Beauty is in the Eye of the Beholder:

Student Perceptions of Transfer in Experiential Education

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Abstract

Underpinning the notions of experiential learning and transfer are a complex series of assumptions about the way people relate and use understandings across a broad range of life settings. This thesis presents a study into student perceptions of the nature and transferability of understandings developed through their involvement in an outdoor education programme. The thesis describes the approach and techniques used to collect data about participant's perceptions prior, during and after participation in the programme.

The thesis considers the advantages of planning for transfer before a programme begins to assist students to buy into the goals of the programme and also contribute to the learning objectives. The use of metaphor as a cognitive link to transfer understanding within the programme found some acceptance with students, however, the use of metaphor to assist transfer of learning beyond the programme was limited. As such, the research clearly showed that transfer is much more likely to occur when students create the cognitive frameworks and reasons why learning might transfer from one domain to another. Transfer that did occur within and beyond the programme was interwoven with, and somewhat dependent upon emotional responses and personal relationships.

The strong personal bonds that developed between participants through the focus group research approach resulted in a feeling of trust and sharing of understandings. As such, the thesis considers the Focus group approach as a useful educative tool to focus student learning and transfer prior, during activities, and after experiential programmes.

Emotional terms of reference used by participants to accord meaning to experiences provided significant insight to the ways people transferred learning. In addition, transfer of understandings beyond adventuresome activities is more likely when the experience is shared and discussed with others, and may be highly dependent on personal relationships. Replication and modelling of personal relationships beyond the immediacy of experiential learning settings may contribute much to the ways people successfully identify common factors when participating and using existing understandings in new domains.

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Chapter One

Introduction

Experiential approaches to learning have for many years provided valuable opportunities through which learning might occur (Garvey, 1995). These approaches vary greatly in format, combining a broad range of settings and experiences coupled with an equally broad range of teachers, teaching styles and students. However, all have the underpinning belief that direct experiences can provide an authentic platform for student learning, and in many cases an arena in which skills can be developed and transferable to other aspects of an individual's life.

For many students and teachers experiential learning encompasses those activities that are a bit 'out of the ordinary' like camps and field trips. While the precise definition of experiential learning varies across researcher and practitioner alike, there are subtle difference between experiential and more abstract learning which has, at times, been contrasted as learning in and out of school (Resnick, 1987: Brown, Collins, & Duguid, 1987: Biggs & Moore, 1993). While the specifics of each learning situation ultimately determines the nature of learning, the central tenet of experiential learning is that pupils learn best by doing. As such, students often learn different things in different ways in comparison to formal schooling.

While there exists a raft of anecdotal evidence about the supposed benefits of experiential learning (Wurdinger, 1994), little attention has been given to the types of learning that have occurred and the benefits of these. Assumptions have been made about the possible effects and transfer of the skills and knowledge learnt within a particular experiential setting, eg. rock climbing, to other facets of people's lives (Gass, 1995). Authors such as Smith & Priest (1998); Wurdinger, (1994); and Kolb, (1991) have suggested that a range of

general skills and strategies learnt within experiential settings are transferable to other settings beyond the experience. As an example, it is suggested that the same social interactive skills students learn through working together and solving problems in a camp setting are directly transferable to students working together to solve problems in the classroom (Nadler & Luckner, 1992). Accordingly, through examining transfer within experiential learning, the educational value of the approach could be made more obvious. As a result, positive aspects of learning through experience may inform mainstream views of education, thereby dispelling much of the criticism of experiential education being, "no better than a walk in the woods" (Smith & Priest 1998).

While examples of programmes that employ experiential learning in adventuresome settings are numerous, definitions of experiential learning are often restricted to the anecdotal, success stories of students. That is to say, much of what has been written in this area has focused on the benefits of experiential education programmes on the basis of the participant's perceptions. In particular, Hattie, Marsh, Neill & Richards (1997), in their meta-analysis of 96 distinct 'Adventure Education' programmes, state that often research into the efficacy of such programmes reads more like a brochure for prospective participants than rigourous research. Given that in most cases the main objective of experiential programmes has been to develop skills and attitudes that are transferable to other aspects of participants lives, it seems surprising that little research into the nature of transfer has occurred. Research relating specifically to student perceptions of the nature of transfer within experiential programmes is required in order to gain a better understanding of the cognitive processes involved.

The purposes of conducting research about transfer in experiential learning are threefold. In the first, fundamental links may be established between the learning processes that people undergo in experiential settings and mainstream education. In the second, which is a natural extension of the first,

conclusions may be drawn about the implications, and the role of cognitive strategies within experiential learning. In the third, a better understanding may be developed of how cognition may assist the adaptation of understandings beyond experiential settings. In particular, conclusions that arise out of such research may serve to: (a) further illustrate the possible value of cognitive strategies in experiential learning; (b) provide some insight into the issue of transfer of strategies and knowledge from one setting to another; and (c) clarify how the outcomes of experiential learning may be enhanced through teaching styles which identify and enhance cognitive strategies that facilitate the transfer of understandings.

Purpose of this Study

With specific reference to the study described herein, this thesis considers student perceptions of transfer within and beyond an experiential education programme, namely an outdoor education course which is part of a pre-service teacher education programme. As pre-service teachers, those involved in the programme are likely to be required to adopt and incorporate experiential approaches when teaching pupils. With this point in mind, it is imperative that a programme of pre-service teacher education which uses experiential approaches incorporates appropriate pedagogy; and the pre-service teacher education students involved ought to consider the educational beliefs / principles behind the experiential programme and how these relate to their own practice.

Within this study, the examination of student perceptions relating to transfer of learning specifically acknowledges the inherent difficulty associated with understanding what people believe they understand and how they derived such understandings. In earlier work by Broad and Newstrom (1992) perceptions of learning and the transferability of the same are clearly explained in terms of reality as it applies to the participants involved. In simple terms, the position taken in this report is the same as that of Broad and Newstrom, namely each person's perceptions form their own reality. As

such, this approach to individual perceptions clearly reflects the philosophical position that underpins this research. Within the Method Chapter of this report further discussion is provided regarding the implications of this philosophical position as it applies to the collection of research data and interpretation of results.

The term experiential learning is considered to be a process whereby students develop understandings in settings which have a large degree of realism in relation to the stated learning objectives of a programme (Priest, & Gass, 1997). While the concept is discussed further in the literature review of this report, it is important to note that experiential learning is primarily what takes place in experiential programmes, as such, experiential programmes typically propose transfer as a prime objective. Accordingly, the focus of this research is student perceptions of transfer related to experiential learning in contrast to the evaluation of an experiential programme.

Overview of the Thesis Report

The thesis report presents a study of student perceptions of the nature and transferability of understandings developed through involvement in an outdoor education programme for preservice teachers. The thesis describes the approach and techniques used to collect data about participant's perceptions prior, during and after participation in the programme. While the research questions are discussed fully in Chapter Three, in brief the research examined: a) the principles, objectives and activities that underpinned the outdoor education programme that was the focus of this research; b) specific understandings that participants perceived they developed through involvement in the programme; c) understandings that participants perceived as transferable from the programme to other areas of participants personal and professional lives; and d) cognitive strategies that participants perceived facilitated transfer of understandings within and beyond the programme.

The Chapter Two of the report examines literature relevant to the study in two parts. The first section discusses the notion of experiential learning with particular focus on the transfer of understandings. By way of background the report also examines the development of programmes featuring experiential learning. The second section of the chapter discusses the notion of experiential learning as it relates to contemporary educational theory. Discussion of literature in this section highlights the development of contemporary views of learning that have much in common with experiential learning by demonstrating the cognitive strategies associated with transfer of learning

Following the literature review, Chapter Three discusses the: (a) research questions; (b) philosophical background to the method used; (c) population and sample; (d) experiential programme; (e) ethical considerations; (f) phases and stages of the study; (g) and data analysis. Chapter Four, presents findings of the study, incorporating analysis and initial discussion of the results. Chapter Five discusses the results and draws specific conclusions regarding student's beliefs about how they learn within and beyond an experiential programme. The final chapter of the report presents conclusions arising from the research project and draws specific links to contemporary learning models that are relevant to the transfer of understandings. In addition the chapter presents recommendations to improve the effectiveness of the transfer within and beyond experiential programmes and considers directions for future research.

Chapter Two

Literature Review

The ways in which people may transfer understandings from one situation to another is often considered central to learning (Bransford, Brown & Cocking, 1999). In this regard, Bransford et al. state, "It is especially important to understand the kinds of learning experiences that lead to transfer, defined as the ability to extend what has been learned in one context to new contexts" (p.74). The hope that people will transfer learning from one context to another, whether it be from school to home, an outdoor setting or the workplace, must certainly be one of the most enduring aims of education (Broudy, 1988). As well as being a central aim, transfer of learning is often the prime outcome of educational programmes regardless of whether these occur in an outdoor setting or in the classroom (Wurdinger, 1997).

Implicit within many experiential education programmes is the assumption that there will be transfer of learning. For example, it may be assumed that a person who learns how to overcome an obstacle during a rock climb may think to use similar strategies to solve problems encountered in the classroom or, for that matter, in a range of different settings (Michalec, 1993). As such, the outdoors and the wilderness is often treated as a stage, upon which problems and challenges are acted out and subsequent understandings transferred to other areas of individual's lives. Coupled with this, experiential education programmes often employ the adventuresomeness and excitement of the outdoors. It is thought, that the risk associated with outdoor pursuits often engenders an intensity that promotes transfer of learning.

Discussion and research findings regarding transfer that are pertinent to this study are located in two related areas of literature. The first is, research and

information pertaining to experiential learning. The second is the examination of transfer of learning under the broad umbrella of educational psychology, particularly situated cognition and knowledge. While not trying to over simplify the origins of either area, the former is largely contributed by research and commentary of the nature and delivery of experiential learning through adventure based outdoor programmes. The latter area features discussion of the nature of learning in the broader spectrum of mainstream educational practices, eg. schools and vocational education. Both of the areas of literature are discussed in this chapter.

It is worth noting that each of the above areas of literature incorporates little discussion or findings of each other. As such, there has been little consideration to date of the commonalities and differences between research in experiential learning and educational psychology. For this reason, this chapter initially examines selected literature from experiential learning before discussing areas of difference and commonality with selected literature from educational psychology. As an outcome, this chapter clearly establishes that literature on the nature of transfer within experiential learning and cognitive approaches to learning contain a range of ideological and pragmatic issues.

Section One - Experiential Learning

Prior to discussing research on transfer in experiential learning, this section of the literature review provides background of experiential learning. Included in this initial discussion is an overview of the historical origins of experiential learning, and perceived similarities / differences between experiential learning and mainstream education. The purpose of this discussion is to establish the nature of experiential learning, and the belief systems that underpin it. As will be demonstrated later in this chapter, differing beliefs about the nature of knowledge in both experiential and cognitive psychology, contribute much to the differing ways transfer of learning is perceived.

Within the literature on experiential learning there are a range of terms used to describe programmes that incorporate an experiential approach in outdoor / adventuresome settings. These terms include adventure education, experiential education, outdoor education, outdoor management development and outdoor training (Klint & Priest, 1998; Priest, 1998; Priest & Gass, 1997). Apart from the client base, all of the programmes described by the terms above use experiential learning as the underpinning approach to learning (Drebing, Willis and Genet, 1987; Chapman, McPhee and Proudman, 1992; Hattie, et al., 1997).

In his 1938 text, *Experience and Education*, Dewey makes it clear that consideration of the role of experience in the learning process is a complex one:

> "I assume that amid all uncertainties there is one permanent
> frame of reference: namely the organic connection between
> education and personal experience. The belief that all genuine
> education comes about through experience does not mean that all
> experiences are genuinely or equally educative, some experiences
> are miseducative...any that has the effect of arresting or
> distorting the growth of further experience, engenders
> callousness, produces lack of sensitivity or responsiveness.
> Everything depends upon the quality of the experience which is
> had." (pp. 225-226)

Clearly the intent of Dewey's passage is to draw the readers attention to, firstly, the role of experience in learning and, secondly, the positive and negative role that experience can play within education. Bearing in mind that Dewey was often critical of the American tendency for philosophical dualism of the time (Crosby, 1995), his words were clearly directing the reader to seek out and exploit experiences which may have educative value. While Dewey was clearly not making a case for experiential learning in

adventuresome settings, he certainly laid the foundations for programmes based on the belief of learning by doing (Hunt, 1981). In a similar vein to Dewey, a clear example of an educational programme which featured learning through adventuresome settings was developed by Kurt Hahn in the 1930's, namely, the Outward Bound movement.

In its original form, the main objective of Outward Bound was to develop the survival skills of young british sailors through exposing them to a series of demanding outdoor situations. In the main, these situations incorporated a blend of land and sea based activities (James, 1990). While the activities that Hahn employed and the real life settings that the participants were intended to transfer learning to were similar, it was not the intention of the programme to teach outdoor skills. Rather, the primary objective was for the young sailors to develop a range of important personal skills and attitudes that were transferable to other settings of their lives, particularly when it came to surviving at sea. As such, the adventuresome settings used by Hahn were merely a means to an end (Kielsmeier, 1995). In the case of Hahn's first Outward Bound schools in Britain, prior and during the 2nd World War, the success of his programme was outstanding (Kielsmeier, 1995).

Stepping back from the activities of Outward Bound for a moment, underpinning the programme was a central belief of social responsibility. As Kielsmeier (1995) states, Hahn believed, "that young people need to know they are useful" (p. 3) and that "young people do respond remarkably when asked to do something real, to engage in something where they are needed" (p. 5). The point being, that through adventuresome activities the young sailors of the time developed a range of personal skills and also had to rely on each other for success (James, 1990). In the case of the Outward Bound programmes of recent times, participants are still required to solve problems and overcome group and personal obstacles as a team (Drebing et al., 1987). Accordingly, while Outward Bound employs adventuresome activities, the group participatory aspect of the programme is a central factor in facilitating successful use of understanding (developed through Outward Bound) in other

domains of people's lives. For the purposes of this research, interest in this aspect of Outward Bound relates to the current debate in cognitive psychology regarding transfer being a matter of moving parcels of knowledge from one domain to another, or learning to participate in interactions in ways that succeed over a broad range of situations (Greeno, 1997). Further discussion of this ideological position on transfer is provided later in this chapter.

There are now hundreds of programmes throughout the world that employ the outdoors as a teaching medium (Hattie et al, 1997; Chapman et al., 1992). Whether they are affiliated to Outward Bound or not, most of these programmes are based on the assumption that specific attitudes and skills learnt within experiential setting are in some way transferred to other areas of people's lives. As discussed in the introduction chapter, transfer is considered a pivotal outcome for experiential learning and provides much of the justification for the use of adventuresome settings for learning (Smith & Priest, 1998). As will be highlighted later in this chapter, the lack of research in regard to transfer in experiential learning and consideration of contemporary notions of transfer that arise out of cognitive psychology is surprising given the importance of transfer to the field.

As indicated above, the degree to which knowledge is considered to be an individual construction or a shared understanding is an important question when considering the transfer of understandings (Greeno, 1997). While the ideological views of transfer, as proposed by Greeno and others, are considered later, at this stage the chapter will outline elements common to experiential programmes and explore notions of transfer proposed by experiential educators.

Elements Common to Experiential Programmes

As an outcome of their meta-analysis of 96 studies of experiential based outdoor programmes, Hattie et al. (1997) define experiential programmes as involving: (a) wilderness or back-country setting; (b) small group

participation (usually less than 16); (c) assignments of a variety of mentally and/or physically challenging objectives; (d) frequent and intense interactions that usually involve group problem solving and decision making; (e) a relatively nonintrusive, trained leader / instructor; and (f) a duration of 2 days to 4 weeks. Similarly, Druian, Owens & Owen (1995) provide a general overview of the elements of experiential programmes which are summarised in Table 2:1. The elements proposed by Druian et al. (1995) arise from the analysis of three distinct programmes that employ experiential learning methods: (a) Experience-Based Career Education; (b) Fox fire and;

Table 2:1

Elements of Experiential Programmes

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1. Purpose: Experiential education programmes have clearly articulated purposes that are interpreted similarly by programme participants. Stated programme purposes both reflect needs of a group of learners and imply a certain programme content.

2. Setting: Characteristic of experiential settings are four essential factors: realism; challenge; an appropriate level of risk; and diversity. Realism is when the learner thinks it is not contrived. Challenging because there are people engaged in dynamic activities. Psychological or physical risk often motivates the learner to maximum performance. Diversity of settings provides for a range of activities.

3. Characteristics of Participants: Participants reflect all segments of the population. Often a programme will try to establish a diversity of students so that those less advanced in some areas can profit from the help of their peers.

4. Learning Strategies: Has to do with the sequence and interrelationship of learner activities. A common sequence of the learning process within experiential programmes is:
- Assessment and goal setting;
- Negotiation and planning;
- Engaging and experiencing;
- Reflecting and evaluating;
- Application and generalising.

5. Student Roles: Student roles are extremely important in experiential learning programmes. It is also important to know whether students are learning from people with backgrounds similar to or different from their own. Research in this area may show important differences and similarities in the extent and the conditions under which learners learn and transfer learning through responsibility for one's own actions.

6. Instructor Roles: Within experiential education effective instructors help students plan and carry out their activities while often serving as role models of active, involved learners. They monitor student progress; they assess and feedback information to students. Effective instructors motivate and encourage students, demonstrating skills in planning, empathy, communications, and resource sharing. The instructor functions as a facilitator of learning, rather than primarily as a dispenser of knowledge.

7. Programme Outcomes: In general terms, the main outcomes of experiential education programmes are the development of leadership, self-concept, academic

(Adapted from Druian et al. 1995)

(c) Outward Bound.

Beginning with the **purpose** of experiential education programmes, Druian et al. (1995) make the point that successful programmes feature clearly articulated purposes: the meanings of which are clearly understood by participants. With regard to possible transfer of understandings, participants may be more inclined to consider the relevance of what they learn, if they are aware of the expectation of transfer prior to activities taking place. This is a view shared by Gass (1995), who states that experiential educators should "design conditions for transfer before the course activities actually begin...have the student set goals for the experience...place the plans and goals made by the student in writing to create a stronger commitment for transferring learning" (p. 137).

With few exceptions, participation in experiential activities tends to involve groups of people rather than individuals (Chapman et al., 1992). Even though some activities may feature an individual based performance, eg. kayaking, almost all experiences are shared and discussed by a group. As such, what is learnt during an activity may be as much a shared experience as an individual understanding. While experiential programmes have generally employed a range of strategies to facilitate transfer of understandings (Gass, 1995; Kolb, 1984; Priest & Baillie, 1995), there has been little consideration of whether an individual's learning results in discreet parcels of knowledge that can be taken away from the experience, or is dependent on the social and situation setting in which it occurred.

For many participants it is the excitement, risk and/or adventure of experiential learning that sets it apart from mainstream education (Klint & Priest, 1998). In terms of **setting** Druian et al. (1995) make the point that psychological or physical risk often motivates the learner to maximum performance - presumably to participate and learn. With regard to **learning strategies**, Druian et al. suggest there is a common sequence to the learning process within experiential programmes which is widely

accepted. The sequence they suggest is based on a model of experiential learning proposed by Kolb (1984) which appears as Figure 2:1. While variations to the model have been proposed by Dennison & Kirk 1990; Tuson 1994; and McCarthy 1996, the essential elements remain the same.
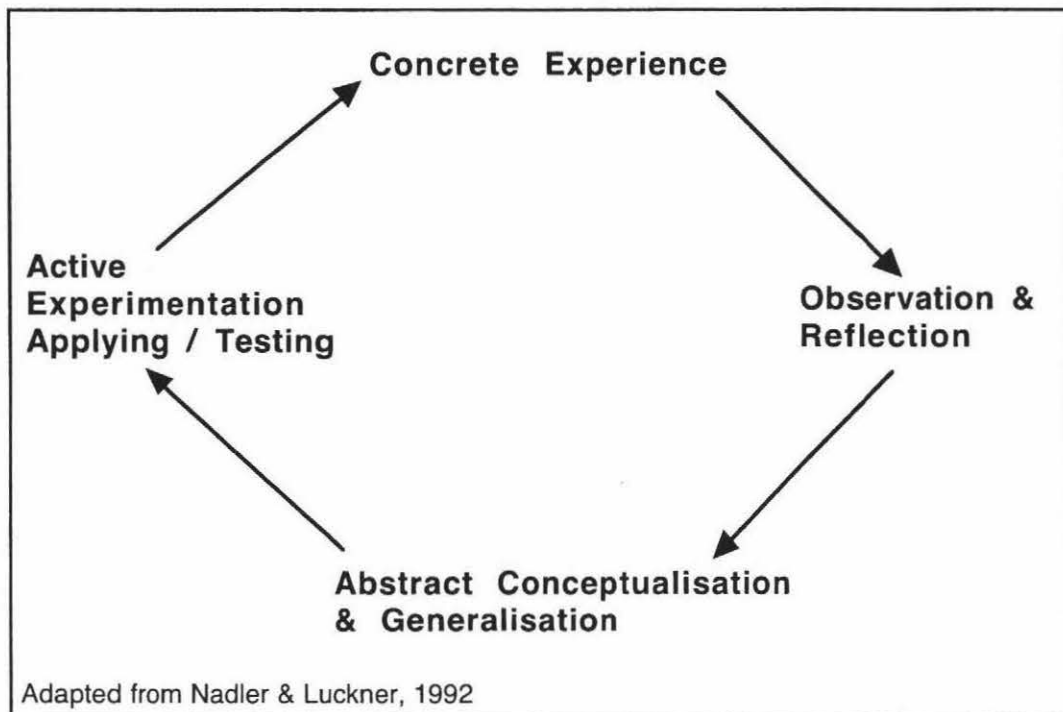
Figure 2:1

Kolb's Experiential Learning Model

Kolb proposed that each experience has the potential to result in new learning and possible transfer beyond the experience. In Kolb's model, the process of learning begins with a concrete experience that would typically occur in an outdoor setting. The next stage involves reflection by the individual on the experience - how they felt about the activity - what they might of learnt. The third stage involves the individual possibly forming conclusions, generalisation or abstract concepts about the activity. In the fourth and final stage Kolb suggests the outcomes of stage three are applied to other settings through trial and error. As learning is being applied to a new setting there is an obvious opportunity for another concrete experience to occur which begins the cycle again.

While simplistic, Kolb's model provided the experiential community of the time with a means of conceptualising the process of learning (Nadler and Luckner, 1992). In particular, discussion about the respective roles of **students** and **instructors** emerged: with considerable attention placed on the ways people might learn and how instructors might facilitate transfer. While research regarding transfer in experiential learning at this time provided a large amount of information on the conditions that might encourage transfer, little attention was given to examining the nature of knowledge. By providing all the conditions and human actions planned for occurred, there was an expectation that skills and attitudes would be transferred beyond the immediacy of a particular programme (Gass, 1995).

Heron (1992 and 1999) expressed serious misgivings about Kolb's model, suggesting that it is too simple to adequately describe the experiential learning process. Along with others, including McEvoy and Buller (1997) and Scott and Hughes (1991), Heron raises concerns about the lack of attention to feelings, intuition and imagination, which are not addressed in Kolb's model. McEvoy and Buller make the point that, it is these affective aspects that distinguish experiential learning from mainstream education. While Kolb has been criticised for not addressing the affective nature of experiential learning, it was not his intention to define strategies for encouraging transfer in experiential learning.

Notions of Transfer Proposed by Experiential Educators

As stated above, literature about the transfer of understandings in experiential learning first emerged in the 1980s. Up until this time experiential practitioners were content to let the hills speak for themselves (Priest, 1998). Gass's (1995) article, *Programming the Transfer of Learning in Adventure Education,* identified three possible types of transfer from experiential learning programmes: (a) specific transfer; (b) non-specific transfer; and (c) metaphoric transfer. An example of specific transfer could be the adaptation of knowledge about water dynamics from white water rafting to kayaking.

In this example, the opportunity for the transference of specific skills and abilities is enhanced by the similarity of the situations, ie. the learning situation and performance situation share many similar features.

With respect to non-specific transfer, Gass suggests that common principles are abstracted from the immediacy of the learning situation. Taking the example used above, while learning to paddle a white-water raft students may gain knowledge about how to work in a team. In this second example, the student has to learn the common underlying principles (i.e., receiving and giving support from/to others) from the experiential setting and generalise these principles and attitudes to a new learning situation. This ability to generalise by the learner is crucial for non-specific transfer to occur. While this notion of transfer has much in common with Kolb's model of experiential learning, it is interesting to note that actual research of transfer in experiential learning specifically notes that transferred understandings are predominately limited to relationship skills and perceptions of self concept (Hattie et al, 1997; Priest, 1998).

Gass's third type of transfer also requires participants to generalise certain principles from one learning situation to another. However the principles being transferred in this instance explicitly use metaphor to make similarities between the learning environment and other areas of an individual's life. As an example, an experiential programme may use the metaphor of ants building a nest to illustrate connections between the determination needed to complete a hiking expedition and determination needed to complete a difficult task back in the workplace.

