Welcome to the
Department of Curriculum and Pedagogy’s
HOPE 2 M.Ed. cohort
Presentation Program

After two years of focused studies, the HOPE 2 M.Ed. cohort is excited to share their projects publicly. It has been a pleasure to work with the HOPE 2 cohort, and their projects are remarkable.

In this program, you will find information about our presenters, their capstone projects (titles and abstracts), the date and time of the presentations, and how you can join to celebrate this great accomplishment with our students.

The presentations are taking place on June 28th, 29th, and 30th, 2021 from 4 PM to 7 PM.

To attend a presentation, it is necessary that you register, in advance, for the day you wish to join. Each day has an individual Zoom registration link which you will find when you click on the specific date on our landing page: https://pdce.educ.ubc.ca/hope-presentations

Please be advised that you need to register separately for each date if you want to attend presentations on various days.

Congratulations to all the HOPE 2 cohort members on this milestone.

Drs. Hart Banack, LeAnne Petherick, and Shawn Forde
# Timetable

**Monday, June 28, 2021**

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Teaching How to Play Well and Be Well: Reflections from a Novice on Using the Curricular Innovation of Teaching Games for Understanding

Abstract

Most Physical and Health Education teachers still use a traditional activity-based style of teaching, instead of a concept-based style of teaching (Gerdin & Pringle, 2015; Metzler, 2011). Traditional forms of Physical and Health Education place a large emphasis on completing repetitive tasks that are designed to develop skills which are limited to specific sports. In contrast, current concept-based forms of teaching foster an environment in which students learn about various types of games, and help students to transfer tactics and game sense from one game to another. For this project, I completed a self-study with a constructivist worldview to see how my teaching praxis changed while using the concept-based curricular innovation of Teaching Games for Understanding. While working as an elementary school generalist teacher for a combined grade 6/7 class in the Surrey School District, I recorded journal entries based on my reflections as a novice using the curricular innovation of Teaching Games for Understanding. I also collaborated with two other teachers, via email, about the reflections that I documented after each day that I used Teaching Games for Understanding with my class. These two colleagues shared ideas, offered feedback, and encouraged me to try new strategies with my students. Even though it felt overwhelming at times to use a concept-based curricular innovation as a novice, I experienced favourable affordances with my class. While using Teaching Games for Understanding, I was able to foster an environment that allowed my students and I to collaborate together every class. Moreover, the collaboration that occurred while the students invented their own games encouraged students to include ideas and suggestions from their peers. This type of guided learning is different than the learning that occurred when I used a traditional activity-based program in my previous years of teaching Physical and Health Education, since I did not regularly provide opportunities for all students to offer their input. From this self-study, my teaching praxis has become more inclusive to the different ideas that my students have, since I now ensure that each student is part of the planning process before they begin playing games with each other. I also demonstrate the type of conversations that I want my students to engage in, by sharing my own thoughts and feelings about various games during class time. Furthermore, I now encourage my students to ask each other questions and offer feedback to one another, so that they can help each other to feel included within our Physical and Health Education classes.
Agnew, Monique

Youth Peer Mentoring in Sport Education and the Scout Patrol System

Abstract

This study involved a comparison of the Sport Education curriculum model with the Scout Patrol System model, both small group-based youth development program models, with the intention of assessing how each model supports youth peer mentoring. This topic stemmed from observations that youth have a tendency to prefer learning from each other rather than from adults and that this often benefits their learning. The study attempted to address the gap in research of Sport Education in relation to peer mentoring and the Scout Patrol System in general, which is largely absent in education-related academic discourse. The research questions were 1) How do the characteristics of Sport Education and the Scout Patrol System support peer mentoring in youth and 2) How might a program based on the Scout Patrol System and Sport Education be implemented in school-based outdoor education curriculum? These questions were addressed with a case study approach, using reflective questionnaires to collect data from PHE teachers and scout leaders. Findings suggested that both models support youth peer mentoring with some minor differences, such as leadership structure, which led to overwhelmingly positive outcomes in both models including increased youth engagement and autonomy as well as decreased pressure on educators. It is hoped that these findings will lead to new pedagogical innovations for small group peer mentoring programs in school-based PHE and outdoor education contexts.
Bruder, Pamela

