

Introduction to 'The Great Outdoors'



BMSH4106

BMSH4106 Week 1

Module Overview

The VLE (Moodle)

Assessments

Weekly Programme

Your Interests and Motivations

Giving meaning to the words

Research for next week!

What are we doing here?



Go to [Menti.com](https://menti.com)



Once into Mentimeter use the code on the screen to access the word cloud.



Why are you studying OAE?

How to access and share information

[Hwb](#)

[Moodle](#)

Turnitin

Assessments

Weekly
Programme

Weekly Programme

Date	Outline Content
29 th September	Module Introduction and Assessments
6th October	Outdoor Adventure Education, past present and future
13th October	Adventure and Youth Development
20th October	Outdoor Adventure for Health and Wellbeing
27th October	Commercial Adventure/Adventure Tourism Tutorial Assessment 1
3rd November	Ethical Issues in Outdoor Adventure Education 9.15am – 11.15am Visit TYF 1pm – 3pm
7th November 2025 Assessment 1 (Essay via Turnitin)	
10th November	Centre Visit: Sealyham OEC 10am - 2pm
17th November	Assessment 2 Tutorial 12pm-1pm
24th November	Visit to Pembrokeshire Coastal Forum 12.30 – 3pm
1st December	Sense of Place: Llansteffan/Preseli's?? (TM)9.15 - 12
8th December	Module Review (GH/TM/EP) Norway Chat.
9th January 2026 – Assessment 2 submission. Presentations Date TBC	

Quiz Time!!



Task: What is Outdoor Adventure Education?

Attempt to define each word in your degree title.

Discuss this with each other and then return in 15 minutes prepared to contribute to a discussion.

What is Outdoor Adventure Education?

- **Outdoor**
 - Simply a place/location
 - Not an inference of value
- **Adventure:**
 - Action/State of mind
 - Latin Adventurus - 'About to arrive'
 - Uncertainty of outcome (Hopkins and Putnam; 1993)
 - A state of mind beginning with uncertainty and ending in satisfaction (Mortlock; 1983)
 - Compelling tasks concerned with interpersonal and intrapersonal relationships. (Priest and Gass; 2005)
- **Education:**
 - A transactive process between an educator and a student (Itin, 1999)
 - According to Dewey education is the reconstruction of experience... at the end of education is growth (Hildreth, 2011)

Evaluating Sources with CRAAP

C Currency - the timeliness of information
When was the information published or posted? Has the information been revised or updated? Is the information current or out of date? Are the links functional?

R Relevance - the importance of the information for your needs
Does the information relate to your topic or answer your question? Who is the intended audience? Is the information at an appropriate level? Have you looked at a variety of sources?

