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Editorial

John Quay

Welcome to volume 19 of the journal. With this volume we make the anticipated change in name from the *Australian Journal of Outdoor Education* to the *Journal of Outdoor and Environmental Education*.

The change acknowledges engagement with the international community of academics and others for whom the discourses of outdoor and environmental education are central. Outdoor education, as theorised and practised in Australia, is well known for its concern with environmental issues. However, while it could be argued that Australians were amongst the earliest to press this point, the scope of this interest has never been Australian alone. The change in name signals this fact, but it doesn't mean a major change in direction for the journal. There is no hard line drawn between various expressions of outdoor education, which is a broad church. In all of its guises, the influence of the "environment" in outdoor education is tangible, no matter how this term may be defined (nature, ecosystem, biosphere, wilderness, habitat, world, context, milieu, situation, location, etc.).

The international reach of the journal is reflected in the make-up of the Editorial Board, which is evolving over the next two issues. In this issue, the involvement of Australian and New Zealand academics is represented; in the next issue this list will grow to include a group of academics from other places who will help further the internationalisation of the journal. This international reach can also be gauged by the regular contributions made by academics and others from various countries. In this issue we have authors from Australia, Canada, New Zealand, and the UK writing about a diverse range of topics that offer some very interesting juxtapositions.

Shannon McNatty, in her paper "The Return Home: Transitioning From a 28-Day Remote Outdoor Education Programme," highlights the importance of understanding and working with transitioning to and from outdoor education programmes. Transfer of learning is not as straightforward or simple a notion as that portrayed in some areas of educational discourse. One reason for this is the complexity of transitions involved. In her research, McNatty draws on the example of a programme that takes girls from life at home and school in a major New Zealand city, to a remote campus for a month. The emphasis is on how the transitions involved afford educational opportunities that occur across contexts. This understanding is commonly acknowledged in therapeutic circumstances but not often in schooling.

For Will Dobud, the focus is therapeutic. In his paper "Exploring Adventure Therapy as an Early Intervention for Struggling Adolescents," Will highlights

the importance of the "therapeutic alliance" that stretches across contexts in order to support the "client." The juxtaposition with the paper from McNatty illuminates some of the overlaps in purpose involving educational and therapeutic programmes, whilst also drawing attention to the differences, especially those evident in the language used to speak of the two programmes.

Mark Hickman and Peter Stokes take us back to the workplace in their paper "Sights and Insights: Vocational Outdoor Students' Learning Through and About Reflective Practice in the Workplace." Their paper addresses the relevance of reflective practice in the professional learning of those training to be outdoor educators. Discussions concerning reflective practice have appeared regularly in outdoor education journals and conferences since at least the early 1980s. This paper shifts the focus, however, from participants, to staff and their training.

Two further papers in this issue provide another interesting juxtaposition, this time in relation to photographic technology and various research techniques used to analyse the data generated. Graham French in his paper "Going Pro: Point of View Cameras in Adventure Sports Research," investigates the pedagogical and research possibilities attendant to "point of view" cameras that record while mounted on the body or equipment of the participant, in this way offering their point of view. These cameras are commonplace now in various activities but their contributions to achieving the goals of research and education have received less attention.

Shift the clock back a century or so and we are dealing with a very different photographic technology: the pinhole camera. In their paper "Reflections on Using Pinhole Photography as a Pedagogical and Methodological Tool with Adolescents in Wild Nature," Teresa Socha, Tom Potter, Stephanie Potter, and Bob Jickling offer another take on "point of view" that requires a more considered and slow crafting of the view itself, as well as waiting for the photograph to be chemically developed. When presented together in this way in the journal, both of these papers themselves showcase the different points of view available methodologically in research associated with outdoor and environmental education.

I hope you enjoy this issue of the journal. Thank you very much to all involved in making it happen: authors, editorial group, and reviewers.

John Quay, Ph.D
Editor

Going pro: Point of view cameras in adventure sports research

Graham French

Bangor University

Abstract

The role of the adventure sports coach was first identified by Collins and Collins (2012) who suggested that the sports coaching process is significantly different in an adventurous context. Whilst there is a growing body of literature surrounding coaching pedagogy (Hay, Dickens, Crudginton, & Engstrom, 2012), investigation of coaching pedagogy within adventure sports is less common. Video ethnography is a well-documented field, with a broad base in the literature across many fields of study, and as technology progresses, new applications of that technology become apparent and require investigation. This paper details the development of a new method of data capture for qualitative analysis in the field of adventure sports research/adventure sports coaching pedagogy, using point of view (POV) video cameras as the primary means of data capture. Ethical and philosophical concerns are considered with a brief evaluation of the technique and suggestions for future use and development.

