

Prince, Heather ORCID: <https://orcid.org/0000-0002-6199-4892> (2022) Neophyte outdoor education researchers' experiences during Covid-19 restrictions. In: 9th International Outdoor Education Research Conference (IOERC9), 18-22 July 2022, Ambleside, UK. (Unpublished)

Downloaded from: <https://insight.cumbria.ac.uk/id/eprint/6607/>

***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](mailto:insight@cumbria.ac.uk).

Prince, Heather, Loynes, Christopher and Hayes, Tracy (2022) International Outdoor Education Research Conference 9, University of Cumbria, Ambleside, UK: Book of Abstracts. In: International Outdoor Education Research Conference 9, 18 - 22 July 2022, University of Cumbria, Ambleside Campus, LA22 9BB, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/6601/>

***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](mailto:insight@cumbria.ac.uk).



# 9<sup>th</sup> International Outdoor Education Research Conference (IOERC9)

Monday 18<sup>th</sup> July – Friday 22<sup>nd</sup> July 2022, Ambleside Campus,  
University of Cumbria, Ambleside, Cumbria, LA22 9BB UK



## BOOK OF ABSTRACTS

## Introduction

This book includes the abstracts for presentations at IOERC9.

Please note:

- Abstracts are numbered based on the submission number. Some were subsequently withdrawn, therefore the numbers are not sequential (there are some gaps).
- Presenters whose abstracts were accepted and had to subsequently withdraw were offered the opportunity to send a pre-recorded presentation. This is noted after the title of their presentation.
- Some presenters have chosen to present a poster, and this is noted after the title of their presentation.
- Presentations in the programme are grouped in broad themes taken from titles and abstracts.

## Pre-conference webinars

Leading up to this conference there was a series of webinars from across the globe to bring us together as a community and create a new space for connection, conversation, inspiration, and joy while we waited for this gathering in July 2022.

Thank you to University of Edinburgh, Nipissing University and Plymouth Marjon University for collaboratively hosting the pre-conference webinars and thank you to all colleagues who contributed. Recordings for all sessions are found here <https://www.marjon.ac.uk/research/outdoor-education-conference/>

Thank you to Plymouth Marjon University for hosting these recordings.

## Social Media



If you are talking about your presentation and the conference on social media, please tag us in – we'd love to see your photos.

@ioerc9 and @UoCOutdoors and include #ioerc9

## **#1 Exploring ways to encounter the River Tyne: Seeking inspiration for place-responsive canoe trips with primary school children.**

Peter Hubbard

University of Worcester, Worcester, United Kingdom

### **Abstract**

This presentation reports on a recent research study that includes interviews with stakeholders in the River Tyne and seeks to explore their relationships with the river. In the study, semi-structured interviews were conducted with an ecologist, a wild swimmer, a canoe instructor and an artist. The interviews are analysed against a theoretical framework of place-responsive learning in the outdoors. The findings of the research reveal how the participants' love for the river is based on ongoing embodied experiences and their encounters with the ecology, culture and history of the landscape. The study draws inspiration from the interviews to propose practical child-led activities to foster place-responsivity and enrich canoe trips. Ultimately, the author reflects on how increasing his knowledge of the complexities of the River Tyne puts him in a better position as an outdoor educator. It is hoped that the presentation may act as a stimulus for other outdoor professionals to seek greater insight into their own outdoor venues. This way we can heed Alastair Stewart's warning (2004, p11) that "without acknowledging the complexities of each place our educational experiences run the risk of becoming bland and meaningless."

### **Key words**

Place-based, place-responsive, canoeing, rivers

### **Reference List**

Stewart, A. (2004) 'Decolonising encounters with the Murray River: Building place responsive outdoor education', *Journal of Outdoor and Environmental Education*, 8(2), pp. 46–55. doi: 10.1007/BF03400803.

## **#2 What can be learnt from lifelong outdoor enthusiasts? Perspectives of ageing and outdoor engagement.**

Barbara Humberstone<sup>1</sup>, Geoff Cooper<sup>2</sup>, Di Collins<sup>3</sup>

<sup>1</sup>Bucks New University, High Wycombe, United Kingdom. <sup>2</sup>EOE, Lake District, United Kingdom.

<sup>3</sup>Independent, Portsmouth, United Kingdom

### **Abstract**

This presentation considers the findings from narrative research with 32(11 women and 21 men) life long serious outdoor education/activities practitioners. Outdoor enthusiasts 60-85 years were invited to write about their current and past engagement in the outdoors. From this research it is clear that early childhood outdoor experiences have influenced the development of interests, activities and attitudes to the outdoors. In this presentation, we discuss the ways in which the participants say how they have adapted to their corporeal changes such as joint replacement or osteoporosis and other physical changes as they age in order to continue to enjoy their outdoor activities. We highlight the ways in which their lifelong knowledge and expertise in the outdoors has informed their choices of where, when and how they continue to enjoy the outdoors. We locate these findings in the broader context of ageing studies (Humberstone & Konstantaki, 2016) and the significance of outdoor studies (Hickman & Stokes, 2019) to understanding ageing healthily and independently.

### **Key words**

Life long learning/knowledge, serious outdoor education/recreation, enjoyment, ageing and nature-based learning

### **Reference List**

Hickman, M and S. Peter 2019. Editorial. "Ageing, Adventure and the Outdoors: Issues, Contexts, Perspectives and Learning." *Journal of Adventure Education and Outdoor Learning* 19(2):97–100.

Humberstone, B. and M. Konstantaki (Eds.) 2016. *Ageing, Physical Activity, Recreation and Wellbeing*, Newcastle upon Tyne: Cambridge Scholars Publications.

### #3 Pupils' Biological Stress Regulation and Cerebral Maturation in an Outdoor Education Project

Ulrich Dettweiler<sup>1</sup>, Martin Gerchen<sup>2</sup>, Christoph Mall<sup>3</sup>, Perikles Simon<sup>4</sup>, Peter Kirsch<sup>5</sup>

<sup>1</sup>University of Stavanger, Stavanger, Norway. <sup>2</sup>Central Institute of Mental Health, Mannheim, Germany.

<sup>3</sup>Technical University of Munich, Munich, Germany. <sup>4</sup>University of Mainz, Mainz, Germany. <sup>5</sup>Central Institute of Mental Health, Manne, Germany

#### Abstract

Outdoor schooling is considered beneficial to children's physical and mental health (Mygind et al., 2019). This study explored the effects of pupils' autonomy and physical activity (PA) on their biological stress responses and brain development in outdoor education. It was conducted at a German lower secondary school and comprised 48 5th and 6th graders (41% female, mean age 11.2 years).

The intervention of this quasi-randomized experimental trial consisted of one day/week taught in a forest over a whole school year. Structural MRI was conducted at the beginning and the end of the school year, functional MRI under a stress condition at the latter time point. All other measures were obtained at the beginning, at mid-term, and at the end of the school year. During those three measurement occasions, students wore accelerometers. Cortisol levels were obtained three times during the examined school days. Autonomy was measured with a paper-based survey. Data were analyzed using Bayesian multivariate models.

Findings show that the students in outdoor classes exhibit more efficient regulation of biological stress reactivity and that lower cortisol levels are associated with light PA in the forest. Structural MRI suggested that cerebral maturation effects could be best explained by age. Autonomy is, in contrast to cortisol, positively associated with cerebral maturation. Lower cortisol levels predict positive contrasts of brain activation under a stress versus a rest condition.

Our results support the idea that autonomy supportive teaching fosters cerebral maturation and that forest school can have a positive effect on biological stress regulation systems.

#### Key words

Biological Stress Regulation, MRI, Cortisol, Autonomy Supportive Teaching, Outdoor Schooling

#### Reference List

Mygind, L., Kjeldsted, E., Hartmeyer, R., Mygind, E., Bolling, M., & Bentsen, P. (2019). Mental, physical and social health benefits of immersive nature-experience for children and adolescents: A systematic review and quality assessment of the evidence. *Health Place*, 58, 102136.  
<https://doi.org/10.1016/j.healthplace.2019.05.014> (2)

## #4 The development and validation of an instrument to assess the outcomes of outdoor education programme for secondary students [pre-recorded]

Bee Leng Chua<sup>1</sup>, Susanna Ho<sup>2</sup>, Youyan Nie<sup>1</sup>, Yvonne Seng<sup>1</sup>, Gregory Arief D Liem<sup>1</sup>

<sup>1</sup>National Institute of Education, Singapore, Singapore. <sup>2</sup>Ministry of Education, Singapore, Singapore

### Abstract

The objectives of this study are to develop and validate an instrument to assess the outcomes of an outdoor adventure programme that aims to develop secondary three students' sense of self-confidence, resilience, social cohesion and citizenry. Data was collected from secondary three students across five different schools (N = 443) that have participated in the programme. Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were used to validate the instrument. The EFA was performed using principal axis factoring with PROMAX rotation. The Kaiser-Meyer-Olkin index was .925 and Bartlett's test for sphericity was significant ( $p < .001$ ), indicating sampling adequacy of the data for running a factor analysis. The final pattern matrix revealed eight factors, characterized as self-efficacy, care, citizenship, teamwork, resilience, leadership, problem-solving, and respect. The final factors and their items were then used to create a measurement model to perform CFA. Maximum likelihood estimation was used, and problematic standardized residuals and modification indices were used to refine the model further. The final constructs obtained are categorized as self-efficacy, respect, social cohesion, care, leadership, resilience, citizenship and problem-solving. The model showed acceptable fit (Hu & Bentler, 1999) with  $\chi^2 = 1047.714$ ,  $df = 637$   $p < .001$ , CFI = .91, TLI = .90 and RMSEA = .056. Implications on the use of the instrument, its limitations and directions for future studies will be discussed in this presentation.

### Key words

Instrument; assess; outcomes; outdoor programmes

### Reference List

- Chan, J., To, H. P., & Chan, E. (2006). Reconsidering social cohesion: Developing a definition and analytical framework for empirical research. *Social indicators research*, 75(2), 273-302.
- Chua, B. L., Seng, B. G. Y., Liem, G. A. D., & Chye, Y. L. S. (2014). Designing an Instrument for assessment of values/dispositions in primary education. A start-up research grant from the Ministry of Education (MOE) through Office of Educational Research (OER), *National Institute of Education* (NIE), Singapore.
- National Research Council. (2011). *Assessing 21st Century Skills: Summary of a Workshop*. J. A. Koenig, Rapporteur. Committee on the Assessment of 21st Century Skills. Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.
- Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues: A handbook and classification*. (Vol. 1). Oxford University Press.



## #5 Exploring a pedagogy of place in Iceland: The value and contribution to contemporary education

Jakob F Thorsteinsson<sup>1</sup>, Mark Leather<sup>2</sup>, Fiona Nicholls<sup>2</sup>

<sup>1</sup>University of Iceland, Reykjavik, Iceland. <sup>2</sup> Plymouth Marjon University, United Kingdom

### Abstract

This paper discusses the findings of an action research project, taught at the University of Iceland, that evaluated a new course: an Introduction to Place Based Outdoor Education. This was developed from the ideas discussed by Leather and Nicholls (2016) in the UK. The course harnesses the educational opportunities of a pedagogy of place (Wattchow & Brown 2011). The aim was to explore what gave students an understanding of a sense of place and to discover what meanings emerged for them, and what aspects of this experience were most valued. The main research question was: What contribution could Place Based Outdoor Education make to contemporary education in Iceland? The main findings were that cultural, social, and political history of the city and country need to be acknowledged. This is about culturally, and literally, translating English terminology and cultural constructions of outdoor education for the students in this educational process. An experiential pedagogy proved to be an excellent way to explore these different conceptualizations. Educators need to be aware that it takes extensive and immersive experiences in nature with students to create opportunities for authentic, aesthetic, embodied experiences that generate deep conversations and dialogue between tutors and students. The implications for our professional practice suggest greater emphasis is needed on a place-responsive process. For example, by embedding more opportunities for reflection and allowing students to actively apply place-responsive activities themselves, improving their communities and raising, and addressing, global issues such as the climate crisis, and environmental and social justice.

### Key words

Global issues; Experiential Pedagogy; Sense of Place; Embodiment

### Reference List

Leather, M., & Nicholls, F. (2016). More than activities: using a 'sense of place' to enrich student experience in adventure sport. *Sport, Education and Society*, 21(3), 443-464.

Wattchow, B., & Brown, M. (2011). *A pedagogy of place: Outdoor education for a changing world*. Monash University Publishing.

## **#6 Supporting vulnerable children, young people & families, through targeted therapeutic interventions, using outdoor learning techniques by teams situated into social care services, in England [poster]**

Roger Hiley

Oxfordshire County Council, Oxford, United Kingdom

### **Abstract**

This is a poster presentation calling for examination of models and methods of working, where an outdoor learning provision is situated into a Local Authority (LA), Children's Social Care (CSC) structure to support children, young people & families (CYP&F). There currently is no national picture of the number of LAs in the UK, using outdoor learning in this way or the therapeutic models/ approaches they are using. There is contemporary evidence of therapeutic work with children in the outdoors such as Trundle & Hutchinson (2021) and Knight (2016) and the benefits of embedded service into CSC, e.g., Jude & Rospierska (2015) but there is no UK evidence of this combining of practice in a systematic way.

There is at least one County Council in SE England that has an outdoor learning centre that is situated as part of that councils CSC directorate. Since 2011 it has been delivering integrated (multi-disciplinary) interventions to promote improved outcomes for CYP&F. This has evolved over time to included greater use of therapeutic tools and supervision from clinical psychologists. The coproduction now involves joint case supervisions with Social Workers and multi-agency meetings. Without research it is hard to know if this centre is unique or part of a wider community of integrated outdoor providers. If there is a wider community, what can be learned from each other about their approaches.

### **Key words**

Children's Services, Outdoor Learning, targeted interventions, coproduction,

### **Reference List**

Jude, J., & Rospierska, D. (2015). Embedding an Integrative Systemic Style of Working Within a Social Care Context. *Social Work in Action*, 215-232.

Knight, S. (2016). *Forest School in Practice: For All Ages*. London: SAGE Publications Ltd. Trundle, G., &

Hutchinson, R. (2021). The phased model of adventure therapy: trauma-focussed, low arousal, & positive behavioural support. *Journal of Adventure Education and Outdoor Learning*, VOL. 21, NO. 1, 82–92.

## #7 Outdoor Education in Canadian Post-Secondary Institutions: Are Colleges and Universities Missing the Boat?

Morten Asfeldt, Rebecca Purc-Stephenson, Thomas Zimmerman

University of Alberta, Camrose, Canada

### Abstract

Canada has a long history of outdoor education (OE) in sectors including summer camps and K-12 and post-secondary education (Passmore, 1972). However, OE is poorly understood by many in the post-secondary sector and often undervalued resulting in program closures and limited program development (Dyment & Potter, 2021). Therefore, the purpose of this study is to describe the guiding philosophies, central goals, and distinguishing characteristics of OE in the Canadian post-secondary sector in order to increase the understanding and appreciation of OE and build towards a unified voice for Canadian OE. Results reported here are part of a larger three-phased mixed methods project (Asfeldt et al., 2020). This aspect of the project employed a non-experimental descriptive research design using an online survey to gather data from Canadian post-secondary institutions. Findings indicate that post-secondary OE in Canada is primarily influenced by philosophies of hands-on experiential and holistic integrated learning combined with self-propelled outdoor travel. In addition, the primary learning goals are personal growth, employability, and building community using a combination of outdoor living skills and travel techniques such as canoeing, skiing, and snowshoeing. Overall, this study demonstrates that OE is well suited for making a meaningful contribution towards the goals and missions of the post-secondary sector in Canada (Giammarco et al., 2021).

### Key words

Outdoor education; high impact educational practice; Indigenous learning; Neo-liberal.

### Reference List

Asfeldt, M., Purc-Stephenson, R., Rawleigh, M., & Thackeray, S. (2020). Outdoor education in Canada: a qualitative investigation. *Journal of Adventure Education & Outdoor Learning*, 00(00), 1–13.

<https://doi.org/10.1080/14729679.2020.1784767>

Dyment, J. E., & Potter, T. G. (2021). Overboard! The turbulent waters of outdoor education in neoliberal post-secondary contexts. *Journal of Outdoor and Environmental Education*, 60(2), 1–17.

<https://doi.org/10.1007/s42322-020-00071-6>

Giammarco, M., Higham, S. & McKean, M. (2021, January 21). *Social and emotional skills: What are Canadian post-secondary institutions saying and doing?* Ottawa, ON: The Conference Board of Canada.

Passmore, J. (1972). *Outdoor education in Canada—1972*. Canadian Education Association.

## #8 The Association Between Outdoor Education and Teacher Subjective Well-Being During COVID-19

Antoine Deschamps

Université de Sherbrooke, Sherbrooke, Canada

### Abstract

Can outdoor education (OE) benefit teachers' well-being? Teachers' well-being is a point of concern in many western countries where teacher attrition is a significant issue the COVID-19 pandemic threatens to worsen. To adapt to the constraints of the pandemic, many primary school teachers in Québec have practised OE which has been reported in multiple research studies to have a positive impact on students' well-being. Accordingly, the benefits of contact with nature for adults is well researched. However, to the best of our knowledge, no research has been done on the impact of OE on teachers' well-being. This study explores the possible relationships between OE and preschool and primary school teachers' subjective well-being (SWB) during COVID-19. A survey measuring teacher SWB based on recurring teacher attrition factors and research on teacher SWB was conducted; 381 teachers responded; 164 practised OE and 217 did not. The questionnaire results showed that teachers who practice OE have significantly higher SWB than their colleagues ( $d = 0.21$  to  $d = 0.36$ ). However, only a limited positive correlation was found between teacher SWB and the number of times teachers practice OE ( $\rho = 0.184$ ). Interpretation of the results suggests the association between OE and SWB to be bidirectional but further research is needed to confirm the nature of this association. The results indicate that (1) OE has the potential to alleviate some factors that contribute to teacher attrition; (2) promoting OE can benefit teacher SWB; and (3) teachers' SWB should be considered when implementing OE in schools.

### Key words

Outdoor education; subjective well-being; teacher; teacher attrition; well-being

### Reference List

- Organisation for Economic Cooperation Development. (2013). *OECD guidelines on measuring subjective well-being*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264191655-en>
- Passmore, H., & Howell, A. (2014). Nature involvement increases hedonic and eudaimonic well-being: A two-week experimental study. *Ecopsychology*, 6(3), 148–154. <https://doi.org/10.1089/eco.2014.0023>
- Roffey, S. (2012). Pupil wellbeing-Teacher wellbeing: Two sides of the same coin? *Educational and Child Psychology*, 29(4), 8–17. Retrieved from <http://web.a.ebscohost.com.ezproxy.is.ed.ac.uk/ehost/pdfviewer/pdfviewer?vid=2&sid=f646cc9d-631c-4ced-b3f7-10f82d0a3a6c%40sessionmgr4008>

## **#9 An exploration into the psychosocial outcomes of outdoor adventure education for adolescents in a South African setting.**

Judith Blaine

Rhodes University, Makhanda, South Africa

### **Abstract**

Holistic education is promoted for both the learning of basic academic skills, and also psychosocial competencies that prepare learners for adulthood and citizenship (Payton et al., 2008). This has prompted a search for new models to support adolescent development, to prepare youth to cope and succeed in a rapidly changing and unpredictable future. Outdoor adventure education (OAE) is one such model, with research suggesting that OAE may provide some of these desired outcomes (Richmond et al., 2018). Adopting an underlying social constructivist framework, this research sought to understand the psychosocial outcomes and perceived value of Journey, a school-based OAE programme, for adolescents in a South African setting. Employing a mixed methods quasi-experimental design, a purposive convenience sample of 184 Grade 10 learners was recruited for this study. Quantitative data included self-report measures (i.e. Life Effectiveness Questionnaire; Emotional Literacy Questionnaire and Connor-Davidson Resilience Questionnaire) pre- and post-Journey. The qualitative data came from semi-structured interviews with focus groups, post-Journey surveys and learners' letters to the principals. Results indicated statistically significant increases in the adolescents' self-reports of life effectiveness and resilience, but not of emotional literacy after participating in the programme. Employing the acronym FLOURISHING, Journey was seemingly beneficial for most learners psychosocial development. However, not all learners benefitted from the experience. A strengths-based approach is recommended to foster autonomy, relevance and competence in the participants, so as to ensure that they all gain from their experiences. Recommendations are made for further OAE research, with considerations of the practical implications of the findings.

### **Key words**

Outdoor Adventure Education, Life Effectiveness, Resilience, Emotional literacy, Strength-based

### **Reference List**

- Payton, J. W., Weissberg, R. P., Durlak, J. A., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B., & Pachan, M. (2008). *Positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews* (Technical Report). Chicago: Collaborative for Academic, Social, and Emotional Learning.
- Richmond, D., Sibthorp, J., Gookin, J., Annarella, S., & Ferri, S. (2018). Complementing classroom learning through outdoor adventure education: out-of-school-time experiences that make a difference. *Journal of Adventure Education and Outdoor Learning* 18(1), 36-52.

## #10 Realising the Value of Outdoor Learning - Responding to Social and Environmental Change

Matthew Healey, Chris Ford, Katy Mason

Lancaster University, Lancaster, United Kingdom. Centre for Global Eco-Innovation, Lancaster, United Kingdom

### Abstract

Novel responses to the challenges of climate change are continually emerging from both policy and practice. This continuous emergency of powerful environmental policies, along with ambiguous social and environmental value-logics create what we describe as a “Monstrous Hybrid” - drawing on the conceptualization of “monstrous composite set-ups” (Boltanski and Thevenot, 2006, p.225) that provoke “uncertainty about the nature of the test underway, and especially about the state in which the persons involved find themselves” (ibid, p.226).

One of the most notable examples of a monstrous hybrid wrestling with individuals, organisations and nations is the growing body of evidence and political urgency arising from our increasing concern for the so-called anthropocene - “a new global climate state brought about through the dominance of a single species, (Homo Sapiens)” (Gasparin et al., 2020, p.385). The instability of multiple social orders grappling with such a dramatic change in human-nature realities combines bundles of practice with evaluation tools in tests of legitimacy that not only reverberate dynamically between different forms of human knowledge and practice, but also between humanity and the earth-system itself.

The question of how both educational experiences in nature, and the natural environment itself, are valued and evaluated as mechanisms for positive social change is unclear. Therefore, how organisations articulate collective values, whilst managing complex, emergent and contested social phenomena is of key interest. We draw on Market Studies literature to unpack the challenges faced by Outdoor Learning organisations, experimenting with pro-environmental market offerings, as responders to the impacts of emerging anthropogenic realities.

### Key words

Valuation, Evaluation, Legitimacy, Outdoor Learning, Anthropocene

### Reference List

Boltanski, L. T., Thevenot, L., (2006) *On justification: economies of worth*. Princeton University Press.

Gasparin, M. et al., (2020) The business school in the anthropocene: Parasite logic and pataphysical reasoning for a working earth. *Academy of Management learning & education*, 19(3), pp.385–405.

## #11 Teaching and Learning Outdoor Adventure Education within Initial Teacher Training: The Dependency Paradox

Chris Webber

Leeds Beckett University, Leeds, United Kingdom

### Abstract

Minimal research has investigated how teachers in England are prepared to deliver outdoor adventure education (OAE) since its mandatory status within the latest national curriculum (DfE, 2013). This study uses Occupational Socialization Theory to explore influential factors that pre-service teachers (PSTs) encountered during their school teaching placements within initial teacher training (ITT) (Lawson, 1983). A qualitative case study approach was adopted and included thirteen semi-structured interviews with PSTs during a one year post-graduate teacher training programme (Hamilton & Corbett-Whittier, 2013). Key findings included school placements not being conducive for teaching and learning both PE and OAE. PSTs suggested several factors constrained professional development in this area, which included diminished value within school cultures; routine outsourcing to sports coaches; and non-compulsory peripheral opportunities requiring PST motivation and engagement. This case study offers an initial exploration of teaching and learning OAE within ITT, which contributes new empirical information to an underdeveloped knowledge base. Findings should inform other teacher training programmes about pertinent factors concerning OAE; contribute towards outsourcing research within primary education; and raise awareness of the importance of continued professional development (CPD) for teachers.

### Key words

Outdoor Adventure; Teacher Training; Primary Education; Physical Education

### Reference List

Department for Education (2013) *National Curriculum in England, Physical education programmes of study: key stages 1 and 2*. London: Her Majesty's Stationery Office.

Hamilton, L., and Corbett-Whittier, C. (2013) *Using Case Study in Education Research*. London: Sage.

Lawson, H. A. (1983) Toward a Model of Teacher Socialization in Physical Education: The Subjective Warrant, Recruitment, and Teacher Education. *Journal of Teaching Physical Education*, 2, pp. 3-16.

## **#12 Anti Expeditions and speaking out against wilderness bravado superhero travellers. A playful exercise in creating an outdoor adventure travel continuum.**

Bob Henderson

McMaster University (retired), Hamilton, Canada

### **Abstract**

Place-responsive and colonial reconciliation concerns have wisely brought outdoor adventure travel education to consider what it means to travel well in wild places and ponder the claims of FIRST KNOW PERSON messaging in terms of place, fastest and furthest. Popular adventure travel literature and speakers run the gamut from "look at me, you can't do this" - against self/against nature narratives to look at this place through me re-imagining adventure narratives. A playful exercise at creating a continuum of self-propelled adventure travel presentations/messaging and related implications for outdoor education will be suggested for appraisal.

### **Key words**

adventure travel education place messaging

### **Reference List**

Henderson, B. (2021). Blood, bugs and boils: Why the pursuit of firsts and glorification of pursuing expeditions is a problem for everyone. *Paddling Magazine*, Summer 64, 47-48.

Henderson, B. (2020). Thoughts (and admittedly a bit of a rant) on the wilderness superhero "look-at-me" adventure narrative. *Nastawgan*, Fall 21-23.

Varley, P. (2006). Confecting adventure and playing with meaning: The adventure commodification continuum. *Journal of Sport and Tourism*, 11(2), 173-194.



## #14 Diving and talking: the fascist legacy for Greek tourism

Georgios Katsogridakis

Plymouth Marjon University, United Kingdom

### Abstract

The diving platform, known as Trambolino (Greek: τραμπολίνο), was first built during the occupation of Rhodes by the Italians in 1935 (under the rule of the National Fascist Party) as an attempt to increase the island's touristic 'pull'. Over eighty years later, the picturesque structure now serves as a powerful symbol of Rhodian culture. It is a place where locals and tourists engage in unsupervised, playful adventure, bringing them in touch with each other and the surrounding environment (Beames, et al., 2019). With this research, the author aims to explore how the Trambolino - as a symbol and place of practice - evolved over time, and how that evolution gave birth to a unique diving culture which has history permeating through it. To accomplish this, data will be gathered from historical archives, expert interviews, and autobiographical research (see Leather, 2020) as the author grew up in Rhodes. Academically, this process of revisiting the monument's past and tracing it forward to the practices and symbolisms it currently affords, will highlight a previously unexplored, localised form of outdoor recreation. It will also provide fertile ground upon which to examine the dynamic interplay between places - as material, social and historical - and adventure. Practically, the elucidation of the Trambolino's value to local and visiting communities, comes at a time when its longevity is at risk; the underwater foundations show signs of significant decay and the islanders are calling for local authorities to take appropriate action in order to guarantee its long-term preservation.

### Key words

Culture; playful-adventure; Greek tourism; autobiography

### Reference List

Beames, S., Mackie, C., & Atencio, M. (2019). *Adventure and Society*. Palgrave Macmillan.

Leather, M. (2020). Finding my professional voice: Autobiography as a research method for outdoor studies in B. Humberstone and H. Prince (Eds.). *Research Methods in Outdoor Studies*. Routledge.

## #15 Walking with nature: reflections on alternative pedagogies

Orla Kelly<sup>1</sup>, Mark Leather<sup>2</sup>

<sup>1</sup>Dublin City University, Dublin, Ireland. <sup>2</sup> Plymouth Marjon University, United Kingdom

### Abstract

In this presentation we examine alternative pedagogies that have evolved through our professional practice. Mark discusses how slowness, silence, and solitude are useful tools when developing a sense of place with students. He advocates a slow pedagogy and encourages students to take a critical view regarding human relationships with culture, time, and nature. This is informed by three concepts. Firstly, Gros (2014) argues that walking is not a sport, or a competition! He suggests that students become more self-aware of their senses, emotions, and the places they move through when this is done with solitude, and slowness. The concept of slowness is not the opposite of speed, but of haste. The essential issue is about developing an embodied sense of place so that it can then be more fully understood. Orla discusses the collaboration, freedom and space that a place based education programme offered initial teacher education (ITE) students. Thematic analysis of focus groups evidenced that a key ingredient to this was the collaboration in planning, teaching, and reflection between ITE students and outdoor learning experts (Loughran 2006) during a series of lessons taught outdoors in school. The outdoor learning experts challenged the ITE students' notions about planning, teaching, assessing, managing and organising lessons when adopting place-based and experiential pedagogies. This, along with the freedom from the typical classroom culture and the space to try out an alternative pedagogy, in a supportive and non-assessed environment, allowed for real growth in professional identity and practice of the students.