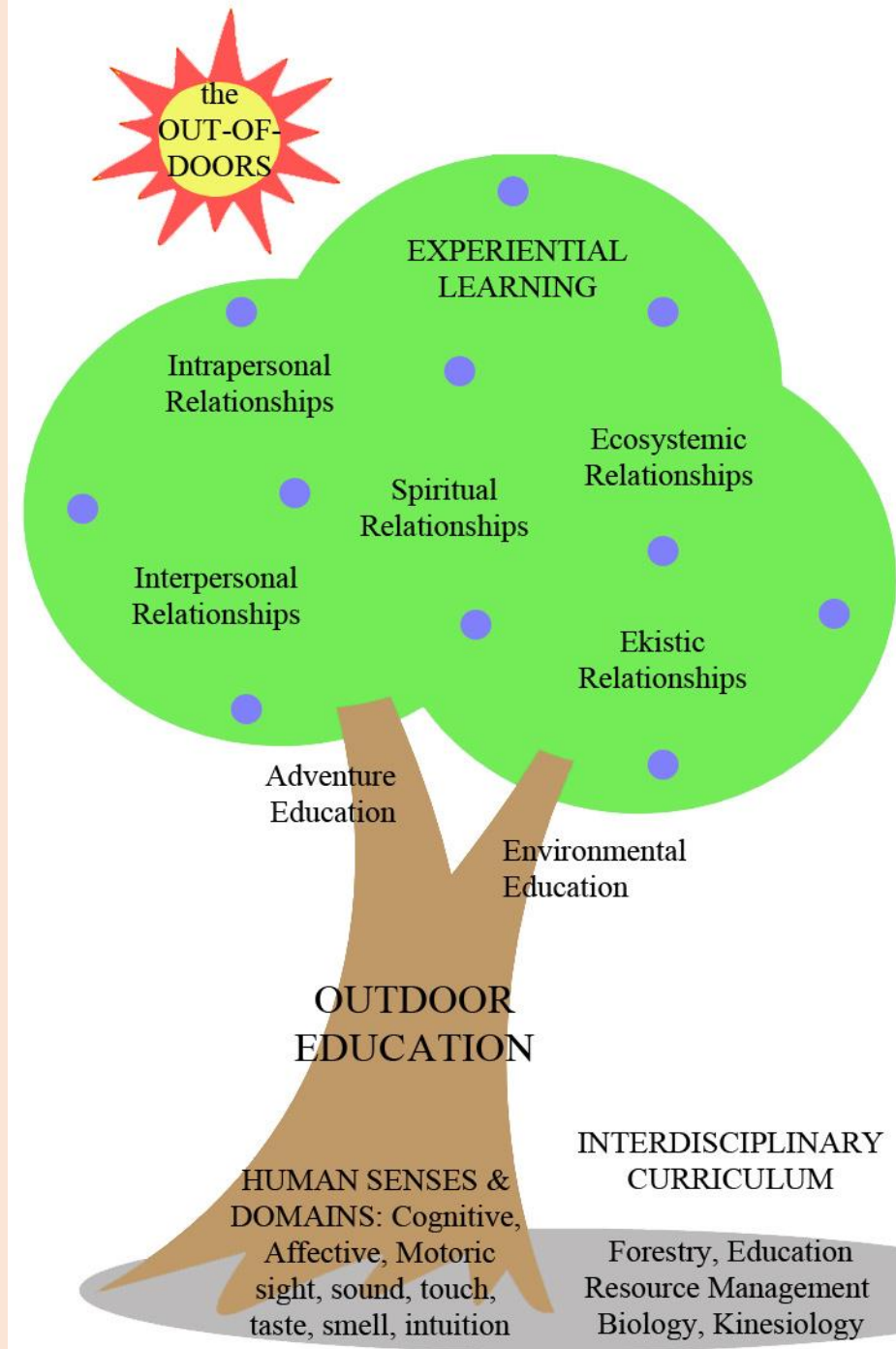
A Authority - the source of the information
Who is the author/ publisher/ source/ sponsor? Are the author's credentials or organisational affiliations given, and what are they? What are the author's qualifications?

