

## CONFERENCE PROGRAM



# Canadian Student Outdoor Education Conference 2020 **THE HORWOOD CONFERENCE**

*Moved by Meaning*

**Queen's University, Kingston, Ontario, January 31 - February 1**

The Canadian Student Outdoor Education Conference (aka The Horwood Conference) is an annual event organized by and for students studying outdoor and environmental education, health and physical education, outdoor recreation, adventure leadership, experience-based learning and/or related fields. It is hosted at Queen's University each year and held over a weekend in late January/early February. Graduate, Undergraduate, B.Ed and College students attend the Horwood Conference to present oral or poster contributions on various research topics related to outdoor education, as well as share games and learning activities, lead workshops, attend special lectures, and also meet with representatives from participating institutions that offer Bachelor of Education and graduate degrees with a focus on outdoor education. *Moved by Meaning* is the theme of this year's conference – an open or general theme, chosen specifically to encourage a wide range of submissions diverse in both format and topics related to outdoor education.

The conference program is now set and the organizing committee is excited to be welcoming 20+ student presenters from across Canada (and beyond) to present at our eighth annual conference. Those students still wishing to register as participants should do so quickly as space is limited and spots are filling up fast! For further details regarding this conference, please visit the Queen's School of Kinesiology and Health Studies website or contact Conference Co-Chairs, Brooke Henry and Jared Denotter at [horwood@queensu.ca](mailto:horwood@queensu.ca).

### 2020 Horwood Conference Committee

Kyle Clarke, Jared Denotter, Brooke Henry,  
Peter Vooys, Jennifer Wigglesworth, Hannah Wilson



**CONFERENCE REGISTRATION FORM** (please write neatly):

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

School/Program: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City/Town: \_\_\_\_\_ Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Email Address: \_\_\_\_\_ Telephone #: \_\_\_\_\_

Emergency Contact Name and Phone #: \_\_\_\_\_

Dietary needs or preferences: \_\_\_\_\_ T-Shirt size (unisex): \_\_\_\_\_

Please identify any other concerns (i.e., medical, special needs, allergies, mobility, etc.):  
 \_\_\_\_\_  
 \_\_\_\_\_

Will you require billeted accommodation – if yes, would you prefer a male, female or coed host(s):  
 \_\_\_\_\_

**REGISTRATION FEES:**

<input type="checkbox"/> Student Conference Participant	\$65 (Early Bird)	\$75
<input type="checkbox"/> Student Presenter/Participant	\$55 (Early Bird)	\$65

\*Please note that the special early bird pricing is only valid until December 15, 2019 – to qualify, registration forms and payment must be postmarked on or before this deadline.

**PAYMENT:** Cheque or Money Order payable to *Queen's University* (Memo: Horwood Conference 2020 Registration).  
 Please send this form with enclosed fees to:

**Horwood Conference 2020 Registration**  
**Attention: Horwood Conference Organizing Committee**  
**c/o School of Kinesiology and Health Studies, Queen's University**  
**SKHS Building, 28 Division Street**  
**Kingston, Ontario**  
**K7L 3N6**



## Location/Transportation

The Queen's University School of Kinesiology and Health Studies (SKHS) Building will serve as the basecamp for the 2020 Horwood Conference. Located at 28 Division Street in Kingston, Ontario, this building will be the site for registration and the meeting place for most presentations, workshops and outings. The Queen's campus is located in downtown Kingston, which is easily accessible from the Macdonald-Cartier Freeway (401). Kingston can be reached by multiple forms of public transportation (including VIA Rail, Megabus, Megabus Pearson Airport Shuttle, Air Canada) and is approximately 2 hours east of Toronto and 3 hours west of Montreal by car. Once on campus, all conference related events and activities are located in walking distance.

