

# Proceedings

*from the*

## Research Session

*at the*

## 6<sup>th</sup> Asia Oceania Camping Congress



*October 28 – November 1, 2016*

*Youth Education National Olympics Memorial Youth Center, Tokyo, Japan*



**Proceedings  
from the  
Research Session  
at the  
6<sup>th</sup> Asia Oceania Camping Congress**

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## **Group journal writing: A tool for enhancing sense of community on wilderness educational expeditions**

Morten Asfeldt (University of Alberta), Dr. Rebecca Purc-Stephenson (University of Alberta), Dr. Glen Hvenegaard (University of Alberta)

Keywords: sense of community; journaling; educational expeditions; outdoor education.

### **Introduction**

Personal journal writing is a common practice in many educational settings and is regarded as an important tool for promoting reflection and facilitating learning (Moon, 2006; O'Connell & Dymont, 2013). In addition, fostering a sense of kinship among students has also been shown to enhance learning (Baturay, 2011; Jacobs, Hurley & Unite, 2008; Schaber, McGee & Jones, 2015; Top, 2012). Outdoor education programs have a long tradition of encouraging personal journal writing (O'Connell & Dymont, 2013; Knapp, 1992) and frequently claim to foster group development (Ewert & McAvoy, 2000; Hattie, Marsh, Neill & Richards, 1997; Mitten, 1999). Since first experiencing group journaling on a personal canoe expedition in 1990, we began the practice of the group journal activity on wilderness educational expeditions (WEE) in 1993. Since 1993, we have included the group journal activity on over 20 WEEs. During these WEEs, we sensed that the group journal enhanced learning and sense of community (SOC) within the expedition group, which lead to this research. Furthermore, there have been repeated calls for research examining the impact of outdoor education on SOC and to identify program elements that may contribute to developing SOC (e.g., Breunig, O'Connell, Todd, Young, Anderson, & Anderson, 2008; Breunig, O'Connell, Todd, Anderson and Young, 2010; Sharpe, 2005). Therefore, the goal of this research is to investigate the role and efficacy of the group journal activity as a tool for enhancing SOC.

### **Methodology**

This study used a prospective longitudinal mixed-methods approach, involving a quantitative survey with Likert-type and open-ended questions. A mixed-methods approach was deemed appropriate in this study to ensure accurate measurement of specific constructs of interest as well as allowing us to compare groups over time without detaching this information from its original 'real-world' context. In order to measure SOC, we used Chavis, Lee, and Acosta's (2008) Sense of Community Index version 2. The study group was composed of all students

from a 2013 and 2015 wilderness canoe expedition in the Canadian north. These expeditions were a part of for-credit courses at a western Canadian university (see Asfeldt & Hvenegaard, 2014). Of the 22 potential research participants, all agreed to participate in the study. The responses rates were: pre-expedition 22/22 (100%), post-expedition 20/22 (90.1%), and two-month follow-up questionnaire 18/22 (81.8%). In total, 16/22 (72.7%) participants completed all three questionnaires and all participants completed at least two questionnaires. At the time of the expeditions, the mean (SD) age of respondents was 21.2(1.3) years (range=19-24). The gender split was 59% female and 41% male. Sixty-eight percent of the respondents had participated in a previous expedition that included the group journal activity at the university. Once all three sets of questionnaires were completed, the data from the 2013 and 2015 expeditions were merged. Based on Chavis et al. (2008), we calculated an overall SOC score (mean of all 24 variables) and subscales labelled membership, influence, reinforcement of needs and shared emotional connection, which were averages of six variables each. Because of the small sample size, we used the Related Samples Wilcoxon Signed Rank Test (Zar, 1999) to test for differences among time periods and reported the standardized Z or Wilcoxon value and p-value. We used a Cohen's d effect size to test for the strength of those differences. Cohen (1988) suggests that an effect size of 0.2-0.3 is "small", around 0.5 is "medium", and 0.8 and higher is "high". To analyze the open-ended responses from the questionnaires, we used an interpretative phenomenological analysis (IPA) framework (Larkin, Watts, & Clifton, 2006).

## **Results**

While the total SOC scale did not increase significantly, the two subscales, membership and shared emotional connection, increased as a result of participation in the WEE and remained stable over time. In addition, students perceived the group journal activity as contributing to the enhancement of SOC. The reported benefits of the group journal activity aligned particularly well with two of the four subscales of the SOC index—membership and shared emotional connection. In addition, the findings of this research present two primary implications for outdoor education. First, for programs with goals that include promoting reflection and developing SOC, implementing the group journal activity may contribute to achieving these program goals. Second, the results of this research provide an alternative model for journaling, which can be an effective tool for enhancing SOC in addition to the common practice of reflective personal journaling aimed at enhancing personal learning (e.g., Hiemstra, 2001; Moon, 2006; O'Con

# The Positive Impact for College Students through the Outdoor Adventure Program in Canada

Shinji Murai, Tamagawa University, Tamagawa Adventure Program

*Key-words: Backpacking, Outdoor education, Environmental education, Outdoor adventure program*

## Introduction

The purpose of this study was to investigate whether or not the university outdoor adventure program in Canada positively influenced the students who major education participant. Specifically, did the outdoor adventure experience affect both their skill of self-reflection and their understanding of interpersonal and intrapersonal skills? The motivation of this study was manifested by looking at the students did not accustom to their self-reflection to deal with inexperience during the college life. Moreover, this study had never been identified before. The outdoor adventure program as it is conducted in Tamagawa Nanaimo Campus, Canada (Figure. 1), has been offered to students enrolled in the department of education for the past 10 years. This two-week major program consists of backpacking such as outdoor living skills, outdoor leadership, team building, environmental concern, and intercultural studies. Thus, the value of the outdoor adventure program would be a solution to compensating for the inexperience problem of the students. In this article, the author focused on the 3 nights and 4 days backpacking (Figure. 2) to measure the effects on positive interpersonal and intrapersonal skills of the college students. The author also inferred that the outdoor adventure program led the students to discover themselves and gave a new, different perspective on their life.



Figure 1. Tamagawa Nanaimo Campus, Canada



Figure 2. The scene of the backpacking trip

## Methodology

The backpacking was held in Forbidden Plateau area, Strathcona Provincial Park on Vancouver Island (Figure. 3). Strathcona Provincial Park was designated in 1911 and comprising 250,000 hectares, Strathcona was the first provincial park in B.C. (British Columbia, Ministry of Environment). The 11 college students voluntarily participated as a credit class. The backpacking consisted of getting to the base camp, hiking to the 2093 m summit of Mt. Albert Edward (It's the 6th highest mountain on Vancouver Island), and having trekking to a mountain lake and a vast canyon (Table. 1). The survey was administered following the completion of the backpacking experience and consisted of a self-report and qualitative questionnaire. All qualitative data and comments regarding reflection upon the questionnaire were later analyzed.



