Book of Abstracts EOE 2017

1. The following book is organised A-Z by author surname.

2. Where multiple authorship of an abstract was submitted, only the first author on the submission form is listed here and in the programme.

For all presenting at conference (oral, poster, practical, discussion) there is the opportunity to have your work published in a book of conference proceedings, published online with an ISBN number.

The proposal is that you submit a 2,000 word extended abstract following your presentation at conference. It is hoped that your participation, presentation and discussions will allow you to further develop your contribution and relate this to the conference themes. Multiple authors will be acknowledged in this publication.

- Language for publication is English - UK dictionary spellings
- Submit your abstract as a MS Word file, including author name[s] and autobiography[s]
- Email completed abstracts for review to eoe2017@marjon.ac.uk [EXTENDED ABSTRACT in subject line]
- Deadline 1st December 2017 – there will be a reviewing and editing process – however, it is expected that the abstract will be correctly formatted with an accurate reference list

Thank you for your contribution to this conference and a big welcome to Plymouth and the “eeo tribe”!

Mark Leather
June 2017

1 apologies in advance for any omissions, errors or cultural misunderstandings
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Storytelling in the Great Outdoors: How to Engage an Audience and Create a Memorable Experience

This workshop will explore how participants can enhance their practice with the oral tradition of storytelling, and how to make their outdoor education programs memorable. According to Kevin Strauss, “Environmental Storytelling is the act of using live narrative performance to teach an audience about the natural world, how it works, and how to care for it.” (Strauss K 2008).

One of the challenges that people, who are new to storytelling, have is gaining the confidence to leave the ‘book’ behind and engage in the oral tradition, while working with a live audience. In today’s ‘fast-paced’ world, an audience will have been exposed to first-rate entertainment through films, theatre or television; therefore, it may take more than straightforward narration to hold their attention. A storyteller needs to draw the audience into the world of their narrative. In this workshop, participants will explore some of the ways to create an engaging storytelling experience and connect more effectively with their audience, through chant, movement and percussion music.

This workshop will also explore the relevance of storytelling in the outdoor education curriculum. This may be useful for participants who teach in Further or Higher Education sector.

Author Biography
Abimbola Alao is a storyteller and Outdoor Education tutor. She is an author and children’s book translator. A recipient of the Marjon’s Mayflower Doctoral Scholarship, her research focuses on the influence of physical and cognitive non-pharmacological intervention on disease progression in adults living with pre-existing diagnosis of dementia.
Engaging fathers with young children through outdoor activities.

Ian will present a poster on his work with fathers and children, in particular his work as Co-ordinator of The Dangerous Dads Network – www.dangerousdads.org.uk He will introduce his PhD topic on the extent to which activity-based, outdoor fathering programmes support and enhance the parenting skills of fathers and benefit their children, and whether such programmes impact differently on participants from different socio-economic and cultural backgrounds. Participants will have opportunities to hear about Ian’s experience of working with dads over ten years and to discuss the nature, depth and extent of behaviour changes, enhanced parenting skills, father-child interaction and engagement, and benefits for the child, as well as how ‘hands-on’ activities involving fathers and children support friendships, well-being, skills development, social capital and peer-to-peer assistance for participants. Ian’s emerging research also explores differences between outcomes and benefits between fathers and children from different socio-economic and cultural backgrounds, and why differences might occur. It is also hoped that participants will go away with practical tools to develop and deliver more ‘father friendly’ activities, as well as evaluation tools to measure impact.

Author Biography
Ian’s research focuses on families and communities learning outside the classroom in natural green spaces. Ian recently co-authored the Final Report for the Natural Connections Demonstration Project, and has contributed to several academic papers and conferences. Ian was a Research Fellow at Plymouth University and is now a PhD student at Marjon where he is researching the impact of fathering programmes on parents and children.
“Pig Earth”: Art and Activism as a Way to Reconnect Rural Areas with their Inhabitants

This paper focuses on two ongoing projects made in the Master in Management of Outdoor Educational Activities of the Santiago de Compostela University, Lugo Campus (Galicia, Spain). We have selected these two projects as a statement of intentions about our role as art teachers in a Master located in a natural territory with very specific problems. We live in a very rural area in Galicia which identity, traditions, architecture, landscape and language are fading away, absorbed by the new economic models. Living in these rural areas implies being poor, which translates in loss of identity, self-esteem and a lack of feeling for everything people consider their own. These characteristics are used for different pressure groups to create situations of social and environmental injustice. As two recent examples we list the fast and wide-scale felling of autochthonous forest to plant invasive species such as eucalyptus, or the destruction of the landscape and the natural heritage with the massive construction of urbanizations in littoral and protected lands. When we were offered to teach this subject, we made it clear that we wanted to make visible the problems of our rural environment in order to offer resistance and reconnect it with its inhabitants again.

The two projects we present are based on the enhancement of historical, natural and social heritage: one is the recovery of a lagoon in the small village of Coeses, which was filled years ago with the residues from the construction of a road. Another is a cleaning project in the neighbourhood of Carmen, an historical neighbourhood of the city of Lugo that was abandoned by speculative pressure and now, after the crisis, has remained in no-man’s territory in the middle of the city.

Author Biographies
Vicente Blanco Mosquera. Visual artist and professor of Didactics of Visual Art. His Research, artistic and educational, is centered around the construction of identity in adolescence.
Mike Boyes

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Time and the aesthetic experience

Beyond the power of words, natural landscapes contain elements of unspeakable beauty. Many adventurers have been transfixed by the beauty of a sunset, a rock face or an alpine lake. In a high-quality “wow” experience in the outdoors, time is immaterial, nature’s beauty abounds and the affective becomes everything. This presentation explores aesthetic experiences through the lens of how people experience time. Linear, industrial time epitomised by the watch, is characterised by invariance, abstracted from its natural sources and decontextualized. These characteristics are hardly conducive and completely alien to the aesthetic experience.

Conversely, nature’s time is cyclical, reversible, embedded and ecological. While clock time embedded in our language is integral to the timing, the tempo and the temporality of modern social life, the body corpus has its own embodied rhythms like heart rate, brain waves and gait. Mammalian body rhythms clearly place us as part of nature where animate and inanimate time and rhythms like natural features, bird behaviour, sunsets, storms and night and day combine to provide symphonies of wonder. Together, these form the grist of the affective aesthetic experience where language is compromised to express the depth of feeling and emotion that emerges.

Elias (1992) believed that temporalities of nature and culture interpenetrate and implicate each other. But can current ontologies be combined and reconcile nature and culture? Rather than separate ontologies of the phenomenological and calculative with a ”passageway” between them (Quay, 2013), perhaps the aesthetic experience could be better explored by an interactionist ontology?

Author Biography

Mike is an Associate Professor in outdoor education at the University of Otago, Dunedin, New Zealand. His research primarily focuses on outdoor education and outdoor recreation. He is particularly interested in eco-justice and sustainability, adventure engagement by older people, teaching and learning in the outdoors and outdoor leadership.
Telling tales or talking truth?

By exploring the interplay between ideas of the adventuring hero, gender and society, this paper examines gender identity in contemporary adventuring narratives. As gender identity is usually considered to be a product of society (rather than being biologically determined), the analysis of these narratives provides scope to review contemporary notions of gender and the adventuring hero. This is valuable because, the narratives we hear, and share, are influential in our ability to understand our environments and establish identities. Examining adventuring discourses produced by expeditions, the media and participants, helps position gender identity in a context which has an historic gender bias, whilst usually physically distant from social expectations of gendered behaviour. This paper, therefore, discusses whether contemporary adventuring narratives reflect an equitable future, or reinforce longstanding gender norms. Findings will be shared from a qualitative methodology which includes critical discourse analysis of textual and visual discourses, interviews and focus groups. Early findings suggest there is a complexity to the framing of gender identity in adventuring narratives which is both conformative to, and challenging of, gender stereotypes. There also appears to be a tension between the framing of gender identity in narratives produced by expeditions, the media and participants. Alongside discussion of these findings, this paper also explores the wider implications for outdoor practitioners and participants.

Author Biography
Carmen Byrne is a PhD researcher in the School of Sport and Wellbeing at the University of Central Lancashire. Her main research focus is gender identity in sporting and adventure contexts. Carmen’s interest in narrative research methods has grown from her strategic storytelling work for global brands and community campaigns.
Reaching Towards Transcendence

I am an outdoor educator and photographer, interested in the development of the whole person and the sustainable development of our planet. Mortlock (1984) suggests that we comprise four areas. The outer are mental, emotional and physical. At the core is the conscience, soul, heart or spiritual being. Transcendent learning, in which existing ideas are both relinquished and transformed, may be critical if new understandings about humankind, society and the planet are to emerge (Illeris, 2009). These new understandings may play a critical role in our survival as a species. How can we enable people who feel alienated from nature to make connections, so that they might value nature or challenge or support existing policies and practices? This presentation has been prompted by insights gained from interviews with youth workers, who had suggested that the outdoors was not for them, and from observations of young people participating in and responding to outdoor experiences.