Secondary School Curriculum Taught Outdoors: Teacher's Beliefs and Experiences

Abstract

The purpose of this capstone project was to explore outdoor learning (OL) in the secondary school context with the goal of supporting the development and implementation of an on-campus OL space at Rutland Sr. Secondary (RSS) in Kelowna, B.C. To understand the milieu of OL at my school, my specific research question was: What are RSS teachers’ beliefs around outdoor learning and how are these beliefs impacting their practice? OL within the context of secondary schools was often limited to adventure-based programs or occasional field studies (Rickinson et al., 2004) and, “There are few studies concerning outdoor learning as part of ordinary school work” (Fägerstam & Blom, 2013, p.58). In this mixed-method research project, I deployed an online quantitative questionnaire to all RSS teachers and conducted separate follow-up interviews with four teachers. The results suggested strong support of OL within the teachers surveyed, although 67.7% reported that they were only occasionally taking their classes outside. There were significant negative correlations between the barrier of “subject matter or relevance” and both questions regarding frequency of OL suggesting that teachers’ beliefs around curriculum were negatively impacting the frequency with which they taught outdoors. The interviews provided an expanded perspective as to why, despite strong positive beliefs of OL, self-reported OL practice was limited. Traditional beliefs around curriculum and pedagogy were found to be inhibiting OL practice in addition to commonly cited barriers such as weather, time, and planning burdens. My recommendations to the Green Space Project (GSP) team were to 1) harness the potential support of the many teachers who had positive beliefs about OL, 2) strategically build an OL space to break down RSS teachers’ perceived barriers, and 3) tackle the traditional beliefs around curriculum and pedagogy through a holistic approach. Beyond professional development opportunities, I suggest this approach should include the development of school-based resources connecting the curriculum with OL, building a school culture that legitimizes OL, and offering team teaching and mentorship programs to help teachers experience OL opportunities firsthand.
Burell, Jonathan

Recommended OLPE Teaching Practices in Relation to Motivational Theories Explaining Participation in Physical Activity

Abstract

One of the many consequences of the COVID-19 pandemic on the educational system is the move from in person schooling to online teaching. However online teaching has its challenges and quality teaching practices must be employed. This is especially important for PE teachers, because of the negative impact of the COVID-19 restrictions on student health and DPA. The purpose of this study is fourfold: first, to explore the relevant literature on theories that explain participation in PA with in person PE; second, to systematically review the literature on the recommended online PE (OLPE) teaching practices for elementary and secondary school students; third, to use my understanding of motivational theories to analyze the recommended OLPE teaching practices; fourth, lead a discussion on OLPE teaching practices in context of motivation to participate in PA. The purpose was guided by the following questions: (1) “what are the recommended teaching practices for teaching OLPE classes to elementary and secondary school students?”; (2) “how do these practices relate to motivational theories that explain student participation in PA? The study found a total of 76 recommended OLPE teaching practices which 7 are deemed effective in relation to AGT, goal setting and SDT motivational theories explaining participation in PA.
Clifford, Jennifer

*My Masters Marathon: Moving in the Direction of Wellness*

**Abstract**

This research project explores the concept of physical literacy as it relates to my experience of adding a running routine to juggling a family, a career, and other responsibilities. I wanted to understand the benefits I experienced personally and to discover if other women had similar experiences. Much research has investigated the importance of physical literacy for children and adolescence, with some research involving adults. I wanted to investigate the importance of physical literacy among working mothers with families.

The research uses a qualitative research design and is informed by feminist theory that used a combination of two approaches: auto-ethnography and phenomenology. Participants included myself, with observations of women who welcomed me into their well-established running group. The running group consisted of local women with families, who had a close relationship with each other, as they had been running together for many years. The research project focuses on people’s lived experiences of running while considering my own personal story of when and how I started to run and how I found myself part of the culture of running. The phenomenological component to the research project is my lived experience of becoming and being a runner, as well as the lived experiences of other women with their own families. My data will include written accounts of my experience through journaling, along with photographs which will further document my running story. Autoethnography will be used to gain an understanding of my lived experience of choosing to run, and my involvement in the culture of running.

