THE PERCEIVED LONG-TERM INFLUENCE OF YOUTH EXPEDITIONS ON PARTICIPANTS’ LIVES

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by

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Despite the often-repeated rhetoric that youth expeditions are “life-changing” experiences, the evidence on their perceived long-term impact is scarce (Allison et al., 2018; Allison & Von Wald, 2013; Hattie, Marsh, Neill, & Richards, 1997). Researchers have also criticized what appears to be an disproportionate focus on outcomes, and the lack of a sound theoretical framework explaining how the benefits of adventure programs are achieved (Allison & Pomeroy, 2000; Allison & Von Wald, 2013; Brown, 2008; Ewert & McAvoy, 2000; McKenzie, 2003; Seaman, 2008; Shellman, 2011).

Youth expedition organizations have a genuine need to conduct research, not only to provide empirical evidence to back up their claims that the lessons and skills acquired during youth expeditions are transferred into other life contexts, but also to inform their practices. There is little empirical evidence of the mechanisms explaining individuals’ change in outdoor adventure programs (e.g., Allison & Von Wald, 2013; Sibthorp, 2003), which is essential if youth organizations aim to facilitate development experiences that will have a lasting influence on participants' lives. The purpose of this research is to examine the perceived long-term influence of expeditions in participants lives approximately 30 or more years after the event, and the experiences that contributed to those influences.

Context. British Exploring Society (BES) organizes 3-6 week-long land-based self-sufficient expeditions for non-intact groups (group of people who do not know each other) of young people between the ages of 16 and 25 years old. These expeditions combine science research projects in a variety of climates and remote locations with adventure (e.g., mountaineering, canoeing). BES expeditions can be considered a representative case in the
youth expedition field, and through analytical generalization, the findings of this study are relevant to similar youth organizations (Yin, 2014).

This study used a retrospective approach involving two phases. The first phase involved a web-based survey, followed by individual semi-structured interviews in the second phase.

Phase 1:

Instrumentation. Web-based survey. The purpose of the survey was twofold. First, it identified emerging themes regarding the influence of the expedition experience in explorers’ lives, and second, it identified potential interviewees for the second phase. The development of the survey was based on the analysis of the instruments developed by previous studies on expeditions and related topics in the last fifteen years (e.g., Asfeldt & Hvenegaard, 2013; Daniel, 2003; Gassner, 2006; Harper, Downie, Muir, & White, 2016; Takano, 2010).

Data collection. The web-based survey was sent to all BES members in the BES database who had participated in an expedition five or more years before the data collection date.

Data management. All the survey data was downloaded from Qualtrics and compiled in SPSS. All the identifiable information was removed from the working file and kept separately in a password protected document.

Data analysis. Descriptive statistics and T-Tests were conducted to analyze the survey data and identify potential interviewees for the second phase.

Phase 2:

Instrumentation. The interview schedule was developed based on the analysis of previous studies and literature that addressed the retrospective influence that expeditions had
on participants and the experiences that contributed to the influence (e.g., Asfeldt & Hvenegaard, 2013; Daniel, 2003; Gassner, 2006; Takano, 2010).

Data collection. Twenty-six interviews were conducted with people who had gone on their first BES expedition 29 to 66 years ago. Seventeen of the twenty-six interviewees were male, reflecting the fact that women did not begin to participate in BES expeditions until 1980. Interviews lasted an average of one hour and were audio-recorded with participants’ consent.

Data management. Interviews were transcribed and managed using the software MAXQDA. Identifiable information was not included in the transcripts.

Data analysis. After a first inductive phase, where ideas emerged from interview data, useful for more unstructured and semi-structured interviews (Schulz, 2012), a deductive approach was incorporated in a second phase. Code definitions were developed during the coding process considering previous literature. The code definitions allowed consistent applications throughout the analyses (Miles et al., 2014). Intercoder agreement was calculated as well as member checking in order to ensure the accuracy and reliability of the findings. An intercoder agreement of 0.97 was achieved with two volunteer coders and the analysis was returned to 14 interview participants who expressed agreement with the findings.

Results:

The web-based survey was completed by 144 respondents (82 males, 62 females). The average age was 46 years (ranging from 21 to 87 years). The mean period of retrospection was 27 years (minimum of 6 and a maximum of 68 years). For the majority of respondents (93.8%), their first BES expedition experience was “enjoyable and meaningful”. Regarding the “life-changing” quality of the expedition, participants rated their agreement on a 9-point Likert scale
1 (strongly disagree) through 9 (strongly agree) with the statement "My first BES expedition changed the course of my life". Seventy percent of respondents rated the statement at seven or higher, with 32.6% rating it nine.

Interviewees perceived seven long-lasting influences: (1) All interviewees reported 'Connecting with others', (2) 96% reported 'Fulfilling potential' such as gaining confidence and resilience, (3) 96% of participants mentioned 'Development of leisure activities and outdoor knowledge/skills', (4) 92% reported 'Knowing thyself', (5) 92% of interviewees' shared the experience' to others, (6) 92% of participants identified an 'Impact on academic and professional life', and (7) 65% 'Connected with nature and the world'.

The expedition provided experiences in which participants felt autonomous (the desire to feel that one is the initiator of one's behaviors and to experience a sense of choice) competent (the desire to feel capable when facing challenges) and related to others (the inclination to feel connected to others). Participants also identified contact with nature as a significant component contributing to their development referring to the beauty and the sense of 'awe' generated by the natural landscape and the surroundings as well as an appreciation of natural processes such as the seasons and animals seen during the expedition. Experiences facilitating relatedness and autonomy were reported by 96% of participants, while experiences supporting competence were mentioned by 92%. Fifty eight percent of interviewees discussed the importance of contact with nature. The expedition provided a variety of experiences that fostered participants to feel related to others, autonomous, competent and in contact with nature. For instance, by engaging in social situations and interacting with diverse others, interviewees experienced relatedness. Being responsible for oneself and raising money
promoted autonomy, and by overcoming the toughness of the environment and physical challenges, participants experienced a sense of competency. Lastly, contact with nature was experienced by observing the wildlife, the phenomena of the natural world, and experiencing a sense of awe.

This study concludes by proposing a model that integrates the long-term influences of expeditions, the expedition affordances, and expedition experiences. The model proposes that, an expedition environment, where participants feel connected with others (relatedness), perceive they are the source of their actions (autonomy), and experience how to overcome challenges (competence) in a natural place (contact with nature), will promote a long-lasting positive influence on participants' lives.

This research looked at the influence of outdoor adventure experiences over three decades after the experience, a length of retrospection not often seen in the outdoor adventure literature. This study provides evidence that the influence of expedition experiences can be long-lasting and significant in participants’ lives and offers a robust theoretical framework to understand the mechanisms leading to these influences by incorporating self-determination theory (SDT) (Ryan & Deci, 2017). SDT suggests that environments that promote the fulfillment of the three basic psychological needs of autonomy, competence, and relatedness, promote optimal functioning across life domains, explaining how and why expedition experiences can have a positive influence in participants’ lives, a framework lacking in previous literature.
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Chapter 1. Rationale and Justification

The Royal Geographical Society lists over 50 expeditions that took place during 2018 (Royal Geographical Society, n.d.) illustrating the popularity of these experiences in the UK. According to Ewert and Sibthorp (2014) outdoor adventure education programs have opened the doors to experience adventure, becoming a popular pursuit for millions of people around the world. The typical features of adventure programs are a wildland setting, small group of people, overcoming mental and physical challenges, intense group interactions, non-intrusive leader, and a duration of two to four weeks (Hattie et al., 1997). These experiences aim to promote personal and social development through adventure (Martin et al., 2006) in formative developmental stages, when questions about identity arise (Allison et al., 2011).

Organizations such as the British Exploring Society, Outward Bound, Raleigh International, and World Challenge, often claim to provide “life-changing” experiences (Allison & Von Wald, 2013). Despite the claim that expeditions are life-changing experiences (Allison et al., 2018; Bacon, 1983; Kellert & Derr, 1998; Stott, Allison, Von Wald & Fakunle, 2016; Wigglesworth, 2012), the evidence of their perceived long-term impact is scarce (Takano, 2010), and the factors responsible for this influence have not been examined in depth (Stott et al., 2016). Youth expedition organizations have a genuine need to conduct research, not only to inform future practices, but also to provide empirical evidence to back up their claims that the lessons and skills acquired during youth expeditions are transferred into other life contexts. For instance, there is limited evidence examining whether the expedition influence is long-lasting or short-lived (Daniel, 2003). Daniel (2003), Takano (2010), Marshall (2016) and Wigglesworth and Heintzman (2017) are among the few who have studied the life-significance of expeditions on
participants more than twenty years after the experience. Most participants in these studies reported that the expedition experience made a difference in their lives since it influenced how they perceived themselves and how they relate to others. Some of the elements that they identify as having the most significant influence were (1) the life-period when the expedition was undertaken (adolescence and emerging adulthood), (2) the diversity of participants, (3) the uniqueness of the experience, (4) the natural environment, and (5) the opportunity to reflect and connect the expedition experience with other aspects of life.

There remain three gaps in the literature regarding the long-term influence of expeditions. First, numerous studies have noted the need to observe the benefits attributed to expedition participation over extended periods of time (Allison et al., 2018; Beames, Mackie & Scrutton, 2018; Cooley, Burns, & Cumming, 2015; Gartner-Manzon & Giles, 2018; Houge Mackenzie, Son, & Hollenhorst, 2014; Scarf, et al., 2018; Stott, et al. 2015), but most empirical studies typically examine the post-expedition experience six months to, at most, five years after the experience (Beames et al., 2018; Takano, 2010). Except for Daniel (2003), Takano (2010), Marshall (2016) and Wigglesworth & Heintzman (2017), there is a lack of genuinely long-term studies that examine the expedition experience more than 20 and even 30 years after the experience. The second gap refers to the disproportionate focus on outcomes at the expense of studying the processes leading to them, which does not inform practitioners about how to facilitate experiences that will lead to a “life-changing” experience. Third, there is a lack of robust theoretical models that explain how expedition experiences influence participants. Observing the long-term influence of expeditions is critical to understand how to foster more significant learning experiences – ones that genuinely influence people's lives. Research on the
long-term influence of youth expedition programs can provide practical implications not only for expedition programs and organizations but also for other youth organizations, leaders and educators who seek to foster long-term personal and social youth development (Takano, 2010).

The purpose of this retrospective study is to develop theoretical insights regarding the perceived long-term influence on the lives of people who participated in a British Exploring Society (BES) expedition for the first time 30 or more years ago. A second aim is to understand the expedition components that contributed to their perceptions of the long-term impact. BES is a UK based youth charity, founded in 1932 by Surgeon Commander George Murray Levick. Since its formation, the society has continued to grow, organizing expeditions to research a variety of climates and locations for young people aged between 16 and 25 years old. BES expeditions can be considered a representative case in the youth expedition field, and through analytical generalization, the findings of this study are relevant to similar youth organizations (Yin, 2014).

This section has provided the background for this study and the study’s purpose. Chapter 2 provides a review of the literature on modern youth expeditions, a brief overview of the origins of youth expeditions, a summary of previous research in the long-term influence of expeditions and the mechanisms explaining the influence, and it discusses the three main gaps in the literature. Chapter 3 describes the methodology used, explaining two phases of the study, as well as the instrumentation, selection of participants, data collection, data management, and analysis for each phase. Chapter 3 also discusses the validity and reliability of the study and the ethical considerations taken. Chapter 4 reports the results of the first phase of the study, the online survey. Chapter 5 and 6 present the results of the interview analysis.
and a discussion of the themes. Chapter 5 reports the perceived long-term influences on past BES participants, 29 and more years after the expedition experience. Chapter 6 reports the perceived experiences of the expedition that contributed to participants’ perceptions of the reported long-term impact. Chapter 7 summarizes the research findings answering the three research questions of the study. It also presents an integrated model of the findings and discusses how the study can be improved. Chapter 8 concludes with suggested implications for future research and practice.
Chapter 2: Modern Youth Expeditions

Adventure education has a long history being traced even to ancient Greece (Martin et al., 2006). This chapter begins with an overview of the origins of modern British youth expeditions. Then, it reviews the research regarding the perceived long-term influence of expeditions in people's lives. If expeditions are life-changing experiences, it can be expected that this influence will be reported decades after the experience. This chapter concludes with three gaps in this literature, and the need to conduct a study that looks at the perceived influence of expeditions decades after and the elements and processes involved that may contribute or explain this influence.

The Origins of Modern British Youth Expeditions

"Men wanted for hazardous journey. Low wages, bitter cold, long hours of complete darkness. Safe return doubtful. Honor and recognition in the event of success."
(Watkins, 1959, p. 1.)

The anecdote says that Shackleton placed the previous advertisement in the 1900s in the London Times to recruit people for his arctic expedition, and received thousands of applicants (Ewert & Sibthorp, 2014). This ad has been quoted multiple times, and it is often referred to as one of the most famous in history (Watkins, 1959). However, the origins are not clear since it has not been possible to trace the source yet (The Antarctic Circle, 2016). Despite the veracity of the facts, the ad echoes with people, moving a part of them that seeks risk and adventures (Ewert & Sibthorp, 2014).

The archetypal hero of Joseph Campbell (2008) represents a model for the type of person who participates in expeditions and experiential learning. This archetype is widespread across domains, including religions (Jesus’ 40 days in the desert), mythologies (Homer’s
Odysseus), literature (Cervantes’ Don Quixote), self-help books (Fisher’s The Knight in Rusty Armor), and Hollywood (Star Wars, Into the Wild). In all of these journeys, heroes leave their homes searching for something, face numerous challenges on their journeys, and eventually return home with an affirmed identity that they lacked before. Outdoor adventure education and modern youth expeditions are no exception, appealing to this same collective unconscious archetype. Bacon (1983) states that Outward Bound (a youth expedition organization) is not only about experiential education, but it is also a form of metaphoric education, where the facilitators resort to the archetype of The Hero to foster their underlying goal of character-change and personal transformation.

The quest for adventure and exploration have a long history, with written records dating from 2500 BC of an expedition from Egypt to Punt searching for incense and gold (Ewert & Sibthorp, 2014). Although the original quest of expeditions was often to conquer land or acquire wealth, several influential people during the 20th century believed that expeditions could serve as a means to facilitate positive development in young people and used the expedition experience as an educational approach (Ewert & Sibthorp, 2014). Some examples of educators in the UK using outdoor adventure education programs are Lord Robert Baden-Powell, Surgeon Commander George Murray Levick, and Kurt Hahn.

**Lord Robert Baden-Powell.** Baden-Powell was a British Officer who served in India and Africa (Martin, Cashel, Wagstaff, & Breunig, 2006). He wrote more than thirty military books, and some of them became popular among youth at the time. In 1907 he founded the Boy Scouts as a means to address the decline in physical and moral character in British youth (BPSA-US., 2013). Baden-Powell aimed to build character, to teach better citizenship through outdoor
activities and games. He believed that through nature, scouts would learn skills to become healthier and be of service to others, and by overcoming hardships scouts would develop confidence, self-reliance and they would recognize the importance of being always prepared. Baden-Powell aimed to instill selflessness and service in young people and keep that character growing. Baden-Powell developed a philosophy based on honor: if a scout did something right, his honor would grow, while if he did not, it would be a lost opportunity (BPSA-US., 2013).

**Surgeon Commander George Murray Levick.** Murray Levick was a British doctor who took part in Captain Scott’s expedition to the South Pole (1910-1913) (Allison, Stott, Felter, & Beames, 2011; Guly, 2016). He and his party had to pass the Arctic winter in a snow hole when the expedition was not able to collect them. He also served in the Royal Navy practicing medicine during World Wars. By the 1930s, university expeditions were popular in the UK; however, there were no expeditions for school-age students. In response, Levick took eight boys to Finland in 1932, and in 1933 he created the Public Schools Exploring Society (PSES), as a way to provide school-aged students with the opportunity to experience adventure abroad, aiming to instill character, self-reliance and foster personal development in the young explorers (Allison, et al. 2011, Guly, 2016). He also believed that the purpose of expeditions went beyond mere adventure and fitness. For Levick, expeditions had a scientific end, and he felt proud that his expeditions had increased the geographical knowledge of the areas PSES had explored (Allison et al., 2011). After several name changes, PSES was renamed the British Exploring Society (BES) in 2012 as an effort to be more inclusive. Currently, BES is a UK-based youth development charity that continues to bring young people to remote locations (British Exploring Society, 2018).
Kurt Hahn. In 1941, Kurt Hahn established the first Outward Bound School in Aberdovey, Wales, as a survival school for the sea (Martin et al. 2006). Since then, Outward Bound has served a much broader educational purpose - to provide youth with the moral strength to serve as responsible members of the broader society (Martin et al. 2006). Hahn believed that British society was suffering from five decays (Allison, 2016): the decay of fitness, the decay of self-discipline, the decay of enterprise, the decay of skill and care and the decay of compassion. To address them, he argued that meaningful education should be based on four pillars (Allison, 2016; James, 1990): (1) Physical activity and personal health habits, (2) Completion of an expedition that required individual and group effort and decision making, (3) Completion of a project that required the development of skills and craftsmanship, and (4) Service to the community to develop compassion for the people in need. Hahn also believed that vanquishing power from youth as traditional education did, made youth cynical, lacking in humanity, and confused about the meaning of their lives (James, 1990). He believed there was a grand passion in everyone and that it had to be nurtured so people would be encouraged to use it to serve society. Kurt Hahn left behind four organizations that still operate in the 21st century: Outward Bound, Duke of Edinburgh Award, Round Square Schools and United World Colleges. Also, in turn, these organizations that have inspired the creation of other organizations such as the National Outdoor Leadership School (NOLS) in the United States. These organizations have influenced thousands of young people every year (Allison, 2016).

The field of experiential learning and outdoor adventure education often frame their work in John Dewey's philosophy (Sproule et al. 2011). We can recognize clear parallels between John Dewey, Robert Baden-Powell, Murray Levick, and Kurt Hahn. Dewey (1859-1952) is considered
the father of experiential education, even if he did not use the term "experiential learning" or "experiential education" in his writings (Wurdinger & Carlson, 2010). Dewey argued that educated citizens able to make positive contributions are crucial in a democratic society. Therefore, his progressive view of education that promoted a student-centered approach that used meaningful experiences that would foster students’ growth, instead of focusing just in learning content matter by heart (Dewey 1938; Wurdinger & Carlson, 2010). Therefore, the role of leaders or teachers was one of facilitator and not of a mere transmitter of information. He believed that the aim of education was to develop independent thinkers who could actively participate in a democratic society and help to solve social problems. Dewey asserted that fostering reflective thinking and communitarian individualism were central to living in a democracy, since in order to have personal freedom, people have to be active members of their communities, being involved and taking responsibility for its functioning (Simpson, 2006).

Baden Powell, Levick, and Hahn created organizations that aimed to help the alienated UK youth to become valuable members of society. The philosophies behind those organizations emphasized aspects of each educator's philosophy. The three educators promoted principles of progressive education by putting young people in the center and by providing real-life experiences. They promoted experiences in nature, working in teams, outside traditional classroom settings, which, they believed, promoted character building and would allow youth to grow in positive ways and becoming valuable members of society.

Baden-Powell’s famous quote - “A week of [camp] life is worth six months of theoretical teaching in the club room [classroom]” (1919, p. 49) – illustrates his belief that experience is more beneficial than the traditional lecture format focusing on content. Just as Dewey wanted
to develop active participants of a democratic society, Baden Powell’s aimed to train boys to be of service and develop themselves into better citizens through games and outdoor activities (BPSA-US., 2013), while Murray Levick arranged expeditions to remote places in order to develop a spirit of adventure and exploration, confidence, teamwork, and leadership (Guly, 2016). In turn, Kurt Hahn’s philosophy characterized by embracing all the aspects of human life in order to help to solve the problems of society (James, 1990). He developed a curriculum that reinforced passion in youth by providing a spirit of adventure, self-development, and cooperation in the outdoors, and meaningful opportunities to serve (James, 1990). Baden Powell and Hahn promoted service to local communities, while Levick fostered the spirit of adventure and scientific pursuits for the development of society.

Dewey (1938) also argued that experience is a necessary but not sufficient component of effective education since not all experiences are equally meaningful or educative. Dewey distinguished between educative and mis-educative experiences and called upon teachers to facilitate educative ones. An educative experience is one that opens doors to further experiences and development, while a mis-educative experience is one that hinders or distorts students' learning, growth, or subsequent experiences. An educative experience follows two principles: the principle of interaction and the principle of continuity (Dewey, 1938).

The principle of interaction says that the experience is a result of the mutual influence between the person and the environment (Dewey, 1938). Every person has an inner world, attitudes, beliefs, emotions, knowledge, perspectives, and perceptions. The person is influenced by internal as well as external factors that affect the experience. On the other hand, the principle of continuity holds that past experiences influence subsequent ones (Dewey,
“every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after” (p. 27). Thus, how people respond in different situations will reflect the habits developed in previous experiences.

Experiences do not occur in a vacuum, and any teacher or facilitator needs to be mindful of that since no experience has pre-ordained value (Dewey, 1938). Any experience reflects the interplay between the two principles; they are not separate from each other. The environment is whatever condition interacts with personal needs, desires, purposes, and capacities to create an experience. What may be a rewarding experience for one person could be a detrimental experience for another. The experience will be valued regarding the effect that experience has on the individual's present and future and to the degree in which the experiences foster further growth.

Youth expedition organizations aim to promote personal and social development in young people. If expeditions provide the educational experiences that Dewey (1938) promoted, they will open doors to new experiences, perspectives, and possibilities that may have been closed before the expedition experience. If expeditions are "life-changing", as many organizations claim, that would mean that the doors they opened, and their influence can be recognized years after they happened and they would be considered as a positive contribution to participants' lives. The following section presents the research conducted on the perceived influence of expeditions on participants' lives decades after the experience.

**Previous Research in the Perceived Long-Term Influence of Expeditions**

One of the challenges in the field of outdoor adventure education is the lack of a universal term and definition due to the wide variety of disciplines in the field. This lack of a unified term
generates a variety of related terms depending on the aims pursued: experiential education, environmental education, outdoor education, adventure education, adventure therapy to name a few (Allison et al., 2011; Caizzi et al., 2018; Smith, & Walsh, 2019). This study understands expeditions with the typical features constituting adventure programs proposed by Hattie et al. (1997): A wilderness setting, small group of people, overcoming mental and physical challenges, intense group interactions, non-intrusive leader, a duration of two to four weeks. Adventure education programs often aim to facilitate both personal and interpersonal growth (Martin et al. 2006, Mutz & Müller, 2016). However, the underlying characteristic of adventure education programs “involve doing physically active things away from the person's normal environment” (Hattie et al., 1997). These programs have reported a multitude of outcomes such as self-concept and identity development, confidence and resilience, an influence on participants' attitudes and worldviews, spiritual growth, skills and competence development, communication, leadership, and teamwork and connection to others (Chang, 2017; Deane & Harré, 2014; Hattie et al., 1997; Loeffler, 2019; Mutz & Müller, 2016).

Probably the most cited research in outdoor experiential learning and adventure education, is a meta-analysis of 96 articles by Hattie et al. (1997), examining possible outcomes of these programs. They noted the wide variety of programs offered, as well as the spread of outcomes. They found 40 categories of outcomes, which they classified into six dimensions: leadership, self-concept, academic, personality, interpersonal, and adventuresome. Independence, confidence, self-efficacy, self-understanding, assertiveness, internal locus of control and decision-making were the most significant outcomes observed, with self-control being the common underlying theme among them. The sense of control and regulation over
the self, mentioned by the researchers is closely related to the need for autonomy from Self-Determination Theory (SDT) (Deci & Ryan, 2008). Hattie et al. (1997) concluded that expeditions are positive experiences and provide a wide variety of outcomes ranging from academic performance to resilience, confidence, and physical skills. They maintained that the influence of expeditions increases over time. However, the follow-up period was on average five and a half months after the experience, which is not genuinely long-term. One of the elements that influenced the outcomes the most was the length of the expedition; more extended expeditions, more than 20 days, had a stronger influence on participants. Hattie et al. propose four premises by which adventure programs influence participants: (1) immediate quality of the experience provides participants with the opportunity to see the consequence of their actions, (2) challenging goals and the structure provided to attain them, (3) abundant feedback regarding the reach of the goals, (4) participants' reassessment of their coping strategies.

More recently, Stott, Allison, Felter, and Beames (2015) conducted a literature review of studies dating from 2000. They organized their finding around Greenaway's (1995) four-arrow model of personal development, a model adapted from Giges and Rosenfeld (1976), proposing that personal development can be understood as growth in arrows pointing in four directions: upward, outward, inward and downward. Giges and Rosenfeld argue that this for dimensional growth widens participants' views, beliefs, and feelings. It increases participants' alternatives, influencing their decisions, freeing them from fixed behavioral patterns, and empowering them to make changes and influence the results of their actions, facilitating increased self-acceptance and acceptance of others, and by finding a place in the world. The upward arrow refers to realizing potential and includes aspects such as confidence, physical and social resilience, self-
reliance, and the capacity to face challenges. The inward arrow is about learning about oneself, answering questions such as: Who am I? What I want/need/think? The ability to manage emotions or emotional stability was valuable learning within this arrow as well as reflection. The outward arrow refers to interacting with and learning about others. Since expeditions involve working in groups, participants would usually develop social and collaborative skills. The downward arrow involves being grounded and connected, being more aware of the environment and appreciating it, and the degree to which participants feel connected to something greater than themselves.

Stott et al. (2015) literature review identifies five processes that can be associated with the influence of expeditions on participants: (1) Genuine independence, where participants can live the natural consequences from their decisions and actions. (2) Group isolation and self-sufficiency would be more important than the type of expedition since these conditions would facilitate the development of the 'expedition behavior' and the personal development outcomes already mentioned. (3) Person-centered leadership, where the leader places the development of the young participants before attaining other goals (such as climbing a particular peak or getting to a destination). (4) Positive responses to stress are more conducive to personal development than avoidance and resignations strategies, an aspect that the leader should encourage. (5) Finally, a physically demanding activity would promote resilience, confidence, and self-reliance in participants.

Despite the different names for outdoor adventure education programs used, the reviews conducted by Hattie et al. (1997), as well as Stott et al. (2015), seem to have a wide variety of positive influences in participants’ development (Smith, & Walsh, 2019). However,
both reviews called for more research on the long-term influence of expeditions since the preponderance of long-term studies only examine the period from 6 months to 5 years after the experience (Beames, Mackie, & Scrutton, 2018). The following section presents the primary retrospective studies conducted on youth expeditions that looked at the influence of expeditions after five or more years after the experience. Table 2.1 contains a summary of the main findings of the studies reviewed in this section. The results of these studies will be compared with the four-arrow model and five processes used by Stott et al. (2015) to organize the personal development outcomes of youth expeditions studies.

Daniel (2003) studied the life significance of a spiritually oriented Outward Bound type of expedition with a retrospection up to 25 years. Two hundred and ten past students participated in a survey, and 18 participated in a focus group. Ninety percent considered the expedition a significant experience in their lives and a third of them considered that its significance increased over time. The expedition facilitated personal growth regarding the participants' identity since it helped them to see different aspects of themselves. It also provided participants with a metaphor for life, being able to relate the expeditions to other experiences in life, later on, something that was more apparent in "older" participants than in more "recent" ones who said that they were still processing the experience. The expedition also promoted spiritual growth, allowing participants to relate their lived experiences and the wilderness ones describes in the Bible. All the reported outcomes fall into the inward arrow of personal development model (Stott et al., 2015) since all the growth identified by participants refers to learning about oneself. The reported factors that had the most influence on participants' lives were: 1) the uniqueness of the experience (an expedition had less influence if
participants engaged in other similar experiences), 2) the period of life when the expedition was taken (emerging adulthood since participants were college students), and 3) the natural environment. Other relevant factors were the leaders and facing challenges. Participants reported that the expedition provided opportunities to reflect and to experience something greater than themselves, and renew their connection with God. These factors do not align well with the elements identified by Stott et al. (2015). The novelty of the experience and the wilderness setting may be linked to the isolation and self-sufficiency of the experience, and leaders may be considered into the person-centered leadership while facing challenges could be related to the physically demanding activity. However, connecting the expedition with other life experiences and the life period when the expeditions take place, do not fit in the five processes identified by Stott et al.

Gassner (2006) studied a 21-day Outward Bound challenge in Singapore. Participants' retrospection was up to eight years. First, Gassner conducted a survey, and then he interviewed past participants to clarify the findings from the survey. Ninety-eight percent of participants considered that the expedition was valuable, and more than 80% reported that the experience had a positive influence on their personal and professional lives. The influence identified on personal and professional lives falls into the inward arrow of personal development (Stott et al., 2015). The components which had the most influence were personal and group reflection that may be related with the person-centered leadership process while final expedition and outdoor activities, may fall into the process group isolation and self-sufficiency described by Stott et al.

Sibthorp, Furman, Paisley, and Gookin (2008), studying former NOLS participants, conducted more than 40 interviews, followed by a survey to confirm findings from the
interviews. They found 17 outcomes of the experience, but the most meaningful for participants were: outdoor skills, the ability to understand others, the opportunity to exercise leadership and a view that a 'simpler way of life' is possible. These outcomes fall into three different arrows the personal development classification. Outdoor skills fall into the downward arrow referring to being grounded and connected with the environment, the ability to understand others and the leadership aspect refers to the outward arrow of learning about others, and the perspective that life can be simpler is related with the inward arrow of learning about oneself. Sibthorp et al. did not identify elements that may have influenced the outcomes.

Takano (2010) conducted a 20-year retrospective study focused on Japanese participants of Operation Raleigh. Sixty-seven participants with 20-22 years of retrospection answered a survey comprised of multiple-choice questions and a free writing section. Ninety-nine of participants thought that the expedition was significant in their lives while 96% thought that it influenced whom they were, regarding their values, life attitudes and world views, which falls into the inward arrow of personal development. Participants also reported a growth vis-à-vis learning about others (outward arrow) since they had a better understanding of cultural diversity and global perspectives. Participants also recounted challenges regarding language barriers and feeling as outcasts (most of the participants were from the UK, and the Japanese participants, not always felt included or taken into account). Some participants also mentioned that the expedition might have had a negative influence on their professional life since, in Japan, employers would not see taking a leap year very favorably. The elements reported as influencing learning, were the diverse group of people, the life stage when participating, and the natural environment. Respondents also mentioned that reflecting and talking to others
after the trip also influenced the meaning of the expedition. The natural environment could relate with the group isolation and self-sufficiency, and the learning from challenging experiences could relate to the physically demanding process identified by Stott et al. (2015). However, the critical elements identified by Takano (a diverse group of people, the life stage when participating, reflecting and talking to others after the trip) do not align with the processes identified by Stott et al.

Asfeldt and Hvenegaard (2013) explored the perceived learning, critical elements, and lasting impacts of a university-based wilderness educational canoe expedition credit course. Fifty-seven former students, with a retrospection length of two to 12 years, answered a self-administered survey about the perceived learning, critical elements, and lasting impacts of their expedition experience. All the respondents recognized that the expedition experience influenced their personal lives. The influence of the experience touched several aspects. First, participants got a heightened nature and place appreciation and outdoor skills which can be classified in the downward arrow of personal development. Participants also reported having gained self-awareness and positive life experience, which relates to the inward arrow. Finally, they improved their confidence, which refers to the upward arrow, and group living, which can be classified in the outward arrow of personal development. Asfeldt and Hvenegaard also observed that 88% of students perceived evolution in their learning after their expedition experience in the areas of self-awareness, group living, and a greater appreciation of the experience. The elements that were perceived as contributing to the outcomes were the experiential approach of the experience, group living, and nature and place immersion. The experiential approach of the experience can be linked to the person-centered leadership
process identified by Stott et al., while, nature and place immersion could be connected to the process of group isolation and self-sufficiency. However, just as with the previous research, the processes specified by Stott et al. do not reflect the ones identified by Asfeldt and Hvenegaard.

Marshall (2016), with an Aristotelian lens, studied former participants of Class Afloat program to see how this experience may have helped them to develop practical wisdom. His studied comprised an online-survey with 124 participants and 17 narrative interviews to former participants with 1-29 years of retrospection. He concluded that participating in the trip was significant for participants in several ways. Regarding the inward arrow, participants experienced personal growth, the experience influenced their value commitments, identities, and they were able to develop the ability to make practical, wise decisions. They also experience social growth, which refers to the outward arrow. Marshall noted that the routines on the tall ship helped participants to develop habits that allowed them to cultivate virtues such as empathy, humility, optimism. The onboard life may relate to the process of group isolation and self-sufficiency from Stott et al. (2015). Marshall noted that reflection was reported as a relevant element for the influence of the expedition and that the accounts of earlier participants were richer than more recent ones, concluding that the experience may take time to process, an element not considered by Stott et al. (2015).

Wigglesworth and Heintzman (2017) reported the perceived life significance of a Canadian university winter outdoor education course. They interviewed 16 former students between 20 to 36 years after taking the course. Through interpretive analysis, they found six life impacts: development of interpersonal/social skills, self-discovery, environmental awareness, leisure style change, transfer to others, and an increased outdoor knowledge/skills.
Additionally, they identified four processes of the course: personal growth opportunities, group experience, new or different experience, and toughness of climate/weather. Also, they identified another sub-theme, beyond the outcomes and the processes identified, that the winter course reinforced already held beliefs about the outdoors. It is possible to identify some parallels between findings by Wigglesworth and Heintzman with the four arrow model of personal development presented by Stott et al. (2015). For instance, the development of interpersonal/social skills matches the outward arrow, the self-discovery falls into the inward arrow, and the environmental awareness can be classified into the downward arrow of personal development. However, the outcomes, leisure style change, transfer to others, and increased outdoor knowledge/skills do not correspond to the arrows of personal development.

Regarding the expedition processes, the processes identified by Wigglesworth and Heintzman do not align with the ones identified by Stott et al.

This section reviewed the studies that have researched the long-term influence of expeditions in people’s lives, understanding long-term as more than five years since the experience. These studies concluded that the expedition experience had a positive influence on participants’ lives, allowing them to put themselves in a challenging situation, reflect, learn about themselves and others, broaden their perspectives and appreciate the outdoors. The outcomes of the expedition experiences generally aligned with the four-arrow model of personal development used by Stott et al. to classify the outcomes of these type of experiences, being the most salient one the inward arrow, learning about self. However, the five processes that they identified as influencing the significance of expeditions do not align with the processes reported in the studies reviewed in this section. The most salient process
missing on the five identified by Stott et al. (2015) was reflection. Asfeldt and Hvenegaard (2013), Daniel (2003), Gassner (2006), Marshall (2016) and Takano (2010) mentioned that reflection was an essential element that influenced the significance of these type of experiences on participants' lives. Reflection could be considered in the process of person-centered leadership. However, the reflection taking place after the experience was not accounted for by Stott et al., probably because most of the studies included in the literature review focused on the short-term outcomes of expeditions. Other elements not included in the processes reported by Stott et al. were the life stage of participants when they embarked on the experience, noted in the studies by Daniel and Takano as well as the diversity of people identified by Asfeldt and Hvenegaard and Takano.

Despite the rhetoric that expeditions are life-changing experiences, there is a lack of research addressing their long-term influence over the course of years or decades which has been repeatedly noticed in the literature (Allison, 2000; Daniel, 2003; Gassner, 2006; Marshall, 2016; Stott, et al., 2015; Takano, 2010). As it was palpable in this section, even if studies assert that expedition experiences have a positive influence on participants' lives, is not always easy to identify what are the long-lasting influences of these experiences. Authors use different vocabulary to talk about similar outcomes, which is one of the reasons why Stott et al. (2015) used the four-arrow model to attempt to organize the research outcomes of these experiences. However, even more, challenging is the effort to identify the processes or elements that lead or generate the outcomes. The five processes stated by Stott et al. rarely fit with the ones identified by the long-term studies. For instance, interacting with a diverse group of people was not mentioned as a relevant process in the literature review by Stott et al. Two studies also
identified as a relevant element the age of participation (Daniel, 2003; Takano, 2010), however, age is not an element of the expedition itself which may increase the confusion in the literature.

In short, there is not only a limited amount of research regarding the long-term influence of expeditions, as the processes that lead to the outcomes of expeditions since there is a lack of models to understand and interpret what happens in expeditions that make them "life-changing" experiences.

The following section explores three gaps in the literature on expeditions: the gap regarding research on the long-term influence of expeditions, the focus on outcomes, and the lack of robust theoretical models to understand the field.
<table>
<thead>
<tr>
<th>Study</th>
<th>Context</th>
<th>Years of retrospection</th>
<th>Perceived long-term influence of expeditions</th>
<th>Elements that explain the influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel (2003)</td>
<td>Christian-based, Outward Bound-type, 20-day wilderness expedition offered by a private liberal arts college in western North Carolina</td>
<td>Up to 25 years</td>
<td>90% reported that the experience had made a difference in their lives. For 1/3 of informants, significance increased over time. The expedition promoted personal growth: 1) It refined how participants viewed themselves and their circumstances. 2) Reference for life lessons, or and life metaphors. 3) Spiritual growth similarities between participant’s wilderness experiences, life journeys, and the wilderness experiences portrayed in the Bible. Unifying theme: The expedition encouraged a sense of something greater within informants - a sense that ranged from a greater awareness of God to a greater awareness of the natural world to a greater awareness of self (actions, attitudes, behaviors, beliefs, and personal abilities).</td>
<td>Significance was enhanced most often by: 1) The novelty or/uniqueness of the experience 2) Life period 3) Connection of expedition memories to other life experiences. Other relevant factors: a) Leaders b) Faced challenges c) Wilderness setting</td>
</tr>
</tbody>
</table>
| Study: Gassner (2006) | Outward Bound Challenge in Singapore | Up to 8 years | 98% of participants reported the course was valuable. More than 80% reported a positive influence on their personal life. Over 83% indicated the course had a positive influence on their professional life. | Significant course components for personal life:  
- Personal reflection time  
- Outdoor activities  
- Group debriefing time  
Significant course components for professional life:  
- Group debriefing time  
- Final expedition  
- Personal reflection time |
| Study: Sibthorp, Furman, Paisley, & Gookin (2008) | NOLS (National Outdoor Leadership School) | 1, 6 and 11 years | 17 areas being learned:  
1) Outdoor skills  
2) A personal perspective on how life can be simpler  
3) Ability to function effectively under difficult circumstances  
4) Ability to serve in a leadership role  
5) Appreciation of nature  
6) Desire to be in the outdoors  
7) Cooking skills  
8) Ability to take care of myself and my needs  
9) Ability to communicate effectively  
10) Ability to work as a team member  
11) Ability to manage conflicts with others  
12) Ability to make informed and thoughtful decisions | Did not identify elements that may have contributed to the outcomes. |
<p>| Takano (2010) | Japanese participants of Operation Raleigh (UK based organization) | 20-23 years | From the multiple-choice: 99% thought the expedition experience was significant in their lives. 96% thought the expedition influenced their present selves, especially regarding values and attitudes to life, which influenced their direction of work and life. 81% reported a gain in 'international understanding/cultural diversity/global perspectives.' 70% ‘influence on values and worldviews’ 63% ‘friends, network of people' From the written accounts: Self, humanity and behavioral guidelines in life Culture and society Communication (relationship with others beyond differences) Human-nature relationships and values | Perceived key elements that generated the influences: - A diverse group of people - Life stage - Natural environment Also relevant, learning from difficult experiences Reflection, sharing with others back home, and connecting it to life experiences, made the influence of the expedition more meaningful and lasting. |</p>
<table>
<thead>
<tr>
<th>Study</th>
<th>Expedition Type</th>
<th>Duration (Age)</th>
<th>Personal Impact</th>
<th>Professional Impact</th>
<th>Learning Changes</th>
</tr>
</thead>
</table>
| Asfeldt & Hvenegaard (2013) | Canoe expedition of a Canadian university course | Up to 16 years (mean of 8.8 years) | 100% said the expedition experience impacted their personal lives. How:  
- Nature and place appreciation  
- Outdoor skills  
- Self-awareness  
- Group living  
- Positive life-experience  
- Confidence  
- Developed skills | Experiential approach  
Group living  
Nature and place immersion  
Reasons for changes to learning were related to post-expedition reflection and to the passage of time | 98% said the expedition experience impacted their professional lives:  
How?  
- Job skills  
- Confidence |
| Marshall (2016) | Class Afloat (tall ship expedition) | Up to 29 years | Participation was significant in paradigmatic ways:  
- Personal and social growth which extends far beyond the experience itself  
- Impact in participant value commitments  
- Personal identity | Respondents link virtue growth to the particulars of onboard life:  
- Sailing maneuvers  
- Night watch  
- Galley duty  
- Port visits, and on  
Narrative accounts from early program participants (1985-1998) | 88% perceived that the learning from the expedition experience had changed since taking the course |
- Ability to make practical, wise decisions.  
Virtues developed: responsibility, discipline, courage, friendship, empathy.

Little difference between recent program alumni and those who sailed in the first few years.

Offer richer accounts of the impact – frequently linking the experience to other rich learning experiences they have encountered in life – suggesting the experience takes time to process.

| Wigglesworth & Heintzman (2017) | Bilingual (French/English), outdoor education (OE) course offered by a Canadian university | 20 to 36 years | Participants reported six significant life impacts:  
- Development of interpersonal/social skills;  
- Self-discovery;  
- Environmental awareness;  
- Leisure style change;  
- Transfer to others;  
- Increased outdoor knowledge/skills.  
Beyond the outcome and process themes, another sub-theme was that the winter course reinforced already-held beliefs about the outdoors. | Four process themes were identified:  
- Personal growth opportunities;  
- Group experience;  
- New or different experience;  
- Toughness of climate/weather |
Gaps and Critiques on the Literature

The previous section provided an overview of the primary studies that have been done on the long-term influence of expeditions. A review of those studies makes it clear that true long-term research is scarce. This section explores this limitation, and also two others – the disproportionate focus of studying outcomes, missing an explanation on how those outcomes may or may not be achieved, and the lack of robust theoretical models used to understand the field.

Lack of Long-Term Studies. The previous section reviewed six studies regarding the long-term influence of expeditions in people's lives that have been published in the last 15 years (refer to table 2.2 for an overview of the length of retrospection of each study). With the exception of Takano (2010), most of the long-term studies on expeditions are not able to provide a length of retrospection of more than 20 years, which confirms what researchers have said about the limited amount of research about the long-term influence of expeditions (Allison et al., 2018; Allison & Von Wald, 2013; Beames et al., 2018; Cooley, Burns, & Cumming, 2015; Daniel, 2003; Ewert & McAvoy, 2000; Gartner-Manzon & Giles, 2018; Gassner, 2006; Gassner & Russell, 2008; Houge Mackenzie, Son, & Hollenhorst, 2014; Marshall, 2016; Scarf, et al., 2018; Stott, et al. 2015; Takano, 2010). Asfeldt and Hvenegaard (2013) reached participants up to 16 years post-experience, but the mean age of respondents’ retrospection was less than nine. Sibthorpt et al. (2008) reached people with a retrospection of 11 years, and Gassner (2006) up to eight. Two exceptions are Daniel (2003) and Marshall (2016), who included participants from up to 25- and 29-years post-experience, respectively. However, it seems that most of the participants in these studies had short retrospection. It is not clear how many of the
participants in Daniel's study had 20 or more years of retrospection (Takano, 2010), while Marshall's study only included two participants that had a retrospection of more than 20 years.

Table 2.2

<table>
<thead>
<tr>
<th>Study</th>
<th>Context</th>
<th>Years of retrospection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gassner (2006)</td>
<td>Outward Bound Challenge in Singapore</td>
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<tr>
<td>Sibthorp, Furman, Paisley, &amp; Gookin (2008)</td>
<td>NOLS (National Outdoor Leadership School)</td>
<td>1, 6 and 11 years</td>
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<tr>
<td>Takano (2010)</td>
<td>Japanese participants of Operation Raleigh (UK based organization)</td>
<td>20-23 years</td>
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<tr>
<td>Asfeldt &amp; Hvenegaard (2013)</td>
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<td>Marshall (2016)</td>
<td>Class Afloat (tall ship expedition)</td>
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</tr>
<tr>
<td>Wigglesworth &amp; Heintzman (2017)</td>
<td>Bilingual (French/English), outdoor education (OE) course offered by a Canadian university</td>
<td>20 to 36 years</td>
</tr>
</tbody>
</table>

There are no studies on how people perceive their expedition experience and the perceived factors that influenced them the most when they are in their 60's or 70's. This research aims to fill this gap by focusing on what people recall as significant three or more decades after an expedition experience, a period of retrospection that has not reported data yet.

**Disproportionate focus on outcomes over processes.** Several researchers have criticized the disproportionate focus on outcomes of the experiential learning field (Allison & Pomeroy, 2000; Allison & Von Wald, 2013; Ewert and McAvoy, 2000; Hattie et al., 1997; Houge Mackenzie, Son, & Hollenhorst, 2014; Gassner & Russell, 2008; Sibthorp, 2008). Determining
the elements of experiential education has been challenging (Houge Mackenzie et al., 2014). For instance, Allison and Pomeroy argued that even if recognizing the outcomes of these type of programs is useful for reassuring leaders and obtaining funding, these type of questions do not account for the complexity and the richness of the experience; since focusing only on the outcome does little to improve the implementation or practice of the experience. They state that it is necessary to focus on the processes and participants' experiences instead. The authors call to pose alternative research questions that reflect the complexity of the experiences and to reconsider the epistemological and ontological framework used in outdoor adventure education research. Kellert and Derr (1998) had previously noticed that even if the outcomes investigated were "dramatic", they lack details and information regarding how the participants achieved them. Rea (2006) raised similar concerns while Asfeldt and Hvenegaard (2013) called to focus on the links between the outcomes of expeditions and the perceived processes leading to those outcomes.

In an attempt to provide a framework to understand adventure recreation and subjective wellbeing, Hodge Mackenzie and Hodge (2019) proposed a conceptual model integrating the basic needs of self-determination theory (Ryan & Deci, 2017) into adventure recreation. The proposed model can inform policy and practice. However the basic psychological needs of self-determination theory have not been often used in outdoor adventure education, nor have they been included in retrospective studies.

Houge Mackenzie and Hodge (2019) suggested several directions and research designs for future studies among the ones they called for longitudinal designs and qualitative studies to explore the role that the basic psychological needs and contact with nature have in promoting
subjective wellbeing in adventure recreation. Similarly, Daniel (2003) had previously argued that more qualitative approaches were necessary to understand the expedition experience better. Similarly, Cooley, Burns, and Cumming (2015) and Scarf, et al. (2018) called for the use of qualitative methods that would provide rich data that can facilitate understanding connections overlooked in quantitative methods. Instead of focusing on testing a hypothesis or measuring the effectiveness of given expedition experience, this study is also interested in the processes involved in expeditions, exploring the personal value that participants gleaned from the expedition experience and the specific elements of the expedition that they perceived as most meaningful many years after the experience.

**Lack of robust theoretical models.** The field of experiential education and outdoor education has been criticized for a lack of robust theoretical models and theories that explain how outdoor adventure programs influence individual change (Allison & Von Wald, 2013; Baldwin, Persing, & Magnuson, 2004; Brown, 2008; Hattie et al., 1997; Seaman, Brown & Quay, 2017; Smith & Walsh, 2019). The most frequent used model in experiential education is the experiential learning theory proposed by Kolb (1984) (Smith & Walsh, 2019). This model understands learning as a cyclical process with four main stages: Experience, reflecting, thinking, and acting (Smith & Walsh, 2019). Transfer of learning would occur after reflection, naturally or facilitated by a leader (Houge Mackenzie, Son, and Hollenhorst 2014). However, despite repeated attention given to this model, several researchers have refuted this model, emphasizing its lack of scientific and philosophical foundations, as well as its inability to account for the holistic learning processes involved (Houge Mackenzie, Son, & Hollenhorst, 2014; Seaman, 2008).
Brown (2008, 2010) and Brookes (2003a, 2003b) are two Australian scholars that have strongly criticized the processes and outcomes of experiential education, mainly terms such as "character building" and transfer of learning. For instance, Brown (2008) called for models with sound educational principles to inform outdoor adventure education programs instead of using models with inadequate foundational support, such as the comfort zone model (a commonly cited and accepted model in the outdoor adventure education field). This model maintains that people need to stretch their limits and overcome challenges in order to grow and learn. However, this widespread tenet has a small theoretical base: pedagogy and psychological journal databases have no record of this popular model/theory (Brown, 2008). Previously, Davis–Berman and Berman (2002) contested the idea of pushing troubled youth out of their comfort zones by increasing the perceived risk, arguing that young people will benefit more on a context where they experience emotional safety. This emotional safety context aligns with the three basic needs of self-determination theory - autonomy, relatedness, and competence - all of which are necessary for people to flourish and grow in a positive way (Ryan & Deci, 2017).