I reflect on comments made by professional photographers about their motivations, aspirations and the place of aesthetics, when creating images. Ward suggests that ‘we’re reaching for transcendence; the evocation of something beyond the mere description of what’s in front of the camera’ (2004, p.11). Some landscape photographers describe raising awareness about the fragility of eco-systems, while others highlight an emotional response and drawing attention to the essence or spirit of place, as a motivation for their photography (Hope, 2005). Finally, I consider the significant of these insights for my practice as an outdoor educator.

References:

Author Biography
Di Collins is a Leading Practitioner of the Institute for Outdoor Learning. She travelled to Australia on a Churchill Fellowship exploring making connections with nature and the outdoors. She has worked in schools, youth centres, communities and universities. She is now developing her love of the outdoors through creative activity.
How to be a subversive walker

Capitalist societies influence our behaviour through controlling the media and this affects our activities in both indoor and outdoor situations. To appreciate this we can consider the way people are programmed to move through an airport via a series of consumer opportunities. Similarly we are directed through cities following tourist trails which point the way to prominent sights and retail outlets. Our visits to the countryside attempt to persuade us into visitor attractions or to follow marked trails or long distance paths. Governments and commercial interests have obvious reasons for maintaining this level of control. **So how can we subvert this process?** Walking offers many possibilities. The humble activity of walking is undertaken for a variety of purposes. People throughout the world walk as a basic necessity to reach their work in fields, mines and factories and in less developed countries children walk many miles to schools. Recent times have shown vast movements of refugees walking across countries fleeing from wars, famine and economic hardships. When there is a choice, the reasons given for walking may include exercise, social interaction, aesthetic enjoyment, inspiration, adventure and exploration. There is also a long history of mass walking for protest. Walking as a counter cultural activity has its roots in social, political and artistic movements from the flaneurs of nineteenth century Paris, the Dadaist events of the 1920s, the post war Situationists and more recently Psychogeographers. This paper will consider how outdoor educators can encourage subversive walking that challenges the values of the dominant culture.


**Author Biography**

Geoff Cooper worked as a teacher, teacher trainer and for the Peak National Park before developing Wigan Council’s two residential outdoor education centres in the Lake District. Author of "Outdoors with Young People", he chairs the Adventure and Environmental Awareness Group, is a Board member of EOE and a Fellow of the Institute for Outdoor Learning. He writes a regular feature column, “Earthwise” for the Institute’s “Horizons” magazine. He enjoys journeys on foot, by paddle or sail which allow time to meet people, share stories and appreciate nature.
Processing the outdoor experience in the digital-social world

This presentation explores the findings of a recent autoethnographic research project into the lived experience via digital media. The creative process of sharing film and photos online is a relatively new phenomenon, resulting in an interesting way to represent, tell and narrate outdoor experiences. This study analyses visual (film and photo) data generated through three outdoor ‘micro-adventures’ (Humphreys, 2014) that were shared on Instagram and Facebook. Attempting to understand how sharing to a social media audience aids an individual’s socially driven reflective process. The findings from this research found that having cameras in the field shaped the experience by forcing a sometimes detached relationship to place and others. Yet they also reviled and intense engagement with the experience in the aftermath. Experiences were carried forward as significant events, outlining the positive, and at times challenging, influence that can occur through the use of the digital social media. From this, there is a strong argument that (outdoor) educators should interact with and facilitate the creative, questionable, fun, and even challenging aspects of representing (outdoor) lived experiences, especially in the digital online world that we live.

Author Biography
As a student, and now outdoor educator, Mitch’s last seven years have been spent living and representing outdoor experiences at Monash University in Australia. His current University role resulted from almost keeping up with the head-lecturer on a run and being tall enough to get kayaks off the trailer.
Paddle to the Sea

This paper presents autobiographical accounts of a canoe journey through a local and ostensibly familiar drainage basin from Kirkstone Pass in the centre of the Lake District to the Solway Firth. Musing on the narrative of Holling’s (1941) children’s classic ‘Paddle to the Sea’ and acknowledging our privileges in terms of agency, finances and time what experiences would we have? What would our perspectives acknowledge and how would they evolve? Findings revealed interesting and challenging observations about life in, on, around (and at times under!) the river.

Author Biography

Richard Ensoll is an outdoor studies lecturer at the University of Cumbria based in Ambleside. He enjoys a solid mediocrity in a range of outdoor activities and is currently fascinated by the potential of ‘canoe crossings’ involving watersheds and sea crossings for exploring liminal spaces and surfacing hidden rhythms of lived experience.
The role of the I, We, and Outdoor Education in the Anthropocene

The Anthropocene: buzzword, epoch, wake up call, discourse and timeframe. A term relatively new to our lexicon, but perfectly poetic in its description of an era dominated by human activity. An era in which the environment is sacrificed in order to generate wealth; a wealth that, as of 2017, sees just eight men own as much money as the poorest half of the world’s population. Yet it is also an era in which 193 countries united in Paris to sign an international climate agreement, with a growing awareness of the unsustainable actions of humankind.

If the Anthropocene is an impetus for change and a call-to-arms to defend and protect the environment... what is my role in this epoch? More specifically, how can my role as an outdoor educator, consumer (as ‘We’) and environmentalist (as ‘I’), make a positive contribution to the world? In an autoethnographic exploration of this topic, I will examine the sustainable actions and worldview philosophy of my time as an outdoor educator and the convergence with my life as an environmental activist. By unpacking the potential of climate change psychology in the context of fieldwork, it is hoped that together, I, We and all outdoor educators can find a way of fulfilling our new and emerging role within the Anthropocene.

Author Biography

Jodi Evans would one day like to save the planet. In her effort to do so, she is currently lecturing in outdoor and environmental studies at Monash University. Beginning her career in residential education, she soon transitioned into the role of Head of Outdoor Education in a suburban school in Melbourne. Deciding there were too many global perspectives she was missing out on, she spent a year working as a tour guide in London while undertaking courses in environmental activism and community organisation. As a new researcher, she hopes that one day her climate change research could, result in a cup of tea with Leonardo DiCaprio.
Pedagogical models for Outdoor activities: Theory and practice

This presentation reports on two connected aspects of outdoor education pedagogical research. The first part reports on a study that explored the methods used to provide outdoor education (OE) in residential outdoor education centres (OECs). A study into how local authority (LA) centres are operating is important to demonstrate that it is possible and preferable to operate LA funded OECs. In order to do this, the method of provision needed to be described and then critically evaluated. This research used a case study approach to generate data through semi-structured interviews and focus groups. The findings of this research were that LA OEC provision has a strong residential focus, is concerned with affective learning, and uses a Neo-Hahnian (Brookes, 2003) approach.

The second part presents current research into a models based practice approach to teaching OE in schools. Models based practice has emerged as a popular method for delivering the range of objectives assigned to the Physical Education (PE) curriculum in schools (Kirk, 2013). Adventurous activities form an important strand in the physical education curriculum. They are concerned mainly with personal and social learning which is significantly different from a sports/technical skills based approach (Williams, 1994). Williams and Wainwright (2015a) argued the need for a model based around Metzler’s (2011) principles of pedagogical models, and then suggested what an OA model could look like (Williams & Wainwright, 2015b). This research will take the model proposed by Williams and Wainwright (2015b), refine and implement it, and evaluate the implementation process.

Author Biography
Graham is the director of postgraduate teacher training in the secondary phase at Bangor University. He is course tutor for the outdoor activities PGCE course, and contributes outdoor learning modules to the various initial teacher education courses across the phases.
Lost in translation? Navigating the Icelandic discourse of outside pedagogy

Education outside in Iceland is a growing topic in the field of formal and non-formal education. There is increasing interest and support and variety of initiatives that have been developed over recent years. However, whilst professional practice has progressed, the discourse of the sector and its role within education and leisure is less clear. This uncertainty and lack of identity could hinder further development as the value and opportunity of such practice affords may not be visible, therefore duly recognised. This paper presents the initial findings from an ongoing study that investigates the discourse of experienced Icelandic education and leisure professionals that work outside. Three focus group interviews were conducted with teachers in pre-school, primary, secondary and tertiary education as well as educators and pedagogues in youth clubs, after school clubs, urban and rural outdoor and leisure centres. The resultant professional narrative provides an insight into the range and impact of outdoor practice within educational and leisure contexts and across non-formal and formal settings. The findings also reveal a certain professional tension when describing practice which varies dependent on audience e.g. children, parents and professionals. The origin of the semantic difference was unclear, however it does appear to related to professional standpoint and ideology. Moreover, current thematic analysis suggests that core themes related to power, facilitation and upplifun (subjective experience) intersect all professionals involved in outdoor pedagogy. This suggests that a clearer definition of the outside in Icelandic outdoor pedagogy drawn from common practice, regardless of professional standpoint, may allow the field to progress in a way that unifies the movement, increases visibility and highlights its value across leisure and education. As such these tentative findings and discussion support development in the field of outdoor education in Iceland and provide a foundation for further research.

