University of Birmingham

School of Education

Ed.D. Learning & Learning Contexts

Doctoral Thesis:

How and in what ways can participation in extra-curricular activity enable learning?

by

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ABSTRACT

Mark and Nathan were two of the laziest boys I had ever had to teach in my life. Avoiding work was an art form to them – the skills they had developed to look busy, whilst actually doing very little, were legendary. This all changed when they decided that they wished to participate in the Duke of Edinburgh's Award Scheme and, upon returning from the expedition element of the Award, they were like new students. They were keen, worked hard in lessons – often being the first to finish and requesting more work, and even started doing their homework.

It was this phenomenon that I wished to investigate and the purpose of this research was therefore to try to find out whether it was the participation in outdoor education and, in particular, the Duke of Edinburgh's Award Scheme that enabled young people to become better learners once back in the traditional classroom environment.

Following a review of the literature from the fields of psychology and sociology, the thesis also reviews how various Acts of Parliament have shaped the face of education over the last 100 years.

This thesis explores the concepts of learning, identity and motivation through sampling a small group of students at an 11-18 mixed ability comprehensive school in Dudley who were participants at either bronze or silver levels of the Duke of Edinburgh's Award Scheme. Through observational and semi-structured interview data, combined with auto-ethnographical vignettes, the changing patterns of Award Scheme participants' behaviours have been analysed. The research argues that such activities and experiences provide students with opportunities to acquire new skills and new ways of being that become transferrable to situations back in the traditional classroom environment.

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1. INTRODUCTION

Mark and Nathan were two of the laziest boys I had ever had to teach in my life! Nathan, a bright boy who was targeted As and Bs in all subjects at G.C.S.E., and Mark, not so bright but targeted Es and a couple of Ds at G.C.S.E., knew every trick in the book about how to avoid doing any work but to continually look busy whilst doing it. It came as some surprise to me when they asked if they could participate in the Duke of Edinburgh's Award Scheme. I agreed, thinking that it would be better to show willing on my part, rather than just tell them that they couldn't – particularly in circumstances where I felt it was only a matter of time before they would drop out anyway. I couldn't really see them making the commitment to attend the weekly meetings and complete three of the sections in their own time, especially when they could never be bothered to do homework and bring the simplest pieces of equipment to lessons. Mark and Nathan continued to attend the Duke of Edinburgh's Award Scheme meetings and helped plan for the expedition phase. They even managed to get their permission and parental consent forms completed and returned to me by the deadline I had given them. During this time Mark and Nathan still avoided doing homework and would only do the minimal classwork they could get away with. The expedition approached and Mark and Nathan remembered to bring all their equipment and even got to school on a Saturday morning for 8.30 a.m.

Upon returning from the expedition Mark and Nathan were like two new people. They became the keenest students in the class, even competing with each other to get their work finished first. They started doing their homework regularly and to a good standard. Nathan and Mark completed their Bronze level of the Duke of Edinburgh's Award Scheme successfully. When they left school Nathan went on to study for A levels at a prestigious Sixth Form college in the area and Mark enrolled on a plumbing course at the local college – all this from two boys who couldn't have shown less interest in compulsory education if they had tried! I couldn't believe the changes in Mark and Nathan that I saw over 18 months and I didn't really know why it had happened, but I did know that it was something that I wished to investigate and subsequently enrolled to undertake a doctoral study in this area.

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The Report of Policy Action Team 12 on Young People states that "research shows that where young people have clear and high expectations, trusting relationships with adult role models, participation in out-of-school activities and in family life, a mentor, and where they receive recognition and praise, they thrive" [PAT 12: Young People 2000, p.9]. Out-of-school activities encompass a huge array of activities available to young people offered by their school and the local community in which they live. Such activities may be

sporting or academically based, taking place indoors or outdoors. Outdoor education too can take many forms whether it be in the form of P.E. lessons as part of the school timetable or clubs within the local community, residential weeks away from school or the Duke of Edinburgh's Award Scheme to name but a few. Outdoor education is "a term which would encompass any educational activity in the open air whether in an urban or rural setting and whether in a cultivated or wild environment" [Gair 1997, p.2].

Outdoor education differs significantly from education taking place in the traditional classroom environment. For example, the classroom is a familiar and formal setting with students predominately sitting at desks and working independently, whereas the setting for outdoor education is (usually) an unfamiliar environment with informal organisation and students working in small teams. During the course of this doctoral study I have investigated the area of outdoor education by comparing the two learning environments and, in particular, highlighting the importance of outdoor education. Indeed, the report on Outdoor Education and the National Curriculum 1990 stated that:

> "outdoor education needs to be an integral part of the whole curriculum. It can make a significant contribution to the National Curriculum and crosses subject boundaries. Through first hand experiences it encourages greater understanding of the relationships between ourselves, others and the environment in which we live and provides opportunities for pupils to develop

new interests, skills and personal qualities" [Outdoor Education and the National Curriculum 1990, p.2].

The Duke of Edinburgh's Award Scheme is such a programme that provides young people with the opportunities to participate in a range of activities that will assist them in developing these new interests and skills as well as personal qualities and, as stated previously, the main focus of outdoor education in this doctoral study is the Duke of Edinburgh's Award Scheme.

The inspiration behind the Duke of Edinburgh's Award Scheme was Kurt Hahn, a German Jew born in 1886. After leaving Germany he arrived in Scotland and opened the Gordonstoun School in April 1934. Gordonstoun was the school attended by HRH Prince Philip, The Duke of Edinburgh, and in the 1950s he was approached by his former Headmaster to set up a national programme of youth activities. At the time, news that the Award Scheme was to be offered was "greeted with a certain amount of scepticism. The youth service at the time was in a poor state. There was a lack of partnership between the various youth organisations … there were few outlets for constructive leisure for teenagers … and a big question mark hung over the new Award"[1] Hahn was also responsible for setting up the Outward Bound movement at the end of the 2nd World War and founded the first United World College in 1962. At the time of Hahn's death in 1974 the London Times paid tribute to him, saying that no one else in our day had created more original educational ideas whilst at the same time possessing the gift of getting them

[1] Peter Carpenter, Honorary Award Liaison Officer at www.theaward.org.

put into practice[2]. Since the Award Scheme was launched over 50 years ago, there have been in excess of 4 million young people who have participated in The Duke of Edinburgh's Award and 60 other countries have adopted the idea[3].

The concept of the Duke of Edinburgh's Award Scheme is "one of individual challenge. It presents to young people a balanced, non-competitive programme of voluntary activities which encourages personal discovery and growth, self-reliance, perseverance, responsibility to themselves and service to their community" [The Duke of Edinburgh's Award Handbook, July 2000 p. ii].

The purpose of this study was to investigate the effects of outdoor education on young people and, in particular, how the Duke of Edinburgh's Award Scheme impacts upon participants' learning within the traditional classroom environment.

The Duke of Edinburgh's Award Scheme is a programme of extra-curricular study offered by many secondary schools and colleges throughout the United Kingdom to students aged 14 and over. The fundamental principle of the Award is "individual improvement through persistence and achievement, taking into account the participant's initial capabilities and without any element of competition between participants" [The Duke of Edinburgh's Award Handbook 2000, p.ii].

[2] www.theaward.org
[3] www.theaward.org

The school I based this study upon is an 11-18 co-educational foundation school situated in Dudley in the West Midlands. At the time of commencing this doctoral study, the school had just over 1100 students on roll, many of whom are drawn from a predominantly white British background (1040). There is a very small ethnic mix consisting of Asian, Indian, white European and Chinese. "The attainment of pupils when they enter the school is consistently below average. The socio-economic background of most pupils is average although there are pockets of significant social and economic deprivation in this urban area and some pupils come from comparatively disadvantaged backgrounds". [Ofsted report 2004]. At this school there are in the region of fifty students (4.5%) currently enrolled on either the bronze, silver or gold levels of the Award. The students participating in the scheme differ considerably with regards to their academic ability, but also in relation to their performance in lessons in terms of work rate, contributions to discussions and commitment. Commitment covers those activities ranging from participants' records for completing and handing in homework by specified deadlines and also thoroughly preparing for tests and examinations.

At all three levels of the Award, students are required to undertake a period of service (e.g. helping at an old people's home, Boys Brigade group or reading schemes), skill (e.g. improving I.C.T. skills, making ceramic items or learning to cook) and physical (any sporting activity) with the duration for each depending upon the level of Award and whether the student has completed the previous level. In addition, students are required to undertake an expedition element. At bronze level, students undertake a two-day expedition which

involves a fifteen mile walk with an overnight camp, building up to a four day expedition involving a fifty mile walk with three unsupervised overnight camps at gold level. Throughout the expedition, students are required to work in small groups as they walk, navigate and remain self-sufficient. All equipment required for the expedition must be carried by the participants for the duration of the expedition phase.

The idea for this doctoral study emerged in approximately 2001 and is set out at the beginning of this section, although it is important to note that the changes seen in Mark and Nathan were not only witnessed by me. Colleagues also commented on the alterations in the form of an increase in work rates, greater commitment and improved motivation - that is to say as a result of regular attendance and homework deadlines being met and an improvement in their behaviour generally in the classroom environment.

It is this phenomenon that I particularly wished to investigate during the course of this doctoral study and the research question that I therefore wished to address was as follows:

1. How and in what way does experience of the Duke of Edinburgh's Award Scheme enable learning?

Whilst addressing this question, I also planned to explore:

(a) What new learning pathways are offered by the Award.

(b) How these opportunities help to shape new learning trajectories

(c) How classrooms and other school-based experiences help to sustain (or not) these new trajectories.

Naturally, there are a number of Acts of Parliament which govern outdoor education, in particular the Young Persons' Safety Act 1995, but which also intimate at the benefits of outdoor education on young people. Many reports, too, exist which echo the view that outdoor education "is perceived as a vehicle for building values and ideals, for developing creativity and enterprise, for enhancing a sense of citizenship, and for widening physical and spiritual horizons" [Gair, 1997, p.1]. The policies of the school and of the Local Authority also impact upon the delivery of outdoor education.

In was not until the publication of the Hadow Report in 1927, the terms of reference of which were:

> "To consider and report upon the organisation, objective and curriculum of courses of study suitable for children who will remain in full-time attendance at schools, other than Secondary Schools, up to the age of 15; and to advise on arrangements for testing pupils' attainments at the end of their course and for facilitating, in suitable cases, the transfer of pupils to Secondary Schools at an age above the normal age of admission" [Hadow Report 1926, p.iv],

that the potential value and relevance of the outdoor environment for experienced-based learning in English educational reform was mentioned. This report outlined the importance of the outdoor environment as essential for the first hand study of a number of subjects, including geography, history and science. Hadow stated that it would "encourage and develop self-reliance, team work, loyalty, self-restraint, and resourcefulness" [Hadow Report 1926, p.254]. The late 1940s saw two important parliamentary Acts outside education which were to have an effect upon the growth of what we know today as environmental studies in schools. Environmental studies at the time incorporated the study of nature and rural issues. These Acts were the Town & Country Planning Act of 1947 and the National Parks & Access to the Countryside Act of 1949. Following on from this the Environmental Studies Development Council was set up with the objective of "making recommendations for the use of the environment by schools"[4].

For many years schools were encouraged to take young people out of the traditional classroom environment which provided those young people with new experiences and alternative ways of learning. Today it is not quite the same story. In a world of accountability and litigation, many of the larger teaching unions advise members not to participate in out of school activities, whether they be during the normal school day or residential visits, because the member can be held personally responsible should an incident occur and the member could be imprisoned or personally sued. The procedures for organising such trips are time consuming and the implications are immense

[4] www.eh-resources.org/index.html

should things not go to plan that many teachers are now unwilling to participate in such activities. The legislation on outdoor education is covered further in the literature review in Chapter 2 (and also in Chapter 4 which looks at schools as learning environments). This chapter also includes a detailed background as to the emergence of outdoor education and the key authors associated with it.

In order to investigate how young people reposition themselves as learners, I have also undertaken a literature review on the theory of motivation, learning and identity. I have again researched the key authors on this topic – most notably that of Vygotsky and how he used the zone of proximal development to identify where learners are in the learning process and what interventions need to occur to enable the learner to move forwards. This can be found in Chapter 3. In this Chapter I have also discussed the work on mindsets undertaken by Dweck and how alternative mindsets can impact upon the individual learner's ability to develop their intelligence – this is what I have termed 'repositioning'.

I am also keen to investigate what it is about the study school that allows the young people to adopt new ways of being upon return from the expedition element. In Chapter 4 I have therefore investigated the school as a learning environment and looked more closely at the policies affecting the school, as well as analysing the school from a sociological perspective in order to identify the relationships that are fundamental to the school's working in terms

of person management from the point of view of disciplinary and pastoral approaches.

Chapter 5 sets out my research methodology where I have investigated my own epistemological position and the tools available to me to use to carry out this piece of research. Chapter 6 shows the design approach I have adopted to enable me to investigate my research question thoroughly.

The purpose of Chapter 7 is to analyse the findings of my research where I have used a range of presentation techniques to display the information generated from the various methods of research that I have used. Also in Chapter 8 I have then gone on to discuss the wider issues my research impacts upon, for example in terms of legislation and historical requirements, and how my research actually answers the proposed research question.

This doctoral study then concludes with Chapter 9 which summarises the findings of my research and brings together the aspects covered in the preceding Chapters.

Upon completion of this doctoral study I hope to be able to identify what it is about the Duke of Edinburgh's Award Scheme expedition element that students can then take back into the classroom environment. If I could do this then I could create these opportunities within the classroom which will ultimately engage young people more in the educational experience and help me to be a better teacher by encouraging more young people to develop the

skills of independent learning and resourcefulness – the key skills that will equip them for lifelong learning.

