Educational Travel and Adolescent Development

Ann Saitow
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EDUCATIONAL TRAVEL
AND ADOLESCENT LEARNING: A THEORY

by

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Experiential learning has been the subject of education, psychology, philosophy, anthropology/Native American studies, social work, sociology, neurobiology, biology, cross-culturalism, linguistics, art, and educational law literature. However, little of that research considers educational travel as a viable part of pedagogic practice. This researcher identified a relationship between educational travel and meaningful learning behaviors by examining the research from these various disciplines in conjunction with information provided from participant interview responses. The literature combined with interview responses provided an interdisciplinary foundation that led to a theory derived from these perspectives.

Data were gathered from interviews with adolescents, their parents, teaching facilitators, parents of older students, and adult/former students who participated in educational travel experiences. This researcher interviewed respondents who cruised with their parents on extended sailing voyages. Their travels spanned several continents and oceanic passages. Other interviewees took part in an outdoor/wilderness experience, such as an Outward Bound program. The balance of the contributors participated in educational travel programs sponsored by The Encampment for Citizenship, Holbrook Travel, Inc., Ecology Project International, and Missoula Outdoor, Inc. Each situation brought unique conditions, expectations, and outcomes that have been analyzed for their educational, psychological, and emotional value.

The theory that evolved from this study explained how the stresses of educational travel provide a learning environment that necessitates biological adaptation. Daily interactions in an unfamiliar environment required travelers to continuously make decisions that enabled them to form connections with their surroundings, which in turn, built self-confidence. Immersion in educational travel enabled individuals to discover inner resources that enriched their lives, and that remained sustained, positive influences beyond the event. The worldly perspectives derived from educational travel transferred to greater self-awareness for one’s place within a global environment. This perception was evidenced in a high level and quality of productivity, development of positive life values, increased sense of maturity and responsible behavior, and general feeling of well being. Based upon participant responses, the grounding influences of educational travel challenge the theories of human development that set behavioral expectations according to age. In conclusion, educational travel experiences provide positive learning environments that help adolescents become more self-directed and fulfilled.
ACKNOWLEDGEMENTS

The world exists for the education of each man. There is no age or state or society or mode of action in history, to which there is not somewhat corresponding in his life. Everything tends in a wonderful manner to abbreviate itself and yield its own virtue to him. He should see that he can live all history in his own person.

------Ralph Waldo Emerson

Throughout the centuries there were men who took first steps, down new roads, armed with nothing but their own vision.

------Ayn Rand

I owe the inspirations for my efforts to innumerable people I’ve met, places I’ve seen, and from the life lessons learned from each experience. First and foremost, I am grateful to my mother Rita, for her unwavering support that enabled me to achieve more than I ever could have imagined. To my daughter Cassidy, without whom this project would have never materialized. That drive to Fernie three years ago gave birth to an idea; that if not for you, would have remained just a passing conversation about how the children I taught back in the South Bronx could never fathom the beauty of the long cargo train we were watching as it wrapped around a mountainside of the Canadian Rockies. It was you who asked, “Why don’t you do something about it?” Little did I know then where your words would lead me, but they remain a guiding force in my work today. I owe “living my dream” to Richard, who showed me how to never give up, even when the experts tell you it can’t be done. Words cannot express my gratitude to Amy, both friend and confidant, for the countless times I sought your counsel. Your perspectives always fortified me with courage to keep going, even in the face of adversity. And lastly, Irene, my coach and inspiration to keep going, I am thankful you came into my life at a time I most needed an advocate.

To my committee members, I thank you for believing in me and what I am trying to do. To Dr. David Erickson because of your constant vigilance I have been able to complete what I started. To Dr. David Aronofsky, I appreciate your faith in me to bring a “good idea” forward. To Dr. Stephen Greymorning, your friendship and guidance have been a meaningful influence on the work I have done, and the work I still have to do. Dr. Ryan Tolleson-Knee taught me about resiliency theory; which confirmed my belief that kids from the direst of circumstances still can have a chance to live happy and fulfilling lives when someone takes the time to show them there is another way. Dr. Sean Clouse, I credit you with setting a high standard and keeping me to that standard. Dr. Frances O’Reilly, I am grateful for your willingness to step in and help me.
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CHAPTER I
INTRODUCTION

This study was conducted in order to investigate how and why educational travel creates unique situations that provide experiences from which students build personal and academic skills, particularly adolescent students—those children between the ages of 12 years and 18 years. The design of this research de-constructs the elements of educational travel in order to shed light on its components and to see if and how those components galvanize and enhance adolescent learning behavior. An important aspect of this study was to identify the qualities of active learning that take place in educational travel. According to Crosby (1995), active learning requires the learner to be fully engaged in the learning process—physically, emotionally, and cognitively. Active learning differs in its theory and approach from passive learning, which involves teacher lectures and examinations to assess how much of what was taught had been retained by the students (Joplin, 1995). Ornstein and Nelson (2006) noted how active learning experiences help acclimate students toward living in unfamiliar physical environments. These settings present new sets of values to which the students are unaccustomed. Ornstein and Nelson pointed out that by taking students out of their familiar environment, they are challenged to use their adaptive abilities while they become more acutely aware of their own values and learn to take nothing for granted. An example of this type of travel is offered through a company known as Outward Bound, a provider of wilderness programs. Outward Bound Wilderness courses provide challenging outdoor experiences that their leaders
believe contribute to greater self-confidence by learning through teamwork and leadership in an outdoor environment.

The curricula for outdoor programs are designed around active learning principles. The experiences the programs provide require physical and mental engagement. Organizations like Outward Bound, and programs that do not specifically involve rugged wilderness ventures, were established with the belief that psychological and emotional coping abilities, those developed outside one’s familiar environment, lead to the development of valuable life skills associated with higher levels of learning.

Friedman (2006) was concerned with how Americans have been slow to respond to globalization and the need to address “the great challenge for our time . . . changes in ways that do not overwhelm people or leave them behind” (p. 49). Friedman’s views suggest that American education needs to prepare our young people for successful entry into a global society. In other words, learning institutions should provide experiences that produce greater understanding of a worldly concept.

Adolescents whose needs have challenged traditional education methodology may require additional considerations in the delivery of an effective curriculum so that they will be fortified with the appropriate skills needed for successfully navigating in a global society. Students at-risk, those who are underprivileged or have special needs and considerations, historically have suffered the most from school failure (e.g., Association for Supervision and Curriculum Development, 2008; Druian & Butler, 1987; Kominski, Jamieson, & Martinez, 2001). According to Kominski, Jamieson, and Martinez (2001), at-risk students have a high rate of failing in school by dropping out before graduating
because of factors such as poverty, instability in the home, and/or living in a home in which English is the second language.

Kozol (2005) believed the social isolation of minority and disadvantaged students perpetuates their disenfranchisement. Public education policies recognize the chasm that exists between students who are prepared to undertake schoolwork and the concerns for at-risk students. The No Child Left Behind Act of 2001 (United States Department of Education, 2001) provided for additional funding to be specifically used for enrichment programs to help underprivileged students. These programs offer increased class time, tutoring, access to support staff, and other government agencies.

For years the nation has put effort into developing programs focused on creating better learning opportunities for at-risk students. There is no overall panacea for the problems associated with a nationwide student body of adolescents from a variety of ethnic origins and cultural backgrounds. However, educational travel may be able to provide the types of learning experiences that effectively prepare adolescent students for success in school and interaction within this changing world.

Problem Studied

Theories behind the purpose of school curriculum consider a variety of approaches for transmitting information essential to the well being of students (deMarraïs & LeCompte, 1999). Yet, the home lives of students appear to influence their motivation and ability to use that information outside of school. Underprivileged students may face additional hurdles because school values and expectations may not be validated in their lives (Kominski, Jamieson, & Martinez, 2001). Often disadvantaged students have ambivalent feelings towards school because of the realities in their lives (Kominski,
Jamieson, & Martinez, 2001). The Elementary and Secondary Education Act of 1965 brought about standardization in response to the recognition that all children were not equally prepared to reach acceptable levels of competencies (United States Department of Education, 1965). As a consequence, educators have responded by providing students identified as “at-risk,” “children of need,” or “disadvantaged” with specialized, concentrated instruction aimed at raising their academic skills (Kozol, 2005). Meier (2002) worked in depressed urban communities and discovered “for the vast majority of learners, it helps when their learning works in concert with their home and community, not in conflict with them, and expands upon the learners’ known universe” (p. 26).

This study reviewed learning outcomes, particularly when emphasis was placed on providing life experiences derived from educational travel. Educational travel may introduce positive experiences to at-risk students’, and diminish the influences that negatively impact their abilities to succeed in school. Rosenberg (1975) studied “contextual dissonance [as] a sociological phenomenon directly concerning the relation of the individual to his environment” (p. 98). In other words, self-esteem, stability of the self-concept, and group identification are defined through social identity contexts, competence contexts, and values contexts. Thus, home and school environments may play a critical role in the emotional and cognitive development of adolescents. By shifting part of school instruction to an educational travel experience, adolescents (both mainstream and disadvantaged) may learn the skills that transfer into personal and academic success. Curriculum may grow and develop in response to increased student awareness, making that information more personally meaningful to the student.
Purpose of the Study

There is a need to find ways to stimulate renewed interest in school especially for underprivileged adolescent students. The National Center for Education Statistics found that in 2006 the dropout rate of persons 16 to 24 years old was 10.7 percent for black students and 22.1 percent for Hispanic students (United States Department of Education, 2008, Fast Facts, ¶ 5). According to Erikson (1950), the middle-school years are particularly difficult as young teenagers experience conflict between established childhood assumptions and new awareness for adult responsibilities. These distractions often interfere with their ability to concentrate on their studies. Compounding this unsettling time are the needs of poor children who live in a world of economic and cross-cultural deprivation that isolates them from the rest of society (Kozol, 2005). Public schools continually try to find ways to diffuse some of their displaced energy, but for the most part, teachers have a difficult time trying to contain disruptive behavior in the classroom and lackluster efforts towards schoolwork.

One of the goals of this study was to learn how experiences related to educational travel affect the cognitive and emotional development of adolescents. Could educational travel be used to supplement school curriculum in order to improve academic outcomes and build strong, confident learners?

Central Question

The central question for this study was: How does the experience of educational travel affect healthy adolescent learning? The research was designed to de-construct educational travel by identifying its intrinsic properties to learn how and what specific features of the travel experience amplify healthy adolescent learning.
Sub-Questions

The sub-questions that branched out from the overarching central question were meant to provide information about educational travel from the various perspectives of former participants.

1. What do adolescents verbalize about their educational travel experiences?
2. What do the parents of adolescents identify as important features of educational travel experiences for their children?
3. What do teachers of adolescents report as significant learning opportunities occurring during educational travel?
4. What do adults who are former student participants, as well as parents of older students who participated as adolescents in educational travel, believe were valuable life-lessons learned from those experiences?

Definition of Terms

Following is a list of terms and their meanings as used for the purposes of this dissertation.

Adolescent. This research considered adolescence as between the ages of 12 and 18. Some of the participants were younger at the time of their educational travel, although, their recollections were significant because they revealed the long-term effects of their experiences.

At-Risk/Culturally Disadvantaged/Underprivileged/Students of Need. Kominski, Jamieson, and Martinez (2001) noted that “at-risk children live in the presence of personal and familial conditions that place them at a higher likelihood of undesirable life outcomes (e.g., completing high school, avoiding premarital births), or to [negatively]
impact [the] overall quality of life” (p. 2). For the purposes of this dissertation, the terms at-risk, culturally disadvantaged, children of need and underprivileged will carry the same meaning.

**Educational Travel.** Educational travel is characterized by a special interest experience that is intended to broaden one’s view of the world and results in enhanced self-formation and understanding. The duration of travel experiences varied in this study from 10 days to several years.

**Healthy Adolescent Learning.** For the purposes of this study, healthy adolescent learning is defined according to Heath (1995). Adolescents’ display their ability to view their experiences in a symbolic form and with a multiplicity of perspectives. Adolescents create a more integrated, stable, and autonomous concept of their selves, their motives and their values. Adolescents form and maintain interpersonal relationships, and display intellectual skills.

**Positive Learning Environment.** A positive learning environment takes place in a safe, caring, respectful social setting that entails active participation. The belief system of the group reflects diverse cultural and age populations. Novel situations provide relevant curricula that stimulate motivation and learning.

**Phenomenon.** For the specific purpose of this study, phenomenon is the observed behavioral, emotional, and intellectual perceived changes in adolescents who participated in an educational travel experience.

**School Learning.** School learning is the transmission of information determined by governmental mandates that identify and prioritize societal present and future needs.
Curriculum is presented in an institutional environment and is primarily assessed on the basis of content.

**Delimitations**

This study was delimited to include 31 participants who completed an interview prospectus and two parents who submitted letters. The participants included adults and adolescents—four students of educational travel, 11 former students of educational travel, eight parents of students who participated in educational travel, and eight educational travel program teachers. The choice of participants was also delimited by the length of time participants spent in an educational travel program. To understand the significance of the educational travel experiences upon adolescent development, participants were interviewed who had engaged in educational travel as recently as 10 days prior to the interview and as far back as 17 years from the time of the travel experience and the interview.

**Limitations**

The limitations of this study restrict the findings and conclusions to the participants. The data gathered were recollections of the participants’ travel experiences. Every individual interacts and responds uniquely to their environment. Consequently, the results of the research may not be transferable to other populations. The pool of participants for this study consisted of predominant white middle-class to upper-middle class backgrounds. Without greater representation from at-risk populations, it is difficult to anticipate how they would respond to educational travel. Further investigation is warranted into how the travel outcomes are influenced by diverse cultural backgrounds. The interview responses from the cruising family population provided more data than the
other interview responses. Cruising participants communicated through e-mail, and were given the opportunity to spend more time on their responses than those interviewed over the phone or face-to-face. Furthermore, cruising was the only educational travel in which parents directly participated in the experience with their children. Therefore, the details and dynamics of these family relationships are limited to the cruising participants. An additional limitation of this study pertains to the fact that this researcher has had direct experience with cruising families. This researcher lived aboard sailboats with her husband, and over a 21 year period cruised the East Coast of the United States, Canada, and the Caribbean. This researcher raised her daughter in the boating community, and still maintains ties to that population. The affinity for a cruising lifestyle may show researcher bias pertaining to the interpretations regarding the cruising family interview responses. Through triangulation, data was gathered from multiple sources, whereby information regarding educational travel was analyzed from various perspectives, as well as from a variety of travel experiences.

As a former New York City classroom teacher and school administrator, this researcher devoted several years of service in the urban learning environment. The experiences that challenged her ability to effectively reach students became the motivation and basis for this study. The observation of student engagement associated with field trips (from preparation to follow-up lessons) inspired this researcher to research the viability of learning experiences outside of school. This perspective may influence her support for educational travel.

Despite efforts to recruit at-risk adolescent students, the majority of participants interviewed for this study primarily came from white middle-class backgrounds.
Therefore, the findings and conclusions may not accurately reflect the effects of educational travel upon the disadvantaged, or reveal the different responses between economic and cultural groups.

**Significance of the Study**

Finding ways to help adolescents develop healthy learning patterns in a highly competitive and rapidly changing world necessitates that schools remain open to exploring different avenues for engaging students. Educational travel is one way to re-connect students to their education. This active approach to learning is mindful of the importance that students need to develop skills that monitor and assess their own behavior and performance for education to become meaningful. Essentially, education is about self-empowerment, in the classroom and more importantly, outside the walls of a schoolhouse. Educational travel is an active approach to learning that nurtures self-reliance. Educational travel may become the bridge needed to help schools form better connections with their students and their families.

**Summary**

Society expects schools to provide educational learning opportunities for students to develop their personal and intellectual skills—skills that will help lead to students’ successful entry into the adult world. Educational travel may provide conditions conducive to addressing those learning objectives, particularly as they pertain to adolescent students. Children of need, who statistically and historically struggle with their studies, have the ability to change the course of their lives. Euben (2006) delineated
the aspects of travel as they pertain to this dissertation when he traced the history of travel. Euben wrote that travel is exposures to different, and often alien lands, institutions and practices [that] may well transform those who travel, those who are visited, and those who remain behind. (pp. 5-6)
CHAPTER II
REVIEW OF THE LITERATURE

To better understand the essence of educational travel with its potential effects on adolescent learning behavior, this study was designed to coordinate a body of information from various disciplines woven together that established a relationship between the areas under review. The components of this study were taken from theories of human development, educational methodology, art, cross-cultural psychology, travel research, social work, sociology, anthropology, Native American studies, neurobiology, education law, linguistics, and biology. Each subject brought its own set of assumptions that explained a dimension of the experiences of educational travel and their effects on adolescent learning. This interdisciplinary perspective generated a broader contextual application of established theories.

Qualitative Inquiry

A qualitative inquiry is supportive of studying the effects of educational travel upon adolescent learning behavior. Educational travel reveals the social world in everyday situations that can teach about real life. Qualitative research lends itself to the analysis of emotional, psychological, and intellectual responses of adolescents who participated in educational travel experiences because it is designed to identify the nuances of human behavior (Creswell, 1998).
Grounded Theory

Grounded theory is a qualitative method of research that seeks to develop a systematic explanation of the phenomenon of human behavior. Data are processed by conceptually organizing interview responses from participants in the study. Categories are then formulated along their common properties and dimensions. Using a constant comparative method, the data may develop overarching explanations for behavioral responses to environmental conditions.

Glaser and Strauss (1967) were early proponents in developing grounded theory as a research model. They based their methodology upon deductively processing data so that a theory emerged directly from the data and ultimately was tested against the real world. Glaser and Strauss eventually parted ways because of differences over how to gather and organize data that eventually led to the construction of the theory. Strauss and Corbin (1998) developed a system of coding by categorizing the data through a constant comparative method that classified the information according to its properties and dimensions. With the passing of Strauss in 1996, Corbin continued to further a constructivist viewpoint. Corbin maintains that “the analytic process . . . should be relaxed, flexible, and driven by insight gained through interaction with data rather than being overly structured and based only on procedures” (Corbin and Strauss, 2008, p. 12).

Creswell (1998) wrote that
the intent of a grounded theory study is to generate or discover a theory, an abstract analytical schema of a phenomenon that relates to a particular situation.
This situation is one in which individuals interact, take actions, or engage in a process in response to a phenomenon. To study how people act and react to this
phenomenon, the researcher collects primarily interview data . . . develops and interrelates categories of information, and writes theoretical propositions or hypotheses or presents a visual picture of the theory. (p. 56)

This study utilized the methodology of Strauss and Corbin (1998) in constructing a theory from the data. The theory is discussed in Chapter V1 of this dissertation.

Qualitative research allows the researcher to look at human activity and the social interactions that influence change in behavior. In this study the perceptions of students, teachers, and parents revealed a comprehensive understanding of a particular learning phenomenon derived from an educational travel experience. Several grounded theory studies have been conducted that relate to teacher-student relationships and learning outcomes. These studies have relevance to the current study. In the following paragraphs three studies are briefly discussed.

Daniels and Arapostathis (2005) conducted a grounded theory study that examined the phenomenon of a reluctant learner—a student who possesses academic ability, but chooses not to participate in school activities. These researchers sought to identify the pattern of student behavior that led to rejecting school. They found that insecurity pertaining to fitting in to social expectations, and an impersonal curriculum were primary areas of concern. Daniels and Arapostathis learned that “the relationships between students and teachers influenced the levels of intrinsic motivation and the amount of effort students were willing to exert” (p. 51). When students trusted their teachers and felt that their teachers were willing to work in partnership with them, they then saw purpose to their studies. If the findings of Daniels and Arapostathis study carry over to student-teacher relationships outside the conventional classroom setting, their
findings affirm that the relationship between students and their educational travel teaching facilitators holds influence over the levels of adolescent learning and learning outcomes.

Harry, Sturges, and Klingner (2005) focused their grounded theory study on the overrepresentation of minorities recommended for special education programs. Educational travel may effectively address the needs of minority students by providing real-life experiences to those who ordinarily do not have opportunities for social mobility. Breaking the isolation between minorities and mainstream students may begin to address their educational needs, and impact the number of minorities in special education classes. Changes in the dynamics from classroom-oriented instruction to active, intense experiential formats may modify the behavior problems that evidence themselves in a conventional school setting. School experiences would take place in real-life situations without the limitations inherent in the management of a classroom.

Russell (2003) spearheaded a grounded theory study about the relational process between leaders and followers. Russell found that the role of followers and the role of leaders had an organizational dynamic. Based upon the observations made by participants in this study, educational travel appears to embolden adolescents so that they report less vulnerability to the vagrancies of peer pressure. This is especially important given the generally accepted assumptions of human development theories that describe adolescence as a time of emotional instability (cf. Erikson, 1950). The relationships that develop under travel circumstances can change perspectives and expectations of teachers, students, and their parents. New criteria for each role can be determined from the
experience that will bring greater understanding of the relationships emerging from a changed “school” environment.

Educational Travel

Eisner (1998) defined *educational connoisseurship* as an appreciation of qualities, effective instruction, learning environment, and the scheduling of activities. The five dimensions that contribute to school ecology are: (a) the intentional, (b) the structural, (c) the curricular, (d) the pedagogical, and (e) the evaluative. Eisner believed that “educational experience is the major desired outcome of schooling, but clearly it can occur whenever human beings have intercourse with the world” (p. 99). Educational travel provides learning environments that fulfill the dimensions of connoisseurship without confining the range of instructional opportunities to a classroom.

In educational travel, students are informed by the lived experience that may involve hard work along with the excitement associated with the travel experience. This kind of travel is much more than a typical school field trip. The travel experiences are more involved. Given the nature of travel and its varying environments, students are given the opportunity to learn the reality of real life locations and people. Their educational travel teachers and facilitators provide positive role modeling. Bennett (1993) viewed teachers participating in educational travel experiences as “guides on a journey, not imparters of final truth” (p. 66). Teachers and facilitators are vital components to the educational travel experience. Students are encouraged to look deeper, to access and enhance their critical thinking skills.

Theodore Wichmann, former director of the University of Illinois experiential learning programs, warned that not all experience is educational or good. Wichmann
(1995) found that by implementing instructional strategies not requiring complex
cognitive thinking skills, students are deprived of valuable information that could make
the learning more meaningful to them. He noted that experiential education relies upon
information being understood within a context, the larger picture, and that classroom
learning is content driven. Wichmann observed that in school, little emphasis is placed
upon how to use classroom information in the real world, but rather to reduce information
to sets of definitions. Classroom learning interjects external rewards like good grades,
while experiential learning provides more personal gratification. Experiential learning
considers not only concepts, but rather, learning how to extract information from the
environment by seeing the bigger picture. High context communication is effective when
the communicators are tuned into the contexts. Educational travel creates a high context
environment where student and teacher are immersed in the experience together, making
learning a joint venture.

Attributes of Educational Travel

A variety of attributes of educational travel may provide needed qualities that may
benefit as an adjunct to conventional education models. Information extracted from
participant interviews in this study identified the following attributes, but were not
limited to (a) cultural immersion, (b) experiential learning, (c) adaptation, (d) growth of
self-awareness, (e) civic involvement and citizenship, and (f) a sense of camaraderie.
These six attributes are discussed below.

Cultural Immersion

Cushner and Brislin (1996) described culture as “consist[ing] of . . . material
artifacts, . . . social and behavioral patterns, . . . and mental products” (p. 6). LeBaron and
Pillay (2006) maintained that “cultural understanding begins with each of us committing to a process of increasing self-awareness, curious observation, ongoing reflection, and dialogue with others” (p. 55). Hall (1976) pointed out that “the paradox of culture is that language is by nature poorly adapted to describe culture . . . [whereas] experience does that for us instead” (p. 49). In other words, language can only partially capture the internalization of experience; there are other dimensions of culture that cannot be expressed or evidenced through verbal exchange (Arnheim, 1969; Eisner, 1998). For example, the nonverbal communication that is expressed through the art created in each culture provides evidence of the history and daily life of those cultures. Langer (1953) reasoned that “art is rooted in experience, but experience in turn, is built up in memory and performed in imagination. . . . Art does not affect the viability of life so much as its quality” (p. 21). Educational travel could offer the participant an opportunity to broaden an understanding of culture, and the quality of their artistic expression.

A note of caution should be made when seeking to learn about other cultures. Oles (1995), a Mohawk/Cayuga Indian from the Six Nations Reserve in Ontario, Canada, provided a Native American perspective about borrowing rituals from another culture. Oles wrote that

there remains a spiritual void when the culture heroes are dismantled, and we vainly search for their replacement. In Native American mythology, the hero remains inviolate; it is we who must live up to the myth. Therein lies a critical cultural difference between a Native American perspective and the Western cosmological viewpoint. (p. 197)
Oles (1995) argued that “I will always object to couching these activities in the realm of ‘Indian lore.’ I am not a museum specimen; my beliefs are not for sale. I am a human being. Treat me as such” (p. 199). Education travel places the student in the environment of the unfamiliar culture as opposed to simulating local mores, reading about or seeing artifacts from other cultures.

Cushner (2004) noted that “culture learning thus requires a long-term, experiential approach to learning—the very thing travel experience provides—coupled with the knowledge or cognitive inputs the classroom can offer. It is the blend of experience and knowledge that is critical” (Cushner, 2004, p. 23). Cushner developed a culture-general sensitizer or assimilator that familiarizes individuals with other cultures by having them identify critical incidents that describe people from other cultures. The cultural sensitizer is divided into knowledge areas, cultural differences, and experiences that engage the emotions. Cushner concluded that “travel can set the stage for individuals to develop the confidence, as well as some basic competence and skill, needed to attain these levels of intercultural sensitivity” (p. 59).

Cross-cultural experiences are characterized by forming personal contacts with different cultures. Travelers develop understandings about other cultures from daily interactions with local people. Sikkema and Niyekawa-Howard (1987) stated that learning about another culture through immersion enables a person to “make finer differentiations in formerly undifferentiated wholes . . . [to] be sufficiently shaken to recognize that certain previously learned role behavior differentiations are not useful” (p. 41).
Sikkema and Niyekawa-Howard (1977) believed “culture shock is essential to the achievement of active understanding of another culture and this is best achieved through experiential learning that encompasses a sufficiently intensive personal involvement in order to produce fundamental changes in outlook and attitude” (p. iii). These researchers found that “a person who has achieved an active understanding of a second culture through experiential learning is aware of the relativity of cultural values, why he develops at visceral level an attitude of acceptance, respect, and tolerance of other cultures” (p. 6).

Bennett (1993) created a Developmental Model of Intercultural Sensitivity (DMIS) that de-constructs the mental processes throughout a cross-cultural long-term travel experience. DMIS includes the elements of increasing awareness and broadened understanding of a phenomenological perspective. Bennett created a linear assumption that ranges from a highly ethnocentric to a highly ethnorelative perspective. An increase in cultural awareness is accompanied by improved cognitive sophistication. Appreciation of cultural differences is affective and is merged with increased cognitive knowledge differences. The DMIS helps us to understand the complex phenomenon of culture and an intercultural experience.

Bennett assumed that the key to intercultural sensitivity comes from exposure to the differences in each culture, which increases a person’s worldview. Bennett also believed that “the key to ethnorelativism is the idea of process. Perceiving behavior, values, and identity itself as a process of constructing reality overcomes ethnocentrism by reducing reification and the assumptions of absoluteness, centrality, and universalism that usually accompany reification” (p. 66). Bennett proposed that “ethical choices can and must be made for intercultural sensitivity to develop” (p. 66).
Experiential Learning

Experiential learning is the foundation of educational travel. According to Gochenour (1993), the value of experiential learning is in the exposure students have to real-life situations that promote intellectual abilities enabling students to process and synthesize a wide range of information at one time. Dewey (1902) pointed out the impact of a child’s social environment and how it can provide the basis for their education. His definition of experiential learning linked the child’s outside world with the development of socializing skills. Coleman (1995) identified three purposes of experiential learning: (a) the acquisition of basic skills taught in school, (b) experiences that bring self-knowledge, and (c) learning from direct experience with other lives and settings beyond one’s own.

Kolb (1984) created a four-stage experiential learning theory model that explains learning as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (p. 41). There are two ways of understanding experience – Concrete Experience (CE) and Abstract Conceptualization (AC), and two modes of transforming experience – Reflective Observation (RO) and Active Experimentation (AE). Kolb’s model suggests that an individual continually chooses the specific learning abilities to apply in a particular learning situation, as well as how to transform or process that experience.

Gestalt Theory

Gestalt theory views a person as an individual bearing a characteristic entity who “strives towards higher levels of potentiality, actualization, and integration within and as
part of its organism/environment field . . . [that] results in growthful change and mature self-expression” (Kirchner, 2000, ¶3). Yontef (1993) emphasized the interaction as a subjective experience between biological maturation, environmental influences, communication by the individual with the environment, and creative adjustment. Gestalt is a “product of organization, organization the process that leads to a gestalt” (Koffka, 1935, p. 682). According to Kirchner (2000), four areas are attributed to human nature. The four areas include “biological field theory, the entity of the organism, the need for contact and relationship, and the capacity for making wholes” (Kirchner, 2000, ¶1).

Adolescent participants in educational travel have the opportunity to form connections to a continuously expanding environment, which may contribute towards a worldly, mature perspective.

Adaptation

Educational travel can provide learning experiences that help adolescents acquire the skills to better adapt to settings beyond their familiar environment. This adaptation to unfamiliar settings reflects their ability to interact confidently with people unlike themselves. Using animal studies with primates, Sackett (1965) established several concepts that show the impact of early life experiences and the ability to cope with new and unfamiliar situations in the future. Sackett (1970) believed that early experiences determined the level of responsiveness a primate will exhibit in the future. Stretching into adulthood, a primate’s ability to address changing environments will be influenced by the degree of privation experienced early in life. Sackett, Novak, and Kroeker (1999) created a developmental model, complexity dissonance theory. Their theory explained the level of psychological complexity that parallels the complexity of the rearing environment.
Sackett et al. (1999) found that “enriched rearing produced individuals of high complexity who were willing to approach new and increasingly complex stimuli, thereby providing themselves with opportunities for learning and developing problem-solving strategies” (p. 30). The development of an adolescent’s adaptive behavior through unfamiliar experiences found in educational travel may carry over into the classroom showing enhanced adolescent learning and learning outcomes.

**Growth of Self-Awareness**

Adolescents are empowered in educational travel because the message is conveyed to them that they have the intellectual ability to act responsibly in a variety of situations. The adolescents know ahead of time that they are going to be required to partake in chores and duties. Yet, because of the unfamiliar nature of the experiences, the adolescents may be unaware of exactly what their work will require of them emotionally, intellectually, and physically. Langer (1989) asserted that “keep[ing] in mind the importance of context and the existence of multiple perspectives, we see that the perception of skills and handicaps changes constantly, depending on the situation and the vantage point of the observer” (p. 154). Adolescents may also be uncertain of the impact the trip will have on them from the exposure to unfamiliar environments, cultures, and/or people. Hall (1976) reasoned that

self awareness and cultural awareness are inseparable. . . . Culture directs the organization of the psyche, which in turn, has a profound effect upon the ways people look at things, behave politically, and how they think. (pp. 185-186)

Carlson, Burn, Useem, and Yachimowicz (1990) studied the experiences of American graduates who studied abroad. They found that
there is one theme that is interwoven into nearly every aspect of their lives. It is creative integration of their cosmopolitan and localite identities, the selective combining of socially derived cross-cultural and local-cultural repertoires. An interconnected theme . . . individuated men and women who not only have things happen to them but also make things happen. Most are persistent persons who, upon meeting obstacles, draw on their knowledge and experience to figure out alternative pathways that might enable them to fulfill their inner values. (p. 112)

Additionally, these researchers determined that American students who traveled abroad acquired a more advanced proficiency in a foreign language, and students perceived their greatest learning was from non-academic experiences. Participants reported that immersion into another culture was more important than a specific country they traveled in. Participants concluded that less interaction with fellow American students contributed to a more positive attitude toward international learning. Many traveling students planned to continue pursuing careers involved with living and working abroad.

*Civic Involvement and Citizenship*

A former educational travel program that created an agenda to enhance civic involvement and citizenship was the *Encampment for Citizenship*. Encampment for Citizenship recruited students for an experiential education program that concentrated upon developing the intellectual and social skills promoting good citizenship and social activism through direct contact with diverse populations and political entities. Youniss and Hart (2005) asserted that young people from low-wealth areas are “politically competent and morally committed, and when afforded resources they willingly
participated in constructive social change” (p. 74). The recruited students who participate in Encampment for Citizenship were recommended by their high school counselors for the program on the basis of their interest in world issues.

**Sense of Camaraderie**

Bukowski and Sippola (2005) examined the significance of friendships and found that the effects of friendships shape the concept of self. The degree of acceptance within a social group can validate and enhance a person’s self-image. Educational travel provides opportunities for adolescents to form relationships with people from all walks of life in a variety of situations, which can be beneficial in nurturing personal growth.

**Who May Benefit from Educational Travel**

Nunn and Miller (2000) believed that the temperamental predispositions of adolescents, particularly at-risk students, have a significant influence on a successful response to the learning environment. They noted that at-risk students thrive in a learning environment that allows them more physical freedom and hands-on opportunities. At-risk students are more likely to identify with real life examples rather than theoretical information which mainstream students are more likely to assimilate (Nunn & Miller, 2000). At-risk students are unable to commit to the long-term goals that conventional schools try to promote because disadvantaged students are unable to identify with those values and ideas—their life experiences do not represent those precepts.

Native American heritage has struggled to survive under a system of education that attempts to understand the needs of this group of people. *The Meriam Report of 1928*, Chapter X (Meriam, 1928) recommended cultural immersion, particularly language immersion for the youngest of students. In 1995, another report, *Indian Nations at Risk:*
An Educational Strategy for Action, also reaffirmed this policy (United States Department of Education, 1995). Reyner (1992) wrote that “attempts to replace Indian identity with a dominant culture identity can confuse and repel Indian students and force them to make a choice between their Indian values or their school values” (p. 10). Fishman (1996) believed that language and culture are inextricably connected. Starnes (2006) noted that No Child Left Behind (United States Department of Education, 2001) re-classified Native Americans which resulted in channeling government funds for cultural studies to remediation classes.

Fort Defiance in Arizona and Kamehameha Schools in Hawaii are successful examples of culture-based schools that have worked for indigenous students (Reyner, 1992; Schonleber, 2006). Schonleber (2006) explained that the “notion of timeless interconnectedness allows for a view of the spirit of the child as coming from both the past and the future simultaneously, and as both, unique to, and in relationship with, the cosmos” (p. 23). Educational travel may address some of the learning needs of Native American adolescents because part of the immersion process involves reinforcing one’s own culture through a developing awareness for other cultures.

Raffaelli, Carlo, Carranza, and Gonzalez-Kruger (2005) created an integrated developmental model for Latino children that included mainstream variables believed to influence cognitive and emotional growth, as well as culturally relevant factors relating to their historic and demographic origins. By placing culture at the center of their developmental model, Raffaelli et al. pointed out how issues of language and immigration become significant in helping to understand the educational needs that are
unique to the Latino culture. Raffaelli et al. found that “culturally relevant variables [are] important predictors of socialization practices in Latino families” (p. 28).

Miller (2005) explored the role of culture in understanding basic psychological processes and learned that stressing the importance of education and of experience “in cognitively rich social environments . . . promote[s] the rate and highest level of moral development” (p. 34). Education travel may provide the life experiences that will foster social enhancement leading to increased self-realization for at-risk disadvantaged students. Miller and Mangelsdorf (2005) maintained that “self-construction is a dynamic process that is affected, social, cognitive, cultural, and communicative” (p. 52). Miller and Mangelsdorf concluded that “most developmental theories share the assumption that self-development is an inherently social process” (p. 51).

Theories of Human Development

Theories of life-span divide the life-cycle and concentrate on the growth and development that change with each specific age period. They address the “mastery of skills and tasks related to biological, psychological, and social development associated with specific age periods” (Weiten, 2006, p. 188). “Theories of life span development are . . . concepts of growth and development” (Weiten, 2006, p. 189).

Bronfenbrenner (1979), Luria (1974/1976), and Vygotsky (1978) supported a socioculture theory of development. Luria noted his surprise about psychology not recognizing that “many mental processes are social and historical in origin” (p. 3). Vygotsky’s contextual view of cognitive development reasoned that “the most significant moment in the course of intellectual development, which gives birth to the purely human forms of practical and abstract intelligence, occurs when speech and practical activity,
two previously completely independent lines of development converge” (Vygotsky, 1978, p. 24). Vygotsky wrote that “unity of perception, speech, and action, which ultimately produces internalization of the visual field, constitutes the central subject matter for any analysis of the origin of uniquely human forms of behavior” (Vygotsky, 1978, p. 26). His theory explained the importance of social interaction, activity, and relationships. Educational travel presents learning experiences that address the variables that Vygotsky believed influenced human development. A person who becomes immersed in an unfamiliar setting relies upon inner resources to adapt.

Gardiner and Kosmitzki (2005) determined that scaffolding is an effective way to acquire specific cognitive skills. Scaffolding refers to “the temporary support or guidance provided to a child by parents, older siblings, peers, or other adults in the process of solving a problem” (p. 104). According to Bronfenbrenner (1979), broad life experiences teach a person how to adapt or accommodate to changing surroundings. Bronfenbrenner designed a model for human development:

The ecology of human development involves the scientific study of the progressive, mutual accommodations between an active, growing human being and the changing properties of the immediate settings in which the developing person lives, as this process is affected by relations between these settings, and by the larger contexts in which the settings are embedded. (p. 21)

Super and Harkness (1986) created a theory to explain a developmental niche that describes a child’s place in the world. They believed the forces that influence a child’s development are related to “the physical and social settings in which the child lives, [the] culturally regulated customs of child care and child rearing; and the psychology of the
caretakers” (p. 522). The child’s cultural context is formed by these subsystems.

Educational travel appears to add experiences to an adolescent’s cultural knowledge base by immersing him in another cultural setting. The developing awareness grows from the traveler’s understanding of his own background and the incorporation of new information that is derived from his experiences.

Piaget (1950) described human intelligence as a type of evolutionary biological adaptation that enables a person to interact successfully with the environment. He theorized that the ability to adapt to environmental change led to cognitive development. Piaget wrote that children went through four distinct stages of normal cognitive growth. He identified Stage Four as the time when an adolescent engages in formal thinking operations that address hypothetical problems and abstract thinking. Piaget further explained that during adolescence formal thought “consists in reflecting (in the true sense of the word) on these operations . . . and consequently effecting a second-degree grouping of operations” (p. 148). This internalization of information enables the adolescent to combine and reverse, whereas before he only reasoned in response to action or reality. Educational travel can expose adolescents to a myriad of experiences that provide opportunities to maximize their ability to utilize their formal thinking skills, thereby increasing their capacities for cognitive thought.

Erikson (1950) created another perspective on human development that was grounded in psychosocial research. He characterized each stage of development as having a crisis in which the ego tries to find a balance between new ideas and previous assumptions. In order for healthy development to continue, the series of psychological crises require resolution. Erikson identified Stage 5, *Identity versus Role Confusion*,
marking adolescence/pubescence that encompasses the ages 12-15 years. During this time adolescents struggle to find social roles and social environments that correspond to their identity and principles. Teenagers are faced with a physiological revolution that creates conflict between the psychological and physical changes they are experiencing. Erikson explained that “it is the accrued experience of the ego’s ability to integrate all identifications with the vicissitudes of the libido, with the aptitudes developed out of endowment, and with the opportunities offered in social roles” (p. 261). Erikson reasoned that the often erratic behavior that typifies adolescence is caused by an over-identification with heroes of cliques and crowds, thereby losing one’s complete identity. Exclusion and acceptance patterns are reflective of this age group. Peer acceptance becomes as meaningful as parental approval. Erikson concluded that “the adolescent mind is essentially a mind of the moratorium, a psychosocial stage between childhood and adulthood, and between the morality learned by the child, and the ethics to be developed by the adult” (p. 263).

It is perhaps in this psychosocial stage that the role of the educational travel teacher or facilitator is of great importance. As a role model for the adolescent student, the teacher/facilitator is in a unique position to strengthen the adolescent’s personal identity, thus opening the adolescent’s mind to personal choices and interests. Ultimately, the adolescent’s newfound interests and discoveries could lead to an improved interest in learning and increased learning outcomes.

Kohlberg (1987) developed a theory of moral development that classified six stages in terms of “(a) what is right, (b) the reason for upholding the right, and (c) the social perspective behind each stage” (p. 283). Kohlberg explained that these stages show
more sophistication and complex orientation toward justice and moral principles. These stages may be activated during the travel experiences associated with the Encampment for Citizenship.

Novelty Experience and Learning

Novelty experience occurs when new and unfamiliar stimuli converge with a person’s background of familiar incidents that have formed the person’s perceptual history. The degree of novelty depends upon the individual’s environment in relation to their background in terms of sequential experience. Following the research of Sackett (1970), gradual or incremental exposure to novelty fosters a willingness to explore increasingly complex environments. Individuals respond in different ways to various novelty, depending upon how they responded to similar situations in their past. Basala and Klenosky (2001) investigated the travel-style preferences for visiting a novel destination across a novelty-familiarity continuum. They discovered that “those who prefer novel experiences would be more likely to forego the comforts of home in favor of more authentic options that allow them to interact and immerse themselves in the culture of the host community” (p. 174). Their findings suggest that participants in educational and personal development travel are interested in those experiences because of their specific elements of novelty.

Davis, Jones, and Derrick (2004) discovered that “a number of important physiological changes occur during the initial period of exploring a novel environment” (p. 6497). Novel environments appear to stimulate a part of the brain known as the hippocampus. The hippocampus is part of the brain’s limbic system that regulates emotion, memory, and motivation. Hippocampal functions are activated during memory
formation that simultaneously activates the production of dopamine. Dopamine is a chemical closely associated with learning. Davis et al. (2004) observed that the hippocampal formation responds to distinct states. One state occurs during learning, and the other is thought to occur during the recall of previously learned associations. Davis et al. went on to note that states in which first learning occurs may involve exploration stimulated by novelty.

According to Davis et al. (2004), motivation increases during a novel situation because the learner attempts to minimize or reduce the uncertainty that comes from exposure to unfamiliarity. Cognitive development occurs when a person attempts to make the novel experience familiar. The skill of adapting to novelty enables a person to function within a wider set of circumstances. Curiosity becomes the motivation that stimulates exploration and provides a greater variety of experiences.

Bunzeck and Duzel (2006b) traced the part of the midbrain stimulated by novelty, and found that novelty engages the brain in exploration, predisposed to seeking a reward. Their study suggested that novelty may bring a reward in the form of surges in dopamine. Bunzeck and Duzel (2006a) posited that when the hippocampal area of the brain experienced novelty, higher dopamine levels were produced. These researchers reasoned that the brain is always looking for a reward; when the reward is not forthcoming from familiar situations, novel situations are pursued. Their study linked novelty, reward, and memory.

Educational travel characteristically presents novel situations because participants are taken from their regular routine and placed in new situations that require learning adaptation skills. Research from the field of neuroscience seems to indicate that
responses to novelty originate from parts of the brain that are sensitive to unfamiliar stimulus. Educational travel may provide novel experiences that stimulate the hippocampus and its release of dopamine.