Metaphoric transfer has been developed further via the concept of isomorphism, which was developed by Steven Bacon for use in the Outward Bound schools of the USA. As Bacon (1983) states,

"The key factor in determining whether experiences are metaphoric is the degree of isomorphism between the metaphoric situation and the real-life

situation. Isomorphic means having the same structure. When all the major elements in one experience are represented by corresponding elements in another experience, and when the overall structures of the two experiences are highly similar, then the two experiences are metaphors for each other. This does not imply that the corresponding elements are literally identical; rather, they must be symbolically identical." (p. 4)

An isomorph is a metaphor that is "identical in form or structure (but not necessarily composition or function) to another idea, object, or description" (Gass & Priest, 1993, p. 178). Priest and Gass (1997), building on earlier work by Bacon (1987), describe the use of isomorphic framing in facilitating the transfer of learning from an adventure experience. They suggest that strong linkages (via isomorphs) increase participant motivation and usually enhances transfer of learning. Other than the work of Priest and Gass, the use of metaphor in experiential learning has been extensive in the USA for the past 20 years. The Project Adventure scheme, which operates in most states of the USA, encourages participants to consider the relevance of what they learn through careful questioning by instructors. As an example, questions that students may be asked are shown in Table 2:2.

Table 2:2

Sample Metaphorical Questions

1.	What are the walls you face back at work and home, and how can you get over them?
2.	What mountains in your life are you still climbing/
3.	When in your life do you need to get out of your boat and scout the rapids?
4.	Who are the spotters or belayers back home?
	(Adapted from Nadler and Luckner, 1992, p. 97)

One disadvantage of isomorphic framing as advocated by Priest & Gass (1997), is that the learning experience can become too structured – whilst this may help to ensure that the required learning outcome is reached, other incidental or unplanned learning, which may be equally valuable and valid, may be suppressed.

In addition to his comments regarding transfer Gass (1995) indicated one of the major faults of adventure education has been the lack of planning for the transfer in the selection and design of appropriate learning activities and teaching methodology. As such, it is necessary for the adventure educator to select techniques and activities that will promote transfer applicable to the programme. As a guide to how this might occur Gass provided ten techniques that may promote transfer, a summary of which appears as Table 2:3.

Table 2:3

Ten Techniques for Promoting Transfer in Experiential Learning

1.	Design conditions for transfer before the programme actually begins. This can involve several steps including:
	- identify, develop, or establish a commitment to change in the students
	- have the students set goals for the programme
	- write and set tight learning objectives for the students in the programme
	- place the plans and goals made by the students in writing to create a stronger commitment for transferring the learning
	- plan the adventure programme based on the students' ability to transfer learning from the adventure experience into future experiences
2.	Create elements into the students learning environment similar to those elements likely to be found in the future learning environments.
3.	Provide students with the opportunities to practice the transfer of learning while still in the programme.
4.	Have the consequences of learning the natural - not artificial.
5.	Provide the means for students to internalise their own learning.
6.	Include past successful alumni in the adventure programme.
7.	Include "significant others" in the learning process.
8.	Where possible, to place more responsibility for learning in the programme with the student
9.	Develop focused processing techniques that facilitate the transfer of learning.
10.	Provide follow-up experiences that the in the application of transfer.
(Adapted from Gass, 1985, pp 5-9)	

The principles contained under Item 1 of Table 2:3 have already been discussed previously when considering the Druian et al (1995) elements of experiential learning programmes. With regard to the remaining techniques, Gass (1995) is very clear that programmes that provide strong applicability to future experiences have greater potential for transfer of learning. Gass also states that certain programmes have found that by, "approaching problem solving and decision-making skills in a general manner, their students succeed in creating elements valuable for future use" (p.5). While not specific about the problems involved, the approach was based on the use of metaphor to hopefully generalise the problem solving behaviour beyond the limits of the experience.

With regard to practising transfer while still in the programme, Gass draws attention to the positive group support that developed during outdoor adventure programmes and the assistance this may provide to transfer. While this technique may help focus participants on their own learning and the ways in which this might transfer beyond the programme, it is not clear the degree to which knowledge is: (a) a construction of the group rather than the individual; or (b) confined to the experience itself.

The field of experiential learning has many suggestions of how programmes should provide ways for participants to "internalise his/her own learning" (Table 2:3), including getting their students to place their own learning into words, reflective thinking and subconscious development of metaphors for transfer (Bacon, 1983). In work by Priest and Gass (1997) further suggestions are made regarding the role outdoor instructors can play in facilitating transfer, focusing on the use of metaphor. The role of the instructor in assisting transfer is also developed by Nadler and Luckner (1992) in the text *Processing the Adventure Experience* in which they ask instructors to, "listen carefully to student's metaphors and use them in your [instructor] responses" (p. 93). The main point behind Nadler and Luckner's approach is that participants have a special relationship with the metaphors they use. Put another way, participants need to personally own the

comparative terms they use. Relating this back to Gass's request for participants to *internalise his/her own learning,* it appears important for instructors to work with the cognitive associations that participants perceive rather than impose an external metaphor for participants to adopt. This point has also been confirmed by Priest and Gass (1997), with respect to isomorphic framing, that the learning experience can have little or no effect when imposed by the instructor.

The inclusion of *significant others* (Table 2:3) closely associated with the student's/client's learning process has often been found to heighten the transfer of learning (Gass, 1995). Crisp's work with at risk youth at the Centre for Adolescent Psychiatry, Austin & Repatriation Medical Centre, Melbourne is a particularly good example of this strategy in action (Crisp, 1996). While working with 14 to 18 year adolescents referred by schools or social workers to the Centre, Crisp found that positive transfer of therapy outcomes was highly dependent on people significant to the patient, ie. peers, parents, counsellors, social workers, and/or teachers being involved. In terms of experiential learning, Crisp points out that: (a) the adventuresome activities used as a part of treatment are unnatural for the patients; and (b) patients need more than metaphors and reflection to transfer understandings. By involving the Centre staff and people significant to the patient in the outdoor activities, hospital counselling sessions and home / school environment, Crisp found significant changes in behaviour occurred. It is not clear whether patients were transferring knowledge from one domain to another, or learning to participate in interactions in ways that succeed over a broad range of situations. Greeno's (1997) contentions regarding this aspect of transfer are discussed more fully later in the chapter.

Further to Crisp's contention that experiential learning can be successful in terms of transfer, it is worth examining the degree to which other experiential programmes have resulted in learning beyond the confines of the experiential activities. In their meta-analysis of 156 adventure education and Outward Bound programmes (involving an estimated 12,057 participants)

Hattie et al. (1997) reported an average effect size was .34 at the end of the programme with a further improvement of .17 through follow up assessments (average time after programme was 5.5 months). To put this measurement into educational perspective, Hattie et al. note that the typical effect size of educational interventions is .40 (Hattie, 1993). As the combined programme and post programme improvement through participation in experiential programmes was .51, participation in the programme resulted in a significant change which, was also comparably better than participation in other educational programmes. While the average effect of experiential learning looks encouraging, Hattie et al. note that: (a) effects sizes varied substantially according to the particular programme; (b) effects improved as the length of the programme and age of participants increased; and (c) little is known about why the experiential programmes examined work most effectively.

By way of summary of the chapter so far, it is evident there are a great many successful experiential programmes, providing exciting activities and valuable learning opportunities. It is also evident, that many programmes have specific strategies to facilitate transfer, however, the nature of the processes involved is not clear. Accordingly, the literature pertaining to experiential learning clearly demonstrates that:

1. Learning environments are typically interactive, intense, adventuresome and often unfamiliar to participants
2. Participation, discussion and reflection is typically group based
3. The aim is to enhance learning, build moral character and develop a willingness to take risks
4. Transfer of understandings within and beyond programmes is a prime objective
5. Learning and transfer is often promoted through debriefing, facilitation, focusing, verbalisation, metaphoric representation and involvement of significant others.
6. There is a lack of research and understanding of how transfer occurs, if

at all.

7. Successful programmes feature high congruence between participant expectations and course objectives - prior and during activities

8. Transfer is more likely to occur where strategies to relate the experience to home/work/school exist.

9. There has been little consideration of whether an individual's learning results in individualised knowledge or is dependent on the social setting in which it occurred.

10. Successful transfer depends on participants owning the goals of the process

11. Transfer is practised within and beyond the experience in successful programmes

While keeping the summary points above in mind, the literature review now considers findings and discussion from selected educational psychology literature, particularly with regard to situated cognition and transfer.

Section Two - Situated Learning and Transfer

International debate regarding the ways in which people may develop understandings has been an important focus of educational research for many decades (Gagne, Yekovich and Yekovich, 1993). The extremely wide scope of research and debate in this regard extends well beyond the focus of this research. This said, however, recent research and literature pertaining to situated cognition and associated issues of transfer provides insight of philosophical, psychological and pragmatic issues in light of the summary points above.

With regard to philosophical issues surrounding transfer in experiential learning, the nature of knowledge and perceptions of the ways it is developed and used are pivotal to the following discussion. Simply put, beliefs about the shape and function of knowledge define the ways people think, feel and act. Use of the terms belief and perception with regard to transfer is quite

deliberate and is intended to suggest that what is regarded as a truth or facts about knowledge is merely a social construction dependent on a range of contributing interactions and elements. Eisner (1991) made this point very clear when he said, "there are as many worlds as there are ways of describing them and that the worlds we know are the worlds we make" (p.4). With regard to experiential learning, recent discussion in mainstream educational literature about the nature of transfer and the environment in which learning occurs has focused on the situated nature of learning and philosophical structure of understandings.

Current discussion of whether transfer is a matter of moving parcels of knowledge from one domain to another, or learning to participate in interactions that succeed over a broad range of situations (Greeno, 1997) features predominately in literature. Sfard (1998) provides useful insight into this issue by suggesting learning theory related to transfer can be conceptualised by way of two differing metaphors. By way of definition, Sfard suggests that metaphors provide a useful way to understand the interplay between theory and practice. In this regard, metaphor is not only the language used to express meaning but also a point of view that represents an epistemological belief. First, is the acquisition metaphor, which is characterised by accumulation of knowledge as a product. According to Sfard, in this metaphor acquiring knowledge is thought of as, "gaining ownership over some kind of self sustaining entity" (p. 4). As discussed later, this view of learning and transfer has considerable support in educational literature (Anderson, Reder and Simon, 1996; 1997). The second metaphor Sfard proposes is the participation metaphor. As the title suggests, knowing is dependent on the learner's participation. Understanding is embedded within a setting constituting "situatedness, contextuality, cultural embeddedness and social activity" (p. 4). Compared with the first metaphor, the learner is participating in a distinct social activity rather than accumulating knowledge as a commodity to be applied, transferred and shared with others.

It is important to note that the difference between the two metaphorical views is not about the types of interactions that occur during learning (Sfard, 1998). Both views may incorporate independent thinking and social interaction. The key point is that, unlike the acquisition metaphor, with the participation metaphor understandings exist within and because of specific events, contexts and interactions. Extending this proposition to transfer of learning, the acquisition metaphor presents the learner as a semi-independent agent, able to apply knowledge to a range of settings depending on the degree of similarity between the two and executive knowledge of the individual (Perkins and Solomon, 1989). Alternatively, with the participation metaphor transfer is about learning to participate in interactions in ways that succeed over a broad range of situations.

While Sfard's (1998) proposition of the two metaphors may appear too abstract to offer much that is useful to the discussion of transfer within experiential learning, conceptually the distinction calls into question the very nature of knowledge and how people learn. Unlike Gass (1995) and Bacon's (1984) perception of metaphor being a carrier of understanding from experience to other domains, the use of metaphor in this instance asks the reader to conceptually consider knowledge in different ways. This said, the literature presents a common concern about the lack of clarity in this regard, for example Lave's (1998, cited in Sfard, 1998) comment of "transfer being seriously misconceived" (p. 39) and Hattie et al.'s (1997) finding that little is known about why the experiential programmes examined work most effectively (at transfer beyond the programme), both raise questions about how knowledge and transfer is conceptualised.

By way of a possible path forward, Sfard (1998) concludes with the question of how theoretical unification of research on learning might be addressed. In a call for additional research to examine basic fundamentals of the participatory nature of learning, Sfard stresses the dangers of too great a devotion to one single metaphor. Given that such research would be as much about people's perceptions of knowledge as it is about the influence of

participatory aspects of learning, the focus of such research may be well suited to experiential learning. In this respect, further examination of the participatory influences on learning in experiential learning may illustrate that: (i) understandings developed through involvement in experiential programmes may have a high degree of situational dependency; and (ii) effective transfer is as much about people effects as it is about learning effects.

Apart from a metaphorical perspective, discussion regarding psychological aspects of situated learning has been ongoing. In the article Learning in school and out, Resnick (1987) contrasts differences that may exist between the abstract learning characteristic of schools and learning in the "practical, everyday, real-world" (p. 13). While Resnick does not specifically refer to experiential learning, the real world circumstances referred to have much in common with settings used for experiential programmes. Resnick makes the point that "Out of school...they [students] are continuously engaged with objects and situations that make sense" and " Mental activities make sense in terms of their results in a specific circumstance; actions are grounded in the logic of immediate surroundings" (p. 15). Setting the comparison with school to one side for a moment, Resnick makes several key observations regarding the nature of learning outside of school:

1. learning is highly dependent on interactions with other people and the environment;
2. tools (practical and conceptual) are often associated with learning, and learning is often shaped around the tools used;
3. actions are connected to objects and events, and that people often use these directly in their reasoning; and
4 competence is often situation specific.

Rather than imply learning out of school is more appropriate than developing understandings in the classroom, Resnick (1987) is very clear that a blend of the two is desirable. As an example of the limits of out-of-school learning

alone, Resnick cites examples where unschooled people are unable to adapt their knowledge to an unfamiliar setting, "situation specific learning by itself is very limiting" (p. 15). She goes on to add that, "Schooled people do better...they invent new methods specific to the situation at hand" (p. 16). The combined approach that Resnick suggests incorporates learning which: (a) involves socially shared intellectual work; (b) is organised around joint accomplishment of tasks; and (c) elements of skill take on meaning in the context of the whole. From an experiential learning perspective these recommendations are comparable with many successful strategies (Gass, 1995; Klint & Priest, 1997). While Resnick does not examine the nature of knowledge in the same way as Sfard, there is a shared view that learning is highly dependent on context and associated interactions. In fact, Sfard's call for theoretical unification is quite similar to Resnick's request for school learning to adopt features of out-of-school learning, namely, combined approach of shared work, joint accomplishment and context.

For the purposes of this research, it is important to note that Resnick's (1987) desired outcome is the improvement of school learning. By this, Resnick clearly supports the view that generalisation and abstract thought play a key role in the ways people make sense of their world and adapt knowledge to various situations. Central to Resnick's discussion is the notion that schools have placed too great an emphasis on learning general principles / knowledge which is then adapted to the real world by individuals. Through incorporating successful principles of situated learning into school learning Resnick is suggesting learning will initially be more authentic and located in meaningful / socially interactive settings. Subsequent teaching and learning would focus on students to developing general understandings: and the application of these general understandings within different settings. As noted previously, within the field of experiential learning, transfer of learning has focused primarily on affective attributes, ie. self concept, leadership, social responsibility (Gass, 1995). In light of Resnick and Sfard's points, it is clear that ways in which participants perceive understandings in terms of the situatedness of learning presents questions regarding

epistemological beliefs of knowledge and learning.

Discussion of situated learning following Resnick's (1987) article has highlighted several areas of contention about the nature of learning. Brown et al. (1987) take the position that situated cognition can provide for the development of "usable and robust knowledge" (p. 32) through the deliberate use of social and physical context for learning. Learning is dependent on the relationship between the concept of cognitive apprenticeship, situated cognition and the social construction of knowledge. In this instance the term cognitive apprenticeship is used to describe authentic activity and practices that are similar to traditional craft apprenticeships. The key point is that learning is related to real circumstances with real consequences. According to Brown et al., knowledge is not independent, but situated in the activity, context, and culture in which it is developed. This view is shared by Wilson (1993) in which he states situated cognition is learning that is integrally situated in everyday activity, that enables more accurate understanding of learning, particularly in adults. He also states that authentic activity, involving situations requiring actual rather than simulated cognitive processes, may be a better basis for adult education.

Brown et al. (1987) suggest the use of cognitive tools is an important part of developing understandings. In simple terms they suggest the ways people understand is heavily influenced by the cognitive tools they use and the contexts in which tools are used. By way of criticism of abstract approaches to learning, the suggestion is made that students are often asked to adopt the cognitive tools of a discipline, ie, algebraic equations, without adopting the culture or context of the tool. Clearly, Brown et al. are of a similar view to Resnick in that the nature of knowledge, as it relates to the context, has a significant influence on how people learn and solve problems. Transfer of understandings in this regard is concerned with the extent a person can borrow knowledge from another context.

Rather than suggest the contribution situated cognition may have for more

abstracted approaches to learning, Brown et al. (1987) take the clear position that "..activity and perception are importantly and epistemologically prior to conceptualisation and it is on them that more attention needs to be focused" (p. 41). They go on to add that, "An epistemology that begins with activity and perception, which are first and foremost embedded in the world, may simply bypass the classical problem of mediated conceptual representations" (p. 41). In the similar way to what Sfard (1998) states nine years later, Brown et al. are clearly calling for a radically different view of knowledge that does not attempt to extract parts of understandings and apply these elsewhere.

In the same issue of *Educational Researcher* that Brown et al. (1987) call for a dramatic improvement in learning and new perspective on education through a new epistemology of learning, Perkins and Solomon (1989) suggest transfer of general strategies and cognitive skills is more a matter of "wishful thinking than of hard empirical evidence" (p. 19), a view also shared by Moore (1994) and McLellan (1994). At the heart of the issue for Perkins and Solomon is the generality of cognitive strategies. Their position does suggest that there is no such thing as general knowledge or in fact that transfer does not exist at all, instead they ask the question "Is skilful thought-demanding performance relatively context bound, or does it principally reflect use of general abilities of some sort ?" (p. 16). The significance of this question to experiential learning relates to the degree that non-specific understandings (to use Gass's term) are transferrable. To use Perkins and Solomon's example, general cognitive strategies are described as, "problem solving, inventive thinking, decision making, learning and good mental management, sometimes called .. metacognition" (p. 17). In terms of experiential learning, general cognitive strategies are consistent with the outcomes of programmes identified by Hattie et al. (1997), ie. leadership, self concept, independence, social competence.

Perkins and Solomon's (1989) main contention is that research on transfer suggests that, "thinking at its most effective depends on specific, context

bound skills and units of knowledge that have little application to other domains" (p. 19). According to the authors, the message is clear - people don't spontaneously transfer knowledge. Embodied within their discussion of whether people can decontextualises knowledge and apply it to other domains, Perkins and Solomon cite research where transfer is successful (ie., Strauss, 1987; Gick & Holyoak, 1987). In studies where transfer occurred, "it was very much a matter of how the knowledge or skill was acquired and how the individual, now facing a new situation, goes about handling it" (p. 22). Of particular interest to this research was presence of appropriate conditions such as - cueing, practising, generating abstract rules, socially developing explanations and principles, and conjuring up analogies, where transfer was obtained. With reference back to the experiential literature and the points made by Sfard and Resnick, it is not surprising to see reference to the social nature of situated learning and the use of analogous representation.

Balanced against many positives of situated learning, Anderson, Reder and Simon (1996) strongly refute many of the claims made by Resnick (1987), Brown et al. (1989) and Perkins and Solomon (1989). In simple terms, Anderson et al. believe the claims of situated learning are overstated and many of the educational implications arising from these claims are misguided. In particular, the authors critique four claims of situated learning: (a) action is grounded in the concrete situation in which it occurs; (b) knowledge does not transfer between tasks; (c) training by abstraction is of little use; and (d) instruction must be done in complex, social environments.

With regard to the first claim, Anderson et al. (1996) dispute the assumption that learning is specific to the situation or context in which it occurs. They suggest that while it is conceivable that some learning may not be easily generalised beyond the context, it does not follow that general understandings developed in the classroom can not be applied successfully to several context.

Claim two challenges the notion that knowledge does not transfer between tasks. Apart from citing many studies where transfer was achieved, the

authors make it clear that transfer needs to be adequately planned for. To underscore this point, they suggest the following strategies ought to exist for transfer to occur: (a) high degree of similarity between domains; (b) practice at transfer; and (c) attention of the learner is focused on transfer. Not surprisingly these principles of good learning are comparable to those made by Perkins and Solomon (1989) and Brown et al. (1989). The key point here is that, transfer is much more likely to occur when it is actively planned and facilitated for.

Claim three suggests that training by abstraction is of little use. Anderson et al. (1996) are the first to agree that abstract instruction can be ineffective when what is taught (in the classroom) does not match the real world. In a related way, many experiential activities could easily be seen as having little to do with participants' real lives. Crisp (1996) makes this point clear when he states that patients find outdoor settings very unfamiliar. Mitchel (1983) made a similar point when discussing the use of expeditions in experiential learning. His contention was that participants often spent so much time absorbed with the physical difference and demands of the environment, that little attention was given to achieving the aims of the programme.

The final claim of situated learning that Anderson et al. (1996) reject is that, instruction must be done in complex, social environments. The essential problem the authors have, is the lack of flexibility expressed by supporters of situated learning (Lave and Wenger, 1991; Resnick, 1987). While there may be situations where learning best occurs in complex - social environments, the nature of human learning suggests that there are partial skills and abilities as well as total complex performances. Anderson et al. cite contemporary research that suggests: (a) while cognition is partly context dependent it is also partly context independent; (b) there are just as many examples of transfer occurring as there are examples of it not happening; (c) while concrete instruction helps, abstract instruction also helps; and (d) some learning benefits from social context, some learning does not. The point Anderson et al. are making here is that, cognition is not a unilateral process

that is easily described in terms of situated learning alone.

In light of the criticism of situated learning advanced by Anderson et al. (1996), experiential learning has several examples of partial learning or learning in less than authentic settings. ie learning basic kayak paddle strokes in the still water of a swimming pool prior to adapting the skills to moving water: or participating in group trust games (ie. backward drop into the arms of the group) prior to rock climbing / abseiling as a group. The point being, that even within experiential learning, not all cognitive activity must be located in a truly authentic context.

Despite the contention that learning is not always dependent upon social interaction, learning situations within experiential programmes typically occur in group arrangements, feature group problem solving and group analysis of learning. In this regard, Anderson et al. (1996) bring forward empirical evidence to support the case for abstracted learning, but avoid discussion pertaining to the nature of knowledge itself. Many of the points made by preceding authors (Sfard, 1998; Resnick, 1987; Brown et al., 1987) call for questions to be asked about the nature of knowledge. As such, Anderson et al,'s criticism of situated learning is limited to the perceived outcomes of the approach. The point here is that, situated learning (as proposed by Sfard and others above) relies on a conceptually different view of knowledge. Accordingly, criticism of situated learning should examine the epistemology of the approach.

Written as a formal response to Anderson et al. (1996), Greeno (1997) argues that differences between situative and cognitive views of learning are more conceptual than empirical and suggests a need for something greater than empirical evidence to assess the relative worth between these competing perspectives. Greeno takes the position that authors on both sides of the debate (situated vs cognitive) are essentially talking about fundamentally different concepts, "In cognitivity, generality depends on acquiring knowledge in the form of abstract representations and also acquiring

procedures for applying the representations in many situations. In situativity, generality depends on learning to participate in interactions in ways that succeed over a broad range of situations" (p. 7). Within the cognitive perspective there is an assumption that outcomes of learning and transfer are representative of a collection of cognitive skills, declarative knowledge and abstracted understandings. Whereas, underpinning the situated perspective is the belief that the development of each individual's identity as a learner is a result of successful participation in social contexts.

While Greeno (1997) proposes more questions than answers about the two differing views, he does highlight the need for contemporary educational research to consider more fully the adaptive ways people learn where they engage in activities. Rather than suggest the findings of cognitive theory of transfer be abandoned, Greeno suggests that through examining the affordances and constraints that individuals perceive when adapting understandings from one context to another a greater understanding of the located nature of transfer might be achieved. With respect to applying abstract representations within contexts, Greeno suggests that greater attention be placed on the interpretative conventions that students use: and the ways that these conventions are often shared in social / situate learning environments.

In conclusion, discussion of cognitive / situated theory literature has clearly established significant common ground between experiential learning and situated learning. Along with this, questions and concerns common to the nature of situated learning are just as applicable to experiential learning. As such, Greeno's (1997) call to examine interpretative conventions of learning, provides a useful focus for the ways people use, share and manipulate cognitive understandings in experiential learning. Also given the points made by Sfard (1998), Brown et al. (1987) and Perkins and Solomon (1989), research into participants use of knowledge in experiential learning ought to consider: (a) the nature of learning activities; (b) specific ways that participants develop and use understandings; and (c) cognitive conventions

that may facilitate transfer of understandings.

Section Three - Research Questions

As stated in the Chapter One, this research focuses on student perceptions of the nature and transferability of understandings within experiential learning. Given the review of the literature above it is clear that within experiential learning and mainstream education there are many aspects of how people conceptualise and adapt understandings that requires further research. Accordingly, this research asks the following questions in regard to participation in a specific experiential programme.

