

10th International Outdoor Education Research Conference

Abstract Book



2024 JAPAN
10th International
Outdoor Education
Research Conference

Monday 4 March – Friday 8 March, 2024

National Olympics Memorial Youth Center, Tokyo, JAPAN

Oral Presentation

Exploring the Pedagogical Benefits of Visualising Seascapes in Higher Education

Mark Leather¹, TA Loeffler²

¹Plymouth Marjon University, United Kingdom. ²Memorial University Newfoundland, Canada

Abstract

This presentation compares two case studies in which undergraduate students in Newfoundland, Canada, and Plymouth, England, engage with seascapes through visual methods as a key feature of their pedagogical approach. The first study examines how a tutor utilizes the seascapes of Newfoundland as a teaching setting to foster a deeper sense of place and adventurous learning in undergraduate students. Students capture and explore their learning experiences of the seascape through visually based learning portfolios, providing a powerful reflective tool for both tutor and students to further their cross-curricular connections to Newfoundland culture and places of historical significance. In the second study, place-based outdoor education is an undergraduate module/class in Plymouth that draws on A Pedagogy of Place (Wattchow & Brown, 2011) and The Primacy of Place (Mannion & Lynch, 2016) to allow students to collectively explore Plymouth's rich maritime heritage and their attachment to this place. In teaching and assessment, visual methods such as lived experiences, photographs, videos, and historical archival images are used. Sailing in Plymouth Sound and exploring the land from the water exposes students to the same seascapes that historical figures such as Francis Drake, the "Pilgrim Fathers," James Cook, and Charles Darwin experienced.

Students in both contexts make meaning from their experiences with seascapes using photo-elicitation (Loeffler, 2004). This is a powerful research method as it allows students to make meaning(s) from their experiences; the feelings and emotions they provoke in the viewer, and the data they elicit produce discoveries that do not always or only correlate to those discovered through verbal inquiry. This method is a favourite research tool for both authors.

The authors reach a scunning^[1] conclusion by presenting these two cases and arguing that pedagogically engaging with water, seascapes, and the sea has distinct advantages. This study demonstrates the power of visual methods in teaching and assessment to foster a deeper understanding and connection to place, culture, and history while also encouraging adventurous learning.

[1] Dictionary of Newfoundland English (Heritage Newfoundland and Labrador, 2022), scunning involves bringing two pieces of a fish net together

Key word

seascapes, pedagogy, higher-education, visual, photo-elicitation

Teacher-student relationships in Higher Education: Reflections from an Outdoor Adventure Education degree

Mark Leather, George Katsogridakis
Plymouth Marjon University, United Kingdom

Abstract

This research considers the critical role of teacher-student relationships (TSR) in higher education (HE), with a specific focus on outdoor adventure education (OAE) fieldwork. Positive TSR have been linked to higher levels of academic achievement and perceived learning (Karpouza & Emvaliotis, 2019), as well as positive student perceptions of the learning environment (Vianden, 2015). Using an autobiographical research methodology (Leather, 2020; Letherby, 2002; Sparkes & Smith, 2014) we reflect on significant episodes during OAE fieldwork. We use critical incident theory (Tripp, 1993/2012) since critical incidents are moments that lend themselves well to constructive reflection, where we can use our professional experience and judgement to refine our teaching. We argue that it is important for educators to reflect on this aspect of their practice to cultivate an equitable, inclusive, and empowering learning environment for all students. Firstly, we propose a definition of 'care' in the context of HE and then discuss how its application generates unique issues to consider in the teaching of OAE. Using this as the foundation, we then consider the issue of diversity. We assert that positive TSR foster an environment that supports and values a diverse student population and that this is critical for a sector still attempting to shake off the ideological remnants of its racial capitalist origins. Finally, we look at power dynamics in TSR and argue that OAE is a field that lends itself well to challenging traditional role boundaries and hierarchies, provided educators do so with appropriate care and professionalism. In doing so, we reflect these contemporary issues visible in wider society, and by engaging with students on issues of power, oppression, and inclusion, we hope to make an impact that extends beyond our teaching in the academy. While this reflective evaluation of TSR enables us to further develop our practise, we are cognizant of the necessity for additional research that takes into account the perspectives of the students.

References

Tripp, D. (1993/2012). *Critical Incidents in Teaching: Developing professional judgement*. Routledge.

Key word

Care, Diversity, Power, Teacher-student relationships

Climate change vs Sport, Physical activity and Physical Education: links, consequences and solutions

Tegwen Gadais¹, Paquito Bernard¹, Brice Favier-Ambrosini²

¹Université du Québec à Montréal, Canada. ²Université du Québec à Chicoutimi, Canada

Abstract

Is the Climate Change the elephant in the room that Outdoor Education (OE) don't want to consider (Fox & Thomas, 2022)? This presentation will focus on the most recent bidirectional influence links between sport, physical education (PE), physical activity (PA), and climate change (CC). The lecture will consist of three complementary elements. The first part tries to establish links in between sport, PA and PE on the one side and the natural environment on the other side. We will provide a comprehensive review of the literature (Bernard et al., 2021; IPCC, 2021), useful for the OE, on current environmental conservation concerns and the links known between sport, PA, PE and CC. The second part presents several consequences of the influences between sport, PA, PE and the natural environment such as practices adaptations and modulation for now and for the future (McCullough, Kellison & Melton, 2022). Finally, the third part will focused on solutions and presents an original approach to the use of outdoor and OE in PE for environmental education without losing one of the strong specificities of the discipline, namely the development of motor skills (Gadais et al., 2023). Thus, it is through the development of body techniques specific to outdoor activities and in particular concerning the sensitive dimension of physicality that an education related to the preservation of the environment can make sense in PE. A portrait of several initiatives that use sport, PA or PE to achieve environmental education or climate change awareness will be presented. The presentation hopes to convince OE researchers to take action and consider CC in their future researchs.

Key word

Climate change, physical education, sport, physical activity, outdoor learning

The role of Professional Networks as Incubator for Outdoor teaching - From Grassroots to national impact

Karen Barfod^{1,2}, Mads Bølling^{1,3,2}

¹VIA University College, Denmark. ²UdeskoleNet, Denmark. ³Center for Clinical Research and Prevention, Denmark

Abstract

“Udeskole”, regular Teaching Outside the Classroom, is widespread in Scandinavian countries and emerging in other Northern European countries. Developing from grassroot initiatives, teachers have experienced lack of inspiration (van Dijk-Wesselius et al., 2020) and a feeling of standing alone with the outdoor teaching practice at the schools (Barfod, 2017). To cope with these barriers for using Udeskole, a strong independent network has formed in Denmark in 2007 with major impact on practice, policy and research, “UdeskoleNet”. The network gathers researchers, teachers, nature-guides, pedagogues and others with professional interest in outdoor teaching, thus forming a community based on interests and visions across research and practice, with strong collaboration between the fields. Although being a grassroot movement, the network has been invited to discussion of school development in Municipalities and in The Danish Parliament. In this presentation, the thoughts and strategies developed during the lifetime of the network are presented and discussed. Emphasis in this experience based presentation will be on how we work with maintaining the network's independence, openness, motivation to proceed, and cross-sectoral foundation. How do we establish, maintain and develop experience based, durable and enjoyable communities in a busy everyday life? As pioneers in establishing sustainable networks concerning outdoor teaching with staying power, we introduce the ideas, values, and visions behind the network and its structure, that have inspired European colleagues and national teacher educators to establish meaningful communities for increasing outdoor teaching in schools.

Barfod, K. S. (2018). Maintaining mastery but feeling professionally isolated: Experienced teachers' perceptions of teaching outside the classroom. *Journal of Adventure Education and Outdoor Learning*, 18(3), 201-213.

van Dijk-Wesselius, J. E., Van den Berg, A. E., Maas, J., & Hovinga, D. (2020). Green schoolyards as outdoor learning environments: Barriers and solutions as experienced by primary school teachers. *Frontiers in Psychology*, 10, 2919.

Key word

Collaboration for developing udeskole, Cross-sectorial networks, Outdoor teaching Communities

An after-school program to increase sustainable active transportation use in marginalized youth : Evaluation of the "Build your own bicycle" project

Célia Kingsbury^{1,2,3}, François Bissonnette⁴, Paquito Bernard^{4,3}

¹École de santé publique de l'Université de Montréal, Canada. ²Centre de recherche de santé publique (CReSP), Canada. ³Centre de recherche de l'Institut universitaire en santé mentale de Montréal, Canada. ⁴Université du Québec à Montréal, Canada

Abstract

Introduction: Interventions that promote active transportation in high schools are essential because they are associated with the development and maintenance of healthy lifestyle habits in terms of physical activity and the fight against climate change. However, few studies have evaluated the effect of this type of intervention on the adoption of an active mode of transport, the majority of studies have only focused on walking, and only one study focused on vulnerable youth population. **Objective:** The objectives of this research project are 1) to document the appreciation of the program "Build your own bike!" program by the participants; 2) to document the specific components of the program associated with success. The program offers personalized support to high school youth from underprivileged areas, enabling them to build, then own a bicycle. With guidance from two facilitators (partner members), a physical education teacher from the school and a trained bicycle mechanic, participants attended a weekly 1 hour workshop after classes within the school premises for 18 consecutive weeks. This program is designed for a total of 10 students in the second cycle of secondary school (15-17 years old) and does not require any fees to participate. **Methods:** We use a qualitative comprehensive method. The approach was inductive and phenomenological. Data were collected through a focus group during last bike workshop. Conceptualizing categories were used to analyze the data. **Results:** A total of 7 youth participated to the study. The results revealed that the positive outcomes of the program are related to 1) well-being, 2) learning, 3) access to a bicycle, and 4) mobility. Favorable processes include: 1) the approach of adult mentors; 2) extracurricular activities; 3) teamwork; 4) hands-on work; and 5) owning a bicycle at the end of the program. **Conclusion:** The "Build your own bike!" program offers a place for youth for positive development that goes beyond cycling. The mechanisms identified by the youth can be leveraged in future versions of the program and guide the development of similar interventions.

Key word

Bike commuting intervention, intervention evaluation, marginalized youth, after-school program

The 4C's: Outdoor Education for eco-social-cultural change

Sean Blenkinsop¹, Linda Wilhelmsson²

¹Simon Fraser University, Canada. ²Mittuniversitetet (Mid-Sweden University), Sweden

Abstract

The 4C's: Outdoor Education for eco-social-cultural change

In this presentation I will bring forward one strand of our recent work done in relation to living within the Earth's carrying capacity. Themes/frames that arose in our analysis and that have important implications for outdoor education in particular. We have called this strand the 4 C's: community, change, critical, care/coeur. Each will be described in turn with a focus on the outdoor educator.

This presentation arises out of work done in response to a SSHRC (Canada's research granting agency) "knowledge synthesis" grant. Therein we set out to provide scholars, activists, educators, and policy-makers with a wide-ranging review of the current state of education for eco-social-cultural change. The starting point for our work was to acknowledge the following:

- that the ecological crisis is the consequence of entrenched attitudes, discourses and behaviours in many "modern" human societies;
- that modern educational traditions, processes and institutions have played a key role in fostering and reinforcing these cultural traits;
- that these same structures and processes are implicated in myriad forms of social inequity and injustice
- therefore, learning to live with Earth implies far-reaching, systemic educational transformation.

The project had three main components:

- A review of contemporary philosophical and theoretical work that critiques damaging or limiting assumptions and practices in mainstream education systems and points towards ways of being, thinking, valuing, acting, learning and teaching that are more consonant with the goal of living in harmony with Earth;
- A review of generative and transformative educational practices, including outdoor education, scattered throughout both formal and informal educational systems, with the goal of bringing these disparate practices into conversation with each other in the context of a shared project of eco-social-cultural change;
- A review of current work on systemic social change, with a particular focus on how outdoor education might be a part thereof.

Key word

outdoor education, eco-social-cultural change, the 4C's

A Journey into the Future: A retrospective study on the long-term outcomes of Outdoor Education

Judith Blaine

Rhodes University, South Africa

Abstract

The main objectives of many outdoor education (OE) programmes for adolescents are not only to foster the development of intrapersonal, interpersonal and life skills, but also to promote ecological lifestyles, connect communities and influence adult pro-social and environmental behaviour. Blaine and Akhurst's (2020, 2022) findings from a study exploring of the effects of Journey, an OE programme for adolescents in South Africa (SA), found that, participating in Journey was seemingly beneficial for most of the learners in terms of developing intrapersonal, interpersonal and life skills. However, little is known of the long-term effects of Journey, and the extent to which this experience affects participants' personally, professionally and ecologically. Thus, adopting a retrospective approach, this mixed-method study seeks to understand the lasting effects of participating in Journey, if any.

Alumni (N = 216) from two independent schools who took part in Journey between the 2005 – 2020 completed an online survey. Participants reflected on their experience of Journey in Grade 10, as to whether or not they felt that Journey had any impact on their lives now, both personally and professionally. Participants were also asked what improvements could be made to ensure that the outcomes from Journey were beneficial and long-lasting for all.

Survey findings indicate that the experience of Journey had a positive effect on participants particularly in terms of facing and overcoming challenges, self-confidence, social competence, appreciating nature and the simple things in life. Preliminary analysis also suggests ways in which these programmes could be tailored to promote greater interconnectedness with self, others and nature, to foster an appreciation of indigenous knowledge and community awareness. The importance of the unique contribution of this study to SA and international OE research will be discussed, with recommendations for future research and considerations of the practical implications of the findings.

Key word

Outdoor Education, Long-term impact, Community awareness, Indigenous Knowledge

Investigation of behavioral characteristics of adventure tourists: focusing on the transformation from consumer to cross-boundary learner.

Yuma Akaho

Japan Advanced Institute of Science and Technology, Japan

Abstract

In recent years, the adventure tourism sector has witnessed a shift, with new travelers seeking self-transformation through cultural immersion rather than risk and thrill. They have garnered attention for their contribution to the local economies. However, their motivation behind seeking such goals through adventure tourism remains unknown. These individuals are seeking to transform themselves in ways they cannot anticipate, rendering marketing strategies based on travel motivations that they can expect and verbalize insufficient to predict their behavior.

Therefore, this study posits that they are not tourists but cross-boundary learners discovering new selves through serendipitous encounters and events. To test this hypothesis, I aim to identify the non-cognitive abilities forming their competencies necessary for crossing socio-ecological and socio-cultural boundaries. The objective is to discern how they derive self-transformation from adventure tourism by utilizing non-cognitive abilities, much like cross-boundary learners, and to provide adventure tour operators product designs tailored to these abilities.

The questionnaire was designed to measure non-cognitive abilities such as curiosity, self-efficacy, optimism, etc., essential for cross-boundary learning. The research subjects were Westerners who participated in adventure tours in Asian countries, where cultural immersion is likely. Through questionnaires and participant observation during the tours, the study analyzes the causal relationship between outcomes like satisfaction with new self-discovery and these abilities using Qualitative Comparative Analysis.

Although currently under investigation, if it becomes clear that these new tourists also possess the same non-cognitive abilities as cross-boundary learners who can elicit serendipity, it could suggest to adventure tour operators new approaches to customers: allowing them to experience warts and the complete ethno-scape, daring to be de-serviced, and leaving room for horizontal cross-boundary learning, rather than vertical experiential learning that is valid for the service-scape planning but enabling customers to anticipate their outcomes.

References:

Engestroem, Y., Engestroem, R., & Karkkainen, M. (1995). Polycontextuality and Boundary crossing in expert cognition: Learning and problem solving in complex work activities, *Learning and Instruction*, 5(4) 319-336.

Key word Cross-boundary learning, Adventure tourism, Non-cognitive abilities

Examining Primary Outdoor Education in Victoria (Australia) and Jyväskylä (Finland): Learning from Curriculum and Other Comparisons

John Quay¹, Juha Kokkonen²

¹University of Melbourne, Australia. ²University of Jyväskylä, Finland

Abstract

Primary outdoor education is a crucial, but often neglected, element of the scope and sequence of outdoor education as a learning area. Contemporary discussions concerning primary schooling and the outdoors tend to conflate outdoor education with outdoor learning, which we shall gently prise apart. In this investigation, outdoor education was the focus, not outdoor learning per se. Interview data were collected from three primary school teachers in Jyväskylä, Finland, and three in Victoria, Australia. These teachers were sourced via contacts in both countries, but not considered as representative of all primary schools and teachers in these locations, meaning that broad sweeping generalisations from the results cannot be made. Other data were gathered via comparisons between curriculum documents in both locations, the Finnish National Core Curriculum and the Victorian Curriculum, a version of the Australian Curriculum. Findings relate to the ways in which outdoor education is engaged with by the teachers interviewed, revealing differences in curriculum and operational practices, shared across schools. These differences illuminate challenges for outdoor education as a learning area in primary schools. In addition, a draft curriculum for primary outdoor education, prepared by teachers and academics in Victoria, will be shared, highlighting the importance of curriculum for the future of outdoor education as a learning area.

Key word

Primary; Curriculum; Australia; Finland; Comparative

**“We didn’t get many opportunities to go outside and explore like boys do”:
Exploring and improving women and girls' access to ocean recreation and
associated environmental, socio-economic and educational opportunities in the
Maldives.**

Flossy Barraud^{1,2}, Aminath Zoon³

¹Manta Trust, United Kingdom. ²University of Plymouth, United Kingdom. ³Salted Ventures Swimmers, Maldives

Abstract

Worldwide, 68% women cannot swim, compared to 43% men¹. Some Maldivian girls are four times more likely than boys to lack confidence swimming and twice as likely to have never snorkelled. The Maldives is 99% ocean. Women are important stewards of highly biodiverse yet vulnerable environments that communities rely upon for food, coastal protection, livelihoods and culture. Being able to swim is imperative for enabling access to the dominant environment and a core recreational, educational, and economic space. Marine experiences are key for developing marine citizenship; personal, emotional connections to places can positively impact pro-environmental behaviours². Experiencing the ocean recreationally through swimming, snorkelling, or surfing can improve confidence and wellbeing, enabling women to address wider inequalities.

This research utilises a feminist participatory action research approach. In 2022, we conducted in-depth semi-structured interviews and community consultations with 204 Maldivian people from 44 stakeholder groups across 15 islands, to qualitatively understand local perspectives on ocean access inequalities, impacts and solutions, and collaboratively design an intervention. Findings were thematically analysed and reveal women and girls swim and snorkel less than males in every region. Barriers include societal stigmas, gender norms, skin colour ideals, lack of instructors, and fear. Having qualified female instructors and teaching mothers to swim were key to improving access.

We used our findings to co-plan a programme with two Maldivian island communities. In November 2023, we trained five Maldivian women and two men as SSI Swimming and Snorkelling Instructors, equipping islands with trainers needed to teach people, particularly females, to experience the sea for the long-term. We've begun conducting longitudinal interviews with trainees and conducted two island-wide swimming skills surveys. We aim to upscale effective programmes.

Our presentation aims to stimulate discussion on inequalities in access to marine recreation, the wide-ranging benefits of equal access in tropical coastal communities intrinsically interconnected with the sea, and the potential of a community-led model to improve access.

References:

1. Reinhart, R. J. 2021. Majority Worldwide Cannot Swim; Most of Them Are Women.
Available: <https://news.gallup.com/opinion/gallup/352679/majority-worldwide-cannot-swim-women.aspx>
2. Buchan, P. M. 2021. Investigating marine citizenship and its role in creating good marine environmental health. Doctoral thesis, University of Exeter.

Key word

Ocean, Recreation, Gender, Access, Equality

Intersectionality and Outdoor Education in the UK: examining the landscape

Millie Chaston

Plymouth Marjon University, 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. When outdoor educators talk about moving towards greater social justice, I would argue that outdoor practitioners and academics, need to be making a conscious effort to raise our own awareness of bias - to become “woke” - as well as facilitating ongoing efforts to raise awareness about unconscious bias so that we can combat the systemic oppression that permeates outdoor education (Breunig, 2019). I am starting my PhD journey, and through a feminist poststructuralist lens, am attempting to continue the conversation about gender bias and gender inequality. My previous research focussed on unconscious gender bias in outdoor education in the UK, and examined the role unconscious bias training currently holds within outdoor education accreditation, especially within the NGB training for mountain leadership and climbing. Results highlighted the pervasiveness of unconscious gender bias in UK outdoor education, the need and desire for raised awareness of unconscious bias across the sector. It also elucidated the intersectionality that surrounds unconscious bias. My intention with my PhD is to explore unconscious bias using intersectionality as an analytical tool to better understand and make meaning of human experience and the complexities of the world (Collins & Bilge, 2016). I also want to explore the premise outdoor experiential education offers for being a model for social justice pedagogy, given the space for individuals to both experience and reflect on their own identities, relationships with others and with the environment outdoor education can afford (Breenig, 2019).

References:

Breunig, M. (2019) Beings Who Are Becoming: Enhancing Social Justice Literacy. *Journal of Experiential Education*, 42(1), 7-21.

Collins, P.H. & Bilge, S. (2016) *Intersectionality*. Polity Press.

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

Key word

Intersectionality, unconscious bias, feminism, social justice.

“Why don’t they remember the dolphins?” - A critical examination of learning outside the 'comfort zone'

Fiona Nicholls

Plymouth Marjon University, United Kingdom

Abstract

Much of the outdoor and experiential education literature advocates that learning occurs by moving people out of their comfort zones (Tuson, 1994).

This presentation highlights research that investigates this widely accepted metaphor; we must be out of our ‘comfort zone’ to grow or learn.

Supported by an ever-increasing body of literature which advocates against the commodification of risk and risk pedagogy (Wattchow & Brown, 2011), this study is an ethnographic (Stan, 2020) and interpretative examination of an Outward Bound Australia programme which creates learning opportunities incorporating shifting participants out of their ‘comfort zones’. The research included participant observation of the 10-day Gutsy Girls women’s expedition in the Walpole Wilderness (January 2023), paying particular attention to the moments when participants were encouraged to defy their limitations.

Data was collected from participant observation, captured during challenging circumstances, focus group interviews with participants immediately post-course, and then two sets of focus group interviews conducted one month and six months post-course. Additionally, semi-structured interviews with the course instructors/practitioners provided another source of data. The preliminary findings presented and discussed identify what the students thought they learned from the experience and how this related to their discomfort during the programme. This remains a key point of interest in the research and highlights the differing experiences of participants, prompting the question - “Why don’t they remember the dolphins?” – because on one particular day – no one did.

References

Stan, I. (2020). Ethnographic Research in Outdoor Studies. In Humberstone, B., & Prince, H. (Eds). *Research methods in outdoor studies*. (pp. 101–110). Routledge.

Tuson, M. (1994). *Outdoor training for employee effectiveness*. Institute of Personnel Management.

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

Key word Comfort Zone, Ethnography, Expeditions, Outward Bound

Awakening and working with Arne

Bob Jickling¹, Marcus Morse²

¹Lakehead University, Canada. ²University of Tasmania, Australia

Abstract

This presentation revisits key aspects of Arne Næss's life and work. This seems timely as Post-humanist scholars are re-opening territory once the domain of eco-philosophy (Braidotti, 2019). We believe that this move can be enriched through this fresh look at Næss's work, and particularly his relationship with the place he called Tvergastein. The methodological approach takes the form of an essay with philosophical orientation and draws on exegetical analysis and participant experiences while at Tvergastein. We write to figure things out (Richardson, 2001). This method of presenting evidence has a long history stretching back to the Renaissance philosopher Montaigne. For him, the essay is a gathering of experiences, senses, and the concrete realities of material life—the “mute life” of the physical body. For Montaigne, appearances matter, and experiences are to be trusted (Bontea, 2008). This approach aligns with the contemporary work of Jan Zwicky who argues that philosophy can never be complete when it is limited to logic and linguistics— and fails to recognize the “things that cannot be said” (Zwicky, 2015, 2019). In this she, too, is concerned with the sensuous world of the physical body. Thus, the conversational approach taken in this presentation riffs off Zwicky's lyric philosophy.

This essay is built around a day-long visit to Arne Næss's hut, Tvergastein. Through reflections on Arne's life and the experience of being present in his hut, we bring life to his theorizing. Through what we call a Montaigne-eques “wonder-wander,” (Heggen et al., 2022), we sought to understand his inspirations/awakenings and the work he did in his place. Næss's mentorship has mostly been words on flat pages; visiting Tvergastein is to touch their source. And it is to be inflated by the presence of place—to rise like sourdough bread. It is to glimpse into the forces, feelings, and relationships that were Arne Næss; and to reveal new information about his identification with *Place*.

Key word

Arne Næss, place, experiential, sensuous, lyric philosophy

Development of a longitudinal database about school-based outdoor education practices among K-11 teachers

Jean-Philippe Ayotte-Beaudet, Valérie Vinuesa, Antoine Deschamps, Dominique Lebel, Félix Berrigan
Université de Sherbrooke, Canada

Abstract

Objective: Studies provide a snapshot of practices in specific geographical areas, like Ayotte-Beaudet et al. (2023) who showed that outdoor education is evolving into a teacher-driven movement in the province of Québec, Canada. Still, very few studies have investigated longitudinally the evolution of these practices in the school context. Therefore, our team is conducting a study to identifying factors that influence long-term school-based outdoor education practices among preschool, elementary, and secondary school teachers. This study will provide a better understanding of how teachers develop relevant practices over time even if outdoor education is not mandatory for them. Also, the data will allow us to define a typology of outdoor education teaching profiles based on teachers' declared practices. A better understanding of how practices are evolving will enable us to better guide pre-service and in-service teachers training, a current challenge if we are to increase outdoor education uptake in schools.

Design and participants: We developed a longitudinal database with variables related to individuals (e.g. outdoor well-being, teacher's level of experience), contexts (e.g. school's level of urbanization, nature gradient near school), and pedagogical intentions (e.g. discipline, pedagogical strategies). We brought together six professors who identified nine research questions, like the two following examples. Based on outdoor education frequency practice, what are the different profiles of outdoor education teachers? How do outdoor education practices affect children's adoption of healthy lifestyles? The first version of the questionnaire was developed during the 2022-2023 school year and a first pilot version will be tested in 2023-2024. The participants will include preschool, elementary, and secondary school teachers from Québec, Canada. Every participant will fill out our questionnaire three times a year to reflect changing practices across seasons. For the pilot year, we aim to have 50 teachers per category (preschool, elementary, and secondary) filling out the questionnaire.

Conclusion: In this presentation, we will present our database development process, its structure, and the preliminary results of the first pilot data collection. We will also discuss the relevance of expanding data collection to other countries.

Key word

School-based outdoor education; K-11; longitudinal database; teaching practices

Cyborg bodies and landscapes: data tracking devices and human experience in the mountains

Georgios Katsogridakis, Millie Chaston
Plymouth Marjon University, United Kingdom

Abstract

The body is the means by which all experience is made possible; the pivot that the world turns its face towards (Merleau-Ponty, 1962). But what does it mean to have a body at a time when digital technology has become so profoundly entangled with our ways of being? This is an important question to address in the context of outdoor adventure education - a discipline whose pedagogical foundations revolve around experiential learning (Quay & Seaman, 2016). Aiming to shed some light on the issue, our presentation focuses on the use of smartwatches in the context of a recent educational expedition we supervised in the Welsh mountains. We adopt a methodology informed by critical incident theory (Hickman & Stokes, 2016) that enables us to draw from significant moments in our teaching, and to use them as focal points for reflection. By examining the experiences of our students - and our own - in the Welsh mountains, mediated by the use of smartwatches, our research resulted in three main themes to be discussed: the interrelationship of body, technology, language, and environment; the quantification of bodies and landscapes; and the spatio-temporal affordances of smartwatches. This form of technology clearly altered our students' ways of being and knowing in the outdoors and bore significant educational implications with regards to processes of attention and reflection. Ultimately, we suggest that framing students as cyborgs (Haraway, 1985) can be a useful way to make sense of their ever-evolving ways of learning and engaging with the world, further enabling educators to manage the continuous evolution of digital technologies used in the field.

Haraway, D. (1985). A Cyborg Manifesto, in D. Haraway (Ed). *Simians, Cyborgs, and Women. The Reinvention of Nature*. Routledge (pp. 149-181). Routledge.

Hickman, M., & Stokes, P. (2016). Beyond Learning by Doing: An Exploration of Critical Incidents in Outdoor Leadership Education. *Journal of Adventure Education and Outdoor Learning*, 16(1), 63–77.

Merleau-Ponty, M. (1962). *Phenomenology of Perception*. Routledge & Kegan Paul.

Quay, J., & Seaman, J. (2016). Outdoor studies and a sound philosophy of experience. In B. Humberstone, H. Prince, & K.A. Henderson (Eds.) *Routledge International Handbook of Outdoor Studies*. (pp. 40 - 47). Routledge.

Key word

Smartwatch, Embodiment, Cyborg, Outdoor Adventure Education

Adventure Monuments: Entanglements of Histories, Materials, and Practice

Georgios Katsogridakis

Plymouth Marjon University, United Kingdom

Abstract

Monuments act in space, imbuing it with social and political meaning and, in doing so, co-create the world around them. Thus, to encounter a monument is to experience these worlds in an embodied affective sense and become part of their ever-unfolding history (Tolia-Kelly et al., 2017). I propose adventure monuments as a way of exploring how places of adventure (i.e., places that lend themselves to adventurous practice) with a monumental quality afford meaningful encounters infused with the socio-cultural tensions of their environment. To define the concept, I use the Trampolino of Rhodes in Greece as a case study. The historic diving platform is located thirty meters off the island's coast and was first built in 1935, when Rhodes was under the rule of the Italian fascist regime (1912–1943). The Trampolino's construction – along with other architectural projects in the area – was part of a wider attempt by Mussolini's National Socialists to turn Rhodes into a cosmopolitan centre (McGuire, 2018). Today, nearly a hundred years later, the platform is still being used by locals and tourists, forming an integral part of Rhodian culture. Indeed, it has been through the act of diving and inhabiting the surrounding area that locals gradually reclaimed this space, symbolically transforming and being transformed by it in the process. I suggest that framing cases like this one as adventure monuments can help highlight the interrelationship between localised forms of adventure and their material, historical, and political contexts.

McGuire, V. (2018). Bringing the Empire Home: Italian Fascism's Mediterranean Tour of Rhodes. *California Italian Studies*, 8(2).

Tolia-Kelly, D. P., Waterton, E., & Watson, S. (2017). *Heritage, Affect and Emotion. Politics, Practices and Infrastructures*. Routledge.

Key word

Adventure, Heritage, Monument, Politics, Diving

Beyond our comfort zone: Evolving Outward Bound in Australia

Loren Miller¹, Fiona Nicholls²

¹Outward Bound Australia, Australia. ²Plymouth Marjon University, United Kingdom

Abstract

To respond to the changing needs of young people and the environment, Outward Bound Australia (OBA) is reviewing and renewing its approach to outdoor education. Established in 1956, founded on the principles of Kurt Hahn and Outward Bound in the UK (Mateer et al, 2023), OBA focused on challenging expeditions in the Australian bush. This proud heritage provided strength in its organisational culture, but made change hard. The crisis of the 2019/20 black summer of bushfires and COVID provided a catalyst for transformation. It has enabled a review of strategy, programs and pedagogy, with an ambition to lead innovation in outdoor education in Australia to seed a 'next generation' of outdoor education – aligned with the needs of young people and the vulnerable and volatile climate change impacted environment.

The review has included an action-research project in partnership with Fiona Nicholls at Plymouth Marjon University, based on OBA's 'Gutsy Girls' 10 day expedition in the Walpole Wilderness region. This program was used to investigate how the 'comfort zone' model is applied to participant learning and experience (Brown, 2008), reflecting on different elements of the program. The researchers were participant observers, using ethnographic methods, including audio, video and photographic recording of participant reflection and debriefings. Focus group interviews were used one month and six months after the program to incorporate consideration of longer term impact. The action-research project explored ways of adapting the comfort zone model to be more contemporary and inclusive. It recommends shifting the model and language to discern 'known' and 'new' zones to underpin program pedagogy and promotion, to mitigate the limitations of the comfort zone model.

References:

Brown, M. (2008). Comfort zone: Model or metaphor?. *Journal of Outdoor and Environmental Education*, 12, 3-12.

Timothy J. Mateer, Joshua Pighetti, B. Derrick Taff, & Pete Allison. (2023). Outward Bound and outdoor adventure education. *Annales Kinesiologiae*, 13(2).

<https://doi.org/10.35469/ak.2022.368>

Key word Comfort Zone, Outward Bound, transformation, change.

Investigating the challenges of adapting to climate change in the Australian outdoors – to support a national collaboration for risk mitigation.

Loren Miller¹, Clare Dallat²

¹Outward Bound Australia, Australia. ²Risk Resolve, Australia

Abstract

Climate change has affected the intensity and frequency of bushfires, flooding, and other extreme weather events in Australia (Gillet et al, 2022) – increasing risks in outdoor programs. This is requiring changes in practice, including program design and location, access to information and resources, training for professionals, and enhanced risk and incident response management.

A government funded industry-wide collaborative initiative is being led by Outward Bound to establish a National Centre for Risk and Readiness (NatCORR), to support outdoor practitioners in adapting to and mitigating such risks.

In this session we will share aspects of the consultative investigatory work conducted within the outdoor sector in Australia to understand the risks, challenges and mitigation priorities, driven by the NatCORR initiative.

We outline the model used for community engagement (Rawsthorne et al, 2023): (1) generating a sector wide ‘call to action’ arising from lived experience and storytelling of crisis through bushfires; and (2) conducting webinars and surveys to collect and share experiences, feedback and findings.

Analysis of this engagement demonstrates broad consensus around significance of the impacts, although there is considerable variation in the nature of climate change challenges and perceptions of priorities for the development of mitigation strategies.

We will then show how these research findings have been translated into a program of activities across four workstreams.

- Accessing and understanding information about weather and conditions
- Managing risks, scenario planning and responding to incidents
- Skills and expertise for mitigating and remediating impacted areas
- Managing the economic sustainability of outdoor programs and organisations

In conclusion, we will reflect on the leadership and funding challenges associated with establishing NatCORR and question whether the model is applicable or adaptable to other international contexts as an effective mechanism to support the outdoor sector to prepare for and respond to climate change.

Rawsthorne et al, 2023: <http://doi.org/10.47389/38.2.49>

Gillett et al, 2022: <http://doi.org/10.26190/b0az-0920>

Key word

Climate change impact, outdoor sector, risk management, disaster, collaboration

Enacting place-responsive outdoor education: a Singapore case study

Carmen Leong, Susanna Ho, Kim Seng Tay
Ministry of Education, Singapore

Abstract

“Sense of place” was conceptualised as a core strand in the 2014 Outdoor Education (OE) in Physical Education curriculum in Singapore. During the presentation, a place-responsive pedagogical framework to guide the educators in its enactment will be introduced (MOE, 2024). This framework, adapted from Demarest (2015) and Wattchow & Brown (2011), is used in the designing and conducting of outdoor education lessons across the various grade levels. Reflection on what makes an effective place-responsive experience based on the evaluation of the recent syllabus implementation workshops will be shared. The data will be collected from 120 primary school teachers who have gone through a 3-hour session to understand how to enact the outdoor education lessons using a place-responsive pedagogy. This presentation serves as a starting point for participants to consider the potential of place-responsive pedagogy in developing 21st century learners who are attuned to current local issues relating to sustainability and their contribution to society (Leong, Ho & Tay, 2024).