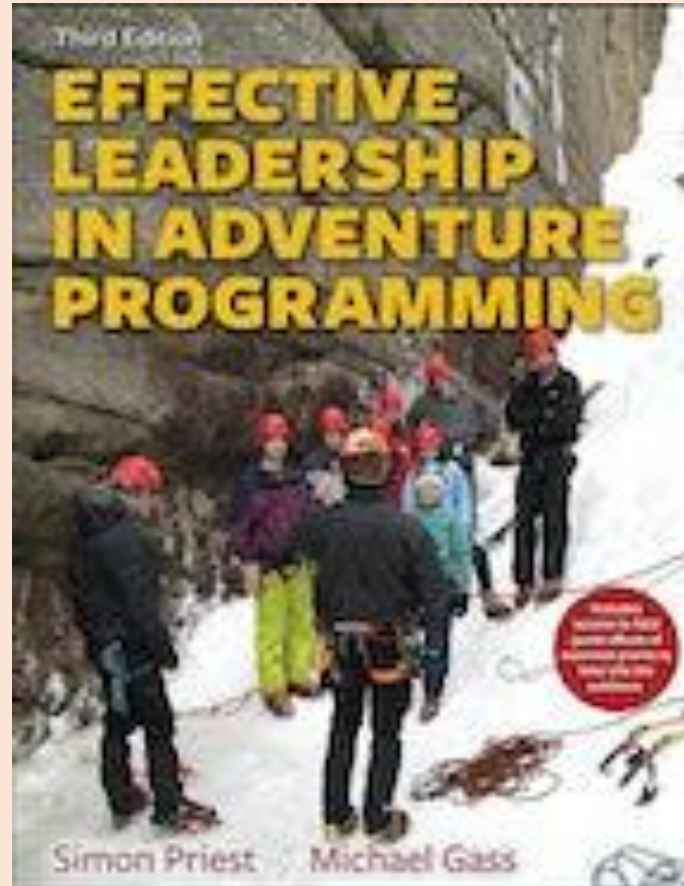
A Accuracy - the reliability, truthfulness, & correctness of the content
Where does the information come from? Is it supported by evidence? Has it been reviewed? Can you verify any of the information in another source? Does the language seem unbiased?