Keywords: adventure sports, point of view camera, sports coaching, video ethnography

Introduction

The role of the adventure sports coach has been documented by Collins and Collins (2012), and as my primary role at Bangor University is to train teachers and coaches of adventure sports, it was pertinent to research adventure sports coaching pedagogy. I recently initiated some research into models of provision of outdoor education in schools, and one of the models I considered was that of adventure sports in the physical education (PE) curriculum. If the adventure sports coaching process is significantly different from traditional sports coaching, then PE teachers will need to be educated in this specific area, as the transfer of coaching skills from traditional school sports cannot be readily relied upon. As Capel and Blair (2007) suggest, outdoor adventure is the area PE teachers feel least confident in delivering; therefore, it is relevant to investigate adventure sports coaching pedagogy to better inform the training of PE teachers in this area.

As a coaching tool, use of video is well documented in both mainstream sport (Lyons, 1988) and adventure sports (Hoare, 2006). However, in these contexts the footage is used for analysis of performance of the individual/team, and to assist the coach in providing a detailed evaluation of performance and guidance towards improving that performance. Carson (2009) has written about the use of video to enhance the coaching process, using it as a review tool for the coach to look at their own coaching performance, but there appears to be a gap in the literature with regard to using video for qualitative investigation of coaching pedagogy, which itself is an emerging field with a burgeoning body of literature (Hay, Dickens, Crudginton, & Engstrom, 2012).

The aim of this study was to implement and evaluate a new method of data capture whilst remaining aligned with methodological approaches previously demonstrated to be appropriate in this area. This is seen as a major challenge: to draw together strands from video anthropology, sport science, and outdoor education, to provide informative data on adventure sports coaching pedagogy. This paper's focus is on the new methods adopted to try to achieve this aim. The context for the research is summarised below, but the focus of the remainder of this article is the implementation and evaluation of the specific methods described.

Context

The adventure sports coaching process often uses a specific post-activity review session to embed learning (Taylor, 2006). It could be argued that this review process has been borrowed from adventure education where it is used to embed personal and social learning (Leberman & Martin, 2004). However, there is a gap in the literature concerning the value of a specific, post-activity review session in an adventure sports coaching context, i.e., gaining technical skills in an adventure sport.

It was therefore considered worthwhile to examine the use of a specific review session in an adventure sports coaching context, and in designing the investigation the literature was thoroughly examined, looking for the background of this divergence from the use of reflection to embed affective learning. Throughout this process, I was also looking at the methodology and practical methods that had been used, to see how applicable they would be to the specific situation I had chosen to scrutinise – learning ice-climbing techniques.¹ This process of searching for both theoretical justification and an

Reflections on using pinhole photography as a pedagogical and methodological tool with adolescents in wild nature

Teresa Socha, Tom Potter, Stephanie Potter, and Bob Jickling

Lakehead University

Abstract

This paper shares our experiences using pinhole photography with adolescents as both a pedagogical tool to support and deepen adolescent experiences in wild nature, and as a visual methodological tool to elucidate their experiences. Reflecting on a journey that explored the nature-based experiences of two adolescents on a family canoe trip in Northern Canada, examples of findings are presented that contextualize study participants within the literature to illustrate pinhole photography's viability for the study of adolescent experiences in wild nature. Pinhole photography proved to be a medium to intensify the adolescents' embodied presence and sense of place, and helped them to anchor their experiences in wild nature for ensuing reflection and focused discussion. Pinhole photography's inherent strengths and challenges are discussed and recommendations presented for its future use as a methodological and "slow" pedagogical tool in the study of outdoor education and/or environmental education.

Keywords: outdoor education, environmental education, adolescents, pinhole photography, photo elicitation, slow photography, slow pedagogy, pedagogy of place

Introduction

Opportunities for adolescents to participate in extended journeys in remote and challenging environments are rare; as such, our remote 16-day canoe journey in Northern Canada's Yukon Territory afforded a unique opportunity to learn from two adolescent participants (Andrew, 13 years of age, and Stephanie, 15 years of age) about the nature/essence of their experiences in wild nature, and in particular, the use of pinhole photography as a medium to capture and support these experiences. The group members included a family of four comprised of two parent-researchers (co-authors Teresa Socha and Tom Potter), their two adolescent children (Stephanie and Andrew), and two other adults (including co-author Bob Jickling). A description of the river journey is published elsewhere (Potter, 2012).

