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INTEGRATING ADVENTURE INTO THE CURRICULUM:
AN APPRECIATIVE INQUIRY APPROACH

A Chapter Style Seminar Paper Submitted in Partial Fulfillment of the Requirements for
the Degree of Masters of Education Professional Development

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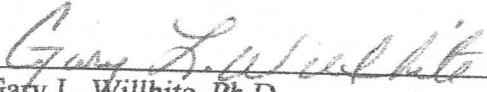
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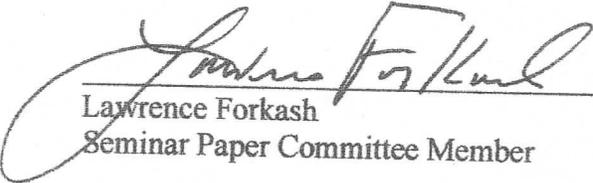
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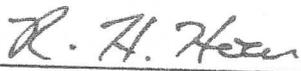
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ABSTRACT

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The use of adventurous and challenging experiences is growing in today's school curriculum along with the popularity of outdoor education, recreation and leisure in society at large. The specific experiences in school curriculum most often relate to four fields which share common roots in progressive education: environmental education, outdoor education, experiential education and adventure education. It is useful today to describe these fields under one umbrella as "adventure education" since the practices and goals of each converge in schools. Adventure education today, however popular and justified as beneficial to students, fails to commonly appear in standards or integrated curriculum in schools. The process of Appreciative Inquiry (AI) is appropriate to achieve integrated adventure education in schools through a critical, action-research approach and to create success stories to the benefit of others. AI is an effective organizational change model for schools that can also counter-act the limiting, problem-centered nature of today's education system and provide a structure to promote new opportunities for powerful school change. Through the use of the 4-D Cycle and an Appreciative Summit, AI is a timely approach for integrating adventure into physical education and positively transforming our schools beyond our current scope of understanding.

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CHAPTER I

INTRODUCTION

Participation in outdoor recreation, adventure and leisure continues to grow in the United States and has exploded in popularity, intensity and diversity over the past three decades. Greater visibility in the media, an increased desire by participants for adventurous and challenging experiences, the advancement of new adventure equipment technology, and a burgeoning adventure tourism industry are all attributed to its growth. While participation in the outdoors or in physically challenging activities themselves is not novel, the ascent of specific segments including extreme sports, adventure sports, therapeutic and personal growth, is. Suddenly a new profit sector with wide spread public support has developed and with it a growing professionalism to conduct the organized group events, competitions, outings and educational programs demanded by the masses to experience “challenge” and “adventure”.

Since, American schools continue to be a reflection of trends in society, the popularity of adventurous and challenging experiences has grown within them as well. Schools have therefore become simultaneously burdened with preparing students of all ages with delivering the products of this new industry and themselves integrating its practice into current curriculum. However, creating adventurous and challenging experiences in schools is quite unconventional in traditional education. To better understand why, consider what is meant by the terms “challenge” and “adventure”. Challenge is any stressful task that stimulates problem solving and develops strength and

resilience. A challenge can be described as an adventure when engaged in with manageable risk, fear and an ability to cope with the threat of physical or psychological harm (Priest, S., Gass, M., 1997). Traditional classrooms are not intended to focus on the student intrapersonal and interpersonal skills required to manage feelings of fear or stress that are central to learning through challenge and adventure. Instead, traditional education is designed with the student in a passive role in a teacher-led classroom. In order to incorporate adventure and challenge in a student's education, a non-traditional, more student-centered approach, like experiential learning, would be a much better fit. Next, let's examine why.

Experiential learning is aligned with the progressive education movement of the early 1900's and often linked to the educational reformist, John Dewey. He stressed the importance of experience as an educational tool and described experiential learning as a cyclical process for a learner that includes three phases:

1. Observing a specific situation and surrounding conditions
2. Recalling past knowledge related to the situation
3. Making judgments based on observations and past knowledge to determine significance

This experiential learning cycle is to experiential education what rote learning and memorization are to traditional education. The patulous of Dewey's work was the inspiration for a number of other models and perspectives that build on the basic premise that experiential learning relates to the learner on a personal level by addressing their needs and wants (Wagstaff, M., Attarian, A., 2009). "Experiential education is a philosophy that informs many methodologies, in which educators purposefully engage

with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities.” (AEE Web site, 2012) Addressing challenge and adventure in schools is better fit to be approached from this foundation or from related educational philosophies where experiential learning is also a root.

Today, environmental education, outdoor education, experiential education and adventure education all claim those common roots to Dewey’s work and the experiential learning cycle. All four fields of education call for hands on experiences performed directly by the learner (Liebermann & Hoody, 1998; Luckman, 1996, Nichols, 1982; Wood & Gillis, 1979) and place the learner at the center of all tasks (Ernst & Monroe, 2004; Joplin, 1981; Kylloc, 1980; Nichols, 1982). Not surprisingly, “for many educators, the terms ‘outdoor,’ ‘experiential,’ and ‘environmental education’ are perceived as interchangeable” (Adkins, C., Simmons, B., 2002). As Randolph Haluza-DeLay (1999) contended, many outdoor centers and leaders practice adventure education and environmental education simultaneously.

Despite the commonalities that these 4 fields share and the frequent simultaneous practice of them, there are also important differences to distinguish. Educators in all four fields push to operate outside the traditional classroom environment; however, only outdoor education is exclusively described as relating to the natural environment, despite the often expressed value of the natural environment to environmental, adventure and experiential education experiences. And experiential education and adventure education share the central goal of challenging the learner through a novel experience, even though outdoor and environmental education may aspire to offer a similar end. As openly

inclusive fields, other terms have also emerged and are commonly used to describe activities that share similar goals, objectives and characteristics. “Outdoor pursuits” is often used in the context of University programs to describe all activities in a natural environment, whether they are recreational or educative in nature. “Adventure based learning” is another popular term, which is most often heard in the context of training or developing skills in untraditional environments, such as rock climbing in a gymnasium, where the nature of the adventure activity varies greatly. Therefore, for simplification, I will refer to all the before mentioned fields as “adventure education”, unless a distinguishing characteristic is valuable to this analysis, because using such a unifying term has benefits worth considering in schools as it relates to curriculum and content.

Within traditional primary and secondary schools, physical education departments are the most likely content area to encounter adventure education. With the recent growth in popularity of outdoor recreation, adventure and leisure, so too has grown their presence in physical education as the most closely related subject area. Adventure education programming is becoming increasingly popular as a physical education model and a large body of research outside of the field of physical education supports the many positive outcomes (Kulinna, P., 2008). Students in physical education classes commonly engage in adventure tasks such as initiatives, trust activities, and climbing challenges for the purpose of acquiring physical, cognitive, and affective skills and knowledge (Dort, A., Evaul, T., Swalm, R., 1996). A wide range of adventure activities are available to physical education teachers, while remaining appropriate to their subject area, intended to promote personal and social development in outdoor and indoor environments. Popular activities selected fall into 3 common categories including, cooperative initiatives or

games (e.g. ropes activities, team challenges), outdoor skills (e.g. paddling, snowshoeing, biking) and challenge courses (e.g. low to ground or high elevation).

Despite these wide varieties of activities available, the popularity of adventure education, and the wealth of research evidence indicating the value of adventure education experiences to students, adventure education exists in limited forms for students in traditional primary and secondary education on the state and national level. In fact, it barely exists in any curriculum standard, and is most visible in national accrediting bodies for teacher education programs, rather than student standards. Has adventure education as a component of schools failed to advance enough for universal acceptance?

The 2001 Standards for Advanced Programs in Physical Education Teacher Education, published by the National Association for Sport and Physical Education (NASPE), an Association of The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), listed it as an example activity only, in order to meet the content knowledge standard for the command of subject matter of lifetime physical activity. Additionally in 2003, NASPE appeared to be taking a more active approach in supporting adventure education when it published Assessment in Outdoor Adventure Physical Education by Jeff Steffen, Ph.D. and Susan J. Grosse, MS, as a part of their Assessment Series for K-12 Physical Education. However, no other publications or supporting standards have been developed by NASPE, and instead, the updated 2008 version of the Standards for Advanced Programs has omitted any examples or mention of adventure education activities.

Also, back in 2001, the largest Physical Education accrediting body, The National Council for Accreditation of Teacher Education (NCATE), required that

outdoor/adventure education competency in physical education teacher education undergraduate programs have to be met in order to be accredited. The outdoor/adventure competency stated that students should have opportunities to develop participatory skills in adventure and other challenge activities such as camping, hiking, backpacking, skiing, skating, canoeing, walking, frisbee, and cycling. It stated nothing related to the curriculum of those listed activities or the learning outcomes for the students. It is therefore not a surprise to read in the largest survey of College and University undergraduate physical education programs across the nation reported that a majority of outdoor education courses never complied with the accreditation standards in 2001 by NCATE. Wide inconsistencies in credit hour requirements, activity selection, use of a text, and course content was also reported by the survey (Luo, P., John, J., Davies, N., Fletcher, S., et. al.,2002). Today NCATE has adopted NASPE's standards which omit any mention of adventure education standards once again.

On the state level, standards appear to be slightly more explicit by mentioning specific activities and their related equipment. The California Commission on Teacher Credentialing (CCTC) expects a university to consider the extent to which the program includes the study of outdoor education activities such as orienteering, outdoor survival skills, ropes, canoeing, hiking, and backpacking when reviewers judge whether a program meets this standard. And in Wisconsin, as of 2012, there is mention of outdoor activities, outdoor pursuits, biking, kayaking, canoeing, teambuilding, adventure activities and the related outdoor "technology" such as compasses and GPS. However, the mention of these adventure related skills, activities and equipment in physical education is limited to students in grades 6-12. In both instances, expectations for the use

of adventure education are loosely described, limited to older students and open to wide interpretation.