Brookes (2003a, 2003b) has also questioned the theoretical models of the field focusing on the character building and transferability claims of adventure education programs. He notes that character building has been linked to outdoor adventure education (OAE) since its beginnings, and instead of being built on intellectual grounds, its vagueness has allowed various uses and claims. He argues that OAE programs have not been able to demonstrate that they develop personal traits or transferability learning to other areas of life. Brown (2010) argues that transferability is challenging to demonstrate outside controlled experimental settings. Also, there is a lack of evidence supporting the effectiveness of teaching generic skills or general
principles of problem-solving. Making transferability a central part of facilitation and believing that what is learned will carry on beyond the course, is more based on wishful thinking and behavioral change observations than on a robust empirical research base (Brown, 2010; Tozer, Collins, & Hathaway, 2011). Traits are relatively fixed/stable, and that it is rare for one experience to change them (Brookes, 2003). Research in personality and social psychology has not been able to demonstrate how to change traits, and research in outdoor adventure education has not been able to support it either since it is unlikely that participants change a trait in a three-week program that has taken a lifetime to develop. Furthermore, social psychology research does not support an assertion that personal traits demonstrated in one situation can forecast behavior in another (Brookes, 2003) since transferability is more complicated than usually considered (Tozer, Collins, & Hathaway, 2011). In certain circumstances, people can change behaviors, but that does not mean that they will behave similarly in other circumstances. Further, just because a participant complies with a behavior that has been elicited, does not mean that learning has occurred (Brown, 2008).

Baldwin et al. (2004) argued that having a theoretical framework to understand how programs work is imperative since it would allow identifying the mechanism through which learning and personal development happen in adventure education. More recently, Seaman et al. (2017) discussed that the concept of experiential learning had been a barrier to the advancement of knowledge and practice. Experiential learning "...simultaneously expresses an empirical phenomenon, a set of pedagogical strategies, and an ideology" (p. 14), calling for the use of theories other than experiential learning when researching learning processes that involve experiences. Instead of beginning with a specific theory in mind, the present study will
use an inductive approach (or informally called "bottom-up"), letting ideas emerge from the data, to identify patterns in the observations (Schulz, 2012).

Houge Mackenzie, Son, and Hollenhorst (2014) maintain that even if the experiential education field has its roots in authors such as Dewey (1938), Lewin (1952), Piaget (1967) and Kolb (1984), it has not connected its research within the broader psychological research resulting in the development of “eclectic new theories and constructs specific to outdoor EE settings” (p. 76). Houge Mackenzie, Son, and Hollenhorst argue that integrating psychological theories in the experiential education research will improve knowledge and make experiential education available to a broader public and areas of study. They propose using psychological theories, particularly, positive psychology principles in experiential education practice and research such self-determination theory (SDT) (Ryan & Deci, 2017) since psychological theories can provide the tools to understand better the experiential education processes enriching participants’ growth and development. Houge Mackenzie and Hodge (2019) proposed a conceptual model that integrates the basic needs of SDT to understand how adventure recreation fosters subjective wellbeing. Since the model is in the concept stage, they called for longitudinal designs and qualitative studies.

This chapter first reviewed the origins of modern youth expeditions in the UK by presenting three educators who believed that expeditions could be a vehicle for youth development: Lord Robert Baden-Powell, Surgeon Commander George Murray Levick, and Kurt Hahn. The three of them left organizations that are still active today and that have influenced thousands of people. Many claim that youth expedition type of experiences are life-changing ones, so this chapter reviewed the studies regarding the long-term influence of expeditions on
participants’ lives to explore their lasting influence. Three of the gaps on the adventure education literature refer to 1) the lack of research on the long-term influence of expeditions, 2) the disproportionate focus on outcomes disregarding the processes and the meaning attributed to an expedition experience and 3) the lack of a robust theoretical framework to understand how these life-changing experiences take place. This study seeks to obtain data which will help to address these research gaps, by reaching participants who went on an expedition thirty or more years ago, a length of retrospection that has not been reported yet. This study also focuses on the meanings that past participants attribute to their expedition experience, and explore the processes that influenced their experience the most in order to look for a pattern that will help to explain how expedition facilitate (or not) "life-changing" experiences.

This study aims to contribute to the gap discussed by Houge Mackenzie, Son, and Hollenhorst (2014) by incorporating sound psychological literature and when analyzing the results. This will allow explaining better how the influences of expeditions take place, which in turn will provide suggestions for practitioners and youth development organizations since a retrospective study has the potential to reveal links between outcomes and the experiences influencing them (Beames et al., 2018).
Chapter 3. Research Design and Methods

Introduction

This chapter describes the research strategy used to study the perceived long-term influence (if any) of expeditions on participants' lives, thirty or more years after participating in a British Exploring Society (BES) expedition and the experiences that contributed to the reported influences. Building on the research on the long-term influence of outdoor adventure education presented in chapter 2, this chapter begins by presenting the purpose of the study as well as the research questions, followed by a more detailed consideration of the research methodology used in previous similar studies and how this study addressed the challenges of participants' memories when conducting retrospective studies. This chapter also explains the two phases of this study, detailing the selection of participants, instrumentation, data collection, data management, and data analysis for each phase. The chapter concludes with an explanation of the measures to ensure trustworthiness and the ethical considerations of the study.

Purpose of the Study and Research Questions

This study aims to contribute to addressing the gaps in the literature identified in chapter 2 concerning the absence of research regarding the perceived long-term (over 30 years) influence of youth expeditions in participants' lives, as well as the experiences that may have contributed to that influence. Therefore, the purpose of this two-phase flexible design study (Robson & McCartan, 2016) was to understand the perceived long-term influences of a British Exploring Society (BES) expedition in people’s lives 30 or more years after the expedition.
experience and the elements that contributed to the reported influences. Three specific research questions (RQ) guide this study:

- RQ1: Do young explorers perceive an influence of the expedition on their lives three decades or more later?
- RQ2: What kind of influences (outcomes) do expedition participants report three decades or more years later?
- RQ3: What experiences (processes) of the expedition do participants report as influential?

**How Long-Term is Long Term?**

To understand the long-term influence of expeditions, and how "life-changing" an expedition is, it is necessary to consider first what is long-term (Liddicoat, 2013). In terms of outcomes of expeditions, time frames, and follow-ups in the literature range from 5.5 months (Hattie et al., 1997) to 36 years (Wigglesworth & Heintzman, 2017). For this study, I have selected, eight years as a distinguishing line between short and long-term studies, since during this time, expedition participants (usually aged 16-23 during the expedition experience), would have transitioned to adulthood, maturing enough to frame what they learned from the expedition experience into their lives.

Retrospective studies have the advantage to study influences of outdoor education over long periods, including participants of different ages (Kellert & Derr, 1998) as well as to illuminate outcomes and the processes involved (Beames, Mackie, & Scrutton, 2018; Liddicoat, 2013). Besides, it has been argued that retrospective studies are more reliable than studies using questionnaires given just after the expedition experience since when programs end
participants may be experiencing post-group euphoria (Hattie et al., 1997; Scrutton & Beames, 2015). Post-group euphoria is usual when participants come back from a program in a joyful state, inflating the scores on self-reported scales (Daniel, 2003; Furman & Sibthorp, 2014).

For Snelgrove and Havitz (2010) "retrospective data are collected at one point in time and require participants to recall the past" (p. 339), while longitudinal studies, "involve the study of a group of individuals or cases over an extended period, regularly examining them for the effect of time on the variable or variables of interest" (Thomas, 2017, p. 176). Kellert and Derr point out that a longitudinal study may be the preferred way to address the long-lasting influence of an experience in people's lives. However, the high costs involved in these studies make them impractical in many situations; thus, retrospective studies can be more suitable. This study aims to look at the influence of an experience 30 or more years later and uses a retrospective study design.

**Methodological Insights from Previous Literature**

Researchers studying the long-term influence of expeditions have used a variety of methods to elicit the perceived impact. Table 3.1 provides an overview of the long-term studies in expeditions and the methods that have been used to collect data. Daniel (2003), researching the long-lasting influence of a spiritually oriented wilderness expedition on a private liberal arts college from the United States, surveyed 210 past participants, and 18 of them participated in focus groups. The length of retrospection varied from one to 25 years from participating in the trip; however, it is not clear how many respondents had a retrospection longer than 20 years. Daniel drew from Chawla's (1998) significant life experiences research to frame his research. Through the study of personal experiences, the research on significant life experience was
developed in the 1970s to explore the experiences that led people to become environmental activists (Chawla 2001).

Gassner (2006) studied Outward Bound Challenge in Singapore. Participants were Singapore airline pilot cadets, Singapore police academy cadets, and state scholars. Three hundred and eighteen people responded to a self-administered questionnaire, and 25 of them participated in individual interviews to further discuss the information gained from the questionnaire. Participants' retrospection was up to eight years, and the study used transformative learning theory (Mezirow, 1975) as a framework. Transformative learning theory was developed by Mezirow and suggests that through disorienting dilemmas people question their own beliefs and experiences leading to a change in worldviews.

Sibthorp et al. (2008) researched the National Outdoor Leadership School (NOLS) wilderness courses in the United States. They conducted 41 semi-structured interviews to identify what participants learned from NOLS and what they were still applying, followed by a survey (579 responses). The study included participants from one, six, and 11 years after the course. No particular framework was identified, but they drew from the literature regarding the transfer of learning in adventure education, particularly from Ewert and McAvoy (2000). Ewert and McAvoy reviewing 12 years of research regarding organized group participation in wilderness settings, categorized its lasting outcomes into 1) Self systems and 2) Group dynamics and development.

Takano (2010) conducted a 20-year retrospective study on Japanese participants of Operation Raleigh expeditions, a British based organization. Sixty-seven participants with 20-23 years of retrospection answered a survey, including multiple-choice questions and free writing
sections. Similarly to Daniel (2003), she used significant life experiences (Chawla, 1998) as the conceptual framework for her study.

Asfeldt and Hvenegaard (2013) conducted a study on a canoe expedition for credit course of a Canadian university. Fifty-seven former students participated. First, they answered an open-ended question about their primary learning just after the course ended, and then they responded to a retrospective self-administered survey. Respondent retrospection was up to 16 years since they took the course, and the average retrospection was 8.8 years. They did not identify a specific theoretical framework, but they drew from the literature regarding the perceived learning, critical elements, and lasting impacts of adventure education programs.

Marshall (2016) focused on Class Afloat, a tall-ship sailing program based in Canada. One hundred and twenty-four people answered a survey, and 17 of them participated in interviews. Respondents had one to 29 years of retrospection. He drew from significant life experience (Chawla, 1998) literature similarly to Daniel (2003) and Takano, and from transformational learning theory (Mezirow, 1975) as Gassner (2006). He also used a Neo-Aristotelian framework to analyze and interpret participants' reflections about their trip.

Following Daniel (2003), Wigglesworth and Heintzman (2017) studying the perceived life significance of a Canadian university winter outdoor education course, framed their research in the significant life experience literature (Chawla, 1998). They conducted 16 in-depth interviews with former students, 20 to 36 years after taking the course.

Most of the cited studies presented used a survey purposefully created for the study, as well as interviews (Gassner, 2006; Marshall, 2016; Sibthorp et al., 2008) or focus groups (Daniel, 2003). The literature on significant life experience (Chawla, 1998) and transformational learning
theory were used most often, providing a framework to understand the expedition experience that took place several years ago. The variety of methods and frameworks used in these studies resemble more of a bricolage as suggested by Denzin and Lincoln (2018) than a set of prescribed protocols aimed at finding cause and effect relations. In the next section, I present some of the challenges involved when researching experiences that took place several years ago and the steps that this study implemented to address them.

Table 3.1
Overview of the methods used on long-term studies in expeditions

<table>
<thead>
<tr>
<th>Study</th>
<th>Context</th>
<th>Number of participants</th>
<th>Methods</th>
<th>Years of retrospection</th>
<th>Conceptual framework/Theory</th>
</tr>
</thead>
</table>
| Daniel (2003)          | Spiritual-oriented 20-day wilderness program offered by a private liberal arts college | - 210 self-administered surveys  
- 18 participants on the focus group | - Self-administered surveys  
- Small focus groups | Across 25 years | Significant life experience (Chawla, 1998) |
- 25 interviews | - Self-administered questionnaire (paper and online).  
- One-to-one personal interviews. | Across 8 years | Transformative learning theory (Mezirow, 1975) |
| Sibthorp et al. (2008) | NOLS (National Outdoor Leadership School) wilderness courses             | - 41 semi-structured interviews  
- 579 self-administered survey | - Interviews  
- Survey | 1, 6 and 11 years | Transfer in Adventure Education Ewert and McAvoy (2000) |
<p>| Takano (2010)          | Japanese participants of Operation Raleigh (UK)                          | - 67 expedition participants | - Survey with alternatives and free | 20-23 years | Significant life experience |</p>
<table>
<thead>
<tr>
<th>Based Organization</th>
<th>Writing Sections</th>
<th>(Chawla, 1998)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asfeldt &amp; Hvenegaard (2013)</td>
<td>For credit canoe expedition of a Canadian university course</td>
<td>- 57 students</td>
</tr>
<tr>
<td>Wigglesworth &amp; Heintzman (2017)</td>
<td>Bilingual (French/English, outdoor education (OE) course offered by a Canadian university</td>
<td>- 16 past students</td>
</tr>
</tbody>
</table>

**Addressing the Challenges of Memory in Retrospective Studies**

One of the limitations of retrospective studies is the distortion when recalling memories (Kellert & Derr, 1998; Snelgrove & Havitz, 2010). Retrospective data are often viewed suspiciously due to the imperfection of human recall (Reimer & Matthes, 2007). Recall of past events has errors and holes, especially for small and unusual events since memory can be easily deceived, posing obstacles for this kind of research.
On the one hand, this limitation is less relevant for memories regarding life events that are central to people's lives. It is common to forget the color of the dress that a person was wearing 30 years ago, but it is less likely that the old couple who have been together for 30 years will forget that they were in love. Significant life events are better and more vividly remembered than events that are less important for a person (Chawla, 1998). A five-week expedition experience is usually something that one participates in once or a few times in life, and the uniqueness of the experience may enhance the memory of it (Daniel, 2003). Details of the expedition experience may be forgotten or confused, but what the expedition means for the person is not likely to be forgotten very easily (Daniel, 2003).

Knapp and Benton (2006) studied episodic and semantic memories a year after a residential environmental program. They identified three themes contributing to long-term memories of participants: active experiences, repetitive content, and providing information relevant to the participant. By using episodic and semantic memory theory, they assert even if the details and particularities of an event (episodic memory) may be distorted or lost they can become semantic memories where meanings and concepts are remembered for a longer time forming the foundation of the knowledge people have. During an expedition, participants experience numerous activities creating episodic memories, which due to the dynamic, repetitive and relevant characteristics of the experiences may pass to the semantic memory retaining more general meaning and concepts, similar to what Chawla (1998) and Daniel (2003) previously argued.

On another hand, the role of memory is not to have an exact representation of past events, but to make sense of the past in light of the present and to integrate it to the personal
identity and biography, even if some adjustment is necessary (Reimer & Matthes, 2007).

Neisser (1988) researching memory, points out that the main preoccupation regarding memory is directed to the veracity of it, missing the principal function of memory, which is its usefulness. Narrative identity integrates memories into a coherent account in order to internalize and integrate an evolving story that people create to explain, how they came to be, who they are, and their foreseeing future (McAdams & McLean, 2013). Memory organizes different events in a coherent life story framed in personal and normative expectations (Reimer & Matthes, 2007). Events central to the persons' life story are connected with other related events and remembered with greater accuracy than other smaller events that do not fit with the life story. When the information being queried is close to the life story, the recall is faster and straightforward; however, for less central information, respondents reconstruct the information linking it to more central items of their biography. Similar to Piaget’s assimilation and accommodation processes, memory adjusts events to the already existent cognitive structure in assimilation and changes internal structures to be consistent with the external reality in the accommodation process (Schunk, 2012). Only a handful of events are stored with calendar dates, such as birthdays. Dates of other events are recalled concerning the more important ones or landmark events refereeing them as: "earlier than," "after," "during" (Reimer & Matthes, 2007).

Similar to Daniel (2003), Takano (2010), and Marshall (2016), the present study starts from a particular experience, an expedition undertaken during adolescence and emerging adulthood years, and focuses on exploring participants’ reflections about their particular expedition experience. It explores what participants attribute to the expedition experience,
what the experience means to them, and how they perceive it has influenced over their lives. Daniel (2003) argues that this type of research would use memories of the most reliable kind since it focuses on the general meaning that participants give to the experience.

Specific research conditions may impair or facilitate the truthfulness of the memory (Chawla, 1998). It is possible to identify two main sets of strategies to enhance recall. On the one hand, interviewing techniques such as contextualizing the recall around significant life events and adjusting the interview questions around respondents' recall strategies improves the accuracy of memories (Reimer & Matthes, 2007). On another hand, when participants are provided free time to recall, elaborating their answers at their own pace, and have access to artifacts from the period of recollection such as pictures, songs or scents, the accuracy of the memories is significantly improved (Chawla, 1998). These strategies were implemented in this study to facilitate participants' recall during the interviews. First, the event that participants are asked to remember is likely a significant event of their lives that lasted three to five weeks and not a determinate incident that took place outside of interviewees' attention. Second, the interview questions were sent days in advance to provide interviewees time to recall their memories without pressure. Third, interviewees were also encouraged to review and bring to the interview artifacts from that period such as their expedition journals, pictures, and equipment from the expedition, artifacts that most of them conserved even 50 years later (see Appendix I).

This section has discussed some of the challenges of memory in retrospective research and detailed the strategies used in this study to increase validity. This study focuses on
expeditions, a three to a five-week event that is unlikely to be forgotten due to the magnitude of it. The next section presents the research design.

**Research Design**

This study used a two-phase flexible design study (Robson & McCartan, 2016). This research recognizes that the task to explore the perceived long-term influence of expeditions on participants' lives, as well as the elements that contributed to those influences, is a complicated endeavor and therefore different tools and perspectives need to be considered in order to gain rich insights into the influences of the experience over time. A two-phase flexible design provides a deeper understanding of the expedition experience by examining participants' perspectives of the processes and outcomes of the experience (Robson & McCartan, 2016).

Robson and McCartan (2016) describe flexible designs as a "do-it-yourself" (p. 146) approach that evolves according to the development of the study. These designs often involve various qualitative data collection techniques, as well as quantitative data at times.

The first phase of this study comprised a quantitative phase, followed by a second qualitative one. The quantitative phase served three primary purposes. First, it allowed answering the first research question regarding the perceived influence of the expedition experience in participants' lives years after. Second, it allowed to capture the type of influences that participants perceived it had on their lives, and third, it served as a way to purposefully select the interviewees for the second phase (Bryman, 2006; Creswell et al., 2011; Ivankova et al., 2006). The second phase consisted of individual semi-structured interviews that served to explore with more depth the different degrees in which the expedition influenced people's
lives, the type of influences reported decades later, as well as the type of experiences involved in the reported influences. Thus, the survey results provided a general picture of the perceived enduring influence of expeditions, and the qualitative data and its analysis refined and explained those results (Bryman, 2006; Creswell, 2009).

The priority in the study was given to the qualitative approach because it provided in-depth explanations of the results obtained in the first, quantitative, phase. Both phases were connected by purposefully selecting the interview participants for the second phase and informing the interview schedule and the individual interviews based on the answer from the first phase (Hanson et al. 2005; Wester & McKibben, 2019). Results of each phase are presented in chapters 4, 5, and 6 and integrated into chapter 7 discussing the entire study (see figure 3.1 for a diagram of the phases of the study).

**Research setting.** Participants in this study were former British Exploring Society expedition participants. The British Exploring Society (BES) is a UK based youth charity founded in 1932 by Surgeon Commander George Murray Levick. Since its formation, the society has continued to grow, organizing expeditions to research a variety of climates and locations for young people aged between 16 and 25 years old. BES is based in the Royal Geographical Society building in London, and it aspires to "...be universally recognized for its exceptional contribution to the development of potential in young people from every area of society through its uniquely challenging expeditions" (British Exploring Society, 2018, p. 7).

Surgeon Commander George Murray Levick was a British doctor, part of Captain Scott’s expedition to the South Pole (Allison et al. 2011; Guly, 2016). He and his party had to pass the Arctic winter in a snow hole when the expedition was not able to collect them. He served in the
Royal Navy in the First World War and practiced medicine. By the 1930s, university expeditions were popular in the UK. However, there were no expeditions for school-age students. In 1932 Levick took eight boys to Finland and then created the Public Schools Exploring Society (PSES), aiming to instill "character," self-reliance and foster personal development in the young explorers. In 1947, the society was renamed the British Schools Exploring Society (BSES), and in 1980, young girls were included in the expeditions. In 2012, BSES was renamed to its current name British Exploring Society (BES). The society has continued to grow and become a youth development charity that organizes expeditions to remote places, running several expeditions per year to cold and warm places. In March 2016, BES expressed interest in undertaking a retrospective study as a means of evaluating the long-term impact of their work on participants' lives.
Figure 3.1

Visual model of the phases of the study

Phase 1

Web based survey
- Sent by email to all BES members with a retrospection of five and more years
- 144 responses

Data management and analysis
- Data managed in SPSS
- Statistical analyses

Selection of interview participants
- Purposeful sample of participants who went on an expedition 29 or more years ago

Phase 2

Interviews
- Email identified participants from phase 1
- 26 individual semi structured interviews were conducted (8 females, 17 males)

Data management and analysis
- Data transcribed into MAXQDA
- Coding, Inductive and deductive analysis
- Intercoder reliability
- Member checking

Integration of phase 1 and phase 2
- Visual summary model of codes and themes
Phase 1: Web-Based Survey

**Instrumentation.** For the first phase, a web-based survey was developed. Its purpose was twofold. First, it identified emerging themes surrounding the influence of the expedition experience on the explorers' lives, the main elements that may have contributed to those themes, and second, it identified potential interviewees for the second phase (Bryman, 2006). The survey items were constructed based on the analysis of the instrument developed by previous studies on expeditions and related topics in the last fifteen years (Asfeldt & Hvenegaard, 2013; Daniel, 2003; Gassner, 2006; Harper, Downie, Muir, & White, 2016; Takano, 2010). Appendix A presents outlines the survey questions, their source, and the rationale behind each question.

The survey was reviewed and adjusted more than ten times regarding purpose, logic, clarity, and wording of questions with the help of advisors and colleagues. The survey was piloted with three people that had participated in an adventure education program 20 or more years ago.

The survey began with a description of the study, followed by a page that referred to the confidentiality aspects of the study and asking participants for their informed consent (see Appendix B). If participants answered ‘no’ to the statement, ‘I give my voluntary consent to participate in this questionnaire’, the survey skipped to a 'Thank you' page at the end of the survey. If participants answered yes to the same statement, the survey items would appear.

The survey comprised a combination of closed and open-ended questions. The closed questions provided information to sort participants by demographic variables including gender, age, date of participation, length of the experience, affective response (e.g., the expedition experience...
experience was: miserable, neutral, enjoyable/meaningful, not meaningful), and the open-ended questions allowed themes to emerge and inform the interview schedule and the interviews in the second phase.

**Selection of participants.** All BES members who were in the BES database who had participated in an expedition five or more years before the data collection date were contacted.

**Data collection.** In November 2016, BES sent an electronic newsletter to all its members, including an article describing the upcoming research. In April 2017, BES sent a second email to all of its members, introducing the research and provided a link to a web-based questionnaire hosted by Qualtrics Online Survey System (see Appendix B for the survey and C for the emails sent to BES members). The first round of data collection using the survey allowed to identify possible interviewees; however, all respondents who participated in an expedition 30 years or more, were males. In April 2018 BES sent a third invitation to respond to the survey calling for women, and in November 2018, BES sent the fourth invitation to participate in the study to women who participated in a BES expedition in 1988 or before.

**Survey campaign.** The British Exploring Society first sent a link to the online survey in May 2017 to all the members who had participated in an expedition in 2012 or later (see Appendix C). The email was sent to 2,835 email addresses; among them, 2,220 emails were delivered successfully (615 emails bounced). The opening rate was 37.6% (835), and 9.7% (215) of the successful recipients clicked to access the survey (see table 3.2) — the answers to the survey allowed to identify possible interviewees for the second phase of the study. During the first round of interviews, only males participated. Therefore, the second round of data collection focusing on women was planned. BES sent a second invitation to participate in the
survey in April 2018 to 2,839 BES members, 2,282 email invitations were delivered successfully (see Appendix C for the invitation). The opening rate of the email was 34.9% (797), and 3.8% (86) of recipients successful clicked the link to the survey. As the first email, the second email was sent to all BES members who participated on a BES expedition in 2012 or before. Due to the lack of female respondents who had a retrospection of 30 or more years, BES sent the survey a third and a fourth time but only to women, in order to identify potential females to interview in the second phase of the study.

Table 3.2
*Email Campaign Report*

<table>
<thead>
<tr>
<th>Email Title</th>
<th>Phase 2: Pennsylvania State Expedition Research</th>
<th>2018-11 Research Recruitment (Penn State)</th>
<th>2018-11 Research Recruitment (Penn State) (follow up)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Line</td>
<td>How has your expedition experience shaped your life?</td>
<td>Calling all women - we need your help</td>
<td>Calling all women - Last chance to get involved</td>
</tr>
<tr>
<td>Delivery Date/Time:</td>
<td>Wed, 03 May 2017 15:45</td>
<td>Mon, 16 Apr 2018 12:31</td>
<td>Wed, 21 Nov 2018 17:00</td>
</tr>
<tr>
<td>Total Recipients</td>
<td>2,835</td>
<td>2,838</td>
<td>18</td>
</tr>
<tr>
<td>Successful Deliveries</td>
<td>2,220</td>
<td>2,282</td>
<td>16</td>
</tr>
<tr>
<td>Bounces</td>
<td>615 (21.7%)</td>
<td>556 (19.6%)</td>
<td>2 (11.1%)</td>
</tr>
<tr>
<td>Recipients Who Opened</td>
<td>835 (37.6%)</td>
<td>797 (34.9%)</td>
<td>10 (62.5%)</td>
</tr>
<tr>
<td>(Open Rate)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recipients Who Clicked</td>
<td>215 (9.7%)</td>
<td>86 (3.8%)</td>
<td>4 (25.0%)</td>
</tr>
<tr>
<td>(Click Through Rate)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Percentages are rounded.

The third time, the survey was sent to all BES females who went on an expedition in 1988 or before (see appendix C for the invitation). Eighteen women were identified, and 16 of
those emails were successful deliveries. The opening email rate was 62.5% (10), and 4 of them accessed the survey. Due to the small number of possible female respondents, a fourth and last invitation was sent to all females who went in an expedition in 1990 or before (see appendix C for the invitation). This last time the survey was sent to 30 women, and 22 were successful deliveries. The opening rate was 54.5% (12), and 9.1% (2) opened the survey.

**Data management.** All the survey data was downloaded from Qualtrics and compiled in SPSS. Identifiable information was removed from the working file and kept separately in a password-protected document in a password-protected computer.

**Data analysis.** Descriptive statistics and T-Tests were conducted to analyze the survey data and identify potential interviewees for the second phase.

**Limitations.** In this investigation, the main limitation is the response bias referring to the influence that non-respondents would have had on the survey results if they would have participated in it (Creswell, 2009). On the one hand, the method to contact past participants was through BES. The invitation for the study was sent to all its members by email; this excluded former BES expedition participants who did not become members. On another hand, the survey was voluntarily, and several BES members who accessed the survey did not answer it.

**Phase 2: Semi-structured interviews**

The second phase of the study comprised individual interviews to past BES expedition. BES participants who had gone to their first BES expedition 29 or more years ago were selected.

**Instrumentation.** In order to better understand participants' perceptions about their BES expedition experience, what elements of the expedition contributed to it and how this
experience influenced their life and choices, semi-structured face-to-face (and phone interviews when face-to-face interviews were not possible) were conducted with past BES participants. Interviews "can yield information to answer the research questions directly and also be used to probe and follow up. Interviews tend to yield in-depth information and be relatively easy for the interviewee to complete, particularly if they are done well, resemble a normal conversation" (Savin-Baden & Howell Major, 2012, p. 371). Interviews also allow to explore new topics; they facilitate the understanding of complex issues answering why and how questions about processes and behaviors (Bathmaker & Harnett, 2010; Hennink, Bailey, & Hutter, 2011). Interviews provide rich insights regarding people's experiences from their perspectives, meanings, and interpretations of behaviors, events or objects (Bathmaker & Harnett, 2010; Creswell, 2014; Hennink et al., 2011).

Semi-structured interviews consist of a set of questions, characterized by their flexibility; the researcher uses the questions as a guide, not as a recipe that has to be followed to the letter (Creswell, 2014; Smith & Osborn, 2003; Robson, 2002). Semi-structured interviews allow the researcher to modify the initial questions of the interview in response to each respondent’s answers, engaging in a dialogue with the respondent and probing different aspects that may arise (Smith & Osborn, 2003; Robson, 2002). These interviews allow "people to open up and let them express themselves in their terms, and at their own pace" (Bernard, 2013, p. 182). Establishing rapport with respondents, probing new areas that may appear during the interview, and following respondents' interests are relevant in order to produce rich data that will illuminate the respondent's psychological and social world (Bernard, 2013; Smith & Osborn, 2003). Respondents are often considered as the experiential experts on the topic
and should be allowed to tell their stories. However, this flexibility diminishes the researcher’s control over the interview, it usually takes longer, and interview responses are more difficult to analyze (Bernard, 2013).

In this study, the interviews were designed to understand participants' perspectives about the long-term influence of their first BES expedition experience, and what experiences of the expedition contributed to these influences. The interview schedule was developed based on the analysis of previous studies and literature that addressed the retrospective influence that expeditions had on participants (Asfeldt & Hvenegaard, 2013; Daniel, 2003; Gassner, 2006; Takano, 2010).

Similar to the rationale created for the survey questions, the questions for the interview also came from previous retrospective studies (see Appendix D). The table in Appendix D outlines the survey questions and their probes, the source of the questions, and which research question was being addressed. The interview schedule included questions to answer the second two research questions, focusing on the type of influences that participants perceive the expedition had on their lives and the type of experiences involved in those outcomes. The interview schedule was reviewed and adjusted for purpose, logic, clarity, and wording of questions. It was piloted with two of the respondents of the pilot survey. The interviews considered the survey answers, including specific clarifying questions in each interview.

**Selection of the participants.** The interview sample was selected through a combination of purposeful and snowball sampling. Purposeful sampling allows us to understand better the issue addressed by the research questions (Creswell, 2009). As this study focuses on the long-term perceived influence of expeditions, participants were selected from those who had gone
on their first BES expedition over 29 years ago (i.e., before 1990). Before the survey, it was not possible to anticipate participants' retrospection length, and it was not expected to include participants who had gone to a BES expedition 40 or more years ago. Due to the number of respondents who had a retrospection of over 30 years, participants with a retrospection of 30 or more years were invited to be interviewed since the literature exploring a retrospection length of over 20 years was limited as it was argued in chapter 2, and this was a unique opportunity to explore the perceptions of participants with such a long retrospection.

An email was sent to all survey respondents from the first phase of the study who lived in the UK and had participated on a BES expedition for the first time 30 or more years before, who said in the survey that was willing to be interviewed to coordinate a face-to-face interview (see Appendix E). I re-sent the email four days after to who did not reply to my first email. Everyone who answered the emails was interviewed (even if a face to face interview was no longer possible).

Face-to-face interviews allow the researcher to access social cues (such as voice, intonation, body language) that are not always accessible in other platforms (Robson & McCartan, 2016). Robson and McCartan also note that the value of social cues depends on what the researcher is looking for. For instance, if the researcher is interviewing an expert about a topic, social cues are not as relevant. However, since this research focuses on participants' attitudes and perspectives, face-to-face interviews are more appropriate. Face-to-face interviews facilitate the creation of a good rapport and atmosphere where interviewees feel comfortable and free to talk about their experiences, which influences the quality of the data collected.
Online platforms such as Zoom and Skype, provide many advantages for interviewer and interviewees, especially when there is time and place limitations for face-to-face interviews. However, for online communication to work, the interviewer, as well as the interviewee, need to have access to high-speed Internet, familiarity with online communication, and digital literacy (Deakin & Wakefield, 2013). Robson and McCartan (2016) recommend doing face-to-face interviews when social cues are a relevant information source, and when the interviewer has enough resources (budget and time). In this study, most of the interviewees were older than 60 years old, which made online interviews not always possible since not all of them were comfortable with online calls or had access to high-speed internet. The face-to-face interviews also offer the possibility to the researcher to see participants' expedition diaries, pictures, and the gear that they used (such as boots and rucksacks).

Twenty-six total interviews were conducted with former explorers who participated on a BES expedition 29 or more years ago (see table 3.3). Most of the interviewees were male (17 out of 26) reflecting the fact that women did not begin to participate in BES expeditions until 1980 and even after that, women's participation was not as frequent. Due to the difficulty of locating women who participated in an expedition 30 or more years ago, I also included women (two) who had a retrospection of 29 years. Twenty-three participants were identified from the survey of the first phase, and other interviewees referred the additional three interviewees.
Table 3.3
*Interview participants, pseudonyms, gender, location of the expedition, length of retrospection at the interview and identification strategy*

<table>
<thead>
<tr>
<th>Interviewees</th>
<th>Gender</th>
<th>Location</th>
<th>Year of the expedition</th>
<th>Length of retrospection</th>
<th>Identified by</th>
</tr>
</thead>
<tbody>
<tr>
<td>George</td>
<td>Male</td>
<td>Iceland</td>
<td>1951</td>
<td>66</td>
<td>Survey</td>
</tr>
<tr>
<td>Alfred</td>
<td>Male</td>
<td>Northern Quebec</td>
<td>1954</td>
<td>63</td>
<td>Survey</td>
</tr>
<tr>
<td>Andrew</td>
<td>Male</td>
<td>Artic Sweden</td>
<td>1959</td>
<td>58</td>
<td>Survey</td>
</tr>
<tr>
<td>Brian</td>
<td>Male</td>
<td>Lapland</td>
<td>1963</td>
<td>54</td>
<td>Survey</td>
</tr>
<tr>
<td>Benjamin</td>
<td>Male</td>
<td>Artic Sweden</td>
<td>1966</td>
<td>51</td>
<td>Survey</td>
</tr>
<tr>
<td>Edward</td>
<td>Male</td>
<td>Artic Sweden</td>
<td>1967</td>
<td>50</td>
<td>Survey</td>
</tr>
<tr>
<td>William</td>
<td>Male</td>
<td>Spitsbergen</td>
<td>1968</td>
<td>49</td>
<td>Survey</td>
</tr>
<tr>
<td>Robert</td>
<td>Male</td>
<td>Newfoundland</td>
<td>1969</td>
<td>48</td>
<td>Survey</td>
</tr>
<tr>
<td>Albert</td>
<td>Male</td>
<td>Svalbard</td>
<td>1969</td>
<td>48</td>
<td>Survey</td>
</tr>
<tr>
<td>Frederick</td>
<td>Male</td>
<td>Iceland</td>
<td>1971</td>
<td>46</td>
<td>Survey</td>
</tr>
<tr>
<td>Charles</td>
<td>Male</td>
<td>Svalbard</td>
<td>1972</td>
<td>45</td>
<td>Survey</td>
</tr>
<tr>
<td>David</td>
<td>Male</td>
<td>Artic Norway</td>
<td>1973</td>
<td>44</td>
<td>Survey</td>
</tr>
<tr>
<td>Patrick</td>
<td>Male</td>
<td>Iceland</td>
<td>1975</td>
<td>42</td>
<td>Survey</td>
</tr>
<tr>
<td>Arthur</td>
<td>Male</td>
<td>Norway</td>
<td>1979</td>
<td>38</td>
<td>Referred</td>
</tr>
<tr>
<td>Anne</td>
<td>Female</td>
<td>Greenland</td>
<td>1982</td>
<td>37</td>
<td>Survey</td>
</tr>
<tr>
<td>John</td>
<td>Male</td>
<td>Greenland</td>
<td>1983</td>
<td>34</td>
<td>Referred</td>
</tr>
<tr>
<td>Clara</td>
<td>Female</td>
<td>Greenland</td>
<td>1983</td>
<td>34</td>
<td>Referred</td>
</tr>
<tr>
<td>Adam</td>
<td>Male</td>
<td>Norway</td>
<td>1984</td>
<td>33</td>
<td>Survey</td>
</tr>
<tr>
<td>Henry</td>
<td>Male</td>
<td>Norway</td>
<td>1984</td>
<td>33</td>
<td>Survey</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>Female</td>
<td>Alaska</td>
<td>1985</td>
<td>33</td>
<td>Survey</td>
</tr>
<tr>
<td>Katherine</td>
<td>Female</td>
<td>Himalayas</td>
<td>1988</td>
<td>31</td>
<td>Survey</td>
</tr>
<tr>
<td>Hannah</td>
<td>Female</td>
<td>Himalayas</td>
<td>1988</td>
<td>31</td>
<td>Survey</td>
</tr>
<tr>
<td>Emma</td>
<td>Female</td>
<td>Greenland</td>
<td>1988</td>
<td>31</td>
<td>Survey</td>
</tr>
<tr>
<td>Emily</td>
<td>Female</td>
<td>Himalayas</td>
<td>1988</td>
<td>31</td>
<td>Survey</td>
</tr>
<tr>
<td>Victoria</td>
<td>Female</td>
<td>Norway</td>
<td>1989</td>
<td>29</td>
<td>Survey</td>
</tr>
<tr>
<td>Charlotte</td>
<td>Female</td>
<td>Yukon</td>
<td>1990</td>
<td>29</td>
<td>Survey</td>
</tr>
</tbody>
</table>

**Data collection.** The interviews took place between June 2017, and January 2019, in locations that were most convenient for the participants, including the interviewees' homes, workplaces, BES offices, coffee shops, and train stations. Two interviews were conducted through an online platform such as Zoom due to the difficulty of meeting in person.
Once the place and time of the interview were coordinated through email communication, two days before the interview, I sent participants an email confirming the place and time of the interview (see Appendix F and G). The email included an explanation of the purpose of the study, an outline of the main interview questions, and an attachment of an information sheet that explained consent and the ethical aspects of the study. I also encouraged participants to bring to the interview artifacts from the expedition (such as journals and photos). Sending the questions in advance as well as encouraging them to bring artifacts, gave participants free time to recall without time constraints, and use prompts to boost their memories. These two elements were implemented to facilitate the accuracy of their memories, as explained in a previous section of this chapter (Chawla, 1998). Most participants brought to the interview their expedition diaries, pictures, and other artifacts from the expedition such as maps, newspaper clips, reports, and rucksacks (see appendix I). Rapport was quickly established, and the conversation flowed naturally due to the mutual interest in the topic, and interviewees' previous knowledge of the questions. The interviews ranged from 40 to 90 min in length. Each participant was assigned a pseudonym, and ethical research procedures were followed (confidentiality, informed consent, anonymity, and right of withdrawal). After the interviews, I sent a hand-written 'thank you' note to all the participants who provided a mail address (see Appendix H).

**Data management.** The interviews lasted an average of one hour and were audio-recorded with the 'participants consent and transcribed for later analysis using the software MAXQDA. Two devices to record the interviews used in each interview to prevent loss of data. During the interviews, I also took notes to record the main themes talked in the interview. After
each interview, I took some time to debrief it and wrote what participants reported they have learned from the expeditions and the main elements that made that influence.

The first 20 interviews were transcribed in MAXQDA, and the last six were uploaded to Temi, online transcription software and then imported to MAXQDA and revised and corrected for accuracy. The recording of the interviews was anonymous. Each interview had its number and the date (e.g., Interview 3, 060817). During the interviews, participants did not say identifiable information that would distinguish who they are. Immediately after the interviews, the recording was saved on the computer with a number and date. All the interviewees were given a pseudonym (see table 3.3).

**Data analysis.** In this study, I approached data inductively and deductively. After learning from the first phase of trial and error in which I used mainly an inductive approach (or informally called "bottom-up"), where ideas emerge from the data and the interviews, which makes it useful for more unstructured and semi-structured interviews (Schulz, 2012). In a second phase, I incorporated a deductive approach (or "top-down"). Traditionally this approach starts with a theory or with a framework that serves the development of a list of themes based on the literature before doing the analysis (Schulz, 2012). The following section describes the steps taken to analyze the data and develop the coding scheme.

- **Step 1:** Trial and error
- **Step 2:** Developing the coding scheme
- **Step 3:** Establishing intercoder reliability
- **Step 4:** Member checking
Step 1: Trial and error. This first phase of trial and error helped to familiarize myself with the data further and learn the breadth and depth of the content by reading and rereading the data, writing initial ideas and trying different coding strategies (Braun & Clarke, 2006). At first, I approached the data inductively by trying multiple approaches to analyze the data (Saldaña, 2012). On a first attempt, an open coding approach, as well as In Vivo Coding were used for three interviews, aiming to generate categories in the data, (Creswell, 2014; Emerson, Fretz, Shaw, 1995; Saldaña, 2012). However, these approaches were unfruitful since I generated more than sixty codes and I was not able to narrow them into overarching themes. The codes generated were not informative enough to offer insights on how to group them. Subsequently, I took a different approach with a new interview, adding the words “process” and “outcome” to each generated code. This approach was more fruitful, but not entirely, since a new list was generated and the challenge of classifying the different types of processes and outcomes was still present.

To face the overload, Miles et al. (2014) recommend using conceptual frameworks and the research questions. Finally, I implemented a holistic coding strategy (Saldaña, 2012). This exploratory method is useful as a preliminary step, serving as an approach to organizing the text in broad categories, to conduct detail coding later. Using this approach, I coded paragraphs and sections of the interview transcripts with the codes "long-term influence" and "process," which were the answers to my research questions. This approach was more fruitful since focusing on the coding of each research question separately reduced the overload of the codes generated during the first attempts. All the data was coded with these initial two codes of "long-term influence" and "process." To organize the data and have an overview of the general
themes that participants reported for each code, I created a table with what interviewees reported as a long-term influence and the elements that they identified influenced them (See Appendix J).

Once the interviews were coded by long-term influence and processes, and a general map of the type of influences and processes were mapped on the excel document, it was possible to see patterns emerge and relate the content of the interviews with literature. For more detailed coding, I used a deductive approach in order to develop sub-codes in each category based on previous literature. For the long-term influence of expeditions, I incorporated the four arrows of personal development used by Stott et al. (2015) to organize their literature review of youth expeditions explained in chapter 2.

To understand the processes involved in expeditions, my experience going to the Yukon with a BES expedition and debriefing it with an advisor was also very helpful. I went to my first expedition after interviewing 21 participants. This allowed me to compare what was said in the interviews with my own experience which differed to what previous interviewees have said. Examining the reasons behind these differences, the satisfaction or detraction of the fulfillment of the three basic psychological needs of self-determination theory (Ryan & Deci, 2017) - autonomy competence, and relatedness - emerged as a possible explanation and a path to organize the processes or experiences that lead to the long-term influence of the expedition.

Self-determination theory is a theory of human motivation that explains the principles behind motivation in a variety of settings (Deci & Ryan, 2000, 2008; Ryan & Deci, 2017; Stone, Deci & Ryan, 2009). One of its central assumptions is that human beings are active, curious, look for opportunities to grow, learn, and want to engage in their communities. In order for this
to happen, people need contexts that promote this growth by fulfilling the three psychological needs of competence, autonomy, and relatedness. These three needs are central to understanding human motivation, psychological development, performance, and well-being. Autonomy refers to the necessity to feel that one is the cause and regulator of their behavior; competence involves experiencing optimal physical and social challenges and being able to overcome them and relatedness refers to the need to connect intimately with others, feeling secure and a sense of belonging. Interviewees' experiences during the expedition were organized around these three needs, also allowing other codes to emerge. Other additional themes and codes emerged in the analysis not being contained in the four arrows of personal development or the three basic psychological needs which were added and complemented these two frameworks.

These two frameworks - the four arrows of personal development (Stott et al. 2015) and the three basic psychological needs (Ryan & Deci, 2017) - allowed to organize the coding of the interviews by reducing overload (Miles, Huberman, & Saldaña, 2014). Therefore, I coded the long-term influence of expedition with the four arrows of personal development (upward, inward, outward and downward) and the three basic psychological needs of autonomy, competence, and relatedness to classify the experiences that may have led to the outcomes reported. The coding and analysis were iterative processes, in which inductive and deductive approaches were repeatedly used in different stages of the analysis, I started with an inductive approach to understand the data, then applied a deductive using two frameworks that allowed me to simplify the data, followed by another inductive approach to provide more details as it will be described in step 2.
**Step 2: Developing the coding scheme.** Once the interviews were coded with the
general codes established in the first phase, this second phase consisted in providing a more
detailed coding. I sub coded each code of the long-term influence of expeditions and
experiences coded in the first phase, to categorize the data and provide more details and add
nuances that may have been overlooked during the previous coding (Miles et al. 2014; Saldaña,
2016). The coding scheme developed was based on code families; a general theme included
several codes representing different aspects of the theme (Campbell et al. 2013). The final
coding scheme included 84 codes (12 primary and 72 secondary codes). The coding scheme
included the theme name, a definition of the theme, the codes names, their definition, text
examples, and coding rules. The coding scheme was generated both deductively and inductively
(Burla et al., 2008). On the one hand, the themes were developed deductively considering
previous literature on the influence of expeditions and the creation of places for young people
to develop. On the other hand, codes for the themes were identified from the transcripts
allowing the generation of new codes or themes by induction. Code definitions were developed
along the coding process considering previous literature. These operational definitions allow
the researcher to apply the codes consistently along the way (Miles et al., 2014). The codes
were constantly revised, questioning how relevant the codes developed were to answer the
research questions (Hruschka et al. 2004).

Several versions of the coding scheme were discussed with the dissertation advisor and let
to constant refinement. Codes merged into other codes; others were separated, detailed
definitions were developed, as well as text examples and clarification between codes provided.
**Unit of analysis.** Interviews pose several challenges to the coding process. Unlike written responses that have clear pauses and coherence, semi-structured interviews often are disorganized, covering different topics at the same time going into tangents and repetitions (Campbell et al. 2013; Kurasaki, 2000). Therefore, researchers often encounter the "unitization problem," or the challenge of identifying the unit of analysis (Campbell et al. 2013), with no direct solution (Krippendorff, 2004). One of the challenges was to maintain the meaning of what was being said while shortening the unit of analysis (Kurasaki, 2000). I decided to use ‘units of meaning’ instead of doing a ‘line-by-line’ coding. A ‘line-by-line’ coding seemed inappropriate since dividing the text in that way would imply missing the context and the meaning of what was intended (Burla et al., 2008). Therefore, the unit of analysis chosen was the unit of meaning as this strategy would prevent the removal of text from the meaning intended by participants (MacPhail et al., 2016).

However, more extended units of analysis increase challenge when assessing the intercoder reliability since longer passages may imply more codes to be used. To solve this challenge, I created a rule that limited the size of the unit of analysis to phrases, in which each unit should not be longer than a sentence or two (MacPhail et al., 2016). Despite being arbitrary, the rules allowed me to keep the intended meaning of the participant while at the same time, code shorter passages that would later facilitate the interrater reliability process (MacPhail, 2016).

**Further refinement of the coding scheme.** Further refinement of the coding scheme took place during the intercoder reliability pilots. These pilots allowed to distinguish which codes were unclear and gave directions on how to improve the coding scheme and the codes
improving the quality of the analysis (Burla et al. 2008). The process of intercoder reliability will be explained in the next phase.

**Step 3: Establishing intercoder reliability.** Intercoder reliability refers to the measure of agreement among multiple researchers coding a given data in isolation (Hruschka et al. 2004; Kurasaki, 2000; Neuendorf, 2002). The intercoder reliability process usually allows validating the coding scheme developed by showing that other than the researcher can use the coding scheme developed and arrive at similar results (Neuendorf, 2002). The more coders apply the same codes to a set of data (when using the same coding scheme), the more reliable and replicable the coding scheme is considered, reinforcing the validity of the results of the study (Hruschka et al. 2004, Kurasaki, 2000). Even if the intercoder reliability process has been contested (Smith & McGannon, 2018), I considered that the process was a valuable one to this research for other reasons. For instance, the intercoder process was useful to refine the codes and the coding scheme by detecting unclear definitions and boundaries among codes (Burla et al., 2008) assisting with the clarity of the analysis by making the codes more precise (MacPhail et al. 2016). The process also allowed to assess the degree in which codes are present in the transcripts (Burla et al., 2008; Hruschka et al., 2004; Neurendorf, 2004), which facilitated the rigorous interpretations (MacPhail et al. 2016). Not much is reported on how to conduct the intercoder reliability process with semi-structured interviews (Campbell et al. 2013). Following I describe how I addressed challenges that arose in the process and the procedures in the intercoder reliability process.