### Key words

Place-based education; alternative pedagogies; experiential learning

### Reference List

Gros, F. (2014). *Philosophy of walking*. (J. Howe, Trans.). London: Verso.

Loughran, J.J. (2006) *Developing a pedagogy of teacher education*. London: Routledge.

## #16 Hashtag climate crisis: a phenomenological exploration of selfie taking in outdoor tourism

Georgios Katsogridakis

Plymouth Marjon University, United Kingdom

### Abstract

The term 'postdigital' is used to suggest that digital technologies in recent years have ceased to be a novelty and are now deeply intertwined with the social, cultural, political and economic dimensions of our everyday lives (Jandrić et al., 2018). In the field of outdoor education, the use of mobile technologies has indeed become commonplace amongst educators and students - be that for educational, or non-educational purposes. This has led to scholars employing phenomenological and postphenomenological approaches to better understand how digital technology mediates and forms peoples' experience of the outdoors and the ecological implications that carries (van Kraalingen, 2022). In wanting to contribute to this ongoing discussion, I present and discuss empirical observations from my time as a lecturer in the areas of outdoor adventure education and adventure tourism, in order to further elucidate how mobile technology can affect one's perception of - and therefore, relationship with - the environment. Specifically, by conceiving of the mobile technology user's experience in the outdoors as embodied (Merleau-Ponty, 1962), I discuss how the environment presents itself when one's experience is mediated, or constituted by, mobile devices. In doing so, I highlight the risk of the environment being rendered a passive background within human experience; reducing its inherent complexity and concealing the multitude of agencies it consists of. This reiterates and strengthens the argument that opportunities for slow and, potentially, digital-free experiences are necessary in outdoor education.

### Key words

Postdigital; embodiment; outdoor tourism

### Reference List

- Jandrić, P., Knox, J., Besley, T., Ryberg, T., Suoranta, J., & Hayes, S. (2018). Postdigital science and education. *Educational Philosophy & Theory*, 50(10), 893–899.  
<https://doi.org/10.1080/00131857.2018.1454000>
- Merleau-Ponty, M. (1962). *Phenomenology of Perception*. The Humanities Press.
- van Kraalingen, I. (2022). Theorizing Technological Mediation in the Outdoor Classroom. *Postdigital Science and Education*, Preprints, 1–23. <https://doi.org/10.1007/s42438-022-00315-2>.

## **#17 Transformational Learning from a Women's Outdoor Leadership Course - follow up: 'action confidence' and ongoing peer support**

Katherine O'Brien<sup>1</sup>, Linda Allin<sup>2</sup>

<sup>1</sup>Outward Bound, Cumbria, United Kingdom. <sup>2</sup>Northumbria University, Newcastle, United Kingdom

### **Abstract**

In an earlier paper, (O'Brien and Allin, 2021) we suggested that transformational learning took place for women experiencing a women's outdoor leadership course run by Outward Bound (WOLC). One problem with a claim for transformational learning is that perspective change is said to be 'permanent' and become integrated into one's life thus influencing future interpretations and actions (Mezirow, 1991). This means that identifying whether transformational learning has truly occurred is not always fully possible without understanding perspective change over time. In this paper we use data from in-depth follow up interviews with a group of eight women who attended a WOLC to understand if and how any changes from the programme were long lasting or continued to have impact on their lives and career development. Whilst women's outdoor careers were subsequently impacted by Covid-19, in this paper, we explore two elements of their stories that emerged as significant for participants in the year following WOLC: action confidence as an indicator of transformative change (Pomeroy and Oliver, 2021) and an ongoing female network of peer support. We suggest that understanding the significance of these two elements for participants gives important insights which can help the progression of more women into and through outdoor leadership careers.

### **Key words**

transformative learning; outdoor leadership; women; peer support; action confidence

### **Reference List**

- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.
- O'Brien, K., and Allin, L. (2021). Transformational learning through a women's outdoor leadership course, *Journal of Adventure Education and Outdoor Learning* (in press)
- Pomeroy, E and Oliver, K. (2021). Action confidence and as indicator of transformative change. *Journal of Transformative Education*, 19(1), 68-86

## **#18 Neophyte outdoor education researchers' experiences during Covid-19 restrictions**

Heather Prince

University of Cumbria, Ambleside, United Kingdom

### **Abstract**

The training and development of emerging researchers in outdoor education is an important remit for higher education (HE). This research analyses the scope, methods and magnitude of data collected for individual small-scale research projects by second year outdoor undergraduates in 2021 (n= 27), during a period of restricted movement in the UK, when fieldwork or in person contact was not permitted due to Covid-19. It sought to ascertain to what extent neophyte researchers curtailed, or were creative in, their approaches to research. The research compares these data and outcomes for the group with those of the previous year, when no restrictions were in place. It shows that although the number of methods was reduced in 2021 when students largely collected data online or in virtual environments, the magnitude of data collected particularly using bespoke social media platforms increased by 64% overall. However, students did not necessarily achieve higher marks with more data ( $r_s=+0.363$ ) as evidence suggests that some students were challenged in analysing the large datasets they had collected. Marks achieved overall showed a 4% uplift in 2021. This research supports the notion that neophyte researchers are able to take a reflective and reflexive approach to research (Prince, 2021) but that they also employ resilience and creativity using familiar technologies in becoming researchers themselves. If research projects need re-designing due to changing parameters, HE professionals should have the confidence to encourage their students to explore different ways of collecting data and assure them of the potential for successful outcomes.

### **Key words**

Outdoor education; research; neophyte researchers; virtual

### **Reference List**

Prince, H. (2021). Outdoor environmental education research and reflective practice. In, G. Thomas, J. Dymont & H. Prince (Eds). *Outdoor environmental education in higher education: International perspectives* (pp. 349- 361). Cham, Switzerland: Springer International Publishing AG.

## #19 Developing outdoor learning in English schools: how and why are schools developing provision through the Covid-19 pandemic?

Lucy Tiplady

Newcastle University, Newcastle upon Tyne, United Kingdom

### Abstract

A wealth of research now demonstrates that experiences in nature can improve personal development, academic learning and environmental stewardship (Kuo, Barnes & Jordan, 2019). However, access to the natural environment is not equitable, with evidence that social and economic factors influence children's experience of nature and the outdoors (Natural England, 2020). Schools in England are increasingly interested and encouraged to develop outdoor learning provision in order to address these inequalities. Further, the exceptional circumstances created by Covid-19 have created a greater need and urgency to explore alternative learning environments outside of the classroom and to respond to an increasing number of children and young people presenting with social, emotional and mental health needs.

This paper will report on the experiences of four schools in urban areas of the North East of England (one first school, one primary and two secondary specialist schools) during the 2020/2021 and 2021/2022 school years. Interviews with key members of staff and co-produced theories of change will help us to understand why schools are developing their outdoor provision at this time, the steps of change anticipated by schools, together with evidence of impact and the affordances and constraints to change. Qualitative data will be analysed thematically, using a combination of inductive (Boyatzis, 1998) and deductive methods, in relation to the theorised steps of change. The paper will further report on how these schools intend to move forward with outdoor learning, together with national and international implications for practice in schools.

### Key words

schools, inequality, Covid-19, theory of change

### Reference List

Boyatzis, R. (1998) *Transforming qualitative information: Thematic analysis and code development*. Thousand Oaks, CA: Sage.

Kuo, M., Barnes, M. and Jordan, C. (2019) Do experiences with Nature Promote Learning? Converging Evidence of a Cause-and-Effect Relationship, *Frontiers in Psychology*, 10:305.

Natural England (2020) *The People and Nature Survey for England: Children's survey (Experimental Statistics)*. Retrieved from: <https://www.gov.uk/government/statistics/the-people-and-nature-survey-for-england-child-data-wave-1-experimental-statistics/the-people-and-nature-survey-for-england-childrens-survey-experimental-statistics>

## #20 The epistemological challenges of evaluating the effectiveness of a pedagogical model for adventure education

Graham French<sup>1</sup>, Nalda Wainwright<sup>2</sup>, Andy Williams<sup>3</sup>

<sup>1</sup>Bangor University, Bangor, United Kingdom. <sup>2</sup>Wales Academy for Health & Physical Literacy, University of Wales, Trinity Saint David, Carmarthen, United Kingdom. <sup>3</sup>Wales Academy for Health & Physical Literacy, University of Wales Trinity Saint David, Carmarthen, United Kingdom

### Abstract

Following the publication of Williams and Wainwright's work on a proposed pedagogical model for adventurous activities in 2015, this research has taken forward the model and looked at its deployment with a view to determining effectiveness. The initial phase of research attempted to determine whether the proposed model was practical and realistic to deploy in a secondary school curriculum, and subsequent phases have investigated the effectiveness of utilising the model with individual teachers and across whole-school provision. The research has uncovered epistemological issues surrounding the use/purpose of adventure education which underpin the foundations of the proposed model. It has also examined methods of determining effectiveness, where perhaps a traditional form of 'measurement' may not be appropriate (Christie, Higgins and McLaughlin, 2014) with its restricted view focussed on the outcomes or products of the learning experience and a cognitive focussed knowledge creation agenda (Hargreaves and Fullan, 2011). This research is in progress and hopes to report some early findings on the foundations of the epistemological challenges facing adventure education in the current curriculum and inspection regime, the purposes for which schools in Wales use adventure education, and how this may be expanded with the use of a pedagogical model in the family of models-based practice (from Kirk et al., 2018) and instructional models for physical education (from Metzler, 2011).

### Key words

Adventure education; pedagogical model; models-based practice; epistemology

### Reference List

Christie, B., Higgins, P., and McLaughlin, P. (2014) Did you enjoy your holiday? Can residential learning benefit mainstream schooling? *Journal of adventure education and outdoor learning*, 14:1

Hargreaves, A. and Fullan, M. (2012) *Professional capital*. Routledge: London

Kirk, D, Lamb, C. A., Oliver, K. L., Ewing-Day, R., Fleming, C., Loch, A. and Smedley, V. (2018) Balancing prescription with teacher and pupil agency: spaces for manoeuvre within a pedagogical model for working with adolescent girls. *The Curriculum Journal*, 29:2, 219-237

Williams, A. (1994) Outdoor Education and Physical Education in the National Curriculum, *Journal of Adventure Education and Outdoor Leadership* 11(4) 12-14

Williams, A. & Wainwright, N. (2015b): A new pedagogical model for adventure in the curriculum: part two – outlining the model, *Physical Education and Sport Pedagogy*

## #21 The impact of outdoor learning on the health and well-being of children in Wales during the Covid-19 pandemic

Graham French<sup>1</sup>, Sue Horder<sup>2</sup>, Catherine Jones<sup>3</sup>, David Parry<sup>1</sup>, Neil Mahoney<sup>3</sup>, Jon Moody<sup>3</sup>, Karen Rhys Jones<sup>2</sup>

<sup>1</sup>Bangor University, Bangor, United Kingdom. <sup>2</sup>Wrexham Glyndwr University, Wrexham, United Kingdom.

<sup>3</sup>University of South Wales, Newport, United Kingdom

### Abstract

As part of Welsh Government's (WG) (2020) policy statement 'Stay Safe. Stay Learning: Continuity of Learning' in response to the COVID 19 pandemic and in accordance with Wales' National Strategy for Educational Research and Enquiry (NSERE), WG commissioned a series of research studies with a focus on topics that may have been impacted by the pandemic. The purpose of this research was to produce evidence on the impact of the COVID-19 pandemic to allow further planning for recovery, and to identify areas requiring support. The impact of school closures as a result of COVID-19 on the health and well-being of learners and teachers became one of the priority areas for research. Thus, this research focused on the health and wellbeing of learners and practitioners and the impact the pandemic had on them. Whilst the study was originally intended to support a return to school, another lockdown period and school closures occurred during the period of study which added a further layer of complexity to both the study and its findings.

This presentation reports the findings of the research with a particular focus on outdoor learning which was highlighted in the study. The WG return to school document explicitly recommended the use of outdoor learning to support children and young people's health and well-being, and to mitigate the risk of transmission of the virus by being outdoors. The research was conducted by a collaborative team from three HEIs in Wales and covered a range of school types across the whole country.

### Key words

Covid-19; outdoor learning; health and well-being; children; schools

### Reference List

Children's Commissioner for Wales (2020) *Coronavirus and Me*. Available:

[https://www.childcomwales.org.uk/wpcontent/uploads/2020/06/FINAL\\_formattedCVRep\\_EN.pdf](https://www.childcomwales.org.uk/wpcontent/uploads/2020/06/FINAL_formattedCVRep_EN.pdf)

Cowie, H and Myers, C-A. (2021) The impact of the COVID-19 pandemic on the mental health and well-being of children and young people. *Children & Society*; 35:62–74.

Danese, A. and Smith, P. (2020) Debate: Recognising and responding to the mental health needs of young people in the era of COVID-19. *Child and Adolescent Mental Health*. 25, No. 3, 2020, pp. 169–170.

Mardie, T and Maller, C. (2006) Children's Mental Health and Wellbeing and Hands-on Contact with Nature: Perceptions of Principals and Teachers. *The International Journal of Learning: Annual Review* 12 (4): 359-372



## **#22 Live, Learn, Teach: An outdoor educator's inquiry into experience of place through the seasons of the year in Glen Nevis.**

Gavin Mackenzie

West Highland College, UHI, Fort William, United Kingdom

### **Abstract**

Drawing on Wattchow and Brown's (2011) call for outdoor educators to 'understand and foster a sense of connection with the places where they live, learn and teach' (p. ix), this paper explores the connection between place and pedagogy, thinking about how I, as an educator in higher education, connect with the local to inform the characteristics that may be central to designing place-based pedagogies. The distinctiveness and evocativeness of the Scottish seasons weave this journey together. How might I come to understand that experience of place as shaped by my co-creators? What story might Glen Nevis have to tell?

Employing an evocative autoethnographic narrative, I recount and reconstruct my lived experience, drawing upon a variety of methods, including reflective journaling and photography, to provide the 'data' to capture and retell these experiences. Bochner (2016) views autoethnography as the 'rallying point for those who believe that the human sciences need to become more human' (p. 53). This thread pulls me towards my role as researcher, researched. One that embraces this subjectivity with reflexivity. Recognising the story as co-produced, the web of human and more-than-human protagonists who shape our experiences. That is to say a methodology that is not just more human, but more than human. I attempt to share a story that you feel part of, one that connects you to your Glen Nevis, one that evokes feelings about your life and the human and more than human beings that we are entangled with in the immediate breath of place.

### **Key words**

Place; autoethnography; experience; skill; attention

### **Reference List**

Bochner, A. P. (2016). Putting Meanings into Motion. In S. Holman Jones, T. E. Adams, & C. Ellis, *Handbook of Autoethnography* (p. 53). Abingdon: Routledge.

Wattchow, B., & Brown, M. (2011). *A Pedagogy of Place*. Clayton: Monash University Publishing.

## **#23 Does the outdoor classroom actually advance student learning and development outcomes? An international systematic review of different types of nature-based outdoor learning types, and their effect on student development, wellbeing and learning.**

Jeff Mann<sup>1</sup>, Tonia Gray<sup>1</sup>, Son Truong<sup>1</sup>, Eric Brymer<sup>2</sup>, Rowena Passy<sup>3</sup>, Susanna Ho<sup>4</sup>, Pasi Sahlberg<sup>5</sup>, Kumara Ward<sup>6</sup>, Peter Bentsen<sup>7</sup>, Christina Curry<sup>1</sup>, Rachel Cowper<sup>8</sup>

<sup>1</sup>Western Sydney University, Sydney, Australia; <sup>2</sup>Southern Cross University, Bilinga, Australia; <sup>3</sup>University of Plymouth, Plymouth, United Kingdom; <sup>4</sup>Singapore University of Social Sciences, Singapore; <sup>5</sup>Southern Cross University, Lismore, Australia; <sup>6</sup>University of Dundee, Dundee, United Kingdom; <sup>7</sup>University of Copenhagen, Copenhagen, Denmark; <sup>8</sup>Thrive Outdoors, Edinburgh, United Kingdom.

### **Abstract**

The value of natural environments for developing children's self-identity and social skills has been known for some time (Gill, 2014), and more recently the potential of outdoor learning for achieving academic outcomes has been explored. Connecting children with natural spaces has been shown to benefit their physical health, however the utility of the outdoors as a setting for wellbeing and curricular and non-curricular learning has yet to be clearly established (Mygind et al., 2019). A global team from 6 countries conducted a systematic review of socio-emotional and academic benefits of Nature-Specific Learning Outside the Classroom (NSLOT) in school-aged educational settings. NSLOT settings ranged across adventure education, school gardens, field trips, and traditional school subjects taught in the outdoors. This synthesis of 147 studies across 20 countries reveals pertinent data about where NSLOT research has been conducted, with what aged students, and in which outdoor learning contexts. Research quality was moderate on average, and there was support for the benefit of NSLOT across all contexts and age groups. The strongest research evidence was for high school students growing in personal and social capabilities through adventure education programs, and for the social and academic growth of primary school students through school garden and outdoor curricular programs. We make recommendations for: inclusion of NSLOT in state curricula as an effective pedagogy for holistic student growth, training of pre-service and in-service teachers in how to teach outdoors, and quality and focus of future NSLOT research.

### **Key words**

Outdoor learning, systematic review

### **Reference List**

Gill, T. (2014). The Benefits of Children's Engagement with Nature: A Systematic Literature Review. *Children, Youth and Environments*, 24(2), 10-34.

Mygind, L., Kjeldsted, E., Hartmeyer, R., Mygind, E., Bølling, M., & Bentsen, P. (2019). Mental, physical and social health benefits of immersive nature-experience for children and adolescents: A systematic review and quality assessment of the evidence. *Health & Place*, 58, 102136-102136.

## #24 International Perspectives on the Rapid Development of Outdoor Educational Technology and Social Media

David Hills<sup>1</sup>, Jack Reed<sup>2</sup>, Imre van Kraalingen<sup>3</sup>

<sup>1</sup>University of the Sunshine Coast, Brisbane, Australia. <sup>2</sup>University of Edinburgh, Edinburgh, United Kingdom. <sup>3</sup>Norwegian School of Sport Sciences, Oslo, Norway

### Abstract

Every week a new innovative app, device, or online service is launched in educational technology (Pelletier et al., 2021). These gadgets have the potential to enhance or distract the learning of students on outdoor education programs (Cuthbertson, Socha, & Potter, 2004) and social media can create opportunities for community development, but also social isolation before and after the outdoor experience (MacIsaac, Kelly & Gray, 2018). The inclusion, exclusion and management of such technologies require both critical consideration and professional currency for outdoor educators who benefit from being up-to-date with digital technology and social media. The speakers in this session will present some of their research work from their PhD's on this topic and will speak from the international perspectives of the UK, Norway and Australia. The session will cover outdated digital technologies, the latest hardware and software developments from 2022 and look ahead to see what emerging technologies hold for our profession. The speakers do not wish to promote the inclusion or exclusion of digital technology but simply aim to support practitioners in managing technology appropriate to their aims and learning outcomes. This presentation also sets the scene for the special interest group on digital technology, social media and outdoor education.

### Key words

Digital Technology; Mobile Technology; Social Media; Rapid Change; Professional Currency

### Reference List

MacIsaac, S., Kelly, J., & Gray, S. (2018). 'She has like 4000 followers!': the celebrification of self within school social networks. *Journal of Youth Studies*, 21(6), 816-835.

Pelletier, K.K., Brown, M., Brooks, D.C., McCormack, M., Reeves, J., Arbino, N., Bozkurt, A., Crawford, S., Czerniewicz, L., Gibson, R. and Linder, K., 2021. Australian Higher Education. In 2021 *EDUCAUSE Horizon Report: Teaching and Learning Edition* (pp. 37-38). EDUCAUSE Publications.

Cuthbertson, B., Socha, T. L., & Potter, T. G. (2004). The double-edged sword: Critical reflections on traditional and modern technology in outdoor education. *Journal of Adventure Education & Outdoor Learning*, 4(2), 133-144. <https://doi.org/10.1080/14729670485200491>

## #26 Who does that? Outdoor education in Swedish secondary school

Åsa Tugetam

Sport Science, Kalmar, Sweden

### Abstract

A central question in the research field of outdoor education concerns learning. Based on an ethnographic methodological approach the purpose with this paper is to study the learning processes from the student perspective, the learning processes that take shape in friluftsliv school programmes. Two classes from a secondary school in southern Sweden were studied and followed over time. The curriculum of the two classes includes one week of friluftsliv in a mountain wilderness area in the Scandinavian mountains. The study is based on ethnographic field work, and data were collected through interviews, informal conversations, participatory observation, videos made using GoPro cameras, and logs written by the students themselves.

The study identifies three clear learning processes: contextual learning (Dewey, 1922/1988), relational learning (Lave & Wenger, 1991) and identity developing learning. These three learning processes are understood as overlapping processes that the students experience simultaneously. The main conclusion of the study is when the students find themselves in the middle of what is for them uncharted territory, smell and touch the plants in their native habitat, or experience what it means to take responsibility for one's own role in cooperation with a group, that contextual, social and identity-developing learning processes take shape. In other words, above and beyond the instructional practices in which evaluation and grade-assignment usually take place. To push the boundaries of what is experienced as possible and to meet oneself outside the everyday context contributes, as I have shown, to learning and identity development.

### Key words

Outdoor education; ethnography; gopro cameras; identity-developing learning process.

### Reference List

- Dewey, J. (1922/1988). Human nature and conduct. I: J.A. Boydston (Ed.) *The middle works, 1899 – 1924* (s?), vol. 14. Carbondale: Southern Illinois University Press.
- Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Lundvall, S. (2011). *Lärande i friluftsliv: perspektiv och ämnesdidaktiska exempel*, Stockholm: Gymnastik- och idrottshögskolan.
- Mikaels, J. (2017). *Becoming-place: (Re)conceptualising friluftsliv in the Swedish physical education and health curriculum*.
- Onwuegbuzie, A. J. & Johnson, R. B. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33(14), 14–26

## **#28 School Camping as Curriculum: using Schwab's commonplaces to investigate how teachers at a school camp and a school understand curriculum**

Malcolm Nicolson

The University of Melbourne, Melbourne, Australia. Somers School Camp, Somers, Australia

### **Abstract**

Formal curriculum is a mainstay of the work of teachers occupying their attention, and constituting most of their work. This working relationship between school teachers and curriculum engenders a particular understanding of curriculum. But what of the work of those teachers specifically engaged with school camping? How do these teachers perceive curriculum and their relationship to it? In Victoria, Australia, Department of Education and Training is responsible for schools and a group of State-owned and operated school camps, designated formally as schools. In this study, teachers at a State primary school and a State primary school camp are engaged as participants in a research project investigating their perceptions of curriculum.

Interesting differences and similarities were revealed within and between the two groups, impacting on the scope of the teachers work in a variety of ways. To display and analyse the data, Schwab's (1973) commonplaces of curriculum (subject matter, student, milieu, teacher, and curriculum-maker) were employed theoretically. The commonplaces - topics which Schwab believed must be included in any discussion of curriculum - provided a framework for understanding how curriculum is perceived by teachers and in the literature.

With space in the crowded Victorian Curriculum at a premium, and a push to narrow and control subject matter by neo-liberal governments globally, it is a matter of importance to those practicing in the domain of school camping, as to whether their contribution to education is considered curriculum, part of curriculum, or simply extra-curricular as they battle to have it included in the curriculum.

### **Key words**

Schwab; commonplaces; school camping; deliberation; teacher voice

### **Reference List**

Schwab, J. J. (1973). The practical 3: Translation into curriculum. *The School Review*. 81(4), 501-522.

## #29 Being and doing in the outdoors brings something extra! Evaluating the Danish Healthy in Nature Project

Søren Andkjær<sup>1</sup>, Trine Top Klein-Wengel<sup>1</sup>, Astrid Ishøi<sup>1</sup>, Christina Bjørk Petersen<sup>2</sup>

<sup>1</sup>Active Living, Department of Sport Science and Clinical Biomechanics, University of Southern Denmark, Odense, Denmark. <sup>2</sup>National Institute of Public Health, University of Southern Denmark, Copenhagen, Denmark

### Abstract

Nature is associated to health and mental well-being among the general population (Thompson Coon et al., 2011), but little is known of the potential of using nature in relation to community-based health promotion programs. This presentation reports on a study examining how people with mental or chronic physical health problems experience local outdoor health promotion or rehabilitation programs and how these programs contribute to the participant's health and well-being. The study is based on data from the Healthy in Nature project targeting adults with chronic physical health problems and adults with mental health problems. Data was collected using a qualitative multiple case study design involving five selected cases with both qualitative interviews and observation. Data was analysed using a qualitative reflexive thematic analysis, employing Self-Determination Theory (Ryan & Deci, 2000) as a theoretical framework. The participants in the two groups experienced increased competence, autonomy, and relatedness, and the project had a positive impact on their self-perceived well-being. It was important to the participants that they were in a natural environment participating in friluftsliv (Andkjær, 2012), which indicates that both being and doing in a natural setting is important. The participants experienced outdoor health promotion programs as a beneficial contribution to their health and well-being, indicating that municipalities should continue to develop and implement health promotion and rehabilitation programs using nature and friluftsliv. Further research, however, is needed on the importance of different methods and programs to different participant groups in different contexts.

### Key words

Friluftsliv; outdoors; health & well-being; Self-Determination Theory; evaluation

### Reference List

Andkjær, S. (2012). A cultural and comparative perspective on outdoor education in New Zealand and friluftsliv in Denmark. *Journal of Adventure Education and Outdoor Learning*, 12(2), 121-136.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *Am Psychol*, 55(1), 68-78.

Thompson Coon, J., Boddy, K., Stein, K., Whear, R., Barton, J., & Depledge, M. H. (2011). Does participating in physical activity in outdoor natural environments have a greater effect on physical and mental wellbeing than physical activity indoors? A systematic review. *Environ Sci Technol*, 45(5), 1761-1772.

## #31 Recognition and reporting of outdoor learning in primary schools in England

Olivia Diggory<sup>1</sup>, Heather Prince<sup>2</sup>

<sup>1</sup>Aysgarth School, Bedale, United Kingdom. <sup>2</sup>University of Cumbria, Ambleside, United Kingdom

### Abstract

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects and reports on the quality and effectiveness of educational provision in England. This research explores the extent to which non-mandatory curricular outdoor learning was recognised and reported by Ofsted in their inspections of state-maintained English primary schools (3-11 years) between September 2019 and February 2020. It provides a proxy measure for the extent, nature and status of outdoor learning at a national level.

Of the published reports (n= 629) 42% mentioned at least one search word: 'outdoor', 'outside' or 'residential'. Most comments about outdoor learning related to the Early Years Foundation Stage (3-5 years, 71%) where it is a statutory requirement for schools to have access to an outdoor environment or have planned outdoor activities every day (DfE, 2021). Inspectors' comments were mainly positive, reporting on learning and enjoyment although some pertained to the need to develop quality outdoor space and learning in that setting. Outdoor learning in primary schools more widely supported learning and enjoyment (29% of comments), with some neutral reporting of occurrences in schools, or on day or residential visits. Residentials were mentioned in 15% of the reports.

The data obtained through the lens of school inspectors indicate positive outcomes for those pupils in primary schools who have opportunities for outdoor learning, although in the majority of schools it may take a different form, is not reported or does not take place.

### Key words

Outdoor learning; inspections; reporting; primary schools; England

### Reference List

Department for Education (DfE) (2021) *Statutory Framework for the Early Years Foundation Stage: Setting the Standards for Learning, Development and Care from Children Birth to Five*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

## #32 What is the value of 'leaving the comfort zone'? A critical examination of fear induced learning

Fiona Nicholls

University St Mark & St John, Plymouth, United Kingdom

### **Abstract**

This project investigates the widely accepted metaphor that we must be out of our comfort zone to grow or learn. Whilst much of the experiential learning literature advocates that by moving people out of their comfort zones learning takes place, an ever-increasing body of literature grows against this, so called commodification of risk and risk pedagogy (Beames & Brown, 2016).

The study is an ethnographic (O'Reilly, 2012) and interpretative examination of programmes that create learning opportunities which incorporate the shifting of participants 'out of their comfort zones' and summarises the researcher's PhD proposal and progress to date including the origins and arguments for and against the use of the metaphor.