P Purpose - the reason the information exists
What is the purpose of the information? Do the author's sponsors make their intentions clear? Is this information fact/ opinion/ propaganda? Is it objective, impartial & unbiased?

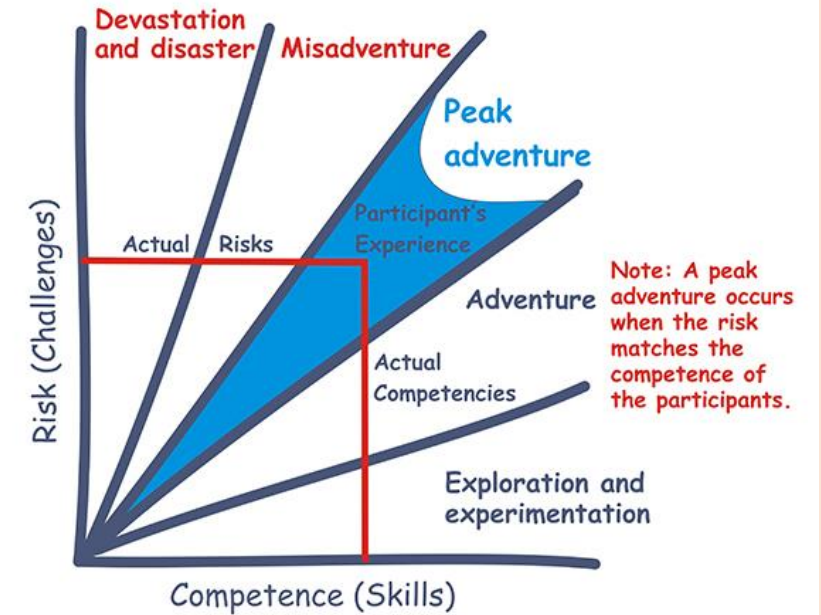


(Priest, 1986)





The Adventure Experience Paradigm



Source: Priest, S., and Gass, M., (1997). *Effective Leadership in adventure programming*. Champaign, Illinois: Human Kinetics.

OUTDOOR EDUCATION

a definition

by **GEORGE W. DONALDSON**
and **LOUISE E. DONALDSON**

Tyler (Texas) Public Schools

OUTDOOR education is education *in, about* and *for* the outdoors. Its guiding principle is that famous statement of L. B. Sharp's: "Those things which can best be taught outdoors should there be taught." Its *raison d'être* is that 20th century people have removed themselves from the land—and both they and the land are worse off for it! Its methodology is as old as mankind—learning by using the senses out where the subject matter exists. Its motivation is fundamental to

The typical biology unit on amphibians offers an excellent example of the relationship of indoor and outdoor teaching. Students can read about and discuss both structure and function of a bullfrog. And this is best done indoors. In a good biology laboratory, the students can go the next step—manipulation of an actual frog. Dissection of the frog is an excellent device in teaching structure. But the frog doesn't function as a frog in the book, the discussion, or the laboratory.