*Addressing challenges.* The coders for the intercoder reliability process were not researchers in this study. This increases the challenges of interpreting and unitizing the data
since usually to code by units of meaning and perform the intercoder reliability process requires coders knowledgeable of the topic (Campbell et al., 2013; Krippendorff, 2004). Therefore, for this process, instead of providing an entire transcript to code to the intercoder, I provided sets of passages that predefined the units of analysis. This allowed me to address the challenge of unitizing the text previously described.

Simple coding schemes improve the intercoder reliability score; however, despite the effort of keeping the coding scheme simple, it comprised several codes, making it hard to keep all the codes in mind when coding. Instead of using the whole coding scheme to code the passages at once, which would result in overload, the intercoding reliability process was conducted by coding family (similarly to what was done during the coding process), this simplified the process by reducing the amount of codes intercoders have keep in mind at a time (Campbell, et al. 2013).

*Intercoder reliability pilots.* The first part of the intercoder reliability process was to conduct a pilot (Neuendorf, 2002). Fist when the codes regarding the long-term outcomes of the expedition were established, another Ph.D. candidate from the Recreation Park and Tourism Management department who was familiar with the study, coded 20 passages of the interview. I conducted two additional pilot rounds with the entire coding scheme. My primary advisor coded passages of the influence of expedition, and a retired teacher who had a Ph.D. in education coded the processes. These pilots helped to refine the coding scheme further and recode interviews when necessary. Some codes whose boundaries were imprecise were merged, other codes were separated to add precision to the coding scheme, and others were created.
Final intercoder reliability process. Intercoder reliability can be assessed in a subset of the texts. However, there is no agreement on how large the sample should be (Campbell et al., 2013; MacPhail et al., 2016; Neuendorf, 2002). Two coders were invited to participate in the final intercoder reliability process. One coder held a Ph.D. and worked in the field of outdoor adventure education who had previous experiences participating in organized wilderness expeditions. The second coder was a Ph.D. student researching outdoor adventure education programs and who had previous experience in the field. Each coder received a set of instructions and segments to code (see Appendix K for coding instructions and results). They were instructed to assign a code to each passage independently. The documents provided included instructions on how to code, a brief description of the study, the coding scheme, and segments to code. The passages to code were chosen according to their representativeness of the codes. In total 55 passages were rated (five sample passages for each of the 11 codes).

Intercoder agreement calculation. To determine the level of intercoder reliability, I divided the number of agreements by the total number of agreement and disagreement for all subcodes combined (Campbell et al. 2013). This percentage of agreement (PA) represents the number of agreements between coders (A) divided by the total number of units coded (n) (PA = A/n) (Neuendorf, 2002).

Intercoder agreement. Intercoder agreement on the 11 themes ranged from 0.8 to 1 (see table 3.4). The overall intercoder agreement was 0.97. Miles, Huberman, and Saldaña (2014) suggest that the intercoder coefficient should be within the 85% to 90% range, depending on the size and range of the coding scheme. There is not an agreed standard coefficient to assess reliability, as different researchers propose different coefficient as
satisfactory, but a 0.8 or higher coefficient would be acceptable in most situations, while one of 0.9 or higher would be satisfactory to all (Neuendorf, 2002). The percentage of agreement of 0.97 calculated for this research coding scheme is high, adding reliability to the study.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Agreements Intercoder 1</th>
<th>Agreements Intercoder 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfilling potential</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Knowing thyself</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Development of leisure activities and outdoor knowledge/skills</td>
<td>0.8</td>
<td>1</td>
</tr>
<tr>
<td>Sharing the experience</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Connecting with nature and the world</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Connecting with others</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Impact on academic and professional life</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Autonomy</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Competence</td>
<td>0.8</td>
<td>1</td>
</tr>
<tr>
<td>Relatedness others</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Landscape</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0.96</td>
<td>0.98</td>
</tr>
</tbody>
</table>

**Step 4: Member checking.** Creswell (2014) recommends member checking to increase the accuracy of the findings. During the member checking process, participants go through the final report or specific themes and assess whether these descriptions reflect their experiences.

Creswell recommends bringing to the members a finalized or semi-finalized analysis instead of the raw transcript. After the interview analysis was finished and the findings were written, interviewees received a document by email asking them to assess their agreement with the themes assigned to some of the passages of their interview (see appendix L for member checking documents). Member checks were sent to 14 of the interviewees most frequently quoted in the dissertation (quoted seven or more times), and all of them responded, representing more than half (54%) of the total number of interviewees. Members agreed on
the analysis of their accounts, expressing that the analysis was accurate and reflected their experiences. One person did not agree with one of the categorizations of a quote, explaining the reasons behind his opinion (he explained that a quote coded as competence referred to autonomy); therefore that section was recoded to reflect what he meant. This recoding did not modify the overall results of the study. Three interviewees made corrections to the grammar of their quotes, which were incorporated as well. The member checking process adds credibility to the data analysis and the conclusions of this study.

**Limitations.** Similarly, to the first phase, the main limitation of the interviews is the self-selection bias. To ensure the reliability of the analysis of the interviews, I calculated the intercoder agreement, previously described since it ensures its replicability as well as the validity of its conclusions (Creswell, 2009; Kurasaki, 2000). Member checks were also done to improve the accuracy of the findings.

**Study validity and reliability**

Creswell (2014) states that many terms address the validity of a study, such as trustworthiness and credibility, and it refers to whether the findings are truthful regarding the setting and the account provided. In order to improve the quality of this study, I employed seven strategies proposed by Creswell (2009).

First, I spent a prolonged time in the field to understand the dynamics and to get to know the participants. Most of the interviews of this study lasted around one-hour, not including the time spent with participants before and after each interview. I also participated in a 3-week expedition with the British Exploring Society to the Yukon, which allowed me to have first-hand experience of how expedition life is and a week-long canoe trip in the Delaware
water gap with Outward Bound. Second, this study used multiple sources of information (online survey and multiple semi-structured interviews) that allow seeing the expedition experience from multiple perspectives. Third, I reflected on my background, biases, and subjectivity and how this may influence the research. Qualitative research is subjective, and the researcher comes with a background that is important to clarify to the readers, so they know where the researcher is coming from. For instance, all the study was conducted in English, my third language, which may have influenced the survey questions as well as the interviews and its interpretations due to language barriers. Also, Chilean culture does not have a background of expeditions like the UK, which may have also influenced my interpretations of them. Appendix M presents my interpretative biography. The interpretative biography is a way to address the constant reflection that is recommended, regarding the researcher's influence on the research, the participants or the analysis, and being explicit about factors that might inject bias. Fourth, I provided detailed explanations of the steps taken to collect and analyze the data, as well as thick descriptions regarding the context of the study. When reporting the results, I provide context, a brief background of the participant, and quotes from different participants' perspectives that illuminate the nuances of the themes. Since qualitative research is concerned about the particularity of phenomenon, these thick descriptions help readers to contextualize the expedition experience phenomenon better follow the conclusions that I am proposing and evaluate how applicable the conclusions are to their contexts. Fifth, this study has continuously been reviewed with my advisors, as well as presented in department seminars, occasions that have served as peer debriefing since other researchers have had the opportunity to review the study and clarify what has been done providing constant feedback that has been incorporated.
Sixth, I have backed up and described in detail the steps taken in this study, allowing an external person to see what I have done and understood how I made decisions and drew conclusions. Seven, I presented the interview participants the main themes found to confirm the accuracy of the analysis and obtain further clarification.

**Generalizability**

Creswell (2014) maintains that generalization is a term used with care in qualitative focused inquiries since the goal is not to make broad generalizations and explains that their value relies on the level of details provided in the account.

The present study aims to provide a rich and coherent account of the perceived influence in the life of participating in an expedition program 30 or more years ago. Aligning with House (1991) and Schofield (1993), the present study does not aim to provide a set of results generalizable to a large population but to give an account that illuminates a particular situation that may help understand similar ones. It is necessary to provide a rich account of what has been done, the steps taken, the characteristics of the setting, how the analysis was performed, that reflect a coherency with the results obtained (Creswell, 2014; Schofield, 1993).

A rich account and thick descriptions, allow others, researchers, and practitioners, to evaluate if the conclusions of the study are useful to understand other settings (Schofield, 1993). Schofield describes three targets of generalizations: (1) studying what is, (2) What may be, and (3) what could be. The present study focusing on past participants of the British Exploring Society, belongs to the first target, what is. The British Exploring Society can be considered a typical or common program on the outdoor adventure education field since it has similar characteristics to other residential outdoor adventure education programs, therefore
through analytical generalization, the findings of this study are relevant to similar youth organization (Yin, 2014). According to House (1991), there are typical structures that influence events that are present in different settings, even if the results are not the same, due to other interactions present. He argued that "a goal of research is to discover entities that tend to produce effects" (p. 8). Therefore, the present study looks to provide enough information about a typical or common scenario so that others can make informed judgments regarding the fittingness of the results of this study to their particular situations.

**Ethical Considerations**

Ethical approval was received through the IRB process at Penn State University. In this research, several ethical aspects were considered to keep confidentiality and secure participants' information. The study required implied consent; the study presented no more than minimal risk to participants in that the procedures are not harmful, and the subject matter is not personal or sensitive.

In order to reach participants, the British Exploring Society sent the survey to its members. Members who wanted to participate in the study access the online survey system Qualtrics voluntarily and participants who were willing to share their expedition experiences on a face-to-face or online interview were invited to leave their contact information by the end of the survey. This ensured the privacy of BES members.

Participants who gave their personal information in the survey were emailed twice not to bother them. Interviews were organized according to what was most comfortable for participants, and before the interviews; they received the list of questions that will be asked during the interview. The email also included an information sheet, that contained: name and
contact information for the researcher (as well as her advisor), an explanation that participants may choose not to answer specific questions, and how the information provided will be treated confidentially both during and after the conclusion of the investigation (See Appendix F and G). This information was repeated once again at the beginning of the interview. All interviewees responded to all the questions, and many even mentioned that they did not mind being identified in the study. All seemed happy to participate in the interview and to have the opportunity to talk about their expedition experience and life reflections. During the interviews, participants were not asked to identify themselves in the recording and other identifiable information was not transcribed, and I tried to make it as comfortable as possible for participants so it would be a positive experience for them.

Summary

This chapter restated the purpose of this research, presented the research questions, reviewed the methodology of previous literature on retrospective studies, and discussed some of the challenges involved in these types of studies. This study was conducted in two phases; a first phase involving a web-based survey that allowed to answer the first research question if past participants perceived the expedition experience influence their lives and to identify general themes to answer the second research question addressing the type of the influences perceived 30 or more years later. The survey also allowed to identify the interview sample for the second phase, and informed the interview schedule and the individual interviews. The second phase of the study comprised 26 semi-structured interviews with BES expedition participants who went on their first BES expedition 29 or more years ago. Interviews were analyzed, and several procedures such as intercoder agreement and member checking were
implemented to ensure the reliability and validity of the findings. This chapter finalizes discussing the validity, reliability, and generalizability of the study, as well as its ethical considerations. The results of the data analysis are presented in the following chapters.
Chapter 4. Survey results

The previous chapter identified the methodologies that were selected to answer the research questions of the study: (1) Do young explorers perceive an influence of the expedition on their lives three decades or more later? (2) What kind of influences do they report? (3) What experiences of the expedition do participants report as influential in their lives? This chapter presents the results of the first phase of the data collection - an online survey that had two primary purposes. First, to identify emerging themes surrounding the influence of the expedition experience on the explorers' lives, and second, to identify potential interviewees for the second phase of data collection.

Informants Characteristics

In total, 292 BES members accessed the online survey. One hundred sixty-two gave consent, and 18 were excluded due to missing more than 30% of data. For the final analysis, data derived from 144 responses (see table 4.1). 56.9% were male and 43.1% female. The average age of respondents was 46, ranging from 21 to 87 years of age. The mean period of retrospection was 27 years, with a minimum of 5 and a maximum of 68 years.

The average age of female respondents was 37 years, with an average period of retrospection of 18 years, while the average age of males was 52, with an average retrospection of 34 years. Male respondents were older than females, and therefore had a longer length of retrospection. Women started participating in BES expeditions in the 1980s, this is why female respondents were younger than males, and the length of their retrospection was shorter as well. Even when women started participating on expeditions, the ratios between
women and men were not equal, explaining the struggle in identifying females who had a retrospection of 30 years or more to interview for the second phase of the study.

Table 4.1
*Survey respondents’ length of retrospection and age divided by gender*

<table>
<thead>
<tr>
<th>Gender of survey respondents</th>
<th>Length of retrospection (years)</th>
<th>Age of Person (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males Mean</td>
<td>33.74</td>
<td>51.63</td>
</tr>
<tr>
<td>N</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>17.33</td>
<td>17.55</td>
</tr>
<tr>
<td>Median</td>
<td>32.00</td>
<td>49.50</td>
</tr>
<tr>
<td>Minimum</td>
<td>2012</td>
<td>21.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>1949</td>
<td>86.00</td>
</tr>
<tr>
<td>Range</td>
<td>63</td>
<td>65.00</td>
</tr>
<tr>
<td>Females Mean</td>
<td>17.73</td>
<td>36.48</td>
</tr>
<tr>
<td>N</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>9.42</td>
<td>12.45</td>
</tr>
<tr>
<td>Median</td>
<td>14.50</td>
<td>33.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>2012</td>
<td>21.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>1978</td>
<td>78.00</td>
</tr>
<tr>
<td>Range</td>
<td>34</td>
<td>57.00</td>
</tr>
<tr>
<td>Total Mean</td>
<td>26.85</td>
<td>45.11</td>
</tr>
<tr>
<td>N</td>
<td>144</td>
<td>144</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>16.47</td>
<td>17.24</td>
</tr>
<tr>
<td>Median</td>
<td>24.50</td>
<td>42.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>2012</td>
<td>21.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>1949</td>
<td>86.00</td>
</tr>
<tr>
<td>Range</td>
<td>63</td>
<td>65.00</td>
</tr>
</tbody>
</table>

More than half of the respondents (61.8%) participated in an expedition that lasted six weeks and 18.8% on a five-week expedition (see table 4.2). The expeditions went to 18 destinations, most of them to cold climates such as Arctic Sweden, Greenland, Iceland, and the Indian Himalayas.
Table 4.2  
*Length of the expedition by participants’ frequency and percentage*

<table>
<thead>
<tr>
<th>Length</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three weeks</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>Four weeks</td>
<td>7</td>
<td>4.9</td>
</tr>
<tr>
<td>Five weeks</td>
<td>26</td>
<td>18.1</td>
</tr>
<tr>
<td>Six weeks</td>
<td>89</td>
<td>61.8</td>
</tr>
<tr>
<td>Seven weeks</td>
<td>5</td>
<td>3.5</td>
</tr>
<tr>
<td>Eight weeks</td>
<td>6</td>
<td>4.2</td>
</tr>
<tr>
<td>Three months</td>
<td>4</td>
<td>2.8</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>144</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Respondents’ previous experience in outdoor pursuits.** Most respondents (70.1%) reported having some experience in the outdoors, through camping with friends and family, or having participated in short trips with their schools or other organizations such as the Duke of Edinburgh Award (see figure 4.1), 27.7% reported having participated in longer expedition trips (10 days or more), and only 2% of respondents reported not having any outdoor experience before the BES expedition.

These percentages show that the majority of participants probably knew and enjoyed the outdoors before their first BES expedition; it was not something entirely new for them. According to Robinson (1992), “In personal histories, first experiences mark changes in an ongoing developmental process. They are retained because they are integral to the history” (p. 224); the following events will be remembered by what they differed from the first one. Therefore, respondents' degree of previous outdoor experience will influence how much they remember from it. For more experienced respondents, the likelihood of being influenced by the expedition experience is less than if the respondent did not have previous experience, since
having a new and meaningful experience enhances the chances to be recalled. For instance, the Duke of Edinburgh Award is an outdoor experience, popular among students in the UK, in which students’ camp with their schools and friends around the UK for a couple of days. However, even if participants had some outdoor experience, BES expeditions have qualities that would make it unique for students who would have participated in the Duke of Edinburgh Award, such as being on a pristine environment, far away from family and friends, and living and working with strangers for three to six weeks.

**Figure 4.1.**
*Percentage of participants’ having previous outdoor/expedition experience*

<table>
<thead>
<tr>
<th>Experience with at least one expedition than lasted more than 20 days with school or another organization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience with one 10 to 19 day expedition with school or another organization.</td>
</tr>
<tr>
<td>Some camping/outdoor activities with family and/or friends, and/or in 2-9 day expedition organized by school or other organization.</td>
</tr>
<tr>
<td>No previous expedition/outdoor experience.</td>
</tr>
</tbody>
</table>

**Participants’ main motivations to participate on their first BES expedition in retrospect.** In retrospect, the reasons that respondents identified as being “very important” for going on their first BES expeditions were: to increase their physical fitness, acquire outdoor and/or survival skills (60.8%), wanting to travel or have an exotic holiday (60.4%) and to get away from their usual surroundings (59.2%). The reasons identified as “not important” were to cultivate participants’ academic/professional development (30.6%) as well as interest regarding
service such as volunteering, social service or philanthropy (29.9%). Figure 4.2 shows the
respondents' choices.

**Figure 4.2**
*Respondents’ main reasons to participate on their first BES expedition in retrospect*

Wang, et al. (2004) studied the motivational predictors of young adolescents' participation in an outdoor adventure course using self-determination theory. They found that the behavioral regulations for going on the trip are correlated with the satisfaction out of it. They determined that intrinsic motivation predicted satisfaction levels with the course, while extrinsic motivation had a negative correlation with course satisfaction. They concluded that participants who have an intrinsic motivation would benefit more from an outdoor course than participants who were coerced to do it. The majority of respondents of the survey chose to participate in the BES expedition. In fact, only 8.4% reported that they did not want to participate and were "encouraged" to do it by others. Aligned with Wang et al. we would
expect that since most respondents chose to participate on the expedition experience, their satisfaction with the experience would be positive.

**Insights into Research Question 1: Do Young Explorers Perceive an Influence of the Expedition on their Lives Three Decades or More Later?**

**Significant events in participants’ lives.** Fifty-three percent of respondents identified the expedition experience as one of the five most significant events of their lives, along with academic achievements (e.g. getting a degree), getting married, and becoming a parent (see table 4.3). Four respondents (2.8%) identified two British Exploring Society expeditions as significant events. These percentages illustrate that the expedition experience was an important event for at half of the respondents.

**Table 4.3**  
*Most frequent answers to the question 'What are the five most significant events of your life?' in frequency and percentage*

<table>
<thead>
<tr>
<th>Event</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic achievements</td>
<td>92</td>
<td>64%</td>
</tr>
<tr>
<td>Getting married</td>
<td>79</td>
<td>55%</td>
</tr>
<tr>
<td>BES expedition</td>
<td>77</td>
<td>53%</td>
</tr>
<tr>
<td>Becoming a parent</td>
<td>70</td>
<td>49%</td>
</tr>
<tr>
<td>Travelling or living abroad</td>
<td>63</td>
<td>44%</td>
</tr>
</tbody>
</table>

**How meaningful and life-changing was the first BES expedition experience to respondents?** For the majority of respondents (93.8%, see table 4.4), their first BES expedition experience was “enjoyable and meaningful”. They mentioned that the expedition experience was a life-changing event that helped them to broaden their perspectives, meet different types of people and collaborate with them, enhance their self-awareness and that it assisted them in clarifying what type of life they wanted to lead (key words of responses are bolded for easier reading):
Tremendously positive and eye-opening. I spent time in a different environment with different people - I met people from Kyrgyzstan and, perhaps more importantly from all over the UK. (Enjoyable and meaningful, Male, 18 years of retrospection)

It was tough and demanding, taught me tolerance of others, found out my limitations, and took me into wild and trackless terrain where mutual support was vital. (Enjoyable and meaningful, Male, 49 years of retrospection)

I had an incredible, unique experience and I genuinely would not be where I am today had I not gone on that expedition. The scientific work we did felt genuinely useful and valued. (Enjoyable and meaningful, Female, 10 years of retrospection).

Shaped a lot of my future decisions, how I view myself and how I want to live my life. (Enjoyable and meaningful, Female, 9 years of retrospection)

Table 4.4
Respondents’ current overall perception of their first BES expedition experience

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miserable and not meaningful</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Miserable and meaningful</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>Neutral and not meaningful</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neutral and meaningful</td>
<td>3</td>
<td>2.1</td>
</tr>
<tr>
<td>Enjoyable and not meaningful</td>
<td>4</td>
<td>2.8</td>
</tr>
<tr>
<td>Enjoyable and meaningful</td>
<td>135</td>
<td>93.8</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>100.0</td>
</tr>
</tbody>
</table>
No respondent said that the expedition experience was “miserable and not meaningful”, or “neutral and not meaningful”. Only a small percentage, 1.4%, believed that the expedition was “miserable and meaningful” and 2.1% said that it was “neutral and meaningful”. It is worth noticing that in their written comments, both groups of respondents who qualified the expedition 'as miserable' and as 'neutral', referred to how some of the leaders and the relationships with other participants had a negative influence on their experience:

**Chief leader and partner had issues** which impacted the entire expedition.

(Miserable and meaningful, Female, 9 years of retrospection)

It was a hard expedition to a very remote location. **The leaders were beyond poor at dealing with young adults and communicating.** The food was dire and **the young people in my fire were older macho bullies.** While there were some good intentioned leaders, they often fell ill in a high-altitude environment where food poisoning was endemic. (Miserable and meaningful, Male, 21 years of retrospection)

I had a great time, and really enjoyed the scientific research, although the **expedition was diminished for me because other people on the expedition did not want to get involved with the activities** and wasted the opportunity by endlessly complaining about lack of material comforts, etcetera, which were really fine! (Neutral and meaningful, Female, 11 years of retrospection)
I enjoyed parts of the expedition although was slightly older than other YEs [young explorers] which I feel impacted on my relationships with them. (Neutral and meaningful, Female, 8 years of retrospection)

Hence, the degree of 'not enjoyment' that participants derived from the expedition experience stemmed mostly from the social aspect of it – not from enduring the physical experience or discomfort of the weather or location. It is also relevant to notice that even if the experience was not an "enjoyable" one or if it was even "miserable", the expedition experience was still meaningful for respondents. Only 2.8% (four respondents) qualified the experience as not meaningful. Two respondents commented on their choice. One, a male with 51 years of retrospection: "I learned a lot about myself" and the second one, a female with 13 years of retrospection mentioned that "...[she] could have been pushed further intellectually and physically". Not much can be derived from these two comments to understand what made the experience not meaningful. On one side learning about oneself could be something significant for other people and on the other, in which ways the respondent could have been further pushed intellectually and physically?

Regarding the perception of the expedition as 'life-changing', respondents used a 9-points Likert scale rating their agreement or disagreement with the statement "My first BES expedition changed the course of my life", where one was 'strongly disagree' and nine 'strongly agree'. The mean for the question was 7.21 (see table 4.5). 53.4% of respondents agreed with the statement (see figure 4.3). Most respondents commented on how the expedition experience helped them to become more confident, persistent, and how it enabled them to learn about what they are capable of doing. It also allowed them to relate more easily with
others and influenced them academically and professionally. The following passages are some examples of what respondents commented:

In retrospect, the expedition gave me the confidence I did not think I had before. I had been struggling with architectural studies, but the expedition gave me a focus on the environment that has stuck with me since and contributed to my professional standing as an 'eco-architect'. I have many friends still from that trip and am married to one of the other [young explorers]. I have been a leader on two BES since and these continued explorations led me to cycle round the world, unimaginable before Greenland. (Strongly agree, Male, 21 years of retrospection)

Built my confidence, show me true adventure and made me realize how much more there is to life. (Strongly agree, Female, 13 years of retrospection)

I learned a lot about other people and myself. How I could push myself and how to support people. I also met some genuinely wonderful people. From an academic standpoint, it was the start of what I eventually wrote my dissertation on. (Agree, Male, 17 years of retrospection)

Only 7% of respondents rated the question with 4 points or less disagreeing with the statement ('mildly disagree', 'moderately disagree', 'disagree' and 'strongly disagree'). The respondents who rated the statement at four or less, and commented on their rating, said that
the overall expedition was an enjoyable and positive one, and even though it helped them with their personal and academic development, they would not qualify it as a "life-changing" event. Similarly, respondents who rated the question at a 5 ('neutral') also mentioned that the expedition was a positive experience, and that it possibly influenced their lives, but that it was hard to determine the exact influence of the expedition, making it too radical to qualify it as a 'life-changing' experience. The following passages are some samples of what respondents commented:

It was a great experience. **Studying at university changed my life, not a summer expedition.** (Disagree, Male, 36 years of retrospection)

Expedition was a fantastic experience, but once it was over it had little or no influence on my life afterward. (Disagree, Male, 25 years of retrospection)

It was a positive experience but did not ultimately change anything. (Disagree, Female, 12 years of retrospection)

There was some growth in my independence. (Mildly disagree, Female, 15 years of retrospection)

I think it is too strong to say it changed the course of my life; **it certainly had an influence.** (Neutral, Male, 34 years of retrospection)
It gave me a perspective of life that has helped me through life's subsequent twists and turns in ways that are difficult to quantify. (Neutral, Male, years of retrospection)

From the questions regarding the degree of enjoyment and meaning that participants attributed to the expedition, as well as the question about the degree in which they perceived the experience to "change their lives", it can be concluded that the expedition experience was significant in people's lives. Even if it was not a "life-changing experience", for everyone, it was an experience that influenced participants' lives in a significant way. These results align with previous studies. For instance, 90% of the participants in Daniel (2003) considered that the expedition experience made a difference in their lives; more than 80% of participants in Gassner (2006) reported a positive influence in their personal and professional lives, and 98% considered the course as valuable. In the same line, 99% of participants in Takano (2010) described the expedition as significant in life, and 96% reported as influencing the present self, regarding values and attitudes to life directing work and life.

Table 4.5
Measures of central tendency regarding the agreement or disagreement with the statement: 'My first BES expedition changed the course of my life' using a scale from 1 to 9 where 1 is 'strongly disagree', and 9 'strongly agree'.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>144</td>
</tr>
<tr>
<td>Mean</td>
<td>7.21</td>
</tr>
<tr>
<td>Median</td>
<td>8.00</td>
</tr>
<tr>
<td>Mode</td>
<td>9</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.895</td>
</tr>
<tr>
<td>Skewness</td>
<td>-1.242</td>
</tr>
<tr>
<td>Std. Error of Skewness</td>
<td>.202</td>
</tr>
<tr>
<td>Range</td>
<td>8</td>
</tr>
<tr>
<td>Minimum</td>
<td>1</td>
</tr>
<tr>
<td>Maximum</td>
<td>9</td>
</tr>
</tbody>
</table>
Answer to Research Question 2: What Kind of Influences from the Expedition do Participants Report Twenty-Nine Years Later?

What are the perceived influences of the expedition? Respondents who went on an expedition 29 or more years ago, identified that the expedition had a positive influence in six areas, most influencing their ‘personal development’ such as in confidence, self-knowledge, clarification of values, and reflection (96.6%), ‘interest in the environment’ (89.9%), ‘physical fitness and survival skills’ (83.1%) and ‘intellectual development’ (74.6%) (see figure 4.4).

Respondents have divided opinions on the ‘influence of the expedition on their academic and professional development’ and in their ‘interest in service’. Almost half of the respondents (49.1%) recognized a positive influence of the expedition on their academic and professional development while 42.4% attributed no influence. Similarly, 55.9% of respondents identified a positive influence of the expedition in their interest in service 33.9% reported no influence. A small percentage of respondents said the expedition had some and very negative influence in their interest in service (3.4%) and Academic and professional development (3.4%) as well as in their Physical fitness and survival skills (1.7%) and Personal development (1.7%).

Figure 4.3
Percentage of agreement or disagreement with the statement: ‘My first BES expedition changed the course of my life’.
Interview Sample

Selection of interviewees. The survey provided information about the meaning of the expedition for participants, and how respondents assessed the statement about the expedition being a life-changing experience. However, questions remain. The percentages obtained do not answer in which ways respondents’ lives changed, what made the expedition meaningful, enjoyable, not meaningful or miserable, and what experiences contributed to it. As described in chapter 3, to understand the previous questions, this study used semi-structured interviews in the second phase. In addition to collecting data to answer the first two research questions, the survey asked respondents their willingness to be interviewed in a second phase. As figure 4.5 illustrates, from the 144 survey respondents, 103 (71.5%) were willing to be interviewed in the second phase of the study. Fifty-nine respondents (41%) had a retrospection of 29 years or more, and 40 of them were willing to be interviewed (28% of all survey respondents). From those, 35 respondents (24% of all survey respondents) were in the UK. All survey respondents who declared being in the UK were contacted by to coordinate a face-to-face interview.
Interviews were conducted with every person who replied the interview invitation emails.

Twenty-three interviews (16% of all survey respondents) were conducted with people who responded the survey.

Figure 4.5
*Diagram of survey respondents selected to be interviewed in frequencies and percentages of total number of survey respondents*

<table>
<thead>
<tr>
<th>Survey (N=144)</th>
<th>Respondents 144</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willingness to be interviewed</td>
<td>YES 103 (72%)</td>
</tr>
<tr>
<td>Retrospection of 29 years</td>
<td>Less than 29 years 63 (44%)</td>
</tr>
<tr>
<td>Location of respondents</td>
<td>Outside the UK 5 (4%)</td>
</tr>
<tr>
<td>Potential interviewees</td>
<td>Not interviewed 12 (8%)</td>
</tr>
</tbody>
</table>

**Generalizability of the interview sample.** Two T-Tests were run. The first T-Test served to determine the difference between the interviewed sample (23 interviewees) and the respondents who were willing to be interviewed and had a retrospection of 29 years or more but were not interviewed (12 respondents). A second T-Test determined the difference between the interviewed sample (23 interviewees) and the respondents who were not willing to be interviewed and had a retrospection of 29 years or more (19 respondents). No significant differences were identified regarding age, years of retrospection, and the degree in which respondents perceived the expedition changed their lives, and the perceived significance and
enjoyment of the expedition in both T-Tests. The only difference identified between the interviewed sample and the respondents who were not willing to be interviewed was regarding gender; respondents who were not willing to be interviewed were all men.

This chapter presented the results of the first phase of the study, a survey sent to all BES members. A total of 144 surveys answered the first two research question of the study: 'Do young explorers perceive an influence of the expedition on their lives three decades or more later?' and 'What kind of influences do they report?'. The expedition is a significant experience in people's lives. The majority of respondents perceived that the expedition was meaningful and enjoyable as well as life-changing. The most substantial influence of the expedition was in respondents' personal development (e.g., confidence, self-knowledge, value clarification), Physical fitness and survival skills, as well as interest in the environment. The survey also served to identify interviewees for the second phase of the study.

The following chapters report on the findings of the interviews conducted in the second phase of the study; chapter 5 presents the analysis on the perceived long-term influence of youth expeditions, answering the second research question in depth, and chapter 6 answers the third research question regarding the experiences of the expedition that fostered the perceived influences of the expeditions reported in chapter 5. To illustrate the results, participants’ quotes are presented, and key words representing the theme are in bold.
Chapter 5. Results Regarding the Perceived Long-Term Influence of Youth Expeditions

Chapter four presented the survey results of the first phase of the study. This chapter (and the following one) present the results of the interviews conducted with former BES participants 29 and more after their first BES expedition during the second phase of the study. This chapter reports the results of the perceived long-term influence of expeditions on participants' lives 29 and more years after the expedition. Data are analyzed in relation to the second research question of the study: What kind of influences do expedition participants report thirty or more years later?

The reported outcomes of outdoor adventure education programs are widespread (Ewert & McAvoy, 2000; Hattie et al., 1997; Stott et al., 2015). Hattie et al., classified the 40 categories of outcomes found in their meta-analysis into six dimensions (leadership, self-concept, academic, personality, interpersonal, and adventuresome), Ewert and McAvoy categorized lasting outcomes into: (1) Self systems and (2) Group dynamics and development, while Stott et al. (2015) organized the numerous outcomes of expeditions around the four directions of personal development proposed by Giges and Rosenfeld (1976).

Findings: Seven Themes

Seven broad themes were identified from the analysis of the 26 interviews with people who participated in their first BES expedition 29 or more years ago (table 5.1). As mentioned in chapter 4, the coding was an iterative process being inductive, deductive and inducive again. Four of the reported themes reported in this study - Fulfilling Potential, Knowing thyself, Connecting with others, and Connecting with nature and the world - mirror the four directions of personal growth proposed by Giges and Rosenfeld (1976) - upward, inward, outward and
downward. The three additional themes identified: Sharing the experience; Development of leisure activities and outdoor knowledge/skills; and Impact on academic and professional life, emerged in the analysis since they were not contained in the four arrows of personal development proposed by Giges and Rosenfeld.

Figure 5.1 demonstrates that the expedition experience influenced multiple areas of people's lives. Over half of the interviewees (54%) reported the seven types of long-term influence in their lives, while 27% and 19% reported six and five types of influences respectively. Figure 5.1 shows the most prevalent outcomes reported by participants 29 years after the expedition experience. The outcome reported in all interviews was Connecting with others, followed by Fulfilling potential and Development of leisure activities and outdoor knowledge/skills each reported by 96% of interviews. The least reported theme was the Connecting with nature and the world mentioned in 65% of interviews. Each theme includes several sub-codes which reflect different ways in which participants report the theme. This chapter reports on the principal sub codes of each theme. The chapter begins with the most prevalent theme (Connecting with others) and ends with the least frequent (Connecting with nature and the world) as outlined in figure 5.1.
Figure 5.1:
Seven perceived long-term influences of expeditions reported with percentage of interviewees reporting each theme (n=26)

<table>
<thead>
<tr>
<th>Influence</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting with others</td>
<td>100%</td>
</tr>
<tr>
<td>Fulfilling potential</td>
<td>96%</td>
</tr>
<tr>
<td>Developing leisure activities and outdoor knowledge</td>
<td>96%</td>
</tr>
<tr>
<td>Knowing thyself</td>
<td>92%</td>
</tr>
<tr>
<td>Sharing the experience</td>
<td>92%</td>
</tr>
<tr>
<td>Impacting academic and professional life</td>
<td>92%</td>
</tr>
<tr>
<td>Connecting with nature and the world</td>
<td>65%</td>
</tr>
</tbody>
</table>

Figure 5.2
Number of long-term influences of expedition reported by interviewees

- 7 Influences: 54%
- 6 Influences: 27%
- 5 Influences: 19%
Theme 1: Connecting with Others

"You gain social skills and a better social understanding of how groups work."
(Frederick, 46 years of retrospection)

Connecting with others refers to learning about and relating to others, “to make contact and encounter others” (Giges & Rosenfeld, 1976, p. 87). This theme includes developing interpersonal and social skills, learning how to handle challenges of interpersonal relationships and leadership. Some related concepts are sociability, social adjustment, and motivate and lead others. All 26 interviewees mentioned as a long-lasting influence of the expedition, some aspect of learning and relating to others. The two most frequent aspects cited were developing social awareness and learning to collaborate and work in teams, reported by 77% and 73% of participants, respectively (see figure 5.3).

Figure 5.3

Connecting with others sub codes

<table>
<thead>
<tr>
<th>Subcode</th>
<th>Percentage of participants (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Awareness</td>
<td>77%</td>
</tr>
<tr>
<td>Collaboration/Teamwork</td>
<td>73%</td>
</tr>
<tr>
<td>Friends: Developing relationships</td>
<td></td>
</tr>
<tr>
<td>Diversity and being able to mix with different people</td>
<td>50%</td>
</tr>
<tr>
<td>Leadership</td>
<td>40%</td>
</tr>
</tbody>
</table>
Social awareness

"[The expedition] helped me to understand people more easily."
(William, 49 years of retrospection)

Participants mentioned how the expedition experience helped them to understand others better. BES expeditions involve living and working closely with a small group of people for three to six weeks; therefore, it is not surprising that most participants (77%) report having learned about others and developed social skills that stayed with them for life. The expedition provided participants with a reference point to understand people, as illustrated by the following passages:

Some parts of the expedition were very stressful, some people reacted positively, some negatively; you see that in life, this gives you a good background of who you are going to meet. (William, 49 years of retrospection)

William is a doctor and being able to observe how people face challenges early on was helpful for his medical career since that gave him a better understanding of his patients.

Similarly, for Frederick, seeing people's reaction in the expedition, helped him understand social dynamics later:

At the beginning, there were some conflicts ...]. I can remember this saying that got stuck on my mind: ‘That is not my entitlement,' that is one of those phrases that stick with you. Occasionally, in a work scenario someone would say something like, I was supposed to have so and so, and I sit and think to myself, what he is actually saying is that it is not my entitlement, and then you can say, ‘I can see where you are coming from, I understand why you say that. However, there is always another side to it, what
might be your entitlement, could also be somebody else's, so let's see what their position is'. (Frederick, 46 years of retrospection)

By observing how different people faced the challenges during the expeditions, William and Frederick were able to understand how people react in difficult situations as well as how to handle conflict. The conflict about the ‘entitlement’ that Frederick talked about, refers to another expedition participant asking for his ‘entitlement’, complaining that his ration of food was not enough on a march in which each participant had the same amount of food. This situation provided Frederick with an understanding of a social situation that he has encountered later in work situations. The ‘entitlement conflict’ has provided him with a metaphor (or a reference point) to understand work situations and constructively address them. The previous quotes also reflect empathy development in participants. “Empathy is the art of stepping imaginatively into the shoes of another person, understanding their feelings and perspectives, and using that understanding to guide your actions” (Krznaric, 2014, p. xii). Empathy is something that is experienced rather than taught and involves empathizing with less and more fortunate people, and it is one of the essential skills needed to become a global citizen (Singhania, Maarouf & Liu, 2018). The situations illustrated by Frederick and William, allowed them to develop empathy by observing and listening to other expedition participants, to understand their perspectives and recognize the emotions of others. Being able to understand different perspectives even if one does not agree, help people to develop critical thinking and communications skills, facilitating collaboration with others, skills that are essential to become an effective citizen working for the improvement of themselves and the communities they belong (Singhania, Maarouf & Liu, 2018).

Participants mentioned being more patient and tolerant of others:
If you're in a tent or if you're working with people very closely, you have to get on, don't you? And you have to absorb their annoying things and still be gracious in it (Benjamin, 51 years of retrospection)

This gained tolerance and patience towards others was transferred to other areas of their life afterward as the following interviewees explain:

Whether it was on schoolwork, athletics, shooting, stalking, university work, I became way more accepting about people's faults and abilities. (Charles, 45 years of retrospection)

[I learned] how you have to get on with other people, which are really useful skills in life. (Hannah, 31 years of retrospection)

These passages reflect how the social skills developed in the expeditions helped these interviewees to be more understanding towards others in different contexts such as in friendships, academics, careers, and hobbies. These are all perceived to be valuable life skills as they transitioned into adulthood. This increase in social skills is consistent with previous findings on the short-term (Beames, 2003, Cooley, et al., 2014) as well as in the long-term influence of expeditions (Wigglesworth & Heintzman, 2017).

In addition to developing patience and understanding toward others, participants also stress the importance of developing skills to engage with people from other genders:

I met my wife to be about a month after I got back, up until that point I had no relationships whatsoever, and I was now 18, I had had no girlfriends, I had been terrified of girls. (William, 49 years of retrospection)
I learned to be able to talk to women, which was for me a really nice thing because, I was terrified, so when I went to university it was much easier, I felt more relaxed. (John, 34 years of retrospection)

It opened my eyes up to the fact that actually, you know what, you can be friends with boys without having to be anything other than friends type stuff. [...] before [the expedition] I was probably quite nervous around boys; I would not know how to behave or react or whatever around them. (Anne, 37 years of retrospection)

Before the expedition these interviewees did not have much contact with people from other genders, which made them feel inadequate and intimidated, not knowing how to act and interact with them. The expedition helped interviewees to see others as persons just like them, and develop social skills necessary to interact with others, skills helpful for them later in life.

Finally, John recounts how in the expedition he learned to rely on others:

I was not very good at relating to people, I was a very isolated person, and [the expedition] helped me to become a social person. That was a very big change. I did not trust people. I came from a background where I did not have any reason to trust people, and the only person I could trust was me. So, that was the beginning of learning how to trust people. (John, 34 years of retrospection)

John sees the expedition experience as a healing one since he learned to open up to others, feel that he was not alone, that others were valuable people, and he could rely on them. Trust that was a new feeling to him, who growing up had to rely on himself.
The expedition was an instance in which participants learned valuable interpersonal skills for life. For instance, they realized that people face challenges in a different way and how to handle conflicts that inevitably emerge in groups. Interviewees learned to live and work with others, which helped them to understand other people better and be more patient and tolerant. Interviewees also report being more comfortable interacting with people from other genders after the expedition.

**Collaboration.**

“Another thing that is important and has carried me through my life, it is the need to work on a team, teamwork is important wherever you are.”

(Andrew, 58 years of retrospection)

Nineteen participants mentioned teamwork and collaboration as an essential learning from the expedition. During BES expeditions participants not only were walking in wilderness areas, but they also were tasked to collect data for the research team, tasks that they could not complete by themselves. The expedition served as a valuable experience with low stakes to develop those fundamental skills for life, as Clara illustrates:

I can work well in a team both when I have a leadership role or when I am being led or when I am an equal partner. I think to practice all of those things [on the expedition] but in other circumstances and not under the same level of stress you get when being an adult and being in work. (Charlotte, 29 years of retrospection)

Clara learned to be a member of a team, no matter which role she is in. The expedition, being a genuine experience that reflects real life but where the stakes are low, provide an experience that participants can learn skills such as how to be a good team member.
During the expedition, participants understood how successful teams work and the roles involved in it, as Emma illustrates:

I learned a lot about how there are very different roles in teams, and you can be a part of a very successful team and not be the person who is reaching the top of the mountain or the furthest glacier. In a team that works well, everybody has a role, if it was not for the whole team working, that one person would not get to achieve... you play to your strengths, and you offer those to the team, and that carried on professionally. (Emma, 31 years of retrospection)

At the beginning of the expedition, Emma experienced an internal battle in which she insisted to demonstrate that she was able to carry her backpack just as everybody else, refusing help when it was offered, but later she realized that if she accepted the help of stronger participants by carrying some of her load, the group moved faster. In return, she offered other things to the team, such as making food or drinks realizing that this role was important too in order to succeed; a philosophy that has stayed with her over the years.

Similar to Emma, other interviewees also mentioned that the lessons about teamwork learned during the expedition were transferred to their lives afterward, particularly to their working lives. Charles reflects how valuable learning about teamwork early on helped him with his career in the military:

The other major thing that I wrote down, and I put it in capitals, was teamwork. If you have not learned, there is no ‘I’ in team and that cooperative effort is generally better, and particularly in the military that is very true, then learning those lessons early makes it possible for you to go and do more. (Charles, 45 years of retrospection)
For Charles, learning to work in teams was crucial for his career in the military, a valuable to learn early on that allowed him to be successful. On another side, Albert comments on how he learned to look for people’s strengths:

I learned that there were people who were much better at things than I was, and in some other things I was better than they were, everyone had a very particular skill... I have used those skills later in life. I am not sure if I have used my fire making skills, but I have looked out for talents and usefulness in other people. (Albert, 48 years of retrospection)

Similar to Emma, Albert talks about recognizing that people have different skills and the relevance to identify them when completing projects. As the previous interviewees, Andrew also recognized that he carried what he learned about teamwork on the expedition into the way he interacts with others in his work:

I think in a work situation, in a general team situation has helped in terms of actually how I work with people or how I think through working with people, probably not consciously, but subconsciously. (Andrew, 58 years of retrospection)

Unlike previous interviews in which participants recognized concrete ways in which learning about teamwork has influenced their philosophy on how to work with others, Andrew reported that he incorporated the learning in a ‘way of being’ that is always present. He seemed to have developed skills that were routinized and applied in his life.

The ability to work in teams aligns with findings in previous literature (e.g., Hattie et al., 1997; Sibthorp et al., 2008; Stott et al., 2015). However, some have criticized the lack of information regarding the transferability of group work skills to other situations outside the
expedition context as well as the long-term influence of this learning in people’s lives (Cooley et al., 2014, 2015).

Among the common benefits of outdoor adventure programs, the ability to work and relate with others has been reported under different names. For instance, Hattie et al. (1997) grouped into the interpersonal theme: groupwork skills, cooperation, trust, sensitivity to others while Ewert and McAvoy (2000), labeled it as ‘group dynamics and development’. Even if previous studies have recognized the theme ‘Connecting with others’ as a common outcome of expeditions, it has not been reported as often in long-term studies that have a retrospection over 20 years. This study demonstrates how former expedition participants have used social and teamworking skills in different areas of their lives, decades later and attributed the skills to the expedition. Developing empathy towards others different than oneself and collaborate with them is a necessary skill to become a global citizen - a skill needed to promote sustainable development (United Nations, n.d.).

A second learning that interviewees reported as significant was collaboration and teamwork. The expedition was organized in “fires” or small groups of approximately 10-12 people. Each fire had to complete certain tasks and every member had to collaborate to achieve their goals. Since members have different abilities, they helped each other which taught them that in a team, everyone has an important role. Participants reported that learning to collaborate and work in a team, was significant for their professional lives in industry as well as in the military.
Theme 2: Fulfilling Potential

“I think it is that sense that you could do anything, that you just have to work at it.”
(Albert, 48 years of retrospection)

Most participants (96%) perceived that the expedition experience gave them an opportunity for development and growth towards achieving their potential, as well as the ability to face hardship - qualities that stayed with them decades later. Fulfilling potential includes increased confidence, resilience, and the ability to overcome challenges. Some related concepts are self-efficacy, courage, the ability to cope with stressful situations, willingness to take challenges, perseverance, set priorities, achieving goals, and solving problems. Interviewees refer to this theme in different ways (see figure 5.4). The ones reported the most are increased confidence and resiliency, mentioned by 85% and 73% of interviewees respectively.

Figure 5.4
Fulfilling Potential sub codes

![Bar chart showing percentage of participants in fulfilling potential sub codes]

Percentage of participants (n=26)
Confidence.

“At the end of the expedition, I could have conquered the world.”
(David, 44 years of retrospection)

Eighty-five percent of participants mentioned gaining confidence. Interviewees often described their confidence as a feeling of being able to achieve great things, and a belief in being able to accomplish their goals, which opened up unlimited possibilities for their future:

Confidence is the big thing that I could do whatever I wanted to do; what I set my mind to. (Edward, 50 years of retrospection)

When I came back, I felt completely sort of invincible, that I could take the world on really. (Clara, 34 years of retrospection)

Edward and Clara are examples of the sudden increase in confidence that participants felt when returning from their expeditions. Participants felt that they were capable of doing anything, seeing possibilities for higher achievement, which gave them hope for the future.

Kristjianson (2007) defines self-confidence as “the belief that one will be able to do well on certain tasks” (p. 260), while Craig (2007) states that “confidence is an individual’s belief that he/she can reach specific goals plus the general belief that the future is bright” (p. 3), which is reflected in the previous quotes. Self-efficacy is a closely related concept defined as the "subjective judgment of one’s capabilities to organize and execute courses of action to attain designated goals. It is a belief about what a person can do, rather than personal judgments about one’s physical or personality attributes” (Zimmerman & Cleary, 2006, p. 47). In this sense, participants -- even 50 years later -- discussed having a higher sense of self-efficacy when
coming back from the expedition which fostered their development and stayed with them over the years. Even if some may believe that this confidence and self-efficacy after the trip is not a long-term influence, it can be argued that it is the beginning of a growth process as Andrew asserts:

You begin to **build your confidence in your own ability**. I think it is the **beginning of this learning curve**. You do not get confident overnight, but it does begin. (Andrew, 58 years of retrospection)

Similarly, Elizabeth refers to the expedition as an experience that prompted her development at an early stage, helping her later in life:

It **gave me confidence and a good grounding**. It was a valuable experience, to take forward which **I used as a springboard to start my adult life**. (Elizabeth, 33 years of retrospection)

For Andrew and Elizabeth, the confidence gained from the expedition experience set them up for success at a critical moment in their lives when they were becoming adults and start taking decisions for their lives. This confidence provided a benchmark for them to move forward into adulthood.