The World as a Classroom

Holt (1982) wrote “the proper place and best place to learn whatever they need or want to know is the place where until very recently almost all children learned it—in the world itself, in the mainstream of adult life” (p. 296). Holt’s statement supports educational travel because the experiences characteristic of special interest trips often immerse participants in new cultures and places, which result in broadening one’s world perspective.

Gatto (2002), a New York State Teacher of the Year recipient, has become an outspoken critic of conventional schooling. In *A Different Kind of Teacher*, Gatto asserted that “schooling takes place in an environment controlled by others, through procedures and sequences more or less controlled by others, and for the purpose of others . . . schooling is never enough” (p. 49). In *Dumbing Us Down: The Hidden Curriculum of Compulsory Schools*, Gatto (2005) put forth

I don’t teach English, I teach school. . . . I teach dis-connections. . . . I teach indifference . . . [and] emotional dependency. Individuality is a contradiction of class theory. . . . I teach intellectual dependency. . . . Good students wait for a teacher to tell them what to do. It is the most important lesson; that we must wait for other people, better trained than ourselves, to make the meaning in our lives. . . . Successful children do the thinking I assign them with a minimum of
resistance. . . Curiosity has no important place in my work, only conformity. . . . I teach provisional self-esteem. (pp. 1-11)

Griffith (1998) described the essence of unschooling.

Unschooling is simply a way to tailor learning to the specific needs of each child and each family. No two unschooling families follow the same path – and no two children within the same unschooling family are likely to go exactly in the same direction (p. ix).

Wise-Bauer and Wise (2004) indicated that the socialization that best prepares a child for the real world can’t take place when a child is closed up in a classroom or always with his peer group. It happens when the child is living with people who vary widely in age, personality, background, and circumstance . . . it’s within the family that children learn to love by seeing love demonstrated; learn unselfishness both through teaching and through example, learn conflict resolution by figuring out how to get along with parents and with each other. (pp. 624-625)

These researchers believed that family interactions were significant learning experiences that contributed to intellectual and emotional child development. In addition, Wise-Bauer and Wise (2004) found that healthy learned behaviors were nurtured through sustained exposure to diverse populations, rather than segregating children by age in a classroom setting. Educational travel provides an alternative to traditional classroom instruction that allows the student to interact with others outside one’s peer group.
The Consideration of Stress

Selye (1980) found that when stress puts the body out of balance, our bodies will go through a series of actions—stress responses—in order to help the body restore its balance and find relief from the stress. He coined a name for this struggle—general adaptation syndrome. The general adaptation syndrome is the body’s way of reacting to stress and the body’s ability to bring itself back in balance. According to Selye, culture, age, and gender influence our susceptibility to stress. As mentioned earlier, in planning an educational travel experience, it is essential that consideration be given to the background of the participant so that the range of events is in keeping with their ability to learn from that particular situation. In order to maximize a positive learning experience, and facilitate healthy adolescent learning, travel organizers need to be aware of participants’ backgrounds so that appropriate stress levels are maintained.

Resiliency Theory

Resiliency theorists recognize the innate ability of young people to spring back from adversity in their lives. Resiliency research focuses specifically upon children at-risk and the adverse conditions that influence their behavior. Underprivileged children grow up in environments in which risk factors outweigh protective factors.

Henderson and Milstein (2003) posited that in order to promote resiliency, teachers must become resilient as well as their students. They identified resiliency-building factors that contribute to change: “increase bonding . . . teach life skills . . . set clear and consistent boundaries . . . provide caring . . . support for meaningful participation” (pp. 40-43). A feature of educational travel is the strong relationship maintained between the student and his teaching facilitator. At-risk adolescent students
may benefit from educational travel because of their relationships with their teachers that would most likely involve a more extended, personal interaction than what occurs in a classroom environment.

Boyden and Mann (2005) argued that the ability to increase protective factors is an effective intervention. They further stated that factors that mitigate resilience may produce different results in each child during different times in their lives. Providing educational and personal development travel for at-risk adolescent students may effectively reduce risk factors in their lives.

Ungar and Liebenberg (2005) commented on the shared characteristics of at-risk children that are related to experiences common to a particular class and other forms of discrimination. Risk factors can arise from a variety of circumstances that include poverty, abuse, out of home placement, a broken home life influenced by parental instability, unemployment, violence and gang activity, drug addiction, pregnancy, suicide, negative peer identification, or neglect. Protective factors act as interventions that increase internal and external resources. Mentoring, establishing a strong relationship with a teacher, after-school activities, and community organizations can help to bring a more positive balance to disadvantaged children. Protective factors aim to build responsible, independent behavior. The benefit of the positive teacher-student relationship and the hands-on activities associated with educational travel are important factors to consider when working with at-risk adolescents.

Benard (1991) revealed that changing the life trajectories of children and youth from risk to resilience starts with changing the beliefs of the adults in their families, schools, and communities. Benard believed that education has the ability to support the
development of resiliency in youth. Benard’s profile of a resilient child is one who exhibits social competence. These children communicate effectively and can solve problems, think critically and creatively, and are not afraid to ask for help when they need it. Furthermore, “the attributes of social competence, problem-solving skills, autonomy, and sense of purpose appear to be the common threads running through the personalities of resilient children” (p. 5).

Educational travel could provide an opportunity for an at-risk adolescent to focus his attention on unfamiliar surroundings. Educational travel experiences may allow these students to learn how to regulate their behavior with each new encounter.

Travel Research

Klemm (2002) found that “ethnic minorities are marginalized by low incomes and cannot afford [travel] holidays” (p. 85). Based upon the ethnicity hypothesis, “[travel] preferences are learned behavior, determined by upbringing and cultural identity . . . [travel] choices will vary with race and ethnic identity” (p. 85). Educational travel experiences can enrich the lives of minority/disadvantaged adolescents who ordinarily would not have access to those types of ventures.

Sonmez and Graefe (1998) studied how past travel experience and perceptions of risk and safety determined future travel behavior. They learned that “the degree of safety individuals fe[lt] during different international travel situations help[ed] to determine their interest in future international travel . . . past travel experience appear[ed] to be a powerful influence on behavioral intentions” (p. 175). Sonmez and Graefe learned that in planning an educational travel experience, it is important to consider all prior travel experiences of the participants in order to design a program that does not intimidate them.
The quality of the learning experience will be dependent upon their perception of the risk and safety involved in the trip.

Richter (2003) explored international tourism and its global public health consequences. Richter found that “for demographic, ecological, economic, and political reasons, the growing health threats posed by international travel are not being adequately recognized (p. 342). As an essential part of trip preparation, Richter recommended gathering information regarding the health conditions in the area one plans to travel.

Richter (2003) further stated that today, the health and safety challenges of globalization in general and international tourism in particular pose far greater demands for a level of coordination, political will, surveillance, and planning than ever before. Inaction, denial, and complacency will only make the policy choices later less palatable and more costly in human and economic terms.” (p. 343)

Reisinger and Mavondo (2005) suggested that “culture, personality, and motivation to travel had significant influence on perception of travel risk, anxiety, and safety. In particular, culture had an important influence on perception of travel safety and sociocultural risk” (p. 222). The planning of an educational and personal development trip needs to be responsive to “sociocultural considerations and understand how they affect [participants’] perceptions of risk” (p. 222).

Field (1999) looked at the college student market segment and the importance of designing a trip that specifically addresses the needs of that target audience. Programs like Semester at Sea and the Gap Year offer travel experiences that can provide courses for college credit, as well as opportunities to become immersed in an unfamiliar culture.
Their travel activities attract college-aged students by offering life experience ventures that enrich their studies and build self-confidence (Jones, 2004; Semester at Sea, 2005).

Sanchez, Reyes, and Singh (2005) conducted a grounded theory research study that showed how a community of significant and supportive relationships can have a positive role in motivating youth to attend college and assist them in the college process. A community of support was the path to success for these students.

Semester at Sea Research

Dukes (1985, 2006) analyzed the outcomes from an educational travel experience by tracking former students who participated in a Semester at Sea program over a span of five, 10, and 22 years. Using the Purpose in Life Test of Crumbaugh, participants answered open-ended questions about the outcomes of their experiences. Participants maintained a global perspective, and scored highly on the Life Test that meant that they maintained a sense of direction in life, had clear goals, and a positive self-concept.

After 10 years Dukes, Johnson, and Newton (1991) found from 40 respondents: ninety-three percent believed the voyage made a difference in their lives. Seventy-seven percent were more interested in the world, and comprehended it more fully. They developed empathy for others less fortunate. Eighty-seven percent attributed their desire to travel as the principal effect of their voyage on their plans for the future.

After 22 years Dukes (2006) was able to contact 29 former students. Using the same methodology from his earlier research, he learned that participants still maintained a global perspective and high test scores. Life events such as parenthood and major accomplishments were related to further discovery of meaning. Dukes found that after 22
years, the life experiences learned from the Semester at Sea program continued to have an impact on former participants.

1. Eighty-three percent traveled internationally since the voyage, and many had done so extensively.

2. Sixty-six percent experienced major accomplishments since the voyage. The majority of these accomplishments involved family and career.

3. Fifty-nine percent felt that the Semester at Sea experience ranked as their most important experience.

4. Twenty-five percent said that meeting people during their travels had a lasting impression.

5. Seventy-nine percent believed that the most important outcome was that the voyage gave them a more accurate worldview; they were more objective and held more balanced perspectives.

Dukes, Johnson, and Newton (1991) learned that the students found more meaning since the last follow-up due to family and having children. Many participants still appeared to be drawing on the experiences from the voyage as sources of meaning. Their data did not show significant differences by gender, but did show dramatic differences by parenthood and accomplishment. As respondents approached middle age, they began to develop a sense of integrity and identity.

Wilderness Experience/Outward Bound

Kurt Hahn founded Outward Bound during World War II with the purpose of nurturing healthy living and commitment to civic duty. Greene and Thompson (1990) described Outward Bound as a program that
enables participants to leave their safe moorings of home, family, friends, and daily routine to cope with the unfamiliar, the uncomfortable, the difficult, and the adventurous, in search of an opportunity to understand, test, and demonstrate their own resources. In short, Outward Bound is learning about one’s self and the world through adventure and service activities. . . . The wilderness is the classroom. It allows students to become aware of the interdependency of all life. As a teaching medium, the wilderness provides a metaphor for the individual to develop self-confidence, concern for others, and self-awareness as well as sensitivity to our fragile environment. (p. 5)

James (1995) believed that Hahn’s conviction was to introduce greater balance and compassion into human lives by impelling people into experiences which show them they can rise above adversity and overcome their own defeatism. They can make more of their lives than they thought they could, and learn to serve others in their strength. (pp. 41-42)

Csíkszentmihályi and Sawyer (1995) analyzed insight and found that it involved (1) an existing state of mind or set of mental structures relevant to the topic and (2) a moment of realization, consequent to new information or a sudden new way of looking at old information, resulting in (3) a quick restructuring of the mental model which is subjectively perceived as providing a new understanding. (p. 329)

Csíkszentmihályi and Sawyer (1995) studied the mental processes that result in creative products. At the inception of insight a person bases his ideas upon previous experiences. The information obtained incubate on a sub-conscious level and then is consciously evaluated. . . . Insight is
heavily dependent upon social interaction. This takes the form of face-to-face encounters and of immersion in the symbolic system. (p. 358)

Simonton (1995) found that “problem solving becomes more nearly a random process, in the sense that . . . free associative procedure must come into play” (p. 472). Simonton added that “the core consciousness contains the central focus of attention. . . . Surrounding that core is a peripheral awareness of subliminal stimuli and partially retrieved memories” (Simonton, 1995, p. 477). In conclusion Simonton noted that “the insight process reflects very little foresight. The best long-term preparation is simply to acquire a rich base of knowledge that can support wild associations” (Simonton, 1995, p. 487).

Bacon (1983) wrote about the unconscious metaphor in Outward Bound, by likening a metaphor to actual experience. Bacon explained that people changed because they must use non-typical strategies to solve metaphoric challenges—strategies that lead to success. In referring to the trans-derivational search, Bacon explained that people form models of the world within their own minds based on the filtering processes of their sense perceptions, their idiosyncratic opinions, and their cultural attitudes. This model is one’s world view, or reality map. Communication between people requires that the listener decode the set of symbols and behaviors offered him by the speaker in such a way that it makes sense within his own reality map. (p. 6)

Walsh and Golins (1976) developed The Outward Bound Process Model (as cited in Priest & Gass, 1997) that identifies the processes that take place in participants during their programs. There are seven elements in the process model: “the learner, prescribed
physical environment, prescribed social environment, characteristic set of problem-solving tasks, state of adaptive dissonance, mastery, and reorganization of the meaning and direction of the learner’s experience. . . . [Ideally,] the learner continues to be oriented toward living and learning” (Priest & Gass, 1997, p. 140).

Walsh and Golins (1976) stated that the instructor is instrumental in facilitating the Outward Bound experience. They bridge the learner with the Outward Bound experience, as well as the learner and their re-entry to home life. An instructor assists in verbally clarifying the experience, which helps the participant understand and organize the process. The Outward Bound instructor initiates and “constructs situations conducive to the exploration of various alternatives to problems, and forestalls or circumvents potentially miseducative events” (p. 11). An Outward Bound instructor is required to become a trainer, which requires empathy, genuine concern, remaining concrete in conveying strategies, and confrontational when the situation requires. Furthermore, an Outward Bound instructor is a maintainer of the continuum of the participant’s experience—his short and long-term growth needs. The instructor is an authority figure who guards the learning of new attitudes, values, and behavior patterns. Lastly, the Outward Bound instructor epitomizes a spirited, insightful, compassionate problem-solver who is reflective, open, holds people in high esteem, and accepting of others.

Walsh and Golins (1976) defined mastery of an Outward Bound experience when the learner finds it rewarding to solve (i.e., concrete, manageable), and consequential problems holistically within a supportive peer group and in a stimulating environment. It makes one feel good about oneself and those who have assisted. Since the learner does not have the opportunity to master such
problems ordinarily, he enlarges and has a more congruent perception of himself (reorganization of the meaning of the experience). These new attitudes, values, (affective skills) make us more likely equipped and ready to tackle subsequent problems (reorganization of the direction of the experience). If one does something he has wanted to do, which he could not, or has not done before, he has reorganized the meaning or significance of his experience or existence, and the ability to direct the course of subsequent experiences. (pp. 11-12)

Another dimension of a wilderness experience is the attainment of spirituality, both in a religious and non-religious context. Chenery (1984) urged that spiritual development or centering is essential for children in today’s world because he believed many young people have become disillusioned with their world. Beck (1987) described the characteristics of a spiritual person: “awareness, breadth of outlook, a holistic outlook, integration, wonder, gratitude, hope, courage, energy, detachment, acceptance, love, and gentleness” (p. 59). Stringer and McAvoy (1995) studied the wilderness environment and wilderness adventure programs that are conducive to spiritual development. They recommend that time needs to be set aside as a group and individually, to

  take people out of their everyday environments and normal constraints on time and energy. . . . Plan opportunities for people to be significantly affected on an emotional level. . . . Include activities that provide physical challenge, enabling people to explore personal limits and to learn more about themselves. (pp. 57-72)

Garvy (1995) concluded that an Outward Bound experience is about “an inner transformation [that] precedes an outward conquest. . . . Hahn placed compassion above
all values of Outward Bound, for it among all emotions is capable of reconciling individual strength with collective need” (pp. 89-90). Garvy went on to write that

Outward Bound programs structure time which becomes critical to influencing behavior . . . an Outward Bound experience provid[es] a sense of adventure—with all the risks involved. . . . [Hahn] saw adventure in a social perspective, as an event of community life and not a private thrill. The adventure of the individual is always mediated to some extent by the values and needs of the group. . . . The experience is individual; the pledge and the challenge are individual; the achievement necessarily belongs to all. (pp. 92-93)

James (1995) studied the length of standard Outward Bound programs and found that they went from 28 days down to 21, before stabilizing at 23 where it has remained since 1975. Desired behavioral and emotional changes in participants’ seem to appear over this period of time.

Gass (1995) discussed the transfer of learning in adventure learning. He stated when the focus of adventure experiences is on educational goals, the intent of the process pertains not only to the immediate activity, but also to the relation of experience to future issues for the participant. The true value of effectiveness of the program lies in how learning experienced during adventure activity will serve the learner in the future. (p. 33)

Gass (1995) identified three theories of transfer which explain how specific experiences impact learning in the future. Specific transfer is the extension of habits or associations that specifically apply to tasks that are highly similar to those originally learned to perform. Non-specific transfer is the transfer of principles and attitudes to
subsequent problems as special cases of the idea originally mastered. The third theory of
transfer associated with adventure learning generalizes certain principles that are not
common or the same in structure, but are similar, analogous, or metaphorical.

Bacon (1983) explained that isomorphism determines whether an experience is
metaphoric.

When all the major elements in one experience are represented by corresponding
elements in another experience, and when the overall structure of the two
experiences are highly similar, then the two experiences are metaphors for each
other. . . . They must be symbolically identical. (p. 4)

Kalisch (1979) described an Outward Bound experience as
a motivated learner entering into a unique physical and social environment where
he is presented with a characteristic set of problem-solving experiences which
evoke creative tension and anxiety; a learner entering into a supportive
relationship with an instructor who is at once a skill trainer, program designer,
translator, group facilitator and 1:1 counselor. As a result the learner is able to
move toward a greater maturity by integrating new insights, meanings, and
capabilities into his life and by taking actions in the direction of more effective
living. (p. 156)

Laurence and Stuart (1990) studied the use of adventure in reducing and
preventing socially deviant youth behavior. They found, after an extensive review of
sociology, psychology, and human biology research, that several factors influence
antisocial behaviors: (a) “a lack of moral judgment,” (b) “academic failure in school,”
(c) “lowered self-esteem,” (d) “structurally generated alienation (‘powerlessness’),” (e)
“lack of attachment to family,” (f) “lack of prestige and status,” (g) “unconditional vs. qualified acceptance by parents (“satellization”),” (h) “marginal malnutrition (insufficient vitamins and minerals in diet),” (i) “hypoglycemia, food intolerance, and neurotransmitters,” and (j) “low intelligence, minimal brain dysfunction, and learning disabilities.” Laurence and Stuart (1990) concluded that adventure-based interventions for youth at risk for delinquent or other socially deviant behavior often target one or more of the variables for change. (p. 380)

Summary Observations

The various perspectives describing human learning patterns develop from a universal assumption that acknowledges the innate sensitivity people possess that enables them to learn. Each discipline supports an environment that balances this receptiveness within the context of the individual child’s social experience and a broader, systemized body of information that reflects society at large. Educational travel links behavior theory, cross-cultural psychology, experiential learning, linguistics, social work, and several other disciplines that consider human behavior in the context of social interaction. In addition, each discipline connected to another. This blending of information widened the application of each subject area, which resulted in an interdisciplinary perspective concerning the dynamics between educational travel and adolescent participant learning.
CHAPTER III

METHODS AND PROCEDURES

Research Design

Through this study the researcher sought to learn how educational travel cultivates adolescent learning. The research design was a qualitative study using grounded theory to explain participants’ sense of learning behavior transformation derived from their educational travel experiences. Corbin and Strauss (2008) maintain that a qualitative researcher “step[s] beyond the known and enter[s] into the world of participants, to see the world from their perspective” (p. 16). A qualitative methodology was well suited to this study because “qualitative methods can be used to obtain the intricate details about phenomena such as feelings, thought processes, and emotions” (Strauss & Corbin, 1998, p. 11). To avoid confusion in terms, for the purposes of this dissertation the term categories will be used to refer to the explanation of phenomena established by Strauss and Corbin, except in quoted material.

Developing a Theory

Strauss and Corbin (1998) described the process of analyses in grounded theory as a continual interplay between the researcher and data. These researchers pointed out that a grounded theory study is used in order to explain a phenomenon by looking for repeated patterns of happenings, events, or actions/interactions that represent what people do or say, alone or together, in response to the problems and situations in which they find themselves. The coding process entails identifying categories that represent phenomena. (p. 130)
Conditions are parts of a paradigm that
might arise out of time, place, culture, rules, regulations, beliefs, economics,
power, or gender factors as well as the social worlds, organizations, and
institutions in which [people] find [themselves] along with their personal
motivations and biographies. Conditions are sets of events or happenings that
create the situations, issues, and problems pertaining to a phenomenon . . .
[which] explain why and how persons or groups respond in certain ways. (Strauss
& Corbin, 1998, p. 130)

Contextual conditions create a set of circumstances to which people will respond
through action/interaction. Strauss and Corbin (1998) labeled the properties and
dimensions of conditions as “causal, intervening, and contextual” (p. 131). Causal
conditions “represent sets of events or happenings that influence phenomena” (p. 131).
Intervening conditions “mitigate or otherwise alter the impact of causal conditions on
phenomena” (p. 131). Consequences have a variety of inherent properties and nuances
that detail the intricacies of how action or inaction impact phenomena.

Conditions are fluid and subject to change over time and may also be micro or
macro in significantly influencing behavior. This study focused upon the complex
interweaving of conditions of educational travel experiences that led to healthy
adolescent learning. Additionally, this researcher looked at the routines
(actions/interactions) that maintained the social order within the specific educational
tavel situation. Strategic actions/interactions “are purposeful or deliberate acts that are
taken to resolve a problem and in doing so shape the phenomenon in some way” (p. 133).
This study began by identifying the causal conditions inherent in educational travel.
A degree of rigor is maintained by grounding the analysis in the data. Qualitative studies, as defined by Strauss and Corbin (1998), enable the researcher to exercise creativity by “naming categories, asking stimulating questions, making comparisons, and extracting an innovative, integrated, realistic scheme from masses of unorganized raw data. It is a balance between science and creativity that we strive for in doing research” (p. 13). At the same time, Corbin and Strauss (2008) explain that sensitivity is an ongoing exchange between the researcher and the data, where the researcher continuously interprets the information until he identifies the meaning behind participant responses. Different travel experiences were chosen for this study to provide a broad frame of reference for establishing a theory. Cruising families, former participants in The Encampment for Citizenship, former Outward Bound adventurers, and participants in an Educational (Environmental/Ecological) Travel program were interviewed in order to learn about their travel experiences.

Research Procedures for this Grounded Theory Study

In this study the researcher set out to examine what participants of educational travel had to say regarding their experiences and its overall impact on their lives. Data were obtained from participants who had direct experience of educational travel (students and teachers) and individuals who had indirect experience of educational and personal development travel (parents of students) who provided background information that contributed towards greater understanding of how and why student learning occurred.

Semi-structured interviews provided data for this grounded theory study. Each round of data collection was driven by information from the preceding round of data analysis. Recurring themes became the bases of concepts. A theory emerged from the
concepts when the data reached a point of saturation and no new information was unearthed. “Once concepts are related through statements of relationship into an explanatory theoretical framework, the research findings move beyond conceptual ordering to theory” (Strauss & Corbin, 1998, p. 22).

In this study the researcher reconfigured the gathered data from interview responses by deconstructing the elements of educational travel and then connecting participant observations to the literature from various disciplines. A theory developed from the themes of commonality evidenced in the categories and subcategories. “Through description, conceptual ordering, and theorizing, the process of developing a grounded theory study will help to understand a particular phenomenon” (Strauss & Corbin, 1998, p. 15). Corbin and Strauss (2008) believed that “researchers are translators of other person’s words and actions” (p. 49). Descriptive words are used to convey a mental image of what is to be analyzed, and conceptual ordering organizes the data by identifying properties and dimensions. Using rich-thick description, the researcher identifies specific elements of educational travel that prompted changes in adolescent learning behavior. From participant interviews, this researcher analyzed the data by categorizing the information and considering the data from different angles or perspectives. Through the analysis of human development and the social influences that contribute to adolescent learning, in conjunction with the integral components of educational travel, the researcher sought to determine whether there were specific links between the variables that promoted self-enrichment.

The process identifies the interrelationships between the core category and the subcategories. Through explanatory statements that express relational statements
categories are interrelated into a larger theoretical scheme. The research findings become theory when the relational statements are woven into a narrative. The storyline evolves from the information learned in the axial coding process that analyzed six categories. The narrative describes the essence of the research, which will become the basis of the grounded theory.

Development of the Research Question and Sub-Questions

Creswell (1998) recommended that researchers reduce their entire studies to a single, overarching or central question, and several sub-questions. Creswell explained that qualitative research questions are open-ended, evolving, and non-directional. These inquiries restate the purpose of the study in more specific terms. Creswell advised that the central question be encoded with the language of the tradition of inquiry. Corbin and Strauss (2008) added that “the purpose of the central question is to lead the researcher into the data where the issues and problems important to the people . . . under investigation can be explored” (p. 25).

Central Question

This study’s central question was: How does the experience of educational travel nurture healthy adolescent learning?

The central research question is a broad inquiry that developed from the literature reviewed. Corbin and Strauss (2008) recommended that underlying the central question is the assumption that “all of the concepts pertaining to a given phenomenon have not been identified” (p. 25). For this study, the central question sought an analysis of how educational travel induces healthy adolescent learning. An investigation was then conducted to determine whether there was a theory that joined the two domains. This
central question required a de-construction of educational travel and an in-depth understanding of adolescent learning predispositions to fully understand the benefits derived from the experience.

The central question and sub-questions were grounded in the literature that was reviewed. Adolescents, their parents, and the teachers who assisted during the educational travel experience, and adult/former adolescent participants were identified as significant sources of information when analyzing the behavioral outcomes of the experience. To better understand what transpired during an educational travel experience it became necessary to evaluate the benefits in terms of a life span analysis. In this study the researcher examined the emotional and cognitive effects of educational travel on adolescent learning behavior and how those behavior changes manifested in the future.

There were four sub-questions for this study:

1. What do adolescents verbalize about their educational travel experiences? (see Appendixes A and B)

2. What do the parents of adolescents identify as important features of educational travel experiences for their children? (see Appendixes C and D)

3. What do teachers of adolescents report as significant learning opportunities occurring during educational travel? (see Appendix E)

4. What do adults/former adolescent student participants (cruising families, the Encampment for Citizenship, Outward Bound, The Ecology Project International), and parents of older students who participated as adolescents in educational travel believe are valuable life-lessons learned from those experiences? (see Appendixes F, G, and H)
Sub-questions can be constructed as issue questions and topical questions. Creswell (1998) suggested that for a grounded theory study “the topical sub-questions might be posed as aspects of the coding steps, such as open coding, axial coding, selective coding, and the development of propositions” (p. 103). Research questions should begin with words like *what* or *how* to communicate an open and emerging design. These questions should also focus on a single phenomenon or concept, and exploratory words should be used to express the language of the emerging design of research.

Creswell (1998) advised a researcher to ask one or two central questions followed by no more than five to seven sub-questions. The sub-questions narrow the focus of the study, but at the same time, leave open the questioning. These questions become topics explored in interviews and observations.

Grounded theory research questions continue to change during the study because of the emerging design. Open-ended questions need to be posed without reference to the theory. For this study, adolescents, their parents, and teachers who participated in educational travel represented a purposeful sampling of generated data that focused upon various aspects of their experiences.

*Sub-Question #1: What do Adolescents Verbalize about Their Educational Travel Experiences?*

In order to better understand what the participants’ learned from their ventures questions were formulated to inquire into (a) their backgrounds; (b) their relationships between family, peers, and other community members before, during, and after their travel ventures; (c) specific aspects of their educational travel; and (d) what they valued from their experiences. Dukes (1985, 2006) and Dukes, Johnson, and Newton (1991)
researched the long-term effects of former participants in a Semester at Sea Program over a period of 22 years, and found that most respondents sustained a quality of life that reflected values formed during their travel experiences. To answer the first sub-question, two lists of questions were created: (a) Student/Adolescent Interview Questions (see interview questions in Appendix A) and (b) Cruising Adolescent Interview Questions (see interview questions in Appendix B).

Adolescent student interview questions. Sackett, Novak, and Kroeker (1999) determined that the quality of a lived experience was connected to the history and early experiences of the individual. The stress level that arises from encountering a novel situation impacts the quality of that experience. Selye (1980) defined stress as “the non-specific (that is, common) result of any demand upon the body, be it a mental or somatic demand for survival and the accomplishment of our aims” (p. vii). Theories of human development by Piaget (1950) and Erikson (1950) note that the accrued experience of the individual determines the individual’s ability to adjust to new situations. The preparation of adolescent participants reflected their knowledge and understanding of what would be required of them on their journeys. Reflection is an integral part of experiential learning. Bacon (1983) found that the evolution of process is what ensures greater transfer of learning. Walsh and Golins (1976) explained that a state of adaptive dissonance occurs when a person has two different and conflicting thoughts, but upon reflection, will eventually be able to transfer his learning to future experiences. Most of the questions in this questionnaire asked adolescents how they perceived their educational experiences in relation to their specific travel activities. In order to provide a breakdown of the specific
topics that the questions were written to solicit, Table 1 presents the question numbers grouped according to topic.

Table 1

Topics of the Adolescent Student Interview Questions

<table>
<thead>
<tr>
<th>Topic of data gathered</th>
<th>Question #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recollections of educational travel events</td>
<td>5, 6, 7, 16, 18, 20, 30, 31</td>
</tr>
<tr>
<td>Trip preparations and expectations</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>Student reflections</td>
<td>9, 15, 23, 48</td>
</tr>
<tr>
<td>Relationships formed during educational travel</td>
<td>10, 11, 22</td>
</tr>
<tr>
<td>experience</td>
<td></td>
</tr>
<tr>
<td>Subjective insights</td>
<td>21, 24, 32, 33, 34, 36, 38, 39</td>
</tr>
<tr>
<td>Learning/school – travel and home</td>
<td>17, 25, 45, 46, 47</td>
</tr>
<tr>
<td>Perceived future benefits of educational travel</td>
<td>35</td>
</tr>
<tr>
<td>General information</td>
<td>19, 26, 27, 28, 37, 40, 41, 42, 43, 44, 49, 50</td>
</tr>
<tr>
<td>Educational travel descriptions</td>
<td>1, 8, 12, 13, 14, 29</td>
</tr>
</tbody>
</table>

Note. These questions can be found in Appendix A.

Student impressions provided valuable insights into their ability to articulate what they learned. Dewey (1902) stated that experiential learning was “the only true education [that] comes through stimulation of the child’s powers by the demands of the social situations in which he finds himself” (p. 3). Erikson (1950) identified adolescence as the Identity vs. Role Confusion Stage (ages 12-15) when the young person is conflicted about past and future views of self-identity. Peer relationships exercise significant influence over their thinking and behavior. The relationships formed during an educational travel
experience revealed a strengthening of self-esteem, which led to more independent, responsible thinking and less susceptibility to pressures from a peer group. The relationship between student and teacher was also critical to the learning process. Meier (2002) believed in establishing communities of trust between the teacher, the student, and the student’s family. Each educational travel experience under review for this research revealed a coalescence of people sharing common interests that formed unique cultural communities which were strongly supportive of the adolescent learner.

*Cruising adolescent interview questions.* These questions were designed to inquire into the unique elements of a family cruising experience. A separate set of interview questions were created; one set for adolescents and one set for their parents. The questions were intended to gain insights into the dynamics of close family relationships, particularly when parents were primarily responsible for their children’s education. Theories of human moral and cognitive development require understanding of biological, social, environmental, experiential, and motivational factors, as well as the emotional life of the individual (Weiten, 2006). In order to provide a breakdown of the specific topics that the questions were written to solicit, Table 2 presents the question numbers grouped according to topic.

Wise-Bauer and Wise (2004) asserted that socializing best prepares a child for the real world when the child is living with people who vary widely in age, personality, background, and circumstance. The cruising environment provided many opportunities for adolescents to live among different people under a variety of situations.
Table 2

*Topics of the Cruising Adolescent Interview Questions*

<table>
<thead>
<tr>
<th>Topic of data gathered</th>
<th>Question #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Information</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Details of cruising experience</td>
<td>8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27</td>
</tr>
<tr>
<td>Relationships formed during cruising experience</td>
<td>34, 35, 36, 37, 38, 40, 41</td>
</tr>
<tr>
<td>Reflections of cruising adolescents</td>
<td>42, 43, 44, 45, 46, 51, 52, 54</td>
</tr>
<tr>
<td>Home-schooling/education</td>
<td>28, 29, 30, 31, 32, 33, 53, 55</td>
</tr>
<tr>
<td>Value of travel/cruising experience</td>
<td>48, 50</td>
</tr>
<tr>
<td>Travel mementos</td>
<td>49</td>
</tr>
<tr>
<td>Communication with home</td>
<td>39</td>
</tr>
<tr>
<td>Places of interest</td>
<td>47</td>
</tr>
</tbody>
</table>

*Note.* These questions can be found in Appendix B.

**Sub-Question #2:** *What do the Parents of Adolescents Identify as Important About Educational Travel Experiences for Their Children?*

Cruising parents home schooled their children. No two home schooling families followed the same path—and no two children within the same home-schooling family were likely to go in exactly the same direction (Griffith, 1998). In order to answer the second sub-question two sets of interview questions were created: (a) Parent Interview Questions; and (b) Cruising Parent/Teacher.
Parent interview questions. Christenson, Godber, and Anderson (2005) maintained that a sound partnership provides students with support for learning in terms of shared expectations, consistent structure, cross-setting opportunity to learn, mutual support, trusting relationships, and modeling. Sackett (1965) found that the complexity of a rearing environment mirrors itself in a person’s ability to address psychological complexities in the future. Christenson, Godber, and Anderson (2005) found that it was the interplay between cognitive engagement (i.e., taking responsibility for one’s decisions, actions guided by future goals, confidence in one’s ability, persisting in the face of challenge), behavioral engagement (i.e., asking for help when needed, attendance), and psychological engagement (i.e., sense of belonging, relationship skills) that transferred to improved academic achievement. In order to provide a breakdown of the specific topics that the questions were written to solicit, Table 3 presents the question numbers grouped according to topic.

Vygotsky (1978), Bronfenbrenner (1979), Kolb (1984), and Piaget (1950) wrote that a person must seek the origins of conscious activity in the external process of social life. For this study, information about family background reflected on how they adapted to the cruising lifestyle.

Cruising parent/teacher. Wise-Bauer and Wise (2004) postulated that children do not need to be surrounded by large groups of peers who inevitably follow the strongest personality in the crowd. Tutoring is the most efficient method of education because the teaching is tailored to the individual child’s needs and rates of learning. Parents can teach academics and life experiences. Parents serve as models and guides for acceptable, productive behavior. Parents and children share a context—a worldview—within which
certain qualities of character can be explained in a way that makes sense. Without this shared context, character training becomes a matter of following pointless rules. Holt (1982) believed that the proper place for children to learn whatever they need or want to know is found in the world itself.

Table 3

*Topics of the Cruising Parent Interview Questions*

<table>
<thead>
<tr>
<th>Topic of data gathered</th>
<th>Question #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent expectations</td>
<td>1, 2, 6, 10, 11, 12, 43</td>
</tr>
<tr>
<td>Parent opinions, concerns, and observations</td>
<td>4, 27, 29, 30, 31, 36, 37, 39, 40, 41, 44, 45, 46, 47, 50</td>
</tr>
<tr>
<td>Parent knowledge of child’s education – Parent</td>
<td>8, 9, 13, 14, 15, 16, 17, 18, 19, 42, 48, 49</td>
</tr>
<tr>
<td>relationship with child’s school</td>
<td></td>
</tr>
<tr>
<td>Parent reporting on child’s feedback and reflection</td>
<td>5, 20, 25, 26, 28, 32, 33, 34, 35, 38</td>
</tr>
<tr>
<td>Trip Planning</td>
<td>3</td>
</tr>
<tr>
<td>Background information</td>
<td>7, 12, 22, 23, 24</td>
</tr>
</tbody>
</table>

*Note.* These questions can be found in Appendix C.

Daniels and Arapostathis (2005) found that a caring, supportive teacher is more likely to keep students engaged in their schoolwork. Progressive pedagogy takes a child-centered view of learning by stimulating a child’s natural curiosity. Teachers need to provide curricula of interest to students and to vary their methods in order to maintain a level of novelty. Progressives emphasize getting to know children’s strengths and weaknesses. Most importantly, progressives encourage students’ active participation by allowing for discussion time. Brint (2006) found that task leadership and socio-emotional
leadership are both essential teaching skills. Traditionalists support task leadership which involves efficiently organizing activities and schedules, providing clear instructions, monitoring performance, and providing feedback. Progressives endorse socio-emotional leadership which involves developing rapport in the group, creating a considerate and positive environment, contributing to the social pleasure of the group, listening to concerns, and discussing any issues that come up in accomplishing the work. In order to provide a breakdown of the specific topics that the questions were written to solicit, Table 4 presents the question numbers according to topic.

Table 4

*Topics of the Cruising Parent/Teacher Interview Questions*

<table>
<thead>
<tr>
<th>Topic of data gathered</th>
<th>Question #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home-schooling considerations</td>
<td>16, 17, 18, 19, 21, 22, 23, 24, 26, 28, 29, 32, 39, 40, 68</td>
</tr>
<tr>
<td>Parent concerns</td>
<td>20, 30, 48</td>
</tr>
<tr>
<td>Relationships – Child/Parent, Student/Teacher, Siblings</td>
<td>25, 27, 33, 34, 35, 36, 37, 38, 41, 42, 43, 44, 45, 46, 47, 51, 52, 53, 54</td>
</tr>
<tr>
<td>Cruise planning</td>
<td>2, 69</td>
</tr>
<tr>
<td>Family background</td>
<td>1, 3, 5, 6, 7, 8, 9, 10, 11, 15</td>
</tr>
<tr>
<td>Description of cruise</td>
<td>4, 12, 13, 14</td>
</tr>
<tr>
<td>Parent reflections, expectations, observations, and opinions</td>
<td>31, 49, 50, 55, 56, 57, 58, 59, 60, 61, 62, 64, 65</td>
</tr>
<tr>
<td>Parent values</td>
<td>66, 67</td>
</tr>
</tbody>
</table>

*Note.* These questions can be found in Appendix D.

**Sub-Question #3: What do Teachers of Adolescents Report as Significant Learning Opportunities Occurring During Educational Travel?**

In order to answer the third sub-question a list of questions were created for the interviews of the teachers (see Appendix E). Warren (1995) emphasized the importance of interdependence—a collective effort by the student and teacher to set goals that aim to develop self-determination. In the introductory stages the teacher sets the basic operating principles. The teacher becomes responsible for imparting process tools such as skills in thinking as a group, decision-making skills, leadership roles, problem-solving skills, feedback, and de-briefing. Goals of learning are achieved through a student’s process of adapting and assimilating new information. In a Student-Directed Model “students determine the syllabus, prioritize topic areas, regulate class members’ commitment, facilitate actual class sessions, undertake individual or group-inspired projects, and engage in ongoing evaluation” (Warren, 1995, p. 249). In order to provide a breakdown of the specific topics that the questions were written to solicit, Table 5 presents the question numbers according to topic.
Table 5

*Topics of the Teacher Interview Questions*

<table>
<thead>
<tr>
<th>Topic of data gathered</th>
<th>Question #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher expectations</td>
<td>6, 7, 12, 31</td>
</tr>
<tr>
<td>Teacher preparation</td>
<td>1, 4, 19, 45, 46</td>
</tr>
<tr>
<td>Teacher responsibilities</td>
<td>2, 21, 47</td>
</tr>
<tr>
<td>Teacher trip descriptions</td>
<td>3, 8, 10, 11, 16, 33, 41, 48,</td>
</tr>
<tr>
<td></td>
<td>49, 55</td>
</tr>
<tr>
<td>Student directed model: Student/teacher</td>
<td>14, 17, 38</td>
</tr>
<tr>
<td>relationship</td>
<td></td>
</tr>
<tr>
<td>Teacher observations and instructional strategies</td>
<td>5, 13, 18, 20, 22, 23, 24, 25,</td>
</tr>
<tr>
<td></td>
<td>26, 27, 28, 29, 30, 32, 35, 36,</td>
</tr>
<tr>
<td></td>
<td>37, 39, 40, 42, 43, 44</td>
</tr>
<tr>
<td>Teacher concerns</td>
<td>9, 15</td>
</tr>
<tr>
<td>Helpful teaching assistance</td>
<td>34</td>
</tr>
</tbody>
</table>

*Note.* These questions can be found in Appendix E.

Christenson, Godber, and Anderson (2005) recommended that teachers communicate to parents how they are an integral part of helping their children attain their optimal educational goals. To promote active parental engagement in decision making the teacher should inform, invite, and include parents to help address their children’s learning needs.
Sub-Question # 4: What do Adults/Former Student Participants, and Parents of Older Students who Participated as Adolescents in Educational Travel Believe are Valuable Life-Lessons Learned From Those Experiences?

The research of Dukes (1985, 2006) and Dukes, Johnson, and Newton (1991) focused on former participants from the Semester at Sea Program tracking their life experiences five, ten, and 22 years after their ventures. Significant aspects of their lives were attributed to those earlier encounters. Hyman, Wright, and Hopkins (1962) studied four former participants in the Encampment for Citizenship program and also found many positive influences transferred into their later lives. To answer the fourth sub-question, three sets of interview questions were created: (a) Former Participants in the Encampment for Citizenship Program (see Appendix F), (b) Parents of Older Students Interview Questions (see Appendix G), and (c) Former Adolescent Participants’ (Older Students) Interview Questions (see Appendix H).

Former participants in the Encampment for Citizenship program. These questions were created in order to learn the long-term effects of the participant’s experiences from participation in the Encampment for Citizenship (EC). Inquiries into their current careers gained information relevant to their earlier experience. Questions delved into their personal connections to what they learned during that time, as well as how those experiences impacted their families. In order to provide a breakdown of the specific topics that the questions were written to solicit, Table 6 presents the question numbers according to topic.
Table 6

*Topics of the Former Participants in the Encampment for Citizenship Program Interview Questions*

<table>
<thead>
<tr>
<th>Topic of data gathered</th>
<th>Question #</th>
</tr>
</thead>
<tbody>
<tr>
<td>General background</td>
<td>1, 2, 3, 16, 17</td>
</tr>
<tr>
<td>Participant descriptions of the EC</td>
<td>4, 7, 21</td>
</tr>
<tr>
<td>Lessons learned from EC</td>
<td>5, 6, 13, 15</td>
</tr>
<tr>
<td>Impact of program on future choices</td>
<td>8, 19, 20, 22, 24, 25</td>
</tr>
<tr>
<td>Relationships formed during EC</td>
<td>9, 11, 18, 23</td>
</tr>
<tr>
<td>School environment and EC</td>
<td>10, 14</td>
</tr>
<tr>
<td>Participant expectations of EC</td>
<td>12</td>
</tr>
</tbody>
</table>

*Note.* These questions can be found in Appendix F.

Vygotsky (1978) attributed speech unified with real-life experiences to the development of higher level thinking abilities. Unifying our perceptions with real-life experience nurtures practical and abstract thinking skills. The Encampment for Citizenship encouraged developing awareness for social responsibility, and the ability to fully express that commitment through action and on-going participation in civic endeavors. Bukowski and Sippola (2005) emphasized the importance of friendships and how they formed a person’s self-image. The degree of acceptance from within a given group increases self-esteem. The Encampment for Citizenship provided opportunities for participants to interact with people from all walks of life, with the intention of fostering awareness for societal awareness and social responsibility.
Parents of older students interview questions. The answers to these questions established when the trip occurred, the nature of the travel, and how the lessons learned during that experience continue to influence the choices that former participants make. Parents provided observations of their children in relation to the changes they saw when their children returned from their trips, and how those changes impacted their education and career pursuits. In order to provide a breakdown of the specific topics that the questions were written to solicit, Table 7 presents the question numbers according to topic.

