

Research in Outdoor Education

Volume 14

Article 2

2016

Foreword

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Recommended Citation

O'Connell, Tim and Hutson, Garrett (2016) "Foreword," *Research in Outdoor Education*: Vol. 14 , Article 2.

DOI: 10.1353/roe.2016.0000

Available at: <https://digitalcommons.cortland.edu/reseoutded/vol14/iss1/2>

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FOREWORD

Research in Outdoor Education (ROE), the official journal of the Coalition for Education in the Outdoors, is a peer-reviewed, scholarly journal seeking to support and further outdoor education and its goals, including personal growth and moral development, team building and cooperation, outdoor knowledge and skill development, environmental awareness, education and enrichment, and research that directly supports systematic assessment and/or evidence-based advances in outdoor education. The journal is intended to appeal to researchers, practitioners, teachers and post-secondary students through the exploration and discussion of diverse perspectives on the theoretical, empirical, and practical aspects of outdoor education in its broadest sense.

Research in Outdoor Education aims to:

1. Improve the understanding of outdoor education through the critical examination of issues, trends, practices and conceptualizations of outdoor education in contemporary society.
2. Disseminate and unite current outdoor education research and theories and their implications and applications for practice in a wide range of contexts.
3. Offer a medium through which practitioners, researchers and students can exchange and debate ideas and research.
4. Complement the existing body of knowledge related to outdoor education.

The Coalition for Education in the Outdoors is a non-profit network of outdoor and environmental education centers, nature centers, conservation and recreation organizations, outdoor education and experiential education associations, institutions of higher learning, public and private schools, fish and wildlife agencies, and businesses that share a mission—the support and furtherance of outdoor education and its goals. Founders believed the Coalition would fill a need in the outdoor education community for an organization that “would unite outdoor associations, institutions, businesses, and

agencies to better serve both professionals and consumers in the outdoors.”

ROE is now published by Cornell University Press beginning with this issue (Volume 14).

Volume 14 contains six diverse articles. The issue starts with a paper from Brad Faircloth, Andrew Bobilya, and Alan Ewert titled “The North Carolina Outward Bound School Course Impression Survey: A Psychometric Investigation.” This study investigated the North Carolina Outward Bound School Course Impression Survey (NCOBSCIS) using a mixed method, retrospective pre-post design. The second paper by Guy Ilagan, Jill Ilagan, Annie Simpson, Todd Shealy, Jennifer Bennett-Mintz and Kally McCormick is titled “Outcomes from an Undergraduate Cadet Women’s Backpacking Experience.” This mixed-methods exploratory study examined outcomes for 17 cadet women who participated in a preparatory workshop series and backpacking event with a focus on coping and wellness among cadet women. The third paper by Justin St. Onge and Karla Eitel is titled “Increasing Middle School Students’ Energy Literacy” and examines the effectiveness of outdoor education on middle school students’ energy literacy. The fourth paper by Deb Bailey and John Falk is titled “Personal Meaning Mapping as a Tool to Uncover Learning from an Out-of-Doors Free-choice Learning Garden.” This paper argues Personal Meaning Mapping methodology enabled important insights that enhanced understandings of the effects of Garden Based Learning. The fifth paper by Lauren Fine, Telyn Peterson, Mat Duerden, Riley Nelson, and John Bennion is titled “The Function of Field Study: Comparison of Limited and Full Field Experience Courses.” This paper compares two classes that incorporate fieldwork and uses both quantitative and qualitative methods to analyze changes in content knowledge, self-efficacy, and perceived value of the subject. The sixth and final paper by Ann Gillard is titled “Identity Awareness Through Outdoor Activities for Adolescents with Serious Illnesses.” The purpose of this study was to identify which activities in a seven-day outdoor-based program most related to adolescents’ identity awareness and investigate potential changes in participants’ identity awareness.

We are excited about our new partnership with Cornell University Press and grateful to the authors in this issue whose hard work brings this new partnership to life.

Tim O’Connell and Garrett Hutson

Co-editors of *Research in Outdoor Education*