Outdoor education is as simple as a walk like this.

simple as a leisurely walk around the school grounds by a kindergarten teacher and her children. They might look for signs of fall, or of spring. They might investigate a simple plant community. The teacher need not know all about seasonal changes in living things. Nor need she be an ecologist. She just needs curiosity and a bit of good old American ingenuity.

OUTDOOR EDUCATION RESOURCES

There are many fine outdoor edu-

The debate goes on!

Semantic and Definition: Are We on the Same Track?

- The field of outdoor is diverse today as it is complex, and a plethora of terms and definitions exists. The term of adventure education, adventure programming, outdoor learning, outdoor school, adventure therapy, adventure recreation, adventure tourism, expeditionary learning, challenge education, experiential education, environmental education, and wilderness education are widely used in order to refer to a variety of planned activities which organized in an outdoor environment for tremendous of purposes (Neill, 2008). However, there are varieties of the definitions of those terms because of the culture, philosophy and local condition influence conceptualizations, interpretations and local conditions of the understanding of the person (Brookes, 2006).

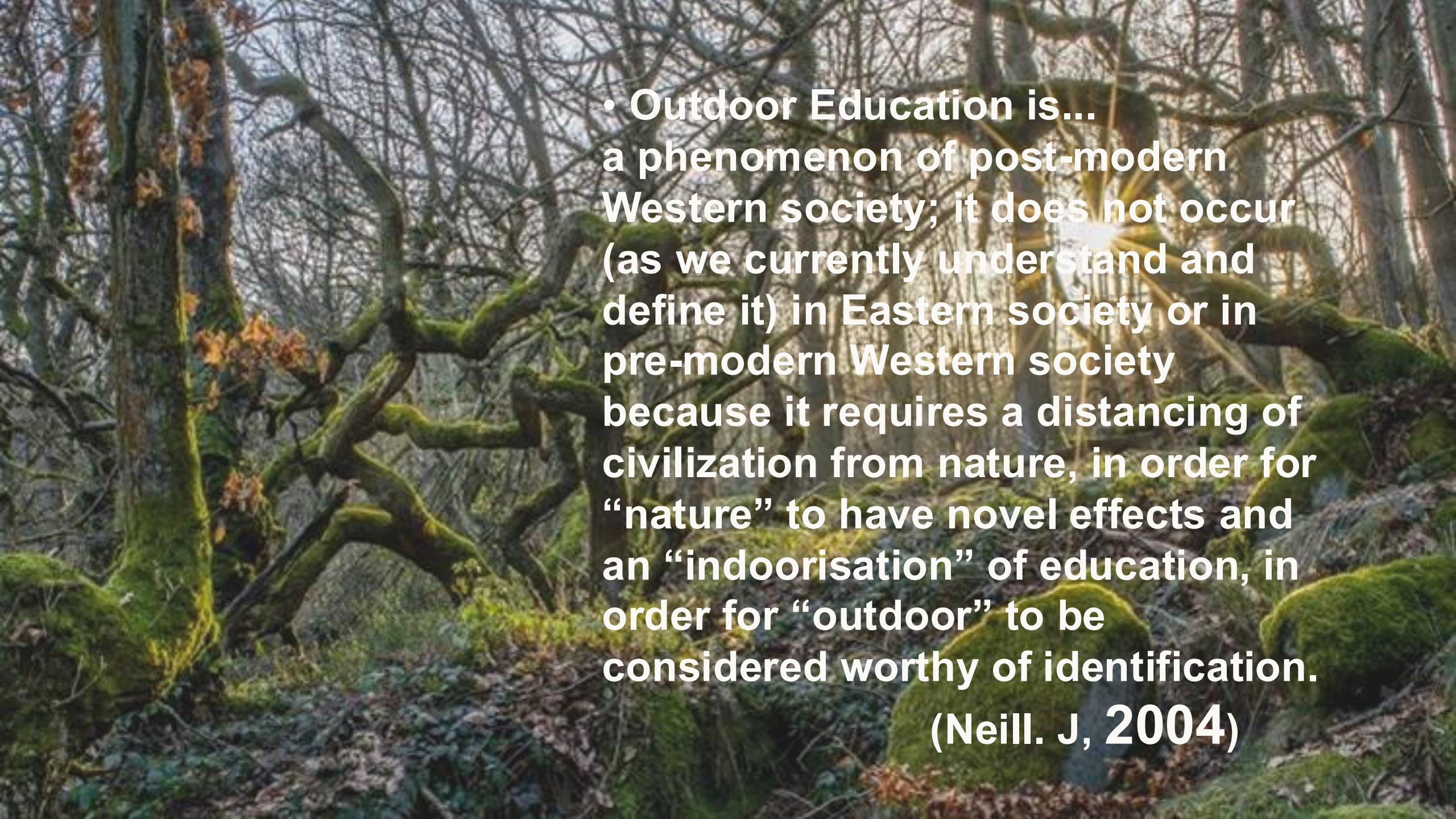
(Yasim et al, 2014)

