Editorial

John Quay

Welcome to the second issue for 2017 in this, the twentieth volume of the journal. This issue showcases the rich variety of research discourses centred on outdoor and environmental education that the journal supports. Authors from Sweden, Canada, New Zealand, the United States, and (not to be left out) Australia convey elements of their research work that contribute to conversations occurring around the world.

We begin with a paper from Jonas Mikael and Morten Asfeldt which is a testament to the strength of outdoor and environmental education research in engaging with challenging philosophical ideas through empirical investigations. Such work is of great importance, I believe, because it continues the endeavour to understand what it is that we do, what we may achieve in outdoor and environmental education, which cannot be divorced from philosophical questions concerning humanity and nature. Here the authors challenge the view that human beings may be seen as independent from and having hegemony over the natural world. In doing so, they draw on interpretations of the works of Deleuze and Guattari, amongst others, as supportive of a relational materialist position.

Next follows a paper from Melanie Mott and Andrew Martin which explores the tension between providing ever increasing levels of safety for participants through improved organizational risk management strategies, while at the same time not diminishing to any significant extent the experience of challenge. The authors use Outward Bound New Zealand as a case study, qualitatively investigating the ways the organization has responded to incidents through evolution of its risk management procedures, juxtaposing this with a quantitative examination of participants' perceptions of safety and challenge over the same period.

We then make another foray into philosophical ideas with a paper from Amanda Fittler, who addresses how time is experienced by outdoor educators during three- to five-day outdoor education programmes with secondary school students. While highlighting the commonly felt busy-ness experienced through a programme always pressured by time, this paper also raises questions for outdoor education practice that problematize this approach, in relation to time, as standing in the way of reaching the educational goals that are often claimed in outdoor education.

The next paper brings outdoor education into collaboration with the broad curriculum area of STEM: science, technology, engineering, and mathematics. While many of the findings may come with little surprise for outdoor educators, an investigation of outdoor learning strategies in another curriculum area, and the way the teaching was conducted, may illuminate avenues for future initiatives that support understanding of the pedagogy of learning outdoors.

The final paper in this issue is a response to Tonia Gray's paper in this journal from issue 19(2) titled "The 'F' word: Feminism in outdoor education." Katie Wall's reading of this paper inspired her to speak out about her own experiences in outdoor education. Her paper, written from the field and from the heart, makes a valuable contribution to comprehension of the perspectives of women in outdoor education.

This issue is bookended by Kathleen Pleasants who reviews the book *Understanding Life in School: From Academic Classroom to Outdoor Education* authored by John Quay. I must, of course, acknowledge a conflict of interest here, so Kathleen's review was organized by our book review editor Glyn Thomas. Kathleen does an excellent job of capturing the book's intent.

As always, I commend this issue to you. It speaks particularly to the diversity of research being conducted in our field.

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Editor