Craig (2007) argues that confidence is essential for young people because being confident allows people to: “try new things and be more open to learning, relish challenging tasks, risk making mistakes, express themselves as individuals, say they don’t understand and ask for help, concentrate and not be side-tracked by fear of failure” (p.5). Arthur illustrates how gaining confidence at a young age when one feels inadequate and insecure, may not only influence one's life but even change its direction.
That BSES [BES] experience transformed me from being someone who felt quite shy, lacking confidence. I felt quite inadequate because I made the mistake of passing an exam at primary school, which meant I had to go to a grammar school and not a local school. All of my friends went to a local school, I had to get on a bus every day and go to this grammar school. All the guys that went to the grammar school were city guys. ... You always felt like you were always five steps behind everybody and going 5 miles an hour slower than them. But this expedition really just showed me that actually, I had qualities and something of value that they didn't, and without doubt, that experience changed the direction of my life, because all I did for the next ten years was back to back expeditions. So BSES [BES] has a lot to answer for. (Arthur, 38 years of retrospection)

Arthur talks about his feelings of not fitting in and lacking some of the social skills that the other young men from his school showed, which made him feel inadequate and doubt his capabilities. During the expedition, he realized that he had valuable qualities, qualities unique to him, and he perceived that this changed the course of his life, prompting him to participate in many expeditions over the following decade. Even now, almost four decades later, he organizes expedition experiences for young people, something he would not have done if he would have not gone on a BES expedition. Similarly, Charlotte talks about how the expedition experience influenced her life:

I think I probably do [think it was a life-changing experience] because I think it changed my outlook, it increased my resilience, and it gave me a sense that I could try new things and I would be able to, and as a result, I have made choices in my life. I have
tried new things and gone to new places that I, maybe, would not have had the confidence to go otherwise. (Charlotte, 29 years of retrospection)

For Charlotte, the expedition experience was ‘life-changing’ since she gained confidence to take decisions and adventure into places that she would not have felt comfortable to go otherwise. The ‘transferability’ (Brown, 2010) and the character building (Brookes, 2003a, 2003b) aspects of expeditions in participants lives has been debated; however, Charlotte and Arthur illustrate how the increased confidence and self-efficacy developed in the expedition impacted what the participants were capable of doing. Those qualities also prompted them to make decisions, confront challenges, and even take risks, all of which allowed them to grow and lead more fulfilling lives than if they would not have participated in the expedition.

According to Bandura (2006), “efficacy beliefs determine the choices people make at important decisional points. A factor that influences choice behavior can profoundly affect the courses lives take” (p. 4). Bandura argues that having a high self-efficacy is a crucial personal asset in development since one’s beliefs regarding what one is capable of influence motivations, outcome expectations, and how one faces challenges.

The emerging adulthood years are a period of exploration since most people make life decisions having lasting effects, such as marriage and career choices (Arnett, 2007). Emerging adults exhibit new independence that they did not have during their previous years of adolescence and childhood, while at the same time, they do not yet have the normative responsibilities of adulthood (Arnett, 2000, 2007). This allows them greater freedom than any other life period to explore new directions in love, work, and worldviews. Emerging adults have a variety of directions available to them since their future has not been decided. Efficacy beliefs
will influence one's goals and ambitions, as well as the motivation to pursue them (Bandura, 2006). Therefore, experiencing a high self-efficacy and confidence at a transitional period of life, such as in the emerging adulthood years when long-lasting decisions are made, is likely to have a long-term impact in peoples’ lives.

There are several ways in which having increased confidence at a young age influenced participants in the long-term, such as in work and social situations, as well as how to face life. Andrew talks about the benefits of being confident in work situations:

If I feel phased with challenges in work, and you have to find a solution to a problem...

If you feel confident and go through the process of being absolutely sure of your facts and developing a solution to what the problem is. If you do not have confidence in that, you are never going to achieve a way. If you are confident, you will find a way, or if you do not find a way you are prepared to tell someone there is no way. Because that is an equally acceptable solution, I think. So that is where the confidence piece comes in. (Andrew, 58 years of retrospection)

Edward illustrate being confident around people with a different social background than him:

It gave me a background of confidence so I could do things and not be afraid of people who would sort of say be more elite. (Edward, 50 years of retrospection)

Clara talks about the confidence to express herself:

You just came back feeling confident, and it was a feeling that it was quite new to me, but also it provided me with this mechanism to go out and face the world a bit more.
Certainly, when I came back I was definitively much more vocal at home (Clara, 34 years of retrospection).

Confidence and self-efficacy influence a variety of life domains such as work, social, family, and career choices, as was illustrated by interviewees, all of which have a long-lasting impact. Confidence is also present in other themes reported in this dissertation, such as in the theme Connecting with others and Impact on academic and professional life.

This perceived increase in confidence supports previous outdoor adventure education literature, in which confidence is the most known and discussed outcome and consistent with previous reviews in outdoor education in the short term (Hattie et al., 1997, Stott et al., 2015) as well as the long term influence of expeditions (Sibthorp et al., 2008, Asfeldt & Hvenegaard, 2013).

Resilience/Coping.

“It made me a tougher and more flexible person.”
(Alfred, 63 years of retrospection)

Seventy-three percent of interviewees believed that the expedition helped them to be more able to adapt to different situations, persist over difficulties, and develop the ability to cope with physical pain and strenuous activities. The following quotes illustrate how the expedition helped interviewees to function under challenging circumstances and endure them until the end of the expedition:

Certainly, when I went on to do my Ph.D., in terms of doing fieldwork and looking out of myself, and that kind of thing. Again, just very different environments, very different situations, but again, just... being comfortable with ambiguity, being comfortable with
uncertainty and just getting on and doing stuff, making stuff happen and dealing with the weather and kind of stuff. ... So that definitely carried through. (Adam, 33 years of retrospection)

I learned flexibility, adaptability, and ability to cope with change. I think I learned to manage with the limited resources that are available. I learned to just get on with things sometimes. So, perseverance and stick-ability, kind of continuing to just stick at it when things might not be going well. I think it is probably one of the biggest lessons. (Katherine, 31 years of retrospection).

That sense of, if I try something, it might be really hard, but to keep going at it, it is the most likely to lead to success. That is resilience, I suppose. I am not particularly brave and not particularly strong, but I had to be braver and stronger than I would normally be, and by being braver and stronger, I got braver and stronger. So, it is that feedback loop of the more you do, the more you gain from it. ... and that you can be in a physically uncomfortable or socially uncomfortable situation and still go. (Charlotte, 29 years of retrospection)

Resilience is often defined as the capacity to ‘bounce back’, to overcome risks and succeed in life (Masten, 2009), and it is often related with mental toughness, “a state-like psychological resource that is purposeful, flexible, and efficient in nature for the enactment and maintenance of goal-directed pursuits” (Gucciardi, 2017, p. 18). In these three passages, interviewees mention to be able to be in stressful situations and keep going despite adversities.
Adam mentions learning the ability to adapt to different and difficult situations when things were/are not clear. He learned to work and carry on even if there are challenges on the way. In a similar way, one of the things Katherine learned was the ability to deal with change and to keep going with what she had at hand. The capacity to continue moving forward even in the face of challenges, reflects perseverance and persistence, which is one of the most significant lessons that Katherine and Charlotte reported. Charlotte alluded to a positive feedback loop, in which the more she challenged herself, the more she grew from it. Similarly, in the following passage, Charles explains what perseverance means to him.

Breadth of vision. Meaning, there is more than one way to skin a cat, and if you cannot do something one way, because you haven’t got a sufficiently good rock climber to get up a particular piece of cliff, then we would keep walking along the cliff until we find a way where we could all more or less walk and scramble up. (Charles, 45 years of retrospection)

Charles adds a nuance, calling it ‘breadth of vision’, instead of trying the same thing repeatedly; he developed the ability to look for solutions or a viable way to surpass the obstacle with the abilities he has at hand, trying different alternatives to achieve the goal established. Another aspect of resilience named by interviewees was the ability to recognize their abilities and weaknesses, and learn what they are capable of doing:

I think it made me more independent, more self-reliant, stronger as a person... it told me a lot about myself and where I was strong, where I was weak, and where I could afford to need help or not need help. (Patrick, 42 years of retrospection)
It improved my self-reliance, and I knew myself a little better and what I was capable of.

I realize that I was stubborn because I kept going even if my feet were hurting. I did not like giving up. (Brian, 54 years of retrospection)

I think that knowing that you are tougher than you think you are is one [learning from the expedition]. Developing your resilience and your awareness of your own resilience. (Charlotte, 29 years of retrospection)

These three interviewees recognized that they were capable of doing more things that they believed they could do before the expedition by realizing they could endure pain and being uncomfortable. Patrick recognized the importance of identifying his strengths and in which areas he needs support. Regarding physical pain, Brian realized that he was ‘stubborn’ and that he aims to finish what he starts, while Charlotte, recognized that she was capable of enduring more things than she thought she could. These results align with previous literature. For instance, Ewert and Yoshino (2011) found that a three-week adventure-based expedition enhanced the levels of resilience in university students. Whittington and Aspelmeier (2018) found that girls (aged 10-17 years old) reported the most increased in resilience when participating in adventure education programs than in other programs such as camp or experiential education. Kelly (2019) concluded that outdoor adventure experiences can influence subjective measures of resilience, and this increase in resilience would be more important in participants who had low scores at the beginning.

According to Craig (2007), resilience is a protective factor for mental health problems, stating that there are three main characteristics behind resilient people: (1) support network
such as family, friends, and colleagues, (2) confidence that one can surpass new and challenging situations and (3) have previous successes that one can remember in which one successfully overcame adversity. Interviewees maintain that the expedition experience fostered in them the second and third characteristics described by Craig (the expedition also provided a social network for some participants, described in chapter 6). After the expedition participants perceived, they could overcome challenges in life, especially related to their academic and professional life. Interviewees also expressed that they were able to learn and keep moving forward even when they were facing challenging situations later in life. The expedition also provided an experience used as a point of reference to which that interviewees could think back, as illustrated by Edward:

> It builds a totally different attitude of mind. After you have been in something like that, then the normal day to day problems that we get, are not very worth bothering with, and the memories of that last. They really do. (Edward, 50 years of retrospection)

Edward perceives that the expedition experience helped him to develop a different mental perspective, allowing him to put in perspective the daily challenges, arguing that it is something that is not easily forgotten, not even fifty years after.

Even if some may argue that specific subthemes are a short-term outcome of expeditions and do not have long-term influences, they had lasting impacts. Stott et al. (2015) discussed how “expedition experiences might be a trigger for longer-term changes but that such changes may not be immediately evident or, indeed, linked in a causal manner to such experiences” (p. 22). The years of adolescence and emerging adulthood, are vital stages for identity development which, offer multiple opportunities for identity exploration (Arnett, 2007). How young people face adolescence and emerging adulthood, and the decisions they
take have long-lasting consequences since most people make life choices at that time that have lasting effects (Arnett, 2007; Osgood, Foster & Courtney, 2010). The confidence gained in the expedition, helped participants to reflect on their future and make more authentic decisions (Craig, 2007).

Participants perceived that after the expedition, they were more able to face problems and challenges, that the expeditions showed them what they were capable of and they perceived that some of that learning ‘transferred’ to other areas of their lives. Even if the character-building aspect of expeditions is a contested topic in the literature (Brookes 2003), participants perceived they grew and were able to achieve more and face challenges, later in life. This is aligned with what Stonehouse, Allison, and Carr (2011) argued regarding Aristotle's understanding of character, in which a three-week expedition is not enough to develop character, but it can provide a space for participants to know themselves and their journey better.

**Theme 3: Developing Leisure Activities and Outdoor Knowledge/Skills**

“It [the expedition] gave me the bug to travel."
(Elizabeth, 33 years of retrospection)

Ninety-six percent of participants reported an influence of the expedition on their leisure. The most frequent aspect mentioned was an influence on their leisure choices throughout their lives, mentioned by 92% of interviewees (see Figure 5.5).
Leisure is understood as “participation in recreational or cultural activities such as sports, hobbies, and dance” (Kleiber, Walker, Mannell, 2011, p. 57). There are different types of influence that the expedition experience had in participants' leisure choices. The expedition experience fostered in interviewees the desire to have similar experiences later such as backpacking, camping, being outdoors, and having adventures:

I just enjoyed it so much that I just wanted to keep it going, so that next summer we went back, and every year that followed for about 20 years I was either up in 

Greenland or up in Northern Canada doing expeditions, which became bigger and bigger, and more expensive. (Arthur, 38 years of retrospection)

I have continued to go camping and walking and mountaineering at various times, and then I had the opportunity to go as a leader... I have continued to do things of that sort. It has had a tremendous impact. (Albert, 48 years of retrospection)
We [Frederick and his friend from the BES expedition] still enjoy going out to slightly remote places, not as remote as that [Svalbard], and just enjoying the peace and quiet and tranquility, hopefully having a bit of fun along the way. **Saturday night**, if the weather is like this, **we would be able to sleep under the stars** on my boat and enjoy to **reminiscence about how were the things on Iceland**, Nepal and other places (Frederick, 46 years of retrospection)

These passages reflect the interest that participants had on participating in expeditions and other experiences in the outdoors for the rest of their lives. Arthur completed numerous expeditions after his first BES expedition and Albert was also a leader for BES later. Almost five decades later, Frederick still relive the expedition experience feelings by visiting isolated places or by being in nature, an activity that he shares with his friend whom he met on the BES expedition. Participants mentioned their enjoyment of being in nature and the outdoors which has been reported as one of the main motivations for participating in outdoor adventure experiences for older adults followed by being physically active (Sugerman, 2001).

Victoria, did not participate in outdoor pursuits for a long time, but:

In my late 30's, **early 40's I'm re-discovering being in the mountains** and enjoying it.

(Victoria, 29 years of retrospection)

Victoria mentioned that in the recent years she started trekking again, as she did when she went on the BES expedition almost 30 years ago. Regaining this hobby and incorporating back to her life was very empowering since she explains that being in the mountains is one of her passions and this re-found interest helped her to cope with difficult life situations such as the death of her mother.
Participants not only went on expeditions by themselves, but their interest in the outdoors was also carried to the leisure activities they did with their family's years after the expedition:

My husband and I have very similar interests, so I supposed that stands back to it [the BES expedition]. **We pass that on the children's**, we were up on the hills the weekend before, and we are still enjoying the same things. (Clara, 34 years of retrospection)

I was quite happy to go on camping holidays; **we took my son camping in France** when he was only four months old. (Alfred, 63 years of retrospection)

**Every year [for family holidays] was camping, camping, camping…**

If I have not done all that camping in Iceland, I do not think I probably would have done all of that [camping in the backcountry], I **just understood camping.** (George, 66 years of retrospection)

These passages reflect how participants have involved their families in their interest in camping and being outdoors. Clara mentions how she and her husband are interested in trekking, and they have included their children in their leisure pursuits. For Alfred and George, they both use to camp with their partners and children; Alfred even camped with his newborn baby. It is apparent that the influence of the expedition on leisure choices not only affected the expedition participants, but it also influenced participants' later family life since they incorporated camping and outdoor activities among their families leisure activities, an influence that touches a new generation. Similar to Loeffler (2019), the interviews show the evolution of
outdoor leisure participation over the lifespan. After the expedition, it was usual for interviewees to go on self-organized expeditions or trips with friends, which changed when parenthood began when they incorporated their children into these outdoor pursuits, and when the children were old, they continued without them.

Other participants mention how the expedition experience fostered the desire to travel and see the world:

*It gave me a thirst for travel.* Because I realized that you learn when you travel in ways that you can never predict, and it teaches you things about yourself you never knew, so, yes, the impact was that I really knew I wanted to go to places, and meet people and have experiences. (John, 34 years of retrospection)

This was the first time I had travelled abroad and it kickstarted my interest in different countries and traveling without a doubt. (Elizabeth, 33 years of retrospection)

I think that experience, that expeditions opened up a world of possibilities for me, it opened my eyes to a different world. I have done a huge amount of traveling. (Hannah, 31 years of retrospection)

For many interviewees, the BES expedition was the first time they traveled abroad, and that broadened their horizons and sparked a curiosity to see other parts of the world. The expedition also influenced the "type" of travel that interviewees chose:

I'm interested in doing kind of trips where I'm not sat doing anything on a beach or touring around cities and so. I had very little interest in doing city breaks or whatever.
I'm sure that has been influenced by this [the BES expedition]. (Hannah, 31 years of retrospection)

At least once a year, we try to go to places with a nature theme. I suppose one of the things that came out of these earlier expeditions, was that you are seeing a different country and you are living in a slightly different way to the normal coming back home every night. So, **going to a nature theme holiday comes naturally. We would not want to go to a hotel laying on the beach for two weeks.** (Andrew, 58 years of retrospection)

Interviewees preferred to be more active and “explore” the places they chose to travel to as Albert mentions: “I have often thought of holidays as an expedition” (Albert, 48 years of retrospection).

The expedition experience also influenced participants’ leisure by fostering their interests on talks and museums related to expeditions and the environment as well as pursuing interests developed in the expedition such as botany. Explorers perceived the expedition as having a significant life impact on their leisure choices later in life. Previous studies have reported a participants’ ‘desire to be in the outdoors’ (Sibthorp et al., 2008) as well as ‘leisure style change’ (Wigglesworth & Heintzman, 2017). However, Sibthorp et al. did not explain how this influence manifested in participants’ lives, and Wigglesworth and Heintzman observed that this was not as significant as an outcome. Unlike these two previous studies, in this study, most interviewees talked about still being active and enjoyed the outdoors in different ways, (even the respondents who were over 80 years old), something that contrasts with the lack of
outdoor participation by baby boomers (Tapps & Fink, 2009). On one side, this could be explained by a biased sample in which most active people volunteered to be interviewed in the study. Another explanation could be that the exposure to outdoor pursuits such as camping, backpacking, trekking, traveling facilitated the development of a set of outdoor skills and confidence in participants to pursue these activities by themselves, helping them to maintain these interests and come back to them later in life (Loeffler, 2019). The skills and leisure activities developed early in life have more chances to be continued during adulthood (Onedera & Stickle, 2008; Payne, Mowen & Montoro-Rodriguez, 2006), and it has been argued that outdoor adventure activities can be a significant contributor to healthy aging (Boyes, 2013).

**Theme 4: Knowing Thyself**

"It was the beginning of understanding oneself."
(Andrew, 58 years of retrospection)

Knowing thyself refers to increasing “our awareness of who we are, and what we want, need, sense feel, think and do” (Giges & Rosenfeld, 1976, p. 87). This theme includes reflection on values, self, life, career, friendships, and relationships allowing participants to connect and understand themselves, something that was carried for the rest of their lives. Ninety-two percent of interviewees reported an influence of the expedition experience in this theme. The two most frequent areas were developing a personal philosophy (reported by 65% of participants) and developing self-awareness (reported by 62% of interviewees) (see figure 5.6).
Personal philosophy

"I think what it did was kind of give me a social and moral compass."
(David, 44 years of retrospection)

The expedition influenced participants' philosophy and attitudes to life. They often referred to the expedition as something that broadened their horizons. This influenced their attitudes to others, how they face difficult situations, and their parenting approach. The following passages illustrate how the expedition exposed interviewees to new ideas having a long-lasting influence on the choices they made later in life:

It just opened up a whole new world to me and therefore that had a massive influence on the way I had on to live my life, and probably the choices I have made, my political views and things like that. (Clara, 34 years of retrospection)

I think it took me out of my comfort zone, it opened me to new ideas, and those definitely have carried forward with me and influenced other things that I have done in life. (Victoria, 29 years of retrospection)
It taught me that I had no right to be judgmental because, you know, there were others who were much better than I was at a lot of stuff that we did an expedition, even though they hadn't had the luxury of some of the background that I had, that sort of stuff. I think it has probably stuck with me for life. (Anne, 37 years of retrospection)

These passages reflect how participants’ expedition experiences influenced their worldviews and attitudes. This widened perspective was attributed to the fact that they met people from different backgrounds and who had different abilities than them. In fact, Clara mentioned how her perspective widened during the expedition by meeting John, who went to incredible lengths to raise the money in order to participate. BES expeditions are characterized by having non-intact groups (groups in which people who do not know each other). Therefore, participants usually brought different skills and had different upbringings since BES expeditions included participants from all the socio-economic spectrum.

The expedition was an instance when participants questioned their worldviews, as Henry exemplifies:

I had achieved what I went out to achieve, without the mechanisms that I thought, I would have needed to do so. I had taken a different route, a different path, and I was reflecting on that, on how wrong I was at the beginning. That was a complete turnaround of all of these things I thought I needed in life, that were unnecessary. So, if that was unnecessary, you know, all my other assumptions about life [were unnecessary too]: ’Do I really need these people? Do I really need this money?’ One of the craziest things I did after that was based on, and until this day is,
money. The idea that you need money to do anything, to me, is entirely false. (Henry, 33 years of retrospection)

During the expedition, Henry realized that he accomplished his goal of going on the expedition, taking an unknown path for him. This encouraged him to question the assumptions he had, such as his beliefs around money or that he needed to follow a conventional path to do the things he wanted to do. In the expedition, Henry realized that he did not need money to do the things he wanted to do, an assumption that is still present in his life 30 years after. The influence in personal values and life perspectives has also been reported in previous studies as a lasting influence of youth expeditions (Daniel, 2003; Sibthorp et al., 2008; Takano, 2010). As David asserted (in the beginning of this section), Takano (2010) reports that through the expedition experience participants gained a behavioral guideline for life.

A long-lasting influence that has not been reported in previous studies is how the expedition experience influence parenting philosophies as the following passage exemplifies:

I came away with a huge amount more confidence and a belief system that I could actually achieve things if I worked hard for them... [My eldest son] wanted to go to university to do marine engineering, but again he is not math or physics inclined and I said to him, ‘well there will be a lot of math and a lot of physics in the marine engineering degree course, but I had exactly the same problem with my surveying degree course, I had to learn math, and you will have to do the same’, and he did. You do not need to have an actual aptitude if you want to get to the other side of an obstacle; you have to find a way of doing it. (Frederick, 46 years of retrospection)
The expedition allowed Frederick to develop the confidence and resilience to cope when things are hard, mentioned in the theme fulfilling potential, which in turn influenced his philosophy and how he interpreted his children’s capabilities and possibilities. What participants learned during the expedition and the changes they experienced in their worldviews when they were adolescents or emerging adults, was not only incorporated in the way participants face life and its challenges, but it also, transferred to their children many years later, showing that the influence of expeditions can be long-lasting and be transferred through generations.

The expedition was an experience that helped participants develop their values and worldviews questioning assumptions about life and how things are. Interviewees also commented on how the beliefs developed after the expedition influenced their views on parenting, extending even more the influence of the expedition not only over time but on other people.

**Self-awareness**

“Suddenly I felt I found out who I was”
(Clara, 34 years of retrospection)

Expeditions often take time during adolescence and emerging adulthood when metaphysical questions arise (Allison & Von Wald, 2010). According to Allison and Von Wald, expeditions often make participants confront questions about who they are, where they come from, where would they like to be, who are they in respect with others, assessing their similarities and differences. In the following passages, interviewees reflect how they experienced what Allison and Von Wald claim:
It made me find myself. When I went there, I felt I was me. I knew who I was; I just felt alright in myself. ... I just felt good in my own skin. It [the expedition] kind of helped to fix some old self-doubt or damage. It is like a big dose of medicine. (John, 34 years of retrospection)

One of the things I learned was it was okay to be me. (Anne, 37 years of retrospection)

As Clara, John uses similar words 'I found myself'. Before the expedition, Anne, John and Clara felt inadequate in their circumstances. Clara had talked about being a 'tomboy' in an all-girl school, not feeling she belonged. Anne, also from an all-girl school, was often questioned by her friends not understanding why she would want to go on an expedition, and John, felt that he did not have any good qualities since his father was very critical of him growing up constantly comparing him with his younger but smarter sister. By being six-weeks in a remote location with strangers, participants had the opportunity to be themselves, connect with others, discover what they were interested in and what they were good at, an opportunity they lacked before. This experience was perceived by John as a healing process, that allowed him to move in a more positive path afterward. This aligns with previous literature reporting a long-lasting influence on how participants saw themselves and their circumstances (Daniel, 2003).

Previous research on youth expeditions has reported the increased ability of youngsters to reflect and think about “moral and metaphysical questions” (Stott et al., 2015, p. 220).

Adolescence is when Piaget's formal operations are developed. The development of formal operations allows adolescents and emerging adults to think about abstract concepts, perceive different aspects of a situation, and examine their thoughts (Arnett, 2007). This stage of
cognitive development coincides also with a time when youth start to develop their narrative identity referring to “a person’s internalized and evolving life story, integrating the reconstructed past and imagined future to provide life with some degree of unity and purpose” (McAdams & McLean, 2013, p. 233). Finding oneself, feeling comfortable with who one is and recognize own strengths indubitably informs participants’ decisions, helping them to take better ones, respecting themselves, decisions often long-lasting since the end of adolescence and the emerging adulthood years are decisional periods as argued in the theme fulfilling potential (Arnett, 2007; Bandura, 2006).

When asked if the expedition made a difference in their lives, participants often mentioned that gaining self-awareness was important:

It was quite hard, and you learn to know yourself a lot better. So, I know what I am capable of or what I can't. (Brian, 54 years of retrospection)

It did change my life a lot, not markedly, I was not like I was not going to university, and suddenly I was, but it changed my approach to life. Being more self-aware, more aware of myself, to identify what I was interested in. So, in those ways, it changed my life.

(Patrick, 42 years of retrospection)

The expedition was an experience that allowed participants to test themselves. As Brian, the expedition was challenging and pushed participants, which allowed them to see what they were capable of doing and what not, providing them with information about themselves that they did not have before. Preliminary studies have reported similar findings regarding
participants’ self-awareness (Asfeldt & Hvenegaard, 2013; Wigglesworth & Heintzman, 2017) and ability to identify their strengths and weaknesses (Sibthorp et al., 2008).

The expedition also provided participants with information about their interest and what they enjoyed, information that they use to guide their lives:

I’ve made sure in my life when I’ve had moments, crossroad moments when I’ve been able to choose what to do and where to go next [to follow what is important me]. I’ve realized that being with invigorating, ambitious, passionate people, it’s really important to me and, that probably started [with the expedition]. (Emma, 31 years of retrospection)

That expedition connected me really to what makes me tick as an individual. It was maybe the catalyst to who I am and what I do. (Arthur, 38 years of retrospection)

For Arthur and Emma, the expedition allowed them to have experiences that they discovered they enjoyed and that are a crucial aspect of their current life. During the expedition, Emma noticed that she enjoyed being around an active group of people. Therefore she started to look for similar opportunities later in life, such as deciding to go to Cambridge University since that would allow her to be in an exciting environment of people, or when making decisions regarding work, always choosing to be in an environment similar to the one she experienced on the expedition. Arthur discovered what he was good at, as well as, what he enjoyed doing. In school, he was not good at the traditional subjects, but he was 'good' in nature settings, therefore he chose to pursue a career in the outdoors, in which he is an active leader until today, more than three decades later.
Thirty and more years later, participants perceive the expedition as an experience that opened up their perspectives about their abilities, their attitudes, helping them to reflect on how they wanted to live their lives. Participants referred to the expedition as an experience that influenced their identity development, developing a personal philosophy and self-awareness. This learning about oneself and the influence on one’s philosophy, are commonly reported outcomes of outdoor adventure education programs (Hattie et al. 1997; Stott et al., 2015)

**Theme 5: Sharing the experience**

“I had got so much out of my expedition that I wanted to be involved in doing that for others.”

(Anne, 37 years of retrospection)

The theme sharing the experience was reported by 92% of interviewees and referred to the transmission of knowledge and skills learned during the expedition to others: participants' family, friends, children, volunteering, and teaching. It includes participants' desire to 'give back' to others what they gained through the expedition experiences as well as participants' encouragement to others (such as family members and students) to participate in expedition like experiences (see figure 5.7). Participants foster in others the ideas and philosophy developed in the expedition and also tell stories about it. This theme differs from the theme ‘Connecting with others’ since the latter focuses on developing social skills to engage with others while the theme ‘Sharing the experience' centers on how participants influence others around them. This section will report on the most prominent code of the theme: 'Giving back.'
"I suppose on my credit and debit account I have a bit of debt; I had taken something away and got some valuable experience after the trip, and I wanted to give that back."

(Adam, 33 years of retrospection)

The notion of 'giving back', was mentioned by 69% of participants in different ways. As Adam, John reflects further about the 'debt' that the expedition experience left him:

I give my time a lot to people who are trying to do things and I help as much as I can. I think it comes from those early experiences, of being so helped by other people who wanted nothing in return. It helped me to be there for someone for an hour or two hours a week, or through a period of weeks, or something, because you know how valuable stuff like that was for you so that what it left me with; a willingness or even a desire. You have got a debt, and you want to repay it, and you cannot ever repay it, so you just want to continue to do it. (John, 34 years of retrospection)

John also refers to having debt, a debt that can never be paid off. He feels grateful of the people that helped him when he was raising the money to go on the expedition, as well as...
the expedition leaders and the expedition itself, since they influenced him immensely, therefore feeling compelled to do the same for others. The fact that the states that the debt can never be cleared, reflects of the value of the expedition experience, a value that cannot be measured, therefore impossible to clear off. This positive influence inspired him to do the same for others as much as he can. Other participants chose to go back to BES as leaders:

Since then I have been in 7 different expeditions, and I have led some expeditions with school kids, so giving them back some things that I gained from being with the BES, so that was another part of what I learned from it [the expedition experience]. (Patrick, 42 years of retrospection)

I reached a point where I just wanted to do something with the expeditions rather than just trying to be the fastest and the youngest to do x and y. I reached the point where I felt it would be nice to give something back, that is when, I think it was 19XX when I applied to BSES [BES] and asked them if they had any jobs for assistant instructors, and they did. (Arthur, 38 years of retrospection)

I then went back as expedition doctor... That was something that A, I wanted to do it because I thought it looked interesting and enjoyable, but B, by that stage I think I knew I got a lot out of the expedition and it was a way of ‘giving back’ to the expedition by going [as a doctor]. Maybe it is a kind of duty that, you know, if you have a great experience with something then it is nice to be able to support the expedition when you have different skills to offer. (Katherine, 31 years of retrospection)
These interviewees came back to BES to volunteer as leaders, as a way to facilitate similar experiences for other young people, since they perceived it was a very positive experience for them. Katherine wanted to give back to BES with her medical skills since it is difficult to find doctors to go on the expeditions. Patrick and Arthur not only participated in several BES expeditions as leaders, but later they extended their reach and started to create expedition experiences where they worked; Patrick organizes expeditions in the school he teaches at, and Arthur facilitates them in another country. The fact that participants facilitate expedition experiences for other young people because they considered it was a valuable experience for them illustrates the possible long-term influence and the ripple effect that expedition experiences can have. Arthur’s path illustrates the development that the expedition experience can have in participants. He spent approximately a decade doing expeditions and having significant achievements, but in his mid-twenties, he realized that he wanted to contribute to society.

Other interviewees also mentioned their motivation to support BES expeditions in different ways. Some participants volunteer their time as administrative support or by interviewing new explorers, while others donate money or help youngsters with the campaign to raise the money for the expedition. Interviewees also engage with young explorers and provide developmental opportunities as technical training. Finally, participants gave time to this research, answering the survey and spending time for the interviews. The desire to go back and be involved with BES in different ways reflects the positive influence that the expedition experience had on interviewees.
Other interviewees talk about their continuous involvement in the expedition world and their interest in young people development:

**Now, 33 years later,** I am a school nurse and **I still have a passion for expeditions and for youth development.** Through the school, I am able to teach first aid and supervise Duke of Edinburgh Award expeditions. I am also a Duke of Edinburgh Award expedition assessor and have been a medic on two Raleigh International expeditions to Chile. (Elizabeth, 33 years of retrospection)

We are very close to the peak district, you know, we would go out all the time. The kids do an outdoor club where we do a lot of outdoor stuff, and **I am happy to be in charge of other people in that situation because of my experiences.** (Charlotte, 29 years of retrospection)

We have also done training with operation Raleigh which is a similar scheme, we have helped with training in other groups, **I think it is important to give back, I have been very lucky with what I have had from BES and wherever I can support them or help others in a similar way.** (Frederick, 46 years of retrospection)

I tried a bit more to do with the expedition world if you like, and **I sit on the XX University Expedition panel as their medical advisor.** (Katherine, 31 years of retrospection)
At my daughter’s school, I became a school governor, that was very much because I was interested in seeing how the school was run, and have some input in that, and make sure every child at the school had the same opportunities. (Victoria, 29 years of retrospection)

Even if these interviewees do not actively engage in BES expeditions, they have found ways to keep being involved in helping young people to have expedition experiences and opportunities for growth. Charlotte and Frederick give their time to teach youngsters the skills they need to learn to go on an expedition, Charlotte volunteers in small outdoor groups while Katherine participates on committees to advise expeditions in the organizations she is involved with and Victoria volunteers in the local school to facilitate opportunities to children who may be disadvantaged.

This theme is possibly where the long-lasting impact of BES expeditions is most evident since participants still engage in BES even 50 years after their first expedition. The diversity of experiences illustrated in this section show how meaningful the BES expedition experience was for these participants, repeatedly mentioning their desire to give back and acting on it in different ways at different moments of their lives.

Surprisingly no references were found regarding the 'giving back' outcome of youth expedition in previous literature. Wigglesworth and Heintzman (2017) studying the life significance of an outdoor education course offered by a Canadian university more than 20 years before, reported the theme 'Transfer to others' as a significant life impact. They describe how participants transferred the knowledge gained during the expeditions to others such as family and friends which was also found in the present study, but their account did not include
the desire of participants to give back to the university that organized the expedition or to the broader society the opportunities that they received.

A possible explanation for this new theme is the unique characteristics of BES expedition. Unlike other organization in which participants’ parents pay for the expedition, BES participants were strongly encouraged to raise the money. In order to go, participants were helped by many, people who often did not expect anything in return (as was mentioned by John), who wanted just to help them achieve their goal. BES expedition leaders volunteered their time to go on the expedition, which may have influenced participants as well, since it was a significant time commitment for them. Another explanation may be due to the length of the retrospection of previous studies. Previous research on the long-term influence of expeditions have a shorter span of retrospection (less than 30 years), and this theme may require some time to be recognized and reported by participants. A third alternative explanation is culture. Participants of this study were from the UK which differs from most of the long-term studies of expeditions including participants from North America (Asfeldt & Hvenegaard, 2013, Daniel, 2003; Marshall, 2016; Sibthorp, et al., 2008; Wigglesworth & Heintzman, 2017) or Asia (Gassner, 2006; Takano, 2010). The UK may have a strong philosophy regarding 'giving back' to others that may not be as prevalent in North America and Asia.

In summary, participants report a desire to 'give back' and they do it in several ways. Some interviewees lead similar expedition experiences for others with BES, similar organizations or in the schools they teach. Others teach their skills and volunteer their time in activities for young people, by serving on boards, volunteering for BES, and donating money. This theme reveals the long-lasting and far-reaching influence of expeditions since the
expedition experience does not only influence the explorers but also the people around them decades after the expedition.

**Theme 6: Impacting Academic and Professional Life**

“It was the early seeds of me learning to be the performer that I became.”
(John, 34 years of retrospection)

The theme of Impact on academic and professional life refers to the effect that the expedition experience had on participants’ academics, career, or professional choices. The expedition experience includes the expedition itself, the activities pre and post-expedition, as well as the personal connections interviewees developed due to having participated in the BES expedition. Ninety-two percent of interviewees report a long-lasting influence of the BES expedition in this area (see figure 5.8). This theme does not have sub-categories since initially it was included under the ‘Fulfilling potential’ theme. Due to its frequency and the emphasis in which interviewees talked about this topic, it was considered as a theme in itself.

*Figure 5.8
Impact on academic and professional life*

There are several ways in which participants refer to the influence of the expedition in their academic or professional lives. As John expressed, the expedition experience showed him
the beginnings of his performance career. John is a known performer in the UK who educates by creating impressive and stunning experiences for the public. In his efforts to raise the money to go on the expedition, he created endless fundraising strategies (such as to dress up as a fish finger and jump around his town collecting money), that even caught the attention of a television program that invited him to participate. In the following passages, he talks about how the expedition experience influenced the choices he made later in life:

Actually interestingly, **before the expedition, I did not know what I wanted to become in my life**... Choosing to do an education degree, directly came from Greenland as a consequence of being there, and **that impacted me massively** because it opened my eyes to how much I enjoyed education and that let to me becoming a science communicator. The experience of talking to people [during the fundraising for the expedition], opened that up to me, to be a communicator as a job, actually going there and find ways to open people up to experiences. (John, 34 years of retrospection)

For John, the expedition experience was a life-changing experience that allowed him to discover his communication skills, his interest in education, opening him up for a career in performing for others that combined his skills and interests. As John, the following participants also discuss how the expedition helped them to recognize what they wanted to do with their lives, what kind of studies or jobs they wanted to pursue by being aware of other options and opportunities they were not aware before:

That [the expedition] was 1979, and if you flash-forward to 2017, that is 38 years, so **38 years from that I am doing a job which is very closely connected, almost incredibly closely connected to BES and that expedition.** (Arthur, 38 years of retrospection)
Going on the expedition, I came off it with a completely different view and the fact that I could make my own decisions in life; I was going to join the military, that was the only thing I could think off, that was the only thing I could imagine doing in life. **So, coming back from the expedition, I knew that was not the only thing [joining the military], I had the confidence to go out and do anything I wanted to do.** That was the biggest thing I learned from it. (Henry, 33 years of retrospection)

What I wanted from my life and where I was thinking I would go to for university and my career choices, up until that point, completely changed when I went on the expedition... I realized that I should be setting my standards higher for what I wanted out of university... So, a couple of weeks later I'm back at school, back at home, I feel like I'm a different person. **My life has turned on its head, and I just said: 'I am not going to [X university], I have changed my mind, for university completely, I am going to apply to Cambridge, and I am going to apply to do geography'.** I was very sure about that, and the school did not want me to do it. They did not want me to apply to Cambridge because they have had years and years and years of people applying and not getting in, and they did not want the heartbreak again of that not happening. (Emma, 31 years of retrospection)

The expedition experience helped these interviewees to widen their perspectives, their possibilities, and to recognize that they had more options than they initially thought or were aware off. During the expedition, Arthur realized that even if he was not good in the academic
subjects, he had many skills in the outdoors. Currently, he leads an outdoor adventure education organization in a foreign country, facilitating experiences to young people that are very similar to BES.

For Henry, the expedition experience changed what he perceived his career possibilities were. Before the expedition, he was sure that he was going to join the military, however, after the expedition, he noticed that he had taken an alternative path and still accomplished his goals, realizing that there were other career options for him, he could live the life he wanted to live if he took charge of his life and made his own choices. Even if the decision of not going into the military was taken the short term after the expedition, it had a long-lasting influence on Henry’s life.

Similarly, after the expedition, Emma changed what she wanted to do regarding her career options. Initially, she was going to study French and business, topics that she enjoyed but were not easy for her like geography. After the expedition, she decided to apply for Cambridge a very competitive university in the UK, a decision that was initially challenged by her school since they did not believe that she was able to be accepted. However, she was absolutely confident about her decision, and she worked hard and got accepted into Cambridge something that she would not have done if she would have not gone to the expedition.

After the expedition experience, these three interviewees took decisions that were immediate but had a long-lasting influence in their lives. The expedition experience showed the interviewees possibilities that they were not aware off before, and from gaining this new perspective, they decided to take action and those actions influenced the rest of their lives. As it was previously commented, the years in which interviewees embarked in the expedition are
years of questioning and exploration, in which young people are looking for their path (Arnett, 2007). At this stage, young people have to start making decisions regarding their occupation, decisions that will often be long-lasting. For these participants, the expedition was an opportunity to learn about themselves, their strengths, which allowed them to make decisions regarding his future. As discussed in previous themes, interviewees gained confidence (5.2 Fulfilling potential) and learned more about themselves (5.4 Knowing thyself), which allowed them to make decisions regarding their academic and professional lives with more conviction than before the expedition.

For other participants, the expedition was an experience that opened academic doors for them, which correspondingly had an impact in their careers afterward:

I think the biggest thing was, getting me to university, getting me through university and then giving me the confidence to set up and run a business since. (Frederick, 46 years of retrospection)

Before the expedition, Frederick did not know what to study. He was not going to university until his school advisor met with him and made him choose a university career. Frederick said he would be interested in surveying since he met some university students doing surveying when he went to Greenland with BES. The advisor instructed him to call the university, and in the call, he talked with the head of the department who was a BES member, and he invited him to visit the university. He later studied surveying, the head of the surveying department became his mentor, and currently, Frederick owns a surveying company. The expedition showed Frederick a career that he would be interested in, access opportunities and having the confidence to have his own business. As Frederick, William also perceives that the
expedition helped him to be admitted to the university and gave him confidence in his profession:

When I came back I applied to medical school, and I studied in one of London's colleges, and because I'd had a poor result the previous year I thought they wouldn't even look at my application, but I was able to put in my application that I was on this expedition and that I had done physiological studies with John Payne, and we had studied botany, and botany is very important in medicine. That got me an interview, I think. Then I got an offer, much to my amazement. I went to medical school in 1969, which was a year after the expedition. ... [if I would not have gone on the BES expedition] I would not have been confident enough at my interview for medical school, and subsequent interviews for jobs and profession, or be confident as a general practitioner with patients. (William, 49 years of retrospection)

William was a doctor; he perceived that the expedition was a valuable experience that helped him to be accepted in medical school. He also recognized that being on the expedition improved his confidence, which was not only beneficial in the interview for medical school but, with his patients during his career, since he commented that patients feel more comfortable and trust doctors who are confident, than doctors who are not.

The expedition was not a complete turn over all participants, for other participants, the expedition reinforced the choices they already made:

I knew I was going to the university to study biology, but it definitely cemented my interest in ecology, my interest in the outdoors... [the expedition experience] probably influenced me on doing research and a Ph.D. afterward. But then certainly later on
when I became a teacher, that idea of giving expedition experience to school children, was definitely something that came out of it, and that seed would have never been sawn without that experience. (Patrick, 42 years of retrospection)

I think it really contributed to me wanted to be a geography teacher, wanting to lead field trips, see places and in that sense going somewhere and experience it was important to understand it. (Albert, 48 years of retrospection)

The expedition reassured interviewees' career choices and love for the outdoors. Even if both interviewees knew about their interests beforehand, the expedition was an occasion that assured their choices in the short term. Patrick believes that the expedition opened him up to do research and pursue a Ph.D. later on, while Albert believes that the experience may have encouraged him to be a geography teacher. However, even if the expedition was not a complete revelation as it was for others, both commented that the expedition inspired them to facilitate similar experiences for the students they teach, an influence that is not only long-lasting since it influenced their professional lives, but it also influenced the students they led, probably shaping their futures as well.

Participants also reported that the expedition experience helped to develop skills that they used later in their jobs, such as public speaking:

It got me into public speaking, which I would not have done without it. I had the confidence to do it, and I knew I could, because I was passionate about it and I had to do it to start off with, and that has followed me all the way through my life.
I did it all the way through my naval career..., and then when I left the navy, again we went to small business, and we did a lot of public speaking with that, and now I am in rotary, and I am doing a lot of public speaking. I have done it all the way through my life. It is the early beginnings that are important, and that gave me the start. Whether it would have come otherwise I do not know, but it gave me a big leg up, a boost at the time. (Edward, 50 years of retrospection)

When I was working for pharmaceutical companies, I was actually working for an agency that worked for them; we used to have to do pitches for businesses. I went into it with reasonable presentations skills, so I could give a presentation. I knew how to go about writing on them, standing up there. (Victoria, 29 years of retrospection)

The fundraising for the expedition required participants to write letters to companies asking for sponsorship, and make presentations when they came back, as a way to recognize the help they received. The fundraising skills and the presentation afterward, provided participants like Victoria and Edward with skills that were useful later in their jobs.

The expedition also helped participants with job opportunities. During the expedition, participants had the chance to network with others who will offer them opportunities later. Others, because of their expedition experience, would receive job offers, jobs they still hold. Participants also reflect on how the expedition helped them with the transition to the university since they were independent, able to take care of themselves and felt confident in social situations since they could navigate disagreement with roommates.
These findings regarding impact on academic and professional life add to previous studies on expeditions. Hattie et al. (1997) reported influence in academics. However, this influence focused on participants' academic performance, and not on how the expedition influenced their decisions. Gassner (2006) also reported an influence of an Outward Bound expedition on participants’ professional lives as well as Asfeldt and Hvenegaard (2013). However, none of these studies explained in detail in what consisted the influence.

The expedition experience helped participants to know themselves better, and gain confidence, which helped them to take more authentic decisions afterward regarding their academic and professional lives. After the expedition, interviewees had more clarity about their interests and took decisions accordingly, even if they were challenged by the adults around them. The expedition was also an experience that opened doors for participants, by introducing them to influential people as well as having it as an accomplishment on their CV. The expedition taught them skills that they later used in their jobs. The impact on academic and professional life is an area in which participants report the most 'dramatic' influence of the expedition since it is an area in which participant had to make decisions that were going to mark their future lives.

Theme 7: Connecting with Nature and the World

“The expedition put in my mind the stunning beauty of Norway.”
(Henry, 33 years of retrospection)

Connecting with nature and the world refers to learning about the environment, "to touch earth, to be grounded and to connect with the universe" (Giges & Rosenfeld, 1976, p. 87). Sixty-five percent of interviewees reported this theme (see figure 5.9). This theme does not
have sub codes and includes the degree to which the expedition brought a perceived change in participants’ appreciation for the environment, nature, the outdoors, and the world. It includes concepts such as environmental awareness, environmental appreciation, sense of place, appreciation of modern conveniences, and global awareness.

After participating in a wilderness expedition, it is not surprising and it is even expected that participants learn something about the environment and gain an appreciation for nature (Stott et al. 2015). Even more than 30 years after the expedition, Henry mentions keeping a vivid image of the mountains on his mind, and a desire to go back, exemplifying the "trace" that the natural environment imprinted on him. Other participants also mention how the expedition fostered their appreciation of nature:

I never actually studied geography at school properly, and it suddenly opened my eyes to a massively amount of enjoyment of the landscape, and Iceland is a beautiful country, it is very new geologically. (Patrick, 42 years of retrospection)
It [the BES expedition] undoubtedly contributed to my love of nature. I told you I'm an urbanist. I'm a student of cities... I see human beings as part of nature, and therefore I see cities, the creations of human beings as part of nature too and, I think that going to Iceland was all part of the development of thinking in which everything is connected, and everything is nature. (George, 66 years of retrospection)

Even if Patrick and George did not dedicate the rest of their lives to study the natural world, the expedition influenced the way they saw the environment and their surroundings. Patrick recognized that the expedition experience gave him the opportunity to appreciate being out in nature. Likewise, George believes the expedition experience influenced his philosophy regarding cities, a philosophy that motivated him to stand for the London's political elections in the '70s since he wanted to resist cars in London:

I think I can link that back to Iceland in a way. I just knew that cities were about people, about good living conditions, clean air, and an absence of noise, and I knew these motorways and the other people whom I was campaigning with, we knew these motorways were going to make London worst. (George, 66 years of retrospection)

George sees cities as part of nature, in which they should be built for human beings, as opposed to being built for cars. He argued that his experiences in Iceland during the BES expedition, had an influence on this philosophy since he had the opportunity to experience the wilderness and its natural sounds. Other interviewees talk about the interest they developed after the expedition:

I think I'm more interested in getting to the Scott Polar Museum. I'm interested in, you know, films and discoveries and stuff about the Arctic, the Antarctic and the Himalayas,
which I **probably would not have been interested in as much before**. So, there is some,
you know, environmental stuff, but I am not sure. I'm not a geologist, you know, it has
not made a huge difference there. (Katherine, 31 years of retrospection).

I found the environment so stimulating, so beautiful, and I just loved glaciers, **I'm
completely fixated on glaciers**, and I want to go to that glacier in Chile one day.
(William, 49 years of retrospection)

Katherine mentions that after the expedition experience she cultivated an interest in
the topics related to the arctic, topics that she would not be involved with if she would not have
gone to the Himalayas with the BES expedition. William also developed an interest in the
environment, particularly around glaciers that he visits when he has the opportunity, even
almost 50 years after the BES expedition. The topic of nature and environmental appreciation
aligns with previous findings (Asfeldt & Hvenegaard, 2013; Sibthorp et al., 2008; Takano, 2010;
Wigglesworth & Heintzman, 2017).