Table 7

*Topics Gathered from the Parents of Older Students Interview Questions*

<table>
<thead>
<tr>
<th>Topic of data gathered</th>
<th>Question #</th>
</tr>
</thead>
<tbody>
<tr>
<td>General background</td>
<td>1, 2, 3, 4, 5, 7, 8, 9, 22, 24</td>
</tr>
<tr>
<td>Parent expectations and observations</td>
<td>6, 10, 11, 13, 14</td>
</tr>
<tr>
<td>Parent understanding of child’s educational travel</td>
<td>12, 15</td>
</tr>
<tr>
<td>Parent perception of learning value of travel experience</td>
<td>16, 17</td>
</tr>
<tr>
<td>Impact of educational travel experience</td>
<td>18, 19, 23, 25</td>
</tr>
<tr>
<td>Characteristics of a good teacher</td>
<td>20</td>
</tr>
<tr>
<td>Parent evaluation of child’s education</td>
<td>21</td>
</tr>
</tbody>
</table>

*Note.* These questions can be found in Appendix G.

Eisner (1998) explained *educational connoisseurship* in terms of awareness for quality instruction and the importance of providing effective learning environments (p. 99). Parents of adolescents who participated in an educational travel experience
articulated the specific benefits their children derived from those ventures. They observed sustained values in their children’s lives that reflected what was learned during their travels. Their children continued to pursue interests, educational options, friendships, career choices, and other life endeavors with a sincere quality of commitment and fulfillment.

Former adolescent participants’ (older students) interview questions. These questions reviewed the travel experience in context of lasting impressions and continued influence in the lives of the participants. In order to provide a breakdown of the specific topics that the questions were written to solicit, Table 8 presents the question numbers according to topic.

Dukes (1985, 2006) traced the sustained impact of an educational travel experience over an extended period of time and found that participants continued to live their lives reflecting a level of integrity that was derived from their earlier venture. Gass (1995) focused upon the transfer of learning in adventure travel and found that the lessons learned during that time extended beyond the experience. Kalisch (1979) found that a travel participant learned to integrate new insights into his life, which results in a greater ability to live a more fulfilling life.

Participants

A purposeful sampling of participants for this study included people who had engaged in an educational travel experience and parents’ whose children had participated in travel ventures. Cruising families who spent extensive time together living aboard and sailing to faraway places were selected on the basis of their current or past travels because they provided insights into home-schooling and the relationships that were
Table 8

Topics Gathered from Former Adolescent Participants’ (Older Students) Interview

Questions

<table>
<thead>
<tr>
<th>Topic of data gathered</th>
<th>Question #</th>
</tr>
</thead>
<tbody>
<tr>
<td>General background</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Description of travel experience</td>
<td>7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 41, 43, 44, 45, 47</td>
</tr>
<tr>
<td>Expectations prior to travel experience</td>
<td>18, 19, 20</td>
</tr>
<tr>
<td>Relationships formed during travel experience</td>
<td>21, 22, 23, 24, 25</td>
</tr>
<tr>
<td>Student/teacher relationships during travel experience</td>
<td>26, 27, 28, 29, 30, 31</td>
</tr>
<tr>
<td>Student self-reflection</td>
<td>32, 33, 34, 35, 36, 37, 38, 39, 40</td>
</tr>
<tr>
<td>Sustained attitudes/choices/values (impact) of travel experience</td>
<td>52, 53, 54, 60</td>
</tr>
<tr>
<td>Value of traveling school</td>
<td>49, 50, 55, 57</td>
</tr>
<tr>
<td>Student recommendation</td>
<td>46</td>
</tr>
<tr>
<td>School v educational travel</td>
<td>56</td>
</tr>
<tr>
<td>Travel memorabilia</td>
<td>51</td>
</tr>
<tr>
<td>Student opinions regarding trip</td>
<td>42, 48</td>
</tr>
<tr>
<td>Future travel plans</td>
<td>58</td>
</tr>
<tr>
<td>Description of a good traveling companion</td>
<td>59</td>
</tr>
</tbody>
</table>

Note. These questions can be found in Appendix H.

created when parents became their own children’s teachers. A website called Noonsite provided a forum for recruiting participants from the international live-aboard sailing community. Holbrook Travel, a provider of student educational travel tours, graciously
offered this researcher contacts with several former participants—students, teachers, and parents of students who traveled. The Ecology Project International furnished the names of several former participants—students, teachers, and parents. Participants were selected from these educational programs. This researcher met with a representative from Missoula Outdoors, Inc. in an effort to learn about his perspective on educational and personal development travel. Missoula Outdoors, Inc. engaged young people of many religious, racial, social, and national backgrounds who learned the principles and techniques of citizenship in a liberal democracy through lived experiences. Former participants of the Encampment for Citizenship Program were interviewed. The Encampment for Citizenship encouraged political activism and volunteerism and sought to educate its participants about civic responsibility, participation in government, and tolerance of diversity. Lastly, this researcher interviewed former Outward Bound participants.

**Data Collection Process**

The data collected, or as Creswell (1998) characterized, “a circle” of interrelated activities (p. 109) developed from one-on-one semi-structured interviews with adolescents, their parents, and teachers who have engaged in educational experiences. Creswell (1998) suggested that 20-30 interviews provide a sufficient basis for developing a model or theory and reaching a saturation of categories. This theoretical or purposeful sampling provided information important to the research under investigation by permitting this researcher to draw on participant experiences in order to compare “concepts along properties and dimensions . . . [to] verify, modify, clarify, expand, or discard hypotheses” (Strauss & Corbin, 1998, p. 67). Corbin and Strauss (2008) believed
that *reflexivity* during data collection and analysis acts as a reciprocal influence between the researcher’s philosophical orientation and participant responses.

In the case of cruising families, emails containing the interview questions were sent to participants. Interviews were conducted with other participants from educational travel programs depending on their proximity to the researcher. When possible, one-on-one interviews were conducted in person. For others, email or telephone interviews were the means of communication. Creswell (1998) stated that in grounded theory the homogeneous participants may not be at a single site, “in fact, if they are dispersed, they can provide important contextual information useful in the axial coding phase of research” (pp. 113-114).

An initial letter (see Appendix I) and consent forms (see Appendixes J, K, and L) were sent to key informants prior to interviewing potential participants. Interview questions were specifically geared for a target population. Adolescents, their parents, and their teachers who accompanied the adolescents were asked questions relating to their educational travel experience. Sets of unstructured, open-ended questions ranging from 50 to 70 in number probed their various perspectives.

An interview protocol assisted in managing the data collected by providing a uniform structure for organizing the information. Creswell (1998) recommended using a header to assist the interviewer in recording important data relevant to this study and to reiterate the purpose of the study with the participants. Many of the interviews were conducted through email that enabled the researcher to collect data from people in various locations. Another benefit of this method of data collection was that respondents were not constrained by a time limit. Consequently, they had an opportunity to reflect on
their answers. When face-to-face interviews were possible, some of the interviews were taped with the participants’ permission.

Data Analysis

Strauss and Corbin (1998) described the interpretation of the data through open and axial coding as a microanalysis examination. This procedure entailed analyzing the data tendered by the participants as they recounted their educational travel experiences. Interplay between the researcher and the participants required that the researcher be actively engaged with the participants. Breaking the data down by its properties and dimensions permitted this researcher to analyze the data from a range of possibilities. Part of the analysis process involved conceptualizing and classifying data so that categories emerged.

Making theoretical comparisons helped clarify the meaning of events through identifying variation and general patterns in the data. By thinking comparatively, a wider range of possibilities emerged. In this study the questions were designed to gain a greater understanding of the experiences and lessons learned from educational travel. Adolescents, their parents, and the teachers who participated in educational travel recounted their involvement. “The process represents the dynamic and evolving nature of action/interaction” (Strauss & Corbin, 1998, p. 179).

Coding the Data

Strauss and Corbin (1998) constructed a set of codes that form the framework of this grounded theory study. Beginning with open coding, concepts were developed and categories emerged. In axial coding properties and dimensions of each category are found
in the data. In selective coding further refinement of the categories and their properties and dimensions aids in the formulation of a theory.

**Open Coding**

Open coding is the initial procedure that helps the researcher understand the logic behind the analyses that will eventually build toward a theory. Opening up the data into discrete parts and identifying concepts and categories reveal patterns that become the foundation for a theory. Strauss and Corbin (1998) considered conceptualizing a first step in labeling phenomenon.

Strauss and Corbin (1998) defined categories as “concepts derived from the data that stand for the phenomena” (p. 114). Once a category has been identified, an analyst begins developing its properties and dimensions. “Properties are the general or specific characteristics or attributes of a category, dimensions represent the location of a property along a continuum or range” (p. 117). The *specific* or *general* dimensions of a category were the properties that participants attributed to their travel experiences. Specificity reflected more individualized responses to questions – specific to the individual participant. General determinations referred to several concurring views among participants about their travel experiences. A continuum referred to the frequency of similar answers among a particular educational travel experience. The frequency which participants recalled attributes of their learning through educational travel formed patterns and variations within those categories.

By using preliminary impressions of the field notes a picture of the connection of educational travel and healthy adolescent learning was drawn by re-sorting the information. During the initial stage of analysis using open coding, the data began to
reveal similarities in respondents’ answers to questions about their travel experiences. Cruising families shared many synonymous words while recounting the adventures and interactions they experienced during their travel. The frequency of those similar words formed the basis for a category. In addition, former participants in the Encampment for Citizenship program, former Outward Bound adventurers, and students who partook in another type of educational travel venture also used synonyms that revealed related experiences. Overall, six categories were established in the open coding phase of the data analysis.

Axial Coding

The next step in analyzing the data was carried out through the process of axial coding in which the categories identified in open coding linked the data at the property and dimensional levels. These levels were then de-constructed into dense, well-developed, related subcategories. The linking took place at a conceptual level.

“Subcategories answer questions about the phenomenon such as when, where, why, how, and with what consequences . . . giving the concept greater explanatory power” (Strauss & Corbin, 1998, p. 125). In axial coding “categories were related to their sub-categories to form more precise and complete explanations about phenomena” (Strauss & Corbin, 1998, p. 124).

Axial coding continued the process of de-constructing and re-constructing the data that described the phenomena associated with the relationship between adolescent learning and educational travel. Categories were related to their subcategories by identifying the conditions, actions/interactions, and consequences associated with the phenomena. Continuing the analysis of the data, this researcher “looked for cues in the
data that denoted how major categories might relate to one another (Strauss & Corbin, 1998, p. 126).

The memos written at this time provided further distillation of the categories producing subcategories and identifying answers to the questions of with whom, what, where, why, when, and the relationship between these variables. These findings were based upon emergent similarities among participant’s responses that were universal and found in each form of educational travel. Axial coding refined the initial analysis of open coding by linking the categories to their properties.

**Selective Coding**

Selective coding was the “process of integrating and refining the categories that were culled from the raw data in the open and axial coding process” (Strauss & Corbin, 1998, p. 143). Categories and subcategories are abstractions made up of details that are drawn from the specific properties and dimensions. The differences and variations within a category are drawn from those elements. During selective coding the “analyst reduces data from many cases into concepts and sets of relational statements that can be used to explain, in a general sense, what is going on” (Strauss & Corbin, 1998, p. 145). The process identifies the interrelationships between the core category and the subcategories. Through explanatory statements that express relational statements categories are interrelated into a larger theoretical scheme. The research findings become theory when the relational statements are woven into a narrative. The storyline evolves from the information learned in the axial coding process which analyzed six categories. The narrative describes the essence of the research, which will become the basis of the grounded theory.
Selective coding was the final process of analyzing the data. The categories continued to be refined by their properties and dimensions, which further distilled the findings and aided in the formation of the theory. “In integration, categories are organized around a central explanatory concept. Integration occurs over time, beginning with the first steps in analysis and often not ending until the final writing. Once commitment is made to a central idea, major categories are related to it through explanatory statements of relationships” (Strauss & Corbin, 1998, p. 161).

Verification

Accuracy

Creswell (1998) defined “verification as a process that occurs throughout the data collection, analysis, and report writing of a study and standards as criteria imposed by the researcher and others after a study is completed” (p. 194). Verification is an active part of the process of research and became part of the standards used to judge the quality of the study. Discriminate sampling is a procedure enabling the researcher to ask “questions that relate categories and then returned to the data and looked for evidence, incidents, and events that supported or refuted the questions, thereby verifying the data” (p. 209).

Lincoln and Guba (1985) established “trustworthiness” using terms like “credibility,” “transferability,” “dependability,” “authenticity,” and “confirmability” to establish “external validity,” “reliability,” and “objectivity” (pp. 218-219). Credibility for this study was established through in-depth interviews seeking to learn about participants’ educational travel experiences.

Triangulation was used to ensure accuracy and trustworthiness. This process entailed finding corroborating evidence from different sources that lead to a theme or
perspective. Verification of the data was based upon the answers given to the questions in the interviews administered to participating adolescents, adult former students, parents, and teachers. Triangulation occurs as the interview responses are cross-referenced in order to find common themes (Lincoln & Guba, 1985, pp. 305-307).

Peer reviewing or debriefing involved having an outside perspective monitor the research. Lincoln and Guba (1985) defined the role of the peer debriefer as serving multiple purposes. As a devil’s advocate the peer debriefer asked searching questions that kept the researcher honest. In addition, the peer debriefer can test initial working hypotheses that the researcher may uncover, and provide “the opportunity to develop and initially test steps in the emerging methodology design . . . to push the inquirer” (p. 308). Lastly, a peer debriefer helps the researcher maintain a level of clarity in order to facilitate the “emergence of sensible next steps” (p. 308).

Data Reporting

*Narrative*

In grounded theory the use of rich-thick description helped in drawing connections between concepts arising from open, axial, and selective coding. Eisner (1998) wrote that “thick description is an effort aimed at interpretation, at getting below the surface to that most enigmatic aspect of the human condition: the construction of meaning” (p. 15). In this grounded theory, the generation of categories progressively developed by linking properties and dimensions to explain greater meaning people had in their lives. Strauss and Corbin (1998) stated that in grounded theory the researcher describes “a series of explicit propositions in directional form” (p. 134). A visual model can present the theory through a “logic diagram,” a “mini-framework,” or an
“integrative” diagram (Creswell, 1998, p. 181). Creswell (1998) explained that “the elements of the visual model are identified by the researcher in the axial coding phase, and the “story” in axial coding is a narrative version of it” (p. 181). In this study the researcher interpreted the responses from educational travel participants in an effort to learn the essence of their experiences, and how those experiences impacted adolescent learning. Eisner (1998) mentioned the presence of voice and the use of expressive language to create a sense of empathy, which enables the researcher to understand and feel the significance of another person’s experience.

The Role of the Researcher

Strauss and Corbin (1998) defined the role of the researcher to include the ability to stand back from the data and view the data from all angles, thinking abstractly when necessary. Corbin and Strauss (2008) suggested the researcher maintain “sensitivity, or insight into [the] data . . . through what the researcher brings to the study as well as through immersion into the data during data collection and analysis” (p. 41). Lincoln and Guba (1985) remind researchers to remain aware of their own biases throughout the research process. As previously mentioned, this researcher is very familiar with families who live and cruise aboard their boats. In addition, the researcher’s daughter participated in two Outward Bound experiences several years ago. It is also important for the researcher to be able to take criticism, and to be able to discriminate, while remaining sensitive to participants’ voices, answers, and mannerisms during the data collection. Remaining dedicated to the study enabled this researcher to pursue the data analysis and answer the research questions based upon the findings.
Summary of the Methodology

In this study the researcher examined responses taken from semi-structured interviews with adolescents, their parents, teachers who participated in educational travel, older students, and parents of older students who accompanied them on their educational travel experiences. Additional submissions in the form of letters written by two parents were included with the interview answers. Corbin and Strauss (2008) described the types of questions used in qualitative research. This researcher employed informational, sensitizing, theoretical, practical, and guiding questions in participant interviews. Participants’ answers provided the basis for analysis throughout the processes of open and axial coding producing categories and subcategories with properties and dimensional ranges. Those categories and subcategories were further analyzed in selective coding. This continued analysis led to the development of a theory. The results of the open and axial coding are displayed in Chapter IV, and of the selective coding in Chapter V.
CHAPTER IV
FINDINGS FROM THE QUALITATIVE INQUIRY

To understand the elements of educational travel and the phenomena their influence has on adolescent learning, a broad range of travel experiences were analyzed. The travel ventures ranged from cruising (sailing) families, outdoor wilderness programs, and other travel organizations that provide educational trips. Participants included adolescents, adults who had traveled as adolescent students, parents, and teachers/facilitators from diverse backgrounds who engaged in educational travel. The initial analysis, using open coding, identified areas of similarity—categories—within each given travel experience. Open coding yielded six categories from participant descriptions of their educational travel experiences: (a) commitment and action, (b) maturity, (c) flexibility, (d) communal trust and respect, (e) communication, and (f) transition. These categories led to answers to the study’s research questions. Participants in a specific travel experience provided information that reflected corresponding data, and during axial coding helped to conceptualize and reduce large amounts of information. Through statements of relationships or hypotheses, properties and their dimensional ranges for each category further explained patterns of behavior occurring during educational travel.

To develop the findings, the data were compared across all four educational travel experiences. During axial coding, which was the subsequent step in the data analysis, subcategories were developed. Subcategories were linked to become “dense, well-
developed, and related” (Strauss & Corbin, 1998, p. 124) so that a clearer understanding of the phenomena of adolescent learning during educational travel can be explained. Subcategories (at the axial coding level) are used to “answer questions about the phenomenon such as when, where, why, who, how, and with what consequences,” and allow the researcher to relate categories at a dimensional level (Strauss & Corbin, 1998, pp. 125-126). Through the process of conceptual ordering, a variety of conditions, actions/interactions, and consequences associated with adolescent learning during educational travel are revealed (Strauss & Corbin, 1998). Relationships among categories contextualize a phenomenon that enables the researcher to relate structure with process. By creating and re-creating the travel situations in which adolescent learning occurs, the nature of the relationship between structure and process captures the essence of the experience.

The central question asked “How does the experience of educational travel nurture healthy adolescent learning?

Sub-Questions were:

1. What do adolescents verbalize about educational travel experiences?
2. What do parents identify as important about educational experiences?
3. What do former participants in educational travel self-report regarding those earlier travel experiences and the choices they made as adults?
4. What do teachers report as significant learning opportunities during educational travel?

Direct quotes from the interview transcripts provided the descriptive data in narrative form. The participants in this study are identified only by pseudonyms. Through
a micro- and macro-analysis of the data, comparisons of the processes, relationships, and phenomenon of learning were identified to reveal variations in the patterns of behavioral responses.

Six categories or themes emerged from the data taken from all participants’ interview responses (open coding) that were systematically developed during axial coding. These insights led to the development of one core category that encompassed the others. The categories were (a) commitment and action, (b) maturity, (c) flexibility, (d) communal trust and respect, (e) communication, and (f) transition. The core category, which pulled information from all the other categories was, “Educational Travel Influences Healthy Adolescent Learning through Lived Experiences.” Strauss and Corbin (1998) stressed that a core category is a central statement created from the data that explains and encompasses variation of conditions in which a phenomenon is described. Participants provided detailed descriptions of their travel experiences which then were converted into a narrative describing the relationship between all the categories and their properties and dimensions. Through systematic comparison and analyses of these data, this researcher determined the processes, relationships, and phenomenon involved in an educational travel experience.

In order to provide a varied perspective on educational travel, 31 participants were selected because of their diverse travel experiences; each providing a different perspective. Students, parents, and teaching facilitators each provided another dimension of the travel experience. Table 9 provides a profile of these participants and the nature of their travel experiences. Pseudonyms were used to protect the identities of all participants in this study.
Table 9

*Table of Study Participants and Program Profiles*

<table>
<thead>
<tr>
<th>Travel Experience/program</th>
<th>Participant Title</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sailing Family</td>
<td>Older cruising students (former cruising adolescents, Ages 18+)</td>
<td>Catherine, Charlie, Maggie</td>
</tr>
<tr>
<td>Sailing Family</td>
<td>Cruising adolescents</td>
<td>Jennie, Joe, Brad, Rita</td>
</tr>
<tr>
<td>Sailing Family</td>
<td>Cruising parents</td>
<td>Lewis, Terry, Sally, Maria, Rebecca, Todd</td>
</tr>
<tr>
<td>The Encampment for Citizenship</td>
<td>Older students</td>
<td>Sue, Ann, Blake, Sara, Chris, Alex, Elissa</td>
</tr>
<tr>
<td>Outward Bound</td>
<td>Teachers/facilitators</td>
<td>Drew, Melissa, Ross, John, Earl, Martin</td>
</tr>
<tr>
<td>The Ecology Project</td>
<td>Program director</td>
<td>Brett, Pete</td>
</tr>
<tr>
<td>International</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holbrook Travel, Inc.</td>
<td>Parents of Older Students (Ages 18+)</td>
<td>Sharon, Jackie</td>
</tr>
<tr>
<td></td>
<td>Parent of an adolescent</td>
<td>Phoebe</td>
</tr>
</tbody>
</table>

Strauss and Corbin (1998) recommended analyzing the data through a process of open coding, axial coding, and selective coding. By asking theoretical questions about the subject and then thinking comparatively according to properties and dimensions of
categories, the study revealed a full range of possibilities. Comparing interview to interview allowed this researcher to see sameness and variation in categories. This process involved opening up and taking the data apart. The data were then analyzed in an effort to find relationships that provided the basis for conceptualizing and reconstructing the data. Ultimately, a narrative was formed from the reassembling of the data.

Open Coding

Open coding is the initial procedure that helps the researcher understand the analyses that will eventually build toward a theory. Opening up the data into discrete parts and identifying concepts and categories reveal patterns that become the foundation for a theory. Strauss and Corbin (1998) considered conceptualizing a first step in labeling phenomenon. This researcher chose initially to separate each educational travel experience in order to learn whether their unique characteristics made a significant difference in the impact it had on the participants.

Categories from Interviews: Cruising Families

The first educational travel experience examined was taken from interviews with 13 former participants in cruising families. The following subsections pertain to the six categories and the properties that emerged for each.

Commitment and Action

The first category examined was commitment and action among cruising families. Commitment and action, rather than procrastination captured the spirit and philosophy of the cruising family. A sense of living life without regrets inspired dramatic changes in careers or ways in which one carried out school, work, and social responsibilities. Parents experienced similar transformations to their children regarding their philosophies on life
and career choices by prioritizing their time and re-evaluating their professional commitments. Table 10 highlights the properties and dimensional range related to this category.

Table 10

*Properties and Dimensional Range of the Category of Commitment and Action among Cruising Families*

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family togetherness</td>
<td>Unwillingness → Willingness</td>
</tr>
<tr>
<td>Parental “living the dream”</td>
<td>No → Yes</td>
</tr>
<tr>
<td>Adapting curriculum</td>
<td>No → Yes</td>
</tr>
<tr>
<td>Perseverance</td>
<td>Limited → Extensive</td>
</tr>
</tbody>
</table>

*Family togetherness.* Cruising parents sought out rich and fulfilling experiences that supported and strengthened family togetherness and awareness for their place within the context of the planet. They all made a commitment to seek life through sailing experiences, which they believed would nurture family bonds and a deeper understanding of the world. Cruising parents were committed to bringing their families together for a purposeful endeavor that demanded dedication to their children’s education, and cultivating their youngsters’ emotional and psychological development.

Cruising parents believed by providing meaningful life experiences their children would develop strength, independence, a sense of worldliness and compassion learned through direct contact with nature and other cultures. Learning to be self-sufficient and yet to be able to live harmoniously in the relatively small confines of a boat required
adaptation and discipline. Terry, Charlie’s mother, recalled that her son “learned to
socialize with a much better spectrum of people of all ages and backgrounds than he ever
would have had we not gone cruising . . . it definitely improved the relationship between
my son and his stepfather (my husband)”. Terry also described teaching her son that there
was “nothing easy about it. It required a huge commitment on my part. I guess what made
it possible was the fact that we are very close, otherwise I don’t think I could have pushed
myself to push him.”

Living the dream. Living their dreams set cruising families apart from most
people who only think about their ideal life. Having the courage and determination to act
upon their dreams was driven by their commitment to maximize the human potential and
fulfillment of their immediate family. In the words of Lewis, father of Joe and Jennie,
“well, just do it! You will never get a second chance, and most issues are solved along
the way.” Lewis further described cruising as “Dreaming, Planning, Doing and
Returning. We had been dreaming about it for maybe 10 years, but the actual planning
took place 87 weeks before we cast off. That’s when we took the decision to actually go
for it.” Terry encouraged other families considering a cruising experience to “go as soon
as you can. You will never have enough money. The boat will never be ready. Just get
out there. You don’t need a bunch of electronic doodads—they’ll just break down
anyway. Contrary to popular belief, you can take teenagers. Kids of any age will thrive in
the environment.”

Sally, mother of Rita and Brad, and wife of Todd, advised “to be open-minded
and to have a sense of adventure plus not to live your life with any regrets.” This mother
further explained that “my husband owned his own legal practice and was very much tied
down as he was a sole practitioner. He had had enough. . . . He decided he wanted to go sailing with the kids and take 2 years off from work. Todd, her husband, added: “I never had any doubt that both children would benefit from the travel experience as I look back on my travel as a youngster with very fond memories.”

Terry, mother of Charlie, remembered

my partner and I met in Hawaii where he lived and I arrived to complete a nursing contract. Both of us had the dream of sailing prior to meeting, neither of us knowing anything about it. We realized the dream, buying our boat four years later when Catherine was two years old. So for no good reason other than “the dream” did we endeavor on this path.

Lewis stated that

we were ready for a change in life. We didn’t just want to continue the same way and wanted to undertake something special with our children. It has been a long dream of ours since we had been holiday sailing for years. It was the last time frame to do it with the children.

Adapting curriculum. Commitment was also reflected in cruising parents’ efforts to home-school their children. Generally, parents were not trained teachers. This made the process of overseeing their children’s education sometimes daunting. When a curriculum did not work or fit their family profile, cruising parents used their own judgment in finding or developing a workable system that was compatible with their lifestyle and children’s temperament.

The majority of cruising parents was between 30-50 years of age, well educated and had been engaged in professional pursuits for several years prior to traveling. They
gave a great deal of consideration to their children’s education and how they would home-school, regardless of the duration of the cruise—whether a 12-month or a 15-year voyage.

Maria recalled that “most of the time, it was work to keep it all going. . . . Other than the curriculum, I wanted to make sure she was reading good books.” This cruising mother switched programs down through the years as her daughter, Catherine, entered adolescence. What worked earlier sometimes needed to change so that school lessons were more productive. This flexibility in methodology and content also reflected an ongoing commitment to monitor and assess her daughter’s progress. Her daughter Catherine (now 19) confirmed that “once we found the video course in 7th grade, life became easier.”

Sally followed the Brisbane School of Distance Education (BSDE) curriculum only. She commented that “if I had found it not to be challenging enough I would have added to it myself.”

Lewis remembered that the most challenging thing about teaching his own children was getting “them started in the morning and concentrated enough to do school efficiently. . . . How difficult it sometimes is to motivate your own children and to have two roles: parent and teacher.”

_Perseverance._ Commitment among cruising families to persevere was apparent in their descriptions of encounters with adverse weather conditions. Cruising life inherently placed the families in situations where nature significantly impacts their activities and plans. Despite the challenges families faced, no one reported turning back, or cutting their
cruise short, although most would alter plans if they could when turbulent weather was
predicted.

Maria shared that “we have been through a few major disasters when we lost
everything. It made a lot of things meaningless.” Her daughter, Catherine, recalled that “a
few incidents come to mind. In 2004 we were in Thailand when the tsunami occurred. I
thought I was going to die; it was one of the more terrifying moments in my life.

Catherine explained that
weather always affected our plans to make our next port of call. When we were
taking our friends’ boat from Hawaii to Guam we were stuck in Hawaii because a
typhoon passed directly south of us. Every time we were supposed to leave on a
certain day, it always got delayed because of weather and it never mattered
because lots of the time the weather was bad out there anyway.

Sally wrote that
my husband was used to [bad weather] and accepted it as a part of the experience.
Both kids were very good with minimal seasickness. They were not frightened but
I would say they got frustrated with not being able to move around and having to
be strapped in with a safety harness. I hated the rough weather as I was terribly
seasick plus I was not as experienced as my husband. The first few times I didn’t
have the confidence in the boat that she [the boat] could handle it but then I felt
safer the more she proved herself to be a great boat. I was always very fearful for
the children’s safety.

Lewis used a strategy that minimized the chances of sailing into a storm.
Patience is the biggest safety key when it comes to avoiding bad weather. If in doubt, don’t go. Also, we sailed a very “classic” route, being in the right areas at the right time. The risk of weather is very much changing in the seasons. We also put quite a lot of effort on weather information systems aboard, ranging from Navtec, SSB-network, e-mail, GRIB-files, Inmarest-C, and Weatherfax. We also used weather routing services like Commander’s weather and legendary Herb Hilgenberg in Canada. In other words, weather was important and a successful cruise was very dependent on avoiding bad weather.

Having said all that, yes, we are frightened of bad weather and don’t like if bad weather is on its way. Knowledge over weather pattern helps a lot (if you know what you are afraid of, you can work with it). A fast boat is also much more important than we initially thought. Making good mileage, we can outrun a lot of systems as well.

Charlie mentioned that “we waited for nice weather before we went anywhere. We were in no hurry. A passage is like a roller coaster ride you cannot get off once you start, so you got to wait for nice weather.”

Rebecca, a parent of two children, aged 11 and 14, recalled we had an experience coming back to New Zealand where the children volunteered to steer 2 hours on 6 hours off for 10 days using a compass for direction. This was an equal part of the watch rotation with my husband and I after our self-steering broke—our 11 year old steered in the middle of the night in 40 knots harnessed to the wheel. I felt very guilty but was too tired and my husband finally left her alone to steer.
In spite of the variability in weather, cruising parents remained steadfast in their commitment to the sailing experience. Respect for nature and knowledge of weather conditions helped them to work with these forces and continue on their voyage. This tenacity emboldened cruising children, and made them aware of their own emotional and psychological strengths when faced with stressful situations.

Charlie admitted “well, in some bad weather [40-50 foot swells, and 40 knot winds] once coming into American Samoa. Don’t mean to sound macho, but I was not really scared, just nervous/anxious.”

In addition to adverse weather conditions, some cruising families risked their personal safety if they sailed into areas where pirates commandeered yachts. Maria and her daughter, Catherine experienced pirates pointing guns at them in the Gulf of Aden. Through all their trials and tribulations—coping with extreme weather, losing their yacht (home), and being held at gun point by pirates—this family continued living their cruising life.

The dimensions of commitment and action taken by cruising families spanned from the time of inception to their return home. Living in the present intensified and focused their appreciation for life, which made their experiences more memorable.

*Maturity*

The second category examined was maturity among cruising families. Table 11 highlights the properties and dimensional ranges related to this category.
Table 11

Properties and Dimensional Ranges of the Category of Adolescent Maturity among Cruising Families

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self discovery/Confidence/Independent thinking/Common sense/Responsible/Learned perspectives</td>
<td>Limited → Extensive</td>
</tr>
<tr>
<td>Open-minded/accepting other people/Good citizen/</td>
<td>Ethnocentric → Ethnorelative cultural awareness</td>
</tr>
</tbody>
</table>

*Self discovery/confidence/ independent thinking/prioritizing/ coping/life in perspective/common sense/ responsibility/ learned perspectives.* Maturity was a major recurring theme within cruising families that was recounted as learned characteristics evidenced in self-knowledge, internal stability, and mental strength. Maturity was also referred to as an ability to think independently and not be influenced by peers. Other qualities of maturity included behaving as a good citizen, or as Maria observed in her teenage daughter, becoming a global citizen. In addition, these young travelers developed a sense of worldliness or open-mindedness, and compassion, empathy, and tolerance or acceptance for all people, particularly those who lived in underdeveloped countries.

The characteristic of maturity was particularly significant in relation to adolescents who came in contact with different cultures and standards of life at a time in their development when behavior theorists believe they are most vulnerable to peer-pressure. These adolescents’ abilities to assess a situation and identify sophisticated contextual meaning guided their behavior, which in turn, led to independent thinking and an increase in self-assuredness. Acquiring maturity during the experience provided an
overall explanation for how and what the data revealed regarding the educational, emotional, and psychological benefits of educational and personal development travel.

Rebecca observed that both her daughters seem[ed] to have a more mature approach to decision making and there [was] a sense of containment about them that did not seem present at each developmental stage through their teen years of their friends.

*Self discovery/finding one’s way.* Terry wrote that she wanted her son “to learn about other people, and see that we are not so different. I wanted him to gain confidence in his abilities, and I wanted him to learn to love the natural word and see how fragile it is and how we impact it.”

Sally shared that “my husband and I never took any notice of what the media said about different countries but am glad that the children have now seen for themselves how kind and wonderful the people in these countries are and how the media portray them and their religions in such a negative manner.” Sally believed that the impact of the cruising experience upon her two children has “helped them to not get involved in petty disputes or criticism of others when at school. They are far more open-minded than that and they know how lucky they are to live where they live and to have available to them all the essentials in life like clean water, shelter, medicine, and wonderful, healthy food.

Sally commented that when we left our daughter was shy, had very little confidence, and found schoolwork difficult. When we returned after only twelve months she had blossomed into a very mature young woman who is now in the top percent of
academic achievers in her year. She is still quiet but not what I would call shy anymore and more importantly does not care what others think. Both children have a huge amount of common sense plus are mature beyond their years and I credit this to the time that we spent together cruising.

Confidence. Sally believed that experiencing the hardship of bad weather and helping with the day to day running of the boat was very character building and helped make them into the capable kids they are today. Being responsible for their own education was also very character building plus meeting so many different people who were cruising from so many different countries helped them get a better understanding of the world and the people who live in it. I believe that they are both very mature for their ages with huge amounts of common sense and I credit that to spending the twelve months on the boat together as a family.

Terry observed that “after enduring the teen years and troubles with the older three, we knew it would be nothing but a good thing if the youngest went with us—we hoped to eliminate some of the problems we had experienced with the older kids. In addition, with the continued increase in school funding, I began to feel like I could do a better job educating my child.”

Independent thinking/common sense/responsible behavior. Terry explained that I think going cruising was the single most important thing I could have done to prepare my son for life. He [Charlie] has learned to be self-sufficient and trust in his abilities. When he left he was a quiet teenager who spent way too many hours
in front of a computer. Two years later he thought nothing of heading out for a
day of exploring by himself in Tokyo, without speaking a word of Japanese.

As one of the crew of a small sailboat, he was responsible for standing
watches while he slept. He was responsible for the boat, and thus our lives while
on watch. He washed his own clothes in a bucket, and helped carry water we
drank to the boat in jugs. He wandered all over in strange ports with us looking
for boat parts or arranging for repairs.

Terry concluded that she believed her son, Charlie, would say “he enjoyed the
freedom of cruising the most.”

Lewis shared that his family did not have a set schedule of chores. He assumed
the technical maintenance on the boat. Cooking “became a very popular hobby of the
children, so there was more debate whose turn it was being allowed to prepare the food.
For bigger jobs . . . my wife and I did it together.”

Joe, Lewis’ son, helped at “a little bit of everything. I liked to read the charts. And
I like to steer and I like to help a little bit of everything.” In addition, the family caught
fish, prepared it, and ate it. Joe explained that “my dad fillet[ed] it and ate it. We ate
mostly dolphin fish and yellow fin tuna. We helped each other to prepare it. We also
made sushi.”

As a result, Lewis considered that Joe is much more mature than any of his other
children were at his age.

Charlie reported that “I did everything but chart courses. Mother always did that. I
helped with repairs. I did the same as parents in everything else.”
Lewis believed that seeing new countries and cultures was beneficial to his children’s development. “Learning new languages. Understanding that home is not the only place to live in. Moving around. Meeting new people. Learning to part and see each other again. In other words, open up their minds.” He added: “Seeing animals in their free environment (they don’t like a Zoo any longer), as well as ashore, on the water surface as well as under the water (snorkeling). Meeting friends.”

Maria viewed her family’s choice to go cruising somewhat differently than those who planned being away for a few years. Her family lived the cruising life for 17 years. She indicated that “it was the lifestyle we chose. We didn’t see it any differently than what other people do. I expected her [Catherine] to learn the same as I would expect on land; to grow into a productive young person who is respectful of others.”

Prioritize/self-sufficient/put life in perspective. Cruising children expressed their own sense of maturity in terms of an outgrowth of their travels. Charlie realized: “I think that if I had not gone on this trip I would have been a very different person. I’m far more mature than I would have been; someone that I would not want to be. I feel like I have a better grip on life. I actually look at some of my friends and feel that they are not as far along in that sense. Most of all; it put life in perspective. I always feel lucky for what I have. I have so much more than many other people. I almost wonder if ignorance is bliss. It must be; most of America is happy.”

Charlie, described his cruising experiences as follows:

I really learned a lot. In truth, it really put being an American into perspective and it really made me ashamed to be an American. Many people view us to be just
like our president. As in not very intelligent. Many natives and customs officials in many countries were surprised that we did not carry a gun on board.

So many people have so much less than we do, yet we complain about the price of gas. People are not even thankful for things like having a place to live, that is, until they become homeless themselves . . . I learned how to sail, and what is important in life.

Rita believed that “my understanding of cultures and religions has helped with my school work especially in Christian studies and study of society and environment. My parents and teachers think that I am more mature because of the traveling.”

Open-mindedness/accepting of other people/good citizen. Maria explained that I think the biggest influence was not in learning but in living. We were in Ireland last year where there has been a lot of immigration from Eastern Europe and Africa in recent years. This has been quite a shock to a country that has been blue-eyed for its entire history. Catherine’s cousin passed a disparaging remark about an African lady, and Catherine came home and thanked us for raising her in a way that she has never noticed color. It was the first time in her life, at eighteen years old, that she realized people thought differently in this area, and she was amazed.

All my fears of failure went out the window, I had raised a good citizen; the rest will come.

Maria thought that Catherine’s “lifestyle has made her very accepting of people. I hope it helps her to realize that there will always be people that need help out there. It’s difficult to know the long-term effect.”

Maggie learned
it was impolite not to kiss someone on his or her cheek when meeting and leaving in South America. That Latinos have a completely different philosophy and view of women than New Zealand or the U.S. does. That Latinos love their soccer more than anything else. Th[at] Brazil is plagued by urban poverty along the coast- and that European descent Brazilians who hold most of the money in [the] country ignore it. The Portuguese spoken in southern Brazil and that spoken in the north – are like two different languages. That many Argentineans hold two passports – Argentina and the European country they, their parents, or even their grandparents emigrated from. Even though Trinidad & Tobago speak English, it’s hard to understand – I never found *rotis* as delicious [as] they were in Tobago.

And much more – basically, even though all the cultures, languages, customs, etc. are different and varying – even among the different South American countries we were in that there is a basic connection between all of us regardless of our differences.

Maggie further elaborated that you have to give everyone a chance – having to make friends with kids from all over the world, from different backgrounds, speaking different languages, being used to or unused to the cruising life – one has to learn to be tolerant of others and learn to give everyone a chance in getting to know them.

Rita recalled that “everywhere is different and you need to accept people for who they are and what their beliefs and cultures are. It is important to understand their way of living in order to get the most out of traveling in their country. They [New Caledonians] are very giving people compared to Australians in that they pray several times a day and
make offerings even when they have so little. Australia is a very rich country but not as rich spiritually.”

*Flexibility*

The third category examined was flexibility among cruising families and the concept of flexibility during a cruising experience. Table 12 highlights the properties and dimensional range related to this category. Adult participants found that remaining flexible and sensitive to environmental conditions, student receptiveness, and motivation had a positive effect on formal learning and the development of coping skills.

Table 12

*Properties and Dimensional Range of the Category of Flexibility among Cruising Families*

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>School curriculum/Use of environment</td>
<td>Limited → Extensive</td>
</tr>
<tr>
<td>Weather conditions</td>
<td>Foul weather → Fair weather</td>
</tr>
</tbody>
</table>

_School curriculum/use of environment._ Prescribed curricula from home schooling and traditional school curriculum, and other program agenda were balanced by the novel surroundings (places and people) and events where the participants were present. Diversions often created learning opportunities that precipitated decisions by teacher/facilitators to spontaneously shift priorities away from a prescribed curriculum in order to capitalize upon the educational value of the immediate surroundings and circumstances. This responsiveness to situational conditions enabled teacher,
parent/facilitator, and child/student to use real life events as a springboard for meaningful academic content.

Lewis explained that flexibility referred to time commitments and content of curriculum. He found that teaching his children enabled him “to amend the material using the environment around us. To encourage the kids to learn things they found obvious and important, such as meteorology, technical stuff onboard, navigation, history of the places we visited, [and] geography about the surroundings.”

Sally used the Brisbane School of Distance Education (BSDE) curriculum that the Australian government created.

The curriculum for both kids was very focused on the environment with landforms, weather and space. All books and worksheets were provided by BSDE. They also provided cassettes . . . for comprehension exercises . . . sometimes certain subjects didn’t suit the mood that they were in that day so we just switched subjects and returned to the problem on another day when they had a different attitude.

Terry explained the intention that he would be ready to go right to college when the time came. We purchased distance-learning courses from Portland State University that were the equivalent to the courses my son would have taken at his high school. Where possible, we chose courses that provided dual credit [high school/college]. Our goal was to have him get a regular diploma.

Charlie, her teenaged son, responded: “I did school at sea and took breaks whenever we arrived at a new place. I never had a regular schedule. It depended on where
we were and what we wanted to do. It’s completely different to sitting in a classroom all day.”

Maria learned that

I bought too much stuff that we never used. . . . We started with Calvert, did a New Zealand home study that the government supplied while we were there. Then I tried doing my own thing for a year, bought too much stuff and used too little. In the end, from 7-11th grade we used a DVD program from Abeka. We are not Christian so it was not exactly how I wanted to teach her but it was great for keeping us on track and the academic part was quite strong. Ports of call were a constant source of material that augmented pre-arranged curricula.

Lewis observed that

one can thus say that we really made up our own curriculum, but [we] knew roughly what they should have been doing, had they been at home. . . . Science we made up by studying what we saw. . . . Other families, who were on a correspondence course had to study stuff which was quite irrelevant for where we were, while we could study the nature, animals, history, and science around us. . . . If we had children the age we have now [teenagers] I think it is much better to be on a correspondence school so nothing is missed and grades can be obtained. There are great Internet based school systems available today.

Maria shared that “we were in the Pacific for ten years, all of her elementary school life, so we visited the little museums, we hiked a lot, and learned about the flora and fauna of these places [mostly the same]. . . . I think the biggest influence was not in learning but living.”
Sally found

that the curriculum suited what we were doing in that Rita was doing different currency exchanges for Math and also different time zones. We were living with that so for her it was easy as she learns better from doing rather than reading about it. . . . I felt the curriculum was adequate plus I knew that they were gaining a more valuable education from traveling in the countries that we visited

We always went ashore for assignments. In Malaysia Brad did an assignment on different bridges. We visited a suspension bridge in a water park in Kuala Lumpur plus sailed under another in Penang. . . . From a geographical point of view Rita was doing geography and the travel enhanced her appreciation of the different cultures that she was exposed to.