## Accommodations, Meals and Snacks

A variety of accommodations are available for conference participants. Individuals or groups have the choice of being billeted with a Queen's student(s) or staying in their choice of selected hotels offering a special conference rate. Student's choosing to billet are asked to bring a sleeping bag, pillow, towel, and alarm clock. If you require billeted lodging, please indicate this on your registration form and the conference committee will do its best to accommodate your request (although we are confident that we will be able to find spaces for everyone, billeted accommodation is not guaranteed and we will be operating on a *first-come, first-served* basis – so register early!) Please inform the conference committee of any special accommodation needs on your registration form. Some food/meals will be provided as part of the conference registration fee – this will include nutrition breaks, a Pizza lunch on Saturday and a cocktail reception and buffet dinner on the Saturday night during our closing banquet (to be hosted at the University Club).

The following accommodations are recommended:

### **Four Points by Sheraton Kingston Hotel, 285 King Street East, Kingston, Ontario**

A block of rooms has been set-aside for conference participants at the Four Points by Sheraton Kingston Hotel. Hotel reservations can be made by contacting the hotel directly at 613-544-4434. When calling the reservations department, participants are asked to identify themselves as part of 'Horwood Conference 2020'. The Hotel is offering a special rate of \$123.99 per night for non-smoking rooms with two double beds.

Reservations may also be made online by visiting:

<https://www.marriott.com/event-reservations/reservation-link.mi?id=1573827463472&key=GRP&app=resvlink>

(\*Note: The Horwood Conference discount has already been applied in this link).

**Terms:** Please note that the discount applies only to stays between January 31- February 2, 2020.

**Deadline:** Please note that reservations must be made no later than January 15, 2020.

### **Hotel Belvedere, 140 King Street East, Kingston Ontario**

Rooms are also available at the Hotel Belvedere, located conveniently between the Queen's Campus and downtown. Reservations can be made by calling the hotel directly at 1-800-559-0584. The hotel is offering a special conference rate of \$99 per night, based on single occupancy and \$119 per night based on double occupancy. Hotel stay also includes a light breakfast. For more information about the Hotel Belvedere, visit their website, at [www.hotelbelvedere.com](http://www.hotelbelvedere.com)

## Plus much, much more!

T-shirts, door prizes and the opportunity to network with peers from across the Canada and beyond – the list of reasons to attend keeps growing... Make sure to "like" the Horwood Conference Facebook page and follow Twitter feed @CanOEConf to keep track of all conference developments.

Schedule

**FRIDAY, January 31, 2020**

4:00 – 9:00 p.m.	Conference Registration and Orientation
7:30 – 10:30 p.m.	Opening Keynote and Welcome Reception

**SATURDAY, February 1, 2020**

8:30 – 9:00 a.m.	Opening Remarks
9:00 – 10:00 a.m.	Session A Presentations
10:15 – 11:15 a.m.	Session B Presentations
11:30 – 12:30 p.m.	Session C Presentations
12:30 – 1:15 p.m.	Lunch
1:15 – 1:45 p.m.	Poster Session
2:00 – 3:00 p.m.	Session D Workshops
6:30 – 9:45 p.m.	Closing Banquet and Keynote
9:45 – ?	Exploration of downtown Kingston

**SUNDAY, February 2, 2020**

Safe Journey Home!

## Keynote Presenters

The members of the 2020 Horwood Conference Organizing Committee are extremely excited to be welcoming Angela James and John Telford as keynote speakers to the conference.

*Angela James has lived most of her life in the Northwest Territories, aside from her formative years in post-secondary studies at the University of Lausanne, Switzerland, University of Manitoba, and San Diego State University. Angela has worked in the field of education for 30 years as a classroom teacher, cultural camp coordinator, school principal, and currently as a GNWT Education Director for the Indigenous Languages and Education Secretariat. She recently graduated with her Doctor of Education degree from Simon Fraser University, BC, defending her dissertation in July 2016 on Indigenous education in the NWT. Angela is Manitoba Métis whose great-grandmother was first cousin to Louis Riel. She moved to Yellowknife forty years ago, marrying into a Chipewyan Dene family, and combines the traditions, culture and languages into her home and family life. As well, Angela entered into the role of being a Grandmother to twin grandsons born on March 15, 2018 – bringing double joy and double fun into her and her husband's 'good life.'*



