

A Study of the Perceived Significant Life Effect of a University Outdoor Education Course

by
JENNIFER WIGGLESWORTH
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Supervisor: Dr. Paul Heintzman
Committee Member: Dr. Alexandra Arellano
Committee Member: Dr. Don Dawson

THESIS

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ABSTRACT

Relatively little research exists on the life significance of outdoor education (OE) programs and courses. There is increasing interest in the OE field to move beyond simply focusing on program-specific outcomes to developing more evidence-based models that analyze the influence of specific mechanisms of change. The purpose of the present study was to investigate the significant life effect of a university OE course upon participants after the course, including the effect of the course upon participants' intrapersonal, interpersonal and environmental relationships. The present investigation was a two part qualitative-quantitative study. The overarching research question was: What is the perceived life significance of a university undergraduate OE course? The current study involved in-depth interviews with a purposive intensity sample of 17 University of Ottawa alumni who had taken one of the university's OE courses more than 20 years ago, followed by a web-based survey questionnaire completed by 46 University of Ottawa alumni and students who had taken one of the university's OE courses between 1975 and 2009. Some of the survey participants had taken both the summer and winter OE courses offered by the University of Ottawa so there was a total of 65 separate course responses in the quantitative study. The findings from this study suggested that the OE course led to development of interpersonal skills, self-discovery, environmental impacts, leisure style change, and increased outdoor knowledge and skills amongst the participants. The idea that this outdoor knowledge and skills was transferred to others (e.g., students and children) also emerged from the data. In addition, in some instances participants expressed the idea that the OE course helped confirm or reinforce already-held beliefs about the outdoors. It is hopeful that the current findings can contribute to OE professional practice and demonstrate the need for OE in university settings.

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Chapter 1

Introduction

Learning in the outdoors provides lasting educational experiences. Most students retain information best when *doing* an activity and the outdoors allows for these opportunities (Chapman, McPhee, & Proudman, 2008). Outdoor education (OE) presents itself in a multitude of fashions, including high school environmental field trips, undergraduate recreation programs, and career oriented professions. Since OE offers such vivid learning opportunities, it is an important area for research initiatives.

The researcher's interest in OE was sparked from a course she took while on exchange at the University of Sydney, Australia, that offered her the opportunity to discover the life-changing effects of learning in the outdoors. The current research sought to discover if a university OE course has significant lifetime effects on its participants. Specifically, the researcher qualitatively interviewed 17 University of Ottawa alumni who had participated in the summer and winter OE courses that have been offered by the School of Human Kinetics for over thirty years and this was followed up with a quantitative study that analyzed the relationships between participation in the OE course, including its components, and various life impacts. The researcher was also interested in exploring the processes or dimensions of the OE course that contributed to a significant life experience (SLE).

This master's thesis built upon research by Daniel (2007) on the life-significance of a university wilderness expedition. There is relatively little research on the life significance of OE and the current study aimed to help fill this gap in the literature. The current research was retrospective in nature and according to Chawla (1998) it took "a life-span perspective, seeking to understand how experiences that may have occurred 20 or 30 years ago continue to influence

people's feelings or behaviour" (p. 385). The study's theoretical framework emerged from SLE research in which participants are asked to recount experiences of their own choosing (Tanner, 1980). This SLE framework seeks to understand the long-term value of earlier life experiences by sampling autobiographical memories. It has been noted that significant life experiences are events that play an enduring, central role in a person's narrative or life story (Daniel, 2007).

Statement of Problem

How research studies are conducted within the field of OE raises a number of methodological issues within the literature. Several authors within the current literature have called for more grounded theory approaches (see Baldwin, Persing, & Magnuson, 2004). According to Daniel (2003), research into outdoor experiences has been criticized for relying on standardized instruments (e.g., scaled surveys for self esteem), unsophisticated research designs (e.g., few crosschecks in the design), and small sample sizes. Ewert (1987) did not argue for discarding techniques such as self-reports or questionnaires, rather, he argued for using these methods in conjunction with other methods to allow for a confirmation of results. Presently, OE research tends to use an outcome-oriented perspective, which only studies the **consequences** of an outdoor education program; however, a process-oriented perspective is necessary because it seeks to understand the **mechanisms** in an outdoor education program. The current study used a combined qualitative-quantitative methodology to study both outcomes (i.e., significant life impacts) and processes.

Key Concepts

Outdoor education. Many discourses have shaped the evolving concept of OE (Boyes, 2000); this can complicate the definition of OE, especially when the term is often interchanged with other concepts (Ibrahim & Cordes, 2002). Boyes proposed that the current meanings of OE

are social constructions specific to the time, place and ideas surrounding an activity. According to Plummer (2005), the most widely cited and commonly recognized definition of OE was put forward by Donaldson and Donaldson in 1958, stating that “OE is education *in, about* and *for* the outdoors” (p. 8). Notably, this definition illustrated that OE is a positive and moral approach, as we see that “*for* the outdoors” is included, therefore, suggesting that both the learner and the outdoors are better because of the experience. Henderson and Potter (2001) extended the definition of OE to include an education *of* and *with* the outdoors in addition to education *in, for*, and *about* the outdoors. Still other definitions focused more holistically on the educational elements. Ibrahim and Cordes proposed that OE embodies a holistic approach to the study of interrelationships of nature, humans, attitudes of care toward the environment, and skill development in using natural resources for both survival and leisure pursuits. Although there can be confusion over what precisely OE entails, historically, two branches of OE have been identified: adventure education and environmental education (Priest & Gass, 1997).

Adventure education. Adventure education is concerned mostly with interpersonal and intrapersonal relationships. According to Gilbertson, Bates, McLaughlin and Ewert (2006), adventure education is education that is conducted in a wilderness-like setting with an element of physical skills development to promote interpersonal growth or enhance physical skills in outdoor pursuits. Furthermore, Priest (1999) stated that the purpose of adventure education is to create awareness for positive personal changes, while a secondary purpose is to enhance the self-concept and improve social interaction. Therefore, adventure education is comprised of students participating in a structured program that uses perceived risk to enhance and influence learning (Gilbertson et al., 2006).

Environmental education. Environmental education is concerned with the relationships between living things and the natural environment (Priest, 1999). According to Gilbertson et al. (2006), the predominant trend is to define environmental education as a means to prevent and solve environmental problems. Gilbertson et al. also list common themes with regards to the definition of environmental education that include: an outcome that aims to increase awareness and appreciation of the natural world through increasing one's knowledge of the natural world; a focus on environmental problem solving, which is often taught in formal school settings; and the use of scientific concepts to teach about the natural world. The goals of environmental education are commonly cited as those aimed to build ecological awareness, environmental issue awareness, the ability to explore environmental issues, and action skills to help students become environmentally literate (Gilbertson et al.).

Experiential education. Both adventure education and environmental education include experiential education. The role of experiential education within OE is necessary to examine because most approaches to OE view *experience* as critical to learning. Nearly all outdoor experiences provide hands-on learning opportunities, and it has been shown that this hands-on learning, where the student actually physically does the activity, yields the best knowledge retention (Chapman et al., 2008). "Learning by doing" is referred to as experiential learning and it follows a cycle of concrete experience, reflection, expansion, and, application; therefore, it relates well with the old saying of "Tell me, and I forget. Show me, and I remember. Involve me, and I understand" (Herstine, Hill, & Buerger, 2002, p. 92). Experiential learning can be further described as a process whereby the learner's direct experience is reflected upon and from this emerges a new insight or idea. Although experiential learning is an integral part of OE, it is

necessary to differentiate the two; OE requires a natural environment, whereas experiential learning can occur without an outdoor, natural environment.

Outdoor education outcomes.

Intrapersonal relationships. Intrapersonal relationships consist of how an individual gets along with his or her self (Priest, 1999). Some examples include self-concept, spirituality, confidence and self-efficacy (Priest, 1999). In a similar vein, Whittington (2011) described personal growth as a positive outcome of outdoor programs. According to Whittington, personal growth outcomes include self-concept, self-efficacy, self-confidence, self-actualization, elevated locus of control, self-restraint, initiative, perseverance, determination, and resourcefulness.

Interpersonal relationships. Interpersonal relationships consist of how people get along in a group of two or more people (Priest, 1999). Examples include team activities, such as communication, cooperation, trust, problem solving, conflict resolution, and leadership influence (Priest, 1999). In a similar way, Whittington's (2011) classification of adventure programs included the categories of sociological or group development skills, and under these categories she listed cooperation, appreciation for differences, developing new friendships, social skills, compassion, respect for others, and communication. As well, a meta-analysis of adventure programs conducted by Hattie, Marsh, Neill, and Richards (1997) constructed a list of 40 major outcomes with six categories, one of which was interpersonal.

Environmental relationships. According to Priest (1999), there are two types of environmental relationships: ecosystemic and ekistic. Ecosystemic relationships refer to basic biological concepts, such as the food chain and the energy pyramid. Ekistic relationships, which are more central to the present research, refer to the key interactions between human society and the environment's natural resources. For instance, these relationships include how people

influence the quality of the environment through water pollution or in a positive manner through recycling.

Environmental concepts include environmental knowledge, attitudes, behaviours and concern. With regards to the concept of environmental knowledge, an outdoor experience can provide students with the opportunity to learn about their natural environment in order to gain a profound appreciation and understanding of ecological concepts and relationships (Ewert & Shellman, 2003). The research on environmental attitudes often stems from Kellert's (1979) development of nine environmental attitudes. Eagles and Demare (1999) examined ecological and moralistic attitudes toward the environment which consisted of primary concern for the environment as a system and primary concern for the right and wrong treatment of the environment. Environmental behaviour was defined as pro-environmental behaviour in which actions are actually taken based upon particular attitudes (Berns & Simpson, 2009). Furthermore, Boland and Heintzman (2009) used the definition of environmental behaviour as behaviour "that consciously seeks to minimize the negative impact of one's actions on the natural and built world" (p. 31). The term environmental concern evolved from Dunlap and Heffernan's (1975) study and was defined by Berns and Simpson (2009) as "an awareness of environmental problems and a commitment to the protection of valued recreation sites" (p. 81), although it is generally considered more broadly as protection of the environment.

Outdoor education processes. There are processes that link participation in an OE course with OE outcomes and significant life experience. Researchers (see Sibthorp et al., 2007; Ewert & Sibthorp, 2009) are seeking to establish links between OE course components and outcomes; for example, participants should be asked *why* their OE experience led to an enhanced environmental awareness and what parts of the outdoor trip led to this development. For

example, McKenzie's (2000) study focused on the relationships between the qualities of an activity and program outcomes. She found that participants described processes such as achieving success, having fun, learning new skills and being responsible for yourself as leading to program outcomes. Other possible processes include nature setting, group living, course facilitation and challenge. As well, Baldwin et al. (2004) discussed mediators that linked outdoor program components with distal outcomes; these mediating variables included peacefulness, a novel or unfamiliar setting, physical challenge, emotional challenge, and co-operative behaviour and decision-making.

Significant life experiences. Research into significant life experiences derived from the work of Tanner (1980), who sought to learn more about those experiences that raised concern for the environment. Significant life experience research often entails asking participants to remember and describe experiences that have contributed to future decisions about environmental protection (Chawla, 1998). Daniel's (2003) study identified six characteristics of significant life experiences. An experience may be significant:

1. If it changes the participant in some way (i.e., perspective, behaviour or belief). This change may be mental, spiritual, physical, emotional, social, or some combination thereof.
2. If it constitutes a new or extraordinary experience – outside the bounds of the normal routine.
3. If it provides something useful for the participant in the future, such as a reference point or a life lesson.
4. If specific meaning is derived from or attributed to it.

5. If one considers it to have been caused by something other than mere chance – God, a guiding force, or a higher power.
6. Due to its nature, magnitude, or timing (p. 73).

Daniel used the literature in order to define significant life experiences. First, Daniel turned to the definition of significant in *Webster's Third New International Dictionary* (1981, Vol. III), which defined significant as “Standing as a sign; suggesting or containing some concealed, disguised or special meaning; having or likely to have influence or effect; characterized by conveyance of an idea, thought or feeling” (p. 2116). From the above definition, Daniel was provided with several criteria for classifying an event as significant and he looked to Loder's (1989) work on religious or spiritual experience, Brown's (1989) work on transformative experiences and James' (1902) and Maslow's (1964) work on mystical and transcendent experiences to develop the above characteristics of a SLE.

Purpose of Study

The purpose of the present investigation was to discover the perceived life significance of a university undergraduate OE course. The study aimed to explore whether the OE course had a lasting impact on participants' lives, and if so, what these impacts were. In addition, the current study investigated whether the OE course affected participants' intrapersonal, interpersonal and environmental relationships and what components, aspects and activities of the course had the most impact. Therefore, the study examined two aspects of the OE course: the life significance of the entire OE course, and the life significance of its individual components.

Research Questions

The primary research question was:

- What is the perceived life significance of a university undergraduate OE course?

The primary research question also encompassed a series of more specific questions. Therefore, in order to study the life significance of the OE course, the research also examined the following questions:

- Did the OE course subsequently have a lasting impact on participants' lives? If so, what is it?
- Did this OE course have an effect on participants' intrapersonal, interpersonal and environmental relationships?
- What components, aspects and activities of the OE course contributed the most to the course being a significant life experience?

Research Studies

The current research involved two inter-related studies. The first study consisted of semi-structured, in-depth interviews with a sample of 17 University of Ottawa alumni. In particular, the semi-structured interviews were patterned upon one portion of Daniel's (2003) study and also included a photo-elicitation technique. The purpose of this part of the study was to explore the significant life experiences of the OE course. The findings from this study were important for shaping the final version of the web-based survey questionnaire used in the second study.

The second study consisted of a quantitative study designed to determine with a larger sample whether the OE course was a SLE and to analyze the relationships between various components of the OE course experience and significant life experiences, as well as the processes linking them. This included a web-based survey questionnaire that was divided into three parts: Part A) the summer OE course; Part B) the winter OE course; and Part C) demographic and other information. Within parts A and B on the summer and winter OE courses, there were the following sub-sections: 1. background information, 2. outcomes

(impacts) of the course, 3. the course as a significant life experience, 4. dimensions (processes) of the course, and 5. course components.

Need for Study

This study was necessary for several reasons. First, there is currently relatively little research on the life significance of university OE courses, and there has been extensive deliberation over the long-term value of wilderness expeditions and trips. According to Daniel (2003), “one of the lingering questions in this type of research is to what extent the lessons are transported into other life contexts and whether these changes are long-lasting or short-lived” (p. 5). Perhaps any behavioural changes after participating in an OE course do not transpire until several years after completing the course. Daniel (2003) and Kellert (1998) have asserted that more research should explore the long-term effects of wilderness experiences through retrospective and longitudinal studies. To date, few studies have looked at the OE experience within the larger context of personal life history.

Second, although this study stemmed from research by Daniel (2003), it was still necessary because it differed in an important way; Daniel’s research examined the life significance of an outdoor wilderness *expedition*, while the current research explored the life significance of an OE *course*. Cachelin, Paisley, and Blanchard (2008) used the SLE framework to study the outcomes of an OE course; however, the participants were fourth grade students, the course was only a half-day, and the students were asked to recall their experiences shortly after partaking in the course (unlike the current study which interviewed participants who took the course over 20 years ago). Therefore, the current study’s findings will add a unique element to the literature with respect to the educational setting in which the course was completed and the time at which participants were asked to recall the life significance of the OE course.

Third, according to Daniel (2003), there was a need for research that isolated the effects of various program components in addition to examining the OE course as a whole. In the present investigation, the researcher asked in-depth interview questions about the entire experience followed by a questionnaire that asked specific closed-ended questions on components, dimensions (processes) and outcomes of the OE course.

Fourth, there is an increasing interest in the field of OE to move beyond simply focusing on program-specific outcomes to developing more evidence-based models that analyze the influence of specific mechanisms of change (Sibthorp et al., 2007; Ewert & Sibthorp, 2009). McKenzie (2003) corroborated this view in stating that there has been considerable exploration of the learning outcomes that students experience in OE courses; however, there is a need for understanding the less popular topic of *how* these outcomes are achieved. Therefore, researchers have been seeking to establish links between OE course components and outcomes; for example, participants should be asked *why* their OE experience led to an enhanced environmental awareness and what parts of the outdoor course led to this development. The current research sought to establish links among course components and outcomes (impacts) by conducting semi-structured interviews that aimed to understand *why* the participant found his or her OE experience to be significant and what aspects of the OE course led to this discovery.

Finally, this research was needed because it offered a comprehensive mixed-methods approach. According to Sibthorp et al. (2007), mixed method approaches may offer further insight into specific mechanisms behind significant indicators of growth and change. By using a process of qualitative-based interviews combined with a quantitative-based survey, researchers should be able to better understand the complex nature of the many interactions occurring in outdoor programs (Sibthorp et al., 2007). In other words, the current mixed methods research

could be one example of how both processes and outcomes are explored in an OE research study. Ultimately, mixed methods is recognized by many as a legitimate research method that can oftentimes provide a better understanding of a phenomenon than if just one method is used (Bryman, 2008); therefore, the current research will be a valuable addition to the OE literature.

Significance for Outdoor Education Practice and Research

With respect to the practical implications of this research, the findings could reach a very broad audience. The most important implications arising from this study relate to OE programming. The research results may suggest the importance of the outdoors as a classroom. The current findings may contribute to OE professional practice and demonstrate the need for OE in university settings. By isolating the processes and conditions that enhance the outcomes (impacts) of outdoor experiences, the current study may add to the knowledge base for prescribing conditions and program activities that more effectively promote these outcomes (impacts).

In addition to practical implications, the research findings hold promise for contributing to scholarly literature. First, the study seeks to understand the *long-term* impact of the OE experience. Second, it explores an area of research that is still very much in its infancy, including the processes that link an OE course to a SLE. Third, the findings have the potential to advance significant life effect research, as the research questions explore the role an OE experience has on someone's life over 20 years after the experience occurred. In line with this, the research findings may add to Dewey's theory of personal meaning that maintains that learning must derive from making meaning of what is being taught. The current research may demonstrate how participation in an OE course can lead to a SLE. Finally, the current research may advance the

learning theory of experiential education because the findings might emphasize the importance of learning through direct and genuine outdoor experiences.

Chapter 2

Review of Literature

“That which ought and can best be taught inside the classroom should there be taught, and that which can best be learned through experience dealing directly with native materials and real life situations outside the school should there be learned” (Smith, 1943, p. 363). This quotation introduces the idea that many students retain information best when *doing* an activity, and the outdoors allows for these opportunities (Chapman et al., 2008). Therefore, it can be inferred that learning in the outdoors provides lasting educational experiences. OE presents itself in a multitude of fashions, including high school environmental field trips, undergraduate recreation programs, and career oriented professions. Since OE offers such vivid learning opportunities, it is an important area for research initiatives. However, *how* these research pursuits are conducted raises a number of methodological issues within the OE literature. Several authors within the current literature are calling for more grounded theory approaches (see Baldwin, Persing, & Magnuson, 2004). With this in mind, it is important to discuss the methodological issues underlying OE research. In particular, the author will examine the importance of a process-oriented perspective, which addresses the mechanisms in an OE program, in contrast to an outcome-oriented perspective, which only studies the consequences of an OE program. Currently, the latter view dominates much of this field’s research. To situate readers within this discussion, it is necessary to provide background information on the development of OE.

The Development of OE

OE is a large, multi-disciplinary field of study that has been cultivated from many roots (Lund, 1997). One conventional Judea-Christian approach saw the outdoors as a place to

conquer; however, wilderness activities were also traditionally used for the purposes of retreat and purification where the Christian goal was the “attainment of heavenly beatitudes” (Lund, 1997, p. 3). In addition, the 19th century saw a progressive education movement whereby John Dewey insisted that education be a continuous reconstruction of lived experiences, with the student as the focal point of teaching (Lund, 1997). Dewey asserted that learning through direct experience was the most effective form of learning, with an outcome that also builds a sense of community with the learner (Gilbertson et al., 2006). Kurt Hahn further developed this ideology as he applied experiential learning to adventure education when he founded the Outward Bound schools in 1941 to promote experiential learning in an adventure context (Gilbertson et al., 2006).

As appreciation for nature and the use of the outdoors as a natural environment for health and recreation grew, activities such as camping, canoeing, hunting, and fishing were formalized, which led to furthering the concept of OE (Lund, 1997). Boyes (2000) documented that OE has a long history of school camping. OE grew in interest and practice during the 1950s, but it was the 1960s that witnessed tremendous development in this field; this development coincided with the first environmental revolution (Plummer, 2005). Another significant root of OE was increased leisure time in the 1960’s (Lund, 1997). This leisure time continues today with the use of outdoor activities to develop personal relationships as well as environmental knowledge. As outdoor activities become more widespread, it makes it increasingly difficult to define the concept of OE.

Outcomes Research

Studies have examined the impact of outdoor programs on both participants’ intrapersonal and environmental outcomes. Whittington (2011) examined the long-term impacts of girls’ participation in an extensive adventure program after six months, eight months, and five

years. The findings from her study suggested the following long-term impacts: technical-skill development; communication and teamwork; leadership; perseverance; environmental stewardship and improved family dynamics. Furthermore, Whittington discovered that those program practices that significantly influenced the girls' experience included solos, the assignment and completion of daily tasks, opportunities for leadership, and the act of recreating in, and exploring the natural environment. In another study, Sibthorp et al. (2007) examined programs offered by the National Outdoor Leadership School (NOLS) to develop an etiological model of participant development where they measured a combination of qualities, such as safety and judgment, leadership, expedition behaviour, outdoor skills, and environmental awareness. Therefore, Sibthorp et al. analyzed intrapersonal, interpersonal, and environmental outcomes. With respect to this specific study, environmental awareness was defined as including both a knowledge component, such as understanding the 'Leave No Trace' principle, land management skills, and local flora and fauna, as well as an appreciation of the environment and culture component relevant to the course.

A majority of OE studies look at the *impacts* of outdoor excursions with respect to environmental outcomes; these studies have found mixed results. A study of the effects of a four-day residential environmental camp on the attitudes and knowledge of fifth grade students demonstrated no significant changes in the participants' attitudes toward the environment after the residential camp experience; however, there were significant differences in the participants' knowledge of the environment (Kieffer, 1994). Bogner (1998) found that for six months after a five-day OE program, secondary students were more willing to engage in environmentally sensitive behaviours. However, Palmberg and Kuru (2000) discovered that participation in outdoor activities by Finnish elementary school children did not always lead to environmental

actions. Haluza-Delay (2001) found that teenage participants in a 12-day Canadian wilderness program expressed concern for the environment, but this concern did not translate into action at home. Therefore, the impact of OE programs on students' environmental behaviours is questionable, and future studies should examine the processes involved in facilitating environmental outcomes. Consequently, there is a need to investigate *why* or *why not* perceived impacts develop during an OE program.

Research on the impact of OE programs on environmental behaviours has largely focused on school children and teenagers (Boland & Heintzman, 2009). However, a small number of studies have demonstrated the effects of OE on university and college student populations. Shellman (2003) verified that university students aged 18 to 20 had a significantly greater preference for learning by active experimentation. Allison and Von Wald (2010) found that outdoor expeditions, especially those overseas, may provide a useful context for personal and social development and, in particular, exploration of values. Loeffler (2004) used photo elicitation interviews to explore the meaning of participating in college-based outdoor programs; her analysis revealed three themes: spiritual connection with the outdoors, connections with others through outdoor experience, and self discovery and gaining perspectives through outdoor experience. In a combined qualitative and quantitative study, Breunig, Todd, Anderson and Young (2010) found that there was a significant increase in college students' sense of community as a result of participation in a 13-day OE practicum course. In addition, Martin (2004) measured university students' changing perspectives toward nature in a qualitative study in which data were collected over a two-year period through repeated interviews and journals. Martin suggested that outdoor adventure activities shape one's connectedness to the environment, and his results demonstrated that adventure can be a very powerful tool for

developing a sense of appreciation for the natural environment within OE. Similarly, studies have shown that university OE courses can change participants' environmental behaviour (Taniguchi, Freeman, & Richards, 2005; Boland & Heintzman, 2009). Boland and Heintzman (2009) reported increased participation in outdoor activities, participation in communal environmental action, and environmental behaviour transference to daily life as the most frequently changed behaviours.

Studies have also looked at the *impacts* of outdoor expeditions on participants' lives with regards to the measurement of resiliency. In particular, a case study by Beames (2005) found that youth participants developed a mental resilience, an enthusiasm to undertake challenges, and a greater understanding of themselves from a ten week expedition to Ghana with Raleigh International. In another study of college students enrolled in an adventure-based expedition, findings indicated that the expedition may have had some positive impact on the levels of self-reported resilience (Ewert & Yoshino, 2008). The concept of resilience in this study was defined as a collection of characteristics that lessened the impact of biological, psychological and social factors threatening an individual's health. Resiliency is but one possible product of participating in an OE program; however, as it is only an outcome variable, it does not get at the process of *how* the experience or program developed this resilience.

Limitations of Outcomes Research

According to Clark and Leung (2007), there are several methodological issues even within the *outcome*-oriented, OE research. One of these issues is whether findings based on one activity can be generalized to another activity. Clark and Leung mentioned the need for a comparison group for recreation participants. The authors offered the example of how recreation activities led to a significant influence on environmental concern, but this was only determined

when the recreation participants were compared to the non-participants. Therefore, this comparison group made it possible to determine the cause of the changes in the experimental group.

So where did this search for the *impact* of outdoor programs on participants originate from? Rea (2008) proposed that the notion that outdoor excursions build character stemmed from Baden-Powell and Hahn who defined 'character' in terms of duty, responsibility, and service to society. However, Brookes (2003) argued that character building in outdoor adventure education is flawed because he deemed outdoor adventure as incapable of changing personal traits. Brookes (2003) claimed that an individual's behaviour in one situation may give little indication about his or her behaviour in different situations. When viewed from a social constructivist perspective like the one taken by Rea, self-esteem can be seen as constructed by social actors in a particular socio-historical context. In other words, self-esteem is something that varies with time and place. Consequently, this perspective strongly centres on the social context and the participants' views because they are recognized as essential to the development of such outcome variables like self-esteem.

With respect to the process-oriented versus outcome-oriented methodological debate, Allison (2000) has significantly contributed through his critique of the value underpinning outcome-focused research. While Allison acknowledged that there is some use in research that attempts to prove that OE works, especially for practitioners, he has questioned the value of concentrating on only program outcomes and impacts, suggesting that this permits only trivial understanding of participants' experiences. Allison argued against asking what the outcomes are, rather he proposed the use of alternative questions that get at the processes that are at work in a

situation. Burr (2003) corroborated Allison's view by acknowledging the value of the participants' accounts over the researchers' accounts.

Theory is important in answering *how* programs work because it provides the explanatory framework (Baldwin et al., 2004). Theory indicates the mechanisms through which learning and personal changes occur in OE (Baldwin et al., 2004). According to Baldwin and colleagues, "when one begins with a 'theory,' one begins with an answer to the question of 'how the program works,' with research evidence either supporting or not supporting the mechanism described by the theory" (p. 169). The authors suggested using Hamilton's (1980) hierarchy for establishing thinking about the development and use of theory in OE research because it illustrated a pathway to the most compelling evidence for program outcomes. Specifically, Hamilton's framework examines *how* educational programs have effects rather than asking *what* the effects are, and it follows a four-tiered hierarchy of research questions: "(a) Do participants say they have been affected? (b) Is there other evidence of effects? (c) Is there evidence that the program was responsible for the effects? and (d) What about the program was responsible for the effects?" (Baldwin et al., 2004, p. 169).

Finally, outcomes research also endures the limitation of response-shift bias. Response-shift bias insinuates that when participants know little about the program's content areas prior to its beginning, even minimal exposure to the programs initiatives can lead to perceived learning. Therefore, even minimal exposure to, or even mention, of a topical area can lead to a *perception* that learning has occurred (Sibthorp et al., 2007).

Process Oriented Research

The research findings presented in the outcomes section illustrate the outcome-oriented perspective that dominates the OE literature. However, there is an increasing interest in the field

of OE to move beyond simply focusing on program-specific outcomes to developing more evidence-based models that analyze the influence of specific mechanisms of change (Sibthorp et al., 2007; Ewert & Sibthorp, 2009). According to Ewert and Sibthorp (2009), “evidence-based practices are concerned with helping practitioners make decisions about *how* to practice that are based on data rather than anecdotes, opinions or precedent” (p. 377). Therefore, researchers are seeking to establish links between OE course components and outcomes; for example, participants should be asked *why* their OE experience led to an enhanced environmental awareness and what parts of the outdoor OE course led to this development. Sibthorp et al. (2007) corroborated this need for analyzing the mechanisms of change by demonstrating that “many recreation programs continue to rely on ‘black box’ programming” (p. 1). This ‘black box’ programming seems to assume that simple participation in an outdoor program will lead to participant development without any attempt to describe *how* the specific mechanisms allow for this change to occur (Sibthorp et al., 2007).

Baldwin et al. (2004) also refer to this ‘black box’ syndrome as an attempt by researchers to theoretically ground a study when, in fact, they largely ignore the theory associated with the processes that lead to the effects. Furthermore, Baldwin et al. stated that within the OE literature “there are philosophical ideas, programming principles, and a ‘folk pedagogy’ of practitioner beliefs about ‘how’ adventure works, but few explicit theoretical models, testable hypotheses, and little empirical evidence of *specific mechanisms* that affect processes of individual change” (p. 168). An exception is a study by McKenzie (2000) who incorporated some aspects of existing theories to identify six elements of adventure education that have influences on participants: physical environment, activities, processing an experience, the group, instructors, and the participant. However, there are also social psychological theories found within the literature (see

Garvey, 1999; Klint, 1999) where the findings are typically only discussed in relation to the theory of self-concept without much conversation on what aspects of the outdoor experience account for the findings. Therefore, it is hoped that the movement to evidence-based practices in experiential and OE will augment best practices and eliminate marginally effective or ineffective efforts (Ewert & Sibthorp, 2009). This is especially important because, according to Sibthorp et al. (2007), without constructing and testing theory-driven etiological program models, explanations of *how* outdoor adventure recreation programs foster growth and development will remain vague.

Limitations of Process Oriented Research

However, there are limitations with respect to process-oriented research initiatives. For example, there are issues of authenticity, researcher bias and transparency, and the need to demonstrate robustness (Rea, 2008). Furthermore, much process-oriented research is heavily situated within a specific population and time period, which, therefore, has consequences for the generalizability of the results. Baldwin et al. (2004) corroborated this by stating that building and testing an etiological model limits the generalizability of a study's findings. For example, a study's findings of a unique sample of elementary school students participating in a summer outdoor adventure program offered by Outward Bound may be difficult to generalize to older adult samples participating in another company's outdoor adventure program offered in a different physical landscape and during a different season. Therefore, the change mechanisms tested in one study apply primarily to programs similar in design and implementation to that specific program being studied. According to Sibthorp et al. (2007), the most substantial limitation with respect to this type of research is that most of the variables are self-perceptions and therefore are not directly linked to actual ability, knowledge or behaviours, such as

environmental behaviours that could be measured more objectively through direct measures that will be discussed in the next section. For example, in Taniguchi et al.'s (2005) study, it was the participant's *perception* of risk that triggered the other attributes leading to a meaningful learning experience; however, since the perception of risk differs from one person to the next, there is no one action that could be universally understood as 'high risk' (Taniguchi et al.). Another limitation put forward by Sibthorp and colleagues is the issue of response-shift bias, which, as explained earlier, is also a limitation in outcomes research.

Issues in Quantitative Research

Direct versus indirect measures. There is also the possibility of obtaining *direct* measures of behaviour within the OE and environmental education fields of research. The use of direct measures addresses the issue of relying on self-report questionnaires or interviews that may be unreliable; a participant's *reported* behaviour is what he or she perceives, and this is not the same as his or her *actual* behaviour (Camargo & Shavelson, 2009). Therefore, incorporating direct measures within a study may increase the validity and scope of the collected data (Camargo & Shavelson, 2009). However, there are only a few evaluations that employ direct measures of behaviour instead of self-report, and this is most likely because these studies can be time-consuming or impractical in field situations (Camargo & Shavelson, 2009). Camargo and Shavelson (2009) directly observed students' learning after a stream ecology activity through performance assessment, observation of students' behaviours related to litter reduction and water pollution, and observations of students' disposal of liquids into storm drains.

Although obtaining direct measures of behaviours provides many benefits, there are also drawbacks to this method. First, what one participant demonstrates throughout the program may not transfer to his or her environment back home. Second, participants may act differently if they

know that they are being observed (i.e., the Hawthorne Effect), which reduces the reliability of the results. Third, many factors can affect the results from a direct measure; for instance, when directly observing the impact of the “leave no trace” principle, a student might be late for class and so not pick up garbage outside of the classroom (Camargo & Shavelson, 2009). Therefore, researchers must carefully consider the many factors that influence behaviour. A final limitation of employing direct measures occurs if observations are taken only once at the end of the program, as there is a possibility that this timing may skew the results; however, a way of attending to this problem could be by taking multiple observations weeks or months after the program in order to update the results with longer-lasting behaviours (Camargo & Shavelson, 2009).

Confounding variables. Another methodological issue to consider within the realm of OE research is the challenge of confounding variables. Ewert and Sibthorp (2009) define confounding variables as a “broad constellation of variables that can impact the results of studies” (p. 376). Within the OE field, because there is huge variety in programs, participants, instructors, goals and designs, confounding variables are ever present. It is important to distinguish these confounding variables because each of them can potentially affect *what* and *how* participants learn from an OE program, and *how* they report what they learned from that program (Ewert & Sibthorp, 2009). A few examples of confounding variables include the participant’s prior knowledge and experience, the length of the program and instructor effectiveness. In their paper, Ewert and Sibthorp categorized confounding variables into three groups: precursors, concomitant, and post-experience. Precursor variables are influential prior to the start of an experiential education experience, and include demographic characteristics, like age and gender, and pre-experience anxiety or motivations. For instance, researchers must be

aware of the possibility that gender may affect how a participant constructs meaning. Concomitant variables play a role throughout the experience (e.g., course specifics or group characteristics) and post-experience variables are influential following the completion of the program (Ewert & Sibthorp, 2009). McKenize (2003) found that five aspects of a course influenced course outcomes for Outward Bound Western Canada students: course activities, physical environment, instructors, the group, and a student's characteristics. Confounding variables are largely uncontrollable because they are outside the ability of any programmer or researcher to manipulate; however, as these confounding variables remain very influential, researchers must attempt to address them within the research design and before the data collection phase of the study (Ewert & Sibthorp, 2009). A simple first step to addressing these confounding variables could involve creating a list of potentially important variables that may influence the development of the targeted outcomes (Sibthorp et al., 2007). Ewert and Sibthorp suggested additional ways of accounting for confounding variables that include narrowing down the sample of participants, randomly assigning participants into groups, and timing data collection so that all participants provide data at equivalent times. Attending to these confounding variables during the research project is of utmost importance, especially as the OE field continues to draw on research and evaluation to inform evidence-based programs and practices (Ewert & Sibthorp, 2009).

Quantitative versus Qualitative Research

In addition to this need for analyzing the mechanisms of change, the outdoor and environmental education literature also suffers from a problematic divide between quantitative and qualitative research. Quantitative research tends to focus on cognitive understandings, which replicates the *outcomes* of the program, whereas qualitative research tends to focus on different

affective reactions, which replicates the *development* of these outcomes (Cachelin et al., 2008). Outdoor and environmental education research has been predominantly quantitative; therefore, researchers have stated the need for qualitative research, and this in turn mirrors the need for more grounded-theory models (Chawla, 2006). According to Chawla (2006), it is important to concentrate on the feelings that transform participants' knowledge and attitudes into action, and she further asserted that the only way of probing this motivational side was through qualitative research. Similarly, Baldwin et al. (2004) declared that qualitative methods could effectively assess how participants experience and *make meaning* of varying program components. Chawla further stated that qualitative research not only focuses on the emotional and interpretive side of human experience, but it also bridges the gap to the quantitative, rational side of thought by exploring critical events in the development of people's knowledge and behaviour.

One possible way of addressing the divide between qualitative and quantitative research would be employing mixed methods research. According to Bryman (2008), two of the most commonly cited reasons for combining quantitative and qualitative research are for triangulation and enhancement purposes. Triangulation offers the advantage of cross-checking the results of a method associated with the opposite research strategy, and enhancement similarly looks for correspondences between the quantitative and qualitative data in order to further validate the findings (Bryman, 2008). Triangulation of multiple sources of evidence is more credible than a single source of evidence (Baldwin et al., 2004). Therefore, both triangulation and enhancement offer the advantages of well-validated and substantiated findings (Creswell, 2003). For example, in an exploratory study by McKenzie (2003), in which she collected data from 92 students through questionnaires, interviews and observation, the author was able to triangulate the various sources of her quantitative and qualitative data to develop an excellent overall picture of the

course outcomes achieved. In addition, with mixed methods research, the various strengths of one research method can be capitalized upon while offsetting the weaknesses of the other research method (Bryman, 2008; Creswell, 2003). Even still, mixed methods research is subject to the same considerations and constraints as any research method or design; therefore, mixed methods research must still be competently designed and conducted (Bryman, 2008). According to Sibthorp et al. (2007), mixed method approaches may offer further insight into specific mechanisms behind significant indicators of growth and change. By using a process of qualitative-based modeling combined with quantitative-based model testing, researchers should be able to better understand the complex nature of the many interactions occurring in outdoor programs (Sibthorp et al., 2007). In other words, mixed methods research could be one way of ensuring that both the process variables and the outcome variables of OE are appropriately presented in the research findings. This would answer Chawla's (2006) call to focus *not only* on the emotional and interpretive side of human experience, but also on the quantitative, rational side of people's knowledge and behaviour. In the end, mixed methods is recognized by many as a legitimate research method that can oftentimes provide a better understanding of a phenomenon than if just one method had been used (Bryman, 2008).

New Methods of Study

There are many methods of obtaining research findings to inform evidence-based practices. Ewert et al. (2000) suggested that researchers explore new ways of studying outdoor experiences. Loeffler (2004) answered that call successfully through exploring the *meaning* of a college-based outdoor program using photo elicitation interviews. Loeffler recruited participants after they had already participated in the outdoor experience; therefore, the participants were not influenced by the introduction of a photographic stimulus before they completed the outdoor

program. Loeffler's study differed from past research because it utilized both photo elicitation interviews and content analysis of photographs to capture and investigate participants' experiences in the outdoors; this allowed her the opportunity to capture moments of intense emotion, connection, and celebration. Furthermore, the photographs helped trigger participants' memory when they were asked to respond to questions about their OE trip. Loeffler discovered that the meanings of OE experiences were varied, interrelated and difficult to describe; however, her analyses revealed three themes: spiritual connection with the outdoors, connections with others through outdoor experience, and self-discovery through outdoor experience (Loeffler, 2004). These findings corroborated previous findings (e.g., Pohl, Barrie & Patterson, 2000) that connections to self, others and the environment form the foundation of outdoor experiences, which is also similar to Priest and Gass' (1997) categorization of intrapersonal, interpersonal and environmental relationships. Therefore, these themes should be revisited and examined within other populations and OE programs in order to substantiate the findings. From here, the next step would be to design outdoor programs that foster these spiritual connections, connections to others, and connections to self and then follow-up with studies on how and why these outcomes result from the outdoor experience.

Similar to Loeffler (2004), Rea (2008) also utilized an alternative method for studying the outdoor experience by way of qualitative data represented as fictional narrative. Rea's fictional narrative approach allowed the reader, to a small extent, to construct their own findings from the representation of the data. Therefore, since the readers made some analytical judgments for themselves, they contributed more to the research process. As seen with many other authors, Rea reiterated the idea that there is a predominance of outcome-focused research in the literature on outdoor learning; consequently, Rea believed this body of research valued program outcomes

over participant experience. Therefore, Rea's research sought to fill the gap in the literature with respect to understanding participants' experiences *during* outdoor programs. For example, Rea challenged the epistemological understandings and assumptions of 'self-esteem' by posing questions such as: "What is self esteem? Does self esteem exist in the natural world or in the social world? Does self-esteem exist apart from our talk about it?" (p. 45). More specifically, Rea's purpose was to focus on understanding the processes at work in a residential OE centre in order to "understand more deeply the highly contextual and situated nature of the participants' experiences there" (p. 47). Being in line with process-oriented research, Rea expressed the literature's need for concentrating on "the experiences and voice of participants" (p. 51).