The research will involve participant observation of one 10-day programme, paying attention to the moments that students appear fearful, whilst being encouraged to defy their limitations. This remains a point of interest in the research. Following the programme, through a combination of focus group interviews with participants and semi-structured post-course interviews, the researcher hopes to identify both what the students thought they learned from the experience as well as how this related to their being fearful and the feeling of being outside of their 'comfort zone'. Semi-structured interviews will also be carried out with practitioners delivering the course to identify their perspective on the role of 'shifting the students out of their comfort zones' and how this related to what they believe the students learned from the experiences.

### **Key words**

Comfort Zone; fear; ethnography

### **Reference List**

- Beames, S. & Brown, M. (2016). *Adventurous Learning: A Pedagogy for a Changing World*. Routledge.
- O'Reilly, K. (2012). *Ethnographic methods* (2nd ed.). Routledge.



## #33 Adventures in Physical Intelligence: Opportunities for Outdoor Education [poster]

Richard Whall, Clive Palmer

University of Central Lancashire, Preston, United Kingdom

### Abstract

“It could be said that walking is a highly intelligent activity” (Ingold, 2004, p.332). Whether viewed as essential, alternative or complimentary, the perceived value of outdoor education is influenced by a range of factors, including sociocultural perspectives on the purpose of education and its relationship with intelligence. In-part motivation for this research is the question why, for example, is it that modern UK society, and education in particular, prioritises perceived intellectual ability over more practical and vocational subjects and skills?

Utilising phenomenological approaches, this study explores the concept of ‘physical intelligence’ from the perspective of those with significant lived experience. To these ends, 7 respondents expositions to a single-question questionnaire have been analysed in conjunction with a reflexive, data-driven approach (Whall & Palmer, 2021). This has helped to navigate and review the intelligence research landscape. The aim of this poster is to present insights from my research adventures to date that begin to reveal the essence of intelligence in the physical domain.

Encountering the dualistic hegemony of mind over matter and deeply rooted ‘body-as-machine’ metaphors, and wrestling with the already slippery concept of intelligence, has posed significant philosophical challenges. Whilst it is not the intention of, nor is it even possible for this study to solve either of these age-old problems, the proposed conceptualisation of physical intelligence emerging from the research hopes to provide a model to evaluate, enhance or extend contemporary outdoor educational practice and therefore its impact mainstream in education more widely.

### Key words

Physical intelligence; education; phenomenology; perception; senses

### Reference List

- Ingold, T. (2004). Culture on the Ground: The World Perceived Through the Feet. *Journal of Material Culture*, 9(3), 315–340
- Whall, R. and Palmer, C. (2021) Developing an intelligent body - what does it mean to be physically educated? *Journal of Qualitative Research in Sports Studies*, 15, 1, 77-106

## **#34 Challenging Powerful Invisible Barriers: tackling unconscious gender bias within outdoor education in the UK**

Millie Chaston

Plymouth Marjon University, Plymouth, United Kingdom

### **Abstract**

The Palgrave International Handbook of Women and Outdoor Learning (Gray & Mitten, 2018) was a major contribution towards focussing attention on gender inequity and unconscious gender bias in outdoor studies. The authors collectively called for the continuation of raising awareness of these issues. This research study investigated unconscious gender bias in outdoor education in the UK, by examining the role unconscious bias training currently holds within outdoor education accreditation, especially within national governing body training for mountain leadership and climbing. It attempted to determine if and how it can be improved and developed, and to make recommendations for future practice in tackling unconscious bias within outdoor education.

A poststructuralist feminist framework (Lather, 1991) allowed an explanatory sequential mixed methods approach to collect both qualitative and quantitative data. Both sets of data highlighted the pervasiveness of unconscious gender bias in UK outdoor education, the need and desire for raised awareness of unconscious bias across the sector, and the potential that unconscious bias training offers in meeting that need. The findings are consistent with inferences made in by Gray and Mitten (2018). When outdoor educators talk about moving towards greater social justice, I argue that outdoor practitioners need to be making a conscious effort to raise our own awareness of bias - to become “woke” - as well as facilitating ongoing conversations about unconscious bias so that we can combat the systemic oppression that permeates outdoor education (Breunig, 2019).

### **Key words**

Unconscious bias; gender; feminism; social justice

### **Reference List**

- Breunig, M. (2019) Beings Who Are Becoming: Enhancing Social Justice Literacy. *Journal of Experiential Education*, 42(1), 7-21.
- Gray, T., & Mitten, D. (2018). *The Palgrave international handbook of women and outdoor learning*. Palgrave Macmillan.
- Lather, P. (1991) *Getting Smart: Feminist Research and Pedagogy with/in the Postmodern*. Routledge.

## #35 Reasons for teachers to go outdoors. A narrative review

Patrick Daigle, Tegwen Gadais, Johanne Grenier

UQAM, Montréal, Canada

### Abstract

Outdoor teaching has grown in popularity in recent years, and it is particularly the case in Québec. For Quebec's children, as it is for those of some other countries, the opportunities for discovering the outdoors and interacting with nature occur mainly in schools (Chaire de tourisme Transat, 2017; Maller, 2009). Despite some obstacles, many teachers take their students outdoors. However, it remains difficult to understand how teachers are led to use the outdoors. In connection with this observation, a literature review was carried out as part of a research doctorate in education by following the criteria specific to this field (Boote et Beile, 2005).

The objective of this narrative review is to present the synthesis of knowledge on the reasons that explain why teachers choose to teach in an outdoor context. The analysis of the 52 selected articles, published between 2000 and 2020 in three databases (ERIC, Cairn and Érudit), reveals that most of the reasons are related to the educational environment or to the teachers themselves. The reasons related to the educational environment are colleagues, school administration, equipment and budget. The reasons related to teachers are training, professional task, perceptions and experiences of the outdoors. The review ends with avenues for reflection on how to promote teaching in an outdoor setting and the prospects for future research.

### Key words

Outdoor education; outdoor learning; teacher; motivation; environment

### Reference List

Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational researcher*, 34(6), 3-15.

Chaire de tourisme Transat. (2017). *Étude des clientèles, des lieux de pratique et des retombées économiques et sociales des activités physiques de plein air*. UQAM.

<https://chairedetourisme.uqam.ca/fr/recherche-et-publications/publications.html>

Maller, C. J. (2009). Promoting children's mental, emotional and social health through contact with nature: a model. *Health Education*, 109(6), 522-543. <https://doi.org/10.1108/09654280911001185>

## **#36 Interoceptive Awareness Opportunities during Outdoor Education: Developing an Adventure Therapy programme for children with a history of complex trauma [poster]**

Kitty Forster<sup>1,2</sup>, Lara Maister<sup>1</sup>, Dawn Wimpory<sup>1,3,4</sup>, Jamie McDonald<sup>1</sup>, Andy Cooke<sup>1</sup>, Germano Gallicchio<sup>1</sup>

<sup>1</sup>School of Human and Behavioural Sciences, Bangor University, Bangor, United Kingdom. <sup>2</sup>Afon Goch Children's Homes Ltd., Bangor, United Kingdom. <sup>3</sup>Betsi Cadwaladr University Health Board (BCUHB, NHS), Bangor, United Kingdom. <sup>4</sup>British Psychological Society, N/A, United Kingdom.

### **Abstract**

'Interoception' refers to internal bodily processes, that sometimes enter our conscious awareness; including respiratory, cardiac, and gastric activity. Interoception is also linked to emotional regulation; maladaptive interoception can develop after traumatic life experiences, sometimes contributing to poor mental health (Krupnik 2020). Physical exercise and mindful body-based activities are thought to improve interoception (Wallman-Jones et al 2021). Outdoor pursuits contain activities that can promote focus on the body; Interoceptive Awareness Opportunities (IAOs) have been incorporated into 1:1 Outdoor Education sessions at Afon Goch Children's Homes Ltd. The IAOs are designed to be child-friendly ways to notice internal bodily sensations. Study 1: This pilot gathered information on children's engagement in IAOs and the feasibility of implementation. Instructors report IAOs can be naturally introduced whilst teaching an activity or skills progressions. There has been successful engagement from children, including those resistant to conventional therapy and education. Study 2: One IAO will be tested on adults after exercising on a laboratory cycling ergometer, under two physical exertion intensities (lower and higher). Participants will be randomly allocated to an 'interoceptive' group, who are guided to attend to their heartbeat in their chest and elsewhere immediately after exercise; or an 'exteroceptive' group, who instead focus on external visual stimuli. Before and after the exercise, we will measure participants' cardiac interoceptive accuracy through the Heartbeat Discrimination Task (HBDT), plus the cortical processing of the heartbeat through Heartbeat Evoked Potentials (HEP) (Coll et al 2021). Greater physical exertion and adopting an interoceptive focus are expected to lead to better HBDT and HEP scores.

### **Key words**

Interoception; trauma; therapy; exercise; EEG.

### **Reference List**

Krupnik, V. (2020). Trauma or Drama: A Predictive Processing Perspective on the Continuum of Stress. *Frontiers in Psychology*, 11.

Wallman-Jones, A., Perakakis, P., Tsakiris, M., & Schmidt, M. (2021). Physical activity and interoceptive processing: Theoretical considerations for future research. *International Journal of Psychophysiology*, 166(December 2020), 38–49.

Coll, M. P., Hobson, H., Bird, G., & Murphy, J. (2021). Systematic review and meta-analysis of the relationship between the heartbeat-evoked potential and interoception. *Neuroscience and Biobehavioral Reviews*, 122(January), 190–200.

## #37 Urban Youth – Nature Engagement and Health Promotion for All: a Norwegian Case-study

Kirsti Pedersen Gurholt

Norwegian School of Sport Studies, Oslo, Norway

### Abstract

Among policy-makers across Europe and beyond, there is an increasing awareness that outdoor activities can provide beneficial experiences for learning, sustainability, social inclusion, well-being, and health. As a result, a growing field of research is evolving to understand the role of legal policy formation for how educational communities are changing in an increasingly complex world. By comparing diverse strategies, such as bottom-up with top-down, Passy et al. (2019, p.77) learned that "policy change needs to be underpinned by culture change at the grassroots/practitioners level". This paper explores how national-policy is implemented at a regional level to increase the number of youth actively engaging in outdoor leisure activities using urban greenspaces. The main question asked concerns the relationships between policy-making and implementation in the capital city of Oslo, Norway. To analyse outdoor leisure activities interventions and facilitation for youth aged 6 to 19, I collaborated with two colleagues to develop a qualitative methodology combining an internet review and interviews with leaders of public health care and NGOs. Through the interviews, we also explored the leaders' experiences and reflections. The most important result concerns a gap between policy-visions and implementations. Several paradoxes appear. For example, a systematic socioeconomic inequality in youth' engagement in outdoor activities seems to be reproduced despite the long-lasting national-policy of friluftsliv-for-all, public access rights to outlying areas, and the policy-vision that Oslo should be well facilitated for friluftsliv, especially for youngsters. Social inequalities that follow known spatial distribution of socioeconomic inequalities across Oslo remain resistant to change.

### Key words

Outdoor life; youth; urban interventions; NGOs; Public Health Care Services

### Reference List

Gurholt, K. P., Torp, I. H. D., & Eriksen, J. W. (2020). Studie av friluftsliv blant barn og unge i Oslo: Sosial ulikhet og sosial utjevning. *Norges idrettshøgskole*. <https://nih.brage.unit.no/nih-xmlui/handle/11250/2684299>

Passy, R., Bentsen, P., Gray, T., & Ho, S. (2019). Integrating outdoor learning into the curriculum: an exploration in four nations. *Curriculum Perspectives*, 39(1), 73-78.

WHO-Europe, W. H. O. E. (2006). *Promoting physical activity and active living in urban environments*. WHO Regional Office for Europe.

[https://www.euro.who.int/\\_\\_data/assets/pdf\\_file/0009/98424/E89498.pdf](https://www.euro.who.int/__data/assets/pdf_file/0009/98424/E89498.pdf)

## **#39 Examining Japanese Significant Life Experiences in the 21st Century: Focusing on Japanese Adolescent Experiences**

Masahiro OKADA<sup>1</sup>, Nozomu INOUE<sup>2</sup>, Marie WATANABE<sup>3</sup>

<sup>1</sup>Tokai University, Hiratsuka, Japan. <sup>2</sup>Sendai University, Shibata, Japan. <sup>3</sup>Graduate school of Sendai University, Shibata, Japan

### **Abstract**

SLE research, which explores experiences that significantly influence responsible environmental behavior (REB), was initiated by Tanner (1980) and has been reported mainly on Westerners. However, there have been few studies on Asians, and Japanese SLE research has not been fully explored since Furihata et al. (2006). In the past 20 years, Japan has experienced a series of events that have affected REB, such as the revision of the Courses of Study, the Great East Japan Earthquake, and the recent abnormal weather. Therefore, the purpose of this study was to examine SLE in light of recent social trends.

A questionnaire survey was conducted among junior and senior university students from 2013 to 2019. A total of 321 valid responses were collected. The responses were coded by two researchers and one graduate student majoring in outdoor education.

The results showed that the SLEs were school education (103), social activities/groups (80), contact with nature (30), friends/peers/others (29), relationship with resources (26), sense of loss of nature/environment (26), media (9), family (8), and others (7). The most common REB changed by SLE was waste/recycling, followed by energy conservation, and other behaviors such as participation in activities, promotion, and relationship with nature. From these results, it is clear that school education for young people in Japan has been successful in terms of environmental education. It is also clear that the activities of picking up trash at school and in the community are also having an impact on many youths.

### **Key words**

Significant Life Experiences, responsible environmental behavior, questionnaire survey, environmental education,

### **Reference List**

Furihata, S., Ishizaka, T., Hatakeyama, M., Hitsumoto, M., & Ito, S. (2006) Potentials and challenges of the research on “significant life experiences” (SLE) in Japan. *Japanese Journal of Environmental Education*, 15(2), 2–13.

Tanner, T. (1980) Significant life experiences: a new research area in environmental education. *Journal of Environmental Education*. 11: 20–24.

## **#40 Education outside the classroom in cultural institutions and green areas - Physical activity and gender perspectives.**

Erik Mygind

Department of Geosciences and Natural Resource Management, Copenhagen, Denmark

### **Abstract**

In a Danish context regular (weekly or biweekly) education outside the classroom, is called *udeskole* and aims to enhance both health and education. The purpose of this presentation is to present a research project from a school in Copenhagen and highlight the impact and potentials on physical activity (PA) in primary school based on results from 84 pupils (grade 4-6 grade – year 9-12) being taught weekly outside the classroom and school buildings.(Mygind, 2016). The presentation summarises how teaching in green areas or using cultural institutions (museum, railway station, etc.) has an impact on PA levels.

The study investigated whether *udeskole* in urban nature or cultural institutions helps to increase children's PA in four classes. After three months preliminary *udeskole* the weeks, where the measurements took place, were randomly chosen. 44 girls and 40 boys participated, where PA was measured for seven consecutive days in each class and compared on days with *udeskole* vs 1) standard school days and 2) days with physical education (PE) lessons, 3) after school hours and 4) weekends. Further, comparisons were made between specific domains like breaks and PE lessons.

Three classes visited cultural institutions and one class was taught in nature/ green areas. The average PA levels among both sexes', different settings and days will be presented and discussed.

### **Key words**

Udeskole; health

### **Reference List**

Mygind, E. (2016). PA during Learning Inside and Outside the Classroom. *Health Behavior Policy Review*. 3(5):455-467. DOI: <http://dx.doi.org/10.14485>.

Nielsen, G., Mygind, E., Bolling, M., Otte, C.R., Schneller, M.B., Schipperijn, J., et al. (2016). A quasi-experimental cross-disciplinary evaluation of the impacts of education outside the classroom on pupils' physical activity, well-being and learning: the TEACHOUT study protocol. *BMC Public Health*, 16: 1117.

## **#41 Trainee teachers' experiences prior, during and post-Forest School Training Level 1.**

Silvia Cont, Avril Rowley, Zoe Knowles, Colm Bowe

Liverpool John Moores University, Liverpool, United Kingdom

### **Abstract**

The alternative educational approach Forest School (FS) has become popular in the UK since its establishment in the mid-90s. Previous studies focused on in-service teaching staff employing it in their practice. Trainees' experiences and impact of FS on their professional development have been indeed little investigated. This longitudinal research aims to explore trainees' experiences and attitudes towards FS. Participants are trainee teachers from a North-West of England University who were offered the attendance at FS Training Level 1 (IOL, n.d.), instructing them about FS' ethos and principles, and the award of the correspondent qualification. This mixed methods research employed in-depth interviews, the Nature Relatedness scale (NR) (Nisbet, Zelenski, & Murphy, 2009) and the Questionnaire for Teacher Interaction Self-Efficacy (QTI-SE) (Veldman, Admiraal, Mainhard, Wubbels, & van Tartwijk, 2017) with the whole cohort (participating vs non-participating trainees) pre-FS training. Interviews aimed to ascertain trainees' views about FS training and qualification. NR aimed to measure trainees' overall relationship with nature, and QTI-SE measures their interpersonal self-efficacy. Participant observations of behaviours and interactions of attending trainees were conducted during the FS training sessions. Post-intervention, the whole cohort was asked to participate in a second round of interviews, QTI-SE, and NR scale completion. Results from pre- and post-intervention in-depth interviews and surveys administration are going to be presented along with the observations collected during the training. To conclude, the impact of the research outcomes on educational research, trainee/in-service teachers, and other stakeholders (e.g., FS Association) and the wider implications of employing FS with trainees are discussed.

### **Key words**

Forest School; Trainee Teachers; Professional Development; Nature Connection; Self-efficacy

### **Reference List**

IOL. (n.d.). *Qualifications*. Retrieved from <https://www.forestschoollassociation.org/forest-school-qualification/>

Nisbet, E. K., Zelenski, J. M., & Murphy, S. A. (2009). The Nature Relatedness Scale: Linking Individuals' Connection with Nature to Environmental Concern and Behavior. *Environment and Behavior*, 41(5), 715-741. doi:10.1177/0013916508318748

Veldman, I., Admiraal, W., Mainhard, T., Wubbels, T., & van Tartwijk, J. (2017). Measuring teachers' interpersonal self-efficacy: relationship with realized interpersonal aspirations, classroom management efficacy and age. *Social Psychology of Education*, 20(2), 411-427. doi:10.1007/s11218-017-9374-1



## **#42 High-Quality Outdoor Learning – Making it Happen. The Potential of Education Outside the Classroom for Children, Teachers and Society. An Edited Volume [poster]**

Rolf Jucker<sup>1</sup>, Jakob von Au<sup>2</sup>, [Alice Johnson](#) (Presenting)<sup>1</sup>

<sup>1</sup>Stiftung SILVIVA, Zürich, Switzerland. <sup>2</sup>University of Education, Heidelberg, Germany

### **Abstract**

This poster will present an overview of the new open access book “High-Quality Outdoor Learning” (Jucker & von Au, 2022). This book reviews evidence and case studies on the effects of outdoor learning on teachers and learners. It shows how real-world learning outside the classroom contributes to unlocking the full potential of learners, demonstrating its benefits for academic learning, social competencies, personal and emotional development, psychological well-being, and physical activity and health.

In addition, the book highlights how outdoor learning nurtures environmental awareness and helps learners to tackle current sustainability challenges. Its focus on high-quality learning makes it a unique contribution to the implementation of SDG 4. Aimed at lecturers at teacher training universities, teachers, professional educators, coaches, and multipliers who train staff of educational NGOs, as well as decision makers on all levels of education systems, this book is of interest to all those who seek a more in-depth understanding of the future of education.

### **Key words**

Outdoor-based learning; 21st century skills; place-based learning; real-world learning; experiential learning

### **Reference List**

Jucker, R. & von Au, J. (Eds.). (2022) *High-Quality Outdoor Learning: Evidence-based Education Outside the Classroom for Children, Teachers and Society*. Springer: Berlin

## **#43 Following lines of heritage. Exploring the sense of intrinsic connection and environmental consciousness**

Jennifer Schwind

Philipps-Universität Marburg, Marburg, Germany

### **Abstract**

This is a proposed (not yet started) PhD study in process:

I am feeling a call, I can't yet understand. One might call it irrational, yet it makes no sense to me to follow a judgement born in the sense of separation – body and mind, nature and culture, experience and knowledge, intuition and rationality, animal and human. Sisu and I might make a curious team for co-authoring this performance, both experiential and literal. Sisu is a husky.

Engaging with the world-perception of the other takes the vital disposition for bearing irritation, failure and change – for having one's world turned upside down. This research will explore the natural state of matter-of-fact assumptions in western epistemology as to where it prohibits a learning-approach to the world. It focuses on the roles of children in school settings by transformative action and of everything signified as the other by thinking with theory. It particularly attends to how one stirs the composure of one another – creating resonant world relationship in encounters (Rosa 2016). Walking the post-qualitative terrain (Murris 2021), following a non-methodology in order to inquire an epistemological world yet to come. As an output the study will formulate its question(s).

How to remember what has never been lost? Outdoor experiential education as medium. A sense of continuous motion – I, us, all – a multiplicity. Posthuman. Response-able (Haraway, 2007) to our intrinsic connection. Posthumanism. Receptive to knowledges that have no words. Morphogenetic fields (Sheldrake 2019). So, living in togetherness, I hear your call.

### **Key words**

Experiential learning; heritage; resonance; ecology; animal-human-relationship

### **Reference List**

Haraway, D. (2007) *When Species Meet*. Minneapolis, USA: University of Minnesota Press.

Murris, K. (2021) *Navigating the postqualitative, new materialist and critical posthumanist terrain across disciplines. An introductory guide*. London/ New York: Routledge.

Rosa, H. (2016) *Resonanz. Eine Soziologie der Weltbeziehung*. Berlin, Germany: Suhrkamp Verlag.

## **#44 Growing up green: the role of Early Childhood Education and Care settings in supporting children's nature connection from birth**

Nicola Kemp<sup>1</sup>, [Joanne Josephidou](#)<sup>2</sup>

<sup>1</sup>Canterbury Christ Church University, Canterbury, United Kingdom. <sup>2</sup>The Open University, Milton Keynes, United Kingdom

### **Abstract**

Within the growing body of research and practice on learning outdoors within Early Childhood Education & Care (ECEC), the focus has tended to be on older children; the needs and experiences of the youngest children are rarely considered (Bilton, Bento, and Dias 2017). In this presentation we draw on the findings of a Froebel Trust funded project 'A life in and with nature in the period of earliest childhood: understanding provision for 0-2s in English babyrooms'. The research adopted a sequential mixed methods approach (narrative review, audit of provision, case study). It revealed that whilst the pedagogic potential of the outdoors for babies and toddlers appears to be generally recognised, there is significant variability in outdoor provision. There is also little emphasis on supporting engagement with the natural characteristics of outdoor environments. We suggest that, in the absence of a strong policy driver, ECEC settings may be inadvertently laying the foundations for inequality of access to the outdoors from birth.

The finding that very young children are offered very different outdoor experiences depending on the specific ECEC setting they attend, is a concern not only from a human health perspective, but also in relation to their future relationship with the natural world. We draw upon Moore & Cosco's (2014) idea of 'growing up green' to propose the concept of nature engaging and nature enhancing pedagogy – pedagogic practices that can enhance both human and environmental health. We consider some of the ways in which this approach could be developed through research and practice.

### **Key words**

Early Childhood Education and Care (ECEC); nature; outdoors; babies; toddlers

### **Reference List**

Bilton, H., Bento, G. and Dias, G. (2017) *Taking the first steps outside*. Oxon: Routledge.

Moore, R., & Cosco, N. (2014) Growing Up Green: Naturalization as a Health Promotion Strategy in Early Childhood Outdoor Learning Environments. *Children, Youth & Environments*, 24 (2): 168-191. doi: 10.7721/chilyoutenvi.24.2.0168

## #45 Learner-led approach in an outdoor environment as an alternative to traditional schools.

Selima Negro

Pedagogia del bosco | ricerca e formazione, Missaglia, Italy

### Abstract

In Italy, during the past three years, there has been a growing number of initiatives that offer an everyday outdoor experience to children over six years old who are officially home-schooled. The initiatives often stem from Forest Kindergartens, and they present as an alternative to both traditional schools and classic home-schooling.

In 2018 I founded one of these projects and as a Forest Pedagogy trainer and consultant I have witnessed in other similar experiences how a learner-led approach (Gray, 2013) is applied to every aspect of education, including academic skills and subjects.

However, there is a lack of research on this phenomenon that I would like to address, examining four fundamental aspects of outdoor learner-led projects (Negro, 2019):

1. What is the pedagogical identity (Why learner-led? Why outdoor?);
2. What is the role of adults (What skills and training? How are parents involved?);
3. What is the evaluation process (How are learning objectives and needs identified? How to document learning courses? How to be inclusive?);
4. What is the nature of the environment (Where? What kind of materials?).

I research the process through participatory observation and in-depth interviews with the parents and educators. In this paper, I will present the preliminary results of this ongoing study. Through an overview of learner-led outdoor projects in Italy, I will show if and how Forest Pedagogy can be a complete and inclusive approach to education, and I will identify specific tools and good practices that can be implemented in traditional schools.

### Key words

Learner-led; homeschooling; Italy; Forest Schools

### Reference List

Gray, P. (2013). *Free to learn: Why unleashing the instinct to play will make our children happier, more self-reliant, and better students for life*. New York, NY: Basic Books/Hachette Book Group.

Kraftl, P. (2013). *Geographies of Alternative Education: Diverse Learning Spaces for Children and Young People*, Bristol, UK: Policy Press.

Negro, S. (2019). *Pedagogia del bosco. Educare in natura per crescere bambini liberi e sani*. Firenze, Italy: Terra Nuova Edizioni.

## #46 Neurodiversity in the woods. Meanings and practices of inclusion in forest pedagogy-based projects in Italy.

Stefania Donzelli<sup>1</sup>, Chiara Castellini<sup>2</sup>

<sup>1</sup>Pedagogia del Bosco, Ricerca e Formazione, Missaglia, Italy. <sup>2</sup>Studente at Università degli Studi di Bologna, Bologna, Italy

### Abstract

Forest pedagogy is developing in Italy as both an alternative and complement to traditional schooling (Negro, 2019). The growing numbers of neurodivergent children participating in forest pedagogy-based projects have raised an increasing interest about inclusion within the outdoor community (Antonietti, 2019; Donzelli, 2021). Two competing perspectives cross and shape this emerging field: the medical model of disability, which is predominant in both traditional schooling and outdoor contexts, and the neurodiversity paradigm, which is now gaining visibility thanks to the activism of neurodivergent advocates (Donzelli, 2020). In this paper, we set two objectives. First, we outline how these two perspectives play out and interact on the ground, discussing how forest pedagogy operators working with neurodivergent children conceptualise inclusion and implement inclusive practices and accommodations. To this end, we analyse the discourses produced during in-depth interviews with forest pedagogy operators working with neurodivergent children in Italy. Second, we discuss one specific case study whose understanding of inclusion has been inspired by the neurodiversity paradigm: the forest kindergarten founded by the association Fuori dalla Scuola in 2015 within the regional Park of Montevecchia (Lombardy), where both of us have worked with neurodivergent children. In particular, we use the forest kindergarten documentation to reason on three “good practices” to support autistic kids' learning: (1) attention to sensory needs and support to children-led regulation strategies; (2) recognition and appreciation of autistic play culture; and (3) support to inter-neurotype communication. We conclude discussing the implications of these “good practices” for conceptualising inclusion in forest pedagogy-based projects.

### Key words

Neurodiversity; Forest Pedagogy; Inclusion; Italy.

### Reference List

Antonietti, M. (2019, November). *Il viaggio della pedagogia del bosco*. Paper presented at Primo Convegno Nazionale di Pedagogia del Bosco, Milan.

Donzelli, S. (2020, June 28) Neurodiversità e pedagogia del bosco. Pedagogia del bosco | Ricerca e formazione YouTube Channel. <https://www.youtube.com/watch?v=gafmkapI4lw&t=3s> Negro, S. (2019). Pedagogia del bosco. Educare nella natura per crescere bambini liberi e sani. Terranuova.

## **#47 Whose blue healthy space? A scoping study on blue health promotion, coastal and marine recreation, planning and management**

Lisbeth Kronsted Lund<sup>1</sup>, Berit Charlotte Kaae<sup>2</sup>, Kirsti Petersen Gurholt<sup>3</sup>

<sup>1</sup>Norwegian School of Sport Science, Oslo, Norway. <sup>2</sup>University of Copenhagen, Department of Geosciences and Natural Resource Management (IGN), Copenhagen, Denmark. <sup>3</sup>Norwegian School of Sport Sciences, Oslo, Norway

### **Abstract**

This study reviews existing literature on blue health promotion and benefits associated with coastal and marine recreation and leisure, its role and distribution within society. The purpose is to identify critical messages and gaps within recent blue health promotion research, such as socio-ecological perspectives, salutogenetic and co-created health promotion and coastal and marine planning initiatives. Moreover, to contextualize Nordic settings and discuss potential new insight for integrated practice and intervention development.