Research acknowledges that children and adolescents experience things differently than adults, even while participating in the same activity, and that gaining insight into their perspectives is valuable (Schänzel & Smith, 2011; Small, 2008). Young people know things that adults do not; they have different perspectives (Matthews, Limb, & Taylor, 1998). As such, researchers need more inclusive and participatory child- and adolescent-centred methodologies that reflect a shift to position participants as subjects of research activities rather than objects to be researched (Farrell, 2005; Schänzel & Smith, 2011). Participant-generated visual methodologies, such as photo elicitation, are well documented (see Hughes, 2012). Guillemin and Drew (2010) describe these types of methodologies as enabling and empowering, ones that can foster a sense of participation for and give voice to young people and other groups whose perspectives

have been often marginalized in research; it is an "... approach that takes seriously participants as knowers" (p. 178). Participant-generated visual methodologies give participants opportunities to produce images that "confer importance" (Sontag, 1990, p. 28) and enable them to express emotions and/or experiences that are often difficult to express in words, at times resulting in a "positive consciousness-raising effect" (Guillemin & Drew, 2010, p. 178).

Participant-generated photo elicitation has become a popular research strategy within qualitative research. Its application has been found particularly useful with young people in a wide range of disciplines, such as sociology and anthropology (Clark-Ibáñez, 2007; Rasmussen, 2004; Samuels, 2007), education (Allen, 2011; Clark-Ibáñez, 2004), health-related fields (Drew, Duncan, & Sawyer, 2010), and tourism (Schänzel, 2010; Schänzel & Smith, 2011), and serves to address gaps within conventional interview techniques. As tangible interview prompts to focus discussion, participant-generated photo elicitation interviews have shown the following benefits in that they can facilitate rapport and communication between participant and researcher, break down power dynamics or bridge the gap between participant and researcher, and enhance the production of rich data (Clark-Ibáñez, 2004; Drew et al., 2010; Pain, 2012). However, the application of this method in research examining outdoor and/or adventure education, environmental education or nature-based experiences is less common, albeit some examples exist (see Heppner, 2009; Loeffler, 2004a, 2004b, 2005; Smith et al., 2010, 2012). These studies suggest that the participant-generated photo elicitation interview method, relying on modern style cameras, is well suited to the study of nature-based experiences. However, the benefits of using pinhole photography

Sights and insights: Vocational outdoor students' learning through and about reflective practice in the workplace

Mark Hickman¹ and Peter Stokes²

¹University of Central Lancashire, ²University of Chester

Abstract

Outdoor leader and adventure sport education in the United Kingdom has been characterized by an over-emphasis on technical skills at the expense of equally important, but often marginalized intra- and inter-personal skills necessary for contemporary outdoor employment. This study examined the lived experience of vocational outdoor students in order firstly to identify what was learned about the workplace through using reflective practice, and secondly, what was learned about reflective practice through this experience. The study used a purposive sample of students (n=15) who were invited to maintain reflective journals during summer work experience, and this was followed up with semi-structured interviews. Manual Interpretative Phenomenological Analysis (IPA) revealed that in the workplace setting, students used reflective practice to understand and develop technical proficiency, support awareness of the value of theory, and acted as a platform to express emergent concepts of "professionalism." Lessons about reflective practice emphasized its value in social settings, acknowledging different ways of reflection, and understanding and managing professional life beyond graduation.

Keywords: learning, reflective practice, workplace

Background

There is both increased and diverse demand for outdoor experiences in the UK where the outdoor sector seems to be in good health and continues to experience growth (Ogilvie, 2013). According to the Institute for Outdoor Learning, the UK market is growing at a steady rate of 3.5% per annum (Outdoor Employers' Group (OEG), 2011). By way of example, in 2011 adventure tourism in England's Lake District was estimated as generating £75–£100 million, and in North Wales over £140 million (OEG, 2011, p. 7). Moreover, in 2013, Sharpe (2013) estimated that nature-based tourism in Scotland was worth an annual £1.4 billion. Furthermore, in 2013 the British Mountaineering Council citing the Active People Survey suggested that about 246,000 people aged 16+ went climbing or walking at least once a month in the UK, and that indoor climbing walls were registering over five million visits annually (Gardner, 2013; Sport England, 2013). Similarly, Canoe England (2013) reported that over one million people canoe each year, making it the most popular water sport for the eleventh year running. The above scoping data clearly indicate that outdoor experiences are an important phenomenon in the UK.