Another less traditional method used in examining the outdoor experience was employed by Taniguchi et al. (2005). In their study, the authors sought to identify the attributes of meaningful learning experiences in an OE program through a *phenomenological* lens (Taniguchi et al., 2005). Their study employed a qualitative analysis through the methods of written journal entries, group discussions, observations and written assignments from thirteen university students enrolled in the Wilderness Writing Program. By using the multiple methods of recordings, essays, and journal entries, Taniguchi and colleagues were able to triangulate their findings, which in turn, legitimized the findings and increased the reliability and validity of the results.

Grounded theory research presents another alternative methodological approach that uses an inductive design to build and refine theory within the OE literature. In grounded theory research, the investigator purposively enters the research setting without well-developed and pre-existing hypotheses (Baldwin et al., 2004). Therefore, the aim of grounded theory research is to induce a theory from the data collection and analysis, and then compare and contrast the findings

with existing social science theories (Baldwin et al., 2004). As has been shown, there are multiple design options available in qualitative research, and as they become more widely understood, they may be more readily used to answer both descriptive and explanatory research questions (Baldwin et al., 2004). Furthermore, these multiple designs allow several different angles for approaching OE research from a process-oriented perspective.

Methodological Issues in the OE Field

Several recommendations have been made as to how to help solve these methodological issues with future OE research. Sibthorp et al. (2007) sought to understand the relationships occurring between predictor and outcome variables through multilevel modeling; their aim was to develop an etiological model of participant development through adventure based programming. Overall, Sibthorp and colleagues found that instructors should be: empowering students to make decisions and take responsibility for their actions; attending to the group and any sensitive group issues; and establishing personal relationships and strong connections with their students. These same authors also recommended that future research initiatives focus on the role of instructor rapport in participant development. In addition, Sibthorp et al. concluded that future research could attempt to recruit participants who are more susceptible to change, for instance, those participants who have less prior knowledge and experience related to the program initiatives. Another factor that should be studied in more depth is course duration or program length since programs can become more developmental as they become longer (Sibthorp et al., 2007). In a similar vein, Loeffler (2004) also recommended larger sample sizes to be used to allow for statistical treatment of photographic data; ultimately, this design could compare more of “what is not captured” versus “what is captured” photographically as well as study the impact of photography on the explored experience. Taniguchi et al. (2005) proposed that future research

study different samples of age groups, different activities, gender-focused samples, recreational versus academic settings, and family groups. By analyzing these different groups' perceptions, future findings may lead to potential variations that can be tested to determine if these attributes may be applicable in other learning environments (Taniguchi et al., 2005). Once the model can be applied to different situations, such as with families, married couples or at-risk youth, it will be better understood and will achieve greater legitimacy (Taniguchi et al., 2005).

With respect to another methodological recommendation, McKenzie (2003) suggested looking *beyond* current students' experiences to some possible influences modern society has had on self-concept and environmental outcomes. Societal influences on environmental attitudes were studied by Eagles and Demare (1999) with a sample of 6th grade students. Eagles and Demare's findings suggested that film and written media were very important influences on environmental attitudes, especially because they were long term and continuous, in contrast to a short-term camp program that may simply reinforce previously adopted views. Eagles and Demare pointed out how the majority of children's television and magazines present a strong conservation ethic, so, therefore, it is reasonable that young viewers adopt these concepts. With children spending so much time in front of the television, there is an opportunity for continuous attitude reinforcement. Therefore, it is possible that societal influences may play a greater role in a child's adoption of an environmental ethic rather than an OE course; however, it is also possible that the combination of societal influences within OE will further impact children's environmental attitudes. Further research is needed, especially with different populations that are not as easily affected by the media.

In addition, Camargo and Shavelson (2009) proposed that future research incorporate direct measures of observable behaviour as an additional evaluation tool. Direct measures offer

the benefit of providing first-hand information about the process of OE programs as well as how these programs are or are not accomplishing their goals (Camargo & Shavelson, 2009). The prospect of being able to obtain direct measures of actual behaviours would be an excellent way of supplementing self-report measures from surveys, interviews, and questionnaires. Finally, Hattie et al. (1997) recommended that in order to move to the next level of research – process-oriented research – greater specification of theory, advances in measurement, and well formed inductive and deductive research designs are needed.

Another recommendation that relates specifically to the process-oriented perspective of research is the use of a ‘theory-program-outcome’ perspective, which emphasizes joint consideration of all three aspects in program design, evaluation, and research (Baldwin et al., 2004). In other words, the authors want to clarify the specific activity conditions that produce particular experiences (Baldwin et al., 2004). In particular, Baldwin and colleagues (2004) proposed using program theory evaluation. Program theory evaluation is defined as “an explicit theory or model of how the program causes the intended or observed outcomes and an evaluation that is at least partially guided by this model” (Baldwin et al., 2004, p. 178). According to Weiss (2000), program theory evaluation examines the links between what programs assume their activities are achieving and what actually happens at each step along the way. Program theory evaluation is similar to a generic input-process-outcome model or antecedent-mechanism-behaviour model (Baldwin et al., 2004). In order to develop an effective program theory, researchers must unpack the assumptions and working hypotheses of the OE experience (Baldwin et al., 2004). Baldwin et al. also advised considering the contributions of various program components and the various context characteristics and activities that are associated with the outdoor experience, which can also be recognized as confounding variables. To

construct a program theory, researchers must link the program components with proximal outcomes (i.e., mediators) that ultimately link to the distal outcomes (Baldwin et al., 2004). For example, if self-concept is treated as a distal outcome, then there needs to be a discussion of how immediate outcomes more directly associated with the outdoor experience influence self-concept. However, as advocated by Rogers (2000), it can be helpful to concentrate on a manageable set of components and constructs. Consequently, it would be advantageous to clearly delineate the variables of focus within the model. Finally, although program theory evaluation could be an important methodological approach for measuring the process of OE course components, it is not a replacement for well-designed theoretically driven, experimental research (Baldwin et al., 2004).

One of the conclusions Hattie et al. (1997) drew from their meta-analysis of adventure education was that there was a prevalence of purely outcome studies conducted without an adequate explanation of the *processes*. By developing theories and models of etiology, researchers are able to contribute knowledge to both the literature and programming practices (Sibthorp et al., 2007). Using an outcome-oriented perspective may allow researchers to target program-specific outcomes that can provide suggestions for improvements in professional practice; however, it is only when recreation research and practice has developed more etiological models that they will be able to generalize results to other programs, settings, and populations (Sibthorp et al., 2007). Ensuring that *theory* drives research designs is not a new notion; however, it comes at a time when policy makers and funding agencies are also demanding increasing evidence that educational and social programs result in measurable outcomes (Baldwin et al., 2004). Since OE offers such vivid learning opportunities, it is

important that future research initiatives aim at understanding the “how” and the “why” of OE programs, and not simply the “what.”

Significant Life Experience Research

The significant life experience literature is necessary to draw from in order to understand the effects of an OE program on one’s life. Research into significant life experiences derives from the work of Tanner (1980), who sought to learn more about those experiences that raised concern for the environment. Significant life experience research often entails asking participants to remember and describe experiences that have contributed to future decisions about environmental protection (Chawla, 1998).

Research into significant life experiences is only as valid as the autobiographical memory on which it is based, because this memory is the medium which selects and interprets the significant events reported to researchers (Chawla, 2006). Therefore, it is also important to review the relevant findings regarding the validity of autobiographical memory, as the current study asked participants to reach into their past to recollect formative events that occurred up to 30 years ago. Research on memory verifies that there is inaccuracy with regards to *detail* (Ross & Buehler, 1994; Ross, 1997); however, when it comes to the general course of life events and their significance, memory performs much better. Furthermore, events of high personal meaning generate more vivid and accurate memories as well as events that are rare or unique; paradoxically, events that are repeated so often that they become generic are also remembered better (Bower, 1992). It is important that the OE literature distinguish between these two features: that significant events may be repetitive or that they may be a single, exceptional occurrence. In addition, research conditions may influence the accuracy of recall. For example, when participants can elaborate on a past account at their own pace and without any time

constraints, it is more durable and accurate. As well, when there are prompts or cues related to the original event, such as photographs or phrases, memories increase in number and detail (Chawla, 2006). According to Chawla (2006), researchers can increase the number and accuracy of memories by drawing upon cues like old photographs or newspaper clippings about formative events.

Daniel's retrospective (2007) life-significance study, completed in 2002, investigated the life significance of a Christian based, Outward Bound-type, 20-day wilderness expedition offered by a private liberal arts college in western North Carolina. The study revealed that 90 percent of the 210 informants completing the survey believed the experience made a difference in their lives (Daniel, 2007). Daniel (2005) identified several characteristics that make life experiences significant, including an event that: changes the participant mentally, spiritually, physically, emotionally, or socially; is new or extraordinary; affords utility in the future; has specific meaning attributed to it; one considers to be caused by a higher power; and may be classified as significant due to its nature, magnitude, or timing. Of these six factors, the three that most often enhanced a participant's perception of life significance were the uniqueness of the experience, the timing of the event in the participants' lives, and the degree to which the wilderness expedition memories were connected later to other life experiences (Daniel, 2007). In a study of formative influences on young environmental leaders, Arnold, Cohen and Warner (2009) corroborated the finding of the importance of an event's timing; they reported that the time at which the transformational experience occurs in one's developmental process may play an important role in making an experience meaningful. Finally, Daniel's (2007) study was noteworthy in that it discovered that the wilderness solo experience of two to four days and nights of solitude accompanied by fasting was the most important and influential component of

the wilderness expedition. The wilderness solo allowed for intense reflection, contemplation, and introspection (Daniel, 2007).

Other SLE research has reported certain people and experiences as the most influential factors. Arnold et al. (2009) discovered that young environmental leaders' main self-identified influences on their environmental action were parents, outdoor experiences in childhood, friends, role models, teachers, and youth groups or conferences. Arnold and colleagues' study substantiated previous SLE research that environmental leaders attribute their involvement in environmental action to spending time in the outdoors; spending time with parents, family, friends, or teachers; reading books; or having negative experiences of environmental damage (Chawla, 1998; Palmer, 1993; Tanner, 1980). Chawla (1998) found that outdoor experiences during youth were critical. However, Gough (1999) suggested cohort influences may play a role in what people consider an influential experience.

Conclusion

Since many of the OE studies have been conducted with youth, the next logical step is to explore OE processes with new populations. This is where the current study sought to help fill this gap in the literature. The present investigation explored how former *university students* came to understand whether an outdoor experience was significant up to 20 or 30 years after participation in an OE course. Although the current research was patterned on Daniel's (2003) study, he explored the significant life effects of a wilderness expedition, not an OE course. Therefore, the present study helped to fill this gap in the literature by focusing attention on a particular OE program.

Furthermore, it is evident in the OE literature that there is a need for more process-oriented research. Therefore, the current research sought to answer this call; this was done by

establishing links or processes between course components and outcomes through analysis of semi-structured interviews augmented by photo-elicitation techniques that aimed to understand *why* the participant found his or her OE experience to be a SLE and what components of the OE course led to this outcome. In addition, the current research included a survey questionnaire to determine if the processes identified through the interviews would be supported by a larger sample of former course participants.

Chapter 3

Methodology

Research Questions

The overarching research question framing this study was:

- What is the perceived life significance of a university undergraduate OE course?

The primary research question also encompassed a series of more specific questions. Therefore, in order to study the life significance of the OE course, the research also sought to examine:

- Did the OE course subsequently have a lasting impact on participants' lives? If so, what is it?
- Did this OE course have an effect on participants' intrapersonal, interpersonal and environmental relationships?
- What components, aspects and activities of the OE course contributed the most to the course being a significant life experience?

The OE Course Studied

The University of Ottawa has offered summer and winter outdoor OE courses since the mid 1970s. Over this period of time, the course outline, location and duration have changed and evolved, but the course purpose and objectives have pretty much remained the same. Originally the course was based at the University of Ottawa camp near Gracefield, Quebec, but when the university sold the camp in the early 1990s the course was held in other locations or in the context of a trip.

Calendar descriptions of OE courses. The University of Ottawa has offered the summer OE course since the mid 1970s. The 1976-1977 calendar for the School of Human

Kinetics and Leisure Studies simply listed these courses as Physical Education Activity Courses worth four credits:

PEP 3091 Outdoor Education (summer)

PEP 3092 Outdoor Education (winter)

The calendar noted that “major portions of these courses are conducted outside of scheduled hours” (p. 43). By the 1979-80 calendar, the summer course had been changed to a second year course and short descriptions were provided for each course:

PEP 2091 Outdoor Education I (Summer) (4cr.). Introduction to social, organizational, technological, environmental and educational topics associated with group living, ecology and summer camping skills, conducted in an appropriate setting.

The description for the winter course was similar, except for the substitution of winter camping skills for summer camping skills:

PEP 3092 Outdoor Education II (Winter) (4 cr.). Introduction to social, organizational, technical, environmental and educational topics associated with group living. Ecology and winter camping skills. Conducted in an appropriate setting.

The 1981-82 and subsequent calendars included an additional section of General Information for these courses. The 1989-90 calendar incorporated this additional information into the summer course description itself:

PEP 2091 Outdoor Education I (Summer) (4 cr.). Introduction to social, organizational, technical, environmental and educational topics associated with group living, ecology and summer camping skills, conducted in an appropriate setting. The course is usually offered at the University of Ottawa Camp during the last two weeks of August. In addition to normal tuition fees, the student must pay an extra amount of \$200.00. This amount may change from one year to the next. Pre-registration, with deposit, is held each year at the end of March. A maximum of forty participants is admitted to this bilingual course offered to both sexes. This course is intense and requires that each individual be in good physical condition. Attendance is compulsory for all activities of the course. The major activities are: hébertisme, canoeing, canoe-camping, sailing, rock climbing, solo, marathon, etc. Each participant must furnish his or her own lightweight equipment, and each is responsible for his or her own transportation to and from the Camp. Other information is given to the candidates admitted to the course.

The 1989-90 calendar incorporated this additional information into the winter course description itself:

PEP 3092 Outdoor Education II (Winter) (4 cr.). Introduction to social, organizational, technical, environmental and educational topics associated with group living, ecology, and winter camping skills. Conducted in an appropriate setting. This course is offered at the University of Ottawa Camp during the study break in February. A complete weekend (Friday night to Sunday) is also scheduled two weeks prior to the study break. The total length of the course is twelve days. In addition to normal tuition fees, the student must pay an extra amount of approximately \$150.00; this amount may change from one year to the next. Pre-registration, with full deposit, is held each year at the end of October, even if normal registration has been completed with the Office of the Registrar. A maximum of forty participants is admitted to this bilingual course offered to both sexes. This course is intense and requires that each individual be in good physical condition; cold is also an important factor to be considered. Attendance is compulsory for all activities of the course. Each participant must furnish his or her own lightweight equipment plus a pack-sac, snowshoes, and a cross-country ski outfit.

The course descriptions remained the same in the 1991-1992 calendar but the course codes were now APA 2091 and APA 3091. In more recent years the course descriptions (2003-2005 and 2006-2008 calendars) were shortened but the initial sentence on the course content was retained. In 2008, APA 2091 was changed to APA 2991 and was reduced from a four to three credit course while APA 3092 was changed to APA 3991 and also became a three credit course. Subsequently both courses were abolished and APA 2991 was offered for the last time in the summer of 2010.

Course purpose, general and specific objectives, and content of summer course. The earliest course outline for the summer outdoor education course available through the University of Ottawa Archives is for the summer of 1979 (see Appendix 1). The purpose, general objectives and specific objectives for this course were as follows:

II. Purpose. This course is not oriented towards technical performance but more towards life in a group atmosphere of a summer camp. The major course emphasis is the learning to, and to teach the use of the environment in the summer season. Recognizing that few

opportunities are offered to students to permit them to discover their personal fundamental values, in addition, this course is designed as a series of experiences to help everyone develop his own self confidence, his physical capacity, his interior sensibility and his self-respect.

III. General Course Objectives.

- To give the student the opportunity to resolve problems instead of having the solutions given to him, thus enabling him to his capacity of leadership, sociability, ingeniousness.
- To learn to recognize and to favor one's own individual capacities and limits in the group situation of a summer camp and in times of isolation.
- To develop an appreciation of nature's aesthetic qualities and adopt an appropriate attitude.
- To give the student an opportunity to organize and lead individuals in a group situation.
- Study of estival surrounding through a technical and recreative approach.
- Sensitization and introduction to outdoor activities such as: herbertism, canoeing, sailing, climbing, orientation etc..., permitting an easier handling of nature by the student.
- Place students in situations of challenge, stress, and guided adventures to discover one's self.
- To sensitize student to the ecological milieu and to the use and teaching of the basic principles of conservation and the use of the environment.

IV. Specific Objectives of Course.

- To maneuver and control a canoe in a secure way.
- To experience a canoe expedition of 3 and a half days.
- To climb, with assistance, a wall of 90 feet.
- To correctly use a compass and a topographic map.
- To maneuver and control, with security, a 420 type sailing boat.
- To experience a solo of 48 hours.
- To individually present an art project.
- To present a group project.
- To easily move on a hebertism trail.
- To effectively master in safety the various techniques related to camping (axe, fire, saw, knife, first aid, etc...).
- To participate in a six-mile marathon.

The course content included units on: social integration, hebertism, swimming, canoeing, orienteering, sailing, canoe trip, campcraft workshops, leadership tests, rock-climbing, jog and dip (included 6-mile marathon at end of course), conservation, Mont Barbu night hike, solo, sensitivity awareness, and artistic and service projects.

Almost twenty years later, in the Summer 1998 course outline (See Appendix 2), the purpose (goal) and general objectives of the course remained pretty much similar as the summer 1979 course but with improved wording. The main instructor (Jacques Grenier) was the same for both courses. However, by 1998 the focus was “a summer camping atmosphere while canoeing down the river” as the University of Ottawa camp had been sold a number of years earlier. Thus, the specific objectives and course content were now different as they focused on canoeing and camping and did not include hebertism, orienteering, sailing, rock-climbing, and the jog and dip.

A number of years later, in the Summer 2004 course outline (see Appendix 3), the goal, general objectives and specific objectives of the course remained exactly the same as in the Summer 1998 course outline, although there was now a different instructor.

Course purpose, general and specific objectives, and content of winter course. The first year for which a course outline for the winter course is available through the University of Ottawa archives is the 1975-76 academic year. It is interesting to note that one of the five objectives in this outline is “To make the students aware of the contribution of physical education towards the general objectives of education in, for, and about the out of doors.” Since the 1975-1976 course outline is brief, the course outline for the 1979-80 academic year (see Appendix 4) will be used, which corresponds to the year for which similar information is provided above for the summer course:

II. Purpose of the course. This course is oriented towards the discovery of the educational potential of life in a group atmosphere of a Winter camp. The major course emphasis is learning to use and to teach the use of the environment in the Winter season. This course is designed as a series of experiences to help everyone discover and develop their personal fundamental values.

III. General Course Objectives:

- To give the student an opportunity to resolve problems instead of having the solutions given to him, thus enabling him to show his capacities of leadership, sociability, ingeniousness.
- To learn to recognize and to favor one’s own individual strengths and limits in the group situation of a winter camp and in times of isolation.

- To develop an appreciation of nature's aesthetic qualities and adopt an appropriate attitude and behavior.
- To give the student an opportunity to organize and lead individuals in a group situation.
- To develop through a technical and recreative approach, an effective appreciation of the Winter surrounding.
- Sensitization and introduction to outdoor activities such as: orienteering, snowshoeing, cross-country skiing, camping, sensory awareness..., permitting an easier handling of nature by the student.
- Place students in situations of challenge, vertigo, stress and guided adventures to discover one's self.
- To sensitize student to the ecological milieu and to the use and teaching of the basic principles of conservation and the use of the environment.

IV. Specific Objectives of Course:

This course will enable students to learn, to live and to practice some specific activities such as:

- Winterizing a camp
- Build a snow house and to live in it
- To travel on cross-country skies and on snowshoes on various terrains
- To correctly use a compass and a topographic map
- To experience a 3 and a half day snowshoeing expedition
- To experience a 24 hours cross-country ski trio
- To collectively realize an art project and another of a pedagogical orientation

- To work in committees
- To effectively master in safety the various techniques related to camping (axe, fire, saw, knife, first-aid, cooking, etc...)
- To develop physical fitness.

The course content included units on: social integration, orienteering, expedition, camp craft workshops, cross-country skiing and snowshoeing, the snow house, the trio, and projects (service, snow sculpture, reading).

Almost 20 years later, the winter 1998 course outline (see Appendix 5) indicated that the course purpose, as well as the general and specific course objectives, were almost identical to the 1979-80 winter course outline; however, the setting was no longer the University of Ottawa camp.

Research Design

As mentioned in Chapter 1, the current research built upon Daniel's (2007) study of the life-significance of a wilderness expedition. Therefore, the current research used a similar mixed methods design as Daniel by collecting qualitative data through in-depth semi-structured interviews and triangulating this with quantitative data from a web-based survey questionnaire. This is known as "between-method" or "mixed-mode triangulation" because the present investigation used two methods to measure the same phenomena, which can strengthen the validity of the overall findings (Henderson & Bialeschki, 2010). To address the limitation of autobiographical memory in remembering specific events, the current research attempted to incorporate a photo-elicitation technique during the semi-structured interviews. Therefore, the use of interviews and photos was another type of triangulation as the researcher attempted to collect two different types of qualitative data to strengthen the findings.

As this study was a mixed methods design, it is important to explain the implementation sequence and the priority of the quantitative and qualitative elements. The qualitative component of the semi-structured interviews was implemented before the quantitative component, the survey. Therefore, since the implementation was sequential, the qualitative data took priority as it was used to help shape the final version of the quantitative survey. Using Henderson and Bialeschki's (2010) discussion of the benefits of triangulating methods as a reference, the following were contributions of quantitative data to qualitative data in the present study: serving the goal of generalizability; mitigating the bias or "gatekeeper" effect of highly articulate and engaged qualitative study participants; and verifying qualitative interpretations by statistical analysis. In addition, the qualitative data contributed to the quantitative data through item construction for the questionnaire. The survey questionnaire used by Daniel (2003) with wilderness expedition participants was modified for the OE course participants. In addition, the semi-structured interviews were patterned upon questions from one portion of Daniel's (2003) survey questionnaire.

Study 1: In-depth Semi-structured Interviews

One step in ensuring a sound research design involved deciding upon a research paradigm that matched the researcher's beliefs about the nature of reality. A constructivist epistemology fits with the researcher's position. With respect to constructivism, epistemological considerations concentrate on how individuals construct the meaning of something (Crotty, 1998). Epistemologically, constructivism emphasizes the subjective interrelationship between the researcher and participant, and the co-construction of meaning (Mills, Bonner & Francis, 2006). The constructivist epistemology was selected for the proposed study because the researcher surveyed different people about their own recollections of an OE experience and each person

formed his or her own opinion about these experiences. Boyes (2000) proposed that the current meanings of OE are social constructions, specific to the time, place, and ideologies of the activity. Therefore, as a constructivist, the researcher began to understand the ways in which people were *constructing* the meanings of these outdoor experiences and whether they were perceived as significant across one's life.

Qualitative methodology is often used in significant life event research to explore critical events in the development of people's knowledge and behaviour. Therefore, a qualitative approach was best suited for the first study because the researcher needed to work from the ground up in order to identify what it was that made an OE experience significant to one's life. The researcher collected this rich data through in-depth, semi-structured interviews.

In-depth interviews offered the advantages of probing participants, establishing and maintaining rapport, clarifying questions, and gathering unexpected information (Henderson & Bialeschki, 2002). However, on the other hand, the interviews required a large amount of time, and due to these time requirements the qualitative study was limited to a small sample size. Since it took so many hours for the researcher to transcribe and manually code the data, the sample size was limited in order to make data analysis manageable. Finally, the opportunity to ask open-ended questions provided rich data; however, it was more difficult to analyze the answers provided than those from close-ended questions (Henderson & Bialeschki). Babbie (2001) corroborated this weakness of open-ended questions when he stated that coding can open up the possibilities of misunderstanding and researcher bias.

Sample. The sample was selected through a combination of purposive and theoretical sampling. Purposive sampling has been used in exploratory research to select people who are especially informative for the research question under study. Essentially, the sample was selected

to include people of interest and exclude those who did not suit the purpose. As the study focused on the significant life effect of the OE course, the researcher wanted to study those former students who participated in the summer OE course offered by the University of Ottawa over 20 years ago. Seventeen University of Ottawa alumni were interviewed in total. Of those 17 participants, 13 participants took both the summer and winter OE courses while two took only the summer OE course and two took only the winter OE course. Theoretical sampling determined the final sample size of 15 participants for the summer OE course because the sampling and data collection stopped once the researcher felt she attained theoretical saturation. After the first 15 former summer OE students were interviewed, the primary researcher and her supervisor concluded that no new conceptual insights were being generated from the interviews. Essentially, only the same themes were emerging in the interview data.

Initially with the in-depth semi-structured interviews, the aim was to restrict the sample to students who took the summer OE course as the impact of the winter course may be different than the summer course. However, since most of the summer course participants (13 out of 15) took the winter course, it was decided to include a few questions on the winter course. Two interviews were conducted with students who only participated in the winter OE course in order to augment the data on the winter course obtained from the participants who had taken both courses. With the addition of the questions and interviews concerning the winter course, the researcher wanted to discover whether similar codes and themes were evident in both seasons of the OE course.

The sampling strategy took the following order:

1. Alumni Directory: Participants were recruited using University of Ottawa Alumni directories (e.g., Université d'Ottawa Association des anciens, 1987). The researcher

- scanned through the list of alumni for those who completed a Bachelors degree in Kinanthropology or Physical Education, and then made note of his or her contact information. The website Canada 411 was then used to verify that the contact information was correct. A phone call was then placed to ask the alumnae if he or she would be interested in participating in the research.
2. Newsletter to Faculty of Health Sciences Alumni (Faculty of Health Sciences): Participants were also recruited through a notice in the monthly e-mail newsletter to Faculty of Health Sciences alumni, which was also posted online in uoZone. uoZone is an online gateway for students to reach their uOttawa web applications, personalized information and alerts from professors; therefore, the recruitment notice was posted in this virtual domain where current students could read it and contact the primary researcher.
 3. A founder of program, Dr. Claude Cousineau: Another strategy for sampling involved asking a founder of the OE course, Dr. Claude Cousineau, to pass on the recruitment notice (see Appendix 6) by e-mail or phone to any alumni he was currently in contact with. Instead, Claude provided the e-mail address of a long-time instructor of the course, Jacques Grenier, who subsequently provided a list of students' names who had taken the OE course.
 4. Thesis Supervisor (Dr. Paul Heintzman): The researcher's supervisor, who took the summer OE course during one of the first years the course was offered, has a number of contacts in the local OE field. He sent the recruitment notice to people he knew who had taken the course.

5. Snowball Strategy: Finally, the snowballing technique was also employed to complete the sample. For example, recruited participants were asked to pass on the recruitment notice to people they knew who had taken the OE course and who might be interested in being interviewed.

Instrumentation. For the qualitative portion of this study, an in-depth interview schedule was used to explore the significant life experiences of the OE course. The in-depth semi-structured interviews followed an interview schedule made up of primary and secondary questions. The semi-structured interview questions (See Appendix 7) employed in this research were patterned upon Daniel's (2005) six open-ended questions about the life significance of the OE program found in the second part of his study. By using similar questions this study was able to observe whether similar outcomes appear within the University of Ottawa OE course alumni as in Daniel's study group. Shooter (2010) challenged OE and experiential education researchers to bring different studies together in order to explain "how a tangled web of program components coalesce to produce outcomes" (p. 292).

Data collection. Ten of the participants were interviewed at their workplaces, three were interviewed in their homes, two were interviewed in a coffee shop/restaurant setting, and two were interviewed at the School of Human Kinetics, University of Ottawa. Most of the participants indicated an interest in participating in the study because they had a positive experience in the OE course and thus were open and willing to talk about the role of the course in their lives. It was very easy and comfortable for the participants to talk about their experience on the OE course.

Throughout the interviews, the researcher generally followed the interview schedule but also followed up with probing questions. The researcher asked the informant what he or she

considered the most significant experiences of the OE course, which were followed up with probes to understand why these experiences were significant. In addition, participants were probed in order to understand the processes that link participation in the OE course with the OE impacts. Some examples of questions that addressed the processes were: “What was it *about the course* that made a difference in your family life?” “What was it *about the course* that made you more environmentally conscious?” and “Can you provide an *example from the course* that illustrates how the OE course impacted your ability to understand yourself?” The researcher did not assume that participants would have a positive outlook on outdoor experiences, and therefore, it was important to listen to the participants carefully and engage in probing questions throughout the interview in order to achieve a complete storyline.

The interviews, approximately 45 minutes to an hour in length, were audio-taped, with the consent of the participant, for subsequent transcription and data analysis. As well, a few field notes were taken throughout the interviews concerning the participants’ body language and silences.

As previously mentioned, to address the limitation of autobiographical memory in remembering specific events, the researcher attempted to incorporate a photo-elicitation technique during the semi-structured interviews. Upon recruiting the participant for an interview, the researcher invited him or her to bring photographs from the OE course along to the interview. At the end of the interview, the researcher welcomed the participant to review his or her photographs and asked whether the photographs reminded him or her of course experiences that had significant impacts on his or her life. The participant was then allowed the opportunity to expand upon his or her answers to the previous questions.

It was the hope of the researcher that the photographs would trigger participants' memories and aid in participants' recall of course experiences that had a significant life effect. Unfortunately, only two participants brought photographs from the summer OE course to the in-depth interviews because most did not take photographs while on the course. In addition, two participants could not find their photographs from the course and one forgot to bring them to the interview. The photographs did aid in the recall of those two participants; however, there were not enough participants who used photo-elicitation in the interviews to include this data in the analysis as has been the case in previous studies that utilized photo-elicitation in the investigation of outdoor experiences (e.g., Loeffler, 2004).

Data analysis. The audio tapes of the interviews were manually transcribed verbatim which allowed the researcher to remain close to the data. The semi-structured interviews were manually coded. Interpretive analysis was employed in which the transcripts were analyzed *inductively* to seek patterns and themes based on the data (Patton, 1990). According to Henderson and Bialeschki (2002), inductive research allows for patterns and themes to *emerge from* the data rather than being imposed prior to data collection. In essence, the interpretive analysis took apart and explained parts of a work with the goal of determining the nature of the whole.

The semi-structured interviews were analyzed for content using the constant comparative method (Corbin & Strauss, 1990) whereby emerging themes were constantly compared with the new data being analyzed. Essentially, the transcripts were carefully read, reread and coded to determine recurring themes and patterns within the data. First, the researcher took "pieces" of data and organized them by identifying, reducing, coding and grouping categories of data. Second, the transcripts were reread, taking into account the initial codes and making

comparisons both **within** and **between** interviews. During this process, patterns were observed which represented some explanations for the impacts of an OE course on the participants' lives. In order to confirm these patterns, the analysis focused on the consistencies and inconsistencies among responses. Third, data was organized according to these patterns which then led to the development of a number of themes which explored the impacts of the OE course. With the constant comparative technique, making comparisons assisted the researcher in guarding against bias by challenging concepts with new data. According to Corbin and Strauss, such comparisons also help to achieve greater precision (e.g., grouping of like and *only* like phenomena) and consistency (e.g., *always* grouping like with like). As well, the constant comparative technique allowed for the possibility of not only asking "what is there" but also asking "what is **not** there."

If there were varying degrees of strength, this led to the development of subthemes. In addition to expressions, the proposed research also compared pairs of whole texts (i.e., interviews). For example, the researcher asked how one text was different from the preceding text as well as what features were mentioned in both. Although the researcher had not completed either the summer or winter OE course being explored, she recognized that she may have some preconceptions as to what makes an outdoor experience significant; therefore, it was essential to recognize this and appropriately bracket off any biases.

To ensure that the interpretation of data was valid, the researcher's supervisor also reviewed the transcripts and themes, which is another form of triangulation. Therefore, multiple evaluators were used to confirm and modify the themes. Furthermore, the semi-structured interviews also underwent member checking once the data analysis had been completed in order to ensure the accuracy of the transcript; this involved providing participants with a copy of their own interview transcript as well as a summary of the themes that emerged during the data

analysis. Instructions were given to contact the researcher if either they felt the transcript did not reflect their interview or if they did not agree with the findings. Of the 15 participants that were interviewed on the summer OE course, six confirmed that the transcript reflected their interview. Of these six participants, three included minor changes, such as the spelling of a name. The other nine participants (and the two winter course participants) have not yet replied to the researcher about their transcripts. No participants commented on the findings.

Study 2: Quantitative Survey

The second part of the study consisted of a quantitative study designed to analyze the relationships between various components of the OE course experience and significant life experiences, and the processes linking them. According to Henderson and Bialeschki (2002), the most common type of research methodology used for descriptive studies in the evaluation of recreation and leisure programs and services, as well as in the examination of participant outcomes, is survey research.

As stated in the introduction, the objective of the proposed research was to discover if the course had a lasting impact and whether the course was a SLE. The research aimed to expand people's understanding of the long-term influences that OE courses have on participants' intrapersonal, interpersonal and environmental relationships. Because the research questions pertained to self-reported beliefs and behaviours, survey research was an appropriate choice for the methodology (Neuman, 2003). As stated by Neuman, surveys allow researchers to ask the participant about multiple things at one time, and, therefore, can investigate several research questions at once. This was relevant to the proposed research as it explored the course as a SLE, and the intrapersonal, interpersonal and environmental impacts upon the participants after completing the OE courses offered by the University of Ottawa.

As the proposed study built upon Daniel's (2007) research on the life-significance of an outdoors wilderness expedition, it also employed self-administered questionnaires to understand the long-term value of former life experiences. Survey methodology was appropriate for the proposed research because it allowed for the simultaneous collection of several pieces of information (Henderson & Bialeschki, 2002), including participants' perception of their knowledge, attitudes, and behaviours. Survey research overall offered advantages in terms of economy, the amount of data that can be collected, as well as the chance to sample a large population (Babbie, 2001). Ultimately, the survey questionnaire was developed in order to complement and minimise bias from the in-depth semi-structured interviews.

Sample. Participants included University of Ottawa alumni who had participated in the summer or winter OE course that had been offered by the University of Ottawa over the past thirty years. The sample was a convenience sample as the focus was on recruiting, by a variety of means, any student that had taken the summer or winter OE course rather than a representative sample of these students. There were approximately 880 and 990 potential survey participants for the summer and winter OE courses respectively. This total participant pool was calculated by emailing two past instructors of the course for average class sizes, contacting the undergraduate secretary for more recent OE class sizes and then calculating an approximate total population of students who took the course. It was the hope of the researcher to gain a sample of participants that included students from as many of the years as possible that these OE courses have been offered; however, the majority of survey participants took the course in recent years (i.e., 2000's) or in the early stages that the OE course was offered (i.e., late 1970's, early 1980's). In addition to the sampling strategy that was used for the qualitative component, the following sampling strategy was used for the quantitative component:

1. Past instructors: The past instructors of the course were asked to send a recruitment notice (see Appendix 6) to students they were still in contact with through e-mail or phone.
2. Newsletter to Faculty of Health Sciences Alumni (Faculty of Health Sciences): Participants were also recruited through a notice in the monthly e-mail newsletter to Faculty of Health Sciences alumni, which was also posted online in uoZone.
3. E-mail sent out by professors who taught selected compulsory Human Kinetics courses in both the undergraduate and graduate programs. Professors informed their students of the current research and provided the researcher's contact information if anyone was interested in participating in the study.
4. Presentations to selected compulsory Human Kinetics courses in both the undergraduate and graduate programs. The researcher made a brief oral presentation to recruit participants, and asked that they contact her if they were interested in participating in the study.
5. Posters at the School of Human Kinetics: Recruitment posters were also placed throughout the School of Human Kinetics on the campus detailing the study and providing contact information.
6. Information about the study was provided to the president of the Undergraduate Human Kinetics Student Association, who personally contacted students with whom he had taken the OE course.
7. Snowball Strategy: The snowball technique was also employed to complete the sample, as recruited interview participants were asked to distribute recruitment

notices to other people they knew who had taken the OE course and who might be interested in completing the questionnaire.

Instrumentation. The questionnaire was divided into three parts: Part A) the summer OE course; Part B) the winter OE course; and Part C) demographic and other information. Within parts A and B on the summer and winter OE courses, there were the following sub-sections: 1. background information, 2. outcomes of the course, 3. the course as a significant life experience, 4. dimensions of the course, and 5. course components (see Appendix 8).

Background information. The first sub-section of both Parts A) and B) of the survey was similar to the preliminary questions of the qualitative study, and asked course participants their course year, course location, course length, and age when they took the course.

Outcomes of the course. The outcome items were developed through a review of the general objectives listed in the 1979-1980 summer and winter OE course outlines. It is important to point out that these objectives were very similar to the objectives almost 20 years later in the 1998 OE course outlines. Outcomes mentioned in the general objectives listed in the course outline became items in this scale. As mentioned previously, OE is concerned with intrapersonal, interpersonal and environmental outcomes (Priest & Gass, 1997). Or to put it another way, research has shown that connections to self, others, and the environment are developed through outdoor experiences (Loeffler, 2004; Pohl et al., 2000). Thus, the items in the OE outcomes scale were grouped into personal outcomes (i.e., creativity, self-knowledge, coping with challenge, etc.); relationship with others (problem-solving, group leadership, social skills, etc.); and relationship with nature (conservation of nature, appreciation of nature's aesthetic qualities, attitude toward nature, etc.). These items were evaluated using a Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).

The course as a SLE. SLE was measured with an eight item scale. The first six items corresponded to the six characteristics of a SLE identified by Daniel (2005). The seventh item directly asked the participants if the course was a SLE (“the course was a significant life experience for me”) and the eighth item addressed an idea that emerged in the semi-structured interviews – whether the OE course reinforced already-held beliefs (“the course reinforced and confirmed much of my previous experience and knowledge about outdoor living and outdoor activities”). These items were evaluated using a Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).

Dimensions of the course. The fourth sub-section of parts A) and B) of the survey asked questions that provided data to analyze the relationships between the independent variable (participation in the OE course, including its components), and the dependent variables (intrapersonal, interpersonal, and environmental outcomes; and SLE). An important part of this study involved the questions pertaining to the dimensions of the course, that is, the processes that link participation in the outdoor education course with the OE outcomes. Participants were asked to evaluate dimensions (processes) of the University of Ottawa OE course that contributed to it being a SLE.

Measurement of the processes linking participation in the OE course with OE outcomes and SLE was done with the **OE dimensions** scale. The scale was developed from the qualitative study, although some of the items were also supported by previous studies. The dimensions (processes) included in both the summer and the winter parts of the survey were as follows:

1. Group living
2. Nature setting
3. Opportunities for challenge

4. Course facilitation
5. Bilingual setting
6. Opportunities for reflection
7. Opportunities for accomplishment
8. Opportunities to face fears
9. Opportunities to be outside one's comfort zone.

In addition, the winter course had two unique dimensions (“the novelty of winter camping” and “winter weather challenges”) that arose from the in-depth interviews with the winter course participants. These items were evaluated using a Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).

Course components. The course components sub-section of the questionnaire listed course components on the 1979-1980 course outlines. Most of these course components were repeated on subsequent course outlines. A separate list was provided for the summer and winter courses. Using a 7-point Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree), participants were asked how the different components of the OE course contributed to the course being a SLE.

Demographic and other information. The third part of the survey asked questions pertaining to the participant's demographic and other related information. Participants were asked to report if they had participated in a summer and/or winter OE course **prior to** their participation in the University of Ottawa OE course, and if so, the number of camps participated in and their average length. Second, participants were asked to report if they had participated in a summer and/or winter OE course **following** their participation in the University of Ottawa OE course, and if so, the number of camps participated in and their average length.