A lack of guiding standards, specific curriculum and teacher preparation content all point to the unpreparedness of teachers to meet the growing need for adventure education in schools. Since we know that many physical education programs are including adventure education, how are they delivering content to students? What are schools including in their classrooms as why? What are the influencing factors that lead to successful inclusion of adventure education in a school? What opportunities exist to improve adventure education in school?

In researching adventure education in schools, what stood out the most to me, was a lack of information related to the process of integrating adventure into the curriculum that led to success. In most schools it was as if adventure just appeared in the curriculum. Many instances of adventure in the classroom appeared to be driven mostly by physical education teachers who had personal experience related to adventure that they could easily adapt to their classroom. Other times adventure education was initiated by purchasing an expensive package of adventure curriculum, equipment and training from a private organization such as Project Adventure. Of course, those types of private companies in turn have been some of the leading investigators for research that support the use of adventure education. Even without being too critical of the apparent conflict of interest in both of those influences, shouldn't other process success stories be more apparent in the adventure education movement? Despite research that documented lots of collected data related to what people were already doing and its effectiveness, there was an absence of data explaining how they got there and why.

In summary:

1. The popularity and relevancy of outdoor recreation, challenge and adventure has increased and adventure education is being practiced at an increasing rate in society and in schools
2. Adventure education has clear principles based in experiential learning and an established history as a part of progressive, non-traditional education
3. Adventure education rarely exists as a integral part of formal curriculum or standards in schools
4. Adventure education is most commonly aligned with physical education and examples of effectively integrating adventure education into the curriculum are limited.

The significance of this story is two-fold if integrating adventure into schools is going to be successful in the future. First, research must be conducted on how experiential education principles of adventure can be effectively designed within the curriculum of a school to meet current standards. Second, successful examples of how to integrate adventure education into curriculum must be shared to provide examples for others to follow. Therefore, a well-designed approach would develop a process for research and create a successful product simultaneously: Research and design an adventure curriculum within a school and fully integrate it at the same time.

One methodology called Appreciative Inquiry (AI), developed initially for conducting organizational research by David Cooperrider and Suresh Srivastva (1987), stumbled on such an approach for the business world. They found that the process of researching and inquiring into the positive aspects of a system was transformational.

Inquiry proved to be not only a prelude to action but a form of constructive action (Cooperrider, D., Whitney, D., Stavros, J., 2008). “AI has therefore come to be seen as a method for stimulating social innovation and organizational change. It springs from the tradition of action research but criticized that tradition as being too focused on remediation and problem solving (Cooperrider & Srivastva, 1999). Due in part to its linkages with disciplines such as positive psychology (Fredrickson, 2009) and positive organizational scholarship (Cameron, Dutton & Quinn, 2003), AI has emerged as a generative process for discovering or creating new possibilities that organizations can use to positively alter their collective future (Bushe, 2007)”. (Tshannen-Moran, M., Tshannen-Moran, B., 2011)

This paper will research the feasibility and appropriateness of AI as a focused approach for integrating adventure into the curriculum of a school. Because through all of my research I was unable to find a single documented case where adventure curriculum was integrated using an AI approach, my research will expose the principles and steps that would allow for its application to an action research approach. At first glance, AI closely models many of the principles of adventure education and is therefore a well-designed approach for integrating adventure into curriculum. AI is an iterative and expansive process that is learner-centered, like experiential learning. It also shares the central tenet of experiential education and adventure education that the emphasis of the process is not only on the product but also the process.

The focus of this research will not be on the validation of adventure education or experiential education as an effective curriculum component. Many studies have already focused on that aspect and refuting or supporting either is not my goal. Instead, I have

provided enough research and information to provide a context and relationship for adventure education in schools. This background is included only to reinforce the foundation for which the process of adventure education curriculum integration can be studied and understood. Instead, the focus of this paper is on why an AI approach is well designed for integrating adventure education into the physical education curriculum and what my recommendations are as an action research approach.

The following document is a compilation of material related to curriculum, adventure education and AI. In order to identify pertinent literature the following key words were used independently and in conjunction with one another: adventure, challenge, adventure based learning, education, experiential, outdoor, outdoor pursuits, curriculum, wilderness, middle school, high school, higher education, university, college, research, action research, standards, recreation, problem solving, organizational behavior, provocative propositions, social, social emergence, positive, integration, AI and Appreciative Inquiry.

CHAPTER II

REVIEW OF THE LITERATURE

Definitions

Adventure – An unusual, exciting, stirring or remarkable experience, where the outcome is uncertain, and accompanied by the perception of risk. (Brendtro, L., Strother, M., 2007)

Challenge – Any stressful task that stimulates problem solving and develops strength and resilience.

Challenge Course/Ropes Course/Ropes and Challenge Course – Physical structures and equipment that are tools to commonly conduct adventure-based activities. Activities can take place on the ground or on high or low elements where participants develop goals and encounter physical, social and emotional challenges.

Adventure Education – Direct and purposeful exposure to adventurous activities in an effort to facilitate both intra- and interpersonal growth (Meyer, B., Wenger, M., 1998)

Adventure Based Learning (ABL) - A term popularized by Project Adventure as a subset of adventure education activities that may be used for a broader educational purpose than the adventure activity itself.

Traditional Education - The chief business of traditional education is to transmit to a next generation those skills, facts, and standards of moral and social conduct that adults deem to be necessary for the next generation's material and social success. As beneficiaries of this scheme, which educational progressivist John Dewey described as being "imposed

from above and from outside", the students are expected to docilely and obediently receive and believe these fixed answers. Teachers are the instruments by which this knowledge is communicated and these standards of behavior are enforced. (Dewey, J., 1938)

Experiential Learning – Philosophy of education relating to attainment of understanding from an experience; a process through which a learner constructs knowledge, skill and value from direct experiences. (AEE website, 2012)

Outdoor Pursuits - A subset of outdoor recreation, the term outdoor pursuits is widely applied to activities that involve moving across natural land and/or water environments by non-mechanized means. For example: biking, orienteering, tramping, rock climbing, cross-country skiing, kayaking, sailing, rafting, or caving. (Blanchard and Ford, 1985; Lynch, 1993; Ministry of Education, 1999; Priest, 1990)

Wilderness - The most intact, undisturbed wild natural areas left on our planet – those last truly wild places that humans do not control and have not developed with roads, pipelines or other industrial infrastructure. (WILD website, 2012)

Action Research – “Participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview...it seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities." (Reason, P., Bradbury, H., 2006)

Recreation – An organized activity in which a person participates during free time; a term having gained greater attention at the start of the 20th century in the United States because

it revolves around the most easily observed feature of the leisure phenomenon – the activity. (Ibrahim, H., Cordes, K., 2008)

Problem Solving - A higher order cognitive process that involves discovering, analyzing and solving problems for which the ultimate goal is to overcome obstacles and find a solution that resolves the issue

Organizational Behavior – An interdisciplinary field of study including sociology, psychology, communication, and management that investigates the impact that individuals, groups and structures have on behavior within an organization.

Provocative Proposition – A statement as defined through Appreciative Inquiry that describes a new future, challenges the status quo, inspires action and is worded in the present tense as if it were the current reality (Ricketts, M., Willis, J., 2004)

Appreciative Inquiry (AI) – “An affirmative philosophy, process and approach to finding and co-creating a new, more positive future for a person, group, organization or community.” (Ricketts, M., Willis, J., 2004)

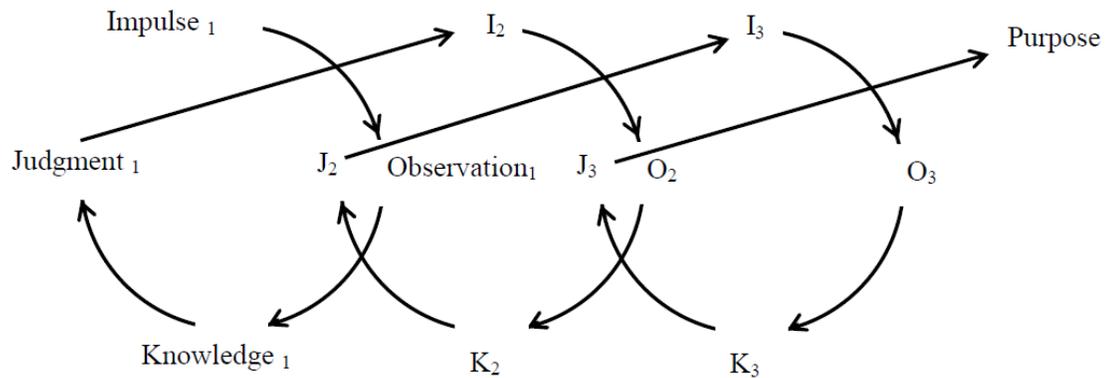
Adventure Education: Practices and Experiential Education

A recent review of adventure education exposes a large scope of programs, activities and instruction in schools that can be described as adventure education “based”. Examples can be found in many different areas of schools such as; physical education, science, math, clubs/athletics, orientations, field experiences and retreats. Within those many school areas, the environment for its inclusion could be in an indoor or outdoor setting, in the wilderness or the classroom, and even a state of mind or a physical activity. These experiences and environments are outside of typical traditional school offerings.

