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# Issues Concerning Professionalism



The Journal of OBC Education is an occasional publication of the staff and friends of the Outward Bound Canada schools. It is intended to spark debate, discussion, and the exchange of ideas relevant to the Canadian Outward Bound community. The opinions expressed herein are not necessarily those of Outward Bound Canada or of anyone in an official position with the School. Please send all correspondence to: The Editor, Journal of OBC Education, Outward Bound Canada 996 Chetwynd Road, RR#2, Burk's Falls, ON, Canada, P0A 1C0. Telephone: (705) 382-5454. 1-888-OUTWARD. E-Mail: obcjournal@yahoo.com

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# Introduction

By Dave Sampson

Having been a leader of wilderness trips for almost nine years now, I look back upon my experiences and look forward to where I may go next. I only dreamed of moving from being a camp counsellor to an experiential educator. I've always believed the best job to have is one you do not consider to be work. Leading trips and introducing young and old students to nature and playing a role in their personal development is a great experience. But how long can I keep it as a job? How can I pay the bills, save for retirement, support a family, put kids through university and take my own vacation time? Volume 8 explores what it means to be a professional experiential educator.

Our lineup of **Feature Articles** for volume VIII runs the gamut of academic and personal thought. Peter Martin gets the ball rolling by exploring what a profession is. What characteristics or sign posts point the way to a profession? How do we determine if we, ourselves, are professionals in our field?

OBC has been undergoing many changes in the last few years concerning staffing, budgets, amalgamation and management restructuring. Glyn Thomas, in his article, explores issues confronting the Australian outdoor experiential education field.

Theories and models are presented to us on a daily basis, usually as separate entities apart from one another. Rob Shortill takes us on an exploratory path relating psychology, philosophy and systems theory to adventure activities. And Timothy O'Connell explores issues of leading trips with one's partner, spouse, boyfriend or girlfriend. Some institutions support this activity while others discourage it. If as professionals we spend our lives in the field, whom do we have the right to spend that time with?

One of our new additions is a section for **Essays**. We present within these pages an essay recounting the experiences of a teacher on an OB Educators Course. Andy Mink tells us what impact the course had on him in *Learning From the Inside Out.*

Breanne Quesnell opens up our new **Resources** section with an annotated bibliography of publications concerning experiential education. For those who have an ever-growing booklist, want to build their own field staff resource box, or expand their experiential education background, you will find this an important addition to your files.

The newest **Call For Papers** is now released. Volume IX will consider questions of *Outward Bound Curriculum*. What do we do? For whom? Why? How? What do we do well? What are our challenges? For full submission details, please visit our Website.

**The Journal of OBC Education on-line** is the name given to our new World Wide Web Site. Here you can find back issues, Call for Papers, Contact Information and numerous resources. Come on in and visit.

For your continued entertainment and challenge, try your hand at our second annual **Crossword Puzzle** by Phyllis Clark. Whether you are reading this journal in Canada, or abroad, give your wit a workout.

# What is a Profession?

By: Peter Martin

Introduction

Outdoor education purports to be many things to many people. A flick through the Australian Journal of Outdoor Education, or the Journal of Experiential Education out of the USA, will attest to the diversity of outcomes and program options described under the broad heading of outdoor education – programs for youth at risk, corporate groups, environmental stewardship, and adventure recreation feature prominently. It is my experience that in each case, those working in the field regard themselves as *professionals*. But what is a profession? And further - could examples or literature from established professions provide hints as to how outdoor education could be conceived and developed as a profession? This paper suggests a model of how professions are constructed and raises some considerations for outdoor education.

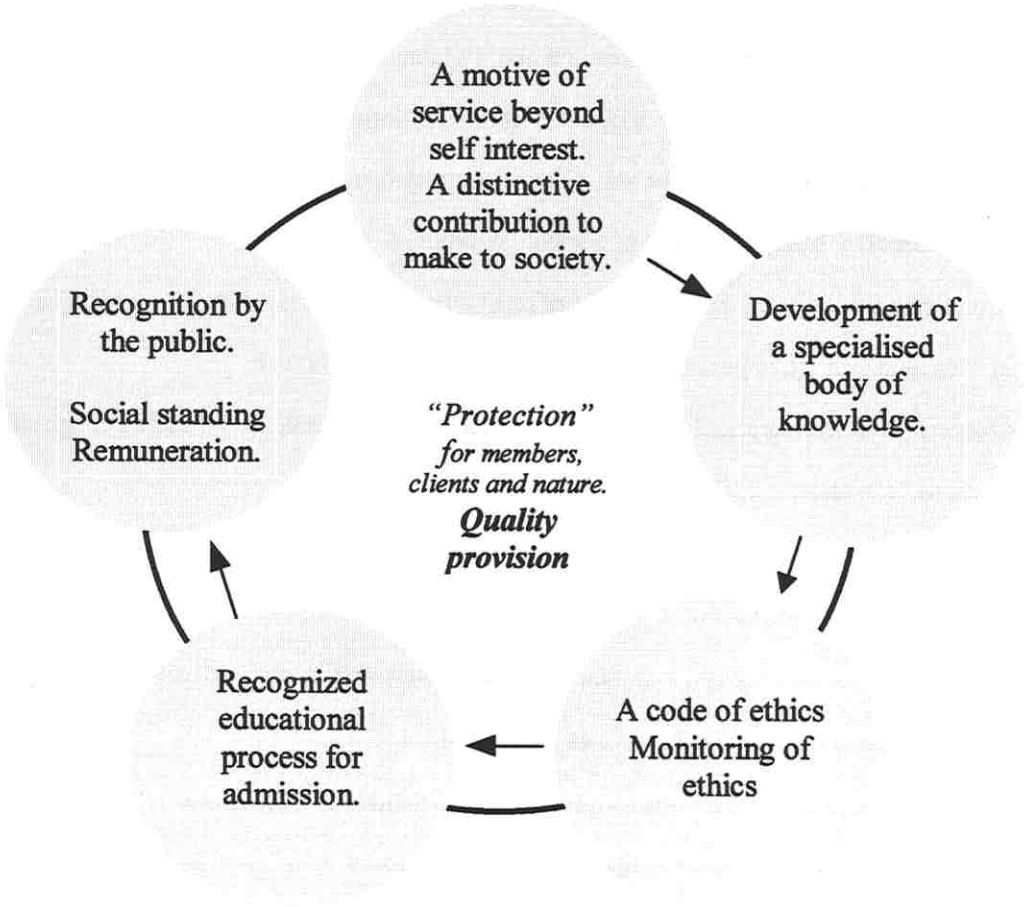
There is a wealth of writing and research concerned with the nature and meaning of professions and professionals. Professionalism is understood within Western culture in certain ways - understanding whether or not we are a profession can help resolve some of the issues currently facing the field. In this article I have used the word *professional* at the outset to refer to the collective of people working in the broad area of outdoor education - would you as a reader have reacted differently if I had referred to outdoor educators as *workers*, or as having a *trade*, or even as *amateurs?* The term professional carries with it a number of constructed meanings, however, usually such constructions are aligned with positive, somewhat more sophisticated beliefs.

Wearing and Darby (1994) argued some years ago that outdoor education and outdoor recreation are not professions, but that people who work within these fields practice "degrees of professionalisation" (p.68). In 1999 and 2000 outdoor educators in Australia sought to consider these issues of professionalisation via a series of conferences concluding with a national summit conference in Bendigo, Victoria. The summit was built around a model of professionalism developed from a review of literature in the fields of teaching and nursing – fields which have both struggled more recently with issues of professionalisation (Martin 2000). It is this model that is offered here as a starting point for considering how professionalism ought to be shaped, and what such a process has to offer outdoor education. To that end I intend describing a number of signposts which point the way to a profession. (The metaphor of a signpost is suitable in that it 'points the way' - or 'gives an indication of' - rather than defines or describes. It leaves open the expectation that to really understand what is being indicated you would need to go

further and explore – a metaphor appropriate to those passionate about experiential learning.) The signposts presented in the model were derived from reviewing literature associated with teaching and nursing. They arose from an analysis of journal topics and professional themes of interest from within nursing and education.

Signposts to a Profession

**Figure 1. Signposts to a Profession**




Motive and Knowledge

The first two signposts that point towards a profession are:

1. A motive of service beyond self interest (A distinctive contribution to make to society. An ultimate good.)
2. Development of a specialized body of knowledge.

These first two signposts are vitally important. One of the early tasks which confronts different orientations within the outdoor education field is a need to address what they are contributing to society. While I think we have

a general idea that contributions and specialized knowledge varies between different outdoor education orientations, such as corporate training, youth at risk or more critical outdoor education, clearly describing these aspects has not yet happened. I suspect we are also less than clear about what specific commonalties and differences may exist. I'll risk trying to explain commonalties and differences between different versions of outdoor education by mapping my interpretation of four different orientations of outdoor education – namely, outdoor recreation (OR), critical outdoor education (COE), adventure therapy (AT) and corporate training (CT). Firstly different orientations to outdoor education aren't *things* in the same sense that a rock or a tree is a thing. OR, CT, AT and COE are social constructs defined and shaped by the society or culture in which they sit. These variations can only mean what we make them mean in a given time, culture and space. I'll be very clear in acknowledging what I am describing here is meaning emerging from my Australian based experience of outdoor education.

Space prohibits a full discussion of the different orientations I have chosen here, however, the I offer the following brief descriptions of the respective motives of service for each orientation.