Day 1	Parking Lot→Kwai Lake
Day 2	Kwai Lake→Cirlet Lake→The Icefield: the harf way of Mt. Albert Edward →Kwai Lake
Day 3	Kwai Lake→Lake Beautiful→Cruickshank Canyon Lookpoint→Kwai Lake
Day 4	Kwai Lake→Lake Helen Mackenzie→Parking Lot

Table. 1 The schedule of the backpacking trip

Figure. 3 The map of Strathcona Provincial Park (British Columbia, Ministry of Environment)

## Results

The self-reports showed that all students learned the importance of the backpacking experience to explore the wilderness of Canadian alpine mountain area. All the students described “stepped out of my comfort zone” from the backpacking experience. This phrase indicated that the students tried to contemplate themselves during engaging in the wilderness setting and learned the meaning of teamwork through the condition of the outdoor living. Furthermore, their phrases suggested that the backpacking experience provided the educational and positive impact on the students. The backpacking gave them both a new perspective on their life’s hurdles during the exploring and it encouraged the students to embrace future challenges to be an educator. Overall, the experience of backpacking in the wilderness for multiple days led to influence positive changes in personal beliefs and a positive shift of perspective to interpersonal and intrapersonal skills. The author will discuss to continue the backpacking experience and to develop the methodology for the future study.

## **Stressors and stress coping in a university camp**

Hiroto TAKAHASHI, Ryuhei HISATA (Graduate School of Osaka University  
of Health and Sport Sciences)

Kumiko IHARA (Osaka University of Health and Sport Sciences)

Keywords: Stressor, Coping behavior, Natural environmental factors

### **Purpose**

The purpose of this study is to clarify the kinds of stressors recognized by university camp participants and how they cope with such stressors. Previous researchers have analyzed stress in Japanese outdoor education. Imura (1989) described adventure education as “education that creates a stress situation intentionally or that is carried out in the wilderness environment.” Thus, adventure education includes stress. Moreover, in university camps located at a campsite, stress is caused by a variety of factors such as the natural environment and mountaineering. Therefore, these camps include teaching that utilizes stress in some form. With this, it can be said that it is important to study related stress in university camps.

Iida (1988) researched the transformation of anxiety and self-concept of children who attend adventure camps and noted that “participants need to cope actively with stress, and there is an urgent need to establish a teaching method to support their success.” In order to achieve this, to grasp whether camp participants are aware of the kind of stress present in the camp and to understand how they cope with their stress, it is necessary to suggest appropriate teaching methods. However, not many studies of this type have been carried out in the context of Japanese outdoor education. Therefore, we conducted a study about stressors and coping behavior, targeting university camp training participants.

### **Methodology**

The subjects comprised 17 university camp participants at Togakushi camp training. The participants camped out and ate 3 self-catered meals each day. Surveys were conducted at the end of each day of the program, 4 times in total. We used the Coping Scale (Questionnaire C) in the Stress Self-Rating Scale for University Students created by Ozeki (1993). This scale asked for responses related to Stress Coping, which included 3 factors consisting of 14 items rated on a six-point scale. Stressors were identified from the participants’ free descriptions. After the answers were aggregated, the stressors were classified into 5 categories. A one-way analysis of variance was used to examine answers regarding coping, and the average score for each factor was calculated.

## Results

### 1) Stressors

The stressors most recognized over the four-day period involved natural environmental factors, such as exposure to heavy rain under the influence of a strong low-pressure system.

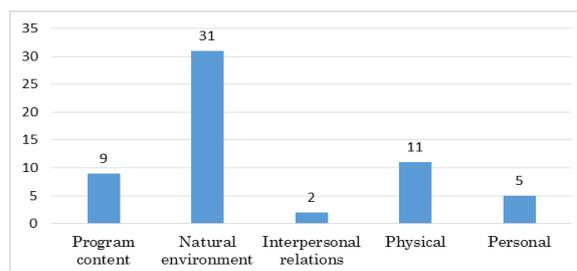


Figure 1 Stressor of participants at five days

### 2) Stress coping behavior

The Coping Scale comprises the three factors given below.

Problem-focused coping (PF)-Aims to resolve the stressor itself

Emotion-focused coping (EF)-Aims to calm one's feelings

Escape-avoidance coping (EA)-Negatively captures the stressor, such as by avoiding it

The participants were grouped by each classified stressor, and an analysis of variance was carried out for the coping type for each group. A significant difference was observed in the coping strategies used for Program content, Natural environment, and Physical factors. All three categories showed that the participants did not engage actively in coping behavior.

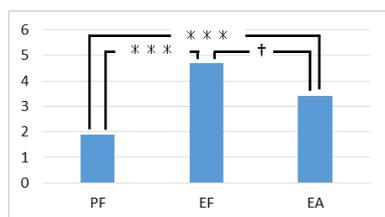


Figure 2 Program content  
 $F(1,8) = 50.307$

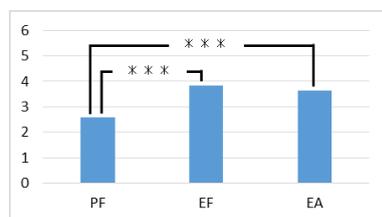


Figure 3 Natural environment  
 $F(1,39) = 43.843$

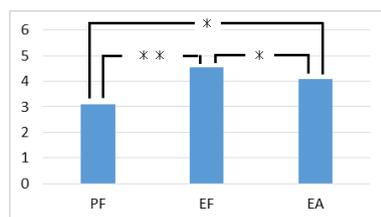


Figure 4 Physical factors  
 $F(1,7) = .736$

\*\*\*  $p < .001$   
\*\*  $p < .01$   
\*  $p < .05$   
†  $p < .10$

## Conclusions

In particular, PF coping was observed less in relation to Program content and Natural environmental stressors. The camp participants did not cope actively with stressors. Perhaps they did not feel stressed by activities such as mountain climbing, as they were university students of physical education. On the other hand, as the participants showed limited coping behaviors in relation to stressors related to natural environmental factors, it is conceivable that it was difficult for them to engage in active coping behavior.

## Implications

In this study, it became clear that the participants had difficulty with PF coping, especially when there was a stressor related to the natural environment. Leaders, in order to help participants to cope actively with stressors, must understand the stressors and work toward reducing the stress, such as by providing information and resources for the participants to cope with the environment.

## **A Survey on the Effect of Outdoor Activities for Women's University Students in the teacher or childcare worker training programs**

Daisuke Nishijima (Kamamura Women's University Junior College),  
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Mari Nishimaki (Kamamura Women's University),  
Sachiyo Ogawa (Kamamura Women's University Junior College)

Keyword: Bouldering, Climbing, Women's Characteristics

### **Purpose**

Generally, women's university students in Japan don't have much opportunity for experiential learning by outdoor education in their teacher or childcare worker programs. The object of this study is to analyze the physical consciousness of women focused on physical activities within climbing programs.