*John Telford grew up in the UK and after becoming interested in outdoor activities in his late teens he gravitated towards working in the outdoors for educational and therapeutic outcomes. John worked for a number of non-profit organisations with a particular interest in youth-at-risk contexts. A winding path saw John move into working in higher education, complete a PhD, carry out postdoctoral work at an outdoor environmental school in British Columbia, and direct two Masters programmes at the University of Edinburgh. He is currently the program leader of a graduate diploma in Adventure Education at Camosun College on Vancouver Island, BC. His teaching and research interests include diversifying pedagogical approaches in mainstream education, education for ecological flourishing, decolonization and reconciliation in education, and the application of social theory as explanatory frameworks in outdoor education.*



## Workshops and Paper Presentations

### **The relationship between parental sense of psychological resistance for children's camping participation and parenting attitude: Focusing on parental anxiety and interfering**

*Maiko Maekawa, University of Tsukuba (Japan)/Brock University (B-3)*

Parental sense of psychological resistance for children's camping is considered to be a decisive factor in children's participation. Also, it is assumed that the degree of parental anxiety and interfering tendencies for children in their daily lives affects the sense of psychological resistance towards camping, and this negative perception affects the parents' final decision in allowing their children to participate. Therefore, the purpose of this study was to examine parents' sense of psychological resistance toward children's participation in overnight camping and to determine the relationship between the sense of psychological resistance and anxiety and interfering tendencies. Data were collected from 453 parents (120 fathers and 332 mothers) who completed a questionnaire survey. Results indicate there is some parental sense of psychological resistance toward children's participation in overnight camping. Also, parents with high anxiety and interfering tendencies showed a high sense of psychological resistance to their children's participation.

### **Does NOLS influence future intentions to protect the natural world**

*Meghan Lawson, Brock University (D-2)*

The National Outdoor Leadership School (NOLS) values the importance of understanding course aspects that influence learning outcomes. One of NOLS' environmental studies learning outcomes is the development of environmental ethics. The purpose of this presentation will be to share initial findings from a research study that explored how NOLS courses impact participants' future intentions for pro-environmental behaviour. Data were collected from 253 NOLS course participants, who answered the open-ended question: What aspects (if any) of your NOLS experience do you think will help you engage in environmentally sustainable behaviours in the future? Qualitative results were analyzed to uncover the parts of the NOLS experience that appear to have the greatest impact on future behavioural intentions. Initial findings suggest that NOLS learning mechanisms associated with the Leave No Trace curriculum, and structural course mechanisms such as waste reduction practices support future intentions for pro-environmental behaviour (among others). Implications will be discussed.

### **Breaking down classroom walls: Nipugtugewei Kindergarten teachers in land-based and Mi'gmaq education**

*Melissa Daoust, McGill University (B-5)*

Nipugtugewei Kindergarten is a land-based education program that was designed and nurtured by two Mi'gmaq educators. While Nipugtugewei Kindergarten aligns with provincial curriculum objectives, it is also focused on Mi'gmaq conceptions of well-being, enabling teachers and students to connect to Mother Earth, as well as their Mi'gmaq culture and language. In this specialised program, students learn outdoors through discovery, dance, play, storytelling, and song, all in their Mi'gmaq language. Narrative inquiry was the chosen methodology in order to better understand the experiences of teachers who have created and nurtured Nipugtugewei Kindergarten. Time, sociality, and place was used as a framework allowing the narrative inquirer to engage in the community, live in the field, and position herself alongside teachers. This presentation will permit audience to imagine themselves living and teaching alongside teachers who work in an outdoor, curriculum based, and Mi'gmaq- culturally-responsive Nipugtugewei Kindergarten program nurtured in an Indigenous community.