Additionally, Skills Active suggests that despite recent economic austerity the outdoor sector has experienced growth above the national average, employment growing by 30% between 2001–2008, with increasing opportunities in "a diverse range of career pathways" (2010, p. 4). The Warwick Institute for Employment Research (2010) suggests the main drivers behind this expansion of opportunity are an increased demand for health-orientated sport and recreation, an ageing population with the time,

resources, and aspirations for active retirement, and a broader government policy to increase access and participation in the outdoors.

However, both Skills Active and the European Qualification Framework for Outdoor Animators (EQFOA, 2006) caution that a younger than average working population characterizes this workforce (aged 18–24 years) and that alongside the demand for discipline-specific technical skills there are increasing emphases on intra- and inter-personal skills.

Training and educating the workforce

Conventionally, much of the training that has been provided for the leaders of outdoor activities in the UK has focused on procedural knowledge, or in other words, the technical "how-to" skills of the various disciplines (Martindale & Collins, 2005) and has been achieved through the technical-rational approach, the limitations of which are recognized by Schön (1983). The focus on acquiring and demonstrating these personal technical competencies has been designed to meet various control aspects of the relevant activity but leads to shortcomings elsewhere (Collins & Collins, 2012). This is not to deny the essential importance of having appropriate technical skills to cope with the challenges of the outdoor work context (OEG, 2011), and has been recognized as fundamental to university-based vocational outdoor education elsewhere, for example in Australia by Mann (2003). However, it has also led to competencies being questioned for more sophisticated outdoor jobs (Alison & Telford, 2005), and there are suggestions of a need to reconsider the way in which intra- and inter-personal skills are developed in order to meet the needs of an outdoor jobs market, which calls for increasingly complex

Exploring adventure therapy as an early intervention for struggling adolescents

Will Dobud, MSW

Charles Sturt University

Abstract

This paper presents an account of a research project that explored the experiences of adolescents struggling with behavioural and emotional issues, who participated in a 14-day adventure therapy program in Australia referred to by the pseudonym, "Onward Adventures." All participants of this program over the age of 16 who completed within the last two years were asked to complete a survey. Additionally, the parents of these participants were invited to complete a similar survey. The qualitative surveys were designed to question participants' and parents' perceptions of the program (pre- and post-), the relationships (therapeutic alliance) built with program therapists, follow-up support, and outcomes of the program. Both participants and parents reported strong relationships with program leaders, stressed the importance of effective follow-up services, and perceived positive outcomes when it came to self-esteem and social skills, seeing comparable improvement in self-concept, overall behaviour, and coping skills.

Key words: adventure therapy, adolescence, family systems, interventions

Introduction

This study explored the experience of adolescents and families involved with Onward Adventures (this is a pseudonym used to protect the identity of participants and staff), an Australian adventure therapy (AT) program for at-risk adolescents. Led by a multidisciplinary team of social workers (including the author), psychologists, and outdoor education professionals, the program works with small groups of up to eight participants between the ages of 13 and 18 referred for varying life issues such as depression, anger management, family conflict, and patterns of self-defeating behaviour.

AT is a relatively new field and such research intends to help further investigate "the efficacy of AT as an effective treatment modality for improving psychological and/or behavioural functioning" (Bowen & Neill, 2013, p. 41). In addition, researchers such as McKenzie (2000) recommend increases of literature in the Australian context as most AT research explores US-based programs. This study offers a look into how AT programs can address the common factors that contribute to positive outcomes, such as comprehensive follow-up support, and the relationship, or therapeutic alliance, built between the practitioner and client (Hubble, Duncan, & Miller, 1999; Russell, 2001, 2005).

Defining adventure therapy

Due to its "historically eclectic and poorly-articulated" (Faddis & Bettmann, 2004, p. 57) beginnings in the US, adventure therapy (AT) programs are regularly linked with client deaths and "boot camp" style programs (Behrens, Santa, & Gass, 2010; Davis-Berman & Berman, 1994). This triggered

the widespread search for an accepted definition to enable researchers to more clearly articulate the focus of their research in this area. For this study, the definition put forth by Gass, Gillis, and Russell (2012, p. 1) has been used, wherein AT is defined as the "prescriptive use of adventure experiences provided by mental health professionals, often conducted in natural settings that kinesthetically engage clients on cognitive, affective and behavioral levels."