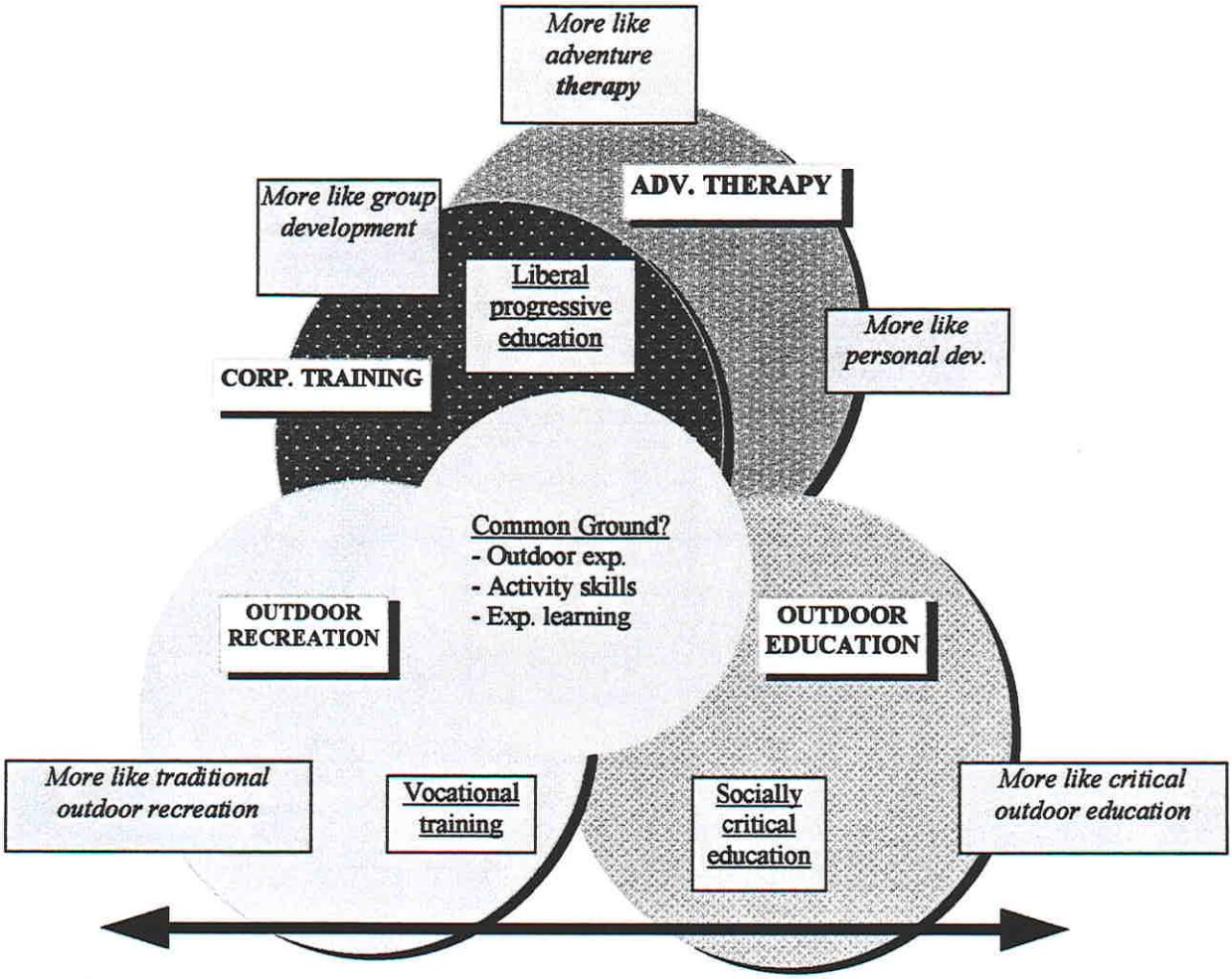
- Outdoor recreation seeks primarily to increase opportunities for recreation and leisure through skill mastery, socialization, relaxation or intellectual stimulation.
- Corporate training is concerned with enabling work groups to improve functional communication and vocationally related productivity outcomes.
- Adventure therapy seeks to "change dysfunctional behaviour patterns, using adventure experiences as forms habilitation and rehabilitation" (Priest and Gass 1997, p.24).
- Critical outdoor education is concerned with humanity's relationship with nature. It "is aimed at examining outdoor recreation and environmental issues in light of the dominant social order" (Martin 1999, p.464).

Figure 2, attempts to chart some of the similarities and differences between these four variations of outdoor education. What is immediately important however, is that such a map of the field is bound to be contestable. I doubt many would easily agree on such a mapping, yet this is exactly what the first two signposts to a profession are suggesting. Unless each of the different orientations of outdoor education, outdoor recreation, corporate training or adventure therapy (to mention only those I have selected here) can *clearly* describe their motive of service or contribution, *and* their specialized body of knowledge, then professionalism and its attendant benefits will continue to evade each aspirant professional. In Australia at least, a clear motive of service and body of knowledge for different orientations has not been adequately identified.

Until now the broad field of outdoor education has been content to cluster around a set of ideas or beliefs about education. These I have labeled in figure 2 as the overlapping 'common ground'. The aspects which make up this common ground, such as the use of outdoor experiences, activity skills, and experiential learning are not in themselves sufficient to define a motive of service and body of knowledge. They fall short of enabling a satisfying end to the first two signposts to a profession.

The mapping of the field in figure 2 also alludes to how differing orientations within the broader outdoor education/recreation field have evolved in recent years. Failing to identify how each of the members of this 'family' have grown up and developed their own lives and interests, is something which in Australia is seriously hampering the development of the family as a whole. The first signposts then are seeking to have each family member clarify the distinctive contribution and the related body of knowledge for each orientation. Figure 2 also alludes to how different family members may be built upon ideological differences, differences that come from diverging beliefs about the role and nature of education itself (see Martin 1998; Martin 1999). Perhaps not surprisingly , the task of clarify motive and body of knowledge is a difficult one and will no doubt continue for some time.

**Figure 2. Mapping the Field**[1]




[1] The construction of this figure has been arising from reviewing significant articles including: Hogan (1991), Brookes (1993), Fien (1993), Marginson (1993), Kingsford (1998), Martin (1998) and Richards (1998).

A code of ethics.

The next signpost I would erect to point the way to professionalisation is *a code of ethics*.

"A code of ethics [can be] seen as the cumulative wisdom and virtue of local codes of practice" (Sockett in Goodlad, et al. 1990, p. 243). Developing codes of ethics from local best practice is prudent. Most importantly however, it demands that each orientation has identified first the ultimate good or motive of service referred to earlier. Only if I have identified the intent of my endeavour, it's ultimate purpose or reason for existence, can I be clear about why any particular action or practice is better or worse than another. The ultimate good must form the touchstone against which my ethical practices evolve (Hunt 1990). If I haven't sorted out *why* I take clients into the bush, then I'm not going to be able to decide why one particular action or state of affairs is better or worse than another. In past years in Australia, a few national and state workshops have attempted to develop a code of ethics for outdoor education. They failed mainly because the participants had differing ideas about what they thought they were trying to achieve in the outdoors, and hence what values take priority when making difficult decisions in their work.

As an example: I recently listened to a man speaking of his work in a wilderness intervention program with at risk youth. He described his program, the challenges of his role, the joys of success and frustrations with non-responsive inhumane administrative systems. I was full of admiration for someone who clearly gave so much in the belief of his work. Towards the end of his talk I asked "what do the kids think of the outdoors once they have finished the trip?" He replied - "perhaps half hate the bush and never want to have anything to do with the outdoors again. We use the outdoors as a means to an end...". In caricatures, I am a critical outdoor educator. For me, developing sustainable relationships with nature is the ultimate good. I couldn't agree with a process that left people hating the bush. I couldn't work in the style of adventure therapy that person described so passionately - given my ultimate professional good, it would be unethical.

A code of ethics can only evolve once the ultimate good and body of knowledge is identified. In our field I would expect we would have different ethical codes for different orientations, but with some central characteristics and practices.

Joining a Profession.

The next signpost to a profession points to how members are admitted to, or join, the profession. Any profession requires a recognized educational pathway. This in part helps to ensure that the previous three signposts

are understood - that members have an identified motive of service, understand the body of knowledge and the code of ethics which apply. This is a problematic area for outdoor education, outdoor recreation, adventure therapy and training. Each of these family members have their own educational pathways. For some it has traditionally been a university qualification, for others technical courses, community certificates or extended personal experience. In Australia, the development of Industry Standards for Outdoor Recreation has come a long way in identifying the training pathways and options for the *outdoor recreation* family member but it has faltered in my view because it hasn't acknowledged the differing needs of the other members, such as adventure therapists or corporate trainers. In some respects differences in accreditation are ideological differences between alternate views of what education ought be about (Martin 1998). The long standing ideological difference between universities offering a broad based liberal education compared to the vocationally specific training programs of technical colleges is one example with implications for the outdoor field.

I think the way forward in accreditation debates lies with acknowledging the disconnections and connections between each sector of outdoor education, then determining what is appropriately shared accreditation and what is specific to each family member. However, the extended outdoor education family has not yet sat around the table long enough to solve this potentially divisive issue.

Public recognition.

The final signpost I would erect to point to a profession is that of public recognition via either social standing or remuneration. Now this might seem a bit externally driven, but for many this signpost is the clearest indicator of a profession. It's the last signpost, but pivotal if we ever wish to move beyond self congratulatory mutterings in our own little groups. It's essential to ensure that the burnout and social trauma that is relatively common for people who work in our field, becomes a thing of the past.

Conclusion

I am excited by what is happening in the extended outdoor education family, both within Australia and internationally. In many ways the family is growing with new members on the way, perhaps some also leaving. What transpires in the family will ultimately come down to how we collectively clarify our respective contributions and motives of service – the first signpost remains pivotal. While it will be a lot easier to develop the initial stages towards professionalism in a small group the risk is no-one will hear. Politically, small groups aren't very effective, can be easily ignored and exploited (sound familiar?). I believe that if the broader outdoor education field wants to

be heard on issues like land use, national school curriculum, career structure and work structures, then it had better get as many voices and angles as possible.