2. THE EMERGENCE OF OUTDOOR EDUCATION

2.1 Introduction

Outdoor education, which can also be described as a form of experienced based learning, is by no means a new concept. Indeed, its very beginnings can be traced back to 2500BC where early Egyptians made the first recorded traces of planned adventure[5]. The concept of experienced based learning is not a new phenomenon in education and one may look in the fields of philosophy and psychology to uncover the ideas that formed the foundations to this approach to education. Philosophers such as Plato, Aristotle and Rousseau and psychologists such as Erikson and Piaget to name but a few all had ideas which are useful to a study on outdoor education. In this chapter I have therefore provided a history as to the emergence of outdoor education from its very beginnings to that which we recognise today. In order to do this, I have looked into the fields of philosophy and psychology and investigated the ideas that these hold and then discussed how those ideas are relevant to an analysis of the Duke of Edinburgh's Award Scheme. I have included an analysis of the key reports, including the Newsom Report of 1963, and Acts of Parliament, including the Foster Education Act of 1870 and the Fisher Education Act of 1918, and their impact in shaping outdoor education. I have also considered who

[5] www.wilderdom.com

outdoor education was originally aimed at and why before going on to discuss the position held by outdoor education in the 21st Century.

2.2 The Philosophers' Ideas

2.2.1 Plato

Plato (427-347 BC) believed that knowledge and understanding were best developed in children through first hand experiences [Keighley 1998]. His beliefs focused on three central tenants, which were that knowledge was based on experience, the aim of moral education and the importance of taking risks [Wurdinger 1997].

Outdoor education embraces this idea by placing a strong emphasis on practice and through practice people understand things better and become better at doing different things. Plato's ideas will be important to consider as the Duke of Edinburgh's Award Scheme is largely experiential and focuses on the moral education of the participants too. In particular during the Service element of the Award Scheme participants undertake some volunteering opportunity within their local community.

2.2.2 Aristotle

Aristotle (384-322 BC), like Plato, believed that knowledge and understanding were best developed in children through first hand experiences. Aristotle's ideas were similar to Plato's in that one must be exposed to risk-taking situations in order to learn how to act, but for Aristotle it is the action, not the idea, which helps to develop habits [Giddens 2002]. The Duke of Edinburgh's Award Scheme provides many opportunities for participants to take risks, albeit assessed risks. Participants are placed into an unfamiliar environment for the expedition phase where they have to make decisions for themselves based on no prior knowledge. These decisions can involve risk-taking as participants may be unsure of their actions but persevere until they arrive at an appropriate checkpoint where staff will meet them.

2.2.3 Rousseau

Jean-Jacques Rousseau (1712-1778) believed that by nature humans are good and that it is the evils of society that corrupt us [Mooney 2002]. Rousseau argued that we are capable of sensation and that we are affected in diverse ways by the objects around us from birth. Once we become conscious of

these sensations then we are inclined to either seek or avoid the objects which provoke these sensations. The reasons for either seeking or avoiding these objects are (1) because they are agreeable or disagreeable to us (2) because we discover that they suit or do not suit us, and (3) because of the judgements we pass on them by reference to the idea of happiness of perfection we get from reason. Rousseau argued that our inclinations are extended and strengthened with our growth of sensibility and intelligence, but under the pressure of habit they are changed to some extent with our opinions. Our inclinations before any change are what make up our nature.

Rousseau believed that all we lack at birth is education and he therefore came up with an educational system that promoted wholeness and harmony and demonstrated a concern for the learner as a person. Rousseau argued that the momentum for learning was provided by the growth of the person (nature) and that what the educator needed to do was to facilitate opportunities for learning. Rousseau viewed the three tenants of nature, men and objects as the three masters. He argued that if their teaching conflicts then the learner will be ill-educated and never at peace with himself; if their teachings agree then the learner will be well-educated and at peace with himself.

Rousseau believed that the way to avoid this corruption by society was to partake in a social contract where every individual recognises a collective general will which represents the common good and public interest. Working towards this common good, even if that may mean acting against the individual's private or personal interests, can promote liberty and equality in society.

When examining the Duke of Edinburgh's Award Scheme, the important aspects from Rousseau's work relate to his opinions about 'the common good' and the need for the educator to provide opportunities for learning. Whilst participating in the Award Scheme, participants are working in small groups to plan and prepare for the expedition element and also whilst undertaking both the practice and the assessed expeditions. The participants work together to agree their actions regarding, for example, which footpaths they will take to get from A to B. The group agree their decisions before moving on – supporting Rousseau's views regarding the common goal. The participants' common goal during the expedition is to arrive at the campsite having followed a predetermined route. If one participant disagrees with the actions proposed, the remaining participants will agree what the group as a whole should do. Even if one participant is not convinced that the decision is correct, he/she will abide by the decision of the group for the

good of the group. Further, the benefit towards Rousseau's ideas of the common good can be related to the Duke of Edinburgh's Award Scheme through the Service element of the programme where participants will undertake some kind of volunteering opportunity within their local community – whether that be helping at the local Scout group or at the local Hospice.

I think another valuable attribute of Rousseau's ideas focuses on his view that our inclinations (our nature) can be changed through habit. This is something that is particularly interesting because it is following the practice expedition that participants appear to display an alteration in their behaviour. Until the expedition phase, participants have not undertaken any activity like this before and, therefore, cannot rely on 'habit' to determine their actions. Perhaps it is these 'new habits' that the participants are able to develop during the expedition element that bring about an alteration in the sensations they receive from various objects. Participants may now view these objects as agreeable and something that suits them. These are perhaps further strengthened due to the Service element having been undertaken for a period of approximately three months by this stage too.

2.2.4 Dewey

John Dewey (1859-1952) was seen as both a philosopher and a psychologist. He was at the forefront of progressive education which was seen as more democratic and child-centred than the more formal and rigid style of traditional education during the nineteenth century. Dewey [1934] argued that children learn from doing and that education should involve real-life materials and experiences and should encourage experimentation and independent thinking. He believed that education must be both active and interactive and that education must involve the social world of the child and the community because he believed that children learn best when they interact with other people, working both alone and co-operatively with peers and adults. Dewey [1934] insisted that education and experience are related but not equal, and that some experiences are not educational at all. He believed that an experience can only be called education if it:

- is based on the children's interests and grows out of their existing knowledge and experience.
- it supports the children's development.
- it helps the children develop new skills.
- it adds to the children's understanding of their world.
- it prepares the children to live more fully.

Dealing with each of the above points in turn it is possible to analyse the Duke of Edinburgh's Award Scheme using Dewey's ideas. Firstly, the participants choose for themselves whether they wish to take part in the Award Scheme, therefore they must have some initial interest and prior knowledge of the Scheme. Interest and knowledge of the Scheme can be acquired from the displays around the school, discussions with previous/existing participants, information in school documents circulated to students and parents (for example the termly review newsletters) and the awarding of certificates in assemblies. Participation in the Award Scheme does promote the students' personal development. As participants work with their peers, who may or may not be members of their immediate friendship groups, they therefore develop appropriate ways of working. The expedition element provides an opportunity where participants are placed into an unfamiliar environment which requires them to act responsibly and cohesively as a group. The service element often places the participant into an unfamiliar environment too where they will be working with groups of people they have not met before, but with whom they are working towards a shared goal. Again, many skills are developed and acquired through participation in the Award Scheme. Some of these skills are the skills of communication, both with peers and adults, navigational and organisational skills, together with a (new) skill they have

carried out for a minimum period of three months in the skill section of the Award programme. I believe that participation in the Award Scheme does add to the individual participant's understanding of the world in which they live as it provides opportunities for the young people to experience a range of different opportunities depending on what activities they choose for their skill, physical and service elements. The Award Scheme prepares the participants to live more fully because the participants have experienced many new activities and acquired more skills that will allow them to function as a valued member of the community in modern society. In essence, the Duke of Edinburgh's Award Scheme provides various opportunities for young people to experience things they do not already know because they want to – something that was key to Dewey's ideas of progressive education.

2.2.5 Montessori

The education ideas of Maria Montessori (1870-1952) placed considerable emphasis on the preparation of the environment as a key to conducive learning. She believed that the environment included not only the space that the children used and the furnishings and materials within that space, but also the adults and the children who shared their days with each other.

Montessori [1994] believed that children learn language and other significant life skills, without conscious effort from the environments in which they spend their time. For this reason, she believed that the environments needed to be orderly and attractive so that children could learn order from them. She believed that children learn best through sensory experiences and that, as such, they should be provided with tools, equipment and furniture that suited their size. Montessori [1994] believed that children should be given opportunities to do everything they are capable of because the sense of competence children gain from involvement in real-life activities is extremely beneficial and enhances the child's self-esteem in a way that contrived activities never could.

Although Montessori's work focused on early-years education, it still provides some useful tools for analysing the Duke of Edinburgh's Award Scheme. The participants in the Award Scheme are asked to undertake a task which they are considered capable of being able to undertake successfully, i.e. the expedition, and whilst doing this they are provided with opportunities to demonstrate their newly acquired skills, whether that be reading a map or cooking a meal, and they are provided with the appropriate equipment to enable them to undertake the task effectively. The successful completion of these tasks and the overall expedition itself give the participants

a sense of achievement and ultimately raises their self-esteem. The skill, service and physical elements of the Award Scheme also provide opportunities for the participants to experience success and interact with different groups of people and develop competencies in previously unknown areas.

2.3 The Psychologists' Ideas

2.3.1 Vygotsky

Lev Vygotsky was born in Russia in 1896. His theories stemmed from observations that at the same developmental stage some children were able to learn with a little help whilst other children were not [Vygotsky 1978]. He believed, like others before him, that children's knowledge was constructed from personal experiences. He thought that the world the individual lives in is shaped by their families, communities, socioeconomic state, education and culture. The individual's understanding of the world comes, in part, from the values and beliefs of the adults and other children in their life. Vygotsky [1978] is best known from his concept of the Zone of Proximal Development which he defined as the distance between the most difficult task a child can do alone and the most difficult task a child can do with help. He believed that a child on the

edge of learning a new concept can benefit from the interaction with others and called this assistance scaffolding. Vygotsky placed enormous emphasis on the importance of observation because it was through this observation that one was able to determine where the child was in the learning process and what that child was capable of achieving given their individual needs and the social context surrounding them.

The concept of scaffolding is very useful when investigating the Duke of Edinburgh's Award Scheme and, in particular, the expedition element. Whilst working in small groups, the participants can be supported by other members of the group. For example, if a participant is finding difficulty with reading the map, another participant in the group may be more expert at performing this task and can so help to develop this skill in the other. This group work helps to extend the individual's zone of proximal development because they have moved from what they can do on their own towards what they can do with assistance from others. It is only when the group as a whole is seen as requiring assistance to move forward that teacher intervention takes place. Again, this intervention will help to extend the zone of proximal development for the group and will allow them to continue further with the task in hand. This same principle could also be applied to the skill section of the Award Scheme.

2.3.2 Piaget

Jean Piaget (1896-1980) is well known for his work studying children and his theory of cognitive development which helps us to understand how children perceive the world around them [Piaget 1972]. Theories of learning at the time focused on one of two positions. These were that learning was either intrinsic (coming from the child) or extrinsic (imposed by the environment or taught by adults). Piaget believed that it was the child's interactions with his or her environment were what created learning. He claimed that children construct their own knowledge by giving meaning to the people, places and things in their world and learn best when they are actually doing the work themselves and creating their own understanding about what is going on instead of being given explanations by adults. He believed that change was more likely to occur in circumstances where children were given every possible opportunity to do things for themselves as the stages of development did not have any relation to external stimuli.[6]

When analysing the Duke of Edinburgh's Award Scheme, Piaget's views on education are beneficial. This is because Piaget considered that children learn best when they are actually doing the work themselves and creating their own

[6] www.iteslj.org

understanding about what is going on. These are precisely the opportunities provided by participation in the Award Scheme. During the expedition element, adults are not constantly giving explanations about what the participants should, or should not, be doing, instead it is the participants who decide for themselves what they should do. Intervention by adults only occurs in situations where the participants are severely off-route, but guidance is offered through questions (for example, "can you show me on your map exactly where you think you are?" or "what geographical features do your route card and map indicate you should be able to see") rather than the participants being told that they have gone the wrong way and they need to turn round and go back to X and read their map properly.

2.3.3 Erikson

Erik Erikson (1902-1994) is best known for his stage theory of psychosocial development [Mooney 2000], with the most important stage for this doctoral study being that relating to adolescence. Erikson described the internal conflicts liked to development as "crisis"[7]. The crisis encountered during adolescence was that of identity versus identity confusion

[7] www.sevencounties.org

which represents the struggle to find a balance between developing a unique, individual identity while still being accepted and fitting in. During this stage, Erikson believed that individuals who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and a feeling of independence and control

Erikson's ideas can be useful when investigating the Duke of Edinburgh's Award Scheme, particularly when investigating what causes the apparent alteration in the learning trajectories of the participants. The process of determining one's identity is a natural process and therefore the Award Scheme allows the participants to try out and experiment with different identities whilst also allowing them to experience the outcomes of their experiments. These processes will help the participants to determine who they are and determine how they are perceived by others. Perhaps it is the case then that the expedition element of the Award Scheme provides an opportunity for the participants to try out these new identities and experience a more successful outcome than they have been able to experience previously in traditional classroom environments.

