



Experiential learning: The development of a pedagogic framework for effective practice.

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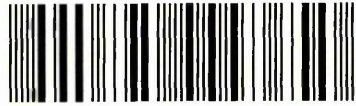
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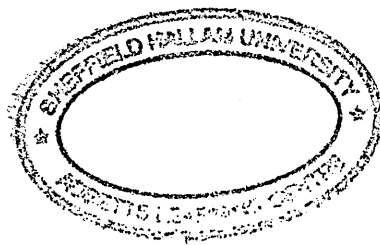
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PhD on the Basis of Published Work

**Experiential learning:
The Development of a Pedagogic Framework
for Effective Practice.**

A Critical Appraisal.

Colin Beard
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2008.



Abstract.

Despite a long lineage, the considerable body of literature on experiential learning is extensively a post 80's phenomenon (Mulligan and Griffin, 1992). By critiquing this body of literature it is possible to simultaneously destabilise the orthodox, hegemonic constructivist paradigm that posits a centrality of the learner, and identify several neglected areas which can be traced back to a philosophical heredity. In addressing these neglected areas this paper outlines the development of a richer conception of experiential learning that extends 'beyond the usual definitions and arguments' (Rickards, 2007: 430), bringing theory and practice together in a way that has been hitherto unseen in the existing body of literature (Nichol, 2002; Norris, 2006; Rickards, 2007).

The research fieldwork, conducted to date over a period of over fifteen years, adopts a mode two research approach (Tranfield and Starkey, 1998), appropriate to the broad, multi-disciplinary nature of experiential learning (Dillon, 2007). Through a complex synthesis of research material, published to date in a range of scholarly and practitioner journals, a significant milieu of emerging 'themes' are identified and classified using a relational, multiple layered integration of theory and practice that culminates in a framework presented as an abstract, visual metaphor. This research acknowledges the intentionality of design, and considers the learner as a fully embodied self, sensuously and intersubjectively interacting with their outer world (Abram, 1997). The final framework develops an interconnectedness of the outer and inner world experiences of the learner that suggestively links a number of concepts. The framework is recognised across a range of disciplines as grounded in solid and varied theory designed to be pedagogically useful to both novice and experienced practitioners.

Experiential learning: The Development of a Pedagogic Framework for Effective Practice.

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1. Introduction.

This paper details the background to a research programme that presents new theorising concerning the pedagogy of experiential learning (EL). The paper shows how a milieu of practical 'themes' are developed from case material published predominantly within journals, and through a reflective and transformational process of writing textbooks (Beard and Wilson, 2002, 2006). The result is a configuration of emergent themes into significant categories to form a new theoretical framework that informs the pedagogy of EL.

This research is firstly contextually located (Heron, 1981) within a broad church of existing theories found in the mainstream, predominantly Western, literature on EL. This exploration is from four perspectives: the significance of lineage, the limitations of practical teaching models, a critical review of the most widely used pedagogic EL model from the work of David Kolb (1984) and finally the principal debates that identify areas for further development (Murray, 2006) as 'sensitizing concepts' (Blumer, 1954) that simultaneously destabilise the hegemonic constructivist paradigm and signpost fieldwork directions.

By addressing a number of neglected areas and responding to a unifying call to provide a richer, more integrative conception of EL, this paper outlines the extensive fieldwork that results in an interpretation of EL that extends 'beyond the usual definitions and arguments' (Rickards, 2007: 430) and attempts to bring theory and practice closer together. The paper presents illustrative case material, as 'snapshots' of fieldwork across a number of disciplines. It is from this illustrative material that themes and categories are tracked in the paper: they are drawn out, coded, developed and located within an overarching framework. The paper also highlights the problems inherent in publishing such a compact representation of a lengthy journey of applied research, in both depth and breadth of fieldwork, as part of a PhD by publication.

2. Experiential Learning: Meanings, Boundaries and Lineage.

2.1. Meanings and the significance of lineage

EL has a history dating back to Eastern, Confucian philosophy, with the aphorism (AD 551-179) 'I hear I forget, I see I remember, I do I understand'. This laid the very early foundations for subsequent Western interpretations and many writers have contributed to the debate about the notion of learning from experience or learning from doing (Dewey, 1938; Rogers, 1969; Kolb, 1984; Revans, 1980; Boud and Walker, 1993). This research revisits the debate about the primacy of experiencing by *doing* and presents a contemporary discourse about EL, suggesting that the experience of learning involves learning from *being, doing, sensing, feeling, thinking* and *changing*.

2.2. Problematic boundaries

Partly because of its long lineage and its multi-disciplinary nature, EL is a term that has escalating ideologies, meanings and problematic defining parameters. The issues that arise from definitional debates concern the extent to which EL might embrace life itself (Fenwick, 2003: 87) suggesting that the concept has moved on to the point where the 'distinction between experience and non-experience

becomes absurd' (Fenwick: ix). As an evolving and constructed term the search for unanimity might be considered impracticable: 'one set of meanings of it is the meanings of all those who have contributed to the literature'¹ (Moon, 2004: 107) but 'the views of experiential learning differ widely' (Moon, 2004: 110) within and across disciplines. This thesis responds to calls within a range of disciplines for the definitional parameters to provide greater synergy between the interaction of the inner world and the outer world experiences. My definition of EL, adapted from Beard and Wilson (2006: 2) is that:

EL is a sense making process of learning that actively and reflectively engages the inner world of the learner as a whole person (physical-bodily, intellectually, emotionally and spiritually) with the intricate 'outer world' of the learning environment (nature, place, social, political).

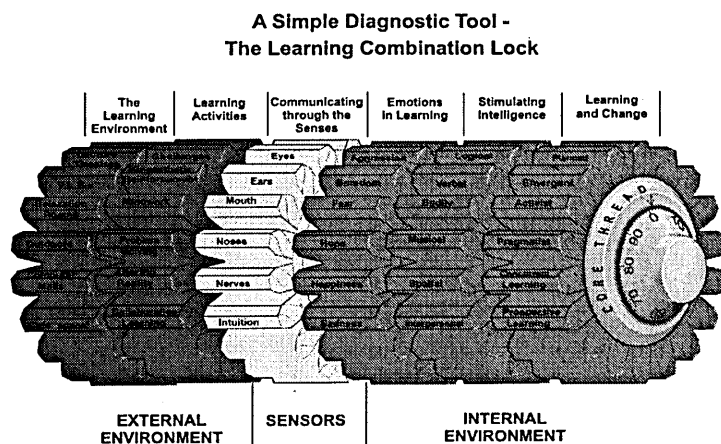
3. A brief introduction to the new framework.

Pedagogic mediation of these complex interactions of the primary and secondary experiences of the learner is the central concern of this research. I now explore the extent to which educators and trainers can impact upon and influence these multiple dimensions of the experience and offer a new pedagogic framework as tentative modelling². The pedagogic framework is first briefly presented below. A detailed explanation will follow later.

3.1 The framework: a visual metaphor

The framework is shown in Figure 1, as an abstract, visual metaphor representing a *combination lock* with several categories or cogs that can all be independently rotated producing several million possible permutations. The left side of the framework represents the outer, public world of learning. The central, lighter shaded cog, represents the sensory modes, as conduits between the outer world and the inner, private world of the individual learner. The framework is much more than a set of categories: it built upon a distinctive grounded synthesis of theory and fieldwork, and uses a substantive body of data, emerging from personal interactions, from significant stakeholders and informants, and from the learner's environment to build a milieu of themes that present limitless possible combinations for the design and management of EL.

Figure 1: A Framework for Design of Experiential Learning:



¹ Moon acknowledges my contribution made in Beard and Wilson in 2002, and quotes an early definition.

² For the purpose of this paper the term *framework* is used as a cautious interpretation. The framework is designed as a prompt for practitioners to use in practice, for the design and management of learning. A *theoretical or scientific model* (see Cartier et al., 2001) might be considered ambitious at this stage, though the representational framework may well develop in this direction.

3.2 A brief introduction to the origins of the framework

The early foundations of the framework were initially shaped by information processing theories (Gibson, Ivancevich and Donelly, 1985; Massaro and Cowan, 1993) and sensory stimulation theory (Laird, 1985), with further development resulting from the identification of a array of themes within a number of 'areas for development' (Murray, 2003) identified within a vast body of literature that, whilst briefly explored later, is covered in detail within a range of publications (see Figure 5).

Significant periods of reflection, during nearly twenty years of extensive UK and international fieldwork, have played a major part in the development of this framework. Reflection has occurred through a number of lenses (Brookfield, 1995), including the maintenance of a personal portfolio, the production of intrinsic and instrumental case material (Stake, 2003) within numerous journal articles, and long periods of transformational synthesis during the writing of two textbooks that generated added meaning (Coffey and Atkinson, 1996).

A continuous interrogation of the empirical grounding of causal propositions occurred (Denzin, 1971), and all fieldwork was subject to continuous reflexive questioning about *where* learning occurred (labelled learning environment in the model), what kind of activities the learners were '*doing*' (labelled learning activities), how the senses received the primary experience (labelled senses), and how I engaged *hearts* and *minds* (cognitive-affective). Significant themes continuously surfaced and details of how this occurred are developed in later sections.

In explaining the development of the new framework a selective body of literature will first be critically explored so as to identify specific tension fields that require further development in the understanding of EL. Commencing with the claim that current models of EL have limited pedagogic value for trainers and educators, as designers and managers of learning experiences, the seminal work of Kolb (1984) is then critically reviewed. Areas for further development are then identified to highlight where attention has been directed in this research project: the integration of theory and practice, and the interconnectedness of outer and inner world experiences relating to the role of nature, the body, and the emotions.

4. Design and management roles and the need for a new model.

This research makes a contribution that goes beyond less sophisticated modelling from a pedagogic perspective, such as that of Dale (1969) and Kolb (1984), and beyond simplistic cataloguing of *methods* or learning activities (e.g. problem or project based learning, classroom activities, games, role play, lecture methods, goldfish bowl and simulations) (e.g. Priest and Rhonke, 2000; Martin et al, 2004; Neuman, 2004) in the search for what Knowles (1980) calls 'patterns of learning' to inform pedagogy.

4.1. The central role of the educator in the construction of the learning experience.

Although some consensus exists as to the roles that educators perform, Tennant (1997: 140) argues that there is 'ironically, an unnecessary dichotomous conceptualisation of teacher and taught in much adult education literature'. This research recognises the inextricably interlinked processes of learning and teaching and adopts a co-constructive approach to learning in direct opposition to Moon (2004: 12), who regards 'learning and teaching as separate operations'. The terms educator, designer, architect, choreographer, animateur, trainer, and facilitator all indicate a range of roles and identities and there is a tension at the boundaries of these meanings pertaining to the extent to which they are *aiding* or *providing, for* and *of* learning. The titles and role descriptions (Miller and Boud, 1996, 1997; Beard and Wilson, 2006) posit a crisis of identity. Located within hegemonic constructivism the learner is seen as the central actor, fundamentally separate from his or her environment in the

meaning making process, and this intimates a curbing of the educators' voice and ability to influence this external experience, though all roles involve, to some degree, an *intentionality* of design (Andreson et al., 2000), an 'approach or procedure, an acknowledged practice by a trainer or educator as a way of teaching or promoting learning' (Beard, 2005b: 342). Caffarella et al., (1994) portray educative roles as programming, philosophy, learning activity and assessment. Learning activities, they say, involve *methods* and *techniques* to engage learners. Similarly Knowles (1980) regards teaching as the *designing* and *managing* of learning, with seven stages: structures for mutual planning, diagnosing learning needs, formulating directions for learning, designing a pattern of learning experiences, managing their execution, evaluating results and re-diagnosing learning needs (Jarvis, 2004). Notably, Knowles (1980) suggests that educators should be sound procedural technicians and resource providers, advocating that learners should also be active explorers in the design and management process.

4.2. The pedagogic limitations of existing models.

Many educators are unable to articulate a coherent view of what it is that informs and shapes their design of teaching, though typically this involves the application of certain models. Objective setting, as an early stage of the process, is a problematic (Hussey and Smith, 2002; Watson, 2002), but nevertheless valuable approach to a question based needs analysis, beyond, as Fenwick notes (2003: 5) 'the usual "what" and "how"'. Questions of *where, when, what, why, and how* of and about learning, as demonstrated later, form the fundamentally reflexive basis of my fieldwork.

Despite the 'vast literature on experiential learning' (Moon, 2004: 105), there is little evidence of EL in the British educational literature prior to 1980 (Mulligan and Griffin, 1992) and that which exists appears to be concerned with a range of principal themes: efficacy, the degree to which it might contribute to wider mainstream educational reform, (e.g. Lindsay and Ewert, 1999), *how* we learn from experience, and how it can be best *facilitated* (Edwards, 1994). Significant contributors to the field such as Boud and Walker (1993: 19) note that 'whilst there has been extensive discussion of models in theory-building and research, less emphasis has been given to the development of models to aid teaching and learning'. Similarly Brooks and Brooks (1993:3) in presenting a case for constructivist classrooms, note that many promising educational propositions fail to address the core 'processes of teaching and learning that occur daily, relentlessly, inexorably'. My research contribution responds to these concerns about the lack of functional pedagogic modelling. Fieldwork has been conducted in the daily activities of teaching and learning. The limitations of models is covered elsewhere in Beard and Wilson (2006) and so given the limited space here, a brief critical review on the theoretical work that has most influenced the pedagogy of EL through models or frameworks.

5. A critical examination of the experiential model of David Kolb.

I now present a brief critical review of the most prevalent contemporary model of EL, and make the case for the development of a model or framework that has a more substantive pedagogic application.