1. What are the principles, objectives and activities that make up the outdoor education programme that is the focus of the study?
2. What specific understandings do participants perceive they develop through involvement in the programme?
3. What understandings are perceived by the participants to be transferable within and beyond the programme?
4. How do participants perceive the transfer of understandings as occurring.

Reference to participant perceptions within the questions is quite deliberate and is underpinned by the position that understandings about how transfer might occur is a social construction dependent on a range of contributing interactions and elements.

Given the research questions above, the following Method chapter discusses the: (a) philosophical background to the method used; (b) research questions; (c) population and sample (d) the experiential programme used in the research; (e) ethical considerations; (f) phases and stages of the study; and (g) methods of data analysis.

Chapter Three

Research Method

In 1990, Strauss and Corbin described research methodology as, "a way of thinking about and studying social reality" (p3). Taking this statement one step further, there are many possible approaches to collecting and interpreting data within research. Consistent with contemporary understandings of research method, this research adopts an overall approach which best addresses the research questions given the environmental and time limitations. It is important to note that selection of the methods used is also reflective of the researcher's philosophical beliefs of reality. Accordingly, this chapter provides discussion on the collection of data and subsequent methods of analysis.

Overall Approach

The research was conceptualised as a combination of case study (Stake, 1995; Yin, 1989) and grounded theory (Strauss & Corbin, 1998). While the two approaches have similarities and differences, combining them provided for the analysis of data with regard to trends and generalisations (Davidson and Tolich, 1999). The case study provided both specific and general information about student perceptions within a bounded system and, subsequently, grounded theory assisted in the emergence of theory from the data. With respect to both approaches, the nature of the data and relationships within the data shaped the design and evolution of the research process. The respective approaches and advantages of their combination are discussed below.

Case Study

The selection of a case study approach stemmed from the aims of the research

and the research questions. In the first instance, the boundaries of the research are a combination of the students, the researcher, and the nature of the outdoor education programme. However, it is very important to note that perceptions of learning and the transfer of understandings are not limited to the case stated above. In fact, the development of understandings both prior and during the outdoor education programme play a significant role in student perceptions. As such, the attempted measurement of student perceptions of both learning and transfer is problematic. Accordingly, the appropriateness of case study is this instance is limited to providing a window into the learning of distinct individuals immersed in a set of common experiences (Adelman, Jenkins, & Kemmis, 1980).

Case study is an approach which, according to its proponents, involves "the study of an instance in action " (Adelman et al., 1980, p. 49). Stake (1995) maintains that "case study is not a methodological choice, but a choice of object to be studied. We chose to study a case." (p.236). The main point being that, case study strives to represent the holistic nature of the bounded system. Overall case study seeks to describe the nature of particular elements and relationships of whatever is being investigated. Given the aims of this study, a case study approach is well suited to reporting the overall nature of the outdoor education programme as well as providing detail about students perceptions of knowledge acquisition and transfer of understandings.

Apart from the advantages stated above, case study does not provide for the emergence of theory from data. To quote Stake (1995) it is the researcher's role, "..to describe the case in sufficient descriptive narrative so that readers can vicariously experience these happenings, and draw their own conclusions" (page 243). While case study provides for individual readers to draw their own conclusions from research findings, this position does not actively encourage the researcher to state specific inferences and conclusions from findings. Accordingly, given the critical theory paradigm that underpins the research, grounded theory was used to facilitate the emergence of theory from the data.

Grounded Theory

Grounded theory relies on organisation, analysis and interpretation of data without attempting to predetermine a potential outcome of the research, or to test an idea or theory (Gill & Johnson, 1997; Glaser, 1978). As such, grounded theory consists of plausible relationships that arise from the analysis and interpretation of data (Strauss & Corbin, 1995). Rather than suppose that a particular theory or outcome must arise from the process, grounded theory provides for patterns to emerge depending on the research undertaken. Accordingly, as a qualitative method, grounded theory provides for outcomes ranging from, "letting data speak for itself through to theoretical models and frameworks" (page 278, Strauss & Corbin, 1995). As with case study, within grounded theory the nature of the data and relationships within the data informs the design of the research process.

The Programme

The programme in which this research was conducted has two interrelated aims. The first (which has two parts) is to develop students' in-depth and broad understanding of: (a) the concept of outdoor education; and (b) ways in which outdoor education can be incorporated within in-class and out-of-class learning. The second, is to promote the students' own personal, professional and social development.

Programme participants are pre-service primary and secondary school teachers in their final year of study. The programme is a compulsory part of the physical education course, which the pre-service teachers have selected as a specialised area of their studies. In the year the research was conducted, the programme involved 39 students, all of whom were given the opportunity to participate in aspects of the research. Of the larger group of 39 students, a group of five were selected for the focus group interviews.

Mainly for reasons of weather the Programme typically begins in February with classroom based planning sessions over three weeks prior to an activity week involving a range of outdoor activities, eg. cycle touring, camping and rafting, culminating with debriefing sessions and a six week period for assignment work (see table 3:1)

Table 3:1
Pre-service Primary and Secondary Teacher Outdoor Education Programme

In-class Sessions	week 1	Programme Overview First Aid Trip Planning Leadership
	week 2	Risk Management River Dynamics Camping Skills
	week 3	Food, cooking and nutrition Party Organisation & Camp-craft Cycle Touring
Activity Week	Day 1	Road cycle - 130 kilometres over moderately hilly terrain, average 6 - 8 hours per person
	Day 2	Road cycle - 85 kilometres over very hilly terrain, average 5 - 7 hours per person
	Day 3	White water rafting (grade 3 - 4) - 5 hours per person River Dynamics session - 3 hours per person
	Day 4	White water rafting (grade 4+) - 7 hours per person
	Day 5	White water rafting (grade 3 - 4) - 6 hours per person
	Day 6	Beach activities / sculpture - 4 hours per person
Post Activity Week	In-class debriefing sessions Student assignment work due 6 weeks after Activity Week	

It is important to acknowledge the researcher was the assistant director of the programme. As such, the researcher has an in-depth knowledge of the development of the programme and, more importantly, a professional interest in the nature of learning that occurred. The researcher's role of a 'teacher' within the Programme raises issues associated with performing both

functions (Delamont, 1992). Specifically in respect the rights of the students participating in the research, particular ethical safeguards were adopted, which are described below. In keeping with the case study approach, and consistent with the aims of the study, immersion within the nature of the programme is perceived to have more benefits than drawbacks. In this regard, the selection of a range of research methods, under the wider umbrella of case study, was designed to provide triangulation of data for the verification of findings (Lincoln & Guba, 1985) thereby reducing the risk of researcher bias.

Ethical Considerations

All human behaviour is subject to ethical principles, rules, or conventions which distinguish socially acceptable behaviour from that which is generally considered unacceptable (Anderson, 1990). This research was no exception. The following procedures for the access to and negotiation of information were used for gathering and transmission of information in this research.

◊ Participants were informed of the nature and purpose of the research, its risks and its benefits.

◊ Participants were not coerced to participate in the study. As such, they were given the opportunity to consider their participation in the research.

◊ Participation in any part of the research was voluntary.

◊ All persons involved in the research have the right to privacy. This meant that individuals could decide what aspects of their personal attitudes or opinions were to be communicated or withheld.

◊ Participants had the right to discontinue in the research at any time.

◊ No data was used in this research in such a way as to threaten or disadvantage the people or personnel involved in the research.

◊ The research did not examine documents, files or correspondence without the explicit authorisation.

◊ The researcher made clear the purpose of interviews and the

anticipated audiences for the information gained.

◊ The researcher was not involved in any formal or informal
assessment of the participants.

At the commencement of the programme, students were issued with a two
page Ethics/Consent Form at the first in-class session (see Appendix A). The
first page of the Form outlined the nature of the research including the
ethical principles stated above, this page was retained by the students. On the
second page, students were requested to indicate their willingness to
participate in the study. After being given time to read through the two
pages students were invited to ask questions about any aspect of the study.
Students were then invited to; (1) retain the first page of the Form for future
reference; and (2) place the completed second page in a return box at the rear
of the classroom, at their discretion. While most students completed and
returned the consent form by the end of the class session, several students
returned their consent forms over the next few days.

Phases and Subsequent Stages of the Research

Phase One - Initial Consultation

Over a three month period prior to commencement of the research,
consultation with the Director of the Programme was held to:

   i)   secure institutional approval to conduct the research;

   ii)   discuss appropriate research methods;

   iii)   plan the integration of data collection within the Programme; and

   iv)   pilot the research instruments.

In general terms the Director of the Programme and the parent institution
were very supportive of the research in terms of the added focus the topic
may engender in the participants and the opportunity for the research to
provide findings about the efficacy of the Programme.

With regard to points ii) and iii) above, prior planning of the processes and

steps involved was crucial to ensure collection of appropriate data. Due to the adventurous nature of the activity week in particular, careful consideration had to be given to the timing of data collection and protection of research materials / equipment in the outdoors.

Discussion relating to piloting is provided later in this chapter under the description of each research instrument.

Phase Two - Data Collection

The researcher employed a range of instruments to gather data within a three stage approach. The first stage involved a questionnaire during the three weeks prior to the Activity Week; the second stage involved four focus group interviews and research field notes during Activity Week; and the third stage involved individual interviews with Focus Group members six weeks after Activity Week.

Stage one - questionnaire

Prior to distribution of the questionnaire, the researcher addressed the students to explain the nature of the research and to answer questions. Consistent with the aims of the study the questionnaire sought information about each student's prior knowledge of outdoor education.

The questionnaire was piloted prior to the beginning of the Programme. The pilot audience was 5 students who took part in the Programme during the previous year. As such, the pilot audience were representative of the research participants. As well as providing information on the structure and language used, piloting the questionnaire provided information on internal validity, ie. does the questionnaire ask "the right questions in the right way" (Anderson, 1990, page 18). As a result of the pilot minor changes were made to wording of some questions. A copy of the final questionnaire is included in Appendix B.

The questionnaire was used in stage one of the study to collect information from the total student group enrolled in the Outdoor Education Programme regarding experience and participation in outdoor activities. In addition, data provided through the questionnaire was used to select a smaller group of students to participate in stages two and three of the study. There were two reasons why the research needed to select a small sample from the main group. In the first instance, given the in-depth nature of the data which was being sought, it was considered expedient to restrict the sample to a smaller group. The second reason, had more to do with the structure of the programme.

During the activity week the student group was divided up into small rafting parties of approximately five to seven persons (one of which the researcher was a member of) for a three to four day period. In order for the researcher to be able to observe and converse with the focus group members, it was necessary for the Focus Group members to raft with the researcher. Apart from criteria set down by the Director for the composition of the rafting parties (based on mixed gender and ability), the smaller sample was selected to represent a broad range of students based on the data yielded by the questionnaire. There were 32 respondents to the Stage One questionnaire which was administered in the first in-class session preceding Activity Week. Compared with the number of students enrolled in the Outdoor Education Programme (39), the response rate was 82%.

Stage two - researcher observations and focus group interviews

In the second stage, data gathering involved two approaches during Activity Week: a) researcher observations, and b) focus group interviews. Researcher observations involved field notes based on participant behaviour and comments (Delamont, 1992). The observations were recorded in two forms. The first was a small hand held tape recorder for oral notes. The second involved a small note book with a section for each participant. The observations recorded through this approach were guided by the research questions. During the rafting section of the Activity Week the tape recorder

was used in the evenings and the notebook was carried on the raft in a waterproof bag. A sample of researcher field notes is provided in Appendix C.

Largely due to the daily activities of Activity Week, evenings provided the only opportunity to discuss with students their perceptions of the Programme on a day-to-day basis. The researcher met on four of the six evenings with the smaller sample of participants which constituted the focus group. During these sessions (which were taped and transcribed) participants were encouraged to express their perceptions of the day's activities and/or Activity Week so far. The researcher's role in these groups was to actively facilitate discussion through key questions. The sample transcription of the focus group interviews is provided in Appendix D. As noted in the results section, the names of the focus group members were changed to protect their identity.

Focus Group interviews were selected to enable an open discussion and sharing by the Group members of their experiences of Activity Week. In the this respect the focus group interviews acted as a "powerful techniques for gaining insight into the opinions, beliefs and values of a particular segment of the population" (Davidson and Tolich, 1999, page 123).

Stage three - individual participant interviews

The individual participant interviews used in stage three were designed to elicit participants perceptions of: (a) learning that had occurred as a result of the Programme; (b) possible transfer of understandings within and beyond the programme; and (c) how the transfer of understandings may occur. The individual participant interviews were conducted approximately six weeks after Activity Week. The technique used was an Informant Interview as defined by Powney & Watts (1987). Major themes for each participant interview were derived from a combination of the overall research questions coupled with the provisional outcomes of the content analysis of previous research instruments. The interviews were semi-structured so as to allow the participants to freely express their views.

Contents of the interviews were recorded with audio tape and transcribed. In addition, researcher notes were taken during each interview. Analysis of the interviews involved the researcher reading through the transcripts while listening to the tapes from each interview. This process was conducted to: (a) identify any errors in transcription; and (b) allow annotation of the transcription to include non-audible signals which may add significance to the commentary. A sample transcription of the individual participant interviews is provided in Appendix E.

Data Analysis

Stage one - questionnaire

Apart from the selection of participants to participate in stages two and three of the research, data collected through the questionnaire in the first stage provided information about prior knowledge of outdoor education. By way of baseline data, this information was intended to provide a general overview of the participants. In particular, the data was intended to establish the range of experience that participants brought to the programme. Accordingly, the data gathered was summarised and presented through graphs and tables.

Stage two - researcher observations and focus group interviews

Transcripts from each of the four focus group interviews were collated using a content matrix (Figure 3:1). Involving 20 distinct cells in total, the matrix comprised a two dimensional grid. The horizontal axis of the content matrix was determined by the time frame to which the participant's comment related, ie Past Experience, The Present, Activity Week, and Beyond Activity Week. For example, a participant's response on day one of the activity week that related to later during activity week was entered into the column titled 'Activity Week'. The vertical axis of the content matrix was determined by the types of responses from participants. As such, the participants responses were categorised under the vertical axis as being about the: Specific Activity; Attitudinal & Emotional; Professional; Intrapersonal; or Interpersonal. In

terms of analysis, the matrix categories were appropriate as they reflected the discrete aspects of Activity Week coupled with perceptions about differeing human aspects of the experiences themselves. In terms of the Focus group method, representing participant responses in this manner helped to reflect the intergrative nature of the discussion (Greenbaum, 1993; Krueger, 1988).

Focus Group Interview - Content Matrix				
Tape Number	Date	Participant Name		Activity/ies
Relevance to: Type of Understanding	Past Experiences	The Present	Activity Week	Beyond Activity Week
Specific Activity				
Attitudinal & Emotional				
Professional				
Intrapersonal (metacognitive)				
Interpersonal				

Figure 3:1 Summary Content Matrix for Focus Group Interviews.

Stage three - individual participant interviews

Approximately six weeks following the activity week, individual interviews were conducted with four of the five Focus Group members (one member was unavailable due to illness). Selected responses from each individual were summarised by way of content analysis in terms of: (a) the learning that has occurred as a result of the Programme; (b) possible transfer of understandings to other areas of their lives; and (c) how they perceived the transfer of understandings may have occurred. Selected responses from each individual were categorised in terms of the professional, intrapersonal and interpersonal themes that emerged from the stage two focus group meetings.

Chapter Four

Results

Research results are presented in three sections which mirror the stages of data collection, namely: (a) questionnaire prior to Activity Week; (b) focus group interviews during Activity Week; and (c) individual interviews approximately six weeks after Activity Week.

Stage One - Questionnaire

There were 32 respondents to the Stage One questionnaire which was administered in the first in-class session preceding Activity Week. Compared with the number of students enrolled in the Outdoor Education Programme (39), the response rate was 82%. The purpose of the questionnaire was to collect information from the total student group enrolled in the Outdoor Education Programme regarding experience and participation in outdoor activities. In addition, data provided through the questionnaire was used to select a smaller group of students to participate in stages two and three of the study.

Question One asked whether people participated in outdoor activities associated with outdoor education, eg. hiking, kayaking, skiing, sailing, and the frequency of participation. Of the respondents, 22 (69%) indicated they participated in outdoor activities while 10 (31%) indicated they did not. Figure 4:1 shows the activities in which respondents stated they had been involved. In some cases participants indicted involvement in several activities, hence the total number of responses (44) is greater than the number of respondents. The number of activities per respondent varied from one to four. Of the 22 respondents, only three indicated frequency of participation, accordingly, that aspect of question one is not reported on.

Figure 4:1 shows that respondents participated in 13 types of outdoor activities. With regard to the activities incorporated in this research, it is interesting to note that river rafting was not identified, that long distance cycling was stated by only two respondents and six respondents indicated involvement in canoeing. However, it is not clear from the data the type of canoeing involved, ie. sea, lake, river, or the degree of difficulty.
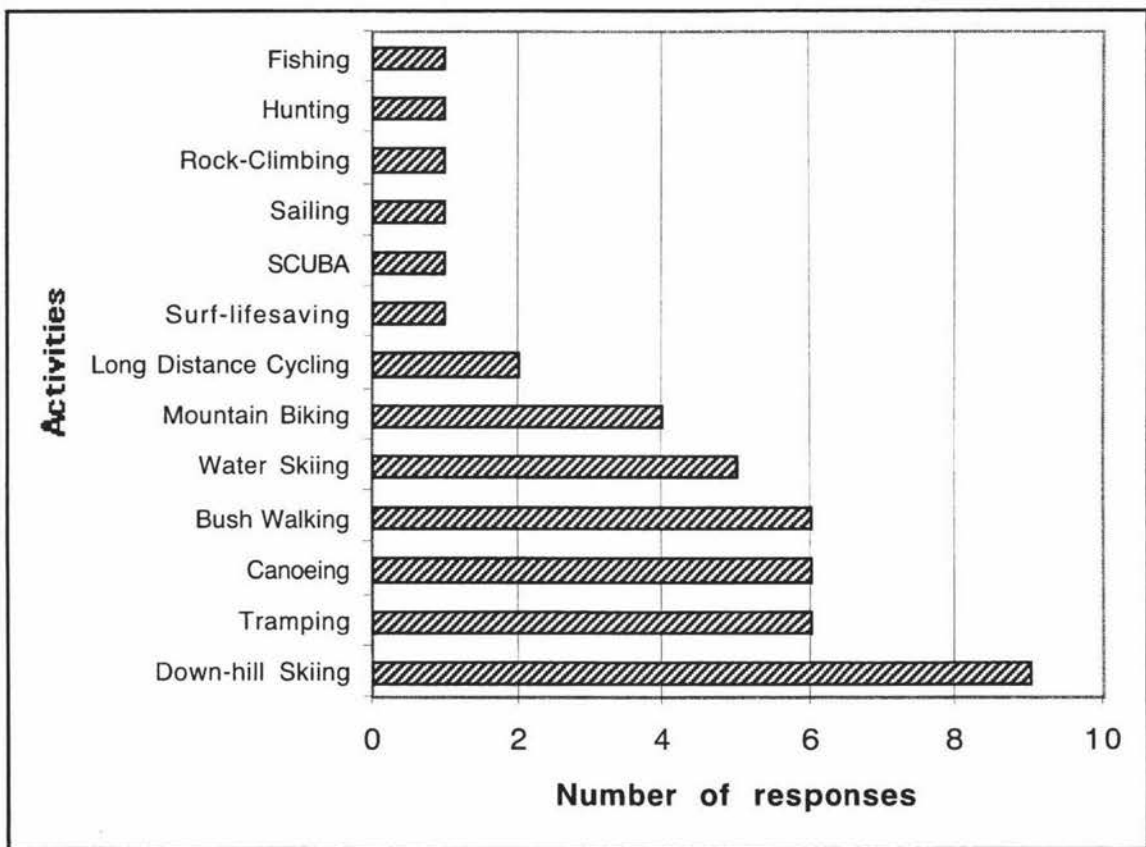
<u>Figure 4:1.</u> Student prior participation in outdoor activities

Question two asked participants to report on their participation in outdoor education programmes during the preceding five years, eg. school trips, Guiding/Scouting, tramping club. Of the 32 respondents, 29 (90%) had participated in outdoor education programmes, while three (10%) reported no involvement. Table 4:1 shows the types of outdoor education programmes in which respondents were involved. As with question one, some participants indicated involvement in more than one programme resulting in the total number of responses (46) being greater than the number of respondents. The

number of programmes per respondent varied from one to three.

Table 4:1

Participation in Outdoor Education Programmes in the Last Five Years

Type	Responses
School Camp	28
Youth groups	3
Outdoor Education centres	5

Table 4:1 shows that 28 of the 29 respondents participated in at least one school camp in the past five years. While not requested to do so, some respondents also indicated where they had attended more than one school camp, resulting in a total of 36. The five responses concerning participation at outdoor education centres were specific courses not associated with school camps eg., outward bound.

Question three asked participants to indicate their level of competence at a range of outdoor activities. In the list of activities shown in Table 4:2, the outdoor activities ranging from abseiling to white water rafting were printed on the questionnaire. SCUBA, snow-boarding and water skiing were added by respondents.

Considered individually, participation in each of the activities varied considerably. For example, almost all respondent indicated they had tried bush walking (day hiking) and tramping. In addition, in both of these activities students reported a moderate to high level of competence. Compared to this, moderate numbers of students indicated they had never tried caving (15), down-hill skiing (13), mountain biking (15), sailing (17) and white water rafting (12). Overall while students were not competent in all the activities listed, it is reasonable to suggest that most students began the outdoor education programme with at least a moderate level of competence in some outdoor activities.

Table 4:2

Level of Student Perceived Competence at Outdoor Activities

	Perceived Competence					Never Tried		Total
	Low				High			
Activity	1	2	3	4	5			
Abseiling	3	5	11	2	3	8		32
Bush Walking	1	0	7	11	11	2		32
Caving	2	2	10	1	2	15		32
Canoeing	2	7	11	6	2	4		32
Down-hill Skiing	2	0	12	4	1	13		32
Long Distance Cycling	3	9	6	3	2	9		32
Mountain Biking	0	4	7	5	1	15		32
Orienteering	3	6	14	3	0	6		32
Rock-Climbing	5	2	9	5	2	9		32
Sailing	3	5	5	2	0	17		32
Tramping	1	3	10	12	5	1		32
White Water Rafting	2	5	7	3	1	12		32
Average	2	4	9	5	3	9		
SCUBA	0	0	0	0	1	0		1
Snowboarding	0	0	1	0	0	0		1
Water Skiing	0	0	0	1	0	0		0

Stage Two - Focus Group Interviews

The following section presents selected student responses from the four focus group meetings during Activity Week. As detailed earlier, student responses from the focus group meetings were collated into a summary content matrix for each meeting. The four summary matrices are provided in Appendix F.

Within the following discussion of each Focus Group meeting, selected participant responses from each summary matrix are presented in a table format. Participant responses were selected as providing data relating to the research questions. Selected responses are grouped in respect to the matrix cell that each responses originated from, eg., Beyond Activity Week +

Intrapersonal Cell. Selected student responses are also coded to identify the individual who made the statement, ie. Nikita = NK, Neil = NL, Pippa = PP, Peter = PT and Rachel = RH.

In addition to the selected participant responses from each meeting, pertinent findings from researcher field notes are also presented and discussed. A sample of researcher field notes is provided in Appendix C.

<u>Focus Group Meeting One.</u>

<u>Activities</u>

Prior to the first focus group meeting, students had cycled 130 kilometres on sealed roads over moderately hilly terrain. Time taken to complete the journey varied from six to eight hours per person.

Student perceptions of the demands of the first day's cycle were clearly expressed in the first focus group meeting (see Table 4:3). Participant comments centred around their physical ability to meet the challenge, "I just kept up a steady pace - sort of out by myself most of the day" NK (FG, 1:15). "I really did not want to do this cycle today" PP (FG, 1;11). In addition, participants talked about how the group supported one another at times, "It was easy when there were five of us" RH (FG, 1:15). Field notes also confirm student anxiety about the day, "Cycle began in the rain with warm temperature. The general feeling in the group before leaving was pensive, with anxiety about the trip ahead. Some were speaking in negative tones about "not being able to do this". Many were quiet, possibly thinking of the task ahead". (FN, 2:2). Clearly the first day's cycle was physically demanding for the focus group members. As such, achievement of the task appeared to give them tremendous confidence in their ability to meet the challenges that lay ahead.

In the first meeting, focus group participants clearly identified important outcomes from the Programme for themselves as teachers. Comments

specifically stated how the experience of the cycle trip might influence ways they could relate to children. An example of this was Pippa's comparison between the diversity of individuals involved in the cycle trip and diversity of the children in a classroom setting, ie. "It [cycle] made me aware of the diversity of people - like today - people up the front going hard out, people in the middle, and those at the back slogging it out. Now if you think about it, that's a normal classroom" PP (FG, 1:30). Focus group members also commented on whether the actions of those students (non focus group) who opted to walk for parts of the cycle trip or ride in the support vehicles would also translate to the the classroom, ie. "Those who got off and walked may limit what they try as teachers" PT (FG, 1:5). In both instances, members of the focus group specifically considered the implications that participating in Activity Week might have upon their own professional practice and the practice of others in the larger student group.