2.3.4 Claxton

Guy Claxton (1947-date) used the ideas of experience to develop the learning process and as a result developed the theory of 'Building Learning Power'[2002], the aim of which is to enable young people to become better learners and prepare young people for a lifetime of learning[8]. Building Learning Power (BLP) "is about creating a culture in classrooms - and in the school more widely - that systematically cultivates habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently and creatively"[9]

BLP is based on two frameworks, the first of which is what an effective learner's brain may look like and comprises the four areas of Resilience (learning how to 'stick with it'), Resourcefulness (the ability to learn in different ways), Reflectiveness (the ability to take stock of your learning) and Reciprocity (being able to learn on your own or with others). These four elements are known as the 4 Rs. Claxton [2002] believes that identification of these areas is essential as these are the key ingredients that must be sampled in order to enable the individual to become a better learner. The second framework provides the pallet that then helps the teacher identify the types of activities that can provide opportunities to

[8] www.tloltd.co.uk/buildinglearningpower.php
[9] www.buildinglearningpower.co.uk accessed

exercise the learning muscles relating to the 4 Rs. Claxton states that all the muscles do not need to be exercised at once and using the pallet means that certain muscles can be targeted at a certain time. He believes that the pallet can be used to manipulate and change the culture within both the school and classroom by altering the mind-set of the young people therein. BLP aims to promote the idea of young people learning for themselves, rather than being 'spoon fed' by the teacher. It is preparing young people for life by quipping them with the 'know how' about how to learn. In this regard I think BLP sits very well alongside the Duke of Edinburgh's Award Scheme in that the Award Scheme too aims to provide young people with skills that will benefit them throughout life and equip them with a range of skills that are transferrable. For example, Claxton identified Reciprocity as an important ingredient and the Award Scheme provides opportunities for young people to work on their own (e.g. whilst undertaking their skill or physical element) but also with other people (e.g. whilst undertaking their service, but more particularly the expedition element where they are working with other group members from the initial planning stage of the practice expedition through to the completion of the assessed expedition). Reflectiveness should provide opportunities for young people to look back, or take stock, of their learning. The Duke of Edinburgh's Award Scheme provides opportunities for young people to be

reflective. For example, the expedition element requires significant planning in relation to the route. Students must think about circumstances that may occur that will require an alteration to their route and also requires them to identify appropriate courses of action they can take. This reflectiveness does not simply confine itself to the planning stage but is also something that the students must consider whilst out on the expeditions themselves. Their 'escape route' planning might not be appropriate for the type of incident they encounter and therefore students will be required to identify a safe alternative option. Reflection also occurs between the practice and the assessed expeditions as participants review what went well and what needs to be changed or improved. The Duke of Edinburgh's Award Scheme also requires students to be Resourceful. Examples of this can be again seen particularly on the expedition element of the Award Scheme. In preparing for the expedition element, students have learnt how to use a map and compass, how to put up their tent, how to pack their rucksacks and how to safely cook a hot meal on a stove to name but a few. Students must then take all of these skills and weave them together in order to successfully complete the expedition element. Resilience is a key component of the Duke of Edinburgh's Award Scheme and can apply to all four elements of the Award Scheme. The ability to persevere when things don't go to plan can be a very trying time for anybody.

Learning a new skill can be frustrating, but the Award Scheme encourages the young people to undertake this for a certain amount of time and therefore the individual will 'keep going' and may eventually successfully master the skill. The expedition element too can often prove frustrating when the group do not arrive at the checkpoint because they have not read their map successfully, but they must then use all their other skills to work out where they think they are and correct themselves until they end up back on the correct route. Claxton wanted to empower the individual and move the focus of learning on to the individual and away from the teacher. This is exactly what the Award Scheme does and particularly during the expedition element. The students soon realise that there is not going to be a teacher around every corner confirming they are on the right route, or a teacher popping up the second they may make a wrong turn. The students will complete the route successfully because of their own actions. Perhaps this helps to explain why the alteration in behaviour is not seen until the completion of the expedition phase.

2.4 Summarising the Ideas

From the brief outline of the key theorists' ideas discussed above, it is evident that there are many common themes that run through those

ideas. In the table below (Table 1), I have identified some of those themes discussed by the different theorists and then indicated the other theorists that shared that view. I have also indicated whether the Duke of Edinburgh's Award Scheme provides opportunities for that experience to occur.

Table 1: Table to show shared ideas of theory

Experience	Plato	Aristotle	Rousseau	Dewey	Montessori	Freud	Vygotsky	Piaget	Erikson	Kolb	Claxton	Duke of Edinburgh's Award Scheme
Knowledge is based on experience	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓ Undertake practice expedition before the assessment.
Education should involve taking risks	✓	✓			✓		✓	✓			✓	✓ Undertake activities not previously tried and about which they have no prior knowledge.
Actions help to develop habits		✓			✓				✓		✓	✓ Repeating activities which become habits.
The environment affects the individual			✓						✓		✓	✓ Varied environments; sometimes outside.
Artefacts provoke particular sensations			✓						✓	✓	✓	✓ Objects used and generate sensations; e.g. compass leads to successful completion of expedition and therefore sense of achievement.
The educator should facilitate learning			✓		✓							✓ Educator guidance offered when required.

Nothing a person does is haphazard				✓	✓	✓	✓	✓	✓			✓	✓	All events carefully planned, e.g. route card planned and followed on expedition.
Children learn best through sensory experiences				✓	✓		✓	✓	✓			✓	✓	Being outside in countryside; also using appropriate tools.
Education must involve the social world				✓	✓		✓	✓	✓			✓	✓	Placed into unfamiliar environments to experience new things.
Education should be child-centred				✓	✓		✓	✓	✓		✓	✓	✓	Working together as a group, discussing and co-operating with each other. Students decide when assistance is required.
Children learn when their curiosity is not satisfied				✓			✓				✓	✓	✓	New things to experience through Award Scheme.
Education should involve activity	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	All elements of Award Scheme involve some activities, particularly physical section and expeditions.

As can be seen from Table 1, the Duke of Edinburgh's Award Scheme can be seen to contain elements that meet the requirements, in some way, that each of the theorists considered important in any educational process. Many of the theorists shared the same ideas. For example, the work of both Piaget and Vygotsky built on that of Montessori and therefore their work contains many commonalities.

Having an understanding of these theoretical foundations of education was, I am sure, critical to Kurt Hahn when he formulated the ideas for the Duke of Edinburgh's Award Scheme as they enabled him to ensure that the provision he devised was a quality programme of outdoor education.

2.5 Legislation and Outdoor Education

The State had contributed towards education in the United Kingdom as early as 1833, but it was not until Foster's Education Act of 1870 that the State assumed full responsibility. This Act of Parliament provided for free compulsory education for all children up to the age of 10 in formal institutions staffed by full time professionals. This was in response to the mass migration of labour into the cities from the countryside and the identification of the need to manage this new urban working class and to accommodate the social and political aspirations of the new middle classes – issues that are still relevant in contemporary educational politics today. Under the Fisher Education Act of

1918 the State also became responsible for secondary education and attendance at school was made compulsory up to the age of 14. Ball [2009] states that by 1938 88% of children were attending all-age schools where classes of 50 or more were not unusual and only one in 150 of these children went on to study at university. The children of middle class and upper class families attended independent grammar schools or public schools. In 1947 the school leaving age was raised to 15 and subsequently raised to the age of 16 in 1972. By 2015 this will be raised to 18 under the Education & Skills Act 2009[10].

Between 1907 and 1931 Government legislation, and in particular the Hadow Report of 1931, gave Local Education Authorities the power to provide, amongst other things, school camps. Indeed, in 1931 one teacher training college actually introduced camping as part of their training programme. The Norwood Report of 1943 supported the view that "there was 'moral strength' to be derived from involving young people in adventurous land and water based open air tasks" [HMI Report: Learning Out of Doors, 1985].

The Norwood Report of 1943 reinforced the views of the Hadow Report 1931 regarding the relevance and potential of outdoor education, stating that "it is essential to bring boys and girls in touch with sea and mountain and other open areas" [Norwood Report 1943, p15]. Drawing on the Norwood Report, the Education Act 1944 reflected the urgency seen by the Government to reform education provision as a result of the social and economic changes following the war. It was this Act that also created the divisions in schooling into

[10] www.legislation.gov.uk accessed

grammar, secondary modern and technical schools. These different types of schools were modelled on a class divided vision of education where the 11 Plus attainment examination, which included a test of intelligence, was used to allocate students into the different schools. 1947 saw the rejection of selection and the plan for comprehensive schools, although by 1958 only 26 comprehensive schools were actually open. The 1959 Crowther Report in particular identified the inabilities of the grammar/secondary modern system to meet the need of providing a more educated, adaptable and skilled workforce and by 1960 the number of comprehensive schools had risen to 120. By 1990 this figure had increased to over 3000. The subsequent Academies Act 2010[11] has seen many comprehensive schools convert to academies and the creation of newly built academies, although these academies still provide a comprehensive education system.

Following World War II though until the mid 1960s, Local Education Authorities were encouraged to provide basic camping equipment in order that large numbers of pupils could experience camping for a number of days at a time. The late 1940s also saw two important parliamentary Acts outside education which were to have an effect upon the growth of what we know today as environmental studies in schools. Environmental studies at the time incorporated the study of nature and rural issues. These Acts were the Town & Country Planning Act of 1947 and the National Park & Access to the Countryside Act of 1949. Following on from this the Environmental Studies

[11] www.legislation.gov.uk

Development Council was set up with the objective of making recommendations for the use of the environment by schools.

The 1963 Newsom Report drew attention to the value that camping and residential courses offered to pupils and, in particular, to those pupils of average or below average ability. The report confirmed the opinions of many teachers that these sorts of activities provided opportunities for personal and social development and closer teacher/pupil relationships. The Newsom Report also made particular references to these sorts of activities being offered to adolescent pupils.

With the rapid growth in outdoor education, concerns began to be raised about the quality of leadership and health and safety provision for the young people. The Sandford Report of 1974 recommended that there should be numerous staff accompanying school parties and that those staff should be experienced enough to be able to maintain control and ensure the safety of the pupils in their care.

Outdoor education saw a decline during the 1980s. This was a difficult time for teachers who were campaigning for increased salaries and part of their industrial action was to decline to participate in extra curricular activity. After-school clubs were no longer run and staff were no longer prepared to give of their time over and above their contracted hours. Also, with teachers now being held personally responsible for accidents and injuries during residential activities and ultimately facing litigation personally from affected families,

many teachers are unwilling to participate in such residential activities. In circumstances where activities cannot be staffed adequately then such activities cannot run.

2.6 Development of the Duke of Edinburgh's Award Scheme

The first mention of the potential value and relevance of the outdoor environment for experience-based learning in English educational reform was not mentioned until the publication of the Hadow Report of 1927. The report outlined the importance of the outdoor environment as essential for the first hand study of a number of subjects, including geography, history and science. In Germany this concept had already been embraced by one man who was to have a great impact on the development of outdoor education, particularly in the UK. That man was Kurt Hahn.

Kurt Hahn, the second of four sons born to a Jewish family in Berlin in 1886, opened the Salem School in 1920 which was the first modern, Western school to focus on personal responsibility, equality, social justice, respect and community service. Following World War I, Hahn became the personal secretary to Germany's last imperial chancellor, Prince Max von Baden, and it was in a section of the Prince's castle that Hahn opened the Salem School. Although the school attracted the children of wealthy families, it also sought less privileged children. Part of Hahn's philosophy of the school was that the children should experience failure as well as success and that they should learn

to overcome negative experiences. Hahn also believed that the students should learn to discipline their own needs and desires for the good of the community.

Hahn became an outspoken opponent of the Nazis as they rose to power and he was subsequently imprisoned by Adolph Hitler, the then Chief of State, in 1933. During this year the British Prime Minister of the time, Ramsay MacDonald, helped arrange for Hahn's release and exile to England. It was here that Hahn founded a second school – Gordonstoun – in an abandoned castle in the north of Scotland. His objectives at Gordonstoun were to "foster in young people qualities of skill, compassion, honesty, initiative, adventure and a sense of service to their fellow beings."[12]

Hahn had focused on a number of key educational principles at Salem and at Gordonstoun he became keen to apply these principles in other forms. The four educational processes he focused on were physical training, community service, manual skills and crafts, and expeditions. It was because of these principles that Hahn went on to develop the Moray Badge Scheme, which he started at Gordonstoun in 1934, in which students in any school could progress through bronze, silver and gold awards with increasing application of the four principles. The success of the scheme resulted in it being renamed the County Badge Scheme and which eventually became internationally known as the Duke of Edinburgh's Award Scheme. It was 1956 when a pilot for the Duke of Edinburgh's Award Scheme for boys was introduced and two years later

[12] www.gordonstoun.org.uk

saw the introduction of the scheme for girls. 1958 also saw the pilot of the Duke of Edinburgh's Award Scheme in eleven commonwealth countries.

Despite the decline in other outdoor education residential activities, the Duke of Edinburgh's Award Scheme has continued to see an increase in participation with over 225,500 participants registered on the Award programme in the UK today. Indeed, over 1.5 million young people have entered the UK Award Scheme since its commencement in 1956 and achieved either a Bronze, Silver or Gold Award. The Award Scheme is also offered in over 100 countries with over 600,000 participants registered.[13]

[13] source: www.theaward.org

3. LITERATURE REVIEW – LEARNING, IDENTITY AND MOTIVATION

3.1 Introduction

In this chapter I have examined some of the strands of work that link learning, identity and action. In particular, I have drawn on socio-cultural theory and activity theory to enable me to consider how learners are positioned in different settings. Understanding the interrelationship between these three areas is fundamental to understanding how students in the classroom can be encouraged to become [more] active participators and achieve to their full potential – in my view the desire of all good teachers. I have drawn particularly on the works of Cole, Engeström and Vygotsky to investigate the concept of learning and how it can be effected and affected through the use of artefacts and the environment – these being key factors in relation to the Duke of Edinburgh's Award Scheme. In order to effect change, the students must have an understanding of who they are and who they want to be and how they can be shaped by the environment. I have therefore investigated the issues of self identity and social identity. The way in which the student will engage with learning can be influenced by these factors and subsequently the positive vision of one's self can be enforced which will ultimately lead to an increased level of motivation. I have therefore investigated the issue of motivation, drawing on the works of Edwards and Dweck in particular, in order to investigate how these alterations in the students' behaviours and attitudes can influence their learning trajectories and enable them to develop new ways of being that are long lasting and transferrable to alternative settings.

