helps**
- Improved happiness / wellbeing
- Higher aspirations
- “Can do” attitude
- Better engaged in communities / responsible citizens
- Better relationships
- More engaged in learning

**Long-term impacts**
- Improved educational attainment
- Improved employability
- Improved long-term life chances
Activity

Which activities do you think have a significant impact for participants?

In groups, agree one activity that you all encounter on your vessels.

1. How is the activity mediated?

2. How could you develop or improve the activity?

Now consider how this activity may account for personal and social development.
Implications

Varied outcomes...

...each participant will laminate their individual voyage outcomes into their own foundation of experience (after Boud & Walker, 1990)

How have you laminated your sail training experiences?

How do we measure this?
So what?

Practitioners:
- How do you mediate the experience of being at sea?
- Which activities have the greatest impact?
- How can you develop your own and your organisations practices?

Researchers:
- What should we study?
- What do you want or need to know?

**How do we bring research into practice**
**OR practice into research?**

Any questions?
References