In addition, participants were asked to report their gender, age, highest level of education achieved, current occupation, current income, and marital status. According to Ewert and Sibthorp (2009), prior knowledge and experience as well as demographics can act as confounding variables that can influence the participant's perception of the OE experience; therefore, it was necessary to obtain each respondent's detailed profile. As there was not a large sample of survey participants, the researcher was unable to randomly assign participants into groups. However, in the surveys, as in the interviews, the researcher asked participants about their previous OE and outdoor experiences (as well as the year they took the course and their instructors). The purpose of this was to attempt to understand whether participants' previous engagement in the outdoors and OE courses could have influenced their perception of a SLE.

Data collection. Data was collected for this quantitative study through a web-based survey questionnaire. The researcher used the online survey tool, FluidSurveys, to create the web-based survey questionnaire. For those participants who did not have access to the internet, there was a mail-out survey questionnaire; however, there were no requests for a mail-out option.

Data analysis. Descriptive statistical analyses, including frequencies, were completed for each of the OE components, OE processes, OE outcomes (impacts), and the characteristics of significant life experiences. Six of the characteristics of significant life experiences were identified by Daniel (2003).

Next, Pearson coefficient correlations were completed on the survey data in order to examine the relationships between the OE course processes and the SLE variable. A Pearson coefficient correlation represents the relationship between two variables that are measured on the same interval or ratio scale.

Finally, independent t-tests were completed for each of the OE process, OE components, and SLE characteristics according to gender (male and female) and according to season participants took the OE course (summer and winter). Independent t-tests would have also been completed according to the year participants took the course (e.g., over 20 years ago and more recent); however, a vast majority of the participants were from more recent years.

Feedback to participants. A summary of the findings from the survey was e-mailed to all participants who indicated that they would like a copy of the results.

Chapter 4

Part 1 – Results from In-depth Interviews (Summer Course)

As outlined in Chapter 3, semi-structured, in-depth interviews were held with 15 persons who had expressed interest in discussing their experience as a student in the University of Ottawa Summer Outdoor Education course twenty years or more ago. The researcher used an in-depth interview schedule to explore whether participation in the University of Ottawa summer OE course was a SLE for participants. The interviews were transcribed and interpretive analysis was used to identify recurring patterns and themes within the interview data. This chapter is a descriptive review of the themes that were identified.

The in-depth interview schedule was designed to ask a number of preliminary questions about where and when the course took place before asking about the association between participation in the OE course and a SLE so that participants would feel at ease before talking about their experience. Furthermore, these preliminary questions were designed to bring participants back to that time in their life and effectively aid with their recollection. Some participants discussed having difficulty remembering activities from the OE course, and many had not previously thought about the relationship between participation in the course and long-term impacts in their lives. A number of participants indicated that they were gaining insight about their lives as they answered the interview questions. As well, a few participants mentioned that they had been thinking about how the course played an influential role in their lives between the time they agreed to participate in the study and the time of the interview. Most participants discussed the positive role of the OE course in their lives. Not one participant felt that the course was an overall negative experience. Only after being specifically asked or probed by the researcher did a few participants speak of negative events during the course. However, most

often those negatives were viewed as challenges that contributed to an overall positive, learning experience.

The results section is organized to present the significant life *impacts* from the OE course, followed by the *processes* from the OE course that led to these significant life impacts. The impact and processes themes are summarized in Table 1. Therefore, the OE course as a SLE will be first demonstrated, and then the reasons why it was a significant life experience will be discussed. However, before that, a brief description of the participants will be provided.

Table 1
Summer and Winter Course Themes

	Summer Course Themes	Summer Course Themes Supported by Winter Course	Unique Winter Themes
A. Impacts	<ol style="list-style-type: none"> 1. Development of Interpersonal/Social Skills 2. Self-discovery 3. Environmental Impacts 4. Leisure Style Change 5. Transfer to Others 6. Advancing outdoor knowledge/skills 	<ol style="list-style-type: none"> 1. Development of Interpersonal/Social Skills 2. Self-discovery 3. Environmental Impacts 4. Leisure Style Change 5. Transfer to Others 6. Advancing outdoor knowledge/skills 	
B. Processes	<ol style="list-style-type: none"> 1. Opportunities for Personal Growth 2. Group experience 	<ol style="list-style-type: none"> 1. Opportunities for Personal Growth 2. Group experience 	<ol style="list-style-type: none"> 1. New or Different Experience 2. Toughness of climate/weather

Description of the Participants

The majority of participants took the summer and winter OE courses at the ages of 21 and 22; however, one took the course at 25 years of age. Based on the age participants took the course and the number of years since they enrolled in the course, participants' current ages ranged from mid-forties to mid-sixties. Table 2 illustrates the years in which each of the participants were enrolled in the OE course.

Table 2
Years Interview Participants were Enrolled in OE Course

Year	Frequency
1976	1
1978	1
1979	3
1982	1
1983*	3
1985	2
1986*	2
1990	3
1992	1

*One winter OE course participant

At the time participants had taken the OE course at the University of Ottawa, nine were in the Physical Education program, three were in the Recreology program, and five were in the Kinanthropology program. A majority of respondents stated that they had not participated in an OE program before taking the University of Ottawa OE course; however, there were a few who stated they had extensive outdoor experiences prior to the course. Six of the participants were elementary or high school teachers. One other participant had been a teacher in the past but not currently. Other occupations that were represented included a senior manager of a nature park, a health policy employee, a wellness company employee, a business analyst, a real estate agent, an athletic performance consultant, a sport shop owner, a university professor and a university instructor. Only one participant was retired. Although questions were not asked about income level, the majority of participants came from the middle class. In addition, all the participants had received education beyond high school as they were interviewing on a university OE course. Ten of the participants were female and seven were male. There was a range of outdoor activities practiced by the participants as well as a range in their outdoor skills. Most participants shared they were active in the outdoors; however, a few mentioned they were not so active in the outdoors anymore. With respect to their motivations for enrolling in the OE course, participants

provided the following reasons: interest in the outdoors, experience of fun, time to spend with friends, and knowledge of outdoor techniques and survival. As well, several participants mentioned that taking the OE course allowed them to earn “quick and easy credits,” as the course was worth 4 credits over a short period of time (two weeks) with no exam and no or limited assignments.

Significant Life Impacts

Theme one: Development of interpersonal/social skills. The in-depth interview progressed in a way that participants were initially asked what their most significant experiences were from the course and what made them significant. Later in the interview schedule, participants were asked more specifically whether there was a long term impact of the course on their ability to relate to other people. The majority of summer OE course participants (10 out of 15) mentioned that a long term impact from the course was their development of interpersonal and social skills. The researcher asked “how” and “why” questions to probe for processes that linked this significant life impact with specific experiences and activities from the summer OE course.

The following quotation by Liam captures a sense of the significant life impact of the course upon the development of interpersonal skills that participants saw in their lives:

What I learned a lot, is not to think on only of you, but to work as a team...At the first thing you do, different activities, different events, you do it and you try to surpass yourself and sometimes you compare to others, but at one point I remember we had to do...a solo for 24 hours, and...we had to leave also as groups for different activities, and at the beginning you do mostly your stuff by yourself and you try to compare, but at one point, you don't...you have to work...as a team, and that's what I kept from that experience. Yeah, so if you don't work as a team, it's harder, and I remember the teachers were trying to push you in that direction, to work as a team...Let's say you leave for a walk and...you walk like most of the day to get to a camp, well sometimes you would...think of just yourself and you'll walk and you'll walk and some are slower, but eventually if you learn to help them, you get there as a team faster than just yourself.

Liam went on to express the importance of teamwork and how he continues to use it today as an elementary school teacher. Barbara also discussed the importance of teamwork throughout the summer OE course. The following dialogue with Barbara demonstrates how the experience of building a team led to a significant life impact from the course:

Interviewer: Has the OE course made a difference in your life?

Barbara: Yeah, so I think it made a difference in my...life development or the way I see...It was another group experience that showed me the challenges and the beauty of, you know, trying to pull together a group of people. Making, coming from a group of people to a real team...

Interviewer: So would you say that...has...at all affected or influenced your work life?

Barbara: I think it was another experience that I've put in my...bowl of experience, and I used to observe these kinds of things if you're also in the work life. And I was maybe quicker...than another one...to determine, okay what's going on, so why is it not happening, this gelling, and how come people are not working together. I think that was a piece of information that was...of learning, that was useful.

One participant, Derek, discussed his development of interpersonal skills relative to trust. For Derek, one significant life impact from the course was building this sense of trust with his fellow peers:

It [the course] might have reinforced a concept that I grew up with. There's an expression my Dad used to always use and that is, you know, in terms of level of trust, I wouldn't go hunting with this person, I would go hunting with this person, and it's sort of, that's how you gauge whether how deeply you trust someone, and, so being at a shelter, I don't know how many feet up in the air, overnight with people, you really had to develop that trust in these people, so...it reinforced the concept of, oh, here's some people that you could trust.

There was also the idea of a group "collective" that was discussed by participants. The following quotation by Fiona demonstrates how the summer OE course contributed to a significant life impact:

I don't know if I learned...it already at Bark Lake, but this idea that although I preferred to be doing stuff on my own when I'm doing outdoor stuff, this is day stuff. I'm not interested in going camping and spending three days on my own in the bush. So this idea that we live in a society, we live in collectives, and everybody brings something to the collective, and everything is much easier when we get along and work together. I think that's a life [impact]...when you're stuck together, you know, and it's raining, and it's been raining for 24 hours...it puts you in the more extreme situations where it makes more sense and...it's a more intense experience of that need to get along and how everybody needs to bring something to the...collective.

In a similar vein, Isabelle stated that the summer OE course allowed her the opportunity “to learn to adapt to people's strengths.” This was also corroborated by Heather who discussed how working with others on the summer OE course had a lasting impact in her life:

Recognizing that people bring different things to the table and I worked as a guide for a bit after too, and different skill sets come in, and different needs are evident, you know, and it's made me more aware I guess of those needs and sort of group dynamics a little bit more than probably if I hadn't done that.

Also under the umbrella of the impact of development of interpersonal skills were leadership skills. One participant, Nick, made an association between the summer OE course and the impact of learning different leadership styles:

In terms of social, building up your experience, and, you know, social settings, things like that, it [the course] is really good, especially getting people to talk in front of groups, facilitation, really good for that, leadership, different styles of leadership. It's good in learning the boardroom type experience.

More important than just recognizing the OE course as a SLE is trying to understand the reason for this association; what are the processes that make the OE course a SLE? Therefore, Nick was further probed for specific examples from the course that led to this group facilitation and leadership. He answered:

Basically, first we did the break down the barriers – now this was, okay, now work as a team and try to figure out something. So you learn whose the more assertive, right...Who are the people who stand back, and just follow, who the leader is, who are the ones who are willing to try different things, who are the ones that are more risk takers. You learn those kinds of things, so that definitely helps in terms of the social interaction. I was a little older when I did it, so...I had a little more opportunity

to observe and watch how people were reacting with these things, so it was very interesting. Interesting stuff. I still use it. I still use it today.

Therefore, it is evident that a long term impact from the OE course was participants' development of interpersonal and social skills. Within this theme also emerged the idea that strong interpersonal bonds developed as a result of participation in the OE course; consequently, this was categorized as a sub-theme and is discussed in the next section.

Sub-theme: Strong interpersonal bonds. A sub-theme found within the impact of the development of interpersonal skills was strong interpersonal bonds. Participants mentioned how the OE course allowed for the development of strong friendships. According to Elaine, "Well ... it created some ... strong bonds with friends that I don't think I would have otherwise ... continue[d] to have." When asked what she considered to have been her most significant experiences during the course, and what made them significant, Elaine also noted:

I would say the most significant [impact]...is when, before we left for the canoeing trip, we were all divided in three groups, and I was not put in a group with some of my close friends that were in, in the group, so I was like almost – I was happy about the going on the canoe camping but I was depressed about not going with...some good friends... I kind of, maybe looked down a bit on the people that were chosen to be with...but I was like, okay, let's just make the best out of it, and finally – and I think there's many people in my group that felt like this. I don't know why – but it turned half a day and then we're, we're like, no. Nobody wanted to be with another group. We were how, that's the group experience that, that builds on the relationship and, and from people from that group, still now...I've sent some emails about this project, but I don't see them on a regular basis, but I kept contact, where some others...that were very good friends at the time ... I don't really see or contact them anymore, so that's very interesting...It really created a strong...bond.

Olivia also described how the team experiences during the course helped her to develop interpersonal bonds, which remained influential in her life:

It teaches a lot of people how to work together in difficult situations...There's a lot of...team stuff that can happen as a result of that...team bonding...It's like a microcosm of what you as a person can, can learn to move on when you're facing obstacles, because it's all about finding a solution.

This notion of strong interpersonal bonds as a lasting impact from the course was also supported by Katie from the perspective of camaraderie during the rock climbing activities:

There was a feeling of camaraderie that, because this person – I don't know who that was, now that I think about it – but that she held me up there, you know, and kept me from dying, so it was a really neat experience and it's one that, I mean, I really think you need to go through those kind of things to feel that, that sort of, you, you feel really good about yourself by the time you get to the top and you also feel really good about the person that is, has been helping you. I think that was probably one of the biggest things.

Therefore, the above quotations illustrate the sub-theme of strong interpersonal bonds as a significant life impact of the OE course. Also found under this social skills development theme was the sub-theme of application to the work environment.

Sub-theme: Application to work environment. Another sub-theme within the interpersonal skills theme was social skills later used within the work environment. While discussing the impacts of the OE course, Aaron stated:

You're contributing. You become, I think, a great team member. Collaboration... is a skill that we need in the workplace. We keep hearing that. Well that's [the OE course] a great way of developing... Those are all the things, the qualities that you develop, and, and if you have people like that, and then you put those people, those qualities, in those people, in the workplace - Fantastic environment to work in.

Barbara considered how the learning outcomes from the OE course could be valuable when working with the public, for example, as a teacher:

I would think it's a very valuable experience because it just puts you, well in contact with the experience and you learn a lot by experience. Those technically, how to do things, but just how people feel, and how, the group dynamics, and all of that, so I think that's quite interesting, especially if you're thinking of working with the public, being a teacher, things like that. It's a good learning experience.

In addition, Nick made a connection between the OE course and the development of significant interpersonal skills that he now uses in his work life as a business analyst:

One of the key things I picked up there [at the OE course] I didn't really know what you'd call it till later on, but it, it basically comes down to knowing your audience.

That's saying the appropriate things, saying inappropriate things, and I use that every day. I'm a business analyst so I'm sitting in front of directors and commissioners and I'm talking to them and then I'm talking to people...at the other end of the spectrum. Sometimes there's a room of a mix, so...you're dealing with a lot of different people who learn about how to speak to people. What you can say, and what you can't say. Meanwhile...you still need to keep them engaged. That's – if they fall asleep, you've lost them, right? So, what do you do? What are the techniques? What are the things you do? And part of that...I learned...through the program, and that's one thing I use today. It's always know your audience. Never say a joke unless you know the people. It'll get you into more trouble than anything, but once you're there, you see whose there, you learn that. Again, it's a social skill, but it's very underrated in terms of these are skills. I get it all the time. Can you go and facilitate this group? Can you deal with this? Can you deal with that?...a lot of people ...can't do that. Being able to stand in front of a room, to pull information from people, without them actually realizing you're doing it, it's a skill. You're not going to learn it in university. You're not going to learn it at college...It's a life skill that you can get from people, you learn from people, but you have to be really aware, and the more experience you have dealing with different kinds of people, the better off you'll be.

In summary, participants viewed their development of interpersonal skills to be a significant life impact from participation in the summer OE course. This theme of social skills also incorporated the sub-themes of strong interpersonal bonds and social skills used in the work environment; therefore, participants' friendships and work settings were often influenced by their participation in the OE course.

Theme two: Self-discovery. For most of the participants (9 out of 15), self-discovery was another significant long term impact from the course. Participants not only observed how the course enabled them to learn about themselves, but they also noted how this personal growth was carried forward to later events in life. When asked if there was a long term impact of the OE course on his ability to understand himself, Aaron replied, "I find it has helped motivate me to overcome adversity. It's given me a chance to also pull away when things are difficult or tense, to get away from everything and refocus." Aaron went on to explain the impact of the course on his maintenance of a positive attitude:

When things are easy you don't discover yourself. You don't find anything out about yourself. It's through adversity, and when, you know, you're on a canoe trip and it pours for ten days, and straight, even if you have the best gear, you can get down. So it's helped me put things in perspective. It helped me know a lot more about my own, not moods, cause I'm not a moody person, but, to, to always stay in a good mood, to stay positive...Especially if you lead groups after, you realize that...whatever face you put on will have an impact on all the others, so whether you're having a great time, or...you're hating it, you have to have a smile on your face and it helps other people, so it's helped me become, I think, a positive person.

Another participant, Katie, similarly mentioned the impact of the course on her ability to be positive:

What I took was love of being outside and being positive. Everyone was always being positive, very positive, and it didn't matter what the weather was like, or what was happening, you know, in summer camp, we were sailing and there was no wind, you know, that kind of stuff, or you're climbing up a rock face and, you know, you can't do it and, you feel like you can't do it, but...everybody was always positive.

In response to the question, "what was the long term impact of the OE course on your ability to understand yourself," Barbara replied:

What it confirmed is that I like to be outside, that I need fresh air, and I need those moments of quiet, and the nurturing effect of nature. So, I had a pretty good idea before that but it really, these two weeks in the winter and summer, really confirmed that. So I think that it did help me to learn about myself.

When asked for ways in which the OE course may have influenced how he came to understand his self, Nick remarked:

Everybody at one point thinks they're a leader. I'm not. I'm not. Do I do some things well and some other things not? Yes. Can I teach? Yes. Can I do some things? Yes. Would I set up an entire program to, you know, to do all this stuff? No, no. Would I do parts of it? Yes. But I'm, I'm not the huge organizer...and that [course] taught me that. Yeah, I can take people and do rock climbing and do this, do that, and take them on a three or four day canoe. Big long programs? Everything else? No. Am I a people person? Yes, I enjoy interaction with people. So yeah it [the course] definitely made me more aware of myself in terms of what my strengths are or what my weaknesses are, and...it taught me that because you're around so many people for so long without getting a break, and it's those breaks that allow people to cope with each other, so without those breaks, you really see people's strengths and weaknesses, so...it was very good that way.

Katie reflected on how the course pushed her outside of her comfort zone. When probed about when she used that experience of being pushed outside of her comfort zone later in life,

Katie replied:

I'd say that there have been times where I don't think you can do something and you just, again, similar to, to the situation you were in, in summer camp, you had to do it, like you just, you know, you're in the middle of a rock, you have to go on, and I think too, from a work stand point too or, you know, other situations like that where you...think 'oh my gosh, what am I going to do here?' But you know you have to go on, so I guess it's the same sort of thing that...I've applied, but I know that you have to...find a solution...you can't go back, because you have to go forward, so yeah, I, I see it from that standpoint.

Like Katie, Liam also discussed how the course pushed him and how he uses that experience of challenge today:

It initiated something in me and from there, well, you learn that you can do stuff, you're...not limited, and I'm the type of person that will do a project and even if it's the first time I do it...I don't hesitate. So I guess in a way it gives you the...push to, to know that...when you...feel that there's...a challenge in front of you that nothing can stop you...Not saying that that event or that few...weeks was...the thing that started it. I guess it, it contributed to the way I feel and the way I do stuff nowadays.

One participant, Derek, connected his self-discovery to spirituality. For example, Derek noted that, "I think the solo experience did provide a sort of enlightenment, or spiritual experience that I still think about." When asked if the OE course made a difference in his overall lifestyle, Derek also indicated:

That solo...had me, you know, conversing with myself I guess, in a sense, but with the inside voice, but ever since that solo, I've always tried to remind myself to reset, or to find my baseline, and every once in a while there's a crunch time, there's busy times, and...when you're feeling the pressure, then all of a sudden there's these questions. Okay, so when's your next opportunity to reset, to find your baseline...and somehow, you know, I never really understood this concept of, you know, peace or baseline, as clearly as when I experienced that solo.

Aaron also alluded to the notion of the OE course as teaching people to become self-reliant:

In the outdoors it's a lot about good decision making, it's about a lot of assessing risk, judgement, having, making good calls, all those things you develop – being self reliant... No one's going to carry your canoe for you. No one is going to do things for you.

In summary, most participants perceived self-discovery as a significant life impact from the OE course. Therefore, participants not only felt the OE course enabled them to learn about themselves, but they also observed how this personal growth was carried forward to later events in life.

Theme three: Environmental impacts. Another recurring theme was that the OE course led to environmental impacts. The majority of participants (12 out of 15) commented on how the course brought about a change in environmental behaviours or an appreciation of the environment, nature and the outdoors. Therefore, the environmental impacts are categorized under the sub-themes of change in environmental behaviours and environmental/nature/outdoor appreciation.

Sub-theme: Change in environmental behaviours. Several participants described how the course taught them to follow the 'Leave No Trace' principle when in the outdoors. For example, Cathleen explained, "That whole...leave no trace camping was kind of a nice concept...and that was something I'd never really thought too much about, so...that was...lasting." However, the above quotation simply communicates the impact of participation in the OE course upon environmental behaviour. As stated earlier, it is more important to understand the reason for the association (i.e., what are the processes that link the course with the impact?) Therefore, participants' discussions of how that environmental behaviour was developed and reinforced during the OE course and how it remains influential today are more significant:

Better understand...the value...of the serenity of...untouched nature. Little things, like, whenever you were, day tripping or overnight tripping, you always had to account for your garbage. Where, where was the garbage? Where was it going? Did you pack the

items that would yield the least amount of garbage? Even the concept of washing your dishes in the same tub of water, so all the dishes in one tub of water because that's what you had to wash your dishes, and realizing that you had to use as little soap as possible because once you dumped it, then that wasn't necessarily good for nature, what you were doing, and even at that micro level, you were impacting that much so. Yeah, I think it certainly reinforced that concept...of leaving as small a footprint on nature after you would pass through. (Derek)

The appreciation of the environment. They were always very particular about picking up your garbage, and doing this, and doing that, and we're very much like that now, you know, use all environmentally friendly cleaners and soaps and detergents and, you know, the recycling bin, the green bin, and composting, and doing all this stuff, and teaching our kids the same stuff, and being very careful...We do a lot of hiking and things, and they know by heart, you know, take only pictures, leave only footprints. They've known that since they were little and that whole [course] just reinforced the respect for nature. (Gabrielle)

There was a rule [in the course] that you don't waste anything, you don't throw away any stuff and that's something I...knew and I applied...I'm more aware and...when I do summer camps with the kids [students]...I show them and they have to learn to respect the environment and I've taken half a can, a pop can, they don't leave it there or if they have paper or whatever. Keep the place [clean] when you leave. That's something that...I apply everyday and the environment is very, very important, and you have to be a role model in...that field. (Liam)

It puts things in perspective of, you know, all the gadgets that we have that you... realize, that...have an impact on the environment, you know, directly or indirectly, that you realize what are your basic needs. And you don't need much more than that. And so that has impacted on the way that I consume. You know, when I go to the grocery store now... I put things in my basket, going okay, do I really need this? So...it's put me in - although I still consume as other people do, I think I'm more careful in my approach. (Aaron)

When Aaron was further probed for examples of how the OE course had affected his ability to relate to the environment, he replied:

The use of water. Passing that on to my kids. Making my kids conscious of that, my students conscious of that. Everybody around me. Having an impact on my parents. You know, trying to change the way that *they* consume. Or, you know...You know, a recycling bin...is something everybody has now, but 15, 20 years ago when you were talking about a recycling bin, people looked at you like you were weird...so it [the course] has impacted that way in terms of consuming, in terms of many gestures that were things you do...on a daily basis.

In addition, Heather stated that the OE course was conducive to the development of her environmental responsibility. In response to “can you think of a long term impact from the OE course that influenced your ability to relate to the environment,” Heather had the following to say:

That sort of sense of stewardship over... what we use... and then when I was working as a guide it was the same thing that you have to take care of the environment. You're using it. You have a responsibility to do that, and then the same thing in my Outdoor Ed courses, so I have a responsibility to make sure the kids realize it and have an understanding of how they impact on the environment and how the choices we make impact on the environment, so I'd say yes. That appreciation of nature and then it grows from there. You take responsibility for it.

Therefore, the above quotations demonstrated that participation in the OE course changed and made a lasting impact on respondents' environmental behaviours. Next, the sub-theme of appreciation will be discussed in regards to the theme of environmental impacts.

Sub-theme: Environmental/nature/outdoor appreciation. The second sub-theme identified was the long term influence of the course on participants' appreciation of the environment, nature and outdoors. A number of participants saw a relationship between the course and their environmental appreciation. While talking about the course, Katie indicated, “It really gave me a real love of the outdoors ... from that point on I just spent a lot of time outside. I just loved being outside.” Nick spoke of the impact of the course on his environmental respect:

The impacts from that program are, again, were huge...in my life, and in my activities - the way I look on the environment. The negative...impacts [were] not necessarily from the program, but from the observation on the...rest of society, the rest of the environment...so from the program it's a lot of...respect for other people, a lot of respect for your environment, a lot of things around you, and then as you drive back into the city...you see that disrespect for a lot of things, whether it's people to people, just as your driving, people cut people off, you know...to the environment, whether it's man made or natural, so yeah...I did learn from that [course] and that you do naturally have a greater respect.

In response to the question, “can you think of a long term impact of the OE course on your ability to relate to the environment,” Jasmine replied:

There’s no question...we learned environmental...things, and...I have never been to Algonquin Park. My parents, I don’t think, have ever seen the inside of a tent. We never camped. The only thing I ever did - they sent me to summer camp and then I went on overnights and canoe trips and then I learned about that and I think this was the first time I was actually in a park setting in the wilderness canoeing. When I canoe camped at camp, it was...Carleton Place to Galetta on the Ottawa River kind of thing, or the Mississippi River...I think I did the Ottawa river, Ottawa to Montreal one summer, but we weren’t...really in tune with the environment, with...water conservation, what you do to it, what you put in it, and I do remember learning that lesson at OttawaU, so yes...impact on the environment. My husband and I have done a lot since, so we are much more ahead. We go to Algonquin Park all the time. In fact, he’s the camp doctor at the Camp Arowhon every summer because our daughter goes there and so, you know, again, much better understanding of the parks and the impact on the environment. But...that was sort of the start learning about that, but most of what we do is, is sort of self-powered sports, like we’re not into motor sports that pollute and we’re not into the noise and, you know, very cautious with water conservation and what we put in it, what we do to it. It started there.

Jasmine mentioned how, although the course may not have been a huge turning point in her life, it provided environmental appreciation:

I was already there, you know, like we were already biking and canoeing and swimming and hiking. I never took up rock climbing. I have rock climbed once in my life. That’s it right there. That’s the picture to prove it. So...it certainly helped in terms of environmental appreciation but I wouldn’t say, you know, I already had all that experience up to and carried that forward, so I don’t know whether it made a huge, you know...I don’t think it made a huge change but...it gave me an appreciation.

Fiona provided a similar explanation:

But to what extent it was the university courses or Bark Lake or, you know, working...four years at the camp...this appreciation of the environment, yes...for sure we learned stuff about not leaving our garbage, bringing back all that stuff. All those basic notions for sure, but they were not new to me so it confirmed these things.

In summary, the majority of participants viewed environmental impacts as a significant life impact from the OE course. However, while most experienced an environmental impact from the course, not all did. For example, Katie had the following to say:

I probably didn't think about the environment at that point, but...I loved being outside. I loved the outdoors...I definitely think more environmentally now...not so much from that camp because that really wasn't the – I don't remember it being, even...talked about. Maybe it was, and if it was, it probably went right over my head, because it wasn't the thing to think about in those days where now, more so, but I just think because I liked being outside I have more of an awareness of the environment, but probably not so much from that camp.

Katie also went on to say that she did not remember any environmental teaching from the course:

Definitely an appreciation for nature, I mean, you were...living in it constantly and you're...always outside...but I can't remember anything specifically where they were saying, you know, be careful, don't tramp on, when you see leaves, or anything like that. I don't remember that at all.

Theme four: Leisure style change. A careful reading of the data suggested that another significant life impact was leisure style change. The term “leisure style” is used in the leisure studies literature and refers to “overall patterns of leisure activity engagement and time usage” (Mannell & Kleiber, 1997, p. 59). According to Heintzman (1999), leisure style refers to those elements of a person's lifestyle which are perceived as leisure. Participants were asked how the course influenced their overall lifestyle. There was overwhelming consensus amongst the participants (13 out of 15) that the OE course produced a change in their choice of activities and leisure style. When asked if the OE course made a difference in her life in any way, Katie responded:

I'd say definitely from a lifestyle standpoint...I spend a lot of time outside, my family, when I had my kids, they were all outside. We camped...we did close to winter camping actually, but they are all great outdoor kids...whether they like it or not...it's great...they don't complain, they...really embrace nature, and I think a lot of it is because I really enjoyed that experience [course] and I just thought it was a great thing...to do.

Aaron and Nick also explained how the OE course was conducive to a “lifestyle” change:

It's become a lifestyle, where every summer I either guide a trip or take out family or friends on a trip. Last summer I went and cycled in Spain for a month. I still do canoe trips...My kids, I got my kids in it...I used to be a city kid, and now I need the time outside in the wilderness. (Aaron)

I've got one canoe, three kayaks, 11 bikes, tons of outdoor...stuff...It absolutely changed our lifestyle. We do a lot more, we do a lot of camping, not necessarily in the middle of the bush...a lot of it's just, you know, car camping, but we go to areas that we haven't been before, and...experience them. We've been through New Zealand – that was a great trip – and...that was a wonderful experience. Again, it just...opened my eyes to other possibilities and...I turned directions in terms of my life, in terms of my activities...to focus on these more. I still play hockey. If I stopped tomorrow it wouldn't bother me. Doesn't mean you can't do other things. It just means that you have more options. (Nick)

Several participants discussed how the OE course was influential in their pursuit of outdoor activities after the course and for the rest of their lives:

The choice of my recreational activities are, you know, centered around all those activities that I did at the Ottawa U camp really...the winter camp as well, I mean, you know, having spent my life at a cottage water skiing, it kind of took me to the canoeing world rather than the boating world, and so in that way...I haven't gone back to the...other life, I've sort of, it's kept me in that direction. (Cathleen)

We did a lot of camping... and really...I'd say, as a direct result of taking the program...I do a lot of outdoor activity and I'd say a lot is from that. (Katie)

For me it was the introduction to the whole idea of recreation, because...I went over to Laurentian University in Sudbury after and their outdoor...adventure leadership program. So that whole aspect – I got very much into the activities as well, so I still do white water kayaking, canoeing...I'll be taking my son on Friday to do rock climbing at the gym...so the whole idea of doing activities for life as opposed to tackle football. You can't do that when your 50...hockey, you know, why spend a thousand dollars to do something for less than an hour a week when you can do a lot more...activity for a lot less money, with a lot more people?...I still use all this stuff a lot. I've been up to the Northwest Territories...found a lot of white water canoe experience... (Nick)

When asked the follow-up question, “has the course made a difference in your leisure and recreation,” Nick had the following to say:

Otherwise...if I look at my life before the program, it would have been more structured in terms of activity...urban sports, you know, hockey, this and that type of thing. I wouldn't have been cross country skiing, I wouldn't have been, you know, mountain biking. It wouldn't have been that kind of thing, so it's changed my focus in how I look at things, and everybody else that's related to me, it's that way too, so it's fun.

The idea was also expressed by participants that the OE course created a confidence and comfort in the outdoors that permitted them to continue to do activities on their own afterward:

Being comfortable doing certain activities allowed me to bring them [kids] in contact with those activities. So yes, it gave...as a family, opportunities to do things that I wouldn't have been able to bring my kids in, because I...didn't have the skills, so...again, it gave me the skills and the confidence to do certain things like the canoeing. (Barbara)

It has influenced my view on outdoors, even though I used to camp, and I would camp prior to that, and being active in summer activities, outdoor pools and things like that. The camps just reinforced that I can do any activities regardless of the weather. (Isabelle)

A lot more outdoor activity and just really trying anything, you know, just sort of giving any kind of outdoor activity a shot and yeah, I'd say...a lot of it had to do with...that camp. (Katie)

I won't be afraid to take risks or to try...different stuff, leave on a canoe trip for a day or whatever, building a fire, not be stuck, not...feeling that...I'm limited to...things...I never feel like I'm stuck...I don't hesitate to do something. If I feel like preparing for...a canoe trip for a few days...[I] leave and...doing stuff like canoe[ing] or...rock climbing...since I've done it before I know that...it's possible. (Liam)

In addition, Liam noted how the OE course provided him with the experience he needed to be able to later backpack in the Pacific islands:

It's an experience in your lifetime like other experiences, and I guess when you look back and now it's been twenty years...After I...finished...university...I left for about a year, and...backpacked...in the...Pacific Ocean. So we [my wife and I] left for...eight months – and...we camped...visited the different countries, like Australia, New Zealand, Hawaii, Fiji Island, and we...had our packsacks, we had the tent, sleeping bags, a few pieces of clothes, and a round trip for a year, and...I guess that experience [of the OE course]...brought me to...be able to do that which...I wouldn't have...thought about it, or never have thought that it was possible to do that...Maybe you don't think about it every day, but like after 20 years I still remember [it]...like it was yesterday, so it was significant for sure...and it...gave me the chance to do other challenges, like...leaving for the Pacific...it [the OE course] was a great experience...It's true that sometimes you don't think of these kinds of events as...significant, but when you talk about it you realize that well, I did this because of that.

In a similar instance, Nick also described travelling with his partner after the OE course, and how the course made that possible:

My second date with my wife we went for a hike through the Gatineau. So it's finding people with...similar experiences, similar desires as you so yeah, it had an impact there. Would I have done that otherwise? Probably not. If I hadn't taken the course as giving an introduction saying this is what I really like to do, and it's important that I find somebody else who likes to do that also ...We did a three week trip on the Honey River. We organized it all ourselves, everything, no outfitters, nothing, and we did a lot more... done the Saguenay, Lake Superior. I've gone through...part of Rockies and hiked up through there. A lot of other experiences...I would like to do. I was organizing a trip to Aconcagua in South America, and never got a chance to go do it. Life gets in the way, right? But that's okay. You learn that, you know what, you don't get to do everything, but there are other experiences you can have, so yeah, use, use [course experience] a lot...it continues on. It never stops.

Olivia felt that the OE course held much value because it provided students with lifetime skills as opposed to simply athletic skills:

I think it was a great course...for anybody who wants an elective that they can actually do something with later on in life. I think it's much more valuable than taking 101 Basketball, for example. I think you can build...on those outdoor experiences because you can still go out and do those. You can still...if you have family you can get your children involved. You can do that, so it's more of a life skill, lifetime skill.

In summary, participants perceived leisure style change to be a significant life impact from participation in the summer OE course.

Theme five: Transfer to others. Another impact that evolved from the data was the notion of the OE course as having a long term influence on participants' transfer to others. Participants mentioned how they transmitted knowledge and skills from the course to their family and children. Furthermore, for those participants who were teachers, they indicated transfer to their students as well. Therefore, the significant life impact of transfer to others is organized into the sub-themes of children/family and students.

Sub-theme: Children/family. Derek, in explaining how the OE course made a difference in his leisure and recreation, observed that his children are also involved in these activities:

In the sense that when I take, you know, and my kids are growing up now, they're in Grades 10 and 12, but every once in a while we would just go to the Gatineau Hills and just walk around and just the sense...of comfort...of better identifying certain plants...in my surroundings than I would have. That makes a difference.

Reflecting on the same question of how the course made a difference in his leisure and recreation, Nick noted the activities he shares with his son:

Yeah, very much so...even today...on the weekend I'll be taking my son to do some geocaching...in terms of invitation to the outdoors...we have a big telescope so I'll be taking that out and we'll be looking at the stars, that kind of – it's the simple things...We'll be having a little fire with some smores....Otherwise...if I look at my life before the...program [the OE course], it would have been more structured in terms of activity...urban sports, you know, hockey, this and that type of thing.

Gabrielle, when asked to consider whether the OE course made a difference in her life in any way, responded:

The skills that we learned, just using them when we camp with the family, when we canoe and all that. There's always things you go back to, "Oh yeah, I remember when we did this at camp" and telling the kids that this is - we learned some of this stuff when we were at, you know, when I was at summer camp, or when we're, when Daddy and I went to winter camp, because we went...together to winter camp. Things like that, the same skills, and just talking, even with my students...telling them about what we had done at summer camp...

Gabrielle went on to explain the impact of the course on her desire to pass on outdoor knowledge and appreciation to her daughters:

As a family, and we want our kids to be able to experience the same thing. I started canoeing with them a couple years ago, and we've cross country skied, and snowshoeing was all things we could do - We did this when we're older, and we, you know, want you to do the same thing as [us]...just wanting them to be able to experience the whole idea of the togetherness of camping, and the tranquility, and respecting nature, and that was all reinforced at [the university OE] summer camp, and we want to pass on to them as well, and the girls love to go camping because it's family time, and it's just sitting around the fire, quiet time, and, you know, the best part of camping.

Katie described how the OE course encouraged her to enrol her son in Outward Bound.

Katie wanted to impart upon her son the challenges and triumphs of being in the outdoors:

I also sent my son on Outward Bound after that [the course], like not after that, but when he was older (laughs), when he was born and older because I just thought it was a similar sort of thing, and it really pushes you – it really pushes you beyond your comfort zone, you know, it makes you try things...and it was all done in a very – it was hard – but very positive, so, I think that’s probably what I took...and with my own kids I tried to kind of get them in outdoors side and look at things positively.

Olivia voiced her concern of losing the “family unit” and how the OE course can address this issue:

From a lifestyle perspective, from where our society’s going, I think that [the OE course] has much more value than the basketball...Everybody’s going to potentially become a parent and they’re going to have much more value in taking their kids camping and hiking and doing that versus going to the hockey rink or going to the basketball or volleyball court...so then you’re going to lose that whole family unit thing that you can do.

Therefore, it is evident that participation in the OE course contributed to transfer of outdoor knowledge and skills to children and other family members. Next, the sub-theme of students will be discussed in regards to the theme of transfer to others.

Sub-theme: Students. Several of the participants interviewed were current or former teachers at the elementary or high school level. Emerging from the data was the sub-theme that participants transferred their experience from the OE course to their students. For example,

Elaine commented:

I did work for three years in the high school...after...university...I started up an Outdoor Ed program for the school...so I must have had taken some...tricks from those courses that did help for me to set up.

Matthew was an elementary physical education teacher. When asked, “do you find that anything you learned, or anything that you did on the OE course, you use in your physical education teachings,” Matthew replied:

Oh definitely, for sure, yeah. I mean, just because of the nature of my profession, you know, we do orienteering...I've had schools where we had cross country skis, so all activities that, that we did in the outdoors...Like I...used to...go to camps and do a[n] overnight with the elementary 7/8's, but...there's not too many schools that do that anymore...but that kind of all rolls into that Outdoor Ed theme.

Liam talked about how he utilized his experience in the OE course to structure his own outdoor programs as a teacher, "I took a lot of that experience from there [the course] and I tried to give it back to...my students for many years, and for many years to come also." When asked if he participated in any OE courses or programs after the University of Ottawa OE course, Liam discussed the OE programs he prepared as a teacher for his students. He explained how he used his experience in the OE course to frame his own outdoor program:

I prepared...summer camps for...the end of the school year...We [did]...canoeing, and different kinds of activities, and I would...continue the way I learned...with those experiences [from the OE course]...I took...a lot of...that experience [from the course] as... something...I could give...to the students I would teach, and I found that the experience was absolutely...amazing.

One participant, Aaron, indicated how the OE course shaped his environmental approach that he carried over to his job as a teacher:

It made [me] environmentally conscious...when I went to teach at West Carleton we had an environmental focus, and I was already a lot more aware than other people were of...the need to be careful with our environment and, you know, same thing, passed down to my own kids.

