

Prince, Heather ORCID logoORCID: <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 (Unpublished)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: <http://insight.cumbria.ac.uk/id/eprint/6635/>

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.

Neophyte outdoor education researchers' experiences during Covid-19 restrictions

Professor Heather Prince

Context

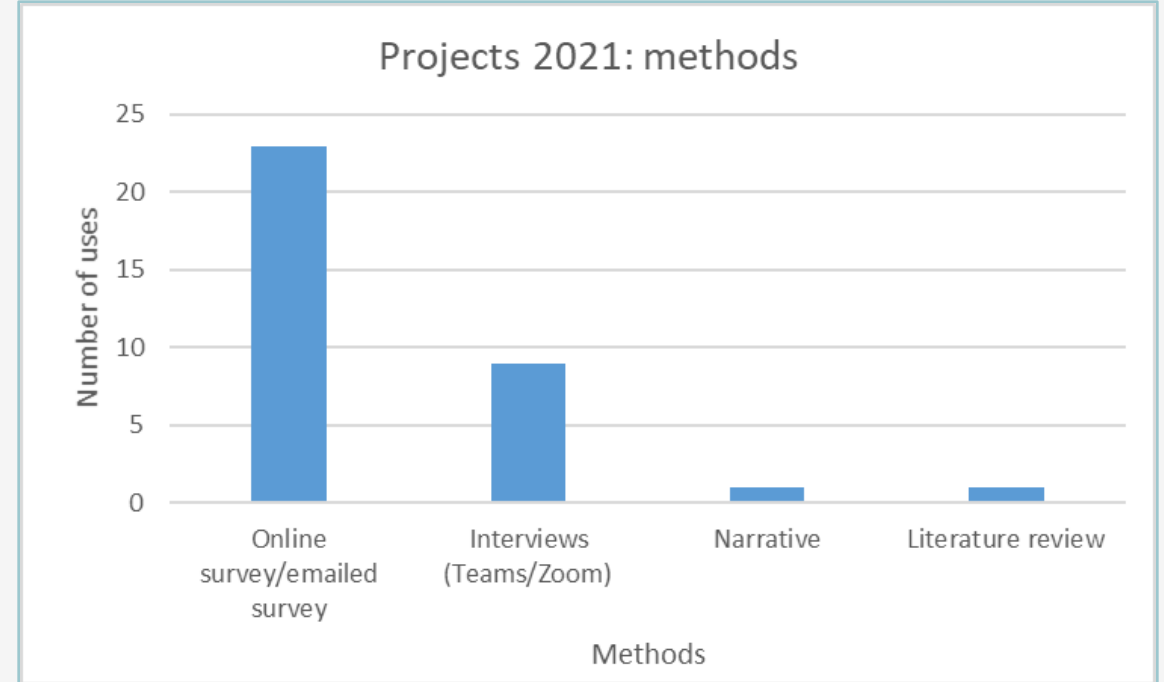
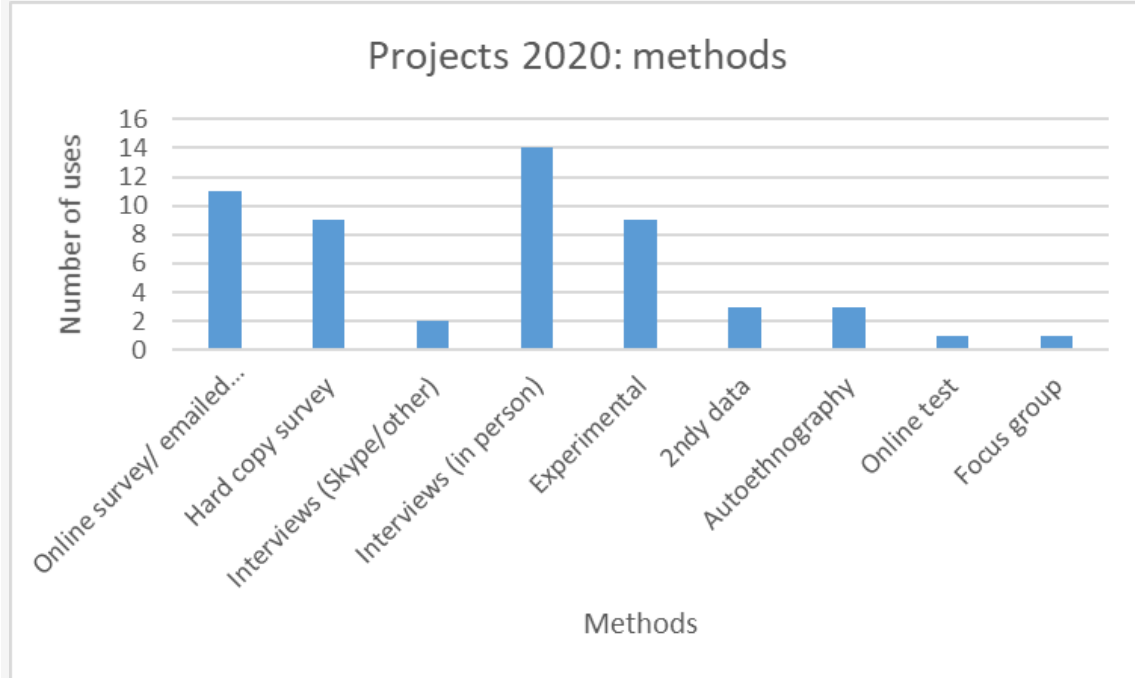
- Second year undergraduate students studying research methods modules, taught online (2021)
- Requirement to complete a small-scale individual research project (2000 – 2500 words)
- No fieldwork, no in person contact due to Covid-19
- Student concerns about collecting sufficient data