A scoping study approach was adopted following the five steps framework by Arksey and O'Malley (2005) providing an overview of the breadth and depth of existing research and identify related literature. Search techniques included online databases, journals, library resources, and manually scanning of reference lists and abstracts. Relevant inclusion/exclusion criteria were defined as relevant to the expressed aim and research question. A total number of refereed works were included (N=46) published between 1996-2022, with a significant part between 2015-2022. Studies were compared and discussed concerning methodology and findings and presented through narrative demonstration.

The reviewed literature was grouped thematically, on the following three themes: 1) Blue health promotion, interventions and activities; 2) coastal and marine planning and management; 3) socio-ecological dimensions and Nordic contexts. Towards the end the article discusses further research concerning a) integrative and sustainable practice and intervention, b) the salutogenetic orientation and c) co-creation in blue health promotion.

### **Key words**

Blue health promotion interventions; seascape leisure activities; socio-ecology; integrative practice; planning and management.

### **Reference List**

Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology: Theory and Practice*, 8(1), 19–32.  
<https://doi.org/10.1080/1364557032000119616>

## #48 Unwrapping the Bloody Truth of Menstrual Isolation: Menstruation Experiences of Individuals and Leaders in the Outdoors

Morgan Ludington, Heidi Smith

University of Edinburgh, Edinburgh, United Kingdom

### Abstract

Menstruation has been distorted by patriarchal society as an experience to be ashamed of, to hide, and to limit (Peranovic & Bentley, 2017). Thus, menstruation is often regarded as a personal problem rather than a societal one. Outdoor leaders are responsible for ensuring participants feel included, respected, and supported throughout an outdoor experience. Yet, there exists a gap around how menstruation is discussed and supported in outdoor settings (Botta & Fitzgerald, 2020; Lynch, 1996). While outdoor experiences often encourage bonding within groups, menstruation experiences remain unspoken. This creates tension that is often isolating for individuals. However, the outdoors offers a unique opportunity to explore menstruation as a natural and bonding aspect of life.

A narrative inquiry research project situated within the critical paradigm utilizing online questionnaires gathered menstrual experiences of outdoor leaders and individuals who participate in a variety of outdoor activities. Of these participants, four were chosen to engage in an online video interview. Responses were reviewed, categorized, and synthesized to formulate an overview of menstrual experiences in the outdoors. Although experiences of menstruation in the outdoors are unique to each individual, many resonances were identified throughout the shared experiences. Key resonances include: sense of self, self-sufficiency, compromise, environmental stewardship, wants, mental and physical load, and safe spaces. By understanding menstruation experiences in outdoor settings, we can create a more inclusive outdoor environment. Further, the research suggests that changing the culture around menstruation in the outdoors can encourage wider social and cultural perceptions around menstruation.

### Key words

Menstruation; periods; women; outdoors; outdoor leaders

### Reference List

Botta, R. A., & Fitzgerald, L. (2020). Gendered Experiences in the Backcountry. *Journal of Outdoor Recreation, Education, and Leadership*, 12(1), 27-40.

<http://dx.doi.org.ezproxy.is.ed.ac.uk/10.18666/JOREL-2020-V12-I1-9924>

Lynch, P. (1996). Menstrual waste in the backcountry. *Science for Conservation*, (No. 35). Wellington, New Zealand: Department of Conservation.

<https://researcharchive.lincoln.ac.nz/bitstream/handle/10182/1846/sfc035.pdf?sequence=1&isAllowed=y>

Peranovic, T., & Bentley, B. (2017). Men and menstruation: A qualitative exploration of beliefs, attitudes and experiences. *Sex Roles*, 77(1-2), 113-124. doi:10.1007/s11199-016-0701-3

## #49 Checking-in on Outdoor Education Bias: An Intersecting 'Challenge'

Anouska Duffy

The University of Edinburgh, Edinburgh, United Kingdom

### Abstract

The use of intersectional frameworks has uncovered societal, structural, and institutional gatekeeping, preventing access to outdoor education and academia, and bias is a foundation. This presentation exposes my autoethnographic journey, a fluid and embodied process of thought and knowing (Holman-Jones, 2016), exploring intersectionality, bias, and stigma in outdoor education. Using intersectional frameworks, I have examined some of the social, cultural, and political influences and power dynamics (Mercer, Paludi, Mills & Mills, 2015). My research led to uncovering some of the normatives and bias towards gender and sexuality in outdoor education. Past experiences directly influence bias (Greenwald & Banaji, 1995) leading to the maintaining of dominant narratives and inequalities, which continue to be lived and experienced in the outdoors. My own 'group' identity memberships, as 'woman' and 'lesbian', are both regarded as 'political identities', and with that can come significant criticism that I am 'foisting my own political agendas', supporting ideologies of separatism and fragmentation (Hill Collins & Bilge, 2016).

Extending my research through the 'INclusivity in the OUTdoors' project, I present the importance of reflecting on positionality, acknowledging the different positions of power and perspectives (Call-Cummings, 2019), and their affects within the field. Without addressing our positionality, we may fail to recognise how it shapes and creates 'others' experiences, perpetuating bias and dominant narratives. I conclude the presentation with my ongoing explorations from the first year of my PhD titled 'ACTing OUT!: Intersecting stories of bias and stigma in 'OUT'door Education'.

### Key words

Bias; Intersectionality; Autoethnography; Positionality

### Reference List

Call-Cummings, M. & Ross, K. (2019). Re-positioning Power and Re-imagining Reflexivity: Examining Positionality and Building Validity Through Reconstructive Horizon Analysis. In Strunk, K., & Locke, L. (eds). *Research Methods for Social Justice and Equity in Education* (1st ed. 2019. ed.). pp. 3-13. Cham: Springer International Publishing: Imprint: Palgrave Macmillan.

Greenwald, A. G., & Banaji, M. R. (1995). Implicit Social Cognition: Attitudes, Self-Esteem, and Stereotypes. *Psychological Review*, 102(1), 4–27. <https://doi.org/10.1037/0033-295X.102.1.4> Hill Collins, P. & Bilge, S., (2016). *Intersectionality*, Cambridge, UK: Polity Press Holman Jones, S. (2016). Living Bodies of Thought: The "Critical" in Critical Autoethnography. *Qualitative Inquiry*, 22(4), 228–237.

Mercer, D., Paludi, M. I., Mills, J. H., & Mills, A. J. (2015). Intersectionality at the Intersection. In The Oxford Handbook of Diversity in Organizations (Vol. 1, Oxford Handbooks in Business and Management, pp. *The Oxford Handbook of Diversity in Organizations*, 2015-11-01, Vol.1). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199679805.013.17>



## #50 A better understanding of the role, work contexts and professional competencies of the outdoor pursuit leader: A PRISMA-ScR systematic scoping review for an evolving field

Nicholas Bergeron, Audrey-Anne Beauchamp, François Bissonnette, Justine Perras, Yannick Lacoste, Jean-Jacques Rondeau, Henri Boudreault, Tegwen Gadais

Université du Québec à Montréal, Montreal, Canada

### Abstract

The Quebec Ministry of Education (MEQ) and the Réseau plein air Québec (RPAQ) in Canada have started a research work to create a provincial professional competency framework for outdoor pursuit leaders (OPL) to be implemented in the next few years. To start such process, a need for a better understanding of the OPL role, professional competencies and working context and a strong competency model that fits with the cultural and social context of the Quebec Province, is needed. To do so, a systematic scoping review was conducted to establish the foundation of the future framework based on references available. Furthermore, it appears to the authors that such type of research could generate outcomes that may help to provide a better overall understanding by the research community of the OPL role. The systematic scoping review was framed through the PRISMA-ScR flow chart model (Tricco et al., 2018) to extract and analyze items from the identified references. This paper presents key findings in the literature from this systematic scoping review started in 2020, with more than 2000 records and references analyzed mainly from 6 databases (Scopus, Eric, SportDiscus, ProQuest Dissertation & thesis, Erudit and Education Source). The study presents mixed results with qualitative data extracted and analyzed. Both qualitative and quantitative results lead to a better understanding of the scope of the literature on this topic and a proposition for a new professional competencies model for the OPL in Quebec.

### Key words

Outdoor leader; professionnall competencies; role; working context; scoping review

### Reference List

Boudreault, H. (2002). *Conception dynamique d'un modèle de formation en didactique pour les enseignants du secteur professionnel*, Université de Montréal].

Martin, B., Breunig, M., Wagstaff, M., & Goldenburg, M. (2017). *Outdoor Leadership: Theory and Practice*. (2nd Éd). Champaign, IL: Human Kinetics. 386 pages.

Moher, D., Shamseer, L., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., Shekelle, P., Shooter, W., Sibthorp, J., & Paisley, K. (2009). Outdoor Leadership Skills: A Program Perspective [Article]. *Journal of Experiential Education*, 32(1), 1-13.

Priest, M., & Gass, M.A. (2018). *Effective Leadership in Adventure Programming* (433ère Éd). Champaign, IL: Human Kinetics. 328 pages.

Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D., Horsley, T., & Weeks, L. (2018). PRISMA extension for scoping reviews (PRISMA-ScR): checklist and explanation. *Annals of internal medicine*, 169(7), 467-473.

## #52 Does Outdoor Learning improve children's life habits? A quasi-experimental study

Yannick Lacoste<sup>1</sup>, Tania Tremblay<sup>2</sup>, Patrick Daigle<sup>1</sup>, Tegwen Gadais<sup>1</sup>

<sup>1</sup>University of Quebec in Montreal, Montreal, Canada. <sup>2</sup>Montmorency College, Laval, Canada

### Abstract

**Background:** Healthy lifestyles positively affect students' well-being and academic success. Thus, the benefits of physical activity on attention are well documented (Hillman et al., 2008), a strong link between sleep and learning is recognized (Gruber et al., 2016), and excessive recreational screen time is known to affect children's academic performance (Adelantado-Renau et al., 2019). Based on this evidence, a study is currently underway in Quebec, Canada, to investigate whether outdoor learning (OL) leads to healthy lifestyle habits. OL, an approach that involves regular educational activities outside of the classroom, is attracting interest in the Quebec school system.

**Method:** The quasi-experimental study includes 28 students in an intervention group (IG) (11- to 12-years-old) participating in a biweekly OL session, who are compared to 32 students in a control group (CG) of comparable socioeconomic characteristics. Data are collected at three measurement times (October 2021, March and June 2022). Sleep and physical activity are assessed by a validated accelerometer worn on the wrist for 7 consecutive days, 24 hours a day. Students complete a 7-day recall questionnaire, developed by the researchers, to supplement the information collected on physical activity, sleep, and recreational screen time. Descriptive and correlational “between-subject” (ANOVA) and “within-subject” (repeated measures) analyses are performed.

**Results and discussion:** Results for measurement time 1 indicate that IG participated in active free play more frequently than CG. Subsequent results will focus on measurement time 2, and the general discussion will address the relevance of implementing OL to improve the lifestyle habits of Quebec children.

### Key words

Outdoor Learning; Physical Activity; Accelerometer; Sleep; Recreational Screen Time

### Reference List

Adelantado-Renau, M., Moliner-Urdiales, D., Cavero-Redondo, I., Beltran-Valls, M. R., Martínez-Vizcaíno, V., & Álvarez-Bueno, C. (2019). Association between screen media use and academic performance among children and adolescents: a systematic review and meta-analysis. *JAMA pediatrics*, 173(11), 1058-1067.

Gruber, R., Somerville, G., Bergmame, L., Fontil, L., & Paquin, S. (2016). School-based sleep education program improves sleep and academic performance of school-age children. *Sleep medicine*, 21, 93-100.

Hillman, C. H., Erickson, K. I., & Kramer, A. F. (2008). Be smart, exercise your heart: Exercise effects on brain and cognition [Review]. *Nature Reviews Neuroscience*, 9(1), 58-65.

<https://doi.org/10.1038/nrn2298>

## #54 Wild Pedagogies, Lyric Philosophy, and the Educational Imagination

Bob Jickling<sup>1</sup>, Sean Blenkinsop<sup>2</sup>, Marcus Morse<sup>3</sup>

<sup>1</sup>Lakehead University, Thunder Bay, Canada. <sup>2</sup>Simon Fraser University, Burnaby, Canada. <sup>3</sup>La Trobe University, Bendigo, Australia

### Abstract

In this presentation we, first, introduce wild pedagogies and the considerations that led to its impetus (Jickling et al. 2018). We present theoretical ideas upon which wild pedagogies rests—the need to disrupt persistent ideologies of human control, the importance of earthly relationships, and the possibilities for cultural change enacted through education. Second, we explore wild pedagogical skills developed, often implicitly, by outdoor educators and argue that these skills, practices, and perceptions are often a part of what mainstream educators need to do today’s educational work—dealing with uncertainty, building relationships between and amongst living beings, and holding space for different ways of knowing (Blenkinsop et al., 2016; Blenkinsop et al., 2019; Jickling et al., 2020). Third, we argue that reinventing core educational concepts is essential to achieving the kinds of eco-cultural change demanded by our times. We are interested in ways of knowing the world that exist beyond tightly controlled boundaries of logic and linguistics—and hence what counts as cognition and rationality. In developing this section, we give emphasis to the Lyric Philosophy of Jan Zwicky (2015, 2019) to link the imaginative possibilities of outdoor educators and the “rewilding” of education. We assert that outdoor educators shouldn’t be satisfied by merely being permitted to run field trips; we should be joining other thoughtful groups at the center of conversations about the nature of education and what the future requires of it.

### Key words

Wild Pedagogy; outdoor education; environmental education; imagination; lyric philosophy

### Reference List

- Blenkinsop, S., C. Maitland, & J. MacQuarrie. (2019). In Search of Policy that Supports Educational Innovation: Perspective of a place- and community-based elementary school. *Policy Futures*, 17 (4), 489-502.
- Blenkinsop, S., Telford, J., & Morse. M. (2016). A surprising discovery: Five pedagogical skills outdoor and experiential educators might offer more mainstream educators in this time of change, *Journal of Adventure Education and Outdoor Learning*, 16 (4,) 346-358, DOI: 10.1080/14729679.2016.1163272
- Jickling, Bob & Blenkinsop, Sean. (2020). Wilding Teacher Education: Responding to the Cries of Nature. *Canadian Journal of Environmental Education*. 23(1), 121-138.
- Jickling, B., S. Blenkinsop, N. Timmerman, & M. Sitka-Sage. (2018). *Wild Pedagogies: Touchstones for Re-negotiating Education and the Environment in the Anthropocene*. Cham, Switzerland: Palgrave-MacMillan.
- Zwicky, J. (2015). What is lyric philosophy? In J. Zwicky, *Alkibiades’ love: Essays in philosophy* (pp. 18). McGill-Queens University Press. Zwicky, J. (2019). *The experience of meaning*. Montreal: McGill-Queen’s University Press.

## #55 The COVID-19 impact on experiential learning in higher education

Takako TAKANO

WASEDA University, Tokyo, Japan

### Abstract

COVID-19 has continued to globally influence all levels of educational institutions since early 2020, and early studies concerning the pandemic's impact have been published such as institutional responses (e.g. Crawford et al., 2020) and wellbeing of university students and faculty members (e.g. Muyor-Rodríguez, Caravaca-Sánchez, & Fernández-Prados, 2021). However experiential learning space in higher education has not been much focused among early research.

This study explores the international pandemic impact related to outdoor and environmental studies in higher education during the period from January 2020 to March 2021 as part of the project initiated by Japanese Society for Environmental Education (JSFEE).

The data was gathered through on-line survey, consisted of multiple choice questions and short written responses, in regards to the field activities, classes and projects as well as future concerns and observed injustice.

All together 98 responses and 195 cases were gathered – 120 cases from Japan and 66 valid cases from 9 countries excluding Japan. While a small number of samples from each nation except Japan makes it unable to represent the country, each comment is meaningful to understand the impact as a whole and the differences implied different levels of infectious situation among countries and areas.

The study confirms the mostly negative impact on experiential learning space across nations, and it highlights the perception of faculty members what outdoor and experiential learning does and its meaning.

### Key words

COVID-19, higher education, experiential learning

### Reference List

Crawford, J., Butler-Henderson, K., Rudolph, J., Malkawi, B., Glowatz, M., Burton, R., Margi, P., Lam, S. (2020). COVID-19: 20 countries' higher education intra-period digital pedagogy responses. *Journal of Applied Learning and Teaching*, 3(1), 1-20. doi:<https://doi.org/10.37074/jalt.2020.3.1.7>

Muyor-Rodríguez, J., Caravaca-Sánchez, F., & Fernández-Prados, J. S. (2021). COVID-19 Fear, Resilience, Social Support, Anxiety, and Suicide among College Students in Spain. *International Journal of Environmental Research and Public Health*. doi:<https://doi.org/10.3390/ijerph18158156>

## **#57 The Outdoor Learning Landscape and the production of Mindscales – A methanalyse, knowledge overview and a reserch study in the primary compulsory Swedish school contex**

Anders Szczepanski

Spetsa/Unitalent Linköping University, Linköping, Sweden

### **Abstract**

This paper presents examples on a knowledge overview about outdoor education (Faskunger, Szczepanski & Åkerblom, 2018) and the second a study in the combination of mobile augmented reality "high teck" and outdoor education, "high touch" in Swedish primary schools (Arvola et al., 2021). The overall view is about knowledge with focus on teaching and learning outdoors, related to school performance, contact with nature and physical activity and the combination of mobile augmented reality and outdoor education.

An outdoor classroom consists of the space, place and time that is formally used in teaching and learning outside schoolhouse-based teaching rooms as a complement to the school's teaching indoors. We need the whole body to learn when our cognitive experiences or mindscape meets the physical outdoor learning landscape and education take place through learning activities related to different places and powerscape, the social reality and interaction between the outdoor- and indoor learning environments in the school context. This interaction between learning environments creates an inner mental mindscape while the present, past, and future become the subject of reflection and knowledge in action. Active construction created by the complex neural processing of matterscape stimuli, the physical reality results in an experience. This result can be visible through a phenomenographic analysis, the empirical study of the different ways in which people think of the world, based on the phenomenon teaching and learning - ways of experience, but not as a framework about the process of perception in the brain (Andersson & Szczepanski, 2016).

### **Key words**

Landscape; outdoor education; experience; augmented reality; phenomenography

### **Reference List**

Andersson, P. & Szczepanski, A (2016). Perspectives on place – 15 professors' ways of experiencing the importance of the place for learning and teaching outdoors. Included in: *Koncepcja zrównowzonego rozwoju: Wksztalcentu nauczycieli klas poczatkowyc* [ed] Ligia Tuszynska, Warszawa: Wydawnictwo Akademii Pedagogiki Specjalnej, p. 45-66

Faskunger, J., Szczepanski, A. & Åkerblom, P. (Ed.). (2018). Teaching with the sky as a ceiling: a review of research about the significance of outdoor teaching for children's learning in compulsory school. Reports, *Forum for subject didactics* No.11, Linköping University Sweden

Arvola, M., Edforss - Fuchs, I., Nyman, I. & Szczepanski, A. (2021). Mobile Augmented Reality and Outdoor Education. *Built Environment*, 47 (2), pp. 223-242(20)

## #58 A Framework for Managing Digital Technology in the Field

David Hills, Glyn Thomas

University of the Sunshine Coast, Maroochydore, Australia

### Abstract

In 2019, Hills & Thomas (2019) reviewed the literature and published the first-ever framework for managing digital technology in outdoor education. The framework has been viewed online over 5,000 times and focuses on outdoor experiences in the field. This session explains how facilitators can effectively include and exclude digital technology, the pedagogical considerations, and how facilitators can manage the pedagogical consequences in the field. Over the last two years, data was collected via surveys and in-depth interviews with over 200 outdoor educators from 15 different countries. At IOERC9 in 2022, Hills and Thomas will presentation the results of this study and their revised framework to support what could be the outdoor education professions greatest threat and opportunity. The framework does not aim to promote the inclusion or exclusion of digital technology in outdoor education. It simply seeks to support facilitators in managing their own and their student's digital devices to maximise the aims of the session and the learning outcomes. This session links to the other presentation on International Perspectives on the Rapid Development of Outdoor Educational Technology and Social Media and their Potential Impacts on Outdoor Education which will provide an update on the latest digital devices within the profession. This session also sets the scene for the special interest group Digital Technology, Social Media and Outdoor Education.

### Key words

Digital Technology; in-field experience; applied frameworks

### Reference List

Hills, D., & Thomas, G. (2020). Digital technology and outdoor experiential learning. *Journal of Adventure Education and Outdoor Learning*, 20(2), 155-169. <https://doi.org/10.1080/14729679.2019.1604244>

## #59 Prevalence and Practice of uteskole (Outdoor Schooling) in Norway

Gabriele Lauterbach, Ulrich Dettweiler

University of Stavanger, Stavanger, Norway

### Abstract

Although Norway is considered to be the “cradle” of uteskole (Jordet, 1998), one can find no reliable data about the nature and dissemination of uteskole in Norway. In Denmark, prevalence and practice of Education Outside the Classroom (EOtC) has been mapped since 2007. The latest survey shows that 19.5% of all schools go out for at least half a day every second week (Barfod et al., 2021).

We present data from a national survey to map EOtC practice in Norway. An online questionnaire was sent out to all public and private schools (grade 1-10) in October 2021 and a reminder in November. A telephone-survey among a random sample of those who had not responded to the online-survey is conducted in December to detect potential response bias. Preliminary findings indicate a prevalence of EOtC among the respondents (n=304) of about 75% practicing uteskole for at least half a day every second week. EOtC is regularly offered from 1st through 10th grade, with a drop after 7th grade when pupils enter secondary school.

97% of the respondents claim that uteskole is connected to the curriculum, with physical education and natural science being the most frequently taught subjects. The most typical EOtC practice is a combination of social and subject-related learning activities, which can contribute to create “sustainable classrooms” in the 21st century (Winje & Løndal, 2021). The mapping will provide important information on educational traditions in Norway and make it possible to draw comparisons with international EOtC practice.

### Key words

EOtC; uteskole; Outdoor Schooling

### Reference List

Barfod, K., Bølling, M., Mygind, L., Elsborg, P., Ejbye-Ernst, N., & Bentsen, P. (2021). Reaping fruits of labour: Revisiting Education Outside the Classroom provision in Denmark upon policy and research interventions. *Urban Forestry & Urban Greening*, 60, 127044.

<https://doi.org/https://doi.org/10.1016/j.ufug.2021.127044>

Jordet, A. N. (1998). *Nærmiljøet som klasserom. Uteskole i teori og praksis* [The local neighbourhood as classroom. “Uteskole” in theory and praxis].

Cappelen Akademisk Forlag. Winje, Ø., & Løndal, K. (2021). ‘Wow! is that a birch leaf? In the picture it looked totally different’: a pragmatist perspective on deep learning in Norwegian ‘uteskole.’ *Education* 3-13, 0(0), 1–14. <https://doi.org/10.1080/03004279.2021.1955946>

## #60 The Use of Uteskole (Outdoor Schooling) in Norway during the Pandemic [poster]

Gabriele Lauterbach, Ulrich Dettweiler

University of Stavanger, Stavanger, Norway

### Abstract

During the pandemic, natural environments have regained great importance and studies “highlight the critical role that time outdoors and time in nature play in bolstering adolescents’ resilience to stressors such as the COVID-19 pandemic” (Jackson et al., 2021). In the beginning of the pandemic, the Norwegian Ministry of Education had issued guidelines for safe teaching practice, and outdoor schooling was one of the recommended strategies to mitigate infection and to foster mental health among the pupils.

In this paper, we present data from two online-surveys on practice of Education Outside the Classroom (EOtC) in Norway conducted during and shortly after the pandemic. Our goal was to identify how schools in Norway responded to the guidelines and if *uteskole* was part of their strategy.

At both time points, an online-survey was sent to all public and private primary and lower-secondary schools in Norway (N=2684), with a response rate of about 20%.

Our data show that about 60% of the responding schools increased the provision of *uteskole* during the pandemic. 46% of those schools have continued with higher provisions in the school year 2021/22, which – at least in Norway – is conducted without any COVID-19 related restrictions so far. Virtually no schools claim to have less *uteskole* after the pandemic than before.

The main challenges for EOtC practice during the pandemic were enough staff for split classes and coordination problems with other schools using appropriate outdoor areas.

Future research will have to show if this increase in using *uteskole* has a prevailing effect.

### Key words

COVID-19; Education Outside the Classroom; Uteskole; Scandinavia,

### Reference List

Jackson, S. B., Stevenson, K. T., Larson, L. R., Peterson, M. N., & Seekamp, E. (2021). Outdoor Activity Participation Improves Adolescents’ Mental Health and Well-Being during the COVID-19 Pandemic. *International Journal of Environmental Research and Public Health*, 18(5).  
<https://doi.org/10.3390/ijerph18052506>



## **#62 The influence of digital technologies on the experience and reconceptualization of adventure among outdoor enthusiasts in Croatia [pre-recorded]**

Sanja Durin

Institute of ethnology and folklore research, Zagreb, Croatia

### **Abstract**

This presentation seeks to explore the connection between digital technologies and the experience and reconceptualization of adventure in some outdoor activities in Croatia. For the last 10-15 years in Croatia we are witnessing a growing number of outdoor and adventure practitioners and immense popularization of adventure experience within tourism sector in the form of active holidays, adrenaline experiences or adventure races etc. In the (post-)Covid-19 era the number practitioners of these activities further grows. Such activities increasingly involve the use of digital media and technologies, whereas digital technologies are inviting us to think “how we are humans” (Hayles 1999;) in a different way, generating new experiential configurations in our lives (Pink et al. 2016). Tourism and outdoor industry as well as the digital technologies (smart watches, mobile phones, applications measuring the physiological functions during the activities as HR, VO<sub>2</sub> Max, etc.) change us and our adventure experiences. Further, since “adventure” is discursively produced, then, nowadays, digital media and technologies must surely be considered one of the key factors in its construction (Beames et al. 2019). In other words, digital technologies change the meaning of adventure itself. Based on the ethnographic research conducted among outdoor enthusiasts, adventure tourist guides and adventure sports practitioners (rock climbers, trail-runners, off-piste skiers) in Croatia, this paper aims to present some of the ways in which the widespread use of digital media and technologies, from social networks to smart watches, affects perceptions, conceptions and practices of adventure in Croatia.

### **Key words**

Digital technologies; adventure; Croatia

### **Reference List**

- Beames, S., Mackie, C., Atencio, M. (Eds). (2019). *Adventure and Society*. London: Palgrave Macmillan.
- Hayles, K. (1999). *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago: University of Chicago Press.
- Pink, S., Horst, H., Postill J., Hjorth, L., Lewis T., Tacchi, J. (2016). *Digital Ethnography. Principles and Practices*. London: Sage.

## #63 Development of motivation in outdoor education: The perspective of success expectancy and subjective taskvalue theory

Frauke Isabelle Beiersdorf

University of Marburg, Marburg, Germany

### Abstract

Research in educational psychology has been studying the influencing factors of motivation development in educational settings for years. One of the most influencing exploratory models considering the complex situational and individual background of a person has been developed by Eccles and Wigfield (1995, 2020). In outdoor education, motivation plays a huge role in concepts such as “voluntariness” and “freedom of choice” (Singh Wallia, 2008). However, the psychological factors and conditions influencing the actual motivation for participating in a challenging task have not been frequently addressed in outdoor education research.

The aim of the present study was to investigate the connections between the theoretic and empirical insights from educational psychology and their practical relevance for outdoor education, in this case expedition-based courses. A quantitative experimental study using a fictional adult outdoor education setting with an expedition has been conducted. The connection of research and practical use will be discussed based on the experimental examination of the influence of success expectancies on different motivational outcomes examined in this study as well as current literature in outdoor education. We first address the question, whether the factorial framework of expectancy and value theory by Eccles and Wigfield is also valid for outdoor educational settings. Secondly, we will be discussing the theoretical and practical implications for planning programs, connecting with participants and qualifying instructors.