References:

Demarest, A.B. (2015). *Place-based curriculum design: Exceeding standards through local investigations*. New York: Routledge.

Ministry of Education, Singapore. (2024). *Physical education syllabus*. Singapore: Student Development Curriculum Division 2.

Leong, L.Y.C., Ho, S., & Tay, K.S. (2023). *Place-responsive pedagogy to build connections with places and its community* [Conference presentation]. Teachers’ Conference and ExCEL Fest 2023, Singapore.

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

Key word

Place-responsive pedagogy, outdoor education, Singapore, 21st Century

Active outdoor life on Facebook. Functions and cultural significance of two Danish outdoor Facebook groups

Søren Andkjær, Signe Højbjerg Larsen

University of Southern Denmark. Department of Sport Sciences and Clinical Biomechanics, Denmark

Abstract

Within the last decade, the use of new technologies and digital media has increased in outdoor life in different ways. The development, referred to as a 'double edged sword' (Cuthbertson, Socha, & Potter, 2004), causes some concern and may represent both challenges and new possibilities to people's active outdoor life.

Social media (SoMe) are increasingly being used as part of informal non-profit virtual networks with a focus on nature experiences. In Denmark, there are a number of private outdoor Facebook groups which might be understood as a relatively new cultural phenomenon presenting a modern way of organizing and engaging in active outdoor life.

The study aims to explore outdoor SoMe groups and to gain insight into these groups as platforms for engagement and participation in active outdoor life. The study uses netnography (Kozinets 2010) and thematic analysis (Braun & Clarke, 2006) to explore and analyze the communication on two selected Danish outdoor Facebook groups.

Results from the study point to the Danish outdoor Facebook groups having more functions: 1) exchange virtual knowledge and create virtual communities; 2) Impression management, self-presentation and identity building (Goffman, 1959); 3) Aestheticization and romanticization of nature and outdoor life. The cultural significance of the outdoor Facebook groups seems to be related to maintaining and reproducing values often associated with the Nordic tradition and culture of friluftsliv (Andkjær, 2012; Gurholt & Haukeland, 2019; Henderson, 2007).

The study generates new knowledge on new technologies and digital media in people's active outdoor life. It also points to the need for further studies within this rapidly developing scientific field.

Key word

Friluftsliv, active outdoor life, social media, netnography, cultural significance

From Grief to Relief: An autoethnography in making meaning of abortion through embodied experiences of climbing.

Chloe Paul

Plymouth Marjon University, United Kingdom

Abstract

Abortion is an emotionally charged subject and an experience that many women have. Despite this, abortion remains absent from research in outdoor education.

This feminist autoethnography (Allen-Collinson, 2016) aimed to answer the question of why climbing became the space in which I was able to process my experience of abortion.

The phenomenological notion of embodiment forms the foundation of this autoethnography. As embodied beings, the ways in which we inhabit the world and our experiences within it shape our perception of self, body, and the world, redefining the meaning of each in the process (Merleau-Ponty, 1962). Focusing on the potential climbing has in enabling these transformations, my research details my post-abortion journey from grief, through to relief, clarity, and ultimately acceptance. Over a four-month period I journalled my experience and used thematic analysis to establish three main themes: Redefining Body, Redefining Relief, and Redefining Self.

Redefining Body explains how climbing constitutes an environment of expression, through which one can negotiate their bodily being. Climbing has enabled me to live my body as one of abortion, grief, and one of being “nearly mother” (Letherby, 2010), ultimately allowing me to process that grief. Redefining Relief involves a discussion around expectations of relief after abortion. Drawing from the notions of the sublime and freedom I found that climbing empowered me to mould my own definition of relief, and I suggest the wider implications this holds in empowering other women in similar ways. Redefining Self acknowledges how the embodied being is made from an accumulation of past events, present experiences, and an indeterminate, constantly unfolding future. I conclude that the embodied experience of climbing can allow one to engage with past modes of being, enabling them to renegotiate their essence and their place in the amalgamation of the current self.

Allen-Collinson, J. (2016) Autoethnography as the Engagement of Self/Other, Self/Culture, Self/Politics, Selves/Futures. In *Handbook of Autoethnography*, p. 281–299. Abingdon, Oxon: Routledge.

Letherby, G. (2010). Reflection on Loss as a M/Other and a Feminist Sociologist. *Journal of the Motherhood Initiative for Research and Community Involvement*, 1(2), 258–268.

Merleau-Ponty (1962) *Phenomenology of Perception*. Oxon: Routledge.

Key word Abortion, Climbing, Embodiment, Feminist, Autoethnography

Where is what and what is where? How place-based outdoor education enables consideration of the embodied relationship between people and places.

kassandra L'Heureux, Jean-Philippe Ayotte-Beaudet
Université de Sherbrooke, Canada

Abstract

Our lives are shaped by places. They influence who we are, what we believe in, and what we can do. Everyone has in mind a particular place that is meaningful for them. Most research on outdoor education and nature suggests that those who spend time in the natural environment develop a greater sense of place (Meltzer, 2014). Connections with a place are shaped by the place itself and our experiences of it. We can transform an unknown space into a known place through experience. The same place can have different meanings for different people due to its ecological, social, economic, cultural, aesthetic, historical, or other characteristics—that is, a place shapes our experience of it.

Geographical boundaries and interpersonal relationships play a significant role in building a sense of place and community (McMillan & Chavis, 1986). Even though most of the work that directly links culture, community, and place is relatively limited and narrow, it remains theoretically promising (Austin et al., 2010). Communities, as well as a sense of place, are in part developed around the character of the surrounding place. Through this review, we explore how relationships with the outdoors and the natural world are affected by the cultural context within which they are explored.

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>.

McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14. 6-23.

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.

Key word

Sense of place; outdoor education; culture; community.

The lasting impact of empowering outdoor education on adolescent girls' identity and wellbeing

Shannon McNatty

University of Otago, New Zealand

Abstract

The long-term impacts of adolescent girls' outdoor learning are rarely represented in the outdoor literature. This research presentation explores the stories of 11 young women reflecting on an immersive month of school outdoor learning that they experienced as adolescents, in a remote part of New Zealand. As part of a mixed methods study, the presentation draws on retrospective interview data to explore the development of young women's identity narratives and sense of wellbeing. The participants reported how they developed an empowered sense of identity while engaged in a long-duration outdoor programme as adolescents. I focus on four key elements that emerged from the data, drawing connections to a multidimensional understanding of wellbeing (Carpenter & Harper, 2016; Savina & Moran, 2022). Firstly, immersion in nature was identified as a nourishing experience. Secondly, participants expressed gratitude and appreciation of the experience, noting how they felt supported to be independent. Thirdly, these young women attributed their sense of empowerment in the outdoors to the programme educators' focus on developing girls' practical skills, confidence, and wellbeing. Fourthly, they reported how empowerment was enhanced by the programme's emphasis on simple living with their peers based on following sustainable practices. A code of environmental ethics was taught through an ecological and socio-critical lens by the programme educators and the girls connected wellbeing to their sense of agency to contribute to environmental wellbeing. I conclude that to enhance the wellbeing of young women, opportunities for long-duration immersive outdoor experiences as adolescents are significant, with lasting influence.

Key word

empowerment, girls, identity, outdoor learning, wellbeing

Walking your Why: Exploring the personal, social and environmental outcomes of an Outward-Bound Experience for adolescents in Hong Kong

Judith Blaine^{1,2}, Bacon Chan³

¹University of Hong Kong, Hong Kong. ²Odyssey, Hong Kong. ³Outward Bound, Hong Kong

Abstract

The turbulence of the social unrest in 2019 in Hong Kong (HK), followed by the uncertainty and restrictions surrounding the COVID-19 pandemic, undoubtedly affected our youth in terms of their education, physical and mental wellbeing. It is therefore imperative that we create opportunities for our youth to reconnect with each other, and their environment, to develop the necessary skills that will assist them to succeed in life. Research suggests that outdoor adventure education (OAE) is well placed to do so. However, to date there has been limited empirical research into the effects of OAE programmes in HK.

Adopting an underlying social constructivist framework, drawing on Ryan and Deci's (2000) self-determination theory (SDT) and Antonovsky's (1979) sense of coherence (SOC), this research investigated the personal, social and environmental outcomes of an OBHK 5-day experience for adolescents in HK. A purposeful convenience sample of Form 4 learners (15-16 year olds) attending two local HK schools was recruited for this mixed methods quasi-experimental study. Data collection was taken pre-and post- OB experience; as well as three months later.

Quantitative results demonstrated that, after participating in OB experience, there were only very slight increases in personal, social and environmental outcomes, but these were not statistically significant. SDT and SOC were chosen as the framework to examine the qualitative data collected from focus group interviews as autonomy, meaningfulness, competence/manageability, relatedness and comprehensibility are considered to be key qualities that contribute to better course outcomes. The compulsory nature of participation, unusually challenging weather, and improvised programme that fell short of students' expectations made it challenging for students to develop a sense of coherence and self-determination in the course. Thematic analysis on the OB experiences from students' perspective provides insights on how to better prepare students, and design and implement OAE courses within the local cultural context.

Key word

Outdoor Adventure Education, Adolescents, Outward Bound, Self-determination theory, Sense of Coherence

Perspectives on curriculum: how various traditions of curriculum have an impact on the enactment of residential outdoor education programmes.

Malcolm Nicolson

Somers School Camp, Australia

Abstract

In the first instance, defining a concept is a common way of approaching understanding. However, defining a complex concept like curriculum as a way of understanding is problematic. After all, Jackson (1992) points out that the literature is scattered with “as many definitions as there are curriculum textbooks” (p. 5), highlighting the problem. Focussing on the issue, a number of definitions of curriculum from the scholarly literature will be examined. Then a construct of curriculum will be presented as a more effective way of approaching and understanding curriculum. The construct reflects the commonplaces Joseph Schwab (1973) suggests must be included in any discussion of curriculum.

Schwab’s construct will then be used as a framework with which to examine the impact five curriculum traditions have on the enactment of curriculum in residential outdoor education.

The five curriculum traditions to be discussed include: Systematic; Radical; Existential; Pragmatic; and Deliberative. Systematic curriculum will be a particular focus not only as it is the dominant curriculum tradition in Victoria, Australia from whence this paper originates. It is also dominates curriculum practice in many other jurisdictions including: USA, England, Spain, Singapore, South Korea, and New Zealand.

An examination of deliberative curriculum will conclude the discussion, as it provides a way out of the short comings identified in the other curriculum traditions. Importantly, it emphasises the positive contribution residential outdoor education can make to the lives of students.

Jackson, P.W. (1992). Conceptions of curriculum and curriculum specialists. In P. Jackson (Ed.), *Handbook of research on curriculum* (pp. 3-40). New York, NY: Macmillan Publishing Company.

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

Key word

Residential outdoor education; curriculum traditions; Schwab; commonplaces; deliberation.

Strengths, Weaknesses, Opportunities and Threats: A SWOT Analysis of a Long-term Outdoor Environmental Education Program in Israel

Adiv Gal

The Center of Education for Environmental Sustainability, Kibbutzim College of Education Technology and the Arts, Israel

Abstract

The article presents a SWOT analysis of a long-term outdoor environmental education program, ongoing since 1996 (Gal, 2022). In this program, the fifth-grade classes in a public elementary school in a rural region of northern Israel have been contributing to the conservation of the Lesser Kestrel, an endangered species. The program is based on outdoor activities, continuing throughout the year. Students learn about the Lesser Kestrels, usually outdoors, build nesting boxes, and guide an adult audience on a special day held as part of their outdoor activities. The aim of the study was to understand the strengths, weaknesses, opportunities and threats (SWOT) (Shvardak, 2021) that enable the ongoing existence of the Lesser Kestrel outdoor environmental education program at this school. Twenty-four professionals from different backgrounds, all having several years' familiarity with the program, participated in the study and provided their perspectives. The SWOT analysis was based on the deductive content analysis and used a triangulation, including a focus group, semi-structured interviews, and a questionnaire. The results relate to the Lesser Kestrels, students, teachers and school administration, parents, and the regional council. The strengths and opportunities seem to outweigh the threats and weaknesses of such a program, enabling the program's long-term success. In summary, it can be suggested that extended outdoor environmental education initiatives, designed to gradually attain environmental education objectives, yield noteworthy favorable effects. These effects encompass ecological benefits, community engagement, and viability, provided there is due emphasis on fostering connections among experts, as well as securing funding support.

Key word

long-term outdoor environmental education program, SWOT analysis, Lesser Kestrel, outdoor learning

The Feminisation of Nature: dualisms, domination and destruction

Verity Howell

University of Cumbria, United Kingdom

Abstract

Climate change is a pressing issue. Even in the ecological crisis, nature is represented as something to be mastered or dominated, or as a resource to be consumed (Phillips, 2014). Gendered violence and inequalities faced by women and those “othered” by Western gender binaries continue to present global problems. Both these concerns could be considered to have roots in patriarchy, the valuing of masculinity over femininity. Nature has a long history of being depicted as female: a caring Mother Nature, as beautiful virgin landscapes available for conquerors to dominate, or as untamed wilderness to be overcome by strong, masculine men. Individuals or communities that are deemed to be closer to nature are feminised and thus viewed as inferior, justifying their oppression and exploitation. The positioning of land within the concept of gender leads to the view that it is something to be dominated (Spillett, 2021). There are conceptual ties between the domination of women and the domination of nature. Dualisms, such as nature/culture and male/female, contribute to, and justify, the appropriation of the feminine and of nature. Language is powerful and it is important as academics and practitioners to recognise this and to be aware of what words and cultural concepts “do” and the impact they have.

Through a review of literature, this presentation explores how societal constructions of both women and nature may have facilitated their exploitation (Phillips, 2014) by examining the problematic positioning of nature as female within a patriarchal context (Spillett, 2021) and how this conceptualisation may contribute to environmental destruction. The issues discussed are multifaceted and there are no clear solutions. These issues cannot be considered in isolation and therefore any attempt to provide improvements or resolution requires an intersectional approach.

Phillips, M. (2014). Re-writing corporate environmentalism: Ecofeminism, corporeality and the language of feeling. *Gender, Work, and Organization*, 21(5), 443-458. doi:10.1111/gwao.12047

Spillett, T. (2021). Gender, land, and place: Considering gender within land-based and place-based learning. *Journal for the Study of Religion, Nature and Culture*, 15(1), 11-31. doi:10.1558/jsrnc.39094

Key word

nature; gendered landscapes; intersectionality; patriarchy; dualisms

How children's attitudes toward nature deepen by participating in camps?

Masahiro Okada¹, Akihiro Sakamoto², Fuyuka Sato³

¹Tokai University, Japan. ²Tsukuba University, Japan. ³Tokyo Kasei Gakuin University, Japan

Abstract

Previous studies have suggested that outdoor experience (especially in pristine wilderness) improves attitudes toward nature. However, some quantitative research have shown opposite results, which indicated that outdoor/wilderness program did not enhance participants' attitudes toward nature. Chawla and Derr (2012) observed that the impact of wilderness experiences on environmental attitudes has yet to be fully understood; therefore, future research should adopt qualitative methods that examine how participants interpret and learn from their wilderness experiences as well as long-term and retrospective approaches that investigate how they generalize such experiences into their daily lives. Thus, this study aimed to examine the process of how children who participated in the camp deepened their attitudes toward nature.

Approximately six months after attending a camp, semi-structured interviews were conducted with 15 elementary and junior high school students who participated 6-days camp. The interview data were analyzed through the modified grounded theory approach (M-GTA) (Kinoshita, 2003), which is an improved version of the GTA developed by Glaser and Strauss (1967), to facilitate practice.

In total, 44 concepts and 20 categories were generated. The results clarified an overall process of deepening attitudes toward nature through the experience of feeling attachment to nature. The students who participated in the camp formed a "positive attitude toward nature," which was accompanied with "emerging new senses and perceptions" through their "experiences of feeling attachment to nature" as a result of their "unusual contact with nature." In addition, "outdoor living and activities" and "influential factors in daily life" played important roles in this process. These results revealed a process that generated the participants' experience of affinity, connection, and respect for nature through their unusual contact with nature, resulting in new senses and perceptions and ultimately forming a positive outlook toward nature, particularly under the influence of knowledge from media and school.

References

Chawla, L., & Derr, V. (2012). The development of conservation behaviors in childhood and youth. *The Oxford Handbook of Environmental and Conservation Psychology* (pp. 527–555). doi:10.1093/oxfordhb/9780199733026.013.0028

Key word

modified grounded theory approach, experience of feeling attachment to nature, unusual contact with nature, organized camp

Evaluation Guide -- A new community-based program for Shady Creek (Northern California)

Jason Little

Middlebury Institute of International Studies, USA

Abstract

The Shady Creek Evaluation Guide is much more than an evaluation completed by visiting stakeholders - it is a living program that is operated by the Shady Creek community. Connecting to the Shady Creek's goal of creating an educational-based experience that can grow an individual's confidence and capacity to successfully interact within their community, the purpose of the Shady Creek Evaluation Guide is to build sustainable and adaptable bridges of understanding that can allow for meaningful interactions between the Shady Creek team and its stakeholders. To accomplish this goal, the Shady Creek Evaluation Guide is designed to be an active program that continually engages program stakeholders in order to evolve and effectively address the program's needs. To combat colonial-based educational practices that position power as a hierarchical imbalance (top to bottom), the Shady Creek Evaluation Guide bestows agency to the larger community of stakeholders by including them in the creation of the actual program assessment. To the benefit of the program, by including the diverse perspectives of the larger program community the culminating product is one that is a rich reflection of cultures, experiences, beliefs, and assumptions.

Important information:

- Free choice project (opt in/ out at any time)
- Rooted in a human-centered framework where each person is valued beyond their title and position
- Engages members through a series of community building activities throughout the year. The program is designed for members to have a sense of belonging.
- Community collaboration to create the current program evaluation(s). The evaluation guide program seeks to locate where the program can utilize formal and informal evaluations/ assessments in order to extract the most meaningful data from participants.
- Data analysis (summative and formative) that clearly tells the story of the impact of the Shady Creek program

Key word

Evaluation, human-centered, sustainable education

Portrait of outdoor education initiatives in higher education in the province of Quebec

Patrick Daigle, Tegwen Gadais
Université du Québec à Montréal, Canada

Abstract

This presentation is part of research funded by the Quebec Ministry of Higher Education aimed at developing and identifying tools and best practices to promote the deployment of outdoor pedagogy on college and university campuses. Beyond college physical education courses for which data exist (Daigle, 2012), are there any initiatives in outdoor education in higher education? If so, do they take place in specific programs such as teacher training, geology, environmental science or more broadly in other varied training programs? Are there development and support needs for mainstreaming this strategy? These questions have led to documenting the various initiatives that currently exist in the training programs of higher education institutions in Quebec. A questionnaire was distributed fall 2023 to all the institutions through various mailing lists. The results of the questionnaire are complementary to another study dealing specifically with college physical education courses (Gadais et al., 2019). The results will shed light on initiatives and practices that could inspire and promote the development of pedagogy outside of higher education.

Daigle, P. (2012). *L'enseignement en éducation physique au collégial en contexte de plein air* [Mémoire]. Université du Québec à Montréal.

Gadais, T., Daigle, P., & Grenier, J. (2019). *Développement du plein air dans le milieu scolaire : Avenues de soutien pour le milieu scolaire au plan des ressources humaines et matérielles disponibles dans le réseau collégial*. Ministère de l'Éducation et de l'enseignement supérieur.

Key word

outdoor, outdoor education, higher education, pedagogy

Perceptions of Japanese Outdoor Leaders toward Their Outdoor Spirituality: A Q-Methodology Inquiry

Taito Okamura¹, Jay Post², Ayako Hayashi³, Hiroshi Hamatani⁴, Masahiko Tokuda⁵

¹Backcountry Classroom Inc., Japan. ²Arkansas Tech University, USA. ³Biwako Seikei Sport University, Japan. ⁴Hokkaido University of Education, Japan. ⁵Osaka Sport University, Japan

Abstract

Spirituality has been defined as personal belief or search for a reason for one's existence; greater or ultimate reality, or a sense of connection with God, nature, or other living beings. Since spirituality was added to the definition of health in the World Health Organization in 1999, it has been expected as a solution for the various issues of modern society. The previous studies reported that the environmental literacy of outdoor leaders affected the natural awareness of participant in their outdoor experience. The purpose of this study was to identify the outdoor spirituality among Japanese outdoors leader through the Q-methodology. Q-sets consisted 42 statements about outdoor spirituality developed by Post were tested the reliability and validity by back translation method among three Japanese outdoor educators and one American outdoor educator. Q-sorts between the most like me and the most unlike me were completed by 27 Japanese outdoor leaders and analyzed with PQ Method software. The result of this abductive analysis showed three factor solution such as Sense of Introspect & Self-Development, Sense of Relationship with The Others/Higher Power, and Sense of Aesthetic Nature Awareness. The perception of outdoor spirituality among Japanese outdoor leaders supports participants to transfer their general spirituality.

Reference

Post D. J. (2016). Perception of Outdoor Leaders toward Their Experiences of Spirituality in Nature: A Q-Methodology Inquiry. Oklahoma State University.

Key word

outdoor spirituality, Japanese outdoor leader, Q-methodology

Exploring a Vision of the World that Could Be: Moving from Rhetoric to Transformative Social and Environmental Action

Mary Breunig

California State University-Sacramento, USA

Abstract

Far too often outdoor, experiential educators (OEE) claim that they are justice-oriented in their programs, classrooms, facilitation, therapeutic practices, and backcountry field experiences, yet a deeper dive into experiences of people from marginalized intersectional backgrounds often suggests otherwise (Brooks, Sabzalian, Weiser-Nieto, & Springer, 2023; Yerkes, Mitten, & Warren, 2022). How is OEE serving and underserving people with various self-perceptions of body positivity, from varying age demographics, cultural backgrounds, races, gender self-identifications & expressions, religious backgrounds, primary language, socioeconomic classes, neurodiversities, educational backgrounds, and geographic locations? How can we integrate consideration of these factors to offer truly transformational experiences to our students, clients, participants, and in our communities of practice? How can we extend conversations to include systemic oppression and organizational culture/(re)enculturation (?). Social and environmental justice are intrinsically allied in this conversation as are decolonizing initiatives. As outdoor experiential educators we need to examine our hegemonic colonial views of the “land as resource,” “leisure place and space,” and issues of equitable access (Brooks, Sabzalian, Weiser-Nieto, & Springer, 2023). The Covid-19 pandemic further highlighted privileges, challenges, and inequities relevant to nature and public green space access (Roberts, Tehrani, & Bratman, 2023). This presentation adopts a decolonial, intersectional framework (Kurtis & Adams, 2016), offering empirical and conceptual insight into current and ongoing injustices. I will review key findings from several recent studies to provide a theoretical backdrop. Together, we will experientially explore a vision of “what ought to be” and “can be” and “must be” if our profession wishes to move beyond rhetoric, toward transformative action and social and environmental justice. Let’s spend some time collectively revisioning the change we wish to be!

Brooks, S. D., et al. (2023) “We should have held this in a circle”: White ignorance and answerability in outdoor education, *The Journal of Environmental Education*, 54(2), 114-131.

Roberts, J.D., et al. (2023). Black bodies and green spaces: Remembering the eminence of nature during a pandemic. Palgrave Macmillan.

Yerkes, et al. (2022). Diversity, equity, inclusion, and belonging field guide. Association for Experiential Education.

Key word

Qualitative/Conceptual Research; Social and Environmental Justice

Nature kindergartens in Denmark. Development, importance and perspectives

Niels Ejbye-Ernst, Dorte Stokholm
VIA University college, Denmark

Abstract

Nature kindergartens have a long tradition in Denmark, starting with walking kindergartens first registered in 1954. In the 1980s and 1990s, there was a significant increase in the number of kindergartens in Denmark as more women entered the labour market and more daycare places consequently were needed. Some newly established kindergartens became small nature kindergartens. Today, more than 96% of all Danish children are in kindergarten.

Based on a national survey and 37 interviews with leaders and staff from kindergartens we identified that 20-30% of all kindergartens in Denmark identify themselves as nature kindergartens, which means that the children spend 3-5 hours outside every day and all year. Additionally, 75% of all kindergartens in Denmark go on trips with the children at least once a week and often several times a week.

The tendency to spend more time outside with children in kindergarten has been increasing over the past 40 years. COVID-19 forced many kindergartens to spend more time outside. Another survey from 2023 show, that the trend seems to be continuing this increase.

Why do Danish pedagogues go out with the children so much? What are the basic pedagogical assumptions of this practice? We have investigated why pedagogues prioritise spending time outside with children and how one can describe good practice with pre-school children outside.

During this presentation we discuss the background for the increase in nature-based kindergarten practices, looking at Nordic research literature that supports placing pedagogical work in green surroundings. According to available literature, children in nature kindergartens are more active in green surroundings, less sick, less affected by attention disorders, try out wilder play and spend more time playing across genders.

Key word

Growth in nature kindergartens in Denmark, importance of nature kindergartens for children's well-being, development, play and learning.

Nature experiences and active outdoor life in after school clubs? Evaluating research founded program and targeted projects aiming to bring kids out

Søren Andkjær¹, Søren Præstholt², Karen Barfoed³, Niels Ejbye-Ernst³

¹Department of Sports Science and Clinical Biomechanics, University of Southern Denmark, Denmark. ²Department of Geosciences and Natural Resource Management, University of Copenhagen, Denmark. ³VIA University College, Aarhus, Denmark, Denmark

Abstract

In Denmark like in most other countries children seem to spend less time in nature compared to earlier generations (Andkjær et al 2016). This is a potential problem regarding their health, well-being, and nature-connectedness (Chawla 2020; Barragan-Jason 2023). Projects and interventions have been established to inspire children to get outdoors, to be active in natural environments and have nature experiences during school and family time. Until recently school leisure scheme and children's leisure clubs have not been the focus of interventions in Denmark.

In 2022 a funding body actively engaged researchers and professional staff in the field to establish a framework for an initiative, aiming to supporting and developing active outdoor life in school leisure scheme and young children's leisure clubs. The program was developed with focus on three areas: activities, places, and courses for professionals. To define targeted initiatives in the future, the aim of this study was to investigate which elements of the funded projects matter, for whom and under what conditions?

Totally, 74 projects were selected to receive support, due to objective criteria e.g., involvement of children in the process, number of children involved and geographical location. Out of the supported projects, 12 projects were selected for a qualitative evaluation. All projects were invited to webinars for exchange of experiences and to provide information of their own evaluation of the project by a post-project questionnaire. The study is inspired by the RE-AIM framework (Glasgow et al 1999; King et al 2010) and logic models evaluation (McLaughlin & Jordan 1999) using qualitative group interviews and observation condensed into analytical narratives. The presentation will report on the results from the selected projects and discuss them aiming to point to important experiences and learning elements in relation to future projects and interventions.

Key word

Friluftsliv, active outdoor life, after school clubs, intervention, evaluation

“The leaves are bit poorly” - exploring preschoolers’ feelings and actions towards nature

Kathrin Paal

University of Plymouth, United Kingdom

Abstract

Environmental issues, resulting from global warming, have made care for the environment an increasingly urgent matter. Research has found that early experiences with outdoor activities and play can support children’s perceptions towards the environment (Pramling Samuelsson et al., 2019). In my project, I took a closer look at preschoolers’ feelings and actions towards nature using a child-led approach.

I drew from Clark and Moss' (2011) Mosaic approach, which means using a variety of methods, such as observing children during gardening activities, drawings, interviews, asking them to take photos and take me on a tour through their preschool's outside space. Children also explored the terms I used such as ‘garden’ and ‘environmentally friendly’. They were data collectors and involved in data interpretation, analysis and dissemination, using the above mentioned methods. Teachers were interviewed throughout the data collection and their views contributed to a holistic view on children’s perceptions.

I worked with 2 preschools in Devon and Cornwall, England. My sample included 16 children (3 to 4 years old) and 4 teachers.

I used thematic analysis and facet methodology (Mason, 2011) to analyse the data from my researcher’s perspective. To analyse from the children’s perspective, I used a narrative approach to construct a story from children’s narratives.

My findings show that most children indicated a basic understanding of how to take care of nature. Some demonstrated an understanding of the causal relationship between human behaviour and its influence on nature. Children’s data collection gave a powerful insight into their view on nature. The findings illustrate preschoolers' perceptions towards nature and how these can be explored through co-research with them. The findings also provide valuable information into the use of participatory methods and critically discuss the use of different methods to gain an insight into children’s perceptions towards nature.

Key word

preschool, participatory research, preschool garden, environmental sustainability, early childhood education for sustainability

A Study on the Motivational Factors for High School, Junior College, and University Students Volunteering at the National Institution for Youth Education.

Mamoru Sugimoto

National Nasukashi Youth outdoor Learning center, Japan

Abstract

Introduction

This study investigates the motivations of volunteers at National Youth Education Facilities, which are managed by the National Institution for Youth Education (NIYE) in Japan. NIYE provides opportunities for children to participate in outdoor activities. Furthermore, it trains volunteers as counselors and leaders and improves their qualifications. Volunteers act as counselors and group leaders for children at camps organized by youth education facilities, assisting in the instruction of outdoor activities for children. In 2022, volunteers worked a total of 5,094 times at camps held at 28 facilities nationwide, providing outdoor activity support to approximately 100,000 people.

Method

The subjects of this research were 109 Japanese high school students, junior college students, and university students in Japan. A questionnaire survey was conducted with 33 items, combining items from the scale motivation of volunteers (Tanida, 2001) and original items. The face sheet data collected included age, gender, type of school, and past volunteer experiences at National Youth Education Facilities.

Results

As a result of the factor analysis conducted, eight factors were extracted, namely "contributing to society," "interaction," "social adaptation," "self-growth," "interest in youth education and outdoor activities," "part of leisure activities," "influence of familiar environment," and "self-fulfillment." Furthermore, the study demonstrated that motivations varied according to gender, school type, and past volunteer experience.

Discussion

From these results, it is suggested that it is crucial to adopt appropriate measures that consider individual attributes and experiences to support youth volunteer activities. Specifically, the plan could include developing a training plan that fits the motivation for participation in the activity and assigning roles during the activity. However, due to this study's cross-sectional design, it was impossible to clarify how volunteers' motivations change as they continue their activities. Conducting a detailed analysis is essential for providing appropriate support and effective staff training.

Tanida, H. (2001). An Analysis of the Motivations of Japanese College Students Volunteering in Human Services. *Japanese society for the study of social welfare*, 41(2), 83-94.

Key word Volunteer, motivation, National Institution for Youth Education

Choosing relevant environments for outdoor science learning situations: K-6 teachers' criteria

Marie-Claude Beaudry, Jean-Philippe Ayotte-Beaudet
Université de Sherbrooke, Canada

Abstract

While outdoor education would be beneficial for students' physical and mental health (Mygind, 2019), it would also be beneficial for supporting them in their scientific learning (Ayotte-Beaudet et al., 2023). To do this, teachers must choose relevant outdoor environments that will allow students to contextualize learning (Gilbert, 2011; Thomas, 2018). Before conducting our study, we did not retrieve scientific papers identifying how K-6 teachers choose these outdoor environments. In this presentation, we will present the results of a study aiming to identify the criteria these teachers establish for choosing outdoor settings when developing outdoor science learning situations for their students.

We conducted 14 interviews with eight preschool teachers and six elementary school teachers from the province of Québec, Canada, who hold teaching licenses. All participants had completed at least two outdoor science activities with their students, but most of them conducted such activities on a weekly basis. Based on a thematic analysis of these interviews, we found three main criteria for choosing relevant environments for outdoor science learning situations: 1) the settings are directly related to the scientific learning targeted by the learning situation, 2) the settings link scientific learning to the community and the environment, and 3) the settings stimulate scientific wonder and questioning. Our analysis also enabled us to identify the teachers' beliefs about science education, which are centered on students, centered on investigative approaches, and centered on socio-ecological relations.

Our results highlight that the outdoor environments chosen by K-6 teachers have the potential to support their students in the development of an understanding of the natural world as well as in the development of socio-ecological relationships aimed at protecting the environment.

Key word

Outdoor teaching; Outdoor learning; Science education; Contextualization

Implementation of school-based outdoor learning: Transforming practices through action research

Yannick Lacoste¹, Valérie Vinuesa², Jean-Philippe Ayotte-Beaudet²

¹Université du Québec à Montréal, Canada. ²Université de Sherbrooke, Canada

Abstract

Background: School-based outdoor learning (OL) uses environments outside the classroom as places for learning and a source of knowledge (Jordet, 2010). In recent years, a growing number of OL studies have observed positive effects on several student dimensions and teacher perceptions (Mann et al., 2022). In Quebec, the indicators suggest an increasing interest in OL among school stakeholders (Ayotte-Beaudet et al., 2023). However, to our knowledge, there is little scientific literature on its successful implementation. The objective of our study is therefore to understand how members of the education community implement OL in the province of Quebec, Canada.

Method: We conduct action research with a community of more than 30 school stakeholders with significant experience in implementing OL in schools (teachers from preschools, primary schools, secondary schools, educational advisers, public health advisers, and principals). They are being brought together during the 2023–2024 school year to develop knowledge about OL implementation. We use recordings of meetings, journals, and practice narratives to collect data of a qualitative nature. The action-research process will follow six steps (Guay & Gagnon, 2021): 1) definition of the current and 2) desired situation and 3) planning (by November 2023); 4) implementation of the action (by March 2023); 5) dissemination of new knowledge (April and May 2023) and 6) evaluation of the actions taken by the community of practice (June 2023). Seven group meetings are planned with the members of the community of practice, as well as one individual meeting with each of them.

Results and discussion : The first data will be collected and analyzed by the research team from October 2023, and presented to the community of practice in January and February. These analyses will be presented at the 10th edition of IOERC. In our presentation, we will provide preliminary results on the practical knowledge being developed in Quebec, which will be discussed in relation to the international scientific literature.

Ayotte-Beaudet, J.-P., Berrigan, F., Deschamps, A., L'Heureux, K., Beaudry, M.-C., & Turcotte, S. (2023). K-11 teachers' school-based outdoor education practices in the province of Québec, Canada: from local initiatives to a grassroots movement. *Journal of Adventure Education and Outdoor Learning*, 1-14. <https://doi.org/10.1080/14729679.2022.2164787>

Key word

Outdoor Learning, Action Research, Schools, Implementation, Teachers

Near Peer Teaching: Transformational learning for all

Glyn Thomas, Brendon Munge, Robyn Fox
University of the Sunshine Coast, Australia

Abstract

Near-peer teaching occurs when a group of students who are advanced in their program teach students who are typically just starting out in the same (or similar) program. The literature suggests both near-peer teachers and learners can benefit, and there is often no reduction in the quality of learning for both sets of students (Bester et al., 2017; De Rijdt et al., 2012). This presentation will explore the potential benefits of near-peer teaching and provide best practice guidelines on how to optimally support near-peer teaching drawing on research conducted in an undergraduate outdoor environmental education program at a regional Australian university. The near-peer teaching experience that is the focus of this research occurs on a 3-day residential, outdoor environmental education fieldtrip, where students enrolled in a 3rd year course taught and led students enrolled in a 1st year course, under staff supervision. Quantitative and qualitative data were collected through a voluntary online survey conducted at the conclusion of a three-day, two-night fieldtrip. Over a two-year period, approximately 180 near-peer learners, and 100 near-peer teachers were invited to complete the anonymous, online survey with response rates of 61% and 75% respectively. The quantitative responses indicated that the near-peer teaching experience was successful pedagogically, and that it also performed an important enculturation function as it built the sense of community within the program. The near-peer teachers' effectiveness was attributed to their recent and current knowledge; their relatability; and their cognitive and social congruence with the near-peer learners. Our session will explore these themes along with some of the near-peer teaching challenges that the research participants described.