“an experiential process of learning by doing, which takes place primarily through exposure to the out-of-doors”

(Priest, 1986)

‘Outdoor learning’ is defined by the Institute for Outdoor Learning (IOL, 2021) as:

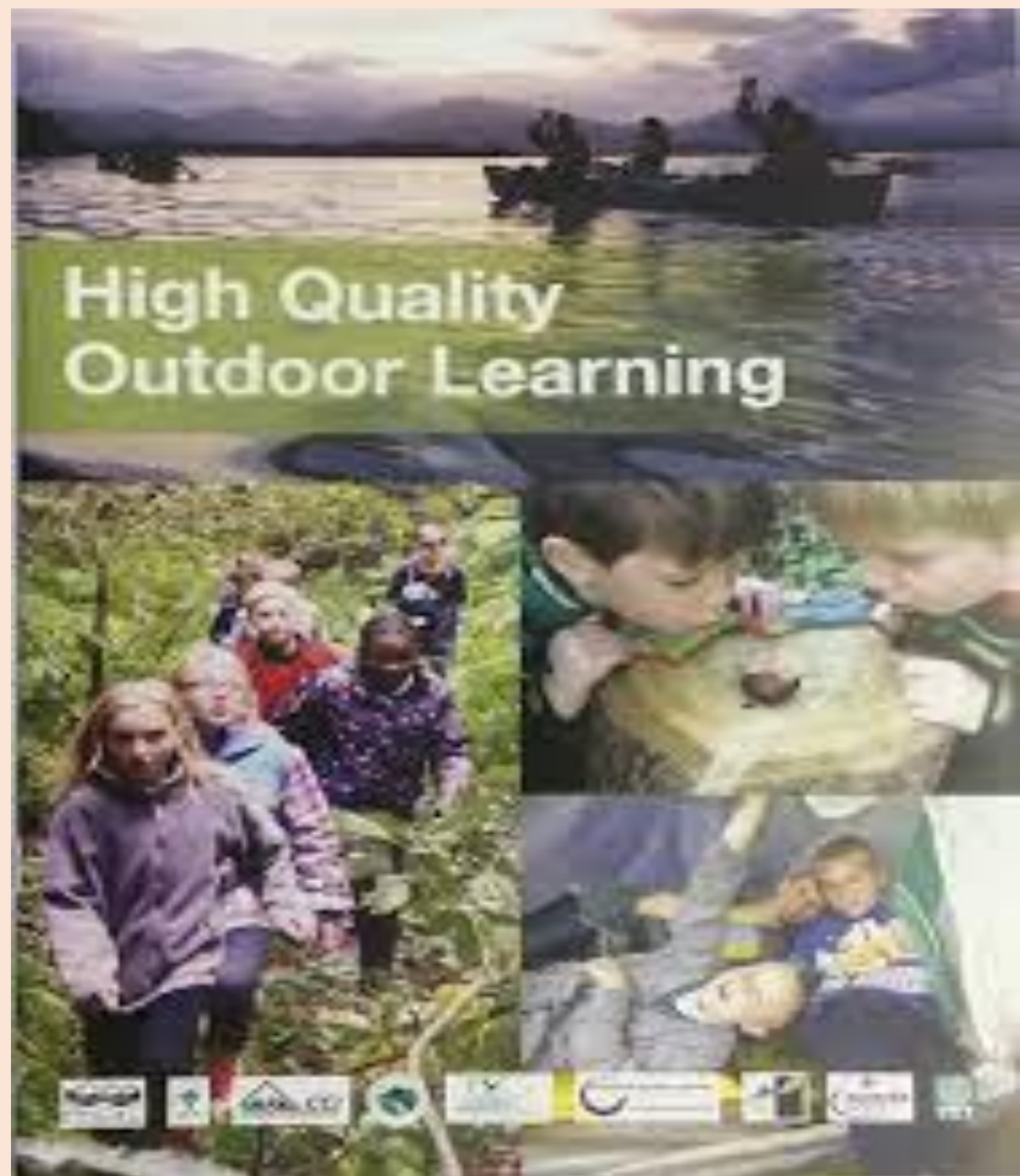
"an umbrella term for actively inclusive **facilitated approaches** that predominately use **activities and experiences** in the outdoors which lead to **learning**, increased **health and wellbeing**, and **environmental awareness**"