### **PLEY- School: Evaluation of an early-elementary school-based outdoor loose parts intervention for its impact on the health of children**

*Nila Joshi, Dalhousie University (A-1)*

To date, there is limited evidence exploring the value of outdoor loose parts (OLP) play in Canadian school environments. PLEY School, an upcoming school-based project, will extend an outdoor loose parts intervention into the early elementary school environment across Nova Scotia (NS) and evaluate its impact on children's physical and cognitive health. Children's physical literacy and cognitive development will be evaluated. Children will be engaged in documenting their OLP play through go-along interviews and photo-elicitation. School stakeholders and parents will be engaged in dialogue to explore their experiences supporting outdoor play and associated benefits and challenges. Preliminary findings from the PLEY project demonstrate that OLP play provides physical, cognitive, social-emotional health benefits for NS preschool-aged children. Similar findings are expected for PLEY School. This work will be a critical step towards ensuring schools across NS provide an environment where children's health and development are optimized.

### **The impact of an outdoor loose parts intervention on Nova Scotian preschoolers' fundamental movement skills**

*Karina Branje, Dalhousie University (B-2)*

Providing opportunities for children to develop fundamental movement skills (FMS) in early years settings is important for encouraging lifelong physical activity, health and wellness. Integrating loose parts (e.g. wooden planks, buckets, rope) into outdoor spaces could provide preschoolers (age 3-5) with opportunities to develop FMS as they provide greater affordances for outdoor play; this has yet to be explored. Secondary data (quantitative and qualitative) from the Physical Literacy in the Early Years (PLEY) project were explored using a multi-methods approach to investigate the impact of a childcare-based outdoor loose parts intervention on preschoolers' FMS. Although quantitative data revealed no significant difference in FMS between groups (intervention vs. control), thematic analysis of qualitative data revealed six themes on educators' perceptions of the relationship between outdoor loose parts play and preschoolers' FMS. Findings will improve understanding of how outdoor loose parts play contributes to FMS in early life.

### **The transformational magic of an upcycled greenhouse for youth**

*Emilia Ganslandt & Sarah Pilgrim, Acadia University (C-4)*

In the fall of 2019, we partnered with a local elementary school to build a 6 ft. x 8 ft. greenhouse made entirely out of 1500 plastic bottles and other donated materials, making it the first known upcycled greenhouse in Canada. Given that the school was introducing climate change into their curriculum for the first time, the greenhouse became a multidisciplinary project, extending over multiple classes. The grade 8 students incorporated the greenhouse into their Tech-Ed, Business, Science, Math, English, and Health & Nutrition courses. This gave them a holistic and experiential environmental education experience. The greenhouse also became a lesson in community building, outreach, and development. In our presentation we will discuss the building of the greenhouse, how it was incorporated in the curriculum, how it could be adapted for other organizations or school's needs, lessons learned, and the importance that this project holds for environmental education.

### **The process that leads teachers to intervene in an outdoor context**

*Patrick Daigle, Université du Québec à Montréal (Poster)*

Outdoor activities in schools are a form of intervention that provides many benefits. However, not all teachers choose to teach outside the classroom. In the context of this research funded by the Ministère de l'Éducation et de l'Enseignement supérieur (MÉES) du Québec, one of the objectives was to highlight the process that leads teachers to choose to intervene in an outdoor context. Among the respondents of the first objectives of this research, four were selected to participate in a semi-directive interview on what leads them to choose to intervene outdoors. The results show different personal and professional paths, but with some commonalities. In addition, analysis based on the SOMA model (Legendre, 2005) shows that the agent and the environment seem to have more influence on the choice to intervene in the open air.

### **Eating with the environment in mind: A personal reflection**

*Megan Tucker, Queen's University (A-3)*

What does it mean to "eat with the environment in mind"? Further, to what extent does meat consumption impact the environment? Finding answers to these questions is something that I have been looking for, developing and exploring throughout my lifetime. This presentation is a self-reflective paper that explores the idea of what it means to eat with the environment in mind, and how to go about doing so. An emphasis is placed on livestock farming and plant-based eating. My own experiences of dietary exploration, working on a farm and rescuing piglets will be used to make connections between the food on our table and its environmental impact. Further, multiple perspectives will be shared, including the voice of local farmers. All experiences will be placed into a theoretical context. My intention is for attendees to have a laugh, gain new insight and reflect on their own habits.