Adventure education has filled a void and a growing demand in schools for non-traditional programs that afford students opportunities that traditional classroom experiences do not. Schools, universities and programs have discovered the value of experiential learning and have found unique ways of defining and incorporating it into their philosophies and activities. (Munsell, J, 1995). Many educators are utilizing the wilderness or outdoor environment as a means of providing students and staffs with an experientially based developmental program. Others are using “adventure activities such as rock climbing, rappelling, backpacking, and whitewater rafting serve as the teaching medium to promote personal development and increase students’ understanding and application of group process skills” (Smith, K., 1984). Whether the activity is the tool for a specific learning outcome or the skill to be acquired is the learning outcome, participation in adventure continues to increase in our schools in breadth and depth. Additional programs include, but are not limited to: outdoor pursuits activities such as geocaching, camping, hiking, mountaineering, caving, sailing, scuba diving and skiing; ropes and challenge course activities such as initiatives, high ropes, low ropes, team exercises and zip lines; and fitness activities such as inline skating, cycling, trail running, adventure racing, and open water swimming.

Despite the diversity of formats used in these educational programs, each relies on a common set of principles related to experiential learning. Experiential learning “involves a guided process of questioning, investigating, reflecting, and conceptualizing based on direct experience. The learner is actively engaged in the process of learning, has freedom to choose, and directly experiences the consequences” (Stehno, J., 1986). Building upon earlier work by John Dewey, American educational theorist David A.

Kolb believes “learning is the process whereby knowledge is created through the transformation of experience” (Kolb, D., 1984). His theory is presented as a cyclical model of learning, consisting of four stages shown in the figure below.



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Figure 1. Dewey’s Model of Experiential Learning as Conceptualized by Kolb (1984)

Adventure is one form of experiential learning that is highly effective in developing team and group skills in both students and adults. Adventure activities help develop listening skills, recognize individual strengths, and promote mutual support. These benefits apply equally well to academic problem solving or to school-wide improvement efforts. Experiential education is an effective change strategy for schools and a more engaging way of treating academic content. (Stevens, P.W., Richards, A., 1992). Most notably, of all of the experiential education approaches, “adventure is uniquely able to provide satisfaction because it provides the most meaningful challenge, i.e., it involves risk, a healthy degree of fear, and uncertainty about the final outcome” (Mortlock, C., 1978).

Adventure Education Research Outcomes In Schools

Studies have examined the effect of adventure and experiential education on students when integrated into the curriculum and as a supplement to traditional classroom

learning. Specifically, adventure education results in a positive feedback to the learner in various ways that provide continued gains over time. Mostly commonly researched are the positive effects on self-concept, however to a lesser degree one can find positive effects on behavior, school engagement, academic success and physical development (Gehris, J., Kress, J., Swalm, R., 2010).

One early landmark study, on school curriculum integration with adventure/experiential education, was based on previous studies that found significant changes in self-concept following Outward Bound (adventure education-type program) experiences. The study population consisted of 99 students enrolled in 1 of 4 classes at Eastern Washington University. Three classes included an adventure activity, e.g., overnight survival camps, rappelling, back country hiking, as part of the course curriculum; the fourth class, the control group, was a traditional lecture course. The comparison of means suggested a positive change in self concept for the classes featuring outdoor adventure activities” (Ewert, A, 1977).

David Patterson, reinforced these findings in 1992 when their students had “a positive experience as Outward Bound participants. Approximately 98% of the ninth graders felt that Outward Bound had helped them become more positive and contributing participants in group activities, and 88.2% thought that they were now more capable of accomplishing more challenging tasks. Responses of the eighth graders, who had more recently completed the program, were similar” (Patterson, D., 1992).

Beyond the ubiquitous Outward Bound program studies, the most comprehensive study to date is a meta-analysis of adventure programs for students ranging from 11-year olds to college freshman. Cason and Gillis (1994) included 147 effects based on 43

studies from around the world. They found an average effect size of .31 of which most outcomes were high: self-concept (.34), behavioral assessments by others (.40), locus of control (.30), grades (.61), and school attendance (.47). Additionally, they discovered that longer programs had almost 3 times the effect that short or medium programs had and despite the variety of participants (e.g. adjudicated, inpatients, emotionally/physically challenged, and “normal”), no significant differences existed in outcome effects.

The value of such a large study inspired a team of 4 researchers from the United States and Australia in 1997 to combine 96 studies in a new meta-analysis. They effectively confirmed the Cason and Gillis findings, reporting a .34 average effect size and also reported several unique findings worth mention. First, “a follow-up of an additional .17 leading to a combined effect of .51 [can be achieved], which is unique in the education literature”. Second, the outcomes with the greatest effect relate to self-control: independence (.47), confidence (.33), self-efficacy (.31), self-understanding (.34), assertiveness (.42), internal locus of control (.30), and decision making (.47). Overall, their findings significantly advanced the understanding that adventure programs have a major impact on the lives of participants and that the impact is lasting (Hattie, J., Marsh, H.W., Neill, J., and Richards, G., 1997).

In further inspecting these lasting impacts, a more recent study in higher education “examined an adventure education program's impact on college students' learning and overall university experience. Focus groups conducted with 14 college freshmen in a learning community program indicated that the adventure education program enhanced connections between students, faculty, and the university; promoted experiential learning and transferable skill development; and developed an academic

support network” (Bobilya, A., Akey, L., 2002). “Freshman evaluations of [outdoor education freshman orientation programs] indicate that the experience increases self-sufficiency and helps develop a sense of community among the students. There has been a significantly higher rate of freshman-to-sophomore retention and a lower rate of academic probation at the end of freshman year...compared to previous years. The program has a significant positive impact on student leaders” (Stremba, B., 1989). Moreover, what this study and related research literature supports is that the positive effects on students are significant and concluding remarks in many of the studies recommend that these effects should be harnessed to influence students learning in various other realms.

Adventure Education: A Convergent Field

To understand the scope of influence that adventure education may have in other realms, it is valuable to consider the fields that it is based in and related to. Today adventure education is commonly confused, fused and integrated with outdoor, environmental and experiential education. At times, each field typically relies on the other for the delivery of its content. “Caken and Tellness (cited in Fox & Lutt, 1996) suggested that outdoor education, outdoor recreation and environmental education all share the same values of respect, social responsibility, and self-actualization. Although each field has its own focus and purpose, they share related purposes and foci (Adkins, C., Simmons, B., 2002). Adkins and Simmons offer the following examples:

Outdoor education is a direct antecedent of environmental education but can include other subject matter than learning about the environment. Experiential education often employs outdoor settings but can take place anywhere individuals learn by doing. Environmental education can take place outdoors using experiential approaches or indoors using a standard textbook. (Bierle, S, Singletary, T., 2008)

Educators have made a lot of efforts to relate outdoor education and environmental education to adventure education and experiential education. “Adventure education and environmental education have been described as two trunks of the same tree” (Haluza-DeLay, R., 1999). Both outdoor educators and environmental educators aim to increase awareness and understanding of the natural environment (Ford, P., 1981; Haluza-DeLay, R., 1999). Simpson (1996) asserted that adventure programming and outdoor recreation are positioned to effectively practice environmental ethics. Together, all four fields are designed for experiential, learning by doing to be conducted by the learner with the learner placed at the center of all tasks. The origins of all four fields, placed in a timeline in Table 1 below, also helps to better understand how outdoor, environmental, adventure and experiential education are related to one another (Bierle, S, Singletary, T., 2008).

Table 1. Origins of Outdoor, Environmental, Adventure, and Experiential Education

Type of education	Origin
Outdoor	Started in 1920s; has since broadened to include environmental issues. ^a
Environmental	Started in the 1940s; formalized in the 1960s. ^b
Adventure	Started with Outward Bound program in 1961. ^c Linked to environmental education with roots in outdoor education. ^d
Experiential	Linked to progressive education movement, early 1900s. ^e

^aJ. Smith, 1970. ^bT. J. Singletary, 1992. ^cOutward Bound USA, nd. ^dR. Haluza-Delay, 1999, W. M. Hammerman & D. R. Hammerman, 1980. ^eC. E. Knapp, 1994. Bierle, S, Singletary, T., 2008, p. 20

Expanding the scope of programming to increase overlap between these related fields is a unique opportunity and is seen by these fields as mutually beneficial. “Schatz

(1996) argued that outdoor educators have the obligation to educate their students about the environment to protect the outdoors for future generations. Bickerton and Henderson (1999) commented on the expanding goals of adventure educators, encouraging the teaching of knowledge of the Earth and an ethic of caring.” (Bierle, S, Singletary, T., 2008). These related fields certainly have the most to gain by working in unison.

Not only are these fields mutually beneficial, but at times prerequisite to specific learning outcomes – preparing students in one field for the other. “Ford (1981) suggested that adults and children may not be ready to learn about ecological principles if the outdoors does not interest them or they are uncomfortable in the outdoors. Shatz, McAvoy, and Parker (1992) reasoned that the educators should integrate recreation into EE programs because recreation can be used to help learners adjust to their new environment, with the additional benefit of making the learning environment more engaging. Van Matre (1972) put forth a similar argument, writing that the process of acclimating to the outdoors produces excitement, enthusiasm, dedication, and innovation.” (Bierle, S, Singletary, T., 2008).

This interdisciplinary and interdependent dynamic between the four fields is a unique opportunity to offer a unified adventure education approach to curriculum development that has largely gone without study or direct practice. Threads of this movement can be observed most notably with environmental education as integrated into curriculum and may be able to help students meet higher standards (Schatz, C., 1996). By synthesizing learning from concepts and skills of all of these four fields under the umbrella of adventure education and connecting it across subject matter and grade level, lessons can have potential far reaching effects in formal and informal educational settings

of schools. The process to develop such a curriculum requires a specialized approach like AI that embraces the same value of interrelatedness and can arouse the positive energy needed for adventure to thrive in schools.

Appreciative Inquiry Introduced

AI is both a philosophy and an approach directed at initiating and inspiring positive change or development for individuals and organizations. It is rooted in the history of action research and inquiry based in positive, humanist and optimistic thought of scholars such as William James (1890), Maslow (1954), and Seligman (1998). Their work provided a foundation for the discipline to evolve beyond the deficit or pathological approaches that dominated psychology in the past. Instead AI offers a new line of inquiry into positive human traits and institutions to improve the quality of life where human beings are viewed as assets capable of transformation (Calabrese, R., Hester, M., Friesen, S., & Burkhalter, K., 2010). This new thinking has clearly been influenced by new sciences such as quantum physics, chaos and complexity, as opposed to more Newtonian, modern theories based in underlying rules that describe the “right” way of doing things.