Key word

Near-peer teaching; outdoor education pedagogies.

Can recreational cliff users share custodianship of vertical landscapes with traditional owners? What are the implications for outdoor education?

Glyn Thomas, Brendon Munge
University of the Sunshine Coast, Australia

Abstract

Many National Parks Authorities in Australia are adopting a management approach that shares responsibilities with First Nation people as the traditional custodians/owners of the land (Ross et al., 2009). Sometimes, the cultural perspectives of these First Nation groups regarding how cliffs should be managed is different to the perspectives of some outdoor recreation groups. For example, there have been numerous cliff-closures across Australia based on concerns Traditional Custodians have expressed about rockclimbing and scrambling impacts (Gunn et al, 2020). This can create resentment amongst some outdoor recreators, and the debates that occur on social media are not always helpful, as they can exacerbate negative perceptions of recreational cliff users (Tombleson & Wolf, 2022). The sense of entitlement expressed by some rockclimbers and scramblers on social media is also at odds with the ethic of care that many other individuals and groups practice for the cliffs they have visiting for decades. To better understand the motivations and practices of recreational cliff users, in late 2023 more than 100,000 rockclimbers and scramblers across a range of social media platforms were invited to participate in an online quantitative study. The results of the research, to be presented in this session, may help to guide discussions and development of management plans where recreational cliff-users share custodianship for vertical landscapes with traditional owners. The implications for outdoor education and its role in shaping the perspectives of future outdoor recreation participants will also be discussed.

References

- Gunn, R., Goodes, J., Thorn, A., Carlyle, C., & Douglas, L. (2020). Rock art and rock climbing: An escalating conflict. *Rock Art Research*, 37(1), 82–94.
<https://search.informit.org/doi/10.3316/ielapa.125381282222880>
- Ross, H., Grant, C., Robinson, C. J., Izurieta, A., Smyth, D., & Rist, P. (2009). Co-management and Indigenous protected areas in Australia: Achievements and ways forward. *Australasian Journal of Environmental Management*, 16(4), 242-252. doi:10.1080/14486563.2009.9725240
- Tombleson, B., & Wolf, K. (2022). Sustainable tourism and public opinion: Examining the language surrounding the closure of Uluru to climbers. In M. Sigala, A. Yeark, R. Presbury, M. Fang, & K. A. Smith (Eds.), *Case based research in tourism, travel, hospitality and events* (pp. 401-419). Singapore: Springer Nature Singapore.

Key word Outdoor recreation, traditional custodians, park management, rockclimbing

Perspectives on Teaching and Learning with Mobile Technology in Outdoor Studies

Imre van Kraalingen

Norwegian School of Sport Sciences, Norway

Abstract

The embeddedness of mobile technologies in everyday life and the increasing uptake of such technologies across educational systems is challenging and changing longstanding teaching and learning processes in outdoor education. The use of modern – digital and mobile – technologies remains a debated topic in the field of outdoor education (van Kraalingen et al., 2022). I will present the findings of my PhD research which explores educator and learner perspectives on and experiences with the use of mobile technologies in tertiary outdoor studies programs in Norway. The research is based on a collective case study involving three higher education institutions, and data were collected among educators (n = 12) and learners (n = 27) involved outdoor studies programs. In this session, I will report on two sets of findings: First, how mobile technologies are employed in outdoor studies in Norway, including critical pedagogical considerations; and second, the impacts of mobile technology and networked connectivity on human-human and human-nature interactions in the outdoor classroom. This inquiry is considered relevant for an international audience as it explores critical considerations and strategies for utilizing mobile technologies in outdoor studies. The Norwegian case may also be relevant as Norway in some respects can be viewed as a digital pioneer: Norway was the first country to implement digital competence as a basic skill in its national curriculum (Høydal & Haldar, 2021). Moreover, the recent digitalization strategy of the Norwegian government for the higher education sectors aims at expanding opportunities for and access to education, facilitating new and varied forms of teaching and learning supported by digital technologies. This change mirrors broader developments associated with technological advancement and digitalisation and has consequences for outdoor teaching and learning both in Norway and in other parts of the world.

References

Høydal, Ø. S., & Haldar, M. (2021). A tale of the digital future: analyzing the digitalization of the norwegian education system. *Critical Policy Studies*, 1-18.

van Kraalingen, I., Hills, D., Reed, J., Beames, S., & Munge, B. (2022). Digital technology and networked spaces in outdoor education: reflections upon presenting at an international webinar. *Journal of Adventure Education and Outdoor Learning*, 1-14.

Key word

Mobile technology, mobile learning, presence, friluftsliv, outdoor education.

Aesthetic Educational Journeying: Canoe Conversations and Philosophical Analysis

Lewis Stockwell

University of Hertfordshire, United Kingdom. University of Edinburgh, United Kingdom

Abstract

The term and practice of 'journeying' has been used extensively in outdoor education, yet it has received little conceptual analysis. In this paper I share philosophy of education research from an ongoing doctoral study, which explores possibilities for deepening conceptual understanding of educational canoe journeying. In doing this, I have turned to models of environmental aesthetics to bring to bear conceptual tools on this discourse. I argue for the educational importance of consciously engaging with sensuous qualities of environments.

I present two contemporary models of environmental aesthetics - Aesthetics of Environment and The Aesthetic of the Everyday - and consider their value in conceptualising and practicing educational canoe journeys. Furthermore, I do this by illustrating an original philosophical method – canoe conversations - developed as part of the doctoral research, to open-up philosophical and practice discussions and criticisms. This method adapts philosophical thought experiment into a fictitious and yet representative context. On this fictitious journey, canoeists discuss aspects of their models. They put questions to each other about the boundaries and limitations of the applicability of their ideas in educational canoe journeying contexts.

The conversations provide necessary conceptual analysis, often limited in both outdoor education and philosophical discourses regarding educational journeying and aesthetic education. I propose some practical ideas for outdoor educators to consciously engage with sensuous qualities, skills and knowledge for serious aesthetic appraisals and engagement.

Rather than proposing 'conclusions', I invite audience members to contribute to the conversation to nurture philosophy and practice for aesthetic educational canoe journeys.

Example References:

Saito, Y. (2017) *Aesthetics of the Familiar: Everyday Life and World Making*. Oxford: Oxford University Press.

Berleant, Arnold. (1992) *The Aesthetics of Environment*. Philadelphia: Temple University Press.

Key word

Canoeing, Journeying, Experiential Aesthetic, Everyday Aesthetics, Conversation

"A successful journey never ends" - a *journey* course held in the deep Negev desert, as a generator of self-development and growth among students studying teacher education.

Arnon Ben Israel, Maayan Fux, Nadav Kushnir
Kaye Academic College of Education, Israel

Abstract

During the past decade, an academic teacher education program in the Negev has included a four-day trekking course in the depths of the desert in southern Israel. This course has been designed to integrate three areas of knowledge: adventure therapy, experiential education, and cultural geography. In this paper, we aim to provide a concise overview of the course's structure and delve deeper into its basic processes, the social, spatial and experiential dimensions. Furthermore, we will analyze its impact on the participating students. Upon completion of the course, students were requested to articulate their personal experiences and reflect on the effects it had on them. Moreover, to explore the long-term effects, peer learning was employed, involving interviews between current students and those who had previously taken part in the course. By qualitatively analyzing the reflective writing of the students, we have uncovered several insights regarding their learning experience, the main ones of which we would like to share: a powerful experience of *Landfullness*, feelings of self-discovery and empowerment, and the experience of being part of a supportive, attentive, and tolerant group. Many students described the learning in the course as having great relevance to their future as educators. Analysis of the peers' learning revealed that *Journey* course resonated in the minds of its graduates, years after its end. Along with strengthening therapeutically oriented professional directions, such as working with at-risk youth, this resonance also led to actual action. Many reported their increased going on nature walks after the trip. Among other things, in order to reconnect to the *journey* formative memory.

Key word

teacher education; outdoor adventure education, self-development, Negev desert

Mountaineers' perceptions of "Higuma" brown bear in Hokkaido

Hiroshi Hamatani

Hokkaido University of Education Iwamizawa, Japan

Abstract

In Japan, "Higuma" brown bears live only in Hokkaido and their numbers are increasing year by year. According to Hokkaido prefecture, the population in 2020 was approximately 11,700, doubling over the past 30 years. As a result, accidents caused by Higuma in urban areas have also increased. In 2021, four people were attacked and injured one after another when a brown bear appeared in central Sapporo city. On the other hand, Hokkaido has many attractive mountains with pristine nature, which attract many mountaineers every year during the mountaineering season. Mountaineering in Higuma habitat means that the likelihood of encountering a Higuma increases. A survey was conducted to determine what awareness and countermeasures mountaineers have in place to avoid accidents with Higuma.

The survey asked respondents who had climbed mountains in Hokkaido about 6 items regarding the existence of Higuma, 15 items regarding their knowledge of Higuma, 11 items regarding their own countermeasures against Higuma, and what they would do if they encountered Higuma. The results showed that 86% of respondents carried a bear bell and 64% a whistle. Bear spray was also carried by 39% of them. Secondly, most respondents had the correct awareness of what to do when encountering a Higuma. In addition, regarding the existence of Higuma, 92% stated that Higuma are a symbol of Hokkaido, 96% stated that they are a necessary part of the natural world and 91% stated that they should not be eliminated.

These results indicate that most mountaineers consider Higuma to be an essential symbol of Hokkaido and do not want them exterminated. Therefore, it was found that they are equipped and behave in such a way as to avoid unnecessary encounters with Higuma while climbing. They were also aware of the correct way to deal with them in case they were unlucky enough to encounter one. Thus, it is thought that the correct knowledge and actions taken by mountaineers help to reduce encounters with Higuma as much as possible.

Key word

Higuma, mountaineering, Hokkaido

Health and Safety Legislation and Education Outside the Classroom: Perspectives of school leaders and teachers

Chris North¹, Marg Cosgriff², David Irwin³, Allen Hill³, Mike Boyes⁴, Sophie Watson⁵

¹University of Canterbury, New Zealand. ²University of Waikato, New Zealand. ³ARA Institute of Canterbury, New Zealand. ⁴University of Otago, New Zealand. ⁵Education Outdoors New Zealand, New Zealand

Abstract

The comprehensive national study into Education Outside the Classroom (EOTC) in Aotearoa New Zealand drew from a survey n=523, teacher focus groups (n=25), student focus groups (n=18) and external provider interviews (n=9). The study revealed the importance of learning outdoors for curriculum enrichment, student engagement, building connections, and experiencing something new (Hill et al, 2020). Challenges to EOTC were also forthcoming, including the impacts of Health and Safety legislation. In this presentation we explore two key and interrelated findings about the work the law does in EOTC. First, we show the varied responses of school leaders and educators to the legislation associated with EOTC. Participants reported being very concerned about student safety, with the “threat” of personal legal liability adding another layer of stress to these concerns. Furthermore, the impact of legislation was felt differently across different school settings with pronounced differences between areas of socio-economic affluence and areas of deprivation, and also secondary schools relative to other school types. Second, we identify participants’ responses to EOTC documentation and paperwork. Some participants considered paperwork to be overly time-consuming, repetitive, and disconnected from student learning or safety. In this case, the additional stress and workload associated with completing documentation discouraged EOTC offerings. Others, notably in high socioeconomic areas or with established and robust systems indicated no change in EOTC provision. While findings do not suggest that EOTC is in danger of becoming extinct in Aotearoa New Zealand, this research shows that systematic pressures are affecting different schools in different ways, potentially exacerbating access and provision issues. This research raises important questions both nationally and internationally about the nature and amount of initial teacher education and in-service professional learning that may be needed to reduce teacher anxiety about legislation, increase understanding about the role of paperwork and documentation, and help sustain the provision of EOTC in diverse school communities.

Key word

Health and Safety, legal liability, paperwork, student safety, equity

Watch Us Change The World: Examining the impacts of an experiential outdoor learning program on Year 9 Australian young women

Helen Cooper¹, Tonia Gray¹, Stuart Clarke², Christina Curry¹, Jacqueline Ullman¹

¹Western Sydney University, Australia. ²Pymble Ladies College, Australia

Abstract

'Watch us change the world' is Pymble Ladies College (Pymble) statement of intent to instil courage and bravery in young women for their future. The Vision Valley Campus of Pymble was purchased by the school in December 2020 to offer an outdoor learning environment separate from the main campus. In this experiential outdoor learning (EOL) environment, students learn while immersed in nature to develop courage, resilience, and improve their wellbeing.

A preliminary study was undertaken in 2022. Two Year 9 student cohorts participated in the four-week program. The first cohort (N=58) undertook the program alongside (N=39) boys from a private school, whilst the second cohort was single-sex (N=28).

A mixed-methods research design was used to inform experiences of students, parents and stakeholders to triangulate inferences drawn from data, thus strengthening research (Bergman, 2008). Quantitative data was gained from pre-and post-program surveys with students and parents. Qualitative data was gathered from students in focus groups, plus staff and parents through semi-structured interviews to assess more nuanced impacts.

Quantitative instruments included:

1. School belonging and isolation, measured using the PISA 6-item scale (ACER, 2018).
2. Academic 'buoyancy,' measured using the 4-item Academic Buoyancy Scale (Martin & Marsh, 2008).
3. Self-efficacy, peer-relations, and resilience, measured using the 34-item Adolescent Girls' Resilience Scale (AGRS; Whittington & Aspelmeier, 2018).

The key findings signalled gains in wellbeing in terms of:

- Sense of belonging
- Bravery and risk taking
- Personal growth through experience
- Gratitude, appreciation of their privilege
- Transitioning back to the real world; positive and negative

The following recommendations were made regarding program development:

- School leadership/culture as driver for EOL
- Clear and regular parental communication

- Address academic concerns by proactively communicating with stakeholders
- Emphasis on 'sense of belonging' in future program communications
- Thorough information in advance to ensure optimal preparedness

ACER (2018). PISA. *Australia in focus, Number 1: Sense of belonging in school.*

Bergman, M. (2008). *Advances in mixed methods research.* SAGE Publications.

Martin, A., & Marsh, H. (2008). Academic buoyancy: Towards an understanding of students' everyday academic resilience. *J.School Psychology, 46*(1), 53-83.

Whittington, A. & Aspelmeier, J. (2018). Resilience, peer relationships, and confidence: Do girls' programs promote positive change? *J.Outdoor Recreation, Education, and Leadership, 10*(2), 124-138.

Key word

Outdoor, Experiential Learning, Resilience, Academic Buoyancy

Embracing Nature: Empowering Higher Education Students' Nature Connectedness through Participatory Activities in three European countries.

Ioanna G. Skaltsa¹, Alex Koutsouris¹, Jakob Frimann Þorsteinsson², Clara Vasconcelos^{3,4}

¹Department of Agricultural Economics & Development, School of Applied Economics & Social Sciences, Agricultural University of Athens (AUA), Athens, Greece. ²Department of Health Promotion, Sport and Leisure Studies, School of Education University of Iceland, Iceland.

³Interdisciplinary Centre of Marine and Environmental Research (CIIMAR), Portugal. ⁴Science Teaching Unit & Department of Geosciences, Environment and Spatial Planning, Faculty of Sciences, University of Porto, 4169-007 Porto, Portugal, Portugal

Abstract

Students internationally need to adopt a mindset that supports them to shape a world where planet sustainability and well-being are reachable. Using their scientific knowledge, skills and values, students should act as change agents affecting the future and be responsible for their acts' consequences (OECD, 2019). Research shows that pro-environmental behaviors toward planet sustainability could be enhanced amongst others by nature connectedness (Mayer et al., 2009; Whitburn et al., 2018).

In this piece of work, we explore the impact educational activities using an experiential learning approach could have on developing or enhancing HE students' nature connectedness. The Universities that collaborated on this study were the Agricultural University of Athens - Greece, the School of Education of the University of Iceland, and the Faculty of Sciences from the University of Porto-Portugal.

To attain our objectives, students attended short participatory classes (3-5 hours, depending on the University) using activities that motivated them to share and reflect on their relationship with nature and their opinion on their role and responsibility towards the wellbeing of the environment. The designed activities were offered online (Greece), outdoors (Iceland) or in class (Portugal), aiming to explore the various educational environments and activities that could be offered. Students filled in pre and post-questionnaires that included the Mayer and Frantz (2004) Connectedness to Nature Scale (CNS) and shared their opinions and feedback during discussions and brainstorming. In this presentation, we discuss the shift that occurred, even after a few classes, in students' nature connectedness and the influence such a shift may have on the students' profile as agents of change. We also present the offered activities, including the "anthropomorphic empathy map" applied in two Universities.

Key word

Nature connectedness, experiential learning, agents of change, environment

A systematic review of the impacts of nature exposure on the nervous system: Implications for nature-based learning

Gabriela Quintela Do Carmo¹, Jean-Philippe Ayotte-Beaudet¹, Cathy Jordan^{2,3}

¹University of Sherbrooke, Canada. ²University of Minnesota, USA. ³Children & Nature Network, USA

Abstract

Mounting evidence suggests that outdoor education, specifically nature-based learning, has a beneficial impact on learning (Kuo, Barnes & Jordan, 2019). However, the neurobiological correlates underlying this relationship, particularly in the younger population, remain poorly understood. This study aims to bridge this gap by conducting a systematic review of the peer-reviewed literature through the Children & Nature Network Research Library, APA PsycNet, EMBASE, and Medline databases, targeting studies that investigated the impact of any form of nature exposure on the brain and/or peripheral nervous system in neurotypical individuals aged under 25. A total of 25 articles were retrieved following PRISMA guidelines and analyzed depending on whether measurements were conducted at-rest or during cognitive tasks. We found two major pathways: in at-rest conditions, nature exposure was associated with a "relaxed yet alert" state, which suggests individuals are physiologically ready to focus on demanding tasks when exposed to nature. The second pathway involves an association between nature exposure and improvements in executive function and attention during cognitive tasks, including inhibitory control and working memory. Collectively, these pathways might participate in creating optimal conditions for learning. Although less supported by evidence, additional mechanisms were also identified, such as enhanced memory retrieval. These findings support the use of nature-based learning through the age of 25, beyond pre-K and primary education, as older teenagers and young adults might also experience learning benefits due to nature exposure. While the existing evidence is compelling, further research is warranted to better understand the causal relationship between nature exposure and neurobiological changes by incorporating more longitudinal designs and randomized controlled trials. Finally, it is crucial to control for and measure potential confounding factors such as socio-economic status and urban upbringing, as they may bias the results.

Kuo, M., Barnes, M., & Jordan, C. (2019). Do experiences with nature promote learning? Converging evidence of a cause-and-effect relationship. *Frontiers in Psychology, 10*, 305. <https://doi.org/10.3389/fpsyg.2019.00305>

Key word

nature, brain, learning, younger population

Outdoor Education Teacher Identity Development from pre-service to early years of teaching: An Australian perspective

Ian Neville¹, Lauren Petrass¹, Scott Polley², Catherine Oxworth¹

¹Federation University Australia, Australia. ²University of South Australia, Australia

Abstract

Teachers' professional identity has emerged as an important focus of educational research in the past decade (Hong et al., 2017). Studies have identified that a well-developed teacher identity contributes to teachers' self-efficacy, motivation, pedagogical choices, and job satisfaction. Despite the critical importance of teacher's identity, few studies have investigated outdoor education teacher identities (Allin & Humberstone, 2006; Cosgriff, 2017).

This research aimed to determine factors influencing pre-service and early career outdoor education teacher identities in Australia. A valid and reliable quantitative survey was developed and administered online to determine the influence of resources, experiences, social factors, and reflective practices on identity development. Demographic information was also collected.

Analysis of the 2023 data collection will be presented. Preliminary results indicate that field trips and personal field experiences have a strong impact on identity, as do lecturers, trip leaders and outdoor education faculty/department colleagues. Of the reflective practices, participants strongly agreed that group/individual reflections and debriefing experiences, self-reflecting on content knowledge, and reflecting on feedback were all important in shaping their identity.

Greater awareness of professional identity in this context and increased understanding of the identity development process will: enable undergraduate teaching programs to draw on empirical evidence to develop opportunities to support pre-service teacher identity development; inform outdoor education teacher education programs; and result in effective work-based professional development opportunities for in-service teachers.

References:

- 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.
<https://doi.org/10.1080/13573320600640678>
- Cosgriff, M. (2017). The Rewards of Professional Change: Two Primary School Teachers' Experiences of Transforming Outdoor Education. *Teachers and Curriculum*, 17(1), 23-29.
<https://doi.org/http://dx.doi.org/10.15663/tandc.v17i1.172>
- Hong, J., Greene, B., & Lowery, J. (2017). Multiple Dimensions of Teacher Identity Development from Pre-service to Early Years of Teaching: A Longitudinal Study. *Journal of Education for Teaching*, 43(1), 84-98. <https://doi.org/10.1080/02607476.2017.1251111>

Key word Outdoor education, Teacher identity

Place and Community-Based Education in Japan-Rethinking the Locally-focused Environmental Education Through the Lens of PCBE

Hatsuho Kinjo

Sophia University, Japan

Abstract

This paper examines the special characteristics, features, and difficulties of Japanese Place and Community-Based Education (PCBE) and Place-Based Education (PBE), compared with mainstream Western PBE. Although the concept of PCBE, and PBE have developed in Western nations, I believe that PCBE and PBE can play an important role in any nation in the world, including Japan. PCBE can be the key to bridging the gap between rural and urban Japan through Environmental Education (EE). However, in the process of adopting PCBE, it is crucial to take into account the local cultural and historical background of each “place”, instead of simply copying and pasting from other places. In order to explore the possibilities of PCBE in Japan, I carefully investigated the conceptual literature review of Western PCBE, mainly focused on American and Canadian PCBE.

Moreover, to grasp a holistic view of Japan, I summarized the characteristics, history, present situation, and possible challenges of Japan’s Environmental Education and Education for Sustainable Development (ESD), in addition to conducting field research. Three separate areas, Shinjuku Tokyo, Kamikatsu Tokushima, and Nanjo Okinawa were selected as practical examples of PCBE in Japan. Observations and interviews were conducted in each place. Apart from the comparative study data and results of field research, I will discuss the possibility that the PCBE approach has in Japan, and how PCBE can improve, reshape and, influence the current Japanese Environmental Education. Finally, I will also discuss the criticism toward conventional uniformed PCBE research and some of the approaches to improve it from the perspectives of Japanese PCBE.

David A. Gruenewald. (2003). The Best of Both Worlds: A Critical Pedagogy of Place. *Educational Researcher*, 32(4), 3–12.

David Sobel. (2004). *Place-based education: Connecting classrooms and communities*. Great Barrington

Gregory A. Smith, & David Sobel. (2010). *Place-and Community-based Education in Schools*

高野孝子. (2013). 地域に根ざした教育の概観と考察 -環境教育と野外教育の接合領域として-. *環境教育*, 23(2), 27-34.

高野孝子. (2014). *Place-Based Education 地域に根差した教育 持続可能な社会づくりへの試み*. 海象社.

Key word Place and community-based Education, Place-based Education, Environmental Education, Locally focused teaching

TOWARDS A NATIONAL PROGRAM IN QUEBEC (CANADA) FOR OUTDOOR LEADER: INSPIRATIONS FROM AN OVERVIEW OF NATIONAL TRAINING OF SEVERAL COUNTRIES

François Bissonnette^{1,2,3}, Nacholas Bergeron^{1,2,3}, Philippe Chaubet^{1,2}, Tegwen Gadais^{1,2,3}

¹Département des sciences de l'activité physique, UQAM, Canada. ²Centre de recherche interuniversitaire sur la formation et la profession enseignante, Canada. ³Chaire UNESCO de développement curriculaire, Canada

Abstract

Context: In Quebec, outdoor federations must ensure the safe practices of outdoor activities. To reduce risks, outdoor federation offers specialized training to outdoor leaders (OL) that is tailored to the specific outdoor activity needs. Despite transversal competencies across outdoor activities, OL's qualifications in one outdoor federation are not recognized by others. This lack of cross-recognition in OLs' training between federations results in a qualification process that is difficult, time-consuming, and expensive for OLs and federations. In 2019, all Quebec outdoor federations mentioned the need for a national training program of outdoor leaders. Such a program has the potential to facilitate the training of OLs and to increase the number of qualified professionals, resulting in safer outdoor activity practices. It is important that such a program be based on existing worldwide national OL training programs and scientific literature to ensure its relevance and feasibility. However, to our knowledge, no study has compiled such programs on a global scale, and only a few studies have examined them. Therefore, their functioning remains unclear. **Objectives:** 1) To compile OL national training programs on a global scale. 2) To provide an overview of these programs. 3) To validate this overview with experts. **Methodology:** 1) A literature review validated by experts to identify all national OL training programs. 2) Qualitative content analysis of the programs identified for the first objective. 3) Individual semi-structured interviews with experts about the analyzed programs to understand those programs in their context and their mechanisms. This research project will draw inspiration from programs that address similar needs to those in Quebec regarding OL training, with the aim of creating a future national training program for these professionals in Quebec, and then possibly expanding throughout Canada.

Key word

Outdoor, leader, training, programs,

Crossing my dependency: Qualitative evaluation of an adventure therapy expedition program for youths with addiction problems

Kim Champagne¹, Virginie Gargano²

¹Université de Montréal, Canada. ²Université de Laval, Canada

Abstract

Adolescence is a period of vulnerability in which teens are most at risk of developing an alcohol, drug, internet, or gambling disorder (Canadian Institute for Health Information, 2017). As people with addictions are at greater risk of developing comorbid mental health problems and psychosocial difficulties, it appears necessary to focus on interventions recognized as efficient contributing to recovery (Cook et al., 2015; Fischer et al., 2017). Treatments said to be effective in recovery would involve specific interventions aimed at improving self-determination, which can be supported by adventure therapy (AT) (Bergeron et al., 2017; Priest, 2021). AT programs are particularly recommended in addiction treatment, as they are not only associated with a reduction in addiction-related symptoms (Lewis, 2018; Russell et al., 2016), but also known to improve motivation to change and desire to adhere to treatment (Annerstedt and Währborg, 2011; Norton et al., 2014; Russell, 2008). However, few AT programs for youth with addiction problems have been evaluated with a rigorous research design.

Aim of this presentation is to overcome this limit by presenting a study evaluating the effectivity of an AT expedition program for youth with addiction problem. It follows a qualitative design to gather nuanced information about participants' subjective experience in a descriptive exploratory posture. Ten to fifteen participants will be recruited in October 2023 from Le Grand Chemin. Le Grand Chemin is a nonprofit organism based in Québec that serves adolescents aged 12 to 17 with problematic use of substances, internet, or gambling. Information will also be collected from the addiction counselor, the expedition guide and the program leader present during the expedition. Data will be collected during the program in October 2023 (T1) and a few days after the expedition in November 2023 (T2). Data collection will be based on individual interviews with all adolescents, a group interview with key workers and observation sessions. The data will be processed using a thematic analysis to identify the various themes relating to the program's effects. This analysis will be carried out in December 2023 using QDAMiner software.

Key word

Self-determination, addiction, adolescence, adventure therapy, recovery

Developing a teacher identity in the outdoor education context: A systematic review of the literature

Ian Neville¹, Lauren Petrass¹, Scott Polley², Catherine Oxworth¹

¹Federation University Australia, Australia. ²University of South Australia, Australia

Abstract

Review studies on the identities of teachers in primary and secondary education have been conducted (Beauchamp & Thomas, 2009; Beijaard et al., 2004), however, a systematic review concerning outdoor education pre-service and early career teachers' is lacking. As there is no systematic implementation of outdoor education practices in schools and universities, some aspects of outdoor educator teacher identity development may differ from traditional classroom teachers.

This systematic review critically synthesised studies that examined outdoor education identity. For this study, identity was defined as the kind of outdoor educator you are. This included ways of being, talking, feelings, attitudes, and beliefs. The review identified the methods implemented to measure identity in this context. Eight databases were searched for peer-reviewed studies, with the PRISMA process applied.

Preliminary literature synthesis has identified a small number of studies meeting all inclusion criteria, specifically related to the outdoor context as a place to develop identity; children's environmental identity development; and outdoor education teachers' identities. Although limited in number, critical review of these teacher identity studies indicates all use qualitative methods and use small numbers of participants. Few identify a theoretical framework for conceptualising identity, and none provide a working definition of outdoor education teacher identity. Further results will be presented at the conference.

This systematic review provides new insights into the procedures, processes, contexts, and discourses that support the development of identity in the outdoors. Findings will inform the support requirements for teachers commencing in the profession. In addition, the systematic review provides recommendations for future research.

References:

Beauchamp, C., & Thomas, L. (2009). Understanding Teacher Identity: An Overview of Issues in the Literature and Implications for Teacher Education. *Cambridge Journal of Education*, 39(2), 175-189. <https://doi.org/10.1080/03057640902902252>

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering Research on Teachers' Professional Identity. *Teaching and Teacher Education*, 20(2), 107-128. <https://doi.org/10.1016/j.tate.2003.07.001>

Key word Outdoor identity, Teacher's identity, Environmental identity, Identity development

The learning impact of 'the land' on places and people —Aso, Kumamoto Prefecture, focusing on the facilities and people nurtured by the 'caldera'—

Shinji Murai¹, Misa Suehara², Toshiharu Yanagi³

¹Tamagawa Adventure Program, Tamagawa University, Japan. ²Office for Youth Education, Community Learning Promotion Division, Education Policy Bureau Ministry of Education, Culture, Sports, Science and Technology, Japan. ³Kobe Tokiwa University, Japan

Abstract

This study focuses on Japan's unique natural environment, the people who have been nurtured, and the places where they have grown up, with an emphasis on their historical background and development. The study aims to clarify the educational value that can be derived from the interrelationship between people, nature, and place. As Takano pointed out the importance of place-based education as a joint field of environmental and outdoor education(2013), it is necessary to reconsider the educational significance of outdoor education from the comprehensive perspective of people - nature - land (culture). This study also focuses on the Aso region which has a unique educational and cultural background and appeals to its magnificent nature and culture created by a unique geological 'caldera' and the construction of the National Aso Youth Exchange Center (AYEC) in 1963. The research method involved interviewing by using a video platform, for the 3 local community leaders individually who have contributed to AYEC for many years. The data was analyzed for utilizing the "Grounded Theory Approach (GTA)" and emphasizing their experiences and meanings of AYEC by using their documents and the report of the facility supplementary. A comprehensive analysis of the historical background of the educational facilities, such as the land and the place, revealed that various human networks have been established along with the lineage of AYEC in the characteristic natural environment and that the relationship with the local community leaders with the environmental values of the land and the experience. They also have been passed on in the form of experiential 'learning' at AYEC. The paper also revealed the interrelationship between the development of 'keepers' (the local community leaders) rooted in the land through the integration of a rich natural environment and a place that promotes 'multiple learning', thereby fostering further environmental, and educational sustainability.

Takako Takano. (2013). An Overview and an Inquiry into Place-Based Education

- As a Joining Territory of Environmental and Outdoor Education -. Japanese Journal of Environmental Education. Vol. 23-2.

Key word

Place Based Education, Local Community Leaders, Educational Sustainability

A Systematic Review of Adventure Education Research in Japan

Yuka Kogo¹, Fumiaki Harimoto²

¹Tsukuba University of Technology, Japan. ²Okinawa Prefectural University of Arts, Japan

Abstract

The purpose of this study was to provide a systematic and comprehensive review of evaluation studies on the effectiveness of adventure education in Japan, using a PRISMA flowchart.

A total of 8,676 articles about adventure education published in Japan were extracted from a database (Citation Information of National Institute of Informatics: CiNii), specific journals (including the Japan Outdoor Education Journal, etc.), and related meta-analyses. After excluding duplicate articles and applying the eligibility criteria, 113 studies were selected for review. They were coded according to the educational programs referenced, their duration, outcome, and necessary data to calculate effect sizes (e.g., N, M, SD, etc.).

Twelve diverse programs, including mountaineering, were conducted and 47 measurement concepts were identified as indicators of effectiveness. Among them, the “self-concept” ones were the most common. Regarding duration, programs conducted for five days and four nights were the most frequent, followed by ones for more than seven days. Review Manager 5.4 was used to calculate effect sizes, statistical significance (z score, p value and confidence intervals), and heterogeneity for each effect. A meta-analysis showed that pre-post adventure education effect size (ES) was 0.55 (95% CI = 0.43-0.66), positive and statistically significant. However, very high heterogeneity was detected. An analysis that excluded outliers and combined the results of 92 studies showed an ES of 0.36 (95% CI = 0.32-0.41) and no heterogeneity. Based on our findings, we propose ES = 0.55 as the expected value and ES = 0.36 as the criterion value for the effectiveness of adventure education in Japan. The impact of the moderator variables on the variation in ES was examined, and while the form of issuance and the measurement concept had an impact, the factors involved could not be fully analyzed.

<Reference>

Kogo, Y., Sakamoto, A., (2017) The Impact of Camp on Self-Concept: A Systematic Review and Meta-Analysis. *Japan Outdoor Education Journal*, 21 (1), 16-28.

Yamakawa, A., (2019) The Impact of Outdoor Activities on IKIRU CHIKARA (Zest for Living): A Meta-Analysis. *Japan Outdoor Education Journal*, 22 (2), 17-30.

Key word

Adventure Education, Systematic Review, Meta-Analysis, Japan

Suffering in Silence: Impacts experienced by practitioners following serious incidents

Denise Mitten¹, Clare Dallat^{2,3}, Deb Ajango⁴, Stuart Slay⁵

¹Prescott College, USA. ²University of the Sunshine Coast, Australia. ³Risk Resolve, Australia.

⁴Alaska Pacific University, USA. ⁵The Student Conservation Association, USA

Abstract

Despite continued efforts, serious incidents continue to occur in outdoor education programs globally. In addition to the injuries and impacts to the immediate victims, serious incidents also have long term adverse impacts on the health, wellbeing, and performance of practitioners and other staff. Behavioural, emotional, cognitive, and social reactions are frequently reported including fear, guilt, shame, self-doubt, anger, and disappointment. Within the outdoor education fields globally, relatively little research has been directed towards the personal and professional impact of serious incidents on practitioners. This session reports on early findings from an international research study involving 147 respondents who reported 171 incidents, 73 of which were fatal. Respondents occupied a range of roles during these incidents, including instructor, coordinator, manager (both on and off-scene), directors, and off-duty responders. A range of personal and professional impacts were reported, the most common being hypervigilance in risk management practices on return to work. Further, involvement in serious incidents had negative impacts on the personal relationships for over 50% of respondents. Findings suggest that many practitioners' primarily cope with their feelings on their own and that notably, many are reporting performance-inhibiting constraints when they return to the field or office following their involvement in a serious incident.

Key word

practitioners, serious incidents, harm, impact

Parental perceptions of diluting risk in contemporary outdoor play parks.