Table 4:3

Selected Student Responses from First Focus Group Meeting

Matrix cell	Student Responses
Present + Specific Activity	It was easy when their were five of us RH I just kept up a steady pace - sort out by myself most of the day NK I really did not want to do this cycle today PP
Present + Professional	Those who got off and walked may limit what they try as teachers PT I think today was great for my own professional development, it made me feel more confident about what I can achieve PT
Beyond Activity Week + Professional	Opting out would affect you as a teacher as far as what you could do NK It (cycle) made me aware of the diversity of people - like today you people up the front going hard out, people in the middle, and those at the back slogging it out. Now if you think about it, that's a normal classroom PP
Present + Intrapersonal	Focus Group has helped me understand own feelings about my abilities PP There are people in this group who know they are going to make tomorrow and others who know they won't, so they have already beaten themselves PT
Present + Interpersonal	Motivation through peer pressure RH I don't think the cycle trip is something where people can help others RH Are those who give up less competitive PT Talking in this (focus) group has helped me understand what else was going on and how others were feeling NK I wonder if those up the front, wonder about challenge of helping others..cos otherwise it is just a personal challenge PP

Comments by the focus group members regarding the ways people in the whole group relate to one another initially centred on performance of the task, motivation and competition, as shown in Table 4:3. At this point students in the focus group also considered what students in the larger group might think about the performance of others, for example, "I wonder if those up the front, wonder about challenge of helping others..cos otherwise it is just a personal challenge" PP (FG, 1:20). Clearly, members of the focus group were conscious of: the ways in which the cycle trip may affect the larger group; and whether individuals would conceptualise the affects of the cycle trip in terms of themselves or others. Although this was only the first meeting of the focus group, the members were clearly considering possible outcomes of the cycle trip.

With regard to the focus group itself, participants identified with the meeting as a setting for sharing understandings about their own thinking. In addition to how they thought, focus group members also commented on how other students might think about themselves, for example, "Focus Group has helped me understand my own feelings about my abilities." PP (FG, 1:39) and, "Talking in this (focus) group has helped me understand what else was going on and how others were feeling." NK (FG, 1:22).

Focus Group Meeting Two.

Activities

Prior to the second focus group meeting, students participated in days two and three of Activity Week. Day two involved cycling 85 kilometres on sealed roads included a 13 km hill climb. Day three involved White water rafting - 5 hours per person. In conjunction with the rafting, all students took part in a session on river dynamics and river crossing techniques (3 hours).

The two days preceding the second focus group meeting involved the

participants in a range of challenging experiences. A feature of the activities was the development of co-operation between group members. In particular, river rafting caused students to function as a team in an adventuresome setting, for example, "Rafting you learnt how to work as a team" RH (FG, 2:22) (see Table 4:4). In addition, Nikita identified specific skills she and the others needed to learn to keep themselves safe and function as a group, ie. "It was really hard to get people back into the boats - differing skills and learning today" NK (FG, 2:26). Both student's comments help to illustrate the immediacy and urgency that the activities demanded. As a result students were required to work very closely with one another to overcome demanding situations of perceived and real risk.

Participant comments about people's roles from a professional perspective centred largely on the pedagogical approaches of those responsible for daily organisation of Activity Week. In particular, participants observed and commented on the management and teaching styles of the professional raft guides and the Director of the Outdoor Education programme. With regard to understandings that might apply to later in Activity Week, focus group participants provided several comments about the organisation and functions of the raft guides, as shown in Table 4:4. For example, Pippa commented on how she took careful notice of the raft guides' actions, "It was interesting to see how the Guides managed the group...I just watched them and thought about how it relates to teaching" PP (2:29). Clearly participants took notice of the team-work and communication exhibited by the guides. Participants also noted that many of the other students (who were not part of the focus group) lacked awareness of the organisation of the rafting or the trip as a whole. Other student's lack of understanding of the organisational aspects of the trip was also noted by the researcher, "N--- and I rehashed the evening to account for the rain - change of camp site and structure of groups for tomorrow - only my group (focus group) asked why" (FN, 2:6).

During the second focus group meeting participants made specific connections between their participation in the activities and how similar

experiences could be used with children. For example, Peter's comment that, "Activity would cause teachers and children to work with and through each others differences" PT (FG,2:32), implied more than just a desire to involve children in outdoor activities (Table 4:4). The suggestion being, that adventuresome activities could be used as an educative tool to address a range of curricula and interpersonal learning opportunities.

Table 4:4
Selected Student Responses from Second Focus Group Meeting

Matrix cell	Student Responses
Present + Specific Activity	Rafting you learnt how to work as a team RH It was really hard to get people back into the boats - differing skills and learning today NK
Present + Emotional	I was seventh at the end, I just stepped off my bike, and man, I was out-of-there RH - Needed to be mentally tough RH Very scared in the water PT Carried by confidence of others NL
Present + Professional	It was interesting to see how the Guides managed the group...I just watched them and thought about how it relates to teaching PP The instruction they [guides] gave us was hands-on and in the boat, which would be good for kids I think PP
Activity week + Professional	You have to admire the raft guides as teachers - they know when to lead and when to sit back NL
Beyond Activity Week + Professional	Activity would cause teachers and children to work with and through each others differences PT As a teacher it has been a huge personal challenge for me, but you know you can go out and do it PT
Present + Intrapersonal	You learnt lots about your growth and stuff - cos no matter how much the group was there for you - you had to do it RH Enjoyed being a million miles away in your own thoughts NK Today was a challenge for me...there had to be a lot of trust for me to get through PP I trust the Focus group but not others yet NL The rest of the group aren't where we [focus group] are yet - pity NK
Present + Interpersonal	The bike helped build trust RH You couldn't think of any one else while cycling up the Rimatuka hill PT Inexperience helped group to blend PT I learnt what to expect from people... you knew who might give up PP We all worked as a team RH You are not going anywhere [together in the raft] and you have to work together NK

Consideration was also given by the focus group participants of differences and similarities between learners. Neil's comment that, "You must look for

what is special in each case [child] - not what is the same" NL (FG, 2:26), and Nikita's statement, "outdoor education highlights differences in people" NK (FG, 2:33), are both examples of how the experiences of Activity Week appeared to develop both participants' awareness of professional practice beyond the programme.

In a similar way to the first focus group meeting, participant responses from the second focus group meeting identified a developing sense of trust amongst students, ie. "Today was a challenge for me...there had to be a lot of trust for me to get through" PP (FG, 2:35). In addition, participants remarked that the focus group helped them to think about what was going on - how the experiences were affecting them and others in the wider group of students. Interestingly, Nikita suggested that students not involved in the focus group had not developed the same level of communication and trust, ie. "[they] aren't where we are yet - pity" NK (FG, 2:32). Field notes at this point confirmed a lack of cohesion in the larger group, ie. "I'm not sure whether this group [large group] is pulling together yet, The cycle groups are quite competitive. I'll be interested to see how they work together on the hill [Rimatuka] (FN, 2:3).

Focus Group Meeting Three

Activities

Prior to the third focus group meeting, students participated in day four of Activity Week, which involved rafting for approximately 7 hours. Due to heavy rain during the preceding night, the river was running moderately high (Grade 4).

Day four of Activity Week provided students with some real challenges. Possibly as a result of repeated days of strenuous activity combined with challenging experiences on the river, comments by the focus group members focused on how people coped with stress in adventuresome settings, and possible implications this may have for their professional practice. The

following field notes made after the third focus group meeting illustrated the intensity of the day, "10.30pm - Lyell camp site. Raining hard outside. Met with FG [Focus Group] in the van at 9.30pm. Heaps of steamy windows and torch light. Amazing day for them. Lots of adventure and thrills - the grade four water scared several, especially when V---- lost the plot [not a focus group member]. I think the intensity of the experience for others was felt today - many comments about how they thought about the experience as it relates to others. Seeing someone else panic made them think about how it might relate to teaching" (FN, 2:7). Participant comments during the third focus group meeting (see Table 4:5) also confirmed the challenging nature of the rafting, "Bigger waves, more excitement, more danger" RH (FG, 3:1) and "Heaps more challenge today" PT (FG, 3:1).

Table 4:5
Selected Student Responses from Third Focus Group Meeting

Matrix cell	Student Responses
Present + Specific Activity	Bigger waves, more excitement, more danger RH Heaps more challenge today PT
Present + Professional	They [Guides] give you the impression they are pretty laid back bunch but when you see them working, man they know their stuff PT Watched N--- today (programme director) -finger on the pulse - no fuss - good role model for us PT
Activity Week + Professional	Guides were always working as a team - they knew exactly what each other was doing RH You have to be really careful how you handle people when the pressure is on, one thing they don't need yelling at, its OK for people to be scared PT
Beyond Activity Week + Professional	As a teacher you must be in-step with everyone around you - Everyone has to know what everyone else is doing RH Professionally I have more confidence to set higher goals PT These experiences will help me make wise decisions in the future NL
Beyond Activity Week + Intrapersonal	By doing stuff like this you are more likely to transfer the understandings to other activities RH The whole idea and principles of safety, how you go about, the way people work and everything, that's something that transfers RH After this week maybe I'm not limited to what I can do. PT
Present + Interpersonal	You learnt a lot about people - especially when things don't go to plan RH Teams fell apart today - lots of pressure and stress PP The rafting helps you face your fears NK Even though you didn't know people, you just got on with it PP People had already learnt they needed to be a team PP

As with focus group meeting two, during the focus group three meeting participants commented extensively on the conduct of the river guides and the programme director (Table 4:5). While participants' comments identified a high level of professionalism in both cases, it was also important to note the extent to which the actions of the guides and the director were perceived to be good practice, ie "Watched N--- today (programme director) -finger on the pulse - no fuss - good role model for us" PT (FG, 3:8). The point being, that even though students were physically and emotionally pushed during day four of the trip, they also observed the conduct of others and drew conclusion about how these observations might relate to their professional development.

The intensity of the day's rafting that preceded the third focus group meeting is evident in the statements participants made about other students. In particular, participants noted the reactions of individuals in demanding situations, ie. "You learnt a lot about people - especially when things don't go to plan" RH (FG, 3:2) and "Teams fell apart today - lots of pressure and stress" PP (FG, 3:2). Balanced against this, participants also commented on the trust and teamwork that had developed, for example, "Even though you didn't know the people, you just got on with it" PP (FG, 3:1).

While teamwork and the need to rely upon one another during rafting was a prominent feature of discussions during the third focus group meeting, many comments were also made about the need for teachers to effectively work together in a range of settings. Comments by Peter and Rachel provided specific examples of the connections students made between the rafting activities and working co-operatively in other educational relationships, ie. "We need to think more about how people need to work together in education" PT (FG, 3:16) and, "As a teacher you must be in-step with everyone around you - everyone has to know what everyone else is doing" RH (FG, 3:12).

Focus group participants were clearly of the opinion that transfer of understandings was more likely if the learner was involved in the experience.

Rachel's comments in the third meeting is an example of this, "By doing stuff like this you are more likely to transfer the understandings to other activities" RH (FG, 3:17). and, "The whole idea and principles of safety, how you go about, the way people work and everything, that's something that transfers" RH (FG, 3:18). Added to this, participants appeared to gain considerable confidence in their own ability to undertake and complete challenges, ie. "after this week maybe I'm not limited to what I can do" PT (FG, 3:19). With regard to this statement, it is not clear whether Peter's confidence was in respect to outdoor activities or a range of life challenges that may feature in his professional / personal life.

Focus Group Meeting Four

Activities

Prior to the fourth focus group meeting, students participated in days five and six of Activity Week. Day five involved river rafting to the sea, with some grade 3 rapids and some flat water. Day six involved beach activities in the morning and travel home in the afternoon. The beach activities involved all students reflecting on the outcomes of Activity Week, and making comparisons between these experiences and their personal / professional lives beyond the programme. Beach activities were structured to cause students to consider the metaphorical significance of their journey down the river and how this might relate to other aspects of their lives.

In comparison to the first three focus group meetings, comments in the fourth meeting centred much more on the influence the environment had on participants' thinking and emotional perceptions. In particular, students focused less on whether they could physically and mentally cope with the challenges before them and appeared to be more in-tune with their surroundings. Given that the activities of the two days preceding the fourth meeting were less physically demanding than the first part of Activity Week, it is reasonable to suggest students had more opportunity to reflect on their

experiences, "The quiet time on the raft helped me reflect a bit and maybe open up a bit" NK (FG, 4:12) (see Table 4:6). This said, however, the following student responses reflect considerable and careful thought about the affects of their recent experiences and implications these may have beyond the programme. As an example, Rachel's comments that, "Today was totally different. I looked into the scenery a lot more, listened to the birds, water- really felt at ease with everything" RH (FG, 4:2), and "Once you started thinking on the beach you couldn't stop - It seems like everything has slowed down, so you can actually think" RH (FG, 4:28). gives an indication of the thoughtfulness of the focus group. The following extract from field notes recorded at lunch time on the last day's rafting from Lyell to Westport demonstrates the reflective mood and frank level of conversation between the focus group members.

"Really quiet group today. Several times nobody spoke for several minutes - then someone would just start talking almost halfway through a sentence and others would pick up the conversation as if they had heard the first part of the sentence. Sensitive issues came to the surface today, the sense of trust in the FG is very strong now. PT shared concerns about facing challenges and the option of suicide that some take - not sure if he was referring to himself or not. Rather than dismiss the conversation or opt out through some cool statement or platitude, the FG stayed with the discussion for sometime. I suppose they were comfortable with each other - it certainly felt that way to me. NL and PT started an interesting discussion about the trip not being about physical activities at all - but just a way to get your mind clear of all the other crap facing us. RH was sure she couldn't think like she is today on the first or second day. It was like, it took time for her thinking to catch up with where her body was". (FN, 2:10 & 2:11)

Discussions during the fourth focus group meeting also demonstrated an individual and shared awareness of the emotional response to the activities of

Table 4:6

Selected Student Responses from Fourth Focus Group Meeting

Matrix cell	Student Responses
Present + Specific Activity	Today was totally different. I looked into the scenery a lot more, listened to the birds, water- really felt at ease with everything RH
Present + Emotional	..and then I just started just thinking about them and instead of panicking and thinking, oh god, I could just sit there and let it all mull about ...and it was strange cos the day before there was no way I would have done that. RH I felt bloody stupid standing in a circle eyes closed but that was a really effective lesson - got me thinking about family, career - the whole person PT Thinking about things I had been leaving aside ..looking deep inside myself..the conversation moves to deep stuff like suicide and death PP
Beyond Activity Week + Professional	I know a lot more about people skills... the grouping, the dynamics, a lot more about people, the sorts of things you can do if organised properly. RH With children I would like to include the reflection, because I think the emotional stuff is an important part of learning PT I want to give kids those teachable moments with their emotions as well ..anyone can teach maths, but its the underneath stuff.. like who people truly are PT The beach was really cool - wouldn't have thought about it if we hadn't done it and that means a lot for children - don't assume they'll learn by telling them NL Really enjoyed this as a teacher - can see others wouldn't - maybe they haven't been there in their own minds and faced themselves NL Was going to leave teaching - not now after this - my desire is back NL
Present + Intrapersonal	The quiet time on the raft helped me reflect a bit and maybe open up a bit NK When you [researcher] made us close our eyes and talked us through opening them for the first time..I couldn't believe what I saw..I was completely focused for a couple of minutes PP Today on the beach I was blown away when doing the sculpture, tears were just rolling down my face..I was putting my life back together.. all the missing bits and pieces... I'm 40 years old and don't do that sort of thing.. it was amazing PT Once you started thinking on the beach you couldn't stop - It seems like everything has slowed down, so you can actually think RH
Beyond Activity Week + Intrapersonal	I've been tested and challenged and like in six months time there will be something that happens that triggers and brings you back to today. You might be talking about someone or something that happened to them, PP When I talked with people on the bus (after beach) about what I thought, They said WOW. It is one of the biggest things I will take from this week... the idea that we each have our own view or idea but all of those have a reason behind them NL
Beyond Activity Week + Interpersonal	A major outcome of this week is our [focus] group bond - that we have all done it together RH The week has really changed the group dynamics... people know more about others and they know about you..and the faces mean a lot to me now PP

the preceding two days. An example of this is Rachel's comment, "...and then I just started just thinking about them and instead of panicking and thinking, oh god, I could just sit there and let it all mull about ...and it was strange cos the day before there was no way I would have done that." RH (FG, 4:10). Apart from sharing some anxiety about her own thoughts, Rachel's comment clearly suggests a willingness to allow her thinking to consider issues and emotions she may have resisted thinking about earlier in Activity Week.

The metaphorical sculpture work on the beach was for some students a time for serious contemplation and thought, for example, "When you [researcher] made us close our eyes and talked us through opening them for the first time..I couldn't believe what I saw..I was completely focused for a couple of minutes, I couldn't even move my head" PP (FG, 4:17). Comments during the fourth focus group meeting clearly demonstrate the activities and experiences of the week had a profound effect on some focus group members. Peter's statement about how he felt while building his sculpture on the beach is an obvious example, "Today on the beach I was blown away when doing the sculpture, tears were just rolling down my face..I was putting my life back together.. all the missing bits and pieces... I'm 40 years old and don't do that sort of thing.. it was amazing" PT (FG, 4:13). In Peter's case, the experiences of the week combined with the metaphorical analogy of the river and its relationship to a life journey caused him to reflect on and examine many aspects of his life. While Peter's emotional response, and the sharing of it, surprised the focus group a little, it is clear from his comments during the Fourth focus group meeting that participation in the week and the beach activities had caused him to engage in some soul searching, ie. "I felt bloody stupid standing in a circle eyes closed but that was a really effective lesson - got me thinking about family, career - the whole person" PT (FG, 4:25). In a similar way Neil remarked on the significance of the beach activities, ie. "Really enjoyed this as a teacher - can see others wouldn't [teachers] - maybe they haven't been there in their own minds and faced themselves." NL (FG, 4:34). With regard to both Peter and Neil, it appears the combination of

activities during Activity Week was as much a challenge of the mind as it was a physical adventure.

Apart from their own emotions, the interplay between individual's feelings and those of others was also a feature of the fourth focus group meeting. Pippa's comments about considering her own feelings along with those from others regarding suicide demonstrated the intensity and openness of the setting, "Thinking about things I had been leaving aside ..looking deep inside myself..the conversation moves to deep stuff like suicide and death" PP (FG, 4:12). In contrast to the preceding focus group meetings, participant comments in the fourth meeting displayed intense consideration of the affective aspect of the Activity Week experiences.

During the fourth focus group meeting several participants commented on the influence the experiences of Activity Week may have on professional relationships and organisational aspects of teaching. As such, the participants made comparisons between understandings developed during the week and the implications these may have for their professional practice beyond the programme. Rachel's statement about working with groups of people was a clear example of this, "I know a lot more about people skills... the grouping, the dynamics, a lot more about people, the sorts of things you can do if organised properly" RH (FG, 4:44). In addition, participants also identified the influence of affective aspects of the programme and how these may relate to their professional practice. Clearly some participants perceived the emotive component of learning to be an integral part of learning, particularly when adventuresome experiences are involved, for example, "With children I would like to include the reflection, because I think the emotional stuff is an important part of learning....I want to give kids those teachable moments with their emotions as well ..anyone can teach maths, but its the underneath stuff.. like who people truly are" PT (FG, 4:38&44).

The notion that valuable learning can arise from involvement in outdoor experiences was also expressed in meeting four of the focus group. In this

regard, Neil identified the relevance of the beach activities to working with children, ie. "The beach was really cool - wouldn't have thought about it if we hadn't done it and that means a lot for children - don't assume they'll learn by telling them." NL (FG, 4:22). The notion that both children and teachers need to experience adventuresome experiences was important to the focus group. The clear message was that teachers need to place themselves in similarly challenging environments to those of children. In addition to raising his awareness of ways of working with children, the beach experiences appeared to rekindle Neil's passion for teaching, "Was going to leave teaching - not now after this - my desire is back" NL (FG, 4:23).

In the fourth focus group meeting participants talked about what might help them to transfer understandings beyond Activity Week. Pippa's comment is a good example of this, "I've been tested and challenged and like in six months time there will be something that happens that triggers and brings you back to today. You might be talking about someone or something that happened to them," PP (FG, 4:39). Apart from the fact that Pippa may remember aspects of the programme in six months time, it is important to note her assumption that it might be an individual or someone's actions that would prompt the connection. In addition to what might facilitate transfer, the focus group also discussed the nature of the understandings they had developed. As an example, Neil's comment suggested an awareness of the individual nature of understandings and the connectiveness of these to existing beliefs, ie. "When I talked with [non focus group] people on the bus [after the beach] about what I thought, they said WOW. It is one of the biggest things I will take from this week... the idea that we each have our own view or idea but all of those have a reason behind them" NL (FG, 4:40).

Comments during the fourth focus group meeting highlighted that participants clearly identified the role of the focus group in supporting each member throughout Activity Week. As an example, Rachel commented about the bond between the focus group members, "A major outcome of this week is our [focus] group bond - that we have all done it together" RH (FG, 4:37).

The heightened level of trust and interaction also appeared to extend beyond the focus group to some members of the larger student group, ie. "The week has really changed the [large] group dynamics... people know more about others and they know about you..and the faces mean a lot to me now" PP (FG, 4:38). Field notes from the final day of the rafting also note the focus group's perceptions of trust and openness amongst the focus group and how this compared to some parts of the larger student group - "During the afternoon PT told the focus group there seemed to be an A team and a B team in the larger group, and that we [focus group] were one part of the B team. The A team were very competitive and seemed to be missing the point of the trip. Others agreed and actually felt a little sorry for those who hadn't got their head around the whole thing. From my perspective I think the focus group has provided an opportunity for feelings, perceptions, moments of joy, fears etc to be shared. This opportunity possibly causes people to think about what might be going on and look for other meanings behind what they are involved in. In regard to the wider group I need to talk to N--- [Programme Director] about how we can cause people to think more carefully about what they are doing. Maybe use the notion of focus groups for all students in future. Getting staff to facilitate this, might be a nightmare" (FN, 2:13).

Stage Two - Summary of Focus Group Meetings.

Through involvement in the activities and experiences of Activity Week, students considered and reported a wide range of professional attitudes, personal beliefs and feelings about themselves and others. In this respect, student perceptions from Stage Two are summarised below in terms of three themes that emerged from the data, namely, professional, intrapersonal and interpersonal.

In a professional sense, students stated how the experiences of Activity Week might influence ways they would: relate to children, conduct professional relationships and consider organisational aspects of teaching. Connections were made between understandings developed through outdoor activities and

the implications these may have for professional practice beyond the programme.

From an intrapersonal perspective, students shared understandings about their own thinking, and perceptions of how other students dealt with and processed the demands of Activity Week. Trust was important to the focus group and facilitated the intimacy, depth and quality of student responses. With regard to transfer, student awareness of their own thinking identified: the need for learning to be personally and actively experienced; personal confidence in one setting relating to another; and the relevance of personal relationships prompting connections between settings.

The development of interpersonal relationships through communication and trust was an important element throughout the Activity Week, especially in regard to the challenge and intensity of experiences. In addition, student awareness of the emotional interplay between individuals and the experiences they shared emerged as Activity Week progressed.

Stage Three - Individual Interviews

Approximately six weeks following Activity Week, individual interviews were conducted with four of the five focus group members (one member was unavailable due to illness). Selected responses from each individual were categorised in terms of the professional, intrapersonal and interpersonal themes that emerged from the stage two focus group meetings. A sample transcript from an individual interview is provided in Appendix E.

Nikita's Individual Interview.

Based on comments made during her interview Nikita appeared to have gained little from Activity Week (Table 4:7). Apart from being able to relate better to the members of the focus group, Nikita questioned whether the experiences of Activity Week had contributed greatly to the cohesiveness of the larger Physical Education class. In addition, from a professional and

intrapersonal perspective Nikita did not suggest any aspect of the Activity Week was applicable or transferable to other aspects of her life. Nikita's comment about the Activity Week being a long way from the classroom suggests she saw little connection between the two settings. In a similar way the use of metaphor to assist in the transfer of understandings appears to have been of little assistance to Nikita.

Table 4:7

Selected Responses from Nikita's Individual Interview

Professional
Well, the trip certainly hasn't helped me with my teaching. Its a long way away from what happens in the classroom.
Intrapersonal
I used it for the assignment, used the river, the river meant different things in my life. But, unless you think about, like in an assignment, you don't just go around thinking about your life and rivers and stuff, do you.
Interpersonal
The focus group helped me relate to them (others in the focus group) easier. The big group didn't gel as much as I thought it would.

Peter's Individual Interview.

Peter's perceptions of the professional outcomes of the Activity Week focused largely on leadership (see Table 4:8). Peter made clear connections between what occurred during Activity Week and leadership styles which he believed were appropriate in the classroom. Through making comparisons between what occurred during Activity Week and his professional practice, Peter identified areas where he could improve his leadership style. This said, it is not clear whether Peter was aware of how this might occur.

