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*Contents and Abstracts*

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## ***Friluftsliv* and Adventure: Models, Heroes and Idols in a Nansen Perspective**

**Gunnar Repp**

Wood University College, Norway

### **Abstract**

*With the ambition of penetrating into the very core of the Norwegian and Nordic friluftsliv: An ecologically responsible life in the open air—in nature, people will have to become acquainted with Fridtjof Nansen—with the thinker as well as the practitioner. Outdoor life with natural and strong links to the national friluftsliv—tradition was his ideal, and quite a lot of people in the years after him have been fired with his enthusiasm for the wonderful experiential and health—giving meetings with nature. Obviously, he has been a hero and an idol for generations of people. His reputation as an arctic explorer, as scientist and sportsman, as an internationalist and a humanitarian, have been emphasized by a great many books and articles about him. The main purpose of this article is to shed more light upon his thinking about friluftsliv, to show and explain its focus, its models and paragons.*

## **The Double-Edged Sword: Critical Reflections on Traditional and Modern Technology in Outdoor Education**

**Brent Cuthbertson, Teresa L. Socha and Tom G. Potter**

Lakehead University, Canada

### **Abstract**

*The outdoor education experience continues to be influenced by a proliferation of modern technological innovations, most of which have been accepted and even embraced by educators with little inquiry. Seldom do instructors of outdoor programmes consider the impact that modern techniques and equipment can have upon students' learning. This paper argues that in an unexamined adoption of this technology, some of the potential positive impacts for participants can be compromised, including a direct and meaningful connection to the natural world. As such, modern technology has become a possible mediating influence for participants in outdoor education programmes. The paper examines some of the pedagogical issues of modern technology as a mediator of experience as well as several elements of educating in the outdoors with traditional technology. Woven into the discussion is the question of whether modern technology encourages more people to become involved in outdoor activities or merely works toward the separation of humans from the rest of nature.*

## **Critical Elements of an Expedition Experience**

**Simon Beames**

University College Chichester, UK

### **Abstract**

*Much of the research in outdoor education has focused on participant outcomes rather than the aspects of the experience that elicited those outcomes. This study explores the key elements of a 10-week expedition to Ghana with Raleigh International. Data collection involved five rounds of interviews with 14 British participants over a one-year period, using categorical aggregation to determine five principal themes critical to the experience. The findings highlight the importance of diverse groups living in isolated environments. Changing groups and moving to a new physical setting after four weeks and again at seven weeks was regarded as a challenging but necessary feature of the programme. Finally, there is little evidence linking specific programme activities with specific participant outcomes. It is more important that the experience should emphasise self-sufficient living conditions and physically demanding activities.*

## **Journals of Post Secondary Outdoor Recreation Students: The Results of a Content Analysis**

**Timothy S. O'Connell**

Lakehead University, Canada

**Janet E. Dymnt**

University of Tasmania, Australia

### **Abstract**

*The purpose of this study was to examine if and how participation in a journaling workshop influenced the content of student journals. A total of 59 post secondary students from two university programs in North America participated in this study and were randomly assigned to either an experimental (n=21) or control (n=38) group. Before their field course, participants in the experimental group took part in a 45-minute workshop that provided them with strategies for effective journaling. After the field course, a content analysis was performed on each student journal (a total of 880 distinct entries) to investigate if the journals of students in the experimental group incorporated materials delivered in the workshop. A modest number of differences were found between the journal entries of students who did and did not participate in the workshop.*

## **Enhancing Transfer of Learning Through Post-Course Reflection**

**Sarah I. Leberman**

**Andrew J. Martin**

Massey University, New Zealand

### **Abstract**

*This article investigates how a structured post-course follow-up reflection activity affects the depth of reflection and facilitates the transfer of learning. The research is reflective, based on the findings from the Action Learning Management Practicum, a 3<sup>rd</sup> year paper at Massey University, New Zealand. The initial reflections at the end of the course generally went no deeper than students “noticing”, or “making sense” of the experiences. With the benefit of distance and time away from the course, the students’ reflection was deep and insightful. The findings suggest that the post-course reflection activity enables participants to “make meaning” from their experiences with the benefit of time and distance from the initial post-course reflection, thus enhancing the transfer of learning. The article argues for an extension and adaptation to Kolb’s “Experiential Learning Cycle” model in relation to the time of reflection based on the empirical evidence provided.*

## **Ideologies of Adventure: Authority and Decision Making in Sail Training**

**Kenneth H. McCulloch**  
University of Edinburgh, Scotland

### **Abstract**

*Case studies of the contemporary UK sail training movement are used to illustrate the competing expressions of purpose in this field. Two sail training organisations are described and a case study voyage under the aegis of each is presented. The differences between the approaches are analysed as “traditions” or ideologies, articulated through distinctive interpretations of power and contrasting approaches to participation in decision making. It is argued that choices regarding the type of vessel used and the voyages made are not neutral technical decisions but have ideological significance. In conclusion the application of such an analysis to other kinds of outdoor and adventure education is considered.*

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#### **Institute for Outdoor Learning**

jaeol@outdoor-learning.org **www:** <http://www.outdoor-learning.org>

Plumpton Old Hall, Plumpton, PENRITH, Cumbria, CA11 9NP. UK

**Tel:** +44 (0)1768 885800 **Fax:** +44 (0)1768 885801

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**Books.**

Wurdinger, S. (1997). *Philosophical issues in adventure education*. Dubuque, Iowa: Kendall Hunt.

**Chapters in edited books.**

Ewert, A. & Smith, E. (1999). Should wildlands be made available to more people, as opposed to more restrictions and limitations? Yes. In S. D. Wurdinger & T. G. Potter (Eds.), *Controversial issues in adventure education: A critical examination* (pp. 211–221). Dubuque, Iowa: Kendall/Hunt Publishing.

**Journal papers.**

Higgins, P. (2002). Outdoor education in Scotland. *Journal of Adventure Education and Outdoor Learning*, 2(2), 149–168.

**Dissertations.**

Donnison, P. (2000). *Images of outdoor management development*. Unpublished doctoral thesis, Lancaster University, Department of Management Learning.

**Conference proceedings.**

Potter, T. G., & Cuthbertson, B. (2002). Inclusive Recreation in the Outdoors: A Canadian Perspective. *Proceedings of The First Pacific Rim Conference on Leisure Education*, Hawaii Tokai International College, Honolulu, Hawaii, January 11th–14th, 2002, 176–184.

**Electronic Source**

Outward Bound Australia (1998) *What the Research Really Says*. Retrieved December 3, 2000, from <http://www.outwardbound.com.au/featresearch.htm>

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**Editors:**

Linda Allin, Barbara Humberstone,  
Nichola Tucker

**Editorial Enquiries:**

Barbara Humberstone  
[barbara.humberstone@btinternet.com](mailto:barbara.humberstone@btinternet.com)

**Submissions:**

Prof. Barbara Humberstone- JAEOL  
BCUC, Wellesbourne Campus  
Kingshill Rd, High Wycombe  
Bucks, HP13 5BB, England

**Subscriptions:**

Melanie Bardgett  
Institute for Outdoor Learning (IOL)  
Plumpton Old Hall,  
Plumpton, Penrith,  
Cumbria, CA11 7NP, UK  
Tel: 01768 885800 Fax: 01768 885801  
Email: [subs@outdoor-learning.org](mailto:subs@outdoor-learning.org)  
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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

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