5.1. Popular models in use

Some models or theories are more frequently drawn on by educators and trainers than others. Illeris (2002) argues that all learning occurs in sequences of action that are, to some extent, built on each other, and he offers a critical review of circular, spiral and sequential models. The cyclical, sequential training cycle, as developed by Boydell (1970, 1971), appears in numerous educational texts to support the design processes, and has become the 'orthodoxy of the training profession' (Taylor, 1991: 258), as does the triangular, instructional techniques model by Edgar Dale (1969). However it is the work of David Kolb (1984), also presented as a sequential cyclical model, which is most ubiquitous. Building on and expanding the centrality of *doing* as a concrete experience, Kolb creates three additional stages: reflection, abstraction and application. The model, a constructivist learner

focused model, emerges from experiential learning theory (ELT) and is variously described as aiding the design process (Brant, 1998), as 'part of the terrain of learning' (Usher and Edwards, 1994: 1992), 'the most widely adopted pedagogic method' (Rea, 2007: 122). It remains popular as an aide to education and training design, partly because of the logical sequencing of the learning activities (Moon, 2004). Simple four stage learning cycles are very common and Juch (1983) presents seventeen such models.

5.2. The experiential learning cycle

Whilst the work of Kolb is both practically and theoretically problematical, it remains highly influential in a pedagogic sense: the learning cycle receives both widespread acceptance and extensive criticism as a pedagogic approach³ and it is for this reason that I now explore this learning process modelling in more detail, and outline how my contribution will address a number of critical issues.

Some argue that this famous circle, whilst extremely influential in management education in the USA and the UK, is rarely seen as problematic (Reynolds, 1997; Holman et al., 1997; Jarvis, 2004). These authors variously advocate that the learning cycle overlooks, mechanically explains and divorces people from the social, historical and cultural aspects of self, thinking and action. They maintain that the research basis of the model is small, lacking in fieldwork with people from different cultures, gender, ages, socio-economic, and education⁴. From a pedagogic perspective, the cyclical model is regarded as simplistic, overly mechanistic and formulaic (Rowland, 2000; Moon, 2004) and is limited in its pedagogic efficacy in terms of the design and management of teaching and learning.

When Kolb produced this work it was seen as a new, more integrative theory: it certainly combines other theories. The intellectual origins of this work, as Kolb himself states, are rooted in the 'foremost intellectual ancestors of experiential learning theory' (Kolb, 1984: 15), that is, the *philosophical pragmatism* of Dewey with an educational focus, Lewin's *social psychology* with its training focus, and Piaget's *cognitive-developmental genetic epistemology* with its focus on child development. Illeris (2002) however argues that ELT is essentially cognitivist, focusing on internal learning processes, and presented as a linking and transposition of these three contributions rather than his own fieldwork findings. Kolb (1984: 20) argues that ELT 'offers a fundamentally different view of the learning process', differing from 'rationalist and other cognitive theories of learning that tend to give primary emphasis to acquisition, manipulation and recall of abstract symbols, and from behavioural learning theories that deny any role for consciousness and subjective experience in the learning process'. Kolb claims that ELT present a more 'integrative perspective on learning that combines experience, perception, cognition, and behaviour' (Kolb, 1984: 21): his work however focuses on a significant cognitive dualism, which he traces from the early psychological writings of James (1890), involving the dialectic tension of grasping versus embedding, of *prehension* versus *transformation*.

In accepting that ELT remains arguably one of the most influential theories of management learning, Kayes (2002) suggests that the concept of experience should be revisited to account more clearly for the relationship between the personal and the social. Heron (1992) considers that the work of Kolb is weak and underdeveloped, with the philosophical justification and phenomenal base in psychological modes being restricted and arranged so as to support Kolb's preferred paradigm of scientific enquiry. Heron (1992) and Illeris (2002) both express concern that Kolb's model downplays the importance of feelings and intuition. Holman et al., (1997) argue that social interactions are important to the development of self, thought and learning and that ELT theory is an individual based model, and that the four cyclical stages are presented as independent, thus creating dialectic opposites, with the reflective part of the cycle receiving by far the most attention. Despite the attention given to the

³ A critical account is found in Beard and Wilson (2006).

⁴ Substantive fieldwork by Kolb has mostly concerned learning styles.

reflective stage, some (e.g. Rea, 2007)⁵ argue that the practical application to reflection processes are also questionable.

The work of Kolb has undergone a considerable range of critical reviews by a number of commentators, and Greenaway (2007) presents a useful synopsis of these critiques from separate perspectives of lifelong learning, psychology, outdoor education, informal education, management education, adult education, pedagogy, learning theory, reflection, learning styles, feminism and training. This synopsis reinforces the concerns over the lack of fieldwork and the impact of this on the validity of the theory, the mechanistic and simplistic limitations of the sequential cycle, with its cognitive, sequential focus on the learning process, and its limited application to pedagogy.

The pedagogic framework presented in this thesis responds to these critical issues, particularly the need to ground new modelling in practitioner fieldwork, the problematic nature of a range of dualisms, the degree to a new model might offer pedagogic functionality and the need for both simplicity and complexity in the efficacy of new modelling. The central focus of this research is pedagogic mediation: examining in some detail, the ability of educators and trainers to influence the *construction* of inner and outer world learning experiences.

The next section makes the case for drawing on a broad body of literature from an eclectic range of disciplines within contemporary debates about constructivist interpretations and mediations of learning so as to identify and elucidate upon what Murray (2006) calls areas for further development.

6. A critical reading of the learning experience: constructivism and the implications for the creation of a new framework.

This section selects a necessarily small body of literature within the vast range associated with EL to further explore the tension fields of 'interconnectedness and interdisciplinarity drawing on both the social and natural sciences' (Nicol, 2003: 16). Within the notion of interconnectedness key 'sensitizing concepts' (Blumer, 1954) concerning the experience of place and space, the body, the senses and the emotions in the outer and inner world learning experience will be highlighted to demonstrate their significance to theorising about EL and the development of the combination lock framework⁶.

6.1. Interdisciplinarity: the rationale and implications for fieldwork.

My everyday practice occurs in the diverse fields of higher and further education, outdoor learning, management education, environmentalism and environmental awareness training, organisational development, trainer development, adventure learning and nature therapy. Drawing on the work of Dillon (2007) I now make the case for conducting fieldwork and exploring the literature, at, between, and across the many contributing disciplinary boundaries of EL. Dillon (2007) suggests that the examination of boundary transactions across disciplines can generate creative and integrative activity. My research seeks to open-up-a new theoretical space and create an integrative framework by conducting fieldwork across and between many fields of study and disciplines: it is grounded in *inter* (breaking out of the disciplinary boundaries), *multi* (combination/researching in more than one simultaneously/juxtaposition) and *trans* (across/beyond/unity of knowledge) disciplinary (Dillon, 2007) fieldwork. Transdisciplinary as beyond, generates a creative co-presence, a mutual respecting of disciplines, moving towards a greater unity of knowledge using tools of 'comparison, association, analogy, metaphor, mapping and blending' (Dillon, 2007: 6) which 'cannot be accomplished within a

⁵ Rea (2007) makes several references to the contribution made by Beard and Wilson (2002) to the processes of reflection.

⁶ These areas are more extensively dealt with in the body of published work, e.g. a publication in the British Educational Research Journal deals in more depth with the literature associated with emotions in learning.

framework of disciplinary research' (Dillon, 2007: 3). I return to this issue later within the research methodology.

6.2. Constructivism: alternative orientations.

Fenwick (2003) makes a significant contemporary contribution to the debate about the limitations of the dominant theory of constructivism that asserts that individuals reflect upon their concrete experience in order to construct meaning. The principal debates, Fenwick argues, centre around the treatment of learner surroundings, the nature of meaningful interaction, the exclusion of feelings and desires, the issues of power, and that reflection cannot be separated from the experience. Fenwick contributes to these debates by presenting five alternative orientations: situative theory, psychoanalytic theory, critical cultural orientations, and complexity-systems theories. These orientations collectively appeal for more integrative interpretations, and in doing so highlight the areas for development requirement of my framework. These concerns appear to be similarly voiced within literature from other fields of study and disciplines: they are explored further in sections 6.5. to 6.7.

6.3. The estrangement of theory from grounded practice.

Fenwick (2003) presents practical methods chosen purportedly to illustrate alternative theoretical orientations of constructivism. Whilst conceding that these examples are 'highly selective, intended to offer sketches rather than a manual' (2003: 139) these practical examples are awkwardly categorised: adventure learning and environmental education are regarded as 'constructivist', and service learning, which can clearly include environmental projects, is surprisingly regarded as an example of a situative orientation (Fenwick, 2003: 107). Placing learning methods within such theoretical orientations is problematical and such theoretical orientations have little practical efficacy: practice and theory appear somewhat estranged. My research contribution corrects this disconnectedness of theory from interdisciplinary practice.

6.4. 'Social' hegemony in the construction of the outer world experience.

It is suggested that the issues pertaining to interconnectedness and interdisciplinarity might best be approached by drawing on both the social and natural sciences (Nicol, 2003): a central debate in constructivism is the extent to which knowledge is socially, culturally, psychologically or otherwise constructed. Fenwick (2003: 22) calls for learning to be 'envisioned within broader perspectives', and 'embedded in all aspects of the system, not just in the minds of individual people': here Fenwick alludes to the limitations of cognitive processing models.

Most theoretical orientations of EL place the learner as the 'central actor in a drama of personal meaning, as independent creators and constructors of knowledge, with varying capacity or confidence to rely on their own constructions' (Fenwick, 2003: 22). Ashworth sees learning as 'the activity of a social agent and is a hermeneutic, an interpretive activity arising from and returning to the cultural presuppositions of the individual who is making the effort of understanding' (2004: 150). Michelson however (1998: 227) regards these theoretical underpinnings of EL as 'socially over-determined', as reflected to an extent in the terminology of learners as 'actor' and 'agents'. In concurring with this notion of social over-determinism, this issue is now be addressed within other disciplinary contexts, firstly by defining it in terms of the lack of recognition of the natural order, then how it affects our understanding of the role of the body, the senses and emotions in EL. This research gives specific fieldwork attention to these themes as they emerge from the raw data to inform the new framework development.

6.5. Interconnectedness: environment/nature and the construction of the outer world experience.

Sensitising to critical concepts (Denzin, 1971) has implications for fieldwork in that a 'profound respect for the character of the empirical world' is necessary (Denzin, 1971: 3). The pedagogic challenge facing EL is the acquisition of a deeper multi-disciplinary understanding of 'terms like 'environment/nature, experience and place' (Stewart, 2003: 311). Social over-determined constructivist interpretations of EL might usefully be explored within the literature boundaries between sociology, environmentalism and outdoor learning. By drawing on specific bodies of work that critically articulate the tension between the natural and the social sciences I now address the issues expressed by Nicol (2003) and those of Fenwick (2003) concerning the need for theorising, and therefore theoretical modelling, to be envisioned with broader perspectives so that it embeds in all aspects of the system and not just in the minds of people.

Macnaghton and Urry (1997), in 'Towards a sociology of nature', contend that social scientists should decipher the social implications of the fact that nature has always been elaborately entangled and fundamentally bound up with the social. This *cultural filter* is said (Pepper, 1984: 6) to present the 'world' as synonymous with 'social', 'experience' synonymous with 'environment' as though 'they were the same wherever one happens to be'. Benton and Redclift similarly critically examine the heritage of social theory in relation to the natural environment arguing that sociology has made a slender contribution to the study of the environment:

culture, meaning, consciousness and intentional agency differentiated the human from the animal, and effectively stemmed the ambitions of biological explanation.....In one move the opposition between nature and culture (or society) made room for social sciences as autonomous disciplines distinct from the natural sciences, and undercut what were widely seen as the unacceptable moral and political implications of biological determinism. (Benton and Redclift, 1994: 3).

Pepper (1984) similarly provides an important historical, philosophical and ideological contribution to this debate. Significantly for this fieldwork, Pepper, a geographer, also argues that the deeper experience of place has largely been ignored in education, including outdoor learning. Recent literature emanating from the fields of outdoor learning, adventure learning and nature therapy, similarly voices concern about the homocentric splitting and elevation of the learner from the substantive 'pedagogy' of construction of the experience and the unifying call (e.g. Loynes, 2002; Payne, 2002; Beringer and Martin, 2003; Friese et al, 1998; Burns, 1998; Berger, 2007) is for more integrative interpretations of spaces and places for learning. Payne (2002: 19) suggests a reconciliation of the inner and outer world experiences as worthy or pursuing for critical outdoor learning and recommends a 'sorely needed reparation of first, human-environment, second, community/society-land/sea/town/cityscapes, and, third, culture-nature relations'.

Learning can occur in many spaces such as libraries, schools, universities, organisations, mountains, urban and rural environments. Some spaces for learning can be natural⁷, or artificial, physically real or virtual⁸, yet the literature fails to explore such diverse spaces and their implications for learning in any depth. The role of spaces for learning, and their relationship to learning activities, has received considerable attention within my research⁹, with a detailed exploration of the implications for the development of the new framework found in Beard and Wilson (2006: 79-106). The *where* of learning is the leading category of the new framework. The early publications submitted (see Figure

⁷ See publication 9 in figure 5 for a consideration of this contested term.

⁸ See for example my recent contribution to the debate concerning the extent to which 'real life' experiences can be replicated in multi-media formats in the publication (Figure 5, publication 15) about 'e2-learning' in the Journal of Leisure, Hospitality, Sport and Tourism Education concerning the production of an educational cd-rom called *Mastering University*.

⁹ The full publications list offers some insight into the extent of fieldwork in this area.

5) demonstrate how fieldwork ‘reflects the ecological values’ of the researcher (Denzin and Lincoln, 2003: 286), addressing a range of concerns about learning experiences in the natural environment.