From an intrapersonal perspective, Peter's awareness of the transfer of understandings focused on his willingness to persevere with tasks rather than giving up, ie. "Now I apply it when I want to give up.. you did it then so you can do it now which is the transfer that you are actually talking about" (PT-I, 12). Looking to the future, Peter also identified connections between the

metaphorical notion of the river as a journey and his future job hunting prospects, "..you know, the rapids and the quiet bits and even that the river meets the sea, that was quite significant to me. I head out in September and I start applying for jobs and you're just in that big sea now" (PT-I, 2).

Table 4:8

Selected Responses from Peter's Interview

Professional
Leadership was a big thing.. some of the people actually inspired, they got respect and in turn they become natural. You can see that in the classroom, you know, they are natural leaders. I'm always rushing around but I don't actually achieve a lot..which is not good leadership. I will make a difference... I will be a good teacher and the whole team thing, you know. On the trip you could sit there and and see how you can even work within the classroom, you know
Intrapersonal
I still remember that cycling. You talked about that transfer thing, and I didn't have a clue what you were actually talking about while I actually did it. Now I apply it when I want to give up.. you did it then so you can do it now which is the transfer that you are actually talking about. And it really struck me, you know, the rapids and the quiet bits and even that the river meets the sea, that was quite significant to me. I head out in September and I start applying for jobs and you're just in that big sea now.
Interpersonal
I don't make judgements on people as quick, you know. I'm a bit closer to the group but not that good.

Pippa's Individual Interview.

At a professional level, Pippa clearly perceived a relationship between the effort she put into meeting physical challenges on Activity Week and challenges she may experience as a teacher, "..there's going to be times when it does get tough as a teacher..but you know, you can do it - because you're done harder things [during Activity Week]" (PP-I, 8) (see Table 4:9). Similarly, in terms of intrapersonal outcomes, Pippa's comments indicated her awareness of the determination needed to face life's challenges and the relationship this has to the activities undertaken during Activity Week. In terms of how Pippa might transfer understandings, she was not sure how the use of metaphor might facilitate transfer, "but I'm not sure where that led me' (PP-I, 8).

At an interpersonal level Pippa's comments contrasted relationships

established between members of the focus group and the larger student group. This difference was made particularly clear in her statement that, "..we [focus group] had an awesome thing going... but the whole group was different. The whole thing sort of flattened out afterwards - I don't have that much to do with them [whole group] so its all a bit far away now." (PP-I, 3). In terms of lasting effects from the Outdoor Education Programme it is clear Pippa thought the level of trust and communication in the larger group did not last far beyond Activity Week.

Table 4:9

Selected Responses from Pippa's Interview

Professional
Well there's going to be times when it does get tough as a teacher, and you think god, what am I doing this for? But you know, you can do it - because you've done harder things.
Intrapersonal
The reflecting side of it and the personal achievement were real important for me. Rafting is really hard work, it's like life sometimes, you're pushing shit uphill really. But you will cope, if you are determined enough, if you're ambitious enough or if you don't like letting things beat you, I mean it's so easy to give up. The writing of the essay (assignment) compared my life to a river, I mean, you can get quite personal about that, but I'm not sure where that led me.
Interpersonal
I found it hard to trust people.. it took a long time to believe in myself. But we (focus group) had an awesome thing going... but the whole group was different. The whole thing sort of flattened out afterwards - I don't have that much to do with them (whole group) so its all a bit far away now.

Rachel's Individual Interview.

From a professional perspective Rachel's comments indicated an understanding of the responsibilities of a teacher (see Table 4:10). In particular, she placed importance on participation in the adventuresome activities of the week and the implications this had for taking groups of children into the outdoors. Rachel's comment about the use of metaphor provided some insight of her perceptions of thinking and possible transfer of understandings. In particular, Rachel commented on the significance of metaphor as a cognitive tool beyond the end of the programme. From an interpersonal perspective, Rachel suggested the Activity Week had

significantly improved the level of interaction amongst all of the students involved in the Outdoor Education Programme. In particular, she suggested the level of trust developed through collective involvement in the Programme contributed to a group bond.

Table 4:10

Selected Responses from Rachel's Interview

Professional
There's all the other things that a teacher has to consider, group dynamics and all that kind of stuff .. just the fact that you have done it yourself is important. I would never do something or take a class or a take a school or anything somewhere I have been and done myself
Intrapersonal
The river.. metaphor thing was cool in that you had to relate you as a person to the river and the world around you. It made me think about some of the twists and turns I have made and the ones in front of me. Once you get past the assignment part of it, you actually think real well with them [metaphors]
Interpersonal
It has totally changed our whole PE class. There's just a whole new atmosphere now. When we come together as a group as a whole group, everyone's heaps closer and it's heaps more personal now. Heaps more trust. Through like doing the rafting and that in a team situation where you had to rely on people. In the end we didn't stick in the same group, when we were on the rafts and that was really good because you were thrown in the deep end with people that you just had to trust

Chapter Summary

While data presented herein will be discussed more fully in Chapter Five, results from the three stages of data collection illustrates the following.

Stage 1. Recent participation and experience in outdoor activities varied within the larger group from none at all through to involvement in four activities per person. Almost all participants (90%) had participated in some form of outdoor education programme during the preceding five years. Student competence at outdoor activities varied considerably depending on the type of activity. Overall, there was a moderate level of competence at outdoor activities amongst students.

Stage 2. The focus group meetings provided a forum through which the

participants shared intense feelings and perceived positive outcomes of Activity Week. In many respects the participants considered the Activity Week to be extremely thought provoking and a positive experience. Accordingly the themes of professional, intrapersonal and interpersonal perceptions emerged from the participant's responses through the focus group meetings. Within each of these themes, students provided interesting and informative comment about learning within the programme and possible transfer of understandings.

Stage 3. Post-Activity Week interviews with four focus group members revealed a wide range of beliefs about the outcomes of the Outdoor Education Programme - both positive and negative. While some individual's perceptions of growth and transfer reported in the focus groups meetings were not confirmed in the individual interviews, other individuals reported positive transfer of learning beyond the Activity Week. In a similar way, the use of metaphor and significance of personal relationships in assisting transfer was confirmed by some individuals and not by others.

Overall, it is clear that the participants perceived different outcomes in regard to the value of the outdoor education programme. With particular regard to the research questions, participant perception of the transfer of understandings during and beyond Activity Week varied significantly. Accordingly, the next Chapter considers the participants perceptions in respect to the findings of pertinent literature.

Chapter Five

Discussion and Conclusions

Based on data presented in the Results chapter, it is evident that participant's perceptions of what they learnt and possible transfer of learning varied both during Activity Week and when interviewed six weeks later. Whereas the intensity and challenges of the Activity Week are clearly represented through the focus group interviews, the individual interviews six weeks later provided a range of differing views of transfer.

In light of the research aims and questions, the research findings are discussed in two parts, each of which has two sections. Part One is directly related to the research questions and considers the implications of the results in terms of: (a) links for transfer; and (b) the use of metaphor to assist transfer. Part Two considers the results more widely in respect to: (a) the emotional aspects of learning in experiential education; and (b) the role of the research method.

Part One

(a) Links for Transfer

Results from the Stage One Questionnaire clearly demonstrate that students involved in the study did not have a great deal of experience in the types of activities incorporated in Activity Week. The activities and the associated challenges were reasonably unfamiliar to the participants, particularly long distance cycling and river rafting. The importance of this finding becomes clear when considering the implications that prior exposure and confidence in outdoor activities may have for the transfer of learning.

Crisp (1997) made the point that adventuresome activities were largely

unnatural for the individuals he worked with, and that people need more than metaphors and reflection to transfer understandings. In a similar way, the participants in this study were unfamiliar with the activities, and the programme relied heavily on the use of metaphor to facilitate transfer of understandings. In addition, the Outdoor Education Programme did not incorporate the use of teaching staff or other significant people as a link between Activity Week and other aspects of the participants' lives.

In considering student perceptions of transfer within and beyond the Activity Week, the issue of how students link different experiences, settings and domains is clearly important. The results demonstrate that within the Programme, students developed physical skills, relationships and personality skills which enabled them to meet the challenges of the adventuresome settings. The strong bond that developed between participants was based on: (a) personal achievement; and (b) the shared nature of the challenges. Faced with the challenge of the activities, the participants developed skills and strategies to cope in and through a group setting. Thus, what individuals learnt was possibly dependent on the group to link learning from one situation to another. As an example "Focus Group has helped me understand my own feelings about my abilities." PP (FG, 1:39) and, "Talking in this [focus] group has helped me understand what else was going on and how others were feeling." NK (FG, 1:22).

While the group setting clearly facilitated participant learning within the week, it is not clear to what extent transfer of understandings among adventuresome activities during the Week were shared by the Focus Group members. Results from the individual interviews six weeks after Activity Week showed perceived transfer ranged from very little to a moderate amount. While it is not clear the extent to which specific individuals used the support of others to transfer understandings, three participants considered: (a) learning within Activity Week was transferrable between adventuresome activities; and (b) selected learning was transferrable beyond Activity Week to non-adventuresome activities. Table 5:1 shows comparatively positive

comments by the three students between Activity Week and the Individual Interview six weeks following.

Table 5:1

Examples of Transfer of Understandings Between Activity Week and Individual Interviews

Participant	During Activity Week	Six Weeks After
Peter	After this week maybe I'm not limited to what I can do PT (FG, 3:19)	"Now I apply it when I want to give up.. you did it then so you can do it now which is the transfer that you are actually talking about" (PT-I, 12)
Pippa	"It [cycle] made me aware of the diversity of people - like today you people up the front going hard out, people in the middle, and those at the back slogging it out. Now if you think about it, that's a normal classroom" PP (FG, 1:30)	"..there's going to be times when it does get tough as a teacher..but you know, you can do it - because you're done harder things during Activity Week" (PP-I, 8)
Rachel	"Rafting you learnt how to work as a team" RH (FG, 2:22) "By doing stuff like this you are more likely to transfer the understandings to other activities" RH (FG, 3:17)	The river.. metaphor thing was cool in that you had to relate you as a person to the river and the world around you. It made me think about some of the twists and turns I have made and the ones in front of me (RH-I, 4)

On the other hand, Nikita could identify few instances of transfer during the Activity Week itself and reported very little transfer from Activity Week in the six week individual interview. Given the intense nature of the activities and the sharing of those experiences through the Focus Group interviews, it is interesting Nikita reported little transfer of understandings. In comparing Nikita's lack of identification of transfer with the other participants' claim that transfer did occur, it is worth considering whether transfer beyond an experiential programme may be dependent on an individual first transferring understandings between adventuresome activities. Put another way, Peter, Pippa and Rachel reported transfer of understandings between adventuresome activities during Activity Week whereas Nikita did not. Accordingly, the research suggests this may have influenced Nikita's ability to establish

cognitive links beyond the Programme. Other possible explanations of Nikita's lack of identification with transfer are discussed later in the section pertaining to the role of the research method.

In comparison to participant transfer identified in Table 5:1, there were significant experiences reported by the participants that were not identified in the individual interviews. By way of example, during the fourth Focus Group interview Peter described the intensity of an emotional experience. "Today on the beach I was blown away when doing the sculpture, tears were just rolling down my face..I was putting my life back together.. all the missing bits and pieces... I'm 40 years old and don't do that sort of thing.. it was amazing" PT (FG, 4:13). While the experience on the beach that day was emotionally moving to both Peter and the Focus Group, Peter did not refer to this during his individual interview six weeks later. Given the personal nature of Peter's experience and comments, he may have been reluctant to revisit the experience. However, it is interesting to consider whether aspects of what participants learn about themselves remain bound by experiences to some degree. In the example above, Peter's experience occurred during a solitary activity on the beach. In this regard, it is worth considering if transfer of learning is less likely if the experiences occurs outside of a group setting.

In many respects, this conclusion points towards the significance that shared experiences have for learning and transfer. Following the conclusion of Activity Week, the participants were involved in classroom based instruction on a daily basis with the same people they had worked with during Activity Week, and that the perceptions students believe they transferred related to experiences they had shared.

The extent to which linking strategies and the role of shared experiences may have assisted participant transfer of understandings, should also be considered in light of Sfard's (1998) comparison between different metaphors of learning. With respect to learning as acquisition, the participants appeared to gain ownership (Sfard, 1998; p. 4) over learning during the Activity Week

sufficiently to apply it other adventuresome activities. From the viewpoint of learning as participation, students learnt to interact in ways that succeeded over a range of situations. Collectively both views of learning require participants to make deliberate cognitive links between one situation and another.

Arguably, cognitive links must involve an acceptance on the part of the learner of a degree of plausible sameness between settings. In respect to transfer within Activity Week the sameness of activities is evident given the nature and setting. However, the degree to which participants were able to construct cognitive relationships beyond Activity Week appears to have been limited. Whether or not a significant amount of support by inclusion of significant others, eg., family, other students, to assist transfer as described by Crisp (1996) would have facilitated transfer is unknown and, as such, was a limitation of this study and worthy of further research.

Personal relationships formed during Activity Week, including the one between the researcher and participants, served an important role in helping those involved meet the physical and mental challenges. In addition, it could be concluded that transfer within the programme, in particular, was aided by these relationships. Clearly, participants reported a moderately high level of awareness of their learning during the Activity Week. However, the Programme's aim of students transferring a range of personal and professional attitudes and skills to other aspects of their lives was not widely achieved. Based on the findings and discussion above, it is reasonable to suggest that participants learnt a great deal during the Activity Week, but transferred a reduced amount of these understandings to other domains. While the exact cause of the limited amount of transfer is unclear, the discussion above indicates focus group students were more likely to make links between the shared activities of Activity Week and other aspects of their lives, rather than individual activities.

(b) Use of Metaphor to Assist Transfer

With respect to Gass's (1985) three possible types of transfer from experiential learning programmes, the Programme relied heavily on the use of metaphor to assist students development of understandings and the transfer of these within and beyond the programme. During the in-class sessions preceding Activity Week, students were introduced to the notion of using the river as a metaphor to assist making connections between Activity week and other aspects of their lives. The study did not examine what prior experience or knowledge participants had of using metaphor to assist in the transfer of learning.

Given Gass's (1985) recommendation for outdoor programmes to work with the cognitive associations that participants perceive rather than impose an external metaphor for participants to adopt, it is worth noting that students identified and purported using the teacher imposed river metaphor during the Focus Group interviews as assisting in learning. As such, student acceptance and use of the river metaphor could imply: (a) a pre-existing identification with the metaphor as appropriate to themselves; (b) adoption of the metaphor due to the intense nature of the activities during Activity Week; (c) positive reporting of the usefulness of the metaphor to align themselves with the goals of the Programme and this Research; (d) acceptance of the metaphor's relevance due to involvement in the focus group sessions; or (e) a combination thereof. While the research method did not examine each of these possibilities in depth, it is clear that students reported a regular identification with the metaphor during the Activity Week compared with a reduced level of metaphorical identification six weeks after.

Given the limited amount of transfer beyond Activity Week, the discussion must question whether the usefulness of the metaphor as a learning / transfer tool was predominately limited to the challenges of Activity Week and the possible reasons why. People's perception of the outcomes of an experience play a significant role in the extent to which they 'buy into' the value and

significance of what they are involved in. In simple terms, people have to see the sense of an experience to make some sense out of it. With respect to Druian et al. (1995) comments that successful experiential programmes feature clearly articulated purposes - the meanings of which are clearly understood by participants, it is not clear to what degree the participants understood why they were participating in Activity Week and the expected outcomes. This does not imply the Programme Objectives were not made clear to the participants, rather, it asks to what extent participants understood and 'bought into' the activities and likely outcomes. In respect to the use of metaphor, participants were instructed in the role the river metaphor would serve during Activity Week, however, it is not clear whether they understood the role it might play in helping them transfer understandings to other areas of their lives.

Whether the river metaphor was consciously owned by the participants is a significant factor in regard to expected learning outcomes. While there was a clear expectation on the part of the Programme Director for the metaphor to perform this role and acknowledgement by the Focus Group members of metaphorical use during the Activity Week, limited transfer and reference to the river metaphor beyond the programme would indicate the metaphor had limited personal significance beyond Activity Week. In regard to how participants construct meaning in and from experiential settings Nadler and Luckner (1992) specifically call for participants to personally own the comparative terms they use. The inference being, had the Programme caused students to construct and consider their own comparative terms during the Activity Week, the degree of transfer beyond the immediate activities may have increased.

Coupled with the participants' introduction to the river metaphor prior to Activity Week, participants also discussed the objectives of the Programme. Similar to the discussion of metaphor ownership above, the degree to which participants owned the objectives of the Programme may be significant. Based on points made by Druian et al. (1995), that successful experiential

programmes feature clearly articulated purposes - the meanings of which are clearly understood by participants, the participants may have been more likely to consider the relevance of what was learnt if they perceived: (a) high congruence between their own expectations and course objectives; and (b) involvement in developing the objectives.

Similar to discussion in the preceding section on bridging understandings, it is worth considering the influence student ownership of metaphor and/or objectives may play in transfer from an acquisition and participatory viewpoint of learning (Sfard, 1998). In regard to learning as acquisition, transfer is highly dependent upon the learner being able to generalise beyond the immediacy of the learning situation (Strauss, 1987: Gick & Holyoak, 1987: Perkins and Solomon, 1989). Or as Greeno (1997) suggested from a participatory viewpoint, successful transfer comes from students examining how they interpret learning and focus on the ways people use, share and manipulate understandings. In both regards, the programme did not purposefully engage students in ways of constructing personal metaphors and the programmes objectives that would assist transfer beyond the Activity Week. The key point here is that, transfer is much more likely to occur when students create the cognitive frameworks and reasons why learning might transfer from one domain to another.

Part Two; section a - Emotional Aspects of Learning in Experiential Education

The results from Activity Week clearly show participants experienced intense emotional responses to the activities and challenges undertaken. As an example, comments by Nikita during the fourth focus group meeting shows how participation in activities caused her to consider aspects of personality associated with emotion, ie. ,"The rafting helps you face your fears" NK (FG, 4:17). In a similar way, Peter's comments about the beach sculpture stated above showed an intense level of emotion. While the research did not specifically set out to examine the participant emotional responses, the

discussion considers the role of emotion in experiential learning and the possible influence it may play in people's ability to transfer learning.

Apart from demonstrating a level of trust between participants, the intimacy, depth and frankness of participant responses provides insight into how individuals may measure their progress and success at meeting challenges through emotional terms. Additionally, the Focus Group participants often appeared to consider how other students in the wider group were coping through the emotional responses of others. For example, field notes preceding the third focus group meeting describe how students reacted when a fellow student panicked "...the intensity of the experience for others was felt today - many comments about how they thought about the experience as it relates to others. Seeing someone else [non focus group member] panic made them think about how it might relate to teaching (FN, 2:7)". Adventuresome activities used in experiential education are often chosen to elicit emotional responses in participants and groups, ie, fear, joy, trust, elation, mutual respect, etc. As such, it is worth considering the degree to which participant learning may be reliant on the feelings that surround the experience. In addition, the degree to which participants may transfer understandings from adventurous activities may be highly dependent on emotional links between domains.

In considering the possible influence that emotions may have played in the transfer of understandings beyond Activity Week, it is interesting to consider the degree to which participants conceptualised the Activity Week effects through emotive terms. As an example, during Pippa's individual interview she remarked, "I found it hard to trust people.. it took a long time to believe in myself." (PP-I, 3). In a similar way Rachel commented that, "It has totally changed our whole PE class. There's just a whole new atmosphere now. When we come together as a group, as a whole group, everyone's heaps closer and it's heaps more personal now. Heaps more trust. Through like doing the rafting and that in a team situation where you had to rely on people" (RH-1,4). Clearly in both examples above, the participants

considered the possible effect of their experiences in terms of the influence it had on aspects of their personality which were expressed in emotional terms towards themselves and others.

Currently the role of emotions associated with learning and transfer is not specifically identified in contemporary experiential education literature. This said, various authors clearly state that it is the excitement, risk and/or adventure of experiential learning that sets it apart from mainstream education (Klint & Priest, 1998; McEvoy & Buller, 1997; Scott & Hughes 1991). Given the results examined from this study above and the implication that much of what people do and presumably learn through experiential education is closely associated with emotional responses, there appears to be a significant lack of research in this regard.

In regard to the broader discussion of how people transfer understandings, the ways in which individuals cognitively associate learning through emotional links to experiences may contribute much to understanding transfer. Greeno (1997) highlights the need for contemporary educational research to consider more fully the adaptive ways people learn when they engage in activities. Given the discussion above, it is reasonable to consider the ways people adapt learning could involve emotional aspects. Taking this discussion one step further, in considering the affordances and constraints that individuals perceive when adapting understandings from one context to another, research should consider whether transfer would be enhanced through the presence of emotional perceptions in other domains.

While emotional aspects of experiential learning were not specifically identified by Crisp (1996), he did maintain that positive transfer of therapy outcomes was highly dependent on people significant to the patient, ie. peers, parents, counsellors, social workers, and/or teachers being involved in adventuresome activities. As stated in the Literature Review, Crisp found by involving people significant to the patient in the outdoor activities, hospital counselling sessions and home / school environment, significant positive

changes in behaviour occurred. With regard to how transfer occurred, it is worth considering the possibility that mutually shared emotions associated with adventuresome activities assisted patients to apply learning to other situations. Following Sfard's (1998) call for transfer and learning to be examined in terms of "situatedness, contextuality, cultural embeddedness and social activity" (p. 4), research on the individual and shared emotional perceptions of learners may well provide the means and focus to explore this issue further.

(b) Role of the Research Method

Given the discussion above and the possible conclusions drawn regarding the links for transfer, metaphor use, and emotional aspects, it is important to acknowledge and discuss possible influences the research method may have regarding the same. While on the one hand it is important to acknowledge limitations arising from the research approach taken, it is equally important to make clear how the research may have assisted participant learning. Accordingly, the following discussion considers the Second and Third stages of the research as these involved a high level of interaction between researcher and participants compared with the Stage One questionnaires.

In comparison to the historical structure of Activity Week, the research process caused students involved in the Focus Group to: (a) give specific blocks of time during the week to consider their participation; (b) think out-loud about their experiences; (c) possibly share in the thinking of others; and (d) consider the implications of Activity Week in terms of all the students involved. Each of these aspects will now be considered.

The allocation of specific time for participants to consider their actions and perceptions of Activity Week, clearly provided an opportunity for reflection. This opportunity was generally reported by participants as a positive aspect, for example, "Focus Group has helped me understand my own feelings about my abilities." PP (FG, 1:39). Aside from the opportunity for sharing

perceptions that is discussed below, allocating time to reflect on the outcomes of the activities and personal challenges was probably influential in participant learning. Apart from involving discussion between participants, experiential programmes should incorporate specific opportunities for students to 'take time out' and consider the implications of the experiences undertaken. In the absence of active facilitation through a mentor, instructor or teacher, specific time for reflection could easily be enhanced or guided by written prompts in a diary form. The outcomes of experience may be more obvious to participants if they are provided with an opportunity to reflect on learning in a staged and structured way at regular intervals.

While not specifically designed for the purpose, the Focus Group meetings caused participants to think out-loud about their experiences and possibly share in the thinking of others. As such, participants were able to draw conclusions about their perceptions with the assistance and shared thoughts of other group members. While it is reasonable to suggest participants could have drawn specific conclusions about the experiences themselves, whether they involved in the Focus Group process or not, they would not have had the opportunity to 'test' their thinking in an open forum and adapt this accordingly As such, it is possible that a form of cognitive reciprocity developed within the Focus Group in respect to collective understandings of what occurred. While not specifically referring to a Focus Group meeting, Researcher Field Notes on the last day of Activity Week clearly demonstrate the level of cognitive 'connectiveness' that had developed between Focus Group members, "Really quiet group today. Several times nobody spoke for several minutes - then someone would just start talking almost halfway through a sentence and others would pick up the conversation as if they had heard the first part of the sentence." (FN, 2:10). In a similar way to suggestions by Gass (1985), Priest & Bailey (1995) and Ladner and Luckner (1992), it is clear that the Focus Group provided a good opportunity for those students involved to debrief and verbalise their own understandings while also collectively sharing in the understandings of others.

In suggesting that the Focus Group meetings caused participants to share and refine perceptions of experiences, it is equally important to consider the degree to which this process may have caused participants to 'buy into' shared understanding that did not accurately reflect each individual's thinking. As an example, comparison between Nikita's Focus Group data and her individual interview shows her comments about perceived benefits of Activity Week and outdoor education (see Table 5:2), were not reflected six weeks later. The point being, Nikita may well have agreed with the shared understandings, the use of metaphor, and positive effects of experiential education for a variety of reasons, such as: (a) the intense nature of the activities during Activity Week; (b) positive reporting of learning by other Focus Group members; (c) conscious or unconscious alignment with the goals of the Programme and the Research; (d) not wanting to appear 'out of step' with other group members; (e) not forming cognitive links between Activity Week and other aspects of her life; or (f) a combination thereof.