I would like to conclude with suggesting that only by recognizing the *connections* and *disconnections* within the broader outdoor education field can we even begin the process of professionalisation which will ultimately enable us to be more effective in what we do, and more sustainable in how we do it.

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**They know enough who know how to learn**

**-Henry Adams-**

**The only real mistake is the one from which we learn nothing**

**-John Powell-**

**I learned that good judgement comes from experience**

**and that experience grows out of mistakes.**

**-Doris Lessing-**

Quotes: Klavora, P. and Chambers, D. (2001). The Great Book of Inspiring Quotations. United States: Sport Books Publisher

# Human Resource Management Hurdles on the Path to Professionalism for the Australian Outdoor Experiential Education Field.

**By: Glyn Thomas**

Introduction

The outdoor experiential education (OEE) field in Australia is diverse and incorporates outdoor recreation, outdoor education, adventure therapy, environmental education, and nature tourism. This paper will focus on some of the challenges to the continued development of the outdoor experiential profession. It will draw upon insights gained from a national research project conducted in 2000 which investigated human resource management in the OEE profession. The project surveyed 225 outdoor experiential practitioners across Australia and interviewed 10 managers from larger organizations in the eastern states. The full results of this project are available elsewhere (Thomas, 2001, Thomas, in press) and this paper will focus only on the human resource management (HRM) hurdles on the path to professionalism. The hurdles to be focused on include: work conditions, remuneration, work related stress, and career planning.

Work Conditions

One respondent poignantly and succinctly summarized working conditions within the Australian OEE field when they remarked,

> *To me, outdoor education lacks these finer points: professional status, solid pay packages and benefits, workplace standards similar to other professions, concrete standards for the employment of new educators.*
>
> (Respondent #72)

However, working conditions for practitioners in the Australian OEE field vary depending on the type of organization with whom they are employed. The major differences occur in the areas of *recreational leave entitlements*, *time demands*, and *non-monetary compensation*. In terms of *recreation leave* approximately 31 per cent of respondents were entitled to 4-6 weeks recreation leave per annum whereas 36 per cent of respondents were entitled to 10-12 weeks per annum. Interestingly, eighty two per cent of respondents employed by schools received 10 or more weeks recreation leave per annum whereas 47 per cent of the respondents employed by "not for profit" organizations or private companies received six or less weeks of recreation leave per annum.

The *time demands* practitioners experience varied less between organizations with 64 per cent of respondents working on weekends and 71 per cent involved in evening work. Of the 180 respondents involved in either weekend or evening work only 37 per cent received time off in lieu for weekend work and 25 per cent for evening work. Less than three per cent of respondents indicated that they received any form of penalty rates, bonus pay, or overtime payments for weekend or evening work. In terms of *non-monetary compensation* a large proportion of respondents indicated they had access to other benefits, including internal professional development opportunities (58%), subsidized external professional development (60%), free meals whilst on program (63%), and free use of equipment and resources (62%).

It may well be that practitioners in the OEE field have to accept that work conditions will vary across employing organizations. In Australia, the working conditions for employees in schools and government organizations are negotiated as *enterprise bargaining agreements*, typically between employers and union groups. Smaller private companies and not-for-profit organizations struggle to provide comparable working conditions and benefits because they do not experience the same level of funding and it is also not common for enterprise bargaining agreements to exist in these smaller organizations. Therefore, in Australia the type of organization that a practitioner chooses to work for greatly determines the working conditions they will experience. Whether it is acceptable for such variance to occur within the OEE field profession is an issue that warrants further discussion.

Remuneration

The remuneration that respondents received is shown in figure 1 and the data is presented for three groups: all respondents, respondents employed by schools, and respondents employed by not-for-profit organizations or private companies. Of respondents employed by schools, 81 per cent received an annual salary in excess of $46 000 whereas 73 per cent of respondents employed by "not for profit" organizations and private companies received an annual salary of less than $46 000. Similar trends have also been observed in the United States according to a recent survey of salaries in the OEE field (Miner, 2001).

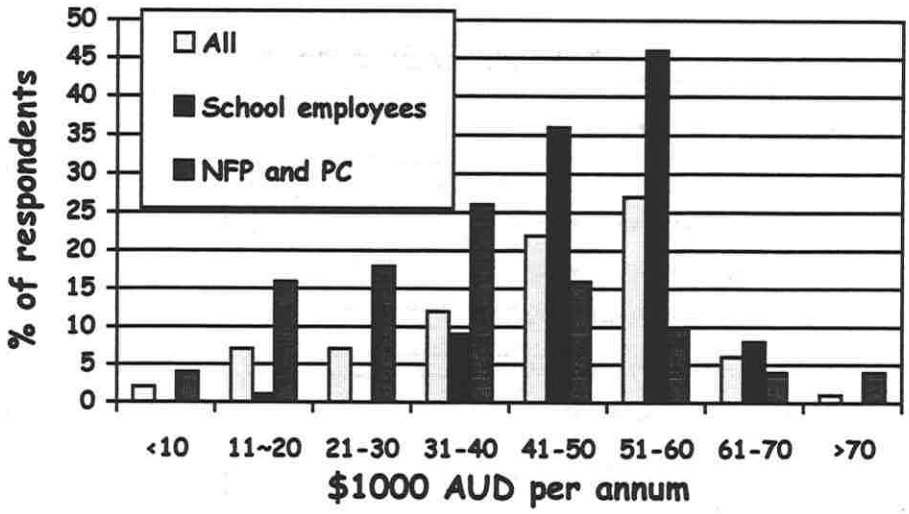


*Figure 1. Remuneration (Australian currency) for respondents (1 AUD = 0.8 CAD in Feb 2002).*

**Note: The bars for each grouping appear in order from left to right: All, School Employees, NFP and PC.**

Budget limitations have forced some employers to creatively find alternate ways to reward employees i.e. through the provision of training opportunities, use of organizational resources, and provision of extra recreation leave in 'quiet' times of the year. In Australia, no union specifically caters for practitioners in the OEE field, which was an issue for some respondents. Further discussion and research into the viability, suitability, and need for a representative union may be important to the continued development of the OEE field.

Work Related Stress

When respondents were asked how often work was stressful, 59 per cent indicated "sometimes" whilst 21 per cent said "often". The eleven factors that most commonly contribute to the work related stress of respondents are shown in figure 2 and seven of them relate to, or are strongly influenced by, the time and energy commitment that the OEE field demands of practitioners.

"Long work hours" and "time away from home" were the stressors that respondents identified most frequently at 61 per cent and 60 per cent respectively. The Australian OEE field would benefit from some further discussion and research into how the negatively stressful effects of these factors can be offset or minimized. Certainly, the "burnout" literature suggests that employers would better serve their employees if they developed a solid understanding of the issue of burnout and if preventative strategies were incorporated into their organization's philosophy and administration procedures (Lambert, 1994).

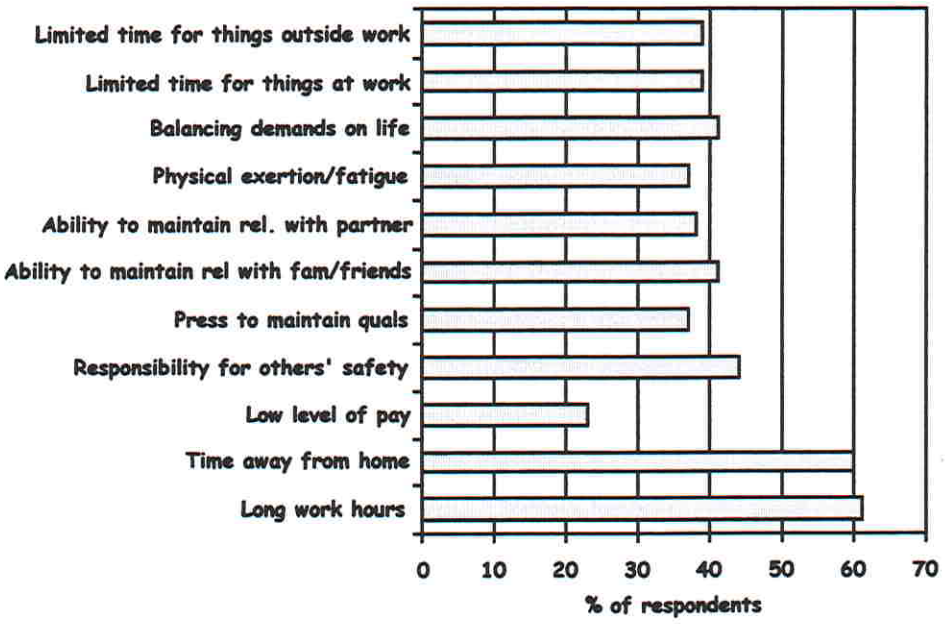


**Figure 2. Ten most common contributers to work related stress**

Career Planning

When respondents were asked to indicate how long they planned to keep working in the profession, there was a wide range of responses. Of the total respondents, 24 per cent did not plan to still be involved beyond 3-4 years; 22 per cent believed they could continue their involvement for another 5-10 years; 20 per cent for 10-15 years; 17 per cent more than fifteen years; and 17 per cent had "no idea" how much longer they would be involved. When the respondents were asked what changes they would need to make to their current work situation to continue working in the profession, the responses varied. The strategies respondents most selected included: changing the nature of work completed or groups worked with (19% of respondents), increasing their involvement in administration and management (18%), reducing their program delivery contact time (17%), and changing the type of programs (16%). It is interesting that 28 per cent of respondents (the most common response) did not believe that they would need to implement any changes at all to their current work situation to continue working in the field.