6.6. Interconnectedness: Being and space and the construction of the outer world experience.

Established EL theories tend to reduce the complexity of the external world experience to *material* status: the immediate, non-cognitive, and tangible supposedly provides the outer world ‘raw materials’ upon which knowledge is socially constructed. Internalised through the senses, primary experiences are made sense of, and become the secondary experience (Hunt, 1995: 26). The concern for this research is the extent to which the experience of *being*, and the denial of the social *self* as part of nature, is being masked by concerns with *doing*. Descartes’ legacy remains: plants, animals, and the human body are seen as unthinking, mechanical matter, as mere objects in the external world. Recent work by Illeris (2002: 119) similarly discounts nature, claiming that it is difficult to find ‘untouched nature’, and so the ‘material is under submission to the more dominant social’. Environmental¹⁰ and feminist literatures are particularly critical of these views, as homocentric misrepresentations¹¹, and Kidner (2001) calls for a re-integration of nature and psyche in ‘Nature and Psyche’ and opens up a radical debate about psychology’s betrayal of the nature world. The implications for a new and more integrative pedagogic framework for EL, are that the sense of self, as a *being* in nature, is problematic due to the existence of a fundamental disconnectedness that separates the social and psychological “human” from the “natural”, resulting in:

interlocking system of overlapping dualisms that guide our thought and actions in environmentally significant ways; and these include civilised/wild, modern/primitive, culture/nature, mind/body, and so on. In each case, the first term of each pair represents a preferred state or entity, whereas the second indicates something that we try to distance ourselves from, composing a value system that gives the impression of being based on ‘factual’ distinctions. (Kidner, 2001: 10)

Kidner (2001: 9) calls for a reconfiguration of selfhood that is not solely constructed by discourse, and argues that many theories ‘exist within a space that is already separate from the natural order, and the nature they refer to is, all too often, the cultural artefact they theorise about rather than the natural order whose existence they are oblivious to’. I concur with Kidner who notes (2001: 20) that nature is ‘*prior* to human existence or activity – historically, ontologically, and materially’ – and is a *condition* of social life rather than a *consequence* of it’. This objectivist-realist commitment is a key ontological issue that will be explored in the methodology section.

6.7. Interconnectedness: the role of the senses, the body and emotions in the construction of the learning experience.

Educators have ‘expressed concern for disembodiment’ due to a ‘concentration on talk and reflection’ (Fenwick, 2003: 63). This erasure of knowledge centred in the body or generated through the body’s interaction with the world was addressed by Husserl. He recognised the embodied, *intersubjective* nature of experiencing as a counter to the charge of solipsism (Abram, 1997: 45). Merleau-Ponty radically developed these ideas from Husserl, conceiving of a ‘perceptual reciprocity’ that recognises, at the heart of even our most abstract cognitions, the sensuous and sentient life of the body itself’ (Abram, 1997: 45-47). Co-emergent conceptions of EL (Davis and Sumara, 1997) contend that learning does occur through both cognitive and sensory analysis, and that the mind and the environment work in conjunction to support learning. From a feminist perspective, Michelson (1998) argues for the return of the body, and a recognition that experience is located within the body and the

¹⁰ See for example the 20th century philosophical work on *ecosophy* (or ecophilosophy) a term coined by Naess, the Norwegian philosopher, that questions the evolutionary view that ‘man’ is at the top.

¹¹ For example the feminist literature expressing concerns about the lack of attention given to *emotion* and learning (Boler, 1999) and the *body* and learning (Michelson, 1998).

social and material locations that the body occupies. She comments that Western knowledge practices necessitate a rejection of the experiencing body, creating a self-dismemberment. Michelson (1998: 218) notes the ambivalent relationship of EL to this rejection of the body as a site of knowledge: she refers to the dualisms of skill-knowledge, reflection-experience and theory-practice as 'versions of the mind-body split and the privileging of mind over body'. She offers an alternative interpretation of knowledge *construction*, involving the 'sensate, emotionally laden body as a site of learning rather than as raw data or sensory apparatus' (225).

The debate concerning the problematic oppositional relationship of affect and reason limits integrative thinking about the construction of the learning experience. Emotions are often regarded as 'inappropriate territory' and Tennant comments that 'this is difficult to understand, especially given the importance that adult educators attach to the emotional climate of the classroom and the anxieties, fears and hopes of learners' (1997: 22). Illeris (2002) contributes to this debate, positing the learner between the tension fields of cognition, emotion and society. Recent work by Mortiboys (2002) examines the case for developing emotionally intelligent lecturers. His work touches on social control and power relations, and he notes that whilst it would be disturbing if universities were emotion-free zones 'curiously, so much of the culture in higher education implies that they are' (2002: 7). Feminist writers such as Boler (1999) develop this issue of the splitting and privileging of the rational over the affective.

Despite the central underpinnings of emotions in outdoor education in the early 1900s, and the broader influence on emotionality in learning and teaching by educational thinkers (Bloom et al., 1964; Habermas, 1988; Knowles, 1980)¹², and more recently Boud and Miller (1996), the practicalities of emotions in learning and teaching receives little or no attention in contemporary higher education texts (e.g. Light and Cox: 2001; Ramsden: 2003; Biggs: 2003). An implied recognition of the role of emotions exists within the debate concerning the shift from transmission to engagement (e.g. Light and Cox, 2001), transformational learning (Marton et al., 1993) and learning climates (Mortiboys, 2002). My fieldwork research has focussed on emotions in learning (Beard and Wilson, 2006) with one case study in higher education reported in the British Educational Research Journal. This research makes a contribution to the debate about the importance of the effective dimensions in pedagogic encounters.

6.8. Interconnectedness: bridging the dualisms.

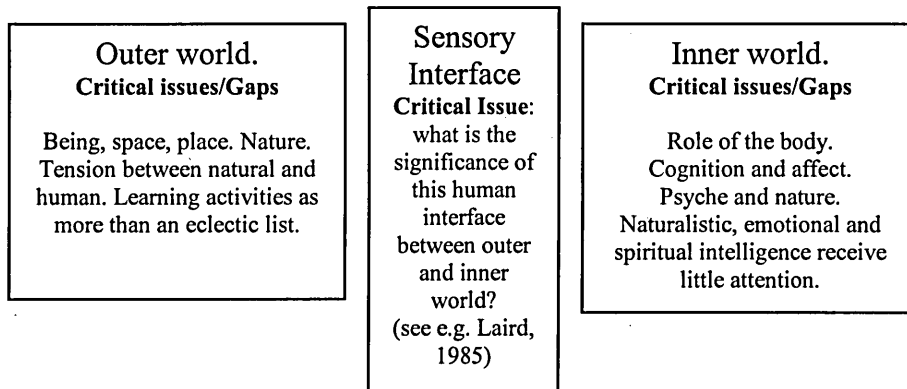
In order to develop a broader approach to the design of EL the most basic philosophical controversies concerning how humans know the world must be confronted. The neglected areas described above appear to be deeply rooted in philosophy. As Bhaskar suggests 'for most of its recognised history, the philosophy of the human sciences has been dominated by dichotomies and dualisms (1998: xiii). Furthermore, research in the human sciences is 'characterised by a confused, misused and inconsistent lexicon of key terms and components of research, made worse by the lack of agreement and use across academic disciplines' (Grix, 2004: 100). Synonymy and homonymy abound: indeed *experience* might be considered a synonym for *learning*. *Experience* and *learning* have occupied a central position in philosophical deliberations about *being* and *knowing* for centuries, and these neglected areas are rooted in a broader set of dualisms inherent in classic philosophical debates shown in Figure 2 below. Such dualisms inevitably influence the development of integrative models about learning and teaching. Concerns about oppositional thinking serve to sensitise this research to the tension that exists between *in vivo* and *sociologically* constructed coding, analysis and transformation of data (Thomas, 2006). This research seeks to transcend these dualisms that can pervade ontology, epistemology, methodology, methods and everyday practice.

¹² See Palmer (2001).

6.9. A summary of the critique of constructivism

Within the limited space available here section six has identified a range of neglected areas prevalent within constructivist interpretations of learning. In summary, my line of reasoning in section four and five is that educators and trainers are important 'actors' in the construction of the experience: the homocentric splitting and elevation of the learner from the substantive 'pedagogy' of the construction of the experience is impractical. Furthermore models currently in use to support the pedagogic work of design and delivery of education and training have limited practical value: lacking in interconnectedness and interdisciplinarity. Section six critically explores the problematic nature of interconnectedness and interdisciplinarity for pedagogic modelling: such models need to link theory with everyday practice and in addition acknowledge that the learning experience 'involves us physically, emotionally, sensually, mentally and perhaps spiritually' (Fenwick, 2003: 13). Thus the focus of this fieldwork is centred on the pedagogic interventions possible in the mediation and construction of external and internal world experiences highlighted in this section, that is: that the place and space where learning occurs are more significant than hitherto realised and comprise more than the social and material, that the body and the senses are important sources of learning, and that, with few notable exceptions (e.g. Boud and Miller, 1996: Heron, 1982, 1992) emotions and feelings are undervalued. All these issues are pivotal to the research methodology and to the advance of the new framework.

Figure 2: Summary of the key *sensitizing concepts* (Blumer, 1954) as areas for further development in fieldwork.



Calls for reconciliation and interconnectedness
between outer world experiences and inner world experiences
Grounded in inter-disciplinarity.

(Payne, 2002: Fenwick, 2003: Nicol, 2003).

DUALISMS: ONTOLOGICAL AND EPISTEMOLOGICAL CONCERNS

Outer world - Inner world
Object-Subject
Sense Reception-Perception
Primary-Secondary
Affect/Emotion - Cognition/Reason
Natural-Human
Material -Spiritual
Body -Mind
Conscious-Subconscious

Sources include for example Kidner (2001), Michelson (1998) and Bhaskar (1998).

In order to show how themes and categories have been developed two vignettes will be illustratively tracked throughout the subsequent methodological section: firstly the altering of the construction of reality in learning activities as part of the outer world experience as developed by Binstead and Stuart (1979), and secondly the experience of emotions within the inner world of the learner.

7. Research methodology: the development of the theoretical framework.

A more detailed explanation of the development of my framework now follows. I describe the methodology and highlight the range of methods used to collect and analyse data-samples from case material. The use of General Inductive Analysis (GIA) (Thomas, 2006) to identify and describe the themes and major categories that result in the formation of the framework is also described.

7.1. The problematic paradigm foundation: constructivism

Whilst the social construction of reality forms the core paradigm foundation for this research, as the dominant theoretical orientation (Fenwick, 2003: 21) of EL, and most 'prevalent ontological vision within experiential learning practice, if not in the research in this field' (Allison, 2000: 17), ontological and epistemological concerns inherent in constructivism were expressed in the previous section highlighting the problematic interpretations of the human in the world. Whilst constructivism is predicated on an anti-foundationalist, relativist ontology this research argues that there are multiple realities: complex, but not wholly 'socially and discursively constructed' (Grix, 2004: 61). My argument is that reality also exists externally to the individual and can be constructed by environmental context. Tranfield and Starkey (1998: 343) highlight the sociological contradiction inherent in the 'focal assumption that society makes man', and the 'tacit assumption that man makes society'. This reductionism views the social *world* as being synonymous with *the* (including the natural) *world*, assigning *passive* and *inert* meanings to the 'natural' due to a fundamentally 'limited interpretation of the natural sciences' (Benton, 1998: 298, quoted in Archer at al.,) as 'mainly, though not exclusively, (*with*) physics and chemistry' (Benton, 1998: 310 quoted in Archer at al., 2000). The epistemological position adopted for this research is naturalistic, transactional and inter-subjectivist, with findings read as significant when accounts of reality converge within naturalistic settings (naturalistic in the fullest sense – see previous section). In adopting inductive, hermeneutic methodological procedures, with the use of language grounded in the shared experiential context, this enquiry acknowledges the 'many and different claims made within constructionist research for what can be known about reality' (Robson, 2002: 27). This presents a more realist focussed approach to constructionism, as located in a contemporary debate that is said to provide 'encouragement for the viewthat a sophisticated realist approach can provide a framework not only for post-positivists but also for constructionists' (Robson, 2002: 28).

Whilst the methodology for this research is hermeneutic-dialectic, placing the researcher at the centre of the research act, it also exhibits characteristics typical of collaborative enquiry within the *participatory* paradigm recently adopted by Lincoln and Guba (2003)¹³. This advocates a degree of interdependence between 'experiential knowing (*face to face knowing an entity or encounter with a person, place, thing, or process*), propositional knowing (*claims/assertions*), and practical knowing (*proficiency/skill*)' (Heron, 1981: 27): the integration of these dimensions of knowing receives careful consideration throughout the research. The participatory paradigm uses trustworthiness and authenticity to partially replace the usual positivist criteria of internal and external validity, reliability and objectivity: several factors related to validity are accommodated in this research, and are described in Figure 4.

¹³ The notions of *blurred boundaries* and *paradigms in transition* are used by Lincoln and Guba (2003: 258-9) in their latest edition that uses a fifth Paradigm, a Participatory Paradigm, thus acknowledging the significance of the work of John Heron and Peter Reason (1997).

The research draws on the work of Denzin (1971) on naturalistic inquiry, acknowledging the tension between the personal non generalizing 'everyday models' and the abstract 'sociological model' (here termed a framework), the need for repeatable regularities, and the need to take seriously other stakeholders and those studied as informants and 'natural resources' and 'panels of judges'. Multiple mediation and judgement has occurred throughout the research journey, from academic audiences, course participants, commissioning clients, research collaborators and other peers, reviewers of journals and books, and conference abstracts to name but a few. These are significant for a Mode Two research approach (Tranfield and Starkey, 1998) on which I elaborate below.

7.2. A Mode Two research approach

In resonance with this research Tranfield and Starkey (1998: 347) call for recognition of the distinctiveness of management research, principally because of its applied nature and its 'broad church of ideologies and values....and a high tolerance of a wide range of ontological and epistemological views'. They suggest that improvements in the relationship between theory and practice developed by Mode Two (M2) research collapses some of the binary divisions inherent in the traditional, more academic agenda that creates a 'distinction between what is fundamental and what is applied' (p. 347) in Mode One (M1) research approaches. M2 encourages the translation of theories into the applied generating 'creativity and novelty in both scope and approach' (p. 348), and is associated with trans-disciplinary work, using more socially distributed and socially and politically accountable forms of knowledge production, with shorter time to dissemination, typified by the constant flow between theory and practice. For this research knowledge dissemination within practitioner journals had a number of benefits: to open up developing propositions to elicit feedback from practitioners within disciplines and to further develop subsequent scholarly writing (see figure 5)¹⁴.