Marion Sturges, Tonia Gray, Jaydene Barnes
Western Sydney University, Australia

Abstract

This research incorporated a two-phased mixed method approach to explore the values, attitudes, and perceptions of parents. We examined how these influenced children's play at a high risk outdoor park park, situated on the South Coast of New South Wales, Australia. Data was collected quantitatively and qualitatively from participants (n = 302) through an onsite visitation and survey. We investigated visitation patterns, postcodes of visitors, and the key themes that underpin a child's ability to engage with risky play at the nature park. Emergent themes revealed parents supported children's opportunities to (1) engage with innovative park design, (2) be risk takers and problem solvers, (3) connect to the outdoors, (4) have fun, (5) direct their own play, (6) be physically active, (7) be creative and curious, (8) demonstrate confidence and independence, and (9) build social capacity. A closed Facebook page constituted the second phase of the data collection where comments were harvested for this paper.

Over the 12 months of the study, the research team found that the general consensus from parents were overwhelmingly positive, and supported the educative, social, emotional, and physical benefits of this play space. However, a small minority of 'helicopter parents' articulated their concerns about fear of children's misadventure, and injury (Sandseter, 2014). In this presentation, we outline the three types of parenting and thrill seeking Big T, Little T, and a third category we labelled 'Diluting T.' (Brymer & Gray, 2009; Knutson & Farley, 1995; Sarshar, et al., 2019).

We found the role of parents cannot be underestimated in terms of appetite for risky play and concluded parents they are upstream determinants in their child's risk taking opportunities.

Brymer, E. & Gray, T.(2009). Dancing with nature: Rhythm and harmony in extreme sport participation. *Journal of Adventure Education and Outdoor Learning* 9(2)

Knutson, K., & Farley, F.(1995). *Type T Personality and Learning Strategies* <https://eric.ed.gov/?id=ED390001>

Sandseter, E.(2014). Early childhood education and care practitioners' perceptions of children's risky play; examining the influence of personality and gender. *Early child development and care*, 184(3),

Sarshar, M., Farley, F., Fiorello, C. & DuCette, J.(2019). T behavior: Psychological implications of thrill-seeking/risk-taking. *Current Psychology*, 1-8.

Key word helicopter parenting, parental perceptions of play, childhood, mixed methods research

More-than-human pedagogies: Strategies for escaping the Anthropocene

Scott Jukes

Federation University, Australia

Abstract

The Anthropocene has emerged as a label for our current epoch, symbolising times of mass extinction, climate change and pervasive anthropogenic influence on the planet. Yet despite the evocative imagery the Anthropocene conjures, there is something inherently anthropocentric about naming an epoch after oneself. Anthropocentrism and human exceptionalism seem to be widespread and damaging, permeating through society and into education. These 'isms' are entangled within ecological destruction and socio-ecological inequity. In this presentation, I explore strategies for escaping the Anthropocene and the hubris of human exceptionalism within outdoor environmental education (OEE). To do this, I offer the notion of more-than-human pedagogies as a heuristic that decentres educators and acknowledges the ever present more-than-human actants in our educational milieus (Jukes, 2023). Furthermore, this pedagogical heuristic attends to situated contexts and the politics of location, and how educators and students may grapple with and learn through place-specific issues.

In this presentation, I chart my experiments with more-than-human pedagogies within my teaching practice through a methodological approach of immanent praxiography (Jukes, 2023). This approach embraces post qualitative and posthumanist dispositions, where I think through the relations that emerge on OEE fieldwork, working with them to produce empirical materials (such as video, photographic images, artefacts and other creative works). I will share some of these empirical materials to demonstrate how more-than-human pedagogies might be a generative orientation within OEE practice, closing with some considerations for future practice.

References

Jukes, S. (2023). Learning to confront ecological precarity: Engaging with more-than-human worlds. Springer. <https://link.springer.com/book/9783031341991>

Key word

Posthumanism, new materialism, place-responsiveness, ecological precarity, more-than-human worlds

Recreation conflicts in urban forest

Jan Arvidsen¹, Mathilde Skov Kristensen², Trine Top Klein-Wengel³, Rasmus Vestergaard Andersen¹

¹Active Living, Department of Sports Science and Clinical Biomechanics, University of Southern Denmark, Denmark. ²Centre for research in Sport, Health and Civil Society, Department of Sports Science and Clinical Biomechanics, University of Southern Denmark, Denmark. ³Research and Implementation Centre for Human Movement and Learning, Department of Sports Science and Clinical Biomechanics, University of Southern Denmark, Denmark

Abstract

Participation in outdoor recreation is growing internationally and is becoming increasingly diverse. This development may benefit both public health, and pro-environmental attitudes and behavior. However, such changes may also inflict increased risks of recreational conflict and displeasure due to temporal-spatial overlap of users and incompatibility of activities, desires, needs and values. To comply with such challenges and to mitigate conflict escalation, dissatisfaction, and coping behaviors a better understanding of how key factors in recreational conflict manifest in local contexts is warranted.

Drawing on goal interference and social values theories the present study highlights this agenda through a two-phased mixed-methods study of recreational use of urban forest in the municipality of Silkeborg in Denmark. In the first phase, a map-based survey (N=1198) of citizen's preferred outdoor recreation activities and experienced conflicts is conducted. The aim of this study phase is to identify conflict hotspots and examine key factors that predict conflict. Preliminary findings suggest that generally mode of experience (the personal expectations of how the natural environment will be perceived), out-group tolerance, and frequency of use predict experience of conflict. However, differences in conflict patterns across hotspots indicate that local differences in land-use and spatial configuration of the hotspot may also affect experience of conflict. In the second phase, two hotspots are investigated through qualitative interviews. The aim of the second phase is to understand how conflict factors manifest in local contexts and to tease out possible planning and management actions that could mitigate conflicts. Phase 2 data is not yet available, but will be presented at the conference together with the findings from phase 1.

Key word

Outdoor recreation; conflict; planning and management

Camping for young children: The significance of lodging in the outdoors

Chisato Endo

Tokoha University Junior College, Japan

Abstract

In this study, we aim to understand the significance of outdoor education experiences in early childhood. Since 2018, we have organized “Toko-Toko Camp,” a program for children aged 5 to 7, to immerse them in nature. Each group of six children was accompanied by two camp counselors. Activities included forest exploration near the tents, cooking, hiking, playing in streams, and sleeping in tents without counselors, using sleeping bags. Such camps have provided impactful experiences (“Gen-Taiken” in Japanese) to many children. Notably, the autonomy granted to the children was a significant aspect of the camp. After the 2020 camp, we utilized the Preschool Outdoor Experience Effectiveness Scale (POEES) developed by Fukutomi et al. (2020) for assessment. The findings were: 1) Parents noticed an increase in their children’s positivity, confidence, and moral discernment. 2) Many parents spoke about their children gaining confidence and independence through time spent apart from them. 3) Parents observed their children participating more in cooking at home, engaging in more outdoor physical activities, and displaying less aversion to creatures like insects. Parents also associated their children’s increased autonomy with the time spent away from them at camp. As a future research direction, I plan to thoroughly investigate the origins of autonomy in children’s camping experiences, focusing on their initial independent activities, such as making fires, climbing trees, and sleeping alone.

Reference

Fukutomi, Y., Hirano, Y., & Nakano, T. (2020) Research on the Effectiveness of Preschool Camps: The Development and Trial of a Preschool Outdoor Experience Effectiveness. *Japan Outdoor Education Journal*, 23–2, 1–14.

Key word

Formative experience, self-reliance, mother-infant separation

Experienced secondary school teachers' practices in contextualized outdoor learning: A collaborative research protocol

Antoine Deschamps^{1,2}, Jean-Philippe Ayotte-Beaudet¹, Kari Beate Remmen²

¹Université de Sherbrooke, Canada. ²Universitetet i Oslo, Norway

Abstract

Secondary school teachers' motivations to practice outdoor learning are varied. Recent research has identified the motivation to use real-life contexts for learning as one of the most widespread (Julien and Chalmeau, 2022). This motivation implies the contextualisation of teaching, which "is a curricular approach and a learning process in which content knowledge is intentionally situated within a context where that knowledge can be authentically applied or observed" (Giamellaro et al., 2022, p.439). However, this approach comes with challenges, and few studies have described the practices teachers use to achieve it. Common challenges for teachers include the usual outdoor learning organisational and environmental challenges, added workload, low level of expertise, educational curriculums and national assessment formats, and connecting indoor and outdoor teaching (Ayotte-Beaudet et al., 2021). While many studies have focused on identifying and describing the challenges teachers face when teaching outdoors or contextualisation, fewer have investigated practices that successfully address these challenges. Therefore, our team is conducting a study to co-construct teaching practices to overcome these challenges with secondary school teachers experienced in contextualised outdoor learning.

To achieve the aforementioned goal, we will conduct a collaborative research. Secondary school teachers in Québec, Canada, and Norway will collaborate with our team in an interactive co-construction process. Data collection will include classroom and outdoor observations, individual interviews, and focus groups. The international dimension aims to overcome a common limitation of outdoor learning research, which is the lack of transferability of the results, as it will contribute to the description of more transferable teaching practices.

This presentation will present the research protocol for this ongoing research, which will explore the place of contextualization in secondary school outdoor learning teaching practices, and discuss our approach to collaborative research and its potential contribution to the field.

Giamellaro, M., L'Heureux, K., Buxton, C., Beaudry, M. C., Ayotte-Beaudet, J. P., & Alajmi, T. (2022). Learning To Teach Science From a Contextualized Stance. In *Handbook of Research on Science Teacher Education* (pp. 439–451). <https://doi.org/10.4324/9781003098478-39>

Julien, M., & Chalmeau, R. (2022). Field trips in French schools: teacher practices and motivations Field trips in French schools: teacher practices and motivations. *International Journal of Science Education*, 44(6), 896–920. <https://doi.org/10.1080/09500693.2022.2057612>

Key word Outdoor learning, contextualization, secondary school teachers, teaching practices

Defining and assessing the success of outdoor leadership courses developed for early years practitioners.

Rich Mitchell, Cameron Sprague
Stramash Social Enterprise, United Kingdom

Abstract

Stramash is a charity and social enterprise delivering outdoor Early Learning and Childcare in Scotland. The founding pedagogical principle of the learning provided at Stramash is a reciprocal relationship between people and the natural world. We run a leadership programme that aims to help develop participants' ecological consciousness, promote long-term collaboration and improve educational provision for children. It comprises eight sessions that run over a year to incorporate seasonal cycles and allow participants to embed their knowledge into practice.

Children cannot develop a meaningful relationship with the more-than-human world without role models (D. Abram, 1997) such as staff in education settings. The Scottish government document Out to Play (2020) states that when outdoor play is happening successfully children and staff have "an emotional and spiritual attachment to the land and a sense of belonging to, and being part of, nature which motivates them to care for their environment". Some leadership courses have been developed previously that aim to effect societal change through transformational experiences but there is little academic analysis of these courses.

Working in partnership with the University of the Highland and Islands we will use a mixed method approach, combining qualitative and quantitative data, to assess how staff relationships with the natural world change after completion of our leadership training course. We will share current findings to date.

References:

Abram, D. (1996) *The Spell of the Sensuous: Perception and Language in a More-Than-Human World*. New York:Pantheon.

Scottish Government. (2020). *Out to Play - creating outdoor play experiences for children: practical guidance*. [online] Scottish Government. Available at: <https://www.gov.scot/publications/out-play-practical-guidance-creating-outdoor-play-experiences-children/pages/8/> [accessed 1/11/2023].

Key word

outdoor-education, place-based, play, nature-connection, training

Wild Pedagogies: Exploring “Nature as Co-Teacher” in Outdoor Education through Early Childhood, Ecoart, and Teacher Education Programs

Polly Knowlton Cockett^{1,2}, Andrea Welz³, Vivian Wood-Alexander⁴

¹University of Calgary Werklund School of Education, Canada. ²Grassroutes Ethnoecological Association, Alberta, Canada. ³Wild Roots: Nature-based Early Childhood Family Collaborative, Ontario, Canada. ⁴Lakehead Public School Board, Ontario, Canada

Abstract

In widely varied educational settings, three educators explore teaching and learning with “Nature as Co-Teacher.” They are closely involved with the relatively new wild pedagogies philosophies and continually look for ways to live and work differently in their educational settings – and in their lives. The wild pedagogies touchstones challenge the dominant paradigm in ways that explore what it means to be human in relationship to the world and align beautifully with outdoor education.

Vivian is an elementary school teacher with a lengthy background as an art educator who intentionally locates art in the outdoors. Andrea is an educator currently offering nature-based preschool programming and also facilitates work at early learning centres to naturalize their outdoor spaces. Polly is a university teacher in both pre-service teacher education and interdisciplinary graduate programs, and also includes wild pedagogies and outdoor education in her courses such as Re-enlivening the Disciplines and Curriculum as Divergence.

Collectively, the authors have encountered a variety of unfolding questions. What can art and art-making in the outdoors do? How can we rethink the measure of success in an art lesson, include nature in the intention and process, and be inspired by outdoor eco-artists? How can guidelines reflect an honouring of the more-than-human world, explore the use of language, loosen control, and trust nature as co-teacher? How can nature as co-teacher influence change within classrooms, lessons, and engagements, view curriculum as dialogue, and design for health and wellness to enhance engagement within outdoor education contexts?

The authors will bring their own experiences to bear in an enthusiastic, lively, and provocative presentation on wild pedagogies, specifically nature as co-teacher. Thus, through continually interrogating the status quo and using methodologies which incorporate systems-thinking and socioecological mindedness to enhance connections with each other and the more-than-human world, attendees will re-engage in their work and personal practices in outdoor education.

Jickling, B., Blenkinsop, S., Timmerman, N., & Sitka-Sage, M. (Eds.). (2018). *Wild pedagogies: Touchstones for re-negotiating education and the environment in the Anthropocene*. Palgrave Macmillan.

Jickling, B., Blenkinsop, S., Morse, M., & Jensen, A. (2018). Wild pedagogies: Six initial touchstones for early childhood environmental educators. *Australian Journal of Environmental Education*, 34(2).

Key word Wild Pedagogies, Nature as Co-Teacher, Ecoart, Place-based Education, Educator Training

Presence and Technology in Outdoor Education

David Hills¹, Imre van Kraalingen², Glyn Thomas³

¹Griffith University, Australia. ²Norwegian School of Sport Sciences, Norway. ³University of the Sunshine Coast, Australia

Abstract

The ability of outdoor educators and their participants to be present with each other and the natural and cultural histories of places can impact the realisation of learning outcomes and safety. This presentation will combine the findings of two separate research studies regarding the potential for digital technology to distract and enhance the presence that outdoor educators and their students may experience in outdoor education programs (van Kraalingen et al., 2022; Hills et al., 2023). Research study one used a naturalistic inquiry to collect data via surveys and online interviews with 185 outdoor educators from 14 countries (Hills & Thomas, 2021). Research study two used a collective case study of 12 educators and 12 learners using semi-structured and focus group interviews (van Kraalingen, 2022). In presenting the results of these studies, we describe what makes outdoor education unique is the experiential and sensory-rich nature of the learning opportunities it provides. Our ability to optimise the potential of these learning experiences is shaped in part by our ability, as educators and learners, to be present with the place and present with each other. We argued that digital technology can potentially improve the presence we experience, or it can detract from it. We conclude by outlining several strategies for the intentional, systematic, and evidence-based management of presence in the outdoors with technology.

Hills, D., & Thomas, G. (2021). Digital Technology in Outdoor Education. In G. Thomas, J. Dymont, & H. Prince (Eds.), *Outdoor Environmental Education in Higher Education: International Perspectives* (pp. 147-159). Springer International Publishing. https://doi.org/10.1007/978-3-030-75980-3_13

Hills, D., van Kraalingen, I., & Thomas, G. J. (2023). The Impact of Technology on Presence in Outdoor Education. *Journal of Experiential Education*, <https://doi.org/10538259231202452>.

van Kraalingen, I. (2022). Theorizing Technological Mediation in the Outdoor Classroom. *Postdigital Science and Education*. <https://doi.org/10.1007/s42438-022-00315-2>

van Kraalingen, I., Hills, D., Reed, J., Beames, S., & Munge, B. (2022). Digital technology and networked spaces in outdoor education: reflections upon presenting at an international webinar. *Journal of Adventure Education and Outdoor Learning*, 1-14. <https://doi.org/10.1080/14729679.2022.2127112>

Key word

Presence, technology, intentionality

Artificial Intelligence and Outdoor Education Part 1: Presentation

Chris North¹, David Hills²

¹University of Canterbury, New Zealand. ²Griffith University, Australia

Abstract

The rise of consumer-accessible, high-quality Artificial Intelligence (AI) can disrupt many taken-for-granted aspects of modern society. It has started heated debates about whether AI presents a threat, opportunity, or both (Dwivedi et al., 2023). New technologies can significantly reshape society, and simultaneously, society shapes the development and application of new technologies. This mutual relationship between societies and technologies results in complex relationships, and the implications are difficult to predict in advance due to their emergent nature.

To better understand AI's opportunities and challenges, outdoor learning must engage intentionally and critically with AI as it evolves (Hills & North, 2023). Following the success of a composite article on the impacts of COVID-19 on the Outdoor Education profession (Quay et al., 2020), this presentation will discuss a similar article and approach by North et al., (2023) from submissions of outdoor education academics around the globe. The themes that emerged from this article included bias and equity, explorations of AI, pedagogy and safety, place and experience and more- or less-than-human relationships. This round table intends to deepen our understanding of the intersection of AI and Outdoor Education for researchers and practitioners. This presentation sets the scene for 'Artificial Intelligence and Outdoor Education Part 2: Round Table Discussion' later in the conference.

References

Dwivedi, Y. K., Kshetri, N., Hughes, L., Slade, E. L., Jeyaraj, A., Kar, A. K., ... & Wright, R. (2023). "So what if ChatGPT wrote it?" Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy. *International Journal of Information Management*, 71, 102642.

Hills, D., & North, C. J. (2023). Artificial Intelligence: Is AI compatible with Outdoor Learning? *Horizons*(101), 24-26.

North, C., Hills, D., Maher, P., Farkić, J., Zeilmann, V., Waite, S., ... & French, G. (2023). The impact of artificial intelligence on adventure education and outdoor learning: international perspectives. *Journal of Adventure Education and Outdoor Learning*, 1-18.

Quay, J., Gray, T., Thomas, G., Allen-Craig, S., Asfeldt, M., Andkjaer, S., Beames, S., Cosgriff, M., Dymont, J., & Higgins, P. (2020). What future/s for outdoor and environmental education in a world that has contended with COVID-19? *Journal of Outdoor and Environmental Education*, 23, 93-117.

Key word Artificial intelligence, digital technology, Chat GPT, Open AI,

Introducing ASE (Action Socialization Experience) to promote self-regulated learning strategies in university physical education in the context of liberal education

Yomogida Takamasa

Faculty of Budo and Sport Studies, Tenri University, Japan

Abstract

Japanese universities are required to improve educational content and methods in a way that encourages students to foster active learning. Therefore, this study focused on self-regulated learning strategies (SRLS). SRLS is a way to promote learning effectively. It is important elements in fostering active learning along with motivation, because learning and using various SRLS improves the level of task performance. In recent years, Action Socialization Experience (ASE), which is one of the most conducted outdoor education programs in Japan, has been adopted as a teaching tool for university classes. ASE, which is based on group activities in the natural environment, foster problem-solving skills. Hence, ASE may promote the use of SRLS. This study aims to elucidate, through theoretical research, whether physical education classes in universities in the context of liberal education, which introduce ASE, can be an opportunity to promote the use of SRLS and which SRLS should be used. Toward this end, we first reviewed theory of self-regulated learning (Zimmerman, 1989); and second, we examined whether the use of SRLS can be promoted in ASE, following the six steps of Imura (1989).

The following conclusions were obtained.

1. Self-regulated learning is a cyclical process that consists of three phases: forethought, performance, and self-reflection. Moreover, SRLS and motivation are related to each phase.
2. ASE, which is conducted in six steps, displays a high affinity with the cyclical phase model of self-regulated learning.
3. The SRLS that are assumed to be used from STEP1, "recognition and acceptance of the problem," to STEP3, "planning of problem-solving," are the SRLS of goal setting and strategic planning. In STEP 4, "Trial," and STEP 5, "Problem Solving," the SRLS are self-instruction, imagery, time management, help seeking, metacognitive monitoring, and self-motivation. In STEP 6, "Reflection," the SRLS are self-evaluation and adaptive decisions.

Zimmerman, B. J. (1989) A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81(3) 329-339.

Imura, H. (1989) Initiative game. Japan Outdoor Education Society (eds.) *Camp-text*. kyorin-shoin, 138-147.

Key word ASE (Action Socialization Experience), University physical education class as liberal education, Active learning, Self-regulated learning strategies (SRLS)

Norwegian friluftsliv: The almost nearly perfect concept

Simon Beames

Norwegian School of Sport Sciences, Norway

Abstract

In 2013, Michael Booth published a book called, *The almost nearly perfect people: Behind the myth of the Scandinavian utopia*. In it, he takes a deeper, more critical look at a cultural collective that – to many outsiders – seems to be doing everything right. Following Booth, my presentation contends that friluftsliv practices have not been adequately examined through critical lenses. As such, it takes the form of a theoretical inquiry into this area of study, which until recently has seemed much like a golden, faultless ideal that international outdoor education, recreation and tourism communities should aspire to replicate. It is arguable that most people in Norway believe that friluftsliv (loosely translated as ‘outdoor life’) is inherently positive, while for non-Norwegians familiar with the term, an even stronger, more romantic view is likely held. My talk builds on work by Gurholt and Haukeland’s (2020) critique of an idealized version of Nordic friluftsliv by problematizing three specific areas. First, it will explain how friluftsliv’s conception, development and founding literature has largely been driven by influential able-bodied white men; show how friluftsliv practices within Norway do not reflect the increasing diversity of its population; and demonstrate how many common friluftsliv practices are at odds with widely-accepted principles of sustainability. Second, it will interrogate the ways in which influential individual and organizational social media accounts are both perpetuating and challenging this ‘almost, nearly perfect’ idealized version of friluftsliv. Ultimately, this inquiry aims to consolidate some of friluftsliv’s principal critiques so that they may be discussed more deeply and then addressed more constructively.

Booth, M. (2013). *The almost nearly perfect people: Behind the myth of the Scandinavian utopia*. Picador.

Gurholt, K.P. & Haukeland, P.I. (2019). Scandinavian friluftsliv (outdoor life) and the Nordic model: Passions and paradoxes. In M.B. Tin, F. Telseth, J. O. Tangen & R. Giulianotti (Eds.), *The Nordic model and physical culture* (pp. 165-181). Routledge.

Key word

friluftsliv, critique, Scandinavia, sustainability, equalities

Autism Spectrum Disorder and the Joy of Climbing

Kazuyuki Noguchi¹, Tamiko Kimoto², shuji Ota³, Naoki Ota³

¹KEIO University, Japan. ²Monkey Magic, Japan. ³Kurumi, Japan

Abstract

Participation in recreational activities has important implications for all children and adolescents' physical, social, and psychological development. Research shows that individuals with disabilities, especially children and adolescents, have unique participation patterns in recreation and leisure activities compared to those without disabilities. In particular, they participate less frequently in organized and physical activities, preferring home-based, self-organized activities, and involve family members (Solish & Minnes, 2010). Positive effects of outdoor adventure programs have been observed among individuals with ASD. For example, for boys with high-functioning autism, inclusive adventure travel has resulted in positive experiences in interpersonal and intrapersonal relationships (Sutherland & Stroot, 2009). Similarly, participation in family camps specifically designed for families with a child with ASD has been linked to improved family functioning and overall satisfaction with family life (Wenzel et al., 2020). However, the impact of year-round, structured outdoor adventure programs on adolescents with autism and their families remains largely unexplored.

The purpose of this ethnographic study is to investigate the potential of interpersonal and intrapersonal experiences for adolescents with ASD who participate in a series of carefully designed indoor and outdoor climbing programs that are implemented year-round as outdoor adventure programs. Data were collected through interviews, informal conversations, participatory observations, video recordings, and text exchanges between family members, program providers, and dedicated support staff who assist participants one-on-one.

The data were analyzed within the framework of participants' adaptation to the program, the exchange of information among family members, program providers, and support staff, and the provision of enriching leisure time activities. The results suggest the importance of providing visually structured programs, communicating with the participant, and working with the family. In addition, focus group interviews with family members, program providers, and supporters will be conducted to augment the analysis further.

Sutherland, S., & Stroot, S. A. (2009). Brad's story: Exploration of an inclusive adventure education experience. *Therapeutic Recreation Journal*, 43(3), 27.

Wenzel, K., Townsend, J., Hawkins, B., & Russell, B. (2020). Changes in family leisure functioning following a family camp for children with autism spectrum disorder (ASD). *Therapeutic Recreation Journal*, 54(1), 17–31.

Key word Adolescent with Autism; climbing; outdoor adventure program

Arts educational approaches to outdoor education in anthropocene landscapes – a Nordic perspective

Helene Illeris¹, Michael Paulsen²

¹University of Agder, Norway. ²University of Southern Denmark, Denmark

Abstract

In this paper we explore human formation in the Anthropocene and how arts educational approaches to outdoor education can contribute to processes of ‘ecologicalization’ – and thus ecoliteracy. As our nonhuman partner we have chosen an anthropocene landscape in Denmark: The small and partly artificial island Stige Ø that now serves as a recreational area for the city of Odense, situated close by. Stige Ø was created by covering a former municipal dumping ground containing 10 million cubic meters of waste with a membrane of fertile garden soil. Together we have visited the island in order to be with the landscape and explore how reciprocal contact might (or might not) be established. Could our presence with this landscape tell us something about being human in the Anthropocene? Could a sensuous and artistic interaction with Stige Ø create something new? Something third?

In the paper we use images and poetic texts together with theories of environmental education and relational and ecological art to present and discuss three different arts educational approaches to outdoor education with anthropocene landscapes (e.g. Illeris 2022; Paulsen et al., 2022). The first approach ‘the compensatory modern’ uses the landscape as ‘inspiration’ for artistic production as re-representation e.g. in painting or sculpture. The second approach ‘the anthropocene disillusional’ uses art to criticize human activities and how they transform the environment, e.g. by creating posters and installations. We call the third approach ‘the life-centric open’. Here we adopt sensuous and artistic ways of experiencing how life always already permeates the life-critical zone and how new connections can be explored and created through suspension, e.g. by collaborating directly with the landscape through artistic outdoor educational approaches. We finally argue that the third approach has particular potentials for the ecologicalization of anthropocene outdoor education with/through the arts.

References:

Illeris, H. (2022). Ecological awareness with and through human and more-than-human efforts of embracing a former gravel pit. In: Fredriksen, B. C. & Groth, C. (Eds.) *Expanding Environmental Awareness in Education through the Arts: Crafting-with the Environment*. Springer Nature.

Paulsen, M.; jagodzinski, j. & Hawke, S. M. (Eds.) (2022). *Pedagogy for the Anthropocene. Re-wilding education for a new earth*. Palgrave. DOI: 10.1007/978-3-030-90980-2

Key word

Anthropocene, landscape, arts education, ecologicalization

WE become FOREST become WE. Aesthetic Learning Processes in Outdoor Education.

Helene Illeris

University of Agder, Norway

Abstract

The paper will introduce a new materialist perspective on how Aesthetic Learning Processes (ALPs) can be used in environmental and outdoor education as a way to experience the ability to contact with more-than-human forms of existence in nature. While in arts education ALPs have traditionally been used to denote a human-centred mode of production where nature is objectified as “materials”, “motives” or “inspiration” this paper uses the concept of ecological awareness by (Morton, 2018) to present an alternative that connect artistic practices with outdoor education (Illeris, 2022).

In the paper conceptualizations of new materialism in outdoor education are merged with a concrete example: A study of/with the weeklong performance workshop Grow Forest by the Danish performance group Seidlers Sensorium. In the workshop that took place as outdoor-learning in a local nature area, a class of 12 year old pupils took part in a process of “re-wilding the senses” where listening, touching and moving was an essential part of experiencing togetherness in/with/as nature. Concrete situations generated during and after the workshop are presented and discussed as examples of how aesthetic learning processes can unfold with a particular focus on materially grounded ecological and sensory experiences.

In conclusion three concrete proposals for outdoor education practices are presented and discussed: 1) to consider ALP's in outdoor education as a sensory, embodied mode of tuning to more-than-human forms of existence rather as a mode of production of artefacts, 2) to explore arts-based performance as a way of integrating imagination in new materialist approaches to outdoor education, and 3) to use aesthetic vulnerability as an essential way of being in/with anthropocene landscapes.

References:

Illeris, H. (2022). Lying on the ground. Aesthetic learning processes in the Anthropocene. In: M. Paulsen, j. jagodzinski, S. M. Hawke (Eds.). *Pedagogy for the Anthropocene. Re-wilding education for a new earth.* (pp. 175-193). Palgrave studies in educational futures. DOI: 10.1007/978-3-030-90980-2_9

Morton, T. (2018). *Being ecological.* Pelican Books.

Key word

aesthetic learning processes, performance art, new materialism, more-than-human, Anthropocene

Norwegian student teachers' use of theories and reflections in their theses about outdoor education

Yuko Kamisaka

Faculty of education, arts and sports , Western Norway University of Applied Sciences, Norway

Abstract

Outdoor life (“friluftsliv” in Norwegian) has commonly a strong tradition in Norway. This might be a reason for using nature or outside facilities as a learning area both in kindergarten and primary schools. I teach natural science in both kindergarten teacher education and teacher education at Western Norway University of Applied Sciences. Kindergarten teacher education is a three-year professional education (UHR, 2018). Some student teachers choose a specialization subject called “children, nature and outdoor life” in their last year. Teacher education in Norway has changed from a four-year to a five-year integrated Master’s in Education (UHR, 2016a og 2016b). Student teachers choose one specialization subject for the last two years with a specific focus on research and didactics. Furthermore, they write a master's thesis which has subject-specific didactic focus in their last year. In the past years, I read several bachelor’s and master’s theses dealing with the theme outdoor education. These student teachers acquired in-depth knowledge and skills of outdoor education that helped them use nature in their education. The purpose of this study is to investigate what student teachers focus on when they write bachelor’s or master’s theses. This study answers the following research questions: 1. What kind of theory was used as a theoretical background? 2. What did the student teachers reflect on in the Discussion sections? The present study draws on a qualitative approach. It consists of a document and content analysis of two bachelor’s theses in kindergarten teacher education and one master’s thesis in teacher education. I use both deductive and inductive approaches to find codes that are common in the theory and discussion sections of the three theses. Preliminary results indicate three important foci: (1) nature itself; (2) nature’s influence on pupils’ learning; (3) the role of the teachers. The study emphasizes the importance of outdoor education in teacher educations.

References:

- UHR. (2016a). National guidelines for the primary and lower secondary teacher education programme for years 1-7. https://www.uhr.no/_f/p1/i9667e583-aa3b-4f25-a8fe-64af8b199072/national_guidelines_for_the_primary_and_lower_secondary_teacher_education_programme_for_years_1_7.pdf
- UHR. (2016b). National guidelines for the primary and lower secondary teacher education programme for years 5-10. https://www.uhr.no/_f/p1/iecd98eeb-d012-44ce-b364-c8787ca51a95/national_guidelines_for_the_primary_and_lower_secondary_teacher_education_programme_for_years_5_10.pdf
- UHR. (2018). National Guidelines for Early Childhood Teacher Education. https://www.uhr.no/_f/p1/ia6b16fb1-45bf-432e-afdd-79e9c3c40e76/41738_1_a.pdf

Key word students’ reflection; outdoor education; kindergarten; primary school

Learning with the Land. Experimenting with a/r/tographic fieldwork in/with a landscape in Southern Norway

Helene Illeris¹, Tormod Wallem Anundsen¹, Anne-May Risholt Fossnes²

¹University of Agder, Norway. ²independent artist, Norway

Abstract

This paper presents and discusses the on-going efforts by the authors to come closer to an inland landscape in the municipality of Arendal in Southern Norway. In order to explore human entanglements with other-than-human forms of existence, we have adopted a/r/tographic fieldwork as our methodological frame (Roussel et al., 2018) with a special focus on walking a/r/tography (Anundsen & Illeris, in press) and sensuous sustainability education in the arts.

More concretely, since August 2022, the authors – two university professors in arts education (Helene and Tormod) and a local artist specialized in participatory art forms (Anne-May) – have been undertaking monthly ‘expeditions’ in/with the Land. Using Anne-May’s home as our physical base and her experience and knowledge of the area and its inhabitants, a multiplicity of ‘entrance points’ have been generated. In this way we have been able to explore not only our own sensuous experiences with walking, sitting, lying, listening to the land, but also to engage with human inhabitants by walking together and sharing our experiences.

Theoretically the project is informed by environmental anthropology, new materialist and post-humanist approaches. Artistically we are inspired by ecological approaches to art and performance.

Our fieldwork serves as source for the development of workshops in outdoor education with the arts for master's students in the arts and for developing outdoor art projects. The project is a part of the international partnership Learning with the Land led by professor Rita Irwin, UBC. In the paper we will use examples from our a/r/tographic fieldwork to discuss the following research question: How can a/r/tographic fieldwork generate artistic and pedagogical ‘entrance points’ for human - other-than-human entanglements in/with Land?

References

Anundsen, T. W. & Illeris, H. (in press). Inhabiting landscape: Walking as an act of practicing and being practiced. in N. Lee, J. Ursino, M. Mosavarzadeh and R. L. Irwin (Eds.), *Walking matters: Material and digital a/r/tographic explorations*. Springer Nature.

Roussel, D., Cutcher, A. L., Cook, P. J. & Irwin, R. (2018). Propositions for an environmental arts pedagogy: A/r/tographic experimentations with movement and materiality. I A. Cutter-Mackenzie et al. (Eds.), *Research Handbook on Childhoodnature* (s. 1-29). Springer.

Key word a/t/tography, arts education, fieldwork, land,

The intersections of outdoor environmental education and peace studies/education: Collaboration, conflict and communication

Heidi Smith¹, Sabrina Stein²

¹University of Edinburgh, United Kingdom. ²Universitat Innsbruck, Austria

Abstract

Outdoor Environmental Education and Peace Studies/Education are disciplines which share a common goal of fostering a harmonious and sustainable world. Outdoor Environmental Education has long been a place and space which focuses on relationship building with self, others and the more-than-human world, as well as a space for learning skills of, and practicing, collaborative learning, conflict resolution and leadership. Peace Education similarly focuses on relationships through peace keeping, building, and making, and collaborative learning and conflict transformation rather than resolution. By exploring the theoretical and practical intersections between these two disciplines, with intersectional pedagogy (Harmat, 2020), there exists potential for the practical application of an interdisciplinary approach to skill development in relationship development and conflict transformation as we (outdoor environmental educators and peace educators/workers) work towards addressing the complex challenges of our times. Peace studies/education and its focus on building peaceful relationships and transforming conflict, emphasises empathy, dialogue, congruent and non-violent communication as key tools for building healthy relationships and transforming conflict. Drawing on Dietrich's (2012, 2013, 2018) body of work *Many Peaces*, alongside Cremin and Bevington's (2017) *iPeace* model, we explore the theoretical and practical intersections of Peace Studies/Education and Outdoor Environmental Education, drawing on autoethnographic practical experiences of these disciplines and the ways in which they intersect, and support each other. We propose 'new' ways of approaching relationship building by specifically focusing on collaboration, communication and conflict.

Key word

Intersectional Pedagogy, Relationships, Collaboration, Conflict, Communication.