The purpose of this study is to analyze the personality characteristics of Japanese university students in the teacher or childcare worker programs who had climbing activities based on outdoor programs. This survey has an opportunity to understand the characteristics of women's university students for outdoor education.

### **Methodology**

The subjects of this survey are women's university students in teacher or childcare worker training programs. The measures used in this study include Nursery Trait Inventory (NTI) (Fujimura, 2012). NTI is the inventory for nursery workers or future nursery workers. Rating of Perceived Exertion (RPE) and some questionnaires about personality characteristics was also used in this survey for students who had climbing activities. 43 subjects (mean age =  $19.8 \pm 0.9$ ) took part in bouldering programs and participant NTI, RPE, and some questionnaires. The method of this survey by the NTI is both of students who have the physical exercises more than one day a week (30 students) and the not have the physical exercise habits (13 students).

This study is a part of the grant research from Kamakura Women's University Research Center, and this study passed a moral investigation by Kamakura Women's University.

## Result

Table 1 shows the result of 7 scales by NTI. The scales are shown by altruistic scale, empathy scale, logical thinking scale, responsiveness scale, sociability scale, power of action scale, and nurturing scale. The logical thinking scale appeared to be statistically significant.

Mean value of the RPE is almost the same as previous studies (Watanabe, 2006). The subjects which are experienced can be classified into the following categories: “pleasure”, “next challenge”, “sense of accomplishment”, “fatigue”, “hard”, and “difficult”.

Table 1: Result of analyze of NTI

		altruistic	empathy	logical thinking	responsiveness	sociability	power of action	nurturing
Not have the Physical	M	3.50	3.10	2.77	3.17	3.07	3.13	3.30
Exercise (N=30)	SD	0.97	0.88	0.94	0.95	1.05	0.90	0.79
Have the Physical	M	3.54	3.31	3.31	3.15	3.00	3.31	3.46
Exercise (N=13)	SD	0.52	0.75	0.95	0.80	1.00	1.03	0.52

\*p<.05

\*

## Discussion

The students who have the personality trait of high logical thinking tend to have the physical exercises more than one day a week. The experiences for climbing activities tend to bring about the motivation for physical exercise.

This study suggests a necessity of the opportunities for outdoor activities and the improvement of educational facility situation for women’s university students.

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## **Impact of camp experience on children's assertiveness -Focusing on the Inventory of Organized Camp Experience -**

Ryuhei Hisata, Hikaru Iida, Hiroto Takahashi, Hiromasa Tabuchi  
(graduate students, Osaka University of Health and Sport Science),  
Kumiko Ihara(Osaka University of Health and Sport Science)

Keyword: Organized camp, Leadership training,

### **Purpose**

The purpose of this study was to reveal the impact of camp experience on assertion transformation in children. In a modern society there are problems of bullied; thus they lack the ability of understanding interpersonal relationships. Therefore, it is important that schools teach children to have consideration for others and value other's opinion, status, and his/her ability of self-expression (Cabinet office, 2013). Camping improves children's assertive ability, but the many factor doesn't closely connected.

In such circumstances, camp experience has shown to improve children's self-expression ability, however the causes for the same have not been clarified. Assertion is self-explanatory and has three types. 1) Assertiveness: giving expression including self and other-esteem. 2) Aggressive: looking offensive explain and 3) Non-assertiveness: giving expression excluding self-esteem. In this study, improving assertiveness means increasing assertiveness or decreasing aggression and non-assertiveness.

### **Methodology**

The target group consisted of 76 children aged between 12 and 15, There were 42 boys and 35 girls participating in an organized camp in August 2016. The camp had 9 groups, each with 8 to 9 members of different ages and gender.

The questionnaire used was in the form of: an assertiveness scale for children, (Handa,2007) consisting of 15 items, including 3 subscales: "assertiveness," "aggression" and "non-assertiveness" and an Inventory of Organized Camp Experience for Children (IOCE-C, Nishida, 2002) consisting of 20 items, including 5 subscales: "Experience of contact with nature" "Experience of challenge/mastery," "Experience of cooperation with others," "Experience of self-disclosure," and "Experience of self-focus."

Date were collected before as well as after the camp.

These questionnaires were administered to the target group. The completed sets of answers to be analyzed were 76 (100%) in number.

The first statistical analysis was a t-test for change and improvement in assertiveness. The second statistical analysis was a multiple regression analysis (stepwise regression) that was used because a clearly articulated camp experience implies change and improvement in assertiveness. The quantitative data was analyzed using the SPSS software.

## **Result**

The analysis found that children's assertiveness improved through the camp. Results showed that organized camp experiences developed assertiveness as Tutzuki et al. (2015). Next, including the ability of assertion camp experience influenced "Experience of cooperation with others" and "Experience of self-disclosure." As assertiveness means giving expression including self and other-esteem, two of these experiences became associated with assertion. Participants of this camp did outdoor cooking and group orientation and, as a consequence, obtained much "experience of cooperation with others." Moreover, they always exchanged thoughts with themselves during as well as each program, which made them obtain much experience of self-disclosure." This kind of program helps children in improving assertiveness. Qualitative data related to the camp was collected by open-ended questionnaires and was divided into five categories similar the Inventory of Organized Camp Experience for Children scale. There were observed descriptions such as "helped others and his friends a lot for the first time of the camp" and "it was fun to meet and talk to people for the first time." Even though participants of the program witnessed "experience of cooperation with others" and "experience of self-disclosure," they particularly thought that their impression of human relationships was the camp's main outcome.

## **Conclusions**

- 1) There were significantly high levels of assertiveness among the children.
- 2) There was a significant relation between the "experience Experience of cooperation with others" and the "experience of self-disclosure" for developing assertiveness.

## **Implications**

The director provides an organized camp with the purpose of developing assertiveness in children. He/she should choose an appropriate experience for children. Deciding an appropriate program that would provide a natural experience is a topic that would require detailed investigation.

## The Thinking Process in the Solo Experience

Nao Yoshizawa, Hitoshi Watanabe (University of Tsukuba)

Keyword: solo, adventure education, modified grounded theory approach

### Purpose

Most research in adventure education has focused on its benefits to participants. Thus, analysis of the components of adventure programs is critical for determining the outcomes of these programs and exactly how they actually benefit participants (Ewert & McAvoy,2000). Therefore, it is crucial to understand what happens in each program elements.

Solo experience is a program element in which participants are intentionally separated from each other and from the instructor and left alone in nature for a specified time. Solo experience is considered among the most influential components in outdoors education programs (Bobilia,2005).