3.2 Learning

3.2.1 What is Learning?

Socio-cultural theory and activity theory both have their origins in the work of L.S. Vygotsky and both attempt to provide frameworks for understanding learning as a process of mediation in which understanding is mediated by more expert others. There are differences though; as Daniels [2001, p1] argues "in socio-cultural theory the emphasis is on semiotic mediation with a particular emphasis on speech. In activity theory it is activity itself which takes the centre stage in the analysis". That is to say, it is the way in which speech is used to assist psychological development, whereas Vygotskian ideas suggest that it is the way in which we learn to ascribe meaning and to internalise areas of life not instantly relevant to our immediate existence.

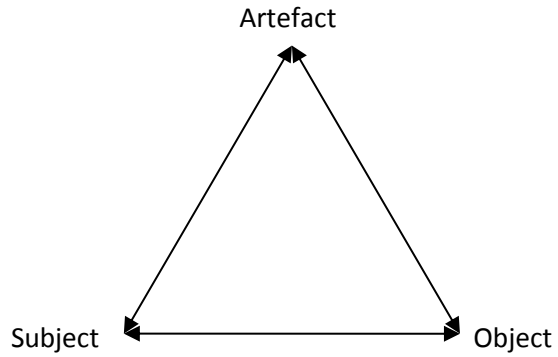
With their emphasis on learning as a result of motivation, socio-cultural theory and activity theory both try to provide the tools necessary to investigate the processes through which human functioning is shaped by social, cultural and historical factors.

3.2.2 Mediated Learning Using Cultural Tools

Mediation can be through face-to-face interactions, e.g. through the use of speech and gesture, but it can also be through the use of artefacts. Cole [1998, p.118] refers to these artefacts as being tangible and intangible. He indicates that a society's culture comprises both intangible aspects – the beliefs, ideas and values which form the content of culture – and tangible aspects – the objects, symbols or technology which represent that context. Cole [1998, p.118] includes such things as words, traditional beliefs, norms and processes as intangible artefacts, while writing instruments and pictures are examples of tangible artefacts. It is these values and norms that "work together to shape how members of a culture behave within their surroundings" [Giddens 2002, p.22].

Mediation in Vygotskian theory is typically illustrated by a triangle, which is shown in Figure 1 below:

Figure 1: Basic Mediation Triangle

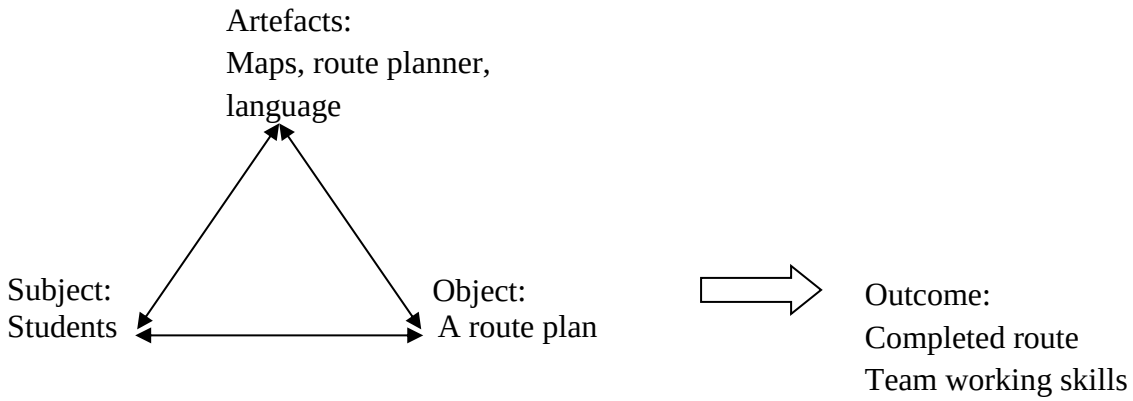


This basic mediation triangle illustrates how the subject and object are "seen not only as 'directly' connected, but simultaneously and 'indirectly' connected through a medium constituted of artefacts (culture)" [Cole 1998, p.119]. Engeström echoes this description saying that "the idea is that humans can control their own behaviour – not 'from the inside' on the basis of biological urges, but 'from the outside', using and creating artefacts" [Engeström 1999, p.29]. That is to say, artefacts, both tangible and intangible, help to shape who we are and how we behave in particular circumstances. The environment within which we act and react can influence and determine the courses of action we take. If we have access to particular materials, whether that be literature, language or a range of resources, then the affordance for action that they offer will impact upon the decisions and actions we take.

The basic mediation triangle can be used to analyse the Duke of Edinburgh's Award Scheme. Figure 2 below is intended to show how

the students use the maps, resources and language in order to successfully plan a route that can be followed whilst undertaking the actual expedition. Here the object is what they are working on, trying to transform by their actions.

Figure 2: Basic mediation triangle for the Duke of Edinburgh's Award Scheme



In Figure 2 we can see that the students' behaviour can be controlled from the outside by using the artefacts the students' new cultural experiences have created, e.g. maps. The students use the artefacts in particular ways which shape how they deal with the task in hand and how they interact with each other in order to secure the common goal; the completed route plan.

3.2.3 What is Culture?

Bruner views culture as that which "provides the tools for organising and understanding our worlds in communicable ways" [Bruner 2003,

p.3]. He argues that meanings are attached to the 'tools' through individual meaning making in different settings on particular occasions. This 'meaning making' involves situating encounters with the world in their appropriate cultural contexts in order to know what they are about. Although meanings are in the mind, they have their origins and their significance in the culture in which they are created. It is this cultural situatedness of meanings that assures their negotiability and, ultimately, their communicability. Cultural situatedness is created in any society where there are people "who have been exposed to similar situations, experienced similar opportunities and been disciplined and rewarded for similar actions" [Munro 1997, p.70].

Culture is something that is embedded into us when we are born. As children we are taught what is right and what is wrong and how to respond or react to situations in particular ways. This is learnt from our parents and from those around us who have experienced these things previously and created their own ways of dealing with them. Culture must be considered in line with the context and Cole defines this as "the whole situation, background, or environment relevant to a particular event" [Cole 1998, p.132].

Cole developed a model to illustrate how mind shapes, and is shaped by, context. This model uses circles within circles to illustrate how the creation of context is not simply a one-sided process where such context is based solely on external influences. Indeed, it is a two-way

process where factors within the circles affect both the inner and outer circles.

This theory can perhaps be used to explain the actions of some of the Duke of Edinburgh's Award Scheme participants. For example one particular student who didn't complete homework or participate much in classroom activities had come from a background where education level appeared unimportant to that family – they too had performed poorly at school and gained little academically, but had nevertheless managed to secure paid full time employment in order to support the family. According to Bruner [2003], we act in a particular manner because we are 'conditioned' to act that way as we have points of references upon which to base those actions. Cole, however, sees this as a two-way process – that is to say that it is a person's interaction with the context that will both shape us and be shaped by us. Cole [1998] represents context by using concentric circles to represent the different levels of context.

Using Cole's model, the diagrams below (Figure 3 and Figure 4) have been created to illustrate the contexts being investigated in this doctoral study. The first illustrates those of the formal lesson in the classroom and the second illustrates that of the Duke of Edinburgh's Award Scheme in operation:

Figure 3: Context – that surrounding pupils' performance in the classroom

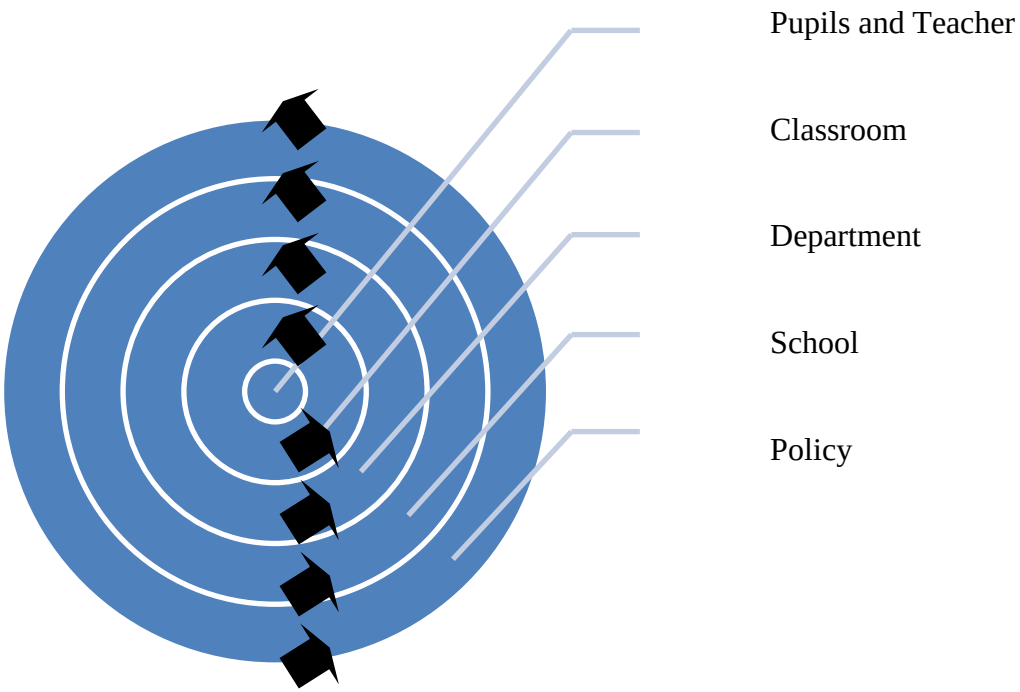
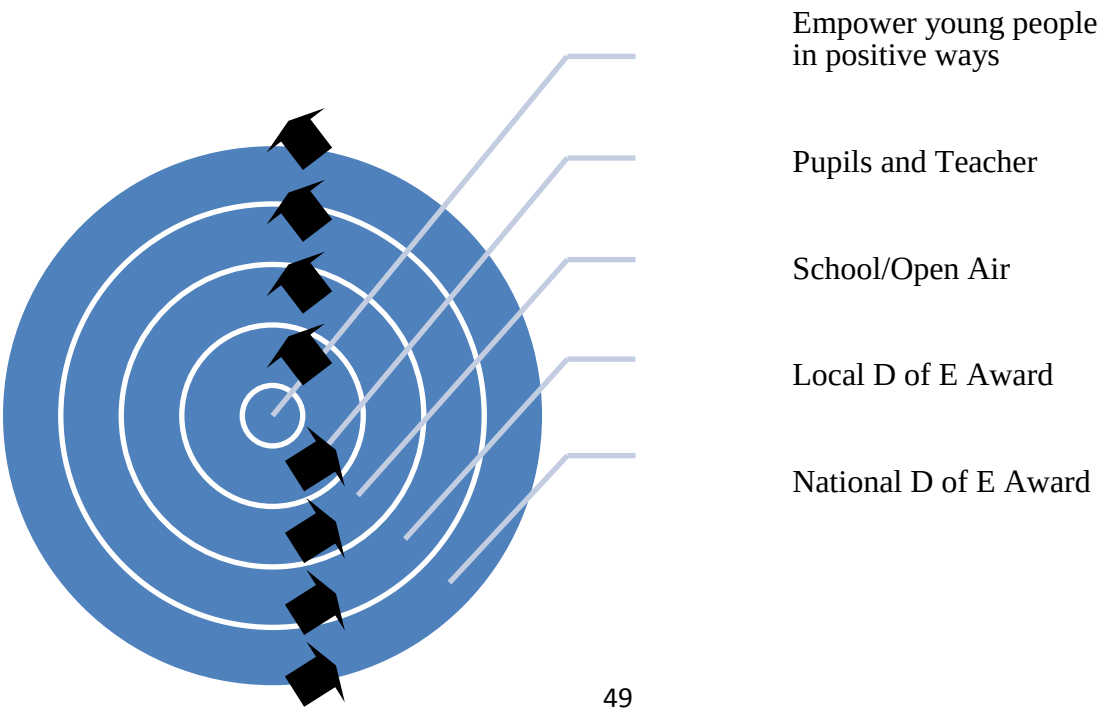


Figure 4: Context – that surrounding pupils' participation in the Duke of Edinburgh's Award Scheme