Finally, respondents were asked what career development and planning options were available to them in their current workplace. The responses indicated that the most common strategies employers provided respondents with were: external professional development opportunities (70% of respondents), increasing their level of

responsibility (52%), schemes for performance review (48%), opportunities to work in roles other than program delivery (45%), schemes for advancing their salary or work conditions (37%), and opportunities for promotion within the organization (37%).

It may be necessary for more managers within the OEE field to become equipped with generic human resource management knowledge, experience, and strategies. The alternative is for organizations to access human resource management expertise from outside the profession or employ a specialist, as one large OE organization in Australia has done (Thomas, in print). Finally, as Friedman (2000, p.602) eloquently suggests, employers who want satisfied and motivated employees should aim to provide training and career planning that develops "the kind of abilities that will ensure that professional occupational dreams persist over time."

## Conclusion

The OEE field in Australia is still in its youth and this paper has identified some of the hurdles to advancing the profession in the area of human resource management. Sadly, many of the challenges identified relate directly or indirectly to the public perception of the OEE field and, in this respect, the "marketing" of the profession has not always been helpful. I have previously suggested that we need to consider how our practices explicitly, and perhaps even more importantly implicitly, influence the public perception of our profession (Thomas, 1999). Many of the human resource management challenges in the OEE field could well be reduced if our profession was more effective in marketing the benefits the field offers for participants, society and the environment.

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*Glyn currently works within the Department of Outdoor Education and Nature Tourism at Latrobe University in Bendigo, Australia. He is passionate about making outdoor experiential education a sustainable career for himself and other practitioners. For Glyn this includes learning how to juggle being a husband, father, lecturer, researcher, writer, climber, and paddler. He can be reached by email at g.thomas@latrobe.edu.au.*

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**If you are going from A to B you do not always necessarily go in a straight line**

**-Margaret Thatcher-**

**Experience is the name everyone gives to their mistakes**

**-Oscar Wilde-**

**A Candle looses nothing by lighting another candle.**

**-Father James Keller-**

Quotes: Klavora, P. and Chambers, D. (2001). The Great Book of Inspiring Quotations. United States: Sport Books Publisher

# Relating The Gestalt and Somatic Psychology, Gaian Philosophy, Dynamics Systems Theory, and Adventure/Challenge Activities

By: Robert Shortill

What started as an investigation into developing emotional intelligence (EI) through experiential learning has been narrowed to developing EI with adventure/challenge activities. Research into this possibility has found not only success stories but also an interconnectedness of knowledge rarely referred to in literature. From a cross-field perspective, I would like to introduce and define some terms going to be used to defend frontloading and debriefing exercises to adventure/ challenge experiences.

*Gestalt psychology,* according to Wertheimer (1959) its founder, focuses on the whole person. Today Crowell (1995) and Harris (1996) argue that it reflects a human-environment interaction, contact-with-drawl (sp) cycle in order to satisfy peoples' wants and needs. In reality it combines psychology, philosophy and physiology for what the adult educator Mezirow (1991) views as "learning with a problem-solving activity" (pg. 39).

*Somatic psychology,* according to Caldwell's (1997) literature review on Somatic psychology operates on two premises. First, any event that occurs impacts the whole being -- physical, emotional, cognitive and spiritual and secondly, it sees the body/mind as a feedback loop of energy systems (pg. 7). Somatic therapists either design exercises that invite felt-level experiences or simply urge the client to track and stay with the sensation and feeling (pg. 18). Bennett-Goleman (2001) refers to this process as Mindfulness as she promotes aspects of Buddhist psychology. Both therapies focus on the *process* of how the client operates within their story {physically, emotionally, cognitively and spiritually}.

*Gaian philosophy*: originally associated with the environment and complex systems refers to the interconnected network of systems within systems (Lovelock 1988, Farb 1995, Ellis 2000).

*Dynamics Systems Theory*: Originally evolved within the physical sciences and has been applied more recently to biological sciences. Authors use it to account for organized behaviour of complex systems. The theory also suggests that components are attracted to preferred patterns yet can develop exclusively from each other. Either one can move towards new forms of behaviour from small changes in any one of the system's components. (van Gelder 1995, Magai & Nusbaum 1996)

*Adventure/challenge activities* according to Caine & Jolliff (1998) are

> opportunities for individuals to experience growth in a supportive environment, using skillfully planned activities. Theses experiences allow people to utilize and apply new skills to new problems and internalize how their efforts helped achieve their goals (pg. 1).

While reading various articles for my Masters I remembered a conversation with a great and idealistic individual who believed that there is no room in the woods during adventure/challenge programs for "field therapy". He mentioned that people don't come to canoe, kayak or any other adventure to be psychoanalyzed and so instructors/ facilitators should not be practicing counseling. Not feeling comfortable enough with my own knowledge to suggest otherwise, nor experienced enough to see the benefits, I remained silent, listening. Now I would like to voice my thoughts and listen some more.

Frontloading or briefing and debriefing around activities whether they are office meetings, sporting events or adventure activities is important and exist in reality. They help inform participants of what to expect in an attempt -- hopefully success, perhaps a failure and possibly prevailing low self esteem. Debriefing activities allows (remove 's') everyone to share their thoughts and feelings, to listen to others express theirs and to realize, through peer support, they are not alone and can build, try, succeed or fail with new experiences. As Caine & Caine (1998) argue, these are opportunities for individuals to experience growth in a supportive environment, using skillfully planned activities.

Frontloading, debriefing, and skillfully planned are then a form of Gestalt and Somatic psychology or psychotherapy. Gestalt psychology reflects a human-environment interaction, contact-with-drawl cycle in order to satisfy the wants and needs of people {assessing expectations, averting low self-esteem} (Crowell 1995, Harris 1996). Somatic psychology, because as Caldwell (1997) points out, somatic therapists either "design exercises that invite felt-level experiences {which adventure challenges do } or simply urge the client to track and stay with the sensation and feeling" (pg. 18) {which some facilitators do}.

Consciously or not, when a facilitator encourages participation in a meeting or an activity working through the process of frontloading, the activity and debriefing they are recognizing Lovelock's Gaian philosophy and van Gelder's Dynamics System theory. The Gaian paradigm because working with the mind and body is working with an interconnected network of systems within systems. The Dynamics System theory because the individual, group and

facilitator is working with organized behaviour of complex systems. Combining Gaia and the *chaos theory*, new behaviour results from small changes in any one of the system's components. Uncertainty in attacking a business goal, fear or excitement from shooting a rapid or swinging from a high ropes course can 'shock' the system, shaking up and altering one of the system's components. Sorting out the shocking or altered feelings is the role of facilitating debriefings. These debriefings making meaning of the experience or as Merriam and Heur (1996) refer to as 'meaning-making'.

Dewey (1938), an experiential philosopher and educator, verifies this change as he summarizes the above thoughts. He documents "every experience enacted and undergone, modifies the one who acts and undergoes, while this modification affects, whether we wish it or not, the quality of subsequent experiences" (p. 35).

So, I would like to defend facilitator/instructor training that includes some form of coaching psychological processing. Facilitators/instructors who will be in charge of working with and through experiences, some 'shocking', some not, some their own, most their participants', need a knowledge base of psychology and practice. Moving through these mental experiences, these adventures and challenges, is what the adult educator Mezirow (1991) calls critical refection on disorienting dilemmas. For more information on adult learning readers are advised to research Mezirow's (1991) Transformational Learning Theory.

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**Experience is never limited, and it is never complete; it is an immense sensibility, a kind of huge spider-web of the finest silken threads suspended in the chamber of consciousness, and catching every air-borne particle in its tissue.**

**-Henry James-**

Source: Klavora, P. and Chambers, D. (2001). The Great Book of Inspiring Quotations. United States: Sport Books Publisher

# Leading Together: Partners on the Trail

By: Timothy S. O'Connell, Ph.D.

Leadership of outdoor adventure activities has been described from a number of perspectives. Theoretical models of leadership, qualifications of leaders, perceptions of leaders of a specific gender, impacts of particular leadership styles on group success, and participant views of leaders have been examined (Davis & Gilbert, 1989; Jordan, 1989; Jordan, 1991; Kezar, 2000; Eagly & Johannesen-Schmidt, 2001; Ridgeway, 2001). However, there has been little discussion or research on outdoor leadership teams, particularly those made up of committed partners. Anecdotal evidence and the personal experience of the author suggest that there are many outdoor adventure leadership teams consisting of girlfriend and boyfriend, same-sex partners, or spouses (all referred to as committed partners for the continuation of this paper). Therefore, it is important to begin to examine the potential benefits and shortcomings of these leadership teams for outdoor adventure groups and providers. This paper will review related literature, identify some benefits and shortcomings of committed partner leadership teams, and proffer some advice for committed partners who are considering leading together, as well as those who currently do so.

Leadership teams consisting of girlfriend and boyfriend, same-sex partner, or spouses are exposed to the same factors used in considering leadership teams comprised of non-committed individuals. However, given the fact that the contextual nature of the committed partners' relationship will most likely play a role in their leadership experience on the trail, these factors become more salient. On and off trail experiences will most likely become integrated into the committed partners' overall perception of their relationship, and affect future interactions. In essence, what happens on the trail may be 'taken home' - the effects of which may affect future experiences on the trail.

## Literature Review

There is an extensive body of literature on leadership, much of it examining the effect of gender on leadership. The gender of both participant and leader has been posited to have an effect on perceptions and efficacy of leadership. Some authors have recently suggested that the literature has overlooked the complexity of findings in this area. However, it is noted that gender role constructions are so deeply at the core of the social system that stereotypical assumptions of male and female leadership styles are believed accurate. (Eagly and Johannesen-Schmidt, 2001; Ridgeway, 2001). Although not all leadership teams of committed partners will include one male and one female, it is important to note the effects of gender on those leadership teams that do.