Liam explained how the OE course coupled with his career as a teacher made for a lasting impact on his life:

It's true that sometimes you don't think of these kinds of events as...significant, but when you talk about it you realize that well, I did this because of that...that's how I started...for sure...the canoe trips with the kids [students]...because...I had the summer camp at OttawaU...I was lucky enough to do that experience and being a teacher and be able to transmit that to...younger people...if I wouldn't have been a teacher...maybe it would have done personal stuff for me but not as much as I'm doing right now...so...I believe that...yes, that...camp was really nice.

In summary, participants viewed their transfer to others to be a significant life impact from participation in the summer OE course. This notion of transfer included sharing outdoor knowledge and skills with children and family members, and for those participants who were teachers, they indicated transfer to their students.

Theme six: Advancing outdoor knowledge/skills. A minor theme was that participants found that the OE course was conducive to their advancement of outdoor knowledge and/or skills. Several participants (6 out of 15) mentioned how the course significantly influenced their outdoor abilities. Oftentimes, because of this skill development, participants described that they felt more confident in the outdoors. For example, for Isabelle, the ability to be autonomous in nature was particularly significant to her:

If you're not used to becoming autonomous, independent, not relying on, I'll say even electricity, or any gadgets, it's a great learning outcome, especially now, because I don't think cell phones should be allowed in those camps, or computers. That's the one time you have a chance to totally unplug. You learn about nature. You learn about ecology. You learn about yourself. You learn new skills, how to dress, how, leadership skills. You also learn new activities. You'll also face some fears in certain instances, so the learning outcome is tremendous.

At times with this theme it was difficult to distinguish whether the effect of advancing outdoor skills and/or knowledge was *significant* across participants' lives. For example, the participants observed that the OE course led to an impact on their outdoor knowledge and skills, but was this a *significant long-term* impact? With previous themes, it was shown through quotations that the OE course continued to influence the participants *today*. However, some of the following quotations discuss the impact at that time; therefore, in some cases learning outdoor knowledge and skills was an immediate but not a significant life impact, in that they did not play an enduring, central role in a person's narrative or life story (Daniel, 2003):

It gives you tools, survival tools because I do a lot of ...outdoor stuff so it gave me some valuable tools of how to use...the compass...So yeah, it gives you, you know,

some survival skills if you get caught...in a rainy season or you're missing equipment...It gives you confidence that you can actually survive in the wilderness. (Olivia)

In terms of proper canoeing, learning canoe techniques, learning...kayaking. There was wind surfing down there also. Never done that before, very tough on a small lake. Other things in terms of...building fires...things that I had taken for granted before - it was like, yeah, I had learned that. I knew that before but, yes, it's something I needed to emphasize with other people if I take them out. How to cut wood, how to cook dinners...in the outdoors, without slicing open your thumb...things we take for granted...in a kitchen...but a lot of little different techniques you learn. (Nick)

From the activities...we learned different stuff...and when I got to university and I got to that program and it was offered, I believed that...I learned a lot. Archery, or mountain climbing, or canoeing, we did stuff that we wouldn't have done at high school, so I was glad to do it because I took that, that experience and I could show easily because I learned it there. (Liam)

The course brought in different perspectives because those in charge, and those supporting the course were all extremely knowledgeable, and...knowing how to get dressed properly, how to prepare...how to...use a tent...to use snow to stay warm and things like that...You don't lose that ever again. Yeah, you may have blisters and stuff like that, but you'll understand how you got it and why you got it, and how to avoid it next time. (Isabelle)

When asked what she considered to have been her most significant experiences during the course, and what made them significant, Heather replied:

...For hard skills, I would say significant is that autonomy, that knowledge base of how...to move through the wilderness without necessarily having the know-all guide that you have to pay, but how to plan it and navigate and implement it on your own, so that's significant. So, the social aspect for your personal development, but also the autonomy for looking after yourself in the wilderness...

Liam indicated that those teaching the OE course were knowledgeable, and, therefore, he felt confident in his skills and transmitting these skills to his students. In the following quote, the *significant long-term* impact is more apparent than in the above quotes because Liam notes how he continues to transmit these skills to his students through his job as a teacher:

I loved the experience so much...I loved to do outdoor stuff and I'm not afraid to take risk, you know, calculated risk, but...what I learned there...I feel that I am

more...capable of...teaching the kids [students] because I think I learned from good people that knew what they were talking about.

In summary, participants viewed their advancement of outdoor knowledge and/or skills to be an impact resulting from participation in the summer OE course; however, in some cases, the influence occurred at that time and was not a strong depiction of a *significant* life impact.

Processes

More important than just recognizing the OE course as a significant life experience is trying to understand the reason for the life experience to be significant; what are the processes that make the OE course a SLE? The processes illustrate the connection between the OE course activities and the significant life impacts discussed in the last section. In essence, the processes address the question: *what about the course* led to these significant life impacts? The researcher asked “how” and “why” questions to probe for processes that linked specific experiences and activities from the summer OE course to the significant life impacts.

Theme one: Personal growth opportunities. The majority of participants (10 out of 15) commented on how opportunities for personal growth in the OE course brought about a significant life impact. More specifically, occasions that involved a personal challenge and/or accomplishment, personal reflection, or being pushed outside one’s comfort zone were conducive to a significant life impact. Therefore, the theme of personal growth opportunities is organized into the following sub-themes: personal challenge/accomplishments, personal reflection, and outside comfort zone.

Sub-theme: Personal challenge/accomplishments. The idea was expressed by participants that OE course activities that challenged them or gave them a sense of accomplishment contributed to a significant life impact. The following quotation by Aaron captures a sense of how the OE course allowed participants to realize and overcome their fears:

We were going into something like ‘What are you crazy?’, ‘We’re going up here?’ You know, it was so unknown...Overcoming your fears, that was a big, big one, and, and trusting other people. The person that’s belying you as you’re going up...And coming into something that you’re...it’s completely unknown to you that seems dangerous.

Participants described how certain activities, such as the solo and rock climbing, allowed them to “deal with” or “face” their fears. When asked what the most significant experiences were from the OE course, and what made them significant, Derek and Isabelle explained the effect of this fear upon them:

...It was the solo. It was *dealing with my fears*, where I’d hear noises at night, and there was nobody around, and I knew there was nobody around, and I thought maybe it was a wolf ...and at the end of it, knowing that I had gone through it without too much of a hitch, with only the bare minimum in terms of supplies, right. You only had nine matches, one tin pot, a cube of oxo-cube...There was no food. We had to, we had to eat what was around us, so the sense of accomplishment, I think, you know, is what I got out of it. (Derek)

There’s a few things...not setting up properly...one of the...two tents, and it rained, and the water seeped underneath and, in one of the tents, some of the... sleeping bags got wet during the night...it rained for about two days...and those that slept in that tent were wet...through and through, but you learn how to adapt to it. Rock climbing was tremendous because that’s where you *face your fear*...it gives you those types of perspectives and that anything is possible. You just need to get dressed, or undressed depending on the weather condition. (Isabelle)

Katie made a similar reflection. In response to the question, “do you recall the main components of the summer OE course,” Katie discussed several activities and then stated:

The first thing we did when we got there was...a herbertism trail or something with the ropes and everything...And I remember it was, it was raining, light drizzle and it was, you know, so it was slippery, and I never did that. I had never done that sort of thing before, so they just said go up, go up, climb up the tree, and everybody did, just everybody just did it (laughs), and then when...you’re up in the trees...you were walking on just a rope, I mean you had help, it was safe, but it was really – I remember *being scared*, but at the end of it thinking “Wow,” like I did this.

With regards to each of the above quotations, you can also observe participants' references to rising above the fear and completing the task at hand. Olivia spoke of the enjoyment she received from challenging herself in the rock climbing activities:

I really enjoyed the rock climbing. There were some sections that were very difficult, while some were very easy, and, you know, just pushing yourself to try all of them and finish off at the most difficult one was great.

Similarly, Katie elaborated on this theme in response to being asked what she considered to have been her most significant experiences during the course and what made them significant:

I did rock climbing and I remember being, like at one point I was stuck on the rock, and...so there were people above and below and they were trying to help you, and you're also being belayed by someone, one of the other campers, so one of the other students, so I did get, obviously I got up, I'm here, I got up (laughs), and I remember, and again, you know, you think, I think, I'm going to fall, I'm going to fall, like you know, you really feel like you're literally going to fall off a cliff. Now, you're being belayed so you would be, you know, if you're going to fall you would be dangling there, but it was such a *feeling of accomplishment* when I did get to the top...so it was a really neat experience...I really think you need to go through those kind of things to feel that [accomplishment]...you feel really good about yourself by the time you get to the top and you also feel really good about the person that...has been helping you. I think that was probably one of the biggest things.

One participant, Olivia, was put into a challenging scenario during the OE course where she did not successfully complete the activity. Olivia specifically described the experience she had while sailing and how it had a lasting negative impact on her life:

We also did sailing and we had to learn how to...capsize the boat and then bring it back up, and actually I got caught under the boat and I got very scared, and I panicked...that has actually stayed with me...because I thought I was going to drown, so that was...the negative part...I do have a problem having my head under water. I definitely have a problem, so that has been something negative that actually has stayed with me.

Therefore, the above quotes illustrated that the opportunity for personal challenge and/or accomplishment contributed to significant life impacts. Personal challenge and/or accomplishment was one of three sub-themes under the theme of personal growth opportunities.

Sub-theme: Personal reflection. Another sub-theme found under personal growth opportunities was personal reflection. Several participants spoke specifically about how the 48-hour solo experience provided time for thought and contemplation. More importantly, participants discussed how this reflection time was conducive to experiencing a long-term impact from the course. For example, Aaron observed:

You were there for 48 hours [solo]. And we thought it was survival, which, it wasn't survival. If you were surviving, you wouldn't have a sleeping bag, you wouldn't have anything with you, right. So it was, just, again, they were giving us time to reflect. We were mostly third and fourth year students taking the course at that time, so you were just about to move on to a new life, new relations, and so...they were giving us a time to really stop, tune everybody, everything out, and do some thinking.

For Katie, who characterized herself as an extrovert, the solo experience was a challenge. While discussing the solo experience, Katie explained that, "the hardest part was you couldn't talk to people." However, she also noted that, "it was really neat because you...really sat and reflected about your life, which is hard to do at the age of 21." Later in the interview schedule, Katie further articulated how this time for personal reflection was significant:

The solos on both the summer and the winter camps...I was nervous because...everybody talks about them before you go...that you're going to go on...these solo camps, and that kind of stuff, so I was a little bit nervous about going on them, and I found it was...really good...I'm more of an extrovert and I like to be with people so you're totally by yourself and...the instructors would come by just to check to make sure you're okay, so you had to come down some points in the daytime and they would just go by on their boat and you'd wave, and if you have any trouble, you'd wave them in but, you know, that was your only contact for three days...So I remember coming back and being so excited to see people, but it just...gave you a chance to...stop and think about things, and, so at the age of 21, I thought that was a pretty good lesson to learn.

In a similar vein, when commenting on what he found to be the most significant experience during the OE course and what made it significant, Matthew explained:

The solo you had to do in the bush. That was kind of interesting because you had so much time on your hands, and I guess, yeah, that was kind of a good test of character and...see how well you can get on, you know, I mean whatever happened if you did

get lost in the bush, like survival skills, so it gets you thinking...I think that was probably the most – that’s the thing that kind of really sticks out for me.

Liam also spoke of the 48-hour solo as a significant experience. When Liam was further probed as to *why* the solo was a significant experience, he had the following to say:

You rarely have the occasion [to be alone]...usually you leave as a group or as a couple...but that was not the case...I remember...during a night, maybe it was 2, 3 o’clock in the morning I heard something really loud, like it was a little bit scary...I don’t know if it was a bear or whatever that was close by but it was something huge...That experience – loved most of the experience, but...the solo stays in my mind for, for what I felt and how it was, you know, like the fact that you have time – like you couldn’t bring a book and read – there was nothing...just explore and...pass the time and, you know. Not lots of food either...so you had time to reflect on yourself and think of stuff...it was a nice time to do so.

Therefore, it is demonstrated by the above quotations that the opportunity for personal reflection in the OE course contributed to significant life impacts. Personal reflection was one of three sub-themes under the theme of personal growth opportunities.

Sub-theme: Outside comfort zone. Another sub-theme that was identified under the process of personal growth opportunities was being pushed outside one’s comfort zone. Elaine described how “pushing your limits” in the OE course was connected to being “self-assertive” and “self-confident.” Therefore, this quotation illustrates how the process of being pushed outside one’s comfort zone is linked to the impact of personal growth:

I find when you’re in the outdoors, you’re always in some situations that are sometimes, are challenging, and so you have, you’re pushing your limits and you are learning a bit more about who you are also. You don’t have all the help...of the society, so because of that I think you learn to be more self-assertive and more self confident.

Similarly, Katie described how the OE course pushed her outside of her comfort zone, which she associated with the lasting impact of self-confidence (i.e., “I’m strong):

I think the other thing too is that those camps and, again, I’m assuming they were Outward Bound instructors, so I’m not sure if they really were or not, but so they really pushed you, they pushed me really well beyond my limit in terms of my

comfort zone, in terms of doing the activities that we had to do, but you came out of it going, “Wow, like I can do all this stuff,” “Ah, good, I’m...strong,” so that was... such a huge thing...with those camps, and I’m not sure if they run the same way but it was great.

Katie was further probed as to *how* being pushed outside of her comfort zone had a long-term effect on her. In response to the question, “can you think of a time where perhaps you looked back and used that later in life,” Katie answered:

Well, yes...I’d say that there have been times where I don’t think you can do something and you just, again, similar to...the situation...in summer camp, you had to do it...you’re in the middle of a rock, you have to go on, and I think too, from a work stand point too or...other situations like that where you...think “oh my gosh, what am I going to do here?” But you know you have to go on, so I guess it’s the same sort of thing that...I’ve applied...I know that you have to...find a solution, you know, you can’t go back, because you have to go forward, so yeah...I see it from that standpoint.

Both Aaron and Gabrielle mentioned how the design of the OE course along with the instructors who led the activities were organized in a way that “pushed” participants outside of their “comfort zone”:

Part of the philosophy I think of the course was to try something different. So that was challenging in itself...At that age you have a tendency to do what everyone else does, and to step outside and do your own thing is stepping outside of your comfort zone. So, that, everything you did in that course was putting you...out of your comfort zone in some ways. (Aaron)

...To know that you can push yourself to do things that you wouldn’t normally do. Out there it’s a matter of survival in some cases, and especially when you’re on the solo...Just knowing that, there’s things you can, you can push yourself to do that you wouldn’t necessarily be able to do, and the instructors also made sure that you did things that weren’t in your comfort zone, so if you’re not used to portaging, well, we want to see you portage here,” “we want to see you doing this,” and they encouraged you to do those things that were not easy necessarily. (Gabrielle)

Katie also illustrated the long-term influence of being pushed beyond her comfort zone in the following quotation:

It really pushes you beyond your comfort zone...it makes you try things...and it was all done in a very...positive [manner], so, I think that’s probably what I took...you’re in situations where you’re just going, “I can’t do it,” you know, “I can’t do it” and

you want to cry and there are a couple that do (laughs), and then you persist. You have no choice, like you don't have any choice. You have to go up, so, you know, we could stay here all day and wait, and you kind of get over that, you know, that "I'm not going to do it" kind of attitude, and you just do it.

In summary, participants recognized that the OE course activities provided opportunities for personal growth that contributed to significant life impacts. More specifically, it was occasions that involved a personal challenge and/or accomplishment, personal reflection, or being pushed outside one's comfort zone that were conducive to a significant life impact.

Theme two: Group experience. With respect to the second process theme, there was overwhelming consensus amongst participants (13 out of 15) that the group experience in the OE course brought about a significant life impact. The following quotations illustrate not only this consensus, but also *how* the group experience led to a significant life impact. When asked what the long term impact of the OE course was on his ability to relate to other people, Aaron replied:

I'd say a lot more understanding, a lot more compassion...You bear it all when you're out in the outdoors. People see your true nature. You can put a front around you for a few days, but when you're literally scared of something, you're yourself and other people see that, so that makes you vulnerable and it makes everybody vulnerable, which helps in terms of dealing with people, because you're dealing with the real emotions, the real person. In the city, we always have these walls around us, and, you know, the other thing is after 12 days everybody's stinky. You have to sort of put away all those filters and masks that we put around ourselves in the city, that you're...People are more genuine. You're yourself more genuine.

Barbara suggested that the group experience on the OE course led to learning about conflict resolution. During the trio activity, one of Barbara's group members was suffering from a back injury; therefore, her group was unable to be very adventurous, and the instructors were disappointed in their performance. Barbara specifically described how she addressed this disagreement between her group and the instructors:

We decided that we were going to stick together, and the teachers...were really mad at us. They were really irritated with us, and...what was interesting was we couldn't figure out why they were so upset that we were doing this silly thing. And, "well we

were expecting more from you...girls”...and we had...to have a conversation with the teachers saying, “Have you ever had a back problem?” Because I had. So I knew what Francine was going through and knew her limitation, and...he said, “No, I don’t know. I’ve never had a back problem.” And then I had to explain to him what it means to have this limitation...and therefore...we totally adapted, we stuck together, so we chose the group thing over the wild experience...sometimes people will judge you, and you’re...irritated with their judgment, but if you don’t get the conversation about...what is the conflict, then you will not resolve this...If you hadn’t started the conversation, then this perception of conflicts would have stayed, so it was interesting to be in a conflict with a teacher because of course they have the authority and you’re a student, but to have this...frank conversation, was interesting. And...I remember the...teacher...and...I had a conversation...and [he] was like...“okay, now I understand...your thinking...and why you’re doing this”...Being in a natural environment and being out of the formal setting of a classroom gave more openings to have this kind of conversation with someone whose teaching you...cause...the relationship is different...and...they’re still the teachers but it’s not like you walk out to class. It’s this personal connection. It...happens more than in class I think.

Nick mentioned that the OE course was a good setting for learning social skills. His response, to being asked for examples of activities from the course that encouraged the development of social skills, is a good illustration because it connects the process (i.e., group activity) with the impact (i.e., social interaction):

They did the team building thing, and they did a...couple things. They did the musical chairs, okay. So, well let’s get back into group dynamics first of all. In terms of group dynamics, everybody has...their own space. So the idea when you get together is to try and break down that space between one another so people aren’t as defensive with others – or as cautious. So one of the activities they did was this musical chairs type of thing, where they – instead of...pulling out a chair and somebody being out, what happened was, you pulled out a chair, but now the idea was to get everybody on those fewer chairs, to the point where you get to one chair, but you got to get everybody on it, right? So everybody’s hooking and holding, you know, holding on to each other type thing, so that was very – those kinds of things break down barriers. People that were shy opened up more. Other team building things ... they actually had a little sand pit, volleyball, badminton type thing and they had a badminton net, and the idea was to, you had to get your team from one side of the badminton net to the other side, but you can’t go under and you can’t go around...So basically, first we did the break down the barriers – now this was, okay, now work as a team and try to figure out something. So you learn whose the more assertive, right?...Who are the people who stand back, and just follow, who the leader is, who are the ones who are willing to try different things? Who are the ones that are more risk takers? You learn those kinds of things, so that definitely helps in terms of the social interaction.

Some respondents also noted how teamwork was conducive to a significant life effect from the OE course. For example, Liam explained how he learned he could complete a task quicker if he worked together with his team. He also discussed how the OE course provided opportunities where one could encourage others and develop a sense of trust. When asked for an example of a SLE from the OE course, Liam replied:

I remember the rock climbing because I had not done that before...it was exciting...you learn to know your limits, and you look around and some were scared and very scared...and you tried to coach them [peers] and you felt good because in those moments you could encourage them, and...there was starting to be a trust in the group.

Elaine, in explaining how the OE course was significant to her, also alluded to this idea of the group experience having a lasting impact, and in this case, the impact was on her ongoing friendships. For Elaine, she went into the OE course with some friends already; however she left with new friends who she still contacts today:

The group experience...builds on the relationship and...people from that [canoe expedition] group, still now...I mean I've sent some emails about this project...I kept contact, where some others I'm saying that were very good friends at the time that I don't really see or contact them anymore, so that's very interesting.

Matthew was able to make a link between the group experience on the OE course and his career as a teacher now. In response to the question, "what do you consider to have been the most significant experiences during the course for you and what would have made them significant,"

Matthew replied:

I think the other thing too may be we had to do a lot of, lead group activities...so I think...for me, in my field now [as a teacher]...I find it's always...harder to teach or present to peers than it is...to students...and...there are some teachers that have been in the profession for a lot of years and they still have a hard time or they, just very nerve wracking to actually do a presentation or do a lesson in front of peers, but if it's the students it's a different thing, and you think it'd be easy, but, so maybe that is a valuable experience in itself.

Not all participants perceived the course's group experience as being *positive*. One participant, Fiona, went through a challenging camping expedition with her peers. Even though she underwent a negative group experience, Fiona still had a lasting impact; therefore, a SLE does not necessarily need to evolve from a *positive* event:

It was more the group experience...the bilingual stuff. I ended up in this camping expedition, like the three day expedition or four, or three nights, four days. It was a group of Anglophones who were just not interested in doing anything. It rained too. We had a bit of rain at some point. We ended up not moving camp one night, staying one night because they just wanted to sit back and relax. Man, it was annoying. It was a very unpleasant group I must say. The last morning...it had rained all night and many of them had their tents rained on, and people would set up their tents where they wanted. They decided. The instructor and two other students, so three of us went far from there to set up our stuff in a different area and we didn't get wet, but by the time we get up the next morning, they had packed, they had prepared breakfast. It was like 6:30. They were cooking their eggs because they wanted to get the hell out of there, and get back to the camp and be the first ones in the showers...So I kind of remember more of the negative part of, man, these people were just not fun at all...so what I remember is if you're going to do outdoor ed expedition, you better be with people you actually like that are going to be enjoying it. We still did our thing anyway and Jacques [the instructor] was nasty. He said, "hey," you know, "we're going to take our time. We're going to get up. We're going to pack. We're going to have our breakfast. We'll leave when we're ready. This is not part of the plan." So they were pissed off, very pissed off. But what I learned the most from the summer camp, I'd say it would be more that group stuff.

Nick commented on the "different flavours of people" along with the "makeup" of the OE course, and how that affected the "dynamics" of the group. When asked if he could think of any activities or specific examples from the course that helped with the development of social skills, Nick responded:

The simple fact that the course was English and French. It was...combined. That meant many different flavours of people...You had your conservatives. You had people very...liberal. People very open...There were people skinny dipping here and there, like nobody cared. It was just, it was like, yeah, it's fine, you know. Everything's good. There were people who were a little nervous about that. There were people who...were great separatists...in terms of Quebec. There were people on the other side of the fence of that, I mean, so there was a little bit of every flavour...because you also had people from many of the different programs within the university, so just the makeup itself...you got a lot of different experiences, especially in terms of the dynamics and those different groups and how they all worked. So you

got to see that quite a bit. Just that...structure alone...was invaluable and the fact that we actually had to stay together for that whole period of time, very...invaluable...so...how you deal with groups in terms of...your mannerisms...your excitement level, that kind of thing. You learn that there. Yeah, so the instructors, how they dealt with those issues, just the actual makeup itself of the group, were probably, I think, the two biggest things...

Therefore, it is evident that the group experience in the OE course brought about significant life impacts. Within this theme also emerged the idea that the bilingual nature of the course contributed to significant life impacts. Consequently, this was categorized as a sub-theme and is discussed in the next section.

Several participants also spoke of how the bilingual nature of the OE course contributed to a SLE. Therefore, the sub-theme of bilingualism is found within the process of group experience. Jasmine, an Anglophone who could also speak French, felt that the OE course offered great “leadership opportunities” in her second language. Furthermore, Jasmine noted how she enjoyed the use of French on the OE course and continues to practice it today, “The language was great, and any chance ... I still study French and I still speak French.”

One Francophone participant, Elaine, observed that the bilingual make-up of the course encouraged the long-term impact of effective team work skills. When asked if she could think of another SLE from the OE course, Elaine commented:

The fact that the course was bilingual. At the time I did not speak English...so that was...a challenge for me...but...because it was bilingual some explanations were done in French, some in English. They were not repeated, so both sides had to learn, and so...you had to work more as a team or, “what did he say?” you know, and so for me that was significant because it made me realize, like it kind of made a click, and I was able to more communicate and made me...want to learn more and be able to...be functional...in any environment, not just to stick to my language – doesn’t matter the language when you have something to do, like you just get through it.

Heather also associated the bilingualism in the OE course with the impact on her lifestyle, career and cultural awareness:

I learned some French and so that kind of helped make me more culturally aware, because at Ottawa U sometimes it feels sort of two solitudes, you know, there aren't a lot of classes in common. So it broke down that barrier, so for me, significance wise, that yeah it influenced my lifestyle and it influenced my career for sure.

Before leaving this theme, it is important to note that not all participants viewed the group experience as beneficial. Cathleen spoke about how, "the whole group experience should be important but it wasn't." She laughed and stated that, "I could have been just as happy alone... You asked me if I remember anybody from the course – no. That wasn't that big a deal to me. I never saw them again. It was to...be there. It was important for me." In another part of her interview, Cathleen elaborated:

It was the activity more than the group experience. I've never been fond of group experiences so that was not necessarily fun or important to me. That was peripheral (laughs)...the whole thing about a canoe trip was, for example, I loved being there, but it's not because I want to be with twelve people.

The Course as a Significant Life Experience

The OE course was a SLE for many participants, as was illustrated through quotations earlier in this section. Participants associated their OE course experience with significant life impacts in the following dimensions of their lives: development of interpersonal skills, self-discovery, approach to the environment, leisure style, transfer to others, and advancement of outdoor knowledge and skills.

For Nick, he characterized the OE course as being a "springboard" for him in terms of several aspects of his life:

I did the course, like I said it was quite a few years ago, but I still think that that was the *springboard* for me in terms of being where I am now, enjoying the outdoors, the way I deal with the environment, and in terms of social responsibility, that kind of thing. I think it was there before, but it...sort of blended things together, and it gave more definition and more reason, like nothing's independent, it's all interrelated type thing.

It is evident that for Nick the course was a turning point in his life, and this significantly impacted his environmental approach and the choice of his recreational activities, which related to a leisure style change. Another leisure style change was evident with Cathleen, who explained that the course channeled her life, “I can honestly say that it set me on a path in my life...it propelled me into...the outdoor recreology degree, and then after, the canoe school, and then working in a camp.”

For other participants, like Liam, the OE course made a significant impact on the development of interpersonal/social skills. To paraphrase Liam’s answer that was quoted earlier in the results, he learned to not only think of himself but to work as a team during the OE course. Liam mentioned how the OE instructors encouraged the students to work as team, and how he came to realize that he would get to his destination faster as a part of a team that helped out the slower students. When speaking about developing these interpersonal skills Liam stated, “that’s what I kept from that experience.” Liam learned the value of team work through his experience on the OE course, and he continued to apply this to his teaching of elementary school students. Therefore, it is clear that the OE course was a SLE for him because he continues to use what he learned from the course in his life today.

For some participants, the OE course significantly influenced their self-discovery. Derek was the only participant to touch on spirituality in reference to the course’s impact on his self-discovery. To paraphrase Derek’s answer that was quoted earlier in the results, he discussed how the solo got him in touch with his inner voice. Since participating in the OE course, Derek always tried to remind himself to go back, reset and find his baseline like he did in the solo. Therefore, Derek continued to draw from his solo experience today; when feeling stressed Derek

encouraged himself to look for his next opportunity to find peace, and he used his solo as his motivation.

The idea that the OE course led to transfer of outdoor skills/knowledge to family, children and students also emerged from the data as a significant life impact. Gabrielle talked extensively about how she wanted to pass down to her children some of the lessons and skills she learned from the OE course. Again, because a connection was made between the OE course and Gabrielle's current actions, this reflects a significant life impact because the participant explained how the course impacted her now.

As was discussed earlier, the significant life impact of advancing outdoor knowledge and/or skills was an impact that was more debatable. At times with this theme it was difficult to distinguish whether the effect of advancing outdoor skills and/or knowledge was indeed *significant* across participant's lives. With regards to the other impacts, it was shown that the OE course continued to influence the participants *today*. However, most of the quotations included discussed the impact at that time; therefore, it was less about a *significant life* impact.

Most participants stated that they experienced one or more of the above significant life impacts as a result of participating in the summer OE course. There did not seem to be any students that experienced lasting negative impacts. However, for a few, the OE course was not a SLE. With this group of respondents, the course reinforced already-held beliefs, rather than acting as a turning point in their lives. In addition, some of those participants who viewed the OE course as a SLE also perceived it as confirmation/reinforcement. This line of thought will be presented in the next section.

The Course as Confirmation or Reinforcement

A number of participants (9 out of 15) referred to the idea that the OE course served as confirmation or reinforcement of previously held beliefs about the outdoors. There were a few that noted that the OE course validated already-held feelings and attitudes toward their outdoor activities. In response to the question, “can you think of a way in which the course has maybe made a difference in your overall lifestyle”, Gabrielle answered, “It just enhanced the fact, or *reinforced* the fact, that we like to do outdoor stuff.” Consistent with this explanation, Elaine also articulated how the OE course confirmed her leisure style:

It didn't really change much because I was already really being involved in the outdoors. So for me...I had already chosen to have a lifestyle like that, so for me it was, it didn't make as significant [impact], just again, just to...*reinforce* that...this is where I'm feeling comfortable is in the outdoors. (Elaine)

Comparably, when asked whether the course influenced her decisions on recreation after, Fiona responded, “It might have *confirmed* that I like it and that I want to keep doing it, for sure. I think it's part of that. I wouldn't say it had no impact, but it's not what got me interested in the first place.” In one of Fiona's previously quoted answers, she stated that she had four years of experience at Bark Lake [summer camp] before taking the summer OE course, and, therefore, the OE course only served to confirm things because they were not new to her. In another part of her interview, Fiona mentioned that the course verified her resolve to be alone in nature:

My relationship to the outdoors, of actually enjoying that, and I actually prefer the outdoors when I'm on my own. Like, I go hiking in the Gatineau Park. I leave early in the morning to make sure I'm in and out before all the hoards of people show up. I'm a lot more of that loner in terms of the outdoor experience. I want to be outside. I don't want to be around people. The two camps certainly *confirmed* that!

Elaine mentioned how the OE course helped her recognize that she wanted to work in the outdoors, “Just *reinforce*...I already said that I wanted to focus more on the outdoors – and just *reinforce* more that this is the direction I wanted to work.”

When asked whether the OE course influenced his recreational practices, Matthew commented, “As far as that I would say, no, because that was already part of my lifestyle.” For Matthew, the OE course was not a turning point, because being physically active as well as being in the outdoors were already part of his way of life. In response to the question, “was there a long term impact, and if so, what was the long term impact of the course on your ability to understand yourself,” Matthew explained:

I don't know if there was really a long term impact. Again, I think this comes back to lifestyle ...So, going to do that course was, I mean, if it was someone that wasn't an active person and, and never was in the outdoors and then it probably would have been very difficult, right? Especially the solo thing, they probably would have been like, “Okay, you're not dropping me off for a few days in the middle of nowhere.” But because of...my...lifestyle and upbringing in Northern Ontario, I was always in the bush, hunting, fishing, so, for me, it was just second nature...I guess being from Northern Ontario I've always respected the environment...But I think myself, my personal self, I was already kind of, that was just a part of my upbringing.

Olivia provided a similar explanation of how the OE course did not elicit a huge impact on her life. She was already very active in the outdoors before participating in the summer OE course, for example, hiking to the top of Mount Marcy, which is the tallest mountain in the high peaks region of the Adirondacks. Therefore, when asked if the OE course made a difference in her family life or her recreation and leisure afterwards, Olivia had the following to say, “I don't think that would have been a major factor. I think it was always part of me.” When asked if she thought the course made a difference in her overall lifestyle, Olivia noted, “No. You know...I took the course because I enjoyed this and I was doing it before, so...it didn't change.” Later in her interview, when asked if the course influenced her ability to understand herself, Olivia touched on this notion of the OE course as reinforcement, “Maybe just *reinforce* what I already knew...all these links, I don't really think that they have impacted me...I think it's just...another addition to what I was previously doing.”

In summary, it is impossible to conclude that the summer OE course was conducive to a SLE for all participants. Rather, it seems that for several people the course helped confirm ideas about their recreational practices, environmental appreciation, and even one's choice of career.

Part 2: Results from In-depth Interviews (Winter Course)

The second part of the Results section is organized to present the significant life *impacts* from the *winter* OE course, followed by the *processes* from the *winter* OE course that led to these significant life impacts. For those participants that did take the *winter* OE, a number of the same themes listed above for the summer OE course were evident. In this section, the overlapping themes will be briefly discussed, whereas more time will be dedicated to examining the unique winter process themes that emerged from the in-depth interview data.

As stated earlier, there were a total of 17 participants who completed in-depth interviews. Of those 17 participants, 15 participants took the winter OE course and two did not (they enrolled in only the summer OE course). The following winter themes are based on those 15 participants. It is also important to note that of these 15 participants, only two people took part in solely the winter course, and consequently, only two interview schedules were focused entirely on the winter components of the University of Ottawa OE program. Therefore, since only two complete transcripts addressed the winter OE course, while the other 13 only touched upon the winter course directly with one question, the number of participants who supported each of the winter themes below is much less than that of the summer course.

Significant Life Impacts in Winter Course

Theme one: Development of interpersonal/social skills. With respect to the winter OE course, a number of participants also mentioned that a significant life impact from the course was their development of interpersonal and social skills. For instance, Barbara spoke of a negative

experience in the winter OE course with regards to a “dysfunctional group” which helped her see the “challenges and the beauty of trying to pull together a group.”

I thought I had been through a lot of group building...how a group functions, what makes a group function...and all that, and in my winter experience I saw a totally dysfunctional group, and it was very tragic. It was frustrating while I was going through it, but it was like, okay, I thought I was pretty good at this, but gee I just learned, you know, like, the chemistry was not working, and it was interesting because the teacher...did a debrief after the winter expedition, and in the debrief I expressed certain things, I thought pretty politely to certain members of the group that made it difficult for the group to gel, and the teacher after told me that I had expressed things that...first he, first time in his career that he had seen such a dysfunctional group, and second, that...he was impressed with how I tried to express, and that I was not offended by the fact that...some people just didn't get it...so I think it made a difference in my...life development...it was another group experience that showed me the challenges and the beauty of...trying to pull together a group...of people...Coming from a group of people to a real team, and the winter experience was not a team at all.

Similarly, Quentin mentioned how the winter OE course was conducive to developing trust in, and learning to rely on other people. When asked if he could think of any other significant experiences from the OE course, Quentin noted:

The camaraderie you developed and the trust in other people, cause you're really trusting those people...Everyone's got a task to accomplish when you're out. Someone's building a fire, someone's gathering wood, someone's preparing the food, someone's getting the tent set up. Everyone had to do their job for us all to make it work, and...when an issue came up, for example, someone wore a turtleneck – that was me – that was made of cotton. Well after the...first mile, skiing across this ice, I was sweating bullets. Well, I was going to freeze, and this other girl in my trip says, “You know, I have two of these special underwear, undergarments you can wear.” They're ... polypropylene, they pull the moisture away from your skin and keeps you drier. She goes, “You can use mine for the rest of the trip.” I didn't take it off for like a week and a half. So yeah, that was a real rookie mistake, but she saved my butt. So, it's just a nice – the experience of everyone looking out for each other was pretty cool. Because it wasn't like you could just go back to the cabin when you're...ten clicks out in the bush. You really had to make it work, so. Just trusting and relying on other people was pretty cool.

Quentin, when later asked to identify a long term impact of the OE course on his ability to relate to other people, responded:

Those who don't know how to work amongst others, they're brought to the forefront very quickly. And their weaknesses are shown very quickly, and so those people, they soon learn that when it's life or death, you can't just bail. You know, you have to actually do that job you've been assigned. And they soon realize, oh yeah, because you're making fires and you're not making the fire if you don't feel like it, and all of a sudden I'm not going to eat because you're lazy, or, or I don't want to...set up your tent tonight and you're also freezing and need a place to sleep, so you're like, oh, I didn't make this fire, he's not building the tent, I get it now. You have to pitch in, and you can't just be weak, and if you are, that's understandable, but you need to get over it as soon as you can. That...course certainly wasn't for the weak of heart, but...it was a great course to take because it reinforced a lot of life skills and made you realize the importance of pitching in.

Comparably, Isabelle discussed how the winter OE course contributed to learning how to “adapt to people's strengths:”

I also know how people could panic, and, and it is okay. So, when you...go on trips...or the, the trio during the winter which was snowshoeing or cross country skiing for three days, for two days as a trio, well, you learn to adapt to people's strengths. Some people are more at ease on land, and other people are not as at ease on land, depending on your sport background, or whatever background, and it was fun to see people progress.

A careful reading of the data from the in-depth interviews suggested that the sub-themes of application to work environment and strong interpersonal bonds were also prevalent for the winter OE course. For example, when asked, “If a current University of Ottawa student contacted you to ask if you thought going on the course would be a valuable experience, what would you tell him or her,” Peter made the following observation about the winter course:

I would suggest it because...I think...the idea of working with a team in interpersonal relationships, I don't think that can be duplicated in...a school setting...You draw on some real life experiences...and it challenges you too to function well within a group and I think that, for most people, that would be a part of their *work environment* – is working with other people to achieve goals. And, so...that's not easily duplicated in a school setting.

With respect to the sub-theme of strong interpersonal bonds, Barbara shared the following anecdote about a lasting experience that she shared with other students from the winter OE course:

I was just thinking...about the special moments – there was one in winter. I laughed so much, I still remember how much I laughed...We arrived the first night and the teachers had built a quinzee. And, they had made a platform...you crawled in and sort of climbed on the platform, and the idea was, you know, on the platform you're not as close to the entrance, therefore, the wind won't get you, so Flufenn [another student], and I, and another guy said, ah, we want to sleep in it, so the teacher said "Yeah, sure, okay, you were the first one to ask. Tonight you can sleep in there instead of the dorms." They were not heated, so anyway, it was cold. So we, we did something in the evening, an activity, anyway, then we came back to sleep, but what we didn't realize...was...all the students went to visit the quinzee so...you know, fifty people who climbed in it, at one point the platform wasn't flat anymore. It had a slope, and the slope was towards the exit. So we came in, and at that time the idea was you put a plastic sheet, and then after you put your little mattress and your sleeping bag. But...it was sliding down all the time. So it took us about 2 hours to get organized, because we were always sliding outside...We kept laughing and laughing and laughing, and of course, the more we laughed, at one point you have to go to the bathroom - anyway, I think we slept three hours that night because we were laughing so much, and, one point the person in the middle had put his feet on each side of the entrance to hold there, and then, middle of the night, you know, of course, moved and slid down, was all stuck, anyway, we laughed...so much in that evening. So we did three, we did, so then next day...I remember we had the cross country skiing...with...Claude Cousineau teaching us, and Claude is really competitive, and...we couldn't do anything. We were laughing too much because we were too tired, so...Claude Cousineau was a bit discouraged with us.

Therefore, in summary, participants viewed their development of interpersonal skills to be a significant life impact from participation in the winter OE course. This theme of social skills also incorporated the sub-themes of strong interpersonal bonds and social skills used in the work environment; therefore, participants' friendships and work settings were often influenced by their participation in the OE course.

Theme two: Self-discovery. Participants were asked if the OE course made a difference in their lives in any way, and later in the interview schedule, they were more specifically asked what the long-term impact of the OE course was on their ability to *understand themselves*. Several respondents mentioned how the winter OE course allowed them to discover something about their selves that they had not known before. Furthermore, several participants indicated that this self-discovery was a significant life impact from the course that they carried with them

for the rest of their lives. In the following anecdote, Peter discussed how he came to the realization that he was claustrophobic during the quinzee building activity:

The idea was to construct and actually...spend the night in a quinzee. And that was very revealing for me actually because I never knew that I suffered from claustrophobia, and I discovered that there...I think at the time they broke us up in groups and it was guys and girls in the course and they wanted to make sure that there was some physical demands to the course so they wanted to make sure there was a good ratio between the guys and the girls...And I think the group I was in...we were a group of four to construct the quinzee, and I was the one guy and there was the three girls...I remember it was a little embarrassing, because I was the one who woke up in the night and kind of freaked out. And I remember in the quinzee we had to close it off, and...it was total sensory deprivation, and I just remember waking up and freaking out and just sort of kind of going nuts in the quinzee, so...the quinzee was kind of disintegrating around us, so they got me up and got me out. And I just remember being out there, wrapped in a sleeping bag for a good while before I could get back in, but I did get back in. But that's when I discovered I was claustrophobic.