A main reason I was conducting this type of research was to further explore why I chose to begin a running routine and what keeps me running. I also wanted to discover if similarities existed amongst other women who are also passionate about running and are mothers. I am particularly interested in how physical literacy and health mindset might relate to running. What is it about running that some women, myself included, find appealing? What is the fascination with running and what keeps us lacing up and hitting the pavement?
Drouillard, Jordan

Exploring Student Involvement in Extra-curricular Activities: Why Do Students Participate in School Sports?

Abstract

The purpose of this study was to give student-athletes a voice regarding their experiences, interests, and reasons for being involved in extra-curricular school sports. Six senior grade 12 students (3 males, 3 females) who have been involved in Mission Senior Secondary sports for the past three years participated in a 90-minute semi structured focus group discussion. The past year and half have been tough on student-athletes who look forward to school sport and have been restricted due to the Covid-19 Pandemic during the school years of 2020/21. Thematic analysis of the data revealed that students participate for a variety of reasons. The participants each expressed their own varying independent reasons for participating in high school sport, however they all agreed on four major themes. The participants agreed on reasons that focused on future high-performance opportunities, physical activity and health benefits, social belonging, and the development of a sense of self. Being involved in high school sports gives them the opportunity to improve their skills helping them to pursue post-secondary and elite levels of sporting play. The time invested in school sports has allowed many of them to understand the needs of holistic health; mental, physical, social, and emotional. Through high school sports, they were able to find a sense of belonging and friendship. Experiencing the same highs and lows of their teammates help bring teammates and friends together. And most of all, high school sport has given them a sense of identity. The ability to develop the confidence and motivation to be their best self.
Hamnett, Jackie

Exploring Teacher Anxiety in Relation to Outdoor Teaching and Learning

Abstract

I believed students should be outdoors more often for learning, but I felt anxious about ensuring I was doing a good job as a teacher with respect to the curriculum. Why was I, a teacher with 30 years experience, feeling so anxious about this aspect of my teaching? I wondered, what was causing my anxiety and how I could resolve that feeling?

Over a period of 5 months, I took my grade 4/5 class of 23 public elementary school students outdoors for teaching and learning at least two days a week out of the four days I worked. I conducted a self-study and took a qualitative research approach in collecting data. During our outdoor explorations, I kept a journal, wrote field notes, took photographs, examined students’ work, wrote reflections, and discussed my journal entries and reflections with critical friends. Using a latent thematic analysis method allowed me to analyze and report on patterns within my data, independently, by comparing two data sets or by finding a topic in the whole data set. From analysis of my data, I was able to identify three themes: Teaching, Learning and Emotions. The results showed my anxiety was evident across the three themes throughout but by the end of my self-study I had a better understanding of my anxiety and what was causing it. I saw the positive effects the outdoors had on mine and students’ wellbeing and across a variety of subject areas which helped me feel more confident about taking my class outdoors for explorations. I plan to continue developing a cross-curricular outdoor program.
Hirsche, Kailee

Unsettling Outdoor Education: Finding Self in Colonized Indigenous Lands

Abstract

As a settler of European descent with a background experiencing and facilitating Outdoor Education in Canada, I regularly experienced arresting discomfort in my professional practice. This discomfort was associated with growing awareness of my complicity in ongoing colonial harms, and hence instilled a sense of personal responsibility to understand and act differently. I conducted a narrative self-study to identify: How might I unsettle my outdoor education practice? Unsettling is defined here as “a disruptive, bounded and modest mode of action that, under covering norms of Indigenous leadership and relationality, functions to disorder or undermine predominating settler colonial conceptions, attachments and practices” (Steinman, 2020, p. 564). Resulting narratives were constituted of curated vignettes from throughout my lifetime. Each narrative situates myself within relationships to Canadian settler-colonialism and Outdoor Education. The aim of my paper is explicitly not to tell or show anyone else how to engage in a process of unsettling Outdoor Education, but rather to illuminate what I learned about my own practice through my research project.
Ho, Jenny

Experiences of Stress Amongst Outdoor Learning and Indigenous Education Teacher Candidates

