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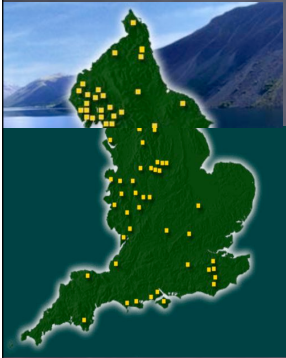
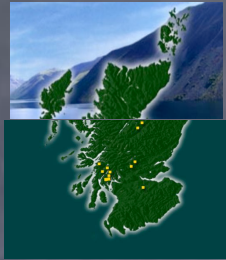
Historical Antecedents of and Contemporary Influences on Adventure Education - Friluftsliv in the UK and Norway



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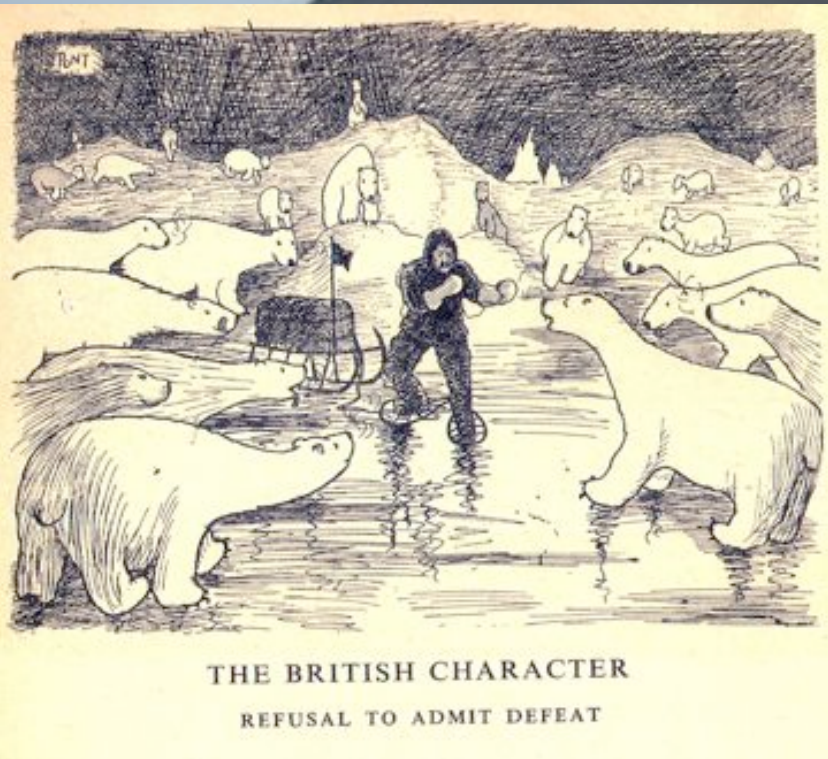
The detached syndrome

Fridtjof Nansen, 1921...]In the wilderness, in the loneliness of the forest, with a view towards the mountains and a distance from glamor and confusion – this is where personalities are formed. (Reed, P. & Rothenberg, D. (1992) p.162)

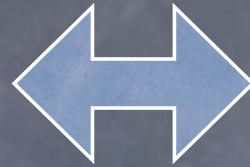


The communal syndrome

Robert Baden Powell, 1915: The war is showing the effect of this teaching. Our gallant fellows at the front are carrying their football training into practice on the battlefield. They are playing the game in all conscience! Rosenthal, M. (1986) p.293



UK?



Norway?





PSD?

in relation to self:

develop self-knowledge
develop self-confidence
develop self-discipline
accept responsibility

•in relation to others:

share leadership
plan activities
communicate effectively
set an example source: DES (1975)

• *“In summary, the aims of adventure education are relatively clear: teamwork, communication, risk taking, leadership, personal growth, and morality.”* Wurdinger, S.D. (1997) p.80

Contested field



classical paradigm

- Plato' focus on morality,
- educational belief in risk or uncertainty of outcome proposed by Hahn
- the focus on interaction of human seen in Carl Rogers theories on developing conflict resolution skills in encounter groups
- concept of Maslow on personal growth and self-actualization

generative paradigm

- oblivious to areas including human-nature relations
- criticism of 'development by challenge' philosophy
- need to encompass ecological, ecopsychological, social and cultural perspectives of outdoor education

Research questions

- What are the historical antecedents of ‘adventure education’ / ‘Friluftsliv med hensikt’ in the UK and Norway?
- What are the contemporary trends on the development of ‘adventure education’ / ‘Friluftsliv med hensikt’ in the UK and Norway?
 - What is the relationship between traditional and contemporary global factors and accordingly the degree of its impact to the sector?

Research Design

- interpretative comparative education research methodology
- method PART I: Historical analysis: Fusion of interpretative hermeneutic approach and content analysis to documentary research utilising primary and secondary data
- methods PART II: qualitative interviewing through semi-structured interviews

Comparative education research

- [...“educational laboratory”, wherein ethnocentric assumptions may be identified and challenged by the existence of alternative practices...”]
Osborn, 2004, p.268
- “elicits a phenomenon that is far more variable and socially constructed than perceived as a national experience in single case studies” (Hantrais, 1996, p. 10)
- “investigation of recurring patterns of “contemporary events” influencing the field anew (Kelly (1992) p. 18).