Sally believed that

applying practical examples of school work in real life situations . . . assisted them to better understand the task set for them. . . . The traveling and time spent together was of far more value to both kids than getting all their work done and back by the due date.

A significant part of cruising families’ home schooling was centered on projects. Lewis explained

all of us had our own web pages, which was great for family and friends to read. The children did reports on each country we visited and posted it on the website. I wrote about our feelings and experiences as well as technical stuff. The kids also had private diaries, which no one else has been allowed to read.
Yes, we worked in “projects”. First we sailed in the wake of the Vikings, then we studied the pilgrims of Santiago de Compostela [this was initiated by the children], we had the project Columbus [obviously crossing the Atlantic] and we had volcanoes [initiated by the children]. These projects worked quite well.

Lewis also explained that “we went to Museums, were on excursions, studied the country, its history its geography etc. It was all used as material for schooling, especially for the children’s ‘country books’”.

This father elaborated that

the country books let the children write about each country they visited with certain subjects, such as history, geography, language, currency, nature, climate, collect one stamp, one postcard from each, drawing a map of the country. Think in projects, like volcanoes. You can read about them, make some maths around them, write about them, paint them, visit them, looking up where they exist on the earth, why.

Lewis further advised parents to be prepared that this is your new full time job . . . Teaching is a lot of work and might/will involve some hefty discussions with your children. Have patience. Try to follow set times [from 9 to 12]—but I know that will be difficult. Don’t overdo it. They learn so much anyway. . . . Concentrate on important subjects, and get other issues involved as they come, such as excursions, museums, brochures about the places you visit.

Lewis’ daughter Jennie felt
it was much easier to start in the morning in a normal school because there is a timetable and you always work. In the school onboard there is no real schedule and we have a bit longer breakfast etc. In a normal school we really had to do what the teachers said. Onboard we could say, 'we do it the next day' instead. . . . Experiencing is so much fun. But you need to do schoolwork, too, which is as important as well.

Catherine did “a big project on coral reefs” while living in the Pacific and commented that “the natural environment provided a wealth of resources from which she was able to extract information.”

Maria believed that what was most valuable was living the experience rather than learning through reading about a subject.

Cruising parents identified a number of teaching skills and observations they found helped them to more effectively teach their children.

Maria learned that in the beginning she thought everything would work by osmosis.

I have tried every method. I look at that now as a problem; I should have stuck with a curriculum from the start. I’m not innovative and never trusted myself enough. She learned that patience was a skill that helps in becoming a more effective teacher, and understanding child development. Not everything happens at the same time for all children. Realizing that your child is not you – that took time.

Time management was a great concern because Maria would spend “too much time on the things I was comfortable with and not enough on the other stuff.” This parent
wrote that what was easy about teaching one’s own children is the schedule, “going where and when you want, and fitting school to your needs.” Maria’s goal in homeschooling her daughter was “to achieve an education similar to private school.”

Terry believed that most important is for the teacher to know the material well. If you don’t know it you cannot effectively teach it. Also, I think it is important to approach new ideas from several different angles, which again requires that the teacher feel very comfortable with the subject. . . . I found it helpful if you could actually convince the student that this information somehow related to the real world, and as such was worth learning.

Sally believed her teaching strengths were grounded in her organizational skills. She wrote that she and her husband are very organized people anyway and that was definitely a big advantage. We also complemented each other with subjects that we were both good at. My husband is very good at English, history, and geography and had a fair idea of graphics. I was good at mathematics, science and the health aspect of physical education. . . . Our children responded well to the one-on-one teaching. . . . If Rita had to do a novel study, we would both read the book and then discuss it at length.

Lewis believed that “patience and skill to motivate [your own] children to do the dull stuff they don’t want to do” were important for good teaching. He was “able to amend the material using the environment around us.”
Sally summed up parent/facilitators’ skills “to be organized and committed. It is very easy to fall behind and forget about how important your children’s education is when you are out there living a very relaxed lifestyle.”

Catherine stated that her mother had no previous teaching experience, yet “she was a better teacher because she cares about my education more than any teacher would. It was always the little things, like making sure I said the word after I spelled it or making sure I understood a concept.”

Charlie remembered that his mother “basically did all the school work before I did so she would have the answers. . . . My mother would just sit there with me for hours and make me understand until I got it.” Charlie admitted that “my relationship got better with my mom. It’s difficult to describe how one gets closer than an existing mother/son bond though.”

Brad indicated that

my mum was my main teacher and I felt more comfortable asking questions than at school. She didn’t have to waste time by disciplining like my teachers at school had to do with other kids, which meant that I could get my schoolwork done more quickly and effectively.

He added that “we got to know each other better and knew how each person wanted things done.”

Weather conditions. As mentioned earlier, weather influenced cruising plans depending on predictions of storms and other unsettled conditions. While cruising families remained committed to their voyage, parents often chose to wait out a weather system, rather than to brave the elements.
Communal Trust and Respect

The fourth category examined was communal trust and respect among cruising families and the interaction between them, as well as among the people they meet. Table 13 highlights the properties and dimensional range related to this category.

Communal trust and respect described the relationships (student/teacher, parent/teacher/facilitator, student to student, teaching facilitator to teaching facilitator, parent to parent) that evolved during the educational and personal development travel experience. These relationships resulted from living through situations that necessitated psychological and emotional engagement and personal responsibility for oneself and others. An expectation of cooperation and reliance upon the individual participant strengthened each relationship. When breaches in trust occurred, the integrity that fortified the group dynamics was compromised and was considered potentially jeopardizing to the safety of the group. An environment driven by trust among people was more likely to reduce stress levels, which led to effective problem-solving and the ability to overcome adversity. Communal respect and trust resulted in a sense of safety and stability.
### Table 13

**Properties and Dimensional Range of the Category of Communal Trust and Respect among Cruising Families**

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Relationships/ Parent/teacher – child/student</td>
<td>Less → More</td>
</tr>
<tr>
<td>Siblings</td>
<td></td>
</tr>
<tr>
<td>Cruising community/Local community</td>
<td>Ethnocentric → Ethnorelative</td>
</tr>
</tbody>
</table>

**Family relationships.** Most significant among cruising parents was their consistent concern and care for the well-being of their children. Their relationships strengthened as a result of their travel experiences. They became closer and learned to trust and rely upon one another. This communal trust and respect was an outgrowth of spending a lot of time together and learning to rely upon one another; in other words, being close. Jonathan (young teenager) explained that “while cruising, we were much nicer to each other than now or before.” Sally learned how incredibly capable and strong in character her two children are. I know that we were a close family prior to leaving but feel that we are even closer upon returning. I think that there is more respect and trust. . . . I was always a parent and didn’t change from that just because I was helping with their school work so I guess I feel it helped as the kids responded very well to the time spent with us. Terry stated that I learned that if I treated my son as an adult with the associated responsibilities, he rose to the challenge and did not often disappoint me. [The cruise] improved the relationship between my son and his stepfather [my husband]. They both came to
respect each other. It made me very close to my son. We had always been close, but sharing adventures, overcoming adversity and experiencing so many new wonderful things together had made us very, very close. In addition, I have come to trust him completely and respect him as the unique person he is.

Jennie mentioned that she and her younger brother got along better when they were cruising than when they returned home and resumed their normal lives. Because of the limited living space aboard their boat, she found it easier to get along than not. She accepted the reality that you could not distance yourself from the other person, so life became more pleasant when you avoided conflict. “My brother and I didn’t fight as much because we couldn’t get away from one another if we did so it was just easier to get along.”

Lewis asserted that

it is important to work jointly to set a goal. We are only strong if we act together. That weather and nature is something to respect. We overcome obstacles which seem astronomic in the beginning, if we take one step after the other. Our world is bigger than our own town, our own country or even our own continent.

Rita wrote that her family did “lots of exploring. We liked to do a lot of walking for fitness.”

Brad recalled that “we started from the Gold Coast and worked our way north until we got to Cape York then we headed west to Darwin across the Gulf of Carpentaria then we sailed up to Indonesia. After Indonesia we headed to Singapore and then onto Malaysia and up to Thailand. The places we went to were isolated, poor and except for Singapore very different to Australia.”
Maggie stated that her cruising experience instilled a love for travel. More than anything it completely changed my life direction. After returning from cruising in October 2003, and then returning to NZ again after having gone and lived with my aunt in New York City from Sept. – Dec 2004; I moved to Juneau, Alaska in August 2005. I finished high school there, and I am now a sophomore at Seattle University.

It’s probably been a large contributor in wanting to work internationally, in my love for meeting new people – especially those from other parts of the world. It’s had a large impact on my relationship with my family – which hasn’t necessarily been for the best.

_Cruising community_. Other aspects of communal trust were revealed in the relationships formed within the cruising community. Often children benefited from the skills and knowledge of other cruising families. Jennie recalled sailing over the Atlantic and catching tuna and mahi-mahi. She and her younger brother made sushi from the tuna. “A friend from another boat was a chef and he taught us how to prepare sushi. It was really fun to make the sushi and it was really delicious to eat.”

Maggie shared that the cruising community is very close-knit, people are open and friendly. I don’t think it can be compared to a community at norm, as it’s a group of people who decided to experience a part of life that most people cannot understand, appreciate, or even imagine. One is forever connected to the cruising community – if you meet a fellow cruiser, whether you know them or not, conversation is always easy and fun.
Sally observed that
the cruising community was wonderful at embracing our kids plus teaching them
about their home countries. A lot of the ladies had left grandchildren at home so
adopted ours.

Lewis described the
yachting community is like one big family. We always help each other. Often we
“swapped” children, i.e. one of our children went to another boat, while one of
them joined us for school.

If one had “invented” a good science study or experiment; that boat
invited all the other boats to join. One parent was a doctor and took the children to
a museum about the human body. Another mother was good in geology and took
us to an excursion to a volcano, one woman [with no children actually] was an
artist and had afternoon sessions with all boat-kids around.

Sometimes it is difficult to motivate your own children and to have two roles:
parent and teacher. Sometimes it lacked respect from the children they normally
would show to other adults/teachers but not necessarily one’s parent. Therefore, it
was very successful to exchange pupils between boats, so that you were the
teachers of other’s children

Cruising children do not hesitate to reach out and meet other cruising children.

Countless stories were told of how boat kids welcome new visitors almost as soon as
their boat is anchored.

Joe felt that “it was easier to make new friends while cruising. You just went
over to the other boat and then you were friends.
Charlie said, “I would meet people my age on boats just by being in proximity. Otherwise you just have to be outgoing.”

Jennie recalled that “in the mornings we had our “Kids Net”. That was when all kids from all the different boats had made up their own “Net” and spoke on the SSB together.”

Jennie remembered meeting many friends while cruising. When we got to a new harbor, we saw a new sailboat, we made new friends with them; especially when we saw boats with children onboard. We then sailed together with them to new places and it made excursions with them. On shore, we didn’t meet very many friends. . . . It was much easier than at school. Every child who was out cruising really wanted to make new friends and took the chance.

Jennie revealed that “if we liked the place and all our cruising friends were there, we stayed. Often we sailed away to the same places at the same time as our cruising friends did, because we wanted to be where they were.”

Maria commented that in port or anchorage there were always plenty of children when she was younger. The numbers went down during the teenage years. As a child she was very open and would just walk up to another child and befriend them [as all boat kids]. When we first came to Guam, and planned to be there for a while as we needed to make money, we put her on the swim team. It took her a while to learn the lesson, but land kids are not as friendly as boat kids. They play games and she was
vulnerable to being hurt, it happened a lot the first year. I think that hardened her somewhat, and she was never as free again with her friendship.

An integral part of the cruising experience involved physical activities primarily done in the outdoors. Aside from sailing, Jessica shared that “my favorite pastime was to hike with our cruising friends and . . . snorkel and swim together. . . . We hiked together on volcanoes with our cruising friends from other boats. We swam a lot.

*Local community.* Sally observed that traveling through Indonesia, Malaysia and Thailand were probably the most rewarding as the kids really got to see how poor some people are. I realize plenty of people holiday in these destinations but staying at a five star hotel is not the same as living there for six months and buying groceries, fuel, getting school work posted home and just all the basic day-to-day dealings of living in these countries.

Jennie recalled that I’ve learnt English and Geography, where we sailed. I also learnt from all the museums we visited. I also learnt to think for myself and be myself and to be “clever”. I learnt that I don’t have to be like everyone else. I’ve seen the world and we are not closed in the same place all the time. I also learnt to like traveling. I think seeing the same thing all the time is boring.

Jennie further explained that “I will always remember “taking it easy” and to be with cruising friends going to the “happy hour bar” on Grenada and other islands and to live without stress or a schedule or a plan. Not needing to know what to do exactly when.”
Catherine, who sailed the majority of her 19 years, concluded that she is most proud of “getting an education that spanned the world. Sailing was as much my education as the textbooks. I learned what the texts had to say and then I learned what the world had to say.” Catherine also wrote that she learned we have it good in the US. Where people think they are struggling they are not in comparison with the rest of the world. I learned about their customs and food – I loved learning about the food. The way we traveled we couldn’t help but learn about the culture we were immersed in. Local people would invite us to their homes all the time, or the village would have a party for us. That was in the Pacific, when we moved in to Asia people wanted money for everything.

Catherine concluded that her “travels made me strong so it helped me get through difficult social situations.”

Joe thought that he would now like “to go to an English school. Now I am going to a Swedish school in Vienna. I think the IB is a good education. Sailing and cruising is also a good education. Best would be to have the IB (International Baccalaureate) on the boat.”

**Communication**

The fifth category examined was communication for cruising families and their abilities to interact among themselves and the people they meet. Table 14 highlights the property and dimensional range related to this subcategory.
Table 14

*Property and Dimensional Range of the Category of Communication among Cruising Families*

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cruising family - Local culture</td>
<td>Ethnocentric → Ethnorelative</td>
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</tbody>
</table>

*Cruising family – local culture.* Communication and the mind-set that motivates a person to reach out for social dialogue in unfamiliar settings varied greatly from culture to culture. For example, Europeans had an easier time adjusting to learning new languages, interacting with foreigners, and understanding their customs because of the proximity and influence of other countries surrounding their homeland. Americans and Australians expressed greater inconvenience. In retrospect, many Americans wished they had learned more of the languages spoken in the places they had traveled.

The nature of family long-term cruising entails interacting with people from other cultures and forming ties with those whose country they are in. Communicating through dialogue, sign language, and shared experiences contribute to the quality of the exchange. As mentioned earlier, more Americans and Australians experienced difficulty in learning other languages during their cruise, and consequently, they remained more distant from local people than Europeans who were more receptive to different customs and open to learning languages.

Jennie, a young child from Sweden, picked up English from friends they met in Scotland, Ireland, the Caribbean and Bermuda. “I learnt it from our friends we met on the
other cruising boats. I learnt English through talking with them. The people I met were all friendly.”

Charlie said: “In every country people spoke English. Usually the younger generation in any country could speak it almost fluently. But in Japan and Mexico there was a general language barrier. . . . I never really learned any languages, but I really regret not trying now. Hindsight is always 20/20.”

Catherine responded that “most places we went to spoke English. . . . If we could not communicate with them we would learn basic parts of their language to get by.”

Lewis stated that “Europe is a compact continent and crossing the border finding a new language and culture is done with a couple of hours of driving.”

Rita mentioned “funny translations.”

A French family wanted to know what an Australian mechanic was trying to say. They thought he was saying “radio” but we worked it out to be “right’e-o” which is a slang Australian word. Another time my mum called Eric who was an American man a “dill” and he took that to be that she was calling him a herb.

In reference to languages, Rita remembered Australia was fine as they all spoke English. All the sailing community was nice and they all spoke English very well. In Asia the people were very nice and very helpful. Some of their English was understandable but mostly we tried to speak their language if not we used hand signals.

Along with language differences food customs often were found unusual for Westerners. Rita confided that “I was used to Asian food before going cruising and had always liked it. They served dog in Indonesia but I didn’t eat it.”
Catherine answered that “I learned about their customs and food. I loved learning about the food.”

Joe wrote that “we ate sweet potato which was very good. We ate a lot of fish. I like to try new things. We caught fish, lots of fish. . . . We ate mostly dolphin fish and yellow fin tuna. . . . We also made sushi.”

Catherine shared that “I remember in Kuala Lumpur and they were selling dried insects in massive sacks in the local market. In the past I have been known to try anything but I couldn’t stomach grasshoppers. I have traveled to many countries and eaten many foods—not many things faze me.”

Brad stated that “there was rice and curries. Yes. I thought the food was interesting and different to what I was used to eating at home.”

Jennie described in the Caribbean, there were many booths with people selling loads of fruits and vegetables. For example, you could eat plantains which are special bananas. If you eat them raw, they don’t taste very well. They are meant to fry them and then it is delicious. We also ate conch (called Lambi).

Differences in cultural customs also impacted the behavior of cruising families. Rita explained that “we fished in Australia only. . . . We didn’t fish in Asia as we didn’t want to take anything away from the local fisherman who would sell to us very cheaply anyway.”

Catherine revealed: “Every one had their own rituals and culture. . . . When we sailed to Malaysia we started covering ourselves up more, partly out of respect, but mostly because the men stare at you so much.”
Maggie stated that

I could not speak another language when we left NZ. I started to pick Spanish up by trying to talk to people and through lots of listening. Just over six months into our trip, when we were in Mar del Plata, Argentina for two months—I was at the point where I could understand a lot but I did not have the vocabulary to respond back. I found that frustrating and so I started taking Spanish through my home schooling program. From then on - my Spanish seemed to take off —I became the translator for the family (especially my mom, and grocery shopping). It allowed me to connect more with the people we met, helped me pick up some Portuguese in Brazil, and allowed to make friends with girls in the Galapagos—having lunch at their homes with their families. . . . I no longer have any issues in communicating anything.

Transition

The sixth category examined was transition among Cruising Families and the primary long-term effects of a cruising experience, particularly concentrating on the sustained impact on participants’ lives and the choices they subsequently made. Table 15 highlights the properties and dimensional range related to this category..

Transition back to conventional life changed dramatically for traveling children because newfound perspectives significantly altered their earlier perceptions. Frequently, upon their return these adolescents found they had outgrown former relationships and eventually changed friends, causing a period of social adjustment and/or emotional anxiety. Ultimately, these adolescents re-grouped and found different friends who more closely reflected their acquired values. Similarly, these students commonly found
conventional school less gratifying, although most believed it was best to have both classroom and real life experience as part of one’s education.

Maggie acknowledged that

I think returning from cruising as anyone anywhere has its challenges and is going to be difficult. Yet, I think cruising and returning to New Zealand—which as a society and culture is completely opposite of the U.S. New Zealanders are very quiet, there is not a lot of emotion displayed—it in some ways an apathetic culture/society. There is a culture surrounding teenagers; in which having future goals’ striving to do well in school’ wanting to do something with your life; is not encouraged. There is a huge teenage drinking problem, and if you don’t drink—well—you’re out.

Table 15

Properties and Dimensional Range of the Category of Transition among Cruising Families

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents values</td>
<td>Life choices before cruise → Life choices after cruise</td>
</tr>
<tr>
<td>Increased self-confidence/self-knowledge/ internal stability/ focus/ improved school performance</td>
<td>Less → More</td>
</tr>
</tbody>
</table>

Parent values. Lewis shared “before we cruised we owned our own PR company, which we sold. We did not resume the same, since we [a] had sold it and [b] had changed
during the cruise wanting to live differently also in the future. Not money, but time and
freedom had become important.”

Sally described the transformation in her family:

I was a stay at home mum prior to the cruising and my husband was a lawyer in
his own practice. When we returned from cruising I went to work at a specialist
dental practice and my husband was home with the children investing in the stock
market. We both did this for twelve months and then I stayed home and he started
finance broking.

*Increased self confidence/self knowledge/internal stability/focus/improved school
performance.* Maggie stated that

I started out at the high school where my friends from middle school were not at –
one that I kept in contact with through email, ones that had even come to visit
when we were in Tonga. Once I arrived at school, they would not talk to me. I
didn’t talk about my trip, but they all had known what I had done—and wanted
nothing to do with me. About six months into that high school—I transferred to
the other high school in my town. I continued to have issues with making friends,
and getting resettled into “life”. It was boring and I wanted more stimulation. I
was in an environment where students and teachers did not care much about
academic success or rigor, where having goals and aspirations wasn’t really
something held up to much. Even at 14 I was surrounded [by] kids who just
wanted to go drink on the weekends and party—and I was definitely not into that.

For many, cruising was a life-altering experience. School performance improved,

social skills became stronger as a result of increased self-esteem, and an internalized
maturity that understood how vast the world is, and the diversity that exists among people. Adults also went through a transformation that caused a shift in their values and priorities. Some changed careers because of their cruising experiences.

Sally retold that her daughter returned to the same private school she had currently attended in March 2006 only to find that the friends that she had had since prep had all changed. She still thinks that they all changed but my husband and I know that it was Rita that has changed. She lasted only 2 ½ days with that group and decided that she would prefer to be on her own instead of trying to fit in. That group of girls is your typical “Barbie doll” crowd who now at age 16 are experimenting with alcohol and sex. It took Rita about eight months to find her niche upon returning and three groups of friend before she felt totally comfortable.

Charlie learned from his cruising experiences that “it was very difficult for me as I was very shy. But I can make friends really easily now.”

As mentioned earlier by Sally, her daughter had been “very shy, had very little confidence, and found school work difficult.” Upon returning to her school, Rita became a competent student, with confidence and focus. While she still remains quiet, Rita has a much stronger grasp of who she is.

Cruising children experienced changes in friendships, and approached school with a higher level of confidence. They benefited from the one-on-one instruction onboard with caring parents who made concerted efforts to help them understand the subject matter. As a result, these children gained confidence in their own abilities to master schoolwork. Along with intellectual improvement was development of a sense of oneself,
and who to share worthwhile time. Old friendships were traded for new ones that more carefully reflected the perspectives learned over the span of the cruising experience.

**Summary for Categories of Cruising Families**

These primary categories (specific to cruising experiences) form a partial basis for a theory that explains how and why educational and personal development travel inherently provides a learning environment that reaches beyond the experience, and helps develop one’s emotional and psychological character. The exposure to a meaningful curriculum is reflected in real life application. The property and dimensions central to the participants’ maturation transformed their lived experiences into strengths of character and moral fiber. Cruising travel provided educational experiences that transferred into a process of self-discovery, finding one’s way, and ultimately leading to a clearly definable maturity. Cruising parents chose to leave their conventional lives and go sailing with the belief that their children would personally benefit from the educational and personal development travel experience. Their travels contributed to a sense of one’s place and responsibility within and to a global context. For many, there remained the hope of returning to educational and personal development travel, to continue their personal journey in search of fulfilling their destinies.

**Categories from Interviews: The Encampment for Citizenship Program**

The next educational travel experience examined was taken from interviews from five former participants in The Encampment for Citizenship program. The following pertains to the further development of the six subcategories identified during the open coding process, and the properties that emerged from each.
Commitment and Action

The first category examined was commitment and action among former participants in The Encampment for Citizenship program. Table 16 highlights the property and dimensional range related to this category.

Table 16

Property and Dimensional Range of the Category of Commitment and Action resulting from The Encampment Citizenship program

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach social awareness and activism/good citizen/community service project/Values</td>
<td>Ethnocentric → Ethnorelative</td>
</tr>
</tbody>
</table>

Teach social awareness and activism/good citizen/community service project.

The Encampment for Citizenship was structured so that students learned the skills needed to fulfill their civic responsibilities by figuring out how to interact and accept the differences within their own diverse group. Further exposure to social issues was accessed through the required community service projects. Becoming a good citizen or a good global citizen meant that participants invested themselves in causes or activities that fought against exploitation, discrimination, and intolerance.

Commitment and action were the essence and purpose of the Encampment for Citizenship program. The program was designed to bring together groups of young adults (ages 18-22) from diverse cultural and socio-economic backgrounds for the purpose of teaching them to understand social awareness and how to demonstrate their activism effectively. By living and working together, a significant part of the learning process occurred through the interactions and expressed perspectives unique to each participant.
Brett, a former director from the Encampment for Citizenship program, recalled that its mission was to bring social awareness and social commitment. . . . To live life with these beliefs . . . kids had to do a community service project three times a week – an all day activity that was set up with various organizations. It could involve manual labor or not. The goal was to give back to the community.

Blake, a Ukranian-Canadian, remembered that I found my voice and used it to become a good citizen. I learned to question authority and to exercise my rights. I recognized that we have more rights than others. A liberal democracy is the only democracy that works. We worked with organizations: anti-nuclear, environmental. I worked with a nuclear organization that an ex-senator was involved with. I experienced forming ideas on issues and to act on issues. I volunteered for anti-nuclear demonstrations. I participated in rallies, in marches, and discussion groups. Lots and lots of group discussion.

Sara, an African-American, learned to have strength as an individual, and a connection to other people. I learned to speak up a bit; how to speak for myself a little bit more. Encampment for Citizenship strengthened my commitment to doing. To become someone who is dedicated to other people, to be connected. You work with people who didn’t have as much as I did. Giving back to others. . . . We talked with politicians, and community activists.

Ann, an African, shared that
more or less, it made me be a volunteer. Someone to do for others. In college I participated in the African Student Association to help raise funds. It made me more aware of people in need. I became more giving. Encampment for Citizenship taught me to give in a non-selfish way. I could be a very silent person – it made me step up to do more.

All participants acknowledged they had interests in social issues prior to their Encampment for Citizenship experience. To some extent, the Encampment for Citizenship program developed their predispositions for awareness for social issues and refined their abilities to act upon those beliefs.

Blake said that

I had always been angry. My high school papers in history always had the common theme of how people were unfairly treated. I had the critical take, but not the experience.

I learned to question assumptions. I didn’t go into the program green. I was not a blank slate. It RADICALIZED me. I became aware of the international front and what the media did. What stood out was that I learned about cross-cultural stuff. Particularly, I learned about the American action in covert operations and the front of the international policy portrayed by the media.

Sara remembered that “I did it right before college, between high school and college. The Encampment for Citizenship re-affirmed my commitment to community service and social justice issues. I was going along this path anyway. The Encampment for Citizenship re-affirmed what I was going to do.”

Ann recognized that
I have a voice. I learned to respect authority, but I can question it. Encampment for Citizenship enhanced my personality of who I was. I was always involved in things like that. In school in Nigeria I went to an international school because there were a lot of ex-patriots who worked at the nearby university. Part of the curriculum there was something called the “motherless home.” A group of us would go by bus to these houses after school so that we could be with them, baby sit the babies. . . . Then I went to New York and it was so different. My school counselor could feel who I was and that probably was why she signed me up for the Encampment for Citizenship program.

Participants immersed themselves in becoming knowledgeable about the social injustices related to American policy, and then learned the skills and know-how to address change in a manner that would impact those inequities. These interviewees attended an Encampment for Citizenship program approximately 30 years ago. They remain sensitive to societal fluctuations and continue to live their lives in keeping with the values and ethics they learned at the Encampment for Citizenship.

*Maturity*

The second category examined was maturity among former Encampment for Citizenship participants. Table 17 highlights the properties and dimensional range related to this category.

The qualities associated with maturity that were learned and acquired during the Encampment for Citizenship were directly tied to attributes related to societal conditions and the individual participants’ responsiveness to those issues. The activities and responsibilities organized by the Encampment for Citizenship were geared to show the
bigger picture so that student perspectives would grow from a broader frame of reference. By placing students in unfamiliar and/or uncomfortable positions, encumbered them to figure out how to identify and resolve social and political initiatives that adversely affected people. Maturity was equated with a responsibility to remain engaged (commitment) in the protection of human rights, and having the wherewithal to constructively challenge (action) social inequalities.

Table 17

Properties and Dimensional Range of the Category of Maturity Resulting from The Encampment for Citizenship program

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced personality/Found “my voice”/ More awareness / More giving/ Values Question assumptions/Respect authority</td>
<td>Limited → Effective</td>
</tr>
<tr>
<td>Shared cultural aspects/Compassion/see the bigger picture/appreciate uncomfortable situations</td>
<td>Ethnocentric → Ethnorelative</td>
</tr>
</tbody>
</table>

Blake admitted that

"Enhanced personality/ found “my voice”/ more aware/ more giving/ values/ question assumptions/ respect authority. The program helped me in the process to become a mature person. At college and then you start a job. You take what you learned. . . . It taught me who I was, it humbled me. . . . I found my voice and used it to become a good citizen. I learned to question authority, and to exercise one’s rights. . . . On a personal level I really wanted to work. Once you become aware you can’t ignore what is around you."
Shared cultural aspects/compassion/ see the bigger picture/appreciate uncomfortable situations. Blake reflected that activism is a life passion. . . . I became aware by 17 that I had conceived of racist stereotypes without even being conscious of it. Although I was an uncritical person I didn’t have the experience. . . . The Encampment for Citizenship facilitated, helping me to be a good person, a good compassionate worker. As years went by, I think of it as a “big bang,” a process.

Sara described her Encampment for Citizenship as a great exposure. We lived on a reservation. The focus was on Native American issues, culture, politics and the history in this country. I learned from other students in the program. I learned about myself, it was an intensive program. I learned to process things. . . . Self-realization. I learned concrete things. I experienced more personal development . . . to try to do the right thing.

Sara said that the Encampment for Citizenship is “not for everyone. It should be accessible. There is a certain level of maturity or commitment to the program. Maturing, growing—that it requires a level of commitment. I saw the bigger picture.”

Brett believed that the Encampment for Citizenship aimed to help kids. For them to have a sense that life is larger than the immediate experience. To help them develop an appreciation for situations they were uncomfortable. The variation connected to their social awareness and their social commitment. The program aimed to teach them to live life with those beliefs. Most kids decide who and what they want to be.
Martin, a former teaching facilitator in The Encampment for Citizenship, discussed the significance of students governing the program. They learned different ways of viewing the world – the interacting. Most kids have always been told what to do. Here they had the power and to exercise it. It was mind-blowing. They were responsible. Sometimes it led to conflicts about who we are. It happens quite a lot—it’s a popular educational technique. It’s common in many places, just not in U.S. high schools.

Flexibility

The third category examined was flexibility among former Encampment for Citizenship participants. Table 18 highlights the properties and dimensional ranges related to this category.

Table 18

Properties and Dimensional Range of the Category of Flexibility resulting from The Encampment for Citizenship program

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum collaboratively built/ integrate curriculum with experience</td>
<td>Student → Staff</td>
</tr>
</tbody>
</table>

Curriculum collaboratively built/ integrate curriculum with experience. Brett, the former director of the Encampment for Citizenship, noted that the “curriculum was built collaboratively” and that there was “no prescribed curriculum.” By integrating curriculum with experience, students had the opportunity to learn information that was relevant to their interests, and at the same time, acquire the background knowledge
needed to responsibly act upon their personal social issues. The community service projects reflected a level of flexibility in that students were able to choose a specific social issue to become involved with.

The Encampment for Citizenship did not have a preset curriculum, despite its purpose to arouse social awareness and community activism. Brett was responsible for the day to day enactment of the curriculum. . . . There was no prescribed curriculum. It was built collaboratively. . . . The framework operated from within; it was explicit and responsive to kids. We were willing to figure out the curriculum, and not make the kids responsible for it. . . . Curriculum reminds you. Curriculum is not just a written set of guidelines. The interaction with each other was important. The affective is more powerful. We integrated what we wanted the kids to learn, things that were meaningful.

Participants of the Encampment for Citizenship programs were able to choose the issues they were interested in for their community projects.

Sara remembered that “we talked to politicians and community activists. We did something with a school.” Ann volunteered to work for Anderson, who was an independent presidential candidate. Blake worked for an anti-nuclear association.

Ann mentioned that we were in Washington, D.C. We had a choice to pick an organization and volunteer. An opportunity to give our input. Then we’d come back and talk about what we learned. . . . In high school I saw a senator. Then I saw him again in the senate. I think his name is Rangel. I think he is still there. We talked.
Martin described The Encampment for Citizenship as being “all about democracy. It was a lived experience. The students governed the program, and decided what they could do.”

Although there were requirements to fulfill a community service obligation in the Encampment for Citizenship program, the actual curriculum remained flexible and sensitive to the direction and interests of the student participants. The primary objective for providing situations and discussions that focused upon social awareness and commitment to social advocacy, were at the same time responsive to the students’ passions they could identify with.

*Communal Trust and Respect*

The fourth category examined was communal trust and respect among former Encampment for Citizenship participants. Table 19 highlights the properties and dimensional ranges related to this category.

A key component of the Encampment for Citizenship involved the relationships formed from within the program among its students; the student/teacher/facilitator connection; and the liaisons formed between students and outside community representatives. Living in close quarters allowed students to get to know one another quickly, and to learn to accept their differences. The diverse student population provided a wealth of information that taught the participants about people they had little or no experience.
Table 19

*Properties and Dimensional Range of the Category of Communal Trust and Respect resulting from The Encampment for Citizenship program*

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn to live together/Shared experience/Adjust to other people/Diversity/cross-culturalism/Camaraderie/Friends for life</td>
<td>Ethnocentric → Ethnorelative</td>
</tr>
<tr>
<td>Relationships – facilitator/Student – /Like big brothers and sisters</td>
<td>Hierarchal → Non-hierarchal</td>
</tr>
</tbody>
</table>

*Learning to live together/shared experience/adjust to other people/diversity/cross-culturalism/camaraderie/friends for life.* Ann recalled that “the Encampment for Citizenship had 62 teens all crammed into a few rooms. There were eight or ten in my room. We learned to live with each other. I grew.”

Sara said “the diversity of participants was significant. There was great diversity in the program. I was exposed to people, some international students coming from other countries. There was diversity in economic backgrounds. It was a shared experience, which was another component.”

Sara was a female African-American whom was born and raised in the Bronx, New York City. She attended Fieldston, a private preparatory school affiliated with the Ethical Society.

There was great diversity in the program. Parents who had made it sent their kids to Fieldston. It was a little too confining. The Encampment for Citizenship was more diverse than school. We came from different economic backgrounds. There
was some diversity in the private prep. school. The Encampment for Citizenship was a continuation of what I learned in school.

Sara grew up in a single-parent home. Her extended family consisted of her grandmother, who also lived with her. Sara remembered the two different worlds she lived in growing up. She would have to cross the Bronx to get to school. Her neighborhood was not like the affluent community where her school was located. Sara became aware at an early age of the economic and social disparities in America.

Blake considered herself a third generation Ukrainian/Canadian. She went on to say

I lived in rural Saskatchewan. There were 10 in my graduating class and 90 in my whole high school. The teachers were dead wood. They taught the same from 1950-1980. No one was outstanding. The Co-op used a cross-culturalism program. . . . Occasionally a teacher would ask questions, but not the Encampment for Citizenship. They had no experience. My high school was totally white. Rural Saskatchewan. There were one or two Asians whose families worked at the potash mines. . . . There were eight teachers for the whole school.

Ann is Nigerian, with mixtures of Brazilian in her family. She related that on my dad’s side, his family is from the coastal area. His great-great grandfather was a slave-owner who impregnated my great-great grandmother. I’m mixed with different blood. My mother’s people are from the interior. She has what is considered “pure” blood.

Ann humorously described her lineage as one of a gypsy. “I have a very diverse family. My parents came to the United States for college in the 50’s. We lived in Kansas.
I was born in Missouri. My dad was a doctor out at Berkeley, California. He took us to Nigeria in the 60’s. We came back in the late 70’s.”

Ann also learned about camaraderie, trusting, adjusting with different people from all over the world. Forming friends you kept for life. Memories for life. . . . We went camping, we wrote, composed, played, and talked until the early hours of the morning even when we had to get up early the next day. Sometimes we were up at 4 a.m. talking and talking.

Martin stated: “The EC was unique because of the great mix of students and staff. It was experiential in nature – we were living and learning together. It was the students’ way and the staff grappled with issues.”

Breaking down stereotypes and learning how to find a common ground was helpful in fostering a cross-cultural camaraderie. Students learned from one another, and in the process learned about themselves. This shared experience was a basic principle of the program.

*Relationships – facilitator/student – like big brothers and sisters.* In describing the relationship students had with their teaching facilitators from the Encampment for Citizenship, Blake said they closely related the political program. They were incredibly supportive. It was not-hierarchal, but horizontal. There were tensions among faculty. Some were more pointed how they brought different issues . . . the best relationships. Respectful but not in a “hands-off” way. They wanted to facilitate change in the
participation. There was no agenda. . . . They made you intentionally uncomfortable . . . it was the ability of good facilitators.

Sara described the teaching qualities that facilitated learning in the program. The teachers were available. Intensive issues came out as a part of the group discussions. They were supportive of all of us. Teachers guided us through issues. They were good guys. The director, Brett, pushed us hard in a lot of ways. He supported us, but challenged us. “You’re not going to get off that easy.” He pushed you on it. “You can do better than that.” There were moments I hated Brett. In retrospect he was trying to help me. He challenged us. I felt threatened and intimidated.

Ann referred her to teaching facilitators as my guardians, my mentors. I learned from them. Steve was a key factor because my culture and his culture are similar and I could identify with him. . . . There was an elderly black woman who died later on. EC helped us to be in line. They all contributed to me being a responsible teenager. Afterwards I worked in their office and did paperwork. They were like big brothers and sisters to me. . . . Brett brought out your strengths. He let you know you are capable of being and doing anything. He was a very kind person and giving. The whole team.

*Communication*

The fifth category examined was communication among former Encampment for Citizenship participants. Table 20 highlights the properties and dimensional ranges related to this category.
Within the context of the Encampment for Citizenship experience, communication was associated with “gaining one’s voice.” Becoming a vocal advocate for social justice was encouraged, and at times seemed to become a requirement of the program. These participants learned to respect authority, but at the same time, to question authority.

Gaining one’s voice and learning to speak out on social concerns was considered important, as well as to respectfully question authority. These qualities were steps in the progression of intellectual and emotional development in each participant.

As mentioned earlier, Sara recalled how Brett “was all over me. I learned to speak up a bit; how to speak up for myself a little bit more. . . . We talked with politicians and community activists.”

Brett stated that “thinking back, I think they would speak how powerful [simulations were]. . . . We conducted simulations. For example, apartheid in South Africa. We simulated by separating kids by arbitrary differences and treating them differently, and then other groups not treated differently.”

Table 20

Properties and Dimensional Range of the Category of Communication resulting from The Encampment for Citizenship program

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaining one’s voice/Speaking out on social issues/Exercise my rights/Question authority</td>
<td>Limited → Skillful</td>
</tr>
<tr>
<td>Simulations – De-briefing sessions - Interact with politicians</td>
<td>Specific → General</td>
</tr>
</tbody>
</table>
Gaining one’s voice/speaking out on social issues/exercise my rights/question authority. Blake recalled that “I found my voice and used it to become a good citizen and to question authority and exercise my rights.”

Learning how to effectively express one's views on social issues was exercised through participants' relationships (student to student, student to mentor, student to politician, etc.) formed during the program. Students developed strong bonds as a result of their ability to process and formulate plans of action. Their communication skills were critical to their efforts to successfully bring about social change.

Simulations/de-briefing sessions/interact with politicians. Blake said that “the de-briefing sessions were discussions related to the days of Central America when America invaded them in the early 1980’s. The intent was to de-stabilize Central America. There were demonstrations. What was going on in American politics.”

Transition

The sixth category examined was transition from The Encampment for Citizenship program and how it influenced participants’ behavior and choices in the future. Table 21 highlights the property and dimensional range related to this category.

Table 21

Property and Dimensional Range of the Category of Transition from The Encampment for Citizenship

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education/Careers/Family/Values</td>
<td>Limited effect → Significant impact of program</td>
</tr>
</tbody>
</table>
Education/careers/family/values. Transition and/or transformation, referred to how the Encampment for Citizenship program influenced participants’ lives—even 28 years later. In the short-term, student participants emerged from their venture with strong convictions, confidence, and purpose. Returning home was seen through different eyes. The long term results emerged in personal and professional life choices. Participants pursued interests that continued to contribute to protecting and sustaining a quality of life in keeping with the values they learned in the Encampment for Citizenship program. Re-entry energized passions and stimulated a clear focus on their future endeavors. One participant struggled with family, and what came to be intolerance for things she believed detracted from progress. What all participants experienced was a sense that they had a responsibility to remain actively committed to helping people, particularly those less fortunate.

Transition or transference back to the normal routines of life was as varied as the diversity of the participants. For most, the return to lives they had before their 6-week experience was re-entered with more clarity and purpose. Each participant uniquely pursued educational opportunities, careers and other life choices that reflected their individual interests and passions. Even after nearly 30 years, there still was a personal commitment to remain aware of social causes. The process of life-long learning retained a quality of optimism and belief that society can do better. They recognized that through their individual participation, they could contribute to needed change.

As mentioned above, Ann said

it’s within you. It just never leaves you. . . . By nature you remain sensitive towards others. The Encampment for Citizenship opens your eyes. Even teenagers
who are hardcore, who think they’re invincible. You can teach them to be more
giving and to appreciate what they have. The biggest part was the leadership from
it. Nursing was not my first profession. My aim is to work on Mercy Ship. It sails
around the world helping people. I plan to volunteer to work with them one day.
The Encampment for Citizenship teaches you to be a diplomat for your country
and people. Forever. I now work in Acute Care. I want to learn.
For Blake, re-entry was a life-altering experience.
Before the program I had applied to school to become a physical therapist. I
didn’t get in. After, I studied international studies and now teach at a university. I
teach global health. I attended free school in Europe, in Norway. I teach those
kinds of methods. The students love it, they crave it; they’ve gotten awards.

On a personal level I really wanted to work. Once you’re awareness is
found, you can’t ignore it. Activism is a life passion. Since the pre-1980’s it’s
different. I wound up getting married to a Mestizo from Nicaragua. I go back and
forth to Nicaragua. I have over the years.

Blake’s earlier interest in the political instability of Central America was a
prelude to her life-long commitment to helping disadvantaged people who needed
advocates for their cause.

Blake experienced a dramatic reaction when she returned home to Saskatchewan.
She recalled that
immediately afterward I went into a tail spin. My first year I had a crisis. I wanted
everyone to join our world revolution. I wanted my parents to throw their
television out into the backyard. My family was scared. They thought I was
brainwashed at the program. I was angry at them and everyone. I was in a personal tailspin, angst. They learned later I had really learned and enjoyed it. I was at a transition point moving from a rural environment to a city.

Until I found the Central American Solidarity Movement—where I found like-minded friends before I found my balance. It was horrible. I changed my career path. I went to an International School in Norway. I changed. I became a full time activist. After years I am still entirely altered. I had no prior exposure.

Students want to learn to think, a global citizenry. They need these skills. They now come out not knowing how to write to a Parliamentary person. Inequalities have grown. People are more marginalized.

I have always been open-minded. My husband is Mestizo and my family is now ethnically and racially mixed. It’s been 28 years.

Brett, the former director stated that the Encampment for Citizenship was a life-changing experience—for students and staff.

After I left the Encampment for Citizenship I was a teacher, principal, and now administrator. It’s become a touchstone how I see education. I think about education in a way that I would not have without that experience. You can read and theorize, it’s another thing to experience. Experience was brought together with theoretical experience. I was lucky.

The program allowed me to figure out something to study and learn. I studied in Africa and got my Ph.D. in England. This allowed me the opportunity to do that with young people – with the Civil Rights Movement.