Besides appreciating the environment, interviewees had different reports regarding the
influence in this aspect. On one side, some interviewees argued that the expedition did not
influence their environmental awareness:

I do not think the expedition helped me on that, because **green was not very popular
then, global warming was not heard of**. (William, 49 years of retrospection)

I do not think in terms of recycling and the environment because those things were not
very high on people's minds back in 88. (Hannah, 31 years of retrospection)
Participants mentioned that global warming was not something that was talked when they went on their expeditions, and that is the reason why they do not attribute this learning to the expedition experience (William went to the expedition on the late 1960s and Hannah on the late 1980s). Just living in a remote location, and experiencing the beauty of the natural world, did not foster environmental awareness in them. However, other participants who went to the expedition in similar years, do believe that the expedition experience made them more aware of environmental issues:

It [the expedition] gave me real respect for the environment which, I'd like to think I kind of carried on with some more of an understanding of the natural world that we live in, and how fantastic it is... we have a fantastic environment, so I do think we have an obligation to look after it and I would like to think that I'm teaching my child some of that. (Anne, 37 years of retrospection)

We were measuring the glaciers retreating in Arctic Sweden. The university of Sweden and Switzerland had done some measurements a few years earlier to show that the glaciers were retreating. At that time nobody coined the phrase global warming, and I was there, and I've got maps, diagrams of glaciers that we were measuring, and they were retreating. Being part of the environment, the importance of the environment. So, in terms of service. I am 'green'. I try to look after the environment (David, 44 years of retrospection)
I carry with me a big respect for and interest in environmental issues, and we could see that 30 years ago because we were studying glaciology, global warming. I'm sure if we were to go back to Greenland now, what we would see in that same place would be quite different. (Emma, 31 years of retrospection)

Contrary to the previous passages, these interviewees report a respect of the environment and a desire to take care of it that has lasted several decades. Even almost 40 years after the expedition experience, Anne talked about her efforts to teach her child to take care of the environment. Similarly, David and Emma indicate their interest in protecting the environment. David and Emma went to the expedition more than ten years apart (David went on the early 1970s while Emma went on the late 1980s). However, they both belonged to the glaciology team, and their measurements showed how the glaciers have changed over the years. This experience allowed them to witness the consequences of global warming before it was a widespread topic as it is today, explaining their interest in the environment even years later. In fact, among the factors that environmental leaders attribute to their activism is having a negative experience of environmental destructions, an experience that often takes place during childhood or adolescence (Arnold, Cohen, & Warner, 2009). Even if the interviewees did not become activist after the expedition, witnessing the retreat of glaciers, could be considered an experience of environmental destruction, which influenced and inspired them to be more environmentally aware and to act on their beliefs.

Participants, not only describe their love for the outdoors and their environmental awareness, but they also discuss the influence of the expedition on their global awareness:
I think the biggest thing I learned was, I mean it was like an earth-shattering revelation to me that the difference between the life I lead in the west and what I knew, and what I saw in India... It made me much more conscious of development issues, poverty, politics, and also made me think more about the kind of stuff I wanted to do.

(Hannah, 31 years of retrospection)

I had not been outside of Europe before, so in terms of, you know, global perspective, seeing different people from different walks of life, particularly in India was quite eye the whole cultural thing, you know, I have not been to a developing country before.

(Katherine, 31 years of retrospection)

Both of these interviewees talk about having gained global awareness after the expedition experience. Global awareness implies having an understanding of how social, cultural, economic, environmental, and political factors influence the world (Reimer et al, 2016). Katherine and Hannah both went to India, and unlike most BES expeditions, on the 1988 expedition, many participants were Indians. British participants were paired with Indian participants, and their Indian counterparts showed them their homes and city, which might explain the global perspective gained from the expedition. Katherine talks about how this experienced helped to accept others from different backgrounds, even if she was open before the expedition, she had not met people different from her. Meanwhile, the increased awareness of social inequity and the recognition of the abundance of her lifestyle at home, strongly influenced Hannah, who now works for the UK government in topics related to development. Global awareness has not been often described in previous literature. Takano
(2010) reported that 81% of participants identified a gain in 'international understanding/cultural diversity/global perspectives', which refers to understand how others' culture, beliefs, and values are different from oneself, a concept that is related to global awareness but differs on its reach. Developing global awareness and global competency are important competencies to be effective in a global world, aligning also with what Dewey proposed in the progressive education movement (Reimers et al., 2016). Hannah can be considered as an example of developing global competency, since she did not only started to understand the global challenges but she found ways in which she could contribute to their improvement.

The theme connecting with nature and the world was less mentioned by participants than the previous six themes. It included aspects such as environmental appreciation, and increased interest in the outdoors, particularly the arctic. Participants also reported differing accounts regarding environmental awareness. On one side, participants mention that the expedition did not influence their environmental awareness since concepts like climate change or global warming were not known. However, participants that were involved in measuring the retreat of the glaciers did perceive a long-term influence on their environmental awareness, being more concerned about the impact people have on the environment and subsequently taking action towards protecting it. Lastly, participants who went to India, an expedition that was different from previous ones, since they had more contact with the local culture, reported having gained a global perspective, that influenced their later career choices.

It is not surprising that an expedition to a remote and natural place for six weeks encourage nature appreciation, however, more interesting than learning if the expedition
facilitated participants’ love to nature and the outdoors, it is to know how far this love goes, in which ways they change their actions to protect the environment, even if they do not become environmental activists. In current times, when global warming is the main challenge that humanity face (Mann & Toles, 2016), understanding how youth expeditions may influence participants or not, is central.

This chapter has reviewed the long-lasting influences perceived by participants 29 and more years after their expedition experience. This study aligns with previous findings indicating that outdoor adventure education programs such as youth expeditions have the potential to have a long-lasting influence on participants' lives (Asfeldt & Hvenegaard, 2013; Daniel, 2003; Gassner, 2006; Hattie et al., 1997; Marshall, 2016; Sibthorp, et al., 2008; Takano, 2010; Wigglesworth & Heintzman, 2017). Seven long-lasting influences of BES expeditions were identified: Connecting with others, Fulfilling potential, Development of leisure activities and outdoor knowledge/skills, Knowing thyself, Sharing the experience, Impact on academic and professional life, and Connecting with nature and the world. Previous studies have reported several of these outcomes; however, most of them reported on a shorter span of time (less than 30 years) and did not offer details regarding how the influence reported by participants was expressed in their lives.

The interviewees went to their first BES expedition during their adolescence and emerging adulthood years, a period of exploration, identity definition and when decisions regarding relationships, career, and worldviews are taken (Arnett, 2007). Expeditions may not be a “life-changing” experience for all participants, but are an instance that provides an array of opportunities for youth to meet others, develop their social skills, explore their strengths and
interests, and reflect about their values, develop their confidence, shape their worldviews and the decisions they are going to take in the upcoming years. Participants not only grew in the four directions proposed by Giges and Rosenfeld (1976) identified by Stott et al. (2015) in their thematic analysis of the outcomes of expeditions, but this growth endorsed decisions regarding participants’ academics and professional careers, as well as how they choose to spend their leisure and fostered a desire to transfer the opportunities and the skills learned during the expedition to others, living more authentic lives, as Giges and Rosenfeld maintain, “ultimately, these processes lead to increased acceptance of ourselves and others, as we come to know who we really are and where we want to be in this universe” (p. 87). The decisions taken during this period affected participants the rest of their lives and even influenced others many years later.

This chapter has answered the second research question of the study, What kind of influences do expedition participants report 30 or more years later? The following chapter will answer the third and final question, what experiences of the expedition do participants report as influential in their lives?
Chapter 6. Results Regarding the Expedition Experiences that Impacted the Long-Term Influences of Youth Expeditions

Chapter five presented the seven long-term influences of youth expeditions. This chapter analyzes the expedition experiences that interviewees identified as contributing to the seven long-term outcomes identified in the previous chapter. Data are analyzed in relation to the third research question: *What experiences of the expedition do participants report as being influential in their lives?*

As discussed in chapter 4, this chapter presents the findings of 26 semi structured interviews with former BES participants who went on their first BES expedition 29 to 66 years ago. Participants were asked to describe which aspects of the expedition were most impactful. Their responses were organized as affordances to fulfill the three basic needs of autonomy, relatedness and competence (Ryan & Deci, 2017) and analysis also allowed the inductive generation of new themes.

**Findings: Four Themes**

Four themes were identified from the analysis of the 26 interviews with people who participated in their first BES expedition 29 and more years ago (table 6.1). The first three themes - affordances for relatedness, autonomy and competence – coincide with the three basic psychological needs proposed by self-determination theory (Ryan & Deci, 2017). In addition to these three themes a fourth theme – contact with nature – was identified. As table 6.1 illustrates, the majority of interviewees reported affordances for relatedness, autonomy and competence, and about half of them talked about experiences that fostered contact with nature.
Figure 6.1 displays the prevalence of each theme. Affordances for relatedness and autonomy were reported by 96% of participants, while affordances for competence were mentioned by 92%; 58% discussed contact with nature. Each theme includes several sub-codes which reflect different ways in which participants describe the theme. Figure 6.2 shows that the expedition provided simultaneously affordances for several aspects that influenced participants. Over half of the interviewees (54%) reported experiences in the four themes as influential, while 35% and 11% reported three and two themes as influential, respectively. This chapter reports on the principal sub-codes of each theme. The chapter begins by the most prevalent theme, affordances for relatedness, followed by affordances for autonomy and competence, and finishes with the least frequent theme mentioned, contact with nature, as outlined in figure 6.1. Each theme includes an overall definition of the theme, and a more detailed analysis of the most predominant sub-codes of the theme with exemplary quotes.
Figure 6.1: *Four affordances of expeditions with percentage of interviewees reporting each one of them (n=26) and the expedition experiences that foster each affordance*

<table>
<thead>
<tr>
<th>Expedition experiences</th>
<th>Affordances for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging in social situations</td>
<td>Relatedness 96%</td>
</tr>
<tr>
<td>Encountering diverse others</td>
<td></td>
</tr>
<tr>
<td>Being responsible for yourself</td>
<td>Autonomy 96%</td>
</tr>
<tr>
<td>Raising the money</td>
<td></td>
</tr>
<tr>
<td>Dealing with a tough environment</td>
<td>Competence 92%</td>
</tr>
<tr>
<td>Overcoming challenges</td>
<td></td>
</tr>
<tr>
<td>Experiencing the beauty of nature</td>
<td>Contact with nature 58%</td>
</tr>
<tr>
<td>Experiencing awe</td>
<td></td>
</tr>
</tbody>
</table>

Figure 6.2

*Number of processes mentioned by participants (percentage)*

- 4 processes: 54%
- 3 processes: 35%
- 2 processes: 11%
Theme 1: Affordances for Relatedness

“The bonding experience, I had never really bonded in any strong way.”
(Henry, 33 years of retrospection)

The theme affordances for relatedness refers to the experiences that allow people to feel or perceive they connect intimately with others, feel cared for, secure, and experience a sense of belonging to a community (Baumeister & Leary, 1995; Ryan & Deci, 2017). As figure 6.2 shows, there are many experiences that fostered a sense of relatedness in the expedition such as engaging in social situations, meeting others, and cooperating and relying on fellow explorers. Most interviewees (96%) mentioned affordances for relatedness as one of the aspects of the expedition that influenced them. The two most frequent sub-codes mentioned were ‘engaging in social situations’ and ‘interacting with diverse others’, reported by 81% and 77% of participants respectively (see figure 6.3).

Figure 6.3
Percentage of participants reporting the sub-codes of affordances for relatedness

- Engaging in social situations
- Interacting with diverse others
- Cooperating with others
- Engaging with leaders/influential adults
- Friendships
- Equal Status
- Anonymity
- Being helped to raise the money
- Leading others

Percentage of participants (n=26)
Engaging in social situations
"You watch people; you observe situations."
(David, 44 years of retrospection)

During the expedition, participants lived close to each other. Even if they were in a remote location in nature, they could not be apart from their groups, which required them to develop interpersonal skills. The following interviewees describe this experience:

It is living in close quarters; it is always difficult with other people because the silliest things can start to annoy you, and if you let that happen, it is ridiculous. People are all different, and you have to have, I will call it a sort of 'laissez-faire'. You have to relax. If you do not, and you are always wanting to do things your way, it does not work because you will end up in arguments. (Brian, 54 years of retrospection)

Because I had to work with someone so closely, I [developed] empathy very easily, otherwise you might experience people but not actually develop any empathy with them because you have very limited interaction with them, but actually living alongside somebody, you get quite an in-depth understanding. (Victoria, 29 years of retrospection)

Brian talked about the challenges of living with others in an expedition situation, and the importance of accepting others to prevent conflicts that may arise if one is too rigid. Victoria observed how working and living with others closely allowed her to understand others better and develop empathy, something that does not happen when the contact is less intense and scarce.
Since participants were living closely together for six weeks, interviewees had the opportunity to observe and experience numerous social situations, as David noted. In fact, during the expedition, participants observed others’ reactions, and how people faced challenges:

Some people, when you get there, try to be the leader of the group, not being told to be the leader, but they decide they want to be the leader, and in this case we had a police cadet..., all the way up the coast on the boat, he was saying "I'm top gun", and "you do what I say", and when we got there he was the first one to crack. (William, 49 years of retrospection)

It was very interesting seeing those who found that [taking responsibility for not just yourself but for other people] very natural to do, and those who did not find it particularly easy, and whether people adapted to become part of the team or chose to isolate themselves. (Clara, 34 years of retrospection)

Both interviewees describe observing other participants' attitudes and behaviors. William described how a participant who acted overly confident was shattered by being in the wild. Clara witnessed how some participants engaged with the team while others chose the opposite. Both interviewees observed how the same circumstances affected people in different ways, and the diverse ways in which people dealt with stress, a learning that stayed with them decades later. Participants also recalled social situations that arose during the expedition:

Inevitably, groups like that will have people who work harder than others and you could tell the people who are doing their best to just do the minimum possible and all
these sorts of things. You also saw the reaction of others to that; you have to learn to live with (it) because you're on top of each other all the time. (Anne, 37 years of retrospection)

We were on a glacier, dropping people down on a crevasse to practice pulling them up, and [Tom, a member with a cognitive disability] was at the end of the rope. We dropped somebody down, on one side of the crevasse, and behind him was another crevasse, and as we pulled somebody up, there was a point when we had to stop pulling, but [Tom] did not stop. I was somewhere in the middle of the rope, and I was pulled around, and I ended up on a tug of war with him trying to say 'we have done the job, the guy is up, so stop pulling', and suddenly he was pulling us all down into another crevasse. We were in an extremely dangerous situation... We talked to him and got him to understand that he had to stop pulling and start listening. We had to sort of assess the risk that he posed on us, and the risk that we posed on him. (Henry, 33 years of retrospection)

Anne recalls how people on the expedition reacted to other members when they were not doing their job and how they handled the situation assertively since they were living closely together. Henry talks about a situation in which the group had to learn to communicate effectively with each other in order to solve a dangerous situation. In the same way, the following passages illustrate how interviewees learned how the group handled crisis effectively. Victoria narrated an episode when a member of the team broke his leg, and Anne describes how episodes of stress can help group members move closer to each other:
I was not directly involved, but you know, **everyone around him was kind of dealing with him in a very calm and measured way**, and you know, kind of realizing that actually, **that is the way to deal with these things** (Victoria, 29 years of retrospection)

We were kayaking one day, and **one of the guys fell in**, and you know, you've got to get them out of the water, you've got to get them stripped, dry, dressed, running around a fire within a set number of minutes before they get hypothermia type stuff. **All those sorts of experiences really bring you and prompt you together.** (Anne, 37 years of retrospection)

By observing how leaders and the group managed a crisis, Victoria realized that the best way to do it is not to panic, but to be composed and act purposefully. Similarly, Anne describes the efficiency of the group in acting fast to make sure that the member who fell in the water did not get hypothermia. She also notes that situations in which the group has to solve a challenge and support each other to prevent a harmful result can bring the group together.

During expeditions, participants live and work closely with each other every day in a remote location. It is not surprising that several social situations arise, such as observing how people face stress, interpersonal conflict, misunderstandings, as well as risky situations. These situations allowed participants to develop the skills needed to live closely and understand others, as well as to communicate and handle their crises effectively. This had the effect of increasing group cohesion and bonding since they learned to work together and support one another. In accordance with the present finding, previous studies have also described the
relevance of conflict resolution and communication as components of the process theme 'group experience' taking place during expeditions (Wigglesworth & Heintzman, 2017).

**Interacting with diverse others.**

"You were meeting people from all walks of life."
(Andrew, 58 years of retrospection)

BES expeditions consist of non-intact groups – i.e., groups of people who do not know each other before the expedition experience. Twenty interviewees recognized that encountering others “from all walks of life” as Andrew asserts, was a relevant aspect of the expedition experience:

There were people from foreign schools, someone who lived in Kenya. Two people were on apprenticeship; they were not in school at all. One or two were in the cadets' force. So, you got a series of different backgrounds, and people from different parts of the country, from the lake district who were really into mountains and others like me from London, who were not that into mountains. (Albert, 48 years of retrospection)

It tended to be people from public schools [private schools in the UK]. It was just meeting people from different parts of the country. There was also a Swedish boy and a Finish boy as well, so we interacted with them. There were people from different social and family backgrounds. Mainly from private schools but not exclusively, so there was a cross-sectional with others. (Brian, 54 years of retrospection)

As Brian mentioned BES participants were mainly boys from private schools. However, over the years, boys from different socio-economic backgrounds, locations, and occupations, as
well as participants from different genders and different physical and cognitive abilities were invited to the expeditions, which was recognized by participants as a valuable element, even 50 years later:

I think BSES [BES] was perceived as a predominately private school organization. I did not go to a private school; I went to a grammar school, a government school. I was quite self-conscious when I first went on the trip simply because I was just very aware of the background of these guys and the schools that they came from, very different from my background. (Arthur, 38 years of retrospection)

The British Schools Exploring Society mainly took boys from [private schools], so I was mixing with an echelon of society that was way above my norm. I had done a lot of work with scouts, and I was very used to camping, backwood living and fending for myself, and therefore I had skills that were very useful to the group, and therefore, in the land of the blind, the one-eyed man is king. (Edward, 50 years of retrospection)

At the beginning of the expedition, Arthur and Edward felt insecure about being among people who had more privileged backgrounds than them. Other interviewees mentioned that because they came from less privileged backgrounds, they believed that others were better than them, and their confidence was low. The longing to connect with others, to belong, and peer evaluations are central for adolescents. That is why social rejection, or the feeling of disconnection from others, as well as not being worthy, is very threatening and can lead to negative outcomes such as loss in meaning in life, low performance and risk behaviors (Elliot, Dweck, & Yeager, 2017). Both Arthur and Edward had outdoor skills which were highly valued.
in the expedition experience, and as Edward mentioned, those skills gave them a different type of advantage – something to contribute to the group even if they came from a different background from most participants and felt inadequate. Both were able to engage with others as people and realized that they were as good as the participants from private schools and they did not have to be intimidated. Jostad et al. (2015) argued that social status is given by different participants’ qualities, according to what a particular group values as important. In BES expeditions, given the requirements of living in the wild for weeks, physical and technical skills were valued over socio-economic background, giving Edward and Arthur a ‘higher status’ over other participants who may have come from more privileged backgrounds but did not have their physical and technical skills. In contrast to Arthur and Edward, Elizabeth describes her background as being “comfortable”:

I had quite a sheltered middle-class existence at an all-girls grammar school which was a very comfortable sort of lifestyle and I hadn’t really mixed with people from different backgrounds. Most of the young explorers also had a similar upbringing but there were others who were on youth development schemes. Some of them had broken the law, some had been to prison but, you know, we all learned how to get on with each other, no matter what their background. It taught me a lot of good because these people were people at the end of the day, you know, and it made me realize that actually, they might not have had the support of their parents and there must have been all sorts of reasons why they ended up doing what they did. (Elizabeth, 33 years of retrospection)

Elizabeth also reported an immense benefit from meeting people that she would not have the chance to relate with in her everyday life. By closely interacting with others and living
in a manner where everyone is living the same experience and helping each other, she saw the humanity in everyone and questioned her prejudices. The experiences gained from being among a diverse group of people aligns with previous literature. For instance, Takano (2010) in a study of Japanese participants, reported that 94% of participants identified 'living and working together with people from different background' (p. 88) as the most important element of the expedition experience that elicited the long-term influences identified by participants. She argues that experiencing people from different nationalities who sometimes spoke a different language fostered mutual understanding and communication, and also caused participants to question their beliefs and develop their own worldviews.

Interviewees mentioned the fact that during the expedition they lived closely with others which helped them to see all 'people as people' and empathize with them. Empathy is something that has to be experienced rather than taught; during the expedition participants had the opportunity to listen to others, to take different perspectives, to recognize emotions in others as well as to not pass judgements, four distinct elements of empathy (Singhania, Maarouf & Liu, 2018). This is worth noticing because even if in everyday life, people interact with others from different backgrounds, it is less common to be close to others beyond superficial interactions. Expeditions usually involve living and working in close proximity with people with different backgrounds, and participants learn to be with people they would not normally meet due to personality, or barriers such as social class, education, or language. This facilitates social resilience (Stott et al., 2015). During the expedition, participants experienced a variety of social situations and met others, coming back with a new way of seeing and treating others. According to Reimers (2016, 2018), in an increasingly interdependent world, it is fundamental to teach
young people to collaborate with others different from themselves to improve society. He (2018) argues that in established democracies, one of the ways in which educative institutions can prepare young people for democratic participation is through learning about others with different social, cultural and ethnic backgrounds, and recognizing and valuing those differences. Expeditions, through interacting with diverse others and engaging in social situations, provide experiences that could support what Reimers (2018) calls upon educative institutions to do.

Previous studies in outdoor adventure education have found that experiencing group belonging, social support and connectedness are significant contributors to participants’ personal development (Mutz & Müller, 2016; Scarf et al., 2016). Stott et al. (2015), identified person-centered leadership as well as responses to stress as personally significant; Person-centered leadership prioritize participants’ development and learning above physical outcomes while response to stress is related to a person-centered leadership, and refers to cooperative independence in which participants need each other to succeed, which would lead to sociability.

In summary, the expedition experience provides experiences that foster in participants a sense of relatedness (Baumeister & Leary, 1995; Ryan & Deci, 2017). During the expedition, participants lived and worked closely with each other, which offered multiple opportunities to observe others, handle conflict and misunderstandings, and face risky situations. The expedition brought together a diverse group of people from different backgrounds and abilities, which was perceived as a beneficial element since participants learned to understand each other better and recognize the humanity in others, an important attribute for developing empathy and becoming a global citizen (Reimers, 2018). Even if adolescents are characterized
as being selfish and focused only on short-term benefits, they long to be valued and be part of something bigger than themselves (Elliot, Dweck, & Yeager, 2017) and expeditions can provide opportunities for that. This theme affordance for relatedness aligns with most long-term retrospective studies (Asfeldt & Hvenegaard, 2013; Daniel, 2003; Gassner, 2006; Takano, 2010; Wigglesworth & Heintzman, 2017) and supports Houge Mackenzie and Hodge’s (2019) conceptual framework.

Theme 2: Affordances for Autonomy

“We were given an awful amount of freedom, looking back sometimes I wonder whether if that was entirely wise to allow us to do as much as we did, but I think that was part of the adventure.” (Frederick, 46 years of retrospection)

The theme affordances for autonomy refers to the experiences that allow people to feel or perceive that they are the cause and regulator of their behavior (Ryan & Deci, 2017). Ryan and Deci maintain that people experience more autonomy in contexts that provide choices, when they experience genuine decision-making, are responsible for themselves, are allowed to make mistakes, have freedom, and have their feelings acknowledged. As figure 6.4 shows, there are several different experiences that fostered autonomy during the expedition such as by being responsible for oneself, raising the money to go on the expedition, being in a remote location (and therefore having to be self-sufficient), as well as experiencing internal motivation and the instructors' leadership style. The two principal sub-codes reported under this theme are ‘being responsible for oneself’, and ‘raising money’, mentioned by 77 and 69 percent of interviewees.
As Anne declares, participants were expected to take care of themselves. Interviewees refer to being treated as adults by being expected to take care of their responsibilities and manage themselves, as the following passages illustrate:

**Before someone else would wash my clothes for me,** either my mother at home, or it was at school, **but [in the expedition] I had to do that for myself.** You had to do things like looking after your equipment. **Nobody would do it for you,** so again you had to do it, you would not survive is too big of a word, but **you would not get through it without working.** (Patrick, 42 years of retrospection)

**There is no one to pitch the tent for you** to light the fire for you. You had to allocate the food and cook for yourself or your tent mate, or there would not be any [food], but you made turns... You had to carry everything. So, **I think in that sense you were**
responsible for yourself. No one was going to do it for you; mommy was not there.

(Albert, 48 years of retrospection)

These interviewees observe how, during the expedition, they were required to have an active role in the expedition regarding their responsibilities. Participants were in charge of their gear and equipment, as well as preparing food to feed themselves. Interviewees contrast these responsibilities with their life at home, where they were taken care off and where someone else was doing their laundry and preparing their food. During the expedition, participants were treated more like adults, they were not told what to do by leaders or punished. Instead, they learned by experiencing the natural consequences of their actions, learning self-reliance and responsibility:

If you were not feeling very well, though, you had to get on with it. If you did not get up to cook some food, you would not eat. If you did not do things right, then you suffered the consequences because you were out in nature. That is the way it was. It was not the organization punishing you; it was nature punishing you. If you did not put on your socks properly, you got blisters; it is simple things like that. If you did not dry your clothes properly, then you caught a cold. It was only yourself to blame. (Edward, 50 years of retrospection)

You were treated as an adult and expected to be responsible for stuff. And you learn very quickly if you made mistakes and you learn from them, and you had to deal with the consequences. There was nobody who was going to pack for you; you had to sort it out for yourself... I can remember one time drying a thermal top next to the fire, and I
did it too close, and it just went 'whop' it just disappeared up into it, and that was my only thermal top, and I had to live with the consequences of that. (Anne, 37 years of retrospection)

We had nights where we just sat up and talked all night, or most of the night because we could because it was light, and we did. **Nobody was saying, 'come on, it's bedtime now'. It was always all about managing yourself.** (Emma, 31 years of retrospection)

Edward and Anne reflect on how, during the expedition, participants had to face the consequences of their actions. Unlike their everyday lives, in which their parents or teachers told them what to do and solved their problems when they arose, during the expedition participants had to take care of themselves and accept the responsibility of their actions. Consequences "generally happen as a result of actions" (Shindler, 2010, p. 161), and in the natural world, all thoughts and actions entail consequences. In contrast, punishments are "external intervention[s] that (are) intended to give discomfort for the purpose of payback or out of the belief that it will change behavior" (Shindler, 2010, p. 162), and unlike consequences, they are not natural and they do not exist in nature. According to Schindler (2010), helping young people recognize cause-and-effect relationships between their actions and the results, develops responsibility and an internal locus of control. Consequences occur naturally, and in the expedition these consequences were blisters, having wet clothes, or burning one's top. As Edward mentions, nobody was punishing them, and they were accountable for doing things properly because they were the ones living with the effects of their choices. Leaders were there
to facilitate and support the experience and not to tell participants what to do, including what
time participants had to go to sleep, which provided participants with a sense of autonomy.

Alongside the expectation of managing themselves, participants perceived that the
experience of being trusted to explore by themselves without the leaders’ supervision as
significant to their development:

I think the most extraordinary aspect of that expedition must have been posted off
with three of the young men in the middle of nowhere for days at a time. (George, 66
years of retrospection)

Having that kind of freedom; getting off in a smaller group and kind of not having that
supervising adult. The adults in the exhibition treated you more like an adult; they were
not teachers; they were not your parents. They were there to keep a bit of an eye on
you. (Victoria, 29 years of retrospection)

This was a shock to me, to begin with, we were given a lot of autonomy, and that was
very new for me. We were very looked after in my girls' school and [on the expedition
we were told], 'off you go, you plan your route', 'we will see you in two days' kind of
thing. We were treated more like university students than school children. (Emma, 31
years of retrospection)

My one regret it is that they did not allow us to go off on our own, I think they were a
bit protective. (William, 49 years of retrospection)
Participants perceived that being in the wild without adult supervision was a significant element of the expedition that fostered their growth. Interviewees felt empowered and trusted, something that was surprising for Emma who had not experienced that in her girls’ school, where she was very protected. In studying autonomous student experiences (ASE) in outdoor adventure education, Daniel et al. (2014), defined ASE as “components (e.g., solo, final expedition) in which participants have a greater measure of choice and control over the planning, execution, and outcomes of their learning” (p. 4). They argue that these experiences are central to outdoor adventure and experiential education since they are one of the central tenets of the philosophy of experiential education (Dewey, 1938), and since ASE empowers participants by allowing them to be in charge of their lives. During these ASE, George, Victoria, and Emma experienced a sense of autonomy which empowered them, giving them a sense of agency and enhancing their motivation (Elliot et al., 2017; Ryan & Deci, 2017). By contrast, a lack of autonomy is perceived as demotivating, which can explain why William, even after almost five decades, still regrets not having the chance to explore without adult supervision.

During the expedition, participants experienced autonomy since they were trusted to take care of themselves and their equipment. Leaders were supportive but did not tell participants what to do, nor did they use punishments, or solve participants' problems. This allowed interviewees to learn from the consequences of their actions and develop self-reliance. Interviewees also highly valued being trusted to be by themselves in nature since they had not experienced that kind of freedom before. By being responsible for themselves and not being told what to do, participants experienced a sense of autonomy which enhanced their intrinsic
motivation, well-being, and vitality (Elliot et al., 2017; Houge Mackenzie, Son, & Hollenhorst, 2014; Ryan & Deci, 2017).

**Raising the money.**

“The fundraising to get to the expedition was perhaps as life-changing as the expedition itself.” (John, 34 years of retrospection)

A particular aspect of BES expeditions is that participants are encouraged to raise the money to finance their expedition. The BES participants came from different backgrounds - some of them were totally financed by their parents or the institutions they belonged to; others had some support from their families and raised the rest, and others had to go to great lengths to raise the money since their parents did not have the means to cover the expedition costs:

The year before, trying to raise the money to get into the expedition, I **had to really think out of the box**, because with the friend that I went with, we **did not have that kind of money. We had no idea how we were going to get it.** So, after the shock of actually being selected on going to the expedition, that was an honor in itself, we were then faced with a mountain to climb, not a mountain mountain, but **we had to raise what seemed to us like a vast amount of money, and my parents certainly were not going to pay for it.** So, **we ended up coming up with endless schemes** and ways of raising money and writing letters, and that got us to local television a few times, which **was a massive experience.** (Henry, 33 years of retrospection)

To raise the money, Henry exemplifies the strategies that some participants had to create to raise the money. He wrote letters to companies and did activities that would catch other people’s attention (even on television) such as staying in an industrial freezer with his
friend for several hours or smashing a piano so it could pass through a small hole. Other interviewees also recalled doing sponsored walks, writing to family members, or dressing up to collect money. Fundraising for the expedition was perceived as a significant aspect of participants' development:

> It was that whole thing about **working hard to get there** and then really reaping the rewards actually on the trip itself. (Adam, 33 years of retrospection)

> I think such a big part of it is **raising the money** and actually **knowing that you have got there yourself**. (Elizabeth, 33 years of retrospection)

> It changes the dynamic because **if you don't have to raise the money, it becomes a little bit like a holiday** and that you're getting a service out of something. Whereas **if you've had to raise money in, you're putting something into the process**. (Hannah, 31 years of retrospection)

Participants have referred to the expedition experience as having three parts: raising the money, the expedition itself, and the talks after the expedition to acknowledge the people and organizations that supported them. As Hannah notes, raising the money gave her a sense of ownership, since participants are more invested in the expedition. Interviewees considered the fundraising phase as relevant as the expedition itself and it was even seen has 'life-changing' giving participants confidence that they were capable of overcoming challenges and generating what they needed to achieve their goals. Autonomy is regarded as one of the basic psychological needs of self-determination theory, and when satisfied, it entails an increase in
motivation and psychological well-being (Elliot et al., 2017; Ryan & Deci, 2017). According to Bandura (2006), when adolescents build a sense of autonomy, also it fosters a sense of confidence. This finding aligns with previous literature on outdoor adventure education. For instance, Stott et al. (2015) identified genuine or authentic independence and person-centered leadership as central elements of the expedition experience. By having experienced leaders in charge of safety, but allowing participants to make decisions, take on responsibilities and experience genuine consequences of their decisions and actions (instead of manufacturing artificial scenarios), and by prioritizing participants’ development over reaching a particular goal, the experience would promote autonomy. This theme ‘affordances for autonomy’ aligns with previous long-term retrospective studies (Daniel, 2003; Marshall, 2016) and further supports the conceptual framework advocated by Houge, Mackenzie and Hodge (2019), in which they propose autonomy as one of the elements of expedition experiences fostering eudemonic subjective well-being.

In this study, participants experienced different ways in which their need for autonomy was satisfied during the expedition experience. For example, interviewees valued being treated as adults. They were responsible for themselves and their gear. During the expedition, interviewees experienced the consequences of their actions and dealt with them since the adults around them were not going to solve them. A highly valued aspect was the experience of being trusted to explore without adult supervision. Participants also experienced autonomy by raising money. By doing this, participants were invested in the expedition experience, which made the actual expedition even more valuable since they worked hard to achieve it.
Theme 3: Affordances for Competence

"It was not easy, it was not meant to be easy, it was meant to test you, and I think we were tested, I was." (Andrew, 58 years of retrospection)

Affordances for competence refers to the experiences that allow people to have optimal physical and social challenges and their ability to overcome them (Ryan & Deci, 2017). Ninety-two percent of interviewees expressed that the expedition provided experiences in which they felt competent. As figure 6.4 shows, competence was experienced in different ways. During the expedition, participants had experiences that promoted competence by overcoming a physically demanding activity or a personal challenge, by experiencing mastery, by being selected to go on the expedition, by developing outdoor skills or public speaking. The two most frequent sub-codes mentioned were the toughness of the environment, and overcoming challenges, reported by 85 and 73 percent of participants, respectively (see figure 6.5).

Figure 6.5
Percentage of participants reporting the sub codes of affordances for competence
**Toughness of the environment.**

"Spending six weeks in a difficult environment."
(Charlotte, 29 years of retrospection)

BES expeditions are self-sufficient and are characterized by going to remote places such as Greenland or Iceland to conduct a research project. Such locations meant that participants usually had to face different weather and terrain conditions in order to successfully complete their tasks and goals, which is expressed by Charlotte. The following quotes illustrate the hardships interviewees experienced:

**It is a serious expedition.** It is not camping in the lake district or something like that. You are in the Arctic. Obviously, we did not have polar bears when we did it, but there were other risks: crevasses to fall into, if the weather was bad, supplies could not get through. (Victoria, 29 years of retrospection)

The challenges that you have, mountains, you know, **tents blowing down** in the middle of the night, **having to sort yourself out in the middle of the night**. (David, 44 years of retrospection)

I remember a particular phase of the expedition I went; the last ten days were called the long march. **The conditions we had were pretty severe**, going through mountains, getting **snow days** and so on, and **that put pressure on everyone** and going through that I found it actually it was quite enjoyable on one sense. (Alfred, 63 years of retrospection)
The expedition wasn't just about lying there on our tents and talking, it was about being out there and doing science and getting all the food up to the top of the mountain, or being able to control your mind when it's so easy to want to stop because it is freezing cold, and you can barely feel your fingers, but you've actually got a job to do, and you are there for 6 hours recording every reading of this machine.

(Henry, 33 years of retrospection)

As Victoria observed, BES expeditions take place in environments that involve risks related to the terrain and the climate. David recalls an example in which they had a big storm one night that shattered the camp, and everyone had to be involved in protecting what has left and fixing what was broken. Alfred talks about the long march, a final phase of the expedition, an experience in which he felt highly challenged due to the terrain and the weather. During the expedition, participants had to be able to overcome much discomfort, mainly related to physical exertion and being extremely cold and, as Henry notes, participants had tasks to complete such as taking measures for research projects. Even if the expedition experience was challenging, Alfred declares that testing himself was 'enjoyable'. Expedition experiences can be motivating for adolescents since they foster their 'sensation seeking' tendency and entail numerous opportunities in which adolescents can experience the excitement of accomplishment (Wigfield & Wagner, 2005). Similarly, other interviewees perceive that being able to overcome physical and environmental challenges gave them a sense of competency:
These expeditions are tough, you know, and the meant to be, but you get so much more after them because they are tough, you know, it is not an easy walk in the park type stuff. (Anne, 37 years of retrospection)

I think the fact that it was hard, it was an arduous environment. There were very very cold times; there were extreme weathers, extreme environments to cope with. That has an influence on you, when you are in that cold, carrying on and going through it, then the sense of achievement when you experience something hard and harsh like that, it sticks with you. (Frederick, 46 years of retrospection)

Being cold, tired, and hungry, and coming through it. That is the point. If you have never been in that situation, where you are physically in danger, physically uncomfortable and you come through because of your own resources then you know there is not something you cannot do. (Edward, 50 years of retrospection)

As the previous passages illustrate, these three interviewees mentioned the challenging environment of the expedition. Interviewees believed that because they were able to endure being cold and exhausted, they grew since they were able to see how strong and tough they were, something that does not usually happen in the comforts of home. Participants realized they could push themselves and endure discomfort, empowering them, allowing them to trust in their own resources, something that according to Frederick, “sticks with you”.

Through overcoming physical hardships, participants saw how much they could endure, contributing to their sense of competency, which aligns with findings of previous studies. Stott
et al. (2015) attribute the increase in confidence to the series of hardships that explorers have
to overcome during the expedition experience. They identified that a physically demanding
activity was one of the five processes that would promote resilience, confidence, and self-
reliance in participants. Similarly, Wigglesworth and Heintzman (2017), reported the toughness
of the climate as a relevant process of the expedition. They argued that participants were
empowered through experiencing pain and overcoming the belief they could not continue,
learning about their own strength, claiming that when overcoming challenges and stressful
situations, people would change perceptions about themselves.

**Overcoming challenges.**

"It was very tough and realizing that you could cope with things like that, that I had never been
exposed before and I never thought I could." (Patrick, 42 years of retrospection)

The expedition posed several challenges for participants. During the expedition,
participants did not have the comforts of home, forcing them to adapt to this new
environment:

**Living in an unconventional way, living in tents.** For a period of time, **not washing.** All
these things, and kind of **realizing that you can.** I did not wash my hair in six weeks, and
now I wash my hair most days. **Even if you do not like it, you get used to it;** you can live
through it, **life does not end** just because I cannot have a shower or whatever. (Victoria,
29 years of retrospection)

Those first couple of days there **I was homesick, but then,** as the weeks went on, **I
totally came out of my shell.** (Clara, 34 years of retrospection)
Victoria talked about recognizing that she is flexible enough to adapt to different circumstances, even if they are not the ones she preferred. Meanwhile, Emma mentioned missing her home at the beginning of the expedition, but then being able to be more confident and overcome those negative feelings. These passages reflect how participants were able to adapt to a new environment, which seemed challenging at first. By recognizing their flexibility and their ability to live and enjoy unusual circumstances, participants developed a sense of competency that they could rely on in the future. During adolescence, young people learn to regulate their behavior to become more independent, influencing adolescents' motivation and perception about themselves (Wigfield & Wagner, 2005). The expedition provided opportunities for Victoria and Clara to do that. This also aligns with Bandura (2006), who maintains that mastering challenging tasks improves people's confidence in performing similar tasks in the future.

Not only did participants feel uncomfortable in adapting to expedition life, but they also learned that they could conquer their fears:

I think a lot of the confidence came from raising the money, from being in scary situations on the expedition. Crossing crevasses and ice climbing, being genuinely scared but making myself do things that I was totally scared off, and acting like I was not scared, but really I was scared. So, those big factors. Talking publicly, making myself do it, and being scared of it but enjoying that I could do it well. (John, 34 years of retrospection)
We did some ice climbing on glaciers and stuff like that, terrifying, but 'keep going, give it a go, feel amazing when you have done it'. That is the thing about bravery, it involves taking a leap, but once you've done it, you feel really brilliant. (Charlotte, 29 years of retrospection)

If you are in that situation, where you are not sure whether you can do something, you have this stream you have to cross with a heavy rucksack on your back, but you have no choice, you have to get over it somehow or another, you do not have an option, and it is terrifying when you start doing it, but when you get to the other side, you look back and say 'wow, I have done that', and therefore the next time it comes up you tackle it with a different frame of mind. (Edward, 50 years of retrospection)

John talks about experiencing fear not only during the expedition when crossing crevasses but also before and after it. When John was raising the money, he said to others what he intended to do in order to force himself to do them, even if he was scared, like parasailing from a building. When returning, he had to give talks about the expedition that made him nervous. For John, experiencing fear and then overcoming it increased his confidence.

Analogously, Charlotte also experienced fear during the expedition and was able to conquer it. She reflected on the feeling of accomplishment after completing something she feared.

Similarly, Edward also recalls being afraid during the expedition and gaining self-efficacy when he recognized that he had done it, giving him a frame of reference for how to face future challenges. Even when experiencing fear, these interviewees accomplished what they wanted to do, finding joy in doing it, and were empowered to face their fears in the future as Bandura
Adolescents want to experience positive emotions and have high status in the eyes of their peers and relevant adults, which influence their attention, motivation, and learning (Wigfield & Wagner, 2005). The expedition experience provided abundant opportunities for participants to test themselves and gain recognition.

The benefits of overcoming challenges are supported by previous outdoor adventure research (e.g., Daniel, 2003; D'Amato and Krasny, 2011; Mutz & Müller, 2016; Wigglesworth & Heintzman, 2017). For example, Daniel (2003) argued that when facing challenges, fears, and uncertainty, participants changed the way they saw themselves. Likewise, D'Amato and Krasny (2011), claimed that overcoming challenges promoted a feeling of achievement in participants, as well as giving them a chance to develop self-confidence and competence. Wigglesworth and Heintzman (2017), identified personal growth opportunities such as overcoming personal challenges and accomplishment, and being pushed outside of their comfort zone as significant elements of the expedition experience. In their framework to understand how adventure recreation promote subjective wellbeing, Houdge, Mackenzie and Hodge (2019) maintained that perceived challenges foster optimal experiences and argued that competence has an important role in the development of the positive outcomes that adventure recreation develops.

Developing healthy competence beliefs are central to adolescents' development. Adolescents who believe they can achieve their goals are more likely to perform at a higher level, make more efforts to accomplish them and make better decisions than adolescents who have a lower perception of their competence (Wigfield & Wagner, 2005).
In summary, the expedition experience provided participants opportunities to satisfy their need for competence by allowing them to overcome hardships related to the weather and terrain, such as being cold, tired, and hungry. Participants also overcame other types of challenges, such as raising the money, adapting to unconventional living conditions, and facing their fears.

**Theme 4: Contact with Nature**

“Being in the wilderness, being deeply connected with something immensely beautiful, I mean, awe inspiring beautiful.” (John, 34 years of retrospection)

Contact with nature refers to the beauty and the sense of 'awe' generated by the natural landscape and the surroundings. It also includes an appreciation of natural processes such as the seasons and animals seen during the expedition. As figure 6.6 shows, 58% of interviewees identified the theme contact with nature as a significant element of their expedition experience. This theme does not have sub-codes.

**Figure 6.6**

*Percentage of participants reporting contact with nature*

![Bar graph showing percentage of participants reporting contact with nature](image)

Even fifty years later, participants recall the beauty of the nature around them and the sense of wonder they felt when they were in the expedition.
I was in the most amazingly beautiful place, an extreme place. (Emma, 31 years of retrospection)

I found the environment so stimulating, so beautiful, and I just loved the glacier. (William, 49 years of retrospection)

Walking back through this valley. This glaciated valley, beautiful and I have never ever, ever forgotten that, the Vista Varga Valley. It was just breathtaking, absolutely breathtaking, I locked it in my mind forever, the views, unbelievable, so that that element impacted, the beauty of nature. (David, 44 years of retrospection)

Interviewees mentioned 'beauty' and 'beautiful' repeatedly when remembering the places they visited during expedition. Participants were dazed by the splendor of the mountains and the glaciers. In fact, panoramic nature views, and immense natural entities are reported in the literature as eliciting awe experiences (Richards, 2001; Shiota, Keltner, & Mossman, 2007). BES expeditions took place in natural and remote places and places unfamiliar to participants, which have been reported to influence participants’ development (Asfeldt & Hvenegaard, 2013; Hattie et al., 1997; McKenzie, 2000, 2003; Takano, 2010). Participants also described experiencing a sense of awe:

I am not a very poetic person, and even then I could not put it into words very well, I think there is something about being in nature that I think all humans need, and we do not know we need it until we have it. (John, 34 years of retrospection)
When you go to places like that, and there are 20 other people within 20 miles of you, and you're sitting on top of an ice cap, at midnight, watching the sun go around the horizon, to me is, I suppose spiritual is probably too strong a word, but it is, it's just awe-inspiring. (Adam, 33 years of retrospection)

The beauty and grandeur of Norway and the Arctic... In the midnight sun, watching the sun come up, come up from underneath the clouds and seeing the rise of the sun, filling the skies and turning the clouds gold. I remember we sat all night there and we just watched it. That was without attributing it to a god or a thing, it was kind of like this is the universe, this is the beauty of the universe, and I think we all felt in complete and total awe, and the size, when you see the curvature of the earth from the top of the mountain and getting to get some kind of perspective about how small you actually are, that was a religious experience in itself. (Henry, 33 years of retrospection)

John recalls the inspiration instilled by the beauty of the surroundings and reflects how he could not express what he felt, looking for other ways to convey his feelings like poetry. Adam and Henry recall admiring the trajectory of the sun and being in awe at that moment.

Awe can be understood as “as an emotional response to perceptually vast stimuli that overwhelm current mental structures yet facilitate attempts at accommodation” (Shiota et al. 2007, p. 944). Central to this definition is the idea that by observing these stimuli, spectators enlarge their perceptions by cognitive accommodation since the stimulus diverges from previous conceptions renewing or creating new schemas. People who experience awe often describe themselves as feeling small and being around something bigger than themselves, like
being connected with the environment, and forgetting about oneself (Piff, et al., 2015; Shiota et al., 2007). Adam mentions that the experience was almost spiritual, while Henry reflects on how that experience helped him appreciate the immensity of the universe, perceiving it as a religious experience. By witnessing the curvature of the earth and by seeing how small he was in reference to the universe, Henry illustrates how his perspective enlarged during the awe experience. The three passages show the experience of being connected to something bigger than oneself, forgetting about themselves, and being completely focused on the experience. As John argues, contact with nature contributes to subjective wellbeing and flourishing (Houge Mackenzie & Hodge, 2019).

Other participants attribute their connection with nature to the job they were tasked to do during the expedition, giving them the opportunity to see wildlife and appreciate the change of the seasons in a short period:

Iceland is a very striking landscape. I have never seen an ice sheet before, so it was enormously impressive as a landscape experience, and then the fact that I was a plain tabular in the mapping section. I was actually drawing the land onto a piece of mapping paper. I loved that because it brought me very much in contact with the land... it was a very powerful contact with nature. (George, 66 years of retrospection)

There were bears where we were. So that was a thing that was a significant part of it, seeing the bears close enough to be exciting, far enough away to be safe. (Charlotte, 29 years of retrospection)
I remember strongly seeing the fall in Arctic Sweden, which is when in one week it goes from summer to the fall... in one week it is sunny, one minute, then the leaves, all the trees change color, and a week later they start falling, and that is it. And then just seeing the ecosystem, so some of the stuff about primary, succession and you know, the geography stuff made real. (Benjamin, 51 years of retrospection)

George was also impressed by his surroundings but recognized that by having to map, his experience with nature was heightened and felt more connected with it since he had to look around him and capture what he saw on a piece of paper. Charlotte considered that being able to see wildlife, such as bears, and living where they were living was a meaningful part of her experience which helped her to see “the value of wilderness areas and wildlife”. By actually seeing bears, she was able to appreciate them from a new perspective, experiencing a sense of privilege (Ballantyne et al., 2011). Benjamin recalls the sudden change of seasons, which helped him to see first-hand and to experience the natural phenomena, fostering his learning and interests.

In summary, participants perceived that 1) being in a beautiful place, 2) experiencing awe, 3) being connected with nature through participating in science activities, and 4) seeing wildlife and the natural phenomena in a remote and extreme place, contributed to the influence of the expedition on their lives. This theme is consistent with previous long-term retrospective studies (Asfeldt & Hvenegaard, 2013; Daniel, 2003, Takano, 2010), and with the conceptual framework presented by Houge, Mackenzie and Hodge (2019), in which contact with nature is one of the elements contributing to enhancing eudaemonic subjective well-being through adventure recreation experiences.
This chapter answered the third research question of the study: *What experiences of the expedition do participants report as influential in their lives?* Participants reported four types of experiences of the expedition that influenced their lives. The expedition provided numerous opportunities for participants to experience relatedness, autonomy, competence and contact with nature. Interviewees experienced each theme in different ways. For instance, by engaging in social situations and interacting with diverse others, interviewees developed a sense of relatedness. Being responsible for themselves and raising money provided opportunities to have a sense of autonomy, and by overcoming the toughness of the environment and challenges, participants felt competent. By experiencing a sense of awe when observing the wildlife and the phenomena of the natural world, participants felt connected to nature. These four types of experiences are consistent with previous literature on the processes involved in the long-term influence of expeditions.