Table 5:2

Comparison Between Nikita's Activity Week and Individual Interview Responses

Responses during Activity Week	Responses from Individual Interview
"Talking in this [focus] group has helped me understand what else was going on and how others were feeling." NK (FG, 1:22). "outdoor education highlights differences in people" NK (FG, 2:33) "The quiet time on the raft helped me reflect a bit and maybe open up a bit" NK (FG, 4:12)	"Well, the trip certainly hasn't helped me with my teaching. Its a long way away from what happens in the classroom." (NK-1, 4). "I used it for the assignment, used the river, the river meant different things in my life. But, unless you think about, like in an assignment, you don't just go around thinking about your life and rivers and stuff, do you" (NK-1, 6)

Regardless of the exact reason why Nikita reported learning during Activity Week and limited transfer beyond the experience, this discussion recognises the possible limitations of the Focus Group approach in regard to the ownership of reported understandings. In saying this, the research does not

dispute the validity of Nikita's responses during Activity Week, rather, researchers and experiential educators need to mindful that learning reported through such an approach may be closely linked to experiences and shared understandings and not necessarily transferred beyond the immediate settings. Apart from the possibility that Focus Group Meetings may assist some participants to transfer understandings beyond experiential programmes and not assist others, the research has clearly shown particular benefits when participants are caused to consider and discuss learning in a staged and structured manner.

While discussed earlier in this chapter, it should be noted that, the research design did not explicitly examine participant understandings of the programme objectives at any stage. Given the point by Druian et al. (1995) that successful experiential programmes feature clearly articulated purposes - the meanings of which are clearly understood by participants, discussion of the student perceptions of the Programme may have been extended further had the study examined participant understandings of the Programme objectives - prior and during Activity Week, and six weeks following.

Conclusions and Implications for Further Research

1.   Design conditions for transfer before the programme starts. In doing so students should buy into the goals of the programme. In preference they should also contribute to the learning objectives. People's perception of an experience play a significant role in the extent to which they 'buy into' the value and significance of what they are involved in. In this instance, defined objectives were presented early on in the Programme, however, the research did not measure the degree to which students understood or agreed with the objectives stated.

2.   Use of the river metaphor as a cognitive link to transfer understanding within Activity Week found some acceptance with students. However, identification with the use of metaphor to assist transfer of learning beyond

the Activity Week was limited. Further research should examine the degree to which student constructed metaphor and associations may assist transfer. Transfer is much more likely to occur when students create the cognitive frameworks and reasons why learning might transfer from one domain to another

4.   Transfer that did occur within and beyond Activity Week was interwoven with, and somewhat dependent upon emotional responses and personal relationships.

5.   Within the Outdoor Education programme there was little opportunity for students to practice transferring learning to settings outside of the adventuresome activities.

6.   In regard to using significant other people to assist transfer, the strong bond that developed between participants through the focus groups resulted in a feeling of trust and sharing of understandings. As such, experiential programmes might consider the Focus group approach as a educative tool to focus student learning and transfer prior to activities, during activities and after programmes have finished. Likewise, further research of the effects of focus group development of shared understandings is required.

7.   The emotional terms of reference used by participants to accord meaning to experiences may be highly significant to the ways people transfer such learning. Accordingly, further research should examine the role individual and mutually shared emotions play in applying learning to other situations.

8.   Research should examine whether transfer of understandings beyond experiential programmes is more likely when transfer has occurred between adventuresome activities.

9.   Transfer of understandings beyond adventuresome activities is more

likely when the experience is shared and discussed with others. Further to this, transfer may be highly dependent personal relationships.

In conclusion, educators who use the outdoors and challenging situations to help students to learn, are charged with responsibility of ensuring learning extends well beyond the limits of an experiential programme. Put simply, the credibility of experiential learning rests with the effective transfer of understandings. As such, this report recommends an approach to experiential learning that highlights the emotions, relationships, goals and thinking of individuals and groups in a reciprocal and dynamic way.

While the Outdoor Education Programme provided students with a range of physical, emotional and cognitive challenges, transfer of understandings within and beyond the programme varied. This said, it is apparent that the Programme was a very special learning experience for those involved. As such, the Programme was as much a journey of the mind as it was a physical adventure.

Appendix A
Participant Information Sheet and Consent Form
(information which may identify the location of the
study has been removed and replaced with xxxx)

Study of Student Perceptions of the Transfer of Learning
in an Experiential Education Programme

INFORMATION SHEET

This information sheet provides an overview of a research project I would like to conduct within the Third Year Physical Education Outdoor Education Programme. Although your participation in the Outdoor Education Programme is a required part of your studies, participation in this study is totally voluntary, confidential, and completely independent from your assessment and subsequent grade in the Programme. Please feel free to ask any questions about the information below or about any aspect of the study.

This study intends to examine student perceptions of the nature and transfer of understandings that are developed through involvement in an experiential education programme, namely, the Third Year Physical Education Outdoor Education Programme. Through a variety of research techniques, this study would like to examine participant's perceptions prior, during and after participation in the Programme. As a possible outcome of this study, a greater understanding might be developed about: (a) the perceived benefits and shortcomings of learning through experience; (b) the learning which students believe occurs in the Programme; (c) the transfer of understandings within and beyond the Programme; and (d) techniques and strategies used by participants to transfer understandings. In addition to the research aims, participation in this research is likely to help you better understand your learning within the Programme and the implications this may have for effective learning and teaching.

Being a participant in this study will involve some of your time. Firstly, all those who choose to participate will be asked to:

- complete a one page questionnaire about their participation in outdoor activities; and
- complete a one page questionnaire at the conclusion of three in-class sessions scheduled prior to Activity Week.

Secondly, a small group of students (selected from the first group of participants) will be asked to:

- take part in a group discussion (lasting up to one hour) each evening of Activity Week which may be audio taped.
- At the conclusion of the Programme each member of the small group will be asked to participate in an interview with the researcher.

As stated above, all of the information you provide will be treated with confidence. None of the Physical Education Staff will be granted access to the information you provide. Nor, will it be disclosed to any person other than the: (1) researcher; (2) research supervisors stated below; or (3) transcriber (if necessary). Where transcription of audio tape recording is required, the transcriber (if other than the researcher) will sign a confidentiality agreement. As a participant you may request a summary of the research report.

Attached to this Information Sheet is a Consent Form which I invite you to complete and return. Your consent to participate in this study does not remove your right to withdraw from the study at any time or your right to not participate in any aspect of the study.

If you have any queries about this study please feel free to approach or contact me in room xxx, xxxx Campus, Telephone xxxx

If you prefer, you can also contact either of my research supervisors:

| 1)	Dr Alison St.George	2)	Dr Jenny Poskitt
	Department of xxxx		Department of xxxx
	Room xxxx, xxxx Campus		Room xxxx, xxxx Campus
	Telephone xxxx		Telephone xxxx

Thank you

Greg Durkin

Study of Student Perceptions of the Transfer of Learning in an Experiential Education Programme

CONSENT FORM

Please read the points listed below carefully and **if you agree** with the statements made, **complete the bottom of the form** by providing your signature, name and today's date. If you **do not consent** to being a participant in this study **do not** complete the bottom of the form. Regardless of whether you have consented to participate or not, please fold the form in half and return it to me.

Thank you,   Greg Durkin

❦❦❦❦❦❦❦❦❦❦❦❦❦❦❦❦
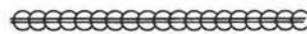
- I have read the information sheet for the above mentioned study and have had details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time during the study.

- I understand I have the right to withdraw from the study at any time and to decline to answer any particular questions.

- It has been explained to me that the information gathered by the researcher will not be made available to any Physical Education staff and will not be used in any formal or informal assessment of student performance within the Outdoor Education Course or associated University qualifications.

- I agree to provide information to the researcher on the understanding that my name will not be used without my permission.

- I am willing I do not agree (please delete one) to participate in small group discussions during Activity Week and in an interview with the researcher at the conclusion of the Outdoor Education Programme.

- I agree, where appropriate, for audio taping of group discussions and interviews. I also understand that I have the right for the audio tape to be turned off any time.

- I agree to participate in this study under the conditions set out in the Information Sheet.

Signed _____

Name _____

Date _____

Appendix B
Stage One Questionnaire

<u>Study of Student Perceptions of the Transfer of Learning
in an Experiential Education Programme</u>

Questionnaire

Thank you for taking the time to complete this questionnaire. As outlined in the consent form, your responses will be treated confidentially. Including your name on this questionnaire provides me with a way of making comparisons between the response you provide below and other data collected during the study.

The following questionnaire asks about your outdoor experiences and perceptions of the Third Year Outdoor Education Programme prior to the Programme commencing. Please try to make your answers as full as possible. If you are uncertain about any of the questions please ask me for clarification.

Thank you

        Greg Durkin
        Department of Learning and Teaching
        Room xxxx, xxxx Campus
        Telephone xxxx

        ****

Your Name _____

Your student box number _____

Questionnaire

The following questions relate specifically to the type and level of personal experience you bring to the Third Year Outdoor Education Programme.

Q. 1   Do you participate in outdoor activities associated with outdoor education, eg. hiking, kayaking, skiing, sailing?

Yes   **No**   (please circle one)

If Yes, please state the type of activity and the approximate frequency.
For example -   Skiing, approx 5 days a year

_____

_____

Q. 2   During the last five years have you been involved in outdoor education programmes (eg, school trips, Scouting/Guiding, tramping club) either as a student or a leader ?

Yes   **N o**   (please circle)

If Yes, please state the type of programme and your role.
For example -   6th Form trip to Resolution Bay   Student

_____

_____

_____

Q. 3   Please indicate your level of competence at the following activities or if you have never tried the activity place a tick in the 'Never Tried' Box.

(circle one number per activity or tick Never Tried)

	Low	**Competence**		**High**	**Never Tried**
Abseiling	1	2	3	4	5	☐
Bush Walking (day walks)	1	2	3	4	5	☐
Caving	1	2	3	4	5	☐
Canoeing	1	2	3	4	5	☐
Down-hill Skiing	1	2	3	4	5	☐
Long Distance Cycling	1	2	3	4	5	☐
Mountain Biking	1	2	3	4	5	☐
Orienteering	1	2	3	4	5	☐
Rock-Climbing	1	2	3	4	5	☐
Sailing	1	2	3	4	5	☐
Tramping	1	2	3	4	5	☐
White Water Rafting	1	2	3	4	5	☐
Other _____	1	2	3	4	5	☐
Other _____	1	2	3	4	5	☐
Other _____	1	2	3	4	5	☐

Appendix C
Sample of Researcher Field Notes - pages 10 and 11

(10)

am) Overcast with heavy dew - cold &
wet people today. Slow to get
moving

pm) Really quiet group today. Several
times nobody spoke for several minutes
- then someone would just start
talking almost halfway through
a sentence and others would pick
up the conversation as if they
heard the first part of the sentence.
Sensitive issues came to the surface
today, the sense of trust in the
Flt is very strong now. PT shared
concerns about facing challenges &
the option of suicide that some
take - not sure if he was referring
to himself or not. Rather than
dismiss the conversation or opt out
through some cool statement or
platitude, the Flt stayed with
the discussion for sometime. I
suppose they were comfortable
with each other - it certainly
felt that way to me. NL &

(19)

PT started an interesting discussion about the trip not being about physical activities at all - but just a way to get your mind clear of all the other crap facing us. RH was sure she couldn't think like she is today on the first or second day. I was like, it took time for her thinking to catch up with where her body was.

When we finally arrived at the camp the whole group was fairly confused about where they were staying. I think the camp owner just told them to camp anywhere. So, some tents etc had to be moved. They all seem very tired now and are all looking forward to a hot shower. - the worst of the trip is over for

Appendix D
Sample of Focus Group Meeting transcript

Focus Group Four (Beginning at page 12 - participant responses prior to this point were not included in the results. Identifying names and places have been changed to xxxx)

Yeah and we doing the same, you see everyone was doing their own stuff or just like

Greg. This is on the river?

Yeah, on the river. We weren't paddling, just relaxing and I was thinking about things I had been leaving aside, as well as xxxx, I had been leaving aside for a while and just really looking deep inside myself. But then someone talks and the conversation the conversation moves to deep stuff like suicide and death. It got really, um

Yeah. It did, didn't it?

That would depress me.

I know I was just sitting there after that conversation, just sitting oh god

Negative.
Yeah. Totally.

This is actually quite funny because today on the bus, I was talking to xxxx how I thought yesterday, you know, was pretty pointless just paddling a raft, going, we should have done something, you know, (inaudible) hard but you think about it, you think that we have done so much reflecting that day that if we had being going hard out and doing something, we wouldn't have done.

Um, so, now looking back at it, maybe that day was actually, you know, was just not a waste of time.

Looking back at it, I thought to myself, well why did someone bring up that point. That, you know, why did someone bring up that conversation and I just thought to myself, maybe someone needs to get something off their chest. And that was their way of, you know, just

(Talking over each other)
The quiet time on the raft helped me reflect a bit and maybe open up a bit

page 12 end

We did, we were (inaudible) in our boats, we were (inaudible)

We had a ball, we had a ball in our

(inaudible)

The other day I got in a raft just about the same people and it was very quiet. And there was no a lot said and (inaudible) sat cruised and had a look. But yesterday the same (inaudible) people and it was just sort of like we (inaudible) it was almost like there was A and a B team. Yesterday, I felt to myself, you know you had the A team which was the team that went in the morning, you know and they were right into what they did, they were right into the serious stuff and it was like we were, I felt, probably wasn't true but I felt like we were the B team and we didn't have to impress them all cos you know, you get sort of, the A team is like the A team and

(talking over each other)

Not quite as good.

Yip.

Like you have done in classes or you have seen movies about it. I thought, oh this is a B team, you know, there was all the

And they were alot of fun

Yeah. We had a ball and I thought, god, this is something, you know, (inaudible) I was listening to you guys talking about this, this self emotionally thing that was happening to you because everyday. Today on the beach I was blown awaywhen doing the sculpture, tears were just rolling down my face, I have being wondering what's being going on, I was putting my life back together. Tears rolling down my face, all the missing bits were coming through, and I thought, shit, what was going on here? You know, I'm forty years old, don't do that sort of thing, but you are putting all your life together. It was amazing.

You know, where it's going and all of what you are missing and bits and pieces. It blew me away, my day has been stuffed so I'm trying to forget about what the hell's going on. Really good.

Greg. Yip.

page 13 end

You know, to sit there and but you know, I just cried and cried. Amazing.

Greg. Some of the significant of the, of what xxxx and I plan is now, is clear, is becoming clear

Yeah.

Greg. About that whole but it's um, it happens for different people at different speeds at different times. And some it doesn't happen it all. And um, it's so individual but it was individual for me too today

Yeah.

Greg. I sat down and had some pretty careful thoughts about things in my life and um, yeah.

I would have to admit I didn't really um, I went and found a special object but when it came to the um, to my Sculpture.

Sculpture, I'm not a very (inaudible) my family is but I'm not. I just basically, you know, I put something together and thought, oh yeah, okay. But then the rest of the time after that, it was just sitting (inaudible) when I did most of my sort of thinking, (inaudible) just sitting down, it wasn't while I was doing the sculpture, not until

(inaudible) when you were doing your sculpture, you did one while we were sitting on the river. And I listened to you doing yours and I thought, shit look at this, (inaudible) all together this (inaudible).

That was so funny cos I just started off making a (inaudible) pile of rock

Yeah

And (inaudible) this goes here and

Yeah

And, and Greg and I were talking about today how if you had the exact, if you were doing the exact same sort of idea, there would be rocks placed in different places you wouldn't know you are putting the rock in a different place.

page 14 end

Yeah.

But there would be a reason why we are putting those rocks

Yeah.

In different places.

So that's why I went over to yours today cos I thought, I wondered if you had done the same thing but it was a totally different, totally different story today. Same, same basically where you are going, but it was a totally different (inaudible) to the point, you know?

Greg. Mmm.

And I could see where you were coming from cos I had just done mine. Over there, sort of putting everything together and sort of saying, shit hope no-one comes over, that's why I was right down by the beach, there was another group of students down there too but you know, it's, it's really quite amazing, when you started putting it together, oh I thought this is arty farty stuff, we should be bloody out there seeing whose got the biggest muscles, you know? We are PE men

Mmm.

Greg. And we moved to a what (inaudible) at Breakwater, if you remembered we started out of Breakwater by me asking you to stand and face outwards

That was amazing.

Greg. Close your eyes. And then to open your eyes as though it was the first sight you ever had. (inaudible)

Yeah.

I turned around and when I opened my eyes, the first thought was the mountains enveloped in mist. And the mountains enveloped in mist in the morning.

page 15 end

Yeah.

Okay, mine was a little bit less detailed than that, it was just like wow (laughs). That's the first thing that came to my mind, I had no words, it was wow sort of thing.

No offence Greg but I thought, what the shit are we are doing?

(everyone laughs)

We were hanging around, we were sort of hungover and then I opened my eyes and I saw the sun reflecting off that water, the mountain in the background and I just thought, that, that did actually happen and that was the one (inaudible) you saw.

Yeah.

It would be pretty neat (inaudible), yeah.

Yeah.

Yeah. The first thing at Westport (inaudible) you know, pretty ugly place and then when and I ran down the (inaudible) this morning so I had already been down the beach you see, and when I ran down the beach, I sat on the beach and (inaudible)

Greg. Yes and then later on you said, I could live in Westport.

Yeah.

Greg. And you almost did.

(everyone laughs)

It was so funny because, um, quite a laugh

(talking over each other)

page 16 end

Quite a laugh.

Greg. Now just come back to the, let's come back to the opening of the eyes thing.

When you made us close our eyes and talked us through opening them for the first time..I couldn't believe what I saw..I was completely focused for a couple of minutes, I couldn't even move my head.

Greg. Nikita, what went through your mind when you opened your eyes?

Well, first of all, I thought, I (inaudible) sore cos I (inaudible), you know and they get a bit sore sometimes (inaudible) and I sit down and then um, I looked around and thought (inaudible) pretty.

That's strange cos actually we were all looking at that and none of us would have thought anything of it until we did that, that exercise.

Oh I had thought about it cos I had been there for forty minutes (inaudible)

(everyone laughs)

Well I was looking out the other side so all I saw was the gentle swells and waves and I watched the waves and the waves were rolling down and joining one and coming in and I thought, man what a beautiful picture. You know, what a beautiful is being painted, you know, and the Christianity came through a little bit and wow, it's really marvellous to, to see that God is actually creating this picture for me to see and if this was the first thing that I had ever saw, you know, it's pretty amazing.

(inaudible)

Yeah, it was just out, marvellous.

Greg. One of the, one of the reasons why I like people, I use that specific activity is often we walk into a setting with our old eyes and we don't use new eyes, ah, and we glaze over it looking for some features that we are used to looking for. And what I was hoping to try and do and it's, um, um, (inaudible) pretty flash but (laughs) (inaudible) the um, it's, yeah it's certainly some different perceptions. But your (inaudible) on the beach didn't it?

That was very, very, I thought that was quite a bit funny cos started off I just done this sort of thing (inaudible)

page 17 end

(inaudible) no-one's gonna do stupid (inaudible)

Yeah, that's right.

Ha ha ha ha

(Talking over each other)

Greg. I assume that I was abused a fair bit when they walked down the steps

Yes, we were hoping like hell we

Greg. I'm quite used to that, that response.

That we were running late (inaudible) cos we had to do those bloody sculptures.

And then everyone started (inaudible) they said we were going down the beach.

Yeah.

And then once you started doing it you couldn't stop.

Yeah. Cos we had that talk half through mine and I don't know, I was sort of I was struggling to talk, to talk to (inaudible) aye, oh oh and then you walked away, as I was talking to you I saw something out of the corner of my eye and just went bang, that's what I want to do. It was like (inaudible) going and going and we still talked for a little while and then you went away and I was like yip, yip, I'm (inaudible) again and then it just all came out and you see things like the shadows and everything like that, it was just like wow. This is just all

Greg. How did your sculpture get on Nikita?

Well, it didn't really sort of eventual. We got lots of treasure, we just kept walking and (inaudible) walk and it was really, really neat, just talking about life and that and

Greg. Tell us about your treasure.

Oh, what we found?

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Greg. Mmm.

Oh just um, special rocks and a big crab, you know? (inaudible) crabs (inaudible) they are all white and they would have broken a big, hard brown one, I thought it was pretty (inaudible) and just little prebbles and things and then I left them all in the mini-van on the way back home. (inaudible) we changed buses

Greg. Oh no.

(inaudible) sent you a crab that's (inaudible) about a week or something.

No, I was very, um, (inaudible) I was getting left behind, um, we thought it was really funny and ah, but then when it got to like two o'clock (inaudible) bit worried and ah, I (inaudible) and I thought, oh wow, (inaudible) it just sort of like get that van (inaudible) meant to be sort of thing. Cos it went like a minute later and there's nothing, there (inaudible) nothing in and out and I didn't want have to sort of pay hundreds and hundreds of dollars for a plane (inaudible) we just rang (inaudible) and um, they were really neat. So even though we missed it, it was quite good to (inaudible)

Greg. Yeah. People are

It would have being eighty dollars.

Greg. People on the coast are pretty helpful.

Yeah, they were, we went to High School and sort of camped there for a couple of hours on

Greg. They're quite trustworthy too.

(inaudible) phone call and

Greg. Mmm.

You know.

Greg. Yip.

Toll calls for nothing.

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Greg. And that's just um, that's just part of the coast.

Yeah.

(inaudible) for lunch, gave us (inaudible) leftovers, the rolls and that.

Greg. Oh cool

And all the teachers came around and it (inaudible)

Greg. Asked you to do some relieving

(laughs)

Really nice people. Really nice staff that (inaudible)

Greg. (inaudible) girls sculpture.

As I said, I didn't really get much of the sculpture. I, um, (inaudible)

(inaudible)

But I really had no heart or, or soul (inaudible) into it, I, um, yeah, no. Couldn't get into that one.

Greg. Did you find any treasure?

Yes, I did.

Greg. What did you find?

I found a um, couple of shells and (inaudible) spiral shells (inaudible) oh that's cool because that will remind me, you put it up and you hear the sea (inaudible) so that will remind me of Westport etc. I ended up giving it to someone because they wanted shells, they were looking for shells, (inaudible) thinking of doing, and um I found some driftwood, I mean, one looked like a seal

TAPE ENDS

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SECOND TAPE STARTS

Greg. Ah, this is a continuation of focus group four's interview so um, it's on the xxxx.

Yeah.

Greg. We are back on.

Back on the tv.

Greg. So your spiral shell which you gave away and your piece of driftwood and you said it was a seal.

It was a seal, yip.

Greg. Sort of

Looked like a seal sort of (inaudible) you know so it was (inaudible) changing directions, um, another piece of drift, driftwood that just like it was fairly way, it was different texture. You know how driftwood is usually just really light and smooth? This one was really, the grain was very wavy and it was different on all sides that you looked at. I was really amazed by it. I can't think of any other words for it.

(inaudible)

Oh piece of coal. Found a piece of coal and that reminded me of where we had scraped up the mountain that, you know, it had travelled the Buller to get there. So I grabbed that.

Greg. Probably fell off a ship in the harbour

(laughing)

Um.

Fell off a guy's trailer who was (inaudible)

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Greg. You will be able to tell, if it's got rounded edges

Mmm.

Greg. Then it's come down the river.

It's come down the river.

Greg. Oh good. Cos if it's got sharp edges it fell off a ship in the (laughs)

Um

(inaudible)

The beach was really cool - wouldn't have thought about it if we hadn't done it and that means a lot for children - don't assume they'll learn by telling them..

Have you still got them?

Yip. They are in my bag.

It will be interesting to see if

(inaudible)

We were, we were probably not see. We all see different things in them.

Yeah.

Greg. Yeah. While we were doing that, you were saying, Phil you were saying that your, your um, sculpture was quite a, quite a moving experience.

Yeah, it was. I, I talked to, I talked to some people on top of the wharf first on the beach. They said that um, all these bark and stuff comes in, it's really good for the, really good for the garden and stuff like that. So I went down to the beach because I figured that we weren't permanent and it something was going to grow, it was going to grow from

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That looks like a seal aye?

In the garden and stuff so that's what (inaudible) and um, I have been around a bit and done a few things and um, you know, it's sort of like I started finding bits of wood around and I found a big straight bit of wood for myself that I thought was me. And then I put um, I found another wood for my family and I have got an extended, really extended family because my sister and my brother are very different from myself, very, very different. So those bits of wood were all twisted and out but they were away as well because we don't, my brother lives in xxxx and I live in xxxx and I haven't seen him for about ten years. And it sort of, that sort of stuff, you know, and ah, got kids in xxxx and

And I was asking you all about probably brought it all up.