### **Canadian Conservation Corps: What's in the experience - An Escape Room**

*Shanshan Tian, Canadian Conservation Corps (D-2)*

In this workshop you will work as a team to crack the code to gain access to the Canadian Conservation Corps secret mission vault. From paddling the St. Croix Waterway in New Brunswick to restoring wetland habitat in British Columbia. This workshop will have participants working together to tackle the challenges of conservation field in the age of the Climate Crisis. Come learn about the Canadian Wildlife Federation initiatives and how you can get involved. Looking for ways to get involved in your local community, lead a climate event or apply for funding for a youth led projects, we'll be sharing some details as well. 1 Hour escape room, 30 min debrief/workshop - dress in appropriate layers to be outdoors and indoors, bring your best in teamwork, communication and problem solving skills!

### **Art-based reflection in outdoor education: Unlocking meaning through aesthetic engagement**

*Ryan Kasperowitsch, Brock University (A-2)*

A common practice in Outdoor Adventure Education (OAE) for critical reflection is journal writing. Throughout my career, I have expanded this practice to include artistic creations, and have observed great impact on meaningfulness of the experience. This presentation will share ongoing research into Arts-based Inquiry as a research methodology. Specifically, I will offer a theoretical perspective on what impacts artistic practices have on the meaningfulness of experience. Art and experiential learning are both predicated on emotions and feelings related to an interpretation of lived reality. Art-based Inquiry and Experiential Learning Theory in the context of an outdoor wilderness program, form the theoretical framework for my research. This has led me to explore the connections between my lived experience of Outdoor Adventure Education (OAE) pedagogy, literature surrounding art, experience, and education. My intent is to investigate adolescent meaning-making through artistic expression in an OAE program; specifically watercolour painting and how this facilitates critical reflection and meaning of the very experience itself.

### **Knot my problem: Integrating problem-based learning into environmental education**

*Shefaza Esmail, University of Waterloo (D-3)*

Environmental problems are often termed wicked because of complex interactions and interconnectivity between ecosystem, social, cultural, and economic factors. In this workshop, participants will explore the complexity of wicked problems through the lens of problem-based learning (PBL). The workshop will begin with a brief preamble introducing wicked environmental problems and a PBL framework. The participants will then be assigned tasks to create a complex environmental system, like a knot, which they will then unravel as teams using the PBL framework. Participant involvement will be high, but the level of physical exertion will be minimal. Special gear is not required for the activity though participants are advised to dress according to the weather. At the end of the workshop, participants will leave with a better understanding of relationships in complex environmental systems, and will be equipped to prepare interdisciplinary learners to think creatively and participate meaningfully as active citizens.

### **Physical activity of children with immigration background in outdoor Udeskole-type program: A quasi-experimental study**

*Yannick Lacoste, Université du Québec à Montréal (Poster)*

The Danish term Udeskole, literally meaning "outdoor school", is a recent educational movement from Scandinavian (Bentsen et al., 2019). Udeskole involves regular days or half-days of academic activities in a natural or cultural context, such as a farm trip, an artistic study in the park, a museum trip, or a sampling in the forest (Waite et al., 2016). Studies have shown positive effects on determinants of educational success such as intrinsic motivation, social relationships, teacher motivation or physical activity (Becker et al., 2017; Schneller et al., 2017). Students with immigrant background face many challenges in terms of educational success (Mc Andrew et al., 2015) and especially in relation with the practice of physical activity (Kukawadia et al., 2014). This research project aims to evaluate the impact of a program based on Udeskole as an innovative pedagogical practice to help children with immigrant background to be more active and more successful in school.

### **The evolution of outdoor activities in the Quebec college system between 2011 and 2018**

*Patrick Daigle, Université du Québec à Montréal (B-4)*

In recent years, the Ministère de l'Éducation et de l'Enseignement supérieur (MÉES) du Québec has been working hard to support the development of the field of outdoor activities, particularly in schools. It is in this context that the MÉES funded a descriptive exploratory study to draw a current portrait of the college outdoor activities, the equipment available and the qualified human resources present in the network in 2017-2018. The results as a whole provide an overall picture of the situation of the outdoor at the college level with regard to the courses offered in college institutions, the number of groups, teachers who teach these courses and the material available for students. The presentation will focus on the evolution of outdoor activities in the college system in light of the results of Daigle (2012).