Previous studies have reported the experiences, elements, processes or components of expeditions that created lasting impacts (e.g. Asfeldt & Hvenegaard, 2013; Daniel, 2003; Gassner and Russel, 2008; Takano, 2010), but knowledge of the experiences or elements did not inform why they were relevant or what it was about them that made them significant for participants’ development. Participants’ testimonies illuminated this black box (Shellman, 2011). Interviewees’ reflections clarified what it was about each experience that was meaningful. Previous retrospective studies had similar findings of experiences that contributed to the influence of outdoor adventure programs, but they did not organize the results as affordances for the three basic psychological needs of self-determination theory (Ryan & Deci, 2017) as this study did with the basic psychological needs of relatedness, autonomy and
competence. The four themes reported in this study also coincide with the ones outlined by Houge, Mackenzie and Hodge (2019), who also integrated the basic psychological needs of self-determination theory (Ryan, & Deci, 2017) in their conceptual framework.

This chapter addressed two of the gaps in the outdoor adventure education field: Disproportionate focus on outcomes over processes and the lack of robust theoretical models that explain how outdoor adventure programs influence individual change discussed in chapter 2. Understanding how expedition can promote the four themes identified in this study, provide a rationale to explain why expedition experiences are meaningful, informing future research and practice. The following chapter integrates the findings reported in chapters four, five and six, providing a composite model of the findings of this research.
Chapter 7. Conclusions

The purpose of this research was to study the perceived long-term influences of youth expeditions in participants’ lives and the experiences that facilitated those influences. The British Exploring Society (BES), founded in 1933, is a UK-based youth development charity that organizes 3-6 week-long land-based self-sufficient expeditions for non-intact groups, consisting of young people between the ages of 16 and 25 years old, combining science research projects in a variety of climates and remote locations with adventure (e.g., mountaineering, canoeing). BES expeditions can be considered a representative example in the youth expedition field, and through analytical generalization, the findings of this study are relevant to similar youth organizations (Yin, 2014).

The three research questions (RQ) of the study were:

• RQ1: Do young explorers perceive an influence of the expedition on their lives?
• RQ2: What kind of influences do expedition participants report 29 or more years later?
• RQ3: What experiences of the expedition experience do participants report as influential?

To answer these research questions, this study used a retrospective approach. The research design involved two phases: first, an online survey sent to all the BES members who had participated on a BES expedition five years or more previously, followed by individual interviews in a second phase. The previous three chapters (chapters 4, 5, and 6) presented the results of these two phases.

Chapter 4 reported the results from the first phase of the study, the online survey, and concluded that participants perceived that the expedition had a significant influence on their
lives. Chapter 5 and 6 presented the results from the second phase of the study: the interviews. Chapter 5 identified seven long-term influences of BES expeditions in participants’ lives: 1) Fulfilling potential, 2) Knowing thyself, 3) Connecting with others, 4) Connecting with nature and the world, 5) Sharing the experience, 6) Developing leisure activities and outdoor knowledge/skills, and 7) Impacting academic and professional life. Chapter 6 presented four themes of experiences that facilitated those influences: 1) Affordances for relatedness, 2) Affordances for autonomy, 3) Affordances for competency, and 4) Contact with nature. The purpose of this chapter is to discuss how chapters 4, 5, and 6 interact with each other, integrating the findings into a comprehensive model.

First, this chapter will answer each research question by integrating the findings of chapters 4, 5, and 6 with previous literature. Second, the chapter will present a comprehensive model of the findings. Finally, the chapter will conclude by discussing the limitations of the study.

Answers to the Research Questions

This section will answer each research question, incorporating the findings from the online survey from the first phase, and the interviews from the second phase.

**RQ1: Do young explorers perceive an influence of the expedition on their lives?** This first research question was answered by the online survey in the first phase of the study reported in chapter 4. Over half of the respondents (53.4%) perceived that the expedition experience changed their lives, and for the big majority of them (93.8%), the expedition experience was ‘enjoyable and meaningful’. Even if the expedition experience was not
perceived as being "life-changing" for all survey respondents, we can conclude that the expedition experience had a significant influence on respondents’ lives.

**RQ2: What kind of influences do expedition participants report more than three decades later?** The online survey provided an initial overview of the kind of influences that participants perceived while the interviews offered in depth understanding of these influences. Table 7.1 lists the perceived long-term influences of expeditions reported in the two phases of the study: the survey and the interviews, pairing similar influences.

In the survey, respondents with 29 or more years of retrospection reported that the most important influences from their expedition experience were in the areas of Personal development (96.6%), Interest in the environment (89.9%), and Physical fitness and survival skills (83.1%). A smaller percentage identified an influence in their Interest in service (55.9%) and in their Academic and professional development (49.1%). Finally, 42.4% and 33.9%, estimated that the expedition experience did not influence their academic and professional development and interest in service, respectively.

During the second phase of the study, interviewees also reported an influence of the expedition in their personal development. In the interview analysis, the influence on personal development was divided in four directions of growth: Fulfilling potential (96%), Knowing thyself (92%), Connecting with others (100%) and Connecting with nature and the world (65%), following the thematic analysis done by Stott et al. (2015) in a review of the literature on overseas youth expeditions. Besides these four areas of personal development, interviewees also reported an influence of the expedition in Developing leisure activities and outdoor
knowledge/skills (96%), Sharing the experience (92%), and Impacting their academic and professional life (92%).

On one side, the interview findings align with the survey results regarding personal development. The survey reflected the themes of knowing thyself and connecting with others. Interviews also supported the findings of the survey regarding physical fitness. Most interviewees reported an influence of the expedition in their choices for leisure and outdoor knowledge and skills, preferring to do activities in the outdoors. Interest in the environment, reported by most survey respondents, was also described in the interviews and, depending on how interviewees talked about it, it was coded as either Developing of leisure activities and outdoor knowledge/skills or as Connecting with nature and the world.

Regarding service, survey respondents were divided in their perception of whether or not the expedition experience influenced their interest in service later in life. During the interviews, this opinion was similarly divided. The theme, Sharing the experience encompassed “giving back” - similar to service but also included other aspects of influencing others such as encouraging youth participation, mirroring the survey results.

In contrast, there were also some differences in the findings reported in the survey and interviews. The most salient difference was regarding the impact on academic and professional life. In the interviews, 92% of participants identified an influence while survey respondents were divided between a positive influence and no influence of the expedition in this area. This difference might be explained in the ways survey respondents interpreted the question. Most participants reported that the expedition did not directly influence their grades or their degree. In fact, most interviewees did not become explorers or pursue a career in the outdoors because
of the expedition, which is why they said the expedition had no influence in their studies or
career. However, the expedition had a more indirect influence in participants’ academics and
careers. For example, the expedition experience helped participants develop skills they would
use later in life, such as pitching a business or fundraising. Some participants reported that the
confidence they developed during the expedition, allowed them to make different choices in
their academic and professional lives than if they had a lower level of confidence in themselves.
The theme connecting with others was an aspect identified in the interviews, not present in the
survey.

Table 7.1
Survey and interview results regarding the perceived long-term influence of BES expedition in
participants’ lives

<table>
<thead>
<tr>
<th>Phase 1: Survey</th>
<th>Percentage of Survey respondents (n=59)</th>
<th>Phase 2: Interviews</th>
<th>Percentage of Interviewees (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal development</td>
<td>96.6%</td>
<td>Connecting with others</td>
<td>100%</td>
</tr>
<tr>
<td>Physical fitness and survival skills</td>
<td>83.1%</td>
<td>Knowing thyself</td>
<td>92%</td>
</tr>
<tr>
<td>Knowing thyself</td>
<td>92%</td>
<td>Fulfilling potential</td>
<td>96%</td>
</tr>
<tr>
<td>Developing leisure activities and outdoor knowledge/skills</td>
<td>96%</td>
<td>Connecting with nature and the world</td>
<td>65%</td>
</tr>
<tr>
<td>Interest in the environment</td>
<td>89.9%</td>
<td>Sharing the experience</td>
<td>92%</td>
</tr>
<tr>
<td>Interest in service</td>
<td>55.9% (33.9% no influence)</td>
<td>Impacting academic and professional life</td>
<td>92%</td>
</tr>
<tr>
<td>Academic and professional development</td>
<td>49.1% (42.4% no influence)</td>
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</tbody>
</table>

195
The findings from the interview analysis support the preliminary influences identified in the survey, adding more details, and nuances on the perceived influences of expeditions 29 or more years later.

Table 7.2
Findings of previous research on the long-term influence of expeditions

<table>
<thead>
<tr>
<th></th>
<th>Connecting with others</th>
<th>Fulfilling potential</th>
<th>Developing leisure activities and outdoor knowledge/skills</th>
<th>Knowing thyself</th>
<th>Sharing the experience</th>
<th>Impacting academic and professional life</th>
<th>Connecting with nature and the world</th>
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<tbody>
<tr>
<td>Daniel (2003)</td>
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<td>Gassner (2006)</td>
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<tr>
<td>Sibthorp et al. (2008)</td>
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<td>x</td>
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<tr>
<td>Takano (2010)</td>
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<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Asfeldt &amp; Hvenegaard (2013)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Marshall (2016)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Wigglesworth &amp; Heintzman (2017)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tbody>
</table>

The long-term influences of expeditions found in this study are consistent with previous literature. Table 7.2 organizes previous findings regarding the long-term influence of expeditions into the seven themes reported in the present study. From the table, it is apparent that most outcomes of expeditions are related to the influences of fulfilling potential, knowing thyself, connecting with others, and connecting with nature and the world. These findings were consistent with the classifications made by Stott et al. (2015) on their literature review on oversees youth expeditions. These influences are followed in rank by impact on academic and
professional life and development of leisure activities and outdoor knowledge/skills. Only one study reported that participants’ influencing others by teaching them skills learned in the expedition (Wigglesworth & Heintzman, 2017). This may be because most research focuses on determining the self-development outcomes of expeditions, rather than looking for the influences that expedition experiences have in participants’ communities in the long-term.

**RQ3: What experiences of the expedition do participants report as influential?** This third research question was answered in the second phase of the study from the interview analysis. Four main types of experiences influenced interviewees’ development the most: Affordances for relatedness, affordances for autonomy, affordances for competence, and contact with nature. These four themes align with self-determination theory (Ryan & Deci, 2017) as well as with the conceptual framework proposed by Houge, Mackenzie, and Hodge (2019) who argued that adventure recreation fosters subjective well-being by satisfying the needs of self-determination theory and by contact with nature.

As previous studies in the long-term influence of expeditions, this study found multiple experiences of expeditions that participants perceived as significant in their development. Even if BES expeditions have not changed much over the years (they are similar to the original expeditions organized by Murray Levick), it is vital to notice that the interviews covered a span of over 30 years of expedition experiences, with different leaders and locations, and therefore it is not surprising that a multiplicity of different components also arose, similar to the disperse components proposed by previous research. To address this challenge, the experiences reported by participants were organized using the three basic psychological needs proposed by self-determination theory (Ryan & Deci, 2017). Therefore, instead of looking at specific
experiences or processes, the data was organized according to what was being fostered by the experiences, what affordances specific expedition experiences were facilitating. This approach was fruitful since it allowed to gather apparent disconnected experiences by understanding what they were facilitating or promoting. With this understanding in mind, this study argues that it is not a particular set of experiences, processes or elements that make an expedition experience meaningful or “life-changing”, but the degree in which the expedition creates an environment that fosters relatedness, autonomy, competence and contact with nature.

During the analysis, experiences were organized according to what they were facilitating (relatedness, autonomy, competence or contact with nature). However, some experiences contributed to more than one affordance. For example, on one hand, the experience “raising the money” to go on the expedition fostered interviewees’ autonomy since they were engaged and active agents in achieving their goal of going on the expedition. However, on the other hand, raising the money also contributed to participants’ sense of competence when they overcame that challenge, and it also fostered relatedness since many people helped interviewees along the way to accomplish their goal. To address this challenge and to provide a simple model, each experience is only linked to one theme or aspect that they facilitate. Figure 7.1 links the main expedition experiences identified by participants to the four themes those experiences fostered during the expedition.

The four themes found in this study regarding the experiences that participants identified as influential to their development 29 or more years later, are consistent with previous literature as it is shown in table 7.3. It is apparent from the table that relatedness, competence, and contact with nature are the most prominent experiences of expeditions that
previous studies have identified as having a long-term influence. Autonomy was reported only by two studies (Daniel, 2003; Marshall, 2016).

Incorporating self-determination theory (Ryan and Deci, 2017) in this study served to address two related challenges and gaps in the literature. A challenge of previous research has been the disperse range of experiences, processes and elements of outdoor adventure education programs report. Most past studies were not cumulative and argued for their own set of relevant experiences, elements, processes or components, resulting in discrepancies. A second but related critique in the literature has been the lack of a robust theoretical framework to explain how and why the influences of outdoor adventure education programs take place. On one side, SDT provides a sound theoretical framework in which to understand why expedition experiences are significant for participants, and on the other, the three basic psychological needs are helpful to organize the different experiences that participants have during expeditions, providing a common language to understand these experiences.

Figure 7.1
*Expedition experiences and affordances they promote*

<table>
<thead>
<tr>
<th>Engagement in social situations</th>
<th>Relatedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encountering diverse others</td>
<td>Autonomy</td>
</tr>
<tr>
<td>Being responsible for yourself</td>
<td>Competence</td>
</tr>
<tr>
<td>Raising the money</td>
<td>Contact with nature</td>
</tr>
<tr>
<td>Dealing with a tough environment</td>
<td></td>
</tr>
<tr>
<td>Overcoming challenges</td>
<td></td>
</tr>
<tr>
<td>Experiencing the beauty of nature</td>
<td></td>
</tr>
<tr>
<td>Experiencing awe</td>
<td></td>
</tr>
</tbody>
</table>
Table 7.3 Findings of previous research on the elements of expeditions

<table>
<thead>
<tr>
<th>Study</th>
<th>Affordances for autonomy need</th>
<th>Affordances for relatedness need</th>
<th>Affordances for competence need</th>
<th>Contact with Nature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel (2003)</td>
<td>x</td>
<td></td>
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<td>Gassner (2006)</td>
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<td>Takano (2010)</td>
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<td>Asfeldt &amp; Hvenegaard (2013)</td>
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<td>Marshall (2016)</td>
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<tr>
<td>Wigglesworth &amp; Heintzman (2017)</td>
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</tbody>
</table>

A Model to Understand the Long-Term Influence of Youth Expeditions

To combine the findings of this study, I propose a model integrating the different experiences of the expedition, the affordances the expedition promoted and the long-term influence of it. Similar to the model proposed by Houge, Mackenzie, and Hodge (2019), this model presents the experiences of youth expedition, integrating the basic psychological needs of self-determination theory (Ryan & Deci, 2019). However, the model presented in this research goes further. It links the individual experiences in expeditions to the affordances they facilitate and proposes how each affordance contributes to the long-term influences of expeditions. This model does not specify a causal link between affordances and expedition.
outcomes, but rather, associates the affordances that interviewees mentioned with the outcomes they reported.

Figure 7.2
An integrated model: Expedition components, affordances they promote and long-term influence of expeditions

The model presented in Figure 7.2 integrates experiences, the affordances those experiences foster, and perceived long-term influences of expedition. The first column presents the main expedition experiences described by interviewees. The arrows originating from the expedition experiences point to what they foster: affordances for relatedness, affordances for autonomy, affordances for competence, or contact with nature. The third column lists the main types of long-term influences of expeditions. The arrows from the second column to the long-
term influences do not specify a causal link but are proposed directions of influences that interviewees suggested.

This model incorporates the basic psychological needs of self-determination theory (2017) maintaining that the three psychological needs of competence, autonomy and relatedness are central to understanding human motivation, psychological development, performance and well-being. Deci and Ryan (2000, 2008) argue that these needs are universal and innate to all human beings. Their satisfaction leads to optimal functioning, growth and thriving as well as positive psychological outcomes and wellbeing.

The model proposes that through creating an environment that promotes relatedness, autonomy, competence and contact with nature, long-term influences of expeditions are more likely to take place. An environment where participants 1) experience a climate that facilitates social connection with others, 2) feel they are the source of their actions, 3) have the opportunity to make decisions and have responsibilities, and 4) experience how to overcome challenges in a natural place, will promote a positive long-lasting influence in their lives. In an environment like this, participants would more likely report personal development and purpose in life (e.g., Ryan & Deci, 2017). Incorporating the three basic psychological needs in the model, provides an explanation of how and why expedition experiences can have a positive influence in participants’ lives, a framework lacking in previous literature (Seaman, 2017; Sibthorp, 2003).

Reflection: Ways in Which this Study can be Improved

There are several ways in which this research can be improved. First, this was a retrospective study, relying on participants’ autobiographical memories, memories that can be distorted over the years. To address this limitation, interviewees were encouraged to read their
expedition diaries, and review their pictures from the expeditions and any other related artifact. In addition, the interview questions were sent in advance, so participants had sufficient time for recall. A longitudinal study could address the distortion of the memories improve the validity and reliability of the data by comparing participants’ perceptions at different points in time before and after the expedition (Robson & McCartan, 2016). However, longitudinal research often has higher costs and time requirements.

A second potential limitation is researcher bias. For instance, English is my third language, I have a different cultural background from participants in this study and before embarking on this study, I had no experience on expeditions. I may have misinterpreted interviewees' meanings due to language or cultural misunderstanding. To address this limitation, the percentage of intercoder reliability was calculated with two volunteer coders, obtaining a 0.97 of agreement. The analyses of the interviews were sent back to the interviewees, who expressed that the analysis was accurate and reflected their experience.

Third, this study may have a self-selected bias in three ways. On one side, people who chose to participate in the expeditions are likely people who enjoy the outdoors, and therefore, the results may have been different if it was not an optional activity. On another side, most research participants were BES members. This may have attracted participants who had a positive experience with BES since they had chosen to keep their relationship with the organization; results might differ if everyone who ever participated in a BES expedition was contacted. Additionally, participation in the study was voluntary, and there was a low response rate in the online survey. A higher response rate in the questionnaire and a longitudinal study that includes all expedition participants could engender more confidence in the results.
Fourth, this research relied upon self-report and semi-structured interviews, and the learning reported by participants may differ from their actual learning (Spinello & Fischbach, 2008). The survey revealed three main flaws in its design. One question combined enjoyment and significance of the expedition experience; qualities that would have better been divided into two separate questions. The survey failed to ask about two themes in the long-term influence and the process: 1) Did participants gain social skills through the experience? and 2) Did participants need to raise the money to participate? The interviews provided information missing from the survey since the perceived influence of expeditions on participants who had to raise the money and the ones who did not may differ.

Finally, as in most research in outdoor adventure education, this study took place with participants from a western, educated, industrialized, rich, and democratic (WEIRD) country which can have implications for the generalizability of the results to a different population (Henrich, Heine, & Norenzayan, 2010). Studies, including participants from non-WEIRD countries, will likely enhance the field.

This chapter summarized the answers to the three research questions of this study and organized previous research on the long-term influence of expedition experiences according to the findings of this study, observing the areas that have been repeatedly studied and discerning which areas have received less attention. This chapter also integrated the findings of the study into a model that can serve to help us understand and explain how the influences of expeditions take place, incorporating self-determination theory. The chapter concluded by discussing ways in which this research can be improved. The following and last chapter of the dissertation will discuss the implications of this study for research and practice.
Chapter 8. Implications and recommendations

The Royal Geographical Society lists over 50 expeditions that took place during 2018 (Royal Geographical Society, n.d.) illustrating the popularity of these experiences in the UK. Expedition organizations often claim to provide "life-changing" experiences, but the evidence on their perceived long-term impact is scarce (Hattie, et al., 1997; Allison et al., 2018). Previous research on outdoor adventure education indicates an array of outcomes and components of expeditions, findings that were non-cumulative (Stott et al., 2015), and lacked a strong theoretical background (Brookes, 2003a, 2003b; Brown, 2010; Seaman, 2008, 2017).

The purpose of this retrospective study was to develop theoretical insights regarding the perceived long-term influence on the lives of people who participated in a British Exploring Society (BES) expedition for the first time 29 or more years ago and to identify the elements that fostered those influences. This research intended, not only to provide empirical evidence concerning youth expedition organizations’ claims that the lessons and skills acquired during youth expeditions are transferred into other life contexts, but it also aimed to inform future practice in how those influences are attained.

The previous chapter summarized the answers to the three research questions of the study and presented a model integrating the findings from this study. The model integrated expedition experiences, affordances they promote and the long-term influence of expeditions. This chapter presents the implications for research and practice.

Implications for research

This study has several implications for advancing theory and research. One of the challenges of adventure education research is the disperse findings regarding its outcomes and
experiences that facilitate the influence. Studies are often not cumulative resulting in repetitive results with different labels. The summary tables presented in chapter 7 are useful to address this issue. First, they trace what has been already studied and so that new studies can develop research questions that address topics not as well researched. Secondly, these summary tables can serve as a reference to discourage assigning new terms to refer to the same phenomena.

A second implication, as this study and others have suggested, is the significant long-term influence of expeditions even more than three decades after the experience. These findings are related to seven main areas: Fulfilling potential, knowing thyself, connecting with others, connecting with nature and the world, developing leisure activities and outdoor knowledge/skills, impacting academic and professional life and sharing the experience. Most research has focused on themes related to the personal development aspect of expeditions and its impact on academic and professional life. However, more research is needed on how expedition participants may transfer what they gained in the expedition to others in their communities by teaching, volunteering or giving back. This long-term influence is relevant to address in future research since Murray Levick the founder of BES as well as the founders of other youth expedition organizations such as Kurt Hahn, had as a goal of their outdoor adventure education programs, to help young people become engaged citizens. This goal was also present in the origins of experiential education (Dewey, 1938). Therefore, future research might focus on how the programs are influencing participants to reach their original purpose.

Another related long-lasting influence of expedition was the influence concerning ‘Diversity and being able to mix with different people’, reported by 54% of interviewees, and contained in the theme Connecting with others. Diversity and being able to mix with different
people are components of global competence and becoming a global citizen (Reimers et al., 2016). According to Reimers et al., developing global citizenship is fundamental for peace and to overcoming poverty and hunger, as well as for supporting the United Nations Sustainable Goals. An experience that interviewees identified as being relevant in developing the long-term influence of 'diversity and being able to mix with different people' was interacting with diverse others, not only diverse participants but diverse leaders. Future research could focus on this less-studied area, developing research questions related to how outdoor adventure education programs may facilitate or impair the development of global citizenship and cultural understanding. As Takano (2010) noted, not all outdoor adventure experiences with people from different backgrounds enable cultural understanding.

Previous research on the experiences, processes or elements that facilitate the influence of expeditions provide a wide array of these factors, because prior research was not cumulative (Stott et al. 2015) and did not integrate robust theoretical frameworks that explain the processes of outdoor adventure education (Seaman, 2017). Incorporating self-determination theory (Ryan & Deci, 2017) into the outdoor adventure education research, can address this challenge. Self-determination theory is one of the most prominent psychological theories of motivation, development and well-being and has been widely used in fields such as education, business and health, addressing the gap regarding the lack of robust theoretical models and also giving a common language for reference. Incorporating the use of self-determination theory in the outdoor adventure education field can enhance research and can provide a theoretical framework to better understand the mechanisms influencing participants.
For instance, future research could study how different adventure education programs facilitate an autonomy supportive climate by adapting one of the perceived autonomy-supportive climate questionnaires such as The Learning Climate Questionnaire (LCQ) (William & Deci, 1996) or The Sport Climate Questionnaire (SCQ) (Newton, Duda & Yin, 2000).

Studies could also explore the degree to which participants perceive the satisfaction and frustration of the three basic psychological needs before and after adventure programs using the Basic Psychological Need Satisfaction and Frustration Scales (BPNSFS) (Chen et al., 2015) or participants causality orientations before and after the experience (Deci & Ryan, 1985). Studies could also use observations to explore how leaders’ interactions support participants’ basic psychological needs during expeditions (Haerens et al., 2013). These are only a couple of examples of how self-determination theory can be incorporated in the research of adventure education programs.

**Implications for Practice: How to Facilitate an Environment for ‘Life-Changing’ Experiences**

Expeditions have the potential to be “life-changing” experiences and have long-term influences in participants’ lives. This is one of the few studies that have looked at the influence of outdoor adventure experiences over three decades after the experience. In fact, participants’ retrospection was between 29 and 66 years, a length of retrospection not often seen in the outdoor adventure literature. For the majority of the participants in this study, their first expedition experience was a significant event in their lives, often qualifying it as a “life-changing” experience consistent with the rhetoric in the field. Participants reported a long-term influence of the expedition in different areas. The expedition allowed participants to: fulfill their potential, know themselves, connect with others and connect with nature and the world. The
expedition also had an influence in their academic and professional life as well as their leisure and outdoor knowledge/skills. This study provides evidence that the influence of expedition experiences can be long-lasting and significant in participants’ lives.

However, the main implication for practice of this study is the model proposed, a model that outdoor adventure education organizations and practitioners can use to inform their everyday work. This model offers an explanation to facilitate understanding about why and how outdoor adventure education programs influence participants’ lives.

There is a lack of theoretical models and empirical evidence in the outdoor adventure education field that can frame practice and facilitate understanding regarding the mechanism of participants’ change (Allison & Von Wald, 2013). The model presented in this study provides a guide to what practitioners and organizations can do in their daily work to ensure the youth development outcomes that they wish to promote. This understanding can increase the effectiveness of programs, facilitate the alignment between activities and program goals, improve marketing and funding for outdoor adventure education programs (Stott et al., 2015), and provide a useful tool for training leaders.

Expeditions provide a multiplicity of experiences to participants. In order to be meaningful and have the potential to be “life-changing” experiences, this study argues that expeditions need to foster an environment in which participants experience relatedness, autonomy, competence, the three basic psychological needs of self-determination theory (Ryan & Deci, 2017), as well as contact with nature. According to self-determination theory, an environment in which participants 1) perceive that they are the cause and regulators of their behaviors (autonomy), 2) experience optimal physical and social challenges and are able to
overcome them (competence) and connect intimately with others, and 3) feel secure and that they belong (relatedness), promotes positive psychological outcomes and wellbeing (Deci and Ryan, 2000). Contexts that do not satisfy these three needs may engender psychological costs for participants such as, anxiety, depression, and inner conflict. Assessing outdoor adventure education programs through the lens that focuses on how they foster or detract from autonomy, relatedness, competence, and contact with nature can explain the mechanisms behind different expedition experiences, clarifying why certain experiences can be more “life-changing” or meaningful than others. When planning an outdoor adventure education experience, organizations and leaders might well ask themselves how the programming and their leadership foster a motivational climate that fulfills the four aspects that make expeditions meaningful and “life-changing”.

Organizations and leaders have endless opportunities to facilitate an environment where participants have the chance to feel related to others, be autonomous, feel competent and experience contact with nature. For instance, as this study shows by engaging in social situations and interacting with diverse others, participants can experience relatedness. By being responsible for themselves and raising money participants experience autonomy, and by overcoming the toughness of the environment and physical challenges, participants can experience a sense of competence. Lastly, by observing the wildlife, the phenomena of the natural world and experiencing a sense of awe, participants can feel connected to nature. When planning an outdoor adventure education experience, organizations and leaders might well ask themselves how the programming and their leadership foster a motivational climate that fulfills the four aspects that make expeditions meaningful and “life-changing”.

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Following I discuss three additional strategies that foster participants’ basic psychological needs (Stone, et al., 2009):

**Include participants in problem solving by asking open ended questions.** During an expedition, numerous situations occur that need to be solved. Leaders can give participants the opportunity to solve them through asking participants open ended questions to gather their ideas and come up with a group solution in which all participants are involved, such as defining the best route or defining and packing the meals for an extended excursion.

**Provide choices and clarify responsibilities.** Even if the program may have set goals or itinerary, leaders can provide choices within that structure or a meaningful rational behind the decisions taken when choice is not possible. For instance, leaders can explain the importance behind each role and ask participants to choose which one they prefer to carry during the day.

**Recognize participants’ contributions and provide descriptive feedback about problems.** Praise as well as criticism and punishment are perceived as controlling methods. However, leaders can recognize participant’s competence and autonomy by commenting on a specific aspect of their behavior and the benefits of it. Similarly, with problematic behaviors, leaders can communicate their feedback by describing the facts and the consequences that that behavior has con the team and ask to the participant ways to improve. This prevents participant to being resentful and promotes the involvement of the participant in changing the behavior.

By incorporating self-determination theory as a framework to understand practice, organizations and leaders could explore how autonomy supportive their program or leadership is, by adapting one of the perceived autonomy-supportive climate questionnaires such as The Learning Climate Questionnaire (LCQ) (William & Deci, 1996) or The Sport Climate
Questionnaire (SCQ) (Newton, Duda & Yin, 2000) to their courses as well as using observations to explore how leaders’ interactions support participants’ basic psychological needs during expeditions (Haerens et al., 2013). This would provide organizations and leaders with feedback on the areas that they are succeeding and the ones that they need to work on.
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Appendices

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Appendix A: Rationale and references for survey questions

The questionnaire was developed based on the existing literature related to the retrospective impact of expeditions and learning experiences (Asfeldt & Hvenegaard, 2013; Daniel, 2003; Hattie, Marsh, Neill, & Richards, 1997; Kellert, 1998; Takano, 2010). Most of the items of this questionnaire were taken and adapted from previous questionnaires on expeditions (Asfeldt & Hvenegaard, 2013; Daniel, 2003; Gassner, 2006; Harper, Downie, Muir, & White, 2016; Kellert, 1998; Marshall, 2016; Takano, 2010). The following table presents the questions asked with their respective reference and rationale.

<table>
<thead>
<tr>
<th>Q</th>
<th>Reference</th>
<th>Variable</th>
<th>Question</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Harper, Downie, Muir &amp; White (2016)</td>
<td>Age</td>
<td>What is your age?</td>
<td>(Choose)</td>
</tr>
<tr>
<td></td>
<td>Marshall (2016)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Harper, Downie, Muir &amp; White (2016)</td>
<td>Gender</td>
<td>What is your gender?</td>
<td>a) Male</td>
</tr>
<tr>
<td></td>
<td>Marshall (2016)</td>
<td></td>
<td></td>
<td>b) Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>c) Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This question will be one of the selection criteria for the interviews, so perspectives of males and females are included.</td>
</tr>
<tr>
<td>3</td>
<td>Allison</td>
<td>Significant life events</td>
<td>What are the 5 most significant events of your life?</td>
<td>See if they name the expedition as one of their 5 most significant events.</td>
</tr>
<tr>
<td>4</td>
<td>Marshall (2016)</td>
<td>Year of the expedition</td>
<td>What year did you participate in your first BES expedition? (Choose a year)</td>
<td>Determine the length of the retrospection. This question will sort participants in retrospection cohorts</td>
</tr>
<tr>
<td></td>
<td>Marshall (2016)</td>
<td>Destination</td>
<td>Where was the first BES expedition in which you took part? (Write the place)</td>
<td></td>
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<td>--------------------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
|   | Hattie, Marsh, Neill, & Richards, (1997) Marshall (2016) | Length of the expedition | How long was the first BES expedition in which you took part?  
a) 3 weeks  
b) 5 weeks  
c) 6 weeks  
d) 3 months  
e) Other. Please Specify: |   |
| 6 | Hattie, Marsh, Neill, & Richards, (1997) Marshall (2016) | Type of program | Which was your first BES expedition/program that you participated on?  
a) Gap year  
b) Summer expedition  
c) Stellar Leadership Program  
d) Other. Please specify: |   |

Hattie, Marsh, Neill, & Richards, (1997) reported that the length of the expedition have an influence on its impact. The alternatives presented are the most common length of BES expeditions. This question will be one of the selection criteria for the interviews.
| 8 | Harper, Downie, Muir & White (2016) | Explorer’s previous expedition experience | Select the statement below that best describes your expedition/outdoor experience BEFORE your first BES expedition. Your experience may fit more than one alternative, in this case, please mark your longest experience with an organization. You can use the comment box to refer to your other experiences. | Previous expedition experience can moderate the impact of an expedition since it would not be new for the person (B. Daniel, personal communication, October 29th, 2016) Hattie, Marsh, Neill, & Richards, (1997) classifies length of expeditions in three main groups: 2-9 days, 10-19 days and over 20 days. The aim of this question is to determine more “objectively” how much experience had the respondent This question will determine if the respondent had No experience, a little, some or extensive experience. In this case we will consider that informal experiences with family and friends, as well as “short” formal organized expeditions with are a little of experience. |
|   | Marshall (2016) |   | a) I did not have any previous expedition/outdoor experience. Comments: |   |
|   |   |   | b) I participated in camping/outdoor activities with family and/or friends (not formally organized by school or other organization), and/or in 2-9 day expedition organized by school or other organization. Comments: |   |
|   |   |   | c) I participated in at least one 10 to 19 day expedition with school or other organization. Comments: |   |
|   |   |   | d) I participated in at least one expedition than lasted more than 20 days with school or other organization. Comments: |   |
| 9 | Gassner (2006) | Initial perceived motivations to join the BES expedition | Please indicate how important the reasons listed below were in choosing to participate on your first BES expedition. Please evaluate each on the 1-5 scale from 1 = Extremely important to 5 = Not important at all. | This question as well with 18 are "challenging" there are many ways to phrase and group the different "motivations" that a participant may have had. These are the main reasons listed on the literature that participants have when going on an expedition. |
|   | Kellert (1998) |   |   |   |
| Takano (2010) | Note that you can also chose not applicable.  
| | a) I had an interest in the environment (e.g. learn about it, conservation)  
| | b) I wanted to foster my personal development (e.g. confidence, self-knowledge, clarify my values, reflect)  
| | c) I wanted to cultivate my intellectual development (e.g. problem solving, initiative, critical thinking)  
| | d) I wanted to cultivate my academic/professional development  
| | e) I wanted to increase my physical fitness, acquire outdoor and/or survival skills  
| | f) I was interested in the service aspect (e.g. volunteer activities, social service, philanthropy)  
| | g) I wanted to travel or have an exotic holiday  
| | h) I wanted to get away from my usual surroundings  
| | i) I did not want to participate, but was "encouraged" by family, school or friends  
| | j) Other. Please specify if you do. If not mark "Not applicable" | This question will not be used to sort participants, instead it will be used as a prompt during the interviews, where we can explore their motivation further. Therefore, I aimed at keeping it simple.  
| | In case there are other reasons not mentioned on the list, the respondent can add his/her own. A Likert scale provides more details about the relative importance of the reasons of participating on an expedition than just enumerating the reasons that the respondent’s identify without valuing them. |
### Perceived value of the experience

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
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</table>
| **Which of the following best describes your current, overall perception of your first BES expedition experience?** | Answers suggest a neutral or negative experience:  
- 'enjoyable and not meaningful,'  
- 'miserable and meaningful,'  
- 'neutral and meaningful'  
This question comes from Marshall (2016) who did a similar research. The goal of this question is to have a snapshot of participant's Perceived value and meaningfulness of the experience. Marshall determined that:  
- 'enjoyable and not meaningful,'  
- 'miserable and meaningful,'  
- 'neutral and meaningful'  
These alternatives suggest a neutral or negative experience. The answer to this question would help us to sort people according to a positive, neutral or negative experience, and therefore include interview participants with different perspectives. |
| a) Miserable and not meaningful. Comments:                              |                                                                                                                                            |
| b) Miserable and meaningful. Comments:                                  |                                                                                                                                            |
| c) Neutral and not meaningful. Comments:                                |                                                                                                                                            |
| d) Neutral and meaningful. Comments:                                   |                                                                                                                                            |
| e) Enjoyable and not meaningful. Comments:                             |                                                                                                                                            |
| f) Enjoyable and meaningful. Comments:                                 |                                                                                                                                            |

### Perceived value of the experience

<table>
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<tr>
<th>Question</th>
<th>Description</th>
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| **Please indicate the extent to which you agree or disagree with the following statement: 'My first BES expedition changed the course of my life'. On a scale from 1 to 10 where 1 is strongly disagree and 10 strongly agree.** | Answers to this question suggest how meaningful the expedition was.  
A scale from 1 to 10 will provide information on the degree that participants consider that the expedition was life changing. Answers to this question could be clustered according to the degree that people agree or not with it and |
<table>
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<th></th>
<th>Question</th>
<th>Source(s)</th>
<th>Notes</th>
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<tbody>
<tr>
<td>12</td>
<td>Briefly comment on how this experience was or was not life changing for you. Please provide some examples if applicable.</td>
<td>depending on the spread of the answers can help to filter participants for the interviews.</td>
<td>Answers from this question will help to clarify the reasons behind the answer of the previous question and would provide a prompt for the interviews.</td>
</tr>
<tr>
<td>13</td>
<td>What benefits or learning, if any, do you feel like you derived from the experience?</td>
<td>Asfeldt &amp; Hvenegaard, (2013) Takano (2010)</td>
<td>Answers from this question will help to identify emerging themes and prompt interview questions.</td>
</tr>
<tr>
<td>14</td>
<td>Where there any drawbacks, personal/social/professional or otherwise that the experience entailed for you?</td>
<td>Takano (2010)</td>
<td>Answers from this question will help to identify emerging themes and prompt interview questions.</td>
</tr>
<tr>
<td>15</td>
<td>If the BES expedition impacted you, could you identify which events or experiences caused the impact? Please briefly explain and provide examples if applicable.</td>
<td>Daniel (2003) Marshall (2016) Takano (2010)</td>
<td>Answers from this question will help to identify emerging themes and prompt interview questions.</td>
</tr>
<tr>
<td>16</td>
<td>How do you think the impact of your first BES expedition experience have changed over time, if at all? a) Remained the same b) Changed. Please briefly explain how</td>
<td>Gassner (2006) Marshall (2016)</td>
<td>This question as well with 18 are &quot;challenging&quot; there are many ways to phrase and group the different &quot;benefits&quot; that a participant may have</td>
</tr>
<tr>
<td>17</td>
<td>What kind of influence did the expedition have on these areas?</td>
<td>Gassner (2006)</td>
<td>This question as well with 18 are &quot;challenging&quot; there are many ways to phrase and group the different &quot;benefits&quot; that a participant may have</td>
</tr>
</tbody>
</table>
| 18 | Daniel (2016) | Continuing Motivation for Engaging in Expeditions | After participating in your first BES expedition, how many expeditions have you participated in? (Count all the expeditions that you have participated as participant or leader). Mark 0 if you have not participated in any.  
   a) BES expedition  
   b) Expedition organized by another organization | Daniel (2016): Previous expedition experience can moderate the impact of an expedition since it would not be new for the person. It allows to measure how many expedition and outdoor experience the respondent had after the expedition. |

| Kellert (1998) | Had a very negative influence, Had some negative influence, Had no influence, Had some positive influence, Had a very positive influence, Not applicable  
   a) Interest in the environment  
   b) Personal development (e.g. confidence, self-knowledge, clarification of values, reflection)  
   c) Intellectual Development (e.g. problem solving, initiative, critical thinking)  
   d) Academic/professional development  
   e) Interest in physical fitness, outdoor and/or survival skills  
   f) Interest in service (e.g. volunteer activities, social service, philanthropy)  
   g) Other (please specify if you do. If not please mark "Not applicable")  
   h) Other (please specify if you do. If not please mark "Not applicable") | had. These are the main reasons listed on the literature that participants have when going on an expedition. This question will not be used to sort participants, instead it is will be used a prompt during the interviews, where we can explore their perceived benefits further. Therefore, I aimed at keeping it simple. In case that there are other reasons not mentioned on the list, the respondent can add his/her own. A Likert scale provides more details about the relative importance of the reasons of participating on an expedition than just enumerating the reasons that the respondent’s identify without valuing them. |

<p>| Takano (2010) | | This question will not be used to sort participants, instead it is will be used a prompt during the interviews, where we can explore their perceived benefits further. Therefore, I aimed at keeping it simple. In case that there are other reasons not mentioned on the list, the respondent can add his/her own. A Likert scale provides more details about the relative importance of the reasons of participating on an expedition than just enumerating the reasons that the respondent’s identify without valuing them. |</p>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Reasons to give to others to participate on an expedition</td>
<td>If asked by a young person, what would you say are the top 3 reasons to participate on a BES expedition?</td>
</tr>
<tr>
<td>20</td>
<td>Harper, Downie, Muir, &amp; White (2016)</td>
<td>Is there something else I should have asked you about your experience that you want to tell us that we did not ask you about?</td>
</tr>
</tbody>
</table>
Appendix B: Online survey questions

Retrospective Questionnaire about your First BES Expedition Experience

Start of Block: About the Study

1 Welcome - Understanding your First BES Expedition Experience Welcome to this questionnaire which is going to all past BES Young Explorers. This questionnaire is part of a larger study investigating the influence that BES expedition experiences are perceived to have on participants. This questionnaire will ask you some questions related to what you learned and gained through your first BES expedition experience. Your responses will be combined with those of others to progress our understanding of the influence expedition experiences are perceived to have on participants. We are particularly interested in the long term value of BES expeditions. There are no right or wrong answers - we just ask for honest answers! We will anonymize all questionnaires but need your name and contact information at the end in case you are willing to be interviewed. This research is being conducted by a student (Maria Jose Ramirez C.) at The Pennsylvania State University as part of a PhD thesis with the supervision of supervised by Dr. Pete Allison, Associate Professor at The Pennsylvania State University and a BES explorer/Chief Leader.

The research has been developed with the full support and collaboration of BES. Participation in the questionnaire and the possible interview is entirely voluntary and contributors are free to withdraw at any time. Many thanks for your participation. If you have any questions for the researcher, feel free to contact her: Maria Jose Ramirez CResearcher & PhD Candidate at The Pennsylvania State University+1 (814) 826-9853 mzp86@psu.edu. Or her advisor:Dr. Pete Allison Associate Professor at The Pennsylvania State Universitypra7@psu.edu.

End of Block: About the Study

Start of Block: Informed Consent, & Confidentiality

2 Thank you for participating in this research. This questionnaire takes about 15-20 minutes to complete. At the end of it we will ask you if you would like to volunteer to be interviewed (in person or skype) by one of the research team regarding your learning during the expedition and reflections on that learning since you have returned. The interview will allow us to understand explorers' perspectives with more depth than sometimes can be expressed in a questionnaire. Confidentiality:Information received in this study is regarded as confidential both during and after the conclusion of the investigation and will only be viewed by the research team (below), who are all University members and are bound by the same ethical standards. All completed questionnaires will be kept securely on University systems. This research forms part of a PhD study (by Maria Jose Ramirez C.: mzp86@psu.edu), resulting in a written thesis, future publications and we will be providing annual reports to BES and updates in their newsletters. Data will be anonymized so that you will not be identifiable in any way. By
proceeding to the next page and completing the following questions, you are agreeing to the
following statements:
- I have read and understood the above information.
- I understand what the project is about and what the results will be used for. I am fully
  aware of all of the procedures I will be involved in.
- I understand that the results of the project may be published but that my name or identity
  will not be revealed.
- I know that my participation is voluntary and that I can withdraw from the project at any
  stage without giving any reason.
- I am aware that my results will be kept confidential.
- I am over 18 years of age.

If you have any questions or comments please contact:

Principal investigator: Maria Jose Ramirez C., Researcher & PhD Candidate at The Pennsylvania
State University: +1 (814) 826-9853 mzr86@psu.edu

Advisor: PhD Pete Allison, Associate Professor at The Pennsylvania State
University, pra7@psu.edu.

I give my voluntary consent to participate in this questionnaire.

〇 Yes (1)
〇 No (2)

Skip To: End of Survey If Thank you for participating in this research. This questionnaire takes
about 15-20 minutes to com... = No

End of Block: Informed Consent, & Confidentiality

Start of Block: Demographic questions
3 What is your age?
▼ 15 (1) ... 99 (85)

4 What is your gender?
〇 Male (1)
〇 Female (2)
〇 Other (3) ____________________________________________

5 What are the 5 most significant events of your life?
〇 Event 1 (1) ____________________________________________
6 What year did you participate in your first BES expedition?
▼ 2017 (1) ... 1910 (108)

7 Where was the first BES expedition in which you took part?

8 How long was the first BES expedition in which you took part?

9 Did you participate in a particular/named programme for your first BES expedition?

End of Block: Details about your first BES expedition
Start of Block: Before your first BES expedition

10 Select the statement below that best describes your expedition/outdoor experience BEFORE your first BES expedition. Your experience may fit more than one alternative, in this case, please mark your longest experience with an organization. You can use the comment box to refer to your other experiences.

○ I did not have any previous expedition/outdoor experience. Comments: (1)

__________________________________________________________

○ I participated in camping/outdoor activities with family and/or friends (not formally organized by school or another organization), and/or in 2-9 day expedition organized by school or other organization. Comments: (2)

__________________________________________________________

○ I participated in at least one 10 to 19 day expedition with school or another organization. Comments: (3) ________________________________________________

○ I participated in at least one expedition than lasted more than 20 days with school or another organization. Comments: (4)

__________________________________________________________

11 Please indicate how important the reasons listed below were in choosing to participate on your first BES expedition.
Please evaluate each on the 1-5 scale from 1 = Extremely important to 5 = Not important at all. Note that you can also choose not applicable.

I had an interest in the environment (e.g. learn about it, conservation) (1)
I wanted to foster my personal development (e.g. confidence, self-knowledge, clarify my values, reflect) (2)
I wanted to cultivate my intellectual development (e.g. problem solving, initiative, critical thinking) (3)
I wanted to cultivate my academic/professional development (4)
I wanted to increase my physical fitness, acquire outdoor and/or survival skills (5)
I was interested in the service aspect (e.g. volunteer activities, social service, philanthropy) (6)
I wanted to travel or have an exotic holiday (7)
I wanted to get away from my usual surroundings (8)

<table>
<thead>
<tr>
<th>Reason</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had an interest in the environment</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I wanted to foster my personal development</td>
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<tr>
<td>I wanted to cultivate my intellectual</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I wanted to cultivate my academic/professional</td>
<td></td>
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</tr>
<tr>
<td>I wanted to increase my physical fitness,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was interested in the service aspect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wanted to travel or have an exotic holiday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wanted to get away from my usual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I did not want to participate, but was "encouraged" by family, school or friends (9)
Other. Please specify if you do. If not, mark "Not applicable" (10)
Other. Please specify if you do. If not, mark "Not applicable" (11)

End of Block: Before your first BES expedition

Start of Block: Your BES expedition experience

12 Which of the following best describes your current, overall perception of your first BES expedition experience?

- Miserable and not meaningful. Comments: (1)
- Miserable and meaningful. Comments: (2)
- Neutral and not meaningful. Comments: (3)
- Neutral and meaningful. Comments: (4)
- Enjoyable and not meaningful. Comments: (5)
- Enjoyable and meaningful. Comments: (6)

13 Please indicate the extent to which you agree or disagree with the following statement: "My first BES expedition changed the course of my life", on a scale from 1 to 9 where 1 is strongly disagree and 9 is strongly agree.

- Strongly Disagree (1)
- Disagree (2)
- Moderately Disagree (3)
- Mildly Disagree (4)
- Neutral (5)
- Mildly Agree (6)
14 Briefly comment on how this experience did or did not change the course of your life. Please provide some examples if applicable.

__________________________________________________________________________________________________________________________

15 What benefits or learning, if any, do you feel like you derived from the experience?

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

16 Were there any drawbacks, personal/social/professional or otherwise that the experience entailed for you?

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

17 If the BES expedition impacted on you, could you identify which events or experiences caused the impact? Please briefly explain and provide examples if applicable.

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________

18 How do you think the impact of your first BES expedition experience has changed over time, if at all?

○ Remained the same (1) ________________________________________________

○ Changed. Please briefly explain how (2) ________________________________

End of Block: Your BES expedition experience
Start of Block: Post-Expedition

19 What kind of influence did the expedition have on these areas?”

<table>
<thead>
<tr>
<th>Interest in the environment (1)</th>
<th>Had a very negative influence (1)</th>
<th>Had some negative influence (2)</th>
<th>Had no influence (3)</th>
<th>Had some positive influence (4)</th>
<th>Had a very positive influence (5)</th>
<th>Not applicable (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal development (e.g. confidence, self-knowledge, clarification of values, reflection) (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Development (e.g. problem solving, initiative, critical thinking) (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic/professional development (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest in physical fitness, outdoor and/or survival skills (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest in service (e.g. volunteer activities, social service, philanthropy) (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify if you do. If not please mark &quot;Not applicable&quot; (7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other (please specify if you do. If not please mark "Not applicable" (8)
20 After participating in your first BES expedition, how many expeditions have you participated in? (count all the expeditions that you have participated as participant or leader). Mark 0 if you have not participated in any.

<table>
<thead>
<tr>
<th></th>
<th>As a participant</th>
<th>As a leader or facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 (1)</td>
<td>1 (2)</td>
</tr>
<tr>
<td>BES expedition (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expedition organized by another organization (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in expeditions organized with friends or family (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other. Please provide activity information if you have one, if not mark 0. (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other. Please provide activity information if you have one, if not mark 0. (5)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21 If asked by a young person, what would you say are the top 3 reasons to participate on a BES expedition?

○ Reason 1 (1) ________________________________

○ Reason 2 (2) ________________________________

250
22 Is there something else that you want to tell us about that we haven't asked you about? (Please share any further information that you think would be helpful to us here).