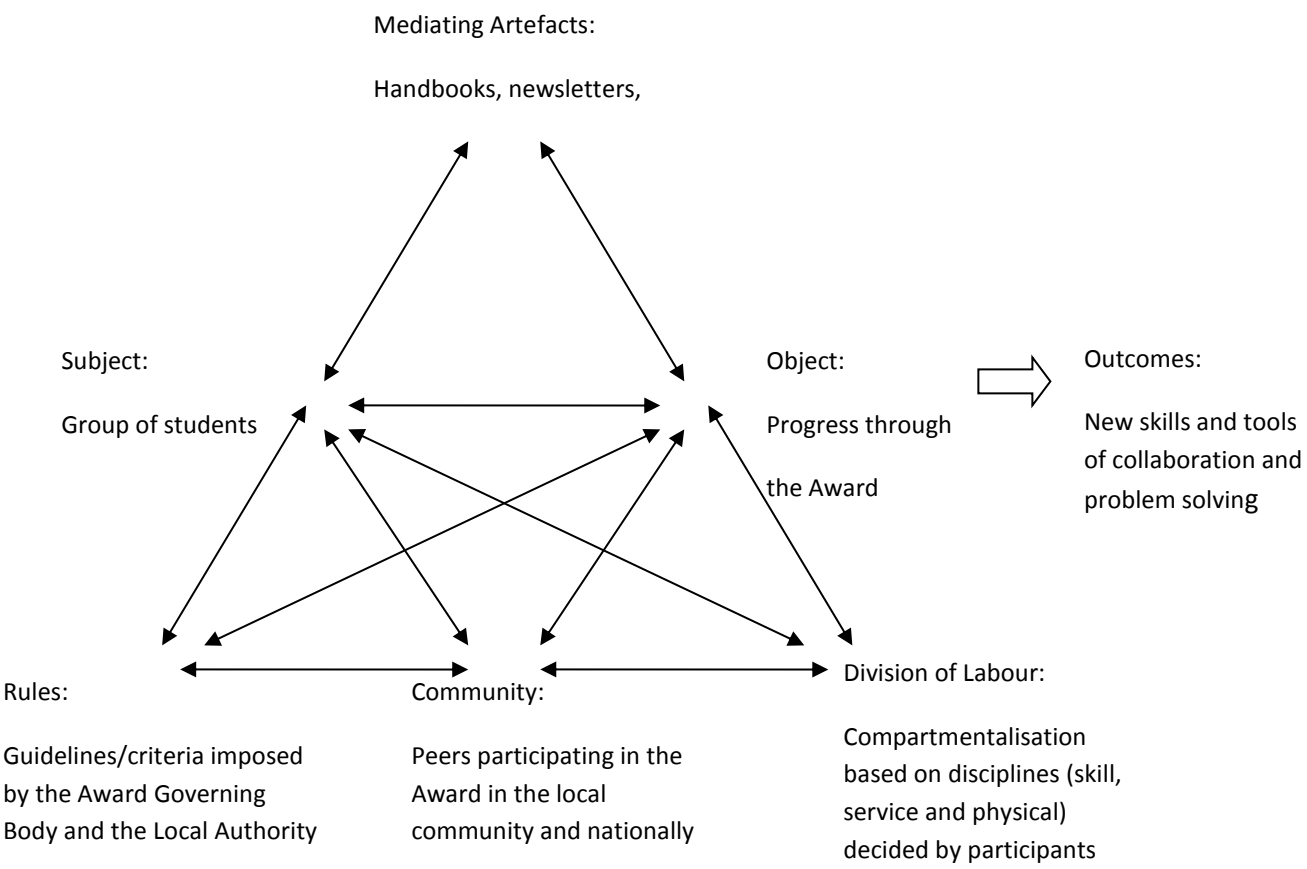


The arrows on the diagram illustrate that the context creation is a two-way process, that is to say, for example, that National Policy will affect the decisions made by the school which in turn will affect the work of the departments within the school, but also that what is going on in schools can affect National Policy. However, Cole prefers to describe contexts as "that which weaves together" instead of "that which surrounds" [Cole 1998, p.135]. He said that each layer of the concentric circles links together with the others, therefore weaving together the links and dependencies of the circles. This analysis links in with the ethos of the Duke of Edinburgh's Award Scheme – what we do during meetings is decided upon by the pupils but also influenced by the award requirements. For example, students might want to use the time to organise their individual activities (skill, service and physical sections), but time is also allocated to ensure that the pre-expedition requirements have been complied with (e.g. First Aid, completed route cards and tracings and letters to parents etc.). The scheme becomes flexible enough to enable the students to direct their own time, whilst also ensuring the important regulatory issues are covered. All elements work together to achieve a successful outcome.

Activity theory represents a development of Vygotsky's mediated analysis to more overtly include an analysis of the contexts in which actual change occurs over time. Engeström criticised the triadic representation, shown in Figure 1, stating that it does "not depict … actions as events in a collective activity system" [Engeström 1999,

p.30], that is to say, the outcome of one's actions seem to be rather limited and situated-bound. This would mean that the processes the students go through in the route planning section are isolated and will not impact upon other areas of the Duke of Edinburgh's Award Scheme. Engeström, therefore, expanded Vygotsky's model to illustrate a complex model of an activity system. Engeström explains that the object remains the central issue of activity theory, i.e. what connects the individual's actions to the collective activity. "However the projected outcome is no longer momentary and situational; rather it consists of societally important new objectified meaning and relatively lasting new patterns of interaction" [Engeström 1999, p.31]. Taking this theory and applying it to the Duke of Edinburgh's Award Scheme could be illustrated as follows:

Figure 5: A complex model of an activity system illustrating the Duke of Edinburgh's Award Scheme



As Edwards suggests, "these representations allow us to see the dynamic relationships that exist within settings between, for example, traditions, responsibilities, how resources are used and the outcomes of interactions. In brief, they allow us to examine the nature of activities, actions and operations and get some purchase on how they interact to produce particular outcomes" [Edwards 2002, p.4]. As activity systems are dynamic, they provide a useful framework for examining the Duke of Edinburgh's Award Scheme. Students are constantly interacting with others participating in the Award, meeting students from other schools whilst on expeditions and assisting in the local community for

the service element. They change during the Award process, developing and enhancing their skills and physical fitness whilst ensuring the criteria for successful completion of the Award is followed. As students acquire these new skills and develop as individuals, this model will take account of these facts. Indeed, the reasons Engeström expanded the original mediation triangle was to "enable an examination of systems of activity at the macro level of the collective and the community in preference to a micro level concentrating on the individual actor or agent operating with tools" [Daniels 2001, p.89]. It allows the Duke of Edinburgh's Award Scheme to be examined as a whole over a period of time with consideration being given to the students' interactions within the groups and within the progression of the Award Scheme itself.

The concept of culture is concerned with those aspects of human societies which are learned, rather than inherited. The elements of culture are shared by members of society and allow co-operation and communication to take place. They form the common context in which individuals in a society live their lives. It is the surroundings, or contexts, being explored here that may give such artefacts alternative meanings and go some way to explaining the apparent alteration in the behaviour of those students participating in the Duke of Edinburgh's Award Scheme. Giddens argues that "culture plays an important role in perpetuating the values and norms of a society, yet it also offers important opportunities for creativity and change" [Giddens 2002,

p.25]. One of those changes may be in relation to the division of labour. It is the job of the teacher to educate the student and it is the job of the student to be educated by the teacher – each aware of their role. However, should there be a shift in the division of labour then this will lead to a more collaborative experience of education for the learner. By giving students these opportunities, they are placed into a different activity system whereby they can experience opportunities to overcome situations in new ways. For example, one boy participating in the Award would be rather negative in the classroom environment. If he could not solve the problem at the first attempt then, as far as he was concerned, he couldn't do it so there was no point trying any more. When on expedition for the first time, this particular student had problems reading the map correctly, but rather than give up immediately was willing to accept the advice and guidance of those around him and subsequently found success with this activity. Upon returning to the classroom environment, this student appeared more willing to accept assistance and guidance from others (including staff and students) and completed a significantly larger proportion (if not all) of the work required from him. By placing him in an unfamiliar context then he was exposed to new ways of learning and had found that once learnt these skills could be transferred to alternative contexts with different cultures.

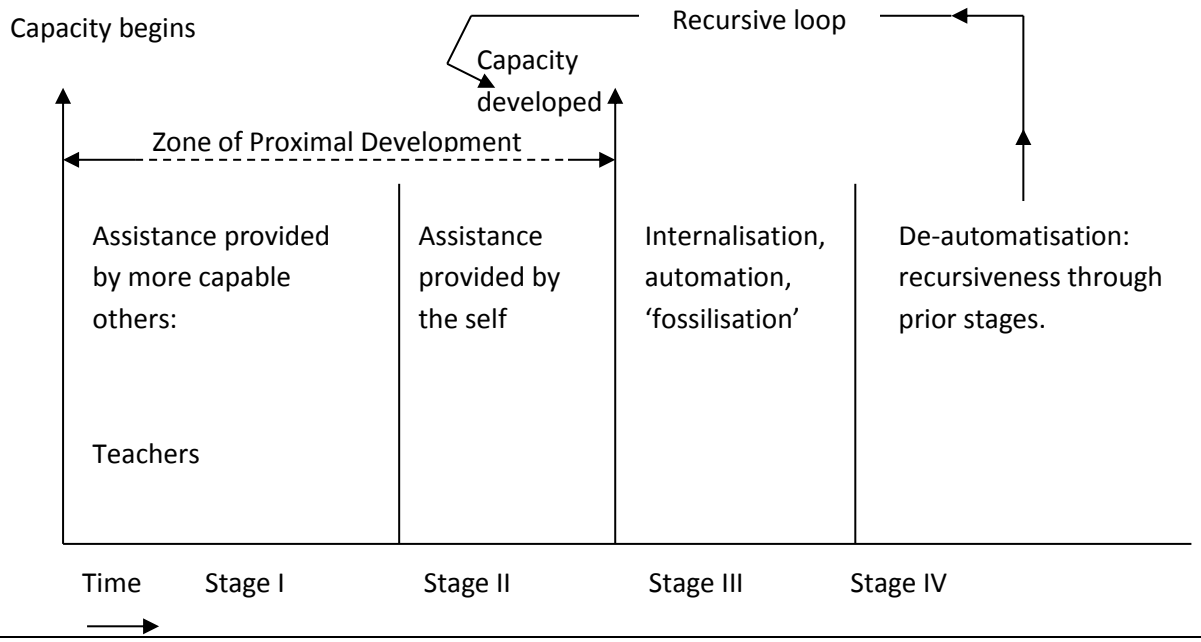
3.2.4 How is Learning Enabled?

Vygotsky [1978] built upon the notion of mediation with the concept of the zone of proximal development as a metaphor to assist in explaining the way in which social and participatory learning take place. Social interaction is essential if learning is to occur and it is through the use of, in particular, mediated speech that the child interacts with the environment around them. During their participation in an activity, that activity becomes easier through the use of mediated speech and allows that speech to become internalised. Language is therefore the key cultural tool instrumental in enabling the formation of higher-order, self-regulated thought processes. As a result, schooling must provide opportunities where internal and external experiences are combined. Vygotsky believed that this type of learning could take place in what he termed the 'zone of proximal development'. The zone of proximal development "is the difference between a child's independent problem solving activity and the level of problem solving possible under the guidance of an adult or of a more capable peer. That is, the child's actions interact with those of the adult in the ZPD" [McCormick 1999, p.11]. During these interactions between teacher and learner, the learner will take ownership of the skills and knowledge and internalise these. Thereafter they can then use these skills and knowledge to control their own actions. "It is in this zone that culture and cognition create each other" [McCormick 1999, p.11]. That is to say, those

external factors to which the individual is exposed will affect the ways in which the individual responds to particular situations.

Vygotsky's initial ideas of the Zone of Proximal Development were expanded by Tharp and Gallimore [1988] and this is shown in Figure 6 below:

Figure 6: Genesis of performance capacity: progression through the ZPD and beyond [Tharp and Gallimore, 1999 p. 35].



Stage I of Figure 6 illustrates that teachers, parents, peers etc. assist the learner, but that the level of that assistance steadily declines as the learner takes greater responsibility i.e. "the child who was a spectator is now a participant" [Tharp & Gallimore 1988, p.35]. During Stage II, the child carries out a task without assistance from others, but this does not mean that the performance is fully developed; indeed assistance from others may still be forthcoming. The child reaches Stage III and

has emerged from the zone of proximal development into capable performance once all evidence of self regulation has vanished and assistance from others is no longer required. Performance here has already developed and at this stage assistance would now be disruptive. The final stage illustrates that the life long learning by any individual is "made of these same regulated ZPD sequences … recurring over and over again for the development of new capacities" [Tharp 1999, p.36].

The idea of the Zone of Proximal Development has helped me to further consider what appears to be happening to students who are following the Duke of Edinburgh's Award Scheme and, in particular, the expedition element and I have used Tharp and Gallimore's ideas and applied them to the Award Scheme. I have selected the expedition element of the Duke of Edinburgh's Award Scheme as this appears to be the stage at which an alteration in behaviour seems to be most evident. During the first stage of preparing for the expedition element, teachers and peers assist the students in route planning and spend some time explaining and demonstrating how the route card should be completed. The next stage is to provide assistance only when asked for, if at all, and to approve the completed route card. The route card contains all the information the students will need to navigate the route successfully and at this point the students are left on their own at the expedition start point where they demonstrate their abilities. The idea of the Zone of Proximal Development suggests that assistance at this stage would be disruptive and on the expedition assistance is only

provided when necessary. This may be in the form of questioning the students about the direction they are going to take or the time they anticipate arriving at the next checkpoint, but in all cases it is done in a way that allows the students to solve the problems themselves. Numerous decisions are taken throughout the weekend where the process is repeated. Throughout the expedition element many new capabilities emerge and begin to be developed, whether it be skills related to navigation, problems solving, working with others, tent erection or cooking a hot meal. Students participate in a practice expedition prior to embarking on the assessed expedition and, by the time the assessed expedition arrives, many of the skills have been internalised and no assistance is required or, indeed, provided.