This definition identifies a discrepancy between AT and other outdoor programs that provide outdoor experiences encouraging personal growth (Davis-Berman & Berman, 1994). Although outdoor programs may evoke therapeutic outcomes, practitioners "attempting to provide adventure therapy may be considered 'dangerous' if attempting to deal with the psychological needs of highly vulnerable clients to a depth beyond their own training" (A. Pryor, Carpenter, & Townsend, 2005, p. 7). This ethical dilemma has raised concern for service users interested in learning more about AT programs, but the impact can be softened with the understanding that AT must be delivered by practitioners adhering to their professional code of ethics and best practices, similar to those illustrated by the Australian Association of Social Workers (AASW, 2013) or the Australian Psychological Society (APS, 2007).

About the adventure therapy program

Onward Adventures engages small groups of adolescents in minimalist camping and hiking while teaching survival skills in the bush. The program generally runs eight times per year with follow-up support offered after each program. Adolescents are referred to the program by parents, school workers, allied health professionals, youth courts, and general

The return home: Transitioning from a 28-day remote outdoor education programme

Shannon McNatty

University of Otago

Abstract

This article addresses the challenges for students transitioning from the remote Te Kāhu (pseudonym) outdoor education programme back into their home and school city environments. Students must develop methods of coping and readjust to society to continue the personal growth and process the learning affected through the 28-day programme. The perspectives of year 10 (age 14) girls from a New Zealand inner city, all-girls secondary school were gathered to examine the transition programme for leaving Te Kāhu, and the girls' reintegration to school and family. The key findings of this study were the importance of teaching the girls strategies to manage the transition, communication with families and school staff regarding expectations for the girls' reintegration, and clarifying the growth and independence that had occurred over the programme. Ongoing mentoring and support with friendships was also necessary. This suggests that effectively managing transitions may be a significant part in gaining the full educational value of outdoor education experiences.

Keywords: transition, girls, outdoor education, reintegration, remote

Transitioning

This article shares the findings of a research project on the transition process experienced by year 10 girls (aged 14) moving from a residential 28-day outdoor education programme at a remote campus called Te Kāhu (a pseudonym) back to their school and family life in the city. The school is a high achieving private school for girls, located in a major city in New Zealand. As an outdoor education teacher with experience working in girls' schools, I wanted to explore not only the impact of significant time immersion in the outdoors, but also how adolescent girls adjusted back into a city environment and how the wider social implications of the transition are addressed.

As defined in the Oxford English Dictionary, a transition is a "a passing or passage from one condition, action, or (rarely) place, to another" ("Transition," 2015). This process of adaptation effects physical, mental, and emotional changes in a person's life. Bridges and Bridges (2009, p. 3) describe a life transition as a "process that people go through as they internalise and come to terms with the details of the new situation that change brings about." Such transitions involve adaptive developmental processes. Bronfenbrenner (1994) proposed a framework of ecological factors that impact on development, suggesting that a person's capacity is impacted by the wider systems of culture, customs, and economy (macrosystems) and the relationships and interactions between the person, family, school, peers, and social roles (microsystems). He proposed that optimal combinations of such diversities possibly suggest "a potential for human natures yet unseen" (p. 41).

Literature on transitioning to school describes how this process of adaptation impacts on children's stress, anxiety, and learning which "could influence

their life trajectory" (Landsberg, 2013, p. 31). Research on youth transitions to adulthood recognises the importance of relationship factors, which can influence or constrain adolescents' development towards their life goals. Bynner (2005, p. 379) points out that "social relations identified with family, school, leisure and workplace contexts can reinforce stagnation or motivate growth." This suggests that an ability to adapt and transition to new situations and develop relationships in wider social networks can positively impact on growth and maturation.

Educational opportunities provided through direct experiences in a contrasting environment can challenge students' existing levels of understanding and encourage a change of thinking and behaviour. In the transition from this contrasting environment, students must decide how to adopt and integrate changes to their regular life (Cushing, 1997; Leupp, 2007; Whittington, 2006). Research findings on the transition to school for new entrants suggests that strong relationships between students, teachers, and families have the potential to assist students positively with the transition process (Landsberg, 2013).