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

End of Block: Block 3

Start of Block: Willingness to be Interviewed

23 Would you be willing to take part in an interview about your BES expedition experience? (Mark all that apply).

☐ No (1)

☐ Yes, I would be willing to do it in person (2)

☐ Yes, I would be willing to do it on skype (3)

Display This Question:
If Would you be willing to take part in an interview about your BES expedition experience? (Mark all... != No

24 Are you available for a 45-60 minutes in June 2017?

☐ Yes. Please comment if you have a date requirements. (1)

☐ No (2)

Display This Question:
If Would you be willing to take part in an interview about your BES expedition experience? (Mark all... != No

251
25 If yes please provide your information to contact you

○ Full Name (1) ________________________________________________
○ E-mail (2) ________________________________________________
○ Phone number (3) ________________________________________________

Display This Question:
If Would you be willing to take part in an interview about your BES expedition experience? (Mark all... != No

26 Where are you located? (this information is needed to coordinate the interviews in June 2017)

○ City of London or London boroughs (1) _________________________________________
○ UK (2) ____________________________
○ Outside the UK (3) ____________________________

Display This Question:
If Would you be willing to take part in an interview about your BES expedition experience? (Mark all... != No

27 Please write here any comments or questions that you may have.
___________________________________________
___________________________________________
___________________________________________
___________________________________________

End of Block: Willingness to be Interviewed
Appendix C: BES newsletter invitations

Delivered  Wed, 03 May 2017 15:45
From name  British Exploring
Subject line  How has your expedition experience shaped your life?

Pennsylvania State University
Expedition Research Questionnaire

Dear Expedition Member,

You may have seen our recent newsletter which mentions a significant research project being supported by us over the next 3 years. British Exploring is delighted to be working with The Pennsylvania State University on an important retrospective research project - the impact of British Exploring over several decades.

On the launch of the first part of their 8-year research project with us, we are hoping that you might be willing to take part. You may even have volunteered to help already.

Please click on the link below to see the first phase of that project - a questionnaire which we would be very grateful if you would consider and complete. It is self-explanatory and there are contact details for our academic research partners at the beginning and end if you want to find out more. We have also included a bit more information about the academic research partners below.
Click here to access the Questionnaire

You may well have already completed other questionnaires from us recently - and might be asked to do more in future. Thank you for your forbearance. We are in the process of trying to find out more about our history and our impact over time and there is really only one way to do that - and that's to ask you, our Expedition Members.

With very best wishes,

Honor Wilson-Fletcher MBE
CEO, British Exploring Society

Dr Pete Allison will be known to some of you already having been on numerous expeditions with the Society – and he is certainly well known for his research in the world of adventurous outdoor learning.

Maria Jose Ramirez, originally from Chile, is just starting out as an academic and will be using the data collected in this survey to complete her PhD.
Pennsylvania State University
Expedition Research Questionnaire

As you may remember, British Exploring Society is collaborating with The Pennsylvania State University on a retrospective research project: 'The impact of British Exploring Society over several decades'.

The first part of the research was completed in June 2017, where 17 Expedition Members from 30 or more years ago, were interviewed. You may have volunteered to help already with our research and if so, thank you, this is gratefully appreciated. This second phase is primarily focused on interviewing women, especially those who participated on a British Exploring expedition during the 1980s.

We would be very grateful if you would consider and complete the questionnaire, which you can access by clicking on the link below. Hopefully you will find the process self-explanatory, but if you have any questions, please don’t hesitate in asking.

Click here to access the Questionnaire
Click here to access the Questionnaire

If you would like to find out more about the research project, we have included the contacts details for our academic research partners at the beginning and the end of the questionnaire. In addition, you will find information about our academic research partners below.

If you know of any women who have participated on a British Exploring Society Expedition, please encourage them to complete the online questionnaire.

With very best wishes,
British Exploring Society Team

Dr Pete Allison will be known to some of you already having been on numerous expeditions with the Society – and he is certainly well known for his research in the world of adventurous outdoor learning.

Marla Jose Ramirez, originally from Chile, is a PhD candidate and will be using the data collected in this survey to complete her thesis.
Hi <<First Name>>,

As a high impact organization working through intensive programmes, understanding and capturing the long-term effectiveness of what we do is critical – but challenging. That is why we are undertaking a piece of research to gain a better understanding of how British Exploring Society expeditions have influenced participants in the long term (over 30 years). We know from various research that there are a host of short term benefits of expeditions but no one has conducted research over the longer term impact of British Exploring Society expeditions.

**We need your help to represent women**

This important research project is conducted by Maria Jose Ramirez and Dr. Pete Allison (Greenland 88, 97, 2000, Ladakh 2001, Greenland 2009) at The Pennsylvania State University. The study comprises an online survey and face-to-face interviews. The aim of the study is to identify what was the perceived long-term influence (if any) of the expedition in young Explorers lives and the elements that may have contributed to that influence.

Get involved!
How can you help?

More than 20 young Explorers who went on an expedition 30 or more years ago have been interviewed, however most of them are males. That is why, this time the focus is on reaching women who participated on an expedition in 1988 or before.

Learn More

This study is critical since it will inform our practices, leaders and educators, not only in the British Exploring Society but also across the wider youth expedition sector and the world.

Thank you for your time and consideration. It is only with your generous help that this research can be successful. If you have questions, comments or suggestions about the survey or the study, we would be happy to speak with you. You can contact us by email at mkr86@psu.edu.

Get Involved

*The methods and design of this research are contingent upon approval of the Pennsylvania State University Institutional Review Board (IRB), the governing board of ethical standards and human subject research.*
Hi <<First Name>>,

As a high impact organization working through intensive programmes, understanding and capturing the long-term effectiveness of what we do is critical – but challenging. That is why we are undertaking a piece of research to gain a better understanding of how British Exploring Society expeditions have influenced participants in the long term (over ~30 years). We know from various research that there are a host of short term benefits of expeditions but no one has conducted research over the longer term impact of British Exploring Society expeditions.

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How can you help?

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This study is critical since it will inform our practices, leaders and educators, not only in the British Exploring Society but also across the wider youth expedition sector and the world.

Thank you for your time and consideration, especially if you have already completed the questionnaire. It is only with your generous help that this research can be successful. If you have questions, comments or suggestions about the survey or the study, we would be happy to speak with you. You can contact us by email at mzh86@psu.edu.

Get Involved

*The methods and design of this research are contingent upon approval of the Pennsylvania State University Institutional Review Board (IRB), the governing board of ethical standards and human subject research.
Appendix D: Rationale and references for Interview schedule

Thank you again for answering the questionnaire and be willing to be interviewed. You went to your first BES expedition [number of years] years ago. What is your general perception about it?

Or on the questionnaire you mentioned that your overall perception about your BES expedition experience was [Enjoyable and meaningful] Could you tell be about that?

Please indicate the extent to which you agree or disagree with the following statement: "My first BES expedition changed the course of my life", on a scale from 1 to 9 where 1 is strongly disagree and 9 is strongly agree. You indicated a 9, could you tell me a little bit more about that?

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Source</th>
<th>Interview Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarification</td>
<td>From survey</td>
<td>On the questionnaire, you mentioned.....could you develop that idea? Could you tell me more about that?</td>
</tr>
<tr>
<td>RQ2: What kind of influences do expedition participants report three decades or more years later?</td>
<td>Wallace Takano (2010)</td>
<td>As you think back to your expedition experience today, please describe what you feel you learned from it.</td>
</tr>
<tr>
<td>RQ2: What kind of influences do expedition participants report three decades or more years later?</td>
<td>Daniel (2003)</td>
<td>What has been the impact, if any, of this experience on you/your life? Please describe. Has the fact that you participated on the BES expedition made a difference in your life in any way?</td>
</tr>
<tr>
<td>RQ2: What kind of influences do expedition participants report three decades or more years later?</td>
<td>Marshall (2016)</td>
<td>When you reflect on the experience: a. What role has it played in your life? c. In what ways are you a different person now because of that experience? Imagine you never attended the BES expedition. In what ways would you be a different person today having not attended?</td>
</tr>
<tr>
<td>RQ2: What kind of influences do expedition participants report three decades or more years later?</td>
<td>Wallace Gassner (2006)</td>
<td>Did the expedition result in you having any changes in attitudes, belief systems, or assumptions about yourself?</td>
</tr>
<tr>
<td>RQ2: What kind of influences do expedition participants report three decades or more years later?</td>
<td>Gassner (2006)</td>
<td>What do you think BES expeditions contributes to society?</td>
</tr>
<tr>
<td>RQ2: What kind of influences do expedition participants report three decades or more years later?</td>
<td>MJR</td>
<td>Some explorers say that the expedition experience have helped them to develop (an ethic of service), volunteer, recycle, being more aware of the environment, or developing a sense of giving back. Do you</td>
</tr>
<tr>
<td>RQ2: What kind of influences do expedition participants report three decades or more years later?</td>
<td>Takano (2010)</td>
<td>Do you consider that the BES experience has something to do with your current job, other activities, attitudes to life, way of thinking and so on? If yes, how? If not why not...</td>
</tr>
<tr>
<td>RQ2: What kind of influences do expedition participants report three decades or more years later?</td>
<td>MJR</td>
<td>Do you consider that the BES experience had any impact on your choices of throughout different areas of your life? Which ones? How?</td>
</tr>
<tr>
<td>RQ3: What experiences of the expedition do participants report as influential?</td>
<td>Takano (2010)</td>
<td>What elements do you think may have generated such influences in the previous questions (what you learned, gained and been influenced by/BES influence on your current job, activities, attitude to life, way of thinking and so on)?</td>
</tr>
<tr>
<td>RQ3: What experiences of the expedition do participants report as influential?</td>
<td>Wallace</td>
<td>What aspects of expedition experience facilitated your learning the most?</td>
</tr>
<tr>
<td></td>
<td>Daniel (2003)</td>
<td>Has your opinion of what the expedition meant to you changed or remained the same since completing the trip? Please explain.</td>
</tr>
<tr>
<td>Closing</td>
<td></td>
<td>Would you like to share any other thoughts or comments about your expedition experience?</td>
</tr>
<tr>
<td>Closing</td>
<td>Gassner (2006)</td>
<td>Would you be willing to comment via telephone on my general interpretation of what you have said within the next couple of weeks? Yes / No</td>
</tr>
</tbody>
</table>
Appendix E: Email to invite participants on an interview on June 2018

Subject: British Exploring Society Research Interview Invitation

Dear_______________,

Thank you for participating on the BES (BSES) retrospective study. Some weeks ago, you answered an online questionnaire about your experience during your first BES Expedition and you provided your contact details to be interviewed in June.

I will be interviewing in the UK the first two weeks of June (from June 4th to June 15th), and it would be great if I had the chance to interview you in person. Would you be available to meet with me on those dates? I will be located in London. We can meet at the BES offices or I can visit you, whichever is more comfortable for you. The interview should last about an hour.

If you are available to be interviewed in person from June 4th to June 15th, could you tell me:

1) Three possible dates and times that would best fit your schedule:
2) Location: Where are you specifically located? Which is the nearest train station to you? This will allow me to better plan my visit and book train tickets if needed.

If you are not available to be interviewed in person from June 4th to June 15th.

- Would you be willing to be interviewed by Skype?

Thank you again for all your support, and if you have any questions or comments please contact me (Maria Jose Ramirez: mzr86@psu.edu) or my advisor, Dr. Pete Allison (pra7@psu.edu).

Kind regards,

Maria Jose Ramirez C.
Doctoral Candidate
Department of Recreation, Park & Tourism Management
The Pennsylvania State University
Appendix F: Email to confirm the interview

Subject: British Exploring Society Research Interview Invitation

Dear____________________,

Thank you again for taking the time to interviewed for the BES retrospective study. As we talked in the previous emails, the interview will take place on June______ at_______ and we will meet at_______________.

During the interview, we will be talking about what was the perceived influence of your first BES expedition in your life, if any. Some people find it helpful to reflect beforehand about the questions that will be addressed in the interview, so they can start to recall experiences and articulate their answers in advance. Also, some have conserved their expedition diaries and re-reading through them can help to recall some memories and insights. Here are the main questions that we will be talking during your interviews:

- As you think back to your expedition experience today, please describe what you think you learned from it.
- What has been the impact, if any, of this experience on you/your life? Has the fact that you participated on the BES expedition made a difference in your life in any way?
- Did the expedition result in you having any changes in attitudes, belief systems, or assumptions about yourself?
- Do you consider that the BES experience have something to do with your current job, other activities, attitudes to life, way of thinking and so on?
- What elements of the expedition experience do you think may have generated the influences that you may have described in the previous questions?

I am also attaching an information document about the study. If you have any questions or comments feel free to contact me.

Kind regards,

Maria Jose Ramirez C.
Doctoral Candidate
Department of Recreation, Park & Tourism Management
The Pennsylvania State University
www.mariajoseramirez.cl
Appendix G: Interview information sheet
This study used did not require consent forms since consent was implied. However, I still sent this information sheet to interview participants.

Interview Information Sheet
This document is intended to inform and prepare interviewees. Please take a moment to review it. Many thanks for your investment in this project. I could not continue the research without your support and participation.

This interview is part of a larger study investigating the influence that BES expedition experiences are perceived to have on participants. In this interview, I will ask you some questions related to what you learned and gained through your first BES expedition experience, if anything. There are no right or wrong answers - we just ask for honest answers! The interview will be audio recorded for later analysis and your responses will be analyzed with those of others to progress our understanding of the influence expedition experiences are perceived to have on participants. We are particularly interested in the long-term value of BES expeditions. The interview will last about an hour.

The information provided will be treated confidentially both during and after the conclusion of the investigation, and only the research team members (below) will know who said what. Pseudonyms will be assigned, and no one will be able to identify you. This will ensure data analysis is confidential and anonymous. All information obtained will be securely stored on a password-protected laptop.

This research forms part of my PhD study, with the full support and collaboration of BES, and will result in a written thesis, future publications and we will be providing annual reports to BES and updates in their newsletters.

By answering the interview questions, you are agreeing to the following statements:
• I have read and understood the above information.
• I understand what the project is about and what the results will be used for.
• I am fully aware of all of the procedures I will be involved in.
• I understand that the results of the project may be published but that my name or identity will not be revealed.
• I know that my participation is voluntary and that I can withdraw from the project at any stage without giving any reason. You do not have to answer any questions that you do not want to answer.
• Your participation implies your voluntary consent to participate in the research.

Many thanks for your participation. If you have any questions or comments feel free to contact me or my advisor:
• Principal investigator: Maria Jose Ramirez C., Researcher & PhD Candidate at The Pennsylvania State University: +1 (814) 826-9853 mzr86@psu.edu
• Advisor: PhD Pete Allison, Associate Professor at The Pennsylvania State University, pra7@psu.edu.
Appendix H: Handwritten “Thank You” note for interviewees

Dear ____________,

Thank you for taking the time to be interviewed and sharing your stories with me. It was a pleasure learning about your experiences and insights. Your answers will contribute to have a better understanding of the long-term influence of youth expeditions.

With very best wishes,

María José
Appendix I: Artifacts brought by the interviewees

- Expedition Journal

- Newspaper clips

- Pictures

- Exploring gear
Maps and reports

BSES documents
Appendix J: Interviewees answers table

The table was created on excel so I am only attaching an example of what I did, since the table is quite extended.

<table>
<thead>
<tr>
<th>Interviewee</th>
<th>Location</th>
<th>Gender</th>
<th>Year of the interview</th>
<th>R1: Was it a memorable experience?</th>
<th>Quote</th>
<th>R2: List ways this person said that the experience was memorable</th>
<th>R3: Reasons the person indicated that the experience was memorable</th>
<th>First time abroad summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Iceland</td>
<td>Male</td>
<td>1955</td>
<td>yes, he came</td>
<td>It has an influence on the person who thinks that if you want to change something get on and do it don't hope for other people to do it. It certainly thought me about camping out in the wild. Later on after I married I have children. If you interview one of my children you will discover that every holiday we spent was camping teaching me from time to time you do break your values because you have to survive Campaign &quot;homes before roads&quot; I just knew that cities were about people and about good living conditions in clean air and allowed an absence of noise and I knew this makes営s and sort of the other people who I was campaigning with we knew this motorways were going to</td>
<td>that expedition contributed to my being the sort of person who thinks that if you want to change something get on and do it, don't hope for other people to do it. It certainly thought me about camping out in the wild. Later on after I married I have children. If you interview one of my children you will discover that every holiday we spent was camping teaching me from time to time you do break your values because you have to survive Campaign &quot;homes before roads&quot; I just knew that cities were about people and about good living conditions in clean air and allowed an absence of noise and I knew this makes営s and sort of the other people who I was campaigning with we knew this motorways were going to</td>
<td>No, he was sent to Canada for the second world war, because his father was fighting and his mother was working as a nurse. He spent many years in Canada with some family members. He spend some time in nature there, but not really camping. His mother was a very strong woman and thought that the expedition could be good for him because he did not have a father figure so she send him to it. His family owned a bank and he went to a public school.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix K: Intercoder reliability materials and results

Documents contained in Appendix K

1. Letter with instructions
2. Summary of the study
3. Codebook 1: Long-Term influence of expeditions
4. Codebook 2: Processes or elements of the expedition experience
5. Intercoder agreement results

1. Letter with instructions

July 31st, 2019

Dear Tim,

Thank you for taking the time to code some passages of my interviews. Your experience in the field will be very a great help to my dissertation. Having an extra set of eyes looking at my coding helps me to refine it and improves the reliability of the study.

This is a two-stage process and it should take you less than two hours.

In this first stage I am sending you three documents:

3. Instructions for coding (this document)
3. Summary of the study
3. Long-Term influence of expeditions

Document 1 is this document and contains the instructions for coding. Document 2 is the summary of the study that will provide you an overview of the research and a context for the passages that you will code. Documents 3 contains a codebook and the passages to code. Once you code the long-term influence of expeditions, I will send you a second document to code (document “4. Processes or elements of the expedition experience”), regarding the processes or elements of the expedition experience that participants mentioned in their interviews.

In part a. of document 3 (and 4), you will find a table with a description of the codes and an example of what a participant said between “quote marks”.

<table>
<thead>
<tr>
<th>Code A with description</th>
<th>Code A Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Upward Arrow</td>
<td><em>Confidence is the big thing, that I could do whatever I wanted to do, what I set my mind to</em>.</td>
</tr>
</tbody>
</table>

In part b. you will find a second table with passages to code. The table is named after the section and will include several passages that you will have to code with one of the codes described in part a. Each passage has a cell next to it, to write the code you think applies. A couple of codes may be applicable to one passage but choose one code per passage. Some passages have an underlined section, when you read it, put the focus on the underlined section. If you do not know which code to assign to a passage, make your best guess.
Summary of steps:

1. Read and familiarize yourself with the codes of section 1a “influence of expeditions”.
2. Go to the table on section 1b. with the passages to code and assign a code A, B, C, D, E, F or G. to each passage.
3. If you do not know which code to assign to a passage, or you are between two codes, make your best guess.
4. Once you finish coding document 3 “Long-Term influence of expeditions”, send it to me and you will receive document 4 “Processes or elements of the expedition experience”.
5. Once you receive document 4 repeat the coding process with the new codebook and passages.

Thank you again for your time and energy by helping me to move forward with my dissertation and improving its quality. Please let me know if you have any comments or questions at any stage. You can contact me by email (psu.mjr@gmail.com) or by phone/text at (814)826-9853.

Kind regards,
Maria Jose Ramirez C.
2. Summary of the study

Perceived influence of youth expeditions on participants' lives

In the UK, more than 200 organizations provide different expedition experiences to young people (Allison, Stott, Felter, & Beames 2011). Organizations such as the British Exploring Society, Raleigh International and World Challenge, often claim to provide “life-changing” experiences (Allison & Von Wald, 2013). Despite this often-repeated rhetoric, the evidence on their perceived long-term impact is scarce (Hattie, Marsh, Neill, & Richards, 1997; Allison et al. 2018). Youth expedition organizations have a genuine need to conduct research, not only to inform future practices, but also to provide empirical evidence to back up their claims that the lessons and skills acquired during youth expeditions are transferred into other life contexts. For instance, there is limited evidence examining whether the expedition influence is long lasting or short-lived (Daniel, 2003). The purpose of this retrospective study is to develop theoretical insights regarding the perceived long-term influence on the lives of people who participated in a British Exploring Society (BES) expedition for the first time 30 or more years ago.

Methods

This research examined the perceived long-lasting influence of BES expeditions on participants’ lives. BES is a UK based youth charity, founded in 1932 by Surgeon Commander Murray Levick. Since its formation, the society has continued to grow, organizing 3-6 week-long land-based self-sufficient expeditions for non-intact groups, consisting of young people between the ages of 16 and 25 years old, combining research projects in a variety of climates and remote locations with adventure (e.g. mountaineering). Drawing on methods developed by Marshall (2016), this study used a retrospective approach and focused on the perceived long-term influence of BES expeditions. The research design involved two phases: first, an online survey was sent to all the BES members, followed by individual interviews in a second phase.

The second phase comprised 27 semi-structured individual interviews with former young explorers for expeditions that took place 30 to 60 years ago. The interviews addressed how the experience might have influenced participants' lives, beliefs, and choices.

You can also watch a 3 minute video about it:
https://www.youtube.com/watch?v=3pNxKh20sSo&t=23s
3. Codebook 1: Long-Term influence of expeditions

a. Description of the codes:
During this first section you will be reading some of the perceived long-term influences or outcomes of British Exploring Society (BES) expeditions in people’s lives.

<table>
<thead>
<tr>
<th>A. Fulfilling potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfilling potential refers to achieve one’s full potential and includes references in which the person “believes that is better able to cope with adversity” (Giges &amp; Rosenfeld, 1976, p. 87). This includes increased confidence; physical and social resilience; self-reliance and ability to overcome challenges. Some related concepts are courage, ability to cope when bad things happen, willingness to take challenges, perseverance, coping with difficult situations, setting priorities, achieving goals and solve problems.</td>
</tr>
<tr>
<td>“Confidence is the big thing, that I could do whatever I wanted to do, what I set my mind to”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Knowing thyself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing thyself refers to learning about oneself, to “increase our awareness of who we are, and what we want, need, sense feel, think and do” (Giges &amp; Rosenfeld, 1976, p. 87). Mention to gaining a greater understanding and connectedness of oneself. Reflection on values, self, life, career, friendships and relationships. Development of a personal philosophy of living. Mention to being “changed” during the expedition. Mention to how the course allowed explorers to discover something about themselves that they had not known before.</td>
</tr>
<tr>
<td>“I learned about myself, and the fact that you could set your own goals”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Connecting with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting with others refers to learning about and relating to others, “to make contact and encounter others” (Giges &amp; Rosenfeld, 1976, p. 87). Mention to developing interpersonal/social skills. Reference to learning the importance of teamwork, or how to collaborate with others and take care of each other. Development of leadership skills and taking responsibility for others.</td>
</tr>
<tr>
<td>“I probably learnt the importance of teamwork”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Sharing the experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing the experience refers to the transmission of knowledge and skills learned in the expedition experience to others (participants’ family, friend, children, and while volunteering, and teaching). Reference to wanting to give back, facilitate similar experiences for others (e.g.: organizing expeditions, volunteering), and help in different ways (donating, facilitate trainings, serving on expedition boards, volunteering as an expedition as a leader or doctor). Expedition also influenced how participant raised their children and how they encouraged them to do things that are similar to expeditions.</td>
</tr>
<tr>
<td>“I suppose on my credit and debit account I have a bit of a debt, in terms of I’d taken something away and got some valuable experience after the trip and I wanted, to give that back.”</td>
</tr>
</tbody>
</table>
### E. Connecting with nature and the world

Connecting with nature and the world refers to **learning about the environment**, “to touch earth, to be grounded and to connect with the universe” (Giges & Rosenfeld, 1976, p. 87). Degree in which the course brought about a perceived change in participants’ appreciation for the environment, nature and the outdoors. Environmental awareness, environmental appreciation, sense of place, appreciation of modern conveniences. This theme also includes global awareness, gaining perspective about the issues of the wider world.

“Being aware of the environment”

“the poverty stuff and that kind of beginning of an understanding and an interest in development and global poverty in that kind of stuff like that”

### F. Leisure and outdoor knowledge/skills

The expedition influenced participants’ leisure choices. Leisure style refers to “overall patterns of leisure activity engagement and time usage” (Mannell & Kleiber, 1997, p. 59) and “those elements of a person’s lifestyle which are perceived as leisure” (Heintzman, 1999, p. 48). The experience fostered in interviewees the desire to do (or not to do) similar activities later, like backpacking, camping, travelling, being outdoors and having adventures as well as being interested and maintaining outdoor related activities (e.g. films, museums, botany). Explorers also referred to their increased outdoor skills, they talked about the feeling of confidence to do similar expeditions and trips by themselves.

“It gave me a thirst for travel”.

“I still like flowers, I still like studying plants, I like mountain plants.”

### G. Impact on academic and professional life

Participants mentioned that the expedition experience (the expedition itself, the activities surrounding it, or the connections they did due to the expedition) influenced (or not) their academics, career, or professional life.

“Tremendous impact, it gave me a wonderful start at an early age, which I think as affected my whole career”
b. Passages to code

Please code the passages regarding the outcomes of expeditions with the codes of part 1a.

Following is a table with a brief description of each code.

<table>
<thead>
<tr>
<th>Summary of Codes: Brief summary of what each code refers to</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <strong>Fulfilling potential:</strong> Realizing potential, confidence, resilience</td>
</tr>
<tr>
<td>B. <strong>Knowing thyself:</strong> Knowing oneself, self-awareness</td>
</tr>
<tr>
<td>C. <strong>Connecting with others:</strong> Teamwork, learning about others, interpersonal skills, leadership</td>
</tr>
<tr>
<td>D. <strong>Sharing the experience:</strong> Giving back, volunteering, encouraging others to do expeditions</td>
</tr>
<tr>
<td>E. <strong>Connecting with nature and the world:</strong> Environmental and global awareness, love of the outdoors</td>
</tr>
<tr>
<td>F. <strong>Leisure and outdoor knowledge/skills:</strong> Desire to travel and do more outdoor related activities</td>
</tr>
<tr>
<td>G. <strong>Impact on academic and professional life:</strong> Impact in degree or professional life</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nº</th>
<th>Passages Influence of Expeditions</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>After the expedition I went then to do my national service in the [British Armed] forces, and again having had that experience probably helped me to get a National Service Commission</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Although I haven't been a major supporter [of BES] going forward, when there's been things, when the email comes with a survey, I'm like: I want to give back to that, I want to help because I had a great experience</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>And since then I have been in 7 different expedition and I have led some expeditions with school kids, so giving them back somethings that I gained from being with BES so that was another part of what I learned from it.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>because you lived in very close proximity to other people you would have gained social skills and a better social understanding on how groups work</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>being more self-aware, more aware about myself, to identify what I was interested in.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I carry with me a big respect for and interest in environmental issues, and we could see that 30 years, because we were studying glaciology, global warming, I'm sure if we were to go back to Greenland now, what we would see in that same place would be quite different.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Confidence is quite a long word, but it earns different things to different people, but for me, when you mention this research, that's the first thing that came to my head, as being a lasting benefit.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I don't think I would have the opportunities that I've had if I didn't have that on my CV.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I enjoyed it. It gave me a love of doing that sort of things [expeditions and outdoor activities] and made it me want to do more of them</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I hadn't been outside of Europe before, so in terms of, you know, global perspective, you know, seeing different, um, uh, you know, different people from</td>
<td></td>
</tr>
<tr>
<td>№</td>
<td>Passages Influence of Expeditions</td>
<td>Code</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>11</td>
<td>I learned to have a lot more confidence in myself</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I suppose they keyword there is confidence</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I think it has, it meant I came back [from the expedition] and I wanted to do similar things [expeditions and outdoor activities] in other places</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I think it was the beginning of understanding oneself</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I think the biggest thing I learned was, I mean it was like an earth-shattering revelation to me that the difference between, you know, the life I lead in the West and what I knew and what I saw in India</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I'd got so much out of my expedition that I wanted to be involved in doing that for others.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I've always looked to encourage the youngsters to do this sort of thing, whether it's with BES or with other similar organizations.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I've taken risks and thrown caution to the wind in doing exactly what I want to do and feeling confident that I can do it, and it will be okay.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>certainly, it had an effect on me, and subsequently I managed to get several boys to get into BES expeditions from my school.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>It did really help me with my confidence.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>It gave me a thirst for travel.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>it gave me real respect for the environment which, which I'd like to think I kind of carried on with some more of an understanding of the natural world that we live in, and how fantastic it is.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>It made me found me</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>it really changed my perception of myself</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I've traveled and I've loved traveling ever since all over the world and that [the expedition experience] really sparked some of that new wanting to go in and see, not going to just do the tourist stuff, but go and see the world, really see the world</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>just learning to collaborate and work</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>So that one experience, has to be massive, because I've stayed with that outdoor work since then.</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>So, team building, and learning to sort of work with the pace of the slowest or least able was also a brilliant learning experience.</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Some of that love of nature, that sort of, that feeling that the expedition gave me, made me want to resist roads and cars in London, and which is why I was already on a bicycle.</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>That expedition connected me really to what makes me tic as an individual</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>The first one was choosing to do an education degree, directly came from Greenland as a consequence of being there and that impacted me massively.</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>the greater learning is working with people and working groups and all that sort of stuff.</td>
<td></td>
</tr>
<tr>
<td>Nº</td>
<td>Passages Influence of Expeditions</td>
<td>Code</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>33</td>
<td>To me, trying to be better at influencing people and at leading them, has been important to me and also quite enjoyable, and that was the beginning really from that expedition</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>I'm interested in doing kind of trips where I'm not sat doing nothing on a beach or touring around cities and so, I have very little interest in doing city breaks or whatever and I'm sure that has been influenced by this [the BES expedition].</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>When I came back I applied to medical school, and studied in one of the London’s colleges, and because I'd had a poor result the previous year I thought they wouldn't even looked at my application, but I was able to put in my application that I was on this expedition and that I had done physiological studies with John Payne, and we had studied botany, and botany is very important in medicine.</td>
<td></td>
</tr>
</tbody>
</table>
4. **Codebook 2: Processes or elements of the expedition experience**
   
a. **Description of the codes:**
   In this part, you will read about the processes that took place during the expedition that participants identified as having an influence in their learning.

<table>
<thead>
<tr>
<th>A. Autonomy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree in which people feel or perceive that one is the cause and regulator of own behavior. Reference to having an intrinsic motivation to pursue things and making own choices. People experience more autonomy in contexts that provide choices, when they experience genuine decision-making, are responsible for themselves, are allowed to make mistakes, experience freedom, and their feelings are acknowledged. People experience less autonomy in contexts where they receive rewards, threats, surveillance, or deadlines. Participants refer to feeling autonomous in different situations such as when raising the money, being responsible for themselves, managing themselves, being treated as adults, being in the wild without the leaders and having freedom to explore. They recognized that during the expedition nobody was going to “babysit” them, and mentioned that there we no punishments, but if they did not do something well, they would experience the natural consequences of their actions, they would experience the result of their choices and behaviors.</td>
<td></td>
</tr>
</tbody>
</table>

“before someone else would wash my clothes for me, either my mother at home, or it was at school, but I had to do that for myself, you had to do things like looking after your equipment, and nobody would do it for you, so again you had to do it, you would not survive is too big of a word, but would not get through it without working”

<table>
<thead>
<tr>
<th>B. Competence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree in which people experience (or not) optimal physical and social challenges and overcome them. Experiences of success or being good at something. Competence can be experienced in different domains such as physical, cognitive or socially. For instance, a physically demanding activity, a personal challenge and/or accomplishment, overcoming a perceived fear and being pushed outside one’s comfort zone. Mention to self-sufficiency aspect of the expedition in a remote area. Recognizing the toughness of the expedition. Being proud of completing the expedition. Also, receiving feedback that is informational for behaviors that the person considers that they are responsible for, fosters perceived competence. Negative feedback thwart the need for competence</td>
<td></td>
</tr>
</tbody>
</table>

“I thought that I had done something that I wouldn't have had an opportunity to do in another context and that it had been hard, and I've done it and I was proud of the fact that I'd done these hard things”

<table>
<thead>
<tr>
<th>C. Relatedness</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree in which people feel or perceive that they connect intimately with others, they feel cared for, secured and that they have a place and belong to a community. Reference to being</td>
<td></td>
</tr>
</tbody>
</table>

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278
with others different from oneself (background, gender, school, social class), to work in
teams, communicate, solve interpersonal conflict, relying on their peers, cooperate and
contributing to the team. Description of the roles during the expedition, mentioning what
was the participant’s role. It also includes references to a person-centered leadership (or not)
in which leaders prioritize the development of participants over other objectives, where
leaders are models (good or bad).
“mentally and socially, it was the mixing with people, it was the really most important
element”

D. Landscape

Mention to the beauty of the landscape or the surroundings, the natural processes, the
seasons and the animals seen in the expedition.

“Iceland is a very striking landscape, I’ve never seen an ice shoot before, so it was
enormously impressive as a landscape experience”
b. Passages to code

Please code the passages regarding the processes of expeditions with the codes of part 2a.

Following is a table with a brief description of each code:

<table>
<thead>
<tr>
<th>Summary of Codes: Brief summary of what each code refers to</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Autonomy: Freedom, perception that one is the cause and regulator of own behavior</td>
</tr>
<tr>
<td>B. Competence: Being able to overcome challenges and hardship, being good at something</td>
</tr>
<tr>
<td>C. Relatedness: Sense of belonging, teamwork, meeting different people, interacting with others</td>
</tr>
<tr>
<td>D. Landscape: Beauty of the landscape or the surroundings, the natural processes</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<td>that you are the one that's waiting for everybody else to catch up, you start to feel good about</td>
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<td></td>
<td>and there were quite a few army cadets and trainees.</td>
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<td>5</td>
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<td></td>
<td>inspiring beautiful,</td>
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</tr>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>19</td>
<td>you were meeting people from all walks of life</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>you were treated as an adult and expect it to be responsible for stuff.</td>
<td></td>
</tr>
</tbody>
</table>
### 5. Intercoder agreement results

<table>
<thead>
<tr>
<th>Nº</th>
<th>Passages</th>
<th>Code</th>
<th>Intercoder 1</th>
<th>Intercoder 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>After the expedition I went then to do my national service in the [British Armed] forces, and again having had that experience probably helped me to get a National Service Commission</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>2</td>
<td>Although I haven't been a major supporter [of BES] going forward, when there's been things, when the email comes with a survey, I'm like: I want to give back to that, I want to help because I had a great experience</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>And since then I have been in 7 different expedition and I have led some expeditions with school kids, so giving them back somethings that I gained from being with BES so that was another part of what I learned from it.</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>because you lived in very close proximity to other people you would have gained social skills and a better social understanding on how groups work</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>5</td>
<td>being more self-aware, more aware about myself, to identify what I was interested in.</td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>6</td>
<td>I carry with me a big respect for and interest in environmental issues, and we could see that 30 years, because we were studying glaciology, global warming, I'm sure if we were to go back to Greenland now, what we would see in that same place would be quite different.</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>7</td>
<td>Confidence is quite a long word, but it earns different things to different people, but for me, when you mention this research, that's the first thing that came to my head, as being a lasting benefit.</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>8</td>
<td>I don’t think I would have the opportunities that I’ve had if I didn’t have that on my CV.</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>9</td>
<td>I enjoyed it. It gave me a love of doing that sort of things [expeditions and outdoor activities] and made it me want to do more of them</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>10</td>
<td>I hadn't been outside of Europe before, so in terms of, you know, global perspective, you know, seeing different, um, uh, you know, different people from different walks of life, particularly in India was quite eye the whole cultural thing, you know, I've not been to a developing country</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>11</td>
<td>I learned to have a lot more confidence in myself</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>12</td>
<td>I suppose they keyword there is confidence</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Nº</td>
<td>Passages Outcomes</td>
<td>Code</td>
<td>Intercoder 1</td>
<td>Intercoder 2</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>13</td>
<td>I think it has, it meant I came back [from the expedition] and I wanted to do similar things [expeditions and outdoor activities] in other places</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>14</td>
<td>I think it was the beginning of understanding oneself</td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>15</td>
<td>I think the biggest thing I learned was, I mean it was like an earth-shattering revelation to me that the difference between, you know, the life I lead in the West and what I knew and what I saw in India</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>16</td>
<td>I'd got so much out of my expedition that I wanted to be involved in doing that for others.</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>17</td>
<td>I've always looked to encourage the youngsters to do this sort of thing, whether it's with BES or with other similar organizations.</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>18</td>
<td>I've taken risks and thrown caution to the wind in doing exactly what I want to do and feeling confident that I can do it, and it will be okay.</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>19</td>
<td>certainly, it had an effect on me, and subsequently I managed to get several boys to get into BES expeditions from my school.</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>20</td>
<td>It did really help me with my confidence.</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>21</td>
<td>It gave me a thirst for travel.</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>22</td>
<td>it gave me real respect for the environment which, which I'd like to think I kind of carried on with some more of an understanding of the natural world that we live in, and how fantastic it is.</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>23</td>
<td>It made me found me</td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>24</td>
<td>it really changed my perception of myself</td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>25</td>
<td>I've traveled and I've loved traveling ever since all over the world and that [the expedition experience] really sparked some of that new wanting to go in and see, not going to just do the tourist stuff, but go and see the world, really see the world</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>26</td>
<td>just learning to collaborate and work</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>27</td>
<td>So that one experience, has to be massive, because I've stayed with that outdoor work since then.</td>
<td>G</td>
<td>G</td>
<td>E</td>
</tr>
<tr>
<td>28</td>
<td>So, team building, and learning to sort of work with the pace of the slowest or least able was also a brilliant learning experience.</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Nº</td>
<td>Passages Outcomes</td>
<td>Code</td>
<td>Intercoder 1</td>
<td>Intercoder 2</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td>--------------</td>
</tr>
<tr>
<td>29</td>
<td>Some of that love of nature, that sort of, that feeling that the expedition gave me, made me want to resist roads and cars in London, and which is why I was already on a bicycle.</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>30</td>
<td>That expedition connected me really to what makes me tic as an individual</td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>31</td>
<td>The first one was choosing to do a education degree, directly came from Greenland as a consequence of being there and that impacted me massively.</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>32</td>
<td>The greater learning is working with people and working groups and all that sort of stuff.</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>33</td>
<td>To me, trying to be better at influencing people and at leading them, has been important to me and also quite enjoyable, and that was the beginning really from that expedition</td>
<td>C</td>
<td>D</td>
<td>C</td>
</tr>
<tr>
<td>34</td>
<td>I'm interested in doing kind of trips where I'm not sat doing nothing on a beach or touring around cities and so, I have very little interest in doing city breaks or whatever and I'm sure that has been influenced by this [the BES expedition].</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>35</td>
<td>When I came back I applied to medical school, and studied in one of the London’s colleges, and because I'd had a poor result the previous year I thought they wouldn't even looked at my application, but I was able to put in my application that I was on this expedition and that I had done physiological studies with John Payne, and we had studied botany, and botany is very important in medicine.</td>
<td>G</td>
<td>G</td>
<td>G</td>
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</tbody>
</table>

Number of agreements 34 34
<table>
<thead>
<tr>
<th>Nº</th>
<th>Passages processes</th>
<th>Code</th>
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<th>Intercoder 3</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>a beautiful landscape</td>
<td></td>
<td>D</td>
<td>D</td>
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<td>As soon as you get that backpack on your back and you start going up on that mountain and you realize that you are the one that's waiting for everybody else to catch up, you start to feel good about yourself, and you realize that they start looking up to you, rather than you being in awe of them.</td>
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<td>As young people we were given an awful amount of freedom, looking back sometimes I wonder whether if that was entirely wise to allow us to do as much as we did, but I think that was part of the adventure</td>
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<td>A</td>
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<td>Been thrown together with people I had very different backgrounds to, I'm middle class, white girl, and there were quite a few army cadets and trainees.</td>
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<td>--------------</td>
<td></td>
</tr>
<tr>
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<td>C</td>
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<td>C</td>
<td></td>
</tr>
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<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

Number of agreements | 19 | 20 |
Appendix L: Member checking documents

Appendix L contains:

   3. Email to interview participants
   4. Sample documents sent to interview participants
   5. Participants’ responses table

1. Email to interview participants

Subject: British Exploring Society Retrospective Study, Follow up

Dear [interviewee name],

I hope this email finds you well. First I want to thank you for the time you spent with me during your interview in June 2017. Since then I have been analyzing your and other interviews and if everything goes well, I anticipate finishing this study by November 2019. I will also be preparing a brief summary to send to you, so you know the results of this study. Currently I am finalizing the analysis and I wanted to check with you to see if my interpretations of what you said are accurate. I am hoping that by presenting you with my interpretations of your experiences on your first BES expedition, it will help to build a more accurate picture of those experiences and provide further confidence in my research.

My request for you is to check if you believe the categorization I made is accurate or needs more refinement. It should take you no longer than 30 minutes to review the attached documents.

The attached two documents contain:

   1) Quotes from you during your interview and the code I assigned to those quotes in relationship with the long-term influences of the expedition.
   2) Quotes from you during your interview and the code I assigned to those quotes in relationship with the relevant experiences of the expedition that were influential.

In each document you will assess your agreement and will have a writing space for your comments.

I would greatly appreciate if you could send the attached documents back to me by Wednesday, September 18th.

If you have any questions or would like to talk further please do not hesitate to contact me by email or phone at +1(814)828 9853.

Kind regards,

Maria Jose Ramirez C.
Doctoral Candidate
Department of Recreation, Park & Tourism Management
2. Sample document sent to interview participants

**Document 1: Perceived long-term influence of expeditions**

Section a. presents the codes and their description used to analyze your interview regarding the long-term influence of the expedition experience. Section b. presents some quotes taken from your interview, and the code assign to them.

**a. Description of the themes:**

In this section, you will read about the seven codes assigned to the perceived long-term influence of British Exploring Society (BES) expeditions in people’s lives.

<table>
<thead>
<tr>
<th>A. Fulfilling Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CODE DESCRIPTION / SUMMARY:</strong> This code refers to achieving one’s full potential and includes references in which the person believes that he/she is better able to cope with adversity. This includes increased confidence; physical and social resilience; self-reliance and ability to overcome challenges. Some related concepts are courage, ability to cope when bad things happen, willingness to take challenges, perseverance, coping with difficult situations, setting priorities, achieving goals and solve problems.</td>
</tr>
<tr>
<td><strong>THIS THEME IS SUMMARISED AS:</strong> Confidence, resilience.</td>
</tr>
<tr>
<td><strong>EXAMPLE OF A QUOTE CODED “FULFILLING POTENTIAL“:</strong></td>
</tr>
<tr>
<td>“<strong>Confidence</strong> is the big thing, that I could do whatever I wanted to do, what I set my mind to”.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Knowing thyself</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CODE DESCRIPTION / SUMMARY:</strong> This code refers to learning about oneself, to increase our awareness of who we are, and what we want, need, sense feel, think and do. Mention to gaining a greater understanding and connectedness of oneself. Reflection on values, self, life, career, friendships and relationships. Mention to how the course allowed explorers to discover something about themselves that they had not known before. Participants developed a personal philosophy of living. Mention to being “changed” during the expedition.</td>
</tr>
<tr>
<td><strong>THIS THEME IS SUMMARISED AS:</strong> Knowing oneself, self-awareness</td>
</tr>
<tr>
<td><strong>EXAMPLE OF A QUOTE CODED “KNOWING THYSELF“:</strong></td>
</tr>
<tr>
<td>“I learned about myself, and the fact that you could set your own goals.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Connecting with others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CODE DESCRIPTION / SUMMARY:</strong> This code refers to learning about and relating to others, to make contact and encounter others. Mention to developing interpersonal/social skills.</td>
</tr>
</tbody>
</table>
Reference to learning the importance of teamwork, or how to collaborate with others and take care of each other. It also includes developing leadership skills and taking responsibility for others.

THIS THEME IS SUMMARISED AS: Teamwork, learning about others, interpersonal skills, leadership

EXAMPLE OF A QUOTE CODED “CONNECTING WITH OTHERS”:

“I probably learned the importance of teamwork.”

D. Sharing the experience

CODE DESCRIPTION / SUMMARY: This code refers to the transmission of knowledge and skills learned in the expedition experience to others (participants’ family, friend, children, and while volunteering, and teaching). Reference to wanting to give back, facilitate similar experiences for others (e.g.: organizing expeditions, volunteering), and help in different ways (by donating, facilitating trainings, serving on expedition boards, volunteering as an expedition as a leader or doctor). Expedition also influenced how participant raised their children and how they encouraged them to do things that have similar characteristics to expeditions.

THIS THEME IS SUMMARISED AS: Giving back, volunteering, encouraging others to do expeditions

EXAMPLE OF A QUOTE CODED “SHARING THE EXPERIENCE”

“I suppose on my credit and debit account I have a bit of a debt, in terms of I’d taken something away and got some valuable experience after the trip and I wanted, to give that back.”

E. Connecting with nature and the world

CODE DESCRIPTION / SUMMARY: The downward Arrow of personal development refers to learning about the environment, to touch earth, to be grounded and to connect with the world. Degree in which the course brought about a perceived change in participants’ appreciation for the environment, nature and the outdoors. It includes environmental awareness, environmental appreciation, sense of place, appreciation of modern conveniences, global awareness, and gaining perspective about the issues of the wider world.

THIS THEME IS SUMMARISED AS: Connecting with the world, appreciation for the environment

EXAMPLE OF A QUOTE CODED “CONNECTING WITH THE WORLD”:

“Being aware of the environment”

“The poverty stuff and that kind of beginning of an understanding and an interest in development and global poverty in that kind of stuff like that”
### F. Development of leisure activities and outdoor knowledge/skills

**CODE DESCRIPTION / SUMMARY:** The expedition influenced participants’ leisure choices and skills. The expedition experience fostered in interviewees the desire to do (or not to do) similar activities later, like backpacking, camping, travelling, being outdoors and having adventures, as well as being interested and maintaining outdoor related activities (e.g. films, museums, botany). Explorers also referred to their increased outdoor skills, they talked about the feeling of confidence to do similar expeditions and trips by themselves.

**THIS THEME IS SUMMARISED AS:** Leisure, travel and outdoor related activities

**EXAMPLE OF A QUOTE CODED “DEVELOPMENT OF LEISURE ACTIVITIES AND OUTDOOR KNOWLEDGE/SKILLS”**

“It gave me a thirst for travel”.
“I still like flowers, I still like studying plants, I like mountain plants.”

### G. Impact on Academic and professional life

**CODE DESCRIPTION / SUMMARY:** Participants mentioned that the expedition experience (the expedition itself, the activities surrounding it, or the connections they did due to the expedition) influenced (or not) their academics, career, or professional life.

**THIS THEME IS SUMMARISED AS:** Influence in school or career life.

**EXAMPLE OF A QUOTE CODED “IMPACT ON ACADEMIC AND PROFESSIONAL LIFE”**:

“Tremendous impact, it gave me a wonderful start at an early age, which I think as affected my whole career”
**b. Your passages**

Please read the following quotes from your interview and the code assigned to it on the column on the right. A couple of codes may be applicable to the same passage, I assigned the theme that I interpreted as the most salient (and I bolded on the quote where I put the emphasis to code it).

On the column “Your agreement” please use a scale from 1 to 3 indicating the extent of your agreement with the theme identified for each of the selected passages from your interview.

Scale:
- 1 Strongly agree
- 2 Moderately agree
- 3 Do not agree with the classification.

<table>
<thead>
<tr>
<th>No</th>
<th>Passages from your interview</th>
<th>Theme assigned</th>
<th>Your agreement (1,2,3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When I came back, I felt completely sort of invincible, that I could take the world on really.</td>
<td>A. Fulfiling Potential: Confidence, resilience</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>You just came back feeling confident, and it was a feeling that it was quite new to me, but also it provided me with this mechanism to go out and face the world a bit more. Certainly, when I came back I was definitively much more vocal at home</td>
<td>A. Fulfiling Potential: Confidence, resilience</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My husband and I have very similar interests, so I supposed that stands back to it [the BES expedition]. We pass that on the children's, we were up on the hills the weekend before, and we are still enjoying the same things.</td>
<td>F. Development of leisure activities and outdoor knowledge/skills: Leisure, travel and outdoor related activities</td>
<td></td>
</tr>
</tbody>
</table>

If you select 3 for any of the passages, please explain this further in the space below. Use as much space as you need or contact me to arrange a time to talk by Skype.
Document 2: Relevant experiences had on the expedition

Section a. presents the codes and their description used to analyze your interview regarding the type of experiences during the expedition that influenced you. Section b. presents some quotes taken from your interview, and the codes assigned to them.

a. Description of the codes:

In this section, you will read about the four codes assigned to the experiences that took place during the expedition that fostered the long-term influences of the expedition.