### **Guided walking tours: An introduction to urban planning**

*Geoffrey Carter, Queen's University (A-4)*

What is urban planning? Walking tours help us become familiar with our surroundings. Some guiding questions can help us to start thinking like urban planners on these walking tours. Come participate, as a student would, in a guided walking tour of Kingston. This activity is ideal for teaching Geography, but could be extended to a number of other subjects and topics. Handouts and tips provided for all in attendance.

### **PLEYing outside the box: Incorporating loose parts play in outdoor play spaces**

*Nila Joshi & Karina Branje, Dalhousie University (D-1)*

The purpose of the Physical Literacy in the Early Years (PLEY) project was to explore unstructured outdoor play with loose parts in Nova Scotia (NS) childcare settings. Loose parts are materials that can be moved, manipulated, and combined in various ways (e.g. wooden planks, buckets, tubes), providing children with more outdoor play opportunities. Our findings demonstrate that outdoor loose parts play affords NS preschool-aged children with physical, cognitive, and socio-emotional benefits. Early childhood educators recognize the value of this intervention and have indicated there is need to encourage outdoor loose parts play into environments where children learn and play such as early years centres, schools, a community centres. This workshop will incorporate a number of demonstrations and activities which are focused on helping participants understand physical literacy, fundamental movement skills, and the value of outdoor loose parts play on children's health and development.

### **Barriers to accessing outdoor recreational hockey in Toronto**

*Gregory Borschneck & Matthew Leale, University of Toronto (C-1)*

The enclaved nature of the city of Toronto has been widely documented. This large urban centre contains many distinct communities with people from diverse backgrounds, and also areas with varied socioeconomic status. Resource distribution is a major issue in sport accessibility, however, neighbourhood-based access to outdoor free-to-play facilities has never been evaluated within Toronto. Using ArcGIS city mapping software, Toronto neighbourhood boundaries were identified and outlined based on 2019 family income data and population information (relative to total neighbourhood population). The geographical location of outdoor hockey rinks in the city was added and superimposed with 30-minute walk times. The analysis demonstrated a marked dearth in the concentration of rinks in neighbourhoods with lower per capita income as well as those areas with large minority populations. The geographic distribution of outdoor hockey facilities in the city of Toronto seems closely related to sociocultural and economic factors. A lack of free, outdoor rinks in certain neighbourhoods may disproportionately disadvantage certain groups from accessing hockey culture in the city of Toronto.

### **Meaningful primary mathematics experiences outside of the classroom**

*Jennifer Redman, Nipissing University (B-1)*

Educators are looking for creative and engaging ways to make mathematics learning meaningful and memorable. Outdoor learning can be as purposeful and focused as learning inside but it takes time to search for effective activities and assessment strategies. This workshop will function as a sharing of resources, activities and assessment tools to support primary educators in the development of an engaging outdoor mathematics program. Being in nature has significant health benefits and children are spending considerably less time outside than in the past. Organized afterschool activities and the use of digital devices comprises most available free time. When educators take students outside, physical activity is naturally built into the learning. Taking lessons out beyond the four walls of the classroom benefits students cognitively and also supports their well-being. In the outside environment children appreciate the openness and a sense of freedom. They are full of wonder, energized and excited about learning. Outdoor learning engages all the senses which elicits an emotional response that makes learning memorable. Meaningful learning as experienced outdoors is more vivid and enduring. Dress for the weather because you will be running through a series of primary mathematics lessons with cross-curricular links. Activities will cover Ontario Curriculum expectations for the strands of number sense and numeration, patterning, geometry, measurement and data management. We will explore pedagogical documentation methods as a form of assessment to capture and share the learning and allow for reflection.