Leadership Styles

Research comparing male and female leadership styles has been historically based on dichotomous models of stereotypical male and stereotypical female leadership behaviors and styles. Early conceptualizations suggested leadership consisted of task-oriented (masculine) versus interpersonally-oriented (feminine) styles. Democratic (feminine) and autocratic (masculine) leadership styles have been of interest as well. Contemporary models have described leadership as transactional (i.e., the construction of exchange relationships with followers) or transformational (i.e., the development of goals and establishment of trust by role-modeling). Transactional leadership has been loosely characterized as masculine, and transformational leadership as feminine (Eagly and Johannesen-Schmidt, 2001).

Leadership models may also be described according to their underlying theoretical conceptualization, many of which rely on stereotypical assumptions of the characteristics and behaviors associated with leadership. Trait theory models suggest leadership is related to individual characteristics. Using this model, outdoor leaders would be physically strong, aggressive, and sure of their actions – all features commonly associated with masculinity. Behavioral theories suggest leadership is defined by showing specific behaviors related to leadership (e.g., problem solving, directing, planning, etc.). Once again, many of these behaviors have been traditionally associated with male gender roles. Group theories posit the relationship and interaction between the group and leader characterize the meaning of leadership. Factors such as motivation, networking, and reward/punishment are components of leadership as described by group theory. A final grouping -- situational theories -- suggests leadership is dependent on the nature of the group, the environmental context, and the group's goal. These theories place the leader as a player in the group/environment interaction, and thus remove gender from their conceptualization of leadership. However, situational theories do not address all aspects of human interaction (Jordan, 1989). Contemporary authors now suggest that men's and women's concepts of leadership are fundamentally different because of the diversity of interpretations of leadership and the variety of socially constructed contexts in which these interpretations occur (Carter & Colyer, 1999; Kezar, 2000; Kolb, 1999).

Status and Dominance

A second area of leadership research has explored the effects of status and dominance on both single-gender and mixed-gender leadership teams. Status affects both the perception and practice of leadership. In mixed-gender leadership teams, males (or the individual in a single-gender leadership dyad perceived to engender

stereotypical masculine qualities) are afforded more leadership status, particularly when the context or task is stereotypically masculine (e.g., portaging a canoe). When the context or task is associated with stereotypically feminine behaviors (e.g., leading a debriefing session), females are awarded more status as leaders than men, but to much lesser extent. A pre-existing gender status belief generally favors men, or those perceived as more masculine. It has been suggested that in single-gender contexts, socialized status expectations will ultimately be assigned by group members to leaders (Ridgeway, 2001).

The practice of leadership is influenced through gender roles and their association with status. It is more difficult for women to be awarded status and be seen as successful leaders as gender roles traditionally associate leadership with males, particularly when the context is task-oriented instead of process-oriented (Eagly and Johannesen-Schmidt, 2001). When women assume gender roles usually associated with men, they may be held in disregard or measured against artificially high standards. For example, women who are in the military who utilize stereotypically feminine leadership styles may be criticized as being 'soft,' regardless of their effectiveness as leaders. As Eagly and Johannesen-Schmidt state,

> The role congruity analysis thus suggests that female leaders' choices are constrained by threats from two directions: Conforming to their gender role can produce a failure to meet the requirements of their leader role, and conforming to their leader role can produce a failure to meet the requirements of their gender role. ( p. 786)

It is thus important to consider the intersection of gender roles, status, and expectations of leaders in outdoor programs, particularly for leadership teams consisting of one or more females.

Several studies have examined the effects of a personality characteristic, referred to as dominance. High dominant leaders are those that direct discussions, make decisions, and generally control the essence of the group experience. As may be expected, high dominant leaders generally assume more responsibility in leadership tasks and are perceived as 'the leader' by group members. However, when gender is introduced, the picture changes dramatically. In one study confirming previous findings of other researchers, high dominant women assumed the leadership role only 31% of the time when paired with high dominant men. In contrast, they assumed the leadership role 71% of the time when paired with low dominant men. The researchers posited that women are more aware of and willing to accept high dominant male expectations of assuming the leadership role, especially when in traditionally masculine contexts (e.g., working on an automobile engine, reading a map and compass) (Davis and

Gilbert, 1989).

Gender role expectations, stereotypical assumptions of the masculine nature of leadership, and personality factors such as dominance play a role in both the process and perception of outdoor leaders. The awareness of these factors is important for any mixed gender leadership team, and the following suggestions may be helpful for all who may lead with a member of the opposite gender. However, when committed partners lead together, these issues may become more salient, as the partners bring with them joint life experiences and conceptualizations of leadership based on those experiences. These conceptualizations may not be congruent with societal expectations noted above. The dissonance created by these differences may affect performance as a leadership team.

## Potential Disadvantages and Advantages of Leading Together

Considering the factors mentioned above and anecdotal evidence from the author's experience and other committed partners who lead together, there are several disadvantages and advantages of leading together.

### Potential Disadvantages

Potential disadvantages of committed partners leading together may be that the group automatically sees the male (or more masculine partner) as the leader. In reference to dominance, the low dominant partner may be stronger in some areas of leadership, and not be afforded the opportunity to lead by his or her partner as well as the group. High dominant females may also abdicate leadership to their low dominant partner. Again, they may be stronger in areas of leadership and forego these opportunities to lead.

Committed partners may bring 'the baggage' of everyday life with them to the trail. These misunderstandings, arguments, etc. could possibly affect the group experience. Committed partners often share 'inside' jokes, stories, and experiences. They should be aware of how these affect their roles as leaders. Committed partners will most likely have developed a system of doing things, and may not be open to new methods, ideas, suggestions, etc.

Administratively, there may also be disadvantages to committed partners leading together. The issue of equality of pay may arise. Additionally, if committed partners are both experienced leaders and wish to lead together, administrators may be hard pressed to find experienced leaders for other trips.

Assignment of a third leader to a leadership team may also present issues. The interpersonal relationships between and among the committed partners and the third leader may be compromised as a result of the existing relationship between committed partners. The committed partners have a majority voice in leadership

decisions.

Potential Advantages

There are many advantages of committed partners leading together. They bring with them a comprehensive understanding of the other person's strengths and weaknesses. In many cases, committed partners may balance each other in respect to leadership abilities and form complete leadership teams. Communication in difficult situations may be enhanced, as committed partners are familiar with each other's ways of thinking. They may also bring a complimentary skills package to the leadership team. Each person may be stronger in selected areas of technical skill or interpersonal skill than the other. Often they will be aware of what these differences are and be prepared to take the lead when necessary (unlike other leadership teams, which may be unsure of other leaders' abilities or skills). Committed partners may also be able to assist group members in confronting stereotypical beliefs about leadership capabilities by modeling well-rounded leadership styles. Additionally, depending on the purpose and goals of the program, it may be important to provide an example of a healthy relationship between individuals. The committed couple may model a stable family, caring relationship, or respectful communication styles that may be important in a therapeutic setting. On a practical note, couples that lead together spend more time together and have a shared experience which may enhance their relationship.

Administratively, assigning committed partners as co-leaders has some attractive features. These individuals may feel more connected to the program as a result of sharing trail experiences with their partner. Staff retention may benefit as well, as both partners would have meaningful employment. A third leader assigned to a leadership group including committed partners may gain valuable insight into an effective and efficient leadership team.

## Suggestions for Leading Together

Committed couples who have experience leading together have several recommendations for those who are leading in mixed gender leadership teams, together as a couple, and for those whom would like to lead together. These include:

- Develop a method of addressing interpersonal disagreements and misunderstandings at home. Likewise, create a system at work for handling disagreements and misunderstandings that occur on the trail.
- Communicate, communicate, communicate.
- Try to read the group as to whether or not you tell them you are a couple. Some groups or individuals may

not be prepared to deal with this in what may be an already stressful environment.

- Celebrate successful trips and leadership experiences!
- Aim to take feedback as a positive opportunity for growth as individuals and as a couple.
- Model a good mix of leadership skills with regards to stereotypical expectations. For example, a male (or more masculine) partner may lead a session on interpersonal relationships, and a female (or more feminine) partner may teach portaging.
- Think about frontloading leadership expectations for the group.
- Be sure to inform a third leader as to the nature of your relationship. Make room for them in the leadership team.
- Be aware of levels of dominance, especially as they relate to gender issues and related perceptions and practice of leadership.
- Be clear with administrators with your expectations about leading as a couple. Ask them what they expect from you as a couple leading together.
- Do it and have fun with it!
- Make time for yourselves on the trip to get some personal time together. It won't 'just happen.'

*Committed partners who lead outdoor trips together can bring enrichment to the leadership and group experience. Their personal connections, complimentary skills packages, comprehension of each other's strengths and weaknesses, and deeper understanding of each other as an individual and couple make them an attractive leadership team. However, they should be aware of potential difficulties in the perception and practice of leadership that may confront them. Outcomes for organizations such as continuity, staff retention, positive role modeling, and complimentary skills packages should encourage administrators to seek out and utilize committed partners as leadership teams.*

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**What we have to learn to do, we have to learn by doing.**

**-Aristotle-**

**When you make a mistake, there are only three things you should do about it;**

**1) admit it; 2) learn from it; and 3) don't repeat it**

**-Paul "Bear" Bryant-**

Source: Klavora, P. and Chambers, D. (2001). The Great Book of Inspiring Quotations. United States: Sport Books Publisher

# Learning From the Inside Out

By: Andy Mink

The heat of the mug seeped through my body as I sipped from it, warming my hands with a tingle despite the fleece gloves I wore. I held the rim of the mug at eye level and watched the steam from the hot chocolate rise and mingle with the evening alpine glow. The early morning breeze picked up, blew away my imagination with sharp teeth, and the outline of Deer Mountain loomed on the horizon. I tried to refocus my eyes on the more peaceful Mares tails and drink vapor, but my vision kept returning to the mountain in front of me.