Method – analysis of final projects

- Number of methods used
- Approaches to data collection
- Quantity of data

- Marks achieved and compared to 2020 when no restrictions were in place

Results (2020, $n=38$; 2021, $n=27$)



- Fewer methods used in 2021 (methods per student = 1.4 (2020); = 1.26 (2021))
- All virtual/electronic, or secondary sources in 2021
- Move from Skype to Teams/Zoom in 2021

Results (2020, $n=38$; 2021, $n=27$)

Online survey responses

2020

Mean = 46.4

Std Dev = 59.92

(Removing outlier of 211 responses) mean
= 16.64

Online survey responses

2021

Mean = 75

Std Dev = 51.6

(Range 7 – 244)

Marks achieved

2020:

Mean	54.61
Median	52.5
Mode	40

2021:

Mean	58.22
Median	60
Mode	68

+3.6% uplift in mean in 2021

$r_s = +0.363$ (correlation between quantity of data and marks awarded)

Larger std dev for marks achieved using two or more methods

2021 online surveys

- Of all methods used, 64.1% were online surveys
- Students used Googledocs, Microsoft forms, SurveyMonkey, SmartSurveys
- Some free platforms had restrictions on numbers of responses or limited visibility for researchers (of 40, 50, 90, 100)

- Some very impressive response rates in short time (244 on angling in three hours on FB groups (12 angling groups); 114 in nine hours on FB groups (three through-hiking groups))
- Some students restricted data for analysis themselves

Conclusions

- Neophyte researchers have a reflective and reflexive approach to research, particularly when standard, 'traditional' data collection methods are difficult
- They demonstrate resilience and creativity in using familiar technologies (e.g. social media) in becoming researchers themselves
- HE professionals should have the confidence to encourage students to explore different ways of collecting data. Are creative approaches to data collection encouraged by creative/risk taking research staff?
- Encourage neophyte researchers to situate and justify their research in an appropriate paradigm and methodology, and to acknowledge and critique any limitations.

Bibliography



Prince, H.E. and Annison, E. (2022) The impact of menstruation on participation in adventurous activities. *Sport, Education and Society*. DOI: 10.1080/13573322.2022.2059756 (2021 undergraduate research project).

Prince, H. (2022). Élaborer des projets de recherche efficaces en plein air (Developing effective research projects in outdoor studies). In Auger, D., Roult, R. & Adjizian, J-M (eds.) *Plein air : Manuel réflexif et pratique*, 179-191. Paris: Hermann.

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.

Prince, H. and Mallabon, E. (2019). Designing effective research projects in Outdoor Studies. In B. Humberstone and H. Prince (eds.) *Research Methods in Outdoor Studies*, 33-43, Oxford; New York, Routledge.