### Key words

motivation development; educational psychology; success expectancy; task value; outdoor education

### Reference List

Eccles, J. S., & Wigfield, A. (1995). In the Mind of the Actor: The Structure of Adolescents' Achievement Task Values and Expectancy-Related Beliefs. *Personality and Social Psychology Bulletin*, 21(3), 215–225. <https://doi.org/10.1177/0146167295213003>

Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, 61, 101859. <https://doi.org/10.1016/j.cedpsych.2020.101859>

Singh Wallia, S. (2008). Challenge by choice: A sojourn at the intersection of challenge and choice. *Journal of Outdoor and Environmental Education*, 12(2), 39–46. <https://doi.org/10.1007/bf03400869>

## #64 Becoming a Place-Responsive Practitioner: Exploration of an Alternative Conception of *Friluftsliv* in the Swedish Physical Education and Health Curriculum

Jonas Mikaelis

The Swedish School of Sport and Health Sciences (GIH), Stockholm, Sweden

### Abstract

Loynes (2020) suggest that embedded in all outdoor education (friluftsliv) activities, are a set of values that reflect the cultural conditions of the time in which the activity was first developed for educational purposes. This study explores the educational potential of a place-responsive pedagogy to teaching and learning in friluftsliv within the Swedish physical education and health (PEH) curriculum. The aim of this article is to question the legitimacy of the educational philosophy underpinning school-based friluftsliv today by bringing place-responsive pedagogy as a previously marginalised discourse to the fore. The study draws on qualitative empirical materials from a yearlong research project, together with a group of high school PEH teachers working in seventh through ninth grade (13-15 years of age). Following Deleuze and Guattari (1987), this study employed the concept of becoming-place as an analytical tool in exploring modes of thinking and doing school-based friluftsliv. The findings suggest that the current understanding of friluftsliv as curriculum, perceived as outdoor leisure and recreation, limits teachers' use of school-based friluftsliv. The key finding of this study is that a place-responsive pedagogy can enable teachers to work within school-based friluftsliv in new and innovative ways and to engage in cross-curricular teaching and learning initiatives more locally.

### Key words

Friluftsliv; place-responsive pedagogy; curriculum; Deleuze

### Reference List

Deleuze, G., & Guattari, F. (1987). *A thousand plateaus: Capitalism and schizophrenia* (B. Massumi, Trans.). Minneapolis: University of Minnesota Press.

Loynes, C. (2020). The legacy of maps: breaking the link between maps and navigation in order to experience place. *Journal of Outdoor and Environmental Education*. 10.1007/s42322-020-00055-6.

## #65 Outdoor and place-responsive education for a rural high school: a pilot project in Wells, British Columbia

Alison Galbraith<sup>1</sup>, Christena McHarg<sup>2</sup>, Philip Mullins<sup>2</sup>

<sup>1</sup>Wells-Barkerville Elementary School, Wells, Canada. <sup>2</sup>University of Northern British Columbia, Prince George, Canada

### Abstract

Remote rural communities in Canada face challenges accessing educational opportunities typical in cities, to which families or family members relocate to complete basic education. Indigenous communities are doubly challenged given lack of funding, opportunities, and racism within school systems (McGregor & Wilson, 2021). At the same time, the unique settings that are home for Indigenous and rural residents and attractive to visiting tourists offer opportunities for land- and community-based education aligned with place-based, outdoor, and sustainability-related learning, but also challenging dominant urban- and wilderness-centric forms of these in Canada (Purc-Stephenson et al., 2019). Working alongside the small community of Wells, BC, this project seeks to identify and develop such opportunities in order to attract and serve diverse learners, help residents stay, and provide valuable alternative perspectives on pressing issues— including climate change, evolving resource economies, and conservation (Mullins & Wright, 2016). Wells offers a prime example of this dynamic, and an opportunity to learn about and engage with a community exploring creative alternatives. Using action research, this project has begun working with local individuals and organizations including the primary school, the Wells-Barkerville Community Forest, and arts organizations to develop a pilot high school program that will use place-responsive, project-based, and experiential education to integrate arts, environmental science, and outdoor education in the delivery of the grades 10 and 11 curriculum in British Columbia.

### Key words

Rural education; outdoor education; high school

### Reference List

- McGregor, C., & Wilson, K. (2021, June 24). *School District 57 Special Advisors Report*. [https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/reports-and-publications/special\\_advisors\\_report\\_on\\_school\\_district\\_57.pdf?utm\\_source=prince%20george%20citizen&utm\\_campaign=prince%20george%20citizen&utm\\_medium=referral](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/reports-and-publications/special_advisors_report_on_school_district_57.pdf?utm_source=prince%20george%20citizen&utm_campaign=prince%20george%20citizen&utm_medium=referral)
- Mullins, P. M., & Wright, P. (2016). Valuing Outdoor Recreation in Living Landscapes as Connecting Healthy Environments with Communities in Ch. 6 Exploring Cumulative Effects and Impacts through Examples. In M. Gillingham, G. Halseth, C. Johnson, & M. Parkes (Eds.), *Integration imperative: Cumulative environmental, community and health*. Springer.
- Purc-Stephenson, R. J., Rawleigh, M., Kemp, H., & Asfeldt, M. (2019). We Are Wilderness Explorers: A Review of Outdoor Education in Canada. *Journal of Experiential Education*, 42(4), 364–381. <https://doi.org/10.1177/1053825919865574>

## #66 *Friluftsliv* as wild pedagogy in Norwegian physical education

Petter E. Leirhaug<sup>1</sup>, Kristian Abelsen<sup>1</sup>, Gustav Tøstesen<sup>2</sup>

<sup>1</sup>Norwegian School of Sport Sciences, Oslo, Norway. <sup>2</sup>Western Norway University of Applied Sciences, Sogndal, Norway

### Abstract

In Scandinavian countries, adventure and outdoor education has its companion in the term *friluftsliv*, based on a tradition of outdoor life that emphasizes environmental awareness and joy of nature. In Norway, *friluftsliv* has been an explicit part of the National Curriculum for physical education (PE) since 1974, and is today one of three main learning areas throughout the 13 years of schooling. The students are expected to develop competences and skills needed to participate in *friluftsliv* on their own and to reflect upon the value of nature experiences. Influenced by the ‘deep ecological philosophy’ of Arne Naess (1912-2009) and others, *friluftsliv* has emerged as a pedagogical practice to encourage people to develop a friendship with nature and sustainable ways of living (Breivik, 2021).

The empirical backcloth of this paper is a systematic review of research on *friluftsliv* in Norwegian schools from 1974 to 2019 and findings from an action research project aiming at enhancing *friluftsliv* in operationalised curriculum in PE. Findings are analysed in the frame of the six touchstones for wild pedagogies that Jickling et al. (2018) have formulated as working tools to assist educators in finding their own path into ‘wild pedagogy’. Opposing traditional teacher-centred focus, conventions of schooling inside classrooms, and standardized learning outcomes, the role of *friluftsliv* in curriculum, if enacted and delivered in proper ways, already holds the potential to act as wild pedagogies. We conclude with reflections on manageable teaching strategies related to the touchstones.

### Key words

Friluftsliv; Outdoor education; Wild pedagogies; Nature experience

### Reference List

Breivik, G. (2021). ‘Richness in Ends, Simplesness in Means!’ on Arne Naess’s Version of Deep Ecological Friluftsliv and Its Implications for Outdoor Activities. *Sport, ethics and philosophy*, 15(3), 417-434. <https://doi.org/10.1080/17511321.2020.1789719>

Jickling, B., Blenkinsop, S., Timmerman, N. & Sitka-Sage, M. D. D. (2018). *Wild Pedagogies*. Springer International Publishing.

## #67 In the wind: an investigation into international perceptions of friluftsliv

Maja Zimmermann

Western Norway University of Applied Sciences, Sogndal, Norway

### Abstract

International interest in friluftsliv, the Scandinavian concept of 'outdoor life', is growing, both within academia and popular knowledge. In the field of outdoor education there is a disproportionate amount of interest in friluftsliv. In turn, friluftsliv is also influenced by international trends. A concern has been raised that internationalization and globalization may erode the diversity and specificity of the ways friluftsliv is understood and practiced in the Scandinavian countries (Bentsen et al., 2013; Gurholt & Haukeland, 2019). Meanwhile, increased attention may also contribute to preserving and strengthening friluftsliv (Bentsen et al., 2013), as well as contribute to the development of new transcultural (hybrid) concepts and practices (e.g. Smith, 2020).

This study attempts to investigate international perceptions, understandings and practices of friluftsliv. Empirical data will be gathered through semi-structured interviews with teachers from various countries outside of Scandinavia whose practice have been influenced by friluftsliv, as well as analytical data from the existing body of English-language academic literature about friluftsliv written by non-Scandinavians. These results will be analyzed and the implications of globalization and internationalization for friluftsliv will be discussed. The findings of the study may help identify areas that are particularly relevant for future research.

### Key words

Friluftsliv; outdoor education; internationalization; transculturality

### Reference List

- Bentsen, P., Andkjær, S. & Ejbye-Ernst, N. (2009). *Friluftsliv: natur, samfund og pædagogik*. Munksgaard.
- Gurholt, K. P., & Haukeland, P. I. (2020). *Scandinavian friluftsliv (outdoor life) and the Nordic model*. In *The Nordic Model and Physical Culture* (1st ed., pp. 165–181). Routledge.  
<https://doi.org/10.4324/9780429320187-11>
- Smith, H. A. (2020). Transculturality in higher education: Supporting students' experiences through praxis. *Learning and Teaching*, 13(3), 41–60. <https://doi.org/10.3167/latiss.2020.130304>

## #68 Video research of interaction in outdoor education: a systematic review [poster]

Tadeas Muzikant

Masaryk University, Pedagogical Faculty, Department of Geography, Brno, Czech Republic

### Abstract

Video research is important for the development of understanding outdoor education. Interactions between teachers – students – the environment are the cornerstone of outdoor education. We recorded mentioned relation using a camera, and the video may examine repeatedly. Effective outdoor education can also improve in social skills (Oost et al., 2011) and relationships with the environment. This systematic review maps the current situation in this said area. The aims of this research are (1) to describe what do we know about video research of interaction in outdoor education and (2) to identify blind spots to point to future research directions.

We used the Web of Science and Scopus database for this research and selected studies from 2000–2021 in English. We found 444 articles from both databases. Irrelevant articles removed by the criteria: (1) eliminate duplicate papers, (2) place only empirical works, and (3) papers must meet the requirements of a topic. This process left twenty-four regular articles after critical reading.

The study summarizes findings in three areas: (1) there is a shortage of video research of interaction in outdoor education; (2) they did not unify the methodology of recording with cameras in outdoor education. Half of the papers did not have a precisely defined recording process with the camera. (3) Researchers hardly follow interactions between teachers – students – the environment. Only three papers describe teacher or students' interaction with the environment marginally.

### Key words

Outdoor education; interaction; video research; camera.

### Reference List

Oost, K., De Vries, B., & van der Schee, J., A. (2011). Enquiry-driven fieldwork as a rich and powerful teaching strategy – school practices in secondary geography education in the Netherlands. *International Research in Geographical and Environmental Education*, 20(4), 309–325.

Remmen, K. I., & Frøyland, M. (2014). Implementation of guidelines for effective fieldwork designs: exploring learning activities, learning processes, and student engagement in the classroom and the field. *International Research in Geographical and Environmental Education*, 23(2), 103–125.

Smith, H. (2019). Methods and techniques for capturing empirical material from experiences and stories in outdoor spaces and places. In B. Humberstone & H. Prince (Eds.), *Research Methods in Outdoor Studies* (pp. 68–77). Routledge.

## #70 Expanding Ecologies of Skill for Outdoor Leaders

Philip Mullins

University of Northern British Columbia, Prince George, Canada

### Abstract

Ecological approaches to understanding skill have been introduced and taken up within outdoor and adventure education, recreation, and travel. These interpretations have affirmed but also re-interpreted traditional outdoor skill-based activities while showing critical limitations of mainstream Western approaches to outdoor education (Humberstone, 2011; Mikaelis & Asfeldt, 2017). Calls for change include: the need for more relevance to contemporary social and environmental issues, and recognition that programs and trips are not isolated but respond to and shape multiple complex socio-ecological contexts and traditions. This presentation will review ecologies of skill, and expand the application of this approach for outdoor leaders. Specifically, the author will introduce and explain how a hermeneutic phenomenological circle can help leaders understand and apply such approaches in their own work by facilitating critical assessment and creative development of stories, structures, traditions, and relationships that shape participant experiences and the world. Broader conceptions of choreography and the taskscape of outdoor education and leadership are crucial (Beedie, 2003; Brown & Wattchow, 2016), and may require leaders and programs to expand repertoires of practice and diversify communities of practice in order to situate programs and engage with contemporary issues (Seaman & Coppens, 2006).

### Key words

ecological approach; skill; choreography; outdoor leadership; program development

### Reference List

- Beedie, P. (2003). Mountain guiding and adventure tourism: Reflections on the choreography of the experience. *Leisure Studies*, 22(2), 147–167. <https://doi.org/10.1080/026143603200068991>
- Brown, M., & Wattchow, B. (2016). Enskilment and place-responsiveness in outdoor studies: Ways of life. In B. Humberstone, H. Prince, & K. A. Henderson (Eds.), *Routledge International Handbook of Outdoor Studies* (pp. 435–443). Routledge.
- Humberstone, B. (2011). Embodiment and social and environmental action in nature-based sport: Spiritual spaces. *Leisure Studies*, 30(4), 495–512. <https://doi.org/10.1080/02614367.2011.602421>
- Mikaelis, J., & Asfeldt, M. (2017). Becoming-crocus, becoming-river, becoming-bear: A relational materialist exploration of place(s). *Journal of Outdoor and Environmental Education*, 20(2), 2–13. <https://doi.org/10.1007/BF03401009>
- Seaman, J., & Coppens, A. D. (2006). Repertoire of practice: Reconceptualizing instructor competency in contemporary adventure education. *Journal of Adventure Education & Outdoor Learning*, 6(1), 25–37. <https://doi.org/10.1080/14729670685200721>



## #73 Decolonising Outdoor Education in Aotearoa New Zealand

Matt Barker, Camelia Collins (Ngati Kahungunu, Ngati Toa)

Auckland University of Technology, Auckland, New Zealand

### Abstract

Outdoor education arguably traces back to ‘toughening up’ and increased survival skills in times of war, exemplified by the 1909 Scout movement and Outward Bound’s Hahnian philosophies (Allison & Telford, 2005). These practices spread across the colonies with the British empire. Outdoor education in the anglosphere today is thus influenced by a British design, and suits the needs of the colonisers in culture, relevance, and outlook.

Outdoor learning practices have been imposed, overlaying native traditions and ethics, disregarding and replacing Indigenous ways of doing. The primary recipients of outdoor education have thus far been the children of affluent society and ‘at-risk’ youth. In New Zealand, the former is predominantly of European descent, whilst Indigenous peoples are over-represented within the latter (New Zealand Government, n.d.).

The emerging research paradigm of decolonising methodologies seek to reconsider dominant colonial societal practice through an Indigenous lens, thus focussing research incorporating native understandings of the world (Smith, 2012). Doing so results in greater equitability of both access and outcomes. In Aotearoa/New Zealand, decolonising practice requires an understanding of rapunga whakaaro (Māori philosophies), incorporating whanaungatanga (kinship), mātai tuarangi (cosmology), and mātauranga (Māori knowledge). Understanding Māori ways of being and doing provides more resources for the outdoor practitioner’s toolbox and provides a pathway for outdoor education to have greater relevance across all groups.

A decolonising framework would broaden the field of knowledge, allowing outdoor education to be relevant to all sectors. This has implications for outdoor education practice in New Zealand and other colonised countries.

### Key words

Decolonisation; Outdoor Education; New Zealand; Indigenous.

### Reference List

Allison, P., & Telford, J. (2005). Turbulent times: outdoor education in Great Britain 1993-2003. *Australian Journal of Outdoor Education*, 9(2): 21-30.

New Zealand Government. (n.d.). *Youth at risk: Identifying a target population (ages 15-24)*. <https://www.lgnz.co.nz/assets/a7c60d539f/Youth-At-Risk-A3s.pdf>.

Smith, L. T. (2012). *Decolonizing methodologies: Research and indigenous peoples* (2nd Ed.). Otago University Press.

## **#74 Pathways to favorable settings for children's recreational green and blue space use**

Jan Arvidsen, Astrid Ishøj, Søren Andkjær

Active Living, Department of Sports Science and Clinical Biomechanics, University of Southern Denmark, Odense, Denmark

### **Abstract**

A recurring conclusion across a rapidly growing body of research is that green and blue space use can be associated with children's physical, mental, social health, and well-being (WHO, 2021). Contemporary children's declining recreational use of such spaces prompts a need to identify effective pathways to creating favourable settings that support increased visitation. The research and development project NatureMoves ties in with this goal, first, by supporting the development of four outdoor intervention projects – two environmental and two organisational interventions - with the shared ambition of promoting children's recreational green and/or blue space use. And second, by evaluating these through a mix-methods RE-AIM (King, Glasgow, & Leeman-Castillo, 2010) evaluation design aiming to strengthen the knowledge base for such interventions. Several environmental, social, and organisational factors, which can support favorable settings for children's green and blue space use were identified. However, equally important pitfalls, mistaken assumptions and restricting factors also emerged from the analysis. In this oral session key findings will be presented, and the prospects of future intervention and further research will be discussed.

### **Key words**

Children; green space; blue space; environmental and organisational interventions

### **Reference List (APA style)**

King, D. K., Glasgow, R. E., & Leeman-Castillo, B. (2010). Reaiming RE-AIM: using the model to plan, implement, and evaluate the effects of environmental change approaches to enhancing population health. *American journal of public health*, 100(11), 2076-2084. doi:10.2105/AJPH.2009.190959

WHO. (2021). *Green and blue spaces and mental health: new evidence and perspectives for action*, Licence: CC BY-NC-SA 3.0 IGO, Copenhagen

## #76 An ecocritical perspective on relationships with nature in outdoor education

Tom Lund

Western Norway University of Applied Sciences, Sogndal, Norway

### Abstract

This presentation will build on my ongoing PhD project, looking at outdoor education in Norway with posthuman (see Braidotti, 2019) and ecocritical (see Gerrard, 2012) perspectives.

Ferrando (2016) claim that the human-nature relationships are at the root of our environmental and ecological crisis. The posthuman and ecocritical perspectives inform new ways of seeing the human-nature relationship in outdoor education. My research examines outdoor education students' relationship to nature, seeking insight into how outdoor education might lead to more sustainable relationships with nature. The empirical work consists of eight interviews analysed within a posthuman and ecocritical framework.

My findings indicate that the outdoor education students frame their relationship with nature within a nature-culture dichotomy. Further, the students in this study are environmentally conscious. However, as they build their relationship with nature on a nature-culture dichotomy, the students do not feel accountable beyond their personal relationship with nature. Thus, the students experience a tension between an ecologically aware relationship to nature and an anthropocentric view on nature framed within a nature-culture dichotomy.

Based on this study, I claim that outdoor educators should hold themselves and their students accountable in their relationships with nature to facilitate sustainable relationships with nature. Working toward such accountability, I call for outdoor educators to critically examine how their practice and language convey certain relationships with nature. I would argue that outdoor educators must promote nature experiences within a nature-culture continuum rather than a dichotomy to facilitate sustainable relationships with nature.

### Key words

Human-nature relationship; education for sustainable development; posthumanism

### Reference List

Braidotti, R. (2019). *Posthuman knowledge*. Polity Press.

Ferrando, F. (2016). The Party of the Anthropocene: Post-humanism, Environmentalism and the Post-anthropocentric Paradigm Shift. *Relations. Beyond Anthropocentrism*, 4(2), 159-173.  
<https://doi.org/10.7358/rela-2016-002-ferr>

Gerrard, G. (2012). *Ecocriticism* (2nd ed.). Routledge.

## #77 The importance and development of trust when collaborating with volunteers in Danish nature- and park management

Sandra Gentin<sup>1</sup>, Lise B. Herslund<sup>1</sup>, Natalie M Gulsrud<sup>1</sup>, Julia B. Hunt<sup>2</sup>

<sup>1</sup>University of Copenhagen; Department of Geosciences and Natural Resource Mangement, Frederiksberg, Denmark. <sup>2</sup>Zealand; Academy of Technology and Business, Roskilde, Denmark

### Abstract

The research project “*Volunteers lead the way*”, has examined how the framing of volunteering within municipalities and Nature Agency units both contributes and inhibits productive collaboration with “green volunteers” in Denmark. Green volunteers are defined here as: “*volunteers or citizens who have their primary activity in nature, and who at the same time have an aim with their activity. The aim should be related to more or better nature or/and better accessibility or/and better opportunities for outdoor recreation*”.

The research has been conducted as a mixed methods study: The quantitative study has systematically examined the quantity, diversity and organization of collaborations between managers and green volunteers in all Danish municipalities and Nature agency units (Gentin, et al 2021 forthcoming). The qualitative study was a case study in three municipalities.

In this paper we explore the different forms of trust and distrust, following Stern & Coleman (2015). Results show that trust is crucial for successful collaboration: Trust is apparent and strong in the relationship and collaboration between employees and volunteers. Our results show a large number of examples on affinitive trust as developed through relations, common values and communication and these forms of trust seem crucial collaboration between planners, managers and volunteers. Nevertheless, results also show, how and that distrust inhibits collaboration; both in terms of how collaborations are organized, as well as which tasks are solved by volunteers in nature management.

### Key words

Nature management; trust; volunteering

### Reference List

Gentin, S., Herslund, L., Gulsrud, N, Hunt, J.B. (in review): Mosaic governance in Denmark – a systematic investigation of green volunteers in nature management in Denmark, submitted to *Landscape Ecology*.

Stern, M. J., & Coleman, K. J. (2015). The multidimensionality of trust: Applications in collaborative natural resource management. *Society & Natural Resources*, 28(2), 117-132.

## #78 Blue Space and Mental Wellbeing: a case study of young people's experiences of a "surf therapy" project

Verity Howell

Plymouth Marjon University, Plymouth, United Kingdom

### Abstract

Kelly's (2018) research suggests that there is significant potential for fun-based sea programmes to greatly impact wellbeing. Research into surfing-based mental health interventions is still in the preliminary stages, however results thus far have been promising, with participants showing improvements in mood, behaviour, social skills and psychological wellbeing (Moreton et al., 2021).

This study examined the following topics: blue space and its connection with mental wellbeing; ways in which the outdoors can be used for therapeutic benefit; and surfing and its inclusion in therapeutic programmes. Participants of a surf therapy programme participated in a research study which explored the perceived benefits of the programme and investigated the factors that were valued by the participants, and therefore contributed to the experience and benefits of the programme.

The study examined the experiences of 23 young people aged 8-18. It was a qualitative piece of research within an interpretivist paradigm. A case study methodology was employed, and data was collected through an online questionnaire and face-to-face, semi-structured interviews. Following this, a thematic analysis was completed.

The results indicated that there are a range of perceived benefits to participating in the "surf therapy" programme studied, notably improved mood, greater freedom, feelings of relaxation and a sense of achievement. Participant seemed to value being outdoors, particularly by the sea. They also enjoyed surfing and interacting with adult volunteers. Unlike in previous research studies, peer social interaction did not appear to play a key role in the wellbeing benefits (Marshall et al., 2019).

### Key words

Surf Therapy; Blue Space; Wellbeing

### Reference List

- Kelly, C. (2018). 'I Need the Sea and the Sea Needs Me': Symbiotic coastal policy narratives for human wellbeing and sustainability in the UK. *Marine Policy*, 97, 223-231. doi:10.1016/j.marpol.2018.03.023
- Marshall, J., Kelly, P., & Niven, A. (2019). "When I Go There, I Feel Like I Can Be Myself." Exploring Programme Theory within the Wave Project Surf Therapy Intervention. *International Journal of Environmental Research and Public Health*, 16(12), 2159. doi:10.3390/ijerph16122159
- Moreton, S. G., Brennan, M. K., Nicholls, V. I., Wolf, I. D., & Muir, D. L. (2021). Exploring potential mechanisms underpinning the therapeutic effects of surfing. *Journal of Adventure Education and Outdoor Learning*. doi:10.1080/14729679.2021.1884104

## #79 Walking with fear: Mental training for outdoor and environmental education

Heidi Smith<sup>1</sup>, Alexandra Albert<sup>2</sup>

<sup>1</sup>University of Edinburgh, Edinburgh, United Kingdom. <sup>2</sup>CVJM Hochschule, Kassel, Germany

### Abstract

This presentation brings together outdoor and environmental education pedagogy and practice in terms of risk and challenging outdoor adventurous activities with mental training techniques from sports science, psychology and neuroscience to provide techniques as an educational outcome to assist individuals and groups to walk through the fear response. A recent paper in outdoor and environmental education research addressed the issue of fear's central place in pedagogy that pursues personal growth and development, where a 'fear for all approach' remains common (Reed & Smith, 2021). Mental training is well-established in the field of sports psychology and refers to the emotional, mental and physical systems which all have a reciprocal impact on each other. For every thought there is a feeling and for every feeling the body provides a physical response (e.g., high muscle tension). Thoughts and feelings continuously work in symbiosis and are mirrored by the physical body. Mental training allows for 'mind-over-body-control' and has been found to be highly effective for athletes in challenging situations (Albert & Droste, 2021). In this session we focus on fear as an emotion and demonstrate how mental training techniques can support your work as an outdoor and environmental educator. The session provides a theoretical framework of how outdoor and environmental education and mental training come together (Albert & Smith, TBC) with practical examples to 'walk through' fear.

### Key words

Outdoor; environmental; education; mental training; fear

### Reference List

Albert, A., & Droste, S. (2021). Mentaltraining für Sportler. Mit neurowissenschaftlichen Strategien Emotionen steuern, Motivation und Konzentration fördern und Bestleistungen erreichen. München (English Title Translation: Mental training for athletes. Using neuroscientific strategies to control emotions, promote motivation and concentration and achieve top performance)

Albert, A., & Smith, H.A. (under development). Walking with fear: Mental training for outdoor and environmental education. *Journal of Adventure Education and Outdoor Learning*.

Reed, J., & Smith, H. A. (2021). 'Everything we do will have an element of fear in it': challenging assumptions of fear for all in outdoor adventurous education. *Journal of Adventure Education and Outdoor Learning*, 1-13. doi:10.1080/14729679.2021.1961092

## **#80 Outdoor Education and Recreational Research: stakeholder's opinions of children's citizen science [poster]**

Catherine Wilson

Loughborough University, Loughborough, United Kingdom

### **Abstract**

Citizen science is the involvement of the public in any aspect of scientific/academic research processes in collaboration with scientists, academics or academic institutions. Citizen science can be described as outdoor education as it allows children to learn in and about nature. Children have been found to be successful citizen scientists when observing bee and goose behaviour (Blackawton et al, 2011; Frigerio et al, 2012). To address the use of children's citizen science two questions were considered: (1) what are the expected outcomes for children participating in citizen science and (2) what are the opinions of stakeholders regarding the ability of children to collect and analyse meaningful scientific data? This project draws on evidence from twenty-seven online semi-structured interviews with ten different types of stakeholder groups, including teachers and environmental educators, working in the field of biological citizen science within the United Kingdom. Outcomes identified by stakeholders include benefits to the child, science and the environment. The poster also examines stakeholders' views regarding the capabilities of children to produce meaningful data. Key factors identified by stakeholders affecting the success of a citizen science program can be separated into three categories: (1) the ability of citizen scientists to participate, (2) the execution of the program and (3) the competence of the educators/support networks available to support the collection of data. This poster raises critical questions about the nature and form of 'recreational research' through reflecting on the benefits of citizen science for the environment, science and young people.

### **Key words**

Citizen Science; Outcomes; Child capabilities; Environment

### **Reference List**

- Blackawton, P.S. et al. (2011). Blackawton Bees. *Biology Letters: Animal Behaviour*, 7(2), pp. 168–172.
- Frigerio, D., Kotrschal, K., Millesi, E., Hemetsberger, J. (2012). Children and Scientific Observations: Pupils Measuring Greylag Goose Behaviour. *International Journal for Cross-Disciplinary Subjects in Education*, 3(4), pp. 867–872.

## #82 Arts, Econnection and Post Humanism: Practical Applications for Sustainability and Regenerative Living

Kumara Ward

University of Dundee, Dundee, United Kingdom

### Abstract

This presentation traces a research trajectory and draws out the common threads from arts-based pedagogies for sustainability education, through the new materialist turn into common worlds (Taylor, 2017) and post-humanist thinking (Malone, Tesar & Arndt, 2020). It seeks to find practical applications for framing these emerging approaches to climate change education and education for sustainability by asking: How do we recognise, acknowledge, and tune into the agency of the natural world and what contribution can this make towards amelioration of climate change? How can we work with the individual and collective obligations and the political and temporal elements of a place in order to work towards eco-justice and regeneration?

In this session, the author shares insights gained through research throughout her professional and academic career drawing from her international research into arts-based pedagogies as sustainability education, arts as earth narratives and econnection (Ward, 2017). The threads of application weave through her collective research engagements focusing on common worlds and ecological sensing through to engagement with knotty theory exploring suburb and seashore in sub-tropical Australia using the concepts of earth resonance, deep time and post-qualitative methodologies.