Author Biography
Jakob is a teacher of education with MA in Learning and Teaching Studies with emphasis on Outdoor Education. Affiliated with the University of Iceland since 2004 in Leisure Studies and Social Pedagogy. Teaches courses on Outdoor and Adventure Education, Experiential Learning, Life Skills, Outdoor Journeys, Friluftsliv and Leisure studies. Currently working on his PhD.
Using narratives to synthesise qualitative data

The politics of evidence hold systematic reviews, ideally meta-analyses, as the pinnacle of proof. While meta-analyses have made significant contributions to practice and policy, most noticeably in health care, they reproduce unhelpful power imbalances between methodologies and data (Pringle & Falcous, 2016). By way of response, qualitative researchers have developed and adapted systematic review techniques. Such techniques have worked to accommodate different types of research and in doing so provided evidence to support policy, develop practice, complement or challenge findings of meta-analyses, and identify important research questions (Garside, 2014; Williams and Shaw, 2016). Nonetheless, such approaches still rely on aggregating published findings. Taking the proposition that qualitative researchers are the “main tool” of data collection, this presentation argues researchers should consider how they might work together directly, rather than through published findings. Reflecting on a project that used ethnographic creative non-fiction to synthesise two independently conducted ethnographies I outline methodological possibilities and challenges for narratives to synthesise and present research.


Author Biography

Kass Gibson is a Lecturer in Sport Coaching and Physical Education at Plymouth Marjon University. Kass is currently engaged in research related to exercise prescription and exercise as medicine, constructions and experiences of mental health in elite sporting environments, and cultural gerontology.
Lasting Lessons in Outdoor Education: A 30-year retrospective study examining the durable effects on adolescent participants

Thirty years after teaching Wilderness Studies as a two-year school curriculum subject for adolescent participants, I revisited the students as 46-year old adults to assess the enduring impact of this teaching modality. By retracing the students’ journeys I have investigated the lasting lessons of immersive nature experiences upon behaviours, attitudes, skills, values and, ultimately, career choices. As a participant-researcher and incorporating aspects of social media into the recruitment process, more than half of the original twenty-two students were interviewed. A mixed-methods research design employed both qualitative and quantitative measures. Quantitative data was gathered using an online survey tool, and qualitative data was obtained through in-depth interview with a subset of the participants. Interestingly, some interviewees now have adolescent children currently undertaking Wilderness Studies at the same school. The participants invariably argued that their outdoor experiences left a more lasting impression than classroom activities. In addition, a surprisingly large number progressed into careers in outdoor education, environmental stewardship, or closely related activities professions. The results highlight for key stakeholders the long-term significance of including outdoor programs in education, even decades later for participants.

Author Biography
Tonia is Senior Researcher in the Centre for Educational Research at Western Sydney University. With over 30 years in Outdoor Education, Tonia is a multi-award-winning pedagogue; most recently receiving an Australian Award for University Teaching for excellence in outdoor experiential education. Her research explores human-nature relationships and their impact on well-being and human development. Tonia’s forthcoming publication (with Denise Mitten) is entitled: the International Handbook of Women and Outdoor Learning (2017)
Get out of the way and let Nature weave her magic

A specialist behavioural school in Australia has successfully devised and implemented ‘The Outside Classroom’ (TOC) to engage at-risk students in learning. This research project examined the impact of Acceptance Commitment Therapy (ACT) when applied in an innovative way to complement TOC. ACT is a behavioural change approach founded on the principles of positive psychology, with the goal “to catalyse a change in focus of psychology from preoccupation only with repairing the worst things in life to also building positive qualities” (Hayes et al., 1999, p. 5). This project investigated if an eight-week ACT intervention specifically designed and delivered within TOC program can enhance the emotional, social and behavioural wellbeing of Year 5 and 6 students (N = 14). The impact was determined by a pre/post-test standardised scales, observations, and interviews. Post interviews were conducted with students and teachers, and relevant student records were accessed to determine any change over the course of the intervention. The study culminated with the students’ narratives being co-generated into a creative artwork collaboratively with an Indigenous Elder carried out three months post-intervention. The results highlight new synergies between targeted behavioural change programs and TOC for at risk student groups and inform how TOC and ACT can be delivered in a collaborative and complementary fashion to effect positive change for students with challenging behaviours. This presentation specifically examines students’ narratives and the collaborative artmaking process where they visually represented their experiences in the outdoor ACT intervention by creating an enduring artefact for their school.

Author Biography
Tonia is Senior Researcher in the Centre for Educational Research at Western Sydney University. With over 30 years in Outdoor Education, Tonia is a multi-award-winning pedagogue; most recently receiving an Australian Award for University Teaching for excellence in outdoor experiential education. Her research explores human-nature relationships and their impact on well-being and human development. Tonia’s forthcoming publication (with Denise Mitten) is entitled: the International Handbook of Women and Outdoor Learning (2017)
Research adventures with my bear

Can you imagine a world where no-one goes outside? Our world is under threat from human activities, from what we do, and the way we do it. This will have a huge impact on our future lives, and we need to think about how we protect places, and the people, animals and plants found there. Whilst, there is a widely-recognised need to address this threat, there is a specific focus on how we can involve young people in this process, and additional concern about how little time children and young people spend outside. My study responded to these concerns by exploring young people’s relationship with nature, considering how this may be nurtured through the projects we offer them. The participating projects were spread across England, from south-east to north-west, including rural, coastal and urban environments. The young people (11 – 25) were from diverse backgrounds, with a wide range of individual needs. I have been creative in my approach, preferring everyday language and making use of stories. I have listened to and observed people’s stories, and created new stories based on these experiences. My work is founded in young peoples’ perspectives and grounded in practice, and emphasises the importance of communication, how we talk to and with people, and how we talk about the natural environment. It resulted in a commission to develop a practitioners’ toolkit providing guidance on how to work effectively outdoors, with young people identified as having special educational needs and/or disabilities. I will share this with you.

Author Biography
Tracy Hayes is a member of IOL and a Lecturer at the University of Cumbria. She has recently completed her PhD by researching the relationship that young people have with nature, using a creative approach including stories. She enjoys being, and playing, outside.
A Playful Approach - Want to go on a Boggart Hunt?

As outdoor educators, we have a diverse range of roles. Dyer (2004:26) suggests we may be enchanters, as we enhance environments and/or experiences so that participants can connect with nature in creative ways. Barlett (2008:1077) echoes this, calling for increased attention to re-enchantment - ‘the phenomena of sensory, emotional, and nonrational ways of connecting with the earth’s living systems’. In this workshop, we will explore the concepts of playfulness and enchantment, through a mix of discussion and activities, with the aim of understanding why this is important. We will be playful with voice, storytelling and natural art – and responsive to the individual needs of participants and the environment.

A Boggart is a fictional character that requires imagination to bring to life and to interpret. They embody a sense of mischievousness and the unexpected (Hayes, 2015). ‘Stories have been told about a race of little people called Boggarts for at least a hundred and fifty years... all the reports say that Boggarts are always bright and cheerful and that they love singing and dancing’ (Mills, 2000). Like dialect, the spelling of Boggart varies depending on location, with the northern Boggart contrasting with the southern Boggit. Wherever they are found, and however they spell their name, they have a favourite past-time of confusing grockles (a grockle is a holidaymaker, found mainly in Devon and Cornwall, although also known to spend time in Cumbria). Join us as we hunt for Boggarts amongst the magical folk, enchanted woods and faraway trees of Plymouth.

References

Author Biography
Tracy Hayes is a member of IOL and a Lecturer at the University of Cumbria. She has recently completed her PhD by researching the relationship that young people have with nature, using a creative approach including stories. She enjoys being, and playing, outside.
Project “My Thing – Our Future”: reinforcing youths’ and immigrants’ participation through outdoor education

The My Thing – Our Future project focuses on identifying and developing young people’s personal skills and potential. “My thing” is understood as a resource that supports participation in hobbies, education and work life thus enabling a young person to become a full member of sustainable society. In particular, young citizens with less educational and cultural capital than others need support in finding their own thing. The main target group is young people at risk and immigrants between the age of 15 and 29. The project combines inclusive methods in outdoor education, art, and entrepreneurship.

The key objective is to identify young people’s own hidden potential. Learning takes place when leaving the familiarity behind and exploring unknown on outdoor education courses. The guidance of the courses is arranged by using the “Young to young” model, which is based on idea where young sport instructor students plan and organize activities for the target groups of the project. Students run the educational processes with support of the teachers. Y2Y cases create authentic learning situations where young people from different background meet and learn from each other.

This presentation combines practical examples of educational processes run for young immigrants and youth at risk with research findings of the impacts of the practice. We will present two cases of outdoor education courses:

1. Familiarize immigrants to Finnish culture and living through outdoor activities
2. The ABC of kayaking and camping in the Päijänne National Park

Author Biography

Paavo Heinonen is an outdoor education practitioner whose greatest interest is in youths’ and immigrants’ wellbeing and integration into society using the methods of outdoor education. With the Transcultural European Outdoor Education study background, he draws theoretical ideas into practice.
Sea kayaking is a growing activity in the UK, offering unique opportunities for coastal exploration, outdoor adventure education and activity tourism. Through the narratives of sea kayakers this study examines the transformative educational and sensory experiences offered by natural environments and outdoor activities. In so doing, the study is a step in evaluating the potential multiple benefits between adventure tourism, citizen science and outdoor adventure education for sustainability. Additionally, the study will examine examples and opportunities to use sea kayaking as a means of engaging people in citizen science and environmental conservation. The study identifies the importance of outdoor recreation in encouraging both educational and personal journeys, where sea kayaking provides an opportunity to facilitate both the discovery of nature and the discovery of self, leading to enhanced environmental knowledge, responsibility and stewardship. Individual interviews were held with members of kayaking clubs who provided personal accounts of their motivations to undertake, and experiences of, their own coastal journeys. Early findings include: increased respect for natural environments and greater awareness of marine habitats, conservation; enhanced physical and mental wellbeing; and an enhanced sense of responsibility and stewardship toward the marine environment. These narratives suggest that sea kayaking, along with other forms of activity based tourism and outdoor learning, represent a growing opportunity to promote outdoor activity education, respect and protection of natural environments. Additionally, sea kayaking can provide an affordable route to encourage diverse groups in society to enjoy and engage with the natural spaces and wildlife around our coasts.

