



# The Learning Journey

A web based educational outcomes measurement tool. 18 months later...

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Acknowledge:

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<http://www.oeg.net.au/research>

Outcomes and Partnerships



THE  
**OUTDOOR**  
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# 15<sup>th</sup> National OE Conference

1. OEG Educational Framework
2. The development of ‘The Learning Journey’ as a measurement tool.
3. Inform quality of program design
4. Critically improve teaching practice



# The Learning Journey Context

We aim to engage with:

1. Our schools as educational partners.
2. Student experiences and learning
  1. Self reflection and deepened learning
  2. Links with classroom
3. Societal issues pertinent to students.
4. The outdoor education profession.



# Learning Journey Framework

1. OEG Vision, Mission and Values
  1. Educational context
2. Educational Framework (Version 3)
3. Web Based Tool
4. Measurement of Student Outcomes
  1. Learning process
  2. Reports
5. Professional Development – OEG and School staff



# Measuring the Educational Framework

- List of factors / competencies – based on program objectives
- Definitions written
- Generate many possible questions per factor
- Revise/vote on each question



# Pilot Survey

- Conducted pilot study & evaluated # of factors and each question
  - 789 students included
  - Year 7 – TAFE -Outdoor Recreation.



# OEG Educational Framework Changes (Version 2 to 3)

EF is based on domains of Core Values; Self; Others; Environment competencies / factors.

1. Core Curriculum – Respect & Responsibility.
2. Self identity & spirituality combined.
3. Physical well being added.



# cont. OEG Educational Framework Changes

1. Team work combined with group problem solving
2. Leading a group changed to Leadership
3. Environmental appreciation reworded connection
4. Most definitions simplified



# ACCEPTING CHALLENGE

## OLD Definition

The extent to which an individual seeks out challenge, uses sustained effort in the face of challenge, and is willing to go beyond comfort zones for personal growth.



# ACCEPTING CHALLENGE

## NEW Definition

A person seeks out, has a go, thrives and benefits from taking on challenges.





# Educational Framework 2007

## Core Curriculum

1. Respect & Responsibility for Self
2. Respect & Responsibility for Others
3. Respect & Responsibility for the Environment



# SELF

1. Accepting challenge
2. Emotional resilience
3. Goal setting
4. Spirituality
5. Physical Well-Being





# OTHERS

1. Conflict Resolution
2. Community action
3. Followership
4. Group problem solving
5. Leadership



# NATURAL WORLD

1. Environmental connection
2. Environmental understanding
3. Environmental action





# Development of Measurement Items

- Pilot study analysis of student answers
- Use refined questions for research and practice
  - 4 questions to measure each factor / competency