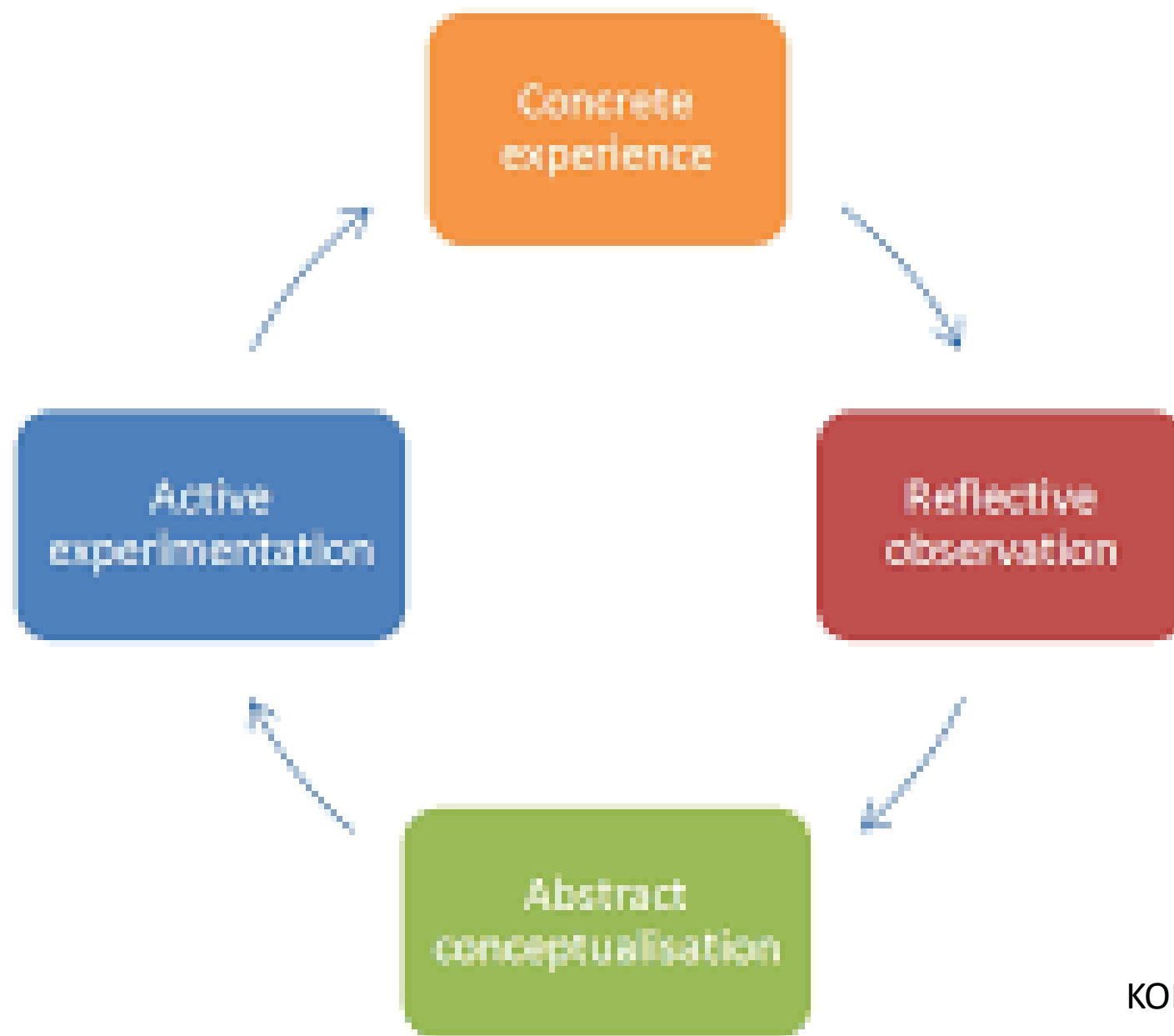
A photograph of a forest scene. In the foreground, several tree trunks are covered in thick green moss. The background shows a dense forest of bare trees, with a bright sunburst effect visible through the branches on the right side. The text is overlaid on the right side of the image.