Author Biography
Tom Hutchinson is Professor of Environment & Health within the Plymouth Sustainable Earth Institute and an experienced sea kayaker. With a background in marine biology, Tom’s research interests include water quality protection from pollution, also engaging citizen science. He is a British Canoe Union coach working with local community clubs.
Rich Irvine

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Thin Places, Liminal Spaces and Outdoor Experience. Results of pre-conference field investigations on a walk across Dartmoor.

Different places evoke emotional, cognitive, physical and some say spiritual responses. Locations well known for their ability to evoke deep senses of connection have long been known in Celtic Christianity as ‘Thin Places’ where the boundary between the physical and something ‘other’ is weak. Liminal Spaces have “no one fixed purpose” and “are associated with mystery, ritual and a certain sense of the poetic” (Wilson 2008). Deriving from the Latin word limen, meaning threshold, this term ties place directly to change and learning. This talk will explore the idea from a non-dualistic, pragmatist perspective and pose questions about the aesthetic experience of such places and the extent to which they may be socially constructed, time-bound, ambiguous and disruptive. The methodology chosen to explore this idea is a walk across Dartmoor from North to South East with a self-selected group of EOE 2017 conference attendees. The investigation will evolve en-route as we walk and talk, but will involve visiting landmarks which are already culturally invested with liminality and seeking out those which we personally feel are ‘thinnest’. As outdoor educators we will seek ways to use these ideas of place in our work. The conference presentation will collate findings and most importantly, present further questions on the theme, for wider discussion and further research.

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Author Biography
Richard is an independent outdoor experiential educator based in South West England. He has worked in the field for over 20 years and for the last decade has run hundreds of days of Forest School programmes across northern Devon as well as professional training courses for educators in the UK and Europe. Outside the formal education sector, he has worked as a forest educator and as Head of Centre at a local authority outdoor education centre. His knowledge of woodlands and experiential education is born from a love of woodland and the outdoors and many years working for forestry and education organisations. He currently delivers accredited Forest School Practitioner training and is particularly interested in critical pedagogy and social change through education in the outdoors.
Alice Johnson
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**Taking indoor learning outdoors**

This workshop will showcase some of the methods that the SILVIVA foundation has been developing for teaching different school subjects outdoors. SILVIVA is the Swiss national centre of excellence for environmental education and learning in nature. As an organization, SILVIVA is convinced of the benefits of nature as a learning space, including for languages, mathematics, music, art and science. Our aim is to encourage Swiss teachers to take indoor learning outdoors and use nature as a classroom in which all senses are activated. To this end, we have been testing different methods and activities and are producing a continued professional development training course for teachers that will be introduced in teacher training colleges across Switzerland later this year as well as teaching materials which will be published in 2018.

**Author Biography**

Alice Johnson is the director of studies for the Certificate of Advanced Studies in Nature Based Environmental Education run by the SILVIVA foundation in partnership with the Universities of Applied Sciences in Zürich and Geneva.
Using Local Tales to Raise Cultural Sensitivity and Understanding of the Site in CŠOD Programs

In Slovenia outdoor education is fully integrated in the school system. Throughout the years it evolved into an interdisciplinary program that integrates culture, natural sciences, social sciences and sport activities. The relatively small territory of Slovenia has a great geographical and biological diversity that determines the cultural diversity of the country’s various regions. CŠOD is an institution that carries out outdoor education programs and currently comprises 23 residential centres all around the country. CŠOD centres are especially aware of the importance of the site. The environment surrounding all of the centres lends itself to active exploration of nature and cultural heritage. We will present one of the CŠOD centres which uses narratives to raise cultural sensitivity and understanding of the site. The “Peca” centre is situated in the shelter of Mt. Peca, covered in mysterious legends about King Matjaž, the mine dwarf “Bergmandlc” and the treasure of the Grauf farm. Lead and zinc mine and ironworks left their stamp on the region. In the past, miners in searching for luck explored the surface as well as the underground. Nowadays the explorers are hikers, cyclists, natural scientists, families, ethnologists and others who explore along the cycling trails, in mine galleries, in forests, in the bark house of the forest workers, on steep peaks of surrounding mountains. Gaily coloured meadows and forests are our classroom. With special methods we introduce the main heroes from local folk tales to the students. Slovenia is increasingly connecting with the rest of the world, and consequently this increases the risk of neglecting of historical tradition and loss of cultural identity. Unlike other areas, outdoor education emphasizes locality, which allows us to stay connected with tradition, natural and cultural heritage.

Author Biography

Irena Kokalj is a BSc (Biology) and has a specialisation in the field of environmental education. For several years she has been a teacher of biology in secondary school and a natural science teacher in one of the CŠOD centres. She is the author of several articles about outdoor school in Slovenia. Her special interest is the development of didactic approaches in outdoor programs.
Ein Himmelfahrt - Learning European citizenship through Landscapes Erasmus+ project in Finland

Helsinki City Social and Health care office from Finland organized an Erasmus+ Youth Exchange project “Learning European citizenship through Landscapes” in Helsinki and Lieksa 15.-20.5.17 with the partners coming from Germany BSJ Marburg and Slovenia ZGOJNI ZAVOD Kranj. Major part of the project was on 28 participants from three countries paddle trip to the wilderness river by the Russian border for three days. The project aimed to be on empowerment of youngsters who are alienated of their natural environment and nature. The special focus was on youngster transitional needs and citizenship skills. The competence framework that was set by the funder Erasmus+ was based on ideas of Non-Formal Learning. The common goals of learning was designed to fit for the target group who need to develop their key-competencies when confronting strangeness of the learning situations. Each participant organization, that hold their youngsters personal health-and social information, had also designed their individual and group learning goals to be followed. The strangeness of the situation with alienated youth, where some of them are over-rationally seeking narcissistically their own ends, is a challenging starting point for a Youth Meeting. On this good preparation helps and loyalty exchange is expected. After the journey the youth and their instructors told about their stories that are in this presentation put on the frames of Kurt Hahns questions of six declines and four antidotes of modern youth.

Author Biography
Jari Kujala is a youth/social worker in the Child Protection Department of Child Welfare services Of Helsinki City, Finland. His educational background is on Youth/social work and Outdoor Education. The work targets on youth at risk 11 - 17 years of age. The work of field is chosen to be partly specialized education and youth social work. The holistic learning is on focus. The work unit where he works has a strong tradition of research and developing of the working methods on a local and national level. As an example Finnish outdoor education meta-analysis for the Ministry of Education is one of the papers he has produced. He is a founder member of the Finnish Outdoor network that is funded regularly by the state and he is also a board member of the EOE network since 2004.
Mark Leather

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Living with the sea: Making connections; a personal and professional Heimat.

This presentation is an autobiographical account of my connection with the sea and the associated narratives that it holds. The sea is my Heimat – my homeland and I feel a personal sense of belonging to this place. The concept of somaesthetics is introduced as a way of exploring my embodied cognition of time with the sea. I consider how my earliest experiences of the sea has influenced my professional practice as a university lecturer, and as a consequence how seascapes have affected my students’ understanding of their own connection to the sea. I discuss the romanticised stories of the sea and explore how matters of social justice and oppression can be found just beneath the surface. Autobiography as my construction of reality here is what Bruner (1991: 8) describes as “hermeneutic composability”, that is the telling of my story and its comprehension as a story depends upon the human capacity to process knowledge in an interpretive way. Autobiography is to do with recovering a past “and depends on the deployment of an often shifting, partial and contested set of personal or collective memories” (Cosslett, Lury and Summerfield, 2000: 4). Questions of validity inevitably arise with the use of autobiography due to the subjective nature of memory recall and the possibility of embellishment. Van Manen (1997) defends this use that may include fictitious scenarios, emotions or moods within a life story, as they still allow us to be imaginatively or emotionally involved. It is hoped that the audience may become involved with the sea in this way.