Abstract

This study was conducted to learn about Teacher Candidates’ (TCs) experiences of stress at the University of British Columbia (UBC) Teacher Education Program in Vancouver. Teacher Candidates from two elementary cohorts (Outdoor Learning and Indigenous Education) completed two identical surveys in September and December 2020, which consisted of the Perceived Stress Scale and three open-ended questions. According to TCs’ Perceived Stress Scores, average stress levels did not change between September to December. However, countless stressors were reported. As a result of COVID-19, online learning emerged as the top stressor for Teacher Candidates in September and December. When questioned about stress management, TCs leaned on similar coping mechanisms between both data collection periods. Early on in September, TCs were hopeful they could overcome their stress. Unfortunately, the optimism faded away by December. In terms of TCs’ opinions on the stress associated with teaching, they were acutely aware the inevitable nature of stress. Furthermore, TCs were hyperaware of the negative consequences of prolonged stress to overall health. Emboldened, TCs were openly critical about the shift to online learning and how the university handled COVID-19 negatively affected stress levels. While this research demonstrated how personal management can mitigate some stress experienced in teacher education, a top-down approach is required for systemic change within teacher education programs.
Hockley, Ben

*Distance Learning during COVID-19: Examples of Empathy Developed Through Curriculum and Pedagogy by BC High School Teachers*

**Abstract**

The purpose of this research was to explore and describe examples of empathy in BC high school teachers’ experiences during COVID-19 learning. More specifically, this study examined teachers’ beliefs about empathy in high schools and how learning during the COVID-19 pandemic reshaped empathy in pedagogy and curriculum. This mixed methods case study used an online questionnaire and semi-structured interviews to gather data from teachers at MacNeill Secondary School in Richmond, British Columbia. The quantitative survey data was presented using frequency distribution charts and informed the subsequent thematic analysis of the study’s qualitative data. The findings revealed that MacNeill teachers hold high value for empathy in pedagogy and curriculum, and they believe that the main ingredient for promoting empathy is communication, such as in informal conversations and collaborative activities. The research found that learning during COVID-19 introduced both challenges and opportunities to building empathy in relationships among students and between students and teachers. More specifically, MacNeill teachers highlighted the lack of face-to-face interaction, physical proximity, group work and after-school activities as being the main challenges, while describing opportunities for building empathy in phone calls, Zoom meetings and in longer class periods. A final, main finding of the research was that MacNeill teachers felt a pedagogical shift away from curricular content towards learning that focused on building empathy in relationships during COVID-19.
Jones, Brooke

Barriers and Supports for Outdoor Adventure Education in Rural British Columbia

Abstract

The purpose of this research study was to identify the barriers and supports that outdoor adventure education (OAE) teachers face when facilitating programming in rural British Columbia (B.C.). This was to help better inform all levels of school districts so that OAE programs in rural B.C. can be (further) developed, recognized and, in addition, to improve my awareness on how I can facilitate OAE more effectively. The study utilized thematic analysis when interpreting data that emerged from open-ended interviews with five teachers who facilitated OAE in rural, B.C. communities. The findings identified multiple barriers, including transportation, access to guides, risk of school closure, filling the position, student socioeconomic status and professional/personal life balance. Supports identified included location, timetabling, administrative position, connection to community and connection with students.
Ladner, Chris

ALPACA: A Phenomenological Approach to Decision Making for Outdoor Educators

Abstract

This conceptual analysis researched what an outdoor educator needed from a decision-making model. Current outdoor decision-making models were borrowed from other disciplines and rarely encompassed all an outdoor educator required for creating optimal decisions in their unique environments. This analysis was done through a review of the literature, narrative inquiries in the literature, inquiries with ten field experts, my personal reflections on thirty years of teaching outdoor programs, plus a framework called the States of Matter Analysis (SOMA). SOMA applied the physical characteristics of the four states of matter (solid, liquid, gas, and plasma) and made analogies to help define, create meaning, judge, and value, and seek inspiration from the decision-making themes identified. Six themes for an appropriate, applicable, and authentic decision model for outdoor educators emerged: assessment (assessing using the senses), leadership, place, avoidance of hazards, communication, and action. The six themes resulted in a decision-making model with the acrostic mnemonic of ALPACA.