Yeah and I was sitting in that, sitting in that cemetry too, it sort of, I guess, where I'm getting to forty years old and I'm starting a whole new career. You know, and I'm thinking, well shit, what have I done with the last forty years, you know. Where has all that come from? And I remarried a couple of times and so the memories of those came back to me because I really tired hard and those marriages were dissolved and one of them wasn't my fault. And nothing to do with me completely but it hurts. You know it brought back all that, all that sort of emotion crap that you have left behind you and you think oh I'm going to be strong and I'm going to be tough and nobody will know about it and oh I don't know why it just all come flooding back at that particular point. It was quite amazing. Cos I'm sitting there and xxxx, she came over to me and she said oh that's a really interesting and I sort of going like this and

Oh

That's a really interesting sculpture, what's that about? I said, oh look, I can't tell you, you know, I couldn't, I would have just sat there and bawled and then I would have everybody around then thinking what the hell's going on? And I'm usually quite together and I make sure I'm quite together.

Well I feel really stink because we were talking to you about just all after

You shouldn't have

(laughs)

Yeah, I did a good cover up job but it was, it was quite, you know, I don't know why that is today, whether I'm tired or whether

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Yeah, you looked quite tired when I came in you weren't your normal bouncy self

Yeah, I was sitting, sitting up there

(inaudible)

Sitting up there with that graveyard thing, you know, and it all seems so finite and I was, the day before, walking where other people had walked, you know, it was quite, you know, interesting walking and knowing that somebody else had walked that way, you know, and that was part of history and you are walking history. You know, it was, yeah, quite blown away really. Quite a lot. Mmm.

Greg. The um, when you were walking down, out on the beach

Yip.

Greg. Thinking oh, what am I going to do, you know, or even thinking, oh (inaudible) wants us to go and remiss

That's exactly what I was thinking.

Greg. Yeah.

I'm not an arty farty person.

Greg. The um, quite a big contrast between your expectations prior, prior to the experience

Yeah

Greg. And now.

Yeah.

Greg. Mmm.

Yeah. It started when I was looking out to sea.

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Greg. Yeah.

See, and that's when we were all sitting there and I was laughing, I thought this is ridiculous because I opened my eyes, have a bit of a peek with my eyes when we are suppose to have them shut, all those fishermen, those big tough fisherman standing down the beach were all looking at us and thinking what the hell's going here, must be something out of Independence Day. I felt bloody stupid standing in a circle eyes closed but that was a really effective lesson,it really got me thinking about family, career, the whole person. That was the start of the emotion, you know that

(inaudible)

Yeah.

Greg. Mmm.

Yeah.

Greg. Yip.

And I'm really, oh you know, I have been away from my kids for five days and I'm really missing them.

Greg. Mmm. Mmm. A teachable moment, it's, it comes, you know, for different people at different times and um, I was, I was astounded how we found onto the Sounds, the sand and talked to people that the depth of what I saw. I was just (inaudible) as I drove away, I said to xxxx, I couldn't say it too loud cos of the people in the minibus, I said to him, because (inaudible) the first of that thing we were still in a circle on the breakwater, I wasn't really very pleased with it.

Mmm.

Greg. It didn't do what I wanted it to do and I thought that it, I had, I had lost it. I thought I had lost what I was trying to create.

Bombed out.

Yeah. Yeah.

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Greg. And I was disappointed at it and he said, oh no, oh no, he said, it was fine, he said, just wait and then see he saw something that I didn't see and that, that often happens, I see something that he doesn't see and we bounce things off each other alot. And then I came off the beach, having talked with about ten people, got in the van and almost wanted to just to scream happiness that yes, something happened.

Well I watched xxxx too, he's being sitting alone alot of times, looking out, you know, he was there on that jetty today looking out to sea, just sitting there and he was, then yesterday up in the bush on the ridge, just listening to the water and, and stuff. And I thought, I wonder what he's thinking about (inaudible)

Greg. You should go and ask him.

Yeah, well, I

(inaudible) me today.

I'm scared that he might tell me to bugger off and say something really stupid and I would

Yeah.

Feel really stink, you know.

So we waited for hours for that phone call and he didn't, um, and he got on the phone and he wasn't any help so I wished he had never been (inaudible) really. You know, we would have done it better by ourselves. So what I learnt today, mainly, was that if you take kids out, you have to just make sure you always check where they all are really carefully, you know, we have a roll call when you get in and out of vans

We did a roll call and everyone said you were in the other van.

Greg. Yeah, yeah. Serious stuff.

Mmm.

Greg. Misinformations and so forth, but that's fine cos I said when I got to Picton, everybody's here and

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Yeah.

Yeah but

Greg. I was worried.

Mmm. Yeah.

You know how you said you got feeling abit homesick

Yeah.

I never get homesick, I did when I was send away to boarding school, I never do. That's just not me, I didn't as a small child and then yesterday I go on the river and (inaudible) and was fine and that's like really (inaudible) for me cos I think about home lots and my family but not that like, that kinda of strong wow.

Yeah, see um, I always try and ring my mum aye? Like

Yeah, I remember you (inaudible) at high school.

And um, and I just, me and my mum have got a emotion point, and I mean, if I don't go three days without talking to her, just, I mean, it's really pointless, I ring up and say, gidday how are you? Got anything to talk about? She'll say, no, I'll say, sweet as, bye. That, that is summing up our conversations. But it's just knowing that she's there.

Okay, yeah I'm, I'm the same. Except it's with my boyfriend, I was panicking because I could not get hold of him for four days, I had the worse things going in my head and all I needed was the one minute phone call to say how, how are you, for him to say, I'm fine, I'll meet you at twelve o'clock and um, I finally got through last night, I was almost in tears because I was just so worried about what could have happened cos we, cos we usually know what's happening back and forth, his family's very close and they know what's happening and his family hadn't heard from him and anything and I just really, really scared and um, got through to him finally and he was, the phone stuffed and they can't hear the ringing, so that's why no-one was answering the phone. And but it was just something really silly but yeah, I was getting really homesick, really, really worried.

Greg. Do you normally get homesick?

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Well, that's the thing. It wasn't, I say it's homesick but it was not really homesick cos when I was speaking to my boyfriend, I wasn't missing my parents. I knew they would be fine cos I missing my boyfriend.

Greg. Mmm, so to try and pull it together, I get a sense that in the last few days you have developed quite a sensitivity to what's going on

Yeah. I think and everything has slowed down.

Yeah.

Our, conserve our emotions have been down there and the excitement and everything up here, it's balanced out now.

Once you started thinking on the beach you couldn't stop - It seems like everything has slowed down, so you can actually think

In a week we have come a bloody long way.

Yeah.

Oh

And I mean, that's just not on the road and on the river, it's amazing.

Well I was (inaudible) my reaction to home like I'm always at home with the kids and mum and dad up the road so I see them everyday and it's (inaudible) so I didn't want to come away at all. Cos I mean I thought I would miss them all so much and then I had the opposite (inaudible) away, I didn't really

(Talking over each other)

Yeah, (inaudible)

Much as what I knew I would at all. Cos I see them all the time (inaudible) I thought it would be really, really hard to just go even just a day without seeing them. But it wasn't at, cos I know that they will still be there when I go home and I, I was surprised that I didn't really, you know, think about them

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Greg. Have

Hardly.

Greg. Have the experiences of the last few days altered your sensitivity to things about you in anyway that you can see?

Um, not really. Just makes me realise that when I'm a teacher, if I get there and that, when I go to school, I can see that they will still be really enjoyable. And it will wholeheartedly probably with the kids rather than wishing I had stayed home, I'll get right into whatever we do, have a plan going, planning stuff and I'll get right into it. And I'll just make sure I'll keep a close eye on them and all that stuff too.

Greg. What, what showed that? In the last few days?

Oh just doing everything with, you know all these

Getting out and learning and

And um, you know, see what it's, you are a part of different, it's different groups so you are with them for a week so you want to make the best of it, so you can't just keep going back to family and that at home and that cos you will have no fun (inaudible) tonight, you know on, you know, not even think about it until I'm on the ferry or until I get off the ferry and see Mum and Dad standing there and then I will be, I will be rapt to see them but they knew I would do that because I always do that. I go away I

(inaudible)

Treat it as they know when I go ahead I (inaudible)

Greg. Mmm, I was looking for (inaudible) to actually experience the things that you have actually experienced

Yeah, exactly.

Greg. Cos you were saying that, that when you go on camp, you will be right in there with um,

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Yeah

Greg. The kids experiencing those things rather than what else. What else could you do?

Oh no, like some teachers maybe sit on their ass. Want to go home and don't sort of put everything into it and sort of think oh yeah, why am I here sort of thing and

Greg. Mmm.

Yeah, there is, there is a few people there, um, I just got the impression that I think you were talking about it the other night, um, they are just, I mean, they are not going to enjoy something like that.

No, alot of them just want to go home.

Yeah.

But I mean

We are a team but opposite was one person who refused to come cos he was going to miss his girlfriend too much and had a big stand-up with XXXX I think about it and he's had an absolute ball.

Oh Tim.

And he's like, he wasn't going to come.

Oh.

And XXXX said, don't come, but you will fail. And so he came and he

That was pretty sensible of him. Pretty sensible of you XXXX.

Yeah, and he has.

(Talking and laughing over each other)

Yeah, but he did. But I think, yeah, there's alot like that. So I just thought today, (name) and I were talking about our friends back home, we had never thought about them.

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Yeah.

We haven't thought about what anyone else is doing. We have been too busy having fun.

Yeah.

Mmm, I think I can say the same thing.

Yeah.

(inaudible) haven't thought about the girls (inaudible)

Yeah, no I haven't (inaudible)

Or you know

(inaudible)

Or my kids, what they are doing, you know, sort of got from day one really (inaudible) thought about (inaudible) on Tuesday and I thought, that's probably the last thought I have thought about what they are up to until today.

See I haven't, I mean, I have still being thinking about work and, and how's everyone getting on at the hostel and stuff, um, and, and everything like that. I sort of have being thinking about and but it's being good that I have being away and nowhere near on my mind as it normally would be. I mean, I, oh, over Christmas, since November sixteen, I have not gone a day without being a mood king basically and I mean, mentally it was, I, I had one shift where um, I got to it and I was just practically breaking down cos of stress and (inaudible) and um, this time now, I see really, really good just get away and I really needed it.

Oh well the first time you have had a holiday in a while I bet.

Yeah. That's right. I think everybody, you know, it's um, you know, everybody's worked hard, everybody in this, you know when we get to graduation, we stand up in the graduation thingo, we are all equal, we have all put in alot of blood and alot of sweat and probably a few tears as well to get where we have got. You know, it's like

Well, most of us.

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Nobody sort of worked harder than, than any of them really, you know, (inaudible) around.

What about last night PT?

Yeah, we were, we were, I found that was good because I worked with that girl and I was talking

XXXX.

XXXX and she was

Did you work with, like?

Yeah, we did, we did that, um, stirfry thinga.

Yeah.

She is lovely.

And I really talked to her

And she's doing early childhood and I thought, there can't be anybody better that I had seen

Yeah, same

For early childhood

Yip.

Man, she just come across

You know, the whole

Excellent

(inaudible) comes out of there just in so

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Yeah.

Nice.

Yeah, she is an excellent person.

And then you sat there watching the two that knew they were in our group and watched us for three and half hours running around getting everything ready.

Mmm.

That's (inaudible) doing breakfast. Really hacked me off.

But I told them too, I said, come and help us and they just sat there playing their drinking games.

Yeah.

I thought stuff you.

Yip, that disappointed me abit. Yeah, that disappointed me a bit when I saw, came back from doing stuff and all those guys were sitting around with their drinking games, you know, and playing with (inaudible)

But all those guys had done their turns, they had done it.

Yeah.

It was XXXX and XXXX that hadn't done anything.

Yeah, maybe, yeah, maybe that's my, my age coming in but I thought, we are in a public camp ground

Yeah.

Really enjoyed this as a teacher, I can see others wouldn't - maybe they haven't been there in their own minds and faced themselves. Then I thought, that perhaps we being teachers could be, you know, cos it's probably a different generation, could have been a bit, I mean, we are all going to the pub anyway and that didn't matter, but a better role model, you know, than come back to see those cans strewn everywhere and

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Greg. Was there, um, was there much change in the social dynamic as soon as we got a sniff of civilisation?

Yeah it was.

(inaudible)

The booze became the focus really.

Oh yeah.

But I found (inaudible) down the pub, like I started to talking to some people, some fellas that it, like there was a couple, like one fella I hadn't talked to the whole trip, I mean, I didn't even know he was with that group or anything, he was going to be a teacher or anything, and I started talking to him probably had a bit dutch courage and I went up and told him off for not saying hello, and that and um, even this morning and that and on the ferry, came and sat with us and being really friendly and that. I thought that was really cool. You know, otherwise I would have said something to instead of being quite shy. So you know, it was good in that way.

Yeah. It would have been good but you when (inaudible)

Seen anyone else.

Strange world (inaudible)

Yeah.

It was interesting to watch the body language last night

Oh

Cos people and, and stuff aye

Greg. It's (inaudible)

Yeah, it's not

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Oh.

It's not, well I have been out of that scene for so long, you know, and I have looked

Greg. The rules have changed for

Yeah, (inaudible) right here.

(laughing)

(inaudible) last night and I was amazed at the

Actually he was good last night, there was a couple of other people that were going hard out

Yeah, I was amazed at the body language and

(inaudible)

And what was, yeah, what was going on, and yeah, and, and sort of I talked to one lady about how, you know, steady she was in her relationship and things were going really well and she thought it was going marvellous and it all blew out the window as soon as she hit the pub. You know, it was, it was a totally different, like a totally different thing and I thought, wow, that really infalsed, were you bullshitting me or are you really just so

A lady or a girl?

Well, a lady yeah.

What a lady my age or?

Oh it doesn't matter but you know it was so totally different and I thought, wow, you know, um, your, your fella cos that's happened to me you see, and I thought your fella's at home, you know, and he's probably thinking of doing stuff and keeping things ticking over and here you are here, you know, and I heard you say, you know, as I was coming in right at the very beginning, oh have a good time but don't have too good a time. And, and, and here we are in this situation here, you know, and it's like, well it's good enough for you but I'm going to do what I like over there and it really, oh gez, cos that's happened to me, I thought, you know I would sort of emphasise with the guy because he wouldn't know anything about what's going on and probably never will. You know? And I thought that's the relationship there is broken already.

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Yeah.

You know, you can have a good time, people have a good time, um, without going that far. I mean, I'm disappointed that there were some people who were, who didn't come out cos I thought it would have been really good for everybody to go out and have a drink and I think they might be

Even if they didn't drink.

Just be going, coming to the pub but you know, there were people there last night drinking iced water, you know, and having a good time. XXXX had, you know, was drinking iced water and stuff and lemonade and stuff, she had a good time.

She drank before hand.

Yeah but the

She had her fair share

Yeah but nobody really, you know

But yeah, no, you could have gone and

You could have come and had a good time with everybody as a group (inaudible)

Yeah, no, I didn't see anybody that was really (inaudible)

(inaudible)

Mind you, I was home early.

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Twelve thirty (laughs)

You went with XXXX or

Yeah XXXX was out of it

We all came home at that time actually.

Yeah.

Greg. Hey um, just looking beyond cos this, this is the last focus group meeting for um, at the end of the trip, so just to try and pull the thing together, ah, looking beyond activity week as a whole, what sorts of understandings do you think you are going to take away, what, what are the things that, that come, are really high on the, on the list of things that you have got out of it?

Our group bond.

Yip.

Our group dynamics.

Yeah.

Greg. When you say group bond, you mean the whole

As a whole, yeah.

Greg. A whole group bond.

Cos now there must, XXXX is probably the only one who doesn't know other people's names.

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No, no, XXXX still asks me what my name is. He asks me about sixty million times.

But like just, I don't know, but like XXXX was saying on the other nights that

The week has really changed the [large] group dynamics... people know more about others and they know about you..and the faces mean a lot to me now

Yeah, same.

A major outcome of this week is our group bond - that we have all done it together.

Yeah.

Like we have all done everything we have done, it's all being, everyone's done the same.

Greg. Yip. What else?

I (inaudible)

Organising.

Yeah, apart from that, I was, yeah organisation. I would like to include sort of, you know, like we did today, some of that emotional stuff.   Cos even though it was difficult, it was good. With children I would like to include the reflection, because I think the emotional stuff is an important part of learning, I mean they would to a different level,

Greg. Yes, you could. Yeah, you can, quite easy.

But you need to include that. You know, just like simple things like we did look around, stand in this bush area.

Yeah.

I mean, it's like you are being challenged in the physical and the mental.

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Yeah.

Include, include the whole lot. Yeah.

Physical and then the mental.

Well.

Yeah.

Emotion and mental, that's

Well I got that, (inaudible) cycling, how was your legs?

Yeah.

Rafting it was there.

Yeah.

And then today

Sitting on the beach with all peer, yeah I agree.

So, this and, and in five days

And then you get a bit more (inaudible)

Yeah.

Whatever, we have done all of the highs.

Yeah.

I've been tested and challenged and like in six months time there will be something that happens that triggers and brings you back to today. You might be talking about someone or something that happened to them?

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Yeah.

Might be in the pub (inaudible) that you see somebody that was on your raft and tipped over

That's it.

Yahhh

Yahhh

And all that stuff.

Yeah.

But it will start, start thinking and this group's being good because it's made me think further into

Yeah, exactly

Today was brilliant, (inaudible) when Greg asked me, (inaudible) and it was like, shit I don't have an answer. And then he explained, I put that there and like I might not know why, but I had put it there for a reason. And um, put one of these things right at the top of my thing, and I had this little nest, um, like it was the ultimate goal nest egg thing, um, and it was square. Greg goes, why is that square? And just, it's the sort of person I am. And it has to be an organised, I couldn't have a, it had to be in that square formation cos that was just how I am, I'm a structured person sort of thing and I don't think half the people would have even thought, you know, that stuff.

Yeah.

And um, When I talked with people on the bus about what I thought, they said WOW. It is one of the biggest things I will take from this week, and like for me, the idea that we each have our own view or idea but all of those have a reason behind them.

I have got a question for you. How did you feel yesterday when you did all that sculpture on the sand there, you know on the beach, we were sitting on the rocks there and you were explaining all of what was going on and then people started taking the mickey. Cos I was listening to you and I thought, okay that's alright then. But there was a couple of people down, and oh yeah, look at this, far too deep for me and ra ra ra. How did you feel? Did you feel like they were (inaudible)?

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Um, I actually shut most of that out I think and I, I actually thought deeper into it.

Yeah.

Like they were saying it was quite deep but I, I went further.

Yeah.

You know, I walked away, um, back down to the beach and you know, did some other stuff and, and I looked further into it.

Yeah.

I mean, it started me off into a little sort of path, um, I mean, I can't even honesty remember anyone saying anything negative, you know?

Yeah, maybe it was me because I was watching on but I thought, jez, they had a bloody nerve because you had obviously taken a lot of time and you, you just expressed something of yourself and they had sort of gone, oh yeah, it's too deep for me and ra ra ra and

Yeah, cos (inaudible)

They were making shit of your feelings, you know, and I think that not, you know, that, that's personal stuff and people should respect that, you know

Yeah.

Greg. (inaudible)

Yeah.

Greg. I had a really interesting experience on the beach today. I was talking to um, (inaudible) as we walked down and he, I asked him about the whole trip and what significance it was having, and he asked me to sit down and listen to something and he read from the Book of Revelation, probably, it was something else. And we talked for sometime and he, he this trip had crystalised in his mind that he had, in order to refine himself, and found out who he was in his life, he had to looked inside rather than, than look outside. Stop asking questions about why is it that other people (inaudible) other people, what is it that other people are doing that is affecting me? And asked that question about

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What am I doing?

Greg. What am I doing that is allowing that to affect me? And it was a huge mind chip for him and tears were in his eyes. I suppose in answer to your question about yesterday, all you can do to help the people who are asking those questions about (inaudible) is to ask them, fair and squarely, why is it that you find it difficult to take this seriously, or how does humour help you to hide yourself?

Yeah.

Greg. Hide behind yourself.

Cos I thought obviously it wasn't

Greg. I do it alot, I use humour alot to hide myself.

Yeah.

SIDE ENDS

You'll find, you will always find that one person can see right through you.

Greg. What's the highlight for you Nikita, the whole activity week. We have talked about, you said something about organisation or something, but we didn't get back to that.

Oh what was the highlight of my week. Um, oh I don't know, just really, well for me um, no. No, no, that's like one per ten years would be enough of that now. (inaudible) like I had a, um, like I had a real, yeah, my whole life has being sort of, I've had heaps of upheaval, you know, that a lot of people never experienced, I wouldn't want them to. And um, so it was really relaxing, the whole week.

(inaudible)

Loud people can be quiet too.

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Yeah.

(inaudible)

Yeah and get to know a lot more people.

Greg. Yeah. What would you take from this week, what are you going to take from this
week to your profession, or to your personal life?

What am I going to take to my profession. Um, probably that you can't really judge people
by, you know, what you see, like alot of people I don't judge them but like you know alot of
people are loud and noisy and that and try to be centre of attention, I usually shy away from
people like that. And yet, no not you, not you RH and um, so (inaudible) friendly, but you
know, like people are like usually attention shy (inaudible) you know and yet when you get to
know them just like you said before it's often a cover. You know, the person, the real person
is actually very, very nice but you shouldn't really have the preconceptions. So that's
probably something I will try really hard to

Greg. Cos that's our job, isn't it? As educators it's our job to look to the person, to the
person in everyone. And that's a hard job. It is hard.

This week has um, um, natural, I mean, I was over Christmas and stuff I was just thinking do
I really want to be a teacher. That after this emotional stuff, um, the desire to, to, to help kids
go through that stuff and it's mainly other, you know, reaffirmed the desire to be a teacher.
Which um, I mean I was in a bit of phrase where I was, you know, just (inaudible) here we
go again but now it's just that special little moments to your (inaudible) shine in a little kids'
eye, something like that is what I want to be doing and, and that's why, it's one thing that I'm
really happy, I mean, I thought, have (inaudible) cycling and rafting but that's being nothing
compared to what

Yeah.

The ultimate goal that I have now (inaudible)

Yeah. Sort of, yeah, the same thing has done that, it has met all my needs, this five days has
met all my needs cos I wanted to prove that I could do it with the cycling, and I did that. And
then the same with the rafting, I got a real thrill, you know, from, from going up those big
waves man, that really, that was adrenaline pumping stuff for me. And then today, yeah, the
whole lot it sort of got, yeah, I want to get into the kids and give them those teachable
moments with their emotions as well as, anybody can teach Maths, you know I think that's,
you can read up a book and you see teachers do it, they read up a book and they (inaudible)
close the book and they go and teach the Maths, they go

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and teach English and there's a comma here and this is a, and I don't really go in for a lot of that sort of, that sort of stuff is basic teaching, it's that under, underneath stuff. Which is why I don't want to go secondary school because you lose that personal, that personal emotional stuff at the College, you know, you're in for forty minutes, you are out for forty minutes. With a primary school, and you know, just, I'm having trouble picking what level that I want to do because I want to do the best of my ability with the limited time that I have and in, and find the right level and I don't know whether it's standard one or you know

Greg. It doesn't really matter because people need it whereever.

Mmm.

Greg. So, it's just, it just comes in different packages.

Mmm. Yeah.

Greg. What are you going to carry away to your (inaudible) and or personal life Reb?

I know a lot more about people skills. Like all the (inaudible) and (inaudible) um, the grouping, the dynamics, a lot more about people, the sorts of things you can do if organised properly. Alot of about sort of things you can do if you organised it properly. Like, if you could see, if this trip wasn't oh the actual rafting part wasn't organised properly or the cycling, it could have been a nightmare.

Greg. Well it was actually organised to some degree.

I think the um,

Greg. That was due to some of the, um, problems that xxxx talked about at College he was facing, but we got through those

Yeah.

Greg. But it was actually

Yeah.

Greg. There was alot of

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I know

Greg. There were alot of down time

Yeah

I was like really shocked when we first got back to College, they said, okay, our trip's coming up. We got no guidelines, we got shoved into Committees, no-one said what the Committees were suppose to do. The, what was it, the two fifty, three days before we were going, they said, cycling, they didn't have a driver, they were trying to get my flatmate. But they hadn't been, I felt for the cycle group, they hadn't being told, they had no idea what they were suppose to be doing and we could see that

And we needed cycles and we were told Friday that we were to organise taxis

Yeah.

For the ferry.

I thought that was shocking that I, everyone was really pissed off about that, they had no idea about what they were supposed to be doing and all of a sudden we were responsible for fifty two people travelling around on a trip and you have got no idea what you suppose to be doing cos you have never done anything like it before. And then Friday it all comes sort of huge stress out point and they are tense and all this stuff and I mean, that should have been done in our first day back in class. We should have being given guidelines, okay you are on this Committee, these are the kinds of things you need to do. Not and that's like everyone was really pissed off before we left.

I, I think the timing like it needs to be either a week or maybe two weeks later, um, because three weeks into it is just, yeah, it's

(inaudible) and with the classes we had and we said right at the very beginning nobody knew anybody.

But nobody knew anything about what

Yeah and we didn't know anybody so you were given a list of names in your Committee and you wouldn't even know who they were, you know virtually

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I still don't know who's in my cycling tour team.

Yeah, but you know, that's that's

(talking over each other)

But you got through

Yeah.

