

Literatursammlung Fachbereich Sport und Bewegung

'The strawberry generation... they are too pampered': Pre-service physical education teachers' perspectives on outdoor education in Singapore

Atencio, M., Tan, Y. S. M., Ho, S., & Ching, C. T. (2015). 'The strawberry generation... they are too pampered': Pre-service physical education teachers' perspectives on outdoor education in Singapore. *European Physical Education Review*, 21(1), 31–50. <https://doi.org/10.1177/1356336X14550939>

Abstract

This paper explores pre-service PE teachers' conceptions of outdoor education (OE) in Singapore. Survey questionnaires were administered to 120 pre-service teachers; 14 teachers participated in follow-up semi-structured interviews. The findings indicate that OE is predominantly situated within the outdoor camp environment. Pre-service teachers regularly envisioned the purpose of OE as to instil a sense of discipline among students and to ameliorate the negative health impacts of an urban and wealthy lifestyle. We propose that the dislocation of OE from local and situated school contexts as well as the instrumental nature of OE pedagogy runs contrary to aims of fostering acquisition of life skills and character development. We concomitantly question how the pre-service teachers' envisioning of OE can convincingly support holistic learning outcomes deemed beneficial to Singaporean youth and society more broadly.

[Zum Artikel](#)

Preservice physical education teacher socialization through an outdoor education field experience

Richards, K.A.R., Jacobs, J.M., Wahl-Alexander, Z. & Ressler, J.D. (2018) Preservice physical education teacher socialization through an outdoor education field experience, *Journal of Adventure Education and Outdoor Learning*, 18:4, 367-381, DOI: 10.1080/14729679.2018.1483252

Abstract

Outdoor education (OE) has an increased presence in physical education as it addresses the discipline's national standards and promotes involvement lifetime physical activity. However, physical educators' learning to teach OE is not well documented. The purpose of this study was to understand preservice physical educators' experiences in and perspectives on an OE field experience. Participants included 13 third-year preservice physical educators (10 male, 3 female). Qualitative data were collected using focus group interviews, observations and guided reflections. Results indicated that preservice teachers (PSTs) perceived a controlling course environment that limited educational outcomes. They did, however, increase in confidence teaching OE, and applied skills learned in the teacher education program. With the exception of learning to be more adaptable, however, the PSTs did not perceive the experience as relevant to future teaching. Results are discussed within the framework of occupational socialization theory, and implications for practice are noted.

[Zum Artikel](#)

The Impact of Participation in an Outdoor Education Program on Physical Education Teacher Education Student Self-Efficacy to Teach Outdoor Education

Hovey, K., Niland, D., & Foley, J. T. (2020). The Impact of Participation in an Outdoor Education Program on Physical Education Teacher Education Student Self-Efficacy to Teach Outdoor Education, *Journal of Teaching in Physical Education*, 39(1), 18-27. Retrieved Nov 24, 2022, from <https://journals.humankinetics.com/view/journals/jtpe/39/1/article-p18.xml>

Abstract

Purpose: Self-efficacy, having been identified as a factor influencing teacher effectiveness, combined with the increased prevalence of outdoor education (OE) content being taught within physical education contexts, warrants the need for physical education teacher education (PETE) programs to address OE outcomes. Therefore, the purpose of this study was to determine if participation in an OE program increased self-efficacy to teach OE among PETE students. **Methods:** PETE students (N = 95) were taught OE content in multiple residential environments and were evaluated using the "Survey of Self-efficacy for Teaching Outdoor Education." **Results:** Results indicated a significant increase in self-efficacy scores from pretest to posttest in all content areas (OE skills, group dynamic skills, and models and theories). Overall, the OE program had a large effect in changing self-efficacy scores. **Conclusion:** Participation in the program positively affected PETE students' self-efficacy for teaching OE, which may improve their ability to ultimately teach this content in physical education settings.