Many case reports in Figure 5 predominantly address the general *engineering* and *craft* problem of *design* rather than general *scientific* problems of explanation and prediction: 'craft knowledge is acquired by practice and example and so is experiential' (Long and Dowell, 1989, quoted in Tranfield and Starkey, 1998: 346). M2 is also adopted because this work is suited to the 'soft' paradigm existence, where the degree to which a body of theory is subscribed to by all members in the field dictates the degree of *hardness*. It is *applied* as opposed to *pure* research, as both a practice and theory of knowing *how* not *what*, building up theoretical and conceptual material 'bottom up' from case law, and is *divergent-rural* rather than *convergent-urban* (Tranfield and Starkey, 1998): pedagogy is moving 'from a field of study to a discipline' (Canning, 2007: 394) whereas EL remains a complex field of study across and within many disciplines.

7.3. An overview of the Mode Two research journey: from fieldwork to abstraction.

To summarise the complex journey that underpins this ongoing framework development a composite depiction is presented in Figure 3 below, showing the multiple layers from everyday fieldwork to the development of the framework as an abstraction. These layers are then explored in more detail.

¹⁴ Significantly the publication output has totalled four books, nine book chapters, three research contracts, eleven conference keynotes, eighteen refereed journal articles, twelve government publications and numerous other contributions such as workshops, seminars, conference papers, and presentations.

Figure 3: A Simple Overview of the Development of the Framework

**Practitioner-researcher: ongoing everyday practice
as fieldwork.**

Data collection.

Considerable complexity.

Ongoing process of reading the literature.

Case studies/pedagogic research and other work.

Intrinsic and instrumental contributions to knowledge.

Analysis: General Inductive Approach (GIA).

Data display reduction and expansion.

Data coding and emergence of themes.

The development of six major categories for organising and classifying the themes.

**Reflective/reflexive work and key role of writing
textbooks**

Developed extensively through reflective, transformational writing of texts (Yin, 2003). First Beard and Wilson (2002) framework developed at ends of writing process. Further developed in an extensive re-formulation in a second edition (Beard and Wilson: 2006).

Philosophical and practical alignment.

ALIGNMENT OF SIX PRACTICAL QUESTIONS

Where/What//How/Hearts/Intellect/Mind/Learning/change

Aligned with.....

PHILOSOPHICAL CONSIDERATIONS

Being/Doing/Sensing/Feeling/Knowing/Changing

**Outline framework developed at end of writing up
'whole story' (rich picture) (in first edition textbook).**

1. Milieu of themes emerging from fieldwork (see publications)					
Place Space Elements Indoor/outdoor** Natural/artificial** Urban/rural Community Social/Political Den/club/hive	Real-simulated.** Rules/obstacles. Collaborative Social/cultural Competitive 'Edventure' Journey/solo Planned/unplanned Narrow/Broad skills	Auditory Visual Dark Silence Touch S-Enhancement S-Reduction S- focussing Visual literacy Colour.	Fear/anxiety** Pride/shame Energy/tension Fantasy Relationships Body-emotion Acceptance Rejection Projection	Intelligence Cognition M. Intelligence Social intelligence Kinaesthetic/body Spatial /inter/tra/personal/ mathematical. Wisdom/flow/	Transfer Reflection PPD Planned and emergent learning. Growth/ Maturity/ Wisdom.
2. Allocated of themes to the six categories of fieldwork questions (key chapters in the textbook)					
↓	↓	↓	↓	↓	↓
Where is the learning taking place?	What kind of activities are happening?	How are the senses being engaged?	How are emotions engaged?	How is cognition/intelligence being developed?	What is the impact on learning and change?

** The subjects of the two case study vignettes (Figures 9 & 10).

7.4. Knowledge production, validity and reliability.

Additional commentary concerning the adoption of a M2 is provided by Figure 4 below, which highlights aspects of population and ecological validity, trustworthiness and authenticity, showing fieldwork operations in multiple contexts and settings, with significantly high levels of repeatability. Lincoln and Guba (1985) refer to four types of trustworthiness: credibility, transferability, dependability, and confirmability, and Thomas (2006) considers the most applicable of these in data analysis include the use of peer debriefings, informant and stakeholder checks. Data checking processes also included occasional independent or confidential reports, the use of research collaborators for independent coding of data, and the use of focus group work with students so as to feedback other forms of data analysis results in an iterative way.

Figure 4: Mode Two Research: Knowledge Production and Dimensions linked to Trustworthiness and Authenticity, Validity and Reliability.

Knowledge production and consumption	
<p>This research programme includes fieldwork published in scholarly and practitioner work on experiential learning for example in the following:</p> <p>British Educational Research Journal European Business Review Environmental Management and Health Australian Journal of Outdoor Education Journal of Town and Country Planning Sustainable Product Design Journal of the Institute of Public Rights of Way Leisure and Tourism Research Journal of Leisure, Hospitality, Sport and Tourism Education Environmental Training in Engineering Education. Eco-Management and Auditing Leisure Manager People Management Horizons</p>	<p>Commentary This research exhibits: Collaborative, inter- and intra-disciplinary publishing, in a range of socially distributed sites i.e. scholarly and practitioner journals, with fast and slow knowledge distribution and dissemination, for both practitioners and scholars.</p> <p>Similarities with Mode two research: Applied research – knowledge of <i>how</i> less <i>what</i>. Evidence of a ‘<i>soft paradigm</i>’ body of theory, a <i>divergent</i> community of interest, with fragmented ideologies. <i>Rural</i> character of experiential learning, with low people to problem ratio and sparse communication between these disciplines. Heterogeneous and fragmented field. Based on case work introducing generalisations from specific instances of documented practice. High tolerance of ontological and epistemological views. Exploration of emergence of themes from different orientations.</p>
Ecological and population validity	
<p>Trial locations: Numerous UK locations (within universities, corporate organisations, voluntary sector). International Locations Singapore 18 visits. China – 6 visits, e.g. Shanghai, Beijing, Guangzhou, Qingdao, Hong Kong. Taiwan – 1 visit. Nairobi – 1 visit. Emirates – 1 visit. Finland – 4 visits. Czech Republic – 1 visit. Malaysia – 2 visits. India – 1 visit.</p>	<p>Commentary Cultural-geographical diversity of communities of learners/educators/facilitators, offering higher levels of ecological validity.</p> <p>The literature is Western dominated.</p> <p>Fieldwork has been extensively conducted in the East and West, seeking multiple views from different audiences.</p>
Population: Educators/facilitators/learners.	
<p>Fieldwork Population: Educators/facilitators/Lecturers HE/FE – 400+ Corporate facilitators/coaches 200+ Learners Public sector managers 3,000+ (incl. 300+ NHS) Corporate sector managers 1,500+ Voluntary sector – 2,000+ Students 15,000+</p>	<p>Commentary Varied in sectors (public, private, voluntary), and disciplines (subject variance), extensive involvement of a varied population.</p> <p>Large numbers of both learners and educators-facilitators involved in my work, supporting a high level of population validity.</p>
Trustworthiness and authenticity...continued over	

Practitioner recognition contributes towards the constructivist paradigm criteria of *trustworthiness* and *authenticity*. This includes a National Teaching Fellowship, University Fellowships, Faculty Teaching Fellow, Chartered Fellow status of the Institute Personnel and Development, Fellowship of the Royal Society of Arts for educational and environmental work in society, government research contract awards, government advisory positions on education and training for the Countryside Agency, a Lloyds Register Quality Assurance prize for research, and an ANBAR publication award for innovation. Client awards are significant, such as Kent Council UN award for their environmental achievements. Member of the Editorial Advisory Board of The International Journal of Sustainability in Higher Education. Member of the Editorial Panel of the Journal of Adventure Education and Outdoor Learning. Reviewer for the Journal of Experiential Education. Visiting Professor (experiential learning): Capital Normal University Beijing, China.

7.5. The case studies.

The interdisciplinary nature of the publications is reflected in article and journal titles. The fieldwork, conducted within the spirit of 'blurred genres' (Geertz, 1983), uses multi-disciplinary case material in order to generate a broad matrix of understanding. In adopting GIA (Thomas, 2006) for analysing the qualitative data the research did not focus on *a priori* expectations or models, or what critics call 'gimmicky methods and techniques' (Kolb, 1984: 3): fieldwork sought to highlight key attributes of design and delivery, such as *place*, *thing*, *event* or *process* (Heron, 1981: Stake, 2003) within the published and unpublished data. Single and multiple cases describe intentionally designed education and training methods from a large range of programmes that actively engaged different types of learners from different cultures in different settings with consistent high appraisal¹⁵.

7.6 Case selection

Case studies are acknowledged as the underappreciated, weak sibling among social science methods, and said to have insufficient objectivity or rigour (Yin, 2003). Case material is however particularly suited to this kind of interpretive, subjective research as an 'instance in action' (Cohen et al., 2000: 181; Allison, 2000: 25), and the subject of rigour is addressed in section eight below.

Single case instances initially exhibit limited petite generalisations, but ultimately the accumulation of material shapes the development of *instrumental* data (Stake, 2003). Case studies were selected for their value in highlighting real life complex social phenomena where the boundaries with context are not clearly evident (Yin, 2003). Case material was usually selected for *intrinsic* value, making a contribution to knowledge from the specific case. Some early publications were accepted because of their uniqueness, or innovation. They were exploratory 'realist matter-of-fact portraits with methods left mostly undescribed' (Miles and Huberman, 1994: 300). They were designed to persuade (Murray, 2006), but information about for example people, places, objects, activities was, with exceptions¹⁶, absent from a few reports.

Emerging themes were developed over a long period of rigorous and systematic readings and scrutiny of a much wider mass of raw data drawn from both published and unpublished material (see Figures 7 and 8). Particularly significant was the transformational mode of reflective analysis that occurred in the writing a key text in 2002, which resulted in an alignment of significant themes by locating clusters of case material within six specific chapters that ultimately gave rise to six major category descriptors in the framework. The framework was then extensively reworked in the second edition (2006). The two texts are shown as shaded areas below.

¹⁵ See Figure 4.

¹⁶ See publication 3 in figure 5: seventeen areas of learning activity design are derived from an analysis of over fifty published outdoor learning exercises.

Figure 5: Core Data: Fifteen Diverse Case Reports.

1992- 2007

First research contract was also a thesis for an M.Ed (Distinction). Start of formal interest in research:

- (1) Beard, C.M. and Orme, E (1992) The Training Development and Deployment of Access Negotiating Skills in Wales, Countryside Council for Wales, Bangor. Research contract FC 73-04-20.
- (2) Beard et al., (1995) 'Earthwise - a computer simulation environmental toolkit for managers', Integrated Environmental Management, Issue 38, April. ISSN 0962-1113.
- (3) Beard, C.M. (1996) 'Environmental training: emerging products', Industrial and Commercial Training, Volume 28, Number 5, November 1996, pp 18-23. ANBAR award for innovation in writing.
- (4) Beard, C.M. and Hartmann, R (1997) 'Naturally Enterprising - eco-design, creative thinking and the greening of business products', European Business Review, The Greening Of Industry, Special Edition, Volume 97, Number 5, Nov. 97, MCB University Press, ISSN 0995-534X.

2000 onwards:

- (5) Beard, C and McPherson, M (1999) Design of Group Based Training Methods, pp: 285-304, in Wilson, J. P., (ed) Human Resource Development, London, Kogan Page.
- (6) Beard, C M and Rees, S (2000) 'Green teams and the management of environmental change in a UK County Council', Environmental Management and Health, Volume 11, Number 1, ISSN 0956 6163.
- (7) Beard, C and Rhodes, T (2002) Experiential learning: Using Comic Strips as 'reflective tools' in Adult Learning, Australian Journal Of Outdoor Education, Volume 6, No 2, pp 58-65.

2002:

Initial transformational synthesis: three years of reflective synthesis and writing.

- (8) Beard, C and Wilson, J (2002) The Power of Experiential Learning: A Handbook for Educators and Trainers, London, Kogan Page.

- (9) Beard, C (2003) 'The Circle and the Square – Natural and Artificial Adventure Environments', pp: 187-198, in Humberstone, B., Brown, H., and Richards, K (eds) Whose Journeys? Where and Why? The 'Outdoors' and 'Adventure' as a Social and Cultural Phenomena: Critical Explorations of relations between individuals, 'others' and the environment, Fingerprints, Barrow in Furness.
- (10) Beard, C and Wilson, J (2005) 'Ingredients for Effective Experiential Learning: The Learning Combination Lock', in Enhancing Learning in Higher Education, Hartley, P., Woods, A and Pill, M (Eds), London, Kogan Page.
- (11) Beard, C (2005) Student Achievement: The Role of Emotions in Motivation to Learn – Emotional Maps, Pedagogic Research Report, Higher Education – Hospitality, Leisure, Sport and Tourism Network Research Contract, Oxford Brookes University, Oxford.

2006:

Substantive re-write of first edition. Transformational reflective synthesis: one year.

- (12) Beard, C and Wilson, J (2006) Experiential Learning: A Best Practice Handbook for Educators and Trainers, London, Kogan Page.

2007 publications:

- (13) Beard, C., Smith, K., and Clegg, S (2007) 'Acknowledging the Affective in Higher Education', British Educational Research Journal, Volume 33, No.2., April.
- (14) A CD-rom – Mastering University - Gower – product site: www.studentskills.org.
One of six case studies selected and published on 'Using Video in Learning and Teaching' in Higher Education: www.videoaktiv.org/index.php?id=198 -
- (15) Beard, C (2007) Towards a Theory of E-learning: Experiential e-learning, Journal of Hospitality, Leisure, Sport and Tourism Education, Volume 6, No. 2, November 2007.