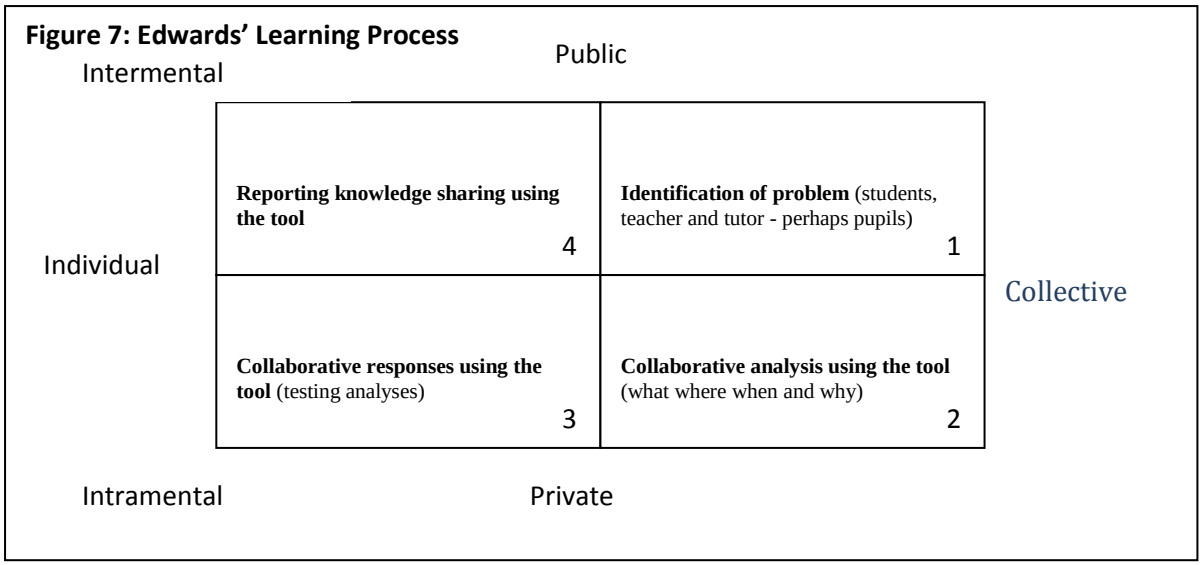
Another way of thinking about the Zone of Proximal Development and how it might be planned for comes from thinking about learning as a movement from the intermental plane (or social plane) to the intramental and back out to the intermental.

Vygotskian theory considers how learning first occurs on an intermental plane between those engaged in a joint social activity. Learning in the intermental plane, sometimes referred to as the interpersonal plane, can then be internalised and transformed on an intramental, or personal, plane. That is to say, we absorb understandings from our culture, make them our own and then externalise them and contribute them back to our social worlds.

Edwards has used these ideas to think about how teachers might plan learning experiences for pupils. However, it is important to note that this is not a one-way process. By understanding the object better the learner is then repositioned in relation to that object as it is seen differently and therefore when externalised it contributes to the reshaping of the intermental plane. "In learning there is therefore a dynamic of internalisation i.e. in new understandings and externalisation i.e. bringing to bear this new understanding in new actions on the world which in turn help shape the world" [Edwards 2005, p3].

Figure 7 below illustrates the learning process outlined by Edwards in relation to a web maintained initial teacher education programme:

Figure 7: Edwards' Learning Process

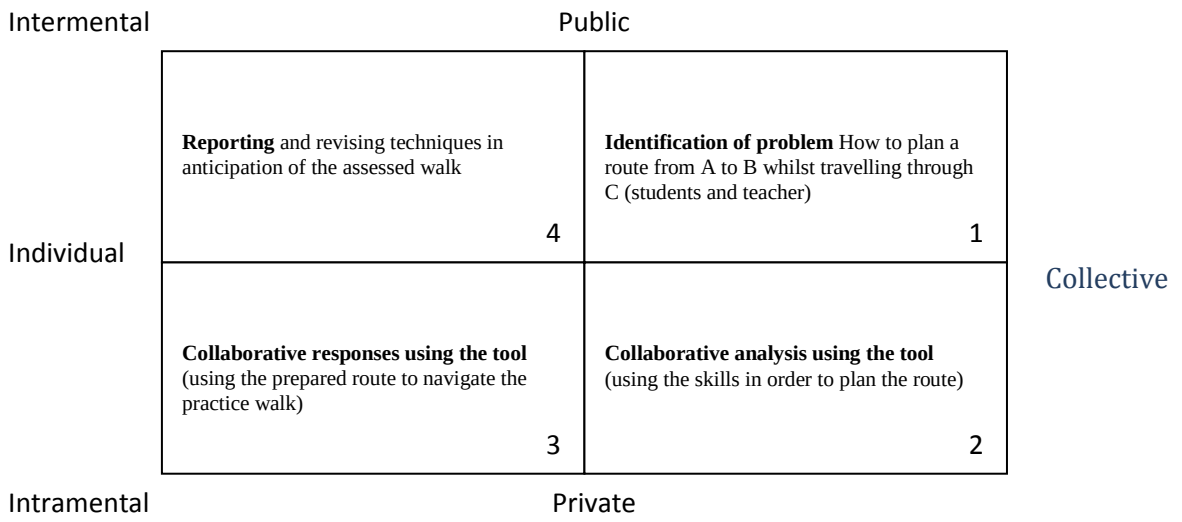


Edwards explains that "the problem is identified in quadrant one, pursued with structured support on the web-site in two, with more

freedom in web-based conversation in three and finally the student teachers use the web-site to report on their findings and the action they took in four" [Edwards 2002, p.5].

What I have tried to do in Figure 8 below is to use the tool to demonstrate how it might be used to analyse components of the Duke of Edinburgh's Award Scheme. Again, I have taken the route planning section of the Award as this is something that is common to all students and all levels.

Figure 8: Using Edwards' Ideas to analyse components of the Duke of Edinburgh's Award Scheme



In the first quadrant the problem is identified – i.e. how the students are going to plan their route. The component still gives power to the students as it is they who decide the actual route they will take within the parameters specified to them by the teacher. At this stage the

students are provided with information on how to complete their route cards correctly and the techniques required.

In the second quadrant, the students are required to use the resources (map, compass, blank route card etc.) and the skills necessary in order to complete the route card. Students discuss these various steps to be taken, e.g. what time they will set off and take breaks; where and when to plan stops and why they feel the route should be so.

During the third quadrant, the students continue to work together, but they are also provided with an opportunity to test their acquired skills (compass use, map reading etc.) and the tools (route card) in order to successfully navigate the course of their practice route. Upon returning to the classroom, the students are given the opportunity to revise and refine their route planning techniques in order to prepare for the assessed expedition. The students are aware of the sort of detail that is beneficial on the route card and that which is not, e.g. terms such as 'trees on left' and 'keep right of the river'. It is the students themselves who are now contributing to this continual cycle of knowledge in this particular environment.

As stated earlier, Engeström argued that one of the problems with Vygotsky's mediation triangle was that it was seen as static and so developed the activity system which could be used to analyse the problem or situation as a whole. Although I have used Edwards' ideas

to illustrate the route planning element of the Duke of Edinburgh's Award Scheme, I do believe that it can be used to analyse the Award Scheme as a whole. For example, in the first quadrate the problem is identified. The problem can be seen as how the individual will complete the Award and what the specific requirements are. This may be seen as a 'fact-finding' activity. In the second quadrant, the student uses various resources and planning aides (teacher, handbook, internet etc.) in order to plan what they are going to do in terms of skill, service and physical and when/where they will undertake such elements. In the third quadrant collaboration takes place with other participants to discuss their particular activities and this is where changes may occur to their original individual plans. In the final stage, reporting and knowledge sharing is evident through the completion of the log book and also the final presentation given to the Local Authority representative.

According to Edwards, "Activity theory aims at transforming activity systems by enhancing the understandings of the participants in those settings … Activity theory research is avowedly interventionist and aimed at enhancing learning by disrupting our interpretations of the taken for granted" [Edwards 2002, p.8]. I think that within the Duke of Edinburgh's Award Scheme, students are given the flexibility to investigate those particular areas that are appealing to them on a personal level. For example, they have the choice as to whether they will select football, tennis or dance for their physical section. I think

that it is particularly important to note that the Award is accessible to students of any academic ability level and that they have the opportunity to interact with the Award Scheme in such a way that it is personal to them. The Award Scheme provides opportunities for the 'taken for granted' interpretation to be disrupted because the Award Scheme can be tailored by the individual to their own interests. Students participating in the Award Scheme have opportunities of enhancing their learning, whether it be through opportunities to improve their communication skills and team-working abilities or whether it simply be to improve their skills in, for example, cricket.

Socio-cultural and activity theory ideas do, I believe, help us to identify where the learner is currently situated and what it is that we as teachers/coaches or responsible adults need to do to ensure that the knowledge and skills become internalised within the individual to the extent that the individual then becomes expert in these areas – that is to say that it passes from the intermental to the intramental. Once this takes place then those new skills and knowledge will become part of the individual's nature and can be transported to other settings, although this will depend upon the motives of the learner and the way in which object and language mediation are being used in order to move from the intermental to the intramental and thereafter externalise these motives to new ways of being. This may go a considerable way to explaining why the alteration in students' behaviour becomes apparent following the expedition element. In this section the learner

moves in and out of the various stages of the activity system, developing their own capacity and internalising the acquired skills and knowledge. Here we can see expertise not simply as an internalised skill or conceptual understanding, but as a capacity to interpret the world in which we operate and a capacity to see what action is appropriate and to take that action. Here we can see a link between context, motivation and learning.

3.3 Identity

3.3.1 What is Identity?

Giddens [2002, p.28] suggests that identity relates to the understanding that people have about who they are and what is meaningful to them and that there are in fact two types of identity – social identity and self-identity. The first of these goes to illustrate the ways in which individuals are the same as others, whist the second identifies those aspects that set individuals apart from other individuals.

Self-identity refers to the process of self-development through which we formulate a unique sense of ourselves and our relationship to the world around us. It is the individual's constant negotiation with the outside world that helps to create and shape his or her sense of self.

If the cultural and social environment is a factor in shaping self-identity, then individual agency and choice are also of central importance. This would support the idea that the Duke of Edinburgh's Award Scheme participants are afforded opportunities to develop their own identities as they have no social preconceptions upon which to base their circumstances when undertaking expeditions. This negotiation with the 'outside world' provides opportunities for students to consider the importance of their own environment and how the things that they have experienced on expeditions can be just as important in their day to day lives For example experiencing the Shropshire Hills on a lovely summer's days is enough to highlight to any individual why we should not drop litter in our own environment – whatever that may be.

Another important factor to be considered in forming our identities is that of socialisation; that is to say how culture is transmitted over time and generations. Is there an element of socialisation which is influenced by family values and norms that informs school children about how they should conduct themselves within the classroom environment? When considering the Duke of Edinburgh's Award Scheme, is there any previous socialisation experience that participants can draw on to enable them to have acquired knowledge about how one should behave when working as part of a team based in the countryside? It could be that this lack of knowledge or experience about how to behave or conduct one's self in this new context enables

the participants to allow themselves to be exposed to new sensations and new ways of learning and being, as the anecdote above suggests.

The next contributing factor to consider is the relationships between the teacher and the Award Scheme participants both in school (prior to and post expedition) and whilst undertaking the expedition element itself. These relationships are formed through social interactions. When our day to day routines remain autonomous the majority of the time, for example when we get up at the same time each day, travel to school using the same route, see the same people etc., this provides structure and form to our lives. From this Giddens [2002] says that:

> "the study of everyday life reveals to us how humans can act creatively to shape reality. Although social behaviour is guided to some extent by forces such as roles, norms and shared expectations, individuals perceive reality differently according to their backgrounds, interests and motivations. Because individuals are capable of creative action, they continuously shape reality through the decisions and actions they take. In other words, reality is not fixed or static – it is created through human interactions" [Giddens 2002, p.82].

Exposing the students to new situations and experiences will consequently have an effect upon the actions they take in different

situations – they are shown that there is an alternative way of being to that which they are used to and through these new experiences they can change the way they perceive themselves, others around them and their environments. In effect they are creating their own cultural situatedness.

When undertaking the expedition element, students are required to work in small groups consisting of between four and seven members. As the change in attitudes appears to take place upon return from the expedition then the group or team work may be a positive influencing factor. Studies have shown:

> "that when people are added to a group engaged in a physical task like rope pulling, the amount of force exerted per person decreases as the size of the group increases" [Munro 1997, p.82].

Therefore the limiting of group member numbers, may go some way to supporting this motivational theory. That is to say, there is an optimum size where the participants will work effectively with each other, all applying the same degree of effort in order to complete the task. However, should more people be added to the group then those efforts will be reduced and, therefore, the extent to which each individual creates their own cultural situatedness will be also be reduced. Their experience is not as 'whole' as it may be if group size is not limited.

Participants will communicate with each other in these small groups without adversely affecting their individual levels of motivation. Further, Munro "found that when a success experience preceded the task, performance among observed subjects was superior" [Munro 1997, p.37] i.e. where success is experienced those being observed sought further success, but an important question is whether those feelings of success transfer from one situation to another – in this case from the expedition to the classroom environment. Whilst undertaking the expedition, participants are afforded many opportunities to experience success. These experiences include such things as:

- reading the map correctly and setting off in the right direction
- navigating correctly using prepared route cards
- using a compass accurately
- leaving checkpoint cards at pre-arranged locations
- arriving at the campsite within the set time
- using a stove to cook at hot meal (that is edible!)
- erecting a tent without assistance from staff
- surviving the night in their tent
- packing all equipment back into rucksacks
- completing the planned walk

Success is experienced as soon as participants begin the expedition which leads to the desire to experience success again and so on – success after success leads to the desire to experience further success.

"Group orientated cultures would show less social loafing because of a tendency to form more cohesive groups and a greater willingness to place group benefit over individual benefit" [Munro 1997, p.43]. There have been a number of occasions where one member in the group has developed sore and blistered feet and the remaining group members have been more concerned about the welfare of that person than the speed at which they could complete the route if they didn't slow down to ease the suffering of their friend.