[Zum Artikel](#)

Helping Preservice Teachers Learn to Negotiate Sociopolitical Relationships Through a Physical Education Teacher Education Outdoor Education Experience

Jacobs, J. M., Richards, K. A. R., Wahl-Alexander, Z., & Ressler, J. D. (2019). Helping Preservice Teachers Learn to Negotiate Sociopolitical Relationships Through a Physical Education Teacher Education Outdoor Education Experience, *Journal of Teaching in Physical Education*, 38(4), 296-304. Retrieved Nov 24, 2022, from <https://journals.humankinetics.com/view/journals/jtpe/38/4/article-p296.xml>

Abstract

Physical education teacher education programs are tasked with preparing students for a teaching career in a field that possesses inherent challenges. **Purpose:** The current study, designed as a descriptive case study, examined how an outdoor education field experience can facilitate important learning for preservice teachers about navigating sociopolitical relationships among colleagues and the greater school community. **Method:** Interviews were conducted with 13 preservice physical educators and the course instructor, in addition to field observations. **Results:** An outdoor education experience that includes opportunities to interface with and reflect on working with various stakeholders can help preservice teachers learn to navigate sociopolitics and persist through challenges. **Discussion/Conclusion:** Despite challenges, the nontraditional and intensive nature of the field experience, as well as the positive relationships developed with students, compelled the preservice teachers to find effective ways to collaborate and manage teaching roles.

[Zum Artikel](#)

The Possibilities of “Doing” Outdoor and/or Adventure Education in Physical Education/Teacher Education

Sutherland, S., & Legge, M. (2016). The Possibilities of “Doing” Outdoor and/or Adventure Education in Physical Education/Teacher Education, *Journal of Teaching in Physical Education*, 35(4), 299-312. Retrieved Nov 24, 2022, from <https://journals.humankinetics.com/view/journals/jtpe/35/4/article-p299.xml>

Abstract

Background:

Physical education has a long association with teaching outdoor and/or adventure education (OAE). As physical education teacher educators, with a special interest in teaching OAE, we wanted to examine perceptions of models based practices in physical education/teacher education.

Purpose:

This manuscript; explores and critiques a range of national and international perspectives on models based practices in OAE; challenges what stands for teaching OAE in PETE; and offers suggestions for future practice and research. Method: Papers were selected through a systematic review methodology.

Data analysis:

Using a process of inductive analysis and constant comparison we identified two main themes: Ways of doing this in PE and Ways of doing this in PETE.

Discussion/Conclusion:

Future recommendations include the pedagogical relevance and importance of understanding the socio-cultural context, the challenge of adventure education being a controlled orchestration and the need to pedagogically change the key of this orchestration, and employing innovative methodological approaches to further explore these issues.

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Richards, K.A.R., Jacobs, J.M., Wahl-Alexander, Z., & Ressler, J.D. (2018) Preservice physical education teacher socialization through an outdoor education field experience, *Journal of Adventure Education and Outdoor Learning*, 18:4, 367-381, DOI: 10.1080/14729679.2018.1483252

Abstract

Outdoor education (OE) has an increased presence in physical education as it addresses the discipline’s national standards and promotes involvement lifetime physical activity. However, physical educators’ learning to teach OE is not well documented. The purpose of this study was to understand preservice physical educators’ experiences in and perspectives on an OE field experience. Participants included 13 third-year preservice physical educators (10 male, 3 female). Qualitative data were collected using focus group interviews, observations and guided reflections. Results indicated that preservice teachers (PSTs) perceived a controlling course environment that limited educational outcomes. They did, however, increase in confidence teaching OE, and applied skills learned in the teacher education program. With the exception of learning to be more

adaptable, however, the PSTs did not perceive the experience as relevant to future teaching. Results are discussed within the framework of occupational socialization theory, and implications for practice are noted.

[Zum Artikel](#)

Wilderness Leadership for Physical Education Majors: The Current National Status of Wilderness Education.

Luo, P., Jewell, J., Davies, N., Fletcher, S., McLaughlin, E., & Workman, G. (2002) Wilderness Leadership for Physical Education Majors: The Current National Status of Wilderness Education.

Abstract

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. 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. The most commonly offered outdoor activities were orienteering, hiking, backpacking, ropes courses, and canoeing; each was offered by 50-62 respondents. Respondents also indicated the percentage of class time spent in lecture or field settings, teaching aids used in outdoor instruction, the number of units of outdoor education required for physical education majors, instructors' highest degree attained and area of degree concentration, instructors' teaching experience, titles of textbooks used, perceived need for the development of an outdoor education text, instructors' willingness to contribute to a future text or to adopt such a text, and the didactic and activity content areas that should be included in a new text. An open-ended question completed by 34 respondents elicited three themes: concern that region would affect the content of outdoor education courses, preference for no required outdoor education courses, and desire to review any new text that is developed.