However, no study has examined exactly what happens during the solo experience, although it is thought to provide opportunities for introspection during adventure education programs (McIntosh,1989; Outward Bound USA,2007). The purpose of this study is to explore the thinking process during the solo experience.

### Methodology

We carried out an adventure education program consisting of 18 hours of solo experience (15:00PM–09:00AM) for five male college students(age:19±1). A week later, semi-structured interviews and free discriptions were conducted with the participants on about their thinking during the solo experience.

The modified grounded theory approach (M-GTA) developed by Kinoshita was used in this qualitative functional study. The M-GTA is based on several basic characteristics including intentionality in theory generation, the principle of grounded-on-data, empirical evidence, meaningful interpretation, and application for validation. These characteristics were adopted from the original grounded theory approach (GTA). In the M-GTA, the data coding method was further modified to facilitate application. The method of analysis was also modified to facilitate understanding by others and to emphasize the views of researchers. A fundamental element of the M-GTA is research on social interaction, a focus that is clearly appropriate for studies in human services. Furthermore, it is appropriate for research examining the features of process of phenonema.

In the M-GTA framework, the subjects of the analysis were participants in the solo experience and the theme of the analysis was the thinking process during the solo experience. While compiling the obtained data and the theme of analysis, we looked at certain points, and generated concepts by means of interpreting why we looked at them and what were the implications for the subjects. Constant comparative analysis and theoretical sampling were repeated, and analysis and data collection were continued until theoretical saturation was reached.

Relationships between the concepts generated were investigated and classified into categories, and a diagram was created to explain the phenomena to be analyzed.

### Results

Figure 1 outlines the thinking process in the solo experience. The concepts and categories identified in the study are shown in the oval and square boxes, respectively.

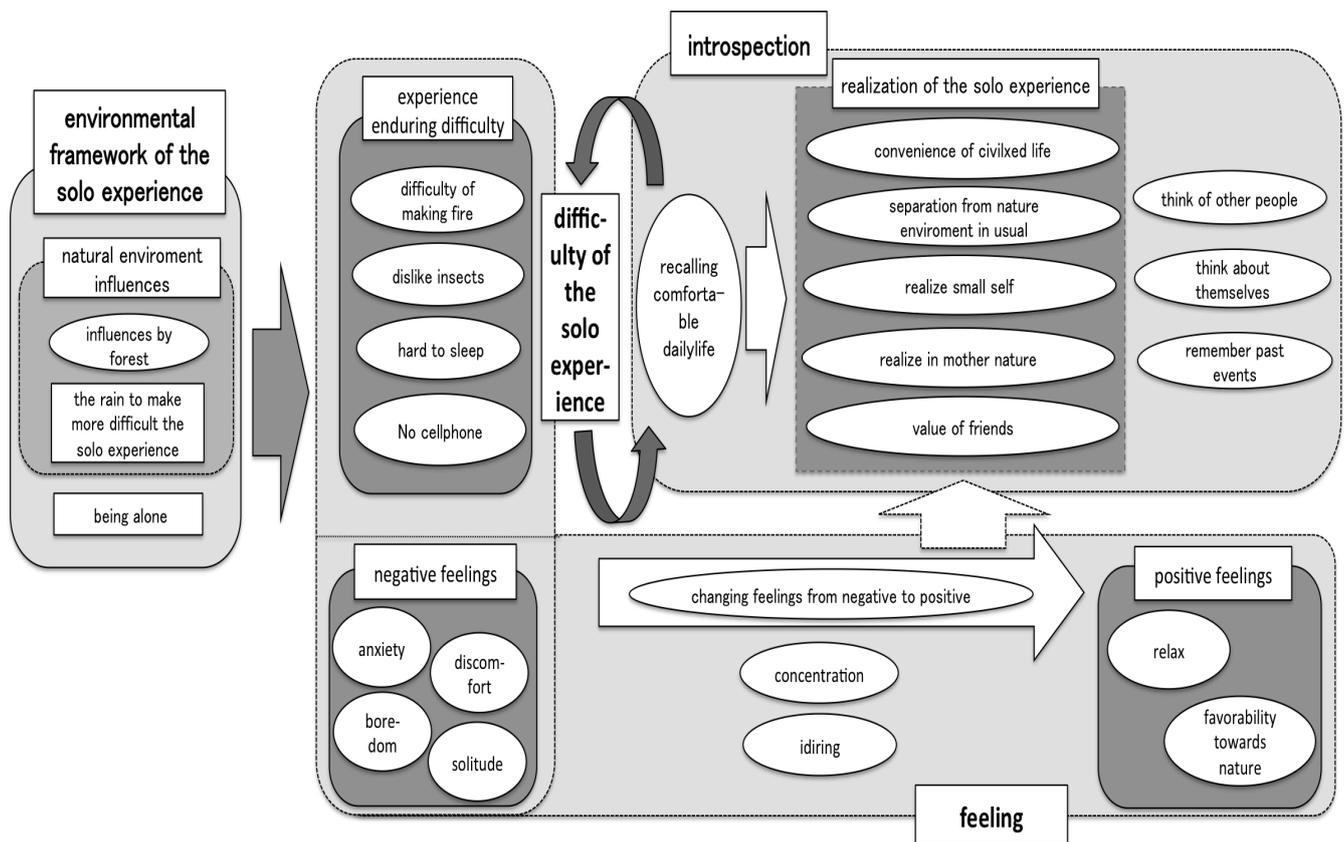


Figure.1 The thinking process in the solo experience

### Storyline

In the storyline below, concepts are given in square brackets ([ ]) and categories in angled brackets (< >).

This research provides a view of the thinking process during the solo experience. <Environmental framework of the solo experience> was a trigger for the thinking process during the solo experience as well as <introspection> caused by the experience of <difficulty of the solo experience> and changes in <feeling>.

Participants were influenced by various factors that changed <feeling> and awareness by <environmental framework of the solo experience>. The surrounding environment, including animals, insects, wind, and forests, often influenced participants in many ways. Furthermore, participants who were caught in the rain experienced the additional difficulty of the solo experience. We consider these to be <natural environment influences>. Because of their <being alone> in the natural environment, participants' experiences led to changes in <feeling> and awareness. We thus consider the <natural environment influences> and <being alone> as the <environmental framework of the solo experience>.

The <environment framework of the solo experience> influenced participants' <feeling>. First, participants in solo situations had <negative feelings, [anxiety, discomfort solitude, boredom]>. But these feelings later shifted to <positive feelings [relax, favorability towards nature]>. This shift could have been caused by the [concentration] needed to make fire and stay sheltered in a natural environment. [Changing feelings from negative to positive] seems related to <introspection> in the solo experience.

An important point in the answer to the research question "what causes the thoughts during the solo experience" is the <difficulty of the solo experience> and [recalling comfortable daily life]. Participants considered <negative feelings> and <experience enduring difficulty> in the solo experience as the <difficulty of the solo experience>.