Author Biography

Mark Leather is a senior lecturer at the University of St Mark and St John, Plymouth, UK. He is interested in research informed teaching in higher education. This presentation is the result of a sailing conference organised by Dr Mike Brown and his own teaching here at Marjon. Currently he is exploring how play, playfulness and creativity can be developed through outdoor education. In his leisure time Mark enjoys family adventures with the sea; sailing, kayaking, stand-up-paddleboarding, or just being outside connecting with nature, especially the sea.
Kim Lindblad

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Adventure education as a method with which to tackle challenges of today’s society

At the workshop the participants will get to work on what content of adventure education should be in focus when educating professional youth workers. This will be done bearing in mind the development and current needs in today’s society and how we need to work with different youth groups in order to provide them with good general skills. The participants will look at what knowledge and skills linked to the themes diversity, multiculturalism, gender, equality, social justice and human rights education can be taught and processed by using adventure education. Based on the selected themes we will look at how they may be processed through adventure education and what the benefits of using methods deriving from adventure education would be in comparison to other methods. The idea is to elaborate on the traditional use of adventure education and find new phenomena in society where these methods would be useful.

The overall goal of the workshop is to recognize the strengths of adventure education and to be able to expand the area where the methodology could be used in order to meet the need of today’s diverse society where we among other issues struggle with issues related to social justice, equality, immigration and human rights.

Author Biography

Kim Lindblad is a senior lecturer at Humak, University of Applied Sciences working with international affairs and on setting up a Bachelor’s degree programme in youth work with a special focus on adventure and outdoor education. Mr. Lindblad has taught students of youth and community work for almost ten years.
Kim Lindblad

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Bachelor of humanities, Community Educator, Adventure and Outdoor Education

In Finnish society there is a growing need for professionals in youth and community work with good skills in adventure and outdoor education. Methods deriving from adventure and outdoor education can be applied with working with different types of groups of people. They can also be used for processing issues related to social justice, diversity and environmental justice, which are all current issues that need to be addressed when for instance working with young people.

Therefore, Humak will start a new bachelor’s degree programme (in English) for youth and community workers with a greater focus on adventure education. Besides the field of youth and social work also the growing tourism industry in the north of Finland is looking for professionals possessing skills in adventure education with good command of foreign languages.

The degree programme will be set-up based on theories in and methods of adventure and outdoor education and will have a practical focus where the students will get to practice the theories during internships starting from the beginning of the studies. The studies will provide the students with specific multiple outdoor education skills that can be applied in both summer and Nordic winter conditions.

Besides adventure and outdoor education the programme will cover issues linked to the Nordic welfare system, diversity in modern society, preventive youth work and integration. The graduates will be qualified to work within the field of youth and community work as well as with in the tourism industry.

Author Biography

Kim Lindblad is a senior lecturer at Humak, University of Applied Sciences working with international affairs and on setting up a Bachelor’s degree programme in youth work with a special focus on adventure and outdoor education. Mr. Lindblad has taught students of youth and community work for almost ten years.
Outcome-based state funding in the context of organizing a new adventure education based bachelor level study program

At the moment Finland is one of few countries where public funding of the universities is almost entirely outcome-based. The main indicators are the number of students graduating (40% of the funding) and students completing at least 55 ECTS an academic year (23% of the funding). There are several reasons why legislation has been changed but the main reason is the challenging economic situation. Universities have been forced to review how their education is organized and how to make it more efficient. Based on these facts, Humak, University of Applied Sciences has set-up a new strategy in order to secure its future funding. Internationalization has been a challenge to Humak being the smallest UAS in Finland with campuses in five different areas. However, studies in adventure education clearly appeals to both foreign and Finnish students and therefore generates money through the outcome-based funding system. Therefore, Humak will start a new bachelor’s degree programme (in English) for youth and community workers with a greater focus on adventure education. It is clear that the methodology and practices of adventure education can be applied when working on many of the challenges that our modern society is facing, for instance social justice, diversity and environmental justice. In Finland there is a growing demand for professionals possessing broad knowledge and skills in adventure education. Besides the field of youth and social work also the growing tourism industry in the north of Finland is looking for these professionals with good command of foreign languages.

Author Biography
Juha Makkonen works as Education Manager at Humak, University of Applied Sciences, with responsibility for the pedagogical staff at the degree programme in youth and community work. Mr. Makkonen also works with international affairs and is responsible for international student and staff exchange programs.
Reconceptualising friluftsliv in the Swedish curriculum: Is it a case for place?

Friluftsliv has in various forms been part of Swedish education for more than a century. With the implementation of the revised Swedish curriculum in 2011, the role of friluftsliv was enhanced, as it became one of three key learning areas in Physical Education and Health (PEH). The Swedish curriculum highlights that historical, environmental, international and ethical perspectives should be addressed in all learning areas, including PEH, in which friluftsliv is embedded. However, if we want an educational practice that enables teaching and learning based on these key perspectives, calls for a need to reconceptualise the current activity-based form of school-based friluftsliv, as expressed in the Swedish curriculum.

Empirical materials and Theoretical Framework

Empirical materials for this investigation consist of the Swedish compulsory school curriculum; the PEH syllabus; the PEH assessment support document; and the PEH commentary material document. The purpose of this paper was to explore how friluftsliv as a learning area within PEH is conceptualised in the Swedish compulsory school curriculum. For this purpose, the concept of place along with Deleuze and Guattari’s (1987) concept of becoming-other were employed as analytical tools, through which the statutory texts were analysed.

Findings

Findings suggest that friluftsliv, as expressed in the Swedish curriculum, is conceptualised as outdoor physical activity and underpinned by recreational perspectives, rather than educational. A decentring of humans in favour of relational engagements with place, which includes learning about its natural and cultural history, opens up new possibilities for friluftsliv as a learning area in the Swedish curriculum.

Author Biography

Jonas Mikaels is a lecturer at The Swedish School of Sport and Health Sciences (GIH). His research interests include exploring outdoor learning from place-responsive perspectives. He is currently completing a doctorate which explores teachers’ considerations of place.
Beau Miles

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The Secret Life of the Sea Kayaker

This presentation discusses the findings of the recently completed visual autoethnography; ‘The Secret Life of the Sea Kayaker’, as told through documentary film. Select clips (taken from six episodes representing the 14-month expedition process, and 15-day crossing from the Australian mainland to Tasmania in March 2016) reflect the key findings as phases and ‘seamarks’ of a self-defining project. Insights are reflexive of landscape and seascape, adventure expeditioning as a shared-solo pursuit, and the day-to-day natures of body, mind, weather.

Author Biography

Beau owns small acreage where he watches giant old gumtrees swing about in the wind. His interests lie in the critical nature of expeditionary travel, how we (I) tell stories, and the artful, ways an adult can find adventure (as might a child).
Changing the world? Doing gender in the mud kitchen.

There have been growing concerns, within academic literature, the media and policy, that children are spending less time in outdoor spaces and have become disconnected from the natural world (Karsten, 2005; Natural England, 2009; Elkind, 2008). A number of outdoor learning programmes run by schools and NGO’s (such as the RSPB, National Trust and Wildlife Trusts) have been directed at reconnecting children and nature. Yet, there has been little critical research done that upon the affects they have upon non-human and childrens’ lives, and whether they do change how the world is thought of and our practices within it. This paper draws upon ethnographic research that took place across three outdoor education programmes that involved two forest schools and a garden located within primary schools. Many of the participants considered the sites of outdoor learning to be ‘wilderness’ free from gendered social relations. In particular, this presentation focuses upon the production of gender within mud kitchens at each of the sites. The mud kitchen has become a common sight in outdoor play settings, particularly those designed for early years. A mud kitchen is essentially an outdoor space that children are encouraged to play with mud, and this often involves a tactile engagement, digging and mixing it with other entities. The materials with the mud kitchens made certain activities possible actively shaped their users thoughts and actions guiding participants towards performances that were often feminine/masculine. However, some children took on more fluid roles moving beyond stereotypical feminine/masculine roles in the mud kitchen.

Author Biography
Kat worked as a Geography teacher in state secondary schools for 5 years. She then undertook master’s study in Research Methods at University of Liverpool. During this time she volunteered for the RSPB as an education assistant. She is currently completing my PhD thesis titled ‘How do children learn about nature?’
Jon Ord

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Mountains, Climbing and Informal Education

This paper argues that, although it can at times be conceptually difficult to do so, it is essential to try and move beyond an adherence to both the ‘Romantic’ idealization of mountains and of climbing as a ‘proving ground of the self’. Achieving such a re-conceptualization allows outdoor and adventure educators to engage with the wider social, environmental and political aspects of mountain environments thereby enabling them to offer a richer and more complete educational experience.

Author Biography

Jon Ord worked as a youth worker for nearly 20 years, much of which utilised the outdoors as an educational medium, including as a team leader at Fairbridge. He has taught youth and community work at Marjon since 2003. He is the author of a number of articles and books on youth work and experiential learning; and is co-editor of the forthcoming ‘Rethinking Outdoor, Experiential and Informal Education – Beyond the Confines’ soon to be published by Routledge.
Fields of Interest to Students through their Academic Work

This paper makes an approximation to the training activities that are being developed in the Master in Management of Outdoor Educational Activities of the Santiago de Compostela University, Lugo Campus (Galicia, Spain). The choice of the academic work (dissertation) that culminates the training of the student is undoubtedly a document that reveals his deepest interests, his motivations to choose this field of study, his professional skills, his values and personal ethics, and for this reason it is an instrument of analysis to establish the educator profile that we have prepared. When a student who is trained as an educator, acquiring skills and values through continuous contact with outdoor life, develops a significant set of capabilities that are not limited to technical aspects but practical and ethical, both in relation to the environment as with populations living in rural settings. These competences enable them to study, invigorate and intervene in mixed scenarios from different perspectives. In the master’s degree DAEN we frequently use the biosphere reserves, as well as visiting the coastal areas of Galicia and the Atlantic Islands National Park. In these contexts our students are often inspired to prepare their dissertations. Between 2012 and 2016, 83 students out of 100 who were enrolled in the master during that period, presented their final dissertation. An important part was women (74.7%) and the majority of the students had previously graduated as teachers. The themes chosen for their dissertations are grouped into five main streams: literature and art regarding nature, hiking and route mapping, applications and didactic innovations for schools, environmental conflicts and attention to diversity, and finally, informal education and entrepreneurship initiatives.