Our crew was on day four of an eighteen-day educator's practicum course in the Rockies, my first real taste of big altitude. The physics of being so far from sea level was still a novelty to me, and I shared many laughs with fellow easterners at our lack of stamina in the higher climate. After a few days of acclimatizing in Leadville, we had entered the Collegiate Range near Independence Pass, and while I considered myself a strong hiker, only a few miles of walking with packs at almost 12,000 feet left me weak and starved for oxygen. I felt a little embarrassed at being in the rear of our hike, and I tried in vain not to let my struggles affect my outlook on the course. It was difficult, though, not be intimidated by the crisp, jagged majesty of my surroundings.

We spent the day preparing to climb Deer Mountain: in groups of three, we learned how to clip into a fixed line, how to belay each other when hiking, and how to read the weather and drop into a lightning drill once we were on the mountain. Tony Mele and Lorraine Reed, our instructors, shared stories of similar ascents, some with raised eyebrows to imply the difficulty of the climb, most with endings of success and accomplishment. Although we learned knots and commands, talked about the geography of the area and the culture of mountaineering, I still felt ill-prepared and anxious. The mountain was immense at 13,700 feet, graphic and confident with a much larger scale than anything I had ever encountered. The summit seemed remote and distant, impossible to reach by foot, and the route that Tony pointed out to me was surely slippery, steep, and unforgiving. I imagined pushing towards the scree field that led to the base of the route, feeling the altitude scratch at my lungs like a cat's tongue, and was positive that I could never get to the top. Just in case my expedition ended a shameful failure, I planned my explanations to the others in my crew. I quickly checked my body to see if I could locate any injuries that might keep me in my sleeping bag in the morning, disappointed that I wouldn't be able to attempt the ascent with everyone else, but positive that it was better for my health to remain at base camp and recover. Unfortunately, though, everything seemed to be in working order. Sleep was elusive that night.

Life was encased in a light blue glow the next morning; INDIGLO fireflies sparkled in our basecamp as if we couldn't believe it was 3:00 am. I wasn't hungry, but I managed to push my spoon around some oatmeal. Our crew was somber as they prepared for the climb, silent except for the snaps and clicks of packs being double and triple checked. The weather was cold and clear, perfect hiking conditions. I used someone else's fingers to snap a quick self-portrait with my camera. We marched off without much fanfare in perfect formation, frozen grass crackling at our footsteps. I tried to breathe deeply, couldn't, and managed a wheeze that fell short of a laugh. I felt as if I were marching into an unwinnable battle.

Three weeks later when I got my rolls of film developed, I was surprised at the face that stared out at me from the morning of my ascent of Deer Mountain. My face was worried, framing a hard thin line of a smile without creases, but my eyes were determined and aware. I wore the look of a man about to jump into an abyss, or run into a burning building, or ask someone to marry him.

I returned to the Leadville basecamp with a new vision for my teaching. I realized on top of Deer Mountain how painful it can be to face an obstacle, be it in the wilderness or the classroom. I found learning again, and realized that the most powerful learning happens when challenges are given and met. Only by attaching an emotional component to what we are learning and doing does any task or lesson or challenge become three-dimensional and meaningful.

With those lessons firmly in mind I returned to my school. With my COBS training, I developed a "school within a school" in the rural central Virginia school system that I teach. With a team of four core content teachers, the Discovery Program offers students a chance to learn their academic curriculum in a wilderness setting. The program introduces students of all backgrounds and abilities to a new classroom -- the nearby Blue Ridge Mountains. Now, learning for my students is not defined by the scantron tests, faded chalkboards, and tardy bells that most of us associate with the education of our adolescent years. Discovery students learn with belay systems and mountain bikes, compasses and paddles, telescopes and backpacks. The relevance and meaning of their learning crystallizes because the world is their teacher, and their lesson plans are devised through experimentation, many mistakes, and the ultimate success of self-reliance and overcoming obstacles. We connect classroom experiences with real life situations; in addition to over sixty outdoor activities and outings, we also provide our kids with apprenticeships, community service requirements, part time employment experience, and an unparalleled curriculum of hands-on learning. Our eighth graders go through a rite of passage eight day expedition with North Carolina

Outward Bound School at the end of the year.

This process motivates students and teaches them that the determination, self-discipline, and leadership skills that wilderness survival requires are also important in their academic careers. At the same time, these students use the real life wilderness situations to further develop and enrich their academic skills and content knowledge. Our Outward Bound classrooms are defined by the Four Pillars, and each student finds many different ways to transfer the wilderness metaphor into their academic and personal lives.

Years after my COBS course and many states away, I still recognize that hard smile of determination, now on the faces of my students. For each of them, Deer Mountain casts a different shadow as it looms in their path. For some, it is the indifferent height of a rock face or the double-time pace of a river or a trail or a cave. For others, it is a complex sentence structure, as entangled as a poorly tied bowline knot, or the crooked numbers and unwelcome letters of an algebra problem, as alien as the contour lines on a topographic map. Each student faces their own Deer Mountain, and like Tony and Lorraine for me, I realize the value in leading them as they accept these challenges. My students gain new perspectives from the inside out, but I also learn as a teacher because I am on the same journey with them. Every single time I watch a kid struggle against their fears and the shadow of unknowns, I revisit the lessons I learned on Deer Mountain.

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**We do not need, and indeed never will have, all the answers before we act....**

**It is often only through taking action that we can discover some of them**

**-Charlotte Bunch-**

Source: Klavora, P. and Chambers, D. (2001). The Great Book of Inspiring Quotations. United States: Sport Books Publisher

# Annotated Bibliography of Experiential Education Publications

By: Breanne Quesnel

*Breanne is a graduate of Outdoor Recreation, Parks and Tourism at Lakehead University in Thunder Bay, Ontario. Having a special interest and passion for experiential education she strives to open up her own school based upon these principles. She can be reached at* breq@hotmail.com. *Included in this bibliography is a sample of relevant literature, books, papers and World Wide Web Pages concerned with various issues in experiential education. We have chosen ones of particular interest to an OBC focus. For a complete version please visit our website.*

**Burton, L. & Copper-Twiss, S. (1989). Integration: Experiential learning for co-operative education students. Toronto, ON: The Peel Board of Education.**

This manual was created to help teachers facilitate meaningful experiential co-operative learning experiences for students in the Toronto area. The resource includes units to help teachers address topics such as sharing experiences, identifying and managing learning and evaluating the experiences of their students. The manual is written in a very approachable format, complete with cartoons, sample questions for teachers to pose and worksheets, which can be reproduced and given to students. It is evident in the writing of the book, that the authors are aware of the importance of reflection in experiential education.

**Schubert, W.H. & Ayers, W.C. (Eds). (1992). Teacher lore: Learning from our own experience. White Plains, NY: The Longman Publishing Group.**

This book is a resource for teachers who wish to explore the effects of using their personal experience in the classroom. Teacher Lore "affirms the experience of teachers as legitimate knowledge" (Schubert & Ayers, 1992). The book is composed of a series of essays written by teachers. Topics presented include, 'Teachers Imagination and Intuition', 'The Out-of School Curriculum' and 'Teacher Images- Reflections of Themselves'.

**Boud, D, Cohen, R & Walker, D. (Eds). (1993). Using experience for learning. Bristol, PA: Open University Press.**

This book is composed of a series of essays on various topics relating to the initiation, delivery, reflection and validity of experiential education. The authors feel that we spend much of our time learning through experience, yet feel this area is greatly neglected in the traditional classroom. The book deals with fundamental questions surrounding experiential education such as, how do we learn from experience, how does context and purpose influence learning, how does experience impact on individual and group learning and how can we help others to learn from their experience? All contributors to the book share how their experiences have influenced their learning. The editors of the book all are very well known and active (at time of publication) in experiential education in one form or another throughout Australia.

**Brehm, S.A. (1969). A teacher's handbook for study outside the classroom. Columbus, OH: Charles E. Merrill Publishing Company.**

This is a very interesting publication for several reasons. First the book was published in 1969 and gives a reader today a good idea of the many changes that experiential and outdoor education have undergone over the years. Secondly, the book is written in a very practical way for teachers wishing to incorporate experience outside the classroom into their teaching. For example the book includes chapters on planning out-of-classroom teaching, transportation, permissions and precautions, follow-up activities and evaluation techniques and suggestions. Although much of the book is very out-dated the foundations needed to facilitate a successful experiential learning encounter are still very much present.

**Hunt, J.S. Jr. (1990). Ethical issues in experiential education. Dubuque, Iowa: Kendall/Hunt Publishing Company.**

Published in part through the Association for Experiential Education and written by one of the most prominent authors in the field of Experiential Education, this book has a lot to offer the reader. The first sentence of the books introduction sums up the purpose of the book nicely, " the goal of this book is to encourage education practitioners to reflect carefully on the ethical issues inherent in their profession" (Hunt, 1990, p. 2). The book examines ethical theory, risk-benefit analysis, informed consent, sexual issues, environmental concerns, student's rights, social implications and much more. This book is a must read for anyone involved in experiential education and the general field of education.

**Short, K.G., Schroeder, J., Laird, J., Kauffman, G., Ferguson, M.J. & Crawford, K.M. (1996). Learning together through inquiry: From Columbus to integrated curriculum. York, Maine: Stenhouse Publishers.**

Based upon the experience of six teachers negotiating their curriculum with each other and their students, this book is a real-life example of applying educational theory to the classroom. Learning through inquiry is a framework, which allows learners to seek out information and education, which is significant to their lives. The teachers featured in the book found that their students became 'engaged' in the learning process when using this alternative approach to teaching. The book also chronicles the challenges that the teachers encountered and their successes. Also included are examples of the teachers' daily schedules and room layouts.