I start with the background to the programme and explore its origins, philosophy, and structure. I then introduce the research questions and explain the methodology and methods used to conduct the research. The results and discussion section is divided into six main subsections that explore: the process of leaving Te Kāhu; the social uncertainties of transitioning from Te Kāhu; methods of coping with transition; returning to school in the city; adapting to life in the city; and the girls' perceptions of Te Kāhu as a healthy passage to adulthood. I examine the readjustment process involved in the transition between leaving Te Kāhu where the girls

Outdoor Ed APPbag of Tricks

Reviewed by Alex Prins

Monash University

Wild Exposure Pty Ltd. (2015). Outdoor Ed APPbag of Tricks. [Mobile application software]. Retrieved from <https://play.google.com/store/apps/details?id=com.goodbarber.roproject&hl=en>

Brew time. After a morning of marking, I slam the lid of the laptop shut and head down the street for a well-earned coffee. The cafe is full, yet strangely quiet. I order a coffee and look round; no newspapers. I cast my eye over the small area dedicated for those of us who have time to sit down and savour our coffee. Yep, definitely quiet and, unfortunately, no papers that I can see. Everyone is on the phone, not talking, but playing? Reading? Working? "Apping"? That reminds me; I have a bit of apping to do myself. I sit down and join the small crowd, pulling out my phone as I do so. It's ironic that I have stumbled upon a chance to review an app.

This was the year I aimed to go "tech free" in my teaching, back to the ol' days some may say. My plan was to implement handwritten essays in the field; mud maps and the "crafting of things" on a grand scale. To avoid, as much as possible, the digital world. It is probably unsurprising that I encountered a few bumps in the road, such as electronic teaching platforms, assignment submission queries, weather apps, and now the new whizz-bang Outdoor Ed APPbag of Tricks from the people at Wild Exposure. By the time my coffee arrives the APPbag is well and truly open. Aimed at outdoor educators and guides, it is a collection of resources, including: icebreakers, program themes and briefs, readings, quotes, initiatives, games and activities, checklists, program debriefs, bushfire safety, and more. I look up, taking a sip of my short black, and notice the local paper on the seat beside me; but by now, I am keen to see what's inside my APPbag. By no means am I a tech guru, so what follows is just the humble opinion of an "average Joe" who works with students in the bush.

The Outdoor Ed APPbag of Tricks aims to encompass multiple versions of outdoor education, from the school-based context to scouts, girl guides, and beyond. Depending on who you are and why you are in the outdoors will determine the helpfulness of this app. It will appeal both to those new to the field and old hands who have forgotten more than the rest of us know. Those establishing their career will find support and handy hints about program planning and checklists, as well as a solid array of activities and icebreakers. For the more experienced who are prepared to keep learning, new ideas can be found to

tweak and mould into your existing repertoire. Gentle reminders are also present for things that might have been missed or forgotten along the way.

The app is clearly designed to be continually adaptive, responding to suggestions from users, and does not pretend to be a comprehensive manual. The crew at Wild Exposure ask for feedback and ideas from those "coalface" app users who are willing to assist with improvements. More than likely, as more and more outdoor edders jump on board, the resources will build and the current gaps within the app will slowly close. Over time, the Outdoor Ed APPbag of Tricks may become the go-to resource for practitioners.

The information within the app relating to checklists, health and safety, teaching, and planning are simple, easy to read, and accurate. The information presented will be helpful for most; however, as good educators know, caution and a pinch of salt is needed. Take what you can, reflect, and then wisely apply the information as your needs and context require. Likewise, explanations for activities and icebreakers are straightforward and easy to implement. Currently, the app contains a good spread of icebreakers and minor activities to choose from that suit a range of contexts, ages, and purposes for those outside with students. More in depth educational activities for specific audiences are a bit light, as are the "books and readings for your collection" — but again, I get the impression these will grow over time. The assemblage of readings and quotes within the app are off to a good start, and are a handy resource to have at your fingertips out in the field when a teachable moment arises.

The Outdoor Ed APPbag of Tricks is easy to find and easy to use. Local photos, and work from practitioners and students alike, is a nice touch. The home page of the app lays out nine options from which to choose. The introduction, the first toggle in the top left, includes a welcome that sets the scene and highlights other particulars, including a clear set of instructions on how to operate the app. The other eight options are labelled clearly and hint at what may be behind the toggle, such as: "Start & End," where icebreakers, arrival ideas, program themes, and so