Participants recalled comfortable daily life, in which experience difficulty of solo. Comparing [the difficulty of the solo experience] while [recalling comfortable daily life], naturally led to <introspection>. Participants' <introspection> was labeled the <realization of the solo experience>. For example, participants became conscious of the [convenience of civilized life] that guided their daily lives. Moreover, the participants came to realize they are usually separated from the natural environment. In addition, they come to be aware of how small they felt when immersed in nature.

In addition to comparing the <difficulty of the solo experience> and [recalling comfortable daily life], participants experienced other thoughts. They tended to [remember past events]. They would also [think of other people] who weren't with them. They would also [think about themselves]. The reasons for their thinking may be they had nothing to do at times and they were in a natural environment. This research cannot determine this

conclusively.

### **Conclusions**

This research provides a view of the thinking process during the solo experience. 1) In the framework of the solo experience, participants' feelings shifted from negative to positive. 2) Comparing the difficulty of the solo experience with their comfortable daily lives led participants to become introspective.

### **Implications**

This model of the thinking process during the solo experience has room for improvement. According to Kinoshita, the theoretical model constructed by the M-GTA is subject to improvement in practice.

The solo experience in this study is different from actual solo experience which is a program element in adventure education program because we carried out only solo experience. For improved understanding of solo experience, it is needed to investigate the solo in actual adventure education program.

Most research in adventure education has focused on its benefits. However, very few studies have been done on how learning takes place in adventure education. In the future, this issue should be clarified in qualitative approach. Moreover, other program elements should be researched using this study's approach to enhance the understanding of each of these areas and thus provide a better understanding of adventure education.

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## **Relationship between task value and self-concept in the camp training**

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Ryuhei Hisata<sup>1)</sup>, Masahiko Tokuda<sup>3)</sup>

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Keyword: task value, self-concept, learning motivation,

### **Purpose(12pt, Bold)**

In previous studies of outdoor education, many effective assessment tools have been found as implemented before and after camps. However, there have been few studies on motivation before and after camps. Ida (2001) has studied “task value,” including motivation. Task value here means what value is felt to exist in the learned contents. The purpose of this study was to clarify the relation between task value and self-concept in camp training.

### **Methodology**

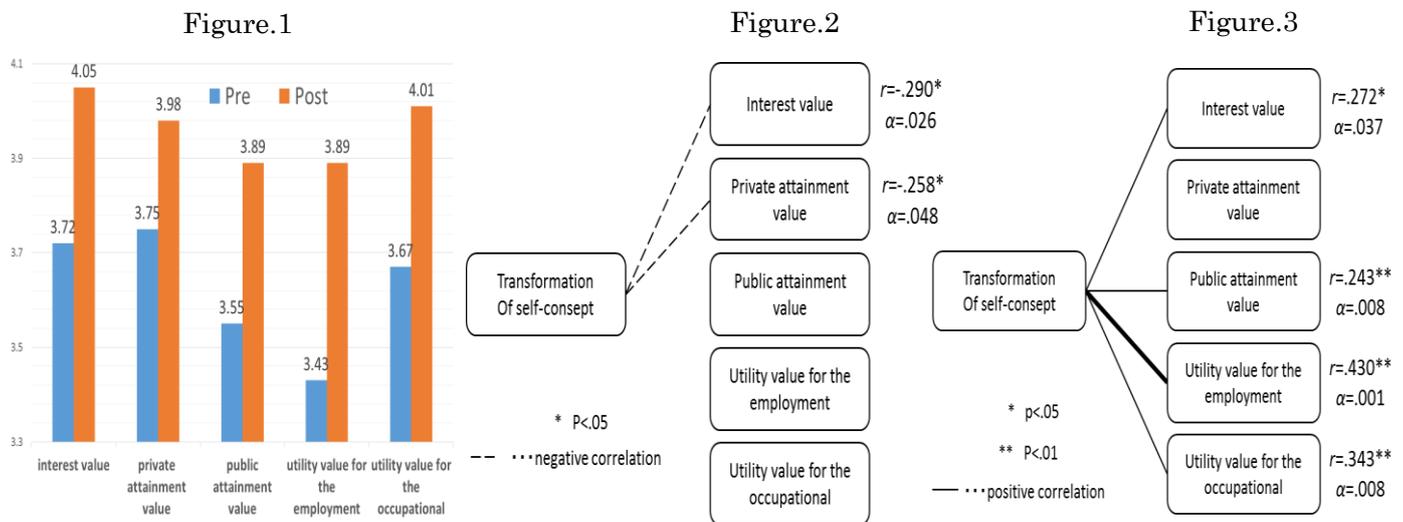
The subjects of the study were 59 nursing students who participated in a 3-night, 4-day camp training. Self-concepts were measured using the Self-Enhancement Scale created by Kajita (1980); task value was measured using the Academic Task Value Evaluation Scale created by Ida (2003) that is composed of 30 items classified into 5 subscales (interest value, private attainment value, public attainment value, utility value for employment, and utility value for occupational practice). These scales were administered before and after the camp. The purpose of this camp training was to enhance the subjects’ qualities of nursing care in a non-everyday environment that was inconvenient and difficult. As a central feature of the training, all preparation and management was carried out by the participants.

### **Result**

The transformation of self-concepts was analyzed using a t-test to determine whether a significant difference existed between the scores before and after the camp. However, no significant difference was observed.

Of the five subscales, the before-camp scores for task value, interest value, and private attainment value were higher. The scores of interest value and unity value for the employment were higher after the camp(figure1).

In the results of correlation analysis between the five subscales before the camp and the transformation of self-concept, there was a significant weakly negative correlation for interest value and a significant negative correlation for private attainment value (figure 2). In the results of the correlation analysis between the five subscales after the camp and the transformation of self-concept, there was a significant weakly positive correlation for interest value, public attainment value, and unity value for occupational practice. There was a significant positive correlation for unity value for employment (figure 3). These results did not support previous research. According to the research of Ida (2005) on task value and ego identity, there were correlations to ego identity only in the post-task results. Ida showed a relation between task value and ego identity for college students who aspired to be teachers and attended teaching courses for two months. This is consistent with the content that those who attended the teaching course and gale that being teacher. On the other hand, this camp training is inconsistent with the goal of becoming a nurse. Before the camp, participants had trouble feeling the camp's value. From these results, we consider that having a strong effect on the transformation of the self-concept is the task value for the period after the camp.



## Conclusions

- 1) There was no significantly difference to the self-concept through the camp training.
- 2) There were significant difference to the 5 subscales through the camp training.
- 3) Interest value and public attainment value before camp training were inversely proportional to the transformation of self-concept.
- 4) Interest value and public attainment value, unutility value for the occupational practice, unutility value for the employment after camp training were proportional to the transformation of self-concept.