### **Exploring healthy active urban communities**

*Hadrianna Zatterberg, Queen's University (Poster)*

A course new to Queen's University ran for the first time this summer. The course was called "Exploring Healthy Active Urban Communities", and it was an experiential learning course; wherein 17 students, 2 TAs, and 1 professor travelled from Kingston to Toronto to investigate how communities within a large urban setting interact with nature and what gets them outside and active. Throughout the duration of the week, we camped at various sites and took all forms of public transit in order to meet with members of the community who all had very different notions of what nature and health were, and helped us to build our own ideas of how they are connected. This course allowed us to get hands on with our learning and interact one on one with course material. Everyone on the trip had a different take away at the end of the week.

### **Recognizing the importance of an accessible outdoor recreation attraction to persons with disabilities in the town of Bracebridge, Ontario, Canada**

*Kate Trueland, Royal Roads University (C-3)*

Muskoka is one of the best places to visit in Canada. Many childhood summers were spent in Dorset where I learned how to steer a canoe, cast a line, and plug my nose when I jumped into the lake. But what if I had been a child with a disability? A person who was deaf, blind, or epileptic; a person with scoliosis, paraplegia, Asperger's, or Cerebral Palsy? My experience would have been different. Depending on my disability, my experience could have been spent confined to the dock or screened-in porch, reliant on the family members or friends who understood my specific needs for care and communication. When a family with a Person with a Disability considers a destination like Muskoka, does the region's experience guarantee meet the criteria necessary for that person's enjoyment, or must a family eliminate Muskoka from consideration because the destination cannot support their needs. What if Muskoka had a fully accessible outdoor recreation attraction that was designed to offer all people the experiences the destination promised.

Concurrent Sessions at-a-glance

8:30 – 9:00	<b>Opening Remarks</b>	
9:00 – 10:00	Paper Presentations (3 X 15 min) Room 107 A-1 Nila Joshi A-2 Ryan Kasperowitsch A-3 Megan Tucker	Presentation (45 min) Room 106 A-4 Geoffrey Carter
10:15 – 11:15	Presentation (45 min) Room 106 B-1 Jennifer Redman	Paper Presentations (4 X 15 min) Room 107 B-2 Karina Branje B-3 Maiko Maekawa B-4 Patrick Daigle B-5 Melissa Daoust
11:30 – 12:30	Paper Presentations (3 X 15 min) Room 107 C-1 Gregory Borschneck & Matthew Leale C-2 Meghan Lawson C-3 Kate Trueland	Presentation (45 min) Room 106 C-4 Emilia Ganslandt & Sarah Pilgrim

12:30 – 1:15	<b>Lunch</b> (Pizza lunch provided by <i>Pathways: The Ontario Journal of Outdoor Education</i> )	
1:15 – 1:45	<b>Poster Session</b> 2 <sup>nd</sup> Floor Foyer	

2:00 – 3:00	Workshop (60 min) Room 106 D-1 Nila Joshi & Karina Branje	Workshop (60 min) Room 107 D-2 Shanshan Tian	Workshop (60 min) Room 108 D-3 Shefaza Esmail
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## **Robert Horwood**



*The Canadian Student Outdoor Education Conference is named in honour of Bert Horwood, retired Queen's University Professor whose work had a significant impact in the areas of Outdoor and Experiential Education throughout North America and beyond. Bert Horwood was born and bred in the Ottawa Valley. A child of the depression and wartime, his family used ready access, low cost outdoor activities as main sources of recreation. He grew up loving nature and enjoying wide bounds to roam the bush in all seasons.*

*Bert was educated at Queen's and University of Toronto qualifying with an M.Sc. in Biology and an Honours Specialist Certificate in Science. He taught High School Sciences, headed his Department, wrote curricula, presented in professional events and journals, thus gaining recognition at the provincial level. Bert was appointed to Queen's Faculty of Education in 1968 as one of its founding members and was promoted to full professor ten years later. His research focused on aspects of students' experiences in education. These included students' learning on canoe trips, the Walkabout Program, and Integrated Curriculum packages.*

*Since retiring in 1992 his greatest adventures, besides living so long, are to have become a Quaker and to have paddled down 5 Arctic Rivers. We are pleased to once again have Bert join us for the entirety of the conference and share in this rich learning experience and community building opportunity.*

## **Thank you to our Official Partners and Sponsors**

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