Author Biography

Eugenio Otero Urtaza. Full Professor of History of Education. He has done a relevant research on the Institución Libre de Enseñanza, an innovative school in Madrid, with emblematic outdoor experiences between 1876 and 1936. In addition, he is the coordinator of the Master in Management of Outdoor Educational Activities (Lugo Campus).
“I feel like I would have a heart attack if I did that now”. Adults with cerebral palsy reflect on their childhood experiences of outdoor education.

Outdoor recreational adventures typically provide participants with “something to talk about”, a sense of novelty and often diverse sensory experiences; all contributing to the development of ‘a sense of self’ as outcomes. For people with severe communication impairments (SCI), as a primary result of their cerebral palsy, outdoor experiential learning, its subsequent impact and lifelong outcomes are presumably no different, however the potential barriers and limitations around these learning opportunities can be particularly challenging. What is unknown for this specific client group is whether these inclusive childhood experiences provide memories that endure. For many, people who use augmentative and alternative communication systems, cannot easily retell their narratives, because of the inherent communication barriers. Ineffective voice output communication aids (VOCA) or speech generating devices (SGD) and a lack of skilled and interested conversation partners are two such barriers. Our research enquiries in this project are rooted in our clinical practice as speech and language therapists facilitating the development of conversational skills in people with severe communication impairments. Our clinical, personal and research positions led us to explore the permanency of these “untold” and often influential memories, and of the narrative dimensions of tellability and tellership that underpin everyday social interaction.

Author Biography
Lynsey is a speech and language therapist, specializing in working with people with cerebral palsy who use augmentative and alternative ways of communicating. She is a senior lecturer in the department of speech and language therapy at Marjon, and has enjoyed over the years accompanying children with physical disabilities on their annual school residential trips to outdoor activity centres.
Media Narrative of Young Adventure Girls

Adventure was once an extremely narrow male phenomenon, available only for those equipped with certain cultural, economic, and social capitals. Today, adventure has become a popular cultural phenomenon influencing the lives of children, even at a very young age, and portrayed in visual media and books by their adventurous parents. Moreover, Norway’s national TV-channel NRK1 displays young girls and boys in rather extreme natures, on long-term solos in Arctic contexts, or in the ‘wilderness’ surrounding their sub-arctic home-place, through special-programmes; Eventyrjenter [Adventure Girls] (2014), Oppdrag Nansen [Project Nansen] (2016), and Villmarksbarna [the Children of the Wilderness]. In the latter, shown annually since 2013 and credited the most popular children’s series 2015, the viewers follow three young sisters and their little brother on year-round adventures. One sister, aged ten, acts as the programme-leader, another, aged thirteen, exposes herself as an experienced polar adventurer, having participated in several multi-week-long skiing-expeditions, including crossing the North West Passage—facing minus fifty-five degrees Celsius. Their parents, professional nature-photographers and teachers in friluftsliv and adventure have the reign. Based on preliminary analyses of publicly available sources—TV-series, internet articles, blogs, and books, this paper aims at analysing the narratives told of these young girls’; their motivation, endeavours and experiences, and the meaning they extract from their rather challenging adventures. The concept ‘Adventure Girls’ may parallel what Azzarito (2010, p. 261) identifies as ‘Future Girls’ expressing ‘powerful sporty, fit and healthy femininities’. However, the images contradict other complex and ambiguous ideals of femininity along with being rather unachievable.

Author Biography

Kirsti Pedersen Gurholt, Dr, is a professor of pedagogy and friluftsliv/Outdoor Studies in the Department of Physical Education and Pedagogy at the Norwegian School of Sport Sciences. Her research interests include historical, cultural and pedagogical analysis of friluftsliv, physical education and dance. She is in authority of the Norwegian part of the Erasmus Mundus Joint master’s degree programme Transcultural European Outdoor Studies (2011-2017) and was chair (2008—2012), vice-chair (2006—2008) and board member (since 2000) of the EOE. Kirsti is a skier, mountaineer and dancer.
Su Porter

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Environmental awareness through rock climbing: connecting students to their outdoor practice

The BA Outdoor Adventure Education, OAE, degree at the University of St Mark and St John, Marjon, includes the development of students’ environmental awareness. To develop this, students are asked to produce an auto-ethnographic account of their participation in rock climbing in the outdoor environment. Taking Brown and Dilley’s (2012, 37) assertion that “a ‘responsible’ [outdoor] subject...is held to be a ‘knowing’ subject”, we hope this exercise provokes a development of the students’ self-awareness, environmental awareness and – crucially – self-in-environment awareness. This paper reflects on the success, or otherwise, of this exercise to encourage students to take up questions about themselves in relation to the environment they inhabit. Firstly, mention of environment as other-than-self connects with the issue of students’ cognitive knowledge of the environment. At this time, a highly apposite paper appeared in the Journal of Adventure Education and Outdoor Learning, in which Robbie Nicol presented an autoethnographic account of a solo expedition by canoe and sea kayak (Nicol, 2013). Nicol recounts how a prolonged encounter with a fly during his journey piqued his curiosity, leading him to want to know about the fly, suggesting that autoethnography could act as a precursor to engagement with scientific knowledge of the environment.

Second, Utsler’s (2014) emphasis on the capacity for (environmental) identities to change. Some students wrote about themselves in relation to the environment more explicitly, more consciously, than others. This seemed to be those students who were more technically competent, this accords with suggestions from Wattchow (2007, 2008) and Preston (2014) that novice participants in outdoor activities can be overwhelmed by technical demands, rendering anything beyond that immediate focus (such as ethical relations with place) unimportant. This raises questions about how we progressively address ‘the environment’ in different ways within the OAE degree programme in such a way that it might lead the students into developing aesthetic/cognitive/scientific knowledge of the non-human world.

Author Biography

Su works on the BA (Hons) Outdoor Adventure Education programme, University of St Mark and St John. She has extensive experience combining, education informal and formal in the outdoors. Su continues her practical professional involvement as an active MIA and MTUK Course Director. Su is a keen mountaineer who enjoys taking part outdoor adventures with friends.
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Making sense of the sensory  

Sensory activities in the outdoors build on young people’s curiosity yet their justification in terms of content or process in relation to learning, pedagogy or a wider understanding of issues is less well recognized. This presentation will explore meaning making of sensory activities for educators and young people in formal mainstream school curricula, through the objectives of increasing environmental awareness and physical activity, changes in behaviours, knowledge and attitudes. It will examine whether through experiencing nature, young people will actively seek a relationship or connection with it. The balance between cognitive objectives and pedagogical approaches of exploration, inquiry, experience and communication will be explored for optimizing outcomes, supported by case studies of outdoor experiences and research. The presentation will also provide examples of activities using the senses in the outdoors with young people that address understandings of disabilities and seek to develop more egalitarian relationships, and which begin to co-construct narratives of diversity, equality and inclusion.

Author Biography  
Heather Prince is Associate Professor of Outdoor and Environmental Education and Principal Lecturer in Collaborative and Experiential Learning at the University of Cumbria. She is particularly interested in innovative and inspiring pedagogies to enhance student experiences through active outdoor and experiential learning with research connected teaching.
As outdoor educators and researchers, we face many challenges. Not least of which is the need to evidence the impact of our work. How do we do this with something as ephemeral and tenuous as *Hauntings* or *Aesthetics or Atmospheres* – what about when we *sense a presence* that is not physically present? Can we really claim that narratives and storytelling are valid forms of research? What about being *robust*? Whilst we welcome initiatives that highlight the importance of spending time outdoors, and seek to nurture young people’s connection with nature, we believe that many research projects are attempting to *measure the immeasurable*. It is one thing to co-construct a way of thinking about our outdoor practice so that new understandings of atmospheres and narratives engender curiosity, raise cultural sensitivity and enrich our outdoor practices. It is a very different thing to show how this is achieved. Given the increasing importance of ‘impact’ in relation to both academia and practice, we ask a number of questions, including: a) What does impact really mean, and who is ‘impacted’? b) How do we want our research to be used, and who do we want to read/act on it? We will explore the apparent need to measure, quantify and statistically signify concepts that are arguably better suited to interpretative practices. We will discuss the contentious nature of the word ‘impact’ and propose that ‘influence’ is preferable for concepts that change with each situation, individual and environment. Is this type of work truly *measurable*?