ALPACA was divided into perception, processes, and performance reflecting the three stages of contemporary decision models. Perception leading to situational awareness was identified in decision models used in naturalistic environments, yet no model prescribed how or why a decision maker perceived phenomenon. This project proposed that a phenomenological approach to understanding how sensory data was cognitively processed, with the intentions of those cognitions, and the affordances of phenomena, were instrumental for attaining optimal situational awareness. The processes of leadership, place, avoidance, and communication were initially suggested in a British Canoe Union (2006) model and were described and expanded. Performance strategies authentic to an outdoor educator’s context were noticeably lacking in existing outdoor decision models. The research found the Cynefin framework (Snowden & Kurtz, 2003), from outside the outdoor literature, was determined to be the most appropriate and applicable decision model for outdoor educators. The ALPACA decision model’s six themes were designed as a tool for training novice outdoor educators for holistic and pragmatic decision making using a phenomenological approach.
Lamb, Alexandra

Learning In, Through, and With Nature

Abstract

The purpose of this research study was to explore the perception of elementary-aged students’ social emotional learning (SEL) in the outdoors, through the lens of elementary teachers’ concepts of schooling, where learning was occurring, the Core Competencies, and change. This study encompassed qualitative emerging methods in which grounded theory was adopted. Data was collected through a methodological triangulation approach, allowing themes, patterns, and interpretations to be drawn based on participant experience (open-ended interviews) and supporting evidence (pictures and lesson overviews). Emergent themes were reflected on, in connection to literature, participant experience, and my personal experience. The findings from this study suggested three themes: 1) the role of the environment in teaching and learning; 2) student-centered approach to teaching and learning; 3) the importance of time.
McClarty, Bridget

Exploring the Essence of a Meaningful or Spiritual Connection to Nature: A Qualitative Study Using a Phenomenological Approach and Photo-Elicitation Techniques

Abstract

The intent of this study was to identify what it means to have a meaningful or spiritual connection to nature and the role of awe in such a connection. The study participants were recent graduates of Capilano University’s Outdoor Recreation Management program. The study used a phenomenological approach and photo-elicitation methods. Participants provided photographs representing their connection to nature and semi-structured interviews were centred on the participants’ photographs. In compliance with COVID-19 pandemic restrictions, an online platform (Zoom) was used to conduct, record, and transcribe interviews. Qualitative data were generated through interview transcripts, photographs, interviewer journaling, and follow-up emails.

Thematic analysis of the data moved the research from the individual to the collective, revealing six prominent themes: connection to self, connection to others, well-being, presence, awe, and spiritual connection. The results indicated that connection with nature facilitates awe for the natural world, including feelings of gratitude, humility, and appreciation. The experience of awe may also help establish a connection to the natural world, and the universe at large. The research suggests that connection and awe can help eliminate a colonial approach to nature; instead, one may begin to identify as a small component of an inherently complex and interconnected Land.

This research study supports that participants who have a pre-existing connection to nature likely experience awe, and although the emotion of awe can be experienced through various means, solo travel through nature facilitates a deep sense of presence. Spending time immersed in nature can facilitate feelings of connection to a universal energy. Ultimately, awe, spirituality, and connection to nature are interconnected in a dynamic relationship. This study’s results have stimulated many questions for future research avenues and have practical implications and recommendations for educational programming and applied strategies for persevering through the COVID-19 pandemic.
Miller, Selina

*Outdoor Learning and the Development of Personal Awareness and Responsibility in Grade 11 Students*

**Abstract**

There is evidence to indicate a significant number of grade 11 students experience high levels of stress and anxiety. The BC Ministry of Education has recently redesigned the curriculum with the inclusion of Core Competencies. One of these Competencies is Personal Awareness and Responsibility which directly supports the management of stress and advocates for well-being. While teachers are aware of the Core Competencies that are now linked to their courses, there is not much support in the way of how one may effectively teach these principles.

Using a social constructivist framework, this research analyzes the effects of Outdoor Learning on the development of Personal Awareness and Responsibility in grade 11 students. Many studies demonstrate the benefits of Outdoor Learning for younger students, but there are limited studies that address the need and impact for senior students. I propose that Outdoor Learning, through the use of outdoor journaling, positively effects the development of Personal Awareness and Responsibility in grade 11 students. This in turn provides teachers with a method to address this Core Competency in their teaching.