# The Effect of Educational Camps on “Fundamental Competencies for Working Persons”

—A longitudinal approach focusing on Continued participation—

Masahiko Tokuda (Hokusho University), Yoshinori Fukuda (Osaka University of Health and Sport Sciences)

Keywords: Fundamental competencies for working persons, Educational camp, Continued participation

## Introduction

Changes occurring in the environments surrounding businesses and young people as they grow require today’s working people to have basic abilities that are commonly required in all types of jobs, such as the “ability to find problems for the creation of new value,” “ability to effectively work toward solutions to problems,” and “ability to use teamwork to unite different cultures.” The Ministry of Economy, Trade and Industry (METI) defines such abilities as “fundamental competencies for working persons” and aims to develop and propagate these abilities. Three fundamental competencies for working persons have been identified: 1) Ability to step forward (Action), with “action” meaning the ability to step forward and act persistently even if it involves failure; 2) Ability to think through (Thinking), with “thinking” meaning the ability to question and think through a situation or problem; and 3) Ability to work on a team (Teamwork), with “teamwork” meaning the ability to collaborate with various people to achieve goals.

## Purpose

The purpose of this study was to investigate the effect of educational camps on the fundamental competencies for working persons outlined above.

## Methodology

Study participants were 61 students in 2011, 62 students in 2012, and 70 students in 2013—all enrolled in a three-night/four-day educational camp. Participants spent the nights in tents and cooked their own meals. The evaluation scale used was the “Fundamental Competencies for Working Persons Questionnaire” developed by METI (2006). There were three scales: Ability to step forward (Action), Ability to think through (Thinking), and Ability to work on a team (Teamwork). Evaluations using the scales were performed before and after participation in the educational camp. We received a report of free-form scenes and impressions of changes from camp participants. We also investigated the factors underlying the transformation in

participants' levels of fundamental competencies for working persons.

For data gathered for participants of the educational camps, the following statistical analyses were conducted. First, data of 22 people continued to be obtained for three years (continuous data) and were subjected to a two-way ANOVA (grade  $\times$  camp period). Second, data collected over time were used to integrate the score for each grade (integrated data), with data from the one-year group ( $n = 69$ ), two-year group ( $n = 70$ ), and three-year group ( $n = 54$ ). Statistical analyses were performed on data with a two-way ANOVA (grade  $\times$  camp period).

## Results

Regarding continuous data, the analysis indicated the main effect of the camp period according to the value of probability (Action:  $F [1, 21] = 19.66, p < .001$ ; Thinking:  $F [1, 21] = 13.11, p < .01$ ; Teamwork:  $F [1, 21] = 12.64, p < .01$ ). It can be concluded that the educational camp had a significant impact on participants in terms of the fundamental competencies for working persons.

Regarding integrated data, analysis of the data indicated the primary effect of teamwork, a grade  $\times$  camp period interaction (Teamwork:  $F [2, 190] = 5.31, p < .01$ ). Furthermore, the Action and Thinking scales showed the main effects of grade and camp period by the value of probability (Grade—Action:  $F [2, 190] = 3.23, p < .05$ , Thinking:  $F [2, 190] = 6.16, p < .01$ ; Camp period—Action:  $F [2, 190] = 88.38, p < .001$ , Thinking:  $F [2, 190] = 74.63, p < .001$ ).

A free-form report showed different descriptions by grade. First-year participants often wrote of their anxieties and expectations associated with the first camp experience. Second-year participants wrote about the role of camp. Third-year participants often wrote to help to other participants.

## Conclusions

The main findings were as follows:

1. Participants showed significant development in all aspects of fundamental competencies for working persons (i.e., action, thinking, and teamwork).
2. After repeated participation, teamwork improved noticeably for senior participants.
3. Factors such as the camp experience and the role of camp influenced the transformation in the fundamental competencies for working persons in different ways depending on their grade.

## **Meanings of cultural aspects of educational expeditions - a Canada-Japan joint university program -**

TAKANO Takako (Waseda University), Morten Asfeldt (University of Alberta)

Keyword: Expedition, cross-culture, tertiary education, place-based learning

### **Purpose**

Educational expeditions and journeys have been widely practiced in both formal and informal educational settings for many decades. In recent years, increasing attention has been paid to active learning as well as international learning environment in tertiary education. However, apart from some studies such as Beames (2004), Sheldon (2009) and Takano (2010), cultural impacts and aspects of educational expeditions have received little examination. This research is based on a cross-cultural educational expedition designed and taught by two faculty members of Canadian and Japanese universities in 2015 as their respective credited courses, and seeks to contribute to the investigation of learning outcomes and critical elements of educational expeditions. Particularly, this study aims to identify unique outcomes of cross-cultural educational expeditions.

### **Methodology**

The participants of the study were from two universities in Canada and Japan, with three different nationalities. Eight students (2 male, 6 female) from Canadian university were all Canadians, whereas 7 students (4 male, 3 female) from Japanese university were Japanese and Chinese nationalities. Each university had different schedules as their academic courses. In preparation the students engaged in separate tasks in each country, but shared some reading materials. A group from Japan stayed in Canada from Feb 11 to 26, 2015, and the snow-shoe expedition was held between Feb 15 – 21.

The data for the study were gathered from the participants as written questionnaires prior to, immediately after, and one year after the expedition. The Japanese students chose a language to fill in the questionnaires either in English or Japanese. The analysis is mixed of qualitative and quantitative, and two researchers worked together as coders to check the agreement in case of English-written data.

### **Result**

The analysis is still on-going, and this is a midterm findings.

As perceived learning outcome, the questionnaires right after the expedition as well as 1 year after show that the most comments are linked to personal growth. Right after the expedition, other learning outcomes also fall into the categories of human-nature relationships, cultural perspectives, and philosophy and way of life. Asked to evaluate the experience after one year, the answers are categorised as “affect values and life choices”, “precious and helpful”, “good memories”, “friendship” and “international aspects”. By “helpful”, Alberta students tend to link with skills, whereas Waseda students a state of mind. After a year, the learning has not faded but got deepened. Their perceived learning linked to cultural aspects seems to change from learning ‘about’ differences and similarities into deeper appreciation and respect to the others. A sense of friendship seems to have remained strong. Waseda students seem to have deepened their learning to affect their life choices and values. Alberta students consider the experience as precious memories, which help them build international friendship and understanding.

Regarding the cross-cultural nature of the program, the most students view the combination as indispensable or a critical element. For Alberta students, interacting with people from outside of their familiarities helped them see things with new eyes, which brought them new perspectives about Canada and their way of being. Some Waseda students commented on difficulties in communication, and efforts to overcome it brought them to a different level of relationship with others and understanding about human beings.