Place based Forest School: An international comparative study in Singapore and Italy.

Selima Negro¹, Darren Quek²

¹Pedagogia del bosco | Ricerca e formazione, Italy. ²Forest School Singapore, Singapore

Abstract

This is a collaborative autoethnography based on our personal professional practice in Forest School in Italy and Singapore.

Forest Schools have been expanding all over the world and their values and good practice have gone through a process of “translation” from Scandinavian countries to many different environments and socio-cultural contexts. Our research aims to investigate if it is possible to use the same pedagogical frame in different places and to do so in a meaningful way, considering the different socio-cultural contexts. How can we navigate the risks of commodification and neo-colonialism that could arise from using the Forest School model in different countries? How does the wisdom and knowledge of indigenous ways influence the practices of Forest School?

We explore these questions starting from our professional practice as founders of a Forest School in Italy and in Singapore, comparing our journeys to find out similarities and differences in key aspects of our experiences (Chang et al. 2016). First, we look at the reasons why we chose this pedagogical frame for our initiatives and why we think it offers significant benefits in our respective communities. Then, we reflect on how our perception of Forest School is influenced by the different environments and challenges of our relative socio-cultural contexts.

We want to focus on how the place responsiveness of Forest School emerges from significant episodes of our everyday practice, from the development of specific language we use in our initiatives and from the communication strategies that we use with our communities (Leather et al 2021).

Through our stories of personal and professional growth, our main aim is to identify successful strategies to maintain the relevance of Forest School in our respective countries, which can be shared to facilitate international networking and collaboration between Forest Schools around the world.

The research is currently ongoing, we started at the beginning of 2023 and plan to share at the conference how we set it up, the tools we used, initial difficulties and successes and the preliminary findings.

Key word

Forest School, autoethnography, sense of place

Retaining Indigenous voices and diversity in India—an examination of dominant narratives in outdoor education

Soumya Mitra¹, Denise Mitten²

¹Prescott College, India. ²Prescott College, USA

Abstract

Drawing on a retrospective descriptive research project chronicling outdoor education in India (Mitra, 2022), this presentation aims to draw light on issues that often remain unspoken due to dominant outdoor education narratives (Mitten, 2021). Because history primarily represents the dominant culture, matters such as limited gender, race, and ability inclusive practices, cultural appropriation, and deletion of Indigenous voices in outdoor education—remain largely hidden from leading research as well as history. Outdoor education history around the world mostly highlights the efforts of White men; frequently, the accomplishments of non-White men, women, and other non-dominant people go unrecognized. The worldwide growth of outdoor education fields presents certain challenges depending on the geopolitical location. India had a rich traditional education system based on knowledge, vocational skills, and spirituality that followed experiential education methodologies (Mitra, 2022). Effects of colonization, and outbursts of Western practices have resulted in many Indians seeing outdoor education through a Western lens rather than a traditional Indian lens. Historically, women and people of color have been marginalized at the outset of many movements due to the dominant White patriarchal culture, and what involvement there was often is not documented in history. Indigenous practices were appropriated for use in conventional outdoor education practices, particularly in the United States. We explore these difficulties through the perspectives of two different nations: India and the USA. Overcoming these challenges requires an inclusive voice if outdoor education is to serve as a catalyst for social justice.

References:

Mitten, D. (2021). Critical perspectives on outdoor therapy practices. In N. J. Harper & W. W. Dobud (Eds.), *Outdoor therapies: An introduction to practices, possibilities, and critical perspectives* (pp. 175-187). Routledge.

Mitra, S. J. (2022). *A Retrospective Study of a History of Outdoor Practices, Recreation, and Education in India*. ProQuest. ISBN 9798374414776.

Key word

ancient Indian education; dominant narrative; cultural appropriation; Indigenous practices

The complexity and simplicity of interdisciplinary teaching outdoor

Helga Aadland, Marit Kulild, Gunhild Rolfsnes

Western Norway University of Applied Sciences, Norway

Abstract

In this abstract we present a research-based project on outdoor teaching in primary teacher education (TE) at Western Norway University of Applied Sciences, campus Stord. It is an interdisciplinary project where we seek to bring together different subjects (physical education, music, arts & crafts, and pedagogy) by using outdoor experiential teaching (Gilbertson et al., 2022). A common denominator for our research is that learning in TE takes place in a holistic and complex socio-cultural context. We are familiar with the complexity and simplicity of interdisciplinary collaboration which requires both coherence at campus, and between campus and the teaching profession (Canrinus et al., 2019). By modelling selected core practices in different subjects and focusing on key components in outdoor didactics, we are searching to make it possible for the teacher students to feel secure for the upcoming internship (Grossman et al., 2012). For two days the teacher students work together, rehearse, reflect, and discuss how they can transform activities (e.g., singing, baking, fishing, carving & knots) into their own internship later that semester.

Research question: How can outdoor teaching provide teacher students with the tools and repertoires they need to teach different subjects in a varied and interdisciplinary way?

In 2019 we conducted an interview and a survey with eighteen first year teacher students. A following up survey took place in 2023 with eleven students from the same group.

Findings: The teacher students reported on successful use of the various activities from the project in their own teaching practices. They reported that the practice-based work had a positive impact on building relations both at campus and at the schools, which was a starting point for developing trust both among the pupils and themselves. Findings from the survey 2023 confirms that the students benefited from the recurrent use of outdoor teaching.

Key word

Teacher education, interdisciplinary teaching, outdoor teaching

Healthier planet, healthier people: exploring the salutogenic model's insight into outdoor activities and health

Jonas Mikael¹, Mikael Quennerstedt¹, Erik Backman²

¹The Swedish School of Sport and Health Sciences (GIH), Sweden. ²Dalarna University, Sweden

Abstract

In the last two decades, there is a growing body of literature suggesting that interactions with nature play an integral role in maintaining and enhancing human health and wellbeing (Ewert et al, 2021). There is evidence to support the fact (or notion) that a close relationship with nature has been acknowledged as a basic human psychological need that must be satisfied to experience complete wellbeing (Richardson et al, 2021). The purpose of this paper is to explore the relationship between outdoor activities and health through the lens of a salutogenic approach (Antonovsky, 1996). This is done through a critique of the dominance of pathogenic perspectives of health as well as a critique of an anthropocentric human centeredness of health. Further, a salutogenic approach is used to offer alternate ways to discuss health issues in relation to outdoor activities. We will here use Antonovsky's (1996) metaphor of the swimmer in the river to discuss the relationship without being restricted to health as the absence of disease or, consequently, to human health and wellbeing. By exploring the salutogenic framework in the context of outdoor activities, this paper seeks to shed light on the positive impact of nature engagement on healthy human-nature relations. Climate change is considered the greatest global health threat facing the world in the 21st century. As humans, we are dependent on vital and healthy natural ecosystems for our survival. Therefore, any threat to the health and vitality of ecosystems is a threat to human health since the two are inextricably linked. In other words, we simply cannot think of human health without sustaining the health of the planet at the same time. In the paper we subsequently would like to add to the discussion about the relationship between outdoor activity and health by dissolving the human/nature dualism, for the purpose of more healthy human-nature relations.

References

- Antonovsky, A. (1996). The salutogenic model as a theory to guide health promotion. *Health promotion international*, 11(1).
- Ewert, A., Mitten, D., & Overholt, J. (2021). Health and natural landscapes: Concepts and applications.
- Richardson, M., et al. (2021). Moments, not minutes: The nature-wellbeing relationship. *International Journal of Wellbeing*, 11(1).

Key word

Salutogenesis, place-responsiveness, anthropocentrism, nature, relations

Friluftsliv as a part of the PE curricula – potentials for more sustainable human-nature relations? An investigation of PE teachers' understanding of nature and sustainability

Gustav Tøstesen

Western Norway University of Applied Sciences, Norway

Abstract

The Norwegian friluftsliv has been a part of the Norwegian school since 1936 and is deeply rooted in Norwegian culture. In its original concept, it emphasizes the value of nature experiences and encourages individuals to engage with natural environments in holistic ways that foster appreciation and respect for nature (Leirhaug et al., 2020). The new curricula from 2020 for the Norwegian school (Meld. St. 18 (2015–2016) see friluftsliv and nature experiences as part of the students learning about sustainable development and to prepare them for challenges related to the environmental crisis. However, Leirhaug and Arnesen (2016) show that there is little knowledge about what kind of teaching the teachers put into practice or what kind of learning the students experience in connection with friluftsliv in the school. Similarly, little has been investigated about how teachers understand and implement sustainable development in their teaching (Lund, 2022).

This presentation is about an ecocritical study of interview material from 4 Norwegian PE teachers. Concepts of nature tropes have been used to analyze the teacher's understandings of friluftsliv, nature experience and sustainability. The analysis had a specific focus on exploring the human and nature relationships in the teachers' descriptions of their teaching practice. The findings show clear nature-culture dichotomies in the teachers' understandings of nature and the natural environments where the teaching took place. This was expressed through a dominant anthropocentric focus on activities and acquisition of skills, and less emphasis on how nature could contribute to the student's learning about sustainability and the more-than-human world. However, two of the teachers also problematize the nature-human relationship by collecting plastic and the distribution of microplastic in nature.

Leirhaug, P. E., Abelsen, K. Høyem, H. & Grøteide, H. (2020). Naturopplevingar, miljøbevisstheit og livsmeistring i vidaregåande skule. *Norsk Pedagogisk Tidsskrift*, (3), s. 226–240.
<https://doi.org/10.18261/issn.1504-2987-2020-03-02>

Leirhaug, P. E., & Arnesen, T. E. (2016). Friluftsliv - et hovedområde i kroppsøvningsfaget? I A. Horgen, M. L. Fasting, T. Lundhaug, L. I. Magnussen, & K. Østrem, Ute! Friluftsliv - pedagogiske, historiske og sosiologiske perspektiver (s. 129–151). Fagbokforlaget.

Lund, T. (2022). An ecocritical perspective on friluftsliv students' relationship with nature. *Journal for Research in Arts and Sports Education*, 6 (2). <https://doi.org/10.23865/jased.v6.3033>

Key word Physical education, Nature experience, Sustainable Development, Ecocriticism

Achievements of Tetsuo Sakai who gave dreams and hopes to young people in Japan, Asia, and around the world through marine camps and outdoor education - Through Japan YMCA Alliance, the YMCA Anan International Ocean Center (Camp Anan), National Institute of Fitness and Sports (NIFS), and National Camping Association Japan (NCAJ) -

Toshiharu Yanagi

Kobe Tokiwa University, Japan

Abstract

Since joining the Japan YMCA Alliance in 1950, Tetsuo Sakai has devoted himself to the sound development of young people and international exchange through outdoor education, and marine programs for many years. In particular, the construction of Camp Anan is one of Sakai's most notable achievements. Camp Anan is a marine campsite that opened in 1968, and Sakai was responsible for the entire project, from site selection to negotiations with the local community and from the creation of the grand design to completion. Camp Anan is modeled after Camp Seagull in North Carolina. As the first director, Sakai played an important role in the development, dissemination, enlightenment, and management of marine camp programs in Japan. Camp Anan has contributed as a model for marine programs in Japan regions. It also influenced the construction of the Water Sports Center in NIFS Kanoya. It is also a model for the National Youth Center Facility's marine programs.

In collaborations with YMCAs nationwide, he planned and implemented the Inter College Training Seminar to become teachers by marine camp programs and outdoor education.

After retiring from Osaka YMCA, Sakai was assigned as a professor at NIFS Kanoya. He taught outdoor education and marine programs, and continued to convey the joy of camping and the appeal of marine sport to many students who want to become teachers in the future.

In 1994, Sakai became the International Chair of NCAJ, and in 1998, he became president of NCAJ therefore the 5th International Camping Conference was successfully concluded with the cooperation of staff led by Sakai. This conference created momentum for cooperation among Asia, and as a result, the Asian Camp Federation.

In this study, we clarify Tetsuo Sakai's significant contribution to the dissemination and enlightenment of outdoor education, camping, and marine programs in Japan.

Tetsuo Sakai, Camping, Publishing department of national council of YMCAs Japan, 1964.

Tetsuo Sakai, The pedigree of the Japan YMCA Camp after the 2nd World War, Hikiyatakekobo, 2002.

Tetsuo Sakai, Camp Anan -for the youth living in the Black Japan Current-, Y service, 2002.

Kanoya Water Sport Center, the 10th Anniversary memorial publication of Kanoya Water Sport Center, 1977.

Key word Camp Anan, the sound development of young people, outdoor education, marine programs

Emergent Science in Danish Kindergartens' Outdoor Life: Young Children's Perspectives and Explanations

Dorte Stokholm, Niels Ejbye-Ernst
VIA University College, Denmark

Abstract

Outdoor life is a natural and integral part of children's daily experiences in Danish kindergartens. Children can spend time outside either in free play or in planned activities.

The Danish Day Care Curriculum aims to foster children's wellbeing, learning, development and education through safe and pedagogical learning environments, where play is essential and children's perspectives are valued.

One of six themes in the curriculum is nature, outdoor life, and science - science was added to this theme only in 2018. The curriculum does not specify any detailed learning goals. Therefore, many educators in childcare settings are unfamiliar with how to incorporate a science approach in outdoor activities and face new challenges regarding what to do and how to do it.

In our research and development project, Science in Danish Kindergartens, we observed how experienced educators implemented a science approach in various planned outdoor activities. We used video recordings and photo-elicitation interviews with children to gain insight into how children observe and explain natural phenomena in their outdoor environment.

We found that children enjoy exploring nature and that they are genuinely curious and engaged in outdoor science activities. They eagerly share their experiences and explanations using a rich language with home-made concepts, imagination, and body language. However, we also noticed a gap between the educators' intentions and the children's perceptions.

A pedagogical approach would ideally build on children's experiences and prior knowledge and start from their curiosity and questions, while also challenging and disrupting their current understanding. Therefore, children's perspectives are essential for bridging the gap between their intuitive understanding and a more scientific approach. Dialogue and relatable concepts, rather than long explanations and abstract concepts, are necessary to support children's emerging awareness of science in their everyday lives.

Ejbye-Ernst, N., Stokholm, D., Christiansen, M., Blomgreen, C.B. and Hansen, M.H.H. (2022): ScienceKlog. A web-based e-learning platform including video examples and research publications.
<https://www.scienceklog.dk/film>

Stokholm, D.; Blomgreen, C. B.; Christiansen M. & Ejbye-Ernst, N. (2022): Børns perspektiver på science.
https://centerforboernognatur.dk/dokumenter/B_rns_perspektiver_p__science__web_.pdf

Key word outdoor learning environment, emergent science, children's perspectives, intuitive understandings, bridging the gap

Contextual elements contributing to learning in outdoor intervention programs: a look inside the black box.

Christian Mercure

Université Laval, Canada. Université du Québec à Chicoutimi, Canada

Abstract

A growing number of programs, research projects, publications, and scientific events focus specifically on a variety of outdoor intervention approaches such as outdoor education, outdoor learning, adventure education, Forest schools, outdoor therapies, nature-based therapies, adventure therapy, etc.

Positive effects have been reported for all these outdoor-based approaches. While further studies are needed to refine, consolidate and validate these likely positive results, more and more researchers are asserting the need to shift the focus from the effects associated with such programs to the elements that contribute to the measured effects (Fernee & al., 2017; Gass & al., 2020; Priest, 2023). Several researchers refer to this as a "black box" problem, i.e. the practice of considering programs primarily in terms of their effects without examining their internal operations and processes.

In line with the scientific community's call for a better understanding of the mechanisms at play in outdoor intervention programs, the presented research project aims to identify and evaluate the contribution, in terms of learning, of the various contextual elements that characterize outdoor intervention programs, and thereby distinguish them from other forms of traditional intervention.

The proposed presentation will focus more specifically on an anasynthesis process underway as part of a doctoral research project. An anasynthesis is a method based on a systematic iterative process of analysis and synthesis of the scientific literature, leading to the development and validation of a rigorous theoretical model. It is hoped that the proposed model will shed some light into the so-called black box and therefore contribute to a better understanding of outdoor intervention programs.

Fernee, C.R., Gabrielsen, L.E., Andersen, A.J., & Mesel, T. (2017). Unpacking the black box of wilderness therapy : a realist synthesis. *Qualitative Health Research*, 27(1), 114-129.

Gass, M.A., Gillis, L., & Russell, K.C. (2020). *Adventure therapy : theory, research, and practice*. Routledge.

Priest, S. (2023). Six elements of adventure therapy: A step toward building the "Black Box" process of adventure. *Journal of Therapeutic Schools and Programs*, 15, 12-33.

Key word

Outdoor interventions, Black box, Mechanisms, Anasynthesis

A matter of attention. On the entanglement of place experience and poetic writing: an action research in Italian secondary school.

Tommaso Reato

Università degli Studi di Padova, Italy

Abstract

The global environmental crisis is driving us to think and practice school differently, in order to promote an ecological way of experiencing human-world relations. Outdoor education is recognized as a possible answer to this challenge. There are many experiences and researches focused on the first grades of schooling, whereas less numerous at the level of upper secondary school.

Based in the context of a technical-professional secondary school in Italy, this three-year participatory action research has the purpose of outlining a place-based teaching method in which the experience of places, natural and non natural, is intertwined with the linguistic experience, mostly through outdoor writing practices. In particular, the poetic dimension of language is explored as a way of giving voice to the complexity of human experience of encountering places and nature. What happens during an outdoor creative writing experience with adolescent students? What questions and what themes emerge from poetic texts made in and with places? What is the educational potential for these practices in the context of secondary school?

The research project involved 8 class groups for a total of ca. 150 male and female students, aged between 14 and 19 years. Processes and themes emerging from the educational experiences were explored, starting from a phenomenological perspective, combining Art Based Research and Grounded Theory analysis techniques. Poetic texts and notes made by the students were analyzed together with 20 narrative interviews, 12 focus groups and other ethnographic materials.

The analysis points out the centrality of the bodily and sensory dimension in the writing process; an expanded sense of attention for the other, human and non-human; the emergence of existential thoughts and questions. Less relevant was the appearance of environmental issues. The study confirms the value of outdoor schooling also in secondary school level and invites to deepen the relationship between place and writing experience, even with younger or adults students.

Christie B. Higgins P. Beames S., (2015). Culture, context and critical thinking: Scottish secondary school teachers' and pupils' experiences of outdoor learning. *British Educational Research Journal*, 42(3): 417-437.

Mortari L., (2017), *La materia vivente e il pensare sensibile. Per una filosofia ecologica dell'educazione*, Mimesis Editore, Milano.

Key word school based outdoor education, secondary school, poetic writing, art based research

Exploring the Interplay of Three Danish Research Initiatives on Education Outside the Classroom: Findings and Future Directions

Mads Bølling^{1,2}, Peter Elsborg¹, Anna Stage^{1,3}, Michelle Stahlhut¹, Lærke Mygind¹, Paulina S. Melby^{4,1}, Karen S. Barfod², Thea Toft Amholt¹, Neromie Fernando², Annamaria Ventura^{5,1}, Silje Mikkelsen¹, Alberte Laura Oest Müllertz¹, Camilla Roed Otte⁶, Jan Christian Brønd⁴, Charlotte Demant Klinker⁷, Mette Aadahl¹, Glen Nielsen³, Peter Bentsen^{1,8}

¹Center for Clinical Research and Prevention, Copenhagen University Hospital – Bispebjerg and Frederiksberg, the Capital Region of Denmark, Copenhagen, Denmark. ²VIA University College, Research Centre for Pedagogy and Bildung, Program on Outdoor Education, Denmark. ³Department of Nutrition, Exercise and Sports, University of Copenhagen, Denmark. ⁴Department of Sports Science and Clinical Biomechanics, University of Southern Denmark, Odense, Denmark. ⁵Department of Education, Psychology & Communication, University of Bari “Aldo Moro”, Bari, Italy. ⁶Garden to Bellies (Haver til Maver), Copenhagen, Denmark. ⁷Health Promotion Research, Steno Diabetes Center Copenhagen, the Capital Region of Denmark, Gentofte, Denmark. ⁸Department of Geoscience and Natural Resource Management, University of Copenhagen, Copenhagen, Denmark

Abstract

Education outside the classroom (EOTC) has gained substantial attention in research, particularly in Scandinavia, with Denmark taking a lead in investigating its potential benefits for students’ health, wellbeing, and learning (Becker et al., 2017). This abstract presents three major Danish research initiatives on EOTC, with a specific focus on Udeskole – the widely practiced form of regular curriculum-based EOTC in Denmark (Barfod et al., 2021).

Early studies of Udeskole in the 2000s primarily consisted of case studies, but a significant shift occurred with the Danish TEACHOUT study, employing a large-scale quasi-experimental research design. TEACHOUT investigated the impact of Udeskole on students aged 9-13 and demonstrated positive outcomes, including improved school motivation, social wellbeing, and physical activity, without compromising academic achievement.

Building upon these findings, three ongoing Danish research initiatives investigate Udeskole comprehensively. The MOVEOUT study aims to confirm TEACHOUT's results through a randomized controlled trial, focusing on students aged 10-16 and investigating the underlying mechanisms of EOTC. The FoodACT study evaluates the potential and effects of the ‘Garden to Bellies’ school gardening program among 10-11-year-old students. The MOVEOUT-SPECIAL study adapts and evaluates Udeskole within the special needs education context.

The presentation discusses the designs, key findings and preliminary results, and interplay of these research initiatives. It emphasizes the need for further confirmation and exploration of the TEACHOUT

study conclusions, encompassing various EOTC practices and diverse populations. Understanding how these practices contribute to improved health, wellbeing, and learning outcomes is essential.

In conclusion, key findings and preliminary results of the research initiatives on Udeskole are highlighted, outlining the importance of future investigations. By advancing our understanding of Udeskole and promoting evidence-based practices in EOTC, we can enhance health and wellbeing, educational experiences and foster holistic development for all students.

REFERENCES

Barfod, K., et al. (2021). Reaping fruits of labour: Revisiting Education Outside the Classroom provision in Denmark upon policy and research interventions. *Urban Forestry & Urban Greening*, 60, 127044.

Becker, C. et. al. (2017). Effects of regular classes in outdoor education settings: A systematic review on students' learning, social and health dimensions. *International Journal of Environmental Research and Public Health*, 14(5), 485.

Key word

Learning outside the classroom. Movement integration. School-based health promotion. Intervention studies.

The Transdisciplinary Case for Ecohealth Promotion in Outdoor Learning

Stephen Ritchie¹, Jonah D'Angelo², Gian De Feo¹, Takako Takano³, Simon Priest⁴

¹Laurentian University, Canada. ²Laurentian Univeristy, Canada. ³Waseda University, Japan.

⁴Independent Retired Scholar, Canada

Abstract

The purpose of our paper is threefold: (1) present the case for ecohealth promotion as a relevant and synergistic approach that is compatible with outdoor learning (OL); (2) systematically define the key terms from the literature related to ecohealth promotion; and (3) discuss some practical implications for ecohealth promotion in outdoor education. Outdoor learning is often referred to as an umbrella term that reflects a wide variety of approaches that include but are not limited to, skill acquisition, adventure education, environmental education, integrated learning, experiential education, recreation, personal growth, and therapy. According to the Institute of Outdoor Learning, it also includes, but is not limited to, other sub-sectors such as retail, design, sport, hospitality, safety, business/management, and well-being. Thus, the case for transdisciplinarity in OL reflects a diverse integration and amalgamation of knowledge, methodologies, and disciplines - including health and ecohealth. The terms health, well-being, and wellness are often conflated to define similar concepts, or they are used interchangeably, as synonyms, or in combination (e.g. health and well-being) without differentiation between terms. Similarly, terms such as ecohealth, one health, one medicine, planetary health, global health, and ecosystems approaches to health are often used to describe similar concepts. Germaine to our paper, ecohealth is a transdisciplinary term that draws on system theory and the principle of reciprocity to reflect the holistic health of people, animals, plants, and the entire ecosystem where they live (Parkes et al., 2014). "Ecohealth promotion is the intentional process of helping people to use their volition (will) and agency (action) to make personal decisions and think systemically about improving both their own health and that of the surrounding ecosystem or environment." (Ritchie et al., 2023, p. 5).

References:

Parkes, M., Waltner-Toews, D., & Horwitz, P. (2014). Ecohealth. In A. C. Michalos (Ed.), *Encyclopedia of Quality of Life and Well-Being Research* (pp. 1770-1774). Springer Netherlands.

https://doi.org/10.1007/978-94-007-0753-5_4172

Ritchie, D. S., D'Angelo, J., Michel, G., Nault, S., & Little, J. (2023). Towards a New Holistic Model of Ecohealth Promotion. In S. Priest, S. Ritchie, & H. Ghadery (Eds.), *Outdoor Learning In Canada*. Open Resource Textbook. Retrieved from <http://olic.ca>

Key word

Outdoor Learning, Outdoor Education, Ecohealth, Ecohealth Promotion

Angels and demons – entrepreneurs in outdoor recreation in Northern Norway

Gaute Svensson¹, Rune Benonisen², Frida Omma¹

¹UiT The Arctic university of Norway, Norway. ²County Governor, Norway

Abstract

Outdoor recreation has changed dramatically over the last decades in Northern Norway. Despite that the household economic motives still are important; recreation is of increased importance in this region (Svensson 2016). The more recent activities like hiking and biking leads to more facilitation through various infrastructural measurements like trails, staircases, cabins, parking, toilets, and information. In this presentation we focus on a set of stakeholders that has received little research attention in this development, namely NGO's and volunteer organizations. Through ethnographic method we focus on how they have become important actors in facilitating for recreational activities as they are the central in planning, financing, and building this infrastructure. By looking at entrepreneur theories (Barth 1963), and more specifically in the context of social entrepreneurship, we offer a critical view of the role of the outdoor recreational entrepreneurs of northern Norway today. On the one hand these entrepreneurs stimulate specific activities that is expected locally and that has political backing. On the other hand, they are challenging non-recreational practices and traditional practices in nature.

Barth, F. (1963). The Role of the entrepreneur in social change in Northern Norway (Vol. 3). Universitetsforlaget, Bergen.

Svensson, G. (2016). Do you have any particular favorite place? Hunters' and Anglers' secrets meet tourism in northern Norway. *Arctic Anthropology*, 53(1), 58-68.

Key word

Outdoor recreation, entrepreneurship, volunteer

Towards Life-friendly Education – Beyond In/Out

Michael Paulsen

University of Southern Denmark, Denmark

Abstract

This paper examines the concept of 'life-friendly' outdoor education (OE) against the backdrop of pressing ecological crises and a societal shift towards 'life-forgetfulness'. I delve into the philosophical, hermeneutical, and pedagogical facets to elucidate (1) the essence of life-friendly education, (2) its potential benefits, and (3) its practical application. This inquiry is motivated by the pressing need to reconsider our educational strategies in these challenging times.

I further discuss this through three OE paradigms:

Romantic OE: This paradigm contrasts nature with the structured indoor classroom environment. In line with figures like Thoreau, it emphasizes nature-centric living and predominantly endorses outdoor teaching.

Technical OE: Presenting the Earth as a "Spaceship" molded by human and technological forces, this paradigm diminishes distinctions between indoor and outdoor spaces. Resonating with transhumanist perspectives, it underscores educational strategies utilizing human-modified environments to nurture sustainable mindsets and skills within our "Spaceship Earth."

Life-disclosing OE: Grounded in a profound "openness" to life, this paradigm challenges traditional delineations, such as indoor vs. outdoor and human vs. non-human. It suggests that life seamlessly intertwines with all human endeavors. Opposing modernity's inclination to establish societal structures based on life-forgetfulness, it advocates educational models that 1) refrain from domineering and controlling stances, and 2) unveil life's self-creative and regenerative essence in diverse manners.

In conclusion, this paper presents a revitalized take on outdoor education, championing life-affirmative educational strategies and models.

Key References:

Morioka, M. (2012). The concept of life in Contemporary Japan. In *The Review of Life Studies*.

Nelson, E. S. (2020). *Daoism and environmental philosophy: Nourishing life*. Routledge.

Paulsen, M. (2023). *Outdoor Environmental Education in the Anthropocene: Beyond In/Out*. In *Outdoor Environmental Education in the Contemporary World*. Springer.

Key word Life-friendly Education; Post-Anthropocene; Life, Friendliness; Outdoor Education

Development and validation of an instrument to measure outcomes for outdoor adventure education in Singapore.

Youyan Nie¹, Bee Leng Chua¹, Susanna Ho², Yvonne Bee Gek Seng¹, stefanie Chye¹, Rebecca Ang³
¹National Institute of Education, Nanyang Technological University, Singapore. ²Ministry of Education, Singapore. ³National Institute of Education, Nanyang Technological University., Singapore

Abstract

Outdoor education programmes have been under close scrutiny over the past few decades. Meanwhile, substantial research effort has justified its indisputable significance, especially in the educational and psychological community. Numerous psychological and behavioural variables have been studied and found to be positively changed after outdoor education experiences, such as enhanced self-concepts (Ewert, 1989; Ewert & Yoshino, 2011), alleviated emotional issues (Crompton & Sellar, 1981), improved social attitudes and behaviours (Becker, Lauterbach, Spengler, Dettweiler & Mess, 2017), strengthened physical and mental robustness (Kelley, 1993). The Singapore Ministry Of Education (MOE)-Outward Bound Singapore (OBS) Challenge Programme design is guided by Outward Bound and Experiential Learning principles, and the curriculum co-developed by MOE and OBS. The programme design principles ensure an appropriate balance of physical, mental and emotional stretch in activities to optimise a positive learning experience, meaningful self-discovery and a sense of achievement for the students. This study aims to develop a reliable and valid instrument to measure the outcomes of this MOE-OBS challenge programme in Singapore. 20 students will be sampled for a qualitative interview to check on clarity and understanding of the student survey items. Five experts [including OBS instructors, MOE outdoor education specialist and National Institute of Education (NIE) faculty] will be sampled to check the content validity of the instrument. To examine the psychometric property for this survey, stratified sampling will be used, and survey data will be collected from about 400 students. Quantitative data will be analysed with statistical software such as IBM SPSS, AMOS, and Mplus. SPSS would be able to provide descriptive and other forms of statistical analysis, such as Exploratory Factor Analysis (EFA). Confirmatory Factors Analysis (CFA) will be conducted through AMOS. MPLUS will be considered to estimate data with a nested structure.

Key word

Outdoor education, Instrument Development, Outdoor education outcomes

A better understanding of the scope of the literature regarding professional competencies for the outdoor pursuit leader (OPL) : A PRISMA scoping review for an evolving field

Nicholas Bergeron, François Bissonnette, Audrey-Anne Beauchamp, Laurence Couture-Wilhelmy, Justine Perras, Jean-Jacques Rondeau, Yannick Lacoste, Henri Boudreault, Tegwen Gadais
Université du Québec à Montréal, 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 professional competencies 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 and the Outdoor Leader (OL) roles. 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 a synthesis of 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 qualitative data were extracted from the included references, compiled and imported in a single spreadsheet in Microsoft Excel 365. Descriptive statistics were calculated to summarize the data. Frequencies and percentages were utilized to describe nominal data. Results are also presented using a Bubble plot of scoping reviews published by year and type of literature and by year and country of origin. 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.

Tricco, A. C., et al. (2018). "PRISMA extension for scoping reviews (PRISMA-ScR): checklist and explanation." *Annals of internal medicine* 169(7): 467-473.

Shooter, W., et al. (2009). "Outdoor Leadership Skills: A Program Perspective." *Journal of Experiential Education* 32(1): 1-13.

Boudreault, H. (2004). "Conception dynamique d'un modele de formation en didactique pour les enseignants du secteur professionnel (French text)."

Priest, S. and M. Gass (2018). *Effective leadership in adventure programming*, 3E, Human Kinetics.SA

Key word Outdoor leader, Outdoor pursuit, Professionnal competencies, Scoping review, PRISMA-ScR

Thinking with rivers: Thinking through environs

Scott Jukes¹, Marcus Morse², Philippa Morse³

¹Federation University, Australia. ²University of Tasmania, Australia. ³La Trobe University, Australia

Abstract

Rivers have an allure, a gravitational pull that positions us in particular ways, that orients us towards them and can draw us downstream (Morse, 2014). But is this something that is in our heads? Or is this something that emerges from the topography? Maybe mind and river coalesce with the water, our thinking funnelled, as it flows towards the ocean? For us, we aren't just interested in rivers, we are fascinated, enchanted – there is something outside of us, that grabs hold and pulls us in. What is this draw? Macfarlane (2013) suggests that landscapes provide a habitat for particular modes of thinking. But there is something more here, a thread we need to pull at. This presentation provides a partial unravelling of this thread, exploring thinking beyond the brain and processes of cognition that use the world around us.

This project works with an emergent methodology of thinking with things (Jukes, 2023) and duoethnography to explore ideas of thinking with places, landscapes, and in our case, riverscapes. 'Thinking with' implies skilfully extending our thinking beyond the brain, outside our skulls, and engaging external materials and entities (Paul, 2021). It acknowledges more-than-human relations in our surrounds and follows the flow of those relations. And in this way, the places we go matter – inescapably affecting the qualities and nature of thought. Through this presentation we explore sensual embodied thinking, interoception, and somatic pattern-recognition in river environments to highlight ways in which students might reach beyond themselves and work with their surrounding environs to think differently.

References

- Jukes, S. (2023). Emergent environmental education inquiry: A methodology of thinking with things. In P. White, R. Tytler, J. Ferguson, & J. Cripps Clark. (Eds) *Contemporary Approaches to Research in Mathematics, Science, Health & Environmental Education: Volume 4* – Chapter 11 pp. 249-266. Cambridge Scholars Publishing.
- Macfarlane, R. (2013). *The old ways: A journey on foot*. London: Penguin.
- Morse, M. (2014). A quality of interrelating: describing a form of meaningful experience on a wilderness river journey, *Journal of Adventure Education and Outdoor Learning*, 14(1), 42-55, DOI: 10.1080/14729679.2013.769713
- Paul, A. M. (2021). *The extended mind: The power of thinking outside the brain*. Eamon Dolan Books.

Key word Extended cognition, More-than-human relations, Riverscapes, Embodiment, Posthumanism

Study on instruction of snow sports for hearing-impaired students

Yuka Kogo¹, Yukinori Nakajima¹, Akane Otomo², Kazunori Kogo³

¹Tsukuba University of Technology, Japan. ²University of Tsukuba, Japan. ³Tsukuba International University, Japan

Abstract

In Japan, Act for Eliminating Discrimination against Persons with Disabilities went into effect in 2016. The number of students with disabilities in Japanese higher education institutions is increasing. In addition, the Japan Student Services Organization (JASSO) reported that 40% of higher education institutions nationwide have hearing-impaired students (JASSO,2022).

It is important for faculty members to understand and support students with disabilities. Many faculty teaching physical education have anxiety about teaching students with disabilities, likely due to lack of information and experience about sports for the disabled (Research and Support Center on Higher Education for People with Disabilities,2013)

In this study, we focused on snow sports (skiing and snowboarding), which are strongly influenced by external factors such as the natural environment, and to clarify what risk factors are associated with snow sports for hearing-impaired students.

We conducted a survey of hearing-impaired students and snow sports instructors, and 104 people responded. The questionnaire was conducted on skill level, teaching experience, and hazards during snow sports.