Blake shared that
the Encampment for Citizenship strengthened the course of my life. . . . I went to a progressive college, then the Peace Corps. I now do public health. The Encampment for Citizenship was another step to the work I’m currently doing. I’m glad I went through before the Peace Corps. I’ve traveled. The Encampment for Citizenship was a good foundation for the Peace Corps. I did the Peace Corps in the Dominican Republic.

Blake added that “I questioned authority. . . . I questioned more things with my mother. I was more mature. I have deeper discussions with my mother. I needed to have those conversations.”

Martin recalled that he “learned from Brett—the methodology. I have used the same methodology in other group work experience. It helps with small groups – how to make it function. I have it in my work now.” However, when he returned from his experiences in The Encampment for Citizenship, it became a huge contention with his family. After having been gone for six weeks in the summer, family relations became strained. “The program made you want to challenge and rethink things. It was not comfortable with family when I came home with those ideas.”

Martin worked as a teacher for a while, using the motivational techniques learned from the program. He learned a lot from interacting with the diverse staff, which led to becoming good friends. One other interesting thing to note about Martin’s experiences with the Encampment for Citizenship was his developing awareness that “people saw me differently than I saw myself. It was a startling discovery. This still continues to surprise me.”
The Encampment for Citizenship brought a diverse group of young people together and created an environment that exposed them to situations that were intended to teach them about social awareness, acceptance, and advocacy (responsibility). The profound impact of that six-week experience was pivotal in the participants’ subsequent personal and professional choices. There was a sustained influence over their lives that reflected the values and ethics learned over the course of their program.

**Summary for Categories of Encampment for Citizenship**

Teaching facilitators were supportive of students and encouraged them to reach their full potential. Setting high expectations and then helping students to achieve their goals created relationships founded upon trust. After 28 years, all former participants remembered the bonds formed during that time in their lives as participants of the Encampment for Citizenship, and believed those memories continued to be a basis of inspiration that contributed to who and what they became.

**Categories from Interviews: Outward Bound**

The following tables cover the six major categories that described an Outward Bound experience, as recalled by two former participants who now are in their mid-twenties. The following subsections pertain to the six categories and the properties that emerged for each.

**Commitment and Action**

The first category examined was commitment and action from an Outward Bound experience. Table 22 highlights the properties and dimensional ranges related to this category.
Outward Bound programs provide opportunities for individuals to discover unrealized inner resources (both physical and mental) through orchestrated outdoor challenges that require intense commitment and willingness to press further on than one has ever done before. Participants in an Outward Bound experience are drawn to a sense of adventure that is associated with the outdoors. Activities focus upon developing endurance, survival skills, awareness for the importance of working together as a team, and love and respect for nature.

Table 22

*Properties and Dimensional Range of the Category of Commitment and Action from an Outward Bound Experience*

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical challenges/Endurance, Survival</td>
<td>Easy → Difficult</td>
</tr>
<tr>
<td>Mental challenges/Team effort/Finish what you start/Work to achieve something meaningful</td>
<td>Individual → Group</td>
</tr>
</tbody>
</table>

Meaningful connections with the outdoors draw inspiration and passion for a sustained high quality of life. Challenging oneself both physically and mentally becomes a personally gratifying experience. The awareness that a person can overcome fear and lack of confidence through physical and psychological engagement acts as a catalyst for future pursuits.

Outward Bound strives to liberate and energize its participants so that their focus and determination intensifies and their desire to push beyond one’s prior expectations. Through perseverance and tenacity a person endures strenuous demands that build self-
confidence. This in turn, impacts one’s perceptions of the world and personal life choices made later on.

*Physical challenges/endurance/survival.* Alex, a 25-year-old male described “highpoints of various trips were completing first ascents of peaks, living with friends in a different culture, [and] coming home.” Alex “had several long travel experiences . . . all were in South America or the U.S., during every season: climbing, backpacking, sightseeing.” Alex learned that “perseverance and organization are key to succeeding at any worthwhile task. . . . I learned that I wanted to commit myself to climbing in the alpine for as long as I am able.”

Chris, a 25 year old female participant of two Outward Bound experiences (Colorado backcountry snowboarding and ocean kayaking in Alaska) commented that a “physical challenge taught me a lot about endurance and commitment . . . simple lessons that have life-long applicability.”

*Mental challenges/team effort/finish what you start/work to achieve something meaningful.* Seven years later Chris still remembered from her Colorado experience that “if I said I wanted to be a part of the hike to snowboard I had to complete the hike to the top of the mountain and couldn’t turn back or ski down halfway. It made me think whether I could commit to the hike or not and if I remember correctly I did pretty much all of them.”

Commitment and action underlie the basic principles of an Outward Bound experience. Former participants subjected themselves to physical challenges that taught them to exercise internal skills they had not used before. Once they made a decision to undertake a physical mission, they learned the importance of completing that task. Some
of their activities were done solo, but others required working together to complete their adventure.

*Maturity*

The second category examined was maturity arising out of participating in an Outward Bound experience. Table 23 highlights the properties and dimensional ranges related to this category.

Table 23

*Properties and Dimensional Range of the Category of Maturity from an Outward Bound Experience*

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learned inner strengths/Take charge of one’s own actions/Strive towards self-improvement/Failure is necessary</td>
<td>Limited → Developed</td>
</tr>
<tr>
<td>Awareness of a big world</td>
<td>Limited → Developed</td>
</tr>
</tbody>
</table>

*Learned inner strengths/take charge of one’s own actions/strive towards self-improvement/failure is necessary.* Maturity, as it relates to the Outward Bound experience, is correlated with having learned aspects of one’s personal inner strengths and developing awareness that there is a big world out there, a world full of possibilities if one is prepared to take on the challenges. Chris described her trip as “amazing,” and that “it completely changed my attitude.”

An aspect of maturity learned through the Outward Bound experience was the realization that each individual takes charge of personal actions. Chris realized that “I had
to push myself because others will encourage it, but ultimately I’m the one responsible for getting myself up the mountain.” Chris’ Outward Bound experience in Colorado was her “first time being exposed to anything other than the east coast. Her program focused upon backcountry snowboarding. “The whole trip was about physical challenges and it was awesome. Hiking in to where we set up our base camp with 50 pound packs with our food and gear, hiking with my board on my back in snowshoes to get a good run down.” The highlight of Chris’ trip was “standing on the top of a mountain I hiked and looking around at the other snow covered peaks, and making fresh tracks in a huge powder field on the way down on my board.”

The lasting lesson contributing towards Chris’ personal growth and maturity was that she had the physical ability to do it, and to not get into something without finishing it.

Alex found the most difficult lesson he learned during his travels was that “failure is necessary. Because no one wants to fail.” Learning to understand one’s self and to strive towards self – improvement, whether a mental and/or physical challenge, was a value part of his on-going travel experience.

The completion of a physical challenge translated into a larger perception of one’s world, which in turn, was related to maturity. Greater awareness for one’s capabilities enabled participants to visualize a world filled with more potential and possibilities. These adventurers learned the importance of continuing to strive toward improving their physical and mental abilities.

Awareness of a big world. Chris wrote that at 17 her experience in Colorado was a perfect introduction for her to learn the “go big or go home” attitude. Outward Bound
experiences became a “really good internal teaching tool.” Chris learned “different parts of myself,” and as a result it “made the world expand.” Perception of her increased range of capabilities was mirrored in the expansion of her impression of the scope and awareness of the world. “The actual trip showed me there was so much more out there that I wanted to experience.” Chris also discovered that she “liked adrenaline” and derived great satisfaction from having the ability to rise to the demands of the physical challenges before her. That recognition “excited” her.

*Flexibility*

The third category examined was flexibility within an Outward Bound experience. Table 24 highlights the property and dimensional range related to this category.

**Table 24**

*Property and Dimensional Range of the Category of Flexibility from an Outward Bound Experiences*

<table>
<thead>
<tr>
<th>Properties</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give choices to participants/Activities/ Curriculum</td>
<td>Individual → Group</td>
</tr>
</tbody>
</table>

Outward Bound provided specific themes to their programs. Within those guidelines, however, individual participants were given the freedom to choose (flexibility) how they would execute a challenge—so long as it conformed to safety regulations. Allowing participants this freedom; enabled them to connect personally to the experience. Each camper customized their venture, which contributed toward
developing self-confidence and ownership of the activity. Weather could also impact the anticipated activities. In those situations, travelers spent time at the campsite getting to know one another better.

_Give choices to participants/activities/curriculum._ Flexibility within an Outward Bound experience is reflected in how the facilitators implemented the activities, given the variable weather conditions and getting participants to contribute to the quality of the venture. There was no daily schedule of activities or responsibilities. Alex explained that “the schedule was dependent on weather. If it was good weather, we’d wake up at 4 am, make breakfast and then either carry loads to an Advanced Base Camp, or climb. If the weather was bad, we’d sleep until 9 am then drink coffee and rest all day.” This participant went on to say “weather affects every trip; stormy tent-bound weather leads to disgruntlement, while bluebird days bring happiness and the opportunity to engage the mountains for which I travel.” Chris recalled that “after breakfast it was hiking to wherever we wanted to ski down.” Giving participants choices, empowered them to carry out whatever activity they chose, in conjunction with weather conditions, allowed for a flexible curriculum.

Communal Trust and Respect

The fourth category examined was communal trust and respect learned from an Outward Bound experience. Table 25 highlights the properties and dimensional ranges related to this category.

The basis of relationships in an Outward Bound experience was formed around supporting and facilitating the physical activity or challenge before the participants. What distinguishes Chris’ Colorado experiences from other travel situations reviewed in this
study was her perspective that “it was much more about self-discovery,” and she did “not remember too much about the people I met on that trip.” Chris acknowledged that the other people on her trip encumbered her “to like them because I was in the woods with them.”

Table 25

*Properties and Dimensional Range of the Category of Communal Trust and Respect from an Outward Bound Experience*

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared goals and ways of approaching challenges/Dependent on others for your health, safety, and success/Team effort/</td>
<td>Individual effort → Group effort</td>
</tr>
<tr>
<td>Instructors/students relationships/Hierarchal</td>
<td>Unprepared → Prepared</td>
</tr>
</tbody>
</table>

*Shared goals and ways of approaching challenges/dependent on others for your health, safety, and success/team effort.* Alex’s travel experiences exposed him to “many local individuals who are usually all too willing to share everything they have with you and to bring you whole-heartedly into their lives and family—farmers, cooks, caballeros, drivers, and ranchers.” Alex said that these people have become “some of my best friends.” As a result, Alex remains in touch with these people “because we share similar goals in life, have similar ways of approaching challenges, and we work well together.”

Chris similarly described the relationships between students as based upon how they responded to the challenges of the experience. People who adapted easily to the rigors of the program tended to find more in common than those who were reticent. At
times she humorously remembered “roughing it” and going without a shower for days on end. While traveling back to their hotel at the end of their trip, she recalled how they had to ride back in the van with all the windows opened because people smelled so bad. This intimacy depicted many of the situations that occurred as the group of participants drew together for the duration of their trip. She added that “I bonded much more with people I shared subsequent wilderness trips with.” Chris still remains in contact with “amazing people” she met in later ventures.

Alex affirmed the strength of relationships formed during his travel experiences and distinguished between those liaisons back home by saying that, “obviously, a lot of the B.S. and posturing found in normal society gets dropped by the wayside when you’re dependent on others for your health, safety, and success.” The challenges faced during Alex’s travels included “weather: hunker down; banditry: throw stones; deteriorating relationships within the team: talk it out or split into smaller teams for the time being.” The ability to recognize and address these adversities strengthened Alex’s ability to adapt and overcome emerging problems.

On the other hand, the camaraderie provided “moments of hilarity when everyone is “out of their element” in a different culture.

_Instructors/student relationships/hierarchal._ Under the circumstances of an Outward Bound experience Chris found that the instructors “did a good job.” She defined “good teaching” as “sharing what you know and having fun with it while others learn it and make it their own.” This participant “needed the instructors for survival because I wasn’t paying attention.” Facilitator preparedness enabled the outdoor experience to remain fun, and at the same time, offered participants a chance to test their own abilities
in a safe environment. Chris was aware that the instructors “went through extensive training and definitely were good facilitators of the Outward Bound experience.

Alex believed that a good teacher needs to be “knowledgeable, patient, excited about what they’re doing, where they’re doing it, and who they’re teaching.” His relationships with facilitators during his travel was “relaxed; more of a partnership in the travel than a hierarchal relationship.” As a result of the nature of these relationships, Alex found that “the materials and environment within which education took place were far more dynamic and exciting.” Preparedness was a critical part of a facilitator’s responsibilities so that the “logistics were largely planned by the time of my arrival.”

Communal trust and respect was an integral part of a successful Outward Bound adventure. Strangers came together with a common outdoor interest, and had to learn to live with one another (adapt), often in very tight living conditions. Participants relied upon the instructor’s knowledge of the area and survival techniques in achieving the most from their experiences. Instructors acted as facilitators (non-hierarchal) in helping participants learn how to responsibly undertake a plan of action. Building camaraderie through shared responsibilities ensured that the group would safely complete their program.

*Communication*

The fifth category examined was communication as it related to an Outward Bound Experience. Table 26 highlights the properties and dimensional ranges related to this category.

*Safety*. Safety was a primary concern of Outward Bound teaching facilitators. Their extensive training prepared them to help participants have a fun time, as well as a
Table 26

Properties and Dimensional Ranges of the Category of Communication as it relates to an Outward Bound experience

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Specific → General</td>
</tr>
<tr>
<td>Team interaction/Expectations</td>
<td>Individual → Group</td>
</tr>
<tr>
<td>Relationship between teaching facilitator and students</td>
<td>Non-hierarchal → Hierarchal</td>
</tr>
<tr>
<td>Interacting with local people</td>
<td>Limited → Unlimited</td>
</tr>
</tbody>
</table>

safe one. Significant time was spent going over safety procedures with the participants. Participant backgrounds were different from the Outward Bound environment and they needed to learn how to keep themselves safe.

Chris recalled her need to be reminded of where she was and the potential hazards that lie in the area. Sometimes getting caught up in the beauty of a place, or in a moment of distraction could prove to be fatal.

Team interactions/expectations. Participants needed to work in teams, and be able to communicate with one another so that the venture maintained a level of efficiency. The development of strong communication skills between student participants, guides/mentors, and local inhabitants facilitated a more enriched experience.

Chris distinctly remembered a woman who came to the Outward Bound experience for all the wrong reasons. She was looking to meet someone, and had little interest in the actual outdoor experience. For that reason, this participant became a drain on the rest of the group who had come for the adventure. The woman refused to
participate in most activities, finding complaint with almost everything. Her negativity alienated her from the rest of the group.

*Relationship between teaching facilitator and students.* Clear communication was a vital aspect of an Outward Bound experience. The philosophy supporting an Outward Bound experience involved intensive training for their guides and/or mentors which enabled them to act as catalysts between the participant and their successful encounter in the unfamiliar environment they were immersed. Guides and/or mentors needed to clearly communicate how to maximize safety, at the same time enabling individual participants the opportunity to challenge their physical and emotional limits.

Alex believed that because his relationship with Outward Bound instructors was “more like a partnership,” he was comfortable interacting with them. Sharing experiences created a more relaxed environment. Conversations often centered on the challenge at hand, and allowed Alex to test his own abilities, while understanding the support he would get from his instructor if he needed their help.

*Interacting with local people.* Alex spent a lot of time hiking and climbing in the Andes Mountains of South America. During that time he came into contact with many local people who either worked as part of the supportive team (guides, cook, etc.), or were people he met along the way. Showing interest in these people brought him closer to the lived experience, and opened doors to new friendships.

*Transition*

The sixth category examined was transition from an Outward Bound experience, and how the lessons learned during that time continued to affect participants’ lives. Table 27 highlights the properties and dimensional ranges related to this category.
Table 27

Property and Dimensional Range of the Category of Transition from an Outward Bound Experience

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed Life/Family/Friendships/Lessons learned</td>
<td>Short term → Long-term</td>
</tr>
</tbody>
</table>

The effects of a successful Outward Bound experience upon participants endured over the passage of time. Chris believed that ages 15-18 are a good time for a person to undertake an Outward Bound challenge because “you’re old enough to not forget it, young enough to have it alter the course of your life.” While this participant cannot remember specific details of her Colorado experience, she does acknowledge that after that it contributed to me doing the Grand Canyon Semester at The University of Northern Arizona in Flagstaff and that other Outward Bound in Alaska – which made me realize how much I’d grown and that I didn’t need Outward Bound trips anymore . . . that I could do them on my own, which I have done on occasion. The lessons learned transferred and transformed into ventures taken later on. Her ability to apply what she had learned in Outward Bound to those experiences demonstrates how the practical and useful skills could continue to be a part of in her life.

Changed life/family/friendships/lessons learned. Chris further explained the overwhelming thing from the entirety of my structured “wilderness trips” was learning the skills to do it myself with friends. Although I’m kind of lazy and don’t do them often, when I do it’s super rewarding and the nuggets of knowledge
I picked up on the trips (avalanche safety, sea kayaking technique, camping and leaving no trace knowledge) can be applied to my less hard-core day trips. Even skiing out of bounds at a ski hill, I remember bits of the first Outward Bound trip and think about how much better I’ve gotten or how cool it is that that trip opened me up to people who also like to get outside and do awesome stuff out there.

Chris noted that after the Colorado trip

I was happy to go back to college and a real bed not in a tent. . . . I attended a semester-long experiential learning program offering college credit focused on the Grand Canyon and Colorado Plateau. I was done with college at that point which made it easier to end that program, but if I hadn’t already graduated I likely would’ve wanted to stay in a traveling school.

The most compelling evidence of the impact Outward Bound had on Chris was her choice to “move out west to continue having more experiences like what I’d been exposed to. It’s been 5 years and I’m not ready for the experience to end yet.”

Chris concluded that “Outward Bound changed my life; it was a cool experience.”

One former participant who recently became a parent made a conscious decision to raise his young son to appreciate and learn about the world by traveling to new places and meeting different people. This participant believed that his Outward Bound experiences helped him learn more about himself and to have gained the confidence to meet the challenges of living in a diverse world. Alex continues to see the personal value his travel experiences have had in his life. He explained

I’m planning on taking my son to India next year. He’ll be 16 months. That’s a good time to start. I believe that the earlier one can start experiencing the world,
the earlier they’ll come to care about the world and become more empathetic to those who live lives disparate from theirs.

The personal discoveries and perspectives learned during those ventures carried over into subsequent life patterns. Former participants continued to seek adventure through nature, and to find other people who shared similar life experiences. Often the choice of friendships was based upon their common passion for the outdoors and physical challenges.

*Summary for Categories of Outward Bound*

Former Outward Bound participants reported continued interests in pursuing more outdoor adventures and experiencing the adrenalin rush that accompanied those ventures. The transference of lessons learned played out in subsequent life decisions such as where to live, raising children, and finding friends who shared their love of the outdoors.

*Categories from Interviews: Other Educational Travel Programs*

Organizations that provide educational travel for adolescents generally work with school staff in arranging activities in a novel place that relates to school curriculum. Students often study ecological/biological phenomena in an outdoor environment with their teacher and a sponsored guide. These programs attract children from homes where parents are college educated, and believe their children will benefit from an educational and personal development travel experience. The following subsections pertain to the six categories and the properties that emerged for each.
Commitment and Action

The first category examined was commitment and action resulting from other educational travel program. Table 28 highlights the properties and dimensional ranges related to this category.

Table 28

Properties and Dimensional Ranges of the Category of Commitment and Action from Other Educational Travel Programs

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set goals</td>
<td>Individual → Group</td>
</tr>
<tr>
<td>Dedicated to project/Responsibilities/Preparedness/Contracts</td>
<td>Individual → Group</td>
</tr>
</tbody>
</table>

Eleven students, teachers, and parents who participated in an educational program contributed to this study. The students and teachers embarked on their ventures with the understanding that they had specific responsibilities to fulfill during their travels. Jackie observed that her daughter’s travels “fueled her desire to travel and gave her the courage and inspiration to set that goal and see it through.”

Set goals. Sharon observed that her daughter, Sue, wanted to go on the trip because “she had an interest in marine life. She was dedicated to the project. . . . She went to build a better paper.”

Earl saw his students recognize “what a great learning opportunity this was and took advantage of every moment.”

Phoebe, a parent of 13-year-old boy said “it was a once in a lifetime destination.”
Pete believed that in the midst of teen years it is worthwhile “for us to have a goal to accomplish.” His preparation strived to ensure that the travel experience successfully meets that expectation.

John, a science teacher, wanted to provide his students “with a hands-on science experience and a cross-cultural exchange on a day-to-day basis.”

Upon reaching their destinations, many students were confronted with difficult weather and other inconveniences associated with the climate and place. Despite those adversities, participants carried out their tasks with a strong sense of commitment to the project.

*Dedicated to project/responsibilities/preparedness/contracts.* Pete, a director/teaching facilitator of an outdoor travel program does extensive preparation before taking youngsters on a trip. It is “a consuming process – getting gear, supplies, travel arrangements, itinerary, food . . . travel equipment, vehicle, responsibility for safety, first aid, chaperone capacity, cook, [and] counselor.”

Drew, a high school biology teacher who chaperones his students on ventures to Costa Rica, began taking his classes 12 years ago after participating in an Earth Watch. “I wanted to do it. I’ve taught for 35 years in a high school. . . . This experience teaches a kind of diversity . . . to teach about experience.”

Melissa, another seasoned teacher, stated that when traveling with children I first go to the place myself – to check it out. I conduct after school sessions where the students have to sign a contract. They learn about the travel they will be taking and learn about the behavior that is expected of them during the travel. . . . As a teacher I take responsibility, and
don’t rely on travel companies to do everything. . . . I schedule well. Furthermore, I organize people to ensure children are safe, happy, and healthy. . . . Guides need to teach appropriate information. I coordinate places with the guide so the day flows well and children do not get homesick.

Elissa, a 21 year old former traveling student, remembered walking miles in tropical heat, in the sand, even at night, is hard on the body. Lots of mosquito bites, fungus growing on everything, blisters, muscles that have to develop in your legs once you are accustomed to walking on sand, heat, and potential hydration. . . . You have to get used to it.

Melissa, a teacher who accompanied her students on an educational travel experience, also got “background knowledge of a place. I like field guides of species where we’re going – in book form.”

Melissa’s students “sign a contract and are required to attend many sessions before the trip. They bought into the schedule.” These contracts outline the responsibilities students will bear during their travels.

Drew also informed parents and students that if students violated our trust, they cannot graduate, belong to clubs or go to events. . . . This is a life-changing experience. Parents should not pay the full fare. Still some parents still do, but I recommend that kids get jobs, use their gift money. Kids should invest in this.

Ross, a teacher, prepared his students for their trip by telling them about the itinerary, what to expect. We help them prepare for packing. We have parent meetings- which get more specific as we approach the trip. . . . We help
them figure out the size of a backpack, medical stuff so that they stay hydrated. . . . We have lunch meetings that get more frequent as it gets closer to the trip. . . . We simulate what we will see.

Ross said that the main reason students go to Costa Rica is because “EPI is committed to preserve the turtles and to monitor the beach. They have been allowed the use of the Preserve. Students help monitor the turtle nestings.”

Student contracts were implemented before the trip so that each participant understood their individual responsibilities in keeping the travel group safe. Commitment and action defined the educational travel program experience.

**Maturity**

The second category examined was maturity developed out of an experience in an educational travel program. Table 29 highlights the properties and dimensional ranges related to this category.

Through their exposure to different cultures and places, participants became aware of differences in how people live, and gained a greater appreciation for what they had. Having first-hand encounters with local people and wildlife broadened their understanding of the world, and gave them a sense of compassion. Aspects of their newfound maturity were evidenced in at least three ways: (a) becoming more open-minded, (b) learning to adapt to unfamiliar and often uncomfortable situations, and (c) recognizing the impact people make upon the environment. Making small contributions toward supporting the habitat taught the students that they could make a difference.
Table 29

*Properties and Dimensional Range of the Category of Maturity from Other Educational Travel Programs*

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect/Compassion/Sensitive/Open-minded</td>
<td>Ethnocentric → Ethnorelativistic</td>
</tr>
<tr>
<td>Get along/Coping skills</td>
<td></td>
</tr>
<tr>
<td>Make a difference</td>
<td>Ethnocentric → Ethnorelativistic</td>
</tr>
<tr>
<td>Self- development</td>
<td>Unrealized → Realized</td>
</tr>
<tr>
<td>Learn how people impact the world</td>
<td>Individual → Group</td>
</tr>
</tbody>
</table>

Jackie believed that her daughter “learned that things are different in different parts of the world.” Jackie’s expectations of her daughter’s travel was to “experience a new country, recognize the abundance that she lives in and to witness science at work.”

Sue, a 19 year old who traveled to Costa Rica a year ago, believed that her experiences taught her “how to adjust.”

*Connect/compassions/sensitive/open-minded/get along/coping skills.* Compassion was another dimension of maturity that was learned from exposure to third world cultures. Sue recalled that her travels “make me appreciate that I have a lot more. It’s not so bad here—other people have a lot less.” She went on to say, “Costa Rica was a big change from U.S. culture overall. We’re a first class nation and they’re third world. It opens your eyes.” Sue believed that without travel people are “close minded about everything around you. You don’t see the differences in culture. The U.S. believes our
culture is supreme. Countries may not like us. Their lives work for them. They don’t have to be like the U.S.”

Elissa learned “to connect with them (Costa Ricans) in spite of the different levels of standards of living. . . . I’ve become more interested. . . . I like being around different people and different countries.”

Earl, a teacher, said it was beneficial for his students to “see how happy people can be with so few material possessions and simple living conditions; how similar teenagers are regardless of locale.”

*Make a difference.* Sue concluded that she could “make a difference – even something menial like beach patrol or planting trees. It will make a difference.”

*Self-development.* Sharon, a parent of a traveling student, said that her daughter’s experiences made her very independent. She’s an only child and she needed to learn how to get along with other children. She became well spoken. She can get in front of a group and be very secure in who she is. Travel has done that.” Sharon believed her daughter “became very independent and a free-thinker. She finds it easy to speak in front of a group. . . . She’s very organized . . . even watching how she packs. . . . She’s become more green because of the things she has seen. The atrocities she has seen . . . [helped her] become aware of what she’s doing.

In addition to improved communication skills, Sharon stated that the “surroundings of Costa Rica made her realize how impoverished people can live – the pollution that was terrible for the turtles. It definitely made an impact. Europe was more about museums and culture. This was different from what we were used to.”
Sue learned to “just push on. Hydrate yourself and wear appropriate clothing” despite the high humidity and bugs. The tropical climate was uncomfortable, but did not become a deterrent when it came to fulfilling their responsibilities.

Drew also held high expectations that his students will act with “deportment and behavior.” He observed that kids will go far beyond your expectations by doing the right thing, the good thing. It’s extraordinary; given the opportunity how much they will do for others. It’s like an ‘aha´ moment for some U.S. middle class spoiled kids – when given the opportunity to give, they will. They do care about others in a meaningful way.

Phoebe explained that even after her son’s 10-day travel venture there were some temporary changes. When he first came back he was really happy about being with the family. “He was more patient around us and more enjoyed being with us. That was the honeymoon phase. He was really engaging and would tell me stories. Now things have normalized.”

Pete saw his travel experiences as “opportunities for a child to start to discover themselves away from home and the influence of mom and dad. He observed “changes in the way kids see the world. They become self-sufficient, and learn to function in an adult world . . . [to] promote a sense of adventure and to encourage living large; there is a lot out there.”

Ross reported that parents have told him the child who came home is a different one than the one they sent. “They’ve told me their kids are more sensitive, more mature, more focused. They come away with a reason for what they’re doing. School is more purposeful.”
Earl learned to “trust the kids to be mature and responsible; as bold as some may act, they do make good choices.” John, a teacher, revealed that the “trip brought out the best of almost everyone involved. I therefore saw a better side and gained a new appreciation for these students”.

Elissa said she “began to realize that every time I left the country for a while, my life was going to be changed.” She added that when you are in a foreign country every minute of every day you think about yourself, how different you are, and your values. It helps you see a lot better who you are or who you want to be, because there isn’t the typical backdrop of home or your friends to tell you already who you are. . . . I think this is why traveling abroad causes so much growth in an individual.

Elissa continued:

I am independent. I am able to take care of myself. I love to know new places. . . . I find myself a lot different from other students my age. I am a lot more capable of taking care of myself. I am also more self-sufficient in terms of teaching myself material, any material, if I am not satisfied with my instruction in class. Basically, I can always manage to figure out how to get the help I need, or know where to look for it. . . . I measure my life by how much I know out of this country. I live my life waiting for the next chance to leave the U.S. . . . I have lost any fear of being away from home.

Learn how people impact the world. Sharon believed that her travels made Sue “more conscious of the world around her. She appreciates what she has and understands
how she impacts the world. . . . She learned an aspect of people and learned more about working."

Another dimension of maturity was revealed through the commitment students had to fulfilling their assigned tasks, and the impact their efforts had on the environment. The Environmental Project International organized Sue’s trip primarily around conservation of the turtles and rain forests, as well as protection of other natural resources in Costa Rica. One of the activities was to go out on beach patrols at night – searching for turtles and their eggs. Their mission was to protect the turtles from poachers, predators, and boating accidents. When they found turtles and their eggs they relocated them so to avoid getting killed. Sue retold a story of how a group of students assigned on beach patrol stayed out all night in the pouring rain. They did not get any sleep and returned to camp by 6 a.m. The beach patrol maintained their determination and dedication to saving the turtles, despite the torrential rains.

Melissa expected her students to be “responsible travelers; that the environment is impacted by their actions.”

*Flexibility*

The third category examined was flexibility and how it impacts the effectiveness of an educational travel program. Table 30 highlights the property and dimensional range related to this category.

*Curriculum.* Hands-on and one-on-one experiences provided a variety of purposeful activities that related to the biological theme of the trip. Flexibility related to the range of specific tasks that contributed to participants’ immersion in a tropical culture, as well as balancing a schedule or curriculum. Jackie remembered that her
daughter talked about “counting nights with the turtles, the jungles and coasts and was especially touched by the banana plantations and their effect on the environment.”

Sue did not believe there was much of flexibility in time management, although, the highly structured schedule included many responsibilities regarding the safekeeping of the turtles that were carried out in a variety of ways related to their objectives.

Sharon reported that “sometimes it was stressful because of a very tight schedule.”

Drew explained that

in the beginning I relied upon a prescribed high school curriculum, and what others who traveled with kids had done. I now determine what is taught. I can extend, lengthen or omit curriculum. I learned from recommendations from others. Through my own experience I developed a fluidity, and to not be too regimented . . . [or] not too bookish. I am more spontaneous.

Drew added that the schedule remained flexible “when observing animal behaviors. Animals are not 100% predictable. . . . There were distractions that impacted the lesson. Sometimes the distraction can be better than the lesson.”

In addition, Drew said

Table 30

*Property and Dimensional Range of the Category of Flexibility from Other Educational Travel Programs*

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Structured → Unstructured</td>
</tr>
</tbody>
</table>
it isn’t difficult for me to keep to a curriculum. It’s different for me because the kids I take are from an AP class and I have to follow a national AP curriculum. I am obligated to fulfill that curriculum, but it’s like robbing Peter to pay Paul. It is hard to juggle the two – the AP and what comes up. . . . Costa Rica is done by passion. It’s a serendipitous experience at the expense of something else.

Melissa also stated that “I can pick and choose what is of interest to my students. . . . [It is] most important to be out in the field, free and flexible, [where] students experience something you might not predict. If something is scheduled we cover it. . . . I tweak the schedule.”

Earl thought that the “activities are well planned, but things can happen; there are plans in place for most everything; know the company background” (who is taking care of their kids).

Melissa shared that “as a teacher I am regimented to students. You have to be more flexible. Expect students to have the stamina to keep up with. Having another adult accompanying who respects you and your thoughts – is very helpful. They will say ‘slow down here. They need a break’”.

Ross explained that EPI has done it so many times. Within a day there is very little flexibility. They know from experience, it’s set in stone. We go to the beach, the rain forest at a specific time. If you miss your schedule there will be another group coming in. You have to meet your reservations.

Table 23 dissects the subcategory of communal trust and respect as it develops from an Educational Travel Program experience.
Phoebe described her son’s experience at the Galapagos Islands as well-organized. Kids knew each day what the plan was. They knew the itinerary before they left. We had after-school sessions so they were well prepared. They heard about where they were going, saw pictures, and then real life. They enjoyed it. Mary C wanted them to have fun and be safe. It was not a strict environment where every minute was planned. There was down time. In the evenings the kids had a chance to sit around and talk.

While educational travel programs provided comprehensive schedules, teachers found that when they were immersed in a natural environment, it was likely that they would have to adapt their prescribed agendas; particularly when wildlife was involved. Spontaneous decisions to refocus attention away from an intended activity were delayed, but not forgotten. Learning how to balance the program activities with events that unexpectedly arose required that teachers adjust their schedules to accommodate these unforeseen events. Flexibility was also demonstrated when teachers of Advanced Placement classes who were required to cover a specific curriculum found that incorporating the unanticipated events that occur during a travel program enhanced the learning process. Real life situations brought a greater appreciation for curriculum because it made textbook information more relevant to their lives, and consequently, students were more receptive to learning.

**Communal Trust and Respect**

The fourth category examined was communal trust and respect learned from educational travel programs. Table 31 highlights the properties and dimensional ranges related to this category.
Table 31

*Properties and Dimensional Range of the Category of Communal Trust and Respect from Other Educational Travel Programs*

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships</td>
<td>Individual activities → Group activities</td>
</tr>
<tr>
<td>Personal development</td>
<td>Individual → Group</td>
</tr>
</tbody>
</table>

*Relationships.* Students and teachers participating in an educational travel program learned the value of communal trust and respect that enabled them to fulfill the tasks they set out to do. Sue traveled with other students from her school, but because she was a senior and they were in lower grades, she had minimal contact with them until the trip. “We’d see each other around; we really didn’t know one another. We became more ‘relate-able.’” We depended upon one another. There were more kids from P.H.S. We were the outsiders. We got closer.” Sue discussed how we worked together. . . . It was very important that we get along. Extremely important. You’re around them everyday seven days a week. You can try to avoid them, but you can’t. There’s no calling home. You have to get it together to have fun.

Earl watched his students learn “cooperation, adaptation, go with the flow.” This teacher mentioned the value of experiencing “group bonding and personal growth.” His students became “good friends; mutually respected and trusted the people who they met there.”

Drew fondly shared that
I have an amazing relationship with my students. . . . I get to be partial dad. Some parents think I should receive the “Jewish Mother Award.” It’s a rich relationship, intimate. There is a great deal of respect. . . . Often students will say the trip was the most valuable two weeks they ever had in high school. . . . The relationship I have on the trip is not teacher to student, but rather more parent to child.

Elissa described her relationship with her traveling teaching facilitators.

For studying abroad, the staff provided by the abroad institution in the Dominican Republic was especially fantastic because they refused to speak English and insisted we educate ourselves about all aspects of Dominican culture, the good and the bad. . . . They became important to me in my life as mentors, not just in school. It felt like they cared about me a lot more as a person, not just a student.

Phoebe added that she had to build enough trust in her son’s teacher’s abilities to keep him safe before letting him go on the trip. She said

I struggled in the beginning in allowing my son to go on the trip. It took me time. I worry about safety. My husband is not as cautious. I became fine with it, but I had to work through some things. If there are two worry wart parents you don’t go anywhere. I wasn’t 100% happy; it took me awhile. It takes a parent who is willing to see enough and not hold back their kids.

Personal development. Sharon described her daughter as someone who “knows what she wants. Not all kids are like her. You have to trust her; she knows what she wants; . . . she knows what she can do.”

Sue enjoyed working together with all different types of people in carrying out her tasks, regardless of their background. She worked alongside Costa Rican students and
researchers for the purpose of protecting and preserving their environment. “We worked together.”

Sue learned that even a seemingly unimportant contribution could make a difference, whether protecting the turtles on beach patrols or planting trees in La Suerte, a decimated rain forest.

Ross acted as an instructor as well as a chaperone. His primary role was supervisory. Most of the instruction was left to EPI employees.

Melissa thought that
the students look to me as their leader – Mother – Aunt – a relative to protect them, keep them safe, insure a good time. They do see you as a teacher – it is important for them to see the teacher as a learner too.

Melissa also believed that parents consider their child is “with a safe person. It is important for parents to see me organized. They are sending their nearest and dearest. My morals and values [are important].”

Ross explained that they always work in teams – to survey the beach.

The whole or one-half of the class is involved in planting trees. The students become more closely bonded. They start talking about their bowel movements . . . .

Their interest is to watch out for each other.

Your personal space is shared with people seven days a week, 24 hours a day. They eat together. They’re always with someone except for going to the toilet and taking a shower. In reality your personal space is shared with people seven days a week, 24 hours a day. They become accustomed to always being with another person.

Drew also retold about a special moment during one of his trips.
Last time in April we brought lots of supplies for schools. We traveled by bus and we went to an elementary school. It was very emotional when the little kids said the Lord’s Prayer in English. It was spine tingling. We gave them the blessing and they gave us the blessing. It was amazing for me.

Elissa commented that

I think the biggest surprises were just how well I always fit in with everyone. Maybe because I speak Spanish, who knows, but every place that I have traveled to, I have found people surrounding me that eventually become family to me. . . . For me it has been amazing because everywhere I go, people have welcomed me with open arms.

Elissa said that she preferred traveling alone because she “wanted this experience to be mine and not to be affected by spending too much time with other kids from the U.S.” This student explained that

I stay in touch with my families and best friends from Costa Rica and the Dominican Republic. Also, some of the people I met while working at the Reserve in Costa Rica. I stay in contact with these people because the relationships I developed with them did not end at six months. . . . I love these people like family.

Students worked with local people and biologists familiar with the habitat. Whether rescuing leatherback turtle eggs or re-forested a rainforest, students learned the importance of working together and relying upon each other in order to complete their mission. Students lived with each other in relatively crude living situations and, for
reasons of safety, rarely spent time alone. This proximity forced students to get along so that they were not distracted by interpersonal differences.

*Communication*

The fifth category examined was communication as it related to an educational travel program experience. Table 32 highlights the properties and dimensional ranges related to this category.

*Cross-cultural experiences/language fluency.* Most educational travel programs in this study took place in foreign countries where students were immersed in different cultures and different languages. Communication was a major aspect of Sue’s interview. Both she and her mother believed that improved communication skills enabled Sue to get closer to the host culture. She learned “how to communicate with different people. There were different researchers, PhD’s, and tour guides. I learned to understand what they’re going through: to relate to decisions and judgments they make rather than by assumptions you may have learned.”

Table 32

*Properties and Dimensional Ranges of the Category of Communication from Other Educational Travel Programs*

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships</td>
<td>Program design → Students – teaching facilitators – local people</td>
</tr>
<tr>
<td>Cross-cultural experiences/Language fluency</td>
<td>Ethnocentrism → Ethnorelativism</td>
</tr>
</tbody>
</table>
Spanish was the primary language in Costa Rica, although many people understood English. The researchers were able to speak with the local people better. Sue did not speak Spanish. She had “very limited knowledge. . . . I depended upon others or used English.”

Earl was proud that “two students made the effort to meet Costa Rican students and use their Spanish – very exciting.” This teacher saw his students learn how “to adapt to a variety of situations.”

Ross said that meeting the Costa Rican high school students was always the highlight of their trip.

Some kids talk to one another. We meet for one-half day making presentations, activities, and dancing (swing dancing). We lunch together with the high school students and play soccer with the townspeople. The cross-cultural activities [and] the interpersonal connections are huge.

**Relationships.** Sharon recalled how a teacher in Sue’s earlier education failed to communicate with her when her daughter was experiencing difficulty in learning to read. Sharon believed that had the teacher been more responsive and communicated with her, Sue would not have had to endure a year of frustration and low self-esteem. For Sharon, effective communication is an essential life skill, and was most proud of her daughter’s accomplishments in this area – which she attributed to her travels.

Melissa experienced only an “occasional difference.” She was “not fluent” and stated, “my fault, I only speak English.”
Drew admitted that “communicating with people was difficult. We had bi-lingual guides . . . [but] communication was not a major problem, more of an annoyance. We couldn’t speak enough of their language.”

Elissa traveled extensively and learned that “from growing up speaking Spanish since I was about 12 as well as being more comfortable with Latino culture than Anglo-American culture, to go abroad to a Spanish-speaking culture feels like going home for me.”

Generally, language differences did not pose a significant problem, although higher competency levels in the local language enhanced the relationships formed during the trip. Local guides facilitated communication between the travelers and locals who did not speak English.

Transition

The sixth category examined was transition from an educational travel program. Table 33 highlights the property and dimensional range related to this category.

Table 33

*Property and Dimensional Range of the Category of Transition from Other Educational Travel Programs*

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future actions/lifestyles/</td>
<td>Short term → Long term</td>
</tr>
<tr>
<td>Subsequent education/sustained interest in field of study/Career</td>
<td></td>
</tr>
</tbody>
</table>
Future actions/lifestyles/education/sustained interest in field of study/career.

Students who participated in environmental programs were attracted to their trips because of their interest in biology. For some, the travel experience was an opportunity to develop a school project. Students learned the importance of becoming part of a culture in need of help. Although the specific activities focused upon the environment, students experienced a deeper understanding of the needs of people, regardless of their background. The intensity of their experiences remained a part of them, as evidenced in their choices of college studies and plans for their future.

Drew shared that “one student I had two years ago was somewhat immature. I just got a letter from him. He volunteered back in Costa Rica. He’s older now. He wanted to give back – to be a good human being.”

Jackie believed that what her daughter is doing today, four years after her stay of less than 2 weeks in Costa Rica, is a direct result of that travel experience.

Jennie wrote that it “fueled her desire to travel; made her more aware of the environment. . . . She is an ecology major, partly because of this trip, and she LOVES to travel.” Jennie went on to say her daughter is now “in Helsinki, Finland on an exchange program through UM studying ecology for this semester.”

Sharon observed that Sue “wants to study marine biology in Alaska. She wants to transfer because UM doesn’t have a program. As far as traveling in the future Sharon felt confident that her daughter will travel again. Sue confirmed that “I’m planning to go into marine biology.

Earl enjoyed “the real research, “live” science; will go again.”
Ross noted that the immediate transition occurs in the airport when they are returning. Students notice things like toilets, glass, and restaurants. They fall into it pretty fast.”

John shared that several of his students majored in biology of because of the trip, and in one case, one student worked at the nature preserve that we visited during the trip while he was a college student. I still keep in touch with several of the students who all confirm that the trip was the most educational thing they did in high school.

Elissa said that it “makes it hard to return to the relationships back home and with friends. . . . Once you have experienced such an opportunity, it’s hard to communicate what that has meant to you to those who don’t understand.”

Phoebe shared that upon her son’s return from the Galapagos Islands, even though the trip was only 10 days, the things he had seen moved him. Not only was he fascinated with the marine wildlife he had seen, but also he had a lot of stories about being exposed to different cultures and economic situations. He talked about the kids in those cities, and looked at how they lived.