This presentation brings together the practical knowledge and wisdom of the outdoor education sector and the thinking of post-humanism theorists, through a series of touch points that trace the development of our human and more than human senses and earth oriented sensibilities. These heightened sensibilities culminate in a potential framework for understanding the politics of place, and collective earth/human agency.

### Key words

Arts-based pedagogies; outdoor education; posthumanism; climate change.

### Reference List

Malone, K., Tesar, M. and Arndt, S. (eds.) (2020) *Theorising Posthuman Childhood Studies*. Melbourne. Springer. Taylor, A. (2017) 'Romancing or Reconfiguring nature? Towards Common Worlding Pedagogies', in Malone, K., Gray, T. and Truong. (eds.) *Reimagining Sustainability in Precarious Times*. Melbourne: Springer.

Ward, K. (2017) *Econnection in Early Childhood Education: Synergies in Inquiry Arts Pedagogies and Experiential Nature Education*. Sydney, Australia: University, W. S.



## #83 Growth and development of the Italian Outdoor School Network: a Summary

Alessandro Bortolotti

The University of Bologna, Bologna, Italy

### Abstract

Outdoor Education in Italy within schools is relatively recent but in a few years has increased significantly. The national outdoor school network has grown from a few schools originating from Bologna, and has now grown to seventy schools nationally. The growth of this network can be considered as follows -

1. Reasons for this growth originating in Bologna.
2. The organizational and managerial aspects involved.
3. Educational relevance.

With regard to the beginning of outdoor schools in Bologna: this situation can be explained by a series of events, in particular the ongoing collaboration between an Outdoor Education Research Centre of Bologna University, the Bologna Council Assessor and local schools. Having achieved recognition from the Ministry of Public Instruction, the network is able to provide support both to teachers (CPD) and their schools, that gradually joined the network. This has created the current challenge whereby the participating members of the network aim to create an 'Italian Model' of Outdoor Education, a 'label' such as "Educazione all'aria aperta" (Open Air Education, but also experiential and 'out of the box'; Bortolotti, 2015) which is culturally adequate and similar to, for example, the Scandinavian 'Friluftsliv' or the 'Turistika' of the Czech Republic.

### Key words

Outdoor Learning; National Outdoor Schools Network; Institutional Collaboration; CPD; OL Cultural Model.

### Reference List

Beames S., Higgins P., & Nicol R. (2012). *Learning Outside the Classroom. Theory and Guidelines for Practice*. New York and London: Routledge.

Bortolotti A. (2015). Per una Educazione attiva all'aria aperta. *Infanzia*, 1(4-5), pp. 247-251. Bortolotti A., Beames S. (2021). "On Monday Afternoons We Go to Discover the World!": Understanding a Traditional Italian Primary School's Adaptation to a Student-Driven Approach to Learning. *European Journal of Education Studies*, 8(1), 1-19. <https://doi:10.46827/ejes.v8i1.3502>

## #84 Forest School as an Emerging Pedagogy in Ireland – Findings from a National Survey

Joan Whelan, Orla Kelly

DCU, Dublin, Ireland

### Abstract

This oral presentation is based on a national survey of adults in Ireland interested in Forest School (FS). The survey was conducted in 2019-2020 as part of my PhD on FS as caring pedagogy (Noddings, 2005). The PhD comprises an ethnography (Hammersley & Atkinson, 2019) in Bay School (a pseudonym), the first Irish primary school to introduce FS, in 2012. A novel methodological approach was the inclusion of a national survey to contextualise the ethnography. The survey comprised 63 five-point Likert items to explore respondents' attitudes to environmental and pedagogical issues; five open-ended questions to explore respondents' understanding of FS; and biographical information. A minimum of 200 responses were sought; 232 were received. An inductive approach (Miles, Huberman & Saldana, 2014) guided the analysis. This comprised thematic analysis of the qualitative dataset and exploratory factor analysis of the Likert items. For these respondents, FS is associated with experiential, playful learning in nature, with the adults in the role of facilitator or mentor. This pedagogical approach was in line with these participants descriptions of good teaching in general. While the pattern of responses is indicative of the complexity of pedagogy, the depth and range of the responses reflect a passion and commitment to FS as a place-based, caring pedagogy within the emergent Irish FS community. The FS leaders in this study hold a more progressive, pro- environmental world view than other respondents. This suggests an important role for trained FS leaders in enabling and supporting progressive, nature-based pedagogy in our schools.

### Key words

Forest School; nature pedagogy; exploratory factor analysis; ethic of care; progressive.

### Reference List

- Hammersley, M., & Atkinson, P. (2019). *Ethnography: principles in practice* (4th ed.). Routledge Press.
- Miles, M., Huberman, A., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications Inc.
- Noddings, N. (2005). *The challenge to care in schools*. (2nd. ed.). Teachers College Press.

## #85 Playing within Courtyard and Gardens in a Kindergarten [poster]

Alessandro Bortolotti, Chiara Borelli, Lucia Carpi

The University of Bologna, Bologna, Italy

### Abstract

The importance of both indoor and outdoor play for children of kindergarten school age (four to six years old) is unquestioned. However, whilst it is simple for a teacher to let children play and perhaps intervene only in the event of problems (such as quarrels and accidents), it is much more difficult to guide children along significant growth paths through an organized, managed and evaluated game. With young children, this organised 'play' is usually carried out indoors through the adoption of an approach defined as 'Psychomotor', whereas it is used much less frequently during outdoor play activities. In some Kindergarten in the Municipality of Bologna, especially during the period of the Covid-19 Pandemic, several outdoor psychomotor play activities were organized and carried out. The following work, therefore, intends to give a specific account of exploratory research focused on an educational path of 'Outdoor Psychomotor Play', carefully illustrating its planning, intervention and evaluation phases. For this reason, the testimonies of both professionals (Kindergarten teachers and psychomotor play professionals) and children who participated in this outdoor play experience were collected. The results show that outdoor play is an important environment for personal and social development and that the professional skills of adults can play a fundamental role in fostering and effectively managing this development.

### Key words

Outdoor Psychomotor Play; Kindergarten; Play Planning; Exploratory Research; Professional Skills.

### Reference List

Fjørtoft I. (2004). Landscape as Playscape: The Effects of Natural Environments on Children's Play and Motor Development. *Children, Youth and Environments*, 14(2): 21-44. In <https://doi:10.7721/chilyoutenvi.14.2.0021>

Rickinson M., Dillon J., Teamy K., Morris M., Choi M.-Y., Sanders D., Benefield P. (2004). *A review of research on outdoor learning*. London: National Foundation for Educational Research and King's College London; Field Studies Council.

Waite S. (eds.) (2011). *Children Learning Outside the Classroom. From Birth to Eleven*. London: Sage.

## #86 A spatial void in Norwegian Outdoor Education. Are theories of space, place and landscape non-existing or non-articulated?

Iver Mytting

Norwegian School of Sport Sciences, Oslo, Norway

### Abstract

Against the backdrop of international interest in spatial themes such as place-based education, scholars in Norway have paid little attention to thinking critically about space within Outdoor Education (OE). Consequently, there is a *spatial void* among the theoretical themes listed in the institutions' curriculum. Although literature and teachings are not explicitly dealing with spatiality, I would argue that the attentiveness to space has long been an implicit part of didactical thinking in Norwegian OE. In this presentation, I aim to investigate outdoor teaching practice and excavate if and how it deals with the concepts of space, place, and landscape.

The investigation departs from my own teaching experiences in the famous mountain region of *Jotunheimen* in Norway. This place has a very long track record serving as teaching grounds for students at The Norwegian School of Sport Sciences, the institution with the longest history (since early 1970s) of OE in Norway. To a large degree, the courses carried out here were developed by Ivar Mytting, a Nestor in OE in Norway. Although he did not write down much of his pedagogical philosophy, he educated close to a thousand students in his lifetime, many of those working in the field of OE today. I will approach the *Jutunheimen course* as exemplary for a long tradition of teaching outdoors, applying space as an interpretational approach. The pertinent courses had around 45 participants traveling through a landscape abundant with traces of natural and human history, a history that was among the course' central topics.

### Key words

Space; Place; Didactic; Pedagogy

### Reference List

Cresswell, T. (2004). *Place*. Blackwell Pub.

Casey, E. (1996). How to get from space to place in a fairly short stretch of time: A phenomenological prolegomena. In Steven. Feld and Keith H. Basso (Eds.), *Senses of Place* (13–52). University of Washington Press.

Hillis Miller, J. (1995). *Topographies*. Stanford University Press.

## #87 Social and Cultural EnACTment of future selves: Learning in the Outdoors with Acceptance Commitment Therapy and the Arts

Kumara Ward<sup>1</sup>, Son Truong<sup>2</sup>, Tonia Gray<sup>3</sup>

<sup>1</sup>University of Dundee, Dundee, United Kingdom. <sup>2</sup>Dalhousie University, Halifax, Canada. <sup>3</sup>University of Western Sydney, Sydney, Australia

### Abstract

Learning in the outdoors supports physical, emotional, social and cognitive development and the ecopsychological benefits of spending time in nature and 'connecting to place' are well established (Gray & Birrell, 2015; Truong et. al, 2018). Implementing and researching environmental education through the arts is also an area that is gaining momentum for interacting with and interpreting the natural world (Ward, 2016).

This session highlights the interdisciplinary research conducted and the inherent synergies between outdoor learning, psychological well-being and arts-based pedagogies. The study included the development of an outdoor learning program for 9-12 year-old children with behavioural challenges, with the aim of developing positive individual and collective future narratives. The program incorporated principles of Acceptance Commitment Therapy (ACT) with outdoor learning and multiple arts experiences as an integral part of every session. The ACT component engaged children in developing psychological flexibility through acceptance, mindfulness, cognitive diffusion, values, and committed action. Participant engagement was uniquely enhanced through learning in urban outdoor green spaces and the integration of creative arts pedagogies.

Data collection included surveys, focus groups, creative artefacts, student and teacher interviews and researcher observations. It concluded with a place-based arts experience with a local Aboriginal elder that creatively portrayed children living a valued life in community and place and featured mindfulness, self-reflection, ritual and storytelling and positive self-narratives. This session will focus on the interdisciplinary program and experiences, and the extent to which they assisted children to explore values, commitment to action, and ways of connecting to self, place and others.

### Key words

Outdoor Education; Acceptance Commitment Therapy; Art-based Pedagogy

### Reference List

Gray, T. and Birrell, C. (2015) 'Touched by the Earth: A Place-Based Outdoor Learning Programme Incorporating the Arts', *Journal of Adventure Education and Outdoor Learning*, 15(4), pp. 330-349.

Truong, S., Singh, M., Reid, C., Gray, T., & Ward, K. (2018). Vertical schooling and learning transformations in curriculum research: Points and counterpoints in outdoor education and sustainability. *Curriculum Perspectives*, 38(2), 181-186.

Ward, K. (2016) 'Beyond Sustainability – Visions of Post-humanist E-connection in Early Childhood Education', in Malone, K., Truong, S. and Gray, T. (eds.) *Reimagining Sustainability in Precarious Times*. London: Springer, p. pp. 129-142.

## #89 Keeping track of the process: try-out of a tool co-constructed with practitioners for the observation-evaluation of nature-based adventure programs with adolescents in Northern Italy

Giannino Melotti, [Chiara Borelli](#), Alessandra Gigli

University of Bologna, Bologna, Italy

### Abstract

To evaluate nature-based programs (Cooley, 2015; Davidson et al., 2016; Hodgson & Berry, 2011), quantitative methods are usually chosen, typically using tests or questionnaires which investigate the pre and post situation (Neill, 2008; Russell & Gillis, 2017). Despite their merit of having demonstrated the efficacy of nature-based programs, these “black-box” evaluation methods seem insufficient (Chen, 2012) to grasp the multifaceted aspects that characterize the complexity and the “magic” (Scrutton & Beames, 2015) of outdoor experiences: “We know it works but we are not sure why” (Wichmann, 1991, p. 43). We need to explore the process variables, to pay attention to the “how” and to meanings and perceptions (Davidson, 2001). Thus, the aim of this study is to contribute to fill this small but important gap in literature. In this exploratory and participatory study, researchers and practitioners together discussed about possible evaluation tools and methods, and decided to co-construct – through a bottom-up process – an original observation-evaluation tool (Bastianoni & Zullo, 2012; Le Poulthier, 1990; Le Poulthier & Guingouain, 1996). The tool is based on the needs and characteristics of a specific nature-based adventure program for at-risk adolescents: through scales and open-ended questions, the relational and group dimensions are investigated from the educator’s standpoint. The tool is intended to be used multiple times, after each group adventure, in order to trace the process of change from the beginning to the end of the program. The importance and originality of this study - which is still in progress - consists in the process of bottom-up co-construction of the tool.

### Key words

observation; evaluation; process; adventure; adolescents

### Reference List

[please contact author for references not included here]

Chen, H. (2012). Theory-driven evaluation: Conceptual framework, application and advancement. In: Strobl, R., Lobermeier, O., Heitmeyer, W. (eds) *Evaluation von Programmen und Projekten für eine demokratische Kultur*. Springer VS, Wiesbaden.

Cooley, Sam. (2015). Developing groupwork through outdoor adventure education: A systematic evaluation of learning and transfer in higher education. Doctoral Thesis. University of Birmingham.

Davidson, C., Ewert, A., & Chang, Y. (2016). Multiple Methods for Identifying Outcomes of a High Challenge Adventure Activity. *Journal of Experiential Education*, 39.

Davidson, L. (2001). Qualitative Research and Making Meaning from Adventure: A Case Study of Boys’ Experiences of Outdoor Education at School. *Journal of Adventure Education and Outdoor Learning*, (1)2, 11-20.

## **#90 Addressing the issue of evaluation of nature-based adventure programs: the bottom-up co-construction with practitioners of multiple and diverse forms of tools and methods [poster]**

Alessandra Gigli, Chiara Borelli, Giannino Melotti

University of Bologna, Bologna, Italy

### **Abstract**

A need that Italian nature-based practitioners are manifesting as urgent and important is the difficulty in finding useful and effective evaluation methods and tools for their programs. Although there are some validated tools specific for outdoor programs, such as “ATES Scale” (Russel & Gillis, 2017) or “LEQ Questionnaire” (Neill, 2008), multifaceted and multipurpose tools are needed, as revealed by a previous study, consisting in six focus groups with practitioners, conducted by CEFEQ research center (Research center on Nature-based Outdoor Experiential Education and Training, of the Department of Education, University of Bologna, Italy) (Borelli, Gigli & Melotti, 2020). This participatory research – which is still in progress – consists of the co-construction of different and multifaceted tools, able to grasp both the effects of the programs and the process. The group of researchers is working with four teams of practitioners, building – through a bottom-up process – different observation and/or evaluation tools. The types of tools are different from each other, both in the scope and in the structure. The tools are specifically created on the characteristics and needs of each program. The aim of this study is to create and/or collect a wide range of possible evaluation tools and methods that might inspire future practitioners to construct their own tools based both on the suggestions given by this research experience and on their program’s specific needs and characteristics.

### **Key words**

evaluation tools; adventure; nature-based; co-construction; practitioners

### **Reference List**

- Borelli, C., Gigli, A., Melotti, G. (2020). *Deeping the inside: Practitioners’ representations of the underlying processes in adventure education and therapy programs in Italy*, In: R. Zwart, C. Davidson, Proceedings of the 2020 Symposium on Experiential Education Research presented at the 48th Annual International AEE Conference, 2020, pp. 49 - 51
- Chen, H. (2012). Theory-driven evaluation: Conceptual framework, application and advancement. In: Strobl, R., Lobermeier, O., Heitmeyer, W. (eds) *Evaluation von Programmen und Projekten für eine demokratische Kultur*. Springer VS, Wiesbaden.
- Neill, J. T. (2008). *Enhancing Life Effectiveness: The Impacts of Outdoor Education Programs*. [Unpublished Doctoral Dissertation]. University of Western Sydney.
- Russel, K., & Gillis, H. L. (2017). The adventure therapy experience scale: The psychometric properties of a scale to measure the unique factors moderating an adventure therapy experience. *Journal of Experiential Education*, 40(2), 135-152.

## **#91 Entangled in Spanish mountains, learning from unplanned emergent experiences.**

Nigel Dykes

University of Cumbria, Ambleside, United Kingdom

### **Abstract**

Unplanned and emergent approaches to learning can be very effective for student learning (Dalke et al, 2007). As an outdoor educator it felt a real risk, standing, waiting for a Spanish farmer with twenty students on a high cold misty mountain coll. Seven unstructured hours passed wandering in the mountains of the Picos de Europa, understanding only a few words in Spanish. With so little said, what had the students learnt from searching for seven hundred sheep and four guard dogs? This research took an ethnographic and autoethnographic approach using interviews from different cohorts of students several years after their experience. It shares their vivid, sensual and eloquent recollections and reflections. They volunteered what they had learnt, sharing these with authentic feelings and emotions, still perspicuous: my very best lectures never come close to this depth and impact. The students articulated entanglements: policy, practice, environment, culture and politics. Tied up in these knots were justice, equity and rights, not just human ones : they were still trying to unravel these complexities (Lynch & Mannion, 2021). Their learning had not been ephemeral or static, time had moved on, their perspectives shifted and new voices were present (Caniglia, 2018). These findings are important to evidence learning as a journey and to justify an emergent, experiential and place responsive pedagogical approach to outdoor learning. Less was more, it opened up many “lines of flight” and it challenged the effectiveness of a packed deliberate curriculum.

### **Key words**

Entanglements; Place-responsive; unstructured; emergent; experiential

### **Reference List**

- Caniglia, N.C. (2018) Outdoor Education Entanglements: A Crone’s Epiphany. In: Gray T., Mitten D. (eds) *The Palgrave International Handbook of Women and Outdoor Learning*. Palgrave Studies in Gender and Education. London: Palgrave Macmillan. [https://doi.org/10.1007/978-3-319-53550-0\\_30](https://doi.org/10.1007/978-3-319-53550-0_30)
- Dalke, A.F., Cassidy, K., Grobstein, P. & Blank, D. (2007) Emergent pedagogy: learning to enjoy the uncontrollable—and make it productive. *Journal of Educational Change* 8, 111–130  
<https://doi.org/10.1007/s10833-007-9021-2>
- Lynch, J. & Mannion, G. (2021) Place-responsive Pedagogies in the Anthropocene: attuning with the more-than-human, *Environmental Education Research*, 27:6, 864-878,  
<https://doi.org/10.1080/13504622.2020.1867710>



## #92 Exploring the play experiences of disabled young children in nature/forest early years settings in Scotland

Sarah Burton

Open University, Edinburgh, United Kingdom

### Abstract

The number of nature-based early years settings in Scotland is increasing and there is strong government support for promoting nature-based experiences in the early years. Nature settings are perceived as places that promote health and wellbeing by policy makers (Johnstone et al., 2021), while for young children the lived experience is likely to be about play. Disabled young children are rarely visible in research on or promotional material for nature/forest early years settings. My research will investigate the extent to which disabled young children are present in forest/nature settings and will explore their experience of play and inclusion in such settings. In the late 19th and early 20th century impairment was bound up with ideas about poverty, disease and disorder and considered potentially curable by doses of nature in ways which continue to permeate our thinking in the UK (Thyssen, 2019). Critical disability theorists see disability as 'a relational concept' that can be interrogated in order to 'broaden what it means to be human' (Goodley et al., 2016). The climate crisis is forcing us to rethink human relationships with nature, and disabled activists alert us to how disabled people may be more vulnerable to the negative impacts of climate change. My research will consider how critical disability theory, 'Worlding' and new materialist approaches provide new ways of researching with and thinking about disabled young children's presence and play experiences in nature-based settings alongside non-disabled peers and adults, non-humans and more-than-humans.

### Key words

Early years; disability; nature; play; Scotland

### Reference List

- Goodley, D., Runswick-Cole, K., & Liddiard, K., (2016). The Dishuman Child. *Discourse*, 37(5) pp.770-784 <https://doi-org.libezproxy.open.ac.uk/10.1080/01596306.2015.1075731>
- Johnstone, A., McCrorie, P., Thomson, P., Wells, V., & Martin, A., (2021). *Systematic literature review of nature-based Early Learning and Childcare on children's health, wellbeing and development*. Scottish Government. <https://www.gov.scot/publications/systematic-literature-review-nature-based-early-learning-childcare-childrens-health-wellbeing-development/documents/>
- Thyssen, G., (2019). Odorous childhoods and scented worlds of learning: a sensory history of health and outdoor education initiatives in Western Europe (1900s-1960s). *The Senses and Society*, 14(2), pp.173-193. <https://doi.org/10.1080/17458927.2019.1619313>

## **#93 Autoethnographic reflections on newcomer experiences of connection to nature, place, and belonging**

Son Truong

Dalhousie University, Halifax, Canada

### **Abstract**

In recent years, there has been a renewed focus on the resettlement experiences of newcomers, and particularly asylum seekers and refugees. Globally, the number of people being forcibly displaced continues to rise (United Nations High Commission for Refugees, 2017), with countries in the Organization for Economic Co-operation and Development (OECD) “...experiencing humanitarian migration on an unprecedented scale” (OECD, 2016, p. 6). The mental health challenges facing resettled refugee populations is firmly established in the literature (Slewa-Younan et al., 2020) and requires innovative multi-sectoral responses from the education, healthcare, and social services communities. Through an autoethnographic lens, this presentation explores the development of a community-based outdoor education project that was carried out in partnership with a Canadian provincial immigrant settlement association to enhance newcomers’ wellbeing. The project included nature walks and outdoor activities in nearby parks, and education of local supports and resources to increase participation in outdoor recreation. Through self-reflexivity, I will share my experience of collaborating on this project as a community engaged scholar, as well as former refugee who established a strong connection to nature, and sense of place and belonging through my early outdoor experiences, which were pivotal in my path to becoming an outdoor educator and recreation therapist. My intention in this session is to create a space for further discussion on culturally responsive pedagogies and trauma-informed practice in nature-based programming that may enhance wellbeing and strengthen connections with self, others, and the natural world.

### **Key words**

Newcomer; refugee; resettlement; nature; outdoor

### **Reference List**

OECD. (2016). *Making integration work: Refugees and others in need of protection*. Paris, France: OECD Publishing. Retrieved from <https://doi.org/10.1787/9789264251236-en>

Slewa-Younan, S., McKenzie, M., Thomson, R., Smith, M., Mohammad, Y., & Mond, J. (2020). Improving the mental wellbeing of Arabic speaking refugees: An evaluation of a mental health promotion program. *BMC Psychiatry*, 20(1), 314.

United Nations High Commissioner for Refugees. (2017). *Global trends forced displacement in 2017*. Retrieved from <https://www.unhcr.org/globaltrends2017/>

## **#94 Exploring the middle ground. On the pedagogical potential of Outdoor Education in promoting a world centered education.**

Tommaso Reato

University of Padova, Padova, Italy

### **Abstract**

The pandemic period of SARS-Cov-2 seems to be a positive moment for outdoor education movement. Pushed by health safety reasons, many schools and educative institutions are considering the implementation of outdoor education activities in their practice. This favorable trend brings also some risks: the original and transformative features of OE could be lost in the process of its instrumentalization as a didactic approach, useful for obtaining more efficiently certain predetermined learning outcomes. This theoretical paper wants to explore these critical aspects and opportunities in dialogue with some voices of pedagogical field. In particular, we articulate our reflection moving from the work of Gert Biesta and his recent proposal of a World Centered Education (Biesta, 2021), that suggests a third pedagogical way beyond curriculum and child centered approaches. This paper, that is mainly theoretical, is connected with an ongoing qualitative action research that explores the connections between experience in nature and poetic writing in the context of secondary school, in the north-est of Italy. Starting from Biesta, we suggest to consider the dimension of desire and the experience of resistance as central in outdoor educative processes. Moreover, we suggest to think more broadly on the meaning of outdoor teaching not only as a process of learning facilitation but as an educative action of opening the possibility of encountering, in a middle ground, the otherness of the world.

### **Key words**

Outdoor Education; world centered education; Gert Biesta

### **Reference List**

[please contact author for references not included here]

Asfeld, M. & Beames, S. (2017). Trusting the Journey: Embracing the Unpredictable and Difficult to Measure Nature of Wilderness Educational Expeditions. *Journal of Experiential Education*, 40(1) 72–86

Beames, S. (2006). Losing my religion: The quest for applicable theory in outdoor education. *Pathways: The Ontario Journal of Outdoor Education*, 19(1), 4-11.

Biesta, G.J.J. Touching the soul? Exploring an alternative outlook for philosophical work with children and young people. *Childhood & Philosophy*, 13(28), 2017b, p. 415-452.

Biesta, G.J.J. (2021). *World-Centred Education. A View for the Present*. New York: Routledge.

Brown, M. (2009) Reconceptualising outdoor adventure education: Activity in search of an appropriate theory. *Australian Journal of Outdoor Education*, 13(2), 3-13.

## **#96 #HereBeWomen: Our place and placelessness in the outdoors—moving beyond words**

Denise Mitten<sup>1</sup>, Mary Breunig<sup>2</sup>, Justina Burks<sup>3</sup>, Anouska Duffy<sup>3</sup>, Morgan Ludington<sup>3</sup>, Heidi Smith<sup>3</sup>

<sup>1</sup>Prescott College, Prescott, USA. <sup>2</sup>California State University-Sacramento, Sacramento, USA. <sup>3</sup>University of Edinburgh, Edinburgh, United Kingdom

### **Abstract**

Despite individual and collective efforts to change the status quo, a culture of gender performativity remains present in the outdoor profession (Gray & Mitten, 2018). A neoliberal school model has begun to permeate the outdoor education profession but neoliberalism as a school policy plan created deleterious effects in schooling for black and brown and other marginalized people—especially in the workforce, contrary to the bright future it was thought to have (Ali, 2019).

Historically outdoor trips as well as the outdoor profession has been deeply segregated by gender, race/ethnicity, and ability. This presentation shares experiences of women in the outdoors, and the ongoing silence of women's voices, including what happens when women speak up (Jordan, 2018).

A host of questions about where the outdoor profession is now are ripe to explore: Will a neoliberal trend help or hinder progress towards a more inclusive profession? Are programs becoming more sensitive to the developmental problems of focusing on accomplishments rather than competency and relationships? Are both genders continuing to perform but not really change. Are emotional, spiritual, and social well-being integrated into programming? Are men becoming more relational? Are men performing in a relational matter but retaining the privilege or dispersing privilege? Are we moving beyond words?

We will use a range of provocations to invoke thinking and promote discussion. We welcome people of all backgrounds, agender, and genders. This is not a presentation for women only, this is for the outdoor profession.

### **Key words**

Gender performativity; men; neoliberal; outdoor profession; women

### **Reference List**

Gray, T., & Mitten, D. (Eds.). (2018). *The Palgrave international handbook of women and outdoor learning*. Springer.

Jordan, D. J. (2018). Ongoing challenges for women as outdoor leaders. In T. Gray & D. D. Mitten (Eds.). *The Palgrave international handbook of women and outdoor learning* (pp. 217-233). Palgrave, Springer.

Ali, S. (2019). A Second-Class Workforce: How Neoliberal Policies and Reforms Undermined the Educational Profession. *Journal of Curriculum and Teaching*, 8(3), 102-110.

## #99 Climate change and sustainability: Impacts and responses in outdoor education [pre-recorded]

Robyn Fox, Glyn Thomas

University of the Sunshine Coast, Sippy Downs, Australia

### Abstract

As an early career researcher, my research is investigating the impacts of a changing climate on outdoor environmental education (OEE) in Australia. There is now unequivocal evidence that the effects of the Anthropocene are far-reaching. Australia's coastal fringes are becoming more susceptible to rising sea levels, cyclones and storm surges (Intergovernmental Panel on Climate Change (IPCC) 2021). Recently, outdoor environmental education programs in Australia have been impacted by climate change (Gergis, 2018). Catastrophic bushfires in South East Australia prompted changes in the delivery of OEE programs, sites and infrastructure (Knight, 2020). The implications of these climate-induced events are becoming more frequent and intense (IPCC, 2021), placing the future of OEE programs in a precarious position. My study is exploring the impacts of a changing climate on OEE programs in Australia to determine if and how outdoor educators are responding in their outdoor education programs? This presentation will report on a systematic literature review that explores the degree to which a focus on climate change and/or sustainable practices are being adopted in OEE writing and research.

### Key words

Climate Change; Sustainability; Outdoor Environmental Education

### Reference List

Gergis, J. I. (2018). *Sunburnt Country: the history and future of climate change in Australia*. Carlton, Victoria: Melbourne University Publishing.

Intergovernmental Panel on Climate Change. (2021). *Climate Change 2021: The Physical Science Basis*. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change. Retrieved from Cambridge University Press.