Universalism versus Isolationism

- *universalist stance*: looking at ‘stones from other mountains’ that may serve to inspire one’s national context.

- *isolationist stance*: “We cannot wander at pleasure among the education systems of the world, like a child strolling through a garden, and pick off a flower from one bush and some leaves from another, and then expect that if we stick what we have gathered into the soil at home, we shall have a living plant.”

source: (Sadler 1900/1979, p. 4)

Conceptual imbalances

NORWAY

- explicit PSD
- educational act replication of a 'folkish' tradition
- conformation of national and self-identity
- a-theoretical cultural ethos (serendipity)
- deep -ecological stance > critical theory stance

UK

- implicit PSD
- focus of educational act is 'developmental'
- character concept originally adressed at elite segment of society
- OE a 'sector' in the educational landscape
- loss of semantic integrity

Historical analysis

- ④ “...systematic and objective location, evaluation of evidence in order to establish facts and draw conclusions about past events.” Cohen & Manion 1994, p.45
- ④ “Historical research must be the penetrating analysis of a limited problem.” (Cohen & Manion, 2003, p.48)
- ④ “Historical research is concerned with a broad view of the conditions and not necessarily the specifics which bring them about, although such a synthesis is rarely achieved without intense debate or controversy, especially on matters of detail.” (Cohen & Manion, 2003, p.45)

Part I: Historical qualitative analysis

- data has been presented in chronological form in order to identify and analyse the changing cultural context of assumptions, values and practices of adventurous activities.
- conceptually-clustered matrices helped establish a causal network to indicate variables and the relationships between them
- conclusions were drawn from noting recurring patterns, and by relating and linking variables

(Robson, C. 1993, p. 395).

Problems of historical research

- problem defined too broadly
- easy-to find secondary sources of data rather than sufficient primary sources
- inadequate historical criticism
- oversimplification
- overgeneralisation

(source: Best, 1970)

Oversimplification?

Overgeneralisation?

- *“The resultant vacuum negated any urge the British might feel to undertake a physical exploration of their natural environment, but it contributed to the development of an educational rationale which supported the psychological dimension of conquering ‘inner horizons’ despite being denied a physical relationship with nature. This then was the British substitute for the Norwegian rationale that encouraged the ‘outer’ dimension of unconstrained land exploration. “*

Historical findings



NORWAY

UK

19th century

- nativistic self-initiated individualistic journeys into the wilderness

- communal aspect of 'muscular Christianity' and patriotism

Interwar years

- appreciation of socio-pedagogical effects social move towards the fjells

- character remediation properties to alleviate societies' malaise

1950's

- dismissal of 'anthropocentric' Nansen / rediscovery of 'green' Nansen as a postwar cultural hero

- Education Act 1944 helped character concept into a mass movement

1990's

- growing acceptance of Norwegian Friluftsliv's potential for PSD

- further consolidation of PSD, trend to commercialism, trend towards recreational contents

Part II: Qualitative interviews: sampling strategy

- Pre-Interview survey
- ‘educational connoisseurship’ of national discourse (Eisner, 1991)
- “stature and experience” - “balanced perspective of the field”
- peer reputational selection
- employment of questionnaire-survey (lecturing staff; UK n=46, Norway n=73, programme-director, UK n=15, Norway n=12)

Table: Continuums employed through questionnaire

	UK	NORWAY	additional Norwegian remarks
continuum A	involvement/interest in personal social education 1 2 3 4 5 Low (involvement/interest) High	personlig og sosial utvikling 1 2 3 4 5 Lav (grad av involvering/engasjement og interesse) høy	<ul style="list-style-type: none"> mestringsopplevelser social læring relasjonskompetanse samarbeide omsorg ansvar selv-tillit infølingsevne 'pedagogiseret friluftsliv
continuum B	involvement/interest in environmental education 1 2 3 4 5 Low (involvement/interest) High	dyp-økologisk Friluftsliv 1 2 3 4 5 Lav (grad av involvering/engasjement og interesse) høy	<ul style="list-style-type: none"> miljøbevissthet verdiorientering friluftsliv som 'egenver
continuum C	involvement/interest in outdoor activities/skills development 1 2 3 4 5 Low (involvement/interest) High	friluftsliv som aktivitetsfag /aktivitetsfelt 1 2 3 4 5 Lav (grad av involvering/engasjement og interesse) høy	<ul style="list-style-type: none"> ferdighetsutvikling skill-development hard skills outdoor activity

Source: questionnaire, appendix

Response UK

- **my assumption:**
respondents would act not merely in isolation but in concert, “mutually influencing each other in social ecologies”
- confusion amongst respondents
- selfreporting?
- final selection of interviewees

name	score
	I
	III
	IIII IIII II
	IIII II
	IIII III
	IIII III
	IIII III
	IIII
	IIII I
	IIII III
	III
	IIII
	I
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	IIII
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	II
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	I
	I
	IIII
	I
	I
	I
	I
	I
	I
	III
	II
	I
	I
	I

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Thank you!