The focus on appreciation came from the ‘appreciative eye’ concept in art whereas one may locate beauty in anything. AI is a similar exploratory process where research is conducted through intentional learning and growth that ultimately leads to a positive change. This kind of action research is designed to create “a generative theory, not so much the mapping or explanations of yesterday’s world, but anticipatory articulations of tomorrow’s possibilities”. (Cooperrider, Sorenson, Whitney, & Yaeger, 2000).

AI's exciting and attractive perspective, like adventure education, is growing in popularity, dispersion and recognition. First and foremost, it has been used as a valuable organizational development tool. It is considered to be an engaging, refreshing, and organization-wide empowerment strategy as an alternative to the more popular problem centered improvement strategies initiated by management elites. David Cooperrider in 2001, considered the father of the recent AI movement, states that he has become increasingly convinced that 'appreciative modes of management may be our newer, self-organising systems what deficit or problem-oriented methods of management have been to command and control bureaucracy'. The application of AI as a tool has quickly spread through various industries and countries as it continues to evolve. Calabrese (2010) summarizes its prominence here:

Appreciative inquiry's initial application was in the field of business with application occurring with non-profit groups as well as large governmental agencies. The use of AI as an action research methodology involving whole-groups expanded exponentially since its genesis in the 1980's. AI, for example, serves as a vehicle of democratic participation in whole-county contexts (Bowling and Brahm, 2002), cities (Browne, 1999), private global industries (Barrett, 1995; Mohr and Ludema, 2003), governmental agencies, and military, religious and social activist groups (Johnston, 2002).

The impact of this growth and the widespread recognition of AI is impressive considering how entrenched deficit-based research methodologies have been in driving decision making in organizations for decades. The complexity of today's business environments, the advancement of available information technology, and a new global cultural perspective are all reasons described as requiring new innovations in our organizational approach. Innovations in approaches, like AI, that will in turn innovate new growth and development worldwide. In fact, it has even been suggested that the

emergence of methodologies such as AI and other action research could reinvent the conception and practice of research (Denzin, N., Lincoln, Y., 2000):

If we abandon the traditional goal of research as the accumulation of products – static or frozen findings – and then replace it with the generation of communicative process, then the chief aim of research becomes that of establishing productive forms of relationship.

Although AI had been used extensively in business, industry and even the government around the globe, it took the better part of 20 years before a handful of cases in U.S. and European schools were documented. A variety of purposes have been described such as classroom projects for student engagement, individual school improvement, and district level initiatives. The scope of these inquiries have ranged from open-ended in nature to addressing specific concerns and the timelines for these processes vary considerably as well. Several U.S. authors have written about the use of AI in schools. Megan Tschannen-Moran and Bob Tschannen-Moran have documented several noteworthy studies as well as their own: An eight school, yearlong AI process of discovery, visioning and planning where 6 Ohio schools were significantly impacted (Bushe, 2008); A yearlong primary school AI project that reported significant school culture improvements and the highest customer satisfaction for that school in their Norwegian municipality (Hauger & Halvorsen, 2007); Other successful AI projects in Norway that addressed student participation and flexible learning opportunities (Nesje & Nesje, 2008); A leader in AI use, Heathside Schools of London, and their significant school change success over more than 6 years (Price, Scully & Willoughby, 2007); And significant improvement in seven of eight aspects of school climate and trust from an AI process conducted in a rural Midwest school district as a part of a 2 year study

(Tschannen-Moran & Tschannen-Moran, 2011). Other outcomes of AI in schools are captured here by Willoughby and Tosey in 2007:

Schiller (2003:2) suggests that AI can ‘reform our positive images of schools into positive actions’. Pratt (2003: 18) describes how an AI project [at Shaw] school in Ohio has been used ‘to promote positive cultural change and to improve the learning environment’. Hinrichs and Rhodes-Yenowine (2003: 20) describe a project that aimed to enhance student participation in creating the school’s strategic priorities through the use of ‘the strength based whole systems methodology’ involving all stakeholders in the change process. Ricketts and Willis (2003: 6) explain how the integration of structured EL (experiential learning) activities and initiatives with the AI process ‘is a powerful learning combination for schools’.

The stories that these studies and their effects tells describes the recent success of AI in schools despite the lag of induction behind many other institutions. While there are many fewer samples from which to draw on in schools to date, the appropriateness of AI for their benefit is no less significant than for any other organization. In fact, many would suggest that the proliferation of AI in schools is the logical next step for its development into the whole of society. Influencing the systems that introduce and perpetuate more deficit-based systems of inquiry and organizational change is possibly the next frontier for AI to engage new stakeholders. AI assumes that all organizations, including schools and classrooms, are “living systems simultaneously influencing and being influenced by that which is around them...AI recognizes the power of the whole. Whether individuals benefit from the sense of community and camaraderie of something larger than themselves, or whether ideas evolve with an enhanced richness when stemming from multiple voices, the organizational change approach brings representatives of whole systems into dialogue.” (Neville, M., 2008) Rather than engaging in the status quo of deconstructing issues and eradicating problems, a larger membership of society as a whole can convene and inquire into the hopes, dreams and

values that give life to the educational systems of the world. By balancing out or replacing problem-centered language and orientations in our schools, a new culture initiated through our teachers and students can evolve. A culture in society that has a new awareness of strengths-based approaches to transformation, like AI, rather than being limited to problem solving modes of the past.

Appreciative Inquiry VS Problem Solving

In their book “Appreciative Inquiry: Collaborating for Change”, David Cooperrider and Diana Whitney propose a "eulogy for problem solving," suggesting that "the problem-solving paradigm, while once perhaps quite effective, is out of sync with the realities of today's virtual worlds" (Whitney, D., Troston-Bloom, A., Cooperrider, D., 2003). The appreciative mode is powerful and filled with potential, and is infinitely more generative than the problem-solving mode. Anyone who has experienced AI can attest to this.

Describing the language of problem solving and appreciative modes is valuable in describing the characteristics of both. The word “problem” is defined by Webster’s dictionary as: “identifying trouble; the state of difficulty that needs to be resolved; an intricate, unsettled question; a source of perplexity or distress; difficulty in understanding or accepting; misgiving, objection or complaint.” Problems, are difficult by definition, and therefore elicit low rather than high energy states, tend to encourage "can't-do" rather than "can-do" talk, and so on. Solving, on the other hand, is defined as: “a problem that has an answer; to work out a correct solution to a problem; the method or process to answering a problem.” While the inherent definition doesn’t have any specific negative references, it is only described through a relationship to “the” problem and is therefore

doomed from the start. There often seems to be a failure to differentiate between "things that happen to people" or "situations that people experience" - *problems* - and *problem solving*, which is a practical, purposive activity. "It is not problem-solving modes per se that are of concern, but that we have taken the tools a step further. Somewhere this shift has happened: it is not that organizations have problems, but that they are problems" (Cooperrider, D., Whitney, D., 1999).

Moving on from "problems", examining the definition of the phrase "Appreciative Inquiry" (AI) reveals less societal prejudice because of its relatively recent creation. The word "appreciation", by itself, is defined as: "to recognize the best in people and the world around us; a favorable critical estimate; an expression of admiration, approval, or gratitude; to increase in value." (Whitney, D., Troston-Bloom, A., Cooperrider, D., 2003). The message of appreciation focuses on the positive and affirmative in an all-inclusive way. Finally, the word "inquiry" is defined as: "to ask questions; a request for information; an examination into facts or principles; to study, search, explore or investigate" (Whitney, D., Troston-Bloom, A., Cooperrider, D., 2003). Inquiry implies an openness to change as well as a quest for new possibilities, unlike the limited scope suggested by problem solving. Unlike problem solving, the union of the words appreciative and inquiry provide a language with a vital and powerful, catalytic effect on organizational change.

Not only does the vernacular reveal that AI and problem solving are rooted in completely different meanings but they are approaches for different situations and purposes. Problem solving and AI are "so different that they are not easily compared" (Rose, L., 2002). "Problem-solving is a technical response. It focuses on breaking down

the situation into component parts, analyzing them, identifying trouble spots and fixing them, and then building up the system to its original state. Familiar examples are the use of problem solving in situations such as repairing an airplane engine or conducting emergency heart surgery. In neither case do participants wish to imagine a new future; they just want to fix the problem and get things working as they were before.” (Rose, L., 2002) Problem solving is a repair mode that does not intend to recreate or change the existing system. Although problem solving can return the system to a higher working level, it is not designed to address the larger truths of human understanding. That is not to say that problem solving cannot be exciting and creative; many of societies desperate situations require recognition of problems to respond in critical times (i.e. rescue & relief work).

AI looks at problems as well, but the focus is on people’s real situations that arise in the environment of open exchange. AI is a participative, far from technical, process that invests into creating and examining big issues. The open-ended, iterative and expansive process is therefore uncontrollable and can even be chaotic. It is “a moving target and is created and constantly re-created by the people who use it (Hammon, S.A., 1998).” With AI “new futures on the basis of ‘the best’ is possible, while still appropriately recognizing difficult circumstances in which people sometimes find themselves. This is audacious; and it's what AI is all about - reaching beyond present realities to dreams, and thence to fashioning dreams into reality (Rose, L., 2002).”

“Deciding to use AI or problem-solving is not like making a choice between using a Roberts or a Philips screw driver; it's more like the difference between using a screwdriver and understanding the implications of the human characteristic of being a

tool-using creature. Both may be appropriate in context; but asking which activity is better makes no sense. They're completely different kinds of things (Rose, L., 2002).”