7.7. The matrix of breadth and depth: an extended research journey

The early roots of my research are located within a government research contract in the early nineties (Beard and Orme, 1992) concerning the training of land access negotiating for public officers, leading to a detailed publication in a key planning journal (Beard, 1994), and which subsequently developed into training programmes and advisory publications for the Countryside Commission (Beard and Lees, 1994: Beard and Lees, 1995). This initiated an important theme as a contribution to the debate about the impact of altering levels of the realness of learning activities (see Binstead and Stuart, 1979), and the subject of the case study vignette in Figure 9 that is tracked throughout this paper. Such elongated sequence of events became typical, linking types of knowledge production through a distributive process characteristic of M2 research.

Breadth and depth were critical issues in this lengthy experiential research journey: high levels of practitioner experience, and long periods of reflexive analysis have extended the incubation of innovative ideas and the shift from practitioner to practitioner-researcher involves the development of scholarly practice. Initial research interest focussed on environments for learning (category LE), and on learning activities (category LA). This led to a concentration on the primary experiences of the outer world of the learner.

Many themes, such as perceived realness of the learning experience continue to be investigated fifteen years on. Ecological and population validity, elaborated on earlier, is enhanced by the case methods being repeated continuously over a number of years, in a variety of locations and durations with different learners. The case material occurs within a range of cost allocations, as well as different levels of complexity. For example one simple published technique called 'coffee and papers', lasts less than two hours, and has been trialled on over 5,000 participants from senior executives to young F.E. students in many different cultural and geographical settings. This illustrates the considerable diversity of case publications, and highlights the milieu of descriptive, explanatory and or exploratory material (Yin, 2003) over the fifteen year search for the pedagogic attributes of effective EL programmes.

7.8. Case material: intrinsic contributions to knowledge.

A number of case studies provide significant intrinsic contributions to knowledge in a variety of disciplines. The environmental awareness computer based training programme called *Earthwise* (Beard, Frascina et al, 1995)¹⁷, was a £120,000 project funded by the Department of Trade and Industry and ICI, and this along with the *Developing People* programme, were firsts of their kind in the UK in the field of management training, reported together in a journal (Beard, 1996)¹⁸ as multiple case material, and gaining an ANBAR five star award for innovative writing.

One government research contract in 1992 (Beard, and Orme, 1992)¹⁹ involves a year of research into the theory and practice of training for legal rights of way negotiating. A consultancy project with the largest UK County Council to develop Voluntary Green Teams across departments (Beard and Rees, 2000)²⁰ lasted over six years, presenting distinctive case material that contributed new knowledge concerning the assertion that 'successful management of environmental problems requires a participatory organisational environment and a multi-disciplinary team – a green team' (Moxen and Strachan, 1998: 19). Smaller derivative activities continue to be developed from larger projects, such as a Higher Education Academy funded *Education for Sustainable Development* (<http://academic.shu.ac.uk/o/cb/colin%20New/index.htm>), describing methods derived from environmental awareness work reported in the European Business Review publication ten years earlier (Beard and Hartmann, 1997)²¹.

The publishing of case reports is positioned within the wider research process in Figure 6 below, and the research steps from two to eight will now be detailed.

¹⁷ Publication 2 in Figure 5.

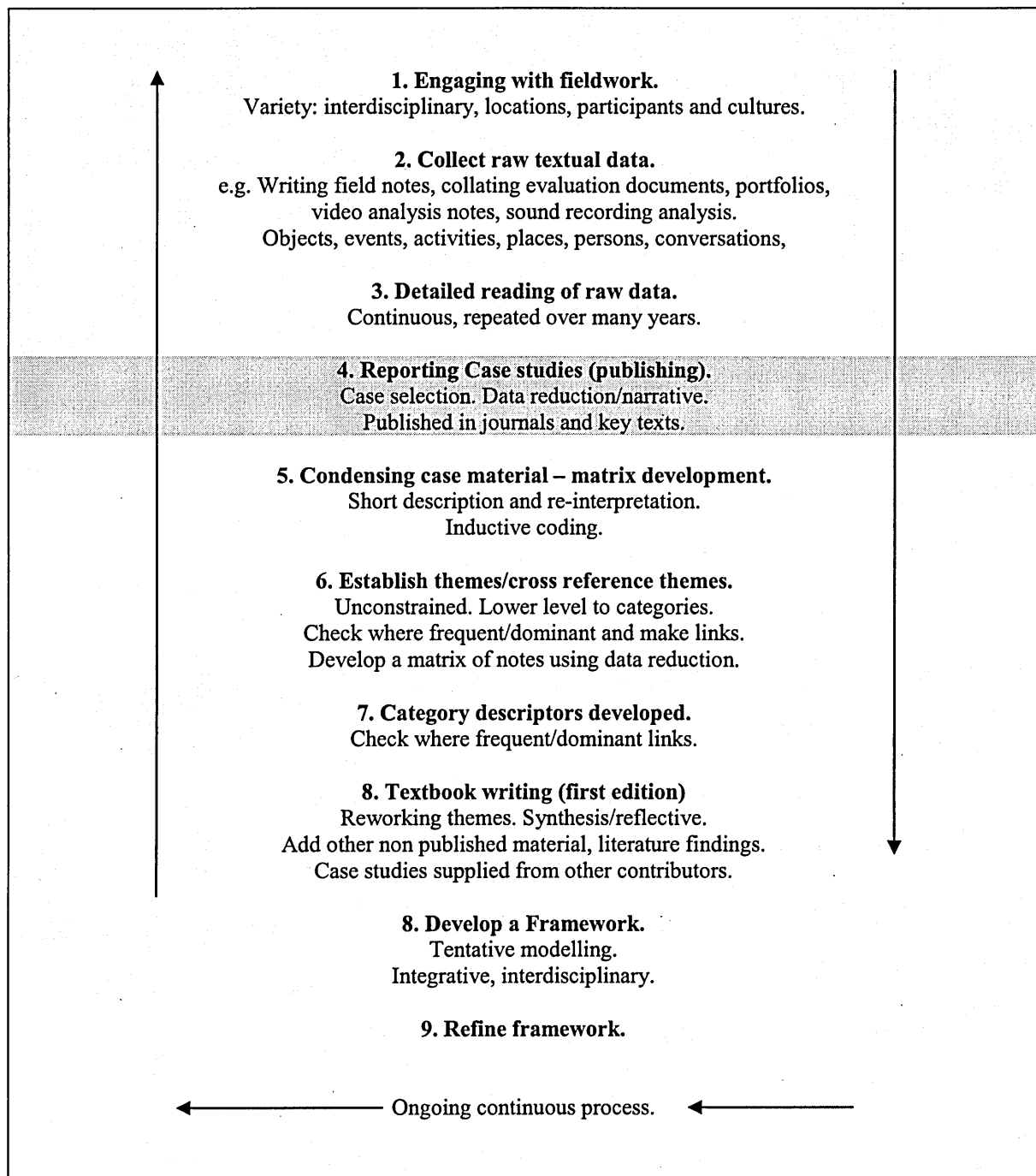
¹⁸ Publication 3 in Figure 5.

¹⁹ Publication 1 in Figure 5.

²⁰ Publication 6 in Figure 5.

²¹ Publication 4 in Figure 5.

Figure 6: GIA and the research process.



7.9. Complex data: description, interpretation, enhancement and the emergence of themes.

Formal and informal data collection occurred prior to, during and after learning events, variously involving collaborative dimensions of design, delivery, and evaluation. Multiple data sources included extensive observation, note taking, learner feedback sheets or other evaluative documents, systematic recording through action planning notes (programme improvements) and stakeholder meetings, video analysis and the maintenance of an extensive reflective personal portfolio. The writing (publishing) and speaking (e.g. conference presentations) provided a continual spiral of analytical-reflective opportunities.

Figures 7 and 8 below illustrate data that remains outside published work, contained within field notes about specific intentional acts or conversations. Figure 7 refers to notes on sensory work (S): this type of data is rarely reported in journal articles due to space limitations. This line of enquiry on sensory work grew out of my interest in the extensive use of sensory deprivation (S-d), and in particular the extensive use of blindfolds in outdoor learning.

Figure 7: Detailed fieldwork notes: minor unreported intentional acts.

Code S – sensory - deprivation and enhancement – field notes.

Learners are presented with outdoor clothing material made from plastic bottles as a form of sensory enhancement of the learning experience (S-e). When telling learners about this material low levels of engagement were noticeable.

Seeing the real material increased the interest and enhanced the experience.

*Feeling the **real thing** increased learner interest and engagement and the experience of the material is clearly enhanced.*

*When I moved to let another learner feel the material but then withdraw it as they reached out, the ensuing discussion explores why people had a **desire to feel the material**, and how the impact of withdrawal highlights the desire for an **enhanced experience**, and the resulting effect of a **sensory reduced experience**.*

*Here there are strong links to the issue of **reality** in learning activity design.*

These notes were hand written from a video analysis undertaken in Taiwan working with eighty corporate trainers and training designers. The notes reveal further thematic leads: **sensory reduction, sensory overload, sensory enhancement** etc.

Data is further enhanced by field notes resulting from conversations with stakeholders as illustrated in Figure 8 below.

Figure 8: Field notes: data enrichment using stakeholder-informant leads.

Data: Field notes on stakeholder conversations on the subject of ‘real experiences’.

Conversation: training needs analysis.

1998 – Large UK supermarket chain. HRD Manager. Field notes.

*Colin we have spent many years now doing the usual outdoor stuff. It has got to a point where our managers can be on one mountain in their orange cagoules waving to our competitors on another mountain doing exactly the same thing. We need something different. Everyone seems to have done the ‘rafts, planks and drums’ bit. We need something different to develop our staff: something more **engaging and real**.*

Action Taken.

The ‘Developing People’ programme (a first for the UK) was created specifically for this supermarket chain and reported in a case study. One journal article reports case material alongside another commercial venture product called *Earthwise*.

Fieldwork themes arise from such whole system complexity, emerging from *contextual, natural, social* and/or *physical* phenomena, and from both *primary* and *secondary experiences*. Observations and notes present continuous lines of enquiry from this rich source in the form of patterns, clues, and clusters of information. These were explored for similarities and common themes in other case

material, and through a continuous reflective spiral generalisations gradually emerged and aligned with the sensitising concepts outlined earlier in section six.

Two case vignettes (Figure 9 and 10) are now selected to show the data reduction process involved in GIA. The first illustrative vignette explores the theme of altering levels of reality, contributing to a debate developed by Binstead and Stuart (1979) concerning the design of reality into management learning events. This is tracked through the GIA process as the first highlighted grid in Figure 11. This issue has been continually developed over the life of the research project and a whole chapter is devoted to this subject in Beard and Wilson (2006). The second vignette focuses on a phenomenological research project that show that emotions are under-theorised in higher education, and argues that we need richer conception of students as affective and embodied selves. This work demonstrates the pervasive importance of affective states in pedagogic encounters and justifies the placing of this cog as the foremost cog of the internal world of the learner. This is then tracked in the second and third highlighted area in the matrix in Figure 11. The subject of affective states in pedagogic encounters also receives an additional extra chapter in Beard and Wilson (2006). Both vignettes are then tracked through to category development (Figure 12).

Figure 9: Published case material: a vignette concerning the altering levels of levels of reality in the training and development of access negotiating skills.

ORIGINAL FIELDWORK (1992): OUTER WORLD EXPERIENCES

Key author publications:

Intrinsic focus:

1. Research.

Beard, C.M. and Orme, E (1992) *The Training Development and Deployment of Access Negotiating Skills in Wales*, Countryside Council for Wales, Bangor. Research contract FC 73-04-20.

2. Implications for professional staff.

Beard, C.M (1994) The UK's largest recreation facility is under negation – or is it? *Journal of Town and Country Planning*, Vol. 63, (4) April, pp. 118-121.

3. Resulting in government sponsored education and training programmes.

Beard, C.M. and Lees, S (1994) *Negotiating Skills for Rights Of Way Officers*, Countryside Commission Publication, Cheltenham.

Instrumental focus:

Beard, C and Wilson, J (2006) *Experiential Learning: A Best Practice Handbook for Educators and Trainers*, London, Kogan Page. (see Chapter six, 'Learning Activities: Exploring Reality' offers a significant contribution to new knowledge on this subject).

A short commentary: data reduction.....This case material describes the design of a negotiating course. The case study builds on concepts first encountered in Binstead and Stuart (1979), concerning the design of real experiences in management learning events. This fieldwork reports the altering of levels of realness in learning events in the use of artefacts, space, and people. The case material originates from a research government contract that lead to the development of these training courses in the development of negotiating skills for Public Rights of Way Officers in the UK. Negotiating is a 'broad skill' (Dainty and Lucas, 1992) and as such requires the building up of composite narrow skills such as listening, questioning, diplomacy and so on. The first publication was in 1994 (see below) and this significant theme is being continually developed. This course first developed narrow sub-skills such as influencing, persuasion, listening, tactics, entry, developing rapport, closing and so on. Significantly the course initially uses low reality 'narrow skills' practice. The latter part of the course then developed broad skills practice, building up higher levels of reality in a number of facets of the whole system learning experience as shown in the explanatory outline below in exercises A-D:

Category: LEARNING ACTIVITIES

Theme: altering of levels of realness of the learning activity experience in the LA category.

From: Low Experiencing Of Reality

Exercise A: Redecorating the office. This is a paper exercise from a standard package on negotiating. It concerns a contract price to decorate an office suite. People are asked to identify opening gambits and write their answers on paper. (LA-R-low).

Exercise B: Driving a bargain. This is a paper exercise about car deals - people are told that this is a warm-up for a real car exercise when people can pit their wits against real negotiators! (LA-R-low)

To: Medium Experiencing Of Reality

Exercise C: Buying a new car. This exercise involves car trade-in active and real negotiating. Learners use direct observation of real artefacts (cars, tyres, exhausts, documents), as material facts for negotiating. Cars are inspected in the outside car park and real faults found. The participants negotiate with real trained negotiators who are located in a separate office where the deals will take place. Final agreements (bids) are written in sealed envelopes so that the winners can be decided later. Thematic codes emerging from notes: (LA-R-medium, LA- People - Real negotiators, LA- real-challenges/competitive, LE-Artefact-real cars but perceived as low reality of artefacts re-work scenarios. LE-outdoor and indoor use of space, as the learners work in both they are perceived as real environments etc).