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**Author Biography**

Heather Prince is Associate Professor of Outdoor and Environmental Education and Principal Lecturer in Collaborative and Experiential Learning at the University of Cumbria. She is particularly interested in innovative and inspiring pedagogies to enhance student experiences through active outdoor and experiential learning with research connected teaching.
Educational appreciation of cultureplace: ghostly atmosphere of life’s complexity

“That life is complicated is a theoretical statement that guides efforts to treat race, class, and gender dynamics and consciousness as more dense and delicate than those categorical terms often imply” (Gordon, 2008, p. 5).

In this presentation, I shall endeavour to gently unfold our “complex personhood” (Gordon, pp. 4-5) by exercising the folded notions of cultureplace / culture-place / human-nature (Quay, 2016a). Here I draw an analogy between cultureplace, atmosphere, and aesthetic experience, grappling with the ghostly character of “that which makes its mark by being there and not there at the same time” (Gordon, p. 6). Concurrently, I shall attempt to animate alignment between democracy and education (Quay, 2016b), and in so doing, venture to catch a glimpse of ways to engage educationally which are mindful of the structural narratives that haunt our complex personhood.


Author Biography
John Quay is associate professor in the Melbourne Graduate School of Education. His research interests bring philosophy and education together, growing from a background in teaching outdoor education. He is editor of the Journal of Outdoor and Environmental Education.
The development of alpine ski tourism in Sweden from a gender perspective: A tentative analysis of the movies Snowroller and Force Majeur

The aim of this presentation is to explore change and continuity in representations of Swedish alpine ski tourism over time. Two Swedish films launched thirty years apart, Snowroller from 1985 and Force Majeur from 2014, will be analyzed from consumption and gender perspectives. In addition, the binary opposition nature–culture helped us to frame the analysis. These films were chosen as they focus Swedish international ski tourism and as they have given us an opportunity to discuss continuity and change in the representation of Swedish ski tourism over time. The study is based on a content analysis of the films. We have extracted recurring themes in relation to the binary opposition nature–culture, Torstein Veblen’s theory of conspicuous consumption and a gender perspective. We discuss that ski tourism is represented as taming nature and even though a relationship to nature represented by climate change has been part of public discourse on ski tourism for the last decades this is not in focus in the films. Culture, represented by, man-made technical appliances, like piste machines, lifts and planned avalanches make it possible for humans to go skiing in both films. Gender play is central in both films. Representations of femininity seem less problematic than masculinity. Several ways of being a female ski tourist are portrayed and femininity is not presented as being in crisis or in need of being restored. This is clearly in difference from masculinity that seems to be in crisis and in need of restoration in both films.

Author Biography

Associate Professor Aage Radmann, Head of Department; Physical education and Outdoor education, Norwegian School of Sport Sciences. Sport sociologist. Research interests; sport and media, sport and gender, sport and violence, sport tourism.
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Forest as room for contemplation

Research has shown several advantages of interacting with nature. If these are the cognitive benefits (Berman/Jonides, 2008), the restorative effects natural environment experiences provide (Hartig, 1991) or the positive effects on brain activities (Kim, 2010) we can recognize. All these are examples to prove the positive impact nature has on us. The idea of this forum will go a step further in focusing on capturing and analyzing specifically the forest as a room for contemplation and recreation. What do you think when you hear “forest as room for contemplation”. How do you think humans experience forest as room in general and specific as room for contemplation? What role does society and construction of our reality play in this understanding? We will discuss and exchange potential personal experiences, theories and research outcomes. After defining your own personal understanding of the topic this will be an open discussion round.

Author Biography

Sibylle is a PhD student in the department of Forest and Environmental Policy. She has a Diploma Social Worker; M.A. Abenteuer- und Erlebnispädagogik; Freelancer in OED; Lecturer in social science and education; coopted board member of EOE. She has worked in several fields of Outdoor Education (school residential, team and leadership trainings for companies, people with handicaps and learning disabilities as well as in the educational sector). Always open and interested in new angles of viewing the outdoors and experiencing their variety.
Be part of the bigger picture – environmentally friendly learning activities

In this practical workshop, you will have the chance to dive into the practice of nature based and related activities, which allow you to capture your surroundings and develop/increase your perception and environmental awareness. Your challenge will be to look closer and get creative with the material given and potentially focus on the “leave no trace” approach as well as Trommers “leises Unterwegsein”.

In detail you will experience two activities, review these in relation to your own outdoor practice and exchange experiences regarding environmentally friendly outdoor activities.

**Author Biography**

Sibylle is a PhD student in the department of Forest and Environmental Policy. She has a Diploma Social Worker; M.A. Abenteuer- und Erlebnispädagogik; Freelancer in OED; Lecturer in social science and education; coopted board member of EOE. She has worked in several fields of Outdoor Education (school residential, team and leadership trainings for companies, people with handicaps and learning disabilities as well as in the educational sector). Always open and interested in new angles of viewing the outdoors and experiencing their variety.
Psychogeography, Dartmoor and Me

Dartmoor National Park is an iconic granite massive covering nearly 1000 sq km. Mile of moorland covered with internationally significant blanket bogs and western oak woolands – a landscape that has been settled by people for over 5,000 years – leaving a legacy of important and sometimes cryptic Bronze Age and medieval remains. There is so much written about Dartmoor – there is so much that is known at an intellectual level…but how does it feel? More specifically how does it feel to you? The aim is to explore feelings not thoughts to create an emotional response to the landscape and take the opportunity to perform this to your peers. We will use the Theory of dérivé (Guy Debord 1958) as our starting point – normally applied in an urban landscape we will see where it takes us on this journey to southern England’s largest expanse of open land.

Author Biography

Orlando Rutter has worked for Dartmoor National Park Authority for 14 years, previously holding various posts for a number of wildlife and environmental education charities as well as in local government engaging communities in sustainability or providing environmental education. He is a Leading Practitioner of the Institute for Outdoor Learning.
Erika Sarivaara

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Teacher Students’ Conceptions of Nature

This session presents study, which is conducted within teacher training in Finland. The aim of this study is to find out teacher students’ (N=46) perceptions of nature, and also their relation to nature. The data was gathered in year 2016 via web based solution questionnaire. It has been analyzed via content analysis. The survey shows that students’ perceptions about nature concept varies on the one hand. On the other hand, the teacher students have rather close connection to nature. The result of the study may be useful for developing the teacher education, and its content due to nature, and further sustainable values. Teacher training should emerge the students’ knowledge as background. Teacher students should learn to act ethically, and sustainably in due to future expanded learning environments. The deep knowledge of nature strengthens teachers’ pedagogy, and abilities to build sustainable well-being.

Author Biography

Erika Sarivaara is working as an Associate Professor in Outdoor Learning-Oriented Teacher Education at the University of Lapland. She has Doctoral Degree in Education (2012). Her research interest are out-of-school learning, place based pedagogy, cultural identity, outdoor learning.
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A Case study of Outdoor Adventure Education in special education in Arctic Finland

In this poster we present our recent pilot study of Outdoor Adventure Education in special education. Pupils (N=6) who participate into study have different kind of emotional challenges. Our aim is to test the methods of Outdoor Adventure Education within group rehabilitation. Group rehabilitation aims to support pupils’ wellbeing, relaxation, feeling of group, and both feeling of succeeding and building positive experiences. The research focus will be in four areas; body control before and after rehabilitation period, the experience of self-efficacy, relationship to nature, feeling of relaxation and stress in the body. In addition, teachers’ perceptions of Outdoor Adventure Education within special education will be studied. The study will be conducted during the spring time 2017. The purpose of the study is also to create pedagogical model of Outdoor Adventure Education in special education, and more precisely within group rehabilitation activities. Study results will be used in developing special education, and learning of pupils with special needs.

Author Biography
Erika Sarivaara is working as an Associate Professor in Outdoor Learning-Oriented Teacher Education at the University of Lapland. She has Doctoral Degree in Education (2012). Her research interest are out-of-school learning, place based pedagogy, cultural identity, outdoor learning.
Technical narratives around our ropes – myth busters

Our ropes are more than “just another tool”. Many metaphors use the rope as symbol (“tied together”, “Seilschaft”, … but also technical narratives, like: “Do not step on ropes (or you have to pay a round), “after 10 years you have to throw away a rope”, “if you take a heavy fall, you must discard your rope”, …

Not surprisingly many narratives do not withstand a scientific approach.

Similar to the series “MythBusters” I tested the validity of rumors, myths and “official rules” around ropes with scientific methods.

I will present the results and discuss the implications for our work in the outdoors.

Author Biography

Mountain guide and ski instructor, inspection body for ropes courses, expert on court for ropes courses and experiential learning, lector on university of Vienna, Technical University Vienna for Leadership and conflicts.
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‘It went down into the very form and fabric of myself’. Narratives in women’s mountaineering auto/biographies.

In his 1871 essay “The Regrets of a Mountaineer”, the eminent Victorian mountaineer, Leslie Stephen defined mountaineering literature as: “Fine writing ....about man’s [sic] highest destinies and aspirations” (218).