Peter went on to explain how his discovery of being claustrophobic was “memorable,” and therefore, left a lasting impression on his life:

I think it's [the winter OE course] a really good setting. It's a really good way to sort of test yourself too because even now when I'm speaking to you and I'm thinking back [to] the fact that I never knew that I was claustrophobic and that was a big discovery on my part, so I think...you learn some things about yourself too...Certainly when you're thrown into that type of environment, I think you discover those things pretty quick...Certainly I remember certain experiences, so I think the fact that those experiences are memorable, I think that says something in itself...Like I say, in my case I discovered a little something about myself which, you know, you figure by age 24, you would have discovered that...so...it was memorable.

In a similar instance, when asked, “If a current University of Ottawa student contacted you to ask if you thought going on the course would be a valuable experience, what would you tell him or her,” Heather responded:

I'd say absolutely. So in the winter one...we had the base camp with the quinzee thing, but also went winter camping and on skis, so you learnt that expedition side, and that autonomy it taught you, so you could have a tent, or you can make your own shelter. And just that resiliency or...the confidence that you actually do it, and do it solo. Although we were in a group, you can do your solo shelter. It was really good,

so really confidence building, so it was definitely worth the time and the cultural experience of Canadian, you know, and winter, and being outside.

In addition, Elaine spoke of how the trio experience during winter OE course “made a difference” in her life and gave her the self-confidence needed to move out West:

We were three girls, just the three of us, and no tent, nothing. We...had to make our own shelter and...we just made it. There was some snow but...when we did it, it was icy rain all night, all evening, but we still managed to start the fire, to do it, and we laughed a lot. I think humour is a big thing. We were definitely happy to come back but, at the same time, a bit sad, because we really, really were proud of ourselves. It *made a difference in my life* because after university I taught three years in high school and I was...back into normal society in some ways, and I was, like, no, that's not what I'm looking for, so...it gave me the self confidence that I would be able to do it. I had done a lot of winter camping before but...not in a rained on shelter, so I...moved out West. I bought myself a van and I lived in my van for 6 years.

As indicated by the above quotations, several participants viewed self-discovery as a lasting impact from the winter OE course. Therefore, participants not only felt the OE course enabled them to learn about themselves, but they also observed how this personal growth was carried forward to later events in life.

Theme three: Environmental impacts. Like the summer OE course, environmental impacts were also perceived as a significant life impact by a number of those who took the winter OE course. Several participants commented on how the course brought about a change in their appreciation for the environment, nature and outdoors. For example, Aaron spoke of how the winter OE course gave him a “positive outlook on winter” and a desire to adapt to Canadian winters:

When you tell people you go camp outside in the winter, they look at you like...you're a freak. It *changed my outlook* on winter. It gave me a positive outlook on winter, which, again, *today has an impact* on what I think...during the winter time...if you turn the radio on, you'll hear something negative about winter every day, and we're Canadians...I can't imagine a little Finnish boy or a little Swedish boy or girl complaining that it's cold, so, you know, this is Canada, we have winter, let's adapt to it, let's stop fighting it.

Quentin described an experience he had while on the winter OE course that gave him an appreciation for how hard animals work to survive in nature:

Being awakened on our trip by a white-tailed deer in your campsite. That was just amazing. We...woke in our little hoochies covered in snow, because it had snowed that night, so they really couldn't see us, and it was just me unzipping my nose from my sleeping bag to look and see, and just little white-tailed deer popping around the campsite, and the sound of my zipper opening just scared it away, but to see that in your campsite was pretty, pretty wicked...usually if you can get within one-hundred yards of those animals, you're lucky, and here this thing is 20 feet from me. He's right at the fire that we put out...It was just walking through our campsite. And then, at first you're like, "Whose out here in the middle of nowhere?" And then you realize, oh my god, it's an animal. It's a white-tailed deer, and it makes you really think about those poor animals too and how hard they have to work to survive there too, my god, just to find food, and not be hunted down themselves. And, you know, a deer on the ice, you're done. Those wolves will catch you so fast or the coyotes, whatever they were that attacked them.

Quentin went on to explain that nature is "something you really need to learn to respect and appreciate and kind of be in awe of." For him, the experiences he had while on the OE course (such as finding a deer carcass that had been attacked by wolves) made a lasting life impression with respect to his environmental appreciation.

Another participant spoke of how the winter OE course inspired a type of environmental appreciation in him. Peter characterized this impact from the course as a "connection" to the environment; however, he admitted that he doesn't foster this "connection" anymore:

I think your environment plays a big part of your experience. It's front and centre because...it's an outdoor program so, you know, whether the weather is good or bad it's a direct impact on how things go...You're working within the environment and...when you're not...doing activities and you just got some down time, you're still very much connected to the environment at that point because...you're out there. And...to me...there's just a very, very basic connection there that I think we lose. And I think in that setting it's there...I think it's something that you always want to have at some point in your everyday life. Like I almost aspire to that, to have those points where, hey, you're just out there, and...there's this disconnect with everything that's going out there, and it's just you there in that environment, and I think...in that camp setting, there were those moments where you had that. It wasn't always group setting and tasks being done. It was just that down time where it was just you and you were out there in the elements and...there's a great connection there that we don't have

often. Those moments are very rare now. As a matter of fact, that's what I remember from the camp, and...it seems like a big void between then and now...I don't put myself in those situations where there's that connection anymore.

Quentin also associated his task on the winter OE course "to do environmental assessment" of his group's waste as an experience that led to appreciation and respect for nature. When asked if there were any ways in which the OE course was a valuable experience, Quentin responded:

Yeah...I think knowing that you appreciate and respect what's out there. I mean, part of my job, I still remember this, was...to do environmental impact assessment of us being here, so I looked at, okay, we're in the bush, we have what? About 30 people here. I looked at it - tooth paste – how many tubes of tooth paste did we squirt into this ground while we were here? So...thirty people, for whatever days we were there, I figure it was...five or six tubes of tooth paste was squeezed and dumped into the ground, cause you had to brush your teeth when you're out in the bush, and it was kind of a silly little thing but environmental impact was how much wood we consumed, kinds of things like that.

In summary, participants also spoke of environmental impacts of the winter OE course as significant across one's life; however, unlike the summer OE course, participants only linked this to their environmental appreciation and not their environmental behaviours following the course.

Theme four: Leisure style change. A theme that was also supported by comments about the winter OE course, was that participants found the course to be conducive to a leisure style change. A few participants acknowledged this relationship. For example, Fiona noted that the winter OE course, along with the summer OE course, helped her realize she liked to be alone in the outdoors. Because Fiona had some difficult experiences with her groups on both the summer and winter OE courses, she learnt that she was more a "loner" when it came to outdoor experiences. Fiona realized she enjoyed the outdoors but without the "hoards of people." Isabelle also reflected on how the winter OE course influenced her ability to be able to be "left alone" in the outdoors.

It has influenced my view on outdoors, even though I used to camp, and I would camp prior to that ... the camps just reinforced that I can do any activities regardless

of the weather ...I learned, both the summer and the winter camps, that I can be left alone. I don't care.

In addition, Katie mentioned that the winter OE course affected her recreational pursuits after the course. In response to the question, "A lot of the activities you decided to go to do in the outdoors later, were they activities that you had done at the OttawaU camp," Katie answered:

Yeah, yeah, yeah a lot of cross country skiing and, and snow shoeing and, I actually never winter camped after that but I did camp...in the Gatineaus, but it's not a camp. It's in a hut, or like a cabin with a type of wood stove, so...stuff like that. That was the closest I got to winter camping again but I always like to be outside.

In summary, the winter OE course did influence participants' leisure style change; however, unlike the summer OE course data, there was no overwhelming consensus. Therefore, this was only a minor theme and not as strong of a significant life impact as some of the others.

Theme five: Transfer to others. Another theme that evolved from the winter data was the notion of the OE course as having a long term influence on participants' transfer to others. Participants mentioned how they transmitted knowledge and skills from the course to their family and children. Furthermore, one participant who was a teacher indicated transfer to his students as well.

Quentin commented, "The course reinforced new skills that I learnt to teach my kids to use when we're camping, building fires, and appreciating nature...outdoor recreation is a big part of what we do every year." When describing the activities he shared with his children, Quentin mentioned, "We do snow shoeing. We do cross country skiing already with the kids. We instilled that at a very young age too, like they were five and four cross country skiing and snow shoeing, and they love it."

Liam also described how transfer of skills from the winter OE course occurred for him; however, he shared this outdoor knowledge and skills with his students through his job as a teacher:

I also did a lot of outdoor activities at winter time, like skiing, with...the kids [students] to...different...ski hills and so the outdoors, I took...a lot of...that experience [from the winter OE course] as...something...I could give...to the students I would teach, and I found that the experience was absolutely...amazing.

Therefore, participants also perceived transfer of outdoor skills and knowledge to others as a long-term impact from the winter OE course; however, this theme was not as prevalent as the summer OE course data.

Theme six: Advancing outdoor knowledge/skills. Another theme that emerged from the in-depth interviews was the long-term impact of the winter OE course on participants' advancement of outdoor knowledge and skills. For Isabelle, the "experience of the snow" was a lasting one:

If I look at the winter one [course], it's also the experience of the snow; how to dig a hole and you can survive by sleeping in it...how you can also build an igloo and sleep in it and be very warm actually. It also shows you how to adapt to Canadian outdoor living, which is right next door, when you step out of your house or apartment, literally...the neat part about the snow was how we would be buried for a few seconds, very lightly buried...and we had to express what we were feeling afterwards. Everyone would be around you and we didn't dig a ten foot hole, but just enough to cover yourself and how to place yourself to have a little pocket and still there for at the most 30 seconds and then come out, also having a – learning how to run with snowshoes, and run backwards with snowshoes...I'll often, actually, still, even though it's been decades, literally decades [since] I took it, because...I continue to...do outdoor activities...snow shoeing, or cross country skiing...or even walking, or skating even during the winter...I know how to organize myself, get dressed, what to bring, and how to think about it, and how to help others.

When Isabelle was further probed with the follow-up question, "and would you say that you learnt that originally from the course," she commented:

The course brought in different perspectives because those in charge, and those supporting the course were all extremely knowledgeable, and getting, knowing how

to get dressed properly, how to prepare, how to – it's okay to use a tent, it's okay to, to use snow to stay warm and things like that, you don't lose that ever again. Yeah, you may have blisters and stuff like that, but you'll understand how you got it and why you got it, and how to avoid it next time.

Likewise, Quentin also expressed that, "The course gives you the confidence to survive in pretty much any winter environment." Later in his interview, when questioned about whether the fact that he went on the OE course made a difference in his life in any way, Quentin answered:

Confidence. If...I'm camping, which I do a lot, we encounter a situation where, you know, we need to do something or, let's say we get trapped in a car in the middle of a snowstorm...now I have the tools, and I carry enough tools with me in my vehicle to survive. Candles, blankets, water... I don't take winter driving for granted because when you're stuck, you can die. So the skills I learned in that trip could actually save my life.

Quentin elaborated upon the skills that he learnt from the OE course in the following excerpt, where he also alluded to confidence being a resulting impact:

Skills that you have and that the group provides to you are actually life saving skills. And knowing you can survive and you rely on each person in the group to make that survival happen, because it really was. When you're out, it's minus 26, it's about survival then. When you're three days in the bush with ten people, you fall through the ice, you know, you're soaking wet to the skin, you're going to get hypothermia, you're going to die. So, you need to be careful. You need to be smart about what you do. You need to know how to use your equipment properly. Bring the right equipment with you. So the knowledge they gave you to...bring the right stuff and to do things the right way was pretty cool...you can carry that on into the rest of your life with confidence.

Therefore, it is clear that participants viewed the winter OE course as having a significant life impact on their advancement of outdoor knowledge and skills.

Processes from the Winter OE Course

As with the summer OE course interviews, the researcher asked "how" and "why" questions to probe for *processes* that linked the significant life impacts with specific experiences and activities from the winter OE course. This was important because one of the aims of the current research was to understand the reason why the OE course was a significant life

experience. Therefore, the following process themes address the question of *what about the course* led to significant life impacts.

Theme one: Personal growth opportunities. With respect to the first process theme, a number of participants (7 out of 15) commented on how opportunities for personal growth in the winter OE course brought about a significant life impact. Comparable with the summer OE course, participants touched on circumstances that involved a personal challenge and/or accomplishment, personal reflection, or being pushed outside one's comfort zone as conducive to a significant life impact. Therefore, the theme of personal growth opportunities is also organized into the three following sub-themes for the winter OE course: personal challenge/accomplishments, personal reflection, and outside comfort zone.

Sub-theme: Personal challenge/accomplishments. Participants discussed how the challenges throughout the winter OE course, along with the feelings of accomplishment, contributed to their understanding of the course as a SLE. Quentin saw the winter OE course as both a physical and mental challenge for participants, "I think if someone is thinking of taking it and they want to challenge themselves, because that winter course was a challenge, physically and mentally, if you want to prove you can do something and learn new skills for survival, it was great."

When Quentin was asked whether the winter OE course was a valuable experience he had the following to say:

I would say, yes, it is. Because A, it's a real challenge for you psychologically, because there's times when you're out there in the middle of nowhere, you're probably scared. You're probably hungry. You're probably sweating bullets and yet you're cold...so good physical and psychological challenge which you can carry that on into the rest of your life with confidence...And it was emotional. At times, there were people that were...crying because it was a big physical and mental challenge. You know, you got a backpack on your back. You're hot. You're sweating. It's freezing outside when you stop. You're hungry. Where do you go to the bathroom?

So, it was emotionally challenging for some people and to see them on a trip, you know, first day of a hike, “Oh my god, what are we doing here?” And all of a sudden, boom, they’re good with it. They saw how it all worked.

Likewise, Liam spoke of the winter OE course as a challenging experience from a positive point of view:

The conditions is a factor that you can’t neglect and...you have to be aware of your environment all the time...in winter time...I believe that...it pushed more your limits. We had to sleep outside for 48 hours. I remember in the nice days...we were there...we slept at least...seven outside, seven or eight. More outside than inside, so it was a challenge that I remember a lot...I wanted to enjoy every moment. Like I had mentioned earlier, sleeping...outside on the lake without the tent, which was a big shelter...in a way that the cold was not so bad in the tent, since we were sleeping really close together, so you keep the heat. Outside is another challenge, sleeping in a mummy, and...trying to (laughs)...sleep but you don’t really sleep...since it’s so cold, but I loved...the fact that I did it.

Peter also suggested the winter OE course was a “hardship” and a “character builder.”

Upon reflecting on the OE course now, he viewed it as a positive experience:

If you had an experience, and it’s not always good, but it’s...an experience...I think you romanticize...Because if I think back...trudging across a lake with 8 inches of freezing cold water and knowing that you’re going to have to camp and everything’s just wet...if I was to do that today, I probably wouldn’t think it any more positive than it was back then. But now, when I think back to that, I thought that was a real...character builder...You think positive things about it. It was an experience...It’s not always experiencing good things, it’s experiencing hardships too. You still romanticize about that, so...when I think of good times, when I think of those type of experiences...I would romanticize...about them and think, “Wow! I can’t believe I did that” or – “it’s an experience.” So...maybe I put it up there and it was...fun. It was a great experience. Again, if I put myself in that experience now, then I’m...sure I’d view it as a hardship. When you look back, it’s positive.

The notion that the challenges of the OE course were often followed by a sense of accomplishment was voiced by several participants. For example, Katie noted:

With winter camp, again, at the end of that I had this real sense of accomplishment because that was tough. We, we go on a pre-weekend to make sure your equipment is good, so, and I remember freezing the whole weekend and I, I thought, oh my god, how am I going to stand...this for nine days? Like oh my god, I’m going to die (laughs)...You are cold the first couple of days, but then you’re not cold anymore. That was the other thing that really, hello, you know, I’m not cold, living outside, and for like seven days, and it’s funny cause then I knew really, you always, the biggest

thing was that you had to totally change what you had on, so even if you didn't feel like you were wet, you'd have to take everything off and let it dry, like to go to sleep and that was, was always put dry clothes on, and I really carried that through in camping, like whenever I camped, like it doesn't matter how dry I feel, I always take everything off and put dry clothes on, because you inevitably are wet and you would get cold, so our – I remember that...I guess we came back into the cabins at the end of camp, we came in on the last night before we left and then we, you know, all had a big, big party and, and, we were, and I'm thinking, you know, we're sleeping in cabins so I didn't change. I just went to sleep and I got really sick (laughs) after that, when I came back, you know, I thought the one day I didn't listen to what I'd been taught all the way through, so always change (laughs). When you go winter camping, you have to change everything, but that was, winter camping was a really neat experience. It was very different...You're outside, and you're with the elements and, and so it's neat.

Therefore, it is evident that participants perceived the opportunity for personal challenge and a sense of accomplishment as contributing to their observation of the OE course as a SLE. Next, the sub-theme of personal reflection is discussed in the context of how it contributed to opportunities for personal growth.

Sub-theme: Personal reflection. Another sub-theme that emerged within the personal growth opportunities was personal reflection; however, there was less of a consensus that personal reflection contributed to long-term impacts compared to the findings of the summer OE course. Even still, one participant, Peter, clearly illustrated how “time to really think about things” was a memorable component of the winter OE course:

And it's not always do, do, do. There's some down times. I know I remember when we were camping...when the light is gone and everyone's sitting around the fire, there's still this time where, you know, you have some time with them, and then even at the point where you're trying to settle down into a wet sleeping bag. You got *time to really think about things*...you're working within the environment and...even...when you're not sort of doing activities and you just got some down time, you're still very much connected to the environment at that point because ... you're out there. And...to me...there's just a very, very basic connection there that I think we lose. And I think in that setting it's there, and...it's something that you always want to have at some point in your everyday life. Like I almost aspire to...have those points where, hey, you're just out there, and there's this disconnect with everything that's going out there, and it's just you there in that environment, and I think...in that camp setting, there were those moments where you had that. It wasn't

always group setting and tasks being done. It was just that down time where it was just you and you were out there in the elements and there's...a great connection there that we don't have often. Those moments are very rare now. As a matter of fact, that's what I remember from the camp, and...it seems like a big void between then and now...I don't put myself in those situations where there's that connection anymore.

Therefore participants demonstrated that the opportunity for personal reflection was an important element contributing to significant life impacts from the OE course. Next, the sub-theme of being outside one's comfort zone will be examined in the context of it being an opportunity for personal growth.

Sub-theme: Outside comfort zone. Another sub-theme that was associated with the process of personal growth was being pushed outside one's comfort zone. Gabrielle described her experience of the winter OE course in the following way:

It challenged me a lot more, because there was a lot of stuff in the winter camping...that was really *forcing me to go outside my safety zone, my comfort zone*, so things like, you know, building the hoochie one weekend and then going and scrapping it all out the next, sleeping out there in that...and then snow shoeing with a backpack for three days was just something I'd never done.

Quentin also alluded to this notion of the winter OE course as "being outside of your comfort zone;" however, Quentin went one step further and connected this experience with a development of confidence that was used later in his career:

It's putting you in a situation where you're probably well out of your comfort zone. The course's abilities to give you confidence to deal with *being outside of your comfort zone* was, was good...To cite examples, I would just have to say...you just had to be there and experience the culture of the time we were together, and...you're definitely *outside of your comfort zone* the whole time you were there, but...the way they brought you into your comfort zone, how they did that, was pretty amazing, and that's what I've brought into my life. So someone says to me..."This project is going to be a little difficult to manage." Well, you know what? Being on my own for 24 hours with dried food and a piece of plastic to put on my head, and to do those things to survive is a lot easier than what you've offered me here, so I had the confidence to tackle that and not even worry about it.

Therefore, being pushed outside of one's comfort zone was a sub-theme that was evident not only in the summer OE course, but also in the winter OE course. In summary, participants viewed the process of personal growth opportunities (including personal challenge/accomplishment, personal reflection and being pushed outside one's comfort zone) to be conducive to significant life impacts in the winter OE course.

Theme two: Group experience. With respect to the second process theme, there was some support (7 out of 15 participants) that the group experience in the winter OE course brought about significant life impacts. The following quotations make an effort to demonstrate *how* the group experience led to long-term impacts. First, Peter suggested that the group experience on the winter OE course offered instances for team building:

The group dynamic was very good and...I don't think it was just my group. I think, in general, the weather was a letdown and yet it didn't bring everybody down, so, so it was a good...team building. It was a really good team building type thing.

Another participant, Liam, explained how learning to work effectively as a team was more efficient. Furthermore, Liam mentioned how he applied this realization to his job as a teacher:

I remember...the time we had...about a group of 12...We were divided in three groups and I remember there was a girl that had a backpack and she had a hard time following us, and at the beginning, we were a few guys that were ahead of the group...and I remember the guy said, "We should slow down a little bit. She has a hard time, and, you know, she has to feel like we're a group and not just people. It's more encouraging if we're together." And I remember that...because at that point I just wanted to get to Point A to Point B, and I realized that even if I was...maybe stronger than the other girl, that being a group made a difference for her, and I remember that at the end of that camp...they mentioned her efforts, okay, because she had struggled but she had worked hard and she got, like us, from Point A to Point B, and I think at that point I realized that when you do stuff as a group...when you work together, it's much easier. It's much faster, and I guess I applied that when I teach, especially when I find that some students have a harder time. Others may be faster learners, but sometimes if you go to these people and you try to find ways to bring them, to push, to go further...that moment was very important for me.

Peter also discussed the benefits of “interacting with people” in the OE course, and how this impact of “learning to make concessions” would not have been the case had it been “a regular class setting.” He went on to explain:

I think there was that general hardship, but I think the group dynamic was very good, so it was shared. I mean, it wasn't like somebody was having it easy and I was having it hard. When it was trudging across the lake...I'm sure we were all wet. I'm sure we were all cold. But we were kind of in it together. So I think it was good that way...I remember when we were closing camp I got the latrine...detail (laughs)...But all in all, I think it was good. I think there was definitely no hierarchy. It was very much shared. Everyone's...hardship was everyone's hardship, and everyone's good time was everyone's good time. We made the best ...of what nature dealt us really. So on the second week it definitely was...really wet...so, for winter camping that's really tough to deal with, but we dealt with it. So it was memorable for that reason.

Therefore, it is evident that the group experience was a valuable component in encouraging significant life impacts in the winter OE course. Furthermore, in the same way that bilingualism was a sub-theme for the summer OE course, it was noted as being influential in the winter OE course.

Participants also alluded to how the bilingual nature of the winter OE course contributed to a significant life experience. When referring to this bilingualism, Peter mentioned that “cultural wise, it was a bit different” and that the situation became even more apparent because “you're living with them.” Katie also touched on the bilingual component of the OE course; however, for her, it was more of an impact rather than a process because she improved her ability to speak French:

One of the big things that I learnt in both summer and winter camp was that they spoke the language of the percentage of the kids, so the majority of the kids when I took it were French, and so they spoke a lot of French, which I loved. And so, it was great, I actually learned a fair bit of French in both summer and winter camps, so that was a real big side bonus for me.

In summary, the fact that the winter OE course was offered in a bilingual setting was also found to be influential by participants. However, for a few, this bilingualism was more of an impact rather than a process contributing to other significant life effects.

Unique Processes from the Winter OE Course

There were two processes that emerged from the interview data on the winter OE course that were not found in the summer OE course: the winter OE course as a new or different experience and the toughness of the climate and weather. Therefore, this section of the Results will explore these unique winter process themes.

Theme one: New or different experience. A number of participants did talk specifically about the winter OE course as a new experience and suggested that this novelty was conducive to significant life impacts. Several participants described their winter OE course as an unfamiliar experience, and, therefore, one that stood out in their lives. In some instances, participants connected this feeling of experiencing something unknown with being outside of their comfort zone. Therefore, there were some links between the new experience theme and the corresponding sub-theme of being pushed outside one's comfort zone, and in some ways, it was an extension of the "comfort zone" theme. For example, Gabrielle observed, "I'd *never winter camped before*, where I'd summer camped a lot." Gabrielle went on to discuss how this made her feel like she was forced outside her comfort zone. When explaining some of the activities during the winter OE course, Gabrielle noted that it "was just something I'd never done...I'd done the odd couple hours here, couple hours there, but never like that, so it was, so that was huge for me to do that stuff." Katie provided a similar explanation, "winter camping was a really neat experience. It was very *different*...You're outside, and you're with the elements...so it's neat."

For those respondents that participated in both the summer and winter OE courses offered at the University of Ottawa, the interviewer asked them to compare the life impact of each of the courses. In response to this question, Heather answered:

The winter one was more significant because I *hadn't done that before*...so I would say that...a significant moment - it was cross country skiing all day and you're tired and you keep cross country skiing and you're tired, but you keep cross country skiing, and then setting up the camp, and fuelling yourself, looking after yourself and deciding how...I was going to do what I needed to do, so, you know, to stay warm and...to use the layers and what equipment I brought and all that, so that was the cross country ski trip expedition that I, we did. Winter camp was significant for me for that.

Isabelle also identified the uniqueness of the winter OE course as a reason why it was perceived as having a “bigger impact” than the summer OE course:

I think the winter had a bigger impact cause how many people will just go out and camp in the snow versus camping in the summer? I think everyone probably at one time in their life pitched a tent, or looked at someone pitch a tent, or built a fire and, and, had marshmallows let's say, or sat by a lake, but during the winter, how many people literally will spend the night outside? And not in a cabin. I think that is probably the biggest gift, to know what you can do with our conditions...it takes more coordination, but I was able to enjoy afterwards any evening snowshoeing or cross country skiing or downhill skiing or skating regardless of the weather.

Therefore, the above quotations illustrate that participants viewed the process of a new or different experience to be conducive to significant life impacts in the winter OE course. It is notable that this theme was unique to the in-depth interview data from the winter OE course.

Theme two: Toughness of climate/weather. A number of participants (7 out of 15) indicated that the winter OE course was “tough” with respect to its weather and climate. A careful reading of the data suggested that this particular process of toughness of climate/weather contributed to significant life impacts. When asked if she thought the life significance of the winter OE course would be similar or different than the summer OE course, Heather replied:

I would say the life impact is stronger cause *it's harder, because of the weather*. Cause it was cold, it was very cold, so yeah, I think that respect you get for nature

and for how you have to be smart about it or...you're not going to be around...I think that was much more evident in the winter course...Because you had to take better care of yourself. You had to prepare better. You had to think more.

Barbara echoed these thoughts:

Winter camp was a little tougher...You get cold, you're wet, and we had bad weather for the winter camp... In the summer it was an easy ride. We had fun too, but it was an easy ride cause the weather was great, but in the winter we had rain. It was...pretty miserable, winter camp...It was *more challenging*, but it was *mainly because of the winter...weather*.

In addition, Peter's comments also corroborated this notion of the winter OE course as a greater challenge:

I think there was a little bit of hardship...the challenge of the course itself. There was definitely tasks that had to be done, and the weather didn't really cooperate so it wasn't like you had a choice, right? It still had to be done...Again, I think on the winter course I think the *weather*, in a way, *made it a little tougher*. I mean, maybe would have preferred a class setting indoors at sometimes...the weather was pretty bad.

Along with this idea that the winter OE course was tougher also came the idea that the winter OE course was more dangerous. Derek mentioned that any "omission in your planning or any mistake" led to a "higher level of discomfort" in the winter OE course. Furthermore, he insisted that "there's a higher price to pay if you make a mistake in winter camping...poor planning was costlier in the winter."

When asked what it was from the OE course that made her realize it was a valuable experience, Fiona noted:

The value that comes to my mind, first off, is the winter course because it's something very few students will do, experience staying outside and it's much *tougher*, so there's a lot more strain on the group experience, so more in that sense of the *toughness and surviving it*, you know, putting up with it for the whole time, the minus 32, and changing...outside in the middle of winter and going outside to pee at 3 in the morning in minus 30, putting up with people you actually don't like, but you got to get it together if you want this expedition to work and you want to get to the end...Certainly winter remains a lot more, more about the *toughing it*, the getting through it, and because I hadn't done it as often - winter camp, I did that

maybe two or three times in my life. That's it. I'd play outside a lot but I'd sleep somewhere where there's four walls and a wood stove.

Fiona went on to explain the life impact of the winter OE course in comparison to the summer OE course. This “toughing it out” gave Fiona the opportunity to gain a “lifelong lesson” about herself. When asked, “would you say that the life impact for you was similar or different than the summer course,” Fiona answered:

More, a lot more because it's much, much tougher, a lot much tougher and learning about yourself...like in the summer, you're not going to freeze to death. It could be raining but we're still not going to get sick, you know. It could be unpleasant, uncomfortable, but it's not – the winter was a lot more uncomfortable, a lot more of the extreme, so you learn a lot more about yourself and *toughing it out* and then being around people in these extreme situations when someone wants to, you know, someone's near the edge, how do you bring them back? That was certainly a more *lifelong lesson about yourself* and about being in a group and how tough you can be or not tough.

Therefore, the theme of toughness of climate/weather was found to be a process leading to significant life impacts in the winter OE course. As this theme did not emerge from the summer data, it is unique to the winter OE course.

The Winter OE Course as a Significant Life Experience

The winter OE course was also a SLE for many participants, as was demonstrated through quotations earlier in this section. Similar to the summer OE course, participants associated their winter OE course experience with significant life impacts in the following dimensions of their lives: development of interpersonal skills, self-discovery, approach to the environment, leisure style, transfer to others, and advancement of outdoor knowledge and skills. However, there were two processes that emerged in the winter data and not in the summer data. These unique process themes were a new or different experience and the toughness of climate/weather.

For Aaron, the winter OE course had a “profound impact” on him and his relationship with his family:

I’m the black sheep in my family. They’re all golfers. I don’t connect with that...They’re in South Carolina right now golfing. I’m here. And they go, why you want to go sleep out, you know, in the snow? Why, why do you want to go and, and suffer? And, it, it’s hard...not being able to connect to...your father on, on that level, in my situation, so it’s had a profound impact...I’m sort of like the wing nut of the family because I got exposed to that, whereas others didn’t.

For some participants, like Quentin, the winter OE course made a significant impact on the development of interpersonal/social skills. He also alluded to the idea these social skills can then be applied to the workforce:

The teamwork concept was really – I’m big on team. I have been my whole life...everyone’s got to pitch in. And that, that is not changing. That, that thing has carried on with me for the rest of my life...again, the team thing, and relying on others to do...when people don’t carry the load, that really upsets me, because you need – it doesn’t matter what you’re doing, if you have a common goal, whether it’s survival or whether it’s a job, you need people to be on board to do. And that’s why I surround myself with people that...are good team people. _____ team [participant’s current real-estate job]. It’s a team environment here.

For other participants, the OE course influenced their winter outdoor knowledge and skills. However, in some cases learning outdoor knowledge and skills was an immediate impact and not a significant life impact. For example, Quentin observed:

They’d [the instructors] given you the skills to, how to make a fire, how to use a compass properly to find where you’re supposed to be, how to cross country ski right, how to wax your skis properly...there were just so many little bits of skills they gave you and enough confidence for you to go out on your own, with just three people, and live out there for 24 hours when it’s minus 26, and, survive.

In another instance, Isabelle spoke of how the winter OE course taught valuable “survival skills,” and she questioned where else you could learn these skills:

During the winter we didn’t do a solo. We were in three groups of three and we needed to orient ourselves and take a leadership role and assign tasks: who needed to do what. We also needed to know what do if you, if someone fell through the ice, even if it’s one boot or the whole body, how to care for it. Actually, that winter we had minus 40. It heated up to minus 32 during the whole 10 days. No one suffered

from frost bite. Not...one candidate, and there was 40 of us...Why? We...had received...prior going to the camp...[a] one day seminar in which we had to have a list of what to bring, what to do, also food, how to prepare for it. So technically you're learning survival skills but at the same time leadership skills...how else would you develop that?

Most participants expressed feeling one or more significant life impacts as a result of participating in the winter OE course. However, for a few, the OE course was not a SLE. With this group of respondents, the course *confirmed* already-held beliefs, rather than acting as a turning point in their lives. This line of thought will be presented in the next section.

The Winter OE Course as Confirmation or Reinforcement

In the same way that the summer OE course sometimes reinforced already-held beliefs about the outdoors, the winter OE course also acted to confirm beliefs for some participants. For example, Barbara mentioned how she was already impervious to the winter environment because of where she grew up: "I was already a winter [person] ... Winter is a little more, people often tend to stay inside and all that, but because I come from Rouyn-Noranda and the winters are longer, I was already accustomed to the winter activities." For Fiona, because she was already familiar with winter activities, the OE course was more about surviving the cold weather:

In terms of techniques, I mean, we were doing all kinds of stuff, like I had – we did a snowshoeing expedition and cross country ski expedition in the winter course. I'm a snowshoer since I'm 16, before that, and I did some cross country skiing lessons as a teenager but I also took a cross country ski course at university, so I *wasn't introduced* to those things in the winter camp. The winter camp was a lot more about, you know, putting up with seven days in the cold.

The following dialogue with Quentin captures a sense of his view that the winter OE course confirmed his previous beliefs about the outdoors:

Interviewer: Did the course influence your leisure and recreation practices?

Quentin: ...It would influence by *reinforcing*...I was already doing it, so it just made me want to continue...It's just a matter of here's the right gear to wear, and here's the right equipment, and this is how you protect yourself with what you wear. So, all that

information I used I got from them [the instructors from the OE course], about how to dress properly, and how to protect yourself...

Interviewer: And do you think that the course has influenced your overall lifestyle at all?

Quentin: Again, I think *reinforcing* is probably the biggest thing. Because my whole lifestyle was pretty much that way already, and that's...one of the reasons...which also led me to take the course is because, you know what? Well maybe I can learn some more stuff. I thought I knew it all, but I obviously didn't when I went there.

Consistent with the above explanation, Quentin also articulated, "I've always enjoyed camping and enjoying the outdoors." Therefore, for Quentin, the OE course was not a new experience: "I was brought up that way with my parents. The course *reinforced* new skills that I learnt to teach my kids to use when we're camping, building fires, and appreciating nature, and all that stuff."

In summary, just like the summer OE course, it is unrealistic to conclude that the winter OE course was a SLE for *all* participants. Although a majority of participants did express that the winter OE course was a SLE, it seems that for a small group of individuals, the winter course helped *confirm* ideas about their recreational activities, outdoor skills and overall lifestyle.

Part 3 – Results from Survey Questionnaire (Summer and Winter Courses)

Description of Participants

There were 46 participants who completed the web-based survey questionnaire. There were 35 responses for the summer OE course, and 30 for the winter OE course, which totaled 65 *separate* course responses. Thirty-two participants were female, and 14 participants were male. The majority of participants (35) were between 20 and 29 years of age. In line with this, the majority of participants had enrolled in the summer and winter OE courses after 1990. Table 3 illustrates the mean, standard deviation, maximum and minimum for survey participants' years since taking both the summer and winter OE courses. The mean value was approximately 11 years ago for both the summer and winter OE courses.

Table 3
Years Since Survey Participants Took Winter/Summer OE Courses

	Summer OE Course	Winter OE Course
Number	35	30
Mean	10.86	11.07
Standard Deviation	12.72	12.55
Maximum	37.00 (1975)	36.00 (1976)
Minimum	2.00 (2010)	3.00 (2009)

Most participants were in the \$0 – \$24 999 and \$25 – 49 999 income brackets, which is consistent with several reporting they were currently students. Thirty participants reported never being married, seven reported being in a common law relationship, and nine reported being married. About half of the participants had taken an OE course before enrolling in the University of Ottawa course. However, the majority of participants reported having summer camped before taking the OE course.

Characteristics of a SLE

Table 4 illustrates the number, mean and standard deviation for each of the eight characteristics of a SLE for both the summer and the winter OE courses. In most cases, participants used only the higher end of the Likert scale; however, the fact that the mean for the item referring to God or a higher power was much lower demonstrates that participants were discriminating between questions. All of the mean scores for the characteristics were around 6.00 with the exception of “my experience of the course was not by chance but was influenced by God, a guiding force, or a higher power” which was reported at a much lower mean score of 3.03 and 2.87 in the summer and winter courses respectively; however, this item also had much higher standard deviations. Therefore, this demonstrates that there was a much wider dispersion – for some, “God, a guiding force, or a higher power” was an important SLE characteristic of the OE course while for others it was not at all a characteristic.

Table 4

Characteristics of a Significant Life Experience for the Summer and Winter OE Courses

Characteristics of a SLE	Summer			Winter		
	n	M	SD	n	M	SD
The course changed me in some way (perspective, behaviour, belief).	35	6.00	.970	30	6.00	0.983
The course was a new or extraordinary experience for me – outside the bounds of my normal routine.	35	6.06	1.259	30	6.37	0.928
The course provided something useful for my life since completing it, such as a reference point or lesson.	35	6.09	.853	30	6.17	0.950
I derived special meaning from the course.	35	5.80	1.023	30	5.93	0.980
My experience of the course was not by chance but was influenced by God, a guiding force, or a higher power.	35	3.03	1.948	30	2.87	2.030
The course was special to me due to its nature, magnitude and/or timing.	35	5.46	1.039	30	5.90	1.155
The course was a significant life experience for me.	35	6.09	1.040	30	6.10	0.960
The course reinforced and confirmed much of my previous experience and knowledge about outdoor living and outdoor activities.	35	5.97	1.224	30	6.23	0.898

Note. On a Likert scale ranging from 1= Strongly Disagree to 7=Strongly Agree.

Summer and Winter OE Course Processes, Components and Impacts

Table 5 demonstrates the number of participants, mean and standard deviation for each of the summer and winter OE course processes that contributed to a SLE. Again, the majority of participants used only the higher end of the Likert scale. For the summer OE course, “opportunities for challenge” and “opportunities to be outside one’s comfort zone” generated the two highest mean values at 6.39 and 6.31 respectively, whereas “course facilitation” was

perceived as contributing the least to a SLE (5.66). For the winter OE course, “winter weather challenges” and “opportunities for challenge” generated the highest mean values of 6.67 and 6.60 respectively, and tied for third highest was “the novelty of winter camping.” It is important to note that two of the three highest winter processes were unique to the winter course. As well, participants perceived “opportunities for challenge” as one of the most important processes contributing to a SLE in *both* the winter and summer courses.

Table 6 illustrates the number, mean and standard deviation for each of the summer OE course components that contributed to a SLE. The “solo” and the “canoe trip” generated the highest mean scores at 6.55 and 6.53 respectively, whereas “sailing” provided the lowest mean score of 4.13. Again it is evident that participants were typically using only the higher end of the Likert scale. It is also important to note that the number of participants for some activities was low because those components were not applicable to all participants’ summer OE course experience. In most cases, the activities with the lower number of participants (e.g., sailing, night hike, jog and dip) are activities that were discontinued when the course moved from the University of Ottawa camp to a river trip.

With respect to Table 7, the number of participants, mean and standard deviation for each of the winter OE course components contributing to a SLE are provided. “Winter camping” was perceived by participants to contribute the most to a SLE in the winter OE course as it had the highest mean value at 6.76, followed closely by “the trio” at 6.75. Even the lowest component of “projects” generated a mean value approaching 6.

Table 5

Summer and Winter OE Course Processes Contributing to a Significant Life Experience

OE Course Processes	Summer			Winter		
	n	M	SD	n	M	SD
Group living	35	5.77	1.087	30	6.07	1.048
Nature setting	35	6.11	0.832	30	6.37	0.765
Opportunities for challenge	35	6.39	0.728	30	6.60	0.675
Course facilitation	35	5.66	1.027	30	6.13	0.819
Bilingual setting	35	5.77	1.031	30	5.87	1.167
Opportunities for reflection	35	6.00	1.057	30	5.90	1.062
Opportunities for accomplishment	35	6.20	0.868	30	6.37	0.809
Opportunities to face fears	35	5.97	1.043	30	6.13	0.900
Opportunities to be outside one's comfort zone	35	6.31	0.900	30	6.53	0.730
The novelty of winter camping	n/a	n/a	n/a	30	6.53	0.730
Winter weather challenges	n/a	n/a	n/a	30	6.67	0.606

Note. On a Likert scale ranging from 1= Strongly Disagree to 7=Strongly Agree.