I suggest the use of analysis of narratives to examine students’ outdoor journals for themes that relate to the Core Competency. To support this methodology, I have written a fictional narrative of the possible outcomes of the proposed study. The results are based on personal experience and are supported by current literature. This paper discusses the themes of peace, resilience, and self-reflection, achieved through Outdoor Learning, as indicators of Personal Awareness and Responsibility in grade 11 students.
Moreau, Anna

**Connextory: Exploring Identity through Story, Sharing, and Game Play**

**Abstract**

This Capstone project is an intimate and candid view into my experiences with learning, teaching, schooling, knowing, and factors that shaped my identity development. After grappling with my own various identity crises and consequently experiencing debilitating mental health issues, my aim was to create a Capstone that was meaningful to me and had potential to be meaningful to adolescent learners and their teachers. Thus, for my Capstone Project, I decided to create a game, Connextory, that could be played in a classroom context and aims to provide Grades 10, 11, and 12 players with opportunities to align with the provincial curriculum and explore “factors that shape personal identities, including social and cultural factors” (Government of British Columbia, 2021) through vignettes that help make up the game. The vignettes are snapshots of personal experiences I had that shaped my own identity development.

Researchers (Crocetti, 2017; McAdams & McLean, 2013) put forward that narrative identity emerged in adolescence, a period in which many “biological, cognitive, and social changes” occur which can trigger young people to “think about themselves, reflect on the people they want to become, and find their place in society” (Crocetti, 2017, p. 145). Developing a life story, it was argued, enabled young people to answer these existential questions for the very first time: “Who am I? How did I come to be? Where is my life going?” (McAdams & McLean, 2013, p. 235). Connextory supports narrative identity development by providing opportunities for players to not only write vignettes about their own life story but to play the game using their own vignettes.

To complement the game, I developed a series of five Professional Development Playshops for a Teacher audience. While there are many educational settings in which Connextory might be played, this Capstone focused on Professional Development (PD) for Teachers as a potential site for gameplay. I decided to prioritize PD for teachers over other educational settings in this Capstone because teachers play a key role in scaffolding, facilitating, and reviewing Connextory for Grades 10, 11, and 12 players.
Robillard, Anne

**Fresh Air: Exploring Perceptions of High School Student and Teacher Participation in Daily Outdoor Walking Breaks for Health and Wellbeing**

**Abstract**

**Introduction:** The health and wellbeing of high school students in Alberta (AB) and British Columbia (BC) are at risk for concerns as their school day: 1) limits opportunities for physical activity (PA); 2) promotes sedentary behaviour with prolonged, indoor sitting; and, 3) may foster obesity, depression and anxiety. In general, unlike elementary and junior high schools, high schools have limited opportunities for students to meet the Canadian Physical Activity Guidelines for Youth in conjunction with the Canadian Sedentary Behaviour Guidelines. Research confirms the benefits of physical activity (PA) on physical health, brain function, learning, and emotional, social, and mental wellbeing. Research also indicates that being outside in nature has positive effects on physical and mental health, social relationships, stress management and wellbeing. The purpose of this study was to explore how participation in a daily fifteen-minute outdoor walking break, during subject discipline learning, shapes high school student and teacher perceptions of their health and wellbeing.

**Methods:** A qualitative approach, using Participatory Action Research (PAR) and thematic analysis were utilized. Data was collected from two teacher pre- and post-walking break online interviews, thirty-eight student post-walking break online questionnaires, and researcher field notes.

**Discoveries:** 97% of students and 100% of teachers reported enjoying these daily outdoor walking breaks and 92% of students and 100% of teachers desired to continue them. The overarching theme from the data was student and teacher perceptions on their health and wellbeing, discussed through the five sub-themes: outdoors, minds, bodies, relationships, and feelings. Both students and teachers testified that outdoor walks had a positive impact on their mental, physical, social, emotional, and spiritual health and wellbeing. Students’ top perception (51%) of their enjoyment of the daily outdoor walking breaks was related to the outdoors and specifically linked to the enjoyment of ‘fresh air’.

**Conclusions:** Embedding a fifteen-minute refreshment time of daily outdoor walks within the high school curriculum should be considered by students, teachers, school administrators and policymakers.
Roosma, Becky

Perceived Connections Between Outdoor Experiences and Spirituality by Christian Educators in BC