To: High Experiencing Of Reality

Exercise D: Negotiating access to UK land on behalf of the public. Real negotiators are again present and some of the preliminary work takes place in the outdoors on access land. Real facts re-rights of way information is provided e.g. complex facts and figures on sheep headage payments, ranger support costs, dry stone wall damage, etc. For participants, the incentive is to try to do a good job in front of their peers; final broad skills development practice by putting all the narrow skills and knowledge acquired on the course into practice; and to meet their own pre-set prices and subsidy targets decided in their negotiating strategies. They argue their case with real negotiators and are debriefed afterwards. Videos are replayed with self and peer assessment. Thematic codes: as exercise C with key differences. LA-real rights of way facts such as ranger costs for landowner support, and artefacts used such as dry stone wall damage. E-Real selves seen in reflection using video /success failure.

Key Literature: Binstead, D and Stuart, R (1979) Designing reality into management learning events, *Personnel Review*, 8, (3).

Figure 10: Published case material: a vignette concerning the role of emotions in learning

RECENT FIELDWORK (2005): INNER WORLD EXPERIENCES

Key author publications

Beard, C. (2005a) *Student Achievement: The Role of Emotions in Motivation To Learn – Emotional Maps*, A Pedagogic Research Report, Higher Education Hospitality, Leisure, Sport and Tourism Network, Higher Education Academy, January 2005.

Beard, C., Smith, K., and Clegg, S. (2007) Acknowledging the Affective in Higher Education, *British Educational Research Journal*, 33, (2), April, pp. 235-252.

Short commentary: data reduction.

This phenomenological case study seeks to understand the lived experiences among people who have had a common experience, to uncover meanings and to convey felt understanding in words so as to produce a coherent narrative about their experiences of the role of emotions in their learning (Thomas, 2006).

In this research the case is made for working with a richer conception of students. The work opens up a theoretical space to properly explore the ways in which students engage as fully functioning selves in their learning, by considering the affective dimensions of learning in ways which do not reduce to individual psychology, but instead preserve the idea of human beings with their full range of emergent powers. The project was both theoretical and pedagogical. The research paper presented in The British Educational Research Journal in April 2007 is in two parts.

The first part reviews some of the literature which takes the affective seriously so as to offer a more fully articulated model of students as persons which 'transcends the cognitive focus of most discussions of learning' (Ashworth, 2004, p. 150). In higher education, in particular, emotion is rarely acknowledged and under- or mis-theorised. The second part of the paper offers an analysis of student data from a project which attempted to consciously engage students at the affective as well as discursive levels in their learning (Beard, 2005). This project created opportunities for the collection of data from a number of sources, and the analyses of these data in the form of a case study is presented.

Data analysed inductively, student response sheets read, and keywords highlighted, highlighted words grouped and represented graphically through a cognitive mapping and coding process (Miles and Huberman, 1994).

Category: Emotions.

Themes: Significance of affective states in pedagogic encounters.

Broad themes emerged from the data that were congruent with the Lifeworld categories (Ashworth, 1999: Ashworth, 2003). The areas explored included:

1. **Personal Project:** how do affective states relate to their ability to carry out the activities which are central to their personal lives;
2. **Academic Project:** how do affective states relate to their academic experiences;
3. **Temporality:** how is their sense of time affected by the affective states;
4. **Spatiality:** how is the geography and the environment in which they live affected by affective states;
5. **Sociality:** how do affective states influence their relationship with others and its impact on the university experience;
6. **Others:** data which do not fall easily into any of the above themes, but are important to the students when framing their experiences.

There was a striking similarity of responses so that it is possible to map some of the changing emotions over the year. The data showed that students perceive emotions, relations with others and the body to be as important as the academic in the university experience therefore impossible to untangle them. The disposition to learn is clearly grounded in social relationships.

I now link these vignettes to the process of generalisation through the development of an analytical matrix.

8. Generalisation: the development of categories and themes for the overarching framework.

8.1 A matrix: data description, expansion and reduction

Data display, and data condensing became an integral part of the framework development. The GIA (Thomas, 2006) process requires detailed readings of case material and other unpublished raw data so as to identify and describe frequent, dominant or significant themes. The categories, built from the six fieldwork questions, were consolidated to form the overarching structure for the new framework. This involved two processes. First a matrix was developed (Figure 11 is illustrative) to reduce the breadth and depth of data to manageable proportions. Secondly an additional reflective process, involving further data expansion and reduction, involved the writing of textbooks (Beard and Wilson, 2002; Beard and Wilson, 2006). This allowed a reformulation of the much wider body of data, including for example collaborators, stakeholders and informants. Inevitably the textbook is shaped by the experiences and assumptions of the researcher (Thomas, 2006: 240). Categories emerged as a result of this significant, reflective writing process of generalising²³ and theorising, involving a re-expanding of the themes in parallel with literature reading. Abductive inference and reasoning was an artful process of working with the disordered 'bricolage' (Denzin and Lincoln, 2003: 5).

The coding process, at the level of single case publications, is described in detail in Beard, et al., (2007), a phenomenological approach using coding analysis to produce a coherent narrative about the lived student experiences that aligned with Lifeworld categories (Ashworth, 1999; Ashworth, 2003). This work shows how themes and categories can be re-opened to other 'pools of meaning' (Marton, 1986), to complicate and expand (Coffey and Atkinson, 1996: 31) my interpretations of data as part of the analytic inductive process. Such complex data resists simple classification. Emotions were found to be pervasive throughout the Lifeworld categories (Ashworth, 2003) and very significant to the learning experience. This lends some weight to this category being located at the forefront of the inner world experience of learning in the framework. Indeed the term 'framework', rather than model, is to suggest tentative generalising with work very much still in progress.

²³ Generalisability is argued by some authors to be an inappropriate goal for qualitative studies (e.g. Guba and Lincoln, 1981)

Figure 11: GIA Data Matrix: key attributes from effective programme design by the identification of features, happenings, relationships, and situations as explored in the fifteen publications.

Publications	Sectors	Case Study comments	Themes	Sense making process-emergence of major categories
A	B	C	D	E
Those marked * form part submission for a PhD by publication.	General Commentary	Case typology. Collaborators-informants.	Notes: Reduction processes in thematic inquiry	Coding - six fieldwork questions. <i>Outer world – Where (LE), what (LA). Sensory Interface – how (S). Inner world – emotions (E) cognition (C), change (LC).</i>
Publication 1: Land Access Negotiating. 1992 Vignette One	<i>Government agency Research contract. Subsequent training for Public sector/NGOs. The start point of the research journey. Shift from practitioner to practitioner-researcher. Numerous training programmes followed across the UK using outcomes of this research.</i>	<i>Research collaboration with Royal Agricultural College. Intrinsic focus. Detailed description and analysis.</i>	<i>Exploring the notion of activities that 'do the real thing'. 'Learning experiences' include competing with real negotiators, examining real artefacts and making negotiating decisions, working with real costs/facts figures/problem solving as negotiation (e.g. sheep headage payments). Broad simple to narrow complex skills of negotiating. The use of considerable usage of real and artificial spaces for learning - indoor and outdoor. Use of spaces such as classrooms and interview rooms, car parks and real cars, and natural places in National Parks. See further discussion on case detail and themes is presented in a separate figure.</i>	<i>Multiple use of indoor and outdoor environments (LE). Real/artificial experiences. Real artefacts. Real people. Real log books. Real faults on cars. Positive impact of altering reality – gradually raised (LA). Complex cultural external interactions of govt officials and landowning/farming community (LA). Emotional engagement in complex negotiating (E). Complex cognitive challenges (C). Cognitive processing of complex grant aid system/complex mathematical financially complex in negotiating (M).</i>
Publication 2*: Earthwise – environmental awareness CBT. 1995	<i>Corporate sector/NGOs. The interactive design of an environmental awareness VLE.</i>	<i>Intrinsic. Collaboration with leading software company/Sanderson CBT. Govt DEMOS funded project. Intrinsic focus. Innovative market leading method. Detailed description. Tested with HE MBA business students. Technical project report produced Sanderson CBT designers.</i>	<i>Environments for learning- virtual environments. Active engagement through complex decisions and consequences. Activities using complex real-life-like simulations. Emotional engagement – share prices, TV and media issues and campaigns group action. environmental awareness. Pragmatic business decisions. Decision making – complexity, 225 generic principles, approx 90 pieces of information, 34 events, 122 courses of action., performance indicators, success and failure. Use of incentives?</i>	<i>Use of VLEs (LE). Activity comprised complexity/cognitive challenges with consequences/outcomes (LA). Stimulating visual display/images (S). New social movements and interactions/challenges built into business simulation (LA/LE).</i>
Publication 3*: Two new environmental awareness programmes. 1996	<i>Corporate sector/NGOs. ANBAR award for innovation. Juxtaposes two environmental awareness training methods.</i>	<i>Single author. Collective case material. Descriptive. Instrumental study extended to two case studies. Industrial</i>	<i>Perceived 'real' outdoor environments and 'real' learning activities, compared with VLEs for environmental awareness training. Physical bodily 'work' as medium for learning. New variation of 'service learning' concept giving intrinsic motivators/high emotional engagement. Community and</i>	<i>Learning activity typology developed for outdoor learning (LA). Comparative, VLEs and real projects simulations, dramatic outdoor landscapes...Nature (LE). Body/physical work (S/M). Complex cognitive challenges</i>

		<i>'informants' driving new programme design.</i>	<i>environmental contribution. See additional discussion on case detail and themes is presented in a separate figure. The learning activity typology, consisting of seventeen themes, was created through an analysis of over fifty outdoor learning activities</i>	<i>(C). Complexity of activities for environmental awareness.</i>
Publication 4*: Training for Creativity and Environmental Design. 1997	<i>Corporate sector. Journal article on Eco-design and Corporate Training: Mindsets and reframing for creativity and environmental issues of sustainable product design.</i>	<i>Intrinsic. Some reference to other methods used. Co-authored. Descriptive. Offers a simple concept in reframing for eco-design.</i>	<i>Sustainable Product Design. Societal contribution. Emotional engagement. Mindsets. Learning activities that use experiential methods /models for working with innovation and creativity development. Innovation and creativity. Reframing. See challenge change. Barriers to creative thinking.</i>	<i>Working with innovation and creativity (LA). Creative intelligence (M). Mindset changes (E/LC).</i>
Publication 5*: Group based training methods. 1999	<i>Multi-sector. Book chapter. Reflection and simple synthesis.</i>	<i>Chapter. Single author in second edition. Multi-case reporting. Exploratory reflective synthesis of several education and training methods. Chapter reflecting on my early thoughts on experiential learning. Unstructured</i>	<i>Distinguished between objectives, strategies, methods, techniques, and materials. Emotions of fun and play, Emotional responses of distance learning students. Use of tutor humour in dissertation feedback. Sequencing and pacing in learning activities/negotiating/research methodology teaching/metaphors/storytelling. Imagination and visualisation – teaching tree felling indoors</i>	<i>Sequencing (LA). Range of practical methods and techniques explored (LA). Role of fun play emotional space, teacher-learner dialogues (E).</i>
Publication 6*: Voluntary Green Teams. 2000	<i>Public sector. Journal article. Describes involvement as consultant developing voluntary green teams in largest UK County Council.</i>	<i>Co-authored with County Council employee. Case describes six years of work. Uniqueness of work. Little material available that uses such a long period of involvement in evolution of Green Teams</i>	<i>Voluntary work as learning. Variation on 'service learning' concept. Intrinsic motivation. Increased awareness of social and political processes involved and power relations. Experiential learning is seen to be clearly shaped by power relations. Emotional work to reframe understand and work with barriers. Collaboration (by green networks - Inter-departmental). Facilitation of growth and development. Positive solution focussed.</i>	<i>Political and social/cultural relations (LE/LA). Sensitising - so as to see and challenge problems clearly (LA).-. Emotional work with organisational barriers (E). Outcomes: Transformation, learning and change (LC)..</i>
Publication 7*: Comic strips and newspapers as reflective tools. 2002	<i>Multi- sector Australian Journal exploring, in a descriptive way, a specific experiment in a reflective approach for corporate and youth work.</i>	<i>Intrinsic. Descriptive. Specific experiment in the early creation and development of a new method.</i>	<i>Story/narrative/image/humour/character. Popular media: Newspapers and comic strips. Reflection as stories or reporting.</i>	<i>Senses (S) and emotional engagement with comic strips and newspaper production (E). Visual/images/textual (S)</i>
Publication 8: Handbook first edition. 2002	<i>Multi-sector. Threshold event. Idea generation. Relational connections. Whole picture interpretation. Transforming process – going beyond the data analysis Extensive synthesis. Research questions of where, what, when, how, who, why. The commencement of</i>	<i>Multi-case reporting. Co-author, but chapters written separately. Case examples added from international sources. Using and synthesising other case contributions from international sources. Explanatory reflective synthesis.</i>	<i>Evolution of the major categories, significant themes and the preliminary framework. Problematic areas: more practical examples are offered in relation to the 'outer world' experiential context for the designer/facilitator. Less is presented about the right hand categories of the framework, i.e. internal constructed world of the learner.</i>	<i>**In this publication the milieu of themes are synthesised written about in depth and the framework emerges towards the end of the writing process. All categories are covered (where, what, how, emotions, cognition, change) in this reflective writing process - using four reflective lenses (Brookfield, 1995).</i>