The question of using both isn't a conflict but an issue of recognizing what are appropriate purposes for each. Problem solving will likely be useful for groups interested in fixing a specific thing without reinventing understandings and practices. AI, on the other hand, is more appropriate to explore large questions and dream in order to create new ways of doing things. Below is a brief summary of the characteristics of AI and problem solving in Table 2. (Rose, L., 2002)

Table 2. Summary of Characteristics of AI and Problem Solving

Problem Solving..	Appreciative Inquiry..
<ul style="list-style-type: none"> • Is a technical activity • Responds to a specific "broken" situation • Is restorative - seeks to return the system to functioning, but doesn't seek to re-create the system or to create a new way of doing things. • May be able to restore the system at a higher level of functioning (but still doesn't change its essence) • Can be creative • Can be exciting • Truth (i.e. accurate data) is important 	<ul style="list-style-type: none"> • Is focused on creation • Looks at big issues • Is participative • Is chaotic (open-ended and uncontrollable) • Truth (i.e. understanding human truth) is important • Explores large questions • Examines the human condition • Can and should look at problems (peoples' real situations) that arise in the environment of open exchange • Is iterative and expansive

Rose, L., 2002, Retrieved October 10th, 2005, from http://members.shaw.ca/lornedaniel/problem_solving.htm

Appreciative Inquiry Principles

Understanding the language and embracing the unique values of AI are necessary steps before beginning the process of AI. Once an organization has accepted the invitation to a positive revolution in change the transformation has already begun. The next step involves the realization that the shared set of assumptions of a group is a

powerful force. The 8 Principles of AI allows the group to understand what the assumptions are, in order to predict how the group will act through the process (Whitney, D., Troston-Bloom, A., Cooperrider, D., 2003).

1. **The Constructionist Principle:** Words Create Worlds.

- The reality, as we know it, is a subjective versus objective state. The world of organizational members is socially created through language and conversations.

2. **The Simultaneity Principle:** Inquiry Creates Change.

- The moment we ask a question, we begin to create a change. Given this, in AI we no longer concern ourselves with the reliability of a question to produce a right or wrong answer. Instead, we consider the direction indicated in the question, and its capacity to enhance lives.

3. **The Poetic Principle:** We Can Choose What We Study.

- Organizations, like open books, are endless sources of study and learning. What we choose to study makes a difference; it describes, and even creates the world, as we know it. Topics can be strategically selected to move in the direction of the organization's highest ideals and values.

4. **The Anticipatory Principle:** Image Inspires Action.

- Human systems move in the direction of their images of the future. The more hopeful the image of the future, the more positive the present-day action. Inquiry into the positive core through dream activities and crafting of provocative propositions stretches the collective imagination.

5. **The Positive Principle:** Positive Questions Lead to Positive Change.
 - Momentum for large-scale changes requires large amounts of positive affect and social bonding. The momentum is best generated through positive questions that amplify the positive core.
6. **The Wholeness Principle:** Wholeness Brings Out the Best.
 - Bringing all stakeholders together in large group forums stimulates creativity and builds collective capacity. The whole is greater than the sum of its parts. The whole emerges through the understanding, accepting, and enjoying of differences (not simply in the discovery of commonalities).
7. **The Enactment Principle:** Acting “As If” Is Self-Fulfilling.
 - Positive change occurs when the process used to create the change is a living model of the ideal future. If positive results are desired, than the process must focus on positive. Organizations must be the change they want to see.
8. **The Free Choice Principle:** Free Choice Liberates Power.
 - People perform better and are more committed when they have freedom to choose how and what they contribute. Free choice is the foundation of democracy that stimulates organizational excellence and positive change (Whitney, D., Troston-Bloom, A., Cooperrider, D., 2003).

Appreciative Inquiry Steps and 4-D Cycle

“Taken together, the 8 Principles of Appreciative Inquiry point to one simple message – AI is about conversations that matter. Appreciative Inquiry brings things to

life – to literally make matter (Whitney, D., Troston-Bloom, A., Cooperrider, D., 2003).” Given an action research opportunity, the traditional AI process can be applied. The AI process is based on 4 steps called the AI 4-D Cycle: Discovery, Dream, Design and Destiny (Willis, J., Ricketts, M.W. , 2001).

Step 1 of AI is Discovery: Learning from and building on personal and group experiences through storytelling. In its simplest terms, Discovery is building rapport and most often resembles teambuilding (Willis, J., Ricketts, M.W., 2001). Providing an introduction to and background on AI is the starting point for conversation and builds a foundation for conducting appreciative interviews. Specifically crafted interview questions uncover who and what an organization is when it is at its best. The four “core” questions are generally structured as follows: Tell me about your peak experience [at some time]; What do you value most [about something]?; What gives life to this org [at some time]?; If you had a magic wand with 3 wishes to heighten vitality here what would you do? Following the appreciative interviews, responses are debriefed and common themes are revisited in order for the organization to become more aware of the whole. Discovery steps end with describing the collective meaning by creating a document that maps the positive core to complete the process of “appreciating what is”.

Step 2 of AI is Dream: Discussing what was learned in Discovery and going one step further – to imagine a more inspiring, positive, life-giving world and organization. The Dream step most often resembles a familiar organizational visioning or purpose creation process. An organization must begin the Dream stage with reflecting and dreaming on a focal question that the organization determines. The responses from this inquiry process must then be clarified and enacted (in an active way – like skits) so that a

conversation can later evolve with common themes. Creating a final statement or dream map should have adequate input from the entire organization through a series of small and large group review process as the organization sees fit. “Imagining what might be,” allows the organization to break away from the norms and the familiar that limits the common view.

Step 3 of AI is Design: Bringing preferences to life through an organization’s social architecture. The Design step most often resembles creating a mission or strategic vision. This step re-invents the organization and does so by first identifying the social architecture that they desire to transform. Next, selecting the relevant and strategic design elements, through another self-selected group process, will further focus the Design process. Once all of the possibilities have been collected, everyone in the organization can make informed decisions on their preferences and separate them from the ideals. Through the plenary group process, collected preferences can be used to create affirmative statements, called Provocative Propositions, which address one or more pivotal design elements. Provocative Propositions are stated in the present tense, grounded in what works, stretch the organization beyond the familiar, and are desirable. The Design process gives form to values and ideals of the organization and challenges the status quo to “determine what should be”.

Step 4 of AI is Destiny: The 3-dimensional phase of recognition and celebration, initiation, and systemic application. The Destiny step is the actualization of a desired future with cumulative, ongoing actions (i.e. infrastructure changes, action teams/committees involvement). The first step of engaging in Destiny is reviewing, effectively communicating, and celebrating accomplishments of the AI process. Now, in

Destiny, the organization will generate all of the creative, tangible and exciting ways the ideal might be actualized. From this list of ways, members of the organization may self-organize for inspired action projects. The ongoing success of these projects will require support in order for their systemic application and continuous organizational change. With inspired action taking place, the organization has transformed through appreciation and members are empowered to continue determining their own destiny by way of their own empowerment (Whitney, D., Troston-Bloom, A., Cooperrider, D., 2003).

Together, these four steps, centered on a central Affirmative Topic Choice, become the 4-D Cycle of AI which is described as a process that transforms an oppressive organization or relationship into a liberated one. See Figure 2: The 4-D Cycle of Cooperrider, D. & Whitney, D. 1999 below.

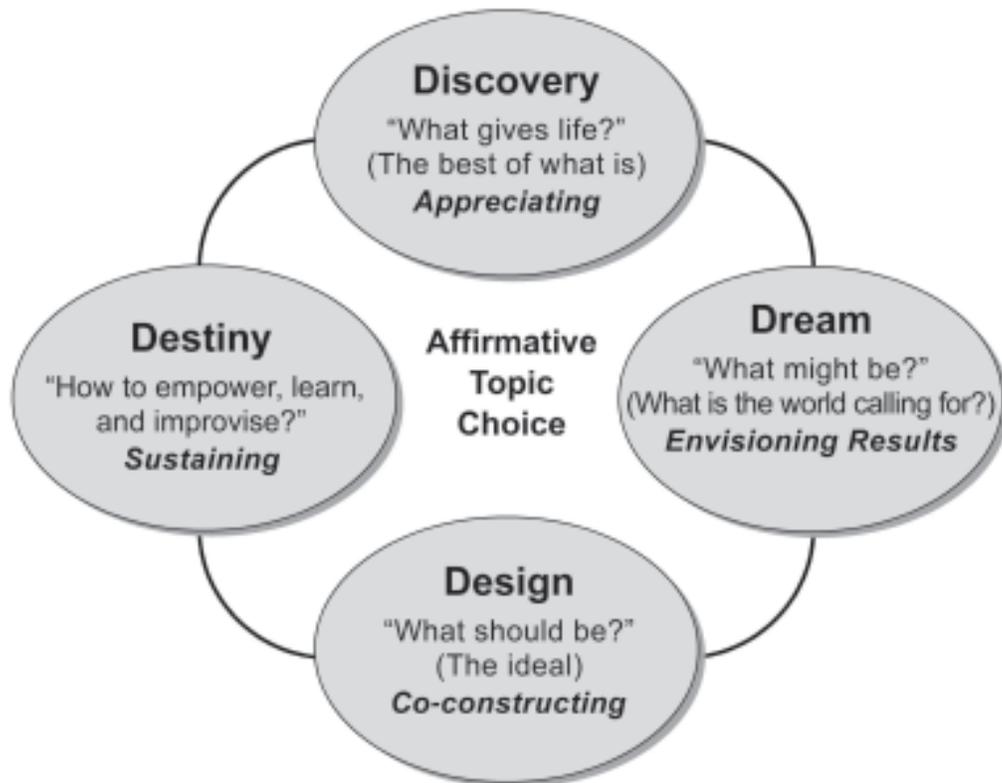


Figure 2: The 4-D Cycle of Cooperider, D. & Whitney, D. (1999).