Educational travel programs had a great influence over participants’ future behaviors. Transference or transition was reflected in observed mature behaviors, clearer purpose of one’s life, school major choices, improved family relationships, and choice of career plans. Students became more committed to going “green” which led to volunteering on environmental projects back in the country they had visited.
Summary for Categories of Educational Travel Programs

The experiences of young travelers participating in an environmental educational program were focused upon learning how to restore and protect the natural resources in a foreign country. American students worked side-by-side with the local people from significantly different backgrounds trying to help them preserve a quality of life. Despite language barriers, intolerably hot wet weather, “toads, turtles, geckos, bats, scorpions, crabs, and creepy insects” (Sue), American students loyally carried out their assigned responsibilities. As Sue observed, Americans are often seen as being “one-sided—we only help ourselves. They are more interconnected than us. It’s really sad. If you travel, try to lose that stereotype. Communicate with them, adjust.” Sue believed that it is a worthwhile endeavor to help those people who have less than most Americans.

Although most educational travel programs provided a schedule of activities, many teachers found that allowing for unexpected events and time to enjoy the area was a valuable part of their travel experiences. Preparedness involved anticipating and planning for less structured time. The flexibility to juggle curriculum with ordinary life experiences was considered an important part of the trip.

Axial Coding

The next step in analyzing the data was carried out through the process of axial coding in which the six categories derived from open coding were further linked along the lines of their properties and dimensions. Axial coding continued the process of de-constructing and re-constructing the data that identified the categories associated with educational travel experiences. The relationships and properties of the categories created a context which became the basis for conditions that produced a meaningful learning
environment based upon educational travel. Additionally, this researcher looked at the routines (sequences of actions/interactions) that maintained the social order within the specific educational travel situation in order to form a “more precise and complete explanation of the learning phenomenon.” (Strauss & Corbin, 1998, p. 124). Properties of categories provided explanations for categories (phenomenon) that further detail the concept of adolescent learning surrounding educational travel. By converting participant responses into concepts that represent their statements, axial coding developed explanations (subcategories) about when, where, why, who, how, and what occurred as a result of their travel experiences. Subcategories give “the concept greater explanatory power” (Strauss & Corbin, 1998, p. 125).

**Commitment and Action**

The category of commitment and action appeared in each of the four educational travel programs: (a) Cruising Families, (b) The Encampment for Citizenship, (c) Outward Bound, and (d) Educational Travel Programs. This category was developed through participants' desires to fulfill a sense of life that they were unable to achieve before their travel experience. Commitment and action describes the significance of their particular choice of educational travel and its connection to an earlier interest they pursued. Their level of commitment to the venture determined the fulfillment of living the experience. Tables 34-37 list the codes for the category of commitment and action that emerged from the interviews for the four educational travel experience programs. The contexts and features evolved from the process of axial coding.
Table 34

*Codes for the Category of Commitment and Action Among the Contexts of the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntarily leave conventional life – work and school, friends</td>
<td>six weeks</td>
<td>Voluntary</td>
<td>Student interest in environmental studies</td>
</tr>
<tr>
<td></td>
<td>Voluntary participation</td>
<td>Provide</td>
<td>Provider of environmental trips</td>
</tr>
<tr>
<td></td>
<td></td>
<td>outdoor/wilderness trips</td>
<td></td>
</tr>
<tr>
<td>Sailing for extended time, including oceanic voyages</td>
<td>Agenda - Experience/Exposure to Social Issues</td>
<td>Physical Challenges</td>
<td>Work with schools</td>
</tr>
<tr>
<td></td>
<td>Participants selected on the basis of predisposition for program philosophy</td>
<td>“Roughing it”</td>
<td>Provider of environmental trips</td>
</tr>
<tr>
<td></td>
<td>Diversity</td>
<td>Well-trained teaching facilitators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Need to raise social awareness</td>
<td>Organized</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Freedom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Family endeavor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 35

*Codes of the Intervening Conditions for the Category of Commitment and Action Among the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Living the dream”</td>
<td>Location of program</td>
<td>Location</td>
<td>Determined location</td>
</tr>
<tr>
<td>Bring family closer together</td>
<td>Personality of the Participant</td>
<td>Focus of the trip</td>
<td>Pre-determined schedule</td>
</tr>
<tr>
<td>Expose children to the world and other cultures and places</td>
<td>Background of Participant</td>
<td>Weather</td>
<td>Age of participant</td>
</tr>
<tr>
<td>Living with fewer material things than ashore</td>
<td>Interest of the Participant</td>
<td>Physical/emotional condition of the participant</td>
<td>Background of participant</td>
</tr>
<tr>
<td>Living in the present</td>
<td>Selection of Community Service Project</td>
<td>Group/individual activities</td>
<td>Relationships between teaching facilitators and students</td>
</tr>
<tr>
<td>Flexibility in use of time— not governed by rigid schedules in port</td>
<td>Prior interest in social issues</td>
<td>Age of participants</td>
<td>Preparedness of participant and instructor</td>
</tr>
<tr>
<td>Weather</td>
<td>Close living arrangements – part of fostering diversity</td>
<td>Participant predisposition – open to adventure</td>
<td>Attitude of participant</td>
</tr>
<tr>
<td>Charting courses</td>
<td></td>
<td></td>
<td>Intent of participant – goals</td>
</tr>
<tr>
<td>Boat upkeep</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 36

*Codes of the Actions/Interactions for the Category of Commitment and Action Among the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home-schooling commitment</td>
<td>Taught social awareness</td>
<td>Activity – skiing/snowboarding, mountain climbing/hiking, ocean kayaking</td>
<td>Set goals</td>
</tr>
<tr>
<td>Parents providing life experiences for their children that bring awareness for the human condition – visiting countries with different economics and cultures</td>
<td>Taught activism and social commitment</td>
<td>Dedicated to the fulfillment of the project</td>
<td>Assumed responsibilities</td>
</tr>
<tr>
<td>Living in close quarters</td>
<td>Taught to live life with beliefs</td>
<td>Physical preparation for trip</td>
<td>Student contracts</td>
</tr>
<tr>
<td>Shared responsibilities</td>
<td>Taught tolerance/compassion</td>
<td>Social interactions – individual v group</td>
<td>Knowledgeable guides/teaching facilitators</td>
</tr>
<tr>
<td>Use experience as springboard for curriculum</td>
<td>Interaction in a diverse environment</td>
<td>Opportunities to connect with nature</td>
<td>Life experiences learning about other places and people</td>
</tr>
<tr>
<td>Cruising community</td>
<td>Lived in close quarters</td>
<td></td>
<td>Make a small contribution – planting a tree</td>
</tr>
<tr>
<td></td>
<td>Selection of Community Service Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-hierarchal relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum was a collaborative effort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fluidity of social issues studied</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Worked with industry representatives and politicians</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^a\) The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 37

*Codes of the Consequences for the Category of Commitment and Action Among the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closer family ties — know one another better</td>
<td>Become a good citizen</td>
<td>Completion of a physical and mental challenge</td>
<td>Beach Patrols</td>
</tr>
<tr>
<td>Subsequent school experiences were positive, better than before</td>
<td>Transferred lessons learned to life commitments:</td>
<td>Sense of accomplishment</td>
<td>Re-foresten the rainforest</td>
</tr>
<tr>
<td>Compassion and respect for people with less</td>
<td>Career choices supporting social good</td>
<td>Self-confidence</td>
<td>Cross-cultural experiences with local students</td>
</tr>
<tr>
<td>Appreciation for what they have</td>
<td>Education choices connected to social good</td>
<td>Learn more about oneself</td>
<td>Understanding and compassion for 3rd world countries and people</td>
</tr>
<tr>
<td>Respect for nature and weather conditions</td>
<td>Friends for life</td>
<td>Trust oneself</td>
<td>Awareness for how fortunate they are and to be grateful for what one has.</td>
</tr>
<tr>
<td>Change careers</td>
<td>Was knowledgeable about social issues and how to remain active in social causes</td>
<td>Friendships</td>
<td>Greater self-confidence</td>
</tr>
<tr>
<td>Learned languages</td>
<td></td>
<td>See the bigger picture – broadens one’s world</td>
<td>Awareness that even a small contribution matters</td>
</tr>
<tr>
<td>Friends chosen on the basis of shared values</td>
<td></td>
<td>Greater understanding of self and love of outdoors</td>
<td>Volunteer – give back</td>
</tr>
<tr>
<td>Children more confident</td>
<td></td>
<td>Willing to test one’s abilities – to continue to challenge oneself in other aspects of life</td>
<td>Sustained interest in ecology – college coursework/career choices</td>
</tr>
</tbody>
</table>

<sup>a</sup> The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc.
The category of commitment and action represented different frames of reference within each educational travel venture. Cruising parents devoted their lives to providing their families with rich, life experiences. The Encampment for Citizenship program’s mission was to teach democratic values and social activism. Outward Bound and Missoula Outdoors, Inc. provided challenging outdoor activities that stretched participants’ inner resources. Educational Travel programs offered opportunities to participate in environmental projects that contributed to supporting an ecological system in Central America.

*Maturity*

The category of maturity appeared in each of the four educational travel experience programs: (a) Cruising Families, (b) The Encampment for Citizenship, (c) Outward Bound, and (d) Educational Travel Programs. Maturity referred to adolescent behavior indicative of one who has experienced life in a manner that dramatically changed his perspective on the world. Tables 38-41 list the codes for the category of maturity that emerged from the interviews for the educational travel programs. The contexts and features evolved from the process of axial coding.
### Table 38

*Codes for the Category of Maturity Among the Contexts of the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lived experiences</td>
<td>Need to learn social awareness and advocacy</td>
<td>Outdoor/Wilderness program offering physically and mentally challenging trips</td>
<td>Need for educational experiences that enrich school curricula</td>
</tr>
<tr>
<td>Relationships – family, cruising community, local people</td>
<td>Need to understand diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perception of world broadened</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Voluntary participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Remove from familiar environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 39

*Codes of the Intervening Conditions for the Category of Maturity Among the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of the travel experience</td>
<td>Conduct program at a designated location – Washington, D.C., Indian reservation</td>
<td>Location</td>
<td>Location</td>
</tr>
<tr>
<td>Maintaining the safety and trust of family</td>
<td>Group dynamics of participants – horizontal relationships</td>
<td>Weather</td>
<td>Weather</td>
</tr>
<tr>
<td></td>
<td>Making Choices</td>
<td>Group Dynamics</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specific outdoor challenge</td>
<td>Specific outdoor challenge</td>
</tr>
</tbody>
</table>

<sup>a</sup> The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 40

*Codes of the Actions/Interactions for the Category of Maturity Among the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immersion into new places and cultures</td>
<td>Teaching facilitators encourage participants to “speak out”</td>
<td>Colorado Rockies</td>
<td>Costa Rica</td>
</tr>
<tr>
<td>Trustful cruising community – reaching out for friendship</td>
<td>Speak to politicians and industry leaders</td>
<td>Climb mountains</td>
<td>Moab</td>
</tr>
<tr>
<td></td>
<td>Students expected to figure out how to form ideas on issues and to act on issues</td>
<td>Backpacking</td>
<td>First-hand experiences with ecological environment</td>
</tr>
<tr>
<td></td>
<td>Exposure to diversity – part of opening one’s mind</td>
<td>Camping</td>
<td>Work with researchers and local people</td>
</tr>
<tr>
<td></td>
<td>Safety precautions</td>
<td>Roughing it</td>
<td>Working under uncomfortable weather conditions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See other cultures (3rd world) – poverty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Set goals to accomplish specific tasks – beach patrol, re-foresting the rainforest</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Living with other people 24/7 – finding one’s own space</td>
</tr>
</tbody>
</table>

\(^a\) The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 41

*Codes of the Consequences for the Category Maturity Among the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence</td>
<td>Found “my voice”</td>
<td>Exercise sound judgment – maintain one’s safety and the safety of others</td>
<td>Recognize how fortunate we are, and that many live with a lot less</td>
</tr>
<tr>
<td>Open-mindedness/accepting of others different and with less</td>
<td>Doing the right thing</td>
<td>Recognition of one’s individual strength</td>
<td>Learned that Americans need to respect other people and their way of life. Stop trying to convert them</td>
</tr>
<tr>
<td>Find one’s way – better grip on life</td>
<td>More aware of social issues – see the bigger picture</td>
<td>More giving/compassion</td>
<td>Learned how to adjust to uncomfortable situations</td>
</tr>
<tr>
<td>Awareness for how we impact the environment</td>
<td>More</td>
<td>Respect authority, but be able to question authority.</td>
<td>Learned how to connect to people and their environment</td>
</tr>
<tr>
<td>Independent thinker</td>
<td>Enhanced personality</td>
<td>Strive towards self-improvement</td>
<td>Became compassionate/sensitive to others</td>
</tr>
<tr>
<td>Common sense</td>
<td>Shared cultural aspects</td>
<td>Awareness of a big world</td>
<td>Became open-minded</td>
</tr>
<tr>
<td>Responsible</td>
<td>Become unselfish</td>
<td>Confidence – learning one’s inner strengths</td>
<td>Learned it is important to make a difference, to give, to do good</td>
</tr>
<tr>
<td>Good citizen</td>
<td>Ability to adapt to uncomfortable situations</td>
<td>Learn survival techniques</td>
<td></td>
</tr>
<tr>
<td>Put life in perspective</td>
<td>Careers in education and health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grateful what one has</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prioritize what is important in life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-sufficient – trust one’s own abilities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(table continues)*
Table 41 (continued)

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Learned how to get along with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Independent/ free-thinker</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Organized</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Well-spoken – strong communication skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Became more green</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Learned about working with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Learned to remain committed to fulfilling tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Learned how people impact the world</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Learned to become more global and live large</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Learned to become self-sufficient</td>
</tr>
</tbody>
</table>

<sup>a</sup> The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc.
The category of maturity described the changed personal growth observed by participants of educational travel, as well as their parents and teachers. Increased confidence, independence, compassion for those with less and greater appreciation for what one had, open-mindedness, and being a good citizen were some of the characteristics drawn from each travel experience.

**Flexibility**

The category of flexibility appeared in each of the four educational travel programs: (a) Cruising Families, (b) The Encampment for Citizenship, (c) Outward Bound, and (d) Educational Travel Programs. Flexibility refers to the ability of participants in educational travel to adapt to their circumstances, whether it is learning how to live within a given group of people, adapting curriculum to the particular setting, or setting goals. Tables 42-45 list the codes for the category of flexibility that emerged from the interviews for the four educational travel programs. The contexts and features evolved from the process of axial coding.
Table 42

*Codes for the Category of Flexibility Among the Contexts of the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home-schooling curriculum</td>
<td>Curriculum was sensitive to the needs of participants</td>
<td>Selective programs – focus upon a specific outdoor activity of interest to participant</td>
<td>Provide pre-arranged activities immersed in an ecological project or exploration</td>
</tr>
<tr>
<td>Time management for home-schooling</td>
<td>Diverse participants</td>
<td></td>
<td>Work with school instructional staff</td>
</tr>
<tr>
<td>Fluid lifestyle – no rigid daily schedule – more laid back than in conventional life</td>
<td></td>
<td></td>
<td>Students voluntarily participate – not a school requirement</td>
</tr>
<tr>
<td>Responsive to spontaneous planning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^a\) The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 43

*Codes of the Intervening Conditions for the Category of Flexibility Among the Four*  
*Educational Travel Experience Programs*

| Cruising Families | The Encampment for Citizenship | Outward Bound | Other Educational Travel Programs*
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather (time of year) can be a significant determinant in activities</td>
<td>Participants chosen because of their interests in social issues</td>
<td>Location of activity</td>
<td>The degree to which a school curriculum needed to be covered – AP requirements</td>
</tr>
<tr>
<td>Mood of the child/student</td>
<td>Participants selected because of their diverse backgrounds</td>
<td>Weather</td>
<td>Weather could impact how participants were able to carry out their responsibilities</td>
</tr>
<tr>
<td>Curriculum is not compatible with parent/child learning styles</td>
<td>Locations were critical to the content of the program</td>
<td>Group Dynamics among travelers</td>
<td>Behavior of animals in the environment was unpredictable</td>
</tr>
<tr>
<td>Location</td>
<td>Personalities of teaching facilitators</td>
<td>Relationship between participant and teaching facilitator</td>
<td></td>
</tr>
<tr>
<td>Meet new cruising friends</td>
<td>Curriculum was collaboratively built</td>
<td>Confidence level of participant – willingness to take on a challenge</td>
<td></td>
</tr>
<tr>
<td>Child and/or parent does not like chosen home-schooling curriculum</td>
<td></td>
<td></td>
<td>Relationship between participants and local people</td>
</tr>
<tr>
<td>Boat break-downs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to find work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 44

Codes of the Actions/Interactions for the Category of Flexibility Among the Four Educational Travel Experience Programs

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use location to incorporate into home-schooling</td>
<td>Participants choose their own</td>
<td>Participants chose how to carry out the physical challenge – solo or with</td>
<td>Arranged time and activities for student</td>
</tr>
<tr>
<td>curriculum</td>
<td>community service project</td>
<td>another participant</td>
<td>participants to see how other people live,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>as well as other cultures</td>
</tr>
<tr>
<td>Change home-schooling curriculum</td>
<td>Diverse population living in</td>
<td>Participants assume tasks that contribute to the quality of the experience –</td>
<td>Working side-by-side with researchers, and</td>
</tr>
<tr>
<td></td>
<td>close quarters</td>
<td>cooking, cleaning up the campsite, etc.</td>
<td>local people on an ecological project</td>
</tr>
<tr>
<td>Yacht maintenance/break-downs</td>
<td>Forcefulness of teaching</td>
<td>Participants chose where they wanted to carry out the physical challenge</td>
<td>Exposure to children from local environment</td>
</tr>
<tr>
<td></td>
<td>facilitators – learning to</td>
<td></td>
<td>– visiting schools, playing soccer</td>
</tr>
<tr>
<td></td>
<td>speak up – students</td>
<td></td>
<td>with the local townspeople, dance, bringing</td>
</tr>
<tr>
<td></td>
<td>uncomfortable with the</td>
<td></td>
<td>gifts, etc.</td>
</tr>
<tr>
<td></td>
<td>pressure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjust sailing plans to be with cruising friends</td>
<td>Exposure to the environment</td>
<td>Activities were altered depending on the weather</td>
<td></td>
</tr>
<tr>
<td></td>
<td>where American policies</td>
<td>Participants learned from instructors how to stay safe while engaging in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>have impacted people</td>
<td>physical challenge</td>
<td></td>
</tr>
<tr>
<td>Visit potential employment situations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 45

*Codes of the Consequences for the Category Flexibility Among the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs$^a$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child remains engaged in schooling</td>
<td>Participants finding their voices – learning how to speak out on social issues</td>
<td>Participants experienced a sense of accomplishment</td>
<td>Teacher was able to balance time carrying out school requirements with real-life experiences</td>
</tr>
<tr>
<td>Improved relationships between parent/teacher and child/student</td>
<td>Participants became more confident</td>
<td>Participants gained confidence in their own abilities</td>
<td>Participants learned how to maintain their well-being in a climate very different from what they were used to</td>
</tr>
<tr>
<td>Family can continue sailing, or will remain until repairs are finished</td>
<td>Diverse student population – made friends for life</td>
<td>Participants saw a bigger world with more possibilities</td>
<td></td>
</tr>
<tr>
<td>Weather can delay sailing until bad weather passes – yacht was destroyed in a super-typhoon. Family lost everything. Had to rebuild their boat</td>
<td>Students observed friction between faculty</td>
<td>Energized them to seek more adventure</td>
<td></td>
</tr>
<tr>
<td>Break-downs impact schedules – until repairs can be made and parts for the repairs are found</td>
<td>Participants now appreciate the pressure that had been exerted upon them</td>
<td>Sought out friends who could share similar experiences with</td>
<td>Participants learned how to prepare themselves for living in a climate different from their home life</td>
</tr>
<tr>
<td>Work until saved enough money to continue sailing</td>
<td></td>
<td>Made life decisions that impacted where they would live</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Want their children to experience a sense of worldliness</td>
<td>Developed compassion, greater understanding and respect for other people and cultures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formed friendships evolving from their travel experience</td>
<td></td>
</tr>
</tbody>
</table>

*(table continues)*
Table 45 (continued)

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Able to be more focused and to commit to an endeavor</td>
<td>Developed a sense of themselves in terms of what they wanted to do with their life – studies, careers</td>
</tr>
</tbody>
</table>

<sup>a</sup> The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc.

Flexibility referred to how time was spent and what was considered a priority. This Category ranged from strict adherence to a schedule to a relaxed flow.

Environmental programs that planned multiple trips relied upon moving different groups around a location in an organized fashion; while cruising families, The Encampment for Citizenship program and Outward Bound were able to allow for participants to choose how, what, where and when they exercised influence over their travel experience. Despite the time constraints upon Educational Travel programs, seasoned teachers found ways to balance the curriculum with a degree of spontaneity by allowing their students to enjoy their immersion in the tropical environment.

Communal Trust and Respect

The Category of communal trust and respect appeared in each of the four educational travel programs: (a) Cruising Families, (b) The Encampment for Citizenship, (c) Outward Bound, and (d) Educational Travel Programs. Communal trust and respect signifies the participants’ experiences in community with one another within their particular type of travel program. Tables 46-49 list the codes for the category of
communal trust and respect that emerged from the interviews for the four educational travel programs. The contexts and features evolved from the process of axial coding.

Table 46

*Codes for the Category of Communal Trust and Respect Among the Contexts of the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families embark on a sailing venture that is successful when each member understands how to maintain their own safety, contributes to the lived experience by working together, and fulfills their responsibilities.</td>
<td>Diversified group of young adults who were recruited for the purpose of learning about social awareness and following through with one’s convictions (advocacy) regarding a social issue. A good citizen meant becoming aware of one’s responsibility to work for the betterment of mankind.</td>
<td>Outdoor/wilderness program that participants chose to do</td>
<td>Organizations that provide environmental travel opportunities that primarily are marketed through schools. Travel involves outdoor ventures that complement school curricula. Participants volunteer to go because of interests in ecology.</td>
</tr>
</tbody>
</table>

<sup>a</sup>The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc.
<table>
<thead>
<tr>
<th>Codes of the Intervening Conditions for the Category of Communal Trust and Respect Among the Four Educational Travel Experience Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cruising Families</strong></td>
</tr>
<tr>
<td>Background of the family</td>
</tr>
<tr>
<td>Individual personalities and their ability to adapt to new and sometimes uncomfortable situations</td>
</tr>
<tr>
<td>Living in close quarters</td>
</tr>
<tr>
<td>The extent of knowledge for the area they are living</td>
</tr>
<tr>
<td>Relationship of parent/teacher to child/student</td>
</tr>
<tr>
<td>Weather conditions</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

*(table continues)*
Table 47 (continued)

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relationship between teaching facilitator and participant</td>
<td></td>
<td>Climate</td>
</tr>
<tr>
<td></td>
<td>Participant backgrounds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 48

*Codes of the Actions/Interactions for the Category of Communal Trust and Respect Among the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs$^a$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent learning more about their children’s capabilities</td>
<td>Diversified participants living together in close quarters</td>
<td>Participant chose how to execute a particular challenge</td>
<td>Work side by side with researchers and local people</td>
</tr>
<tr>
<td>Children see their parents interested in their learning</td>
<td>Choice of community service project and the responsibilities associated with that assignment, including meeting with politicians and industry officials</td>
<td>Participant relied upon teaching facilitator’s knowledge of the area</td>
<td>Make contribution toward restoring and/or maintaining the environment</td>
</tr>
<tr>
<td>Opportunities to learn new languages and customs</td>
<td>Cross-cultural experiences</td>
<td>Participants learned how to not disturb the environment – leaving no trace of their campsite</td>
<td>Always have people around you</td>
</tr>
<tr>
<td>Swapping children among cruising community to teach other children</td>
<td>Forceful teaching facilitator caused stress to certain participants who were not accustomed to speaking up</td>
<td>Several participants lived in one tent</td>
<td>Living in uncomfortable housing with only the bare necessities</td>
</tr>
<tr>
<td>Allowing other cruising community members to take children on explorations ashore</td>
<td>Immersion into the environment</td>
<td>Participants spent a lot of time together</td>
<td>Beach patrols, re-foresting of the rainforest – assumed participant responsibilities and purpose</td>
</tr>
<tr>
<td>Making friends and the quality and type of friendships – reaching out to newcomers at an anchorage</td>
<td></td>
<td>Teaching facilitator was flexible in how activities were carried out as long as the participant remained safe – ex. Solo v Team. Had the ability to work with the participant to maximize their learning experience without jeopardizing their safety</td>
<td>Visiting local schools and meeting school children from another culture</td>
</tr>
</tbody>
</table>

*(table continues)*
<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving watches entrusts the person at the helm with the rest of family members’ lives</td>
<td></td>
<td></td>
<td>Student contracts that outline behavioral guidelines on the trip which ensure the safety of the traveling group</td>
</tr>
<tr>
<td>Living in close quarters</td>
<td></td>
<td></td>
<td>Students are encouraged to buy into the travel experience – pay for the trip with their own money, get a job, etc.</td>
</tr>
<tr>
<td>Immersion into the environment</td>
<td></td>
<td></td>
<td>When the circumstance requires – fulfillment of school curricula</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Immersion into the environment</td>
</tr>
</tbody>
</table>

<sup>a</sup> The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 49

*Codes of the Consequences for the Category Communal Trust and Respect Among the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family relationships are closer because of the trust that is inherently a part of a successful and happy experience</td>
<td>Participants learned to live together and have shared experiences – learn to adjust to uncomfortable situations – living with a diverse population in cramped quarters</td>
<td>Participants learned more about inner strengths</td>
<td>Stronger communication skills</td>
</tr>
<tr>
<td>Siblings get along better</td>
<td>Participated in rallies, marches and discussion groups</td>
<td>Participants continued to show interest in outdoor ventures</td>
<td>More mature</td>
</tr>
<tr>
<td>Make friends easily and spontaneously – more open-minded</td>
<td>Forceful teaching facilitator succeeded in bringing out the “voice” in participants. Years later participants now understand and appreciate what that person was trying to do</td>
<td>Participants found friends who shared similar interests in physical challenges</td>
<td>More confident</td>
</tr>
<tr>
<td>Accepting of other people</td>
<td>Life long friendships were formed</td>
<td>Participants learned life lessons about keeping safe</td>
<td>Became aware of one’s place in the world, and of other people who live with much less. Appreciation for what one has</td>
</tr>
<tr>
<td>Learn from other people – skills, customs, culture</td>
<td></td>
<td>Participants made life choices that reflected their continued interest in the outdoors</td>
<td>Respect for other cultures</td>
</tr>
<tr>
<td>Learning from experience makes schoolwork more meaningful and practical</td>
<td></td>
<td>Participants learned to complete what they start and that failure is a part of the learning process</td>
<td>Learned how to work alongside others to achieve a goal</td>
</tr>
<tr>
<td>Opens one’s perception of the world</td>
<td></td>
<td></td>
<td>More committed</td>
</tr>
<tr>
<td>Become more self-confident, and to learn to handle oneself in different situations – greater poise</td>
<td></td>
<td></td>
<td>to subject matter – continued interest in ecology. (chose related college studies and careers)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>More focused</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Make a small contribution – it matters</td>
</tr>
</tbody>
</table>

*(table continues)*
Table 49 (continued)

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn to value friendship and to choose friends who share your values – not be a follower</td>
<td>Participants continued to remain socially aware</td>
<td>Depending on the location of the travel experience, participants learned about how other people live and found appreciation for what they had. Developed compassion for those with less</td>
<td>Learned to fulfill one’s responsibilities</td>
</tr>
<tr>
<td>Learn more about oneself and one’s abilities</td>
<td>Learned to respect authority, but also to question it</td>
<td></td>
<td>Responsible student behavior ensured safety for all – depend on one another</td>
</tr>
<tr>
<td>Parents see their children as more confident and mature</td>
<td></td>
<td>Vision of a larger world</td>
<td></td>
</tr>
<tr>
<td>Respect for nature</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc.
Communal trust and respect was an integral aspect of educational travel because participants learned to rely upon one another for safety, as well as for the maintenance of the experience. Whether it was making a small contribution to an environmental initiative, collaboratively building a curriculum, interacting with other sailing families, or simply fulfilling a task that facilitates the experience – the individual participant became a valued part of the travel group.

**Communication**

The Category of communication appeared in each of the four educational travel programs: (a) Cruising Families, (b) The Encampment for Citizenship, (c) Outward Bound, and (d) Educational Travel Programs. The range of effective communication skills that travelers of educational travel had, determined the quality and depth of what they learned from their experiences. Tables 50-53 list the codes for the category of communication that emerged from the interviews for the four educational travel programs. The contexts and features evolved from the process of axial coding.
Table 50

*Codes for the Category of Communication Among the Contexts of the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel that is immersed in foreign cultures</td>
<td>Provided an environment in which social awareness and advocacy were developed. Communication of values, beliefs, and experiences were the backbone of the program</td>
<td>Carefully monitored outdoor activities by knowledgeable instructional staff</td>
<td>Orchestrated trips to locations of ecological interest</td>
</tr>
<tr>
<td>Home-schooling</td>
<td></td>
<td>Connection to nature and outdoors</td>
<td>Students travel with teacher/chaperone/local guide</td>
</tr>
</tbody>
</table>

<sup>a</sup> The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 51

Codes of the Intervening Conditions for the Category of Communication Among the Four Educational Travel Experience Programs

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Background of Participant – to achieve diversity within the program</td>
<td>Focus of the particular travel experience</td>
<td>Program services and experiences are applicable to school curriculum</td>
</tr>
<tr>
<td>Background of Families – English v Non-English, European v American and Australian</td>
<td>Location of program</td>
<td>Background of participant</td>
<td>Services enhance classroom learning through first-hand experiences</td>
</tr>
<tr>
<td>Internet</td>
<td>Relationship between teaching facilitator and participant, students to students to their families</td>
<td>Relationships – teacher to participant, participant to participant, participant to local people</td>
<td>Immersion into an ecological habitat outside participant’s familiar environment</td>
</tr>
<tr>
<td>Weather stations</td>
<td>Voluntary</td>
<td>Participants have prior contact with organization in helping to train and prepare for the experience</td>
<td>Students wanted to take this trip because of their personal interest in subject matter</td>
</tr>
<tr>
<td>Family relationships</td>
<td></td>
<td>Weather</td>
<td>Relationships</td>
</tr>
<tr>
<td>Show respect for local customs – non-verbal communication</td>
<td></td>
<td></td>
<td>Weather</td>
</tr>
<tr>
<td>Home-schooling relationships – no distractions (disciplining other students)</td>
<td></td>
<td>Assigned tasks intended to maintain balance in local ecology</td>
<td>Travel to foreign places – rainforest and turtle preserve</td>
</tr>
</tbody>
</table>

\(^a\) The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 52

*Codes of the Actions/Interactions for the Category of Communication Among the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared food with locals</td>
<td>Regular discussion groups</td>
<td>Learning safety tips from teaching facilitator to ensure the safety of the individual participant</td>
<td>Worked side-by-side with fellow travelers, researchers, local people in helping to maintain ecological conditions</td>
</tr>
<tr>
<td>Children set up their own websites</td>
<td>Rallies, marches, de-briefings</td>
<td>Following instructions so that everyone is working together to have a fulfilling travel experience – campsite responsibilities (leave no trace), single-handed challenges, exercising good judgment for the safety of all</td>
<td>Learned how to get along with one another in order to gain full appreciation of the experience</td>
</tr>
<tr>
<td>Consult weather stations before setting sail</td>
<td>Non-hierarchal relationships between teaching facilitator and participant – horizontal relationships</td>
<td>Exit Survey allowed participant to communicate their thoughts on the success of the experience, and to offer opinions on how to make the program more responsive to the individual</td>
<td>Learned about other places and people – observed different standards of living, customs, language, etc.</td>
</tr>
<tr>
<td>Seeing animals in their natural habitat</td>
<td>Diversity living in close quarters</td>
<td></td>
<td>Assumed responsibilities that protected the environment – re-foresting, night beach patrols</td>
</tr>
<tr>
<td>Dress according to local customs and did not fish in local waters where local people earned a living from fishing – mindful of local customs and values</td>
<td>Ability to choose community service project to become involved with</td>
<td></td>
<td>Camaraderie among participants</td>
</tr>
<tr>
<td>Willingness to learn the local language</td>
<td>Learned to carry on discourse with politicians, community, and industry representatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Living immersed in a foreign culture – food shopping, mail, getting water to the boat, repairs, etc.</td>
<td>Simulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home-schooling - parent works one-on-one with their child until they understand information before moving on</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 53

*Codes of the Consequences for the Category Communication Among the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs*</th>
</tr>
</thead>
<tbody>
<tr>
<td>English speaking travelers relied upon others who spoke the language, or used sign language. Some families learned basic words in order to be able to get directions, food, etc. Several English speaking travelers regretted not learning the local languages.</td>
<td>Finding one’s voice</td>
<td>Team efforts come together through working and sharing ideas</td>
<td>Became more articulate – able to speak in front of people</td>
</tr>
<tr>
<td></td>
<td>Learned to speak out on social issues</td>
<td>Following directions led to a safe and enjoyable experience</td>
<td>Became more compassionate for other people – particularly those with less than they had</td>
</tr>
<tr>
<td></td>
<td>Learn to have the confidence to speak to all types of people in different positions – politicians, industry representatives, etc.</td>
<td>Listening to instructors was essential for safety purposes</td>
<td>Gained greater appreciation for what they had</td>
</tr>
<tr>
<td></td>
<td>Learn skills for activism</td>
<td>Speaking local language brought travelers closer to hosts</td>
<td>Better understood why people thought and acted the way they did – researchers decisions</td>
</tr>
<tr>
<td></td>
<td>Learn to get along with people from diverse backgrounds</td>
<td>Participants found like-minded people who became good friends on the basis of their interests in the outdoors</td>
<td>More focused, more committed – college, future careers</td>
</tr>
<tr>
<td></td>
<td>Learn to question authority</td>
<td></td>
<td>Understood themselves better – strengths</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>(table continues)</em></td>
</tr>
</tbody>
</table>
Communication referred to how travelers were able to connect with people around them, whether traveling in a foreign country or learning how to live within a diverse environment. Part of the immersion process involved the ability of participants to adapt to their new, unfamiliar surroundings. Communication skill was the basis for the degree of success they experienced.

*Transition*

The Category of transition appeared in each of the four educational travel programs: (a) Cruising Families, (b) The Encampment for Citizenship, (c) Outward Bound, and (d) Educational Travel Programs. Transition refers to how the educational travel experience carried over into the lives of participants once they returned home. Tables 54-56 list the codes for the category of transition that emerged from the interviews for the four educational and personal development travel programs. The contexts and features evolved from the process of axial coding.
### Table 54

**Codes of the Intervening Conditions for the Category of Transition Among the Four Educational Travel Experience Programs**

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close family ties</td>
<td>Participants were selected because they had had an interest in social issues prior to the attending the program. This was a voluntary decision, not a school requirement</td>
<td>Participant had an initial interest in a particular place and/or activity</td>
<td>Purpose of the travel experience</td>
</tr>
<tr>
<td>Perception of transience – this experience is not forever – make the most of it while you’re here</td>
<td>Location of the particular program – Washington, D.C., Indian reservation</td>
<td>Participant preparation – physical condition, gear, mental attitude, etc.</td>
<td>Not for school credit – volunteer to go</td>
</tr>
<tr>
<td>Shared responsibilities</td>
<td>Personality of the participant; shy or out-going</td>
<td>Traveling group came from different parts of the country – diverse backgrounds</td>
<td>How much of school curriculum needed to be covered</td>
</tr>
<tr>
<td>Making friends</td>
<td>The cultural and economical background of each participant – a diverse population</td>
<td>Teaching facilitator extensive preparation</td>
<td>Student contracts that outlined their responsibilities</td>
</tr>
<tr>
<td>The cruising community</td>
<td>The particular time in our country’s history – political initiatives currently in place</td>
<td>Group dynamics – work as a team to ensure the safety and success of the venture</td>
<td>Location of the travel experience – climate, ecology, local culture, standard of living</td>
</tr>
<tr>
<td>Places visited and people met</td>
<td>six week program</td>
<td>Relationship between student and teaching facilitator – informative, supportive</td>
<td>Familiarity of traveling companions – prior to trip</td>
</tr>
<tr>
<td>Weather conditions that affected life and home</td>
<td></td>
<td></td>
<td>Planned activities and unscheduled events – balancing “curriculum”</td>
</tr>
<tr>
<td>Learned new values</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(table continues)*
<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Living in close quarters with people you didn’t know before for an extended period of time</td>
<td>Relationship of students to teacher and other members of the instructional staff</td>
<td>Student’s ability to adapt to uncomfortable situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Specific length of the travel experience – usually 2 -3 weeks, but others were a full semester</td>
</tr>
</tbody>
</table>

<sup>a</sup> The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 55

*Codes of the Actions/Interactions for the Category of Transition Among the Four Educational Travel Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programsa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chose to “Live the dream,” not dream about the life</td>
<td>Close housing accommodations</td>
<td>Begin climbing a mountain – be able to finish it, no turning back</td>
<td>Worked side-by-side on an ecological project with researchers, other students, local people</td>
</tr>
<tr>
<td>Lived in close quarters</td>
<td>Diverse group of participants living together all of the time</td>
<td>Campsite maintenance – each participant had a responsibility that helped maintain the living accommodations</td>
<td>Lived in meager housing accommodations – few amenities</td>
</tr>
<tr>
<td>Home-school curriculum was connected to experiences</td>
<td>Discussion groups, rallies, marches, de-briefings – activities and experiences designed to nurture social awareness and civic responsibility</td>
<td>Living in tents with fellow participants – no personal selection of roommates</td>
<td>Lived with other students – little or no privacy at any time</td>
</tr>
<tr>
<td>Parents deeply invested in children’s education</td>
<td>Relationships between teaching facilitators and students were horizontal, non-hierarchal</td>
<td>Always be mindful of what the instructor said – in order to stay safe</td>
<td>Observed first-hand the natural conditions of another place and the impact that had on the people and their standard of living</td>
</tr>
<tr>
<td>Lived with few material amenities</td>
<td>Worked with politician and industry representatives toward resolving social inequities</td>
<td>Learned how to clean up so as not to leave a trace on the environment</td>
<td>Fulfilled assigned tasks</td>
</tr>
<tr>
<td>Cruising community supportive of one another</td>
<td></td>
<td></td>
<td>Assumed responsibility for one’s safety and the safety of others</td>
</tr>
<tr>
<td>Spontaneous friendships</td>
<td></td>
<td></td>
<td>Student contracts</td>
</tr>
<tr>
<td>Lived a more relaxed life with few schedules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each family member had a responsibility to keep themselves safe and to contribute towards the safety of the rest of the family</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(table continues)*
<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immersed in new places and cultures – exposed to different foods, languages, customs, qualities of standards of living</td>
<td>Participant chose their personal “cause” (Community Service Project) to learn about and find a way to become an advocate for that issue. Taught to live life with beliefs. Taught tolerance and compassion. Curriculum was collaboratively designed to fluidly follow the interests of the participants. Speaking out was intensely encouraged.</td>
<td></td>
<td>Students paid into the trip – got jobs, used present money – they became invested in the experience.</td>
</tr>
</tbody>
</table>

\(^a\) The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc
Table 56

*Codes of the Consequences for the Category Transition Among the Four Educational Experience Programs*

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>English speaking travelers relied upon others who spoke the language, or used sign language. Some families learned basic words in order to be able to get directions, food, etc. Several English speaking travelers regretted not learning the local languages.</td>
<td>Finding one’s voice</td>
<td>Team efforts come together through working and sharing ideas</td>
<td>Became more articulate – able to speak in front of people</td>
</tr>
<tr>
<td>European families more open to learning new languages – enabled them to communicate directly with the hosts</td>
<td>Learned to speak out on social issues</td>
<td>Following directions led to a safe and enjoyable experience</td>
<td>Became more compassionate for other people – particularly those with less than they had</td>
</tr>
<tr>
<td>Greater command of a language enriched the experience and allowed travelers to get closer to the locals. Locals respect travelers who try to speak their language and tend to open up more to them than those who hold back</td>
<td>Learn to have the confidence to speak to all types of people in different positions – politicians, industry representatives, etc.</td>
<td>Listening to instructors was essential for safety purposes</td>
<td>Gained greater appreciation for what they had</td>
</tr>
<tr>
<td></td>
<td>Learn skills for activism</td>
<td>Speaking local language brought travelers closer to hosts</td>
<td>Better understood why people thought and acted the way they did – researchers decisions</td>
</tr>
<tr>
<td></td>
<td>Learn to get along with people from diverse backgrounds</td>
<td>Learn to get along with people from diverse backgrounds</td>
<td>More focused, more committed – college, future careers</td>
</tr>
<tr>
<td></td>
<td>Learn to question authority</td>
<td></td>
<td>Understood themselves better – strengths</td>
</tr>
<tr>
<td>Child gets a strong understanding of school work</td>
<td></td>
<td></td>
<td>(table continues)</td>
</tr>
</tbody>
</table>
Table 56 (continued)

<table>
<thead>
<tr>
<th>Cruising Families</th>
<th>The Encampment for Citizenship</th>
<th>Outward Bound</th>
<th>Other Educational Travel Programs&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chances of encountering bad weather are minimized so that the safety of the family is ensured.</td>
<td>Cruising children keep connected to fellow travelers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> The Ecology Project International, Holbrook Travel, Missoula Outdoor, Inc.

Transition identified the results or lasting effects of educational travel had on participants as reported by them, their teaching facilitators, and family members. In most cases, the educational travel experience influenced subsequent life decisions regarding studies, family, and career.

Summary

The data collected from semi-structured interviews were analyzed through the qualitative procedures of open, axial, and selective coding. Open coding opened-up the data by identifying emerging themes and concepts. Axial coding de-contextualized the data along the relationships that emerged from discrete segments. Axial coding micro-analyzed the data segments that were re-contextualized along the relationships that emerged between the categories. Subcategories were developed around the axis of categories. Selective coding macro-analyzed the data by re-contextualizing the information which then allowed a core category to emerge. The basis for the grounded
theory developed from the interrelationships of the categories and subcategories which is then explained in the narrative.

Selective coding in Chapter V integrates and refines the categories through the immersion of this researcher and the cumulative findings. Relationships are identified that reflected integration of the data. “An analyst reduces data from many cases into concepts and sets of relational statements that can be used to explain, in a general sense, what is going on” (Strauss & Corbin, 1998, p. 145). A central (core) category emerges that explains what occurs during educational travel that contributes to adolescent learning. This central category explains the variations and main point of the data. Participant connections to their educational travel environments all shared a common experience that impacted the rest of their lives. The core category explains how the properties of an educational travel environment require a level of participant accommodation that enables him to learn how to assimilate the novelty of the experience. This particular learning experience uniquely involves the active participation of the traveler so that the individual intellectually and emotionally changes and grows.
CHAPTER V

CONTEXTUAL ANALYSIS

Selective Coding

In order to further understand the phenomenon of adolescent learning and educational travel, a descriptive story—a narrative—aids in the development and integration of the data. The narrative reflects a general sense of the data that captures the essence of the study. The narrative describes the categories, which represent the structure of educational travel experiences, and focuses on the adolescent learning responses, which represent the processes that result in the experiences. At this stage the research findings move from description to conceptualization. Properties and dimensional ranges of categories may overlap as the data moves from description to conceptualization. Intervening variables become pivotal in analyzing adolescent participant learning responses to educational travel. Conceptualization helps to further explain dimensional ranges, and offers an interpretation of the data. Standing back from the data enables the researcher to identify the main concept, and relate it to other concepts. By linking concepts, a storyline leads to this central idea—the core category (described at the end of this chapter).