	<i>early theorising.</i>			
Publication 9*: Natural and artificial adventure environments. 2003	<i>Multi-sector. Draws on a range of case experiences to explore the notion of naturalness and the extent to which the experience of the outdoors is real, pure or authentic. Draws on my research material from Adventure Tourism research.</i>	<i>Collaboration with OB Singapore, exploring their use of artificial 'structures' for learning in Singapore. Further examination of such environments for learning with other outdoor learning organisations in the UK.</i>	<i>Consideration of empathetic and combative approaches to the use of outdoor learning environments. Discussion of use of artificial and natural Learning environments such as artificial devices/elements/structures and locations/whole environments. Activities that use 'edventure' for learning. Sensory work using natural sensations and learning.</i>	<i>Focus on artificial and natural learning environments (LE). Natural sensations (S/LE).</i>
Publication 10*: Methods and framework applied to H.E. sector. 2005	<i>H.E. sector specific.</i>	<i>Multi-case reporting. Co-authored. Describes practical methods developed and extensively trialled in Higher Education.</i>	<i>A number of experiential techniques are described. These now form part of a series of HEA funded seminars conducted in the UK on 'Innovations in Learning and Teaching'. These methods thus continue to be trialled with HE and FE staff. They include 'Coffee and papers', 'higher levels of cognitive development', 'Kinaesthetic learning reinforcement in the method called 'Walk the Talk', See additional discussion on this technique in a separate Figure.</i>	<i>Focuses on a range of learning activities (LE).</i>
Publication 11*: Pedagogic Research Report on emotions in learning. 2005 Vignette Two	<i>H.E. specific. The role of emotions in learning. Shows in detail the coding of data and subsequent analysis and categorisation.</i>	<i>Report more extensive than a journal article. Research supervision as part of contract process. Two research collaborators working with data analysis. Phenomenological study. Cognitive coding and mapping.</i>	<i>Focuses on role of emotions in learning. Importance of affective states in pedagogic encounters. Holistic interpretive view. Pedagogic interventions as inductive research methodology. Focus groups as iterative and triangulation. Significant shift in that this explores in more detail the internal constructed 'world' of the learner. 'Lifeworld' categories used to create themes.</i>	<i>Themes included: opening up the data for collaborative re-assessment, re-conceptualising. 'Lifeworld' themes. Project – academic and personal. Sociality. Temporality. Spatiality. Embodiment. Discourse.</i>
Publication 12*: Handbook second edition. Substantial rewrite of first edition. 2006	<i>Multi-sector. Threshold event. Transformational. Took on a substantial rewrite of first edition more closely aligned to the framework. Taking on board new publications, new contributions of international case material by others, reading widely and more extensively.</i>	<i>Multi-case reporting. Co-author. Using and synthesising other case contributions from international sources. Detailed explanatory reflective synthesis.</i>	<i>Further evolution of the major categories, significant themes and the framework. is adjusted. The more significant themes continue to emerge and are discussed in both practical and theoretical detail. Additional case material added and updated to include research undertaken. Literature base revisited.</i>	<i>In this publication the milieu of themes are written about and the framework is further developed. All categories are extensively revisited in the text</i>
Publication 13*: British Educational Research Journal article. 2007 Vignette Two	<i>H.E. specific. The role of emotions in learning.</i>	<i>Report in Journal style. Research supervision as part of contract process. Two research collaborators working with data analysis. Phenomenological study Cognitive coding and mapping.</i>	<i>Emotions explored - substantive work on the subject of emotions in students learning in Higher Education. Secondary experiences. Links to other categories. Pervasive nature of emotions. 'Lifeworld' categories introduced.</i>	<i>E - Strong focus on role of emotions in learning. Importance of affective states in pedagogic encounters. Emotions affect: 1. Embodiment. 2. Discourse. 3. Academic project. 4. Spatiality. 5. Sociality. 6. Personal project.</i>

Publication 14*: <i>Mastering University</i> CD-rom developed using the LCL framework.	<i>H.E. specific.</i> <i>VLE. Shows range of techniques used for experiential learning in H.E. Highlighting the notion of experiential e-learning.</i>	<i>Multi-case reporting. Flattening technologies: CD-rom commercially available and internal streaming for PG students to 'upload': repeatable experiences of core lectures and seminars.</i>	<i>Here some techniques and methods are applied to complex learning skills such as the teaching of higher levels of thinking, complex abstraction from practice thus applying methods, techniques and process to complex content thus addressing issues as presented in Kolb (1984: 3).</i>	<i>All categories covered in and applied to the practical design of the teaching material.</i> <i>*Linked to published article 15.</i>
Publication 15 * Towards a theory of e-learning: Experiential e-learning. <i>Published in the Journal of Hospitality, Leisure, Sport and Tourism Education.</i> November 2007.	<i>H.E. specific.</i> <i>Associated with the development of the CD-rom</i>	<i>Multi-case reporting. Flattening technologies: CD-rom commercially available and internal streaming for PG students to 'upload': repeatable experiences of core lectures and seminars.</i>	<i>Discussion of the use of the conceptual framework of combination lock for the design of a successful interactive cd-rom on study skills, discussion of medium used, including text versus video, emotional engagement and empathy and visual metaphors. Introduces notion of e2learning (electronic experiential learning).</i>	<i>All categories covered in practical and theoretical sense. Strong focus on the design of experiential learning in VLEs, (including sensory methods, emotions, higher levels of cognitive development etc.).</i>

8.2 The six categories: labels and descriptors.

As the research progressed tension arose between the competing needs to search for the particular, the detail of the case, and the need to search for generalisability (Stake, 2003). The process of generalisation gave rise to the category labels and category descriptors (Thomas, 2006) as show in figure 12 below. These 'category labels' arose from the detailed fieldwork notes of events, objects, people, activities, conversations, and place being coded and located into the fieldwork questions of *where, what, how, affect, reason, and change*, clustered into this logical and relational sequence in terms of the external and inner world experiences, with the senses acting as a central conduit that empirically connects the experiential interactions. However the categories and themes are not absolutely sequential and bounded in this sense: the logical ordering is not designed primarily to mechanically explain or rationalize the sequential relationships. Significantly figures 11 and 12 expose a diminished number of themes in the inner world categories reflecting to some extent the differences in the nature of public outer world and the private inner world experiences, and the extent to which pedagogic mediation might occur. The implications for future research are that these category descriptors and book chapters can now evolve into a more complex matrix that might sharpen the focus of major themes.

Figure 12: GIA and the Six Category Descriptors

Category Label	Category descriptors Key characteristics, scope and limitations (Thomas, 2006).
LE <i>Where learning takes place. Being.</i>	<i>LE involves observing in detail where learning takes place and its specific impact and implications for pedagogy.</i> <i>LE interacts with and can influence other categories</i> <i>LE is more than a backdrop for learning.</i> <i>LE include spaces such as virtual-real, indoor, outdoor, formal-informal, urban, rural, land, sea, natural and artificial constructed spaces, micro and macro spaces, mood and ambience, and social and political implications Persons, places, spaces, artefacts. Mobility, flexibility of people, artefacts and space. Natural, social, physical phenomena.</i> <i>Limitations- rapidly changing. Less easily influenced indoors in education and training facilities.</i> <i>Limitations of pedagogic design - by architects.</i> <i>(Expanded critical summary in Beard and Wilson, 2006, pp 70-106).</i>

<p>LA What kinds of learning activities can be designed. Doing.</p> <p>Vignette One</p>	<p><i>LA includes a milieu of possibilities – exploring what the activities actually do.....</i> <i>LA interacts with and can influence other categories.</i> <i>LA initial typology for experiential learning includes – target or goal, journey or destination, exercise many forms of intelligence, problem solving, sequences and balanced themes of social, emotional, cognitive and physical (mind/body/affect)activities, adjusting elements of reality (raising or lowering – people, behaviour, artefacts, environment, activities), altering the sensory stimulation, using constructive or deconstructive methods, collaborative or competitive elements using a balance of challenge and support, using rules, criteria and/or restrictions, allowing the experience to be reviewed and reflected upon allowing the story to be told.</i> <i>LA - Societally orientated activities such as 'service learning' and its variants.</i></p> <p><i>Limitations – largest and most diverse/complex category.</i></p> <p><i>(Expanded critical summary in Beard and Wilson, 2006, pp 107-153).</i></p> <p><i>(Altering reality receives a specific chapter pp. 127-153)</i></p>
<p>S How The learning of the outer world is received. Sensing.</p>	<p><i>S- sensory work involves asking how is learning being taken into the internal world of the learners.....</i> <i>S- interacts with and can influence other categories.</i> <i>S- can be used to enhance learning – it interacts with and can influence other categories.</i> <i>S - involves developing the sensory awareness and designing multi-sensory learning reinforcement.</i> <i>S- involves reduction of senses, enhancement of senses, and consideration of extremes of sensory deprivation and sensory flooding.</i> <i>S-involves solitude/silence(a powerful reflection method)/influences mind states.</i></p> <p><i>Limitations- often smaller techniques used not described in formal case reports.</i></p> <p><i>(Expanded critical summary in Beard and Wilson, 2006, pp 155-172).</i></p>
<p>E Affect Emotional work. Feeling.</p> <p>Vignette Two</p>	<p><i>E – involves asking questions about the emotional impact on, and engagement of the learners and whether and how 'emotional space' is being worked with.....</i> <i>E- Importance of affective states in pedagogic encounters, pervasive nature of emotions in the Lifeworld contexts.</i> <i>E- interacts with and can influence other categories..</i> <i>moods, success/failure, feelings, energy/tension. Identity/values/relationships.</i> <i>E-involves exploring the reading and working with emotions.</i> <i>E- how are moods acknowledging and influenced?</i></p> <p><i>Limitations- at the boundaries of pedagogy: not counselling/ therapy.</i></p> <p><i>(Expanded critical summary in Beard and Wilson, 2006, pp 173-212).</i></p>
<p>M Reason Work with multiple intelligences/wisdom. Knowing.</p>	<p><i>M- requires asking questions about methods that involve a broad ecology of intelligence and how these can be worked with to enhance learning, including different levels (Blooms Taxonomy of higher cognitive processes) and types (MI theory).....</i> <i>M- interacts with and can influence other categories.</i></p> <p><i>(Expanded critical summary in Beard and Wilson, 2006, pp 213-238).</i></p>
<p>LC Learning Working with transformation. Changing.</p>	<p><i>LC-involves asking questions about methods that influence change.</i> <i>LC - interacts with and can influence other categories.</i> <i>LC-Linked to objectives, transfer, and cognitive, affective and behavioural change.</i></p> <p><i>Limitations here include distancing and connection with the intentional design acts and the learners and the ongoing question of whether this category remains useful.</i></p> <p><i>(Expanded critical summary in Beard and Wilson, 2006, pp 239-264)</i></p>

8.3. The Framework: building on the limitations of existing models:

Heron (2001: 208) voiced concern that 'The old model of education, going back to classical times, dealt only with the education of the intellect, theoretical and applied': his new model integrates emotional, interpersonal and political competence. He also noted that 'nowadays we have people who are learning by *thinking, feeling and doing* – bringing all these to bear on the acquisition of new knowledge and skills' (Heron, 2001: 208 – italics added). These categories are expanded further in my framework, including difficult subjects suggested by Heron like the 'increasing concern to ground all this in a new kind of spiritual opening' (Heron, 2001: 208). Spiritual and naturalistic intelligence receive attention in my work in Beard and Wilson (2006).

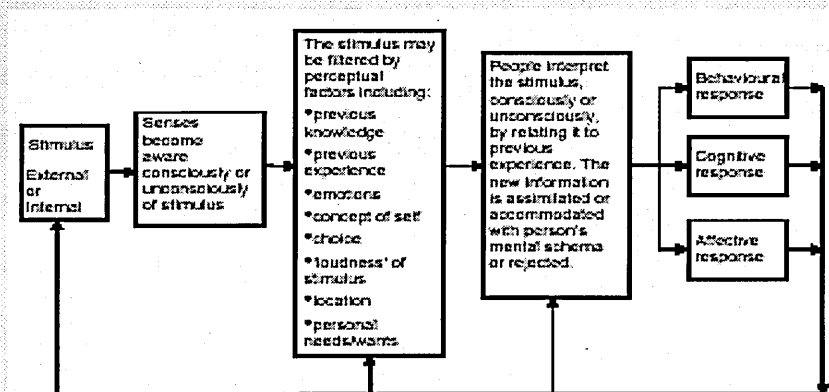
At variance with Heron, Illeris posits cognition, emotion and the social as critical dimensions, noting that 'there do not appear to be any earlier learning theories that fully recognise and deal with this complexity in its entirety' (Illeris, 2002: 9). My theoretical framework presented below draws upon, grounds and expands the three dimensions offered by both Illeris (2002) and Heron (2001): it addresses issues of connectivity (Nicol, 2003) between the primary, outer, public world experiences with the secondary, inner, private world experiences, because learners 'explore inner space as well as the physical world, entering deeply into the inner being of the mind and seeking to be fully connected with the outer world' (Fenwick, 2003: 52).

The framework presented here attempts to provide a logical framing of the milieu of themes arising from case material within a set of six categories of *being, doing, sensing, feeling, thinking, and changing* that have synergy with the six fieldwork questions about the *where, what, how, hearts* (affect) and *minds* (cognition) of learning to create *learning and change*. This synergy, shown in Figure 13 below, represents a significant challenge to one of the central tenets of EL in that I posit that EL has to be conceptually framed in such a way that it is understood as more than *doing*, and more than doing the *real thing*.

Figure 13: The framework: final developments.

Building on the insufficiently integrative cognitive processing models.