The results showed that 83% of the snow sports instructors had "no experience" in teaching snow sports to the hearing impaired. In addition, regarding hazards during snow sports, it may be a risk for the hearing impaired to be "unaware of approach or presence from blind spots," "unaware of warning voices," "unaware of broadcast information," and to have "limited visual information".

These findings should be helpful to those teaching snow sports to hearing impaired students.

Japan Student Services Organization (2022) National Survey of Supports for Students with Disabilities in Higher Education Settings in Japan.

https://www.jasso.go.jp/statistics/gakusei_shogai_syugaku/__icsFiles/afieldfile/2022/08/17/2021_houkou_2.pdf (in Japanese)

https://www.jasso.go.jp/en/statistics/shougai_gakusei/__icsFiles/afieldfile/2022/07/15/fy2018_survey.pdf (Provisional Translation)

Research and Support Center on Higher Education for People with Disabilities (2013), "Higher Education Base for Persons with Disabilities" Reports,2010-2014, 35-52. (in Japanese)

Key word Hearing-impaired students, snow sports, physical education class, higher education

Pedagogies of ecological imagination: Thinking with posthuman concepts in outdoor environmental education

Philippa Morse

La Trobe University, Australia

Abstract

In this presentation I explore how imagination can be attended to, understood, and engaged with in a more-than-human world through outdoor environmental education. Imagination is crucial for reconsidering environmental education practices because it is intimately entwined with knowledge generation and provides possibilities for imagining different ways of being in the world, ways that might resist the status quo. Through this research I highlight how imagination can contribute to education in ways that reconsider relations in a more-than-human world, de-centre humans, and trouble human exceptionalism.

Consistent with such concerns, I adopt a posthuman approach to highlight how imagination can move beyond human exceptionalism and contribute to environmental education. Posthuman approaches acknowledge the complex entangled web of relationships of a more-than-human world that can be accessed via embodied, imaginative, and affective dimensions. Through this research, I follow the expressions of imagination in a series of pedagogical encounters with pre-service educators and primary school students on Dja Dja Wurrung Country, Kooyoorra, Australia. In doing so, I reposition the role of imagination from a human-centric phenomenon to one that proliferates the ecological and acts as a vibrant force within pedagogical assemblages.

By thinking with theory, I explore two modes of ecological imagination, 1) difference through movement and time and 2) collective imaginaries, and I suggest these modes of imagination are accessible not only within places and material relations - but also through deliberate ways of encountering places. I offer elements of practice to enable such encounters, including orienting to ecological imagination, thinking with landscapes in motion (Morse, 2021), attuning to sensory more-than-human stories, and thinking with difference.

References

Morse, P. (2021). Flowing magma bodies: towards a relational understanding of imaginative pedagogical possibilities. *Environmental Education Research*, 27(8), 1229–1244.

Key word

Imagination, posthuman, ecological education, outdoor education

Governing access to outdoor recreation spaces in urban coastal areas under pressure. A comparison of Norwegian, Swedish and Danish planning practices.

Marianne Singsaas¹, Ola Berge¹, Synne Movik², Sandra Gentin³, Peter Fredman⁴

¹Telemark Research Institute, Norway. ²Norwegian University of Life Sciences, Norway.

³Copenhagen University, Denmark. ⁴Mid-Sweden University, Sweden

Abstract

Urban coastal zones across the world are under extraordinary and increasing pressures from human land use and activities (1). In Norway, Sweden and Denmark, urban coastal regions experience high population growth and the number of visitors during summer seasons far exceeds the permanent resident population (1). Access to blue-green recreation areas is vital to public health and well-being (2) but both environmental qualities and opportunities for coastal recreation are under pressure (1). The reduction in public access is a political concern, supported by outdoor recreation organizations. The gaps between those with and without access is increasing and must be addressed (4). Local authorities have a responsibility to promote sustainable outdoor recreation and ensure access to public spaces along the shore, such as coastal paths, public beaches, and camp sites, but must navigate in a system of multi-level governance of actors with conflicting goals (5).

The UN points to SDG 17 working together as vital in meeting sustainability challenges, and state that knowledge on how the third sector contributes is key (6). The potential role and capacity for voluntary organizations in contributing to sustainability shifts is under-researched. An empirically based systematic understanding of both potentials and tensions between civil society initiatives and state and market actors in the governance of complex coastal settings is currently lacking. We ask how policies, practices, and interests collectively translate into a multi-level governance system, and how civil society initiatives influence and potentially change this system.

RQ: What measures are taken to safeguard and ensure public access to coastal spaces in Norway, Sweden and Denmark, and to what extent/how are voluntary organizations involved in and have influence over the governance of urban coastal areas under pressure?

Methods: Literature review and interviews performed winter 2023-24

Litterature:

1. Lindeboom, et.al: The coastal zone: an ecosystem under pressure. Oceans 2020: science, trends and the sustainability challenge (2002).
2. Ives, C: Reconnecting with nature for sustainability. Sustainability science, 2018
3. Soja, E: The city and spatial justice. Spatial justice, 2009
4. Szerszynski, B: Voluntary Associations and the Sustainable Society. The Political quarterly, 1997

Key word Outdoor recreation, coastal zones, planning, voluntary organizations, governance

Cutting a path: Exploring the affordance of Outdoor Education in Iceland

Jakob Frímann Thorsteinsson¹, Beth Christie²

¹University of Iceland, Iceland. ²University of Edinburgh, United Kingdom

Abstract

We present key findings from a doctoral research study on Outdoor Education (OE) in Iceland. The research aims to investigate different aspects of outdoor activities in Iceland and identify key factors that make it an outdoor education. We argue that while nature is essential, social interaction, personal experiences, engagement, place, and reflection are also crucial components of OE.

The study emphasises a broad notion of outdoor by focusing on three different aspects, one of which is outdoor experiential education (OEE) in Iceland. The research as a whole used embedded mixed method design, which involves using a variety of different methods. The presentation will revolve around the question of how OEE in Iceland affords explorations of place, reflection and social relationships. Findings from Thorsteinsson et al. (2022) study analysing data from 58 University of Iceland students' assignments, underpin the presentation indicating that nature serves as a strong co-teacher, fostering personal and professional growth. Students described physical challenges and management of thoughts and feelings relating to slowness, social interactions, and mental and physical emotions during hardships encountered. Uncertainty, nature, and deliberate slowness create these challenges, while pauses for reflection and intentional attentiveness foster meaningful conversations. Reflective practice was integral to the formal and informal learning process, enabling students and educators/researchers to perceive the value of outdoor education. The paper advocates for working with nature as a co-teacher and adopting a wild pedagogies framework to further develop OE.

The PhD research as a whole sheds light on the diverse sector of outdoor education, e.g., in leisure, tourism and schools. It is meant to draw attention to the contribution of OE and to cut a path for OE in Iceland within the education systems today and in the future.

Key word

outdoor education; reflection; uncertainty; nature; slowness.

Finding a Sense-of-Place on the edge of Europe: The connection between Irish people and the Outdoors in Ireland.

Tomas Aylward

Munster Technological University, Ireland

Abstract

Current trends in Outdoor Education (OE) indicate the importance of being place-responsive in our programming (Mannion & Lynch, 2016). Exactly how connected parents, children and teachers feel to the spaces and places where OE occurs should be a factor in designing our programmes. In their exploration of the factors influencing Irish children's construction of national identity, Waldron and Pike (2006) suggest that issues such as cultural values, language and Irish history contribute to their sense of identity.

In this study, desk research methods in the form of a literature review have brought together knowledge from research in a number of disciplines not previously reported together in the context of OE in Irish society.

The sociological and historical factors which influence public perception of outdoor spaces and the natural environment in Ireland are varied. Colonialism and famine in previous centuries have led to the formation of attitudes to the natural environment that are generally anthropocentric (Hannon, 2018). In contrast to many European countries in the late nineteenth century, interest in the science of the natural world and environmentalism was not experienced by most of the population in Ireland (Lysaght, 1998).

The implications of this in the 21st century is visible in a weakened role for the natural environment in the lives of Irish people and in our national curriculum. This research explores how Irish people and the Outdoors are connected and how we can be mindful of these tenuous links to the landscape, thus emphasising them in our programmes. While the speaking of the Irish language has almost disappeared in Ireland, it is ever-present in place names which can help connect places, heritage and the natural world to the learners engaged in our OE programmes.

Hannon, S. (2018). Irish outdoor education: Knowing my place. In *The Changing World of Outdoor Learning in Europe*. Routledge.

Lysaght, S. (1998). *Robert Lloyd Praeger: The life of a naturalist*. Four Courts Press Ltd.

Mannion, G., & Lynch, J. (2015). *The primacy of place in education in outdoor settings*.

<https://doi.org/10.4324/9781315768465-11>

Waldron, F., & Pike, S. (2006). What does it mean to be Irish? Children's construction of national identity. *Irish Educational Studies*, 25(2), 231–251.

Key word Sense-of-Place; Ireland; Outdoors

Safety management of outdoor education utilizing the strength of networking organizations in Japan

Yutaka Narita¹, Taito Okamura²

¹JAPAN OUTDOOR NETWORK (JON), Japan. ²Backcountry Classroom Inc., Japan

Abstract

There are numerous outdoor education (OE) organizations from small to large in Japan, and JAPAN OUTDOOR NETWORK (JON), serves as an umbrella entity for 131 OE organizations in Japan. From its members,

We investigated accidents that can be predicted from "near miss" data. because we believe that knowing the near-miss cases in which accidents can be predicted will lead to eliminating accidents.

A total of 530 responses were collected from 14, 16, and 18 in 2010, and 25 questions related to the program description and expected accidents, such as the terrain and types of injuries and illnesses expected, were answered. Approximately 80% of reported programs were overnight, and 70% had 10 or more participants (25% had 30 or more participants, 19% had 20 or more participants, and 24% had 10 or more participants). The analysis revealed that near-miss incidents occurred particularly between 11:00 and 12:00 and between 15:00 and 16:00. It has been determined that the biggest cause is human error, and in order to reduce accidents and near-misses, it is important to increase staff's attentiveness and concentration. It was also revealed that the most accidents occurred "the day before the program ended."

The results of this research are being utilized in safety measures that member organizations should pay particular attention to the day before the event ends. The strength of network organizations is that they can directly and effectively reflect research results into practice.

This investigation is not a serious accident investigation. We make predictions from near-miss data to prevent actual accidents from occurring.

Key word

Near-accident, network organization, safety management

Taking a lesson from the Norwegian anti-cabin protests: Managing cabin visitors and their impacts on local nature-based practices in rural municipalities

Marianne Singsaas¹, Jenny F. Gronn¹, Vegard Gundersen²

¹Telemark Research Institution, Norway. ²Norwegian Institute for Nature Research, Norway

Abstract

Second homes or “cabins” are important platforms for outdoor recreation in Norway (Arnesen & Ericsson 2013), but there are knowledge gaps on cabin visitors’ outdoor recreation practices, and how these affect local nature-based practices and values. There is a need for better adapted management practices, in face of escalation of anti-cabin protests in rural municipalities.

In 2017 we conducted a survey of all recreational activity on the Hardangervidda mountain plateau (Selvaag et al 2018). In 2020 a web-based survey targeted residents and cabin owners in eight Hardangervidda municipalities (Selvaag et al 2020). In addition, in spring of 2021, we conducted an analysis of municipal plans and in-depth interviews with 25 informants, in Vinje, a rural municipality with intensive second-home developments.

The results show that visiting tourists are more positive to recreation infrastructure than cabin owners, who in turn are more positive than local residents. This is reflected in practices, as locals avoid “touristic trails” and pursue off-trail practices as hunting, fishing and herding. The tourists and cabin owners use the terrain purely for recreation purposes like hiking, skiing and cycling. The locals are more positive to development of businesses linked to traditional harvesting and farming activities than cabin owners. They are also far more interested in wildlife management and believe much more strongly that hiking and skiing disturb both big and small game populations. The interviews uncovered fundamental differences in practices and attitudes, exceeding “user conflicts”, as impacts on local nature-based practices are experienced by the locals as a threat to how they live their lives. We conclude that visitor management and facilitation of cabin-based outdoor activities must take into account the central role local nature practices and harvesting activities have in building identity, belonging and “sense of place” at local community level.

Literature

Arnesen, T., & Ericsson, B. (2016). Policy responses to the evolution in leisure housing: From the plain cabin to the high standard second home (The Norwegian case). *Second Home Tourism in Europe* (pp. 285-306). Routledge, London

Selvaag, S.K. et al (2018). User survey in Hardangervidda national park summer 2017. NINA report 1530, Lillehammer

Selvaag, S.K. et al (2020). Local population survey at Hardangervidda. NINA Report 1855, Lillehammer

Key word second homes, outdoor recreation, conflict, sense of place, visitor management

Navigating the Icelandic Discourse of Outdoor Education

Gunnar Thór Jóhannesson¹, Jakob Frímann Thorsteinsson², Beth Christie³

¹Department of Geography and Tourism, University of Iceland, Iceland. ²Department of Health Promotion, Sport and Leisure Studies, University of Iceland, Iceland. ³Outdoor and Environmental Education Section of the Moray House School of Education University of Edinburgh, United Kingdom

Abstract

Outdoor Education in Iceland is a subject of increasing interest and support within educational and leisure settings. In recent years, a variety of initiatives have emerged, indicating the growing significance of this field. However, despite advancements in professional practice, the discourse surrounding outdoor education in Iceland is unclear with regard to its role within the realms of education and its links to leisure activities, and even tourism operation. This lack of certainty and common vocabulary may impede further development of Outdoor Education and potential synergies with other, related fields of leisure and tourism. definition and uncertainty could potentially impede further development, as the true value and opportunities provided by such practices may not be readily visible or appropriately acknowledged.

This presentation presents the findings of a study that delves into the discourse among experienced professionals in Icelandic education and leisure who engage in outdoor work. The objective was to gain insight into how these professionals perceive their field of work and its educational significance. To achieve this, three focus group interviews were conducted, involving professionals from diverse backgrounds, such as teachers in various educational levels (pre-school, primary, secondary, and tertiary), as well as educators and pedagogues in youth clubs, after school clubs, and urban and rural outdoor and leisure centres.

The resulting professional narrative offers valuable insights into the breadth and impact of outdoor practice in educational and leisure contexts, spanning both non-formal and formal settings. We present a framework of key dimensions of the results, which illustrates the dynamics of the discourse studied. It sheds light on the existing ideas concerning the nature and value of outdoor education in Iceland, how it is justified, and the terminologies and concepts commonly employed within the field and in related areas such as the rapidly growing tourism sector in Iceland.

Key word

Outdoor education, experience, Iceland, discourse.

The Outdoors, social relationships and bullying

Vanda Sigurgeirsdóttir, Jakob Thorsteinsson

University of Iceland, School of Education, Iceland

Abstract

A recent study that explored the relationship between the time children spend outdoors with critical social and health factors indicated that 'outdoors time' can transform the social relationships of children (Thorsteinsson et al., 2023). In the presentation we will introduce part of the study findings and combine them with experience on working with more than thirty groups of school children in Iceland that needed intervention because of bullying and other relationship problems. Bullying others is linked to negative outcomes such as substance use, self-harm, and suicidal thoughts (Gower & Borowsky, 2013). In contrast, green environments can foster meaningful friendships and is a good training ground for positive peer-to-peer relationships.

The study was based on self-reported data extracted from the Icelandic part of the Health Behaviour in School-aged Children study conducted in 2018. All pupils ages 12, 14 and 16 in Iceland were invited to participate and 6,717 children answered the questionnaire, yielding a response of 51% of the Icelandic cohort.

The research findings show that the frequency of children being bullied in school over the past few months does not show a significant correlation with their outdoor time. However, there is a notable negative correlation between the frequency of students engaging in bullying behaviours towards their peers and the amount of time they spend outside. Notably, nearly half (46%) of the group that bullies others multiple times a week spend less than 30 minutes outdoors on weekdays, with a mean of 20% for the whole group. Further research is needed to understand the reasons behind this association. The key to reduce bullying is to stop bullying perpetration. The implication of this research is the possibility of the outdoors being an important part of bullying prevention and intervention.

Gower, A. L., & Borowsky, I. W. (2013). Associations between frequency of bullying involvement and adjustment in adolescence. *Academic Pediatrics*, 13(3), 214–221.

<https://doi.org/10.1016/j.acap.2013.02.004>

Thorsteinsson, J.F., Arnarsson, Á. & Jónasson, J.T. (2023). How 'outdoors time' transforms the social relationships of children in Iceland. *Journal of Outdoor and Environmental Education*
<https://doi.org/10.1007/s42322-023-00123-7>

Key word

Bullying, time, outdoors, prevention, intervention

Metaphors of Place: Teaching & Learning for Place and Nature-based Environmental Experiential Educators

Victor Elderton

Simon Fraser University, Canada

Abstract

This presentation will focus on the researcher's immersive lived interaction with the Cheakamus Centre (North Vancouver Outdoor School) that amounted to approximately 95,000 hours on-site including overnights 5 days a week, on the Cheakamus River in southwestern British Columbia over a 28 year period starting in 1984. This research focuses specifically on storied narrative examining the more-than-human teachers the researcher was taught by as a teacher and teaching administrator for close to 30 years. Specifically this presentation will examine how place not only informed teaching practice but also wove its way into transformational aspects of personal change and social place responsive adaptation. In this way the research hopes to bring forward ideas worthwhile to the practice for other place and nature-based experiential educators and wider implications to education in these times of climate crisis and potential biodiversity collapse.

The research draws upon the researcher's understanding of experiential learning and how this informs understanding and ultimately teaching pedagogy as delineated by John Dewey in the early 1900s (Dewey, 2015). Research methodology is fundamentally based on narrative inquiry (Clandinin & Connelly, 2000). This research explores relational aspects of the learner and place with the more-than-human world (Abram, 2017) in the context of auto-ethnographic research methodologies (Hamilton et al., 2008) while drawing upon de-centring of researcher/human perspective as proposed by eco-portraiture (Blenkinsop et al., 2022).

References

- Abram, D. (2017). *The spell of the sensuous: Perception and language in a more-than-human world*. Vintage Books.
- Blenkinsop, S., Fettes, M., & Piersol, L. (2022). *Ecoportraiture: The art of research when nature matters*. Peter Lang.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in Qualitative Research*. Jossey-Bass Publishers.
- Dewey, J. (2015). *Experience and education*. Free Press.
- Hamilton, M. L., Smith, L., & Worthington, K. (2008). Fitting the methodology with the research: An exploration of narrative, self-study and auto-ethnography. *Studying Teacher Education*, 4(1), 17–28. <https://doi.org/10.1080/17425960801976321>

Key word

Place-based, Experiential, Nature co-teacher

Being and becoming in the outdoors-narratives of outdoor education enthusiasts.

Barbara Humberstone^{1,2,3}, Geoff Cooper³, Di Collins³

¹Plymouth Marjon, United Kingdom. ²Buckinghamshire New University, United Kingdom.

³Institute for Outdoor Learning, United Kingdom

Abstract

This presentation is concerned with narratives of older outdoor educators, teachers and participants. Narratives are presented which make available the stories and tales of older people who choose to spend time in a variety land and sea scapes. The narratives tell of the joy of being in their chosen environments, but also the lose of their earlier more physically able selves. In particular these narrative express strong connections to the environment illuminating the participants' feelings and emotions. This continued involvement in natural environments provides for happiness and wellbeing which are complexly bound up in the ways in which the participants experience and come to embody the more than human through their surroundings . Being and moving in nature provides for unendingly changing perceptions as one feels and experiences through ones senses.

Various *narrative* methods (*writing their stories &/or interviews*) were used to capture these outdoor peoples' narratives (see Richardson, 1990; Lynch, Bell, Cosgriff and Zink, 2020). Most, on receiving an invitation to take part in this research responded by submitting their written thoughts prompted by a set of questions. Others chose to respond to face-to-face interviews that focused on their reflections and insights on their participation in the outdoors. In addition, autoethnographic narratives of the authors are made available. (*The researchers, also lifelong outdoor educators, provide further revealing narratives (autoethnographic insight) of their experiences and views of nature -based activities, health and wellbeing*).

These narratives highlight connections to the more than human and provide evidence that embedding in land and or seascapes builds awareness of and action around environmental issues. Further, thought is given to the ways in which land and seascapes are embedded in indigenous narratives which are only just beginning to emerge in the narratives of the non indigenous (ie white caucasian) narratives of our enthusiastic outdoor participants.

Lynch, P., Bell. M. Cosgriff, M & Zink, R. (2020) Practising feminist reflexivity. Collaborative letter writing as method. In B. Humberstone & H. Prince (Eds.) *Research Methods in Outdoor Studies*. London: Routledge. 175-185.

Richardson, L. (1990) Narrative and Sociology. *Journal of Contemporary Ethnography*, 19(1),116-135.

Key word Narrative research, auto-ethnography, older outdoor educators, more-than-human

Research on practical methods of outdoor education for Japanese preschool

Takeshi Takeda

Miyagi Gakuin Women's University, Japan

Abstract

A Study on Practical Methods of Outdoor Education for Early Childhood Facilities in Japan

While the importance of outdoor play has become well known in the Japanese childcare community in recent years, it is difficult to say definite answers to such questions as "Why is outdoor play important? What is the scientific support for it?" It is difficult to give clear answers to these questions. However, according to Szczepanski et al. (2016), there is a variety of evidence in Sweden that outdoor education can promote children's health and mental growth and development, including promoting child and teacher health, reducing child stress, and improving child concentration. Of these, the most significant effect, he points out, is that "inspiration is sharpened through the use of the five senses and the accumulation of experience.

Outdoor education may simply be described as "doing things through nature (the environment). The essence of outdoor education is not one-way guidance of children by caregivers (educators), but rather, it is a form of childcare that respects the children's own initiative to work with nature (environment), responds to each child's spontaneous and independent behavior, and tries to develop their individuality, creativity, and imagination. Children's development is encouraged by the environment in which they work.

As the saying goes, "play is learning for children," play is central to children's lives and important for their growth. To nurture children is to nurture play, and nurturing play itself is to nurture children. Learning through play" in early childhood is not about being taught or being able to do something, as in schoolwork, but about trying, wanting to try, and approaching it by getting involved. In order for the child to feel this way, something must happen or the caregiver must properly prepare some kind of environment (motivational education). The best teaching material for this is nature and outdoor education. However, the nuclear accident caused by the earthquake and tsunami of March 11, 2011, and the resulting restrictions on outdoor play due to radioactive contamination, I will report on the growth and change of children through specific examples of play by children living in the Corona Disaster.

Key word

(outdoor education)(play is work for children)(radioactive contamination)(Corona Disaster)

The agentic environment: Moving towards more place-inclusive pedagogy

Amy Smallwood

University of Minnesota Duluth, USA. University of Cumbria, United Kingdom

Abstract

Place-based education was popularized in the late 20th and early 21st centuries by educators who advocated for a stronger connection to the social, cultural, and environmental components of the particular location where learning takes place. Since its inception, various approaches to place-based education have emerged, including community-based education, service learning, and place-responsive education. Research from the fields of ecophilosophy and human geography (Raffan, 1993) have helped to define 'place' and the influence meanings have over how places are valued, which has further influenced the role of place within outdoor adventure education (OAE) pedagogy. However, philosophically OAE pedagogy is still being guided by the onto-epistemological assumptions that fuelled colonialism and the Romantic movement, particularly as it relates to our notions of what is natural and the places we choose to value.

The emergence of (new) materialism coupled with an increasing awareness of Indigenous traditions has the potential to provide new frameworks to the ways we conceive of place within education, changing our ontological structures and allowing for the more-than-human world to possess agency (Watts, 2013). These philosophical perspectives along with data from autoethnography suggest ways in which the more-than-human environment can be acknowledged as agentic and thus included as a full member of the educational experience within OAE.

References

- Raffan, J. (1993) "The experience of place: exploring land as teacher," *Journal of Experiential Education*, 16(1), pp. 39–45.
- Watts, V. (2013) "Indigenous place-thought and agency amongst humans and non humans (First Woman and Sky Woman go on a European world tour!)," *Decolonization: Indigeneity, Education & Society*, 2(1), pp. 20–34.

Key word

place-inclusive pedagogy, agency, Indigenous ontology, outdoor adventure education

Relation between Cycling Style and Place Attachment of Students. — A Case on Place Attachment Around Campus of Students at Univ. of Tsukuba —

Takuro Orii¹, Hitoshi Watanabe², Tatsuki Takahashi²

¹Master's Program in Physical Education, Health and Sport Sciences, Graduate School of Comprehensive Human Sciences, University of Tsukuba, Japan. ²Faculty of Health and Sport Sciences, University of Tsukuba, Japan

Abstract

In recent years, emphasis has been placed on the field sites of nature experience activities and their connection to the local community, suggesting that community attachment can be enhanced through community-based environmental education programs, etc. In order to investigate the possibility of community-based outdoor programs utilizing bicycles, this study aims to clarify the relationship between actual cycling usage styles and place attachment to the campus area among University of Tsukuba students. We surveyed 302 students at the University of Tsukuba using questions about bicycle use styles and images, the Place Attachment Inventory (Williams et al. 2003), and the Place Attachment Rating Scale (Soeda et al. 2007).

To conclude, it can be inferred that the frequency of bicycle use in the area surrounding the campus may have fostered a sense of attachment to the area. Most of the students at the University of Tsukuba used bicycles as a "means" to get around. As for the students who use bicycles as a "purpose," they have an image of bicycles as a sport cycle. Students who had this "use as a means (e.g., cycling)" and "sport cycle-like image" had relatively high place attachment. The promotion of cycling as a leisure activity still has the potential to foster attachment to the community. In summary, the results indicate that students who frequently use bicycles around campus and ride bicycles for the purpose of riding (leisure-like cycling) tend to have a high level of attachment to the community. Perhaps leisure cycling may improve attachment to the region because of the conscious contact with the nature, climate, and people of the region.

References

Williams, D. R. et al. (2003): The measurement of place attachment—Validity and generalizability of a psychometric approach.—, *Forest science*, 49(6), 830-840.

Soeda Masashi et al. (2007): Place Attachment of University Students to Their Own Campus Neighborhood Part1: Questionnaire survey and definition of place attachment, *AIJ Summaries of technical papers of annual meeting (Kyushu)*, 1063-1064.

Key word

Cycling, Place Attachment, Use Styles, Cycling Images

Focusing on "Place": The Relationship between Kobe Citizens and the Rokko Mountain Range.

YUKO MIKI

Graduate School of Education, The University of Tokyo Doctoral Program, Japan

Abstract

In Japan, much research has been conducted on environmental education. In particular, the presenter has focused on research on the philosophical framework of environmental education, especially on the relationship between the activities of people living in urban areas and the natural environment. Through interviews using the life history method, which relies on interactive constructionism, it has become clear that people's attitudes toward nature are not formed solely by their friendly relationship with the natural environment, but also by their diverse relationships with the natural environment.

In Kobe City, where the study was conducted, the Great Hanshin Earthquake, the effects of air pollution in the 1970s, and the city's history as a port city had a multilayered impact. This presentation will focus on the relationship with the Rokko mountain system, which supports various practices as a place of learning, and will introduce three aspects (place of life, place of activity, and place of landscape) that were revealed through interviews in Kobe. When clarifying the relationship with the natural environment, it is sometimes easy to limit the reality of the activities to the relationship with the natural environment. However, concrete daily activities are deeply related not only to the natural environment, but also to the relationship with work in the city, and place attachment. It also became clear that individual, concrete views of nature are formed by reconstructing incompatible events in the course of their daily activities. This is related to the formation of the big question of how to recapture the place in which one lives and how to live there.

The paper will show that "place" has various meanings, values, roles, and characteristics, and forms the relationship between people and nature through their daily lives, forming a specific and individualized view of nature.

Key word

People's Activities in Urban Areas, three aspects: place of life, place of activity, place of landscape

Teaching, learning, and play in the outdoors: a survey of school and pre-school provision in the North of Italy.

Alessandro Bortolotti

The University of Bologna, Italy

Abstract

This research aims to investigate the nature and range of formal outdoor experiences organised by schools and kindergartens in the Northern Italian context. This research can also be described as a cross-sectional study because it allows for the comparison of provision of outdoor learning by pre-schools and schools. Comparing these datasets means we can report through making scope for a rigorous comparison of provision. The outdoor education provision has been monitored in several schools and kindergartens in Northern Italy, using the same methods and instruments as the surveys conducted in Scotland during the summers of 2006 and 2014. These tools were adopted through the collaboration between outdoor education research centers at the Universities of Stirling and Bologna, aimed at future international comparison. Research instruments allowed us to capture evidence on the effect and impact of outdoor events, and to reflect about the leadership of events, how costs were met, distance travelled from school, and teachers' views on engagement and enhancement of learning. The research design is based on the idea that teachers themselves can provide both quantitative and qualitative information on formal outdoor activities. The main question of the survey is: what are the opportunities offered by outdoor educational experiences for different types of learning, within different disciplinary and interdisciplinary areas of learning? Although time spent outdoors is necessary to develop an understanding of the environment and improve the relationship with both natural and urban environment, it may not be sufficient to achieve valid goals.

The research advocates a more active and engaging pedagogy for pupils and urges teachers to make greater use of outdoor areas (especially local ones). The goal is to collect data from preschools and elementary school in northern Italy on the duration of outdoor learning events, locations, goals, and other aspects, also in order to produce internal comparisons across institutions and potentially internationally in the future.

Reference

Mannion, G., Mattu, L. & Wilson, M. 2015. Teaching, learning, and play in the outdoors: a survey of school and pre-school provision in Scotland. Scottish Natural Heritage Commissioned Report No. 779

Key word

Outdoor Education; Teachers' Participation; Kindergarten; Primary School.

Exploring the ecohealth - Insights from Shugendo Practices

takako takano

Waseda University, Japan

Abstract

Globally, people are under increasing stress and pressure, directly and indirectly linked to the climate crises, the effects of COVID-19, the Russian invasion of Ukraine and other political conflicts. The health of ecosystems is linked to the health of people, and both are affected by these challenges. This has recently become a topic of interest in the field of outdoor education.

In the call for abstracts for the special issue of the Journal of Outdoor & Environmental Education, the term "Outdoor Health (OH)" was used to describe "the range of evidence-based outdoor practices that include nature as a key setting, element or partner towards intentional human and environmental health outcomes" (AABAT 2022). While the term ecohealth emerged in the early 21st century (De Plaen and Kilelu 2004), outdoor education researchers have made attempts to use the concept to promote practice.

Inspired by the growing popularity of this movement in the field of outdoor education, this paper explores the relationship between ecological health and human well-being through the lens of Shugendo, a traditional Japanese spiritual practice. Based on the principles of Shugendo, which integrates elements of Buddhism, Shintoism and Taoism and is rooted in Japan's ancient mountain religion, this study explores how the spiritual discipline and ecological awareness inherent in Shugendo contribute to the promotion of both ecological and human health.

The study is ongoing and the author plans to interview experienced Shugendo practitioners to gain insights into the practices and experiences of Shugenja (a Shugendo monk) and their understanding of the relationship between the natural environment, spirituality and health. It should be completed by the time of the 2024 conference.

AABAT (The Australian Association for Bush Adventure Therapy) (2022) The Journal of Outdoor & Environmental Education - Special Issue. "Outdoor Health & Nature-based Solutions - Practice, Research & Policy". Announcement paper.

De Plaen R, Kilelu C (2004) From multiple voices to a common language: ecosystem approaches to human health as an emerging paradigm. *EcoHealth* 1:8–15

Key word

Shugendo, ecohealth, outdoor health, spirituality

Effects of Climbing Mt. Fuji as a Group Mountaineering Program on Self-Esteem of Japanese High School Students.

Hitoshi Watanabe¹, Shinya Tabei², Tatsuki Takahashi¹

¹Faculty of Health and Sport Sciences, University of Tsukuba, Japan. ²General Incorporated Association Tabei Junko Foundation, Japan

Abstract

This study examines the effects of climbing Mt. Fuji as a group mountaineering program on state-trait self-esteem of Japanese high school students, focusing on the symbolism of Mt. Fuji. Although some previous studies have shown that organized camps and adventure-based programs have positive effects on self-esteem, others did not find any effect. The trait self-esteem scale (Sakurai 2001) was administered to a total of 85 analysis subjects three times (one week before, one week after, and five months after). The state self-esteem scale (Abe et al. 2007) was administered to them twice (pre and post-program). And the experience of events, multiple moods, RPE, and fatigue feeling were measured as parameters during a program. The following results were obtained; 1) Subjects showed significant progress in trait self-esteem, and that level was maintained till five months after. 2) State self-esteem of subjects improved significantly during the program. However, there was no correlation between the trait and state self-esteem. 3-a) Recognizing positive events themselves was an important factor in improving self-esteem. Furthermore, the state of the "declining ego level" during the climb made these events a more memorable experience. This process was a mechanism to raise the state self-esteem. 3-b) It was important that "Mt. Fuji" was a mountain with inherent symbolism. Recognizing reaching the summit mentally and physically themselves was a primary factor in changing self-esteem. 3-c) The peculiar support structure of this program recalled a message of "unconditional positive regard" and was a factor that stimulates the self-esteem of adolescents.

Key word

state self-esteem, trait self-esteem, adventure-based program, senior high-school student, symbolism of Mt. Fuji

Outdoor experiential learning as a tool in developing safety competence among tour guides: an analysis of student experiences of the Arctic Nature Guide program

Barbara Hild

University of Iceland, Iceland

Abstract

Arctic tour guides must possess knowledge and skills related to the safety concerns when working in harsh and remote environment. There are several tour guide training programs offered in the Arctic that seek to train competent guides who can ensure the safety of tourists during expeditions. These training programs range from short courses to yearlong programs offered at the university level, focusing on various competences. However, there is limited research on how tour guide training and outdoor education programs can develop safety competency among tour guides. This paper reports on a yearlong, longitudinal empirical study conducted in Svalbard that sought to explore safety competency development among tour guides undergoing training. This paper seeks to clarify how tour guide training and outdoor education in the Arctic contributes to enhancing safety competency. The data-gathering methods employed in this study included participant observation by a researcher immersing herself in learning process of students participating in Arctic Nature Guide program. Various methods of data collection were employed, such as field interviews, photographs, field notes, surveys, and in-depth interviews. For the purpose of this paper, the primary sources for data analysis derived from participant observations, collected as field notes. The purpose of the study was to explore the use of Experiential Learning theory in tour guide training program. The findings from the study indicate that Experiential Learning theory may be an effective tool for developing students' safety competency. In addition, it was found that student's exposure to situational problem-solving, real-time scenarios and real-life tour guide experience should be included in training programs. This study contributes to existing knowledge on safety training for tour guides and outdoor education, providing insight into how training programs can best prepare tour guides for functioning in extreme environments. Findings highlights potential ways in which to structure and facilitate safety competence development in both, adventure guide training and outdoor educational programs in the Arctic.