**Gutloff, K. (Ed). (1995). Beyond textbooks: Hands-on learning. National Education Association of The United States.**

An excellent, easy to use teacher/educator resource!! This is an activity-based book that provides the reader with specific activities and background information. Each lesson is thoroughly presented and includes a list of objectives for the class and teacher, considerations for the facilitator and clearly explains each segment of the activity. The book has six different activities, which transform traditional subject material into experiential lessons. Examples of lessons include 'Box It or Bag It', a manipulative math program which uses authentic materials to teach math concepts and 'Making Ends Meet', which is a reality-based budgeting project that transforms students into financial planners.

**Warren, K. (Ed). (1996). Women's Voices in Experiential Education. Dubuque, Iowa: Kendall/Hunt Publishing Company.**

This book is another fantastic example of Association for Experiential Education publications. Karen Warren edits a compilation of essays from women of many different ages and backgrounds. The book is used as a forum for voicing the views of women in the field of experiential education. The book addresses issues surrounding the involvement of women as participants and facilitators in experiential education. The book also includes a feminist analysis of several topics. Examples of essays include, 'Feminist Pedagogy and Experiential Education', 'A Philosophical Basis for a Women's Outdoor Adventure Program' and 'Women of Color in Experiential Education'.

**Miles, J.C. & Priest, S. (Eds). (1990). Adventure Education. State College, PA: Venture Publishing, Inc.**

This compilation of essays by various authors address many aspects of adventure education. Adventure education involves learning through an experience, which involves a certain amount of risk. The risk can be physical, social, spiritual or intellectual. The book is comprised of ten main sections, all of which are made up of several essays. The ten main sections include, 'Some Model Programs in Adventure Education', 'Origins of Adventure Education', 'Foundations of Adventure Education', 'The Social Psychology of Adventure Education', 'The Learning of Adventure Education', 'The Leadership of Adventure Education', 'The Management of Adventure Education', 'The Setting for Adventure Education', 'The Clients of Adventure Education' and 'A Global Perspective on Adventure Education'. Contributing authors include Jasper S. Hunt Jr., Richard J. Kraft, Clifford Knapp and many more. Adventure education is just one of the many ways experience is being used to help facilitate education.

**Cooper, L.C. (1979). Learning from others in groups: Experiential learning approaches. Westport, Connecticut: Greenwood Press.**

This was written in defensive of experiential learning in the 1970's. The author includes much of the then current research, from many well-known journals, in making his deductions about the benefits of experiential learning. The book is divided into several chapters which when combined make a strong argument for the benefits of experiential education, yet the weaknesses and downfalls are also well addressed. Chapters include; 'Issues in Experiential Methods', 'Research Into Experiential Group Effects', 'The Impact of Group Work on Different Environments', 'Characteristics of Groups', 'The Future of Group Work'.

**Walter, A.G. & Marks, S.E. (1981). Experiential learning and change: Theory design and practice. Toronto, ON: Wiley-Interscience Publication.**

The preface of the book states that it's purpose is to give the field of experiential learning unity and to breakdown the stereotype of it just being a technique or gimmick (Walter & Marks, 1981). The book strives to have experiential learning recognized as a 'field in and of itself' as well as to help with the widespread integration of this type of learning into other fields. The book is divided into two parts. The first section examines the foundations of experiential learning and Part two emphasizes the applications of experiential learning. This book provides a broad overview of the concept and uses of experiential learning.

**Knapp, C.E. (1992). Lasting lessons: A teacher's guide to reflecting on experience. Charleston, WV: Eric Clearinghouse on Rural and Small Schools.**

This is a book which I personally have used many times when facilitating an experience. The book is formatted as a guidebook, to help educators with the theory and practice of reflecting upon experiences. The book is based on the premise that any activity can be educational but only when we, "understand its meaning and apply our learning to future problems or situations" (Knapp, 1992, p. Ix). The book is set up with very easy to use chapters with specific questions and tips for facilitators to use. The main chapters of the book are 'Experience and Reflections- The Two Halves of Learning', 'How to Lead a Reflective Session', 'Developing the Art and Science of Questioning', 'Alternative Activities for Reflecting' and 'Reflecting Upon the Contents of This Guidebook'.

**Warren, K., Sakofs, M. & Hunt, J.S. Jr. (Eds). (1995). The theory of experiential education: A collection of articles addressing the historical, philosophical, social, and psychological foundations of experiential education. Dubuque, Iowa: Kendall/Hunt Publishing Company.**

The publication is edited by some of the most recognized names in the field of experiential education, is a compilation of essays and speeches from conferences, the Journal of Experiential Education and various other sources. The book covers a wide array of topics and issues surrounding experiential education. The major sections, comprised of many separate articles, includes 'Philosophical Foundations', 'Historical Foundations', 'Psychological Foundations', 'Social Foundations', 'Theory and Practice', 'Ethics', 'Research and Evaluation' and 'Speeches and Perspectives'. The book provides the reader with a good overview of both the foundations (as the title chapters would imply) and specific issues surrounding experiential education.

**Association for Experiential Education,** http://www.aee.org/

The Association for Experiential Education (AEE) is one of the most recognized and well-established authorities in the field of experiential education. The mission of the organization is to "...develop and promote experiential education. The Association is committed to support professional development, theoretical advancement, and evaluation of experiential education worldwide" (http://www.aee.org, March 19, 2002). The Association offers many services and resources to its members and non-members alike. The Association grants accreditation to facilities/organizations that are deemed to meet the guidelines they have established. AEE also hosts a variety of conferences and events as well as publishing a journal (The Journal of Experiential Education). A quote on the AEE website sums up their purpose nicely, "Tell me, and I will forget; Show me, and I may remember; Involve me and I will understand...".

**Sea~mester Programs,** http://www.seamester.org/ **sea education**

Sea-mester offers academic voyages for high school graduates and college students. The organization operates with an experiential education type philosophy. Sea-mester aims to provide an active learning process, which is often neglected in a 'straight-line classroom'. Sea-mester and programs similar to it allow students many different experiences, i.e. life experience in terms of living and working co-operatively with others, travel etc. and specific knowledge in terms of marine science, oceanography, meteorology, geology, leadership, communication skills and much more. Students are able to earn college and/or university credits while on board.

**Castle Rock Institute,** http://www.castle-rock.org/

Located in Brevard North Carolina, Castle Rock Institute tries to balance academic work with outdoor adventure. The Institute allows students to spend a semester studying Humanities courses (religion, philosophy, literature etc.) in conjunction with activities such as backpacking, climbing, biking and paddling. During your semester, you can earn college credits. The school touts itself to be an alternative to traditional education that allows students to surround themselves with nature, work closely with professors and make connection between your studies and 'real' life.

**Cross-Cultural Solutions,** http://www.crossculturalsolutions.org

This organization has a strong humanitarian aid focus, but incorporates many experiential learning opportunities and theory into its programs. Cross-Cultural Solutions (CCS) is a non-profit organization with aid volunteers in China, Costa Rica, Ghana, India, Peru and Russia. CCS not only provides aid to areas in need, they try to promote the value of local knowledge and try to foster cultural sensitivity, understanding in their aid volunteers. They also offer travel programs, such as Insight Cuba, which enables participants to learn about the people and culture of Cuba.

**Dewey, J. (1938). Experience & education. New York, NY: Touchstone.**

John Dewey was a philosopher, with a particular fancy for education and the many philosophical issues surrounding it. In Experience and Education, Dewey expresses his views about the differences between progressive and traditional schools, as well as about many educational theories. Dewey makes some great and useful comparisons of traditional and progressive education, but also provides many cautions for providers of progressive education. Many well-known educational theories are discussed in this book including Dewey's educative and miseducative experiences, the 'either or' dichotomy and 'isms'. This is an excellent read for those trying to better understand the philosophy of education and the processes that have helped to create education as we know it today. The book is also an excellent resource for those in the role of educator, of any kind.

**Even a mistake may turn out to be the one thing necessary to a worthwhile achievement.**

**-Henry Ford-**

**He who neglects to drink of the spring of experience**

**is apt to die of thirst in the desert of ignorance**

**-Ling Po-**

Source: Klavora, P. and Chambers, D. (2001). The Great Book of Inspiring Quotations. United States: Sport Books Publisher

# Call For Articles

## Topic: Outward Bound Curriculum in Canada

Each volume of The Journal of OBC Education starts by asking what are the prime issues at hand at any given point in time concerning our industry. Volume IX will examine an issue that is constantly with us, that of curriculum.

The Outward Bound Curriculum is what binds together every Outward Bound school in the world. Although our programs may vary depending on what we use as vehicles for learning - from canoes to sailboats to cliffs to New York City - we depend on curriculum as a common element.

Reviewing the Outward Bound Canada Curriculum will allow us to evaluate what we are teaching and how are we are teaching it. As practitioners of adventure-based experiential education, field staff and administration come up with new ideas for curriculum development. This is a time to explore some new programs, curriculum changes and innovation. As an organization that always seeks to improve its unique product and services, we have to ask what we are missing and what works well.

I hope this issue will help to bring debate, discussion and exploration of our curriculum to an open forum where ideas can be formed, critiqued and molded into affirmative plans of action.

Please read our Submission Guidelines found on our website to ensure prompt responses to your contributions. Thank you for your interest in our journal.

If you are currently a professional in the field and have some ideas on issues that affect our profession, please feel free to forward them via e-mail. OBCJournal@yahoo.com.