### **Conclusions**

- 1) Cross cultural nature of groups adds a new lens for learning.
- 2) Developed bond beyond cultures; cultural differences melted away over-time.

### **Implications**

Cross cultural educational expedition can be designed to contribute to sustainability in particularly from socio-cultural perspectives.

### **Limitations**

There are many variables in analysis other than cultural such as participants’ outdoor and life experiences, how the course is framed for them, and using their 2<sup>nd</sup> or 3<sup>rd</sup> languages.

## Making “Life Education” a Part of the School Curriculum

Toshiharu Yanagi (Kobe Tokiwa University)

Keyword: Life Education, Outdoor Education, Disaster Education, School Curriculum

### Purpose

The purpose of this study is to develop the concept of “life education” through outdoor education and disaster education and make life education a part of the school curriculum. Disasters can occur anytime, anywhere, and to anybody. Japan is one of the top disaster-prone countries in the world. For example, our university exists Nagata-ku, Kobe, an area that was badly affected by the Hanshin-Awaji Earthquake in 1995. People can experience many disasters in life. Therefore, it is important that they be given disaster education.

### Methodology

This study consists of a literature review. Few studies exist on “life education”; hence, it is important to distinguish between “life education,” outdoor education, and disaster education. The review studies are “Interdisciplinary Teaching Through Outdoor Education” (Camille Bunting), “Outdoor Education Methods and Strategies” (Ken Gilbertson, Timothy Bates, Terry McLaughlin and Alan Ewert), “Disaster Education” (Rajib Shaw, Koichi Shiwaku and Yukiko Takeuchi), and “The Wonder Power of Disaster Education - Changing Children, Schools and Community -” (Seiji Suwa), and “Theory and Practice of Life Education” (Taku Kondou et al.).

### Results

Many educators throughout history have emphasized the importance of firsthand experience in the natural environment. Jean-Jacques Rousseau, and Johann Heinrich Pestalozzi were learning from direct experience rather than indirectly from books. John Dewey advocated learning problem-solving skills, which requires direct experience.

L.B. Shrap and Hammerman and Hammerman stated that camping education could be used to teach students more effectively than classroom education. Outdoor adventures give young students the opportunity to discover that they can accomplish much more and withstand more hardships than they had imagined.

The following seven needs are from the classic book, *Teaching in the*

*Outdoors*, by Donald Hammerman: (1) the need for effective learning, (2) the need for basic concepts, (3) the need for realism in education, (4) the need for awareness, (5) the need for appreciation of the natural environment, (6) the need for environmental literacy, and (7) the need for recreative experiences. Camille Bunting added the following to the original list, as this need is of significant concern to every leader today: (8) the need to relate well with others.

From the following chart, we can learn more about disasters, emergent reaction, recovery, preparedness and disaster reduction. An important lesson for ordinary citizens is that “Citizens’ lives should be protected by the citizens themselves.” We need to build a disaster education community with the help of citizens, experts, and local/national governments. In addition to this, everyone should understand the importance of human life and of the concepts of self-support, support of others, and official support. Finally, every human should possess fundamental knowledge of disasters, fundamental skills to overcome disasters, and a strong will to survive disasters.

Life consists of the whole of human existence, and so life education has a deep and broad meaning. Rosenberg tells us that self-esteem ranges from “very good” to “good enough.” There is a sense of one’s superiority to others in “very good” that called social self-esteem and consent good by one’s self called basic self-esteem. Life education is composed of common experience and feeling.

### **Conclusions**

Life education is a type of interdisciplinary education similar to outdoor education and disaster education, as the next figure shows. Life education should this be made a part of the school curriculum.

## **How “the life-long effectiveness” can be given by a camp -From the life-story interviews of people who were camp-leaders-**

Tetsu Oma

(Career Design Institute of Hosei University Graduate School)

Keyword: Camp leaders, Whole-person education, Lifelong effectiveness, Diversity,

### **Purpose**

The purpose of this study was to find how the experience of camp leaders affected their life long career, and what those effects were.

Because of the current difficulty of finding jobs, many young people are encouraged to gain employable skills and certifications (“employabilities”), learn basic business skills (“basic skills as citizens”), or even to have their own dreams for their future. However, the most important thing for those young people is not just skills but a well-educated whole being.

The basic purpose of this study was to find out how various aged ex-camp leaders thought about their career design. Almost all other studies for camping use a quantitative approach using questionnaires before and after camp, but this study used a qualitative approach.

As suggested by Yataro Kobayashi and Tatsuo Misumi, my research indicates that the benefits of organized camping are not only short term, but extend to the long term goal of whole person education.

### **Methodology**

The subjects were interviewed using a qualitative approach. Life-story interviews were held with around ten people at various ages (e.g. university students, a fifty year old who is the facilitator of volunteers’ who visits victims of the Earthquake in East Japan, a forty nine years old editor of a magazine for terminal-care, a sixty year old retired man, etc.) who were camp leaders in their student age. The interview data were analyzed using a narrative approach and KJ-method

### **Results**

The analysis found that all ex-camp leaders mentioned the importance of diversity. During

the first phase of this study, some terms like “beauty of nature”, “zest for living”, or “a person’s various values” were expected to be found in the interviews, especially because one of the important aims of whole person education is to develop young people’s zest of living. On the contrary, the most commonly used phrase was “get together with various people.” This phrase was different from “to accept various values,” or even from accepting diversity.

The common expression of “diversity” is usually used in the scenes like employment of men and women, LGBT or “people who have various nationalities”, but ex-camp leaders used the term “various people” meaning “diverse people getting together.” It means nobody can be kicked out from their community.

## **Conclusions**

We, as a “camp people” might feel that this result is common sense. It is natural. However, even though we tried to show the effectiveness of organized camping with quantitative and short-term approach (e.g. with questionnaire sheets which took just before and after a camp), we could not quantify the lifelong meaning of the camp. The only thing we could say about educational effectiveness of camping was developing individual personality.

Now we can say with this research, the educational effectiveness of the camps is not only to develop individual diverse values but to create (or re-create) a society which values diverse values. Organized camp helps society move from exclusion to acceptance.

# **Autobiographical Memories of an Outdoor Education Program for Associates Training: Exploring Narratives and Memory Characteristics**

Fuyuka SATO, Hitoshi WATANABE, Hitoshi IMURA (University of Tsukuba)  
Tomoya OZAKI (TS TECH Co.,Ltd.)