<table>
<thead>
<tr>
<th>A. Autonomy</th>
</tr>
</thead>
</table>
| **CODE DESCRIPTION / SUMMARY:** Degree in which people feel or perceive that they are the cause and regulator of their own behavior. People experience more autonomy in contexts that provide choices, when they experience genuine decision-making, when they are responsible for themselves, are allowed to make mistakes, experience freedom, and their feelings are acknowledged. People experience less autonomy in contexts where they receive rewards, threats, surveillance, or deadlines. Some experiences that participants mention as fostering autonomy were: Raising the money, being responsible for themselves, managing themselves, being treated as adults, being in the wild without leaders and having freedom to explore among others. Participants recognized that during the expedition nobody was going to “babysit” them. There were no punishments either, but if they did not do something as they were supposed to, they would experience the natural consequences of their actions, the result of their choices and behaviors.

**THIS THEME IS SUMMARISED AS:** Freedom, perception that one is the cause and regulator of own behavior.

**EXAMPLE OF A QUOTE CODED “AUTONOMY”:**
“Before someone else would wash my close for me, either my mother at home, or it was at school, but I had to do that for myself, you had to do things like looking after your equipment, and nobody would do it for you, so again you had to do it, you would not survive is too big of a word, but would not get through it without working”

<table>
<thead>
<tr>
<th>B. Competence</th>
</tr>
</thead>
</table>
| **CODE DESCRIPTION / SUMMARY:** Degree in which people experience (or not) optimal physical and social challenges and overcome them. Experiences of success or being good at something. Competence can be experienced in different domains such as physical, cognitive or socially. Some expedition experiences that often facilitate competence are: A physically demanding activity, a personal challenge and/or accomplishment, overcoming a perceived fear and, being pushed outside one’s comfort zone. Competence also includes mentioning the self-sufficiency aspect of the expedition in a remote area as well as recognizing the toughness of the expedition. Competence is reflected by participants when they feel proud of completing the expedition and when receiving feedback on behaviors that they consider they are responsible for. Negative feedback thwart the need for competence.
THIS THEME IS SUMMARISED AS: Being able to overcome challenges and hardship, being good at something

EXAMPLE OF A QUOTE CODED “COMPETENCE”:
“I thought that I had done something that I wouldn’t have had an opportunity to do in another context and that it had been hard, and I’ve done it and I was proud of the fact that I’d done these hard things”

C. Relatedness

CODE DESCRIPTION / SUMMARY: Degree in which people feel or perceive that they connect intimately with others, they feel cared for, secured and that they have a place and belong to a community. Reference to being with others different from oneself (background, gender, school, social class), to work in teams, communicate, solve interpersonal conflict, rely on peers, cooperate and contributing to the team such as having a role. It also includes references to a person-centered leadership (or the lack of) in which leaders prioritize the development of participants over other objectives and talking about leaders as models (positive or negative).

THIS THEME IS SUMMARISED AS: Meeting and connecting with others.

EXAMPLE OF A QUOTE CODED “RELATEDNESS”:
“Mentally and socially, it was the mixing with people, it was the most important element”

D. Contact with Nature

CODE DESCRIPTION / SUMMARY: Mention to the beauty of the landscape or the surroundings, the natural processes, the seasons and the animals seen in the expedition.

THIS THEME IS SUMMARISED AS: Beauty of the landscape or the surroundings, the natural processes

EXAMPLE OF A QUOTE CODED “CONTACT WITH NATURE”:  
“Iceland is a very striking landscape, I’ve never seen an ice shoot before, so it was enormously impressive as a landscape experience”
b. Your quotes

Please read the following quotes from your interview and the code assigned to it on the column on the right. A couple of codes may be applicable to the same passage. I assigned the code that I interpreted as the most salient (and I bolded on the quote where I put the emphasis to code it).

On the column “Your agreement” please use a scale from 1 to 3 indicating the extend of your agreement with the code assign to each of the quotes of your interview.

Scale:
1 Strongly agree
2 Moderately agree
3 Do not agree with the classification.

<table>
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<tr>
<th>Nº</th>
<th>Passages from your interview</th>
<th>Code assigned</th>
<th>Your agreement (1,2,3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Those first couples of days there I was homesick, but then, as the weeks went on, I totally came out of my shell.</td>
<td><strong>B. Competence:</strong> Being able to overcome challenges and hardship, being good at something</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>It was very interesting seeing those who found that [taking responsibility for not just yourself but for other people] very natural to do, and those who did not find it particularly easy, and whether people adapted to become part of the team or chose to isolate themselves.</td>
<td><strong>C. Relatedness:</strong> Meeting and connecting with others.</td>
<td></td>
</tr>
</tbody>
</table>

If you select 3 for any of the passages, please explain this further on the space below. Use as much space as you need or contact me to arrange a time to talk by Skype.
3. Participants’ responses table

<table>
<thead>
<tr>
<th>Interviewee</th>
<th>Quotes referring to long-term influence of expeditions</th>
<th>Theme assigned</th>
<th>Agreement (1,2,3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albert</td>
<td>I think it is that sense that <strong>you could do anything</strong>, that <strong>you just have to work at it</strong>.</td>
<td>A. Fulfilling Potential</td>
<td>1</td>
</tr>
<tr>
<td>Albert</td>
<td>I think it is that sense that you could do anything, that you just have to work at it.</td>
<td>A. Fulfilling Potential</td>
<td>1</td>
</tr>
<tr>
<td>Albert</td>
<td>I <strong>learned that there were people who were much better at things than I was</strong>, and in some other things I was better than they were, everyone had a very particular skill... I have used those skills later in life. I am not sure if I have used my fire making skills, but I <strong>have looked out for talents and usefulness in other people</strong>.</td>
<td>C. Connecting with others</td>
<td>1</td>
</tr>
<tr>
<td>Albert</td>
<td>I have <strong>continued to go camping and walking and mountaineering</strong> at various times, and then I had the opportunity to go as a leader... I <strong>have continued to do things of that sort</strong>. It has had a <strong>tremendous impact</strong>.</td>
<td>F. Development of leisure activities and outdoor knowledge/skills</td>
<td>1</td>
</tr>
<tr>
<td>Albert</td>
<td>I have often thought of holidays as an expedition</td>
<td>F. Development of leisure activities and outdoor knowledge/skills</td>
<td>1</td>
</tr>
<tr>
<td>Albert</td>
<td>I think it really <strong>contributed to me wanted to be a geography teacher, wanting to lead field trips</strong>, see places and in that sense going somewhere and experience it was important to understand it.</td>
<td>G. Impact on Academic and professional life</td>
<td>1</td>
</tr>
<tr>
<td>Andrew</td>
<td>You begin to <strong>build your confidence in your own ability</strong>. I think it is the <strong>beginning of this learning curve</strong>. You do not get confident overnight, but it does begin.</td>
<td>A. Fulfilling Potential</td>
<td>1</td>
</tr>
<tr>
<td>Andrew</td>
<td>If I feel phased with challenges in work, and you have to find a solution to a problem... If you feel confident and go through the process of being absolutely sure of your facts and developing a solution to what the problem is. If you do not have confidence in that, you are never going to achieve a way. <strong>If you are confident, you will find a way, or if you do not find a way you are prepared to tell someone there is no way.</strong> Because that is an equally acceptable solution, I think. So that is where the confidence piece comes in.</td>
<td>A. Fulfilling Potential</td>
<td>1</td>
</tr>
<tr>
<td>Andrew</td>
<td>It was the beginning of understanding oneself.</td>
<td>B. Knowing thyself</td>
<td>1</td>
</tr>
<tr>
<td>Andrew</td>
<td>Another thing that is important and has carried me through my life, it is the need to work on a team, teamwork is important wherever you are.</td>
<td>C. Connecting with others</td>
<td>1</td>
</tr>
<tr>
<td>Andrew</td>
<td>I think in a work situation, in a general team situation has helped in terms of actually how I work with people or how I think through working with people, probably not consciously, but subconsciously.</td>
<td>C. Connecting with others</td>
<td>1</td>
</tr>
<tr>
<td>Andrew</td>
<td>At least once a year, we try to go to places with a nature theme. I suppose one of the things that came out of these earlier expeditions, was that you are seeing a different country and you are living in a slightly different way to the normal coming back home every night. So, <strong>going to a nature theme holiday comes naturally. We would not want to go to a hotel laying on the beach for two weeks.</strong></td>
<td>F. Development of leisure activities and outdoor knowledge/skills</td>
<td>1</td>
</tr>
<tr>
<td>Patrick</td>
<td>I think it made me more independent, more self-reliant, <strong>stronger as a person</strong>... it told me a lot about myself and <strong>where I was strong, where I was weak</strong>, and where I could afford to need help or not need help.</td>
<td>A. Fulfilling Potential</td>
<td>1</td>
</tr>
<tr>
<td>Patrick</td>
<td>It did change my life a lot, not markedly, I was not like I was not going to university, and suddenly I was, but it <strong>changed my approach to life</strong>. Being more self-aware, more aware of myself, <strong>to identify what I was interested in</strong>. So, in those ways, it changed my life.</td>
<td>B. Knowing thyself</td>
<td>1</td>
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<tr>
<td>Patrick</td>
<td>Since then I have been in 7 different expeditions, and I have led some expeditions with school kids, so giving them back some things that I gained from being with the BES, so that was another part of what I learned from it [the expedition experience].</td>
<td>D. Sharing the experience</td>
<td>1</td>
</tr>
<tr>
<td>Patrick</td>
<td>I never actually studied geography at school properly, and it suddenly opened my eyes to a massively amount of enjoyment in the landscape, and Iceland is a beautiful country, it is very new geologically.</td>
<td>E. Connecting with nature and the world</td>
<td>1</td>
</tr>
<tr>
<td>Patrick</td>
<td>I knew I was going to the university to study biology, but it definitely cemented my interest in ecology, my interest in the outdoors... [the expedition experience] probably influenced me on doing research and a Ph.D. afterward. But then certainly later on when I became a teacher, that idea of giving expedition experience to school children, was definitely something that came out of it, and that seed would have never been sawn without that experience.</td>
<td>G. Impact on Academic and professional life</td>
<td>1</td>
</tr>
<tr>
<td>Clara</td>
<td>When I came back, I felt completely sort of invincible, that I could take the world on really.</td>
<td>A. Fulfilling Potential</td>
<td>1</td>
</tr>
<tr>
<td>Clara</td>
<td>You just came back feeling confident, and it was a feeling that it was quite new to me, but also it provided me with this <strong>mechanism to go out and face the world a bit more</strong>. Certainly, <strong>when I came back I was definitively much more vocal at home</strong></td>
<td>A. Fulfilling Potential</td>
<td>1</td>
</tr>
<tr>
<td><strong>Clara</strong></td>
<td>It just opened up a whole new world to me and therefore that had a <strong>massive influence on the way I had on to live my life</strong>, and probably <strong>choices I have made, political views and things like that</strong>.</td>
<td><strong>B. Knowing thyself</strong></td>
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<tr>
<td><strong>Clara</strong></td>
<td>Suddenly I felt I found out who I was</td>
<td><strong>B. Knowing thyself</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Clara</strong></td>
<td>My husband and I have very similar interests, so I supposed that stands back to it [the BES expedition]. <strong>We pass that on the children’s</strong>, we were up on the hills the weekend before, and we are still enjoying the same things.</td>
<td><strong>F. Development of leisure activities and outdoor knowledge/skills</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Edward</strong></td>
<td>It builds a totally different attitude of mind. After you have been in something like that, then the normal day to day problems that we get, are not very worth bothering with, and <strong>the memories of that last. They really do</strong>.</td>
<td><strong>A. Fulfilling Potential</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Edward</strong></td>
<td>It gave me a <strong>background of confidence</strong> so I could do things and <strong>not be afraid of people</strong> who would sort of say be <strong>more elite</strong>.</td>
<td><strong>A. Fulfilling Potential</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Edward</strong></td>
<td><strong>Confidence</strong> is the big thing that <strong>I could do whatever I wanted to do</strong>; what I set my mind to.</td>
<td><strong>A. Fulfilling Potential</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Edward</strong></td>
<td>It got me into public speaking, which I would not have done without it. I had the confidence to do it, and I knew I could, because I was passionate about it and I had to do it to start off with, and that has followed me all the way through my life. I did it all the way through my naval career..., and then when I left the navy, again we went to small business, and we did a lot of public speaking with that, and now I am in rotary, and I am doing a lot of public speaking. I have done it all the way through my life. It is the early beginnings that are important, and that gave me the start. Whether it would have come otherwise I do not know, but it gave me a big leg up, a boost at the time.</td>
<td><strong>G. Impact on Academic and professional life</strong></td>
<td>1</td>
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<td>Category</td>
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<tr>
<td>Victoria</td>
<td>I think it took me out of my comfort zone, it opened me to new ideas, and those definitely have carried forward with me and influenced other things that I have done in life.</td>
<td>B. Knowing thyself</td>
<td>1</td>
</tr>
<tr>
<td>Victoria</td>
<td>At my daughter's school, I became a school governor, that was very much because I was interested in seeing how the school was run, and have some input in that, and make sure every child at the school had the same opportunities.</td>
<td>D. Sharing the experience</td>
<td>1</td>
</tr>
<tr>
<td>Victoria</td>
<td>In my late 30's, early 40's I'm re-discovering being in the mountains and enjoying it.</td>
<td>F. Development of leisure activities and outdoor knowledge/skills</td>
<td>1</td>
</tr>
<tr>
<td>Victoria</td>
<td>When I was working for pharmaceutical companies, I was actually working for an agency that worked for them; we used to have to do pitches for businesses. I went into it with reasonable presentations skills, so I could give a presentation. I knew how to go about writing on them, standing up there.</td>
<td>G. Impact on Academic and professional life</td>
<td>1</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>It gave me confidence and a good grounding. It was a valuable experience, to take forward which I used as a springboard to start my adult life.</td>
<td>A. Fulfilling Potential</td>
<td></td>
</tr>
<tr>
<td>Elizabeth</td>
<td>I think living in close quarters with people taught me patience and how to truly get on with them, which I had not done before in the same way. I guess that helped me with my nursing [career] which I began shortly after the expedition.</td>
<td>C. Connecting with others</td>
<td>1</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>Now, 33 years later, I am a school nurse and I still have a passion for expeditions and for youth development. Through the school, I am able to teach first aid and supervise Duke of Edinburgh Award expeditions. I am also a Duke of Edinburgh Award expedition assessor and have been a medic on two Raleigh International expeditions to Chile.</td>
<td>D. Sharing the experience</td>
<td>1</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>It [the expedition] gave me the bug to travel.</td>
<td>F. Development of leisure activities and outdoor knowledge/skills</td>
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<tr>
<td>Elizabeth</td>
<td>This was the first time I had travelled abroad and it <em>kickstarted my interest in different countries and traveling</em> without a doubt.</td>
<td>F. Development of leisure activities and outdoor knowledge/skills</td>
<td>1</td>
</tr>
<tr>
<td>Anne</td>
<td><em>It taught me that I had no right to be judgmental</em> because, you know, there were others who were much better than I was at a lot of stuff that we did an expedition, even though they hadn't had the luxury of some of the background that I had, that sort of stuff. <em>I think it has probably stuck with me for life.</em></td>
<td>B. Knowing thyself</td>
<td>1</td>
</tr>
<tr>
<td>Anne</td>
<td>One of the things I learned was <em>it was okay to be me.</em></td>
<td>B. Knowing thyself</td>
<td>1</td>
</tr>
<tr>
<td>Anne</td>
<td><em>[The expedition] gave me tools to deal with life, life is hard, you deal with emotions in relationships and friends, and flat mates and all of that stuff.</em></td>
<td>C. Connecting with others</td>
<td>1</td>
</tr>
<tr>
<td>Anne</td>
<td><em>It opened my eyes up to the fact that actually, you know what, you can be friends with boys</em> without having to be anything other than friends type stuff. [...] actually before <em>[the expedition] I was probably quite nervous around boys</em>; I would not know how to behave or react or whatever around them.</td>
<td>C. Connecting with others</td>
<td>1</td>
</tr>
<tr>
<td>Anne</td>
<td>I had got so much out of my expedition that I wanted to be involved in doing that for others.&quot;</td>
<td>D. Sharing the experience</td>
<td>1</td>
</tr>
<tr>
<td>Anne</td>
<td>It [the expedition] gave me real respect for the environment which, I'd like to think I kind of carried on with some more of an understanding of the natural world that we live in, and how fantastic it is... we have a fantastic environment, so I do think we have an obligation to look after it and I would like to think that I'm teaching my child some of that.</td>
<td>E. Connecting with nature and the world</td>
<td>1</td>
</tr>
<tr>
<td>Anne</td>
<td>I've traveled, and I've loved traveling ever since, all over the world, and that really sparked some of that; wanting to go and see, not just going to do the tourist stuff, but go and see the world, really see the world.</td>
<td>F. Development of leisure activities and outdoor knowledge/skills</td>
<td>1</td>
</tr>
<tr>
<td>Charlotte</td>
<td>That kind of sense of, if I try something, it might be really hard, but I should. But keep going at it, it is going to, it is the most likely to lead to success. You know, that is resilience, I suppose. That sense of, I mean I am not particularly brave and not particularly strong, but I had to be braver and stronger than I would normally be, and by being braver and stronger, I got braver and stronger. So, it is that feedback loop of the more you do, the more you gained from it. ... and that you can be in a physically uncomfortable or socially uncomfortable situation and still go.</td>
<td>A. Fulfilling Potential</td>
<td>1</td>
</tr>
<tr>
<td>Charlotte</td>
<td>I think that that knowing that you are tougher than you think you are is that one. Yeah, developing your resilience and your awareness of your own resilience.</td>
<td>A. Fulfilling Potential</td>
<td>1</td>
</tr>
<tr>
<td>Charlotte</td>
<td>I think I probably do [think it was a life-changing experience] because I think it changed my outlook, it increased my resilience, and it gave me a sense that I could try new things and I would be able to, and as a result, I have made choices in my life. I have tried new things and gone to new places that I, maybe, would not have had the confidence to go otherwise.</td>
<td>A. Fulfilling Potential</td>
<td>1</td>
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<tr>
<td>Charlotte</td>
<td>I can work well in a team both when I have a leadership role or when I am being led or when I am an equal partner. I think to practice all of those things [on the expedition] but in other circumstances and not under the same level of stress you get when being an adult and being in work. Probably it is quite a good practice to do some of that in the outside world where you can go and shout at a rock.</td>
<td>C. Connecting with others</td>
<td>1</td>
</tr>
<tr>
<td>Charlotte</td>
<td>We are very close to the peak district, you know, we would go out all the time. The kids do an outdoor club where we do a lot of outdoor stuff, and I am happy to be in charge of other people in that situation because of my experiences.</td>
<td>D. Sharing the experience</td>
<td>1</td>
</tr>
<tr>
<td>William</td>
<td>I was not particularly confident before, and I felt better after this, I thought ‘if I could do this, I could do anything’.</td>
<td>A. Fulfilling Potential</td>
<td>1</td>
</tr>
<tr>
<td>William</td>
<td>[The expedition] helped me to understand people more easily.</td>
<td>C. Connecting with others</td>
<td>1</td>
</tr>
<tr>
<td>William</td>
<td>Some parts of the expedition were very stressful, some people reacted positively, some negatively; you see that in life, this gives you a good background of what you are going to meet.</td>
<td>C. Connecting with others</td>
<td>1</td>
</tr>
<tr>
<td>William</td>
<td>I met my wife to be about a month after I got back, up until that point I had no relationships whatsoever, and I was now 18, I had had no girlfriends, I had been terrified of girls</td>
<td>C. Connecting with others</td>
<td>1</td>
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<tr>
<td>William</td>
<td>I found the environment so stimulating, so beautiful, and I just loved glaciers, I'm completely fixated on glaciers, and I want to go to that glacier in Chile one day.</td>
<td>E. Connecting with nature and the world</td>
<td>1</td>
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<tr>
<td>William</td>
<td>I do not think the expedition helped me on that, because green was not very popular then, global warming was not heard of.</td>
<td>E. Connecting with nature and the world</td>
<td>2</td>
</tr>
<tr>
<td>William</td>
<td>When I came back I applied to medical school, and studied in one of London's colleges, and because I'd had a poor result the previous year I thought they wouldn't even look at my application, but <strong>I was able to put in my application that I was on this expedition</strong> and that I had done physiological studies with John Payne, and we had studied botany, and botany is very important in medicine. <strong>That got me an interview</strong>, I think. Then I got an offer, much to my amazement. I went to medical school in 1969, which was a year after the expedition. ... <strong>[if I would not have gone on the BES expedition] I would not have been confident enough at my interview for medical school, and subsequent interviews for jobs and profession, or be confident as a general practitioner with patients.</strong></td>
<td>G. Impact on Academic and professional life</td>
<td>1</td>
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<tr>
<td>Frederick</td>
<td>I came away with a huge amount more confidence and a <strong>belief system that I could actually achieve things if I worked hard for them...</strong> <strong>[My eldest son] wanted to go to university to do marine engineering</strong>, but again he is not math or physics inclined and I had to say to him, well there will be a lot of math and a lot of physics in the marine engineering degree course, but <strong>I had exactly the same problem with my surveying degree course, I had to learn math, and you will have to do the same, and he did.</strong> You do not have to have an actual aptitude if where you want to get is to the other side of that obstacle; you will find a way of doing it.</td>
<td>B. Knowing thyself</td>
<td>1</td>
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<tr>
<td>Frederick</td>
<td>We have also done training with operation Raleigh which is a similar scheme, we have helped with training in other groups, I think it is important to give back, <strong>I have been very lucky with what I have had from BES and wherever I can support them or help others in a similar way, I do.</strong></td>
<td>D. Sharing the experience</td>
<td>1</td>
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<tr>
<td>Frederick</td>
<td>You gain social skills and a better social understanding of how groups work.</td>
<td>E. Connecting with nature and the world</td>
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<tr>
<td>Frederick</td>
<td>At the beginning, there were [some conflicts ...]. I can remember this saying that got stuck on my mind: 'That is not my entitlement,' that is one of those phrases that stick with you. Occasionally, in a work scenario someone would say something like, I was supposed to have so and so, and I sit and think to myself, what he is actually saying is that it is not my entitlement, and then you can say, 'I can see where you are coming from, I understand why you say that. However, there is always another side to it, what might be your entitlement, could also be somebody else's, so let's see what their position is'.</td>
<td>E. Connecting with nature and the world</td>
<td>1</td>
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<tr>
<td>Frederick</td>
<td>We [his friend from the BES expedition and him] still enjoy going out to slightly remote places, not as remote as that [Svalbard], and just enjoying the peace and quiet and tranquility, hopefully having a bit of fun along the way. Saturday night, if the weather is like this, we would be able to sleep under the stars on my boat and enjoy it and reminiscence to how were the things on Iceland, Nepal and other places.</td>
<td>F. Development of leisure activities and outdoor knowledge/skills</td>
<td>1</td>
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<tr>
<td>Frederick</td>
<td>I think the biggest thing was, getting me to university, getting me through university and then giving me the confidence to set up and run a business since.</td>
<td>G. Impact on Academic and professional life</td>
<td>1</td>
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<tr>
<td>Henry</td>
<td>I had achieved what I went out to achieve, without the mechanisms that I thought, I would have needed to do so. I had <strong>taken a different route, a different path, and I was reflecting on that, on how wrong I was at the beginning. That was a complete turnaround of all of these things I thought I needed in life, that were unnecessary.</strong> So, if that was unnecessary, you know, <strong>all my other assumptions about life were unnecessary too:</strong> ‘Do I really need these people? Do I really need this money?’ One of the craziest things I did after that was based on, and until this day is money. <strong>The idea that you need money to do anything, to me, is entirely false.</strong></td>
<td>B. Knowing thyself</td>
<td>1</td>
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<tr>
<td>Henry</td>
<td>The expedition put in my mind the stunning beauty of Norway</td>
<td>E. Connecting with nature and the world</td>
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<tr>
<td>Henry</td>
<td>Going on the expedition, I came off it with a completely different view and the fact that I could make my own decisions in life; I was going to join the military, that was the only thing I could think off, that was the only thing I could imagine doing in life. <strong>So, coming back from the expedition, I knew that was not the only thing [join the military], I had the confidence to go out and do anything I wanted to do.</strong> That was the biggest thing I learned from it.</td>
<td>G. Impact on Academic and professional life</td>
<td>1</td>
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<tr>
<td>Emma</td>
<td>I learned a lot about how there are very different roles in teams, and you can be a part of a very successful team and not be the person who is reaching the top of the mountain or the furthest glacier. In a team that works well, everybody has a role, if it was not for the whole team working, that one person would not get to achieve... you <strong>play to your strengths</strong>, and you offer those to the team, and <strong>that carried on professionally.</strong></td>
<td>C. Connecting with others: Teamwork, learning about others, interpersonal skills, leadership</td>
<td>1</td>
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<tr>
<td>Emma</td>
<td>I've made sure in my life when I've had moments, crossroad moments when I've been able to choose what to do next and where to go next, I've, I've realized that being with invigorating, ambitious, passionate people, it's really important to me and, that probably started [with the expedition].</td>
<td>B. Knowing thyself: Knowing oneself, self-awareness</td>
<td>1</td>
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<tr>
<td>Emma</td>
<td>What I wanted from my life and where I was thinking I would go to for university and my career choices, up until that point, completely changed when I went on the expedition... I realized that I should be setting my standards higher for what I wanted out of university... So, a couple of weeks later I'm back at school, back at home. I feel like I'm a different person. My life has turned on its head, and I just said: 'I am not going to [X university], I have changed my mind, for university completely, I am going to apply to Cambridge, and I am going to apply to do geography'. I was very sure about that, and the school did not want me to do it. They did not want me to apply to Cambridge because they had had years and years and years of people applying and not getting in, and they did not want the heartbreak again of that not happening.</td>
<td>G. Impact on Academic and professional life: Influence in school or career life</td>
<td>1</td>
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<tr>
<td>Emma</td>
<td>I carry with me a big respect for and interest in environmental issues, and we could see that 30 years ago because we were studying glaciology, global warming. I'm sure if we were to go back to Greenland now, what we would see in that same place would be quite different.</td>
<td>E. Connecting with nature and the world: Connecting with the world, appreciation for the environment</td>
<td>1</td>
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<tr>
<td>John</td>
<td>I learned to be able to talk to women, which was for me a really nice thing because, I was terrified, so when I went to university it was much easier, I felt more relaxed.</td>
<td>C. Connecting with others, teamwork, learning about others, interpersonal skills, leadership</td>
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<tr>
<td>John</td>
<td></td>
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<tr>
<td>I was not very good at relating to people, I was a very isolated</td>
<td>C. Connecting with others, teamwork, learning about others, interpersonal skills, leadership</td>
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<td>person, and [the expedition] helped me to become a social person.</td>
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<td>That was a very big change. I did not trust people. I came from a</td>
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<td>background where I did not have any reason to trust people, and the</td>
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<td>only person I could trust was me. So, that was the beginning of</td>
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<td>learning how to trust people.</td>
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<td>It had a big influence on my self-confidence. I can remember coming</td>
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<td>out of that experience feeling that I could be or do anything I</td>
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<td>want.</td>
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<tr>
<td>John</td>
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<td>It gave me a thirst for travel. Because I realized that you learn</td>
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<td>when you travel in ways that you can never predict, and it teaches</td>
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<td>you things about yourself you never knew, so, yes, the impact was</td>
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<td>that I really knew I wanted to go to places, and meet people and</td>
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<td>have experiences.</td>
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<tr>
<td>John</td>
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<tr>
<td>It made me find myself. When I went there, I felt I was me. I</td>
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<td>knew who I was; I just felt all right in myself. ... I just felt</td>
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<td>good in my own skin. It [the expedition] kind of helped to fix</td>
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<td>some old self-doubt or damage. It is like a big dose of medicine.</td>
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<tr>
<td>John</td>
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<tr>
<td>I give my time a lot to people who are trying to do things and help</td>
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<td>as much as I can, and I think it comes from those early experiences,</td>
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<td>of being so helped by other people who wanted nothing in return. It</td>
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<td>helped me to be there for someone for an hour or two hours a week,</td>
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<td>or through a period of weeks, or something, because you know how</td>
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<td>valuable stuff like that was for you so that what it left me with,</td>
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<td>a willingness or even a desire. You have got a debt, and you want</td>
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<td>to repay it, and you cannot ever repay it, so you just want to</td>
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<td>continue to do it.</td>
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</table>
John

It was the early seeds of me learning to be the performer that I became.

G. Impact on Academic and professional life:
Influence in school or career life.

<table>
<thead>
<tr>
<th>Interviewee</th>
<th>Quotes referring to experiences of the expedition</th>
<th>Theme assigned</th>
<th>Agreement (1,2,3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albert</td>
<td>There is no one to pitch the tent for you to light the fire for you. You had to allocate the food and cook for yourself or your tent mate, or there would not be any [food], but you made turns... You had to carry everything. So, I think in that sense you were responsible for yourself. No one was going to do it for you; mommy was not there.</td>
<td>A. Autonomy</td>
<td>1</td>
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<tr>
<td>Patrick</td>
<td>Before someone else would wash my clothes for me, either my mother at home, or it was at school, but [in the expedition] I had to do that for myself. You had to do things like looking after your equipment. Nobody would do it for you, so again you had to do it, you would not survive is too big of a word, but you would not get through it without working.</td>
<td>A. Autonomy</td>
<td>1</td>
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<tr>
<td>Edward</td>
<td>If you were not feeling very well, though, you had to get on with it. If you did not get up to cook some food, you would not eat. If you did not do things right, then you suffered the consequences because you were out in nature. That is the way it was. It was not the organization punishing you; it was nature punishing you. If you did not put your socks properly, you got blisters; it is simple things like that. If you did not dry your clothes properly, then you caught a cold. It was only yourself to blame.</td>
<td>A. Autonomy</td>
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<tr>
<td>Victoria</td>
<td>Having that kind of freedom; getting off in a smaller group and kind of not having that supervising adult. The adults in the</td>
<td>A. Autonomy</td>
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</tbody>
</table>
exhibition treated you more like an adult; they were not teachers; they were not your parents. They were there to keep a bit of an eye on you.

Elizabeth I think it is such a big part of it is raising the money and actually you know, doing it, knowing that you have got there yourself.

A. Autonomy 1

Anne You were treated as an adult and expected to be responsible for stuff. And you learn very quickly if you made mistakes and you learn from them, and you had to deal with the consequences. There was nobody who was going to pack for you; you had to sort it out for yourself... I can remember one time drying a thermal top next to the fire, and I did it too close, and it just went 'whop' it just disappeared up into it, and that was my only thermal top, and I had to live with the consequences of that.

A. Autonomy 1

Anne It was straight into an expectation that you could look after yourself.

A. Autonomy 1

William My one regret it is that they did not allow us to go off on our own, I think they were a bit protective.

A. Autonomy 1

William We had 6 or 7 months to raise the money; it was good for me. I wanted to do this, and when you are driven to do this, you find ways, even if it is knocking on doors.

A. Autonomy 1

Frederick We were given an awful amount of freedom, looking back sometimes I wonder whether if that was entirely wise to allow us to do as much as we did, but I think that was part of the adventure.

A. Autonomy 1

Frederick A practical example would be going out a group of 4 youngsters, and we wanted to get to the other side of the icecap, and the expedition leader said 'well, you have been there with me, you have seen what we do, you know the safety measures you need to take, yes, it is potentially dangerous, but I have the confidence that you know what to do and that you will do it quickly', so he sent us off.

A. Autonomy 1
The year before, trying to raise the money to get into the expedition, I had to really think out of the box, because with the friend that I went with, we did not have that kind of money. We had no idea how we were going to get it. So, after the shock of actually being selected on going to the expedition, that was an honor in itself, we were then faced with a mountain to climb, not a mountain mountain, but we had to raise what seemed to us like a vast amount of money, and my parents certainly were not going to pay for it. So, we ended up coming up with endless schemes and ways of raising money and writing letters, and that got us to local television a few times, which was a massive experience.

<table>
<thead>
<tr>
<th>Henry</th>
<th>A. Autonomy</th>
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<tbody>
<tr>
<td>It was not easy, it was not meant to be easy, it was meant to test you, and I think we were tested, I was.</td>
<td>B. Competence</td>
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<td>Those first couples of days there I was homesick, but then, as the weeks went on, I totally came out of my shell.</td>
<td>B. Competence</td>
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<td>Being cold, tired, and hungry, and coming through it. That is the point. If you have never been in that situation, where you are physically in danger, physically uncomfortable and you come through because of your own resources then you know there is not something you cannot do.</td>
<td>B. Competence</td>
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<tr>
<td>If you are in that situation, where you are not sure whether you can do something, you have this stream you have to cross with a heavy rucksack on your back, but you have no choice, you have to get over it somehow or another, you do not have an option, and it is terrifying when you start doing it, but when you get to the other side, you look back and say 'wow, I have done that', and therefore the next time it comes up you tackle it with a different frame of mind.</td>
<td>B. Competence</td>
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<td>It is a serious expedition. It is not camping in the lake district or something like that. You</td>
<td>B. Competence</td>
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</table>
are in the Arctic. Obviously, we did not have polar bears when we did it, but **there were other risks**: crevasses to fall into if the weather was bad supplies could not get through.

| **Victoria** | **Living in an unconventional way, living in tents.** For a period of time, **not washing**. All these things, and kind of **realizing that you can**. I did not wash my hair in six weeks, and now I wash my hair most days. **Even if you do not like it you get used to it**; you can live through it, **life does not end** just because I cannot have a shower or whatever. | **B. Competence** 1 |
| **Anne** | **These expeditions are tough**, you know, and the meant to be, but **you get so much more after** them because they are tough, you know, it is not, it is not, it is not an easy walk in the park type stuff. | **B. Competence** 1 |
| **Charlotte** | Spending six weeks in a difficult environment. | **B. Competence** 1 |
| **Frederick** | **Having an objective where you need to achieve something**, you need to raise the money and then **to have the confidence to follow this through** and that you will find it out. **I wanted to go that much, so I was going to find a way.** | **B. Competence** 1 |
| **Frederick** | I think the fact that it was hard, **it was an arduous environment**. There were very very cold times; there were extreme weathers, extreme environments to cope with. **That has an influence on you**, when you [are] in that cold, carrying on and going through it, then **the sense of achievement when you experience something hard and harsh like that, it sticks with you.** | **B. Competence** 1 |
| **Henry** | The expedition wasn't just about lying there on our tents and talking, it was about being out there and doing science and getting all the food up to the top of the mountain, or being able to **control your mind when it's so easy to want to stop** because it is **freezing cold**, and you can **barely feel your fingers**, but you've actually got a job to do, and you | **B. Competence** 1 |
are there for 6 hours recording every reading of this machine.

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<th>Name</th>
<th>Statement</th>
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<tbody>
<tr>
<td>Henry</td>
<td>It was something that I achieved. I had raised the money; I had done all of this [fundraising and going to the expedition], and it had nothing to do with an establishment or the military or anything else. It was my achievement, and I said, 'if I could achieve this, what else could I achieve?'</td>
<td>B. Competence</td>
<td>3*</td>
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</table>

* Point 3 – Should be about Autonomy. When I went off on expedition I had my life practically mapped out before me... all the things I wanted to achieve and how I would go about doing those things but I eventually came to realize that all of these ideas had been put there by other people; my teachers, my parents, adults and society in general. I had never had the opportunity to really think these things through for myself and to make any rational decisions based upon any form of self-analysis. Being on the expedition gave me space and time to think for myself and to think more clearly about what would be truly good for me. There was so much more autonomy in the process and many of the paths I thought I should be taking, like joining the army, now seemed irrelevant. (I therefore conclude that this revelation had more to do with autonomy than competence.

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<tbody>
<tr>
<td>Patrick</td>
<td>It was very tough and realizing that you could cope with things like that, that I had never been exposed before and I never thought I could.</td>
<td>B. Competence</td>
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<th>Name</th>
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<tbody>
<tr>
<td>Charlotte</td>
<td>We did some ice climbing on glaciers and stuff like that, terrifying, but 'keep going, give it a go, feel amazing when you have done it'. That is the thing about bravery, it involves taking a leap, but once you've done it, you feel really brilliant.</td>
<td>B. Competence</td>
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<th>Name</th>
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<tbody>
<tr>
<td>Albert</td>
<td>There were people from foreign schools, someone who lived in Kenya. Two people were on apprenticeship; they were not in school at all. One or two were in the cadets' force. So, you get a series of different backgrounds, and people from different parts of the country, from the lake district who were really into mountains and others like me from London, who were not that into mountains.</td>
<td>C. Relatedness</td>
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<tr>
<td>Andrew</td>
<td>You were meeting people from all walks of life.</td>
<td>C. Relatedness</td>
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<tr>
<td>Clara</td>
<td>It was very interesting seeing those who found that [taking responsibility for not just yourself but for other people] very natural to do, and those who did not find it particularly easy, and whether <strong>people adapted to become part of the team or chose to isolate themselves.</strong></td>
<td>C. Relatedness</td>
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<tr>
<td>Edward</td>
<td>The British Schools Exploring Society mainly took boys from [private schools], so I was mixing with an echelon of society that was way above my norm. I had done a lot of work with scouts, and I was very used to camping, backward living and fending for myself, and therefore <strong>I had skills that were very useful to the group, and therefore, in the land of the blind, the one-eyed man is king.</strong></td>
<td>C. Relatedness</td>
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<tr>
<td>Victoria</td>
<td>I was not directly involved, but you know, everyone around him was kind of dealing with him in a very calm and measured way, and you know, kind of realizing that actually, <strong>that is the way to deal with these things</strong></td>
<td>C. Relatedness</td>
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<tr>
<td>Victoria</td>
<td>Because I had to work with someone so closely, I [developed] empathy very easily, otherwise you might experience people but not actually develop any empathy with them because you have very limited interaction with them, but actually <strong>living alongside somebody, you get quite an in-depth understanding.</strong></td>
<td>C. Relatedness</td>
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<tr>
<td>Elizabeth</td>
<td>I had quite a sheltered middle-class existence at an all-girls grammar school which was a very comfortable sort of lifestyle and <strong>I hadn't really mixed with people from different backgrounds.</strong> Most of the young explorers also had a similar upbringing but there were others who were on youth development schemes. <strong>Some of them had broken the law, some had been to prison but, you know, we all learned how to get on with each other, no matter what their</strong></td>
<td>C. Relatedness</td>
<td>2</td>
</tr>
</tbody>
</table>
**Anne**

*background.* It taught me a lot of good because **these people were people at the end of the day,** you know, and it made me realize that actually, they might not have had the support of their parents and there must have been all sorts of reasons why they ended up doing what they did.

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<tr>
<th>C. Relatedness</th>
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**Anne**

Inevitably, with groups like that will have people who work harder than others and you could tell the people who are doing their best to just do the minimum possible and all these sorts of things. **You also saw the reaction of others to that; you have to learn to live with (it) because you're on top of each other all the time.**

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<tr>
<th>C. Relatedness</th>
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**Anne**

We were kayaking one day, and **one of the guys fell in,** and you know, you've got to get them out of the water, you've got to get them stripped, dry, dressed, running around a fire within a set number of minutes before they get hypothermia type stuff. **All those sorts of experiences really bring you and prompt you together.**

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<th>C. Relatedness</th>
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**William**

Some people when you get there try to be the leader of the group, not being told to be the leader, but they decide they want to be the leader, and in this case **we had a police cadet...** all the way up the coast by the boat, **he was saying "I'm top gun",** and "you do what I say", and **when we got there he was the first one to crack.**

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<tr>
<th>C. Relatedness</th>
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**Henry**

The bonding experience, I had never really bonded in any strong way.

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<tr>
<th>C. Relatedness</th>
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</table>

**Henry**

We were on a glacier, dropping people down on a crevasse to practice pulling them up, and [Tom, a member with a cognitive disability] was at the end of the rope. We dropped somebody down, on one side of the crevasse, and behind him was another crevasse, and **as we pulled somebody up,**
there was a point when we had to stop pulling, but [Tom] did not stop. I was somewhere in the middle of the rope, and I was pulled around, and I ended up on a tug of war with him trying to say 'we have done the job, the guy is up, so stop pulling', and suddenly he was pulling us all down into another crevasse. We were in an extremely dangerous situation... We had talked to him and getting him to understand that he had to stop pulling and start listening to this and not just that. We had sort of assess the risk that he posed on us, and the risk that we posed on him.

<table>
<thead>
<tr>
<th>Name</th>
<th>Statement</th>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria</td>
<td>I just remember just being in an amazingly beautiful place.</td>
<td>D. Contact with nature</td>
<td>1</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>I was so blown away by the whole thing; by the beauty of Alaska and the mountains and the remoteness.</td>
<td>D. Contact with nature</td>
<td>1</td>
</tr>
<tr>
<td>Charlotte</td>
<td>There were bears where we were. So that was, that was a thing that was a significant part of it, that whole seeing the bears, close enough to be exciting, far enough away to be safe.</td>
<td>D. Contact with nature</td>
<td>1</td>
</tr>
<tr>
<td>William</td>
<td>I found the environment so stimulating, so beautiful, and I just loved the glacier.</td>
<td>D. Contact with nature</td>
<td>1</td>
</tr>
<tr>
<td>Henry</td>
<td>The beauty and grandeur of Norway and the Arctic... In the midnight sun, watching the sun come up, come up from underneath the clouds and seeing the rise of the sun, filling the skies and turning the clouds gold. I remember we sat all night there and we just watched it. That was without attributing it to a god or a thing, it was kind of like this is the universe, this is the beauty of the universe, and I think we all felt in complete and total awe, and the size, when you see the curvature of the earth from the top of the mountain and getting to get some kind of perspective about how small you actually are, that was a religious experience in itself.</td>
<td>D. Contact with nature</td>
<td>1</td>
</tr>
<tr>
<td>Emma</td>
<td>We had nights where we just sat up and talked all night, or most of the night because</td>
<td>A. Autonomy</td>
<td>1</td>
</tr>
</tbody>
</table>
we could because it was light, and we did. Nobody was saying, 'come on, it's bedtime now'. It was always all about managing yourself.

Emma

This was a shock to me, to begin with, **we were given a lot of autonomy**, and that was very new for me. We were very looked after in my girls' school and [on the expedition we were told], 'off you go, you plan your route,' *we will see you in two days* kind of thing. We were treated more like university students than school children.

A. Autonomy  

Emma

I was in **the most amazingly beautiful place**, an extreme place.

D. Contact with nature  

John

The fundraising to get to the expedition was perhaps as life-changing as the expedition itself.”

A. Autonomy: Freedom, perception that one is the cause and regulator of own behavior  

John

I think a lot of the confidence came from raising the money, from **being in scary situations on the expedition**. Crossing crevasses and ice climbing, **being genuinely scared but making myself do things** that I was totally scared off, and **acting like I was not scared**, but really I was scared. So, those big factors. **Talking publicly, making myself do it, and being scared of it but enjoying that I could do it well.**

B. Competence: Being able to overcome challenges and hardship, being good at something  

John

Being in the wilderness, being deeply connected with something immensely beautiful, I mean, awe inspiring beautiful.”

D. Contact with nature: Beauty of the landscape or the surroundings, the natural processes  

John

I am not a very poetic person, and even then I could not put it into words very well, I think there is something about being in nature that I think all humans need, and we do not know we need it until we have it.

D. Contact with nature: Beauty of the landscape or the surroundings,
| the natural processes |  |
Appendix M: Interpretive autobiography

Qualitative research is interpretative (Rossman and Rallis, 2013). Often the researcher is engaged face to face with the participants of the study and the researcher is tasked with filtering and interpreting the data. Each researcher has a unique way of seeing the world due to her personal characteristics and experiences, which shapes the research in important ways (Rossman and Rallis, 2013). According to Rossman and Rallis (2013), in qualitative research, the researcher is the research instrument. That is why it is important for the researcher to be constantly aware of her perspective, interests, biases and assumptions. To address this, the development of an interpretative biography is crucial.

Ian Baptiste (n.d.) argues that when developing an interpretative biography, the researcher becomes the first participant of her own research. An interpretative biography is a careful selection and interpretation of experiences that clarify the topic to study. The interpretative biography helps with clarifying what the researcher is interested in and why (Baptiste, n.d.).

I am still figuring out my interpretative biography, as it is an evolving process. I have written and revised it several times, and when I move forward with my research by reading for the literature review, and conducting and analyzing interviews, I will likely identify things that I did not see at the beginning. It seems that through research you engage in a process in finding yourself as well. I have been enrolled in my PhD program for two and a half years, and I can see how my perspectives and experiences have influenced my research, and how the research has influenced me. There are several elements that intersect in my interpretative biography, and I am still in the process of putting the pieces together.
First, I am a woman from Chile, a country that is frequently considered “the end of the world”. Surrounded by the immensity of the Pacific Ocean, the loneliness of the Atacama Desert and the impenetrability of the Andes cordillera, it could be considered an island. Spanish is my first language, French is my second one (I attended a French school for fifteen years, beginning at the age of three, so I was heavily influenced by French culture). However, my research is in English, a language that I mostly learned in my twenties by watching movies and which improved when I completed my Master’s Degree in Sport Psychology in Canada.

I started my PhD in education in Edinburgh, a very multicultural city where diversity was valued. It was there that I learned what it meant to be a citizen of the world and how much richer my life was by having friends who belonged to different cultures. When I came to the United States, I had a very different experience, and I realized the importance of generating cultural understanding. For example, in the United States it was the first time that I was not considered to be white – I had become “Latina”.

Since a very young age, I have been interested in positive youth development, collaboration and how to help people to lead more authentic lives. Although my school focused mostly on academics, it also emphasized involvement in youth sports during middle school and high school. This gave me an appreciation for how relevant out-of-school programs can be in helping young people get to know themselves better, to reflect about their values and to determine who they want to be.

I first learned about youth expeditions when I traveled to the UK in 2016. Neither I nor my friends had heard about youth expeditions, but I was interested in youth development, and it seemed like a good opportunity to expand my knowledge on the subject.
Expeditions have a long history, part of which relates to conquering remote places. This was a tradition that I was not familiar with from the conquering side but from the “conquered” one; America was “discovered” by European expeditions. So was in this way that it interested me, coming from a remote place, the “end of the world” to study expeditions on the “old continent”.

The first seventeen interviewees were older males from the UK. All of the interviews were conducted in English. All of the subjects were very patient with their time and made an effort to understand my accent and my questions -- the fact that I was a foreign woman may have influenced their willingness to talk with me, since I have been told that having a Latin accent in the UK is well regarded.

I am still figuring out this new identity that I acquired when I started living abroad, and what it means for me as a woman from Chile to research an organization with a tradition of expeditions. I am not sure how all these things intersect yet, but I think these elements are relevant for my research and how I approach it.
# VITA

**MARÍA JOSÉ RAMÍREZ C.**  
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## EDUCATION

<table>
<thead>
<tr>
<th>Period</th>
<th>Institution</th>
<th>Field/Major</th>
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| August 2016 – Dec 2019 | PENNSYLVANIA STATE UNIVERSITY, UNITED STATES | Department of Recreation Park and Tourism Management  
|                      |                                                                             | Ph.D.  
|                      |                                                                             | Research topic: Perceived long-term influence of youth expedition in participants’ lives |
| 2009 – 2011          | UNIVERSITY OF OTTAWA, CANADA                                                | School of Human Kinetics  
|                      |                                                                             | Master of Human Kinetics: Concentration in Intervention and Consultation in Sport, Physical Activity and Health |
| 2002–2006            | PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE, CHILE                             | School of Psychology  
|                      |                                                                             | Licensc in Psychology with concentration in Organizational Psychology |

## LANGUAGES

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<td>Spanish</td>
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<tr>
<td>English</td>
<td>Fluent</td>
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<td>French</td>
<td>Fluent</td>
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## MOST RECENT TEACHING AND ASSISTANTSHIPS

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<th>Period</th>
<th>Institution</th>
<th>Role</th>
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| August 2016 – May 2019 | PENNSYLVANIA STATE UNIVERSITY, UNITED STATES | Recreation Park and Tourism Management/Shaver’s Creek  
|                      |                                                                             | Research Assistant  
| 2013 - 2015          | PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE, CHILE                             | Teacher of the Course: Mental Skills Training for Sports  
|                      |                                                                             | Responsible for the physical activity module for the chess course |

## RESEARCH

### Conference Presentations


### Manuscripts in Review


### Book Chapters


## MOST RECENT WORKING EXPERIENCE

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<th>Position</th>
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<td>April 2011 - Today</td>
<td>PERFORMANCE AND LIFE ENHANCEMENT CONSULTANT</td>
<td>Design and delivery of face to face and online trainings on mental skills for performance</td>
</tr>
<tr>
<td>July 2015 - Dec 2015</td>
<td>PARTNERS AND SUCCESS</td>
<td>Development of consulting proposals and content development for teamwork and coaching workshops</td>
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