Knight, A. (2020). *Re: What's Next? Bushfire Recovery for the Australian Outdoor Sector* (Webinar). Message posted to <https://www.outdoorsvictoria.org.au/whats-next-bushfire-recovery-for-the-australian-outdoor-sector/>

## #103 School gardens as space for experiences/interactions: design of an outdoor classroom in Istanbul [pre-recorded]

Ilker Fatig Ozorhon, Guliz Ozorhon, Gulbin Lekesiz, Firat Ali Firat

Architectural Design Lab., Ozyegin University Faculty of Architecture and Design, Istanbul, Turkey

### Abstract

In big cities like Istanbul, there are very few qualified open spaces where children can easily access, play games, interact with nature in a safe way, and be 'children'. For this reason, in most places, school gardens are some of the only places where children can benefit from these opportunities. While these areas respond to outdoor activities such as games and sports, on the other hand, they should be structured in a way that allows children to establish a relationship with nature. The second reason for investigating the potential of open spaces is that this potential is needed more than ever and urgently due to the pandemic.

This study focuses on an "outdoor classroom" design based on nature in the garden of an existing kindergarten in Istanbul. The main goal of the design is to create a space that will stimulate the curiosity, discovery and creativity of children with a semi-structured design in the school garden, based on the concepts of experience and interaction. In this study, outdoor classroom design will be presented under the following headings: 1) First phase with two parts (a) In-depth research on the subject. (b) Analysis of the place. 2) Identification of the program (stakeholder participation: collecting information from teachers and students. 3) Development of the design 4) Presentation of the design to students and teachers with drawings, animations and models 5) Application design. In addition to these, it is planned to receive feedback from users on the use of outdoor classroom.

### Key words

Outdoor classroom; school gardens; nature; experience; interactions

### Reference List

- Acar H. (2014) Learning Environments for Children in Outdoor Spaces, *Procedia, Social and Behavioral Sciences*, Volume 141.
- Bellomo A. (2020) Outdoor Experience in Schoolyards Aimed at Widening Learning Opportunities. In: Fianchini M. (eds) *Renewing Middle School Facilities. Research for Development*. Springer, Cham.
- Cooper, A. (2015) Nature and the Outdoor Learning Environment: The Forgotten Resource in Early Childhood Education, *International Journal of Early Childhood Environmental Education*, 3(1).

## #104 Inclusivity Outdoors: findings and action plans from a UK inquiry

Neal Anderson<sup>1</sup>, Anoushka Duffy<sup>2</sup>, [Chris Loynes](#)<sup>3</sup>, Gina McCabe<sup>4</sup>, Mohammed Midhal<sup>5</sup>, Kate O'Brian<sup>6</sup>

<sup>1</sup>Institute for Outdoor Learning, Carlisle, United Kingdom. <sup>2</sup>University of Edinburgh, Edinburgh, United Kingdom. <sup>3</sup>University of Cumbria, Ambleside, United Kingdom. <sup>4</sup>Association of Heads of Outdoor Education Centres, Penrith, United Kingdom. <sup>5</sup>Mosaic Outdoors, Carlisle, United Kingdom. <sup>6</sup>Outward Bound Trust, Inverness, United Kingdom

### Abstract

The UK Landscapes Review (Glover, 2018) highlighted the challenges in addressing issues of diversity in national parks and AONB as well as concerns around inclusion in outdoor activities and nature connection more widely. These concerns are reported as often intersecting with other issues of socio-economic inequalities, urban poverty and multiple inequalities. In 2021 a consortium of partners, the Institute for Outdoor Learning, the Association of Heads of Outdoor Education Centres, Mosaic Outdoors, Outward Bound and the University of Cumbria, organised a webinar series that provided an opportunity for the UK Outdoor Sector to explore a range of themes around Equality, Diversity and Inclusion (EDI) in the outdoors. An intersectional framework was used to identify and analyse the data collated within the webinar series. The 'data' was drawn from the lived experiences shared, demographics and insights of attendees. In addition, an integrated review of UK and international literature was conducted. The webinar series demonstrated the perceived and experienced 'intersectional issues' across 'under-served' communities in the outdoors (Batten, 2020). Perceptions and understanding were identified as the biggest 'barrier' to inclusivity in the outdoors. History, language, and privilege were revealed to be important factors in this. Whilst the outdoor learning field has much to do in order to be more equitable and inclusive of diverse groups, there are clear indicators of how individual volunteers and professionals, organisations and national bodies can make a difference. There are examples of excellent practice within the field to draw from.

### Key words

Inclusivity; Outdoor Learning

### Reference List

[please contact authors for references not included here]

Ali, Saleem and Walters, T. (2016). The Experiential Peacebuilding Cycle: Grassroots Diplomacy, Environmental Education, and Ecological Norms. In Peter Verbeek & B. A. Peters (Eds). *Behaviorial Processes and Systems of Peace*. Oxford, John Wiley & Sons.

Allin, L & Humberstone, B. (2006). Exploring careership in outdoor education and the lives of women outdoor educators, *Sport, Education and Society*, 11:2, 135- 153. DOI: 10.1080/13573320600640678

Allin, L & West, A. (2013). Feminist theory and outdoor leadership. In Pike, E. & Beames, S. *Outdoor Adventure and Social Theory*. Rotterdam, Sense Publishing.

Asp, H. (2015) *Cultural understanding and integration through Norwegian friluftsliv and outdoor environment*. Masters dissertation, University of Cumbria.

## **#107 Investigating teacher-student relationships from the classroom to outdoor learning spaces: exploring engagement and learning by listening to the voices of the young people**

Rebecca Hordern

University of Cumbria, Ambleside, United Kingdom

### **Abstract**

Education should play a key role in supporting young people through transition between childhood and adulthood. Yet many young people often question ‘*What is the point of school?*’, becoming disengaged from both school and learning. For Ross (2009) negative relationships with teachers lead to disengagement and a negative view of school. However, establishing positive teacher-student relationships is not straightforward and studies investigating this often give little detail of how teacher-student relationships form or why. Yet improvements in teacher-student relationships due to outdoor experiences have been seen in research such as Camp (2008); and Jung-Sook Lee (2014) suggests that enriching learning environments might prevent disengagement as when students feel a sense of belonging to school and their learning is valued as an activity, they are more likely to put sustained effort into engaging and learning.

Teacher-student relationships may be more multifaceted and complex than earlier research showed. Rather than being based on teacher characteristics, the research suggests students view the teacher-relationships by teacher attitude and student behaviour. The learning environment is also of importance, with most students feeling they would not only learn more if they were outside the classroom but would also get to know their teachers better. Therefore, focusing on Year 7’s in secondary schools, by examining teacher-student relationships from the perspective of the students, the research addresses the statement: “*fostering positive relationships between teachers and young people draws them into the processes of learning by promoting emotional well-being and resilience, thus creating enriching learning environments*”.

### **Key words**

Relationships; Young people; Outdoors;

### **Reference List**

- Jung-Sook Lee (2014) ‘The Relationship Between Student Engagement and Academic Performance: Is It a Myth or Reality?’ *The Journal of Educational Research*,  
<https://www.tandfonline.com/doi/abs/10.1080/00220671.2013.807491>
- Cramp, Andy (2008) ‘Knowing me knowing you: building valuable relationships outside the classroom’, *Education 3-13*, 36:2, 171-182; <https://www.tandfonline.com/doi/abs/10.1080/03004270701577305>
- Ross, Andy (2009) ‘Disengagement from education among 14-16 year olds’, *National Centre for Social research*; <http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR178.pdf>



## #108 'Synergistic benefits of a multi-purpose, intergenerational sailing expedition'

Alun Morgan

University of Plymouth, Plymouth, United Kingdom

### Abstract

Undertaking an extended expedition under sail provides a powerful context for promoting a range of educative purposes. Sail Training, from its earliest days as a means for the vocational training for seafarers, has broadened in its purpose to promoting personal and social growth more generally (McCulloch *et al.*, 2010). Related to this, sailing is also acknowledged as a potential contributor to positive psychological growth and 'serious leisure' (Davidson & Stebbins, 2011). Increasingly, it is also being identified as a more sustainable platform than motorised marine vessels for undertaking marine scientific fieldwork, marine ecotourism, and altruistic voluntary activities related to Ocean Literacy. Typically, specific sail-based initiatives foreground one of these educative purposes; and cater for a specific 'interest' or 'client' group, often characterised by a narrow demographic.

This paper will report on a sailing expedition – Leg 3 of Darwin 200 on board the Pelican of London - that took place in the Summer of 2021. This expedition combined purposes associated with sail training, ocean science and vocational training in a synergistic fashion. A particular strength of the expedition was the intergenerational make-up of the crew (ages ranging from 14 to 80), and the wide diversity of motivations and backgrounds of participants. The study was undertaken by a participant-researcher, and involved semi-structured interviews and observation. The powerful synergies that were apparent between the various purposes and diverse participants are discussed. However, some critical considerations are also presented in terms of the representativeness, transferability and scalability of this initiative to other contexts.

### Key words

Sail Training; Ocean Literacy; Serious Leisure

### Reference List

Davidson, L., & Stebbins, R. A. (2011). *Serious Leisure and Nature: Sustainable Consumption in the Outdoors*. Basingstoke: Palgrave-Macmillan.

McCulloch, K., McLaughlin, P., Allison, P., Edwards, V., & Tett, L. (2010). Sail training as education: more than mere adventure. *Oxford Review of Education*, 36(6), 661-676. doi:10.1080/03054985.2010.495466

## **#109 Gardening with children: exploring preschoolers' attitudes and behaviour towards the environment and the use of a preschool garden [pre-recorded]**

Kathrin Paal

University of Plymouth, Plymouth, United Kingdom

### **Abstract**

Involving children in environmentally friendly practices can encourage children to engage with and shape their environments (Davis, 2015). Studies found that early experiences with outdoor activities have a positive influence on children's behaviour towards the environment (Pramling Samuelsson et al., 2019). In this presentation I report on research that illustrates preschoolers' awareness of what is good or healthy for the planet and suggest valuable information into the use of participatory methods to gain a holistic view on what children think, experience and learn when engaging with a preschool garden. To explore children's perceptions towards the environment and to look into environmental learning opportunities of preschool gardening, I used the mosaic approach (Clark & Moss, 2011) where I observed five children (3 to 4 years old) and two caregivers during preschool garden activities. I asked the children to draw a picture of their idea of what is good for our planet and asked how we can help the earth. My analysis shows that understanding and awareness differs in this age group. Some children indicate a greater understanding of how to take care of nature and the causal relationship between human behaviour and its influence on the natural environment. Some can also comprehend the effect of polluting the earth and how to avoid it. Others have a limited understanding of nature and issues related to taking care of nature. I discuss these findings and their implication for education for sustainable development in early childhood education.

### **Key words**

Preschool; participatory research; preschool garden; environmental sustainability; early childhood; education for sustainability

### **Reference List**

Clark, A., & Moss, P. (2011). *Listening to young children: The mosaic approach*. London: National Children's Bureau.

Davis, J. (2015). *What is early childhood education for sustainability and why does it matter? Young children and the environment: Early education for sustainability* [2nd edition], 7-31.

Pramling Samuelsson, I., Li, M., & Hu, A. (2019). Early Childhood Education for Sustainability: A Driver for Quality. *ECNU Review of Education* 2019, 2(4), 369-373.

# **#110 Towards a Relational Ontology: Re-thinking Human-Nature Relations in Outdoor Adventure Education**

Amy Smallwood

University of Cumbria, Ambleside, United Kingdom. Colorado Mountain College, Leadville, USA

## **Abstract**

Recent research around nature connectedness in outdoor adventure education (OAE) suggests that those who spend time on a wilderness expedition demonstrate a greater “sense of place” and biophilic expression (Austin et al., 2010; Meltzer, 2014). However, the majority of studies have been empirical in nature and have not adequately explored the ontological and cultural background of OAE. Additionally, while many of these studies indicate a positive correlation between certain types of OAE experiences and human relationships with the more-than-human world, it is unclear as to what degree these experiences inspire an environmental ethic that leads to pro-environmental behaviours (Harrison, 2010).

This paper considers the historical and cultural context of OAE in western countries and the onto-epistemological assumptions that undergird common pedagogical practices. Human relationships with the more-than-human world are then examined from a phenomenological perspective, exploring a relational dimension of human encounters that is intimately connected to human identity. Indigenous and feminine perspectives are brought to the foreground, including gift economies, reciprocity, and an ethic of care. Resulting pedagogical implications are then considered, suggesting more place responsive OAE pedagogical practices that lead to environmentally conscious ethical behaviours.

## **Key words**

Sense of place; relational ontology; phenomenology; ethic of care; outdoor adventure education

## **Reference List**

- Austin, M. L., Martin, B., Yoshino, A., Schanning, K., Ogle, D. H., & Mittelstaedt, R. (2010). The Intersection of Community and Place in an Outdoor Orientation Program. *Journal of Outdoor Recreation, Education, and Leadership*, 2(1), 74-92. <https://doi.org/10.7768/1948-5123.1033>.
- Harrison, S. (2010). ‘Why are we here?’ Taking ‘place’ into account in UK outdoor environmental education. *Journal of Adventure Education & Outdoor Learning*, 10(1), 3–18. <https://doi.org/10.1080/14729671003669321>.
- Meltzer, N. W. (2014). *An Investigation of the Effect of an Outdoor Orientation Program on Participants’ Biophilic Expressions*. (Publication No. 1557883) [Doctoral Dissertation, Prescott College]. ProQuest Dissertations Publishing.

## #111 Teaching to embrace a more-than-human world: Contributions of ontology and prosopopoeia

John Quay

University of Melbourne, Melbourne, Australia

### Abstract

When educators strive to embrace the larger more-than-human community, this is typically undertaken in humanist ways, where those who are nonhuman (or perhaps nothuman) become part of an educational project primarily as knowledge to be learned: learning *about* the environment or outdoors by humans, which could also happen *in* the outdoors, and ostensibly *for* the outdoors (Quay, 2021). How can educators include nonhumans beyond this focus on knowledge? This requires two shifts: 1. a shift in how nonhumans are positioned amidst humans (more-than-human), combined with 2. a shift in how education is conceived and practiced (more-than-knowledge).

The first of these shifts requires acknowledging an “irreducible anthropocentrism” (Gough, 2014) and in so doing, looking to how humans relate to others via extending moral consideration. Outdoor educators and others often speak of human-nature relationships; but how do these relationships work as relationships? This necessitates giving further thought to “prosopopoeia” (Moore, 2008), which means to make a person of – personification (but not personalization) – as persons deserve moral consideration. Prosopopoeia repositions nonhumans from what/how to who.

The second of these shifts requires acknowledging the person (as who) in education and building this into combination with the first shift (more-than-knowledge) by broadening consideration of persons in education to include nonhumans (more-than-human). This necessitates an ontological understanding of education, and a way to include this understanding in educational practice, which can be achieved via unit planning. An example of such an understanding is drawn on in the work of Jukes and Reeves (2020).

### Key words

Prosopopoeia; ontology; more-than-human; teaching

### Reference List

- Gough, N. (2014). Undoing anthropocentrism in educational inquiry: A Phildickian space odyssey? In N. Snaza and J. Weaver (Eds.), *Posthumanism and Educational Research* (pp.151–166). Routledge.
- Jukes, S., & Reeves, Y. (2020). More-than-human stories: Experimental coproductions in outdoor environmental education pedagogy. *Environmental Education Research*, 26(9-10), 1294–1312.
- Moore, B. L. (2008). *Ecology and Literature: Ecocentric Personification from Antiquity to the Twenty-First Century*. Palgrave Macmillan.
- Quay, J. (2021). Wild and willful pedagogies: Education policy and practice to embrace the spirits of a more-than-human world. *Policy Futures in Education*, 19(3), 291-306.

## #113 Anticipated Bias in Education Outside the Classroom Research – do we promote representative participation?

Karen Barfod<sup>1</sup>, Mads Bølling<sup>2</sup>

<sup>1</sup>VIA University College, Lemvig, Denmark. <sup>2</sup>Health Promotion Research, Steno Diabetes Center Copenhagen, Copenhagen, Denmark

### Abstract

In this presentation, teachers' voluntary participation in research and bias in recruitment are discussed on the basis of current quantitative research.

Critique has been raised that the field of research on school based outdoor learning studies are positively biased. Research has mainly been carried out among teachers and schools being positive about Education Outside the Classroom (EOtC) and maybe also carried out by researchers who are often outdoorsy themselves, which can support this critique (Bentsen et al., 2009). Although a few publications problematize parts of the research, prevailing results are positive towards outdoor learning. Also, informants not positive towards outdoor learning can be reluctant to volunteer for research. This situation can make it difficult to obtain a comprehensive description of the situation of Education Outside the Classroom (EOtC) in Schools. In this presentation, the use of control questions and conservative estimations in qualitative surveys on the prevalence of EOtC are discussed. In a recent enumeration of Danish Schools practicing "Udeskole" (Barfod & Bølling et al., 2021), the use of different methods for collecting data (e-mail survey and telephone calls) provided different and noteworthy results.

### Key words

Participant recruitment; positive bias in outdoor learning studies

### Reference List

Barfod, K., Bølling, M., Mygind, L., Elsborg, P., Ejbye-Ernst, N., & Bentsen, P. (2021). Reaping fruits of labour: Revisiting Education Outside the Classroom provision in Denmark upon policy and research interventions. *Urban Forestry & Urban Greening*, 60, 127044.

<https://doi.org/10.1016/j.ufug.2021.127044>

Bentsen, P., Mygind, E., & Randrup, T. B. (2009). Towards an understanding of udeskole: Education outside the classroom in a Danish context. *Education 3-13*, 37(1), 29–44.

<https://doi.org/10.1080/03004270802291780>

## #114 Newness and outdoor learning: Engaging students or feeding consumerism?

Chris North<sup>1</sup>, Allen Hill<sup>2</sup>, Marg Cosgriff<sup>3</sup>, David Irwin<sup>2</sup>, Sophie Watson<sup>4</sup>, Mike Boyes<sup>5</sup>

<sup>1</sup>University of Canterbury, Christchurch, New Zealand. <sup>2</sup>Ara Institute of Christchurch, Christchurch, New Zealand. <sup>3</sup>University of Waikato, Tauranga, New Zealand. <sup>4</sup>New Zealand Centre for Educational Research, Wellington, New Zealand. <sup>5</sup>University of Otago, Dunedin, New Zealand

### Abstract

Newness was a key theme identified in a comprehensive national study of education outside the classroom (EOTC) in Aotearoa New Zealand. This presentation examines what newness means from the perspectives of students, educators and school leaders. Findings reveal that newness in EOTC was strongly valued for being different to everyday routines and stimulating students' learning through positive emotions. Newness was used by educators to expand students' horizons and provide unique opportunities for deepening students' understanding of the wider world. Through new experiences, students not only learnt about the wider world, but also deepened their understandings of themselves and their future opportunities. At times consumptive approaches to newness were identified, particularly when educators and students framed EOTC through new activities or new locations. In this framing, the potential for learning in familiar contexts was quickly seen as being 'used up'. As a consequence, schools often sought 'fresh' locations or activities for each EOTC trip so that the potential for learning could remain undiminished. Newness also potentially undermined learning for some students because of discomfort and fear. Newness in EOTC holds significant pedagogical power for diverse learning. However, we caution that a naïve focus on newness comes at the risk of becoming complicit in consumerism and limiting quality EOTC learning experiences. The findings have implications for teachers and school leaders to engage students in the process of creating newness in EOTC in order to harness the learning potential of both familiar and unfamiliar experiences.

### Key words

Novelty; Consumerism; familiarity; student engagement

### Reference List

d'Agnese, V. (2020). Newness and human disclosure in Dewey and Arendt: Challenging neoliberal educational agenda. *Policy Futures in Education*, 18(1), 179-192.  
<https://doi.org/10.1177/1478210318760464>

## #115 Writing as Punishment: Teachers' attitudes to documentation for outdoor learning

Chris North<sup>1</sup>, David Irwin<sup>2</sup>, Sophie Watson<sup>3</sup>, Allen Hill<sup>2</sup>, Marg Cosgriff<sup>4</sup>, Mike Boyes<sup>5</sup>

<sup>1</sup>University of Canterbury, Christchurch, New Zealand. <sup>2</sup>Ara Institute of Christchurch, Christchurch, New Zealand. <sup>3</sup>New Zealand Centre for Educational Research, Wellington, New Zealand. <sup>4</sup>University of Waikato, Tauranga, New Zealand. <sup>5</sup>Otago University, Dunedin, New Zealand

### Abstract

An important theme identified from the national study of education outside the classroom (EOTC) in Aotearoa/New Zealand was teachers' concerns that health and safety legislation was creating barriers to EOTC. Key aspects of this theme were: care for students; fear of litigation; and distaste for paperwork. The robustness of safety management systems and procedures is often assessed through analysis of documentation, yet teachers and school leaders considered documentation in preparation for field trips to be onerous and largely unconnected with student safety. This presentation analyses teachers' attitudes towards paperwork through Schaffner's (2019) work on 'writing as a form of punishment'. Writing as punishment has historically involved students completing 'lines' of a statement such as "I will not....." 100 or more times. According to Schaffner, this type of punishment was an act of submitting to authority and promised to change the writer against their will. For teachers who are already taking on higher levels of work to organise EOTC, paperwork adds another obstacle. The data also revealed the fear of facing legal action in the event of an incident. Many educators remained committed to EOTC yet this commitment is potentially being eroded by a variety of barriers. This presentation looks at how writing has been used as a form of punishment in the past to better understand the contested relationship between teachers and this paperwork, and proposes some solutions to address this concern.

### Key words

Documentation; Barriers; Outdoor learning; Legislation; Compliance

### Reference List

Schaffner, S. (2019). *Writing as punishment in schools, courts, and everyday life*. The University of Alabama Press. <https://go.exlibris.link/szqN8GF7>

## **#116 Surfing to learn; how engaging with the ocean influenced women's stories of migrating to Aotearoa New Zealand**

Charlotte Jelleyman<sup>1</sup>, Barbara Humberstone<sup>2</sup>

<sup>1</sup>Auckland University of Technology, Auckland, New Zealand. <sup>2</sup>Buckinghamshire New University, High Wycombe, United Kingdom

### **Abstract**

This presentation is concerned with the perspectives of thirteen women (aged 25-38) who had recently migrated to Aotearoa New Zealand and had taken up surfing since arriving. Participants were asked about their experiences learning to surf, what they enjoyed, what was challenging and how it might have influenced how they settled into their new place. Participants were also invited to share anything else they felt was significant to their surfing journey.

The findings from this research suggests that for most of these women, surfing had become a means through which to enhance their mental and physical wellbeing. This presentation looks at the women's perspectives and how these women made sense of their experiences and the ocean's effects on them. The findings suggest a variety of influences and meanings including how learning to surf became a metaphor for overcoming hardship and feeling and becoming independent and confident. Almost all of the women spoke of enjoying the sense of freedom, and many commented upon the ways in which they felt they had developed a deep connection with the ocean through surfing.

Although there is a wealth of research concerned with women and surfing (for example see lisahunter, 2018), little research has been undertaken to explore the experiences of learning to surf in a new country, through the eyes of women migrants.

### **Key words**

Blue space; wellbeing; connection to nature; connection to place

### **Reference List**

lisahunter, (2018). *Surfing, Sex, Genders and Sexualities* (1st ed.). Routledge.  
<https://doi.org/10.4324/9781315201238>



## **#117 Outward Bound Australia's Transformation through Bushfires and Pandemic: Multi-faceted turnaround strategies and considerations for the future of outdoor education.**

Loren Miller

Outward Bound Australia, Melbourne, Australia

### **Abstract**

Australia's Black Summer Bushfires of 2019/20 decimated three of Outward Bound Australia's (OBA) five main operational areas. Lost revenue through program cancellations threatened future viability. OBA had already faced two financial crises over the previous decade, with lost clients and market share, leadership turnover, accompanied by a reputation as inward looking and stuck in the past. In March 2020, as COVID-19 sent the east coast of Australia into lockdown, it looked like it could be the end of OBA.

Now, two years later, I share my reflections on OBA's transformation through crisis (OBA, 2021). I examine the multi-faceted strategies necessary for a successful turnaround, including: models of leadership and governance; the central role of people, culture and community engagement; digitisation; quality, risk and safety; and adept fiscal management. For a small team of people, transforming OBA has been the ultimate experiential expression of the OB motto 'to serve, to strive and not to yield'.

The presentation explores the challenge of finding the right balance between driving change and innovation, while holding onto the valuable essence of heart and heritage that is Outward Bound (Klache, 2005). In so doing I question the future of outdoor education program design, considering the case for evolution beyond historic paradigms to position outdoor experiential learning as a means to addressing contemporary community needs and contributing to the education innovation (Miller, Quay & Browning, 2020). I share insights into change management and suggest new ways of thinking about the future of outdoor education.

### **Key words**

Transformation; leadership; education innovation; change; Outward Bound

### **Reference List**

Klache, H. (2005). *Onward Bound: The first 50 years of Outward Bound Australia*. The Australian Outward Bound Foundation.

Miller, L. Quay, J. & Browning, D. (2020). *A call for innovation in school education: Beyond school performance and improvement*. Centre for Strategic Education.

Outward Bound Australia. (2021). *Outward Bound Australia is reawakening*.  
<https://www.outwardbound.org.au/outward-bound-australia-is-re-awakening>

## #118 “The digital canoe trip”: Learning outcomes from a Covid-adjusted mini-expedition

Jørgen Eriksen

Norwegian School of Sport Sciences, Oslo, Norway

### Abstract

May 15<sup>th</sup>, 2020: The annual 4-day canoe trip with students through Oslo’s surrounding forest had just been canceled due to COVID-19 group-size restrictions. The question raised among some staff members at the Norwegian School of Sport Sciences was: would it be possible to create a digital learning seminar based on a canoe trip in which the students did not themselves participate? How might the learning outcomes for both students and staff be similar and different to those from a conventional canoe trip?

One week later, four staff members (two instructors and a two-person film crew) embarked on the canoe trip. While travelling through the greenbelt called *Nordmarka*, about 25 different scenarios and practical challenges were recorded. These video clips became the main learning resource for a two-day webinar with 20 students. The students watched the videos before they went into group-discussions (breakout rooms), where they discussed how they would have tackled the various challenges. Each learning sequence ended with a discussion involving the whole class, where the different solutions were presented and considered.

Six months later, six of the students were interviewed about their experiences with the webinar. In particular, they were asked about what they considered to be their main learning outcomes; and the degree to which the webinar had been useful as part of their skill development. The data is currently being analyzed through the lens of John Dewey’s concept of experience, with special emphasis on feeling, conceiving and “enlivening” (Dewey 1997, Hohr 2013).

### Key words

Learning outcome; online seminar; outdoor education; canoe trip and experience

### Reference List

Dewey, J. (1938/1997), *Experience and education*. New York: Simon and Schuster.

Hohr, H. (2013), The Concept of Experience by John Dewey Revisited: Conceiving, Feeling and “Enlivening”. *Studies in Philosophy and education*, 32 (1):25-38

## #119 Outdoor Education Theory and Practice: Lessons from Ireland

John Pierce

Munster Technological University, Tralee, Ireland

### Abstract

Outdoor education has been growing as a sector in Ireland since its inception in the 1960s. There has, however, been a lack of empirical research into the development of outdoor education practice. This study aimed to examine Irish outdoor education's espoused theory and actual practice and how this practice has been influenced by historical, political, and societal developments.

An ethno-case study (Parker-Jenkins, 2018) methodology was employed in studying four public Outdoor Education and Training Centres across Ireland. Data were generated through participant observation and informal conversation, as well as through analysis of the centres' websites and operating procedures. Analysis of the dataset was in line with thematic analysis, and this was interpreted through the lens of McDonaldization (Ritzer, 2019). The analysis and interpretation of data is presented through creative non-fiction stories. This approach, whilst uncommon in outdoor education research, allowed me for a high level of anonymity to be maintained to protect the identities of the research participants coming from such a small and close-knit community.

The findings reveal a homogenised and placeless form of outdoor education, with logistics informing the design and delivery of programmes more than educational objectives. This is partly due to a lack of theoretical underpinning in practice and an ideological dissonance between espoused values and actual practice. This research raises questions for the international outdoor education community around how well matched the ethos and practice of outdoor education are, and to what extent practice is informed by empirical research overall.

### Key words

Outdoor education; McDonaldization; Creative non-fiction; Place

### Reference List

Parker-Jenkins, M. (2018). Problematising ethnography and case study: Reflections on using ethnographic techniques and researcher positioning. *Ethnography and Education*, 13(1), 18–33.

<https://doi.org/10.1080/17457823.2016.1253028>

Ritzer, G. (2019). *The McDonaldization of Society: Into the Digital Age* (9th ed.). Los Angeles: SAGE Publications, Inc.