[Zum Artikel](#)

Split-week Programming for Secondary Physical Education: Inducing Behavioral Change for Lifetime Fitness

Ferkel, R., Allen, R., True, L., & Hulteen, R. (2018) Split-week Programming for Secondary Physical Education: Inducing Behavioral Change for Lifetime Fitness, *Journal of Physical Education, Recreation & Dance*, 89:8, 11-22, DOI: 10.1080/07303084.2018.1503118

Abstract

There is an imperative need for secondary physical education programming to prepare students for lifetime fitness and health. Physical activity levels in adolescents and adults are dismal, and the negative health outcomes associated with sedentary behaviors are catastrophic. Secondary physical education programs have the opportunity to implement a curriculum that can enable students to create and execute their own health-enhancing fitness plan. The current focus in most programs is on a sport and game model that has had limited results in influencing the adoption of healthy lifestyle habits. The purpose of this article is to provide practitioners with a practical and feasible split-week program model that is designed to potentially induce

behavioral change in students for lifelong physical activity and fitness. The split-week program holds health-related fitness education at the core while also teaching outdoor recreation, sport and rhythmic activities.

[Zum Artikel](#)

What controls the teaching of friluftsliv? Analysing a pedagogic discourse within Swedish physical education

Backman, E. (2011) What controls the teaching of friluftsliv? Analysing a pedagogic discourse within Swedish physical education, *Journal of Adventure Education and Outdoor Learning*, 11:1, 51-65, DOI: 10.1080/14729679.2010.532988

Abstract

Research indicates that outdoor teaching practices within a physical education (PE) context are controlled by several factors with the potential to weaken or strengthen PE teachers' communication of pedagogic messages. Drawing on 12 qualitative interviews with PE teachers in compulsory schools in Sweden, the findings in this study suggest that factors claimed to control teachers' pedagogic communication of friluftsliv (the Scandinavian equivalent to outdoor education) are based on the construction of a dominating pedagogic discourse for outdoor teaching in Swedish schools. Inspired by Basil Bernstein's theoretical concepts of the pedagogic device, the analysis of this discourse indicates that Swedish PE teachers and PE teacher education appear to reproduce friluftsliv as a teaching practice carried out in a remote wilderness setting involving specific equipment, financial resources and a certain amount of risk. In relation to these results, alternative ways to think of outdoor teaching in relation to the achievement of the national aims in Swedish PE are discussed.

[Zum Artikel](#)

A Developmental Approach to teaching Outdoor and Adventurous Activities in Schools

Stidder, G. (2006). A Developmental Approach to teaching Outdoor and Adventurous Activities in Schools. *Physical Education Matters*, 1(2), 13-16. <http://www.afpe.org.uk/>

Abstract

This article discusses a study which examined the extent to which secondary schools include the teaching of on-site outdoor and adventurous activities (OAA) within the physical education curriculum. The study also described several difficulties and challenges faced by school staff with regards to the inclusion of OAA in schools. Several factors that have contributed and restricted school staff to offer OAA in schools include cost, expertise, facilities, time and training.

[Zum Artikel](#)

New Perspectives for Teaching Physical Education: Preservice Teachers' Reflections on Outdoor and Adventure Education

Timken, G. L., & McNamee, J. (2012). New Perspectives for Teaching Physical Education: Preservice Teachers' Reflections on Outdoor and Adventure Education, *Journal of Teaching in Physical Education*, 31(1), 21-38. Retrieved Nov 24, 2022, from <https://journals.humankinetics.com/view/journals/jtpe/31/1/article-p21.xml>

Abstract

The purpose of this study was to gauge preservice physical education teachers' perspectives during one physical activity pedagogy course, teaching outdoor and adventure education. Teacher belief, occupational socialization and experiential learning theories overlaid this work. Over three years 57 students (37 males; 20 females) participated in the course. Each student wrote four reflections during their term of enrollment based on semistructured questions regarding their own participation, thoughts on K-12 students, and teaching and learning in physical education. Reflections were analyzed using constant comparative methods. Three main themes emerged from the data: 1) fear, risk and challenge, (subthemes of skill and motivation; self-awareness); 2) lifetime activity; and 3) teaching physical education (subthemes of K-12 students; curriculum). Implications for physical education teacher education suggest the inclusion of novel physical activities that elicit strong emotional responses due to challenges with perceived and/or actual risk as a viable method for inducing belief change.