A holistic analysis of the phenomena produced the core category. The six categories that were initially analyzed during open coding and axial coding, and the subsequent subcategories that developed during selective coding, are related to this core category. The phenomena are now referred to as the six categories because of the change
in the relationship between the core category and its subcategories. The narrative report is founded upon the core category and its interrelationships with the six categories:

1. Commitment and action, which was derived from participant’s reports of starting their travels with a commitment to accomplishing this endeavor, despite the potential challenges ahead of them.

2. Maturity, which encompassed a myriad of behavioral responses that explained how adolescents were capable of responsible decision-making, and to be able to carry out tasks that contributed to successful trip outcomes. Maturity was also defined by the ability to think for oneself, and to not allow peer pressure to prevail over one’s sense of rational thinking.

3. Flexibility, which was related to how participants remained open to adjusting to changing circumstances in an effort to maintain a degree of integrity regarding the purpose and nature of the travel experience.

4. Communal trust and respect, which represented the supportive environment found among traveling groups, whether it was family, cruising community, travelers among local people, classmates, students and teachers, or fellow adventurers.

5. Communication, which referred to the ability for participants to clearly convey to others what was meaningful and important. Learning the languages of host countries enabled those travelers to have more enriched experiences than those who did not try to speak in a language other than their own.
6. Transition, which was the ability for traveling participants to return to their conventional life and resume an existence that connected their present frame of mind to their former lifestyle.

The six categories are interrelated. A relationship between the category “Commitment and Action” and the category “Communal Trust and Respect” is evident because the individual commitment to maintaining a safe rewarding environment entailed making a conscious decision to behave in a manner that supported the well-being of the traveling group. “Communication” is associated with “Maturity” in that a participant’s behavior was best illustrated by the way he or she communicated, both in action and words. The ability to “Communicate” this “Communal trust and Respect” was an important aspect of how participants interacted among the people they came in contact with. “Communal Trust and Respect” was relevant to “Communication” as travelers learned to communicate in the local language, they gained a deeper cross-cultural understanding between their own backgrounds and those of their hosts. “Communication” is also related to “Commitment and Action”, as well as, “Maturity” because of one’s ability to express ideas in a clear and concise manner. “Transition” is related to the other five subcategories because it represents the outcome derived from the travel experience. All of these interrelationships are evident in the narrative.

Selective Coding Narrative: The Elements of Educational Travel that Influence Adolescent Learning

The narrative highlights the properties of each category that relates to adolescent learning and educational travel. Bold typeface identifies the properties of each category
and the related concepts (subcategories). Headings were included to help the researcher remain focused on the data analysis, rather than to drive the data inquiry.

People who were drawn to educational travel experiences wanted to **learn more about themselves** and the world. Gestalt theory views human nature as biologically designed to seek novel, learning experiences that contribute to a better understanding of oneself. Our organizational ability to form patterns and sets “as they become manifest under diverse conditions, starting from the simplest and proceeding to those of higher and higher complexity” (Koffka, 1935, p. 682) leads to the formation of wholes. Gestalt theory sets out to determine the nature of these wholes. Koffka (1935), and Köhler (1939) explained that an individual organized his perceptions into meaningful sets, and through that process of organization, develops a greater understanding of self and the surrounding environment.

Another explanation for the attraction to travel may also be found from the field of neurobiology. Scientists discovered that people gravitate towards experiences they perceive to have learning value. Bunzeck and Duzel (2006a, 2006b) further researched the phenomenon of how novelty exploration enhanced hyppocampal activity, which in turn, produced increased amounts of dopamine; the learning chemical of the brain.

Bock (1980) defined biological adaptation as the selection of specific demands identified by a person within a given environment that requires him to learn coping skills in order to survive. Selye (1980) identified this response as the **general adaptation syndrome**. Stress responses are generated by an individual’s sense of unfamiliarity in a particular environment that is directly influenced by the person’s background (frame of reference). People respond to environmental stresses by adjusting developmentally,
acclimatization, or through changing cultural practices (Bock, 1980). For adolescents who participated in educational travel, the six categories significantly impacted their learning experiences: (a) commitment and action, (b) maturity, (c) flexibility, (d) communal trust and respect, (e) communication, and (f) transition.

**Commitment and Action**

Participant responses revealed a philosophy based upon the idea that tomorrow was not something one lived one’s life for, but rather to focus on the appreciation for the here and now. The **transitory nature of educational travel** intensified the significance of the experiences because it was in the fluidness that participants found connection to places and people. Kirchner (2000) noted that “learning and change is the result of how an individual organizes his/her experiences and assimilates novelty” (¶5).

The travelers **immersed themselves in the lived experience**, rather than become preoccupied with how these ventures would affect them in the future. In other words, living became more important than trying to attach a learning value to their experiences. Experiential educators believe that when a person can maximize using one’s faculties, and involvement entails something meaningful to the learner, the learning becomes more effective (Crosby, 1995).

**Outward Bound** provided **outdoor/wilderness opportunities** for those who sought adventure and challenge. **Immersed in the outdoors**, these participants **committed** themselves to **reaching higher boundaries within themselves**, to learn more about what they were capable of. Through **physical trials** they were **mentally challenged** to go beyond their prior limits and **find a new definition of self**. A meaningful lesson learned was that once a participant embarked on a mission, that
participant would complete the challenge. Turning back was never considered an option.


**Other educational travel programs** in this study offered trips to students interested in *furthering their pursuits* in the sciences. Their travel experiences immersed them in an *unfamiliar environment* that subjected them to oppressive climate and an occasional intrusion of wildlife into their living accommodations. Despite these inconveniences, students remained focused on *their purpose* in being there, which was to *support an ecological system in jeopardy of extinction*. Students worked on environmental projects that assisted local people and researchers in preserving the ecological balance in nature. Participants reported that overcoming the rigors of their travel commitments were part of what made that experience so memorable.

For some, a further condition of their trip was that they were required to sign a contract that outlined their responsibilities to behave in a manner that ensured the safety of all members of the travel group. This document mainly represented students’ commitments to help maintain the safety of the group by explaining the responsibilities associated with responsible and mature behavior. Wilson (1995) indicated that “within experiential education, there is a tremendous potential for empowering the learner” (p. 276). **Contracts** empower students by making them aware of the skills and attitudes inherent in responsible behavior, and their own ability to meet those expectations.
Additionally, contracts bind adolescent traveling participants to a code of behavior that ensures a safe and successful experience. Students make an upfront commitment to live up to their contractual obligations by conducting themselves in a responsible manner.

Although commitment and action drove the travel experience, each participant played a significant role in creating a safe and happy environment. Regardless of the lack of living space, sparseness of amenities, or unfamiliarity of roommates, participants learned through their immersion in the travel experience how to make the best of the situation, and at the same time, came to understand more about the people around them. These experiences taught travelers the importance of daily life and the skills to maximize the relationships that were near them. Ornstein and Nelson (2006) examined the learning phenomenon of change that occurs when an individual is completely engaged in a new situation. Adaptation during active learning experiences enables the traveler to become aware of his or her own set of values and to become more open to other ways of life. Bronfenbrenner (1979) described human development as “mutual accommodations” (p. 21) between the individual and the properties of an unfamiliar environment.

Outward Bound placed participants in outdoor environments that presented physical and mental challenges. Part of the success in a program is the individual’s ability to adapt to fellow travelers who he or she had to live with under very primitive circumstances. Working together to accomplish a physical test, or pitching in with campsite chores, each person remained aware of the need to maintain a safe environment for all. Teaching facilitators were supportive and informative in guiding participants through the rigors of an unfamiliar setting. Their knowledge of the area
enabled participants to have a safe and successful adventure. Prochazka (1995) emphasized the importance for the teacher to be a role-model for what he or she wants learners to learn, and to be skillful at “asking questions that guide learners to new awareness” (p. 146). Participants trusted their expertise in planning and executing their individual endeavors. On more extended ventures, participants met local people who enriched their Outward Bound experiences by sharing their cultural perspectives. Those people became friends of the Outward Bound participants, and helped them better understand the environment they were traveling.

Despite hardships and inconveniences, adolescent participants remained engaged in their travel experiences. They learned how to overcome their initial discomforts, and came to appreciate what their surroundings taught them. Commitment and action epitomized the tenacity which adolescent travelers developed through their travel experiences.

**Maturity**

Travel experiences became pivotal in bringing about positive internal change described in terms of a growing maturity. Becoming a good citizen by showing compassion for others, keeping an open mind, independence in thinking and action, self-sufficiency, and common sense were some of the characteristics identified by participants as facets of maturity. Bennett (1993) constructed a model that explained the intercultural experience. “Intercultural communication behavior is treated as a manifestation of this subjective experience” (p. 66). Piaget (1950) theorized that the ability to adapt to environmental change led to cognitive development. Taking responsibility for ones’ actions, appreciating what one had, give, adaptation and
appreciation for uncomfortable situations, trusting one’s own abilities, and having a better understanding of life were also features mentioned by the participants. Participant travel experiences helped them adopt new perspectives and “set the stage for [them] to develop the confidence, as well as some basic competence and skill needed to attain . . . levels of intercultural sensitivity” (Bennett, 1993, p. 59). Within the context of cruising families, parents observed responsible behaviors in their children that reflected a worldliness and stability uncommon in children of the same age. Sailing long distances to other countries and seeing how people lived in that environment re-defined their concept of the world and their place in it. Additionally, cruising children contributed to the lived experience by cooking, cleaning, taking watches, and participating in boat chores. Jennings and Nickerson (2006) posited that people develop meaning to their lives from attaching a sense of belonging to places, family, and home. Cruising adolescents experienced a heightened awareness for their self-worth arising from the added time they spent with their families.

Outward Bound nurtured mature conduct through teaching the skills for survival in an outdoor/wilderness environment. Outward Bound was created to instill spiritual tenacity and the will to survive by challenging a person’s fears through building upon their strengths. These programs represented rites of passages that brought about greater confidence and self-esteem (James, 1995). Learning how to maintain safety and developing awareness for one’s abilities strengthened the participant. James wrote that Hahn (the creator of Outward Bound) believed that “it is possible, even in a relatively short time, to introduce greater balance and compassion into human lives by impelling people into experiences which show them they can rise above adversity and overcome
their own defeatism” (p. 42). These accomplishments were reflected in opening their eyes to a **bigger world** out there than what they previously understood. Once they experienced the elation and satisfaction of **finishing a physical challenge**, participants sought more adventures that continued to extend the limits of their world. In other words, their **perception of the world grew as their self-concept developed through the program challenges.** Participants worked to reach higher levels of competencies, and found that **as they succeeded, their perception of possibilities grew**, which translated into a **larger world view**.

Other educational travel programs broadened participant **perspectives of the world** by arranging trips to countries where standards of living were radically different from the United States. **Studying** that ecological environment, and **assuming responsibilities** for helping to maintain a healthy balance in nature, transformed students into **caring, compassionate people**. **Working side-by-side** with local people and researchers gave greater significance and credibility to student efforts. Gochenour (1993) understood that **experiential learning** provided opportunities to **assimilate manual skills** and **integrating new perceptions of the world**.

Similar to sailing adolescents, **The Encampment for Citizenship** participants, and **Outward Bound** adventurers, students in these educational travel programs became **more aware of their place in the world** from their first-hand observations of how other people live. They developed mature **perspectives about how fortunate they were to have the things they did, and to understand that many people lived with far less**. Gardiner and Kosmitzki (2005) explained that “when defining adolescent social behavior [one must consider] the status of a given group within the larger culture and this group’s
attitude toward the majority culture” (p. 209). Bennett (1993) suggested that the lessons learned from other cultures during educational travel could become the basis for more discriminating, intellectual thought that transfers to other situations. The ability to categorize information from a broader reference enables a person to have a greater understanding and command of new situations.

Participants matured through their exposure to real-life situations that taught them the importance for caring for others and working toward a world where all people live an acceptable quality of life. The concept of world broadened with their exposure to different social issues, and the ability to learn coherent dialogue concerning those subjects. Kohlberg (1987) developed a theory of moral development that identified behavioral patterns that revealed more awareness for justice and moral principles that were stimulated by cognitive disequilibrium and an increased ability to understand other viewpoints.

Flexibility

Flexibility was an essential characteristic for traveling adolescents. They learned coping skills which allowed them to adjust to unfamiliar situations and people by reducing the stress of living in novel circumstances. Traveling adolescents learn new insights which lead to more effective living.

Flexibility within the educational travel programs related to the individual choices of endeavor and the styles in which a physical trial was carried out. Individuals chose how they would execute a challenge, with the full intent of completing the exercise. James (1995) wrote that “the individual commitment of the student, the expressed desire
to accomplish a worthy goal by means of the course, becomes, in effect, the moral basis of the community” (p. 92).

Other educational travel programs provided different experiences based upon the extent to which a teacher from school oversaw the activities of their students. For students in Drew’s group, meeting Advanced Placement requirements steered the schedule, while others came to specifically work on environmental projects. Experienced teachers who learned how to balance school commitments with providing opportunities for students to enjoy the environment and local culture described another dimension of flexibility. Chapman, McPhee, and Proudman (1995) outlined basic responsibilities of an experiential learning teacher: “provid[e] minimum necessary structure, . . . give just enough assistance for students to be successful, but no more, . . . [and] help students make connections. . . . Finally, a fundamental role of the teacher is to be intentional—to have an objective, and then to teach toward it” (pp. 237-238).

Outward Bound participants selected physical challenges, and then planned how they would execute their venture. Depending on their knowledge, skill level, emotional attitude, and group dynamics; each participant carried out his or her own experience. Outward Bound provided the environmental backdrop for these challenges, but within each setting, every participant contributes his own ideas as how he or she will live that experience.

Even within the constraints of schedules, it was always helpful to allow for flexibility in some areas so that unpredictable events like watching animal behavior, or playing a soccer game with local high school students could be appreciated. Cruising families often changed sailing plans when storms were imminent. Ventures like bike trips
to Moab were also subject to weather conditions, although most times the group was able to persevere. Most educational travel experiences would alter plans, and remain close to safe harbors and campsites. Sometimes, disaster still struck and in one case, a family lost their boat and all their worldly possessions. Fortunately, they were able to rebuild and go on with their journey.

Communal Trust and Respect

The immersion into an unfamiliar environment was often less accommodating than what the traveler was used to, however, he or she learned how to adapt to his or her uncomfortable surroundings and the people he or she shared space with, which ultimately increased his or her pleasure and appreciation for the experience. Cross-cultural researchers, Sikkema and Niyekawa-Howard (1987) stated that immersion enables a traveler to become sensitive enough to identify subtle differences in what had been formerly an indiscriminate whole. This increased awareness reflected the participant’s ability to adjust to the circumstances.

The Encampment for Citizenship program provided crowded housing for the diverse participants. Each person had to learn how to get along with people that she was not used to being around. These conditions, in addition to interactions intended to arouse social consciousness, led to solidifying friendships that crossed racial and economic lines. Learning to live together peacefully was more than a lesson in diversity; it became a goal of the program to nurture an open-mindedness and acceptance toward all people. Bennett (1993) wrote that an increase in cultural awareness accompanies an improved cognitive sophistication, characterized by a better ability to analyze complex interactions.
Cruising families developed stronger ties with each member as a consequence of the time spent together learning about the world and their close living arrangements. The limited living space found siblings getting along better because, in reality, they could not get away from one another—so it was easier not to argue. Koffka (1935) distinguished between two types of environment: geographic and behavioral. "Behaviour takes place in a behavioural environment by which it is regulated. The behavioural environment depends upon two sets of conditions, one inherent in the geographical environment, one in the organism” (p. 31). Koffka explained that behavior can change the geographic environment, as well as the behavioral environment. This explanation helps to understand human adaptation and our ability to adjust to uncomfortable, unfamiliar situations.

Interaction and integration within a geographic and behavioral environment is driven by the unique combination of biological and historic influences from an individual’s life.

Relationships between children and their parents generally improved because almost everything they did was done as a family venture. Bukowski and Sippola (2005) recognized the importance of gaining acceptance and validation in developing a positive self-image. Participating in everyday living activities, home schooling, and working together as a contributing crewmember provided the basis for improved relations. Older cruising adolescents occasionally reported that this closeness was more than what they would have preferred.

Outward Bound participants slept in tents with fellow travelers whom they had only just met. The need to accept one another was critical to the success of the experience. Group identification ensured the safety of everyone, and helped make the outdoor experience more pleasurable and rewarding. Walsh and Golins (as cited in Priest
& Gass, 1997) developed The Outward Bound Process Model which identified the steps participants go through to become engaged in the lived experience and learning. Vygotsky (1978) identified a theory of development based upon a sociocultural perspective. By stressing social interaction, Vygotsky endorsed the idea that a myriad of life experiences was the foundation for personal development.

**Educational travel programs** also provided **rudimentary housing** that students had to share while living in an underdeveloped country. Elissa reported that the Dominican Republic (D.R.) was an incredible momentous trip because it was stepping out of my comfort zone. I knew nothing of the Spanish-speaking islands. . . . I fit in so well in the D.R. that I now feel as if Dominican culture is as much a part of me as Costa Rican culture. I also realized I need to go to more places that are not ones I am used to.

LeBaron and Pillay (2006) proposed that cultural understanding was a process that led to an increase in self-awareness. Educational travel experiences provide opportunities for observation, reflection, and dialogue with others. Bennett (1993) created a developmental model of intercultural sensitivity that explained the evolution of perspectives from ethnocentric to ethnorelative.

With the exception of cruising adolescents, the participants in this study **chose to engage in educational travel experiences**. All participants assumed certain responsibilities that required a conscious **commitment** to behave in a manner that ensured a productive outcome to their ventures. Cruising parents opted to break from tradition and leave everything they had worked for to take their families on a journey in search of a better quality of life that would immerse them in a travel experience. For
cruising families this meant bringing them closer together by sharing more lived experiences, remaining dedicated to home-schooling their children, ensuring the safety of each other, and contributing to the daily tasks that maintained the lifestyle. Sackett (1970) associated the rearing environment with attaining a certain level of psychological complexity. The close living conditions of living aboard and cruising seem to promote a higher level of awareness for one’s self-worth because of the interaction between family members and their active participation in daily-life routines.

Living their dream by venturing out in the world with their families was a liberating experience that required a different set of rules to live by. Sally summed up this mindset in saying “to be open-minded and to have a sense of adventure plus not to live with any regrets.” Kirchner (2000) explained that “an organism is an ordered whole, intrinsically self-regulating individual seeking growth towards maturity and the fulfillment of its nature. Organismic behavior is purposive and goal-seeking” (Kirchner, 2000, ¶ 3). Furthermore, Kirchner stated that “as self-organizing systems, human beings have the natural capacity to constantly reorganize themselves as they adapt to changing circumstances, assimilate, accommodate, and/or reject influences of others with which/whom they interact” (¶ 6).

The Encampment for Citizenship selected participants who were likely to appreciate the values and purpose of the program, based upon their personal interests in social matters. Köhler (1961) explained that motivation describes a dynamic situation between how a person processes perceptions and the area of the brain that physiologically processes those sensitivities. Students were subjected to six weeks of rigorous training that was aimed at teaching them how to become more effective at expressing their
social consciousness. Dedicated teaching facilitators mentored these young people by helping them learn the value of speaking out on political issues that influenced the quality of life, and how to constructively express those ideas. Gardiner and Kosmitzki (2005) defined the concept of scaffolding to describe a supportive relationship that aids in acquiring specific cognitive skills.

Through the exposure to real-life situations and intense discussions, in conjunction with the tight living accommodations, this group of diverse students learned about American political policies and the impact those initiatives had upon people all over the world. This total immersion into living in an environment comprised of a diverse population, enabled participants to experience first-hand, the value of civic responsibility. The Experiential Learning Model created by Kolb (1984) explained how people learn through the transformation of experience. A person chooses a particular learning style based on individual voices in students by showing them how and what needed to be done in order to work toward social equity throughout the world.

Educational travel programs in this study offered trips to students interested in furthering their pursuits in the sciences. Their travel experiences immersed them in an unfamiliar environment that subjected them to oppressive climate and an occasional intrusion of wildlife into their living accommodations. Despite these inconveniences, students remained focused on their purpose in being there, which was to support a lack of living space, sparseness of amenities, or unfamiliarity of roommates, participants learned through their immersion in the travel experience how to make the best of the situation, and at the same time, came to understand more about the people around them. These experiences taught travelers the importance of daily life and the skills to
maximize the relationships that were near them. Ornstein and Nelson (2006) examined the learning phenomenon of change that occurs when an individual is completely engaged in a new situation. Adaptation during active learning experiences enables the traveler to become aware of his or her own set of values and to become more open to other ways of life. Bronfenbrenner (1979) described human development as “mutual accommodations” (p. 21) between the individual and the properties of an unfamiliar environment.

Communication

Communication represents the ability of adolescent participants to convey their ideas and feelings under unfamiliar circumstances. Students needed to learn new ways of adapting themselves in order to be able to survive in this novel environment. Developing effective communication skills became an essential part of adolescents’ educational travel because it determined the degree of immersion they experienced. The deeper the immersion, the greater appreciation they had for their travels. Successful communication skills produced successful relationships. Bukowski and Sippola (2005) believed that a high degree of acceptance within a social group can lead to an improved self-image.

The Encampment for Citizenship focused upon raising social consciousness and learning how to constructively express ones’ own civic convictions in an effort to effect change. Gaining “one’s voice” represented participants’ ability to form and express personal beliefs that advanced social justice and equity. This principle was achieved through the program’s philosophy that direct exposure to diversity would lead to a true understanding of social fairness and effective advocacy. A non-hierarchal organization permitted students to identify their personal causes, and to develop their own strategies
for achieving social fairness. Communication skills became an essential part of

participants’ ability to further their causes.

Due to the limited living space, multiple participants from diverse backgrounds were housed in rooms where they learned about one another; and permitted them to discuss the social issues to which they dedicated their efforts. Moving from an ethnocentric perspective, students became more aware of the cultural characteristics that defined their roommates. Late night discussions in their rooms created a natural setting for students to share personal insights and political interests.

The quality of relationships that formed between cruising families and local people appeared to depend upon the willingness of the cruising family to learn the language of their hosts. One family worked where they stayed for extended periods of time. They became friends with the local people and seemed to integrate into the host culture. Their teenage daughter became fluent in Spanish while cruising South America, and used her knowledge to help her mother grocery shop.

The cultural background of the travelers impacted relationships between cruising families and local people. English speaking families were less likely to learn the language of the country they were visiting than those from countries where it was encouraged to learn other languages. As a consequence, English speaking families were limited in fully connecting with the local people and diminished the extent to which they became immersed in the travel experience. “Where the languages spoken are different, and one is building competence in the new tongue, one is also building trust and understanding between oneself and other significant people” (Cushner, 2004, p. 27).
Outward Bound programs are successful because of the organization’s ability to provide safe, outdoor ventures that develop mental and physical skills which participants seem to relate to personal development. Teaching facilitators are trained to address the needs of their students, and through clear communication, they are able to convey the guidelines essential for a successful adventure. On the other hand, participants need to be able to express their intentions, so that they can execute a physical challenge with intelligent, responsible planning.

Other educational travel programs placed students in environments where they learned to interact with fellow travelers and local people. Students’ ability to effectively communicate with others was instrumental in assisting them in achieving their goals. Working side by side with professional staff, and learning to interact with people from different cultures became a vital part of their travel experience.

Transition

The concept of transition is an important aspect of educational and personal development travel because it addresses how the travel experience flowed beyond the actual trip into life after that and what the lasting results were. For most travelers, their experiences became life-altering regardless of age or background.

Cruising families were able to resume or enter conventional life without having lost ground in their careers or schoolwork. In fact, some cruising parents changed careers in exchange for being able to spend more time with their families. Their priorities shifted, and more emphasis was placed on improving daily life as opposed to stressing about the future. Adolescents returned with more confidence and maturity than classmates their age, which enabled them to be far less affected by peer pressure.
and the usual pitfalls of adolescents. **Change in values** shaped a different life that seemed to bring more happiness and stability to the cruising families, although **some adolescents reported difficulties fitting into prior** relationships. **These** young people had a difficult time resuming their lives back home, and they **reported** experiencing **stress, alienation, and a sense of loss of their freedom.** In those situations, it seemed as though what they had learned from the culture of the cruising community and their travels was not acknowledged or valued by their former friends. Their adjustment period varied from a few months to a few years.

Cruising adolescents recognized the behavior that their adolescent friends at home were engaging in as irresponsible and risky. Mollie observed that her difficulties may have stemmed from a cultural mindset that New Zealanders appeared apathetic to the needs of students. She believed that the absence of expectations contributed to the wanton behavior (drinking and partying) of her peers. Similarly, Rita stated that after traveling in Asia, she concluded that “Australia is a very rich country materially but not as rich spiritually.” These statements suggest culture may be a factor in how adolescents transition back to their former lives. Wise-Bauer and Wise (2004) stated that “the trend in our society is to devalue—even bypass—the family as a basic unit of socialization” (p. 625). These researchers added that

the socializing that best prepares a child for the real world can’t take place when a child is closed up in a classroom or always with his peer group. It happens when the child is living with people who vary widely in age, personality, background, and circumstance. (Wise-Bauer & Wise, 2004, p. 624)
Bronfenbrenner (1979) recognized the detrimental dependency created when middle-school students relied upon their classmates for approval, direction, and affection. This reliance occurred when students were placed in an age-graded peer group that was socially isolating. The disparity between what cruising children learned from their travels and the perspectives of their peers at home sometimes seemed to create a hostile environment that affected their re-entry.

For participants from The Encampment for Citizenship program, transition was a sustained life commitment to living their lives with purpose and direction and assuming civic responsibilities. Twenty-eight years later they all remained grounded in living up to the values and expectations taught to them in the program. They attributed some positive aspect of their lives back to what they had learned from the program, as well as the unusual living conditions they were subjected to. Davis, Jones, and Derrick (2004) discovered that memory occurs when the midbrain successfully encodes novel stimuli. The Encampment for Citizenship program provided a novel environment from which participants learned how to engage as active citizens who have the ability to make meaningful contributions to society.

The transition for Outward Bound participants was defined more in terms of what they had accomplished during their adventures, and how that achievement became the springboard for subsequent challenges in life. They were able to transfer their lessons learned into other aspects of their lives such as where they wanted to live, and how they met other challenges in their careers. Self-confidence and a desire to live life to the fullest was a common theme. Friendships were formed through shared interests in outdoor activities. The energy and enthusiasm to continue reaching new borders
within themselves was on-going. James (1995) wrote that Hahn believed “awakening an individual’s collective concern is the key to healthy personal development, and . . . nature is an educator in its own right, more akin to the true nature of a human being than is the society that humans have built for themselves” (James, 1995, p. 91).

Other educational travel programs also had a positive long-term effect upon former participants. Parents and teachers observed greater maturity and responsible behavior in children and students. For some, the travel experience inspired them to volunteer to continue their efforts in order to help sustain the ecological balance in a region. Other students furthered their college studies in the sciences and planned on careers in environmental support. Gass (1995) called “the effect that a particular experience has on future learning experiences . . . [as] the transfer of learning or the transfer of training” (p. 131).

Elissa, a college student who traveled extensively as a participant in an environmental program and as a foreign exchange student, shared her history and experiences as both travel participant and beyond.

I went abroad for the first time when I was 14 years old—the summer before my sophomore year in high school. I lived in Spain with a family for two months. Then, when I was 15 I went to Costa Rica for two weeks in the spring with an Ecology Project International [EPI] program through my high school. I did another EPI program in the Galapagos for two weeks in the spring when I was 17. That same year, the summer after my senior year when I was 17, I began volunteering at a nature reserve in Costa Rica for two months every summer
through last summer (I’m 20 now). . . I worked with nesting sea turtles and visiting students to educate them about marine turtles and their protection. Living in the Dominican Republic, I did intensive social justice studies, completing an internship with a NGO that gives pre and post natal care to women who don’t have health insurance, as well as studying at an institution that is dedicated to improving the relations between Dominican and Haitians through education.

In researching the experiences of studying abroad, Carlson, Burn, Useem, and Yachimowicz (1990) found the long-term effects were seen in the creative integration of their cosmopolitan and localite identities, the selective combining of socially derived cross-cultural and local-cultural repertoires. An interconnected theme, then, is that the majority of these persons are uniquely individuated men and women who not only have things happen to them but also make things happen. Most are persistent persons who, upon meeting obstacles, draw on their knowledge and experience to figure out alternative pathways that might enable them to fulfill their inner values. (p. 112)

Core Category

The core category, “The properties of an educational travel environment require a level of participant accommodation that enables him or her to learn how to assimilate the novelty of the experience” was formed from the interrelationship between the subcategories that emerged from the axial coding process, as well as the categories identified during open coding. The core category considered these categories as related to each other. This integration organized the categories and subcategories so that an
explanation of the phenomenon of learning occurring during educational travel could be identified. By organizing statements of relationships, the storyline refined the data.

Summary

Open, axial, and selective coding were used in analyzing the data that was collected from semi-structured interviews of participants in educational travel. Open coding produced several themes that emerged from the semi-structured interviews. During the initial stages of axial coding these themes were de-contextualized into data segments. Axial coding re-contextualized these data segments along relationships that were identified during the micro analysis process. The axial coding process ended with an analysis that identified six phenomena from the data, and the elements of those phenomena.

Selective coding was the final step of analysis that re-contextualized the data. Selective coding used a macro analysis of the data. A “core category” emerged from a narrative that evolved from this macro analysis. During this part of the data analysis, the phenomena became referred to as “subcategories” of the “core category” as they are linked to the “core category.” These “subcategories” are interrelated and form the basis for the grounded theory. The narrative, titled “The Elements of Educational Travel that Influence Adolescent Learning,” was the culmination of the selective coding process.

Chapter VI is an interpretive summary of the findings from the open, axial, and selective coding processes. A “Holistic Analysis” of the findings will address the central question of this study. The four sub-questions that support the study will also be addressed. Postulations and implications for practitioners and further research conclude the chapter.
CHAPTER VI
SUMMARIES, CONCLUSIONS, AND RECOMMENDATIONS

This chapter reviews the theory developed in this study and the subsequent impact of this theory on future studies. Educational travel provides a positive learning environment that immerses the adolescent student in a novel setting. He learns to cope with the unfamiliar aspects of his experiences through biological adaptation. The inherent ability to learn new methods of survival is driven by midbrain stimulation which produces dopamine, a chemical primarily associated with learning. Active learning that occurs during educational travel contributes to an adolescent’s ability to adapt and successfully interact with his surroundings. Broad life experiences become the foundation for greater abilities to adjust to new and unfamiliar situations. Educational travel places an adolescent in an environment that induces cognitive and emotional changes which transfer to positive, sustained behaviors.

This chapter holistically examines the core category, “the properties of an educational travel environment require a level of participant accommodation that enables him to learn how to assimilate the novelty of the experience.” This chapter also holistically investigates the properties generated from the six categories that were identified during the microanalysis of the data. The six categories were: (a) commitment and action; (b) maturity; (c) flexibility; (d) communal trust and respect; (e) communication; and (f) transition. The 10 properties and dimensions of these six categories were: (a) the temporal nature of educational and personal development travel;
(b) immersion into the lived experience; (c) search for a greater meaning and purpose to life (personal development); (d) acquisition of skills for environmental adaptation; (e) a sense of worldliness (social awareness, diversity, open-mindedness, compassion); (f) relationships (group identification, collaborative interactions), learning the language of the traveling community; (g) safety; (h) responsibilities; (i) shared values; and (j) buying into the experience. These subcategories were directly linked to the core category. This research attempted to move from a microanalysis where single phenomena are identified, to a broad view where categories emerged. A holistic analysis of the relationship among all the categories indicated their interrelationships and formed a complex picture that became the basis of a grounded theory.

The Theory: Educational Travel Promotes Positive Adolescent Learning

Educational travel actively engages adolescents by stimulating cognitive and emotional interactions as a response to the novelty of their travel experiences. Learning and memory occur while their midbrains seek and find life situations that present new realities. These challenges require adolescents to adapt—set new boundaries and redefine their places within the unfamiliar settings. This adaptation is a biological response chemically induced by midbrain activity, which was stimulated by the unique circumstances introduced in the unfamiliar situations. As a result of the cognitive, emotional, and biological interactions produced by the novelty of educational travel, adolescents experience positive learning.

Exploration of the Central Question and Sub-Questions

The data analyses that were derived from the semi-structured interviews led to the development of the core category and the six subcategories. The analyses of these
interrelationships and the components of these relationships formed the basis for a new and informative perspective on the central question that framed this qualitative research design. The central question was: How does the experience of educational travel nurture healthy adolescent learning?

The subcategories in this study were related to sub-questions. In the following section the sub-questions have been analyzed from the qualitative processes of open, axial, and selective coding. These processes develop a picture giving insight into how the participants in this study view their educational travel experiences.

Sub-Question #1

What do adolescents verbalize about their educational travel experiences?

Adolescents became more confident in their abilities to adapt to new and unfamiliar situations. They sought out friends who shared similar interests, and they became less vulnerable to the typical erratic and often unstable adolescent behavior found in teenagers who have only lived and attended school in conventional surroundings. These adolescents’ exhibited independent thinking, which helped enhance the quality of their relationships. They were comfortable with their own self-image and had the confidence to remain true to their own beliefs. When negative peer pressure (drinking and wanton, irresponsible behavior) was observed, former traveling adolescents tended to pursue more healthy outlets. This emotional and psychological maturity was evidenced in improved school performance, more focus and emotional stability, as well as a clearer sense of who they were. Traveled adolescents learned the importance of assuming responsibility for their actions and had a grounded understanding of their place within a broad view of the world.
Sub-Question #2

What do the parents of adolescents identify as important about educational travel experiences for their children? Several parents interviewed for this study had older children who had traveled as adolescents. Their perspectives focused more on the sustained effects of their children’s travels. Looking back on their children’s travel experiences, these parents found that their children continued to exhibit mature, responsible behavior. Becoming a good citizen, having an appreciation for what they had and awareness for people who lived with far less, keeping an open mind, and willingness to contribute constructively to some aspect of life and society were some of the prominent observations made by parents regarding their children’s long-term emotional, intellectual, and psychological development. Parents believed their children learned healthy values that fortified them with strong survival skills.

Sub-Question #3

What do former participants in educational travel self-report regarding those earlier experiences and the choices they made as adults? Initially this category was intended for adults who participated in an Encampment for Citizenship experience as adolescents. After reviewing the data, it became necessary to widen this population to include all adults (ages 20 and over). This enabled the study to encompass a larger frame of reference. Even though the nature or purpose of the travel experiences may have varied, the outcomes were similar.

A key theme of this group of travelers was a perception that they could influence the quality of their life experiences, whether through physical accomplishment, social engagement, or assuming responsibilities contributing towards the fulfillment of personal
and interpersonal goals. The passage of time did not diminish the value of the lessons learned from the travel experience, but rather these lessons became indelible values that characterized their adult lives. A legacy from their travels was evidenced in career choices, college studies, and other personal commitments.

Sub-Question #4

What do teachers of adolescents report as significant learning opportunities during educational travel? The teachers interviewed in this study accompanied their students on the travel experiences. They found that setting high standards and holding students accountable for their actions contributed toward the development of mature patterns of behavior. The backdrop to all travel was the first-hand experiences that defined the purpose of the trip. From these encounters, students became aware of how they can impact the environment, and the importance of taking responsibility for their own actions. Teachers reported transformations in their students that were directly related to their hands-on experiences with local people and natural habitat that connected them to their surroundings.

Cruising parents assumed the dual roles as parents and teaching facilitators to their children, as well as having the responsibility for their children’s safety and care. The educational travel experience was as much a learning experience for the parents as it was for their children. Parents discovered more about themselves and their children by working closely with them on school assignments. This closeness enabled cruising parents to observe dramatic emotional and psychological development in their children when they returned to shore life. Upon their return, they saw their children navigate
through typical teenage situations with determination, focus, and a healthy sense of self-preservation.

Holistic Analysis Related to the Literature

The literature that related to the data from the semi-structured interviews contributed to the analyses of the answers to the central question and sub-questions in this study. The gamut of educational travel experiences reviewed in this study revealed a variety of perspectives describing facets of learning that became part of a person’s identity and its sustained effects upon participants.

Travel became a metaphor for the transcendence of how participants were shaped by the different cultures that had surrounded them. As a result of immersion into a new cultural environment, participants discovered a sense of self-reliance that molded their identities. Travel was the psychological, emotional, and physical process by which the forces of culture developed and defined the boundaries of their identities. The different cultural environments consistently influenced participants’ growth that enabled them to re-set the boundaries of their identities. The cross-cultural research conducted by Cushner (2004), Bennett (1993), Cushner and Brislin (1996), and LeBaron and Pillay (2006) revealed the developmental nuances relating to self-identity that occur during encounters with other cultures. In relation to education, cultural studies became a vital part of the curriculum. Fishman (1996), Reyner (1992), and Starnes (2006) recognized the importance of providing cultural studies for Latino and Native American children in an effort to help them succeed in a school and world environment that is dominated by other life styles.
Research done in the field of experiential learning explains the framework of the travel learning environment, and the interaction that occurs between the student, their teaching facilitators, and their surroundings. In discussing the significance of relationships formed during educational travel, it is important to understand how the quality of those connections affected the benefits of the learning experience. At the same time, it is important to understand how specific conditions within educational travel contribute towards those enhanced relationships. Gatto (2002, 2005), Griffith (1998), Henderson and Milstein (2003), Kozol (2005), Holt (1982), and Wise-Bauer and Wise (2004) wrote about how relationships impact a learner’s ability to respond to their environment. The findings of this study showed that relationships were critical to the success of educational travel. The findings of this study also support the research of Dewey (1902), Dukes (1985, 2006), Walsh and Golins (1976), who all provide information about the benefits of experiential learning.

Environmental conditions significantly influenced adolescent development. The findings in this study concur with theories of human development that explain the biological and environmental influences that impact healthy psychological and emotional growth. Gestalt theorists Koffka (1932), Köhler (1939, 1959/1961), and Kirchner (2000) explained human development as a consequence of biological and environmental predispositions to learn and seek out learning situations. Bronfenbrenner (1979) and Vygotsky (1978) analyzed the social and cultural environment and its influence on a child’s development. Erikson (1950), Kohlberg (1987), and Piaget (1950) grouped age increments into periods of cognitive and emotional growth. For adolescents who
participated in educational travel, mature behavior was accelerated by the life encounters they experienced rather than age specific guidelines.

Neurobiologists have uncovered information related to the phenomenon of learning and they have found that humans are chemically predisposed to learning due to activity in the midbrain. Bunzeck and Duzel (2006a, 2006b), and Davis, Jones, and Derrick (2004) studied how the human brain responded to novel experiences, and the impact those events had on learning and memory. Educational travel qualifies as a novel experience because of the flow of events that occur as part of the venture. Sackett (1965, 1970), and Sackett, Novak, and Kroeker (1999) explained human development as a response to early environmental experiences. Selye (1980) specifically studied stress (emotional and physical responses to new situations) and how people seek to restore balance in their lives. The findings of this study show that adolescent travelers acquire cognitive skills most associated with maturity, which supports Bock (1980), who maintained that people can biologically adapt to novel environments. Participating adolescents gained life experiences in unfamiliar settings that promoted mature thinking and behavior through the learned responses (coping skills) that the environments entailed.

Adaptive aptitudes are revealed in terms of their potential benefits or necessity to individuals and adaptive characteristics of individuals change in response to the environment (Bock, 1980). For example, one cruising adolescent experienced just such an environment when she and her family encountered a severe storm. Her willingness and determination to steer during heavy weather indicated a level of cognitive acclimatization – a learning process that indicates an individual’s adjustment to his or her environment. The cruising adolescent remained focused and determined so that she and her family
survived an extremely stressful condition. She kept her family alive and safe by adjusting to the environmental stress. Participants in educational travel learned how to survive in novel settings by dealing with stressful aspects of their environment and finding ways to adapt to the unfamiliar characteristics.

Travel research encompasses a wide range of topics from risk (Reisinger & Mavondo, 2005) and global health problems (Richter, 2003) to travel behavior (Sonmez & Graefe, 1998). These topics address issues that are important considerations when planning an educational travel experience.

The literature relating to the development of a theory of educational travel and adolescent learning developed from an interdisciplinary frame of reference. As a consequence, individual disciplines were reviewed as potential components in building the theory, rather than restricting the use of the information to the specific field of study. There was little existing literature on educational travel in relation to adolescent learning. However, there was extensive research in the individual fields of education, child development, neurobiology, cross-culturalism, and all the other disciplines considered in this study. The literature review reflected the myriad of issues relevant to the study and led to a broader application of the concepts inherent within each discipline. The construction of an interdisciplinary body of literature created a new area of research by virtue of how information was applied to a new context.

Postulations

In this study the researcher investigated a wide range of educational travel experiences by examining specific features unique to each situation, as well as the interrelationships between the different circumstances. The phenomenon of meaningful,
personal learning occurred within the context of each lived experience, regardless of participants’ cultural or economic backgrounds. By changing their physical environments, participants experienced an internal awakening that transformed their perceptions of the world and clarified their sense of where they fit in to the larger scheme of things.

**Adolescents’ Behavior is Transformed Into More Mature Emotional and Cognitive Conduct by Educational Travel**

Maturity refers to an individual’s ability to cope in an unfamiliar environment. Adolescent participants of educational travel reported transformations that reflected a broader view of the world, changes in values, and enhanced self-perceptions. Travel experiences opened up opportunities to connect with a wider range of people; which in turn, promoted self-realization and growth. The categories inherent in educational travel experiences are commitment and action, maturity, flexibility, communal trust and respect, communication, and transition. These categories described the actions and re-actions of participants. The interplay between participants and their immersion in the travel experience identifies situations of what, where, when, how, and why meaningful learning occurs. Adolescent receptiveness to learning was connected to environmental factors that each travel setting provided.

**Adolescents Retain the Values and Beliefs they Learned from their Educational Travel Experiences**

Adults who participated as adolescents in educational travel reported that elements of what they learned during that experience continued to have a positive influence in their lives. Career choices, school interests, family commitments, and other
personal aspects of their lives reflected the lessons and perspectives they learned during their travels. Former adolescent participants viewed their educational travel as the springboard which enriched and determined their paths in life. Koffka (1935) viewed the mental dynamics of learning and memory functions as representative of a “continuous sequence of organizations and re-organizations” (p. 646). He went on to note that memory is considered a construction that has a “definite and concrete meaning.” (p. 646). The long-term effects of educational travel include the continued commitments of former participants to live lives that reflected the values they learned from their experiences.

Former cruising adolescents, Encampment for Citizenship participants, and students who went on an educational trip all expressed that they had learned valuable life lessons from their cross-cultural experiences. Participants developed compassion for people living in underdeveloped countries where locals lived on much less than they were used to. Some of the participants made plans to continue their travels and/or to pursue further environmental studies. Older respondents chose to work in the health and medical fields. They envisioned practicing in parts of the world where their services would be most needed. Maggie planned “to take [her] own family cruising, and let [her] kids experience the world. She stated that “part of me would also like to work while doing it—running medical clinics as I sail around.”