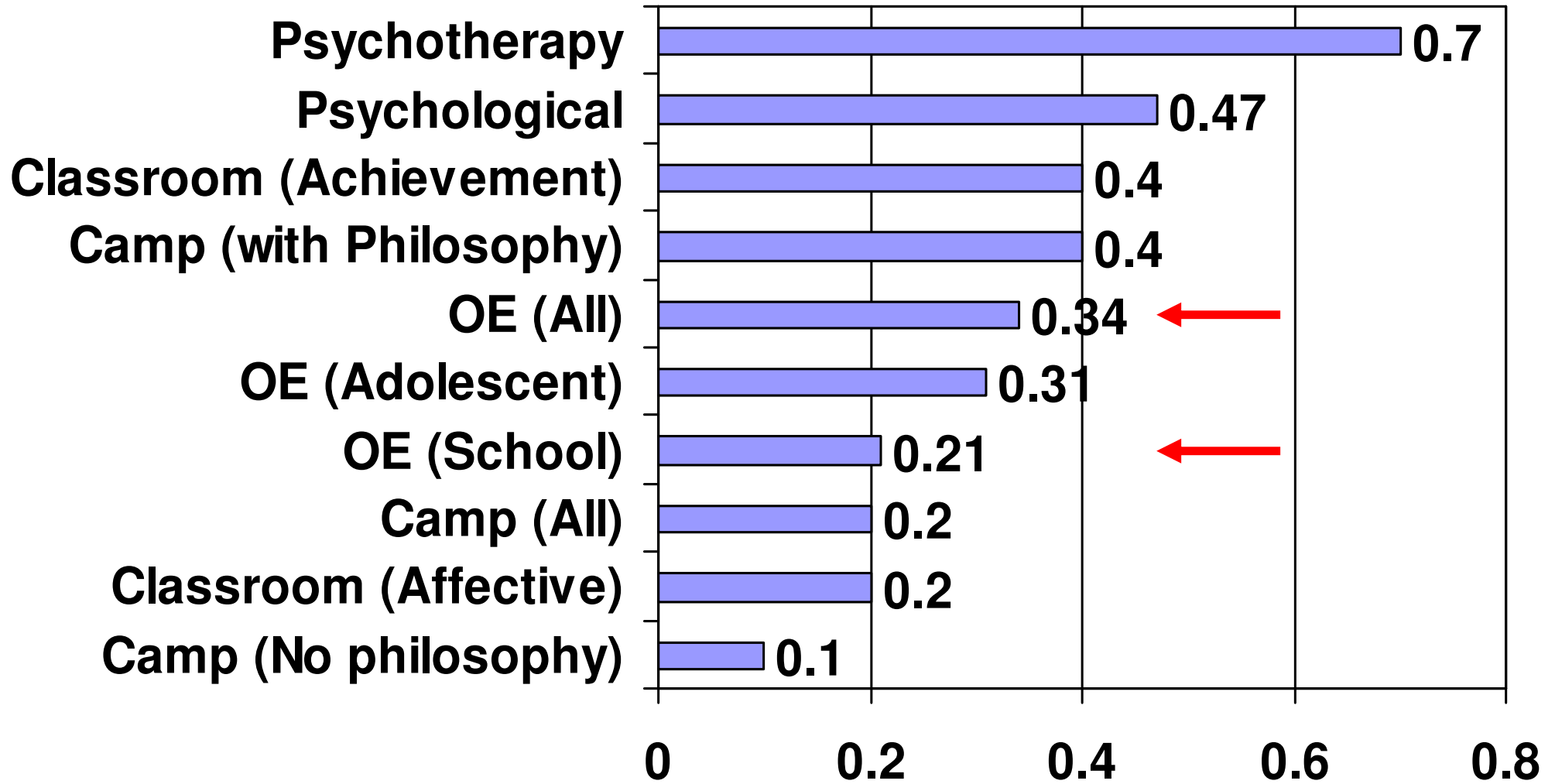


# The Learning Journey

Attain 3 components of information:

1. Pre – Program reflection
2. Post Program reflection
3. Open ended questions

# Effect Sizes for Psychological & Adventure-based Interventions







# Outdoor Education Research Summary

Research on 10,000 OE students  
has found 3 to 4 out of 5  
improve in personal & social  
skills.



# OE with School Students

## Research Summary

ES of .2 can be translated as an 8% improvement. (OE school)

Or that out of a group of 5 school students:

- ~3 will be +vely affected
- ~1 won't change
- ~1 will be -vely affected



# OEG Research Summary

A conservative estimate is that overall OEG effects are .1 to .4, pending further study.



# Effect Size

- Environmental Connection
- Leadership
- Accepting Challenge





# Themes Beyond the Framework

- Year 7 example
- Friendship
  - Friendship was a concept highlighted by the students as an important personal and social aspect of the experience.



# Friendship

Time to experience through activities and challenges;

- Achievement together and sharing the experiences;
- Social interaction different from the school environment, allowing friendships to blossom more quickly and easier;
- Attaining different perspectives of others;
- Acceptance of others;
- Trust developed;
- New students in particular highlighted the benefit from social interaction;
- Motivation and support of friends during different experiences; and



# Friendship

- Tolerance and understanding of others.
- Alicia - “The hike was great because it really brought our group together. I was in a group with most of my friends but it brought us together a lot more than just sticking around at school.”
- Andra - “Most of all I loved how I learned to trust more people and no one blamed anyone if we did something wrong.”
- Eren - “The program was really good for me as a new student I made so many new friends and had a chance to talk to every one.”





# Relationship with Self and Others

- Relationships were identified and viewed differently from the concept of friendship.
  - Communicating with and understanding new people due to the long time spent together;
  - Positive encounters with other groups and students;
  - Getting to know their own and others characteristics;
  - Reaching a greater understanding of their own self-concept;
  - Establishing strong bonds to others, even though they were not close friends;





# Relationship with Self and Others

- Learning new things about people; and
- A deeper understanding of other people, learning not to judge people superficially.
- Claire - “I learnt not to judge people on the way they look and I learnt a lot more about people.”
- Claudia - “It really gave me a chance to have conversations with people I have never talked to before, and I was actually surprised how nice everyone was.”
- Madison - “This camp has been a great experience for me because I am a new person at the school I have found out about a lot of new people and made lots more friends.”





# Teacher and OEG Staff Relationship

- Some students identified the student-teacher-interaction outside the normal classroom setting as important and recognised staff and teachers as positive role models.



# Outdoor Environment & Activities

The outdoor environment and the adventure activities were important aspects of the experience. The main points the students articulated were centered on:

- ❑ Simple living
- ❑ A sense of achievement when students ‘survived’ outdoor challenges
- ❑ An intensive learning experience due to opportunity to focus on specific aspects
- ❑ Learning to do it yourself: entertaining oneself;
- ❑ Outdoor fitness appreciation (enjoying canoeing, rope course, navigating, and camping);



# Outdoor Environment & Activities

- Learning from experience – gaining self confidence through outdoor challenges;
- Being challenged by activities, insects, cold, (missing) facilities
- Feeling of independence, especially at solo time; and
- Accepting and dealing with responsibility (cooking meals, setting up tents).



# Teamwork

- Enjoyment from working as a team, sharing challenging experiences with others;
- Success as a team was more valuable when individual students cooperate and work together;
- The distribution of tasks accordingly to individual abilities;
- A feeling of independence;
- The strengthening of interpersonal bonds;
- The ability to achieve more as a team which can't be achieved individually; and
- Trust and support built through teamwork.



# Main Learning – Challenges or Solutions

- Teacher Administration Guide
- School curriculum expectation
- Context for the students
- Information Technology – creation of a web tool
- IT in schools



# Main Learning – Challenges or Solutions

- Numerical data interpretation
- Assumptions
- Expectations – what does success look like?
- Pre / post and follow up
- Longitudinal study



# Learning Journey Reports

- Audience
  - Form Teacher
  - Welfare Coordinator's
  - English Class
  - Peers
  - School Board



# Analysis into the Future

More data:

- Days on program
- Year Level
- Sequential program
- Hard Top / Journey Style
- Gender
- Philosophy of Camp

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# Program Design

- Course Report – OEG staff
- Learning Journey - Students
- Teacher Feedback – School Staff
- What does it mean for next year?



# Teaching Practice

- Essential Teaching Document
- Professional Development
- Performance Appraisal
- On the Job Support
- Redesign “Training”
  - The fine balance



# Success and Challenge?

- Grants and funding
- Partnerships – expert knowledge
- Long term investment
- Tool limitations & ability
- Quality Assurance
- IT - creation
- Time and resources
- Training and implementation
- Risk taking and uncertainty



# OEG Research Webpage

<http://www.oeg.net.au/research>

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