[Zum Artikel](#)

Rain and Romanticism: the environment in outdoor education

North, C. (2015) Rain and Romanticism: the environment in outdoor education, *Asia-Pacific Journal of Health, Sport and Physical Education*, 6:3, 287-298, DOI: 10.1080/18377122.2015.1092725

Abstract

Outdoor education provides an opportunity to engage with natural environments in ways that are distinct from other physical education teacher education (PETE) courses. This research examines how pre-service teachers (PSTs) within a PETE degree experienced 'environment' on an outdoor education camp. Using self-study methodology and drawing on responses of students and my reflections, I sought to interrogate my Romantic assumptions. A particularly rainy camp provided rich opportunities and PST responses to the weather were diverse, because the rain prompted environmental responsiveness in ways that would not have occurred in fine weather. PSTs generally valued the affordances of the outdoor setting which they saw as distinct from daily schooling. However, contrary experiences also emerged, problematising my Romantic framing of the environment and indicating that my approach was marginalising some students. Implications for teachers and teacher educators are discussed.

[Zum Artikel](#)

TEACHING OUTDOOR AND ADVENTURE ACTIVITIES: DESCRIBING ANALYSING AND UNDERSTANDING A PRIMARY SCHOOL PHYSICAL EDUCATION PROFESSIONAL DEVELOPMENT PROGRAMME

Coulter, M. (2012) TEACHING OUTDOOR AND ADVENTURE ACTIVITIES: DESCRIBING ANALYSING AND UNDERSTANDING A PRIMARY SCHOOL PHYSICAL EDUCATION PROFESSIONAL DEVELOPMENT PROGRAMME

Abstract

This research confirms the importance of resource provision, contextualised and individualised support to develop teachers' content and pedagogical content knowledge in the design of a PDP. It also provides evidence of the teachers themselves being an important resource and the need for future professional development to incorporate opportunities to facilitate communication and collaboration and formalise communities of practice. Teacher change is underpinned by the features of the PDP and the research indicates that change is multi-directional. Although the literature highlights the necessity to focus on the learning outcomes of the child in designing PDPs, it is imperative that we do not ignore the learning outcomes of teachers. If there is no teacher learning, this could potentially limit children's learning.

[Zum Artikel](#)

Developing outdoor and adventurous activities for co-existence and reconciliation in Israel: an Anglo-German approach

Stidder, G. & Haasner, A. (2007) Developing outdoor and adventurous activities for co-existence and reconciliation in Israel: an Anglo-German approach, *Journal of Adventure Education and Outdoor Learning*, 7:2, 131-140, DOI: 10.1080/14729670701731052

Abstract

Conflict resolution between different social groups is an issue that has continued to gain high profile news coverage both nationally and in a global context. In this respect, it has been shown that carefully designed and managed physical activity programmes can make a small but nonetheless invaluable contribution to reconciliation and co-existence within deeply-divided communities and socially fractured societies. Where this has been successful it is possible that projects such as these can be designed to be tangible products that not only facilitate co-existence work but can also be part of a more sustainable product that local coaches, teachers and community leaders can continue to promote through the teaching of core values and principles. This paper highlights how outdoor and adventurous activities (OAA) can be used as a means to address co-existence and reconciliation within a deeply-divided society and outlines the work that is currently being undertaken in northern Israel by an English and German project team.

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Ab nach draussen!

Bundesamt für Sport BASPO (2022) Ab nach draussen!

Abstract

Bewegung und Spielen im Freien sind ein elementarer Bestandteil einer ganzheitlichen Entwicklung. In diesem Schwerpunkt zeigen wir auf, warum es sich lohnt, den Bewegungs- und Sportunterricht regelmässig nach draussen zu verlagern, was es beim bewegten Lernen im Freien zu beachten gilt und wie eine konkrete Umsetzung in schulischen und ausserschulischen Aussenräumen erfolgen kann.

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