Editorial

Glyn Thomas

Welcome to the 2nd edition of volume nine of the Australian Journal of Outdoor Education. This edition brings a diverse range of content from authors across the globe. My apologies for the delay in this edition of the journal, and it has been caused by the unpredictable flow of submissions and the necessary nature of the blind review process.

This edition opens with a paper called, "If you don't mind going places without a map, follow me: Re-stor(y)ing of self, place and educator." The author, Genny Blades, recounts a story of re-connection after some significant changes in her life. Genny uses poetry as a way of telling her story in this autoethnographic, narrative paper.

In the second paper, Robyn Zink from Monash University in Victoria draws on the work of Foucault to explore the complexities and contradictions in some outdoor education practice. Robyn encourages practitioners to seriously consider the learning that may be present in student feedback regardless of how trivial or flippant it may seem.

The next paper, "Turbulent times: Outdoor education in Great Britain 1993–2003," provides an interesting synopsis of some of the recent influences on outdoor education practice in the UK. Specifically, Pete Higgins and John Telford reflect on the way a kayaking tragedy in 1993 has shaped legislation and practice. The authors also discuss some implications for outdoor education becoming a profession.

Marc Bellette, from Melbourne University, provides a research report exploring the way students learn navigation and respond to assessment. The research was conducted with emerging outdoor leaders from La Trobe university, when Marc was working as a lecturer. Marc's paper describes how he used a quantitative methodology to assess *deep*, *surface*, and *strategic* approaches to learning. The results are interesting and raise some questions about how we can help students learn tasks like navigation.

The final refereed paper in this edition is from Sheila Fabrizio and James Neill. In their paper, they draw on similarities between the cross-cultural and outdoor program literature and discuss the importance of helping participants to adjust to the 'cultural adaption' challenges that some outdoor programs present. Although written primarily in reference to the experiences of young people on American summer camps, there is relevance to outdoor education programs in general.

The non-refereed section of the journal starts with a research report from Tony Keeble. He uses a narrative approach to recount the personal experience of one teacher with the Outdoor Environmental Studies curriculum in Victoria. Some Victorians may have already read some of "John's Story" in the Victorian Outdoor Education Association's journal called *Journeys*.

The paper on the Franklin-Gordon Wild Rivers, was written by Sas Allardice as part of a unit within the Bachelor of Arts (Outdoor Education) degree that she has just completed. Sas is a passionate and active environmental campaigner, which is evident in her paper.

Finally, John Dowd raises some more questions about risk, litigation and personal responsibility in his short paper titled, "Who is responsible?" He maintains that we are losing freedoms in the outdoors because we are not accepting responsibility for our own actions.

Thanks again to all the authors, reviewers, and other people that have helped to create another edition of the journal.

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