

Editors' Note

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We are pleased to present Volume 11, Issue 4 of the *Journal of Outdoor Recreation, Education, and Leadership* (JOREL). This issue of the journal includes four regular papers, one research note, and one essay.

First, O'Connell, Lathrop, and Howard explore the role of outdoor orientation programs in facilitating the transition of first-year students into college and university life. The authors build on a rich body of literature on the topic by considering how the development of sense of place in students can help foster the development of “transitional capacity” in students entering college and university life. The most salient program outcomes identified by study participants were the friendships made during these experiences, the physical and psychological challenges encountered during the experience, and lessons learned that can aid in the adjustment to university life. In addition, the study illustrates the relationship between student recollection and the durability of these outcomes following the experience. This study offers important insights on how outdoor orientation programs can be used to promote student retention efforts at colleges and universities. These efforts are especially important to colleges and universities facing ongoing declines in enrollment due to demographic changes in the areas that they serve. They are also important in supporting first-generation students and others who do not enjoy the advantages that more privileged populations of students do in preparing for academic life in colleges and universities.

Second, Richmond and Sibthorp contribute an article in which they highlight the value of college access programs in helping students from low socioeconomic backgrounds overcome barriers that typically stand in the way of achieving a readiness for college (lack of financial resources, academic skills needed for success in college, etc.). Further, the study focuses on the particular value of outdoor adventure education (OAE) programs as one type of college access program. The authors explore the extent to which OAE experiences help promote the development of perseverance in adolescents enrolled in a college access program. More specifically, the authors explore the relation of an OAE experience to a number of attributes associated with perseverance. The study illustrates the utility of a number of characteristics inherent in OAE experiences in the achievement of the goals of college access programs. Recognizing that the expense of participating in OAE programs limits their accessibility to individuals from low socioeconomic backgrounds, the authors recommend incorporating programmatic aspects of OAE into more college access programs that are more accessible to these populations.

Third, Warner and Dillenschneider offer an article in which they discuss the potential of two approaches to inclusive education in enhancing equity in OAE. The first of these models, universal design of instruction (UDI), is intended in a general sense to minimize barriers and maximize learning opportunities for traditionally marginalized student populations by creating flexible approaches to instruction that can better accommodate the needs of diverse groups of

learners. The second of these models, social justice education (SJE), is intended to help students recognize power disparities between individuals from marginalized populations and those who occupy more privileged positions in society and to work toward greater levels of social equity between those who hold privileged positions in society and those who do not. The authors look to UDI and SJE as potential approaches to reframing outdoor education programming with these goals in mind. They argue that efforts such as these are essential within the field of OAE if practitioners in the field hope to help realize the ideals of equity and justice that we prize in Western society.

Fourth, Seaman reconsiders John Dewey's theory of experience in an effort to restore culture and history in outdoor education research. Seaman begins his essay by noting that late in his career, Dewey called into question his use of the term *experience* as a central element of his philosophy. Instead, Dewey pointed to *culture* as a more appropriate foundational term for his philosophy of experience. In adopting the term *culture* in place of *experience*, Dewey sought to emphasize the cultural as well as psychological dimensions of his philosophy of experience. Seaman seizes on this shift in Dewey's thinking in an attempt to more fully account for the cultural and historical dimensions of learning in current conceptions of experiential learning. Seaman considers the implications of this shift in Dewey's thinking for the field of outdoor education particularly with respect to the use of historical reflexivity in outdoor education research. There are surely scholars in the field who will question whether these later writings by Dewey warrant a dismissal of the earlier works for which Dewey is best known. Nonetheless, these later works serve to highlight and remind current scholars of the importance of culture in Dewey's philosophy of experience.

Fifth, Marchand et al. offer a research note in which they present the findings of a professional task force commissioned by the Association of Outdoor Recreation and Education to explore the feasibility and level of support for an industry-wide outdoor leadership credentialing system. The task force found a nearly even split between those who favored and those who opposed the development of such a system. The task force also identified several key issues that must be addressed before such a system can be developed.

Finally, Lee offers an essay in which she considers the role of facilitated mentorship in cultivating and refining kayaking and seamanship skills of traditional hunter-gatherer Inuit communities in a program known as Greenland Camp. She considers how disciplined practice of these skills can help youth from Indigenous Greenlandic communities to cultivate a sense of connection and identity with the heritage of their communities, and thus promote a sense of empowerment and resilience among these youth.

As always, we thank the associate editors, reviewers, and authors who contributed to the development of this issue of the journal. We encourage you to consider submitting a paper of your own for publication in *JOREL*. The journal welcomes high quality manuscripts that promote evidence-based practice as well as critical scholarship within the field of outdoor recreation, education, and leadership.

Thank you for supporting this journal,

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