• Outdoor Education is...
a phenomenon of post-modern
Western society; it does not occur
(as we currently understand and
define it) in Eastern society or in
pre-modern Western society
because it requires a distancing of
civilization from nature, in order for
“nature” to have novel effects and
an “indoorisation” of education, in
order for “outdoor” to be
considered worthy of identification.

(Neill. J, 2004)

[High Quality Outdoor Learning; English
Outdoor Council 2015](#)

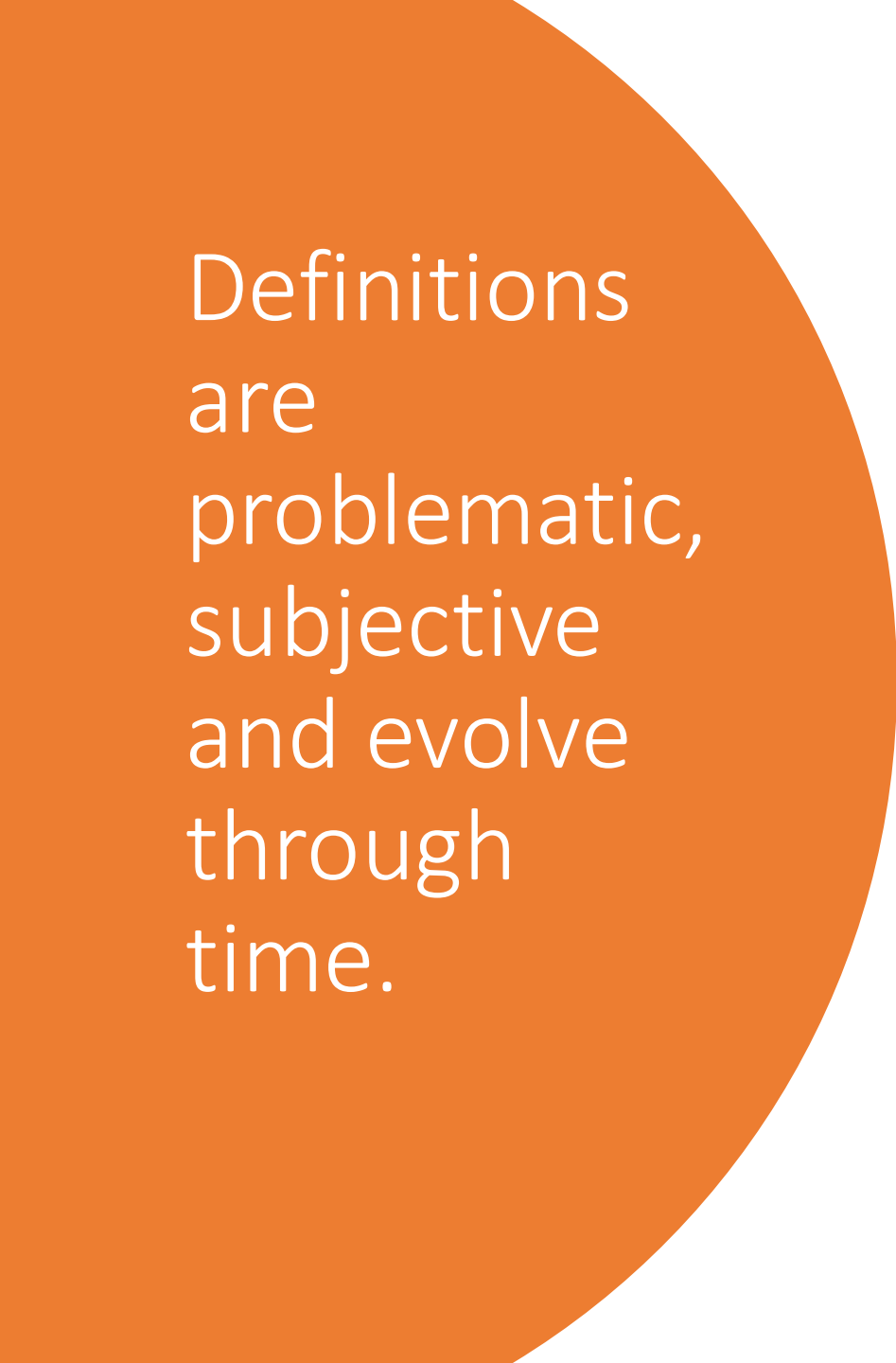




KOLB's cycle of reflection

High Quality Outdoor Learning Wales (2018)





Definitions
are
problematic,
subjective
and evolve
through
time.

Context – Do we understand the background to what we do, how and where we do it?

Bias – Are we looking at things through a biased perspective, are others? Are we able to consider other points of view?

The value of experience – is knowledge enough or do we need experience to develop understanding?

Homework: The Legends!

There are many significant figures in the history of Outdoor Adventure Education.

The following slides outline 3 pioneers of the history of OAE, both in terms of theory and practice.

Find out as much information as you can about one pioneer of Outdoor Adventure Education! Write up a short summary of your findings and bring to next weeks lecture.

John Dewey (Group 1)

American educational philosopher late 19C to early 20C

Investigate his views on 'Experiential Education' as a pedagogical (teaching) approach and relate this to modern Outdoor Education.

Ord, J. and Leather, M. (2011) 'The Substance Beneath the Labels of Experiential Learning: The Importance of John Dewey for Outdoor Educators', *Australian Journal of Outdoor Education*, 15(2), pp. 13–23.

[Video about John Dewey](#)

Kurt Hahn (Group 2)

Mid 20C practitioner and founder of Outward Bound Schools



What was his approach to education and how did the establishment of Outward Bound influence outdoor education today.



Veevers, N., & Allison, P. (2011). *Kurt Hahn : Inspirational, visionary, outdoor and experiential educator*. Rotterdam [u.a.]: Sense. (2 copies in library)



[Video about Kurt Hahn](#)

Colin Mortlock (Group 3)

British adventurer, outdoor educator and author

Investigate his personal philosophy on 'Adventure' and its place within the field of Outdoor Education

<http://www.soadventure.org/the-foundation/colin-mortlock>

[Video by Colin Mortlock](#)

Next week!!.....



The story of Outdoor Adventure Education

Subject or pedagogical approach?