Stephen’s essay reinforced that mountaineering literature was, essentially, a genre defined, written and shaped primarily by leisured, professorial and/or professional men within a wider culture moulded by the political and economic aspirations of late-Victorian Britain: Empire; Exploration; Expansion and Conquest. Fast-forward to early C21 Britain and that literary landscape has, arguably, changed beyond recognition. From the late nineteenth century to the current day, women mountaineers such as Elizabeth Le Blond, Dorothy Pilley, Gwen Moffat, Julie Tullis, Alison Hargreaves, Arlene Blum, Fiona Russell and others have put pen to paper, finger to keyboard, brush to canvas, etc., in order to explore and narrate women’s ‘destinies and aspirations’ in the high and remote mountain ranges of the UK and beyond.

Drawing on a range of published & unpublished auto-biographical & auto-ethnographic accounts from women mountaineers and climbers, this presentation explores the extent to which mountaineering and mountains, initially emblematic of the wider social freedoms which women sought, became and continue to be, analogous to something which “went down into the form and fabric of myself” (Pilley 1935: 36).

References

Author Biography
Karen Stockham has taught and researched in universities across the UK and contributes to Outdoor Adventure & Education programmes at ‘Marjon’. Her research focuses on women, travel and mountaineering and she publishes in the field/s of mountaineering and auto/biography. Karen is currently researching the unpublished diaries of the mountaineer Dorothy Pilley.
(How) Do places affect us? This paper will explore how place is experienced by children and teachers with reference to empirical studies that reflect several forms of outdoor learning, both curricular and outside the classroom. Outdoor learning is undergoing a renaissance of interest and is widely seen as an effective means of connecting children to the natural world (Louv, 2010; Natural England, 2016). In examining this question of the effect of places on young people, the paper will employ theories of cultural density (Waite, 2013; 2015) and cultureplace (Quay, 2015) in relation to how culture informs place and pedagogies within them. It will refer to post-human theory and argue that the more-than-human world shapes possibilities for interaction but that these are mediated by structural and cultural influences, acknowledged and tacit, in the enactment of outdoor learning within and across countries (Malone & Waite, 2016). Responding to recent theorisation of childhoodnature (Cutter-Mackenzie, Malone and Barratt-Hacking, 2017), it will consider the implications for practice of these perspectives. The paper will go on to suggest that feelings and affect may in fact be the intrapersonal organizer of this complex interplay of cultural and material influences and that place as ‘personal’ is a key contributor to the power of outdoor learning to transform lives.

**Author Biography**

Sue Waite is a Reader in Outdoor Learning at Plymouth University, where she co-leads the outdoor and experiential learning research network. She has published widely in the field. Her particular interests lie in curricular outdoor learning, natural sources of health and wellbeing and cultural and personal meanings of place.
Fostering Sustainability in Outdoor and Informal Education

The paper focuses on sustainability and the multiplicity of ways whereby outdoor educators can teach others about this concept. It explores the origins of sustainability from the 1960’s environment movement and the first United Nations convention in 1972 to the contemporary concerns about global warming. The chapter also encourages educators to understand the differing implicit ‘relationship to nature’ that participants will inevitably have before any educational intervention. Like the preceding this chapter also it places great stress upon the need to manage the total experience and the importance of crafting opportunities for the fostering of conversation and dialogue both ‘in and for sustainability’.

Author Biography
Sue Wayman is a senior lecturer in the Faculty of Education and Social Science at Marjon.
Writing diary during outdoor education activities. An aesthetic approach to reflect on individual processes in outdoor adventure activities

In this oral presentation I will outline and discuss the importance and use of writing diary during adventure educational programs as a way of reflection and a possibility to support the process of “Bildung” (personal development). Basis of this presentation is my master thesis which is an analysis of diary entries with the method of “qualitative content analysis” (Mayring) to identify key-situations and individual narrations about this individual “Bildungsprozesse” in outdoor education settings. The theoretical approach is mainly linked to the ideas of Ulrich Oevermann and his concept of crisis and routine as a structural understanding of the way “Bildungsprozesse” can occur during outdoor adventure activities (such as hiking trips, canoeing, etc.)

In this presentation I will focus on the potential of diaries, different ways of using it as a method in outdoor educational programs and results of my master thesis which underline the importance of such aesthetic approaches to support participants of outdoor activities in their individual development - mainly for the target group of adolescents/adults and further educational programs.

Author Biography
Peter has Bachelor degrees in Social Sciences and Social Work. Master Degree in “Experiential Learning and Adventure Education” at Philipps University of Marburg. Main working fields are individual support of disadvantaged youngsters with partial use of outdoor adventure education approaches and transnational projects.
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Advocating a new model for Adventurous Activities in Physical Education to make learning more meaningful, relevant and accessible.

Adventurous Activities (AA) are a key component of a broadly balanced and diverse Physical Education curriculum. They are a key (and sometimes the only opportunity) for all children and young people to experience outdoor learning as part of their secondary education. Yet for many children and young people these opportunities are experienced as one-off, marginalized, disconnected and non-assessable learning experiences that have no relevance to the rest of the Physical Education Curriculum and even less personal meaning to the pupils’ physical and holistic development. This presentation draws upon two recently published papers in the *Jnl of Physical Education and Sports Pedagogy* (2016) to make the case for a new model for Adventurous Activities in Physical Education that is more meaningful, relevant and accessible to all children and young people and allows Adventurous Activities to better fulfil the contribution it has to make to pupils’ learning potential. The main contribution Adventurous Activities has to make to learning are briefly considered as the context for proposing 4 ‘non-negotiable’ features of a new curriculum model. Key issues related to taking forward this new model are identified including teacher competence, schools’ support, pupil’s confidence to take more responsibility for their own learning and assessment.

This new model for Adventurous Activities in Physical Education is currently being researched as part of a PhD study at schools in North Wales. A study-in-progress evaluation of the implementation of the new model is considered in the presentation of Graham French.

**Author Biography**

Andy Williams is the lead tutor for the MA Outdoor Education programme at University of Wales Trinity St David. His research interests include outdoor adventure pedagogy linked to constructivist and experiential learning theory, serendipitous/emergent learning, sense of place and interpretive approaches to learning and the teacher/student as co-learners.
Haunted Houses: A legitimate form for urban place-based pedagogy

There is a growing contemporary movement of Urban Exploration to explore man-made structures, abandoned ruins, or rarely seen components of the man-made environment. A large and active community has grown with a desire to share and encourage by visiting and recording these ‘haunted’ and atmospheric places through visual media, such as photography, and sharing through social media often in narrative form. Williams’ (1981) concept of the Dominant, Residual and Emergent provides a framework to explain the ongoing negotiations in the creation of paradigms in Outdoor Education. Using this framework, this presentation will look to argue that Urban Exploration is a model of natural place-based pedagogy occurring. Wattchow and Brown (2011) argue for a place-based approach with a focus on environment and nature, firmly rooted in indigenous philosophy. This challenges the traditional paradigm of proving oneself against the environment in a risk and adventure approach. I will demonstrate that Urban Exploration demands further consideration as a legitimate vehicle for place-based Outdoor Education. It is comprised of residual elements of the current dominant culture of risk and adventure as well as the emergent place-based approach but, in opposition to these approaches, this phenomenon is moving out of the great outdoors and inwards to our cities.

Author Biography

Jason Wragg is currently a lecturer at the University Centre, Weston College, he has a Master’s degree in Outdoor and Adventure education and is a leader on international youth expeditions. He is also currently working with the British Exploring Society as their Volunteer Education Advisor.
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Playground Lofoten: joyful-sustainable adventurous lifestyles and their multi-dimensional relationship with the natural environment

Human-caused environmental damage is widely acknowledged as a critical and urgent issue, yet outdoor activities portrayed in Norwegian media seldom focus on responses to this problem. Lifestyle sports in particular are often portrayed as focused on risk-taking, achievement, and enjoyment rather than concern and action for environmental justice. Research has barely begun to unpack the multi-dimensionality (Langseth, 2012) of adventurous lifestyles (e.g. Brymer, 2009; 2010). This case study investigates the life-worlds of four practitioners of adventurous lifestyle sports who explicitly address environmental sustainability in their practice and media platform while engaging with their local natural environment of Lofoten and Vesterålen, Norway in playful, adventurous, and sustainable ways. I aim to describe and interpret the values and practices of the Wegge siblings as portrayed in the Norwegian television documentary series Lofotsprell [Playground Lofoten] in order to gain insight into how their relationship with the environment unfolds. I employ a phenomenological visual analysis (Ardévol, 2012) of Lofotsprell and its virtual [internet] context. The findings show that aesthetic and sensory approaches to adventurous lifestyle sports facilitate concern and action for environmental justice in the practitioners studied. This presentation will focus on how Lofotsprell portrayed skill as an embodied practice that mediates interaction with nature. The study reveals ambiguities, contradictions, and identity- and boundary-crossing practices in the Wegges’ joyful-sustainable adventure lifestyle, and sheds light on the complex situation of the media portrayal of lifestyle sports in relation to environmental sustainability.

Author Biography
Recently graduated from the Master in Transcultural European Outdoor Studies, Maja is doing a practicum at the Norwegian School of Sports Sciences in Oslo exploring friluftsliv as a sociocultural phenomenon. Maja is from Canada and has a background as a ski and canoe instructor and guide.