3.3.2 Creating Learning Identities in New Pathways of Participation

Hofstede suggests that "… in schooling, the main objective is to learn how to learn versus to learn how to do" [Hofstede 1995, p.76]. If this is true then one of the opportunities the Duke of Edinburgh's Award Scheme may offer participants is a new way of learning which can then be transferred to the classroom environment. If this is the case then it would go some way to explaining the apparent alteration in behaviour/attitude when returning from the expedition. If it is not until the expedition element that participants acquire the skills of how to learn then it makes sense that they cannot learn how to do, or demonstrate that they have learnt how to do, until returning from the expedition.

What I have tried to do below is analyse the various experiences afforded to participants by the Award Scheme whilst comparing them to the traditional classroom environment in an attempt to find out how students are able to identify new learning trajectories for themselves. I have thereafter summarised these ideas in Table 2 which can be found on page 81.

The learning environment of the Duke of Edinburgh's Award Scheme within which participants are emerged is one of informal organisation which facilitates and encourages a team working ethos. The expedition element in particular demands interaction between the participants in order to make collective decisions regarding direction to follow and equipment organisation etc. The weekly meetings also provide an environment where co-operation and communication between participants is encouraged. This can be in terms of the preparation for the expedition or undertaking the same activity as another participant for the skill, service or physical sections of the Award Scheme. When investigating the learning environment within the traditional classroom setting, students will find themselves in a formal learning environment where they will be seated at desks and often have to comply with the seating arrangements specified by the teacher. Students sitting at desks and facing the teacher will often be the usual sight to be found when entering a classroom in any school. Vygotsky's [1978] basic mediation triangle would suggest that students are conditioned to act in certain ways because of the artefacts surrounding them and the students

therefore act in pre-determined ways because their behaviour is controlled from the outside by using those culturally created artefacts. However, Cole's theory would suggest that where a student-centred approach is adopted then the learner can become empowered and will act in a positive way and thereby influence the environment that surrounds them, rather than be influenced and controlled **by** it. The approach and attitude of the student will always affect their relationships with their classroom and, where this relationship is positive, will provide opportunities where more 'non-traditional' lessons may be afforded to the students. This means that if one can change the way the students see themselves within the traditional classroom environment and one can empower that individual then it will provide them with the affordances to interact with the artefacts in a more positive manner and therefore alter their behaviour, and identity, permanently.

The Duke of Edinburgh's Award Scheme places participants within an unfamiliar learning environment. As participants embark on their expedition phase, many of the participants at the study school had not spent days out walking and/or experienced camping in a farmer's field. Although the skill, service and physical sections of the Award Scheme do provide participants with the opportunity to select an activity of their choice that may already be familiar to them, the participants are also encouraged to try something new. This is made possible because of the links with other schools and organisations and also through the

commitment of other teaching staff at the study school. For example, the paired reading scheme was set up with one of the local feeder primary schools where students worked with the children in the Reception class – children that were only aged 3-4 years old and where the Award Scheme participants were viewed by those children as an adult and this therefore encouraged the participants to take greater responsibility for their own actions – particularly in their language and manner of speech. In this scenario Cole [1998] would suggest that it is the outside affecting the inside, that is to say Reception class children affect the Award Scheme participants and cause the participants to behave in a way that may not have been as familiar to them. Also, as a number of the participants had actually attended the primary school used for the paired reading scheme, taking the participants back to an environment that they had viewed with fondness may also provide affordances where participants can reposition themselves as individuals. Engeström's complex model of an activity system can be used to support the dynamic relationships that exist within different settings and analyse how resources or artefacts affect the outcome of those interactions. When comparing this with the familiar learning environment of the classroom, the traditional environment does not provide students with many opportunities for learning out of the classroom itself. In this regard, Bruner would suggest that we are conditioned to act in certain ways because we have points of references upon which to base our actions. Munro refers to this as cultural situatedness and suggests that this is created in any society where there

are people who have been exposed to similar situations and experiences. Similar actions of people within those situations will have been disciplined and rewarded in similar ways and therefore the actions of the individual within the familiar classroom setting are already predetermined through years of attending school and also through the students' generations of family attending school. It therefore appears to be the case that in order to cause alterations in students' behaviour, one must break the preconceptions that the student has about the familiar classroom environment in order that a change in their behaviour can be brought about, or at least has the potential to be brought about.

The requirement for team working is another feature that differentiates the Duke of Edinburgh's Award Scheme learning environment from that of the traditional classroom. Again, the expedition element of the Award Scheme demands that participants work as a team. This begins with the planning phase of the expedition through to the group presentation following successful completion of the expedition. During the planning phase participants must work in a team to plan the route for the expedition itself. This includes preparation of the route card and route tracing as well as deciding on how the group items will be distributed between the group members, for example the tent, the cooking stove and first aid kit. Before the expedition weekend, participants must also meet with the assessor to prove that they are fully prepared for the expedition and hand over their route card and

tracing. It is only at this stage that the assessor will give consent for that group to undertake the actual expedition itself. Vygotsky's [1978] notion of mediation can help to illustrate the social and participatory learning that takes place during this phase. The participants' problem solving abilities and communication skills are developed within the zone of proximal development by the guidance and support of their peers and staff to ensure that the planning is successfully completed. It is within the zone of proximal development that culture and cognition create each other and therefore form new ways of being. Again, removing the student from the familiar, traditional environment of the classroom provides the opportunity for the students to develop their skills and abilities in circumstances where those actions are not already culturally embedded. Indeed, Durkheim [1964] suggests that this involvement creates a sense of belonging and a feeling that the group is more important than the individual. Team working enables students to support each other in their learning and when effective team working occurs it can mean that more work is actually produced. Team working within the traditional classroom environment does exist, although my experiences prove that this is not a consistent feature in every lesson of everyday. Students are more often engaged in independent work where they must work on their own to complete the work determined by the teacher. Cole [1998] would suggest that this is an example of the environment shaping the individual, rather than an opportunity where the individual is empowered and can effect the environment surrounding them.

The ‘outdoors’ is a key theme of the Duke of Edinburgh’s Award Scheme and is obviously a key feature of the expedition element, but can also include the skill, physical and service sections at all 3 levels of the Award Scheme, as well as the residential section at gold level. At bronze and silver levels, one practice expedition is required prior to the assessed expedition, whereas at gold level at least two practice expeditions are required prior to the assessed expedition. Therefore, the further the participant progresses with the Award Scheme then the greater the requirement on the amount of time spent outdoors. Depending upon the selections of the individual student then there may also be outdoor experiences during the other sections of skill, service and/or physical. For example Award Scheme participants have undertaken activities such as football, rugby and windsurfing for their physical sections, whilst services have included helping at the local horse riding stables and sports teams coaching. At gold level, residential projects have included windsurfing coaching, an archaeology visit to Italy and working with the RSPB at their Loch Garten osprey centre in Scotland. The Award Scheme empowers participants to make their own decisions about what they will do at each level of the Award and as they progress through the levels they are required to spend a greater amount of time making independent decisions. Cole’s ideas underpin how an empowered individual can shape the environment that surrounds them and this again is where the

participant can learn those new ways of being because they have been removed from an environment about which they had preconceptions.

Although the Award Scheme has a rigid structure in terms of the duration the participant must spend on each of the sections, it is also a flexible structure in that the participant can choose the activities that they wish to follow and, to some degree, select the amount of time that can be spent on some of the activities. For example at bronze level, participants must follow either the service or skill for six months and the other two elements for three months. When considering the structure of the traditional classroom environment, one would describe this as a rather rigid structure, not least in terms of the constraints that the National Curriculum places on schools. Students are required to follow programmes of study in Maths, English and Science as a minimum and although MFL and Technology were removed as National Curriculum subjects in 2004 some individual schools still require students to select these subjects during the options process. Indeed this is the case at the study school. Particularly at Key Stage 4 schools are constrained by the syllabi they teach because time limits dictate the material that must be covered prior to students sitting terminal examinations in the summer of Year 11 (or earlier where modular courses are followed) and do not provide any real opportunities for teachers to pursue a topic area into a greater depth and detail because of the enthusiasm for that topic shown by the students. This is another example of how the environment is shaping the

individual, rather than the individual being empowered. Culture is also an important factor in the traditional classroom environment because the culture of the school environment has become embedded in the student over time and they are influenced by their parents and peers who too have been subjected to this sort of environment. Although schools do provide opportunities for outdoor education, these opportunities are usually in terms of field trips and are therefore limited to a very small number of times per year for most students.

Within the traditional classroom environment, a 'right first time' culture can often be found. Students are rewarded with a tick when they can answer correctly or a cross where that answer is found to be wrong. There is a limited opportunity for trial and error in the classroom, unlike there is whilst undertaking the Duke of Edinburgh's Award Scheme. Again, the expedition phase is a key section where trial and error can be seen in action. Reading maps is something that is unfamiliar to the Award Scheme participants prior to them commencing the Award and the practice expedition affords the first opportunity for participants to put their newly acquired map reading skills to the test. Trial and error is seen where participants change their minds about the direction they feel they should follow and the discussions with other members of their group. Staff are not encouraged to interfere with navigational skills until it becomes apparent that participants are 'off-route' significantly. Even when students realise that they are not following the footpaths they had

planned to follow, they are able to recalculate and follow an alternative route to ensure that they get back to the predetermined route as soon as possible. Where staff do intervene, it is initially to question participants about where they think they are on the map and to question them in such a manner as the participants are able to identify for themselves where they are and where they should be going, rather than to simply inform participants that they are going the wrong way and should turn round and go back. The trial and error afforded to the participants disrupts their interpretations of the taken for granted assumption that the teacher will tell them what to do. Edwards [2002] suggests that this disruption enhances understanding within the participants in those settings. Indeed, participants are then able to demonstrate this through their undertaking of the assessed expedition.

The self-discipline the participants must demonstrate whilst undertaking the Award Scheme can be seen during all sections of the programme. Participants select the activities that they would like to undertake for their skill, service and physical components, they attend the meetings through choice, they decide their route between the given points and they decide the dissemination of the equipment. During the gold award expedition in particular the participants also decide what time they will get up in the morning, how far they will walk before taking a rest break or lunch stop etc. and must be self-disciplined in all that they do. Supervision by staff is only on a 'light touch' basis at gold level – indeed staff do not stay at the same campsite where the

students are planning to camp - and therefore students must be self-disciplined in order that they can complete that section of the Award successfully. This is very different to the traditional classroom environment where discipline and structure are imposed by the teacher. Although students may have opportunities to make their own decisions within the classroom, much of what happens in schools is because of the rules and regulations therein. These rules may be in terms of punctuality, behaviour expectations and the homework requirements. Student actions are rewarded or punished in line with a very specific policy; that is to say if a student behaves in a particular way then they can be pretty certain of the sanction they will receive. These sanctions and rewards are something that students have become conditioned by during their time in schools and that familiarity influences their behaviour accordingly.

The formal assessment adopted by traditional schooling requires students to perform against a set of predetermined criteria without the ability to communicate with another person or ask for guidance when and if that might be required. This formal assessment process is favourable to the more academically able student, but can be demotivating to the less academically able student. However, the Duke of Edinburgh's Award Scheme employs a 'success for all', regardless of ability, culture. For example, whilst undertaking the skill element, there is no requirement that the participant has to pass an examination in this – they simply have to practice the skill over a period of weeks.

It does not matter if they are still not the greatest potters at the end of a three month pottery course! Encouraging a success for all culture can empower the participant and provides opportunities for those new ways of being to be internalised.

Taking the ideas discussed above in terms of what can usually be found in the traditional classroom setting versus those found whilst undertaking the Duke of Edinburgh's Aware Scheme, I have constructed a table to try to illustrate those differences more clearly. This information is contained with Table 2 on the following page.

Table 2:
Table to show the experiences of students participating in the Duke of Edinburgh's Award Scheme compared to the classroom environment.

Duke of Edinburgh's Award Scheme		**Classroom**	
Informal	Informal organisation of teams and interaction.	Formal	Formal arrangement to classroom environment. Students sitting at desks.
Unfamiliar	Environment and content is unfamiliar; students not experienced conditions before.	Familiar	Environment and content is familiar; students experience classroom environments from a very early age.
Team Working	Students working in teams from commencement of planning stage – encouraged to work together and prepare for expedition together.	Independent Work	Students usually working independently in the classroom. Opportunities do exist for team working, but not consistently throughout lesson.
Outdoor	Experience gained working out of doors in the countryside	Indoor	Experience gained working inside the classroom.
Flexible Structure	Students planning own routes to be followed; content set by students, not enforced. Group size and members decided upon by students.	Rigid Structure	Lesson content determined by National Curriculum, school policy and course syllabus.
Trial and Error	When errors occur with map reading, students have opportunities to identify remedies within team.	Right First Time	Students encouraged to undertake work right first time, but when errors occur students are supported by teacher.
Self-Discipline	Students controlling content and actions of the group, e.g. lengths of lunch breaks and departure/arrival times and attendance.	Discipline Imposed	Teacher controlling content of lessons and behaviour of students. Compulsory attendance.
Informal Assessment	Assessment procedure consisting of successful completion key elements of course and verbalisation of experiences.	Formal Assessment	Assessment consisting of formal testing and examinations, usually through written work.