“Appreciative Inquiry gives people the experience of personal and collective power (Whitney, D., Troston-Bloom, A., Cooperrider, D., 2003).” The liberation of power creates a self-perpetuating momentum for positive change. “A life-centered organization is one in which power-the capacity to create, innovate, and positively influence the future-is an unlimited relational resource. It is an organization in which people care about and work toward being the best they can possibly be, both personally and organizationally. It is an organization guided by spiritual ideals-peace, harmony, justice, love, joy, wisdom, and integrity. Members are empowered through 6 freedoms: to be known in a relationship, to be heard, to dream in a community, to choose to contribute, to act with support, and to be positive. (Whitney, D., Troston-Bloom, A., Cooperrider, D., 2003).”

Appreciative Inquiry Outcomes

It is the empowerment of members through the 6 freedoms that leads many to describe AI as a powerful process of social emergence that embraces the organic nature of organizations. AI allows organizations to focus their attention on questioning in the context of the design of how individuals are a part of organizations, and suggests that the way practitioners and managers ask questions has a crucial effect on the process and product of their work. “The ultimate paradox of AI is that it does not aim to change anything. It aims to uncover and bring forth existing strengths, hopes, and dreams to identify and amplify the positive core of the organization. In so doing, it transforms people and organizations. With AI, the focus of attention is on the positive potential – the best of what has been, what is, and what might be. It is a process of positive change.” (Hammon, S.A., 1998).

A new process of positive change is exactly what today's school change efforts require. Instead, teachers, administrators, and adventure professionals of today's schools are currently trained and being rewarded for providing answers to problems, and not for asking good affirmative questions to gather more, better data that reveals the positive potential. In developing vernacular and application processes of adventure curriculum designing, we have an opportunity to affect social change and work as education professionals to persistently pursue and ask provocative questions.

Incorporating AI into a positively oriented action research study has the capacity to develop relationships to create a self-supportive network of increased educational adventure resources, identify a common language useful for the profession, expose barriers to integration of adventure into classroom curriculum, and appreciate opportunities for improved integration of adventure into classroom curriculum. Educators and adventure professionals must imagine the organizations they are a part of as “dedicated to the triple bottom line, balancing financial, social and environmental needs...where [they] choose to work and are supported in areas that interest [them]. [They must] imagine a positive change in [their] organizational relationship” through a process like Appreciative Inquiry (Cooperrider, D., Whitney, D., 1999).

CHAPTER III

DISCUSSION

To better understand why AI is a timely approach for integrating adventure education into the curriculum today, I have found the foundation of past attempts to be insightful. How did the most formative movements of adventure education in society, schools, Project Adventure and Outward Bound, come to be? What were the forces that led to their popularity and what inspired their existence? Why has adventure education remained on the periphery of schools and the curriculum rather than universally accepted?

Largely the connection of adventurous experience and learning about one's self has distant origins in the minds of philosophers. Plato identified it in the fourth century BC as an education based on the union of human 'spirited' elements. He described how human determination and perseverance invoked energy and confidence that balanced the mainly intellectual aspects of experience and learning. In the eighteenth and nineteenth century, Jean-Jacque Rousseau's ideas built upon Plato's while focusing on children's development through experience. His famous statement "teach by doing whenever you can, and only fall back upon words when doing is out of the question" influenced the approach of many progressive schools of that time based in their natural surroundings.

Meanwhile, many Romantic schools of writers early in the 19th century expressed their innate connection to these wild, natural landscapes while society was in the midst of the Enlightenment and the Industrial Revolution. Their position is often considered a

counter-enlightenment, as a juxtaposed response to rational and scientific cultural advancements of the time, when some of the first documented adventure writing involving hill climbs, rock climbing, and swimming can be found. Then with the nineteenth century historic expansion of western trade and travel, scientific exploration of the world created an interest in travel and exploration in main stream society for their own sake. At this time physical education and games provisions first appeared in British Schools and continued to develop over the better part of 50 years. This history leads us until the early 1900's where one could finally more clearly identify the "adventure education" roots of modern-day schools of the past century (Hopkins D., Putnam R., 1993).

The roots of adventure education over last hundred years (1900's to today) continues to advance in a similar response pattern to the previous several hundred (1700's through 1900's). Adventure education ideals are resurgent in response to the rapid expansion of more intellectual realms, acting as a counter-balance however intentional or coincident. Kurt Hahn, one of the most innovative educators of this century would fiercely argue the former. He famously described the ills of youth development that resulted from the modernization of society ushered in through industrialization and urbanization: declines of fitness, initiative and enterprise, memory and imagination, skill and care related to craftsmanship, self-discipline, and compassion in light of unseemly haste.

Kurt Hahn's ills seem to describe a similar pessimistic view of society given today's technology-driven age: Fitness has declined as obesity has risen; initiative and enterprise is dominated by limited problem-based, scientific approaches; memory and

imagination are replaced with reliance on technological devices; skill and care of craftsmanship has diminished physically with a reliance on computer design and mass production; Self-discipline has morphed into a consumer-based value system promoted by national and international bureaucracies where only the strong can survive; and compassion is dominated by speed, competition, and a rich-get-richer mentality. Society today, while certainly information-rich is increasingly experience poor – even impoverished. It would appear that we are in greater need of adventure education today and at the beginning of this new millennium, than ever before. How can we learn from Hahn and his successors in charting our own path for more adventure education in schools in the future?

Hahn was convinced by Lawrence Holt, a sea school director for young men, that the ills of his era could be addressed through intense training and experiences at a short term school. Together they developed the first Outward Bound sailing school at Aberdovey in 1941 to provide “less a training for the sea, than a training through the sea, and benefit all walks of life” (Hopkins D, Putnam R., 1993). Outward Bound quickly grew from its core 28 day sailing trainings, to include land-based expeditions, in-service programs, teacher trainings and a variety of other outdoor programs.

The growth of Outward Bound, through its guiding principles, continued worldwide across various cultures and educational contexts. Not only could Outward Bound be found in their own schools and in the mainstream education systems that contracted Outward Bound for services, but also in the practical advancement of adventurous activities in education worldwide. The introduction of Outward Bound by Josh Miner to North America was the beginning of a new movement in adventure education for the

United States. By 1970 there were four main schools using month-long course of intense challenge education based on Kurt Hahn's work. Outward Bound grew rapidly in the 80's and 90's as a series of wilderness schools offering programs to organizations and individuals focused on developing personal skills in mostly wilderness settings. Outward Bound's influence has been incredible as it has disseminated to individuals who created new programs in both the private and public sectors, from businesses and consulting organizations to schools and universities.

Outward Bound in the United States was closely followed by Project Adventure (PA, est. 1971) when Jerry Pieh altered the Outward Bound process to create an integrated curriculum that would be more suitable to a school setting. Today, Project Adventure is the most popular adventure education curriculum in schools and has been used by over 2,500 school-based physical education programs. Project Adventure's model features a combination of interdisciplinary academic classes that use team and leadership skills in a physical education class, a series of initiative problems, and low/high challenge courses. Successful evaluations of Project Adventure have revealed increased self-confidence, independence of thought, and improved school climate. "Developing in-depth curricula (with evidence-based backing) for schools and youth agencies is the key focus for Project Adventure today." (Prouty, D., Panicucci, J., Collinson, R., 2007).

Outward Bound, Project Adventure and its offspring organizations have become popular and widespread throughout the world mainly through the many charismatic individuals determined to make a reality of their visions and ideals. However, even after a century of committed protagonists have argued that adventure education should be

accessible to all, it continues to operate on the periphery of the educational systems and serve a relatively small percentage of schools overall. Adventure education can be described as a movement that has peaked or reached a plateau, because of the perceived limitations critics mention. Critics point to the potential impact on natural lands, dangers of engaging in risk activities, expense of equipment and training, irrelevancy to working life, and foremost the inability of adventure education to be easily quantified, as reasons for resistance to greater integration. However, I suggest that the overarching reasons are much more complicated than that simple, technical list. I believe adventure education has stalled for much the same reasons that all recent, well-intentioned reform attempts have been hampered or failed. E.F. Schumacher best describes the reasons here and the reasons point to why working on successfully integrating adventure into our schools is that much more critical for a successful education:

The true problems of living – in politics, economics, education, marriage, etc – are always the problems of overcoming or reconciling opposites. They are divergent problems and have no solution of the ordinary sense of the word. They demand of us not merely the employment of our reasoning powers but the commitment of our whole personality...The problems of education are merely reflections of the deepest problems of our age. They cannot be solved by organization, administration or the expenditure of money. We are suffering from a metaphysical disease, and the cure must therefore be metaphysical. Education which fails to clarify our central convictions is mere training or indulgence. For it is our central convictions that are in disorder. (Schumacher, E.F., 2009, p. 64)

Our central convictions in our current systems have become polarizing, rather than unifying. Many well-intentioned attempts to fix the traditional educational orthodoxy of transmitting knowledge and skills in schools have resulted in reform after reform. The reforms have followed the party, organization, or sector with the reigning power at the time. While the power play continues, knowledge has become more quickly out of date with the accelerating pace of societal change; our cultural

assumptions, increasingly influenced by media, change just as fast. As the task of training and educating must adapt to constant innovation, so too must communication among the actors of our education system. What has become more relevant today is the need for effective interpersonal skills that reflect this changing dynamic. “Above all, people have to be psychologically adapted to change and able to work in situations of increasing uncertainty. Education therefore is no longer about accepting received wisdom; rather it is about innovation, rapid and effective decision-making and learning how to learn and re-learn.” (Hopkins D, Putnam R., 1993)

Regardless of the field of study, political affiliation, or philosophy of education, there is a convergence on the urgency for a system that addresses today’s need for a global, high-tech, environmentally conscious and socially-equitable education. The language that is used to describe similar problems may appear divergent among the diverse populous, but they can often be described as sharing the same root: “too much multiculturalism” vs “cultural identity”; “energy crisis” vs “sustainable energy”; “privatizing education” vs “school choice”; “religious discrimination” vs “respecting spiritual identity”. These convictions are what society must first reconcile before a unified approach to influence change can happen. While the counter-balance is swung too heavily on the more physical aspects of our society and culture, we will continue to identify our convictions in terms of the problems that have dominated reform attempts of the past century.