Key word

safety competence, experiential learning, Arctic tourism, guide education, outdoor education

IGLOO BUILDING PROGRAM AS A KEY OUTDOOR EDUCATION PROGRAM FOR COLD, SNOWY REGIONS

Toyoshi Sasaki¹, Kimiharu To¹, David Fitzgerald²

¹Aomori University, Japan. ²Harrow International School Appi, Japan

Abstract

This presentation reports a series of igloo building education (IBE) program offered by Aomori University, Japan and examines values and potentialities of such programs for a broad range of participants besides youth and university students. Since 2017, one of the presenters offered such IBE programs around 40 times not only in curricular and extracurricular programs for college students but also in university extension and government-sponsored human resource development programs dealing with outdoor recreation and nature-based tourism for local residents. Among those programs offered, we highlight two examples; one given to the students of Harrow International School Appi and the other given to community residents as part of the Igloo Meister Program. Such an accessibility of IBE to a broad range of people is derived from the five interrelated characteristics dealing with its program delivery; the equipment needed, physical maneuver, collaborative process, program location, and post-program usage. For example, IBE program can be delivered at a variety of locations such as schoolyards, ski resorts and so on. This implies IBE's potentialities for accommodating a variety of participants from school children to adults, and not to mention that igloo built are used for snow shelters and gathering spaces afterward. Based on our semi-structured, in-depth interviews conducted among IBE participants concerning their experiences, and possible perception and behavior changes, we try to substantiate the values of IBE as an empirical case study for what Winter et al (2019) calls for "investing in transformational outdoor recreation and nature-based tourism experiences, facilities, organizations, and policies" for cold, snowy regions.

Winter, P. L., Selin, S., Cervený, L., & Bricker, K. (2019). Outdoor recreation, nature-based tourism, and sustainability. *Sustainability*, 12(1), 81

Key word

Igloo, winter outdoor education, nature-based tourism, values-based education

Personal Development Plan – The path towards skill development and lifelong learning in outdoor education?

Jørgen Eriksen, Jannicke Høyem
Norwegian School of Sport Sciences, Norway

Abstract

During the last 20 years, Personal Development Plan (PDP) has been used as a working method by the outdoor education students at the Norwegian School of Sport Sciences. During these years, about 1000 students have been introduced to this way to take responsibility for parts of their own learning process. In short, PDP is a method where the students can choose what skill-domain they want to explore in depth during one or two semesters. Examples of skill domains could be; gourmet in the outdoors, fly-fishing or safety in winter mountains. Based on an analysis of perceived strengths, weaknesses and desired future competencies, the students develop a PDP that should contain; a goal for the entire training period, a detailed description of how they will utilize 30 – 50 hours of training, how they will measure progression and learning outcomes, what learning resources they will use and how they will collaborate with their learning partner.

In order to explore the student's experiences and learning outcome with PDP, qualitative interviews with six former students (last three years) have been carried out, both individual and group interviews. The aim of the interviews has been to investigate how the students have experienced and perceives PDP as a working method, applied throughout the whole study program. How PDP encourage the students to develop skills, to take responsibility for their own learning process and how it helps them to develop into professional practitioners will be emphasized. We also want to investigate if PDP stimulates the students to engage in lifelong learning in nature.

Key word

Personal development plan, Outdoor Education, skill development, lifelong learning

Managing Uncertainty through Core Reflection in Outdoor Education: The Context of Outdoor Swimming and Lifesaving.

Siv Lund, Marc Esser-Noethlichs

Oslo Metropolitan University (OsloMet), Norway

Abstract

In 2020, Norway introduced a revised physical education curriculum for students between the ages of 6 and 18. One significant change in this curriculum was the enhanced emphasis on outdoor education. This emphasis includes a heightened focus on outdoor swimming and developing the skills necessary to safely navigate in, on, or by of water. These elements have now been integrated into the students' learning objectives.

At Oslo Metropolitan University, we have experienced that many teacher education students view outdoor swimming and lifesaving, particularly in remote wilderness environments, with a sense of unfamiliarity and apprehension. This perceived lack of confidence is often associated with concerns about cold water temperatures and various risks associated with wilderness water-based activities. In our efforts to equip our teacher education students with the confidence and competence needed for teaching outdoor swimming and lifesaving, we have developed and tested an educational approach geared towards enhancing their professional development. Acknowledging the significance of reflection in professional growth, we have introduced our students to Korthagen's core reflection approach to foster deeper reflection before and after outdoor water-related activities. The core reflection approach draws inspiration from positive psychology, aiming to overcome internal barriers and enable individuals to actively utilize their inner potential (core qualities) (Korthagen & Nuijten, 2017).

This fall (2023), we have integrated reflective tasks into our teaching in outdoor swimming and lifesaving. In the end of the semester (December 2023), we plan to conduct interviews with our students. These interviews are designed to explore the students' perception on core reflection and its role in their professional development. Our primary focus will be on assessing whether the emphasis on core reflection enhances our students' confidence when dealing with uncertain situations within the context of outdoor education.

Reference:

Korthagen, F. A., & Nuijten, E. E. (2017). Core reflection approach in teacher education. In Oxford research encyclopedia of education.

Key word

Outdoor education, outdoor swimming and lifesaving, core reflection, PETE, professional development

Investigating the impact of a nature play intervention on six-year-old students' wellbeing and school engagement

Alexandra Harper, Tonia Gray, Susan Hespos
Western Sydney University, Australia

Abstract

Educational systems are struggling with a rise in student disengagement (Shirley & Hargreaves, 2021) and a decline in wellbeing (Marquez & Long, 2021). Whilst technology usage has increased, creativity and free play in children has decreased (Gray, 2011; Sahlberg & Doyle, 2019). Exacerbating these findings is the COVID-19 pandemic which has created unhealthy exercise and eating habits, elevated concerns about excessive screen time (Royal Children's Hospital Melbourne, 2021) and seen increased levels of depression and anxiety symptoms in students (Racine, et al., 2021). Collectively, this renders student wellbeing and school engagement priorities in post-pandemic education and finding a future-proof model an imperative. An answer presents itself in nature play, a subset of outdoor learning, which has been shown to improve children's wellbeing, motivation and engagement in learning.

This study investigates the impact of a nature play intervention on six-year-old students' wellbeing and school engagement by asking:

- What effect does a nature play have on Year 1 students' wellbeing and school engagement?
- What do children say about the influence of nature play on their wellbeing and ability to engage in school learning?

Research methodology includes: 1) bespoke instrumentation designed with unique features to accommodate research with children, and 2) including children's voices which are notoriously under-represented in this field. Our current findings are showcased with conference attendees.

Gray, P. (2011). The Decline of Play and the Rise of Psychopathology in Children and Adolescents. *American Journal of Play*, 3(4), 443-463.
<https://www.psychologytoday.com/files/attachments/1195/ajp-decline-play-published.pdf>

Marquez, J., & Long, E. (2021). A global decline in adolescents' subjective well-being: a comparative study exploring patterns of change in the life satisfaction of 15-year-old students in 46 countries. *Child Indicators Research*, 14, 1251-1292. <https://doi.org/10.1007/s12187-020-09788-8>

Sahlberg, P., & Doyle, W. (2019). *Let the children play. How more play will save our schools and help children thrive.* Oxford University Press.

Shirley, D., & Hargreaves, A. (2021). *Five paths of student engagement. Blazing the trail to learning and success.* Solution Tree Press.

Royal Children's Hospital Melbourne. (2020). COVID-19 pandemic: Effects on the lives of Australian Children and families. <https://www.rchpoll.org.au/polls/covid-19-pandemic-effects-on-the-lives-of-australian-children-and-families/>

The Royal Children's Hospital Melbourne. (2021). Top 10 child health problems. <https://www.rchpoll.org.au/polls/top-10-child-health-problems-what-australian-parents-think/>

World Bank Group. (2021). The World Bank Data. Education. <https://data.worldbank.org/topic/4>

Key word

Nature, play, wellbeing, engagement

Poster Presentation

Sacred Steps: Unveiling Parallels between Pilgrimage and Place-Based Learning, Reasons for Participation, Connection and Disconnection from the Busyness of Life.

Sarah Grocutt

University of Worcester, United Kingdom

Abstract

The Camino de Santiago, also known as the Way of St James, is a network of pilgrims' ways leading to the Cathedral of Santiago de Compostela, Galicia, Spain. In 2022, 438,589 pilgrims from around the world took part in this walk. This pilgrimage has been the subject of numerous research projects, however little research had been carried out into 'meaningful places' and the connection to outdoor learning. Therefore, my research project investigates reasons for participation, what pilgrims gain from the experience and how the pilgrimage becomes a meaningful place and a source of learning. The focus of the research project aims to explore the similarities between place-based learning and pilgrimage. The research explores the experiences of walkers and how this has become a meaningful place for them.

The research used interpretive phenomenological analysis through interviewing and reflective techniques. Eight emergent themes were organised into clusters to examine what motivations the pilgrims shared. These were grouped into internal and external motivators.

The research found that there was often a tension between the search for connection and the need for disconnection from normal life. Although personal faith was a recurrent theme, there was little mention of organised religion and the study found that the bodily act of walking was a key part of their search for inner peace and refuge from the busyness of life. Consequently, the research found that the journey and the communal experience appeared more important than the physical or metaphorical place.

My findings support the ideas of Kyung-Mi Im & Jusung (2015) to take a step away from the complicated world of reality; take some time to look back on life without any time restrictions.

References:

Kyung-Mi Im & Jusung, J. (2015) 'The meaning of learning on the Camino de Santiago pilgrimage', 55 (2). Australian journal of adult learning. p.2

Key word

Pilgrimage, Connection, Wellbeing, Place-based Learning, Outdoor Learning

Exploring Sustainable Tourism through Outdoor Education Practice in the Tourism and Leisure Industry: A Case Study of Nantou County, Taiwan.

Shin-Jia Ho¹, Po-Ang Li¹, Hong-Wei Ho²

¹National Taichung University of Science and Technology, Taiwan. ²Nantoux Fugui Elementary School, Taiwan

Abstract

Background: In the post-COVID-19 era, the tourism industry must shift towards sustainable and outdoor education tourism (Permata et al., 2022). The Nantou County Government in Taiwan's "Outdoor Education Curriculum Plan for Tourism Industry Development" is a notable example (Coll-Ramis et al., 2023). Purpose: This study investigates sustainable tourism and leisure through outdoor education practices, using Nantou County as a case study. Approach: Analyzing the outdoor education courses provided by the tourism industry using the "Curriculum Plan" as the target. Qualitative data from 2018-2023, including interviews, written documents, and expert meetings were analyzed. Conclusions: Industry participants need to articulate basic industry information and outdoor education courses. Basic industry information includes site characteristics, educational values, suitable targets, age groups, and course capacity. Outdoor education courses include teaching objectives, alignment with educational policies, SDG alignment, risk management mechanisms, and course implementation. Implications: The government's willingness to provide outdoor education courses is crucial for sustainable industry development. However, developing outdoor education expertise poses another challenge for industry players. Relevant academic programs can enhance the connection between professional talents and the industry by referring to this study.

Key word

Sustainable Tourism, Practice, Outdoor Education, Tourism Education, Curriculum Plan

Bushcraft as therapy: exploring the potential

Verity Howell

University of Cumbria, United Kingdom

Abstract

Bushcraft emerged from a range of sources, including Indigenous knowledge, military survivalism, ecological conservation, woodcrafts, hunting and foraging. The growth of bushcraft has occurred because it has a skill-base that can be applied to a range of contexts, including in military, commercial, leisure, and education settings. Therefore, it seems fitting that bushcraft could also appear within therapeutic or health-based settings and that this could continue the growth of bushcraft in the UK. Literature and research that is specific to bushcraft is limited. However, spending time in the outdoors, including in forest and woodland areas, and participating in outdoor activities are said to be good for wellbeing. Drawing on the literature surrounding adventure therapy, ecotherapy, forest bathing, nature-based social prescribing and crafts-based activities, with a particular focus on the perceived wellbeing benefits, this presentation draws parallels between these and bushcraft activities, and synthesises evidence to suggest why bushcraft initiatives may have the potential to be used for positive health and therapeutic outcomes.

Fenton, L., Playdon, Z. and Prince, H.E. (2022). Bushcraft education as radical pedagogy. *Pedagogy, Culture & Society*, 30(5), pp.715–729. doi:<https://doi.org/10.1080/14681366.2020.1864659>.

Rosa, C.D., Larson, L.R., Collado, S. and Profice, C.C. (2021). Forest therapy can prevent and treat depression: Evidence from meta-analyses. *Urban Forestry & Urban Greening*, 57, p.126943.

Key word

bushcraft, nature, wellbeing

Challenges in disseminating knowledge on volcanic disaster prevention to visitors to Mt. Fuji, Japan

Satomi Mitsui

Mount Fuji Research Institute, Yamanashi Prefectural Government, Japan

Abstract

Many visitors to active volcanoes for outdoor activities may lack knowledge of potential volcanic hazards (Erfurt-Cooper, 2011). The need for outdoor education for visitors to increase their knowledge of volcanic hazards and their awareness of early warning and information systems has been pointed out (Bird et al., 2010).

This study aims to clarify the knowledge of volcanoes and the current perceptions of eruption risks as perceived by visitors to Mt. Fuji, the most visited volcano in Japan, and to propose outdoor education programs to raise awareness of volcanic disaster prevention.

A questionnaire survey was conducted from July to August 2022 for visitors of Mt. Fuji, and 546 responses were received. As a result, about 40% of the respondents were unaware of the possibility of a volcanic crater forming on the trail they were walking on. In addition, about 80% of the respondents had not confirmed the information on the volcanic warning alert.

It showed a gap where information about volcanoes is disseminated but does not reach tourists. In order to improve the literacy of volcanic disaster prevention for visitors to active volcanoes, it is urgently desired to review the means of information dissemination and provide opportunities for visitors to receive lectures before entering a volcano.

Key word

Volcanic eruption; disaster prevention; information dissemination; science communication; national park

The Effect of Nature Experience Programs as Single Parent Family Support on Parental Resilience

Azusa Yoshimatsu¹, Masahiko Tokuda², Yuka Kogo³, Yutaka Narita⁴, Junichi Harada⁴

¹Meiji University, Japan. ²Osaka University of Health and Sport Sciences, Japan. ³Tsukuba University of Technology, Japan. ⁴the Japan Outdoor Network, Japan

Abstract

As for single-parent families in Japan, about half of them live in relative poverty. One of the major social issues is the disparity in children's education, such as academic achievement and advancement to higher education, as well as the disparity in experiences, such as sports and camping opportunities, caused by the economic disparity among families. In addition, for parents in single-parent families, the problems include the burden of child-rearing and difficulties in life/work balance, social isolation, and worsening mental health such as psychological stress. In response, the Japan Outdoor Network (JON) provided nature experience programs and subsidized participation fees as part of its Single-Parent family Support project (SPS). The purpose of this report is to verify the effectiveness of JON's SPS project and to identify changes in parental resilience. We asked organizations that provide nature experience programs to SPS project to cooperate in the survey, and conducted a questionnaire survey using a web form among parents of SPS project participants. Parents of general families who participated in the same nature experience programs were used as the control group. The survey used the Parental Resilience Scale created by Ono (2014). This scale consists of 12 items with 3 factors (parenting skill, social support, and self-esteem as a mother). The survey was administered twice, before and after participation in the nature experience programs. The results' statistical significance was analyzed using SPSS Statistics 29 software (IBM, Armonk, NY, USA). A two-way analysis of variance was conducted to draw comparisons between the experimental and control groups and the time period of the study (pre-program and post-program periods); then, the effect size was calculated. The results showed a significant increase in scores of the Parental Resilience Scale, particularly on the social support factor.

Key word

Child Poverty, Experience Disparity, Organized Camp, Parenting Support

Influence of camp therapy on friendship formation: A case study of an adolescent with autism spectrum disorder

Sakamoto Akihiro¹, Azusa Yoshimatsu², Hitoshi Watanabe¹

¹Faculty of Health and Sport Sciences, University of Tsukuba, Japan. ²School of Business Administration, Meiji University, Japan

Abstract

Individuals with autism spectrum disorder (ASD) face difficulties in communicating and interacting with others; they have poor expressive skills, difficulty in understanding nonverbal communication, and lack appropriate social skills. Poor communication skills cause adolescents with developmental disabilities to be rejected by their peers. A case study was conducted on a 16-year-old male high school freshman with ASD, who participated in an 18-day wilderness therapy-type camp program. He mainly complained about experiencing negative thoughts and an inability to make friends. This study examined how camp therapy experience can help adolescent develop friendships. A single case study design was used, and the Landscape Montage Technique (LMT), an art-based assessment tool, was used to clarify the relationship between adolescent's camp therapy experiences and social skills. The data were analyzed primarily within the framework of a phenomenological study. Data were collected via 1) participant observation during camp therapy; 2) interviews: pre (before the camp), post 1 (after the camp ended), and post 2 (one month after the camp); and 3) using the LMT: pre, post 1, and post 2. Based on the observations made during the camp and the interpretation of the adolescent's narratives, the following factors were found to influence friendship formation: 1) creating an accepting environment in the camp, 2) encouraging adolescent to participate in mediated outdoor activities, and 3) forming a group in which adolescent could express their feelings. Furthermore, positive changes in the adolescent's social skills were observed over the course through the LMT pictures drawn at the three timepoints. Thereafter, the implication of camp therapy was discussed, and the child described the camp as a place where an individual could form symmetrical perceptions about interpersonal relations from asymmetrical ones. This study's results have novel implications as it helped clarify, based on external (observation) and internal (LMT) changes, that camp therapy programs are effective in making social changes.

Key word

case study, camp therapy, wilderness therapy, autism spectrum disorder

Why do children pick up branches during Forest Kindergarten, and why do they play with them? - From behavioral records of children (3-6 years old) in the forest

kyoko kajiura

Aichi Toho University, Japan

Abstract

In the forest, children come into contact with a lot of nature, including stones, sand, flowers, and insects.

In particular, children play by picking up branches of various sizes and shapes. When it grabs a branch, it makes various movements, such as swinging it around and pecking it, depending on its length and thickness.

It is believed that play using and manipulating natural objects gives rise to free thinking, and that action gives rise to exploratory activities (Imai 1990), which are part of the developmental process in early childhood.

In normal kindergartens, very few children play with branches.

If a child finds a branch, it will be removed as the teacher expects it to pose a danger to the surrounding area. Branches are not considered toys.

Children playing in the forest collect branches that interest them. Use branches to imitate play. However, just holding or carrying branches can be dangerous. Teachers cannot predict how children will play, and need to consider three dimensions (space, time, and peers).

So, is there any meaning behind picking up branches and playing with them?

Research method:

Observations were conducted once a week from 9:30 to 2:30 p.m. from August 2012 to August 2013. Photographing and recording the behavior of infants holding branches. Approximately 8 cases were collected per day.

The target child was "Boy S," 3 years and 2 months old, who had the most contact with branches among the eight children and was also an early experimenter. Three cases that occurred during three days in November 2012, the busy season, were compiled and analyzed.

As a result, we were able to organize them into three theories: the "reception/exploration" theory, the "origin/creation" theory, and the "toy" theory.

The next challenge is to expand the age range and explore peer interactions (Muto 1997).

References:

Kazuko Imai, 1990, Self-development and exploration activities, Hitonaru Shobo
Takashi Muto, 1997, Collaborating bodies and words analysis, Kaneko Shobo
Kyoko kajiura , Mitsuyuki Imamura, 2015, An Empirical Study of Natural Objects to Touching the Hands of the Children Playing in the Mori-no-youtien, environmental education VOL. 25-1

Key word

Forest Kindergarten infant tree branch hand movement

Study on the Relationship between Physical Activity and Communication Skills: A Case Study of Adventure Ropes Course

Jun Egawa¹, Masato Yoshida¹, Shinji Murai²

¹Kanda Univ. of International Studies, Japan. ²Tamagawa Univ., Japan

Abstract

The Japan Business Federation explains the high need for communication skills, especially in the job search process for university students. According to IIBC (2013), the skills that will be needed in the future suggest that the need for English will be even greater than the need for communication skills. However, from a global perspective, Japanese people's English proficiency on the TOEIC is stagnant. [Reference: Average TOEIC scores in 2021: Germany 826, Chile 807, Italy 794, Philippines 793, Malaysia 681, South Korea 679, Japan 574, Vietnam 531] Thus, while English proficiency is of course a matter of knowledge, issues remain, including communication skills. On the other hand, a study of university students (n=756) implemented by the presenters (2021) indicated that assertiveness, one of the communication skills, was related to participation in sports at the middle and high competitive level at the elementary school and moderate and vigorous exercise during university studies. The presenter teaches at Kanda University of International Studies Languages, where students learn languages other than their native tongue and where communication through language is important. The university has maintained a Adventure Ropes Course since 2014, which is a required course in physical education and sports Courses, teaching certification, and liberal arts. Adventure Ropes Course focuses on challenge/respect for others/cooperation to work on what the individual and group want to become. This study, therefore, asks the research question, "How does a practical program class using an Adventure Ropes Course affect the communication skills and interpersonal relationships of the target group? and conduct a case study of program development using the Adventure Ropes Course . In addition, we will examine the state of interpersonal communication and adventure education in post-corona, where there is little accumulation of evidence.

Key word

Adventure education, Adventure Ropes Course, Physical activity, Communication skills, Assertiveness

Can Digital Technology Replace Leaders in Outdoor Education?

Tomohiko KAI¹, Kouzou NISHIGAKI^{2,1}, Misaki NAKAGAWA³, Masahiro FUSHIDA⁴, Masami HIRABAYASHI⁵

¹KWANSEI GAKUIN UNIVERSITY, Japan. ²OUTWARD BOUND JAPAN, Japan. ³BEAUT, Japan. ⁴TOKYO COMPUTER SERVICE CO.,LTD., Japan. ⁵Institute of Advanced Media Arts and Sciences, Japan

Abstract

The aim of this study is, to question whether the digital technologies can be the medium to provide a rich experience instead of “leaders” in outdoor education.

In general, outdoor education is enhanced by inviting "participants" into "nature and activities", and within this relationship, the "leaders" are the mediators between the "participants" and "nature and activities". From the perspective of the “leaders” as mediators, there are media used other than just "humans", such as tags with the names of trees and instructions for activities, that connect the "participants" to "nature and activities". However, these media only provide one-way information. Unless the "participants" are very interested, they cannot convey anything more than that, so they are insufficient to provide a rich experience without the mediators "humans".

On the other hand, with the recent development of digital technology(1), the use of the media of mobile devices has the potential to question this. With mobile devices, it is easy to create multiple layers of information, and it is also possible to arouse the interest of "participants".

In other words, using mobile devices does not limit the media in the previous relationship to "humans" alone but allows for expansion to "leaders + mobile devices".

This attempt also encourages reconsidering "instruction" and "interaction" as the role of the leader. By clarifying "instruction" that can be replaced by technology and "interaction to prompt a learning cycle" that humans should do, this study will provide suggestions regarding the shortage of instructors and their training time, which has been a big issue in Japan recently.

Therefore, in this study, we created an application implementing augmented reality technology called "AR Nature Rally" and conducted a questionnaire survey of participants and accompanying elementary school teachers who used these applications. The results showed that using these digital technologies aroused participants' interest and practical learning.

(1) MEXT Research on the Promotion of Youth Experiential Activities "Case Studies on the Use of Digital Technology to Deepen Experiences of Nature" https://www.mext.go.jp/content/20230421-mxt_chisui02-100003338_2.pdf

Key word Media, Digital technology, Mobile devices

Present situation of forest education in Japan: forestry, environmental education, and outdoor activities

Mariko INOUE

Tama Forest Science Garden, Forestry and Forest Products Research Institute, Japan

Abstract

Forests occupy about 70% of the land in Japan. Woodlands are suitable locations to enjoy nature, to experience activities and learn about nature. Forest education in the field of forest science has been instrumental in addressing global environmental problems. In this study, we overview changes in forestry education initiatives in Japan based on the literature review.

Forest educational activities have been conducted since the modernization of the Meiji era, over 100 years ago. Forest education has taken the forms of school education, lifelong education, and vocational education. In 1999, the National Forestry Council proposed a “Forest Environmental Education” policy. The “Basic Law of Forest and Forestry” revised in 2001, and the Japanese Forestry Agency promoted forestry education. In the 21st century, forests education has become more active and diversified influenced by outdoor education and environmental education.

Forest education has included activities such as tree identification, forestry activities, and environmental research. The contents of forest education were classified into four elements: 1) Forest resources (use of forest products and forest management), 2) Natural environment (forest environment and ecosystems), 3) Nature experiences (recreation and outdoor activities), and 4) Regional culture (natural features and provision of livelihoods in rural areas). The purpose of forest education was summarized as “education through direct experience in forests for human resources who know regional forests as a natural environment and trees as circulation resources, who have acquired skill and awareness of forests, and who will support and promote a culture which establishes symbiosis with nature and a sustainable society”.

Forest education based on forest science had similarities with outdoor education. In conclusion, cooperation between both types of education would be effective for designing initiatives toward addressing environmental issues.

INOUE, M. and OISHI, Y., (2010) *Journal of the Japanese Forest Society*, 92:79-87. INOUE, M. and OISHI, Y., (2014) *Journal of the Japanese Forest Society*, 96:26-35. Tama Forest Science Garden (2020) *Forest Education in Japan*. 20pp

Key word

environmental education, forest education, forestry education, outdoor education

A Study on the Effectiveness of Natural Teaching Materials Created From a STEAM Perspective and the Awareness of Childcare Workers : Based on a questionnaire survey after childcare worker training

Suguru Shibata¹, Chikako Shibata²

¹Faculty of Early Childhood Education, Koriyama Women's University, Japan. ²Faculty of Sports Science, Sendai University, Japan

Abstract

Lately, childcare styles and methods incorporating outdoor and natural settings have gained popularity due to their proven physiological [Roslund M et al., 2020] and educational benefits. The national curricula of Finland and Denmark recognize the significance of nature and the natural environment as a learning environment for mathematics and science [Shibata S, et al. 2022].

The Japanese national curriculum also acknowledges the significance of nature. However, it doesn't place much emphasis on learning about it. We believe that nursery school teachers in Japan need to deepen their understanding of the role of nature and natural materials as learning environments. Therefore, we have created inspiration cards and reflection sheets for rethinking natural objects and activities from a STEAM education perspective, using a reference [Selly, P, B. 2017] .

In reflection comments from our 2022 training program for childcare workers, these cards received positive feedback from childcare providers who found them helpful for interacting with children, viewing the schoolyard environment, and using natural objects in teaching.

In this study, we conducted a post-questionnaire survey of 59 childcare workers who participated in the 2023 training. The statistical analyzes were performed using the SPSS version 29 (IBM Corp., Armonk, NY, USA). For normally distributed items, the t-test was used to compare the mean values, whereas the Mann–Whitney U test was used for non -normally distributed data. Chi-squared testing was performed to cross-tabulate. P values <0.05 were considered significant. The purpose of this study is to report on the effectiveness of natural teaching materials created from a STEAM perspective and the Awareness of childcare workers based on the results and trends.

References

Roslund M, et al. Sci. Adv. [2020] 6, 2578.

Shibata, S., Shibata, C. [2022] The Study of Childcare and Education Based on Nature of Denmark and Finland -Consideration Through The Childcare Activities and The National Curriculum-. Japanese Journal of Study on the Childhood Education and Care based on Nature, 4 [1], 1-13.

Patty Born Selly [2017], Teaching STEM Outdoors: Activities for Young Children, Redleaf Press.

Key word STEAM Education, Childcare Materials, Natural Environment

Critical thinking in outdoor education

Élise Rodrigue Poulin, Jean-Philippe Ayotte-Beaudet
Université de Sherbrooke, Canada

Abstract

Education is the key that should encourage students to empower themselves through better critical thinking (CT), an essential skill that improves the ability to make judgments about various societal issues (Paul and Elder, 2020). Starting with elementary school, CT must be developed in education. We can understand CT as processes that involve different resources to determine what to believe or do according to the context (Gagnon, 2011). Despite the importance that CT should have in education, schools teach according to tests rather than understanding and transferring learning (Gruenewald, 2008). This hinders the development of reflection related to CT processes. To address this, it is essential to ask how to offer a learning context that allows for the development of CT. Situating students in an outdoor education context may increase the chances of students developing CT. The importance of developing CT and reviewing the role of schools through outdoor education is even more important when the environmental challenges faced are considered (McVittue et al., 2020). By being taught outside, students experience more real-life learning experiences, which will increase their understanding and provide them with an opportunity to develop their thinking.

In this poster presentation, the link between critical thinking and outdoor education will be explored through a literature review that explores how outdoor education can contribute to the development of a higher level of essential CT. The presentation will then offer a critical assessment of the state of the literature on the subject, along with an explanation of various methods of outdoor education to foster the development of CT.

McVittie, J., Webber, G., Miller, D. and Hellsten, L. (2020). Pathways, Philosophies, and Pedagogies: Conversations with Teacher Educators about Place-Based Education. *Canadian Journal of environmental education*, 23(1), 33-49.

Paul, R. and Elder, L. (2020). *The miniature guide to critical thinking concepts and tools*. The Foundation for Critical Thinking.

Gagnon, M. (2011). Proposition d'une grille d'analyse des pratiques critiques d'élèves en situation de résolution. *Revue Recherches Qualitatives*, 30(2), 122-147.

Gruenewald, D. (2008). The best of both worlds: a critical pedagogy of place. *Environmental Education Research*, 14(3), 308-324.

Key word

Outdoor education, critical thinking

2019 Survey on Summer Camp Programs as Curriculum at Japanese Universities

Shingo Nakamaru¹, Yu Fukutomi², Mitsuru Sakatani³, Yuka Kogo⁴, Kotaro Aoki⁵, Naoya Taki⁶, Masahiko Tokuda⁷, Kumiko Ihara⁷, Kazutoshi Hashimoto⁸

¹Japan Women's College of Physical Education, Japan. ²Shigakukan University, Japan. ³Hokusho University, Japan. ⁴Tsukuba University of Technology, Japan. ⁵Kokugakuin University, Japan. ⁶Shinshu University, Japan. ⁷Osaka University of Health and Sport Sciences, Japan. ⁸Biwako Seikei Sport College, Japan

Abstract

This study aimed to reveal the current state of summer camp programs as curriculum at Japanese universities. During the 2019 academic year (prior to the COVID-19 pandemic), the survey targeted 133 summer camp programs as curriculum at 129 universities nationwide. The survey was conducted through questionnaires or web-based platforms between March and late July 2021, retrospectively for camps conducted in 2019. Survey items focused on course availability, types of camps, program content, and awareness of fostering fundamental competencies of working persons (Ministry of Economy, Trade and Industry: 2006). The main results showed that of the 133 programs, 54 (40.6%) offered camps. These camps were not limited to physical education, sports, and education departments, but were also conducted in other faculties. Regarding camp format, the most common duration of 24 camps (44.4%) was 4 days, followed by 5 days for 11 camps (20.4%). Participant numbers were most frequently from 21 to 50 (24 camps; 44.4%), followed by fewer than 20 (14; 25.9%). The majority of programs organized students into groups with sizes ranging from 7 to 9 in 22 camps (40.7%) and 4 to 6 in 20 camps (37.0%). During these camps, each group member assumed various roles and responsibilities. Additionally, many camps were held with awareness of cultivating fundamental competencies of working persons. The average number of instructors per 10 participants was 1.17. Of activities, the most common were outdoor cooking (46 camps; 85.2%), followed by tent camping (43; 79.6%), mountain climbing/hiking (41; 75.9%), and campfires (35; 64.8%) forming the core of program content. This study's findings will contribute to development of safe and effective methods of conducting summer camp programs.

Key word

summer camp programs, university curriculum, course status

A Study on the Occurrence of Injuries and Safety Measures in Youth Education Facilities

Kotaro Aoki¹, Taku Higuchi²

¹Kokugakuin University, Japan. ²National Institution For Youth Education, Japan

Abstract

There are 28 national facilities in Japan that provide nature experience activities for children.

National Institution for Youth Education conducts an annual survey to identify injuries and accidents that have occurred at each facility and to examine trends and factors in order to improve safety management and enhance safety measures at the facilities. In this presentation, we report the results of our survey of injuries that occurred at the 28 national facilities in Japan in 2021.

In 2021, 491 injuries occurred at the facilities, an increase of 300 from the previous year. In the previous year, the number of users decreased to 620,000 due to the COVID-19 Pandemic, but the number of users recovered to 860,000 in 2021, which may have affected the increase in the number of occurrences. The most common injury symptom was "Bruises", followed by "Cuts" and "Sprains", with "Carelessness of participants" being the most frequently cited factor in each injury.

The most frequently injured activities were "Sports" "Outdoor cooking" and "Crafts". In Sports, there were many cases of bruises, sprains, and poked fingers; in Outdoor cooking, burns, cuts, and insect bites; and in Crafts, cuts, burns, and puncture wounds were the most common injuries. In Crafts, the percentage of total injuries rose further from the previous year's survey results. Looking at the circumstances of injuries, minor injuries such as "burns from glue guns, electric pens, and burners," "cuts to fingers from carving knives and small knives" were more common. There were also several cases of failure to follow safety instructions in outdoor cooking, such as "Cutting my hand by using a different method than instructed".

While user groups that had been holding back activities due to the COVID-19 are returning, we have heard from facilities that there has been an increase in injuries that had not occurred in the past. For schools and groups that have not been able to conduct activities in the past few years, it is possible that not only the children but also the leaders themselves lack understanding and experience in the activities, or that even if they have experience, their sense of guidance and sensitivity to danger have become dull.

Key word

Youth Education Facilities, Injuries, Safety Measures

A Study of the Development Process of the Adventure Education Model in Japan: Focusing on Outward Bound

Daisuke Nishijima

Kamakura Women's University, Japan. Outward Bound Japan, Japan

Abstract

Background: The first modern adventure education program in Japan is considered to be the Outward Bound program, which took place on Koshijima Island, Kagoshima Prefecture, about 50 years ago in 1974. Since then, Outward Bound and other adventure education programs have developed in Japan along with international trends.

Purpose: The purpose of this study is to clarify the development process of the Japanese adventure education model that originated with the Outward Bound programs from the perspective of educational philosophy and program management.

Method: Using primarily historical reports and contemporary documents of Outward Bound Japan, we will compare how the Japanese adventure education model has developed from its early days to the present day, chronologically.

Results: It found that the educational philosophy of adventure education influenced by Kurt Hahn was carried over to Outward Bound Japan and remains the basis of the adventure education concept to this day. It also found that program operations have undergone changes unique to Japan and that the organization has been expanding and contracting repeatedly.

Discussion: Although there was a time of difficulty in program operation, partly due to the impact of COVID-19, it is believed that Japan has developed its own unique adventure education model based on a globally common philosophy up to that point. It was also thought that the quality of education in Japan could be further improved by increasing the social recognition of adventure education.

Reference: The Junior Chamber International Japan (1977). Outward Bound School.

Key word

Organizational Model of Adventure Education

What is outdoor studies as a basis for outdoor education?

Kei HIJIKATA

Meiji University, Japan

Abstract

Background: The definition of outdoor education as a combined area of adventure education and environmental education¹⁾ has been widely accepted in Japan. However, I believe that there is a type of outdoor education that is neither adventure education-oriented nor environmental education-oriented. Outdoor education practice has been effective in many ways. However, in order for the value of outdoor education to spread more widely, it is necessary to think about outdoor education as an original discipline that is not a composite area of environmental education and adventure education.

Purpose: The purpose of this study is to examine an outdoor studies that focuses on the experiential relationship between nature and humans in order to assert the uniqueness of outdoor education. It proposes an outdoor studies based on the inseparable relationship between nature and humans through a philological analysis of what humans are like while focusing on body theory.

Conclusions: Outdoor studies broadly comprises nature-related content. Japan Outdoor Education Society was established with an emphasis on the concepts of "nature, people and experience."²⁾ In particular, if we consider the key words 'nature' and 'experience', the following perspectives are important.