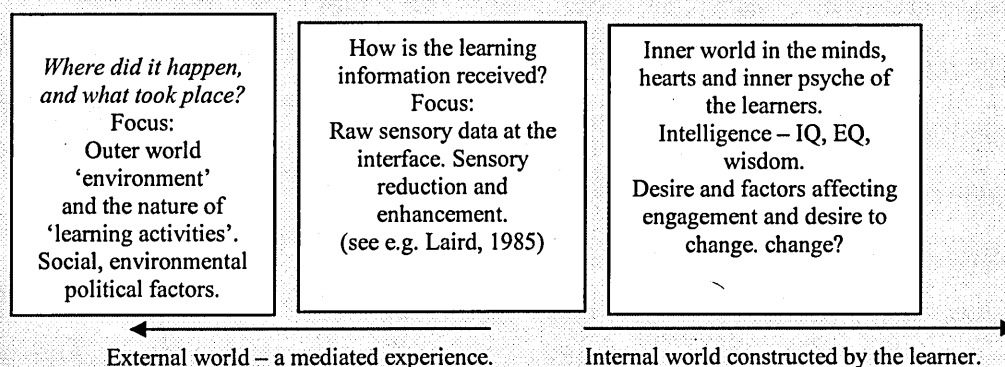
(a) Pedagogical drawback: not integrative – a concentration on internal cognitive processing.



(Published in Beard and Wilson, 2006)

(b) RE-DESIGN - BASED ON FIELDWORK DATA

....AND SENSITISING CONCEPTS (LITERATURE)



Emerging themes: vertical readings of matrix (Figure 11)

WHERE	WHAT	HOW	EMOTION**	REASON	CHANGE
Place	Real-simulated.**	Auditory	Fear/anxiety	Cognition	Transfer
Space	Rules/obstacles.	Visual Dark	Pride/shame	Intelligence	Reflection
Elements	Collaborative	Silence	Energy/tension	M. Intelligence	PPD
Indoor/outdoor**	Social/cultural	Voice	Fantasy	Social intelligence	Planned and
Natural/artificial**	Competitive	Touch	Relationships	Kinaesthetic/body	emergent learning.
Urban/rural	adventure	S-Enhancement	Body-emotion	Spatial	Growth/
Community	Journey/solo	S-Reduction	Acceptance Rejection	/inter/tra/personal/	Maturity/
Social/Political	Planned/unplanned	S- focussing	Projection	mathematical.	Wisdom.
Den/club/hive	Narrow/Broad skills	Visual literacy		Wisdom/flow.	
Spiritual		Colour.			

Being Doing Sensing Feeling Knowing Changing

CLASSICAL DUALISMS and NEGLECTED AREAS.

e.g. Integration - Outer world - Inner world/Object-Subject/Sense Reception- Perception/Primary-Secondary
Affect/Emotion - Cognition/Reason. Natural-Human/Body - Mind/Material - Spiritual/Conscious-Subconscious

** Linked to vignettes.

8.4. A transformational synthesis of the categories: chapter writing.

Themes that emerge several times are expanded out and reformulated by linking them across other case material: each category label receives a full reflective synthesis in chapter development (Beard and Wilson, 2006) (page numbers for each category are shown in Figure 12). This iterative process gave rise to the category descriptors. Two chapters are devoted to the category of learning activities: one contributes new knowledge on the theme of altering elements of *reality* in learning experiences, and contests a central tenet of EL. Similarly two chapters are devoted to the role of emotions in learning. (Both topics have been illustratively tracked throughout the paper). This chapter writing initially took four years of reflective work for the first edition, during which complex data from case material from my fieldwork, from other contributors, and from literature reviewing, enabled the synthesis process to go beyond the data and develop ideas as preliminary theorising (Coffey and Atkinson, 1996).

9. A summary of my thesis: where it supports and where it contradicts the literature.

This paper commenced by exploring the significance of the lineage of EL and the problems of definitional limits. A selective body of literature was then critiqued so as to destabilise the orthodox, hegemonic constructivist paradigm that posits the centrality of the learner as a central actor within the social world, and in doing so several 'neglected areas' were traced back to their philosophical heredity. Current EL models in use were also critically explored so as to highlight the case for a fresh, contemporary approach.

Through substantive and ongoing fieldwork in a range of sectors and disciplines this paper shows how my research develops the current body of literature by responding to calls for more integrative and interdisciplinary interpretations and modelling dedicated to the pedagogy of EL. Existing theoretical interpretations of EL present theory as partially estranged from practice: this research is grounded in substantive practice, with fieldwork in multiple disciplines producing a richer interpretation of EL.

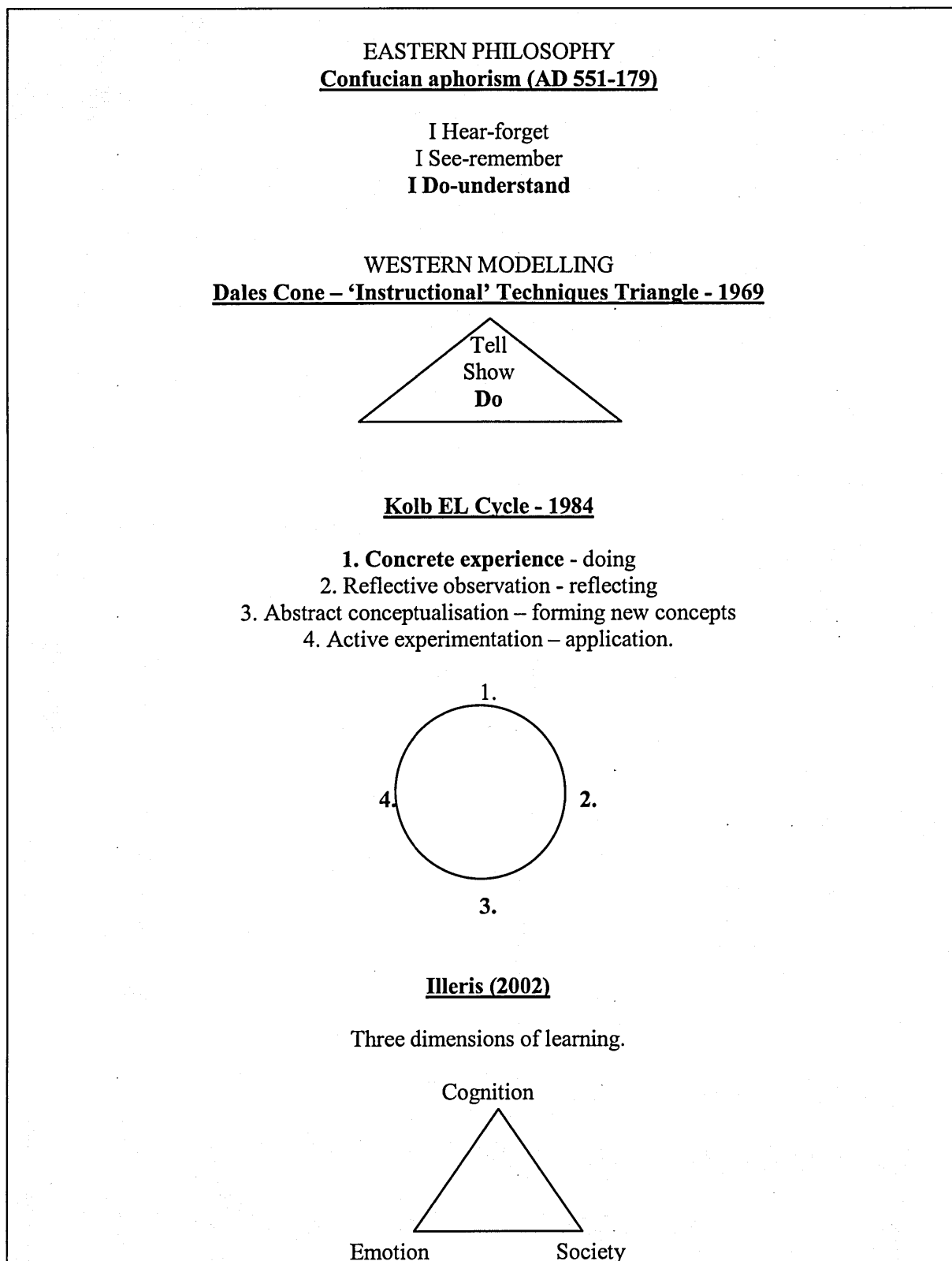
This research contradicts existing literature in its fundamental view of the environment and its relationship to learning: nature, place and space, i.e. *where* learning takes place, is presented as more significant than hitherto recognised in the literature. In addition my view is that educators and trainers are significant 'actors' and that current EL pedagogic models presented in the literature are pedagogically unsophisticated. In presenting a tentative step towards new theorising about EL this research offers many mediation interventions within six major categories of the learning experience. The result is a specific pedagogic contribution to the literature on EL that has both novelty and rigour: there is little evidence of similar literature that practically and theoretically integrates links such a broad range of pedagogic issues. Also in contradiction to the existing literature I argue that, with noteworthy exceptions, the body, the senses and the affective states are far more important in pedagogic encounters than is acknowledged, and case material is tracked and highlighted in this paper to illustrate some of these issues.

This research challenges the mainstream, predominantly Western interpretation of EL that establishes the primacy of *doing* in such a way as to mask the *being, doing, sensing, feeling, thinking, and changing*. Six major categories are developed in my framework in such a way as to largely transcend the classical dualisms that limit the development of more integrative interpretations of EL, and make a contribution to the debate about the extent to which EL should more fully integrate the complex relationships of the inner-outer world interaction in learning.

The interdisciplinarity of this grounded synthesis presents experiential, practical and propositional knowing, offering a rich conception of EL in the form of a framework that pedagogically broadens the instructional triangular model of Dale (1969), the learning cycle of Kolb (1984) and the limited

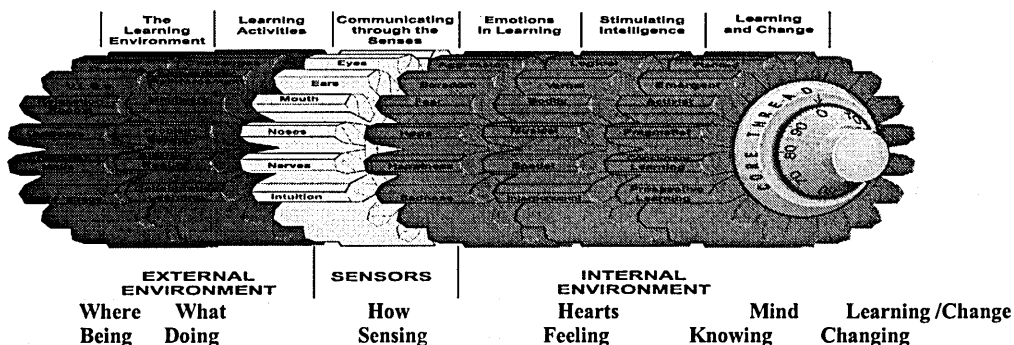
three dimensions of learning presented by Illeris (2002) (See Figure 14). Indeed the framework is said to go 'beyond the usual definitions and arguments' (Rickards, 2007: 430), bringing theory and practice together in a way that has been hitherto unseen in the existing body of literature (Nichol, 2002; Norris, 2006; Rickards, 2007).

Figure 14: Returning to the lineage: a new framework that extends the practical efficacy of EL teaching and learning.



Learning Combination Lock – 2002/2006. A Framework for the Design and Management of EL.

A Simple Diagnostic Tool - The Learning Combination Lock



The framework diminishes the primacy of 'doing' in the experience of learning.

Six Categories each with descriptors
A milieu of emerging Themes within each category.

This contribution exposes a substantial number of themes that have emerged from extensive fieldwork notes and case material. The themes are clustered within a framework of six categories so as to provide a contribution to EL pedagogy said to be practically useful to both novice and master practitioner²⁴. Using a M2 approach to research this new framework, as an abstraction, avoids the kind of theorising that loses the *verstehen* of experience that can disembed 'the knowledge or skill implicit in the performance of its characteristic tasks from the immediacy and idiosyncrasy of the particular situations' (Dunne and Pendlebury, 2003: 197)²⁵. The research does not seek to explicitly establish generalizable formulae, procedures or rules in that the framework is not designed to be used mechanically and does not advocate prescriptive, perhaps overly managerial, combinations for success. Any framework is inherently inadequate for examining the world as an organismic system (Morgan, 1997): experience exceeds any rational attempt to bound it, and so the framework attempts to convey something of the fluidity of the learning experience by simultaneously providing both simplicity and complexity through the simplicity of categories and the complex milieu of themes.

This pedagogic framework builds on the pedagogic re-conceptualising of constructivism, contradicting other literature in that it uses interconnectedness and interdisciplinarity to substantially reconfigure, and address concerns over the human-natural-social tension and inner-outer-world relationship.

The framework is offered in the spirit of a liberating pedagogy, but there is still much more fieldwork to carry out in deepening my understanding of the rich and complex world of learning, not least to

²⁴ Book reviews in for example the Journal of Experiential Education, the Chartered Institute of Personnel and Development, the Leadership and Organisational Development Journal, the Journal of Adventure Education and Outdoor Learning, and Personnel Today,

²⁵ This work explores the subject of *phronesis*, or practical wisdom.

sharpen my thinking about a number of themes. The framework might easily have been constructed as a different model, as circular by joining each end of the framework as in reality the boundaries between the outer world and the inner world, or between the six sections, do not exist. As an ongoing life project this research paper could be seen as an interim report. It is not meant to be a neat and tidy synthesis and the ambitious scope of the work means that inevitably there are both strengths and areas that require further development. No doubt the framework, and my thinking about the categories and themes will be refashioned a number of times.

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About The Author: Colin Beard

In order to add a personalised underpinning to this work I offer a brief snapshot of my life events so as to illustrate some of the underlying epistemological and ontological issues that challenge my project. With a first degree in zoology, and rooted in Darwinian thinking, I led an ornithological research expedition to the Amazon rainforests in the 1970s, partly because of a desire to make up for the lack of fieldwork experienced whilst doing my degree. In the Amazon I experienced many *untethered* spiritual experiences (see Alexandra and McLaughlin, in *Philosophy of Education*, p 356). I then devoted fifteen years to work for environmental charities (emerging new social movements), steeped in *emancipatory* change, personal action and values, ethical practice and citizenship. These experiences continue to underpin my current internationally located practice (in consultancy work, Higher Education and Further Education, adult education, therapy and addiction programmes, counselling and coaching).

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