That's the important thing.

But my cooking Committee, I was dreading it, I mean some of the names, I didn't know them but I didn't want to go on their Committee. Oh no.

It all works itself out.

Yeah.

And they turned out to be very nice people

Yeah.

And I thought, oh, there you go, you shouldn't judge

Yeah.

Or worry about something or (inaudible)

It's um, funny in a sense that if you look at reverse, if you look as everything was organised, basically you had to turn up, okay and you compared that to what you, you were like you being obviously you were really pissed off about that, okay

No, I wasn't to start with.

Yeah, you compare that to what you have now being through. When you come to do it yourself, organisational wise I think you're going to be a lot better off than if you had of being, had it all laid on paper, so, I mean, although there was all those emotions and stuff, I think in the long run it's probably better than if it did happen that way.

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Yeah.

I can't

(Talking over each other)

Not being organised properly.

Yeah, that's

I

I'm a bit more laid back, I, I look at it from the point of view, of well yeah it was a nightmare but everything's worked out and

Yeah

Let's learn from it and get on with it.

Yeah, I'm alright at the end of it

Yeah.

But I don't like going in

I, I feel abit sorry for XXXX cos I think he's being put on the spot as well. Although, you know, we did let us down in a couple of communication areas but I think that, you know, he's had the same sort of shit and you know, we are all, we are all really in the same boat sort of thing, you know, with um, you know, what's going on.

(inaudible)

And yeah, (inaudible) had seven dollars left so I got the lecture.

(inaudible) They wear these things, they are the in thing to wear.

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Appendix E
Sample of individual participant interview transcript

(sample = pages 1 to 3 of a total of 9)

Individual interview with Rachel

I = Greg (interviewer)
P = Participant (Rachel)

I.   The purpose of this interview today is to sort of catch up on what happened from Activity Week because, also since then you also had the assignment which I really didn't have anything to do with so I have got some questions about that. Let's go. Um, okay what are your recollections of the activities that you took part in over Activity Week?

P.   The cycling. Seems alot easier now. It feels like people say something and like we were in Wellington, went to Neil Finn on Saturday night. So

I.   Right.

P.   So it's and

I.   Go ahead.

P.   And they said something about oh, you'll have to walk, I said well I biked to Wellington before. And they were sort of like whoa

I.   Whoa

P.   And I said over the (name) and you know, and then it's sort of sounded easy that I and they said was it hard and I was saying no, so I remember it was hard.

I.   Legend status, isn't it?

P.   Yeah. But yeah it sort of seems like you can't really imagine doing it now.

I.   And other than the cycling, what other sorts of things did you recall from Activity Week?

P.   Oh still love the rafting. That was yeah that was by far the best part. Going through that like you're having a look, I got one of the t-shirts and stuff like that (inaudible) and heaps of photos and that kind of thing. But no the rafting was the best part I reckon.

I.   I bought a t-shirt but I gave it to xxxx.

P.   Oh did you?

I.   Yeah.

P.   I'm getting another one.

I.   Right, I must see if I can get another one.

P.   And (inaudible) has got two left.

I.   Aha.

P.   Cos he went there. Cos did you see our ones? The xxxx (inaudible)

I.   I think I did and I think

P.   He and (name) had one

I.   xxxx rang me about them and said would you like one and I said, yeah I would but

P.   Oh did you?

I.   Never sort of heard anything back.

P.   Cos I ordered one

I.   Oh that's right. Oh well if you've got any more that would be cool. If you haven't, well. What about also um, apart from the rafting there was the whole sort of living with everybody and camping and

P.   It has totally changed our whole PE class. There's just a whole new atmosphere now. When we come together as a group as a whole group, everyone's heaps closer and it's heaps more personal now. Heaps more trust. Through like doing the rafting and that in a team situation where you had to rely on people. In the end we didn't stick in the same group, when we were on the rafts and that was really good because you were thrown in the deep end with people that you just had to trust

I.   Right.

P.   Um, when we come together as a group as a whole group, we have only have two with the Div xxxx's, like it's just some everyone's heaps closer and it's heaps more personal now. Like we are doing orals at the moment and people can get up there and do it and it's, it's no big deal cos you know everyone. As before it was like heaps of people didn't, (inaudible) didn't know their names really.

I.   Right.

P.   Definitely didn't know what they were like.

I.   Is there, is there more trust in the group?

P.   Oh yeah.

I.   Those sorts of things.

P.   Heaps more trust. Through like doing the rafting and that in a team situation where you had to rely on people. And yeah, definitely heaps more trust.

I.   And um, sort of confidence in the group.

P.   Yip.

I.   Yip. Um, what's the next question? Can you recall some of your emotional responses to Activity Week? Some of the things that went through your mind as about how you, and when I say emotional I mean how you felt about what you were doing on Activity Week, the cycling and the rafting and the living together with people.

P.   Yeah, on the first day I remember feeling pretty stoked because that wasn't bad, biking that far it was pretty cool. Stayed up the front, yeah I was like really happy the next

day and I wanted to kill my bike.

I.   Did your chain keep coming off?

P.   Yeah I was just like oh, that was didn't enjoy that at all. Except for the actual, oh I was just I was very pleased when I did it but I went through some pretty bad patches.

I.   Yeah.

P.   Getting up that mountain.

I.   I felt better on the second day than I did on the first day. I felt awful on the first day.

P.   Oh see the first day wasn't a problem because like I had been biking for ages, it wasn't a fitness thing or anything like that. That was that was fine but it was just the fact, oh and even my, getting to that last bit, I just wanted to get off that bike.

I.   Mmm, I remember you saying you counted yourself seven in or something, you were the seventh

P.   Yeah

I.   Person in, you threw your bike down and

P.   Jumped in the river.

I.   Jumped in the river. Get out of here bike.

P.   That was it, yip.

I.   Yip.

P.   It was such a stupid bike too, everyone teased my bike.

I.   Did your bike develop a complex about that?

P.   No. I told them I didn't care, I was still up there.

I.   Well you were.

P.   But (inaudible) you do remember my bike?

I.   Yes I do.

P.   Yeah everyone had the flash ones and I had old mountain bike

I.   Oh you were

P.   The girls bike and ring ring ring with my little bell. But um, yeah the living together, we went through like, me and xxxx, and xxxx were in the same tent and because me and xxxx were amongst the groups together and stuff and like we went through quite a, you know, a girls process sort of thing and next thing she was off with um, a couple of other girls and saying stuff about me and xxxx and then, yeah, she so we told her she got really drunk that night down (inaudible) and this was like when everyone was sort of got to the build up point people were getting sick of each other and stuff and yeah, she said to us, we said oh she we told her to tell us what she thought sort of thing and so she did and then that was kinda of abit funny but she came back and slept in our tent. And it was alright but that kinda of showed it really does get, can get quite hard.

I.   Mmm, mmm.

P.   (inaudible) especially people are the same age I think.

I.   Does it, did it bring you and xxxx closer together as friends or? Or where you already close friends anyway?

P.   Um, no probably did bring us alot closer. Cos never, really never spend, gone away or anything.

I.   Right.

P.   But then like there were heaps of things, we weren't in the same group for alot of things, I think yeah just being in the same tent. Being, like the whole thing I remember really every night it was it was just feeling really good, you are doing something really amazing. Like everyday you would achieve something.

I.   I remember that that night at xxxx when we were sitting in the van.

P.   That's what I was thinking about

I.   You were just stoked about learning the um, the ah, xxxx isn't it?

P.   Yeah.

I.   And ah, yeah.

P.   And xxxx was probably the area I was probably feeling really good, yeah.

I.   And xxxx is a pretty awesome place.

P.   Yeah.

I.   It's got a whole history. It's got a feel about it I think. Yeah. What about um, the last day, when we were out on the beach? What were some of your feelings about that?

P.   Kinda of disappointed that it was over.

I.   Right.

P.   Feeling real kinda of mellow. Being out on the beach it was real sort of mellow I guess. It was shock that we had gone so far.

I.   But the day before that I can remember you saying as you were cruising down the river and you allowed yourself to think about some things that you didn't really think you would allow yourself to think about. Now that was a mellow day too wasn't it?

P.   Yip. That was just just the last part especially with xxxx

I.   What was the significance of xxxx?

P.   I just remember him saying something. Jenny, I can't remember she said something but

I.   Right.

P.   And he said, well I don't really care about people who don't (inaudible) it's not my problem. It was something like that he said that um, (inaudible) turn up to classes I'm not responsible for them (inaudible) sort of thing and then just sort of started me thinking more about me as a teacher.

I.   Right.

P.   Like what kinda of teacher I was going to be.

I.   Did you come to any conclusions about that?

P.   Well I agree with him definitely at this level, but I don't know where you can do that at another level

I.   No, I don't if xxxx is seeing it as quite black and white as that

P.   Oh yeah, no I don't think so

I.   He tends to encourage people if he can

P.   Oh yeah, I know that he gave them (inaudible) but no it did start me thinking about all that kinda of thing.

I.   Right.

P.   And you sort of being on the raft (inaudible) was a really special time.

I.   Right.

P.   I guess with the groups that you are with, you got to learn alot about broken rubber and stuff like that.

I.   Oh Phil. That's right he said he pulled one of his

P.   He did an oral on shift work on Tuesday

I.   Yes.

P.   And the whole talk was about how sex has affected, affected his sex life, yeah okay, broken rubber.

I.   Oh that would have been interesting to say the least.

P.   Oh god. But yeah, no, but that was like that seemed we tended to didn't stick in the same group when we were on the rafts and that was really good because you just try and totally in the deep end with people that you just had to trust.

I.   Mmm, mmm, glide as well I suppose

P.   Yes definitely glide

I.   Mmm. That sort of brings me to my next question which is sort of how significant do you feel Activity Week was for your professional development as a teacher? Has has it been significant?

P.   Yeah it has been significant. Like um, one of the main, the main sort of thing that hits you is the organisation of something like that is pretty huge.

I.   Right.

P.   And then all the other things that a teacher has to consider, group dynamics, what's sort of going on there and all that kind of stuff and just the fact that you have done it yourself is important. I would never do something, take a class or a take a school or anything somwhere I have been and done myself.

I.   Mmm, cos you sort of knew beforehand that it sort of enforces it, doesn't it?

P.   Yeah. Yeah, oh like I wouldn't like to have gone and done that totally cold.

I.   No.

P.   You know okay and be responsible for

I.   It always sort of makes me think about all the little things that that are associated with a trip

P.   Oh yeah

I.   That's maybe it's not the big important things like the rafting but it's how the transport is organised and how much time it takes to get people changed into the wetsuits and all that sort of stuff.

P.   Yeah, yeah, that thing definitely.

I.   The, um, what about you personally, what what ah, what effect if any did Activity Week had on your personal development?

P.   Um, well it's the first time I have been down the South Island.

I.   Right.

P.   That was a real, um, a real big thing. Just that kind of so different down there and definitely in my confidence, confidence and ability to like that type of thing. I never thought I would

I.   Big challenge isn't it?

P.   Yip and you sort of, and like I'm not exactly scared of anything like the rafting was the only thing I was scared of but it sort of made me want to do it more.

I.   Right.

P.   And like doing that drift, floating thing down that sort of got me keen to do diving. And go and do that. Yeah, it's affected my things that I want to do, like for in leisure time type thing.

I.   What sort of things?

P.   Like um, I would be more into doing all that kind of stuff like going rafting now, you know, as I would before, and we talked about getting (inaudible) and stuff and that made me go the dive trip and that will be something I will carry on.

I.   The um

P.   Stop me from biking. No.

I.   What about sort of, you have talked about, um knowledge of others, how's it helped you sort of develop more of a, you know more about people like xxxx and um, xxxx and so forth. Um, are there any sort of general ah, things that came out of Activity Week that helped you or might help you better understand how other people think or?

P.   Yeah, I just seeing seeing people in like responsible roles.

I.   Right.

P.   In the group roles and stuff. Sort of really see what

I.   You do, don't you? Yeah, there's nothing like a challenge or a risky situation to

P.   Yeah.

I.   Yeah.

P.   Yeah, just sort of being there and part of it, you sort of sometimes you would sit back and look at other people see what they were doing and saying.

I.   Mmm, did you ever look at yourself that way? And wonder what you were doing and what you were saying?

P.   Um, probably on that second to last day on the rafts.

I.   Right.

P.   (inaudible)

I.   What did you think when you looked at yourself?

P.   Dickhead.

I.   In what

P.   In a big mouth sort of smile. I got told I'm not allowed to drink if xxxx

I.   Who told you that?

P.   (inaudible) Now I think

I.   Yeah, probably (inaudible) Um, where's my next question? How did you relate to the use of the river as a metaphor for thinking for about your professional and personal development?

P.   Well at the first like when we got that assignment, I was what was the hell is this, you know, like you (inaudible) and then you thought, oh well. The river and that, the metaphor thing was cool in that you had to relate you as a person to the river and the world around you. It made me think about some of the twists and turns I have made and the ones in front of me. Once you get past the assignment part of it, you actually think real well with them [metaphors].

I.   Right, right.

P.   Getting past that first (inaudible) and you start, starting to get into it and I like I found that I just wrote and wrote and wrote pages. And I haven't had any sort of major emotional

I.   Yeah

P.   Events or anything like I know alot of people are (inaudible) stuff like that

I.   Right.

P.   (inaudible) but I just wrote about um, the way the ups and downs and the (inaudible)

END OF INTERVIEW

Focus Group Interview - Content Matrix

Tape Number	1	Date		Participant Name	Summary		Activity/ies Cycle to Carterton

Relevance to: / Type of Understanding	Past Experiences	The Present	Activity Week	Beyond Activity Week
Specific Activity		It was easy when their were five of us RH I didn't like stopping because you just got into a rhythm, saying I can do this, I can do this, and then we all stopped RH I just kept up a steady pace - sort out by myself most of the day NK I really did not want to do this cycle today PP I've done heaps of training but I'm still wacked PP	Cycling showed people's abilities prior to raft PT	The experience gave me confidence to attempt more demanding activities RH
Attitudinal & Emotional	Positive attitude PP Prior experiences RH	personal achievement RH Anger & Pity RH People getting the truck fuelled me to go harder RH I felt sorry that they couldn't do it PP	Cycle challenge prepared for rafting RH	You know how far you can go, you know that you can do it. RH
Professional		Those who got off and walked may limit what they try as teachers PT I think today was great for my own professional development, it made me feel more confident about what I can achieve PT		Opting out would affect you as a teacher as far as what you could do NK As a teacher aware of differing children PP Tody made me aware you are not out there for yourself - you have to be at the chcn's level PP Slowing down made me think of others PT I think they (pupils) would feel really proud of themselves NK It (cycle) made me aware of the diversity of people - like today you people up the front going hard out, people in the middle, and those at the back slogging it out. Now if you think about it, that's a normal classroom PP Those people who are not so good at one activity may be brilliant at another PP
Intrapersonal (metacognitive)		You knew once you got through the hard pieces you would be alright RH I didn't like stopping because you just got into a rhythm, saying I can do this, I can do this, and then we all stopped RH Focus Grp has helped me understand own feelings about my abilities PP Drive to succeed PP There are people in this group who know they are going to make tommorrow and others who know they won't, so they have already beaten themselves PT	On a raft you are grouped together, but on the bike if you can't keep up, then you can't RH	
Interpersonal		motivation through peer pressure RH questioned wholeness of group RH & NK I don't think the cycle trip is something where people can help others RH Are those who give up less competitive PT People (some) should have done training PT Talking in this (focus) group has helped me understand what else was going on and how others were feeling NK I wonder if those up the front, wonder about challenge of helping others..cos otherwise it is just a personal challenge PP a lot of mutual support out there PT	Experience put me in touch with others PP Everyone has a shared experience now PP I think that people will bond better tomorrow and during the week because of what we did today..you will seethat actually increasing by friday.. there's a common ground too, no matter where you come from, we have just cycled 130 kms together PT	A lot of people in the class would meet other kids (through cycle touring) that they never had anything to do with, because of their ability, you know. Like boys and girls would probably mix more NK

Focus Group Interview - Content Matrix

| Tape Number | 2 | Date | | Participant Name | Summary | | Activity/ies Cycle to Wellington + Rafting 1st day + River Clinic |

Relevance to: / Type of Understanding	Past Experiences	The Present	Activity Week	Beyond Activity Week
Specific Activity	Learning to pack float was really good, because before Christmas I tried to cross a river that was too deep. I fell over a few times and ended up floating - it was actually quite scary RH	Guides well organised RH Rafting you learnt how to work as a team RH It was really hard to get people back into the boats in still water without having to do it while we were moving - differing skills and learning today NK learnt heaps about rafting PP It was really good to have a go at guiding..you think about how the raft team is working PP		Today gave me the confidence to resume kayaking PP I think you carry with you the experience of the activity NK
Attitudinal & Emotional		I was seventh at the end, I just stepped off my bike, and man, I was out-of-there RH I was really frustrated because I slowed down to help A... but then she got off and walked PP Needed to be mentally tough RH Very scared in the water PT Carried by confidence of others NL		
Professional		I thought the female guide (Bridget) was a good role model for us as teachers cos she kept all of her safety gear on NK It was interesting to see how the Guides managed the group...I just watched them and thought about how it relates to teaching PP The instruction they (guides) gave us was hands-on and in the boat, which would be good for kids I think PP	You have to admire the raft guides as tchrs - they know when to lead and when to sit back NL	I would use Professional companies for this as a tchr RH Activity would cause tchrs and children to work with and through each others differences PT We need to think more about how people need to work together in education PT As a teacher it has been a huge personal challenge for me, but you know you can go out and do it PT Great team building NL It doesn't matter how fit kids are ...You don't need to be fit to go into a boat NK
Intrapersonal (metacognitive)		You learnt lots about your growth and stuff - cos no matter how much the group was there for you - you had to do it RH I thought today was good (rafting) but I would like to do sort of tramping, cos I like to sort of be on my own where I can think NK Enjoyed being Million miles away in your own thoughts NK Today was a challenge for me...there had to be a lot of trust for me to get through PP I trust the Focus group but not others yet NL The rest of the group aren't where we (focus grp) are yet - pity NK		It was thrilling and you know you can go out and do it again if you want RH
Interpersonal		Inexperience helped group to blend PT The group seems to be mixing well PP I learnt what to expect from people... you knew who might give up PP Its really cool rafting together.. you can't get away from people - get on and work together PP The bike helped build trust RH We all worked as a team RH You couldn't think of any one else while cycling up the Rimatuka hill RH PT You are not going anywhere (together in the raft) and you have to work together NK	I'm more confident others will help me later in the week RH Mixed up grp forces people to mix PP Mixed grps will help the whole grp dynamic NL	A main point for me was, if you put 6 people together in a raft they have to work together PT

Focus Group Interview - Content Matrix

Tape Number	3	Date		Participant Name	Summary		Activity/ies Rafting to Lyell + Murchison Museum

Relevance to: Type of Understanding	Past Experiences	The Present	Activity Week	Beyond Activity Week
Specific Activity		The best part was tipping over and when you came up there was Paula gasping for air NK Bigger waves,more excitement,more danger RH I develop a lot of respect for the Guides - when we flipped he had us back so fast RH Heaps more challenge today PT		
Attitudinal & Emotional		Thrill, ultimate thrill (today was) RH I wasn't too scared today when it got really rough...OK, I thought, oh god,...but I pulled myself together. I just told myself, you have been through worse PP Heaps more confident - like I was under the water a couple of times today and didn't really worry PT		I'm thinking that maybe next holidays ..tke my boyfriend and go rafting..Its such an enjoyable experience...and I want to get the same feeling again PP
Professional		They (Guides) give you the impression through the first couple of days they are pretty laid back bunch but when you see them working, man they know their stuff PT Watched Neville today (leader) -finger on the pulse - no fuss - good role model for us PT	I think people aren't taking a lot of notice of the organisation stuff that's going on RH Guides were always working as a team - they knew exactly what each other was doing RH You have to be really careful how you handle people when the pressure is on, one thing they don't need yelling at, its OK for people to be scaredPT When you get scared, you usally start panicking, this trip has made me stop and think, no, I can't panic because I've got all these other people that are relying on me PP	As a teacher you must be in-step with everyone around you - Everyone has to know what everyone else is doing RH I'm more aware that people aren't always what they seem - you don't know when a person might panic RH OE highlight differences in people NK You have to be prepared - you might have thought about a plan but you have to be prepared - like with a group in the bush and something happened, you have to be able to handle it. PT You must look for what is special in each case - not what is the same NL The main thing is not to panic, because if you panic then others around you will panic as well, especially children PP Like with teaching, you have got to know what you are doing in all situations PT Professionally I have more confidence to set higher goals PT These exps will help me make wise decisions in the future NL
Intrapersonal (metacognitive)			I got heaps of confidence out of today RH	By doing stuff like this you are more likely to transfer the understandings to other activities RH The whole idea and principles of safety, how you go about, the way people work and everything, that's something that transfers RH The thing you remember too, is that no matter how many precautions you take and how safe you are, you are always gonna be at the mercy of nature RH This week has helped to take the fear factor away.. before I wouldn't do something, not because I might fail, but cos I was frightened of it.. now I would like to have a go at bungy jumping which I think must be the most terrifying thing in the World, but after this week maybe I'm not limited to what I can do. PT
Interpersonal		You learnt a lot about people - especially when things don't go to plan RH You learn people's true colours - RH Teams fell apart today - lots of pressure and stress PP The rafting helps you face your fears NK Even though you didn't know the people in your raft, you just got on with it PP People had already learnt they needed to be a team PP Few people lost it today, lots of yelling PP I learnt something about how others handle stress PT		

Focus Group Interview - Content Matrix

| Tape Number | 4 | Date | | Participant Name | summary | | Activity/ies Final Day Rafting + Beach Activities (nature sculpture etc) |

Relevance to: / Type of Understanding	Past Experiences	The Present	Activity Week	Beyond Activity Week
Specific Activity		Today was totally different. I looked into the scenery a lot more, listened to the birds, water- really felt at ease with everything RH When we were on the river not a lot was said and that was OK people were just thinking PT I found a couple of pieces of wood on the beach that were special, the first was straight - that was me... the second was really twisted which represents me, my brother and sister PT The treasure I found... the driftwood is really heavy and the grain is very wavy, a lot like the river..the piece of coal reminded me of where we started up in the mountains PP		
Attitudinal & Emotional		On the river I started thinking about heaps of things. I should have been thinking about them alot for the last few months and had just pushed it away...and then started just thinking about them and instead of panicking and thinking, oh god, I could just sit there and let it all mull about ...and it was strange cos the day before there was no way I would have done that. RH I felt bloody stupid standing in a circle eyes closed but that was a really effective lesson - got me thinking about family, career - the whole person PT Thinking about things I had been leaving aside ..looking deep inside myself..the conversation moves to deep stuff like suicide and death PP		
Professional		I didn't get a lot out of the sculpture..but it was good to have time and the space to sit and think PP	the whole week has been a great experience for me as a teacher. I proved I could do it in the cycling and the rafting really got the adrenaline pumping PT	I know a lot more about people skills... the grouping, the dynamics, alot more about people, the sorts of things you can do if organised properly. RH As a teacher, this week confirmed that you can't judge people by what you see...often loud people or shy people arecovering up and once you get the know them they are really nice inside NK With children I would like to include the reflection, because I think the emotional stuff is an important part of learning PT I want to give kids those teachable moments with their emotions as well ..anyone can teach maths, but its the underneath stuff... like who people truely are PT The beach was really cool - wouldn't have thought about it if we hadn't done it and that means a lot for chcn - don;'t assume they'll learn by telling them NL Really enjoyed this as a tchr - can see others wouldn't - maybe they haven't been there in their own minds and faced themselves NL Was going to leave teaching - not now after this - my desire is back NL
Intrapersonal (metacognitive)		The quiet time on the raft helped me reflect a bit and maybe open up a bit NK When you (greg) made us close our eyes and talked about opening them for the first time..I couldn't believe what I saw..I was focused for a couple of minutes..PP Today on the beach I was blown away when doing the sculpture, tears were just rolling down my face..I was putting my life back together.. all the missing bits and pieces... I'm 40 years old and don't do that sort of thing.. it was amazing PT Once you started thinking on the beach you couldn't stop - It seems like everthing has slowed down, so you can actually think RH		I've been tested and challenged and like in six months time there will be something that happens that triggers and brings you back to today PP When I talked with people on the bus (after beach) about what I thought. They said WOW. It is one of the biggest things I will take from this week... the idea that we each have our own view or idea but all of those have a reason behind them NL
Interpersonal		Looking back, I thought to myself, why did someone bring up that point (suicide)..maybe someone needs to get something off their chest...it was their way of sharing PP On the beach I was really worried that someone would come over and talk to me..because I was crying and also because it was important for me to get it out PT	Even after all the week, some people still sat around and watched others do all the work RH	A major outcome of this week is our (focus) group bond - that we have all done it together RH I learnt something about how loud people can be quiet too and that there is a lot behind what people show RH The week has really changed the group dynamics... people know more about others and they know about you..and the faces mean a lot to me now PP

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