It is the body that experiences the natural environment. The body is not subject to logical controls such as language and consciousness, but precedes them³⁾. The body rather belongs to nature. Outdoor studies need to be conceived with a focus on the body and its ways of being, especially its interaction with natural environment. As humans with bodies are semi-animal, it is important for outdoor studies to have a perspective that understands humans as living organisms. Culture and civilisation have been fostered through the exposure of the body to nature and its interaction with the environment, so ecological, evolutionary psychological and climatological perspectives will be essential for outdoor studies.

It is necessary to envisage an outdoor studies that based on these findings.

1) Priest, S. (1986). Redefining Outdoor Education: A matter of Many Relationships. *The Journal of Environmental Education*, 17(3): 1-13

2) Purpose of establishment and history of the society (2023.10.3). https://joes.gr.jp/?page_id=272
Japan Outdoor Education Society website

3) Maurice Merleau-Ponty. (1945). *Phenomenology of Perception*.

Key word

outdoor education, outdoor studies, experience, body theory

Effects of early childhood experience on the subsequent preference for wild animals

YUKIKO YAMAGUCHI

Okayama College, Japan

Abstract

We carried out a questionnaire survey of visually disabled people to examine how their childhood experiences with nature or living creatures affect their personal likes and dislikes to wild animals at a later date. The questionnaire was addressed to 43 organizations for visually disabled people across the country, and 96 persons in total answered it through each organization. The result shows that the ratios of likes, dislikes and indifference to wild animals are approximately 50%, 40% and 10%, respectively. By looking into the answers, it is clarified that the difference between likes and dislikes to wild animals depends on whether or not they have the experiences of touching nature or living creatures in their ages of 4 - 8. In addition, cognition lack due to visual disability affects their negative impression (dislikes) to wild animals. By analyzing their reasons of liking or disliking wild animals, we realized that persons belonging to a group: dislikes to wild animals for reasons not based on their real experiences seem to have a particularly negative impression of insects and arachnids. On the other hand, persons belonging to a group: likes to wild animals for reasons based on their experiences tend to see wild animals objectively. The superiority of all the results were evaluated by the chi-squared test.

This study suggests that experiences with nature and living creatures in childhood are definitely important regardless of whether or not they have a disability. Thus, we conclude that an effective means to compensate the cognition lack due to the disability is strongly required.

Key word

Visual impairment, childhood, experience, wild animals, environment, nature

Earthing and Outdoor Education: A Scoping Review

Gian Marco Di Feo¹, [Stephen Ritchie](#)², Takako Takano³, Simon Priest⁴

¹Department of Psychology, Laurentian University, Canada. ²School of Kinesiology and Health Sciences, Laurentian University, Sudbury, Ontario, Canada Centre for Rural and Northern Health Research, Laurentian University, Canada. ³School of Culture, Media and Society, Waseda University, Tokyo, Japan, Japan. ⁴Outdoor Education, College of Health and Human Services, University of New Hampshire, Durham, NH, USA, USA

Abstract

Earthing and Outdoor Education: A Scoping Review

Earthing (also known as grounding) is the process of connecting directly with the earth's electrical energy by removing insulated clothing or shoes (Ober et al., 2014). Thus, walking barefoot through grass, on sand, or in water is earthing, and even swimming in natural waters is considered earthing. Thus, outdoor education inherently incorporates earthing activities because they are often a core component of many approaches or programs. Since the entire surface of the earth is covered in a negative charge, people wearing insulated shoes and living in buildings constructed with non-conductive materials are not grounded to the earth and are prevented from "maintaining the body's electrical stability and the normal functioning of its self-regulating and self-healing mechanisms" (Ober et al., 2014, p. 255). Although the concept of earthing has historical roots in many diverse Indigenous cultures and practices, the research related to earthing only recently emerged in the 21st century. Numerous studies have reported a variety of holistic health benefits such as improved mood, faster recovery after exercise, decreased inflammation, lower blood pressure, and a higher quality of sleep (Ober et al., 2014). The aim of our study is to complete a scoping review to compile and assess the outcomes and quality of evidence related to earthing. Inclusion criteria will be any empirical study, from any publication year, that reports on health outcomes related to earthing, regardless of the study design or the nature of the health outcome. In consultation with a librarian, the search terms will be refined, and the search strategy will include relevant databases, Google Scholar, and relevant organizational websites. A narrative analysis will be completed to summarize health outcomes and related earthing protocols used in the included studies. Implications for outdoor education will be discussed.

IMPORTANT NOTE: Although we have not yet completed the systematic review, it will be completed by the time of the conference in March 2024. However, the study authors have already compiled and read dozens of earthing studies, so we are confident that completing a systematic review is the logical next step in this area of research.

Key word

Outdoor Education, Outdoor Learning, Earthing, Grounding, Ecohealth Promotion

Exploring the Significance of Early Life Outdoor Experiences: A Scoping Review of Retrospective Outdoor Methods

Jonah D'Angelo¹, Stephen Ritchie¹, Simon Priest², Bruce Oddson¹, Daniel Scott¹

¹Laurentian, Canada. ²Canadian Outdoor Therapy and Healthcare Research Collaboratory, Virtual Address: <http://coth.ca/>, Canada

Abstract

Retrospective research in the field of outdoor education has garnered significant interest in recent years, focusing on alumni participants from previous outdoor programs to gain insights into their outcomes over time. However, a notable gap exists regarding a well-defined framework and methods for conducting effective retrospective studies in this context. In light of this, the objective of our scoping review were to; (1) identify the characteristics and outcomes of current studies, (2) systematically assess and identify the current methods employed in outdoor retrospective research, summarize their results, evaluate their strengths and weaknesses, and (3) compile reported methodological recommendations and limitations

Our review employed a Peer Review Electronic Search Strategies (PRESS) (McGowan et al., 2016) applied to Pubmed, Proquest, Web of Science and Google Scholar; resulting in the identification of 31 unique studies. The studies primarily focused on university outdoor education, with an emphasis on understanding the long-term implications of these experiences. The most commonly used data collection method was interviews, and the most frequent framework was Significant Life Experiences (SLEs) (Daniel, 2003).

The methods employed in retrospective research varied substantively across the studies. Memory recall errors, small sample size, and self-selection bias were reported as the main limitations. Study authors emphasized the need to continue to explore the impact of outdoor experiences over time and continue to refine and improve retrospective methods in outdoor contexts. Longitudinal tracking of participants and mixed methods approaches were recommended to identify outcomes and life changes.

The findings reveal a lack of a specific framework for retrospective studies in this field with a need for further innovation of methods. The SLE framework exists as a notable option as well as the comparison of the accumulation of one's life SLEs to gain a comprehensive understanding of how outcomes are achieved. The authors conclude by providing five suggestions for research in the field.

Daniel, B. (2003). *The Life Significance of a Spiritually Oriented Outward Bound-Type Wilderness Expedition*. Antioch, New England Graduate School.

McGowan, J., Sampson, M., Salzwedel, D. M., Cogo, E., Foerster, V., & Lefebvre, C. (2016). PRESS Peer Review of Electronic Search Strategies: 2015 Guideline Statement. *Journal of Clinical Epidemiology*, 75, 40–46.

Key word Scoping Review, Outdoor Learning, Outdoor Education, Retrospective Research, Methods Research

Pre-start Mood State and Psychological Competitive Abilities in Alpine skiing

Kosei Kanatani¹, Akane Otomo², Kumi Moriyama¹, Akihiro Sakamoto²

¹University of Tsukuba, Master's Program in Physical Education, Health and Sport Sciences, Japan.

²University of Tsukuba, Japan

Abstract

In Japan, Alpine skiing is used as an outdoor education activity, and ski camps aimed at improving skiing skills and the ability to confront nature are held in various regions in winter. Generally, these programs don't emphasize competition. On the other hand, Alpine skiing competitions are characterized by a variety of unstable factors that affect performance, such as course setting, weather conditions, snow conditions, and starting order. Athletes face such uncertainty and attempt to solve problems. Therefore, it is expected that Alpine skiing as a competition will also have outdoor educational effects. In addition, although research on Alpine skiing has been conducted mainly from the technical and physical aspects, the psychological aspects have not been fully clarified. Therefore, the purpose of this study was to clarify the pre-start mood state and psychological competitive ability of athletes in Alpine skiing competitions. We surveyed 66 athletes who participated in a national qualifying competition held in January 2021 in A prefecture using question about Attributes (Gender, age, and the results of the first run of the giant slalom), The two-dimension mood scale (Sakairi et al.,2001) and Psychological Competitive Abilities Test (Tokunaga et al.,2003). The results showed that in the pre-start mood state of Alpine skiers, who is high performance, the higher the "vitality level", "hedonic level", and "arousal level" were found. And those with higher performance were more "psychological competitive Abilities". Furthermore, it was found that athletes with high "motivation to compete" had higher "vitality level" and "hedonic level" before the start of the race. These results suggest that Alpine skiing competitions require athletes to control their own mood state before the start to confront the stresses they receive from nature and circumstances, and that it is important to train the psychological aspect as well as the technical and physical aspects.

References

Sakairi, Yosuke, Eiji Tokuda, Masato Kawahara, Tatsuo Taniki, Hideaki Seiya. Development of Two Dimension Mood Scale for Measuring Psychological Arousal Level and Hedonic. Bull. Inst. Health & Sport Sci., University of Tsukuba. 2003,26, p.27-36.

Tokunaga M. Evaluation Scales for Athletes' Psychological Competitive Ability: Development and Systematization of the Scales. Health Science. 2001,23, p91-102.

Key word

Alpine skiing, two-dimension mood scale, psychological competitive ability, winter outdoor education

Practice of family day camp 'Magomokomo Camp'

Kumi Moriyama¹, Kosei kanatani¹, Takuro Orii¹, Hitoshi Watanabe², Akihiro Sakamoto²

¹Master's Program in Physical Education, Health and Sport Sciences, University of Tsukuba, Japan.

²University of Tsukuba, Japan

Abstract

The modern family, symbolized by the nuclear family and the absence of fathers and small families, has lost its structure suitable for children's socialization 1). On the other hand, it is believed that having parents and children experience something different from their normal lives together in a camp setting can have a positive impact, enabling parents and children to face difficulties together and to understand each other better. Based on the above, the authors conducted a family day camp for families, including children of elementary school age to grandparents. Participants were four families (17 people in total), including elementary school children. A post-program questionnaire was administered to both children and adult participants. Among the programs we conducted, when I asked them to rank my tree, camouflage, fire-making, and Baumkuchen making in order of their enjoyment, Baumkuchen making received the highest score (48 points). When asked if they had gained any new insights into their families, all adult participants responded that they had. It is thought that the relaxed program allowed participants to spend more time with their families, which may have further strengthened family bonds. As for the motive for participating in this camp, responses included "I have no experience in camping and cannot easily prepare for it by myself (mother)" and "My child had few opportunities to be exposed to nature (fire) and wanted to camp (mother). It is thought that the family day camp may have been an experience that led to future participation in outdoor activities for families who were interested in outdoor activities but found it difficult to carry them out due to equipment and environmental issues.

reference

1) Katsuko Sato, Parent-child relationship and child socialization, Educational Sociology Research Vol. 31, 1976

Key word

family camp, Three generations, nature game

A Process of Developing Japanese University Students' Self-authorship through Physical Education Class Using Outdoor Program

Fuyuka Sato¹, Akihiro Sakamoto², Akane Otomo²

¹Tokyo Kasei Gakuin University, Japan. ²University of Tsukuba, Japan

Abstract

Self-authorship is one of the capabilities that 21st-century university education aims to develop. This study aimed to examine the effects that university physical education class using Action Socialization Experience (ASE) conducted as a general education subject exert on Japanese university students' self-authorship, and carried out interview surveys on 10 students.

As a result of carrying out M-GTA (Modified Grounded Theory Approach), the 3 core categories, 13 categories, and 50 concepts were generated. The development of self-authorship in outdoor program class moves forward around the , comprising the 6 categories of "encountering diverse others," "facing challenges that one does not know the correct answer to" with them, and then "conducting physical trial and error" with a view to solving the challenges, through which they "become a team" with members who trust and accept each other, and they also have difficulty with challenge solving and face situations where they "do not progress well" and "find solutions" through trial and error. In this series of experiences, the of the presence of a "non-teaching instructor" who adopts a supervisory position without imparting knowledge or solutions and other "properties of lessons and teaching materials". Based on the "increase in interest in learning" through these experiences, this links to development of self-authorship through the of "strengthening internal foundations", which is recognition of oneself, "independent value understanding of learning", which is understanding by oneself, "interpersonal independence", which is the desire to broadcast one's own opinions, and "acceptance of diversity", which is the acceptance of diverse perspectives.

Key word

University Physical Education, ASE, Self-authorship, Japanese Students, Interview

The Significance of Experiencing Camps with Non-hearing-impaired Children for Deaf Children and Hearing-impaired Children — An Analysis of Interviews using Sign Language with Deaf and Hearing-impaired Children, and of Observational Records of Children and Staff —

Masako Harigaya

Meiji University, Japan. PVO to Support Deaf and Hard of Hearing Children's Experiential Activities, Japan

Abstract

"Inclusive education" is gradually permeating into society, but there is some confusion as to how it should be carried out in the real world.

For example, it is said that activities in a group of hearing people, where information is exchanged mainly through spoken language, can be burdensome and stressful for people who are deaf or hard of hearing. The main objective of this camp was to provide quality outdoor education specialized for deaf children. However, I thought if this camp gave deaf children the opportunity to mix with non hearing impaired, it would hopefully change their perception on themselves and other people to a positive outlook.

The subjects of this survey were 21 deaf children from 10-12 years old who joined "camp D" for 9 days in 2018, 2019 and 2022. These camps were held at the same time with "camp A" which had about 30 non hearing impaired children, so the programs were mostly the same, both participants camped together. We had interviews with deaf participants using sign language before and after the camps. We believe that using sign language for interviews is the best method at this time because sign language is the first language of the Deaf. In addition, the participants and staff of both Camp A and Camp D were observed and recorded. The data obtained from the interviews and observations was verbatim and then analyzed by categorization.

After the camp, we discovered more results such as not only that deaf children changed their opinion of non-hearing impaired children to positive, but also that many non-hearing impaired participants and staff acquired new viewpoints on communication. The children who were not hearing impaired were friendly to deaf children, and also they were very interested in sign language deaf children use. I often saw they approached and said hi to deaf children by themselves. It may be also influenced by their trust in the leaders who are there with them. Trusted leaders allows children to relax, to be free, and children can show their ability to think outside of existing concepts. We might found another benefit of outdoor education.

Key word

Deaf, Non-hearing-impaired, Interview, Sign Language

Students Specializing in Outdoor Education in Japan: Quantitative Insights into Learning Motivations and Types

Tatsuki Takahashi, Hitoshi Watanabe

Institute of Health and Sport Sciences, University of Tsukuba, Japan

Abstract

This research aimed to elucidate the relationship between the learning motivation of students specializing in outdoor education and the characteristics of its types. Using a web questionnaire related to the motivation for studying outdoor education, valid responses from 238 students across 19 universities were obtained. The collected quantitative data underwent significance testing, effect size calculation, and multivariate analysis. Major findings include:

1. Learning motivation for students specializing in outdoor education comprises six factors: "Personal growth," "Environment," "Pleasure," "Vocational Training," "Coaching," and "Affinity for Nature."
2. No correlation exists between the academic year or duration of specializing in outdoor education and motivation scores.
3. No significant gender differences are present in motivation scores. However, undergraduate students scored higher on "Personal growth," "Environment," and "Pleasure" than postgraduate students.
4. Initial learning motivation types are categorized as "Pleasure-Oriented," "Passive Start," and "Active Learning Oriented."
5. Current learning motivation types during the study process are classified into five categories: "Vocational Training," "Pursuit of Pleasure," "Active Learning," "Passive Learning," and "Outdoor Activity Oriented."
6. Starting with three types of initial motivation and expanding to five as learning progresses, motivation types diversify as students begin their outdoor education.
7. The "Passive Start" type is more prevalent among males, while "Pleasure-Oriented" is higher among females.
8. Transition trends were observed between initial and current motivations.

Preceding studies have indicated a negative perception of some factors like "Pleasure," which aligns with terms like "youth" and "enjoyment." However, generalizing them as undesirable may be incorrect, as Ida¹⁾ and Mizogami²⁾ have indicated the significance of balanced motivation types. This study quantitatively unveiled students' learning motivations and their attributes. However, future research should address the experiences that shape learning motivation forms.

1) Ida, K. (2008). A Validity Study of the Academic Task-Values Evaluation Scale: Focusing on the Self-Consciousness and Achievement Motive. Reports of Hokkaido University of Education at Kushiro, 40, 41-48.

2) Mizokami, S. (2009). Student learning and development from a college life perspective: Wellbalanced

curricular and extra-curricular activities show high development. Kyoto University Researches in Higher Education, 15, 107-118.

Key word

Outdoor Leadership, Outdoor Adventure Education, University Students, Graduate Students

An Investigation into Enskilment and Student Outdoor Leadership

David Addis

University of Worcester, United Kingdom. International College Hong Kong, Hong Kong

Abstract

Through the training of secondary school students to become Outdoor Leaders, this research study investigates the appropriateness of enskilment as a school-based approach to outdoor education. Enskilment is seen as an approach to learning a craft that moves beyond the simple acquisition of technical skills and instead seeks to embed the learner in the taskscape - the complex amalgamation of activities with natural and social elements, that the learner interacts with in mastering their craft. This study used semi-structured interviews with four of the trainee outdoor leaders at week 5 and 11 of an 11-week program. The study investigated the learners experiences and through the lens of enskilment sought to understand how various relationships with the taskscape influenced their development. A deductive thematic analysis approach was used to analyse the interview transcripts. This study highlights the important role of peers and of more experienced others in defining the identities of a group of Outdoor Leaders. It also discusses the importance of repeated visits to a local natural site in developing familiarity and deeper connections to the natural world. The repeated visits to the same site aided the student's judgement in that environment, represented their personal growth and developed pro-environmental behaviour for the enskiled Outdoor Leader. The study suggests the nature of schools as a fixed site where students, staff, local people and local natural sites can maintain a relationship over many years, makes them well-placed to adopt an enskilment approach to their outdoor learning programme.

Prins, A., & Wattchow, B. (2020). The pedagogic moment: enskilment as another way of being in outdoor education. *Journal of Adventure Education and Outdoor Learning*, 20(1), 81-91.

Key word

Enskilment, school-based, outdoor leadership

Students Specializing in Outdoor Education in Japan: Qualitative Exploration of Cognition and Motivation Transformation

Tatsuki Takahashi, Hitoshi Watanabe

Institute of Health and Sport Sciences, University of Tsukuba, Japan

Abstract

This study aimed to elucidate the transformation process of outdoor education specialization students' learning motivation and cognition towards outdoor education. Semi-structured interviews were conducted with master's students or graduates specializing in outdoor education, focusing on the transformation of their cognition and interest. Qualitative data was analyzed using SCAT (Steps for Coding and Theorization)¹⁾. Four individuals were initially selected based on criteria such as years of experience and non-overlapping university affiliations. However, one was excluded due to insufficient insights, leaving three participants for analysis.

Key findings include:

1. Previous exposure to outdoor education did not influence their decision to specialize in it, nor was the decision based on a clear understanding of its educational framework.
2. As students acquired knowledge and deeper understanding, they reinterpreted their past outdoor education experiences.
3. Students possibly perceive outdoor education instruction as an avenue for personal growth and comprehension, with some considering postgraduate studies due to perceived gaps in their university education. Peers from the same research group or other universities specializing in outdoor education influenced their engagement and postgraduate aspirations.
4. Through outdoor instruction experiences, students felt the need to acquire or wish to obtain perspectives and capabilities that align with their roles. Notably, experiences involving counseling heightened their interest in outdoor education theory and instructor capabilities. Advanced roles, such as program directors, deepened their understanding and interest in the educational structure of outdoor education.
5. A deepened understanding and recognition of outdoor education elevate its value personally, leading to increased desires for its dissemination, continuity, and related career aspirations.

While this study was based on three participants due to the rarity of students specializing in outdoor education, more extensive data collection and the use of data-appropriate methodologies such as Grounded Theory Approaches are intended for future research.

1) Otani, Takashi. (2008). "SCAT" A Qualitative Data Analysis Method by Four-Step Coding: Easy Startable and Small Scale Data-Applicable Process of Theorization, Bulletin of the Graduate School of Education and Human Development. Educational Sciences, 54(2), 27-44.

Key word Outdoor Leadership, Outdoor Adventure Education, Graduate Students, Master's Students, Steps for Coding and Theorization

Special Interest Group

Journals and the Challenges of Publishing

John Quay, Pat Maher, Mary Breunig, Denise Mitten

Abstract

The broad field of outdoor education research is supported by at least four main academic journals, acknowledging that there are many other journals which publish outdoor education research. These four journals are “ours” because they are supported by associations that include communities of outdoor education researchers and practitioners.

Journal (alphabetical)	Association(s)	Publisher	Editor-in-Chief
Journal of Adventure Education and Outdoor Learning	Institute for Outdoor Learning	Taylor & Francis	Pat Maher
Journal of Experiential Education	Association for Experiential Education	Sage	Joanna Bettmann Schaefer
Journal of Outdoor and Environmental Education	Outdoor Education Australia	Springer	John Quay
Journal of Outdoor Recreation, Education, and Leadership	Association for Outdoor Recreation and Education (AORE), the Wilderness Education Association (WEA), and the Western Kentucky University Research Foundation	Sagamore	Raymond Poff

In this session, editors (or their proxies) from the Journal of Adventure Education and Outdoor Learning (JAEOL), the Journal of Experiential Education (JEE), and the Journal of Outdoor and Environmental Education (JOEE) will discuss a variety of challenges they see in this increasingly complex space. What are the continued implications of COVID-19 on publishing? How do these journals perceive the roles of author, reviewer, associate editor, or editor-in-chief changing in the future? Where do journals, in general, fit alongside books, practitioner-focused publications, or popular press?

All are welcome – whether you’re a seasoned author or reviewer, or just getting started. There will be plenty of time to Q&A.

Artificial Intelligence and Outdoor Education Part 2: Round Table Discussion

David Hills, Chris North

Abstract

This round table discussion follows the presentation 'Artificial Intelligence and Outdoor Education Part 1, Chris North and David Hills'. Similar to the Outdoor Education profession's response to the impacts of COVID-19 (Quay et al., 2020), we presented the key themes and findings from 14 authors in 10 countries on Artificial Intelligence and Outdoor Education. Given the rapid growth and development of AI, there are likely to be new aspects of AI to emerge that will significantly disrupt many sectors (North et al., 2023; Dwivedi et al, 2023). The round table intends to deepen our understanding of the intersection of AI and outdoor education and to inform educators, researchers and practitioners (Hills & North, 2023). This round table will pose the following questions: 1) What are your initial feelings about AI and Outdoor Education? 2) What might help to deepen our collective understanding to encourage the intentional, coherent and evidence-based management of AI? The round table is open to everyone, and we welcome and encourage different views on technology and outdoor education.

**Research
Presenters
Index**

Author name	Affiliation name	Program Codes*
Aadland, Helga	Western Norway University of Applied Sciences, Norway	149
Addis, David	International College Hong Kong, Hong Kong. University of Worcester, United Kingdom	214
Akaho, Yuma	Japan Advanced Institute of Science and Technology, Japan	31
Akihiro, Sakamoto	Faculty of Health and Sport Sciences, University of Tsukuba, Japan	69
Andkjær, Søren	Department of Sports Science and Clinical Biomechanics, University of Southern Denmark, Denmark. University of Southern Denmark. Department of Sport Sciences and Clinical Biomechanics, Denmark	49, 70
Aoki, Kotaro	Kokugakuin University, Japan	140
Arvidsen, Jan	Active Living, Department of Sports Science and Clinical Biomechanics, University of Southern Denmark, Denmark	112
Aylward, Tomas	Munster Technological University, Ireland	177
Ayotte-Beaudet, Jean-Philippe	Université de Sherbrooke, Canada	43
Barfod, Karen	UdeskoleNet, Denmark. VIA University College, Denmark	27
Barraud, Flossy	University of Plymouth, United Kingdom. Manta Trust, United Kingdom	39
Beames, Simon	Norwegian School of Sport Sciences, Norway	130
Beaudry, Marie-Claude	Université de Sherbrooke, Canada	75
Ben Israel, Arnon	Kaye Academic College of Education, Israel	82
Bissonnette, François	Chaire UNESCO de développement curriculaire, Canada. Centre de recherche interuniversitaire sur la formation et la profession enseignante, Canada. Département des sciences de l'activité physique, UQAM, Canada. Université du Québec à Montréal, Canada	100, 167
Blaine, Judith	Rhodes University, South Africa. Odyssey, Hong Kong. University of Hong Kong, Hong Kong	30, 53
Blenkinsop, Sean	Simon Fraser University, Canada	29
Bortolotti, Alessandro	The University of Bologna, Italy	198
Breunig, Mary	California State University-Sacramento, USA	66
Bølling, Mads	VIA University College, Research Centre for Pedagogy and Bildung, Program on Outdoor Education, Denmark. Center for Clinical Research and Prevention, Copenhagen University Hospital – Bispebjerg and Frederiksberg, the Capital Region of Denmark, Copenhagen, Denmark	160
Champagne, Kim	Université de Montréal, Canada	101
Chaston, Millie	Plymouth Marjon University, United Kingdom	40
Cooper, Helen	Western Sydney University, Australia	89

Author name	Affiliation name	Program Codes*
Daigle, Patrick	Université du Québec à Montréal, Canada	64
Deschamps, Antoine	Universitetet i Oslo, Norway. Université de Sherbrooke, Canada	119
Egawa, Jun	Kanda Univ. of International Studies, Japan	88
Ejbye-Ernst, Niels	VIA University college, Denmark	68
Elderton, Victor	Simon Fraser University, Canada	183
Endo, Chisato	Tokoha University Junior College, Japan	115
Eriksen, Jørgen	Norwegian School of Sport Sciences, Norway	211
Gadais, Tegwen	Université du Québec à Montréal, Canada	25
Gal, Adiv	The Center of Education for Environmental Sustainability, Kibbutzim College of Education Technology and the Arts, Israel	56
Grocutt, Sarah	University of Worcester, United Kingdom	32
Hamatani, Hiroshi	Hokkaido University of Education Iwamizawa, Japan	84
Harigaya, Masako	PVO to Support Deaf and Hard of Hearing Children's Experiential Activities, Japan. Meiji University, Japan	204
Harper, Alexandra	Western Sydney University, Australia	213
HIJIKATA, Kei	Meiji University, Japan	153
Hild, Barbara	University of Iceland, Iceland	208
Hills, David	Griffith University, Australia. Griffith University, Australia	124, 125
Ho, Shin-Jia	National Taichung University of Science and Technology, Taiwan	35
Ho, Susanna	Ministry of Education, Singapore. Ministry of Education, Singapore	48, 166
Howell, Verity	University of Cumbria, United Kingdom. University of Cumbria, United Kingdom	57, 58
Humberstone, Barbara	Institute for Outdoor Learning, United Kingdom. Buckinghamshire New University, United Kingdom. Plymouth Marjon, United Kingdom	185
Illeris, Helene	University of Agder, Norway. University of Agder, Norway. University of Agder, Norway	132, 133, 135
INOUE, Mariko	Tama Forest Science Garden, Forestry and Forest Products Research Institute, Japan	110
Jickling, Bob	Lakehead University, Canada	42
Jukes, Scott	Federation University, Australia. Federation University, Australia	109, 168
Jóhannesson, Gunnar Thór	Department of Geography and Tourism, University of Iceland, Iceland	180
KAI, Tomohiko	KWANSEI GAKUIN UNIVERSITY, Japan	94
kajiura, kyoko	Aichi Toho University, Japan	87

Author name	Affiliation name	Program Codes*
Kamisaka, Yuko	Faculty of education, arts and sports , Western Norway University of Applied Sciences, Norway	<u>134</u>
Kanatani, Kosei	University of Tsukuba, Master's Program in Physical Education, Health and Sport Sciences, Japan	<u>191</u>
Katsogridakis, Georgios	Plymouth Marjon University, United Kingdom. Plymouth Marjon University, United Kingdom	<u>44, 45</u>
Kingsbury, Célia	Centre de recherche de l'Institut universitaire en santé mentale de Montréal, Canada. Centre de recherche de santé publique (CReSP), Canada. École de santé publique de l'Université de Montréal, Canada	<u>28</u>
Kinjo, Hatsuho	Sophia University, Japan	<u>98</u>
Knowlton Cockett, Polly	Grassroutes Ethnoecological Association, Alberta, Canada. University of Calgary Werklund School of Education, Canada	<u>123</u>
Kogo, Yuka	Tsukuba University of Technology, Japan. Tsukuba University of Technology, Japan	<u>106, 169</u>
L'Heureux, kassandra	Université de Sherbrooke, Canada	<u>51</u>
Lacoste, Yannick	Université du Québec à Montréal, Canada	<u>76</u>
Leather, Mark	Plymouth Marjon University, United Kingdom. Plymouth Marjon University, United Kingdom	<u>23, 24</u>
Little, Jason	Middlebury Institute of International Studies, USA	<u>63</u>
Lund, Siv	Oslo Metropolitan University (OsloMet), Norway	<u>212</u>
McNatty, Shannon	University of Otago, New Zealand	<u>52</u>
Mercure, Christian	Université du Québec à Chicoutimi, Canada. Université Laval, Canada	<u>158</u>
Mikaels, Jonas	The Swedish School of Sport and Health Sciences (GIH), Sweden	<u>150</u>
MIKI, YUKO	Graduate School of Education, The University of Tokyo Doctoral Program, Japan	<u>195</u>
Miller, Loren	Outward Bound Australia, Australia. Outward Bound Australia, Australia	<u>46, 47</u>
Mitchell, Rich	Stramash Social Enterprise, United Kingdom	<u>120</u>
Mitra, Soumya	Prescott College, India	<u>142</u>
Mitsui, Satomi	Mount Fuji Research Institute, Yamanashi Prefectural Government, Japan	<u>61</u>
Mitten, Denise	Prescott College, USA	<u>107</u>
Moriyama, Kumi	Master's Program in Physical Education, Health and Sport Sciences, University of Tsukuba, Japan	<u>197</u>
Morse, Philippa	La Trobe University, Australia	<u>170</u>
Murai, Shinji	Tamagawa Adventure Program, Tamagawa University, Japan	<u>105</u>

Author name	Affiliation name	Program Codes*
Nakamaru, Shingo	Japan Women's College of Physical Education, Japan	<u>129</u>
Negro, Selima	Pedagogia del bosco Ricerca e formazione, Italy	<u>137</u>
Neville, Ian	Federation University Australia, Australia. Federation University Australia, Australia	<u>97, 104</u>
Nicholls, Fiona	Plymouth Marjon University, United Kingdom	<u>41</u>
Nicolson, Malcolm	Somers School Camp, Australia	<u>55</u>
Nishijima, Daisuke	Outward Bound Japan, Japan. Kamakura Women's University, Japan	<u>148</u>
Noguchi, Kazuyuki	KEIO University, Japan	<u>131</u>
North, Chris	University of Canterbury, New Zealand	<u>85</u>
Okada, Masahiro	Tokai University, Japan	<u>60</u>
Okamura, Taito	Backcountry Classroom Inc., Japan. Backcountry Classroom Inc., Japan	<u>65, 178</u>
Orii, Takuro	Master's Program in Physical Education, Health and Sport Sciences, Graduate School of Comprehensive Human Sciences, University of Tsukuba, Japan	<u>194</u>
Paal, Kathrin	University of Plymouth, United Kingdom	<u>71</u>
Paul, Chloe	Plymouth Marjon University, United Kingdom	<u>50</u>
Paulsen, Michael	University of Southern Denmark, Denmark	<u>165</u>
Quay, John	University of Melbourne, Australia	<u>37</u>
Quintela Do Carmo, Gabriela	University of Sherbrooke, Canada	<u>92</u>
Reato, Tommaso	Università degli Studi di Padova, Italy	<u>159</u>
Ritchie, Stephen	Laurentian University, Canada. School of Kinesiology and Health Sciences, Laurentian University, Sudbury, Ontario, Canada Centre for Rural and Northern Health Research, Laurentian University, Canada. Laurentian, Canada	<u>162, 163, 182</u>
Rodrigue Poulin, Élise	Université de Sherbrooke, Canada	<u>117</u>
Sato, Fuyuka	Tokyo Kasei Gakuin University, Japan	<u>203</u>
Shibata, Suguru	Faculty of Early Childhood Education, Koriyama Women's University, Japan	<u>116</u>
Singsaas, Marianne	Telemark Research Institute, Norway. Telemark Research Institution, Norway	<u>171, 179</u>

Author name	Affiliation name	Program Codes*
Skaltsa, Ioanna G.	Department of Agricultural Economics & Development, School of Applied Economics & Social Sciences, Agricultural University of Athens (AUA), Athens, Greece	<u>90</u>
Smallwood, Amy	University of Cumbria, United Kingdom. University of Minnesota Duluth, USA	<u>190</u>
Smith, Heidi	University of Edinburgh, United Kingdom	<u>136</u>
Stockwell, Lewis	University of Edinburgh, United Kingdom. University of Hertfordshire, United Kingdom	<u>81</u>
Stokholm, Dorte	VIA University College, Denmark	<u>155</u>
Sturges, Marion	Western Sydney University, Australia	<u>108</u>
Sugimoto, Mamoru	National Nasukashi Youth outdoor Learning center, Japan	<u>74</u>
Svensson, Gaute	UiT The Arctic university of Norway, Norway	<u>164</u>
Takahashi, Tatsuki	Institute of Health and Sport Sciences, University of Tsukuba, Japan. Institute of Health and Sport Sciences, University of Tsukuba, Japan	<u>206, 216</u>
Takamasa, Yomogida	Faculty of Budo and Sport Studies, Tenri University, Japan	<u>127</u>
takano, takako	Waseda University, Japan	<u>199</u>
Takeda, Takeshi	Miyagi Gakuin Women's University, Japan	<u>186</u>
Thomas, Glyn	University of the Sunshine Coast, Australia. University of the Sunshine Coast, Australia	<u>77, 79</u>
Thorsteinsson, Jakob	University of Iceland, School of Education, Iceland	<u>181</u>
Thorsteinsson, Jakob Frimann	University of Iceland, Iceland	<u>176</u>
To, Kimiharu	Aomori University, Japan	<u>209</u>
Tøstesen, Gustav	Western Norway University of Applied Sciences, Norway	<u>151</u>
van Kraalingen, Imre	Norwegian School of Sport Sciences, Norway	<u>80</u>
Watanabe, Hitoshi	Faculty of Health and Sport Sciences, University of Tsukuba, Japan	<u>205</u>
YAMAGUCHI, YUKIKO	Okayama College, Japan	<u>154</u>
Yanagi, Toshiharu	Kobe Tokiwa University, Japan	<u>152</u>
Yoshimatsu, Azusa	Meiji University, Japan	<u>67</u>

Country	Count
Australia	16
Canada	21
Denmark	8
Greece	1
Hong Kong	1
Iceland	4
India	1
Ireland	1
Israel	2
Italy	3
Japan	39
New Zealand	2
Norway	13
Singapore	2
South Africa	1
Sweden	1
Taiwan	1
USA	4
United Kingdom	17