## #120 Walking with [please insert here]: how autoethnographic walks enable us to consider the embodied relationship between people, place and planet.

Tracy Ann Hayes<sup>1</sup>, Robbie Nicol<sup>2</sup>

<sup>1</sup>University of Cumbria, Carlisle, United Kingdom. <sup>2</sup>University of Edinburgh, Edinburgh, United Kingdom

### Abstract

*We learn a **place** and how to visualize spatial **relationships**, as **children**, on foot and with **imagination**. Place and the scale of place must be measured against our bodies and their capabilities* (Snyder, 1990, p.98). What happens now we are adults? For many, walking is/has become a functional practice of putting one foot in front of the other, going from a place you need to leave in order to get to a place you want to be, whilst passing through places that rarely seem to matter. For some, walking has become more about seeking solace and healing, looking for joy, hope and/or fun in a challenging world (Hayes, 2021). This may include spiritual and/or religious elements, e.g. pilgrimage and/or walking with G/god(s). Who or what are we walking *with* when we walk?

We will explore how ‘autoethnographic walks’ can follow Snyder’s lead, by incorporating Ingold’s (2000) ideas about dwelling to provide pauses in everyday walking activity to consider the embodied relationship between people, place and planet. Focusing on relations between self, others, and nature – the more-than-human world – enables us to adopt new ways of thinking, being, noticing and walking in/with nature. Thinking about/with temporal, spatial and socio-cultural connections enables us to learn from the past and then use the present to develop more sustainable ways of being (Nicol, 2020). Within this presentation, we will provide practical examples of how to incorporate autoethnographic walks into outdoor educational research and pedagogy.

### Key words

Place; Relationship; Imagination; Autoethnography; Walks.

### Reference List

Hayes, T.A. (2021). Finding Joy and Hope: Taking time to ask and making time to listen. *Horizons* 95, 12-14.

Ingold, T. (2000). *The Perception of the Environment*. London: Routledge

Nicol, R. (2020). Putting education into place and place into education. *Horizons* 88, 13-15.

Snyder, G. (1990). *The practice of the wild*. San Francisco: North Point Press.

## **#121 Inclusive community nature engagement: successes and considerations.**

Tania Lemmey

University of Cumbria, Ambleside, United Kingdom

### **Abstract**

Existing inequalities of opportunity to connect with nature in the UK worsened during the coronavirus restrictions of 2020. Barriers experienced by individuals, and strategies for inclusivity, were less well evidenced. Research centred in South Cumbria explored inclusivity in community nature engagement through semi-structured interviews with nature engagement practitioners (Lemmey, 2021). Participants worked for contrasting organisations including national and local charities, a primary school and a prison.

Analysis revealed themes in inclusive nature engagement practice and barriers to nature engagement: a summary of findings and examples are presented. Partnership working to enable bespoke provision for underserved groups is key. Place-responsive nature engagement opportunities in a social context which encourage repeat visits from underserved groups can facilitate belonging, a sense of place and compassion for nature. Inclusive provision also featured skills development, urban outreach, free-of-charge activities, creative arts, physical access and community events. Developments in virtual engagement enabled organisations to communicate nature connection opportunities to new users and larger audiences.

During the pandemic, reduced partnership working; reduced availability of funding; and reduced in-person facilitation of group experiences have impacted inclusive nature engagement. Barriers to engagement with nature due to societal, personal, financial and infrastructure factors were identified by interviewees. Structural inequalities in some of the organisations managing public engagement with nature may also be pertinent (Glover, 2019). Organisations which explicitly tackled inequities of multiple deprivations in their nature engagement work tended to be those which serve a particular local community; acknowledgement of intersectional disadvantage was otherwise limited.

### **Key words**

Inclusive; community; nature; engagement

### **Reference List**

Glover, J. (2019) *Landscapes Review: Final Report*.

<https://www.gov.uk/government/publications/designated-landscapes-national-parks-and-aonbs-2018-review>

Lemmey, T. (2021) *Connecting with nature in 2020: who did, who didn't, and why it matters. A review of recent evidence from the UK and insights from nature engagement practitioners in Cumbria*. (Masters dissertation, University of Cumbria). <http://insight.cumbria.ac.uk/id/eprint/6147/>

## **#122 Possibilities for Indigenizing an outdoor studies curriculum in an era of racial reckoning, decolonization, and right-wing populism: The case of a Native American serving institution in the U.S.**

R. Lee Frazer

Fort Lewis College, Durango, USA

### **Abstract**

In the wake of the Black Lives Matter movement, which reverberated globally, numerous organizations with a stake in the outdoors from manufacturers of climbing equipment and outerwear to NGOs and park districts, signalled their support for racial justice. Even trade associations serving outdoor professionals issued proclamations and devoted resources to DEI initiatives. Influential providers of OE, including some with an international reach, like Outward Bound, also responded to calls for racial justice. This led, in the U.S., to expressions of solidarity and remorse, along with promises to do better. It is in this context, particularly the lessons this racial justice movement highlights, and the fact that I teach at a college where 40% of the student body identifies as Native/Indigenous, that my colleagues and I have embarked on a year-long self-study to indigenize our program which offers a B.A. in adventure education.

While a rich body of literature on indigenizing education exists, much of it applies to primary and secondary contexts (e.g., Bigelow & Peterson, 2003) and higher education, broadly (e.g., Mihesuah & Wilson, 2004). Some also speaks to outdoor learning (e.g., MacEachren, 2018), though little speaks to outdoor teacher education. However, efforts to indigenize traditional teacher education, particularly among Canadian scholars (e.g., Louie, et al., 2017) exist. In this paper, I intend to share what we (hope to have) learned in a review of this and other literature and discuss implications for instructing and designing an outdoor studies curriculum that is more culturally responsive to the needs of Native students and today's social milieu.

### **Key words**

Social justice; outdoor studies; Indigenizing curriculum; critical pedagogy

### **Reference List**

- Bigelow, B., & Peterson, B. (Eds.) (2003). *Rethinking Columbus: The next 500 years*. Rethinking Schools.
- Louie, D. W., Poitras-Pratt, Y., Hanson, A. J., & Ottman, J. P. (2017). Applying Indigenizing principles of decolonizing methodologies in university classrooms. *Canadian Journal of Higher Education / Revue canadienne d'enseignement supérieur*, 47(3), 16–33. <https://doi.org/10.7202/1043236ar>
- Mihesuah, D. A., & Wilson, A. C. (Eds.) (2004). *Indigenizing the academy: Transforming scholarship and empowering communities*. Bison Books.

## #123 What about Us? Second Victims in Outdoor Education Programs

Clare Dallat<sup>1</sup>, Denise Mitten<sup>2</sup>, Deb Ajango<sup>3</sup>, Stuart Slay<sup>4</sup>

<sup>1</sup>Centre for Human Factors and Sociotechnical Systems, The University of The Sunshine Coast, Queensland, Australia. <sup>2</sup>Prescott College, Arizona, USA. <sup>3</sup>Alaska Pacific University, Alaska, USA. <sup>4</sup>The Student Conservation Association, Washington DC, USA

### Abstract

Internationally, serious incidents continue to occur in outdoor education programs. In addition to the injuries and impacts to the immediate victims, they can also have long term adverse impacts on the health, wellbeing, and performance of practitioners. Professional experience by this author team, spanning across four decades of global practice, observes that practitioners involved directly (e.g., instructor/teacher) and indirectly (e.g., managers and staff) often experience emotional distress, frequently long lasting, following their involvement in serious incidents.

Professionals working in domains such as healthcare, aviation and emergency services have reported similar reactions to serious incidents within their field of practice (Dekker, 2013). Known as 'second victims', these are professionals who are involved in an unanticipated adverse events and become traumatized by it (Wu, 2000). Common reactions of 'second victim syndrome' can be behavioural, emotional, cognitive, and social. Emotional reactions such as fear, guilt, shame, self-doubt, anger, and disappointment are frequently reported (Ullstrom et al, 2014). Within the outdoor education field, relatively little research has been directed towards the personal and professional impact of adverse events on practitioners. The purpose of this paper is to outline a program of international research to better understand and address the specific impact of responding to serious incidents on all practitioners involved. Data is currently being gathered and analysed, and initial findings will be presented at the conference. Emphasis is placed on the organizational and industry support required by practitioners and how well those needs are currently being met.

### Key words

Second victims; incidents; wellbeing; practitioners

### Reference List

Dekker, S. (2013). *Second victim: error, guilt, trauma, and resilience*. CRC press.

Ullström, S., Andreen Sachs, M., Hansson, J., Øvretveit, J., & Brommels, M. (2014). Suffering in silence: a qualitative study of second victims of adverse events. *BMJ Quality & Safety*, 23(4), 325–331. <https://doi.org/10.1136/bmjqs-2013-002035>

Wu, A. W., & Steckelberg, R. C. (2012). *Medical error, incident investigation and the second victim: doing better but feeling worse?*

## #124 Ignorance and disregard for intentional learning transfer.

Pieter Snyman

Tshwane University of Technology, Pretoria, South Africa. Adventure Institute, Pretoria, South Africa

### Abstract

Camping is a recognised co-curricular activity in South African schools. School curriculums encourage outings and camps as a methodology to accomplish outcomes for the Life Orientation (LO) subject. The practice of planning school camps as educational interventions, but then programme recreation, is a concern. The purpose of this qualitative paper is to report on adventure-related experiential learning in South Africa. The article will focus on the limited application of adventure programming in schools. The article will explore practices at campsites and perceptions of role players.

**Method/ methodology/ Materials and Methods:** The paper considered perceptions of five different sample groups. Qualitative research techniques and data collection took the form of semi-structured interviews by both individuals and focus groups. **Results/ Findings/ Discussion of findings/ Argument:** Although propagating education, recreation is practised. Neither campsites nor educators are aware of the absence of adventure education principles in outdoor adventure programmes. Group size, rotation and lack of skills are some of the factors that cause the absence of intentional learning transfer.

**Conclusions/ Significance/ Implications of the study:** It is argued that Life Orientation is neglected as a school subject, adventure related experiential learning is neglected as an adventure educational methodology. Campsite managers, facilitators, and teacher knowledge of adventure-related experiential learning are limited. **Recommendations:** Much more effort should go into the design of Life Orientation camping programmes. Factors limiting programmes to be recreation instead of education needs to be managed and illuminated. More investment in training and development should be a priority.

### Key words

Adventure; Experiential-Learning; Camps; Education; Recreation

### Reference List

[please contact author for references not included here]

Bisson, C (1996). *The Outdoor Education Umbrella: A metaphoric model to conceptualize Outdoor Experiential Learning Methods*. Education Resources Information Centre (ERIC): 42. Available at <http://files.eric.ed.gov/fulltext/ED416049.pdf>. Accessed 26 May 2017.

Bloemhoff, H.J (2016). Impact of one-day adventure-based experiential learning (AEL) programme on life effectiveness skills of adult learners. *South African Journal for Research in Sport, Physical Education and Recreation*, 38(2):27–35 Available at <https://www.ingentaconnect.com/content/sabinet/sport/2016/00000038/00000002/art00003> Accessed 24 June 2016.

Creswell, J.W (2007). *Five qualitative approaches to inquiry. Qualitative inquiry and research design: Choosing among five approaches*, 2:53–80.

Ewert, A.W., Sibthorp, J. & Sibthorp, R.J (2014). *Outdoor adventure education: foundations, theory, and research*. Champaign, IL: Human Kinetics.



## **#125 Nature connectedness, new mindset and modern competences for contemporary rural advisors. A pilot research in Agricultural University of Athens, Greece.**

Ioanna G. Skaltsa<sup>1</sup>, Katerina Kasimatis<sup>2</sup>, Alex Koutsouris<sup>1</sup>

<sup>1</sup>Department of Agricultural Economics & Development, School of Applied Economics & Social Sciences, Agricultural University of Athens (AUA), Athens, Greece. <sup>2</sup>Department of Education, School of Pedagogical and Technological Education (ASPETE), Athens, Greece

Nature and Environment are important fields of study for the students and graduates of the Agricultural University of Athens (AUA). Through their interventions, agronomists as rural advisors affect the wellbeing of humans and the sustainability of our planet. In order to support students' role as change agents, it is desirable to cultivate a collective agency that would frame their responsibilities and future interventions with a sense of common purpose and achievements (Leadbeater, 2017). Therefore, students need to develop a mindset to help shape a world where well-being and sustainability for themselves, for others, and for the planet are achievable (OECD, 2019). In this paper, we explore how the mindset and competences of future rural advisors benefit from nature connectedness and the use of participatory learning. To attain our objectives, we carried out a pilot study with 57 AUA students in spring 2021. Participants attended a three hours participatory session, using the experiential learning method, based on Kolb's learning cycle, regarding the profile of rural advisor, his/hers competences and the sustainability of our planet. Due to the COVID-19 pandemic, on line tools were adopted. Students participated in pre and post-surveys based on a questionnaire including the Mayer and Frantz (2004) Connectedness to Nature Scale (CNS). Focus groups and observation were also utilised to further explore and validate quantitative data. In this paper, we present and discuss the quantitative and qualitative findings of the project.

### **Key words**

Nature connectedness; competences; rural advisors; participatory learning approaches

### **Reference List**

Mayer, F. S., & Frantz, C. M. (2004). The connectedness to nature scale: A measure of individuals' feeling in community with nature. *Journal of Environmental Psychology*, 24(4), 503–515.

<https://doi.org/10.1016/j.jenvp.2004.10.001>

OECD (2019). *The future of education and skills 2030: Conceptual learning framework. Learning compass 2030*. [https://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass-2030/OECD\\_Learning\\_Compass\\_2030\\_concept\\_note.pdf](https://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass-2030/OECD_Learning_Compass_2030_concept_note.pdf)

Leadbeater, C. (2017), *“Student Agency” section of Education 2030 - Conceptual learning framework: Background papers*, OECD, [http://www.oecd.org/education/2030-project/contact/Conceptual\\_learning\\_framework\\_Conceptual\\_papers.pdf](http://www.oecd.org/education/2030-project/contact/Conceptual_learning_framework_Conceptual_papers.pdf).

## #126 The impact of short residential courses on nature connectedness, pro-conservation behaviour and wellbeing in children and young adults.

Caroline Harvey<sup>1</sup>, Fiona Holland<sup>1</sup>, Susan Gibson<sup>1</sup>, Emma Ferris<sup>2</sup>

<sup>1</sup>University of Derby, Derby, United Kingdom. <sup>2</sup>The Outward Bound Trust, London, United Kingdom

### Abstract

**Background:** The benefits of spending time in nature are well documented in both adults (e.g. Capaldi, Passmore, Nisbet, Zelenski and Dopko, 2015) and children (e.g. Chawla, 2015) and relationships between nature connectedness and pro-conservation behaviour have been established (Hughes, Richardson and Lumber, 2018).

**Method:** Using a mixed methods approach, the present study reports on an evaluation of short residential courses of 2-5 days duration and the impact that these courses and course duration, have on nature connectedness, pro-conservation behaviour and wellbeing. Participants completed questionnaire measures of nature connectedness, pro-conservation behaviour and wellbeing at three time points: i) at the start of the residential course; ii) at the end of the residential course; iii) at a 2 month follow up after completion of the residential course. Qualitative data is collected during the penultimate activity session of the residential course and involves participants reflecting on their experiences with their group leader through a series of structured questions in a group setting.

**Results:** Data is currently being collected and will be completed by April 2022. Results will be reported at the conference.

**Conclusions:** This research will provide evidence regarding the impact of short outdoor residential courses for children and young adults. It will clarify any impact that such courses have on nature connectedness, pro-conservation behaviours and wellbeing. This may provide support for the implementation of such courses more widely for young people given the potential benefits they might bring.

### Key words

Residential course; nature connectedness; pro-conservation behaviour; children; young adults.

### Reference List

Capaldi, C. A., Passmore, H., Nisbet, E. K., Zelenski, J. M. and Dopko, R. L. (2015). Flourishing in nature: A review of the benefits of connecting with nature and its application as a wellbeing intervention. *International Journal of Wellbeing*, 5(4), 1-16. <https://doi.org/10.5502/ijw.v5i4.449>

Chawla, L. (2015). Benefits of nature contact for children. *Journal of Planning Literature*, 30, 433–452. <http://dx.doi.org/10.1177/0885412215595441>

Hughes, J., Richardson, M. & Lumber, R. (2018). Evaluating connection to nature and the relationship with conservation behaviour in children. *Journal for Nature Conservation*, 45, 11-19. <https://doi.org/10.1016/j.jnc.2018.07.004>

## **#127 An exploration of how primary school children's social values are influenced by their experiences during residential outdoor learning.**

Colin Wood

University of Worcester, Worcester, United Kingdom

### **Abstract**

This phenomenological research explores how primary school children's social values were influenced by their experiences during residential outdoor learning, through interviews and focus groups with 26 children and five teachers from five state-funded schools in England. Children and teachers were interviewed 2-3 weeks after returning from residential. The study finds that the residential did not act as temporary communities or create connections to place. It concludes that there may have been social benefits derived from the enhancement and enlargement of social relationships within the group, but that these benefits were predominantly related to informal social interactions. It suggests that these social interactions were likely to have positively impacted on children's social agency and their sense of belonging; that there was some impact on values of fairness, particularly with relation to social inclusivity; that the children developed trusting behaviours suggestive of a positive valuation of other people; and that the children commonly exhibited empathy and care for others. However, the evidence on open-mindedness and fairness was unclear; teachers observed changes in both, but some children's responses suggested that this was a temporary behaviour change related to wanting to maximize the experience rather than a change in values. Thus, the study finds that residential are intense social experiences that influence children's friendships, but that there was limited evidence of change in social values.

### **Key words**

Social values; children; residential

### **Reference List**

[please contact author for references not included here]

Beames, S. & Atencio, M. (2008) Building social capital through outdoor education. *Journal of Adventure Education & Outdoor Learning*, 8(2), 99-112.

Carne, P., Loynes, C. & Williams, S. (2015). *Why Brilliant Residential*. London; Paul Hamlyn Foundation.

Christie, B., Higgins, P., & McLaughlin, P. (2014) 'Did you enjoy your holiday? 'Can residential outdoor learning benefit mainstream schooling? *Journal of Adventure Education & Outdoor Learning*, 14(1), 1-23.

Cooper, S. (2018) 'Living together: making the most of the residential experience in outdoor and adventure education. In Jeffs, T. and J. Ord (editors) *Rethinking outdoor, experiential and informal education*. London: Routledge.

## #128 "Have you ever let a river take you for a walk?": reflections from learning with polluted waters in Brazil

Ananda Casanova

Philipps-Universität Marburg, Marburg, Germany

### Abstract

Rivers located in urban landscapes around the world share a common history. The process of abandonment, marginalization, and disregard that water bodies have gone through due to urbanization and modernization agendas that have driven the development of modern cities, has produced both a material disturbance in hydrographic networks and a symbolic disruption in the roles water plays in our daily lives. As anthropologist Michèle Petit (2015) reminds us, places that were deeply devastated need to be reinvented, refunded, and reassembled not only materially, but imaginary and symbolically. In times of accelerated climate change and water vulnerability, to create and fabulate other ways of relating to the waters is necessary. As suggested by Donna Haraway (2016), it matters the stories we use to tell other stories with: they create, or destroy, worlds. This presentation addresses the challenge of learning with damaged landscapes (Tsing, 2017), proposing educational practices that bring together walking experiences with polluted waters and storytelling. These reflections are the result of a study that followed the course of buried and invisible rivers in two Brazilian cities, São Paulo and Porto Alegre. Drawing from the concept of psychogeography and using a post-qualitative methodology, the presentation will share some stories told by those rivers, reimagining the narratives around the polluted waters and discussing the educational potential of these more-than-human encounters for producing a situated knowledge with these watery landscapes.

### Key words

Polluted waters; psychogeography; landscape; storytelling.

### Reference List

Haraway, Donna (2016). *Staying with the trouble: Making Kin in the Chthulucene*. Durham: Duke University Press.

Petit, Michèle (2015). *Leer el mundo: Experiencias actuales de transmisión cultural*. Ciudad Autónoma de Buenos Aires: Fondo de Cultura Económica.

Tsing, Anna (2017). *Arts of living in a damaged planet: ghosts of the Anthropocene*. Minneapolis: University of Minnesota Press.

## **#130 'The SixP Sustainability Framework for Outdoor Mental Health Services and Interventions': A Qualitative Study of Stakeholder Perspectives of Sustainability**

Dr Kaye Richards<sup>1</sup>, Dr James Fullam<sup>2</sup>, Professor Chris Loynes<sup>3</sup>, Dr Linda Allin<sup>4</sup>

<sup>1</sup>Liverpool John Moores University, Liverpool, United Kingdom. <sup>2</sup>University of Exeter, Exeter, United Kingdom. <sup>3</sup>University of Cumbria, Ambleside, United Kingdom. <sup>4</sup>Northumbria University, Newcastle Upon Tyne, United Kingdom

### **Abstract**

The rapid growth of outdoor mental interventions presents a number of challenges for sustainable impact and benefits. A key need is building research that recognises different contexts to developing practices, but also enables the voices of those that take part in interventions to inform best practice frameworks. Given this, research was undertaken to develop a set of 'Indicators of Sustainability' applicable to outdoor mental health interventions. This was supported with a research grant from a national UK mental health research network, 'The MARCH Network' funded by UK Research and Innovation (UKRI) as part of the 2018 Cross-Council Mental Health Plus Call. A qualitative research approach was adopted examining the processes and factors affecting ethical, effective, and equitable delivery in different types of outdoor mental health practices, across a continuum of mental health. This included in-depth interviews (n=23) with delivery stakeholders and intervention participants across different outdoor mental health practices. Through an iterative process of data analysis and refinement, a framework incorporating key stakeholder-defined domains of sustainability emerged, and is titled '*The SixP Sustainability Framework for Outdoor Mental Health Services and Interventions*' (Richards & Fullam, 2021). This presentation will consider the research findings that underpin this framework, identifying core factors that are deemed important from different stakeholder perspectives. This will raise critical questions in terms of both future research directions and practice considerations for sustainable outdoor approaches for mental health benefit.

### **Key words**

Outdoor mental health, outdoor therapy, qualitative research, sustainable approaches.

### **Reference List**

Richards, K., & Fullam, J. (2021). *Natural Outdoor Environments and Mental Health: Stakeholder Informed Sustainability Indicators*. The MARCH Network National Showcase, UCL, October.

## **#131 'Is it a trail or is it a playground?' Exploring possibilities for outdoor play, learning, and connection to nature on a community trail**

Son Truong<sup>1</sup>, Karen Gallant<sup>1</sup>, Ashlyn Stevens<sup>1</sup>, Misty James<sup>2</sup> and Joel d'Entremont<sup>2</sup>

<sup>1</sup>Dalhousie University, Halifax, Canada. <sup>2</sup>Municipality of Barrington, Barrington, Canada

### **Abstract**

The Sherose Island Nature Trail is a walking trail located in the coastal rural community of Barrington, on the South Shore of Nova Scotia, Canada. It is a public forested space adjacent to a community recreation centre and arena. Public health restrictions resulting from the Covid-19 global pandemic led to an increase in trail use, particularly with the introduction of painted rocks, and subsequently discussions within the community to explore new opportunities for trail development. This presentation focuses on a partnership between municipal recreation staff and university researchers to conduct consultations to gain a deeper understanding of community members' views and experiences of the nature trail. Data collection included a community survey and photo challenge, observations focused on children's play, movement, and interactions, as well as photo-elicitation with school-aged children. While outdoor learning has clear potential to enhance young people's wellbeing and learning experiences, there remain significant challenges to ensuring these opportunities are provided or embedded in the curriculum (Lloyd, Truong, & Gray, 2018; Oberle, Zeni, Munday, & Brussoni, 2021; Waite, 2020). This presentation explores young people's experiences of play on the trail and considers the possibilities for open-ended wild pedagogies to support outdoor play, movement, and connection to nature on trails. We will also examine community perspectives of the painted rocks trails and the impact they have on experiences of place-making.

### **Key words**

Outdoor learning; nature trail; play; community recreation

### **Reference List**

- Lloyd, A., Truong, S., & Gray, T. (2018). Take the class outside! A call for place-based outdoor learning in the Australian primary school curriculum. *Curriculum Perspectives*, 38, 163-167.
- Oberle, E., Zeni, M., Munday, F., & Brussoni, M. (2021). Support factors and barriers for outdoor learning in elementary schools: A systematic perspective. *American Journal of Health Education*, 52(5), 251-265.
- Waite, S. (2020). Where are we going? International views on the purposes, practices and barriers in school-based outdoor learning. *Education Sciences*, 10, 1-35.

## **#132 How can indigenous Sami traditional knowledge increase learning for students in a friluftsliv program? [pre-recorded]**

Elisabeth Enoksen, Inger Wallem Krempig

UiT The Arctic University of Norway, Alta, Norway

### **Abstract**

The Sami are indigenous people in the north of Norway, Sweden, Finland and Russia. Knowledge of Sami culture have gained focus in the newly revised curriculum of the Norwegian school. Teachers are requesting knowledge about and didactically approaches to Sami culture, also connected to friluftsliv. Our research is a contribution in this aspect. Sami culture is based on a close relation to nature. Reindeer husbandry is a vital part of the sami culture, often visible in the landscape. The traditional Sami knowledge transmission is based on participatory practices. This is also central in the ethos of Nordic friluftsliv. The Arctic friluftsliv bachelor program at UiT, The Arctic University of Norway, includes one week where students work alongside with Sami reindeer herders in the field to learn from them. Through this work the students get insight into the many practicalities involved in working with reindeer, and they get numerous hands-on experiences. In our research we study the knowledge transmission and practices of Sami reindeer herders, and how participatory activities can enhance student's learning and understanding in friluftsliv and Sami cultures. We are using empirical data from student's reflection notes and group interviews. Preliminary results show engagement, cultural understanding and deep and transformative experiences. We discuss how the student's experiences can benefit their learning of different skills and their attitude for Sami culture. We also discuss the relevance for their future possible teaching, outdoor leadership, and nature guide role. We include discussions around adventurous learning (Beames & Brown, 2016).

### **Key words**

Traditional knowledge; Sami; friluftsliv

### **Reference List**

Beames, S. & Brown, M. (2016). *Adventurous Learning: A pedagogy for a changing world*. Routledge.

## #135 Self-study of practice in higher education; an opportunity for OE

Tomás Aylward<sup>1</sup>, Tom Farrelly<sup>1</sup>, Maura Coulter<sup>2</sup>

<sup>1</sup>Munster Technological University, Tralee, Ireland. <sup>2</sup>Dublin City University, Dublin, Ireland

### Abstract

Potter and Dymont (2016) raised significant questions about nature and position of OE within the field of higher education (HE). Questions remain as to how OE is appraised in the wider academia and how relevant its contributions are viewed. As a clear strength of OE in HE is its focus on pedagogy, this presentation makes an argument for greater use of self-study of practice (S-SP) approaches (Pinnegar and Hamilton, 2020) as a legitimate research output from OE within HE practice (Brookfield, 1985). The example of physical education teacher education (PETE) is used to indicate how broader, coordinated application of S-SP research in a discreet field can have an impact in a larger academic arena.

A self-study of HE practice teaching OE in Ireland will further illustrate the argument. The study was borne out of a desire to better understand and improve practice as a lecturer. A second objective was to explore if place-based education (PBE) approaches in the teaching were perceptible to the students. Group interviews with students, critical friendship dialogues and the lecturer's reflective journals were analysed. The findings indicate a high degree of congruence between philosophy and practice but no strong evidence of the students' perception of PBE in the teaching experienced. Recommendations from this study include, that S-SP approach might be considered by more of those teaching OE in higher education and that the sector might consider how issues of equality, social justice and climate justice might be brought to bear on Irish OE.

### Key words

Higher Education; Self-study; Pedagogy; Physical education teacher education

### Reference List (APA style)

Brookfield, S., 1985. A Critical Definition of Adult Education. *Adult Education Quarterly*, [online] 36(1), pp.44–49. <https://doi.org/10.1177/0001848185036001005>.

Pinnegar, S. and Hamilton, M.L., 2020. Working in the Space Between: Conundrums in Self-Study of Practice Research. In: O. Ergas and J. K. Ritter, eds. *Exploring Self Toward Expanding Teaching, Teacher Education and Practitioner Research, Advances in Research on Teaching*. [online] Emerald Publishing Limited. pp.75–89. <https://doi.org/10.1108/S1479-368720200000034004>.

Potter, T.G. and Dymont, J.E., 2016. Is outdoor education a discipline? Insights, gaps and future directions. *Journal of Adventure Education and Outdoor Learning*, 16(2), pp.146–159.