Table 6

Summer OE Course Components Contributing to a Significant Life Experience

Summer OE Course Components	n	M	SD
Summer camping	34	6.29	1.292
Hiking	30	5.87	1.306
Orienteering	31	5.74	1.341
Canoeing class	34	6.06	1.229
Canoe trip	34	6.53	1.134
Wilderness solo	33	6.55	1.092
Social activities	34	6.03	1.243
Hebertisme	16	5.38	1.500
Sailing	8	4.13	2.295
Campcraft workshops (e.g., shelter building)	30	6.00	1.313
Leadership activities	33	6.09	1.234
Rock climbing	23	5.74	1.389
Jog and dip (marathon)	15	6.00	0.926
Conservation/ecological activities	26	6.04	1.341
Sensitivity awareness (environmental & self-discovery)	29	5.93	1.361
Service projects	17	5.82	1.015
Artistic projects	27	5.50	1.433
Night hike (Mount Barbu)	7	5.29	1.604

Note. On a Likert scale ranging from 1= Strongly Disagree to 7=Strongly Agree.

Table 7

Winter OE Course Components Contributing to a Significant Life Experience

Winter OE Course Components	n	M	SD
Winter camping	29	6.76	0.577
Snowshoeing	28	6.32	1.090
Cross country skiing	27	6.22	0.892
Social integration	29	6.24	0.912
Orienteering	28	6.29	0.937
Group experience	28	6.54	0.693
Campcraft workshops (e.g., shelter building)	28	6.57	0.690
Snowhouse	26	6.35	0.797
The trio (24 hours)	28	6.75	0.441
Projects	27	5.78	1.121

Note. On a Likert scale ranging from 1= Strongly Disagree to 7=Strongly Agree.

Table 8 illustrates the significant life impacts from both the summer and winter OE courses. There were 35 responses for the summer course and 30 for the winter course. For the summer, the highest mean values were found for “attitude toward OE programs,” “practice of responsible environmental behaviour” and “outdoor recreation skills” which generated mean scores of 6.60, 6.57 and 6.54 respectively. Likewise, for the winter course, “attitude toward OE programs” was perceived as the greatest significant life impact as it generated the highest mean value of 6.67. The impact of “feeling comfortable in nature” followed closely behind as it had a mean value of 6.47. Similarly, for both the summer and the winter courses, “creativity” generated the lowest mean scores (although still on the higher end of the scale).

Correlations between OE Processes and a SLE

Table 9 illustrates the Pearson correlations between the OE processes and a SLE for both the summer and winter OE course data combined. Only “bilingual setting” did not have a significant correlation with a SLE. “Opportunities to face fears,” “opportunities to be outside one’s comfort zone” and “opportunities for reflection” were significant at the $p < .05$ level. The rest of the items were significant at the $p < .001$ level. It should also be noted that “group living” was the OE process most strongly correlated with a SLE.

Table 8

Significant Life Impacts from Participation in the Summer and Winter OE Courses

Significant Life Impacts	Summer			Winter		
	n	M	SD	n	M	SD
<i>Intrapersonal Relationships</i>						
Creativity	35	5.29	1.218	30	5.17	1.020
Self-knowledge	35	6.09	0.695	30	6.00	0.830
Coping with challenge	35	6.26	0.817	30	6.37	0.615
Self-discovery	35	6.20	0.801	29	6.00	0.802
Outdoor recreation skills (e.g., canoeing)	35	6.54	0.722	30	6.40	0.675
Recognition of my strengths and limits	35	6.06	0.912	30	6.23	0.817
Physical fitness development	35	5.69	1.107	30	5.83	0.834
Self confidence	35	5.86	0.886	30	5.93	0.828
Self-respect	35	5.66	0.938	30	6.00	0.871
Coping with isolation/solitude	35	5.97	1.038	30	5.60	1.276
Participation in outdoor recreation activities	35	6.17	1.018	30	6.37	0.718
Coping with fears	35	5.51	1.083	30	5.77	1.040
Self-reflection	35	5.94	0.953	30	5.90	0.960
<i>Interpersonal Relationships</i>						
Problem solving	35	5.69	1.004	30	6.00	0.871
Group leadership and organization	35	6.03	0.915	30	6.40	0.724
Social skills	35	5.91	0.955	30	6.10	0.995
Friendships with course participants	35	5.94	1.285	30	6.13	1.167
Teamwork skills	35	6.11	0.882	30	6.37	0.850
Transfer of outdoor knowledge/skills to family/children	35	5.91	1.053	30	6.13	0.900
Transfer of outdoor knowledge/skills to the students I teach	34	5.38	1.207	30	5.60	1.248
<i>Environmental Relationships</i>						
Conservation of nature	35	6.34	0.781	30	6.03	0.850
Appreciation of nature's aesthetic qualities	35	6.29	0.891	30	6.37	0.809
Attitude toward nature	34	6.44	0.896	30	6.30	0.702
Practice of responsible environmental behaviour	35	6.57	0.722	30	6.20	0.714
Feeling comfortable in nature	35	6.26	0.998	30	6.47	0.730
Attitude toward OE programs	35	6.60	0.683	30	6.67	0.547

Note. On a Likert scale ranging from 1= Strongly Disagree to 7=Strongly Agree.

Table 9

Pearson Coefficient Correlations between OE Processes and a SLE for Both Courses Combined

OE Processes	N	<i>r</i>	<i>p</i>
Group living	65	0.492	<0.001**
Nature setting	65	0.421	<0.001**
Course facilitation	65	0.421	<0.001**
Bilingual setting	65	0.131	0.297
Opportunities for reflection	65	0.392	0.001*
Opportunities for accomplishment	65	0.437	<0.001**
Opportunities to face fears	65	0.301	0.015*
Opportunities to be outside one's comfort zone	65	0.275	0.026*
Opportunities for challenge	65	0.421	<0.001**

Note. *r*= Pearson coefficient correlation; *p*= significance (two-tailed).

** significant at $p < .001$.

* significant at $p < .05$.

Table 10 illustrates the independent t-test results among survey participants for OE course processes according to gender. Significant differences were found between males and females for opportunities to face fear, opportunities to be outside one's comfort zone, and opportunities for challenge. In all instances, females reported higher levels for each of these processes. Independent t-tests were also completed for each of the OE course impacts and SLE characteristics, but no items were found to be significantly different according to gender. Finally, when independent t-tests were completed according to season for each of the OE course impacts, processes and SLE characteristics, there were only two variables that were significantly different (at $p < .05$). The process variable of "course facilitation" was significantly higher for winter participants at $t(63) = -2.04$, $p = .04$; and the outcome variable of "practice of responsible environmental behaviour" was significantly higher for summer participants at $t(63) = 2.05$, $p = .04$.

Table 10

Means, Standard Deviations and Independent t-test Results among Survey Participants for OE Course Processes According to Gender

Variable	Males n=21		Females n=44		<i>t</i> (df)	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Group living	5.90	1.13	5.91	1.05	-.015(63)	.98
Nature setting	5.95	1.07	6.36	.61	-1.63(26.44)	.11
Course facilitation	5.71	1.05	5.95	.91	-.94(63)	.35
Bilingual setting	5.81	1.12	5.82	1.08	-.03(63)	.98
Opps. for reflection	5.90	1.13	5.98	1.02	-.26(63)	.79
Opps. for accomplishment	6.10	.83	6.36	.84	-1.21(63)	.23
Opps. to face fear	5.57	1.12	6.27	.81	-2.56(30.51)	.02*
Opps. outside comfort zone	6.05	1.02	6.59	.66	-2.22(28.16)	.03*
Opps. for challenge	6.19	.87	6.64	.57	-2.13(28.55)	.04*

Note. *M* = mean; *SD* = standard deviation; df = degrees of freedom.

*Denotes groups that were significantly different from each other at $p \leq .05$.

Chapter 5

Discussion and Conclusion

This chapter discusses the findings from the in-depth interviews and survey questionnaire (Chapter 4) in light of both previous research summarized in the literature review (Chapter 2) and the course objectives presented in Chapter 3. The chapter summarizes the findings concerning participation in a University of Ottawa OE course as a SLE, and it answers the research questions stated in Chapter 1:

- What is the life significance of a university OE course upon participants?
- Did the OE course subsequently have a lasting impact on participants' lives? If so, what was the impact?
- Did this OE course have an effect on participants' intrapersonal, interpersonal and environmental relationships?
- What components, aspects and activities of the OE course contributed the most to the course being a significant life experience?

Briefly, the findings from this study suggest that the OE courses led to development of interpersonal skills, self-discovery, environmental impacts, leisure style change, and increased outdoor knowledge and skills amongst the participants. The idea that this outdoor knowledge and skills was transferred to others (e.g., students and children) also emerged from the data. In addition, in some instances participants expressed the idea that the OE courses helped confirm or reinforce already-held beliefs about the outdoors. Each of the above findings concerning significant life impacts was found for both the summer and the winter OE courses. In addition, most of the qualitative participants took one of the OE courses before 1990, whereas most of the quantitative participants took one of the courses after 1990. Notwithstanding this, the quantitative

results were consistent with the qualitative results suggesting that those who took a course more recently also experienced a SLE. Also, there did not seem to be any students in both the qualitative and quantitative studies that experienced lasting *negative* impacts. Even with the “tough” nature of the winter OE course, participants did not perceive their overall experience of the course as a negative SLE. One of the reasons for this may be that it was an optional course. It may have been different if it was a compulsory course. Another reason is that the course, unlike most other university courses taken by the participants, was taught off campus using experiential education techniques. Furthermore the course did not include an exam and there were few or no written assignments.

This chapter will first discuss the findings concerning the significant life *impacts* from the OE courses, second, the *processes* from the OE courses that led to these significant life impacts, and third, the unique winter *process* themes. Next, there will be discussion about the OE courses as a SLE and the OE courses as confirmation and/or reinforcement of existing attitudes and behaviours. In the last sections of the chapter, the researcher will consider the limitations of the study, along with its implications for further research and professional practice.

Significant Life Impacts

Participants often report significant emotional, spiritual, and transcendent experiences as a result of spending time in nature (Hattie et al., 1997; Kaplan & Talbot, 1983; Kellert, 1998; McKenzie, 2000). Studies by Kellert (1998) and Daniel (2005) have reported that participants often believe that extended wilderness expeditions had meaningful influences on their lives; yet, it can be difficult to determine the exact nature of the influence. It was important to discover what the University of Ottawa OE course meant to participants; furthermore, if the course experience was significant, there was an added desire to identify the factors that made it so. In

general, the themes identified through the data analysis are consistent with previous conceptual discussion and research findings. The present findings suggest that for many participants the university OE course was a SLE.

Development of social skills. Throughout the interview schedule, participants were asked questions concerning their relationships with other people during and after the OE course. A majority of participants explained that the OE course influenced their development of social skills, with specific mention of strong interpersonal bonds and the use of these social skills within a work environment. In addition, the survey results illustrated that interpersonal impacts were evident in both the summer and winter courses. Therefore, in the following paragraphs the relationship between the OE course and the long-term impact of development of social skills will be discussed in light of the course objectives and existing literature within the field of OE.

Several of the general course objectives listed in the 1978 Outdoor Education course syllabus for the summer session addressed this notion of interpersonal skills development. For example, the first general course objective reads, “to give the student the opportunity to resolve problems instead of having the solutions given to him, thus enabling him to his capacity of leadership, sociability, ingeniousness.” In the same line of thought, another course objective was “to give the student an opportunity to organize and lead individuals in a group situation.” Within the theme of development of social skills that emerged from the in-depth interviews, participants identified how the course provided opportunities for leadership and teamwork. For example, Nick explained how the summer OE course offered social experiences that contributed to his learning of different leadership styles. Another general objective from the 1978 syllabus asserted that the OE course was designed so that students will “learn to recognize and to favour one’s own individual capacities and limits in the group situation of a summer camp.” When asked

about the long-term impacts of the OE course, some interview participants explained that their learning about group dynamics was significant. Isabelle stated that the summer OE course allowed her the opportunity “to learn to adapt to people’s strengths.” This was also corroborated by Heather who discussed how working with others on the summer OE course had a lasting impact in her life. Heather found that the summer OE course made her more aware of group dynamics and the needs of the group. Therefore, the quotations from the above participants all suggest that the theme of development of interpersonal skills falls in line with three of the objectives from the OE course. This is an important discovery in and of itself, because researchers believe that evaluated program outcomes should be specifically related to a program’s goals and objectives (Sibthorp et al., 2007).

The finding of a social skills development theme is quite consistent with the OE literature. For example, Whittington (2011) examined girls’ participation in an extensive adventure program, and her findings included the long-term impacts of communication and teamwork, leadership, and improved family dynamics. Moreover, Loeffler (2004) found that a connection with others through outdoor experience was one of three themes that contributed to the meaning of participating in college-based outdoor programs. In addition, Breunig et al. (2010) discovered that there was a significant increase in college students’ sense of community as a result of participation in a 13-day OE practicum course. Therefore, the outcome of interpersonal skills development in the current study supports other research results.

With respect to the current study’s sub-theme of developing interpersonal bonds, the data from the in-depth interviews supports Loeffler’s (2004) and Lynch’s (2000) conclusions that school camps and other types of outdoor programmes create a unique social environment for developing friendships. In addition, the sub-theme falls in line with one of the three dominant

themes from Smith, Steel and Gidlow's (2010) study of 14 to 15 year-old students: school camp as a social experience. Furthermore, the social skills development theme substantiated Whittington's (2011) assertion that group development skills that occur from participating in outdoor adventure programs include cooperation, appreciation of differences, developing new friendships, and social skills.

Self-discovery. Another significant life impact that surfaced from the in-depth interviews which was corroborated by the survey data was a participant's self-discovery. This finding supports existing literature as participation in outdoor and adventure education has been associated with developmental outcomes such as personal growth, enhanced interpersonal skills, and group development (Ewert & Garvey, 2007). Interview participants not only observed how the course enabled them to learn about themselves, but they also noted how this personal growth was carried forward to later events in life. This long-term impact was consistent with a course objective from the 1978 syllabus: "Place students in situations of challenge, stress and guided adventures to discover one's self." Therefore, since the course was designed with this goal in mind, it is reasonable that one of the significant life impacts was self-discovery.

The current study paralleled previous research findings. For example, Whittington (2011) described personal growth as a positive outcome of outdoor programs. According to Whittington, personal growth outcomes include self-concept, self-efficacy, self-confidence, self-actualization, elevated locus of control, self-restraint, initiative, perseverance, determination, and resourcefulness. (It is important to note that the term "self-discovery" used in this research is comparable with the definition of "personal growth"). In addition, one of the three explanatory themes discovered in Loeffler's (2004) photo-elicitation study was self-discovery and gaining

perspectives through outdoor experience; therefore, for these participants, it was the connections to self that made the outdoor experience meaningful. In Beames' (2005) case study of youth participants in a ten week expedition to Ghana, participants developed a greater understanding of themselves, which is similar to the theme of self-discovery in the present study. Passarelli, Hall and Anderson (2010) also demonstrated in their quantitative and qualitative data that a strengths-based approach to OE was effective in helping students achieve positive outcomes related to personal growth.

As the results from the current study indicate that participants experienced a life impact of self-discovery due to participating in an OE course they are consistent with Neill and Richards' (1998) summary of OE meta-analyses which discovered that outdoor adventure education programs make a valuable contribution to a person's sense of self. Neill and Richards found that 65% of participants who took part in outdoor programs were better off than if they had not participated in the program. The outdoor programs made a significant contribution to a person's sense of his or her self.

As stated earlier, the current study was patterned upon Daniel's (2003) study; therefore, the present findings should be closely compared with Daniel's results. With respect to the impact of self-discovery, this theme had similarities with Daniel's research findings. Daniel found that an outdoor wilderness expedition promoted personal growth because it refined the way in which participants viewed their selves and their circumstances. Furthermore, Daniel demonstrated that the expedition encouraged spiritual growth. However, Daniel is not the only one to discover spirituality as an influential outcome of an outdoor wilderness program. One of Loeffler's (2004) three themes in support of the meaning of participating in college-based outdoor programs was spiritual connection with the outdoors. In the present study, one participant, Derek, connected the

course's impact on his self-discovery to spirituality. With respect to the quantitative results, participants responded that spirituality in terms of their course experience being "influenced by God, a guiding force, or a higher power" was not a defining characteristic of their significant life experiences from the OE course, as this item generated mean scores of 3.03 and 2.87 for the summer and winter courses respectively; however, it should be noted that this SLE characteristic also had a much higher standard deviation. This demonstrates much wider dispersion. Therefore, for some participants "God, a guiding force, or a higher power" was an important SLE characteristic of the OE course while for others it was not at all a characteristic. The difference between the current study and Daniel's may be attributed to differences in the populations studied. Daniel examined a Christian-based wilderness expedition that had a spiritual focus; whereas the present investigation explored a university OE course that had more of an academic focus. As a result, it is possible that the current findings did not illustrate spirituality because the course itself was not designed to be spiritual. However, Loeffler's population consisted of 14 interview participants from a college-based outdoor program and she still discovered the theme of spiritual connection with the outdoors. Because of the lack of agreement across the aforementioned studies, an interesting avenue for future research would be to explore if and *how* spirituality emerges in university or college-based outdoor programs.

One explanation as to how the OE course could have fostered this significant impact of self-discovery was offered by D'Amato and Krasny (2011) who stated that the isolation of participants from their usual relationships provided opportunities for trying out new behaviors, which enabled personal growth. This explanation is applicable to the current study because in both the summer and winter OE courses, students were removed from their usual relationships at home and brought to another location that was physically unfamiliar and socially different (i.e.,

overnight camping with peers). Therefore, according to D'Amato and Krasny, this setting would have provided opportunities for personal growth.

Environmental impacts. A number of the in-depth interview participants saw a relationship between the OE course and environmental impacts as significant across their lives and this finding was further corroborated in the survey results. For the survey data, “attitude toward OE programs” was perceived as the greatest significant life impact for both the winter and summer OE courses. Interview participants commented on how the course brought about a change in environmental behaviours or an appreciation for the environment, nature and the outdoors. This long-term impact was consistent with a couple of the general objectives from the 1978 OE course syllabus. For example, one of the course aims was “to develop an appreciation of nature’s aesthetic qualities and adopt an appropriate attitude.” In addition, the course was also designed to “sensitize student[s] to the ecological milieu and to the use and teaching of the basic principles of conservation and the use of the environment.” Therefore, since the course was designed with these goals in mind, it is reasonable that the theme of environmental impacts emerged as being influential in participants’ lives.

In regards to environmental impacts, the discovery that the OE course created a long-term impact on participants’ environmental behaviour and appreciation contributes to writings which suggest being outdoors is conducive to positive attitudes toward nature. For example, Arnold et al.’s (2009) study confirmed previous SLE research that environmental leaders attribute their involvement in environmental action to spending time in the outdoors. However, in general, the OE research that has examined the environmental outcomes of outdoor excursions has led to mixed results. Therefore, this finding of environmental impacts as a significant life effect also

contributes to the complex nature of the relationship between outdoor experiences and subsequent environmental attitudes and behaviours.

In contrast to Haluza-Delay (2001) who found that teenage participants in a 12-day Canadian wilderness program did not translate their environmental concern into action at home, by and large the present investigation demonstrated that a university OE experience can lead to a significant life impact on one's environmental appreciation and behaviours. However, it is important to note that while most participants experienced an environmental impact from the course, not all did. For example, Katie maintained that she loved the outdoors but that her awareness of the environment did not stem from the OE course. Rather, she felt any environmental teachings from the course would have gone right over her head.

Despite a couple of interview participants, the majority felt that the OE course was conducive to significant life impacts on their environmental behaviour and appreciation. For example, when Aaron was asked how the OE course had affected his ability to relate to the environment, he stated that it made him aware of his basic needs which in turn made him consume products more carefully. The results of the current study are consistent with studies by Ballantyne, Fien and Packer (2001), who found that behavior changes occurred outside of the learning environment, and Bogner (1998); however, as previously mentioned, this finding is not consistent with Haluza-Delay's (2001) study. One explanation for the differences in findings could be due to the difference in the age of participants (participants in Haluza-Delay's study were teenagers) and the types of programs as Haluza-Delay studied a 12-day adventure wilderness trip, not a university OE course.

This environmental impacts theme has similarities with Bogner's (1998) study which found that, for six months after a five-day OE program, secondary students were more willing to

engage in environmentally sensitive behaviours. Likewise, Martin (2004) suggested that outdoor adventure activities shape one's connectedness to the environment, and his results illustrated that adventure can be a very powerful tool for developing a sense of appreciation for the natural environment within OE. In the same way, the current research supports Whittington's (2011) finding that environmental stewardship was a long-term impact of participation in an extensive adventure program after six months, eight months, and five years. The theme of "environmental impacts" also corroborated studies that have shown that university OE courses can change participants' environmental behaviour (Freeman et al., 2005; Boland & Heintzman, 2009). For instance, this theme is consistent with Boland and Heintzman's (2009) finding that increased participation in outdoor activities, participation in communal environmental action, and environmental behaviour transference to daily life are the most frequently changed behaviours as a result of participation in a university OE course.

There was also consistency between the qualitative and quantitative results in regards to environmental behaviours. As shown in the qualitative results, winter participants spoke of environmental impacts of the OE course as significant across one's life; however, unlike the summer OE course, winter participants only linked the course to their environmental appreciation and not to their environmental behaviours. In Table 8, two of the six Environmental Relationship items measured environmental behaviours: "conservation of nature" and "practice of responsible environmental behaviour." The means for these two items for the winter course were lower than the means for the other four Environmental Relationship items for the winter that measured environmental appreciation and environmental attitudes. Furthermore, the means for these two winter course items were lower than the means for the corresponding summer course items. In addition, the outcome variable of "practice of responsible behaviour" was

significantly higher for summer participants than winter participants at $t(63)=2.05$, $p=.04$.

Therefore, with respect to environmental behaviours, the quantitative findings corroborated the qualitative findings. This provides stronger evidence that the winter participants only associated the course with their environmental appreciation and not their environmental behaviours.

One of the program components that several participants mentioned as contributing to their environmental appreciation and behaviour was 'Leave No Trace' practices. In a similar vein, Whittington (2011) found 'Leave No Trace' methods to be a program component that helped develop environmental stewardship.

Leisure style change. Another prevalent theme mentioned by interview participants as being a significant life impact of the summer and winter OE courses was a leisure style change. In addition, the survey results demonstrated that "participation in outdoor recreation activities" was an important impact of participation in both the summer and winter OE courses. Like the other emerging themes, the impact of leisure style change bore some resemblance to one of the course objectives from the 1978 syllabus: "*Sensitization and introduction to outdoor activities such as: hebertism, canoeing, sailing, climbing, orientation etc..., permitting an easier handling of nature by the student.*" The first part of this course objective (in italics) concerns leisure activities which are one component of "leisure style," that is "overall patterns of leisure activity engagement and time usage" (Mannell & Kleiber, 1997, p. 59). Therefore, since one of the aims of the OE course was to familiarize students with new outdoor activities, it seems that students used this as a foundation for outdoor activities in their lives, and it is logical that the theme of leisure style change emerged as being a significant life impact.

This theme of leisure style change, confirms a theme titled “Increased Participation in Outdoor Activities” from Boland and Heintzman’s (2009) study of participants who had taken the University of Ottawa’s summer OE course in 2007. Based on interviews six months after the course, Boland and Heintzman found that participants had become more active in outdoor activities such as canoeing, running, kayaking, and white water rafting. This increased participation in nature-based activities was motivated by a desire to enjoy a stress-free environment.

In addition, the theme of leisure style change bore some resemblance to McKenzie’s (2003) finding that the course components of learning new skills and rock climbing caused a number of participants to use, or a desire to use, the new skill again following the course. Thus, the development of new, healthy past times seemed to be another outcome some participants achieved as a result of the course (McKenzie), which is related to the current study’s finding that participants changed their patterns of leisure activity engagement and time usage after participation in the OE course.

Advancement of outdoor knowledge/skills. One of the 1978 course objectives that was referred to in the previous section on leisure style stated that an aim of the course was, “Sensitization and introduction to outdoor activities such as: hebertism, canoeing, sailing, climbing, orientation etc..., *permitting an easier handling of nature by the student.*” The second part of this objective (in italics) corresponds to the significant life impact of advancement of outdoor knowledge/skills.

That the OE course was conducive to advancement of outdoor knowledge/skills is consistent with findings of Whittington (2011) that technical-skill development is a long-term impact of an outdoor adventure program. According to Whittington, one education outcome that

occurs as a result of participation in an outdoor adventure program is outdoor skills. Similarly, Sibthorp et al. (2007) measured six targeted outcomes, of which one was “outdoor skills.” In Sibthorp et al.’s study, outdoor skills was defined to include a variety of abilities such as how to dress, cook, travel, route-find, and select a campsite. Many of these same skills were mentioned by participants in the current research and coded as outcomes (i.e., learning how to dress, learning how to use a compass, learning how to prepare their own meals) that contributed to long-term impacts from the OE course. Furthermore, the quantitative results also supported this theme: for the summer OE course, the third highest mean value generated was for the impact of “outdoor recreation skills” at 6.54, and for the winter OE course, this impact also had a high mean value at 6.40.

According to the course purpose in the 1979 summer syllabus, “This course is not oriented towards technical performance but more towards life in a group atmosphere of a summer camp.” This seems to be consistent with the present investigation’s finding of social skills development. In the interviews, outdoor knowledge and skills development was not as strong a theme as the social skills development theme, and this is not surprising since the course design placed emphasis on living in a group atmosphere.

Transfer to others. Another theme from the interviews related to life significance was the notion of transferring outdoor knowledge and skills to other people in one’s life. This theme was supported by the survey data that concluded that there was transfer of outdoor knowledge/skills to both family and students. Participants mentioned how they transmitted knowledge and skills from the course to their family and children. Furthermore, participants who were teachers indicated transfer to their students as well. There were no general course objectives from the 1978 OE course syllabus that discussed sharing the outdoor experience, along with the skills and

knowledge gained, with other people after the course was completed. As well, there is not much research that explores how outdoor skills and knowledge can be transferred to others outside of an OE course, and the possible ripple effects of such actions.

Processes which link the OE course and Significant Life Experience

Research Question 4 was concerned with the processes that link the various components of the OE course with a SLE. This section summarizes the processes that were identified during the interview phase of the research process for both the summer and winter OE courses and then supported in the latter survey phase of the research.

Opportunities for personal growth. The present investigation's process of personal growth opportunities emerged from the interview data and included three sub-themes. Likewise, in the survey data, participants perceived "opportunities for challenge" as one of the most important processes contributing to a SLE in *both* the winter and summer courses. With respect to the sub-theme of personal challenge/accomplishments, this aligned with one of Daniel's (2003) central themes; Daniel reported that participants refined or changed the way they viewed themselves, other group members, and their circumstances through being placed in *challenging* situations whereby they had to contend with stress, dissonance, uncertainty and new experiences. Similarly, McKenzie (2000) noted that inherent in outdoor and adventure activity is the element of incremental challenge, and a lack of success and challenge were detrimental to achieving program outcomes. Further, McKenzie found that challenge led to positive program outcomes and lack of challenge led to negative program outcomes. This theme is also consistent with Conrad and Hedin (1981) who found that participants in effective programs had *challenging tasks* and Wigfield and Eccles (1994) who found that an environment that provides few opportunities for decision making, little support and limited choice does little to motivate

participation and may ultimately lead to nonparticipation. Furthermore, the sub-theme of personal challenge/accomplishments also supports Duerden, Taniguchi and Widmer's (2011) discovery that challenge was an attribute that contributed to development gains in a youth adventure program. In line with the challenge sub-theme is Propst and Koesler's (1998) discovery that each progressive success adds to self-efficacy, producing a sense of personal growth. Essentially, the current study's examples of experiencing challenge can then ultimately encourage the outcome of self-discovery.

In addition, the overall theme of "opportunities for personal growth" bears some resemblance to research conducted on the attributes of meaningful learning experiences in an OE program; Taniguchi et al. (2005) demonstrated that the perception of risk set in motion the sequence of attributes identified for creating a meaningful learning experience. According to Taniguchi et al., "the experience of perceiving risk allowed for the reconstruction of self" (p. 138); in other words, the perception of risk was a necessary ingredient for students to undergo self-discovery and have a meaningful experience. Comparably, in the current study, several participants discussed how fear and being pushed outside of their comfort zones was an important element in the OE course leading to a SLE. For example, Elaine described how "pushing your limits" in the OE course was connected to being "self-assertive" and "self-confident." Similarly, Katie expressed how the OE course pushed her outside of her comfort zone, which she associated with the lasting impact of self-confidence (i.e., "I'm strong").

The process of opportunities for personal growth is also supported by D'Amato and Krasny's (2011) finding that the isolation of participants from their usual relationships provided opportunities for trying out new behaviors, which enabled personal growth. Passarelli, Hall and Anderson (2010) also demonstrated in their quantitative and qualitative data that a strengths-

based approach to OE was effective in helping students achieve positive outcomes related to personal growth.

Whittington (2011) discovered that opportunities for leadership significantly influenced girls' outdoor experience, much like how the opportunities for personal growth influenced participants' perception of a significant life event in the current study. In the present investigation, the sub-themes under personal growth opportunities included personal challenge/accomplishment, personal reflection, and being outside one's comfort zone.

With respect to the above sub-themes, it is necessary to discuss the instrumental role personal reflection played in promoting a SLE. Many interview participants recalled how the wilderness solo provided opportunities for personal reflection, which, in turn, were conducive to experiencing significant life impacts from the course. In the survey data of the course component items, the solo generated the highest mean score of 6.55; therefore, participants perceived the solo experience as the course component contributing the most to a SLE. This finding is similar to Daniel's (2003) study where the solo experience was the most important and influential component of the wilderness expedition as a SLE. In addition, Greenway (1995) reported one study in which 92% of participants referred to "alone time" as the single most important experience of their outdoor program. Bobilya (2004) and Richley (1992) have observed that solitude in remote outdoor settings can promote opportunities for self-exploration, reflection and renewal – all of these factors resemble the sub-theme of personal reflection that contributed to the significance of the OE course.

Group experience. The second process that emerged from the interview data was the group experience. There was overwhelming consensus amongst interview participants that the group experience in the OE course brought about a significant life impact. In addition, with the

quantitative data, the process of “group living” also generated high mean values in both the summer and winter OE courses, which means it was perceived by survey participants to contribute to a SLE. Furthermore, the survey item of “group living” was clearly the OE process most strongly correlated with a SLE. Interview participants discussed the importance of conflict resolution, teamwork, communication, as well as how the bilingual nature of the course also had a bearing on their outdoor experience. Since bilingualism was a recurring topic of discussion, it was categorized as a sub-theme under the process of the group experience. In the surveys, the process variable of “bilingual setting” was also found to contribute to a SLE; however, the mean value for this process was not as high as some of the other processes in both the summer and winter OE courses. In addition, “bilingual setting” was the only item that did not have a significant correlation with a SLE. Therefore, in this case the quantitative results were not consistent with the qualitative results. It is possible that the bilingual nature of the course for the survey participants, who on average took the course in more recent years, was not as evident or as important.

This group experience theme is consistent with literature that suggests the group is an influential element of outdoor adventure education (McKenzie, 2000). The theme of group experience also corroborated McKenzie’s (2003) research that group characteristics such as reciprocity, cohesion and trust contribute to the overall group effectiveness in an Outward Bound wilderness program. The mutual exchange that evolves within a group is also considered to be an important factor in the personal growth of group members (McKenzie, 2000). As was seen in the interviews, as participants progressed through the OE course, they realized they were dependent on their fellow students, and consequently, they learned to cooperate and capitalize on the strengths of each group member. Isabelle stated that the summer OE course allowed her the

opportunity “to learn to adapt to people’s strengths.” This was also corroborated by Heather who discussed how working with others on the summer OE course had a lasting impact on her life in regards to being more aware of group dynamics and the needs of individuals in the group. Likewise, Liam explained how his group could complete a task quicker once they learned to “work as a team.” Liam recalled being competitive and comparing himself to others during the beginning of OE course experience; however, later he discovered that he had “to work... as a team, and that’s what I kept from that experience.” Furthermore, Liam commented, “Sometimes you would ... think of just yourself and you’ll walk and you’ll walk and some are slower, but eventually if you learn to help them, *you get there as a team faster than just yourself.*” According to McKenzie (2000), this reciprocity is thought to give participants a sense that they are valued and supported by the other group members; furthermore, it encourages participants to learn to balance individual needs with the needs of the group. McKenzie (2000) suggested that this feeling of mutual dependence, combined with the group’s common objectives, creates a group bond between participants.

In addition, this group experience process theme also bore some resemblance to Witman’s (1995) finding that participants ranked “feeling like part of the group” as a valuable outdoor program component. Furthermore, Conrad and Hedin (1981) found that developing personal relations with others influenced both participants’ personal and social development. Finally, research by Goldenberg, McAvoy and Klenosky (2005) found that participants who recalled group interactions from their course connected this attribute to helping develop relationships with others and working as a team. Therefore, the present investigation’s finding of group experience as a process supports Goldenberg et al.’s findings.

It is also important to note the finding that the OE process variable of “course facilitation” was reported significantly higher for winter course participants at $t(63)=-2.04$, $p=.04$. One reason as to why “course facilitation” was significantly higher for the winter course participants could be that the winter course was more of a novel or new experience than the summer course. As a result, the students were more dependent on the instructor’s facilitation. Furthermore, the risks and dangers could have been perceived as greater in the winter course due to the freezing temperatures. Therefore, course facilitation could have been perceived by the students as more important for survival in winter weather conditions.

Unique Processes from the Winter OE Course

There were two processes that emerged from the interview data on the winter OE course that were not found in the summer OE course: the winter OE course as a new or different experience; and the toughness of the climate and weather. These two processes were also corroborated by the survey data. Therefore, this section will discuss these unique winter process themes.

New or different experience. The process of a new or different experience was perceived by interview participants as contributing to significant life impacts in the winter OE course. This was also true of the survey results where the “novelty of winter camping” had one of the highest mean values for the process items. This finding substantiated Daniel’s (2005) suggestion that a new or extraordinary event enhances the significance of the event. It was making life experiences significant because it was outside the bounds of the normal routine. Furthermore, with respect to Daniel’s classification of what makes a life experience significant, the *uniqueness* of the experience was listed as one of the top factors enhancing a participant’s perception of life significance. In addition, Daniel’s finding that the majority of his participants

indicated the solo was special because they had never had this type of life experience paralleled the findings of the present investigation.

The finding of a new or different experience as a process contributing to a SLE also supports Duerden et al.'s (2011) discovery that a novel experience contributed to observable identity development gains in a youth adventure program. In their study, participants commented on the novelty of the setting, the activities and the notion of being away from home. McKenzie (2003) also found that the unfamiliarity of the environment influenced course outcomes. In addition, the finding of a new or different experience as a process is consistent with Hastie's study (1992) which found that 14- and 15-year-old adventure program participants were most likely to select activities they considered *novel*, fun or exciting.

Toughness of climate/weather. The toughness of the climate/weather was a process perceived by interview participants to contribute to significant life impacts in the winter OE course. For example, Liam commented: "The conditions is a factor that you can't neglect ... you have to be aware of your environment all the time... in winter time... I believe that ... it pushed more your limits." In addition, with respect to the survey, "winter weather challenges" generated the highest mean value of 6.67 for those processes contributing to a SLE. The finding of toughness of climate/weather bore some resemblance to Daniel's (2003) suggestion that a life experience is significant due to its nature or magnitude. Daniel discussed how placing someone in a stressful situation (i.e., tough winter conditions) can change one's perception of his or her self. With regard to self, Bandura's self efficacy theory (1977) suggests that mastering difficult tasks increases the participant's confidence that he or she can accomplish other meaningful tasks successfully. The finding of the toughness of the climate/weather as a process is consistent with McKenzie's (2003) observation that weather can lead to increases in students' self confidence

and indirectly affect course outcomes by affecting students' motivation while on their course.

Therefore, it is reasonable that the toughness of the climate/weather was a challenge in the winter course that contributed to participants' perception of significant life impacts.

The Course as a Significant Life Experience

Both the summer and the winter OE courses were perceived by the majority of interview participants as significant life experiences. In the quantitative data, participants also reported both the OE courses as significant life experiences. On a Likert scale anchored at 1=strongly disagree and 7=strongly agree, participants generated a mean value of 6.09 for the summer and 6.10 for the winter. Most of the survey participants took the OE course after 1990, whereas the interview participants took the OE course in the 1980s or earlier; therefore, it appeared that both earlier (1980s) and more recent students perceived the OE course as having significant life impacts. Participants from the interviews associated their OE course experience with significant life impacts in the following dimensions of their lives: development of interpersonal skills, self-discovery, approach to the environment, leisure style, transfer to others, and advancement of outdoor knowledge and skills. These impacts were also apparent in the survey findings.

The survey questionnaire used Daniel's (2003) six SLE characteristics as items in a scale to examine whether participation in the summer and winter OE courses led to a SLE. Therefore, this study extended Daniel's research. All of the mean scores for the characteristics of both courses were around 6.00 with the exception of "my experience of the course was not by chance but was influenced by God, a guiding force, or a higher power." In addition, the second and third items ("the course was a new or extraordinary experience" and "the course provided something useful for my life") had the highest means of all six items; this result corroborated Daniel's (2003) finding that the uniqueness of the experience and the degree to which the wilderness

expedition memories were connected to later life experiences were two of the top three factors that most often enhanced a participant's perception of life significance. Furthermore, the researcher felt that this scale was a good way of attaining a measure of SLE. However, most survey participants only used the "agree" side of the Likert scale for all questions, so using a 7-point Likert scale that ranged from "neutral" to "strongly agree" might have been more helpful in discerning variations in participants' responses to questions in this scale, as well as in the other scales in the survey questionnaire. A possible extension of this study could be to combine the six characteristics of a SLE into a combined score and use this new variable in the statistical analyses.

One of the goals of experiential education is to learn through experience, reflect on the experience, and apply what was learned (Priest & Gass, 1997). Many participants discussed the significance of the course in reference to how it influenced their lives today. Therefore, the specific life lessons during the summer and winter OE courses were translated into other life contexts. The fact that the course has had a lasting impact on several dimensions of participants' lives is evidence that the OE course was a SLE for many. However, as seen in the next section, a few other participants the OE course confirmed previously held beliefs.

The Course as Confirmation/Reinforcement

A number of interview participants referred to the idea that the OE course served as confirmation or reinforcement of previously held beliefs and behaviours about the outdoors rather than being a new or significant experience. Within the quantitative data, the reinforcement item had mean values of 5.97 and 6.23 respectively for the summer and winter OE courses; therefore, the survey participants also perceived the OE course as confirmation of previous outdoor knowledge and experiences. This notion of the OE course as a reinforcement can be

connected with Ewert and Sibthorp's (2009) idea of confounding variables discussed in the literature review (Chapter 2). The importance of distinguishing confounding variables was noted in Chapter 2 because each variable can potentially affect *what* and *how* participants learn from an OE program, and *how* they report what they learned from the program (Ewert & Sibthorp, 2009). An example of a *precursor* confounding variable is the participant's prior knowledge and experience. In the present study, a few interview participants spoke of their extensive previous outdoor experiences before enrolling in the OE course; therefore, it is possible that this pre-experience may have affected how they construct the meaning of the OE course, and more importantly, how this course was understood with reference to their entire lives. As a result, the item "the course reinforced and confirmed much of my previous experience and knowledge about outdoor living and outdoor activities" was added to the SLE scale in the survey questionnaire to see if the course was a reinforcement even if it was not a SLE. However, since both item seven about the course as a SLE and item eight about the course as confirmation/reinforcement in the SLE scale had high means, it may have been better to word item seven as "Even if the course was not a SLE for you, did it reinforce and confirm much of your previous experience and knowledge about outdoor living and outdoor activities?" This wording would have made a clear distinction between the course being a SLE or merely confirmation/reinforcement of previous attitudes and behaviours.