*Educational Travel Experiences Engage Adolescent Attention and Focus*

Travel is a novel experience because of its transitory nature. There is an on going sense of the unknown that attracts and engages the traveler. Neurobiologists have explained that learning is a chemical reaction to external stimuli such as novelty. Bunzek and Duzel (2006a, 2006b) found that novelty enhances learning because it motivates the
brain to explore and be rewarded. Dopamine levels rise in the brain when a person anticipates a learning (reward) experience. The surge in dopamine that results from encountering a novel experience explains the consistently high level of engagement that participants reported experiencing during their travels, as well as the retention (memory) of those events. The combination of novelty and immersion in a new environment stimulates adolescents’ receptiveness to focus and learn.

*Adolescents Who Participated in Educational Travel Learn to Adapt to New, Unfamiliar Situations, Which Is Connected to Growth in Self-Confidence*

Educational travel involves learning how to adapt to different people and places. The adolescent travelers’ exposures to new environments, foods, customs, and rules of life reflected the need for what Bock (1980) referred to as biological adaptation. The unique culture of each travel situation presented a new frame of reference, which required figuring out how to socially and physically position oneself within that environment. Adolescents learned how to become contributing members in each of the travel situations under review. In addition, the findings of this study are supported by the socioculture theory developed by Vygotsky (1978). A diverse social environment (age-wise and culturally) created situations that contributed to an increase in adolescent self-confidence through the exposure to diverse people and circumstances. Adolescent self-confidence learned from educational travel appears to reduce the influence of peer pressure more commonly found in conventional learning environments.
Educational Travel Entails Delegating Responsibilities That Give Greater Meaning to the Adolescents’ Experience

In each travel experience, adolescents were expected to carry out responsibilities that were essential to the success of the event (for the group, as well as the individual). Cruising adolescents and students participating in an educational program were involved in specific activities that facilitated and enhanced the experience. This type of participation connected the adolescent to the experience in an active way that made the adolescent an integral part of that event. When the adolescent’s participation became an integral part to the success of the experience, it appeared that the quality of learning was enhanced. Bronfenbrenner (1979) believed that a wide range of life experiences teaches the skills of adaptation and accommodation in a myriad of circumstances. The ecological model Bronfenbrenner created described the patterns of family interactions and society that are influenced by development and culture.

Educational Travel May Provide the Types of Life Experiences that Adolescents of Need Will Benefit From Because of the Exposure to Other Cultures and Places

The findings of this research concur with Bennett (1993) who pointed out that a person moves from an ethnocentric perspective to an ethnorelative perspective when he has been immersed in an unfamiliar cultural environment. Disadvantaged students generally do not have the means or opportunities to interact with other cultures, and consequently, do not learn the skills and awareness for social interaction in a larger world perspective. Kozol (2005) maintained that social isolation is a major problem for minority children in urban public education where students usually attend schools in their own neighborhoods. In addition, taking underprivileged adolescents on an educational
travel venture could address a wide range of needs such as learning healthy conflict resolution strategies, developing self-confidence through carrying out responsibilities essential to the success of the trip, and learning how to think independently and not become vulnerable to peer pressure.

Curricula may become more meaningful when students of need gain the life experiences that support school learning. Learning through real-life provides a compelling frame of reference that transfers to other pursuits such as school performance. As a result, standardized test scores and school performance may improve because educational travel offers first-hand life experiences that have an impact on adolescent learning.

On the basis of participant reflections on the people they met and the events of their experiences, findings indicated that adolescents from different cultural and economic backgrounds all benefited from their travels. Academically, traveling students fared well in transitioning back into conventional school environments. For some, there was a period of social adjustment while they sought to find new friends with whom they shared more in common than the friends they had prior to their travels. Eventually, all traveling adolescents made healthy adjustments upon reentry into their original life circumstances. The one young adult who spent most of her life cruising went on to college and successfully adjusted to life ashore.

Former participants in The Encampment for Citizenship came from different economic and cultural backgrounds, including those from disadvantaged home settings. Regardless of their origins, each participant learned new coping skills, as well as came
away with a sustained interest in civic involvement. This outcome suggests that educational travel can provide significant learning opportunities for all adolescents.

Resiliency theory posits that adolescents at-risk have the ability to spring back from adversity when protective factors such as the introduction of a positive teacher/mentor relationship, and activities that engage the adolescent both physically and mentally are accessible. Educational travel has the potential for addressing many of the needs of students, teachers, and families today. The rich experiences defined by the close, trusting relationships, and anticipation of new places to see and people to meet may provide travelers with imprints that endure long after the trip. Educational travel can be a life-altering experience from which adolescents may learn more about themselves, thereby enabling them to become more responsive to the world.

Implications

An interdisciplinary foundation for studying educational travel and its effects on adolescent learning uniquely positioned each field of investigation so that the application of clinical information was transferred into a larger body of data. The findings culled from the various disciplines often cross-referenced, although terminology may have differed. It became important to visualize the literature through a unified, wider perspective that considered each discipline as a valuable component of a larger study. The compelling evidence supporting educational travel as an adolescent learning approach was grounded in the various disciplines rather than confining the evidence to a particular perspective. The theory which emerged from participant responses was clarified by the interdisciplinary literature. Educational travel’s impact on healthy
adolescent learning was revealed through an in-depth understanding of human development and environmental studies.

The findings in this study suggest that educational travel provides an environment that is conducive to adolescents’ healthy learning. The elements that make educational travel a compelling instructional approach are inherent in the experiential learning that occurs through the lived events. Environmental stresses generated by educational travel result in developmental adjustments, acclimatization, and a change in cultural practices. Adolescents learn to adapt to cultural practices beyond their own community. This ability to adapt enables the adolescent to confidently adjust (personal development) to a myriad of situations. For adolescents, educational travel offers opportunities to build strong, positive self-images by learning the social and emotional competencies needed to successfully engage in a wide range of interpersonal relationships and situations. Those newly adapted survival skills become part of the adolescent’s collection of life skills. Educational travel provides a positive learning environment that promotes adolescent adaptation.

Research in human development identifies the child’s experiences as determinants and predictors of the child’s ability to thrive in the world. Educators may look toward educational travel as a viable way to engage students in a personal journey that will help them obtain a meaningful and sustained education. This commitment will require that learning institutions re-conceptualize how to provide an effective education. While educational policy has emphasized standardized test scores, it becomes even more important to provide the kinds of learning experiences that will transfer to higher levels of intellectual competencies. Based on this study, educational travel appears to fortify
adolescents with the cognitive skills that underlie test expectations, and more important, give students exposure to real-life. For example, educational travel teaches a different set of time management priorities than those current organizational school schedules allow. A regimented program that is dictated by a series of bells and classroom changes may not be conducive to learning, and may potentially interfere with student concentration.

Educational travel is governed more by life situations that often are beyond the control of a schedule.

The goals of education need to instill adaptive skills in students that will enable them to follow their own paths in life, and to enrich the life experiences of the individual child. The findings of this study show that educational travel can have a significant positive influence in the lives of adolescents. Educational travel can balance the disparity in life experiences that separate under-classed adolescents from students who come from more comfortable economic and social backgrounds, and who appear to enjoy more success in school. Educational travel entails extensive preparation and responsibility. In conventional learning environments teachers on the secondary level focus only on one discipline. Educational travel entails covering all the disciplines primarily overseen by one teacher. More emphasis will be placed upon teachers to provide learning opportunities that immerse their students in real-life experiences, and to establish and enforce guidelines that will insure their safety. The positive outcomes from this study show the value of making the effort to provide these extraordinary endeavors.

In addressing the learning needs of at-risk adolescents, educational travel can offer experiences that will bring greater meaning to students’ studies because of broader frames of reference. The benefits derived from travel ventures will enable disadvantaged
students to draw more connections between what they learn in school and their life experiences. This relevancy is essential for meaningful learning because according to Meier (2002) students seek affirmation of their life experiences in school. Incorporating educational travel in American public school curricula could help adolescents better understand what globalization means, and how it will affect their lives.

Implications for Future Studies

Further studies seeking information about the benefits of educational travel and adolescent learning may need to ask which disciplines are most relevant to their studies. This researcher found the areas of science most informative because those disciplines provided explanations of human adaptation. Travel and cross-cultural studies also helped describe educational travel settings that nurtured positive adolescent learning.

The use of the grounded theory method of research in this qualitative study provided the type of in-depth analysis necessary for recognizing the subtleties of human experience, in this case the experiences in educational travel that enhanced and promoted healthy adolescent learning. Understanding how educational travel links with adolescent learning predispositions required researching a myriad of disciplines (human development, educational methodology, art, cross-cultural psychology, travel research, social work, anthropology, Native American studies, neurobiology, education law, and biology) in order to gain a comprehensive perspective of the subject. Crossing over disciplines and applying principles from each of these separate fields in a new context has opened the door for future studies in these areas. Combining theories from the various disciplines broadened the relevance of these branches of knowledge by applying their ideas to real life situations, and showing the positive results of inter-relating the
information. Similar to the process of developing this grounded theory study, future research may need to transform the separate disciplines into one amalgamation of literature. Finding the inter-relationships between the disciplines gives greater significance to the research.

American educators and politicians have long recognized the importance of addressing the learning needs of the disadvantaged student. Educational travel may offer the kinds of learning experiences that will offset the adverse influences that traditionally have impaired disadvantaged students in school. More research needs to be conducted from an education perspective to show how educational travel can be incorporated into a conventional school experience. Future researchers may benefit from conducting a study of the outcomes of disadvantaged adolescents who take part in an educational travel adventure and see if their findings support the theory that was developed from this current study.

Further understanding of how and what engages adolescent learning may actually be a balanced curriculum based upon life experiences derived from educational travel and classroom instruction. Educational travel impacts the delivery of curriculum and instruction, and studies in the future will need to investigate what those changes might be, and how to prepare teachers for responsibilities associated with those experience.

Further investigation into how and whether educational travel experiences transfer into increased test scores could become more compelling evidence of its academic advantages. Affirmation of the benefits of educational travel reflected through improved test scores would help gain support for the introduction of educational travel into school
curricula. This evidence would give credibility to educational travel as an effective learning tool.

Future inquiry may investigate whether and how preparation for educational travel varies for children of need and those students from more economically stable backgrounds. Subsequent studies performed before and after educational travel could reveal more about the true learning needs of all students. Educational travel may provide the foundation for a universal curriculum which nurtures personal development, regardless of a student’s background.

Educational travel is a coalescence of life experiences that should be studied from an interdisciplinary stance in order to obtain the fullest understanding of what occurs during travel experiences. Future research on how educational travel links with adolescent learning predispositions may open the door for further innovations that will contribute toward better living. In the spirit of man’s curious nature, finding innovative ways to effectively prepare our adolescent students for the demands and stresses of globalization may be achieved through educational travel experience. The social mission of educational travel will be to combat cultural and economic poverty, and anything else that opposes the full realization of a child.

Summary

The theory developed in this study found that educational travel provides a positive learning environment that promotes healthy adolescent learning. The events and circumstances inherent in educational travel experience support personal development by placing an individual in a novel setting where he needs to learn how to cope with what is
unfamiliar. This biological adaptation is chemically induced by stimulation to the midbrain; the area that coordinates sensory processes.

In this study the researcher interviewed individuals who participated in educational travel: (a) adolescents, (b) adults who recalled their adolescent experiences, (c) parents, and (d) teachers who participated in educational travel. Of particular interest were the emotional and cognitive transformations reported from their experiences. Taking into consideration theories of human development, adolescence is generally described as a period of emotional upheaval caused by dramatic physical and mental changes. The majority of respondents reported that adolescent participants’ emotional and intellectual changes that occurred as a result of their travels were more indicative of mature behavior associated with adults. Educational travel provided positive learning environments that appeared to nurture pro-social knowledge in adolescents, which was evidenced in their ability and willingness to continue to reach out and form healthy connections with the world they came to know.

This study was conducted in order to understand educational travel and potentially apply that understanding to traditional school experiences. The researcher’s objective was not to replace school, but instead, to make it better. It is important to raise the issues in order to learn how to improve the school experience.
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A. Student/Adolescent Interview Questions

1. In describing your long-term travel experience, please answer the following questions. Where did it take place? What activities did you participate in? How long was the travel experience?

2. What were your expectations of the venture before embarking on the trip?

3. What preparation did you make to help facilitate your travel experience?

4. Did you have concerns prior to the trip? If so, how did those feelings affect your attitude toward the travel experience?

5. How would you describe your first day of your trip? What activities did you participate in?

6. What were the highlights of your trip? Please explain why.

7. Were there any surprises in your travels? If so, what were they?

8. How did weather affect your trip?

9. What did you learn about yourself as a result of the travel experience?

10. Describe some of the people you met in your travels. Who stands out in your mind? Why?

11. Have you made new friends? What were the circumstances of your meeting them?

12. Were there any physical challenges in your travels? Please describe.

13. How much of your time was spent out of doors?

14. Did you have a daily schedule of activities or responsibilities?

15. Was there anything you learned about yourself as a result of the trip? Please describe.
16. Did you try new food in your travels, or try to speak a different language other than your own? If so, please describe.

17. Who was responsible for your instruction? Do you feel they were well-prepared? Please explain.

18. What was the most interesting thing you learned in your travels?

19. Did you remain in contact with friends and family during your travels? What were they most interested in learning about your travels?

20. Did you experience any difficulties on your trip? If so, how did you deal with them?

21. What was the most challenging thing you had to do on the trip? Please explain.

22. How would you describe your relationships with the people who shared your travel experience?

23. How did the length of your travel affect your feelings about the experience?

24. Describe your style of learning. (Hands on? Visual? Working in groups, or alone?)

25. Do you feel that your travel experience addressed your learning style effectively? Please explain.

26. What was the method of communication you used to communicate with family and friends back home? (letter? Internet? telephone?)

27. Was there any point during the trip that you wanted to return home? If so, please explain.

28. What mementos did you bring back from your travels? What is their significance?

29. Describe your favorite place on the trip.
30. Did you need to read maps on your trip? If so, where and why?
31. Describe your favorite activity on your trip.
32. Describe your least favorite activity on the trip.
33. Were there any funny moments on your trip? If so, please explain.
34. Do you have any suggestions for how to make the travel experience more enjoyable, or effective? If so, please explain.
35. Do you think that what you learned on the trip will be helpful when you go back to school? Please explain.
36. How did the length of the trip affect your attitude toward the experience? Would you have preferred the trip to be longer, or shorter? Please explain your reasons.
37. Would you want to take another trip in the future? Please explain your answer.
38. What part of the travel experience did you learn from?
39. After this trip, how would you feel about attending a traveling school for a year? Please explain.
40. Are there people you met on the trip that you will stay in contact with? Who? Why?
41. How old are you?
42. How many people are in your immediate family? Brothers? Sisters? How old are they?
43. Did your parents graduate or attend college? Graduate school?
44. Have your parents traveled extensively? If so, where and under what circumstances?
45. What characteristics do you believe makes a “good” teacher?
46. Describe your relationship with the teachers on your travels.

47. Was your relationship with the traveling teachers different from your teachers in school? Please explain.

48. Do you think your experiences from your travels will be helpful in school? Please explain.

49. Do you think school should incorporate long-term travel experiences into their curriculum? Please explain.

50. What do you think is a good age to participate in a long-term travel experience? Why?
B. Cruising Adolescent Interview Questions

Questions #1 – 7 inquire about your background

1. What did you think when your parents told you about going cruising?
2. How much sailing experience had you had up until that point?
3. What were your concerns?
4. How did your friends react to the news?
5. How old were you when you started out? How old were you when you returned to life on shore? What grade were you in when you returned?
6. Are you male or female?
7. What are your interests outside of school?

Questions #8 -29 seek your descriptions of the cruising experience

8. How long did your family cruise?
9. Where did you sail? Please describe the places.
10. What were the people like at these places? Did they speak English? If not, how did you communicate with them?
11. When you entered a port, what was the first thing that you did? Why?
12. What was your favorite pastime on the cruise?
13. Describe a typical day when you were in port, and/or ashore.
14. Describe a typical day when you were under weigh.
15. On average, how long did your family stay in one place? What were their reasons for staying or moving on?
16. How did you get ashore?
17. What form of transportation did you use when you were ashore?
18. Did you have any scary moments on this trip? If so, please explain.

19. Did anything funny happen? Please explain.

20. What food did you eat or seen that was unique to the area you were visiting? Did you like it? Why or why not?

21. How did you manage to get any privacy living in the small living space of the boat?

22. Describe the marine life in the areas you visited.

23. Did you fish? If so, what did you catch? Did you eat it? Who prepared the fish?


25. What kinds of activities did you do ashore?

26. Were there any break downs on the boat? How were they fixed? Who made the repairs?

27. Did weather affect your plans to sail or go ashore? Please give examples.

28. How many hours per day did you spend on schoolwork?

29. Do you now read for pleasure or only for a school assignment? Describe your preference in literature, and why.

Questions # 30 – 42 look at relationships created by the cruising lifestyle and having your parent become your teacher as well.

30. Describe what it was like having your parent as your teacher.

31. How did she (he) (they) compare to your teachers at school? Please give specific examples to support your answer.

32. What was your most difficult school subject? Why?

33. How did your parent help you with this subject? Did she respond differently than
your teachers back at school? Please explain.

34. By spending more time with your family, did your relationship with them change? If so, please explain.

35. Did you make new friends on the cruise? Under what circumstances did you meet?

36. Where did your cruising friends come from? Where did they call home?

37. What have you learned about people from other places? Their food? Clothes? Music? Language or accents? Religion? How they earned a living?

38. How did you spend your time with these new friends?

39. Did you keep in touch with friends from back home? How? What did you tell them about your cruising experiences?

40. Was it easy making new friends while cruising? Was it easier than making new friends at school? Please explain.

41. What did you do to reach out to meet friends while cruising?

Questions # 42 – 55 are designed for you to reflect upon your cruising experiences.

42. Is schoolwork as important to you as your experiences outside of school?

43. What have you learned from your travels that helped you when you returned home?

44. If you could have taken only five things on this trip, what would they have been? Why would they have been important?

45. How long did it take you to adjust to living aboard?

46. What do you think you will always remember from the cruising experience?

47. Was there a particular place you would have liked to visit? If so, please identify
and explain your choice.

48. Did you learn any new skills from the cruise?

49. What mementos do you keep that remind you of the places you visited? Did you specifically collect one type of thing?

50. What accomplishments are you most proud of from the cruise? Please explain your answer.

51. Do you feel you are getting a good education now? Explain what you think a good education means?

52. While you were cruising, did you miss being home and going to a regular school?

53. How were lessons different while cruising than from classroom instruction?

54. How long should a cruise last? What criteria would you use to determine the length?

55. Were you concerned about falling behind your classmates back home?
C. Parents of Adolescents Who Traveled Interview Questions

1. What did you want your child’s long-term travel experience to teach them?

2. Did the travel experience meet your expectation?

3. What preparations did you make for your child’s trip? Were they adequate or not?

4. Did you have concerns for your child? If so, what were they?

5. Based on your child’s response, what was one of their most memorable experiences on the trip? Why?

6. Why did you agree to the long-term travel experience?

7. How much traveling did your family do up to this point? Where? What was the nature of the travel?

8. Describe a “good” teacher.

9. Were the travel experience teachers helpful to your child? Please give an example.

10. What do you want your child to get from their education?

11. Do you expect your child to go to college?

12. How can you help your child reach their educational goals?

13. How often do you contact your child’s school? Why?

14. Are you satisfied with their education? What suggestions can you make for improvement?

15. Does your child ask you for help with their school assignments? Can you help them or not? When you can’t, what do you advise them to do?

16. What do report card and test grades mean to you?
17. Have you ever felt at odds with your child’s school? If so, please describe the situation. What did you do about it? What was the school’s response?

18. How well do you know your children’s teachers?

19. What do you discuss at parent-teacher meetings?

20. Describe your child’s relationship with the teachers on the travel experience, based upon what they have told you.

21. Were your expectations different for them than your child’s teachers at school? If so, please explain how.

22. Is there a specific time and place when your child does their schoolwork?


24. Does your child read for pleasure? If so, what types of books do they prefer?

25. What does your child tell you about his/her school?

26. Has your child discussed plans for their future?

27. Has the travel experience broadened his or her choices? If so, how?

28. What did your child like about his/her trip? What did they not like about it?

29. Have you observed any changes in your child since their travel experience? If so, explain.

30. What do you see as your child’s most important lesson learned from their travel experiences?

31. Does your child find it difficult to make new friends?

32. Who are some of the people your child talks about from their travel experience?

33. How does your child feel about returning to his/her school?
34. What did he/she like or dislike about their teachers on their trip?
35. What was the most difficult thing your child had to deal with on his/her trip?
37. Has their travel experience changed their attitudes towards school? Home? Please explain.
38. Would your child like to take another trip? Why or why not?
39. Has there been any difference in your child’s attitude towards school as a result of his/her trip?
40. Did this travel experience stimulate a greater interest in a particular activity? How?
41. Would you like travel experiences to be incorporated into your child’s school curriculum? If so, what types of travel would you recommend? Please explain your choices.
42. Was your relationship different with the traveling program teachers you’re your child different than with their teachers at school? If so, please explain.
43. Why did you permit your child to participate in a long-term travel experience?
44. Did you have concerns regarding your child’s re-entry into school?
45. Do you see any educational value in long-term travel? Please explain.
46. How concerned are you about No Child Left Behind, and the standards that have been established?
47. Is your child happy at school? Explain.
48. What athletic activities do they participate in at school? After school? Do they belong to any teams?
49. Do you feel that the long-term travel experience will be helpful to them in school? Explain your reasons.

50. At what age do you feel is a good time to allow your child to go on a long-term travel experience? Explain your answer.
APPENDIX D
D. Cruising Parent Interview Questions

Questions # 1 – 15 General Background

1. Why did you and your spouse/friend decide to take your family cruising?
2. How long did you plan on cruising?
3. How long did you cruise for?
4. What type and size boat were you living aboard?
5. How many children do you have? Age(s)? Gender(s)?
6. How did your children entertain themselves?
7. How far did you go with your education? College? Graduate school?
8. What type of work were you engaged in before the cruise? Did you resume your career when you returned?
9. How much travel had you done before this cruise?
10. Do you speak another language besides English? Do your children?
11. How old were you when you began cruising?
12. Did you or your child keep a journal of your travel experiences?
13. As a cruising family, did your child have chores related to the maintenance of the yacht?
14. Weather can be a major factor in cruising. How did your family cope with the stresses of foul weather?
15. Did you have teaching experience before this cruise?

Questions # 16 – 19 School Routine Living Aboard and Cruising

16. Where did you conduct lessons? Was there a designated place? On average, how many hours per day were devoted to lessons? How many days of the week?
17. Did your child ever initiate a subject to study?

18. Did you keep to a routine or schedule while you were under weigh? How did you manage lessons when you were at sea?

Questions # 20 – 43 Teaching Responsibilities and Decisions

19. What preparations did you make for your child’s education?

20. What concerns did you have about becoming responsible for his education?

21. Did you follow an established curriculum, or did you make a composite of materials from different programs? Please explain.

22. How did you evaluate the curriculum? What were your priorities?

23. What materials were involved in the lessons? Books? Native artifacts?

24. Had other cruising families been helpful in designing and/or implementing a curriculum?

25. Did you bear the sole responsibility for teaching your child, or were there others who helped? If so, please explain who and why those people were involved.

26. What types of books did you use?

27. What was your favorite school activity to do with your child? What was your least favorite? Please explain your answers.

28. Were you familiar with the educational standards of your country? province? state?

29. How much did you tailor your lessons to those standards? Please explain.

30. Were you concerned about your child’s ability to meet those standards when you planned your cruise?

31. How do you feel about your child’s ability to meet those standards now?
32. How much time was used on the Internet to gain access to school information?
33. What skills did you have to learn to become a more effective teacher for your child?
34. What skills make a “good” teacher? More specifically, a good teacher for your child?
35. What was the most challenging thing about teaching your own child?
36. What was easy about teaching your own child?
37. Did your child ever resist doing schoolwork? If so, how did you resolve it?
38. Did you assign homework? Why, or why not?
39. Did any assignments entail going ashore? Please explain.
40. How did you utilize the country/place you were visiting as a source of information for learning?
41. Did anything come as a surprise to you regarding teaching your child?
42. What strategies did you learn that engaged your child since starting the cruise?

Questions # 44 – 55 Relationships

43. Initially, how did your child react to you becoming their teacher?
44. How did you react to becoming their teacher?
45. Was there ever a conflict between your role as a teacher and your role as their parent?
46. Did your relationship change when you assumed the role as their teacher?
47. What did you learn about your child since starting the cruise?
48. Was it ever a concern that your child will not have enough socializing experiences during your cruise?
49. How did your child make friends? Under what circumstance?

50. Did your child remain in contact with friends he met during the cruise? How did he communicate?

51. Did your child remain in touch with friends back home?

52. What activity did you best enjoy sharing with your child?

53. Did the cruise change your family’s way of relating to one another?

54. Was there a time when being the parent and the teacher helped or hindered the learning process? Please explain.

Questions # 56 -65 Reflections

55. How do you feel now about your teaching skills?

56. How do you think your child now feel about your teaching skills?

57. Looking back, would you have prepared or done something differently regarding your child’s education?

58. What have you and your child learned about reaching out to people in the host country? What skills have you used?

59. Do you believe that what your child has learned will help when they return home? If so, please explain how.

60. What characteristics of the cruising life do you believe were beneficial to your child’s development?

61. What would your child say has been the best thing about cruising? What were the drawbacks, if any?

62. Did you see any changes in your child since the beginning of the cruise? Please explain.
63. How did the different cultures (language), food, or place affect the quality of your cruise?

Questions # 65 – 68 Expectations

64. What did you want your child to learn from the cruising experience?

65. Did you anticipate any problems when they re-entered school. Please explain.

66. What did you look for in your child’s education when they returned to school?

   Did you re-enroll them in a conventional school or not? Please give your reasons.

67. Did your homeschooling experience change your expectations regarding their school back home? Were you more discerning than before, or not?

Questions # 69 - 70 Recommendations

68. What suggestions regarding homeschooling would you give families contemplating a long-term cruise?

69. What recommendations do you have for families contemplating a long-term cruise?
E. Teacher Interview Questions

1. How did you prepare for the travel experience?

2. What roles did you play?

3. How long was the trip?

4. Did you have a written curriculum?

5. After taking the trip, would you have prepared differently? Please explain.

6. What were your expectations for your trip/expedition?

7. Were your expectations met, or not? Please explain.

8. Were there any special moments or people you met, or experiences that stand out? Please describe.

9. Were you ever concerned, or fearful? What were the circumstances?

10. Was communicating with people ever difficult? Please explain.

11. Describe a place that stands out in your mind.

12. Were you ever surprised to learn something different than what you expected? Please Explain.

13. What observations can you make regarding student behavior?

14. What types of questions did students ask before visiting a place?

15. What was stressful during your travels?

16. Was weather ever a factor? How did weather affect your travel experiences?

17. Describe your relationship with your students on the trip?
18. Were there behavior problems? If so, how were they dealt with?

19. What safety procedures were put in place? (ex. – getting lost, illness, home sickness, injury, etc.)

20. What were your instructional strengths on this trip?

21. Describe your responsibilities on the trip.

22. What do you feel were your weaknesses as a teacher, and how did you compensate, or overcome your perceived inadequacy?

23. Describe how you determined how much time was spent on a particular subject?

24. What subjects were considered a priority? Why?

25. What subjects did your students gravitate towards? Why?

26. Can you identify behavior changes in your students that reflect developmental growth and improvement?

27. What behavioral skills did the students seem most unprepared for? Did the travel experience help address those deficiencies? If so, please explain how.

28. How much instructional time was spent involved with books? internet?

29. What were your greatest sources of information?

30. How difficult was it to keep to a curriculum schedule? Please explain.

31. What were your goals for you and your students each day? Did you achieve them or not? Please explain.
32. How did a changing environment influence your choice of subject matter to be covered? Rural? Urban?

33. Were there places or events that you felt you needed more time to cover academic material or physical challenge? Please explain.

34. What kind of assistance would you have liked to help in order to facilitate your instructional responsibilities?

35. What did you learn about yourself (personally and/or professionally) from this travel experience?

36. If given another opportunity to teach your particular students again, what would you do differently, or the same? In other words, what instructional strategies worked or did not work? Please explain.

37. What experiences had the most profound effect upon your students? Explain.

38. What did you learn about your students’ willingness to learn? How did this affect how and what was “taught?”

39. What were the optimum conditions for student learning on the trip?

40. How did you assess their work, or progress? How did you create a learning environment to help them learn how to assess their own work?

41. Were there distractions that impacted “the lesson?” Please explain.

42. How did you prepare your students for their return to conventional school?

43. Did you assign “homework?” What types of assignments were the most helpful to the students/ traveling experiences?
44. When assigning tasks, were there students who did not do them? What did you do to remedy the situation?

45. What recommendations can you provide for parents in helping to support their child’s travel experiences?

46. What information about the travel experience would be helpful for parents to know in advance?

47. What supplies were needed for traveling instruction?

48. What physical activities were part of the travel experience?

49. How did the physical activities affect attentiveness and group discussion engagement?

50. How important was it to stick close to a prescribed curriculum? What other topics became important for your students to learn?

51. How much group work was assigned, and under what circumstances?

52. How much time was spent in reflecting upon a day’s adventures?

53. How did students document their experiences?

54. Would you be willing to undertake another long-term travel experience? Why or why not?

55. How flexible was your schedule on the trip? What events impact keeping to a strict schedule? How did the students adjust to this?
F. Former Encampment for Citizenship (EC) Participant Interview Questions

(Administrator, Teaching Facilitator, Students)

1. How long ago did you participate in the (EC) program?
2. How old were you when you participated in the (EC) program?
3. How did you learn about the (EC) program?
4. Where did you travel during the (EC) program?
5. What did you learn from your (EC) experience?
6. What would you consider the most important thing you learned from the (EC) experience?
7. What stands out in your mind as a significant feature of the (EC) program?
8. How did the (EC) experience affect what you did later in life?
9. Have you kept in touch with any of the other participants? Who? What was the nature of the communication?
10. How was the (EC) program different from your school experience?
11. Describe your relationship with the teachers (students) in the (EC) program.
12. What were your expectations of the (EC) experience?
13. The (EC) literature states that its mission was to “learn the techniques and principles of citizenship in a liberal democracy through lived experience.” How did that evolve from your (EC) experience?
14. Do you believe an (EC) experience be a part of a youngster’s education?
15. What did you learn about yourself as a result of the (EC) experience?
16. Describe your background and upbringing.
17. What is your family heritage?
18. Describe your (EC) experience in terms of shared experiences with people from other cultural and economic backgrounds.

19. If the (EC) was still in existence today, would you want your children to take part in the program? Please explain your reasons.

20. How were you able to transfer lessons learned during the (EC) to your school and/or work?

21. Please describe some of the activities you participated in during the (EC) program.

22. Would you want to participate in another EC program? Please give your reasons.

23. Who stands out as an interesting person you met during the (EC) experience?

24. How did the (EC) experience help prepare you for your future endeavors?

25. Did the (EC) experience affect your family and work relationships?
G. Parents of Older Students Interview Questions

1. How old is your son?
2. How long ago did they travel?
3. Where did they travel? For how long?
4. Was this the longest time they were away from home without their parents?
5. What was the purpose of the trip?
6. Why did you want him to go? What were your expectations?
8. What is your level of education? College? Graduate School?
9. What is your profession?
10. What do you think his travel experience has given him in the way of personal development?
11. How has your son’s travel experience influenced his choices in friendships? College coursework? Career interests? Personal interests, etc?
12. What did your son tell you about his trip?
13. What do you believe was an important lesson your son learned from his travels?
14. Did you observe any changes in your son that you attribute to his travels? If so, please explain.
15. If I were to ask him today what he learned from his trip, what do you think that would be?
16. Why do you feel travel is an effective way to learn?
17. Should schools try to incorporate more travel into their curriculum? Please explain your answer.
18. What is your son doing now?

19. Will you encourage him to travel more? Please explain your reasons.

20. Please describe the characteristics of a good teacher.

21. Were you satisfied with your son’s (daughter’s) k – 12 education?

22. How many languages does your son speak?

23. Does your son want to travel again? Do they have specific plans?

24. Has your family taken any long-term travel experiences together? If so, where and what was the nature of the trip?

25. Has your son considered studying or working abroad? If so, where and why?
APPENDIX H
H. Older Student Interview Questions

General Background Questions

1. How old are you?
2. Are you male or female?
3. How many members are in your family? Parents? Brothers? Sisters? Their ages?
4. Did your parents graduate college? Graduate school?
5. What do your parents do for a living?
6. Describe what type of student you are in school.

Descriptions of Your Long-Term Travel Experiences

7. In describing your long-term travel experience, please answer the following questions. Where did it take place? What time of year? What activities did you participate in? How long was the travel experience?
8. How would you describe the first day of your trip? What did you do?
9. What were the highlights of your trip? How did those feelings affect your attitude toward the travel experience?
10. Were there any surprises in your travels? If so, what were they?
11. How did weather affect your trip?
12. Were there any physical challenges in your travels? If so, please describe them.
13. How much of your time was spent out of doors?
14. Did you have a daily schedule of activities or responsibilities? If so, please describe.
15. Did you try new food in your travels? If so, please describe.
16. Describe your favorite place on the trip.
17. Did you need to read maps on your trip? Where? Why?

*Expectations Prior to the Long-Term Travel Experience*

18. What were your expectations of the venture before embarking on the trip?
19. What preparations did you make to help facilitate your travel experience?
20. What concerns did you have before the trip? How did those feelings affect your attitude toward the travel experience?

*Relationships Formed During the Long-Term Travel Experience*

21. Describe some of the people you met in your travels. Who stands out in your mind? Why?
22. Have you made new friends? What were the circumstances of your meeting them?
23. How would you describe your relationships with the people who shared your travel experience?
24. Are there people you met on the trip that you stay in touch with? Who? Why?
25. How would you describe your relationships with the people who shared your travel experience? How was it different from back home and school?

*Student/Teacher Relationships Formed During Long-Term Travel Experience*

26. Who was responsible for your “instruction?” parent(s), facilitator, etc. Did they do a good job or not? Please explain.
27. What characteristics make a good teacher?
28. Describe your relationship with your teachers on your travels.
29. Was your relationship with the traveling teachers different from teachers in school? Please explain.
30. Have your expectations changed about what a good teacher is since your travel experience? Please explain.

31. Do you feel your teachers were prepared for the trip? Please explain.

Student Self-Reflection

32. Was there anything you learned about yourself that surprised you? If so, please explain.

33. What did you learn about yourself as a result of the travel experience?

34. Describe your style of learning. Hands on? Visual? Working in groups, or alone?

35. Do you feel that your travel experiences addressed your learning style effectively?

36. Do you think that what you have learned on the trip will be helpful when you go back to school? Please explain.

37. What part of the travel experience did you learn from? Please explain.

38. What do you think is a good age to become involved with a long-term travel experience? Please explain your answers.

39. What was the most interesting thing you learned from your travels?

40. Did you experience any challenges on the trip? If so, how did you deal with them?

41. What was the most difficult thing you learned on the trip? Why was it so hard for you?

42. Was there a time you wanted to return home? When? Why?

43. Describe your favorite activity on the trip.

44. Describe your least favorite activity on the trip.
45. Were there any funny incidents on your trip? Please explain.

46. Do you have any suggestions for how to make the trip more enjoyable, or effective? If so, please explain.

47. How did the length of the trip affect your attitude towards the experience?
   Would you have preferred the trip to be longer, or shorter? Please explain.

48. Would you want to take another long-term travel experience? Explain why, or why not.

49. After this trip, how would you feel about attending a traveling school rather than a traditional one. Please explain.

50. Do you think school should incorporate long-term travel experiences into their curriculum? Why, or why not?

51. What did you bring back from your travels as a memento of your experiences? What is their significance to you?

52. How has travel experience affected your life today?

53. What things (choices) do you make today that you can attribute to your travel experience?

54. How would you explain the impact your travel experiences have had on you?

55. From an education standpoint, which form of learning do you feel you get the most from: travel/outdoor or school/classroom? Please explain your answer.

56. In comparing your ability to retain information – which form of learning best facilitates long-term memory: travel or classroom? Please explain.

57. What values did you learn from your travel experience? Do you still maintain those values?
58. Do you plan to travel again? If so, where would you go and why?

59. Describe a good traveling companion.

60. How will you use what you have learned from your travel experience in your life?
APPENDIX I
I. Cruising Family

I am currently working on an interdisciplinary doctorate at The University of Montana in Interdisciplinary Studies. My research investigates long-term travel of adolescents. My family lived aboard a 50-foot wooden yawl, Wings of Time. My husband, daughter, and I enjoyed short cruises along the coast of New England, but didn’t have the opportunity to take a long-term travel voyage.

I seek to interview adolescents between the ages of 11 and 18 who are or have been cruising. Additionally I wish to interview their parents/teaching facilitators. My interview questions focus on general background information, travel experiences, and reflections on these experiences. Interviews via phone will last about 1½ hours and could be broken into shorter segments.

I would be grateful if there are families with adolescents and parents/teachers “out there” who are willing to participate in my research. Please contact me if you are interested.

Thanks, Ann Saitow
Ann The University of Montana
ann.saitow@umontana.edu
APPENDIX J
Title: The value of long-term travel

We are asking you to take part in a research study because we are trying to learn more about the personal and educational value of long-term travel. We are inviting you to be in the study because you have participated in a long-term travel experience (about 3 weeks or more away from home).

This study will provide information on learning experiences that take place outside the traditional classroom. As schools continue to try to improve their effectiveness, long-term travel may provide a solution.

You will be asked about 50 questions that will take about 1 1/2 hours. These questions are about travel experiences and how you felt before, during, and after the travel. You may be interviewed several times if needed. Some questions are designed to get background information about you and your family. Others ask about a description of your long-term travel experience.

There are no risks to you that may result from participation in this research, other than thinking about your travel experiences and remembering events from those travels.

There are no benefits to you that may result from participation in this research, other than thinking about your travel experiences and remembering events from those travels.

You can ask any questions that you have about the study. If you have a question later that you didn’t think of now, you can call me (406) 243-4217 or ask me next time.

This study was explained to your parents and they said that you could be in it. You can talk this over with them before you decide.
You do not have to be in the study. No one will be upset if you don’t want to do this. If you don’t want to be in this study, you just have to tell me. You can say yes now and change your mind later. It’s up to you.

Writing your name on this page means that you agree to be in the study and know what will happen to you. If you decide to quit the study all you have to do is tell the person in charge.

________________________________      _________________
Signature of Child                     Date

________________________________      _________________
Signature of Researcher                Date
Title: The Benefits of Long-Term Travel

Researcher: Ann Saitow, Doctoral Student, The University of Montana, Department of Curriculum & Instruction, 32 Campus Drive, Missoula, MT. 59812 (406) 243-4217

This consent form may contain words that are new to you. If you read any words that are not clear to you, please ask the person who gave you this form to explain them to you.

If you agree to take part in this research study, you will be asked to participate in a series of interviews that are designed to gain information about you and your long-term travel experience.

The interviews will take place at The University of Montana Office of Curriculum & Instruction, on the phone, email, and/or face-to-face when possible.

The interviews will take between 1 and 2 hours to complete.

Answering the questions may cause you to think about feelings that may make you anxious, but the intent is to learn about your travel experiences.

Although you may not benefit from taking part in this study, your responses could provide valuable information regarding your long-term travel experience.

Your records will be kept private and will not be released without your consent except as required by law. Only the researcher and her faculty supervisor will have access to the files. Your identity will be kept confidential. If the results of this study are written in a scientific journal or presented at a scientific meeting, your name will not be used. The data will be stored in a locked file cabinet. Your signed consent form will be stored in a cabinet separate from the data.
Although we do not foresee any major risks in taking part in this study, the following liability statement is required in all University of Montana consent forms. In the event that you are injured as a result of this research you should individually seek appropriate medical treatment. If the injury is caused by the negligence of the University or any of its employees, you may be entitled to reimbursement or compensation pursuant to the comprehensive State Insurance Plan established by the Department of Administration, under the authority of M.C.A., Title 2, Chapter 9. In the event of a claim for such injury, further information may be obtained from the University’s Claims representative or University Legal Counsel.

Your decision to take part in this research study is entirely voluntary. You may leave the study for any reason. If you have any questions about the research now or during the study contact: Dr. David Erickson (406) 243-5318 or Dr. David Aronofsky, Legal Counsel for the University of Montana (406) 243-4742.

I have read the above description of this research study. I have been informed of the risks and benefits involved, and all my questions have been answered to my satisfaction. Furthermore, I have been assured that any future questions I may have will also be answered by a member of the research team. I voluntarily agree to take part or to have my child take part in this study. I understand I will receive a copy of this consent form.

---------------------------------
Printed (Typed) Name of Participant
APPENDIX L
L. Parental Permission Form

Title: The Benefits of Long-Term Travel

Ann Saitow, Doctoral Student, The University of Montana, Department of Curriculum & Instruction, 32 Campus Drive, Missoula, Montana, 59812, (406) 243-4217.

This permission form may contain words that are new to you. If you read any words that are not clear to you, please ask the person who gave you this form to explain them to you.

The purpose of this study is to learn about the psychological and emotional benefits of long-term travel. Your child will be asked questions about their long-term travel experiences.

The study will take place via internet, telephone, and/or face-to-face at The University of Montana.

The interview will last between 1 and 2 hours.

Answering the questions may cause your child to think about feelings that make him/her anxious.

Although your child may not benefit from taking part in this study, his/her recollections of the long-term travel experience could provide invaluable information towards understanding any benefits gained from the venture.

All records will be kept private and will not be released without your consent except as required by law. Only the researcher and her faculty supervisor will have access to the files. Both yours and your child’s identity will be kept confidential. If the results of this study are written in a scientific journal or presented at a scientific meeting, neither yours nor your child’s name will be used. The data will be stored in a locked file cabinet.
Your child’s signed consent/assent form, as well as this parental permission form will be stored in a cabinet separate from the data.

Although we do not foresee any risk in taking part in this study, the following liability statement is required in all University of Montana consent forms:

In the event that you (your child) are injured as a result of this research you should individually seek appropriate medical treatment. If the injury is caused by the negligence of the University or any of its employees, you (your child) may be entitled to reimbursement or compensation pursuant to the Comprehensive State Insurance Plan established by the Department of Administration under the authority of M.C.A., Title 2, Chapter 9. In the event of a claim for such injury, further information may be obtained from the University’s Claims representative or University Legal Counsel.

Your decision to allow your child to take part in this research study is entirely voluntary. You may refuse to allow your child to take part in or you may withdraw your child from the study at any time without penalty or loss of benefits to which you or your child are normally entitled. Your child may leave the study for any reason.

If you have any questions regarding your child’s rights as a research subject, you may contact the Chair of the IRB through The University of Montana Research Office at 243-6670.
I have read the above description of this research study. I have been informed of the risks and benefits involved, and all my questions have been answered to my satisfaction. Furthermore, I have been assured that any future questions I may have will also be answered by a member of the research team. I voluntarily agree to have my child take part in this study. I understand I will receive a copy of this permission form.

______________________________________________    __________
Printed (Typed) Name of Subject    Signature of Parent or Legally Authorized Representative    Date