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*Contents and Abstracts*

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### **Contents of Volume 2 Issue 1 2002**

<b>Editorial</b>	5
<b>An Integrated Approach to Crisis Management in Wilderness Settings</b> <i>Dene Berman and Jennifer Davis-Berman</i>	9
<b>Theoretical Cognitive Differences in Expert and Novice Outdoor Leader Decision Making: Implications for Training and Development</b> <i>Shane Galloway</i>	19
<b>Outdoor Education: Research Topic or Universal Value? Part One</b> <i>Robbie Nichol</i>	29
<b>Motivational Factors that Influence Students' Participation in Outdoor Activities</b> <i>Dorin Festeu</i>	43
<b>How do Women Construct Adventure Recreation in Their Lives? Why we need to Re-Engage with the Essence of Adventure Experience</b> <i>Donna E. Little</i>	55
<b>BOOK REVIEWS</b>	70

# **An Integrated Approach to Crisis Management in Wilderness Settings**

**Dene Berman**

*Wilderness Therapy Program, USA*

**Jennifer Davis-Berman**

*University of Dayton, USA*

## ***Abstract***

*This paper introduces wilderness leaders to the notion and experience of emotional crises, as they may occur in wilderness environments. Basic definitions and descriptions of crises and scenarios are presented. Then, a comprehensive model, generated from a United States perspective is presented. This model includes basic definitions of crises, and also covers techniques for helping people in crisis. Finally, the discussion ends with a model for debriefing after traumatic events have occurred. Discussion and implications for the field are presented.*

# **Theoretical Cognitive Differences in Expert and Novice Outdoor Leader Decision Making: Implications for Training and Development**

**Shayne Galloway, MS**

*Indiana University, USA*

## ***Abstract***

*Outdoor leader decision-making is often cited as one of the most important competencies that professionals in the field possess. However, little discussion regarding the development of decision-making ability appears in the outdoor leadership literature. Psychologists in other fields have investigated the progression from novice to expertise and the following scenario illustrates differences: expert/novice decision-making as indicated with submarine commanders and air traffic controllers as subjects. This paper attempts to make theoretical connections between research in cognitive and social psychology, and outdoor leader development, and in doing so, discusses research in expert/novice differences in decision-making, situation assessment, naturalistic decision-making, and professional development. Implications and suggestions are made for application to current training practices; these include training for ill-structured problems, for a heavy workload, time stress and high stakes, as well as multiple players, and organizational norms. Suggestions for additional research are also included.*

## **Outdoor Education: Research Topic or Universal Value? Part One**

**Robbie Nicol**

*University Of Edinburgh, UK*

### **Preface**

This paper is the first of a three part series. Parts one and two look at aspects of the historical development of outdoor education in the United Kingdom. Part three builds on this historical platform and explores the importance of environmental education and its relationship with outdoor education.

### **Abstract**

*This paper sets out to discover if the history of outdoor education, within the UK and more particularly Scotland, provides its modern exponents with a legacy of prescribed conservatism or alternatively a form of education which embraces, or is capable of embracing, diversity of theory and practice. It begins in the post World War II period entitled “out of the ashes” and charts the history decade by decade.*

*Secondary sources are used and include statutory instruments as well as the body of literature that relates to outdoor education. The paper has succeeded in adding to the literature through uncovering rarely used sources. Secondary sources have been supplemented by primary data in the form of interviews. The interviews were used to provide detail and fill gaps where secondary sources were lacking.*

*The time between the post-war period until the end of the 1960s charts the growth of outdoor education provision. This growth is characterised by diversity where common themes such as “fitness for war”, “character building” “social education” “recuperative holiday for socially disadvantaged young people” and “progressive education” emerge as competing and contrasting claims. Consequently it can be stated that outdoor education defies definition in terms of being a fixed entity of common consent, homogeneous over time and space.*

# **Motivational Factors that Influence Students' Participation in Outdoor Activities**

**Dorin Festeu**

*Buckinghamshire Chilterns University College, UK*

## ***Abstract***

*The aim of this research was to study five groups (18 to 26 years old) in order to identify the main motivational factors that influence participation in outdoor activities. A triangulation method, including open-end questionnaires, unstructured conversation and participant observation was employed for investigation.*

*Five main categories of motivational themes appeared to trigger both female (n=81) and male (n=27) Romanian students participation in outdoor activities. These include the opportunity to enjoy and have fun; to meet new friends and interact; to escape from daily routine and family; to enjoy nature's beauty and to explore unknown territories. Female and male students attached a slightly different importance to each of the above motives. It was also found that these motives determine, to an extent, the decision for initial engagement in activities but when it comes to systematic participation the particular situational factors are also very important.*



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## Editorial Enquiries:

Pete Allison  
jaeol@btinternet.com

## Submissions:

Dr. P. Allison - JAEOL  
Outdoor Education Section,  
School of Education, University of Edinburgh  
St. Leonard's Land, Holyrood Road,  
Edinburgh. EH8 8AQ, Scotland.

## Subscriptions:

Melanie Bardgett  
Institute for Outdoor Learning (IOL)  
Plumpton Old Hall,  
Plumpton, Penrith,  
Cumbria, CA11 7YE. UK  
Tel: 01768 885800 Fax: 01768 885801  
Email: subs@outdoor-learning.org  
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**Institute for Outdoor Learning**  
**Plumpton Old Hall, Plumpton, PENRITH, Cumbria, CA11 9NP, UK**  
**Tel: +44 (0)1768 885800 Fax: +44 (0)1768 885801**