Education reform has been reactionary and, at best, a short term response to the perceived issues of the times. One can see the “echo effects” from policies and practices that were designed to remedy issues that have shaped our educational identity. A person

doesn't have to look hard to see the negative effects on the U.S. curriculum from the attacks on Sept. 11th, statistics about how student performance trails other countries in science and math, standardized testing and too much multiculturalism to name a few. We are becoming increasingly limited by focusing on "problems" which contributes to climates of restraint and narrowing of curriculum policy and practice (Cornbleth, C., 2008). The scientific method of approaching reform and change only amplifies the problem-situation and fails to embrace the compassion that has the power to overcome deficiencies with a new vision. We can observe our failed processes through recent reform and curriculum change policy that has been dictated by federally mandated or state instituted standards and are criticized for serving to perpetuate the norm of short term solutions. Not only are these policies frequently generated far away from the classroom where systems of power and control seek to dissuade the public of any crisis in schools, but they ignore the value of embracing transparency and inclusion by the community at large. It is a system that perpetuates a dysfunctional and outdated approach to education. Today's society is facing a new norm and therefore it requires a new approach with the outcome of developing a new system, rather than more attempts to "fix" problems in a system that is already obsolete.

What an AI approach offers that is uniquely fit for this situation, is a new process to change that incorporates the imperative metaphysical and culturally dynamic aspects that problem-solving methods, by definition, have ignored. "Through involving the whole system (to the extent practical) and focusing on the positive in a structured manner, it is possible to create a collective sense of both what needs to be done and how to achieve it and, at the same time, to unleash people's intrinsic motivation and desire to

be part of a successful organization.” (Faure, M., 2006). In doing so, an AI approach transcends national cultural boundaries, which have created so many problems for curriculum reform in the past, and shifts the focus to the more immediate organizational culture. This matters pedagogically because what happens in the classroom is intrinsically linked to students, teachers, the community, and, by projecting out, society. AI can engage the whole educational system in dialogue, and develop a sense of community, camaraderie, and power for individuals to influence and be influenced. Previous processes of reform and change have not so deliberately tapped into local participants’ narratives, personal difference making events, and value sharing to build relationships that contribute to capacity building and to performance outcomes of those who form close working relationships (Calabrese, R. et al., 2010). Failures of past approaches to educational reform or change have determined the “what” of curriculum first, in lock-step with fears generated from perceptions of problems, while disregarding the value of the big picture. AI provides the design to identify the “how” that is so critical to a sustainable and desirable education in locales, states, nations and the world.

AI is a process that when engaged effectively is designed to create a shared vision about the “how” with criticisms, repackaged as opportunities, in mind. At this polarizing time in history, I believe this is a critical step and a challenging paradigm shift that benefits from a partnership with adventure. Adventure education is an apt partner for an AI process because of their common principles, many of which are emerging successful private-sector business practices as well. Adventure education, like AI focuses on the “how” and “why”, learner-driven processes, group/team orientations, positive outcomes,

and systems of continuous improvement that are valued practices in learning organizations and businesses.

Today's schools can capitalize on the enthusiasm and popularity of adventure and AI together in order to chart a new course. Through their shared ideals of sustainability, reflective learning, and adaptability that are valuable educational trends today, AI and adventure education can help schools to better engage their communities at large. Together constituents from all sides of today's issues can imagine how to best utilize natural lands, have safe experiences, provide adequate equipment and training, develop relatable experiences to working life, and foremost quantify the value of adventure in the educative experiences of life, as reasons for integrating adventure education into the curriculum. It is a unique opportunity that the pairing of adventure education and AI creates, one with a powerful, synergistic effect that positions the approach for success.

CHAPTER IV

RECOMMENDATIONS

Having spent the earlier chapters on the “why” and “what” of adventure education and the AI approach, a foundation has been laid for considering the “who” and “how” that I recommend. To attempt a detailed prescription for who to incorporate and how to invent a process would be futile and would defy the very premises of both adventure education and AI. Instead, for the “who”, identifying the major groups of stakeholders and influences on the social, cultural and political landscape may act as a tool for others to consider worthy participants themselves. I suggest that there are four key populations for each school or system to consider: physical education teachers; outdoor recreation and education departments at universities, colleges and technology schools; local businesses, independent contractors, and community organizations; and school teachers and staff. Secondly, for the “how”, we can benefit from the successes of other school change efforts that utilized an appreciative approach. In examining those successes and the successes of others, I will describe three essential aims for designing the process that are timely today and share an action-oriented, capstone intervention called an Appreciative Summit as a launch pad for transformation and lasting change.

The “who” is the lifeblood of any organization – an organization flows through people and their goals and aims are nourished by one another. Identifying who will be involved obviously depends on the unique set of circumstances for each school or system and the changing dynamic of the process over time. Today’s complex schools have

evolved into interactive and essential members of the social institutional membership of global sustainability. Therefore, it is increasingly important that schools and school systems form lasting and mutually beneficial networks with stakeholders if schools are to successfully complete their goals (Railsback, E., Brewster, C., 2003). However, I suggest that developing those necessary relationships and networks can propagate from an AI centered on a group within schools in a timely position – the physical education teachers in schools.

Physical education teachers are ripe and readied for such a role. “Whether externally or internally initiated, it is the teacher who plays a central role in determining the success or failure of any change (Fullan, 1991; Sparkes, 1991)” (Cothran, D., 2001). Physical education teachers are motivated to increase Physical Education’s value in schools and see it as a very real necessity as they have seen their programs narrowed and cut for cost savings or in lieu of back to basics education reforms. They have endured some of the most dramatic curriculum changes over the past twenty to thirty years so they are experienced change practitioners. With this change, these teachers have become more active and already view themselves as more than just recipients of school district policy and curriculum decisions. Physical education teachers have evolved into competent multi-taskers, who manage multi-activity models in cooperation with teachers in other disciplines so they are a familiar partner in the school landscape.

Most specifically, physical education teachers are ready because they have been instructing adventure education or its related roots for a century or more. They also commonly practice forms of AI, through facilitation and coaching, as a part of schools. These unique skills and an alignment of opportunity point to what physical education

teachers need moving forward as a part of an AI approach to integrating adventure education into the curriculum. Their needs mesh nicely with suggestions by Housner (1996) and Cothran (2001) stating what is needed is “a four-pronged approach to innovation and change in physical education: reverse the trend of de-professionalization, minimize isolation, overcome marginality and re-think teacher education.”

Another population, like physical education teachers, that is primed for a role this change effort are outdoor recreation and education departments in universities, colleges and technology schools. In light of the increased demand for adventure education, the growing body of research of its positive effects, and concurrent movements related to adventure education, university outdoor and adventure recreation programs have been growing. Most notably there is a significant increase in experienced professionals at universities who are the core resource needed to administer programs. The professionals, in turn, have access to large amounts of necessary equipment, facility space, and outdoor areas in order to deliver broad-based programming – an asset worth sharing with schools in need.

These well endowed professionals and programs are emerging through academics and teacher training programs and also through untraditional departments like student affairs and recreation departments. Student affairs and recreation departments are relatively recent additions to the university landscape and they are often under-utilized. This also relates to having a greater ability to partner with existing organizations and extend their resources to the greater community (however they define the boundaries to meet their mission). The opportunity appears fit. Outdoor education and recreation

programs, in partnership with schools, can play an important role in shaping this timely education field” (Kielsmeier, J., 1998).

A critical need for adventure education programs to better partner with populations to serve has also emerged because “outdoor/adventure education is a relatively new content area required by the National Council for Accreditation of Teacher Education for students majoring in physical education. Teacher preparation programs in physical education have yet to adopt a standardized curriculum”. Building the resources, expertise, equipment and relationships necessary take time. Because it is a new area, programs have had a difficult time meeting the new accreditation standards. “A survey was completed by 162 of the 536 physical education programs in U.S. colleges and universities. Only 46 respondents reported being in compliance with the new outdoor education requirements”. As a result, “offering leadership training in outdoor education to college students majoring in physical education has become a must to meet the growing popular demand for outdoor adventures” and furthermore it is a critical area that requires our immediate attention. “Better-prepared and qualified leaders should be able to win the confidence administrators and convince them of the increased need for expanded outdoor education programs in public schools.” (Luo, P., et al, 2002).

Teachers are the leaders that must bring about the necessary changes to allow the reported benefits of adventure education integration to be realized. This claim is supported by “a survey of outdoor and adventure activities (OAA) in 33 United Kingdom schools [that] found the following [number one reason that programs were successful]: individual teachers' commitment”. What makes this issue particularly alarming is “many PE teachers lack knowledge of outdoor education and, when faced with limitations in

time, resources, facilities, and expertise, may choose alternative options in the national curriculum” (Beedie, P., 1999).

A powerful partnership opportunity exists because “outdoor adventure-based professionals must take on the challenge of integrating the experiential-learning philosophy and values-clarification component of adventure education into the entire school curriculum. As good role models and good risk takers, adventure-based educators are well suited to push for educational reforms that focus on the development of students as whole individuals” (Richards, A., 1994). Teachers and adventure/experiential educators need opportunities and leadership in order for these partnerships to develop. “Teachers, administrators, and policy makers are striving to unify a fragmented curriculum, foster teaching methods which engage students as active participants in the learning process, and respond to the needs of at-risk students. These efforts call for [adventure] educators to enter the national discourse on educational reform” (Westheimer, J., Kahne, J., Gerstein, A., 1992).