According to Daniel's (2003) study, the significance was often diminished if participants previously had similar wilderness experiences; therefore, in the current study, the OE course may not have been as meaningful for participants with previous OE experience because they were already embedded in outdoor activities. Rather, the OE course may have only worked to solidify values that these participants already placed in OE practices. In making note of the influence of

previous experience on a participant's perception of a SLE, the current research is recognizing Ewert and Sibthorp's (2009) call to address confounding variables.

Limitations of Research

The primary limitation with this SLE and retrospective research was the possibility that memories of events in the past have been distorted during the intervening years (Kellert, 1998). For example, in the current research participants were asked to recall what occurred over 20 or 30 years ago. However, to address this limitation, an attempt was made to incorporate a photo-elicitation technique during the semi-structured interviews. In only a couple of instances, the photographs served to trigger participants' memories and aid in participants' recall of the potential significant life effects of the OE course, and again this was because only two participants brought photos to their interviews.

According to Rea (2008), issues of authenticity, researcher bias and transparency, and the need to demonstrate robustness require full discussion (Rea, 2008). For example, in the present study, the issue of researcher bias should be addressed because the researcher was responsible for reading and interpreting participants' text. It is possible that the researcher may have misrepresented participants' meanings; however, member checking was used to attempt to address this limitation as well as having the researcher's supervisor also interpret the results for the purposes of triangulation.

Furthermore, this research was heavily situated within a specific population and time period, which, therefore, had consequences for the generalizability of the results. For example, findings from a sample of university-aged students participating in a winter OE course may be difficult to generalize to elementary school students participating in a summer outdoor adventure program offered in a different physical landscape and during a different season. Therefore, the

change mechanisms tested in the present study apply primarily to programs similar in design and implementation.

In addition, the findings of this study may have emerged due to sampling techniques, as a purposive sample of people who had completed the University of Ottawa OE course was used for the interviews. Consequently, there may have been an issue of self-selection bias by those participants who completed the study as most seemed to have positive and meaningful experiences in the OE course. In addition, participants may have had a predisposition to enjoy and be interested in the course as they were Physical Education, Recreation and Human Kinetics students. Therefore, participants may have had an openness to studying and learning OE, which in turn influenced the findings of the study. However, most interview participants stated that they took the course because of the “easy four credits,” so in this way it was not because they had a predisposition to OE. Furthermore, the OE course was optional so the results may have been different if it was a mandatory course.

According to Sibthorp et al. (2007), the most substantial limitation with respect to this type of research is that most of the variables are self-perceptions and, therefore, are not directly linked to actual ability, knowledge, attitudes or behaviours. For example, the current investigation relied on self-reporting with respect to both the semi-structured interviews and survey questionnaires. For example, it is possible in the present investigation that one participant’s perception of a leisure style change would be different compared to another participant’s. Therefore, it should be noted that the responses provided by participants were not objective measures but rather they were based on the participants’ subjective experiences.

Another limitation put forward by Sibthorp et al. (2007) was the issue of response-shift bias. As stated earlier, response-shift bias insinuates that when participants know little about the

program's content areas prior to its beginning, even minimal exposure to the programs' initiatives can lead to perceived learning. Therefore, even minimal exposure to, or even mention of, a topical area can lead to a *perception* that learning has occurred (Sibthorp et al., 2007). Given that many of the participants found the OE courses to be confirmation or reinforcement of previous outdoor knowledge and skills, response-shift bias may not have been an issue in this study except for those participants for whom the content areas of the course were entirely new.

Another potential limitation of this research was that there was no comparison group. Clark and Leung (2007) mentioned the need for a comparison group for recreation participants. The authors offered the example of how recreation activities led to a significant influence on environmental concern, but this influence was only recognized when the recreation participants were compared to the non-participants. Therefore, a comparison group allows for the influence to be observed and documented.

Implications for Future Research and Practice

Future research. The current study is one of a few, if any, that has explored the SLE of a university OE course. What distinguishes this study is its retrospective approach that involved interviewing participants who took the OE course *over 20 years ago*. In addition, the current study explored a *winter* OE course, which is not as common in the literature. Therefore, the research findings make a unique contribution to the scholarly literature. However, even with this in mind, much more research is needed to understand the dynamics of the life significance of OE programs.

First, future research should study different samples of age groups, different programs, gender-focused samples, and recreational versus academic OE settings. By analyzing these

different groups' perceptions, future findings may lead to potential variations that can then be tested to determine if these elements can be applicable in other learning environments.

With respect to retrospective studies, future research should explore how the time after the OE program influences the significance of the impacts from the course. For example, a study could examine how an OE course continues to impact a participant's life five years after completing the course, and then compare this group to another cohort of participants who completed the course 10 years ago.

In a similar line of thought, future research should incorporate more longitudinal studies that follow participants' progression after the OE course. A good example of this type of research is Whittington's (2011) study that interviewed participants six months, eight months, and then five years after participation in the outdoor adventure program. As this was an adventure program only investigating women, an excellent area for future research would be to use a similar research design with an OE course incorporating both genders.

Finally, more research still needs to be conducted on the *processes* that link an OE course to a SLE, as this area of research is still very much in its infancy. There are still many calls for research to explore the "how" and the "why" of OE programs, and simply not the "what."

Implications for practice. The most important implications arising from this study relate to OE programming. The research results suggest the importance of the outdoors as a classroom. It is hopeful that the current findings can contribute to OE professional practice and demonstrate the need for OE in university settings. Based on the findings of this study, outdoor educators should recognize instances of personal challenge/accomplishment, personal reflection and being pushed outside of one's comfort zone, as valuable components of an outdoor program contributing to personal growth. Furthermore, OE programs should be designed to incorporate

more discussion about how to transfer the skills and knowledge learned during the course to their family and work lives. This suggestion is a result of the significant life impact of “transfer to others.” In addition, OE programs should continue to foster the group experience through planning more group initiative activities and educating instructors on the value of the group in promoting both personal and social development skills. OE professionals have a role to play in educating people to understand the life-significance of a university OE course. Furthermore, the current study contributes an understanding of the transformative potential of outdoor experiences that could have many implications for land management practices, including the importance of protecting and preserving wildlife areas, forests, and provincial and national parks.

While there is transformative potential of outdoor experiences, the present investigation also demonstrated that an OE course may be merely confirmation/reinforcement for others. If the aim of a program were to simply create a SLE, then based on the current study’s findings and the literature, it would be best to target those individuals who would perceive an OE course as a novel experience. However, since the study also demonstrated how the OE course can confirm previously held beliefs about the outdoors and continue to strengthen one’s resolve to be active in the outdoors, it is still recommended that OE courses target outdoor enthusiasts. There could be attempts to try and incorporate new and challenging outdoor situations within a course for those with previous outdoor experience. Perhaps OE courses should be separated into introductory and advanced levels. It would be an interesting avenue for future research to explore the perceptions of an OE course as a SLE for an inexperienced OE group compared with an experienced outdoor enthusiast group.

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Appendix 1

Summer OE Course Outline for 1979

J. Thoma

University of Ottawa
 Department of Physical Education
 School of Health Sciences
 PEP-2091

Outdoor Education: Summer SessionI; General Information

- Course Number: PEP-2091
- Course Title: Outdoor Education: Summer Session
- Number of Credits: Four (4) credits
- Language offered in: French and English
- Time offered: Normally offered at the University of Ottawa Camp, Gracefield, P.Q. during the last two weeks of August.
- Particulars: This course requires additional fees on the part of the student.
- References:
- Kjellström, Bjorn. Carte et Boussole, C'est si Simple. Willowdale, Ontario: Canadian Orienteering Service, 1971.
 - Stringer, Omer. The Canoeist's Manual. Toronto, Ontario: Dan Gibson Productions Ltd., 1975.
 - The Climbing Committee of the Mountaineers. Mountaineering, The Freedom of the Hills. Third Edition, The Mountaineers, Seattle, Washington, 1974.
 - Assiniwi, Bernard. Survie en Forêt. 5ième édition Les éditions Leméac Inc., 1972.
 - Pinaud, Yves-Louis. Pratique de la Voile. Arthaud Neptune, 1970.

II: Purpose

This course is not oriented towards technical performance but more towards life in a group atmosphere of a summer camp. The major course emphasis is the learning to, and to teach the use of the environment in the summer season.

2.

Recognizing that few opportunities are offered to students to permit them to discover their personal fundamental values, in addition, this course is designed as a series of experiences to help everyone develop his own self confidence, his physical capacity, his interior sensibility and his self-respect.

III: General Course Objectives

To give the student an opportunity to resolve problems instead of having the solutions given to him, thus enabling him to show his capacity of leadership, sociability, ingeniousness.

To learn to recognize and to favor one's own individual capacities and limits in the group situation of a summer camp and in times of isolation.

To develop an appreciation of nature's aesthetic qualities and adopt an appropriate attitude.

To give the student an opportunity to organise and lead individuals in a group situation.

Study of estival surrounding through a technical and recreative approach.

Sensitization and introduction to outdoor activities such as: hebertism, canoeing, sailing, climbing, orientation etc..., permitting an easier handling of nature by the student.

Place students in situations of challenge, stress, and guided adventures to discover one's self.

To sensitize student to the ecological milieu and to the use and teaching of the basic principles of conservation and the use of the environment.

IV: Specific Objectives of Course

- To manoeuver and control, a canoe in a secure way.
- To experience a canoe expedition of 3½ days.
- To climb, with assistance, a wall of 90 feet.
- To correctly use a compass and topographic map.
- To manoeuver and control, with security, a 420 type sailing boat.
- To experience a solo of 48 hours.
- To individually present an art project.
- To present a group project.
- To easily move on a hebertism trail.
- To effectively master in safety the various techniques related to camping (axe, fire, saw, knife, first-aid, etc...).
- To participate in a six (6) mile marathon.

3.

V: Course ContentA) Introduction and Social Integration

Objectives:

- Student integration to life within small and large groups.
- Develop acquaintanceship with site.
- Introduction of students to facilities (cafeteria, kitchen, chalet...), staff, regulations and routines.
- To encourage by games, songs, dances, etc. the expression of feelings, the feeling of ease, and the discovery of self and others.
- Establish a group spirit.
- Staff-student integration.
- Introduce responsibilities of collective activities by which students will share experiences, knowledge, opinions and demonstrate their artistical talents and/or their leadership. These activities should favour relaxation and entertainment in a less formal way.

B) Hebertism

This activity returns the students unconsciously to their childhood where they play with all kinds of wires, ropes, aerial bridges, balance beams, swings and obstacles. Every student must use this equipment with creative intelligence and "spontanéité".

The student will have to perform on both the aerial course and the ground course; with the help of instructors.

Objectives:

- Activity introduction to an adventurous and defiant life by setting values, and experiencing new rapidity of movement, physical fitness, spontaneity and judgment.
- Sensitization of a forgotten activity where the student is put in a state of having to deploy his fundamental physical qualities (walking, running, jumping, carrying, creeping, climbing...).
- Individual appreciation of ones own physical and mental capacities in risky situations where judgment, determination, decision taking and courage are of first importance.

C) Swimming

The student must swim with ease a minimum distance of 150 metres; if unable of attaining this performance, the candidates will be required to wear an I.S.A. at all times.

4.

Objectives:

As a safety measure for some activities such as canoeing, sailing and swimming the instructors take the opportunity to evaluate the students abilities in water.

D) Canoeing

- By using a canoe efficiently and securely in calm waters or light winds, the students will experience various learning situations.

Objectives:

- By group expeditions, hikes, or by planned exercises the students will have the opportunity to appreciate an old and new way of transportation.
- Introduction to various kinds of skills used when canoeing: forward stroke, reverse paddling stopping, dock landing, sideward displacement, etc...
- Introduction to various strokes: J-stroke, Forward bow stroke, C-stroke, standing bow draw turn, draw turn, standing pry turns, etc.
- Study of various essential safety rules when canoeing.
- Introduction to some portaging and solo-canoeing techniques.

E) Orienteering

Students will participate in real "courses au trésor". This practical learning situation will introduce the study and understanding of a compass, reading of a map, and the practice of orienteering techniques.

Objectives:

- The student must be able to determine instantly his exact position on a map when placed in a specific environment.
- The student will learn different components of orienteering: true north, magnetic north, declination etc.
- Using a compass only, the student must complete an orientation course.
- Using a map only, the student must complete a different orientation course.

F) Sailing

Following the course, the students should be able to sail as crew member on a dinghy (420), under favorable wind and weather conditions (mild wind).

5.

Objectives:

An introduction and familiarization with the following elements and aspects of sailing:

- a) Rig and unrig a sailboat and equipment storage.
- b) Know and name the parts of a sailboat.
- c) Sheats and sail trimming.
- d) Be able to perform a tack, a jibe, etc.
- e) Be able to steer a boat.
- f) Have a knowledge of the various points of sailing.
- g) Be able to leave and come back safely to shore and/or dock.
- h) Upright a capsized boat.
- i) Know the safety rules aboard.
- j) Know the role of skipper and crew.
- k) Hiking.
- l) Maintenance and repair of equipment.
- m) Theory of sailing.
- n) Etc.

G) Canoe Trip

As soon as they get to the summer camp, the students take part in a canoe trip of 3½ days. Divided in groups of 10 students, they travel along a course of approximately 15 to 20 miles.

Objectives:**1) Immediate Preparation**

Allotment and distribution of equipment and food.
Specific responsibilities division.
Making up menu.
Course's description and analysis.
Remittance of course's copy to the summer camp authorities.

2) Final Preparation (Packing)

Distribution of foods and personal equipment in the packsacks.
Last verification of the material

3) Canoe Trip

- Experiencing the techniques learned in the workshops.
- Integration of various activities dealing with creativity, initiative, adaptation to natural environment and especially to life in a small group.

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- Sharing different tasks around the camp ground, to facilitate an enjoyable and instructive collective trip.
- Sharing personal knowledges and experiences.
- Favour the appreciation of the various forms of nature on an aesthetic point of view.
- Use of various "problem-solving" methods to get to know everyone's character.
- Trip's evaluation on quality and quantity of experiences. This evaluation is an integral part of the trip and is done in a continuous way.

4) Trip's return

Clearing, inventorying, and housing of equipment.

H) Workshops

Axes, tents, saws, first-aid, fires, natural foods, shelters.

Objectives:

Discovery, learning and handling of the above. (Safety and maintenance)

Introduction to survival.

I) Leadership Tests

Problem-solving situations when the students must adapt and find any possible solution.

Objectives:

- Group decision-making.
- Discovery of individual leadership.
- Social integration within the group.
- Instructors evaluation of the group potential in order to make possible adjustments.

J) Rock Climbing

Introduction to rock climbing. Experiencing the enjoyment of success. At the end of the session everyone will have climbed a 90 feet wall.

Objectives:

- Introduction to safety principles and procedures, care and maintenance of climbing equipment.
- Introduction to fundamental techniques: roping, roping down, belaying, self belaying, etc.

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- Building up a self confidence and trust into others, sharing the same experience.
- Facing an obstacle, the student will be allowed an opportunity to control its own feelings through self psychological control and go behind his own limits.
- As an element of the outdoor education course, the rock climbing experience serves a vital purpose of allowing the students to discover and experiment their own physical and psychological capacities and limits.

K) Jog and Dip

Every day before breakfast or dinner, the students are required to run 2 miles on a trail made of forest, road, field. Usually this exercise is followed by a dip into the lake.

Objectives:

- Keep physically fit.
- At the end of the course, every student should be able to take part in a 6 mile marathon. By doing so, the student improves his perseverance and endurance.

L) Conservation

Meet on a pre-selected place of the students already divided in expedition groups and having performed a brief course with a portage.

Objectives:

- Develop instructor and students expectations regarding the canoe trip.
- On a brief course give an opportunity to the instructor to evaluate the groups behavior.
- Conservation tips and ecological principals are brought about in a behavioral way.

M) Mont Barbu

During a night, by small groups, the students are invited to get to a fixed place, giving them the opportunity to experiment with the various orienteering techniques learned in the previous workshops.

Objectives:

- Introduction to night hiking with a compass, a map and a canoe.
- Help the student to master the possible fear of darkness, give the student an opportunity to appreciate nature aesthetically in an isolated and private way.

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N) Solo

On a precise point of a lakeshore, every student is expected to live alone during 48 hours with a minimum of food. He must also build a shelter.

Objectives:

- For a 48 hour period, get the feeling of isolation in a wilderness environment.
- Practice some survival techniques favouring creativity and resourcefulness.
- Bring the student to live with the strict minimum (equipment-food).
- Give the student an opportunity to think.
- Give the student an opportunity to discover and observe the nature's rythm.
- Give the student an opportunity to elaborate an artistic project.

O) Sensitivity Awareness

In a problem solving situation, the students are exposed to some activities where they have to use the senses they use less often.

Objectives:

- Environmental and self discovery by other forms of experimentation.
- Learning experiences favouring self mastering attitudes, behaviour, by adaptation and tolerance of new or unusual stimuli.
- Appreciation and respect of the environment "in toto".
- As an intrinsic part of a person, identification and self realisation by a comprehension and "sensation" of the environment.

P) Projects

Every student is expected individually to create an artistic project. Furthermore, by group of 5 or 6, the students should develop a project or a service for collective and mutual benefit.

Objectives:

- In conjunction with nature and creativity, the student will express his knowledge.
- He will contribute to the group by a selflessness service.
- For the future students who will utilise the facilities, the student will contribute to improvement of the surrounding physical installations.
- On a learning possibilities offered to the students, in regard to the usefulness of the collectivity, elaboration, planification and realisation of some chosen tasks.

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- In the presence or in the future, get the group to realise the value of services exchange for the sake of giving everybody the chance to benefit from these services.
- Every participant experiences the possibility of improving his physical fitness by projects that require real physical efforts.

VI: Course Evaluation

A continuous evaluation is favoured by the instructors. The student is also asked to participate in his own evaluation.

Meetings are regularly held after each of the activities (climbing, sailing, canoeing, trip, solo, leadership tests, etc), where the professors evaluate the behaviour and performance of each student and also the quality of the activity. At the end of the session, a face to face meeting is held with each of the student where the good and weak points of the individuals are discussed. A final mark is then given.

The evaluation of each of the student is regularly done by the group of instructors. Because of the nature of the course, this evaluation is global and subjective. This evaluation is mainly based on the following points:

- Feel at ease in a natural environment during the summer.
- Demonstration of technical knowledge: canoeing, sailing, hebertism, orientation, climbing, etc.
- Feel at ease in participating in a group's life.
- Quality and potential of everyone's leadership, judgment, spontaneity.
- Quality of elaboration and presentation of individuals and group projects.

To obtain a more detailed evaluation, we have to consult the general and specific objectives of the course.

At the end of the course, the students are invited to give their opinions about the experience they lived, by answering a questionnaire. At last, when the course is over, the teaching staff evaluate the total learning experience and will make the appropriate recommendations, in order to improve the outdoor education program and more precisely the course PEP-2091: Outdoor Education: summer sessions.

VII: Teaching Approach

Various methods of teaching are used for that particular course. The instructors are choosing the appropriate method or pedagogical approach compatible with the pursuit of certain goals or objectives. Depending on the specific situation, the teaching act is selected according to the acquisition and learning of specific motor skills, group behavior, or the discovery of its own potential as a participant

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or instructor in training or many other factors. Therefore, the instructors will show flexibility and call upon a great variety of teaching styles in order to meet the particularities of a specific situation and/or the student's own objectives and/or all other factors they want to consider.

There is group, individual, or small group teaching given by an individual or a team of instructors. Sometimes, the participant is associated to the teaching process itself being called to give small portions of the program.

On occasions, the participant is faced with a "direct" mode of teaching, and on other, and according to the specific situation, the student is put into an "open" situation where he may experiment, discover etc. under the supervision of the teaching personnel. It is generally accepted that some specific activities can be taught through a direct approach without problems but others cannot achieve the objectives but being given thought on indirect or problem solving approach. (Decision-making, creativity, problem-solving, leadership etc.)

It is expected from the student that they will react positively to the various teaching learning situations. Patience, determination, willingness are some expected qualities that may allow the participant to reach a higher level of understanding its capacities and limits.

The teaching staff is in direct contact with the student for more than 16 hrs a day and therefore must balance its teaching interventions. He also must use efficient communications and allow the students to give feedbacks, show their own knowledge, attitudes and capacities. During the whole session, opportunities are provided formerly and informally for the purpose of discussions, exchanges of ideas, question periods, etc. Evaluation procedures are expected to be congruent with the teaching methods used in the course.

VIII: Learning Progression

The scheduled activities are so organized in order to make the student aware progressively of its own problems, weakness, and also to allow him to compensate, learn and finally control or master all of the motor, social or other behaviors that he has set for him as objectives.

First, acting within a group, the participant will gradually have to count on himself to resolve problems even when surrounded by other people.

An introduction to every activity may motivate the participant so that he wants to learn and know more about it. It is intended to respect the learning rate of the students and allow them to set their

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own performance objectives beyond or different from the ones that are set for the whole group. The teaching-learning progression should allow for individual differences. An emphasis is given to the method of discovery than the experience (learning by doing). It is where the "global" or "whole" approach is generally used. A special or mandatory emphasis is given to the SAFETY aspect of the program.

Appendix 2

Summer OE Course Outline for 1998

University of Ottawa
School of Human Kinetics

APA 2091
Outdoor Education: Summer
(Summer Camp)

General Information

Course Number:	APA - 2091
Course Title:	Outdoor Education: Summer
Number of Credits:	Four (4) credits
Language Offered In:	French and English (proportionally)
Session:	Fall session
Time Offered:	Normally the last two weeks before the beginning of classes in Sept.
Particulars:	Additional fees and approval by faculty/school before registering

References:

- Axcell, C. et Kinmont, V. *Simple Foods for the Pack*. Sierra Club Books, 1976.
- FQCC. *Rivières et Lacs canotables du Québec*. Éd de l'Homme, 1983.
- Mason, Bill. *L'Aviron qui nous mène*. Van Rostrand Reinhold, Ltd., Toronto, 1985.
- Kjellstrom, Bjorn. *Carte et boussole, c'est si simple*. Willowdale, Ontario: Canadian Orienteering Service, 1971.
- Stringer, Omer. *The Canoeist's Manual*. Toronto, ON: Dan Gibson Productions Ltd., 1975
- Assiniwi, Bernard. *Survie en forêt*. 5ième édition, Les éditions Leméac Inc., 1972.

Goal of the Course

This course is oriented towards developing learning potentials of life within a group setting in a summer camping atmosphere while canoeing down a river. Using what the environment has to offer during the summer season, remains one of the strong points of this learning experience.

Recognizing the fact that few opportunities are offered to students in which personal fundamental issues are discovered on a personal basis, this course is designed in order to promote learning through a series of experiences, which will help develop individual adaptation capacities.

General Objectives of the Course

- To allow the student to solve problems, thus enabling him/her to show his/her qualities of leadership, sociability and creativity.
- To promote self-knowledge by understanding one's personal limits within a group context as well as on an individual basis in an outdoor camping situation.
- To encourage an appreciation of nature's aesthetic values through the adoption of appropriate attitudes and behaviors.
- To provide the opportunity for the student to demonstrate his/her organization and leadership capacities.
- To sensitize the student to the ecological fragility of the natural environment by transmitting basic principles of conservation and rational utilization of the environment.
- To place the student in situations of challenge and guided adventures in order to enhance the self-discovery process.
- To initiate the student to outdoor activities such as: canoeing, canoe-camping, orienteering, solo, going down rapids, hiking, etc... in order to promote knowledge of several specific techniques which will help him/her feel more comfortable in a natural setting.

Specific Objectives of the Course

- To safely maneuver and control a canoe through a predetermined route where lakes, rivers, rapids and portages will be found.
- To experience a 12 days canoe expedition in a wilderness area and to realize an adventure and an isolation experience in the out of doors.
- To effectively and safely master the various techniques related to camping: axe, fire, saw, knife, first-aid, etc...
- To correctly use a compass and a topographic map.
- To experience a 24 hour solo.
- To individually elaborate and present an artistic and/or cultural personal project.
- To demonstrate positive behaviors and leadership qualities in all the phases of the expedition.

Course Content

A) Meeting: Beginning of April

- Why such a course? Philosophy behind a large-scale canoe-camping expedition.
- Formation of teams and canoe partners
- Formation of diet and food teams and preparation of an expedition menu.
- Canoe route, mapping, material and equipment.
- Selection of themes to be presented during the trip, transportation and dates.

B) Before departure in August

- Packing, inspection and checking of food and equipment. Films. Last purchases and shopping.
- Notions of conservation, behavior and ecological principles to be adopted while in nature and in the wilderness.

C) Safety

- The student shall be able to easily swim a distance of 150 meters; if unable to attain this performance, the candidate will be required to wear a DOT (Department of Transport) approved I.S.A. (individual swimming aid) at all times. An I.S.A. will always be worn while canoeing down rapids or when the leader of the group will require it.
- Execution and demonstration of first-aid.
- Study of the essentials elements of safety while canoeing.

D) Canoe and canoe-camping

- Techniques on lakes (calm waters), in rapids, portage, lining and safety.
- Navigation and orienteering.
- Choosing a campsite, setting it up, and life on the campsite.
- Using a knife, an axe and a saw.
- Building a fire and a fire pit and everything related to fire safety.
- Cooking on an open fire and preparation of food to be cooked.
- Shelter construction.
- Hygiene and personal care on a prolonged camping trip.

E) Solo

- Every student is left on the rivershore at a precise point and is expected to live alone during 24 hours. The construction of a shelter is a necessity.

This solo will enable the student to:

- Get the feeling of isolation in an environment of wilderness for a period of 24 hours.
- Practice some survival techniques by being creative and resourceful.
- Allow the student to live with him/herself and have an opportunity to reflect.
- Give the student an opportunity to discover and observe nature's rhythm.
- Give the student an opportunity to elaborate and finish his/her individual-artistic project.

F) Interpretation of the natural environment

- Plants, birds, animals, fish, astronomy, weather, etc...
- N.B. A Québec fishing permit is necessary for anyone wishing to fish.

G) Individual Project

- The student is expected to elaborate and present an artistic and/or cultural project of his/her choice.
This activity will permit the student to:
- Exteriorize him/herself by creating an individual artistic and/or cultural project from materials available to him/her in his/her immediate environmental surroundings.
- Recognize and discover his/her personal talents.
- Discover and appreciate his/her colleagues' talents.
- Use your ability to reflect your creativity and imagination profitably by appropriately organizing your spare time.

Course Evaluation

Concerning the written assignments, each student or group of two students will be graded out of 30, on the content and the presentation of a theme made during the course. The knowledge of the subject, the teaching of it, the necessary demonstrations, the corrections and the practice will be taken into consideration. Another 20 marks will be given for the final report on the experience and for the individual project (10 marks each).

For the remaining 50 marks, daily meetings will be scheduled where the profs look at the behavior and performance of each candidate. At the end of the session a personal meeting is held with each student where the individual's strong and weak points are discussed. Due to the nature of the course, this part of the evaluation is global and subjective and is mainly based on the following points:

- Feeling comfortable in a natural environment during the summer.
- Demonstrating progress in technical knowledge pertaining to: canoeing, rapids, orienteering.
- The quality of participation in a group setting.
- The quality and potentials of leadership, judgement and spontaneity.
- The quality of the theme presentation, of the elaboration and presentation of individual projects and the quality of the final assignment on the experience.

In order to obtain a more detailed evaluation, one must consult the general and specific objectives of the course. At the end of the course, the students are invited to give an opinion about their experience during the camp, by answering a questionnaire. Finally, when the course is over, the teaching staff evaluate the total learning experiences and make the appropriate adjustments in order to improve the APA- 2091 course: Outdoor Education: summer

Themes

Each student or group of two students will be responsible to teach, demonstrate or present to the others through participation an aspect of the course content. Each theme presentation shall last approximately 15 to 20 minutes.

The selection of the theme shall be done before the next meeting (Tuesday, April 14.)

The themes are the following:

- Philosophy of life in a natural setting. Philosophy while camping in a wilderness area.
 - Visual signaling while canoeing down rapids and distress signals.
 - Wild and natural edible plants.
 - Plants, trees, mosses, lichens.
 - Weather prediction and study of clouds.
 - Astronomy: stars and constellations.
 - First-aid and evacuation of an injured person.
 - Use of ax, saw and knife.
 - Building a fire and fire pit. Fire safety.
 - Hygiene while camping in the wilderness, personal care, care of material and environment.
 - Mammals, birds, fish, and fishing techniques.
 - Diet and nutrition during an expedition.
 - Story, tales and legends.
 - Loading of canoes, portages of canoes and packsacks.
 - Orienteering, mapping, compass.
 - Medicine wheel and Sun dials
- Themes of your choice related to the content of the course. (Will need to be approved).

Report on the experience

This paper shall look back at the whole experience you lived through during the Course. This typed double spaced 5-7 pages assignment shall be handed in at the general meeting to be held in mid September at 5:30 PM, in MNT 225. Each personal report shall reflect on and analyze your personal and group experiences while paddling down the Du Moine River. It shall also include comments and recommendation on the content of the course and on the way the course was experienced. Moreover, here with some clues that might help you to write this paper. You don't have to follow them.

- What psychological, sociological, physical, philosophical, cultural, and or personal learnings have you done during this experience?
- Do you believe that this experience will facilitate the adoption of these kinds of leisure activities for your own present and future needs? Why?
- What did you realise or learn about these means of practicing or promoting regular physical activity?
- Do you believe that Outdoor activities are more suitable for individual experiences, or within a small group of friends, or should be part of school experiences? Why?
- Is there any activity or precise moment during the camp that was inspiring to your personal feeling that you would like to share.

N.B. At this meeting, you will have to make a 1 to 2 minute presentation on a personal subject of your choice related to the experience.

APA- 2091

Outdoor education (Summer) -- Education au plein air (Été)

LISTE D'EFFETS PERSONNELS -- LIST OF PERSONAL ARTICLESFORTEMENT RECOMMANDÉ

- Tasse + plat incassables
- Cuillère et fourchette
- Couteau de poche et sifflet
- Allumettes imperméabilisées
- Papier de toilette (1 rouleau)
- Boussole Sylva (Polaris 7NL)
- un linge à vaisselle, 2 J-Cloths, SOS
- 2 petits chaudrons pour cuisson + une poêle

- Sac de couchage d'été - synthétique
- Sac de nylon ou sac de plastique
- 6 gros sacs à vidange en plastique
- Matelas unicellulaire ou thermarest
- 15 m de corde de nylon (pour attacher le canot)
- un paquet de corde pour réparation
- une écope en plastique par canot
- Lampe de poche (Petite) + duct tape
- Plastique 4 mil (10' x 12') OU
toile de fond même grandeur
- Bouteille d'eau, + 2 élastiques avec crochet

- Imperméable et coupe-vent
- Vêtements chauds-Gilets de laine, tuque, etc..
- Espadrilles (1 trempé, 1 sèche) - sandales
- Bas de laine (plusieurs paires)
- Pantalon de coton (sec) et de nylon (trempé)
- Linge sport (2-3 T-Shirts, 2 shorts...)
- Gilet coton-ouaté, laine polaire, pantalon
- Maillot de bain, chapeau quelconque (soleil)
- Vêtements propres (pour la sortie)

- Articles de toilette (savon bio, serviette...)
- Brosse à dents, pâte à dents
- Diachylons (10) et sacs ziplock (10)
- Crayons et papiers
- Carte d'assurance-maladie
- un sac à canot ou ou sac à dos

FACULTATIF

- Chandelles, Caméra et films, insecticide
- Crème à main, lip saver, verres de soleil
- Aviron, ceinture de sécurité, genouillères
- Ligne à pêche et hameçons + Permis de pêche
- Quelque chose comique!!!
- \$20 (pour le dîner à la sortie)

HIGHLY RECOMMENDED

- Unbreakable cup + bowl
- Fork and spoon
- Pocket knife & whistle
- Waterproof matches
- Paper toilet (1 roll)
- Sylva compass (Polaris 7NL)
- one drying towel, 2 J-Cloths, SOS
- 2 small cooking pots + one frying pan

- Summer sleeping bag - synthetic
- Nylon bag or plastic bag
- 6 garbage bags (large)
- Ensolite pad (blue mat) or thermarest
- 15 m of nylon rope (for tying the canoe)
- one roll of light nylon repair rope
- one plastic bailer per canoe
- Flashlight (small) = duct tape
- Plastic sheet 4 mil (10' x 12') OR
ground sheet same size
- Water bottle and + 2 bungie cords

- Raincoat and windbreaker
- Warm clothes-Wool sweaters, tuque, etc..
- Running-shoes (1 wet, 1 dry) - sandals
- Wool socks (several pairs)
- Cotton (dry) & nylon (wet) pants
- Activity clothing (2-3 T-Shirts, 2 shorts..)
- Sweat shirts, polar fleece, pants
- Bathing suit, sun hat
- Clean clothes (when we come back)

- Toilet articles (bio soap, towel...)
- Tooth brush, tooth paste
- Bandaids (10) & ziplock bags (10)
- Papers and pencils
- OHIP (health) card
- one canoe pack or one packsack

DESIRABLE

- Candles, camera & film, insect repellent
- Hand cream, lip saver, sun glasses
- Paddle and life-jacket, knee pads
- Fishing rod & hooks + fishing permit
- Something funny!!!
- \$20 (for lunch, when we come out)

L'Université pourra fournir:

- Sacs à canot (si nécessaire)
- Tentes pour 4 étudiants
- Scie de camping (pliante)
- Chaudrons (si nécessaire)
- Trousse de réparation
- Trousse de premiers soins

Seront également fournis

- Canot, veste de sécurité et aviron.
- Vous pouvez apporter votre aviron personnel
1 aviron de rechange par canot est nécessaire
- Vous pouvez utiliser votre propre veste de sécurité en autant qu'elle soit approuvée par le DOT (Département du Transport).

Si vous possédez ces équipements

- Vous pouvez utiliser votre propre tente en autant qu'elle soit légère et que vous puissiez coucher 2 dedans (tente à 2 places).
- Vous pouvez apporter un petit poêle pour la cuisson. Ne pas oublier l'essence.
- Vous pouvez apporter une petite grille pour la cuisson sur feu de bois.

The University shall supply:

- Canoe packsacks (if necessary)
- Tent for 4 students
- Camping saws (folding)
- Cooking pots (if necessary)
- Repair kit
- First-aid kit

Will also be supplied

- Canoe, life jacket, & paddle.
- You may bring your own paddle
1 extra paddle per canoe is a must
- You may use your own life jacket, as long as it is DOT (Department of Transport) approved.

If you own this equipment

- You may use your own tent as long as it is a light one in which it is possible to sleep 2 (2 man tent).
- You may bring a little cooking stove. Don't forget the fuel.
- You may bring a little grill for cooking on an open wood fire.

BEHAVIOR on an EXPEDITION

Going out on an expedition, be it by canoe, bicycle, kayak or cross-country-ski, is not complicated and is relatively simple. On the other hand however, it can be a nightmare, something very complicated and an experience that you would not want to live again. How can this be? Several outdoor experiences are a total failure because of the behavior of one or several of the participants. You all know that a rotten apple can destroy a whole bushel. The same thing may occur with a group of people. In order to avoid this from happening, here are a few recommendations that I would like to share with you. They are all important and essential for the success of our experience and of our canoe expedition. Please, read them attentively and make them your own.

- Arrive at the first meeting in August extremely well prepared and organized. This includes your material, your equipment, your food and your physical condition; be in real good shape before leaving. A little advice: Do not wait the day before the August meeting to start packing and gathering your stuff. It's too late. Get ready one week before the beginning of the course.
- Be present and on time at the first meeting in August: 1.00 pm, MNT room 201, Monday, August 24, 1998. Bring your packsack as if you were ready to go. We will make a check of your pack, your food, your equipment and everything else written on the list of personal equipment.
- Accept yourself the way you are and accept the others the way they are. It would be devastating and inauspicious if you arrived with prejudices and antipathies against your fellow campers. Each person has qualities and shortcomings and each of us will have to live with this person for twelve days. Therefore, it will be much better to look at their qualities rather than at their faults. It is very easy when we put this into our minds.
- Be kind, attentive and considerate to the other members of our expedition group. Be discreet with your fellow campers when you help them with something. Don't show off. Prevent accidents and help everybody with your good spirit. Favor a good and friendly understanding among the group.
- Don't stick with only your friends. You already know them very well. Why not try during the course to mix with the others and try to get to know them as well as you know your friends. It will be more pleasant for all. It might be the proper time to try to express yourself in the other language or to learn a few words. It is not that hard and certainly not as hard as shooting down a rapid!
- Respect the physical and the psychological space of each and everyone of the participants. Be able to detect when one wants to be alone and respect that. We all need the others, but we also need our solitude. It's important. Don't be loud all the time.
- Respect the leadership of those that will be in charge from time to time. Your turn will come. The leader or those in charge of the day will make the final decision. This is part of the learning process. Respect their decisions and give your full collaboration.
- Do not do stupid and dangerous things that may jeopardize the group, the expedition and especially hurt a fellow camper. Nobody will be able to come and rescue us quickly. Think before doing something foolish.
- Be calm, joyful and enthusiastic appropriate to the moment. Do not complain all the time. There is no such a thing as bad weather; the weather is just different from one moment to the next. If there are difficulties, open up and talk about them right at the onset. Be simple. You are an excellent group, I can feel it. With your collaboration, I am sure that we will all be able to live a great learning and enriching experience through this course. Be Happy.

APA 2091
 EDUCATION AU PLEIN AIR: ÉTÉ
 (Camp d'été)
 OUTDOOR EDUCATION: SUMMER
 (Summer camp)

POINTS IMPORTANT - - - IMPORTANT NOTICES

DEBUT DU COURS	Lundi 24 août	BEGINNING OF COURSE
HEURE D'ARRIVEE	À 09 h	ARRIVAL TIME
LIEUX DE RENDEZ-VOUS	MNT-201	MEETING PLACE
FIN DU COURS	Saturday, Sept. 5 (around 3.00 pm)	END OF COURSE
HEURE DE DEPART	7.00 AM Tuesday, 25 août	DEPARTURE TIME
DUREE DU COURS	13 days	LENGTH OF COURSE
ENDROIT	RIVIÈRE DU MOINE, QC	PLACE
COUT DU COURS	\$280	COURSE FEES

Lis attentivement la liste des effets personnels et apporte tous ces items avec toi au mois d'août.

Read carefully the attached list of articles and bring all these items with you in August.

Lis attentivement toute la documentation que tu reçois.

Read carefully all that you have received.

Mets-toi en forme pour avoir un meilleur cours

Be in shape and your course will be great

A BIENTOT

SEE YOU SOON

Jacques Grenier

Appendix 3

Summer OE Course Outline for 2004

**University of Ottawa
School of Human Kinetics**

**APA 2091
Outdoor Education: Summer
(Summer Camp)**

General Information

Course Number:	APA - 2091
Course Title:	Outdoor Education: Summer
Number of Credits:	Four (4) credits
Language Offered In:	French and English (proportionally)
Session:	Fall session
Time Offered:	Normally the last two weeks before the beginning of classes in Sept.
Particulars:	Additional fees and approval by faculty/school before registering

References:

- Axcell, C. et Kinmont, V. **Simple Foods for the Pack**. Sierra Club Books, 1976.
- FQCC. **Rivières et Lacs canotables du Québec**. Éd de l'Homme, 1983.
- Mason, Bill. **L'Aviron qui nous mène**. Van Nostrand Reinhold, Ltd., Toronto, 1985.
- Kjellstrom, Bjorn. **Carte et boussole, c'est si simple**. Willowdale, Ontario: Canadian Orienteering Service, 1971.
- Stringer, Omer. **The Canoeist's Manual**. Toronto, ON: Dan Gibson Productions Ltd., 1975
- Assiniwi, Bernard. **Survie en forêt**. 5ième édition, Les éditions Leméac Inc., 1972.

Goals of the Course

This course is oriented towards developing learning potentials of life within a group setting in a summer camping atmosphere while canoeing down a river. Using what the environment has to offer during the summer season, remains one of the strong points of this learning experience.