Abstract

The aim of this study was to examine the perceived connections between spirituality and outdoor experiences by Christian educators at Pacific Christian School in Victoria, British Columbia. I used a mixed methods research design. Due to the ineffable nature of spirituality (Stringer & McAvoy, 1992), qualitative data forms the core of my results and the quantitative data is supplementary. 29 participants completed the online survey that consisted of the Connectedness to Nature Scale and the Mysticism scale. The results showed a moderate positive correlation between connectedness to nature and spirituality. From those 29 participants, five agreed to participate in semi-structured, in-depth interviews. I used thematic analysis (Braun & Clarke, 2006) to determine the themes from the interview responses. The four themes were (1) Spirituality is Connection, (2) Nature is a Place to Connect, (3) Nature Facilitates Spirituality, and (4) Nature and Spirituality in Pedagogy. The combined results of this research demonstrated there was a positive connection between nature and spirituality which could be used to influence pedagogical practices at Pacific Christian School.
Russell, Alexandra

*Participating in an Emergent Community of Practice Aimed at Overcoming Barriers to Outdoor Education*

**Abstract**

This autoethnographic, action research study explored the question, “could participation in an emergent community of practice affect teachers’ influences, beliefs, motivations, perceived barriers, practices and habits around outdoor education?” The underlying goal was to help teachers to overcome barriers to outdoor education. The research project examined the impressions of 8 practicing teachers from an elementary school in British Columbia following three discussions around outdoor education. Data was gathered from post-discussion survey questions answered by participants, as well as from observations and researcher journals. The study utilized reflexive thematic analysis and narrative analysis to analyse the findings. Through reflexive thematic analysis the researcher identified two themes: perceptions of outdoor education (with subthemes of: hopes and goals, understanding of outdoor education, and barriers and bridges) and experience of community of practice (with subthemes of: sharing, community through outdoor education, and shifts). These were explored in detail in the findings. The researcher-participant used narrative analysis to illustrate the story of the community of practice experience through her perspective. The research project inspired participants to take steps to improve their outdoor education practices. Findings suggested opportunities for similar research over a longer period of time to better understand the potential of communities of practice as an action research format to help to overcome teacher barriers to outdoor education.
Saunders, Gareth

*The Sporting History and Specialization Timelines of Canadian University Athletes*

**Abstract**

The cross-sectional study examined the development participation and sport specialization timeline patterns of University of British Columbia student athletes in three team-based sports. 64 student athletes from the sports of basketball, soccer and volleyball completed a retrospective recall online questionnaire to record sport participation in their chosen sport, other sports participated in throughout their development as a young athlete, and their overall specialization timelines. Although an overwhelming amount of literature has been produced examining the detrimental effects that early sports specialization can have, there is limited data researching the sporting history and specialization timelines of elite athletes, and in particular university athletes in Canada. The aim of this study was to assess whether university athletes in Canada are taking the path of early sports specialization (specializing in one sport prior to the age of 12 years) or the path of early sports diversification (playing multiple sports throughout development and specializing in one sport after the age of 12 years). Literature involving history and trends of sports specialization, the sporting history of elite athletes competing at the highest levels around the world, and documented differences in specialization timelines between male and female athletes was reviewed prior to this study and used to develop the approach to the research project. Analysis revealed that the 92.7% of basketball and volleyball student athletes specialized after the age of 12 years for an average specialization of 13.5 years of age, while 43.5% of soccer student athletes specialized prior to the age of 12 years for an average specialization of 9.5 years of age. In conclusion, specialization pattern differences were found to be significant when comparing sport to sport and less so when comparing gender to gender in the same sport.
Wiebe, Vanessa

*Exploring how Coaches and Athletes Build a Sense of Community on High School Sports Teams*

**Abstract**

This study aims to explore sport sense of community on a female high school volleyball team to answer the following questions: How can coaches foster a sense of community on their team? How do athletes contribute to community in sport? What are coaches doing to foster a sense of community? What role do others (teammates, coaching staff) play in developing a sense of community in sport? Using an interpretive approach to qualitative research and a case study design, three players and the coach from a single senior girls’ volleyball team were interviewed. The interviews were completed online and used a semi-structured interview format. The data was analyzed using discourse analysis. The transcripts were coded, and themes were identified and then defined using thematic analysis. Three major themes were identified in this study: time spent together off the court, friendship and peer support, and coaching. The theme of coaching had two sub-themes: relationships and focus on few players. It was found that although both coaches and athletes can help foster a positive SOC, the responsibility falls mainly to the coach. When the coach is able to provide time for the team to be together, create healthy relationships and positive connections, the team will be more likely to achieve a positive SOC.
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