Keywords: Autobiographical memories, IPA, Semi-structured interviews, ASE,

## **Purpose**

Memories recollected from an individual's life are referred to as autobiographical memories (Conway&Pleydell, 2000). When people recall such memories, they undergo the process of autobiographical reasoning in which they establish relations between their past, present, and future, and their personality and development (Habermas, 2011). It is generally agreed that the educational effects of an outdoor program may decrease as time passes. However, it is certain that outdoor programs have a long-term impact on participants. In particular, individuals who have reached adulthood are possibly influenced by the memories of their experiences, even after a lapse of time. The reason being that they have developed a cognitive capacity that allows them to look inward and make causal inferences. Therefore, the purpose of this study is to elucidate the long-term effects of outdoor education program experiences by examining the participants' autobiographical memories, autobiographical reasoning, and memory characteristics.

## **Methodology**

### *Camp Program*

This study selected a camp that was part of an associates training program implemented by a manufacturing company in 2012. The two-day camp began in August 2013 and included 22 individuals (aged 35-47) who were divided into 4 groups. Activities at the camp included the initiative game, outdoor cooking, tents setup, and a debriefing session.

### *Data Source*

Data for this study were acquired in June 2016. Three participants were asked

to complete a Memory Characteristics Questionnaire and participate in a semi-structured interview, the latter of which included questions about memory characteristics of the camp and open-ended questions about the effect of the outdoor program experience. The interviews, ranging from 50 to 80 minutes in length were recorded and transcribed verbatim.

The Memory Characteristics Questionnaire, an original creation based on the Japanese Memory Characteristics Questionnaire (Takahashi & Shimizu,2007), and the Autobiographical Memory Questionnaire (Sato,2007), included 20 questionnaire items based on a seven-point scale. These items were grouped into the following nine factors: Rehearsal frequency, Clarity, Consistency, Sense of reliving, Sensory experiences, Overall impression, Uniqueness, Self, and Importance.

Analysis

The data were analyzed using the Interpretative Phenomenological Analysis (IPA) method in order to create a comprehensive account of the significant themes and subthemes in the original text. The data from the Memory Characteristics Questionnaire revealed the relationships with the narratives.

**Result**

Subject A (42-year-old male/Development and Testing Department)

Autobiographical Memories

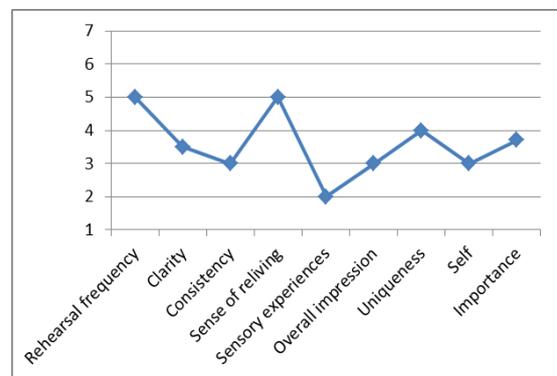
When his team attempted to solve the “trolley,”\* it was the most memorable event for him as he was frustrated by his own inability to communicate with his teammates, owing to a blindfold and the rule prohibiting verbal exchanges. He was impressed that his team aggressively dealt with this challenge.

Memory Characteristics

Figure 1 shows that he had frequently recalled the memory of the “trolley” with a high degree of “sense of reliving.” He also recalled that he felt frustrated due to the lack of communication with his subordinates.

Narrative about Autobiographical Reasoning

“I was generally shy with people, but I attempted a variety of approaches,



**Figure1.** Memory Characteristics of Subject A

including being aggressive with my subordinates.”

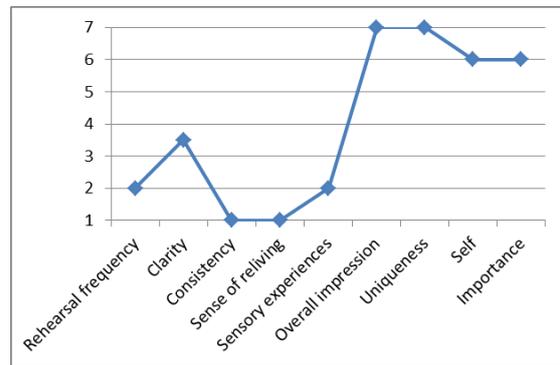
**Subject B (39-year-old male/New Product Development Department)**

**Autobiographical Memories**

The “ice-breaker” game was the most memorable for him as he had been interested in methods that help close the mental distance between others.

**Memory Characteristics**

Figure 2 shows that he recognized the camp experience as important, and that it left an impact on him. However, this was true of his entire life experience.



**Figure2.** Memory Characteristics of Subject B

**Narrative about Autobiographical Reasoning**

“I learned from camp experience the importance of shared experiences and therefore, I became conscious of it.”

“Spending time together creates experiences that only those who participate in such experiences understand. I cannot express in words what makes it precious.”

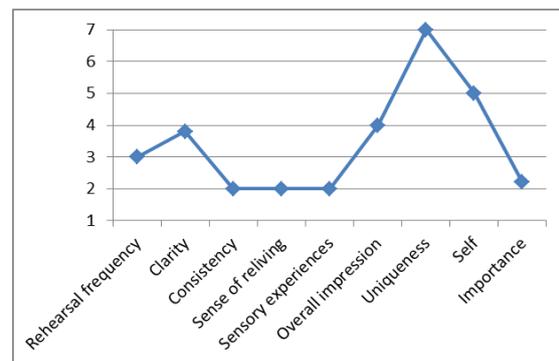
**Subject C (38-year-old male/Human Resource Department)**

**Autobiographical Memories**

Although he was impressed by the overall experience at the camp, he did not have a special memorable moment from the same. If he had to choose one activity, it would be the “trust fall” activity.

**Memory Characteristics**

The feature of his memory characteristics was that he regarded the overall experience as unique.



**Figure3.** Memory Characteristics of Subject C

**Narrative about Autobiographical Reasoning**

“I suppose the experience of falling into a teammate’s arms before developing a trust relationship with them was unnerving for me. I knew that it was out of my control. Therefore, I was eventually able to trust without hesitation.”

\* “trolley” and “trust fall” were team-building activities

### Interpretative Phenomenological Analysis

“Uniqueness” and “Relationship” are important themes that were identified through the IPA. Three subjects recognized their camp experiences to be "unique" because of the outdoor location, involvement of physical contact, and participation in special activities. Associates, who experienced the outdoor education program, discovered new "relationships" or a sense of camaraderie. Furthermore, this camaraderie transcended generations. This bond was formed not only among associates who spent camping together, but also among associates who participated in same program held during different times.

### **Conclusions**

The impact of the camping experiences on the three participants differed individually. However, because of the new environment featured by the camp, all the participants engaged in new ways of communicating with one another, resulting in personal growth and irreplaceable experience. In addition, the camping activities built a sense of camaraderie among participants regardless of their physical participation.

### **Implications**

This study confirms that outdoor programs are effective for building camaraderie among associates. The impacts of such experiences appear to last well after the program's conclusion. Therefore, these findings are significant for companies looking to strengthen the bonds among their associates.

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