Recognizing the fact that few opportunities are offered to students in which personal fundamental issues are discovered on a personal basis, this course is designed in order to promote learning through a series of experiences, which will help develop individual adaptation capacities.

General Objectives of the Course

- To allow the student to solve problems, thus enabling him/her to show his/her qualities of leadership, sociability and creativity.

- To promote self-knowledge by understanding one's personal limits within a group context as well as on an individual basis in an outdoor camping situation.
- To encourage an appreciation of nature's aesthetic values through the adoption of appropriate attitudes and behaviors.
- To provide the opportunity for the student to demonstrate his/her organization and leadership capacities.
- To sensitize the student to the ecological fragility of the natural environment by transmitting basic principles of conservation and rational utilization of the environment.
- To place the student in situations of challenge and guided adventures in order to enhance the self-discovery process.
- To initiate the student to outdoor activities such as: canoeing, canoe-camping, orienteering, solo, going down rapids, hiking, etc... in order to promote knowledge of several specific techniques which will help him/her feel more comfortable in a natural setting.

Specific Objectives of the Course

- To safely maneuver and control a canoe through a predetermined route where lakes, rivers, rapids and portages will be found. To be able to read and scout a rapid.
- To experience a 12 days canoe expedition in a wilderness area and to realize an adventure and an isolation experience in the outdoors.
- To effectively and safely master the various techniques related to camping: axe, fire, saw, knife, first-aid, etc...
- To correctly use a topographic map.
- To experience a 48 hour solo.
- To individually elaborate and present an artistic and/or cultural personal project.
- To demonstrate positive behaviors and leadership qualities in all the phases of the expedition.

Course Content

A) Meeting: End of March

- Why such a course? Philosophy behind a large-scale canoe-camping expedition.
- Formation of teams and canoe partners
- Formation of diet and food teams and preparation of an expedition menu.
- Canoe route, mapping, material and equipment.
- Selection of themes to be presented during the trip, transportation and dates.

B) Meeting before departure in August

- Packing, inspection and checking of food and equipment. Films. Last purchases and shopping.
- Notions of conservation, behavior and ecological principles to be adopted while in nature and in the wilderness.

C) Safety

- The student shall be able to easily swim a distance of 150 meters, fully dressed; if unable to attain this performance, the candidate will be required to wear a DOT (Department of Transport) approved I.S.A. (individual swimming aid) at all times. An I.S.A. will always be worn while canoeing down rapids or when the leader of the group will require it.
- Execution and demonstration of first-aid.
- Study of the essentials elements of safety while canoeing.

D) Canoe and canoe-camping

- Techniques on lakes (calm waters), in rapids, portage, lining and safety.
- Navigation and orienteering.
- Choosing a campsite, setting it up, and life on the campsite.
- Using a knife, an axe and a saw.
- Building a fire and a fire pit and everything related to fire safety.
- Cooking on an open fire and preparation of food to be cooked.
- Shelter construction.
- Hygiene and personal care on a prolonged camping trip.

E) Solo

- Every student is left on the rivershore at a precise point and is expected to live alone during 48 hours. The construction of a shelter is a necessity.

This solo will enable the student to:

- Get the feeling of isolation in an environment of wilderness for a period of 48 hours.
- Practice some survival techniques by being creative and resourceful.
- Allow the student to live with him/herself and have an opportunity to reflect.
- Give the student an opportunity to discover and observe nature's rhythm.
- Give the student an opportunity to elaborate and finish his/her individual artistic project.

F) Interpretation of the natural environment

- Plants, birds, animals, fish, astronomy, weather, etc...
N.B. A Québec fishing permit is necessary for anyone wishing to fish.

G) Individual Project

- The student is expected to elaborate and present an artistic and/or cultural project of his/her choice.

This activity will permit the student to:

- Exteriorize him/herself by creating an individual artistic and/or cultural project from materials available to him/her in his/her immediate environment.
- Recognize and discover his/her personal talents.
- Discover and appreciate his/her colleagues' talents.
- Use your ability to reflect your creativity and imagination profitably by appropriately organizing your spare time.

Course Evaluation

Concerning the written assignments, each student or group of two students will be graded out of 20, on the content and the presentation of a theme made during the course. The knowledge of the subject, the teaching of it, the necessary demonstrations, the corrections and the practice will be taken into consideration. Ten marks will be given for the final report on the experience; 10 for the individual project and 5 for the presentation and the content of the expedition menu, 5 marks will be given based on the preparation of a dinner. The criteria used will be based on the nutritional value of the meal, the presentation, the ease of preparation and the practicality of such a meal in the outdoors.

For the remaining 50 marks, daily meetings will be scheduled where the profs look at the behavior and performance of each candidate. At the end of the session, a personal meeting is held with each student where the individual's strong and weak points are discussed. Due to the nature of the course, this part of the evaluation is global and subjective and is mainly based on the following points:

- Feeling comfortable in a natural environment during the summer.
- Demonstrating progress in technical knowledge pertaining to: canoeing, rapids, orienteering.
- The quality of participation in a group setting.
- The quality and potentials of leadership, judgement and spontaneity.
- The quality of the theme presentation, of the elaboration and presentation of individual projects and the quality of the final assignment on the experience.

In order to obtain a more detailed evaluation, one must consult the general and specific objectives of the course. At the end of the course, the students are invited to give an opinion about their experience during the camp, by answering a questionnaire. Finally, when the course is over, the teaching staff evaluate the total learning experiences and make the appropriate adjustments in order to improve the APA- 2091 course: Outdoor Education: summer

Themes

Each student or group of two students will be responsible to teach, demonstrate or present to the others through participation an aspect of the course content. Each theme presentation shall last approximately 15 to 20 minutes.

The selection of the theme shall be done before April 14.

The themes are the following:

- Philosophy of life in a natural setting. Philosophy while camping in a wilderness area.
- Visual signaling while canoeing down rapids and distress signals.
- Wild and natural edible plants.
- Plants, trees, mosses, lichens.
- Weather prediction and study of clouds.
- Astronomy: stars and constellations.

- First-aid and evacuation of an injured person.
- Use of ax, saw and knife.
- Building a fire and fire pit. Fire safety.
- Hygiene while camping in the wilderness, personal care, care of material and environment.
- Mammals, birds, fish, and fishing techniques.
- Diet and nutrition during an expedition.
- Story, tales and legends.
- Loading of canoes, portages of canoes and packs.
- Orienteering, maps, compass.
- Medicine wheel and sun dials
- Ice breakers, initiative tasks
- Themes of your choice related to the content of the course. (Will need to be approved).

Report on the experience

This paper shall look back at the whole experience you lived through during the Course. This typed double spaced 5-7 pages assignment shall be handed in at the general meeting to be held on Thursday September 23 at 5:30 PM, in MNT 225. Each personal report shall reflect on and analyze your personal and group experiences while paddling down the DuMoine River. It shall also include comments and recommendation on the content of the course and on the way the course was experienced. Moreover, here with some clues that might help you to write this paper. You don't have to follow them.

- What psychological, sociological, physical, philosophical, cultural, and or personal learnings have you done during this experience?
- Do you believe that this experience will facilitate the adoption of these kinds of leisure activities for your own present and future needs? Why?
- What did you realise or learn about these means of practicing or promoting regular physical activity?
- Do you believe that outdoor activities are more suitable for individual experiences, or within a small group of friends, or should be part of school experiences? Why?
- Is there any activity or precise moment during the camp that was inspiring to your personal feeling that you would like to share.

N.B. At this meeting, you will have to make a 1 to 2 minute presentation on a personal subject of your choice related to the experience.

Appendix 4

Winter OE Course Outline for 1979/1980

University of Ottawa

Department of Physical Education

Faculty of Health Sciences

PEP 3092

Outdoor Education: Winter SessionI. General Information:

Course number: PEP 3092

Course title: Outdoor Education: Winter Session

Number of credits: Four (4) credits (extra fees to register)

Language of teaching: French and English (Bilingual)

Time offered: Normally offered at the University of Ottawa Camp, Gracefield, P.Q., during the study week in February. Moreover, the student must be free for one weekend to be spent at the Camp, two weeks prior to the study break. Finally attendance at a minimum of two meetings, one in November and one in January, is compulsory.

References:

- Rutstrum, Calvin. Paradise Below Zero. New York: Collier Books, 1968.
- Osgood, William and Leslie Hurley. The Snowshoe Book; Brattleboro, Vermont; The Stephen Greene Press, 1971.
- Osgood, William et Leslie Hurley. La Raquette. Montréal; Les Editions de l'Homme, 1974.
- Angier, Vena and Bradford. At Home in the Woods. New York; Collier Books, 1951.

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II. Purpose of the course:

This course is oriented towards the discovery of the educational potential of life in a group atmosphere of a Winter camp. The major course emphasis is learning to use and to teach the use of the environment in the Winter season.

This course is designed as a series of experiences to help everyone discover and develop their personal fundamental values.

III. General Course Objectives:

To give the student an opportunity to resolve problems instead of having the solutions given to him, thus enabling him to show his capacities of leadership, sociability, ingenuity.

To learn to recognize and to favor one's own individual strengths and limits in the group situation of a winter camp and in times of isolation.

To develop an appreciation of nature's aesthetic qualities and adopt an appropriate attitude and behavior.

To give the student an opportunity to organize and lead individuals in a group situation.

To develop through a technical and recreative approach, an affective appreciation of the Winter surrounding.

Sensitization and introduction to outdoor activities such as: orienteering, snowshoeing, cross-country skiing, camping, sensory awareness..., permitting an easier handling of nature by the student.

Place students in situations of challenge, vertigo, stress, and guided adventures to discover one's self.

To sensitize student to the ecological milieu and to the use and teaching of the basic principles of conservation and the use of the environment.

3.

IV. Specific Objectives of Course:

This course will enable the students to learn, to live and to practice some specific activities such as:

- Winterizing a Camp
- Build a snow house and to live in it
- To travel on cross-country skies and on snowshoes on various terrains
- To correctly use a compass and a topographic map
- To experience a 3½ day snowshoeing expedition
- To experience a 24 hours cross-country ski trio
- To collectively realize an art project and another one of a pedagogical orientation
- To work in committees
- To effectively master in safety the various techniques related to camping (axe, fire, saw, knife, first-aid, cooking, etc...)
- To develop physical fitness

V. Course Content:

A) Activities persuing social integration:

Activities: Welcoming, photography, meals, get together, social gathering.

Objectives:

- Student integration to life within small and large groups.
- Develop acquaintanceship with site.
- To encourage by games, songs, dances, etc. the expression of feelings, the feeling of ease, and the discovery of self and others.
- Establish a group spirit.
- Staff-student integration.

4.

- Introduce responsibilities of collective activities by which students will share experiences, knowledge, opinions and demonstrate their artistical talents and/or their leadership. These activities should favour relaxation and entertainment in a less formal way.

B) Orienteering:

The students will be placed in learning situations which will introduce the study and understanding of a compass, reading a map, and the practice of orienteering techniques.

Objectives:

The student must be able to determine instantly his exact position on a map when placed in a specific environment. The student will learn different components of orienteering: true north, magnetic north, declination etc. The students will have to complete an orienteering course where he will have to prove his understandings.

C) Expedition:

Activity: The students take part in an expedition of 3½ days. Divided in groups of 10 students, they travel along a course of approximately 15 to 20 miles.

Objectives: The students will have to do the following tasks:

1) Immediate Preparation

Allotment and distribution of equipment and food.
Specific responsibilities division.
Course's description and analysis.
Remittance of course's copy to the people staying at the camp.

2) Final Preparation (Packing)

Distribution of foods and personal equipment in the packsacks.
Last verification of the material

5.

3) Expedition

- Experiencing the techniques learned in the workshops.
- Integration of various activities dealing with creativity, initiative, adaptation to natural environment and especially to life in a small group.
- Sharing different tasks around the camp ground, to facilitate an enjoyable and instructive collective trip.
- Sharing personal knowledges and experiences.
- Favour the appreciation of the various forms of nature on an aesthetic point of view.
- Use of various "problem-solving" methods to get to know everyone's character.
- Trip's evaluation on quality and quantity of experiences. This evaluation is an integral part of the trip and is done in a continuous way.

4) Trip's return

Clearing, inventorying, and housing of equipment.

D) Workshops

Axes, tents, saws, first-aid, fires, natural foods, shelters.

Objectives:

Discovery, learning and handling of the above. (Safety and maintenance)

Introduction to survival.

E) Cross country skiing and snowshoeing

Students will experience varied learning situations where they will be able to snowshoe or cross-country ski, efficiently and securely, while touring.

Objectives:

- Enable student appreciation of old and new ways of transportation, during planned exercises or touring in group expeditions

6.

- to initiate students to the various types and models of snowshoes and cross-country skis, their fabrication, their use and their maintenance.

F) The Snow house:

Activity: The students will have to build and live in a snow house.

Objectives:

- To overcome the apprehensions and prejudices surrounding the feeling of isolation and the climatic elements such as the cold, snow, wind...
- To initiate the students to the relevant techniques in building a snow house.

G) Trio:

Activity: The students will have to choose a precise site within a 10 mile radius from the base camp and live in groups of three during a 24 hr. period. The building of a shelter or snow house will be necessary at the chosen camping site.

Objectives:

- To favor resourcefulness, creativity and practice some survival techniques
- To favor social integration within a small group
- To enable students to express leadership qualities, to take on responsibilities and to master certain survival techniques learned during the camp.

H) Projects:

Activity: Each student will have the responsibility of:

- a) working in a group committee responsible for the service and maintenance of the camp
- b) planning and organizing by groups a snow sculpture
- c) a reading project and a formal written essay.

7.

Objectives:

- To enable students to express their knowledge and to put in value their creativity in conjunction with nature.
- To service tangibly and disinterestingly the camp community.
- To value the immediate camp installations in order that students benefit totally in terms of quality of these installations and facilities.
- Elaboration, planification and realization of choosen activities in relationship with the collective use and the learning possibilities they can offer the student.
- To develop a self-consciousness towards the service exchanges that could benefit all participating students.
- To maintain the physical condition by participating in activities involving real and intense physical efforts.
- To favor creativity and development of the artistic taste.
- To enable students to expose the results of their readings and research on a specific subject related to winter outdoor activities.
- In the present or in the future, get the group to realize the value of services exchange for the sake of giving everybody the chance to benefit from these services.
- Every participant experiences the possibility of improving his physical fitness by projects that require real physical efforts.

VI. Course Evaluation:

Continuous evaluation is adopted by the instructors. The student is also invited to participate in his own evaluation.

Meetings are regularly held after each of the activities (trip, trio, etc.), where the professors evaluate the adaptation and performance of each student and also the quality

8.

of the activity. At the end of the session, a face to face meeting is held with each of the student where the "good" and "weak" points of the individuals are discussed. A final mark is then given.

The evaluation of each of the student is normally done by the group of instructors. Because of the nature of the course, this evaluation is global and subjective. This evaluation is mainly based on the following points:

- Feel at ease in a natural environment during the Winter
- Demonstration of technical knowledge: snowshoeing, skiing, living in cold environment, orientation, etc.
- Feel at ease in participating in a group's life.
- Quality and potential of everyone's leadership, judgment, spontaneity.
- Quality of elaboration and presentation of individuals and group projects.

To obtain a more detailed evaluation, one has to consult the general and specific objectives of the course.

At the end of the course, the students are invited to give their opinions about the experience they lived, by answering a questionnaire. At the end, when the course is over, the teaching staff evaluates the total learning experience and will make the appropriate recommendations, in order to improve the outdoor education program and more precisely the course PEP 3092: Outdoor Education: Winter session.

VII. Teaching Approach:

Various methods of teaching are used for that particular course. The instructors choose the appropriate method or pedagogical approach compatible with the pursuit of certain goals or objectives. Depending on the specific situation, the teaching behavior is chosen either according to the acquisition and learning of specific motor skills, the group behavior, or the discovery of its own potential as a participant or instructor in training or many other factors. Therefore, the instructors will show flexibility and call upon a great variety of teaching styles in order to meet the particularities of a specific situation and/or the student's own objectives and/or all other factors they want to consider.

9.

There is group, individual, or small group teaching given by an individual or a team of instructors. Sometimes, the participant is associated to the teaching process itself when asked to give small portions of the program.

On occasions, the participant is faced with a "direct" mode of teaching; at other times, and according to the specific moment, the student is put into an "open" situation where he may experiment, discover etc. under the supervision of the teaching personnel. It is generally accepted that some specific activities can be taught through a direct approach without problems. Some other activities cannot achieve their objectives but being given thought on indirect or problem solving approach. (Decision-making, creativity, problem-solving, leadership etc.).

It is expected from the student to react positively to the various teaching/learning situations. Patience, determination, willingness are some expected qualities that may allow the participant to reach a higher level of understanding of his own capacities and limits.

The teaching staff is in direct contact with the student for more than 16 hrs a day and therefore must balance its teaching interventions. He also must use efficient communication techniques and allow the students to give feedback, show their own knowledge, attitudes and capacities. During the whole session, opportunities are provided, formally and informally, for the purpose of discussions, exchanges of ideas, question periods, etc. Evaluation procedures are expected to be congruent with the teaching methods used in the course.

VIII. Learning Progression:

The scheduled activities are so organized in order that they make the student progressively aware of his own problems and weaknesses. The program also provides opportunities to allow students to compensate, learn, and finally control or master all of the motor, social or other behaviors that he has set for himself as objectives.

First, acting within a group, the participant will gradually have to rely on himself to solve problems even when surrounded by other people.

10.

An introduction to every activity may motivate the participant so that he wants to learn and know more about it. It is intended to respect the learning rate of the students and allow them to set their own performance objectives beyond or different from the ones that are set for the whole group. The teaching-learning progression should allow for individual differences. The experience and the discovery method will be emphasized (Learning by doing). It is where the "global" or "whole" approach is generally used. A special emphasis is given to the SAFETY aspect of the program.

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PEP-3092

Outdoor Education (Winter) - Education au plein air (hiver)

Liste d'effets personnelsList of Personal Articles

A) OBLIGATOIRES

- Boussole (sylva: polaris)
- Sac de couchage d'hiver
- Toile de fond ou plastique (au moins 10'x12').
- Couteau de poche
- Pelle (lère fin de semaine)
- 4 sacs de plastique vert à déchet
- Vêtements chauds
- Mocassins
- Skis de fond, bottes, poles

B) RECOMMANDES

- Un havre-sac avec armatures
- Sous-vêtements d'hiver (2 paires)
- Gilets "turtle neck"
- Jacket de ski
- Bottines d'hiver (genre ski-doo)
- Chandails épais et léger
- Pantalon de laine, "jeans", cordée
- "Warm-ups"
- Coupe-vent
- Pyjama
- Chaussettes de laine (6-8 paires)
- Tuque, gants, foulard, mitaines de laine et de cuir
- Un imperméable
- Lampe de poche
- Matelas unicellulaire ou à air
- Raquette

C) FACULTATIF

- Articles de toilette
- Crayon, papier, etc...
- Camera et films
- Instrument de musique
- Quelque chose de comique

A) COMPULSORY

- Compass (Sylva: Polaris)
- Winter sleeping bag
- Ground sheet or plastic sheeting (at least 10'x12')
- Pocket knife
- Shovel (first weekend)
- 4 green plastic garbage bags
- Warm clothes
- Pair of mukluks
- Cross-country skis, boots, poles

B) RECOMMENDED

- One frame packsack
- Long underwear (2 pairs)
- Turtle-neck jerseys
- Ski jacket
- Winter boots (ski-doc model)
- Sweaters, heavy and light
- Jeans, corduroy or woolen pants
- "Warm-ups"
- Windbreaker
- Pyjamas
- Wool socks (6-8 pairs)
- Tuque, gloves, scarf, wool and leather mittens
- One raincoat
- Flashlight
- Insolite pad or air mat
- Snow shoes

C) DESIRABLE

- Toilet articles
- Paper, pencils, etc...
- Camera and films
- Musical instrument
- Something funny

Appendix 5
Winter OE Course Outline for 1998

University of Ottawa
Faculty of Health Sciences

School of Human Kinetics

APA 3092

Outdoor Education: Winter Session

General Information:

Course number:	APA 3092
Course title:	Outdoor Education: Winter Session
Number of credits:	Four (4) credits (extra fees to register)
Language of teaching:	French and English (Bilingual)
Time offered:	Normally offered during the study week in February. Attendance at meetings, in November, January, February and March is compulsory.
References:	Rutstrum, Calvin. <u>Paradise Below Zero</u> . New York: Collier Books, 1968.

Purpose of the course:

This course is oriented towards the discovery of the educational potential of life in a group atmosphere of a Winter camp. The major course emphasis is learning to use and to teach the use of the environment in the Winter season. This course is designed as a series of experiences to help everyone discover and develop their personal fundamental values.

General Course Objectives:

To give the student an opportunity to resolve problems instead of having the solutions given to him, thus enabling him to show his capacities of leadership, sociability, ingeniousness.
To learn to recognize and to favor one's own individual strengths and limits in a group situation of a winter camp and in times of isolation.
To develop an appreciation of nature's aesthetic qualities and to adopt an appropriate attitude and behavior.
To give the student an opportunity to organize and lead individuals in a group situation.
To develop through a technical and recreative approach, an affective appreciation of the Winter surrounding.
Sensitization and introduction to outdoor activities such as: orienteering, snowshoeing, cross country skiing, camping, sensory awareness..., permitting an easier handling of nature by the student.
To place students in situations of challenge, vertigo, stress, and guided adventures to discover one's self.
To sensitize student to the ecological milieu and to the use and teaching of the basic principles of conservation and the use of the environment.

Specifics objectives of the course:

This course will enable the students to learn, to live and to practice some specific activities such as:

- To Build a snow house and to live in it
- To travel on cross-country skies and on snowshoes on various terrains
- To correctly use a compass and a topographic map
- To experience a 3 1/2 day snowshoeing expedition
- To experience a 30 hours cross-country ski trio

- To work in committees
- To effectively master in safety the various techniques related to camping (axe, fire, saw, knife, first-aid, cooking, etc...)
- To develop physical fitness.

Content and activities of the course:

Orienteering:

The students will be placed in learning situations which will introduce the study and understanding of a compass, reading a map, and the practice of orienteering techniques.

Objectives:

The student must be able to determine instantly his exact position on a map when placed in a specific environment. The student will learn different components of orienteering: true north, magnetic north, declination etc. The students will have to complete an orienteering course where he will have to prove his understandings.

Expedition:

Activity:

The students stake part in an expedition of 3 1/2 days. Divided in groups of 10 students, they travel approximately 30 km

Objectives: The students will have to do the following tasks:

1) Immediate Preparation

Allotment and distribution of equipment and food. Specific responsibilities.

2) Final Preparation (Packing)

Distribution of foods and personal equipment in the packsacks.

Last verification of the material

3) Expedition

-Experiencing the techniques learned in the workshops.

-Integration of various activities dealing with creativity, initiative, adaptation to natural environment and especially to life in a small group.

-Sharing different tasks around the camp ground, to facilitate an enjoyable and instructive collective trip.

-Sharing personal knowledges and experiences.

-Favour the appreciation of the various forms of nature on an aesthetic point of view.

-Use of various "problem-solving" methods to get to know everyone's character.

-Trip's evaluation on quality and quantity of experiences. This evaluation is an integral part of the trip and is done in a continuous way.

4) After the trip

Cleaning, inventorying, and housing of equipment.

Workshops

Activity: Axes, tents, saws, first-aid, fires, shelters.

Objectives:

Discovery, learning and handling of the above. (Safety and maintenance).

Introduction to survival.

Cross country skiing and snowshoeing

Students will experience varied learning situations where they will be able to snowshoe or cross-country ski, efficiently and securely, while touring.

Objectives:

-Enable student appreciation of old and new ways of transportation, during planned

exercises or touring in group expeditions.

-to initiate students to the various types and models of snowshoes and cross-country skis, their fabrication, their use and their maintenance.

The Snow House:

Activity: The students will have to build and live in a snow house.

Objectives:

-To overcome the apprehensions and prejudices surrounding the feeling of isolation and the climatic elements such as the cold, snow, wind...

-To initiate the students to the relevant techniques in building a snow house.

Trio

Activity:

The students will have to reach a precise site within a 15 km radius from the base camp and live in groups of three during a 30hr. period. The building of a shelter or snow house will be necessary at the choosen camping site.

Objectives:

-To favor resourcefulness, creativity and practice some survival techniques

-To favor social integration within a small group

-To enable students to express leadership qualities, to take on responsibilities and to master certain survival techniques learned during the camp.

Course Evaluation:

Continuous evaluation is adopted by the instructors. Meetings are regularly held after each of the activities (trip, trio, etc...), where the professors evaluate the adaptation and performance of each student and also the quality of the activity. At the end of the session, a face to face meeting is held where comments are given to each participant.

The evaluation is divided in two parts

A) The objective dimension. Total = 50 marks

Reactions/comments on Paradise below zero: 15 marks

Final report on camp: 15 marks

Preparation of a menu for the trio: 10 marks

Attendance to the theory sessions: 10 marks

B) The subjective dimension. Total = 50 marks

Because of the nature of the course, this second part of the evaluation is global and subjective and is mainly based on the following points:

-Feel at ease in a natural environment during the Winter

-Demonstration of technical knowledge: snowshoeing, skiing, living in cold environment, orientation, etc.

-Feel at ease in participating in a group's life.

-Quality and potential of every's leadership, judgment, spontaneity.

At the end of the course, the students are invited to give their opinions about the experience they lived, by answering a questionnaire. At the end, when the course is over, the teaching staff evaluates the total learning experience and make the appropriate recommendations, in order to improve the outdoor education program and more precisely the course APA 3092: Outdoor Education: Winter.

CAMP D'HIVER - WINTER CAMP

EXIGENCES DU COURS - COURSE REQUIREMENTSAPA 3092A. Lecture/Reading

- * Each participant is expected **TO READ**:
The first three chapters of "PARADISE BELOW ZERO" by Calvin Rustrum (the book is on reserve).
 - * and to write a 2-3 page **REACTION REPORT** (not a summary) of the reading, by answering one (or a combination) of the following:
 - What impressed and/or what deceived me most?
 - What did I learn?
 - What conclusions can I draw?
 - * Each participant is expected to have this reaction report typed by the last day of January, and submitted before 5:00 P.M. to my office, Montpetit Hall, room 353.
-

- * Chaque participant/e devra **LIRE**:
 1. **Les trois premiers chapitres de "PARADIS SOUS ZÉRO"** de Calvin Rustrum (le livre est en réserve).
- * et écrire ses **RÉACTIONS** et **COMMENTAIRES** (non pas un résumé) de cette lectures (maximum de 2-3 pages) en répondant à une ou à un ensemble des questions suivantes:
 - Qu'est-ce qui m'a impressionné et/ou déçu le plus?
 - Qu'est-ce que j'ai appris?
 - Quelles conclusions puis-je en tirer?
- * Ce document dactylographié sera remis au plus tard, le dernier jour de janvier, avant 17:00 heures à mon bureau, local 353, Pavillon Montpetit.

B. Rapport sur l'expérience

Ce rapport se veut un retour sur l'expérience que vous avez vécue. Ce document d'environ 5 pages, **dactylographié à double interligne** devra être remis lors de la réunion générale qui aura lieu le lundi, 16 mars 1998, à **17,30 h**, MNT 225. Voici quelques indices qui pourraient vous aider à rédiger votre rapport suite à l'expérience vécue au Camp. Vous n'avez pas à suivre ces indices.

Quels sont les apprentissages que vous avez fait sur les plans cognitif, psychologique, social, physique, philosophique, culturel et personnel?

Qu'avez-vous réalisé ou appris sur ce moyen différent de faire ou de promouvoir l'activité physique régulière?

Croyez-vous que cette expérience facilitera l'adoption de cette forme de loisir pour vos propres besoins actuels et futurs? Pourquoi?

Croyez-vous que les activités hivernales de plein air s'associent mieux à une expérience individuelle avec un petit groupe d'ami (e)s ou à une expérience scolaire de milieu élémentaire ou secondaire?

Existe-t-il des activités ou des moments précis de ce cours qui vous inspirent des sentiments personnels que vous aimeriez partager?

N. B. Lors de la réunion générale, vous devrez faire une présentation orale (une ou deux minutes) sur le Camp d'hiver

B) Report on the experience

This report shall be a look back at the experience you ust lived through during the Winter Camp experience. This paper of approximately 5 pages, **typed double space**, is due on Monday March 16, 1998, and shall be handed in at the general meeting to be held in MNT 225, at **5:30 P.M.** Herewith some clues that could help you in writing that report. You don't have to stick to these clues...

What psychological, sociological, physical, philosophical, cultural and/or personal learnings have you done during that experience?

What did you realize or learn about this mean of practicing or promoting regular physical activity?

Do you believe that winter outdoor activities are more suitable for individual experiences within a small group of friends or for elementary and/or secondary school experiences? Why?

Are there any activities or precise moments during the Camp taht are inspiring to your personal feelings and that you would like to share with us?

N. B. You will have to make a 1 to 2 minutes presentation on the Winter Camp at the general meeting.

APA - 3092

Outdoor Education: Winter

Education au Plein Air: Hiver

LISTE D'EFFETS PERSONNELS

LIST OF PERSONAL ARTICLES

OBLIGATOIRES

- Tasse et bol incassables
- Cuiller et fourchette
- Couteau de poche
- Élastiques avec crochet (4)
- Carte topographique: #31 J 4
- Boussole: (Sylva Polaris 7 NL)
- Sac de couchage d'hiver
- Matelas unicellulaire
- Sous-vêtement en laine
- Bottes d'hiver, genre ski-doo
- Chandails de laine épais
- Pantalons: laine ou cordée
- Bas de laine (8 à 10 paires)
- Tuque et foulard
- Mitaines de laine et de cuir
- Mocassins
- Toile de fond(plastique 10 x 12)
- Sacs verts à déchet (4 ou 5)
- Sacs de lait vides (20)
- Pelle
- Skis de fond, bottes, bâtons
- Havre-sac avec armature
- Petit sac à dos de jour
- Alumettes à l'épreuve de l'eau

RECOMMANDÉS

- Raquette à neige
- Imperméable
- Lampe de poche (petite)
- Piles (batteries) de rechange
- Coupe-vent et Jacket de ski
- "Warm-ups"
- Gilets "turtle neck"
- Guêtres
- Chandelles
- Pyjama & Articles de toilette
- Laine polaire

FACULTATIF

- Caméra et films
- Instrument de musique
- Quelque chose de comique

COMPULSORY

- Unbreakable bowl and cup
- Spoon and fork
- Pocket knife
- Elastic rope with hooks (4)
- Topographic Map: #31 J 4
- Compass: (Sylva Polaris 7 NL)
- Winter sleeping bag
- Insulate pad or mat
- Long underwear (wool)
- Winter boots (skidoo type)
- Heavy wool sweaters
- Pants: wool or corduroy
- Wool socks (8 to 10 pairs)
- Tuque and scarf
- Wool and leather mittens
- Moccasin (Mutluks)
- Ground sheet (plastic 10' x 12')
- Green garbage bags (4 or 5)
- Empty milk bags (10)
- Shovel
- Cross-country skis, boots + poles
- Frame packsac
- Little day pack
- Waterproof matches

RECOMMENDED

- Snowshoes
- Raincoat
- Flashlight (small)
- Extra batteries
- Windbreaker and Ski Jacket
- Warm-ups
- Turtle-neck jerseys
- Gaiters
- Candles
- Pyjama - & Toilet articles
- Polar fleece

DESIRABLE

- Camera and films
- Musical instrument
- Something funny

Appendix 6

Example of a Recruitment Notice

10 July 2011

Dear University of Ottawa Alumnus,

As a graduate student in the School of Human Kinetics at the University of Ottawa, I am conducting my Masters thesis on the topic of the Perceived Life Significance of a University Outdoor Education Course among University of Ottawa Alumni. Specifically, my thesis is focused on the long-term impacts of participation in the Outdoor Education I (Summer) (APA 2091) and/or the Outdoor Education II (Winter) (APA 3092) courses. Because you were enrolled in one of the aforementioned Outdoor Education courses, I am writing to invite you to participate in this research study.

If you would like to participate in this study, or if you would like additional details, you may contact me by phone at _____ or by email at _____.

Thank you for your consideration.

Sincerely,

Jennifer Wigglesworth, M.A. candidate

Appendix 7

Qualitative In-Depth Interview Schedule

1. Do you recall:

- a) What year you took the Summer OE course? (If don't know, ask years he or she was an undergraduate student at University of Ottawa)
- b) Your age when you took the course?
- c) Where the OE course was located?
- d) The length of the OE course?
- e) Names of the instructors of the course?
- f) Did you also take the University of Ottawa Winter Outdoor Education Course?
- g) Whether you participated in any OE courses or programs prior to the University of Ottawa OE course?
 - how many? length of course/programs?
- h) Whether you participated in any OE courses or programs after the University of Ottawa OE course?
 - how many? length of course/programs?
- i) Do you currently work in a field related to OE?
- j) The main components of the Summer OE course?

For the remainder of the interview, please answer the questions based on your experience in the SUMMER Outdoor Education course.

2. Why did you decide to enroll in the University of Ottawa Summer OE course?

- Were there any other reasons?

3. If a current University of Ottawa student contacted you to ask you if you thought going on the course would be a valuable experience, what would you tell him/her? Please explain.
4. What do you consider to have been your most significant experiences during the course? What made them significant? Please explain.
 - Can you think of another significant experience from the OE course? Please explain (repeat question until no further answers)
5. Has your opinion of what the OE course meant to you changed or remained the same since completing the course? Please explain.
6. Has the fact that you went on the OE course made a difference in your life in any way? Please explain why you think it has or has not.
 - Can you think of another way the course made a difference in your life? Please explain. (Repeat until no further answers)
 - Did the course make a difference in your work life? Please explain
 - Did the course make a difference in your family life? Please explain
 - Did the course make a difference in your leisure and recreation? Please explain
 - Did the course make a difference in your lifestyle? Please explain
7. What was the long term impact of the OE course on your ability to understand yourself?
8. What was the long term impact of the OE course on your ability to relate to other people?
9. What was the long term impact of the OE course on your ability to relate to the environment?

10. Were there any negative experiences during the OE course? What was the impact of these experiences on your life? Please explain.
 - a. Were there other negative experiences? Please explain.
11. Now looking at the photographs you have brought, is there anything else that you would like to say about your OE experience that you think is important?
12. Did you also take the winter OE course? If so, was the life impact similar or different than the summer course? Please explain.
13. Do you still keep in touch with, or know any other students who took the OE course with you? Could you please send the recruitment notice to them?

Appendix 8

Quantitative Survey Questionnaire

Perceived Life Significance of the University of Ottawa Outdoor Education Course

If you only took the summer course please complete Parts A and C. If you only took the winter course please complete Parts B and C. If you took both the summer and winter courses please complete all parts of the survey.

Page #1

☰ PART A: SUMMER OUTDOOR EDUCATION COURSE

1. Summer Course Background Information. If you completed the University of Ottawa Summer Outdoor Education course please complete the following: (If you did not take the University of Ottawa Summer Outdoor Education course proceed to Part B, Page 8, Question 1).

A. Course Year.

(Please indicate the year you took the summer course)

A

- If you cannot recall the year, what years were you an undergraduate student at the University of Ottawa?

☰ B. Course Location.

(Please indicate where the summer course was located)

University of Ottawa Camp (Lac Petit Poisson Blanc, Lac Heney, QC)

Other (specify) _____

A. C. Course length.

(Please indicate the length of the summer course in days)

A. D. Age when you took the summer course.

(Please indicate your age in years)

PART A: SUMMER OUTDOOR EDUCATION COURSE

5. Summer Course Components (continued from previous page)

Please evaluate on a scale of 1= strongly disagree, 2= disagree, 3= disagree somewhat, 4= neutral, 5= agree somewhat, 6= agree, and 7= strongly agree whether the following components of the Summer Outdoor Education Course contributed to it being a significant life experience for you. If a component was not included in your course year, please select the box labeled “8. Not applicable.”

	1. Strongly Disagree	2. Disagree	3. Disagree Somewhat	4. Neutral	5. Agree Somewhat	6. Agree	7. Strongly Agree	8. NOT APPLICA BLE
Leadership activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rock climbing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jog and dip (marathon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conservation/ecological activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity awareness (environmental and self-discovery)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Night hike (Mount Barbu)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (1) (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (2) (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please specify Other 1 and Other 2:

Other (1) _____

Other (2) _____

 **PART B: WINTER OUTDOOR EDUCATION COURSE**


1. Winter Course Background Information. If you completed the University of Ottawa Winter Outdoor Education course please complete the following: (If you did not take the Winter Outdoor Education Course proceed to Part C, Page 14, Question 1).

 A. Course Year.

(Please indicate the year you took the winter course)




- If you cannot recall the year, what years were you an undergraduate student at the University of Ottawa?

 B. Course Location


(Please indicate where the winter course was located)

University of Ottawa Camp (Lac Petit Poisson Blanc, Lac Heney, QC)

Other (specify) _____

 C. Course length.

(Please indicate the length of the winter course in days)

 D. Age when you took the winter course.

(Please indicate your age in years)

PART B: WINTER OUTDOOR EDUCATION COURSE

5. Winter Course Components

Please evaluate on a scale of 1= strongly disagree, 2= disagree, 3= disagree somewhat, 4= neutral, 5= agree somewhat, 6= agree, and 7= strongly agree whether the following components of the Winter Outdoor Education Course contributed to it being a significant life experience for you. If a component was not included in your course year, please select the box labeled “8. Not applicable.”

	1. Strongly Disagree	2. Disagree	3. Disagree Somewhat	4. Neutral	5. Agree Somewhat	6. Agree	7. Strongly Agree	8. NOT APPLICA BLE
Winter camping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snowshoeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross country skiing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orienteering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group expedition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campcraft workshops (e.g. shelter building)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snowhouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The trio (24 hours)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (1) (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (2) (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please specify Other 1 and Other 2:

Other (1) _____

Other (2) _____

PART C: DEMOGRAPHIC AND OTHER INFORMATION

1. **PRIOR TO** going on the University of Ottawa summer and/or winter Outdoor Education course, had you participated in ...
(Please check)

	Yes	No
Summer camps	<input type="checkbox"/>	<input type="checkbox"/>
School or other outdoor education programs	<input type="checkbox"/>	<input type="checkbox"/>

If yes, how many did you participate in?
(Please check)

	<5	5 - 10	> 10
Summer camps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School or other outdoor education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If yes, what was their average length?
(Please check)

	<1 week	1 - 2 weeks	> 2 weeks
Summer camps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School or other outdoor education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART C: DEMOGRAPHIC AND OTHER INFORMATION

2. **FOLLOWING** the University of Ottawa summer and/or winter Outdoor Education course, have you participated in ...
(Please check)

	Yes	No
Summer camps	<input type="checkbox"/>	<input type="checkbox"/>
School or other outdoor education programs	<input type="checkbox"/>	<input type="checkbox"/>

If yes, how many did you participate in?
(Please check)

	<5	5 - 10	> 10
Summer camps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School or other outdoor education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If yes, what was their average length?
(Please check)

	<1 week	1 - 2 weeks	> 2 weeks
Summer camps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School or other outdoor education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART C: DEMOGRAPHIC AND OTHER INFORMATION 3. Sex.

(Please check)

- Female
 Male

 4. Current age.

(Please check your age range)

- 20-29
 30-39
 40-49
 50-59
 60-69
 70 years or older

 5. Highest Level of Education Achieved.

(Please check)

- Some university or college
 College graduate
 University graduate
 Some graduate school
 Graduate degree completed

 6. Current Occupation.

(Please indicate your occupation)

 7. Current Income.

(Please check the appropriate category)

- \$0-\$24 999
 \$25 000 - \$49 999
 \$50 000 - \$74 999
 \$75 000 - \$99 999
 \$100 000 +

 8. Marital Status.

(Please check the appropriate category)

- Married
 Widowed
 Common law
 Separated/Divorced
 Never married

In order to ensure the anonymity of this survey, once you click 'submit' below, you will be directed to another survey. On that page you can enter your name in a draw to receive a gift certificate and also indicate whether or not you would like to receive a copy of the survey results.