

## Editorial

Change and continuity are the concepts which researchers frequently turn to in making sense of society. It is within such a context of continuity and change that we are pleased to present this edition of the Journal of Adventure Education and Outdoor Learning. The JAEOL has entered into its fifth year shaped not only by its contributors but also by its editors, initially Kaye Richards and Pete Allison and latterly by Pete Allison. The Journal has developed from strength to strength and it has been a formidable task for Pete Allison in producing two editions a year as the managing editor. The Journal and the field owe a debt of gratitude to the work that has been done in developing the quality of the journal, which is recognised as a leading scholarly journal in the field.

We, Linda Allin, Barbara Humberstone and Nic Tucker-Welton, are delighted to take over the editorial management of the Journal and intend to maintain the high quality that has been Pete's hall mark. There will be changes. This issue will see the last of a country focus in its current form and we would like to thank Joe Gibson for his development of this feature. In common with scholarly journals in other educational and social fields, we wish to see papers that are based upon research from all over the world, and in particular from authors whose first language may not be English. In this issue two of the papers are from outside UK and in vol 5 issue 2 we will publish a paper which explores the diversity in language in outdoor terminology in both the Czech Republic and Britain based on research by a Czech author. Such papers cross boundaries between cultures and provide us with the opportunity to see the outdoors through different cultural lenses.

We begin this issue with two papers that are concerned with formal education and outdoor learning. Dismore and Bailey's paper reports on research undertaken as part of a project which examined the potential of outdoor and adventurous experiences for raising the academic achievement of pupils aged 9–10 years. It examines the factors that might influence pupils' response to learning and offers an insight into a 'potentially valuable educational experience'. Prince's paper examines Higher Education and graduate destinations in the outdoor sector. The paper reports on a survey into St Martin's graduates' career pathways, choices and their perceptions of their recent employment and leads us to reflect on the types of skills graduates perceive as important to their careers.

The remaining papers focus upon outdoor learning and non-formal education. Bobilya, McAvoy and Kalisch's paper investigates the perceptions of participants of their experiences of the solo aspect of an organised wilderness experience? An important question asked of the research is to what extent can, and should, the experience be actively shaped by the instructors. The paper considers this question in light of the findings collected through post-solo questionnaires and focus interviews together with individual interviews more than three months after the wilderness experience.

The paper by Phipps, Hayashi, Lewandoski and Padgett describes the use of two linked research tools, the Instructor Effectiveness Check Sheet (IEC) and Instructor Effectiveness Questionnaire (IEQ), highlighting the ways in which these particular instruments were used in the teaching of instructors about different pedagogical constructs and describes a case study concerned with a wilderness education group.

Finally Joe Gibson introduces the concluding 'country focus' paper by Beames and Brown, 'Outdoor Education in Hong Kong: Past, Present and Future'. This paper examines the

development of outdoor education in Hong Kong, locating this within Hong Kong's geographical, historical and economic cultural context. The paper raises pertinent questions around contradictions between Western and Chinese cultures and the consequential different cultural relations with 'nature'.

Publication of research from around the world in the outdoor field is not only important in terms of people's research profile but extremely important for the development of the outdoors as a recognized discipline of study. Whatever we might think about the Research Assessment Exercise in the UK, it has provided for a significant recognition for the field in that 'outdoor education' is, for the first time, an identified subject area of assessment for the 2008 submission ([www.rae.ac.uk/pubs/2005/04/](http://www.rae.ac.uk/pubs/2005/04/)).

Research within the outdoor field continues to gain recognition throughout the academic world and we intend to publish original papers which highlight the quality of scholarly debate and critical engagement with the 'outdoors'.

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*Editors*