**A mind stretched by a new idea never returns to its original dimension**

**-James Lincoln-**

**To know the road ahead, ask those coming back.**

**-Chinese Proverb-**

Source: Klavora, P. and Chambers, D. (2001). The Great Book of Inspiring Quotations. United States: Sport Books Publisher

# The Journal of OBC Education on-line

**HTTP://WWW.**

**This project is currently on hold**
**until further notice**

Welcome to our new Web site. Alth it will have to suffice until other resources become available. All around us we are presented by terms such as information technology, networking, innovation, internet, intranets, downloading and surfing. These terms may be new to our technological vocabulary, but their principles are as old as the concept of communication itself. Adding an on-line component to the journal is one step towards playing an active role as leaders in our field, providing timely and pertinent philosophy, thought, ideas and criticism to a field that struggles to be recognized.

The purpose of this journal is to share and discuss ideas in our field. Today we have moved outside of the confines of the OBC community on our own editorial Outward Bound adventure, leaving the safe haven of a single computer and a hard-copy product. We have opened our doors to the greater fields of outdoor-adventure based education. Although organizations such as AEE and Pathways explore similar issues in their publications, **The Journal of OBC Education** adds a unique Outward Bound flavour to the wealth of information.

It is exciting to move into a room a little bigger, at least metaphorically. I started as editor in the summer of 2000 when I was brought onboard with Outward Bound Canada as support staff. Now in my third season, and soon-to-be third journal volume, I look back at the day I stumbled across some dusty old volumes and was completely captivated by their contents. As a field instructor, informal educator and outdoor recreation graduate, I see this journal as a valuable resource for professionals, co-workers and the general public.

Provided within the on-line pages are the beginnings of what I hope to be a valuable example of grassroots project management. There are always so many avenues to take, and the enthusiasm within the OBC community is a reassuring sign of support. We are also in constant search for motivated individuals with a vision to join our team, and this project is no different, check out our site to find out why we need you.

Dave Sampson obcjournal@yahoo.com

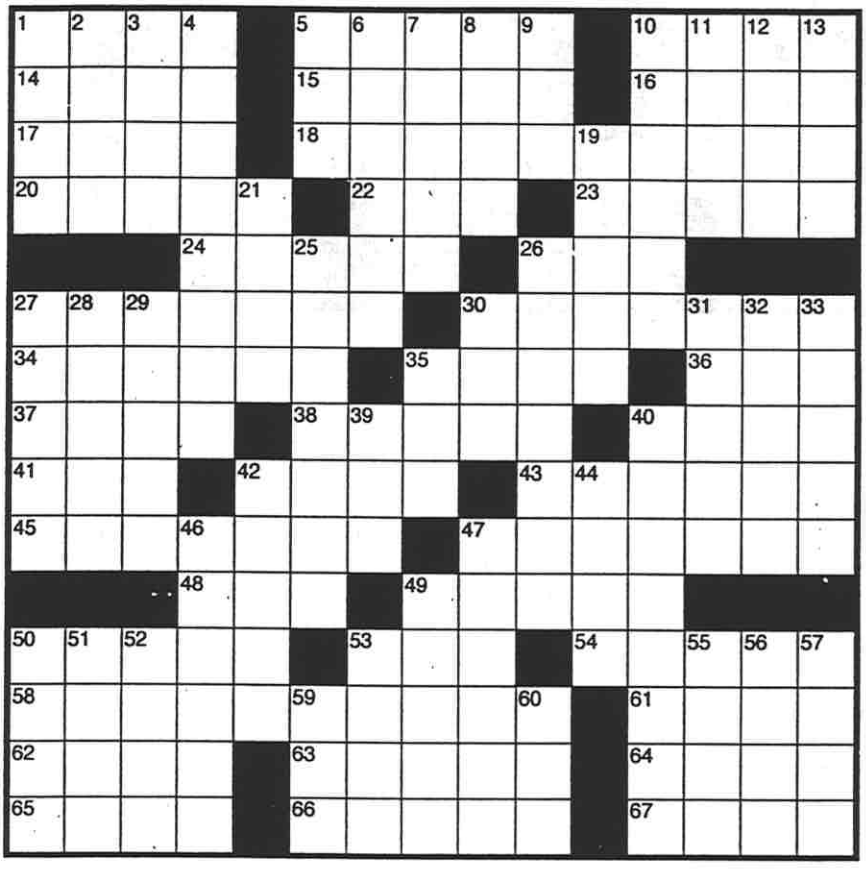
Guest Editor, Volume VIII

# Crossword

By: Phyllis Clark

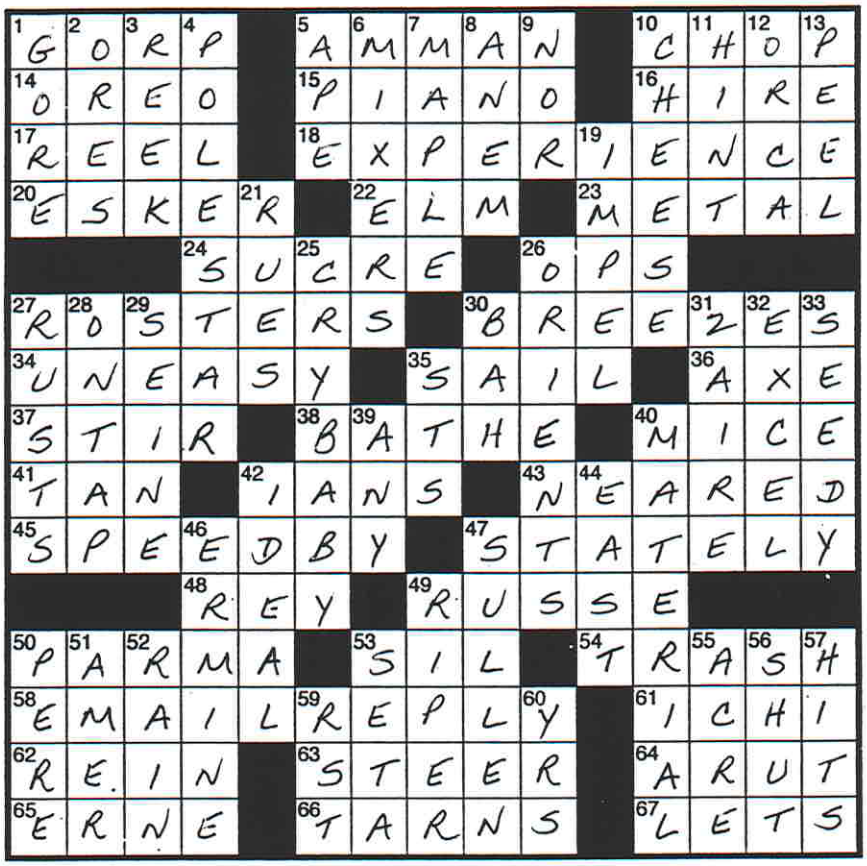
**ACROSS**

1. Trail treat
5. Jordanian capital
10. Something to paddle through
14. Trail treat
15. Not an instrument to take on an OB trek
16. Employ
17. Rod attachment
18. Basis of OB education
20. Ridge
22. Shade tree
23. It may be heavy.
24. Something sweet, for Pierre
26. Photo ___
27. Lists of chores
30. Light winds
34. Nervous
35. Tarpaulin, sometimes
36. Fire
37. Mix
38. One reason to swim
40. Unwanted food-shed visitors
41. Summer colour
42. Fleming and Rankin
43. Approached
45. Rush past
47. Regal
48. Marina del ____
49. Putin, to a Parisian
50. Italian province
53. Part of RSVP
54. Outward Bounders don't leave it behind
58. One way to RSVP
61. One, in Osaka
62. Sounds like 52 Down
63. What rudders do
64. In _____ (stuck)
65. White-tailed eagle
66. Mountain lakes
67. Suggestion starter



**DOWN**

1. Bush opponent
2. Mine finds
3. What Outward Bounders' socks might do
4. Polaris
5. Copy
6. Some Outward Bound activities
7. Shade tree
8. What comittee is missing
9. Neither's partner
10. Mac and _____
11. Clue
12. Grp. for climbers or canoeists
13. Pare
19. Drive forward
21. Montreal streets
25. Not an Outward Bounder!
26. Lines up
27. Oxidizes
28. Like some beer
29. Net
30. Scrooge saying
31. Congo, once
32. What Outward Bounders strive to do
33. Like some oranges
35. Aves.
39. Some
40. Fabric
42. Perfect
44. Direction
46. Weasel family member
47. Surly
49. More mature
50. _____ Noël
51. Part of U.S.A.
52. It doesn't stop an Outward Bounder.
53. Bristle
55. Farm measurement
56. Close
57. Strikes
59. Alphabet trio
60. Many mos.


1 G 2 O 3 R 4 P
5 A 6 M 7 M 8 A 9 N
10 C 11 H 12 O 13 P
14 O R E O
15 P I A N O
16 H I R E
17 R E E L
18 E X P E R 19 I E N C E
20 E S K E 21 R
22 E L M
23 M E T A L
24 S U 25 C R E
26 O P S
27 R 28 O 29 S T E R S
30 B R E E 31 2 32 E 33 S
34 U N E A S Y
35 S A I L
36 A X E
37 S T I R
38 B 39 A T H E
40 M I C E
41 T A N
42 I A N S
43 N 44 E A R E D
45 S P E 46 E D B Y
47 S T A T E L Y
48 R E Y
49 R U S S E
50 P 51 A 52 R M A
53 S I L
54 T R 55 A 56 S 57 H
58 E M A I L 59 R E P L 60 Y
61 I C H I
62 R E I N
63 S T E E R
64 A R U T
65 E R N E
66 T A R N S
67 L E T S