Thinking “outside of an outdoor program’s traditional offerings may be a productive process for generating good ideas. Cooperative ventures of this nature are beneficial for both the outdoor program and the academic program and well worth the time and effort required to foster relationships and work in conjunction with another campus entity” (Calvin, D., Stuessy, T., Poff, R, 2002). Clearly adventure education is a field of study on the academic agenda. “Approaching school-university partnerships through an AI theoretical perspective creates an environment for building trust, sharing knowledge, and increasing bridging capital, thus benefiting both the school and university”. (Calabrese, R., 2006) A cooperative process, like an AI, that recognizes and

builds upon the shared resources of higher education and school teachers is timely, appropriate and has the capacity to benefit both through mutual transformation.

Cooperation between the schools and the local community continues to grow as policies shift from government control to greater privatization. The effect of foundations, corporations, and local retailers are thus more visible in physical, social and political ways than ever before. In fact, it has grown so much that innovation can only be achieved as a result of strong community participation because of the reliance on this new power and funding source. It makes sense because the local community has a vested interest. The economic impact of the adventure industry is especially significant when considering related industries such as: the environment, outdoor recreation, nature, extreme sports, and challenge.

Spending in these realms has direct implications in the private as well as public sectors related to supplies and equipment, travel and vacation business, sport and outdoor recreation, cultural activities, and home expenditures. Indirectly, the influence on the policies of energy, consumerism, land-use and foreign involvement, just to name a few, could have much further reaching impacts. Those impacts are the biggest concerns of some of the largest entities in today's global economy, and we would be naïve to ignore them. Yet, there is a growing value for those people, places and things most local to us and some would say expanding one's locus too far leads to a diminishing scale of return.

Focusing on developing constituents as close as possible to the community and region has many benefits. Simple economics tells us that the effect of one dollar to those businesses and organizations in terms of consumption and production sources will be more than merely once dollar when considering the multiplier effect of the increased

spending ability of those in that area. Determining the distance, relatively speaking, to value ratio is a challenging endeavor; no less challenging is determining what local community members to invite, include and exclude. Developing new relationships requires significant time investment just like displacing old undesirable ones. Much has been written about the role that community plays in educational change. It is not my area of expertise, interest, or in the scope of this paper to go into any further detail about community involvement as stakeholders except to say this: all communities require trust, trust requires time, and time well spent is a process. Thankfully, an AI process is designed to provide a structure for building trusting relationships.

Finally, the other familiar stakeholders are the staff and teachers of the school or system. I am not sure that I can elaborate much on the obvious reasons already stated as to why they are essential. Some valuable insights that I can share from the literature is that we know teachers and school district staff prefer curriculum changes that are locally developed (versus other imposed methods), developed by committee size of approximately 10 people, and are conducted by committees with teacher membership (not exclusively). Having the opportunity to be in close control of their destiny, in terms of content and process, is not surprising. The design should reflect that desire. In fact, instead of being reactionary to mandates and standardization more externally imposed, this population is extremely motivated, especially today, to be at least an equal and balancing force to recent trends. Engaging in an AI can be an offensive measure to take back control and offer an alternative to defensive methods.

Staff and teachers also appreciate valuable professional development. An AI process that integrates adventure education into the curriculum would include many

secondary benefits to enhancing their professionalism: developing new and improving existing relationships, reaching out to the community, receiving training in an organizational development processes including AI, experiencing more constructivist learning to complement their skills, and seeing new models of facilitation to consider incorporating into their teaching style.

Next, I believe the “how” process should be built with three aims in mind that address reoccurring needs and popular movements related to adventure education and curriculum change: evidence-based practices, standards, and funding. First, the AI and curriculum integration process must incorporate traditional quantitative research (critical theory) as well as qualitative action research. The value of evidence-based practices to political and financial support is well established in education today. Whereas social scientists, commonly aligned with more qualitative measures, typically dismiss evidence-based approaches in an attempt to beat them, I suggest joining this practice. One valuable resource that takes a opportunistic and optimistic approach that I strongly recommend suggests strengthening the connection between both for the enhancement of human flourishing by Suzanne Grant and Maria Humphries, titled “Critical Evaluation of Appreciative Inquiry: Bridging an Apparent Paradox”. Second, standards in education have become like a security blanket for administrators and directors in the education system. They are powerful guides or they can be used like laws to both limit and prescribe education. Their aim is to hold educators, administrators and staff accountable, while often designed by outsiders in the first place.

Interpreting current standards, developing new standards and influencing future standards should be an ongoing process in order to thrive in education today. By keeping

the previous two aims in mind the final aim of funding and support is achievable. Funding and support are dependent on continuous translations of reports, statements, and acts by the public and private sector. To be eligible for their money and structural backing, the process and products of an AI that integrates adventure education into the curriculum must appeal to those interpretations as they evolve.

So how does one select stakeholders and invest them in a school's process for curriculum change? How does the awareness of these aims guide future policies and practices effectively? As all organizational change processes do, it starts with one informed person. What the process from that informed individual to the next looks like and how that initiates a larger process to become an AI process of integrating adventure into the curriculum, I wouldn't try to speculate. Following an AI handbook or attending a training event may be adequate. In reading other success stories, one common theme that emerges is that satisfaction with the inquiry is often related to the competence of the AI facilitator – but that doesn't appear to be unique to just this organizational change method.

In the readings, it is clear that there are so many “how” steps, insights, and best practices to mention and they are best discovered when it is timely. However, I don't think it would be spoiling the surprise too much to mention one “how” event that is often cited as being “transformational” - the AI Summit. No surprise, there isn't one correct or precise recipe for a Summit either, but it can be explained best by the father of AI, David Cooperider (Cooperider, D., Whitney, D., Stavros, J., 2008, p. 135) in broad strokes to get the picture:

The AI Summit is a large-scale meeting process that focuses on discovering and developing an organization's positive change core and designing it into the

organization's strategic business processes, systems and culture. Participation is diverse by design and includes all of the organization's stakeholders. The duration is generally three to four days and involves 50 to 2,000 participants or more. AI serves as the framework for an AI Summit. The AI Summit can be used to conduct the Dream and Design phases if data are available from the Discovery phase. Many variations are possible; therefore, planning, creativity, and flexibility are required. The AI Summit is designed to flow through the AI 4-D Cycle of Discovery, Design, and Destiny in real time.

An AI Summit satisfies the key intent of AI to invite and involve the whole organization in the process so that they are empowered to change by their own decisions. Going beyond the more core organizational structure, through an AI Summit, allows more of the affected system to be involved in the process and mutually committed to the outcomes. There are also several reasons why an AI Summit appears from the literature to be a good fit for an AI process. First, AI Summits satisfy the need of today's workforce to understand why they should undertake particular tasks or do things in a particular way. Understanding why motivates and supports effective cross-functional teamwork to accomplish the challenging task of organizational change. Second, organizational problems are systemic and complex, not easily dissected into their parts for analysis and solutions. The interrelatedness of these problems requires an understanding and engagement from the system as a whole to implement successful redesign with a multi-dimensional approach. Thirdly, "innovations most often arise when people look at old problems in new ways and make new associations between previously unconnected things" (Kelley, T., 2001; Faure, M., 2006) with out-of-the-box thinking. The diversity of members on many levels with a large scale AI Summit promotes this dynamic and leads to significant breakthroughs. Finally, one more reason, but certainly not the last, is that an AI Summit aids brings members who may have previously been distanced or experienced discourse together as one. Together through a

constructive dialogue, the different parties can focus instead on greater agreement on a shared common vision.

Making an AI Summit successful is not accomplished overnight or by one individual. Marvin Faure, a coach and consultant with over 25 years of experience with organizational development, shared these concise suggestions that I found captured my findings as well: Begin with a compelling objective; Train a core team; Design the appreciative interview and inquiry methodology with care; Learn how to manage large groups; Make sure of management commitment; Allow enough time; and Channel AI positive energy into achieving bottom-line objectives.

So what do I think integrating adventure education into the school curriculum with an AI approach can accomplish? I imagine a lot. Initially I believed just incorporating AI into an action research study would have the opportunity to develop relationships, create a self-supportive network of increased educational adventure resources, identify a common language for adventure education, expose barriers to integration of adventure into classroom curriculum, and appreciate opportunities for improved integration of adventure into classroom curriculum. Now I see how designing an initial AI Summit focusing on the physical education program of schools could act as the first step in developing a larger, more comprehensive process for school-wide or system wide changes. The generative results of even a single process can be shared to fulfill a critical need of telling inspiring stories of success for the benefit of countless others. Initial AI Summit participants, especially the physical education teachers who have relatable skills sets, would be ideal candidates to take on leadership roles in future

AI processes. A domino effect influencing future inquiry and destiny actions could be blazed from first integrating adventure education into the school curriculum.

Next, I can imagine how the sciences could focus on adventure education and appreciative approaches as merging constructs with the scientific method for further curriculum change. Math programs, entire school curriculum designs, and school improvement efforts, all are ripe for true integration approaches of teaching to the whole student that were formerly impossible to achieve. While schools today are mostly institutes of learning, I dream of how they can develop more into learning communities and organizations. It is likely even more benefits will be realized; ones that we cannot anticipate now. The surprise of those discoveries, the dynamic nature of the AI approach, and integrating adventure education through a critical, action research approach is needed by today's schools. An AI approach not only is well designed for integrating adventure education into physical education, but a timely first step to positively transform our schools, systems of education, and global learning community beyond our current scope of understanding.

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