I think the fact that many of the Duke of Edinburgh's Award Scheme experiences and expectations are very different from the experiences of the traditional classroom environment support the points I made earlier in relation to the participants not having previously experienced these ways of learning and, therefore, having no previous knowledge upon which to base their actions and behaviour. Table 2 also identifies that there is a shift in power associated with Award Scheme participation. By this I mean that students are wholly responsible for their actions and decisions, without interference from the teacher. For example, they:

- decide who will be in their group
- are responsible for deciding on the route of the expedition
- determine the pace of the expedition
- plan their own meal stops and rest breaks
- plan their own menus
- allocate tasks between themselves (route tracings and planning)
- decide on equipment distribution (who will carry the tent etc.)
- what format their final presentation will take

Obviously the students receive guidance from the teacher in relation to the completion of the expedition element, but the ultimate decision making lies with the students themselves. They are given the opportunity to show themselves to be responsible and capable of managing given tasks, whereas in the classroom environment tasks are already pre-determined for them and they must simply respond to what they are told to do. They are given opportunities to develop their own problem-solving skills for themselves as individuals and as part of a team. McCormick [1999, p.55] says that socially

> "as students participate in group roles, various problem-solving procedures, strategies of reasoning, and techniques for accomplishing goals become apparent. This reality is to be compared with classroom learning where thinking may be rarely an observable enterprise and opportunities for its shaping through external influences are limited".

It is these opportunities to demonstrate certain skills whilst undertaking the Award Scheme that enable participants to take more control and thus shift the power from the teacher to themselves. When faced with a decision to make about which track to follow, it is the opinion of the majority that is followed

as the members of the group will listen to each other's opinions, discuss the possible options between themselves and finally agree as a majority which way they think is the right way before proceeding accordingly.

Because students are not being told what to do all the time whilst undertaking the Award Scheme, the power shift facilitates an alteration in the pupil/teacher relationship. Teachers no longer appear as the dictators of what will be done, but instead are able to adopt the much more passive role of guide only.

The incentive of achieving the goal of completing the expedition (or Award) and gaining recognition is seen as the inducement for acting in a certain way. This act could be attributed to, and described as, motivation. Dweck [2012] has investigated this issue, i.e. what people believe about themselves and how this affects their motivation and ability to accomplish tasks and achieve goals. Dweck believes that individuals have two extremes of belief about themselves that are key to establishing their effectiveness or ineffectiveness. At the extreme of the individual is a fixed mindset where the individual is not open to change, compared to the other extreme where change occurs in varying increments constantly. Dweck termed these self theories as a growth mindset and a fixed

mindset [Dweck 2012] and believes that these are present regardless of whether the motivation is intrinsic or extrinsic. She believes that individuals with an extrinsic orientation tend to also have a fixed mindset, whilst those individuals who have an intrinsic orientation tend to have a growth mindset. Understanding the reasons why some individuals are of a fixed mindset is important as without alteration of this mindset then change cannot occur, although those individuals will be of the belief that it is impossible for them to change. Reasons for the fixed mindset might stem from the view that behaviour is genetic, linking with the issues of identity previously discussed, or from the fear of failure. They would believe that their intelligence is an unvarying entity, that their abilities are an unvarying entity, and that they are helpless to change any of it. Those with a growth mindset believe the opposite in that they believe that their intelligence increases in increments of knowledge and that their abilities increase in increments according to how much effort they apply to improving them. The following diagram helps to illustrate the contrast of these two mindsets:

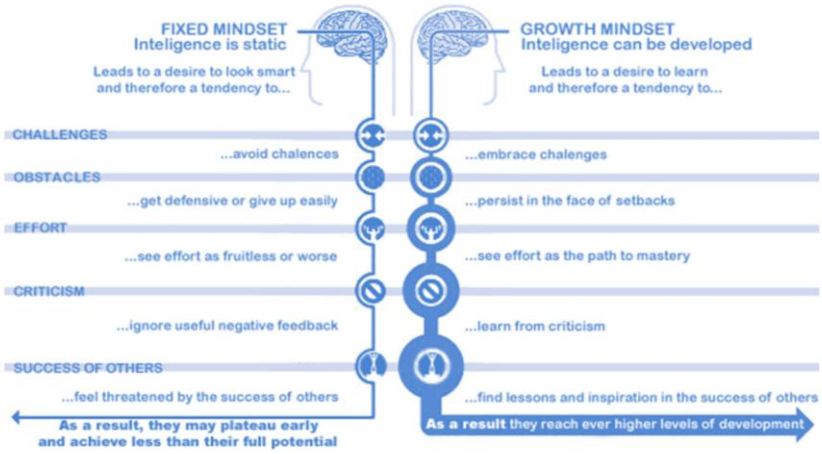


Figure 9: Diagram to show the Fixed Mindset v Growth Mindset[14]

Dweck believes that the alteration in mindset from entity to growth can be achieved by the recognition in the improvements the individual has made, as well as alteration in the attitudes and expectations of themselves. The Award Scheme provides opportunities for participants to 'try out' these factors. For example, it is easy for the Award Scheme participants to recognise the improvements in their performance at, say, map reading. Previously they may have been poor at navigation, but with practice and guidance they are able to successfully navigate the predetermined route. It is easy for the participants to see for themselves that they can do something and be successful, whereas in other environments, whether that be in the classroom or at home, they have been afraid of trying something in case it was wrong. Working within the group

[14] www.learning-knowledge.com/self-heories.html

means that success is shared and there can therefore be a shift from the fixed mindset to a growth mindset where change and the unknown can be embraced and ultimately the expectations one has for, and of, one's self will also be raised.

So what is it then that allows the pupils to move on as learners back in the classroom? What is it about these new skills that they have acquired that make them transferable? In relation to group work, McCormick [1999, p27] says that:

> "the learner's exposure to alternative points of view challenges his or her initial understanding. In addition, with the help of advanced peers or a teacher who provides supportive scaffolding, the collaborative group maintains a mature version of a target task. By sharing it, a complex task is made more manageable, yet is not over-simplified. Each learner contributes what he or she can and gains from the contributions of those more expert … learners perform within their range of competence while being assisted in realising their potential levels of higher performance".

Perhaps then by working in groups that would not normally be generated in the classroom environment, students acquire these

new problem-solving skills through the external influences and conflicting opinions to which they are now being exposed. Again, the anecdote above reinforces this statement.

Transferring these skills to the classroom environment could ultimately be possible because participants have learnt to work with other individuals in a way which had not previously been possible. They are able to consider the opinions of others and accept these as valid and relevant to their own understanding and interpretation – they are able to change their own mindset. Ultimately the interaction between participants from different cultures can still take place in the classroom, just as they did in the open air, and participants can reposition themselves as learners where the participation and guidance from others influences the understanding of new situations and the management of problem solving that leads to learning. Because expedition groups have to be between four and seven members in size, it means that students work with other students that they would perhaps not normally team up with. This ultimately provides opportunities to be exposed to the opinions and experiences of others which may affect their own future actions and learning trajectories.

One final point to consider is how the school allows this repositioning by the individual to take place. What is it about

the culture of the school that facilitates this repositioning? Classrooms are seen by pupils as different environments than previously as there is no longer the same teacher/pupil relationship there where students had specific points of reference and experiences upon which to base their actions and attitudes. Instead they are seen as opportunities for interaction with others where the skills of problem solving recently acquired can be demonstrated in a new context. Where teaching of groups occurs, particularly with mixed ability students, participants still have the opinions of more able peers to draw upon and to challenge their own thinking and allow them to work in a more collaborative way than was previously possible. Cole [1998] referred to the weaving together of the layers in his concentric circles theory, rather than one layer influencing another. This said then the weaving together of those layers identified in Figure 4 would allow participants of the Award Scheme to operate in an environment where a context and culture are created that allow this repositioning to become possible.

In summary, therefore, it can be said that individuals participating in the Duke of Edinburgh's Award Scheme are initially exposed to new ways of problem solving that are not possible in the traditional classroom environment. This may be caused by the shift in power that occurs – i.e. the shift of power

from teacher to student – because participants are given numerous problems to solve together as a group, whether the problems be 'how do we get from A to B if we have to travel via C?' or 'if I am going to carry the stove, who is going to take the tent?' Guidance to students is only offered by the teacher; it is the students themselves who must come up with the solutions to the problems. The students have no previous experience of these situations upon which to base their decision making and, therefore, become more open to new ways of thinking and dealing with problems. Once the students have experience of this new way of solving problems then they can draw on those experiences again and again and ultimately it will become part of their culture and identity which can then be adopted in the formal setting of the classroom or the informal setting of the countryside. For this to be achieved we must create contexts where individuals can "create, enact and experience – together or separately – purposes, values and expectations; knowledge and ways of knowing; rules of discourse; roles and relationships; resources and artefacts" [Leach: 1999, p.268] and this ultimately becomes engendered in their culture and identity.

4. SCHOOLS AS LEARNING ENVIRONMENTS

4.1 Introduction

I have begun by setting out a detailed description of the school that is the focus of this study to enable to reader to contextualise the discussions put forward in this chapter. I have then gone on to consider the policies, both local and national, that impact upon the organisation and influence the functioning of the organisation in order to give the reader a greater understanding of how this school is positioned as an organisation within the constraints of a Government controlled education system. My research question included an exploration into how classrooms and other school-based experiences help to sustain (or not) new learning trajectories and I have gone on to investigate what it is about this school that appears to allow this alteration by carrying out a sociological study of the organisation. The purpose of this was to try to identify the social relations that are fundamental to school workings by exploring both the person management and disciplinary and pastoral measures implemented by the school that is at the centre of this study that allow for the apparent alteration to occur and be sustained.

4.2 The School

The school that is the focus of this study is an average sized comprehensive foundation school which has been designated a Science Specialist College. The school educates approximately 1100 girls and boys aged 11 to 18, where there are approximately equal numbers of boys and girls at the school. The school is situated in a mixed residential area in the north of Dudley, in the West Midlands. Many pupils live close to the school, but a significant number travel from all over Dudley, Sandwell and beyond to attend. The attainment of pupils when they enter the school is consistently below average. The socio-economic background of most pupils is average although there are pockets of significant social and economic deprivation in this urban area and some pupils come from comparatively disadvantaged backgrounds. The proportion of pupils eligible for free school meals is average. The school population is predominantly white – British then:

· Asian or Asian British (19)

· Mixed – White and Black Caribbean (18)

· Mixed – any other background (7)

· White – any other background (6)

· Mixed – White and Asian (5)

· Asian or Asian British – Bangladeshi (2)

· Black or Black British – Caribbean (2)

· Black or Black British – any other Black background (2)

The proportion of pupils who speak English as an additional language is low, at nearly 2 per cent and none are at the early stages of learning English. The number of pupils with special educational needs, including those with statements, is below average at just under 10 per cent. Special needs include dyslexia, moderate learning difficulties, severe learning, social, emotional and behavioural difficulties and speech, visual impairment and physical impairment and autism [Ofsted Report 2004]. The school attained Artsmark Gold and successfully reapplied for the Investors in People standard in 2006. It also received Sportsmark Status and a Schools Achievement Award in 2002 and a Healthy Schools Award in 2003. In 2006 the percentage of students achieving 5 or more G.C.S.E.s at A* - C grade was 63%.

4.3 National and Local Policies

All education establishments are influenced by their stakeholders, whether those stakeholders are the consumers of education themselves, employers or the Government. The consumers need to be in a position where they can make sound educational decisions for themselves or their children and therefore put pressure on the Government to provide relevant information. Employers want to ensure that young people entering the world of work are equipped with the necessary skills and an appropriate level of education necessary to compete efficiently with

other capitalist countries. The Government, through legislation, can ensure that these wishes and desires are met. At a local level, Local Authorities want to be certain that education, either within or outside the classroom, is conducted in a safe environment and, amongst other things, issue guidelines regarding such activities. Schools are therefore affected by policies and legislation at both the local level and national level.

In relation to national policies that have influenced education today, the most far-reaching package of changes was introduced in the 1988 Education Reform Act. Some of the measures that were introduced through this legislation included the introduction of testing and attainment targets for children aged 7, 11, 14 and 16. These tests were introduced in the hope that standards in education would rise as schools would compete with each other to succeed in reaching the targets. However, the tests for 14 year olds were scrapped in the academic year ending 2009 and the tests for 7 year olds reverted to assessments by the classroom teacher on the child's performance in English, Maths and Science. The National Curriculum was set out which required all pupils to study Maths, English, Science, Geography, History, Technology, Music, Art and P.E. plus a foreign language. The Education Reform Act 1988 also gave parents the right to send their children to the school of their choice (in theory at least). This was again an initiative that was thought would encourage schools to compete against each other to raise attainment as parents were

selecting the school through choice, rather than just because they lived in the catchment area. League tables were subsequently published in 1992 which included information regarding student performance in public examinations, attendance rates and national performance tests. In effect these league tables detailed how successful (or otherwise) the schools were to enable the consumers of education to make informed choices.

The key policies issued at the local level by Dudley Metropolitan Borough Council clearly follow the standards for health and safety specified by the DfES. These policies, focusing on the guidelines for outdoor education, are reviewed annually by the Local Authority and any member of staff wishing to organise an off-site visit must complete numerous forms in order to gain the permission of the Head Teacher and, in the case of the Duke of Edinburgh's Award Scheme, the Local Authority too. The Local Authority also influence the schools located within their boundaries by setting attainment targets the schools must achieve in public examinations, e.g. in relation to the number of students who should achieve 5 or more G.C.S.E.s at grades A* - C.

In the following sub-section I have explained how these constraints impact upon the internal workings of the school that is the focus of this study.

4.4 Sociological Study of Institution

There are a number of sociological standpoints that can be used to analyse the functionality of the school used for this doctoral study. I have considered these using functionalist, liberal and social democratic perspectives and analysed how these perspectives are useful, or otherwise, in analysing the organisation.

From the functionalist perspective, and in particular that of Emile Durkheim [1961], the main purpose of education was seen as a medium to transmit society's norms and values. Durkheim had the opinion that society could only survive if there existed a sufficient degree of homogeneity between its members and that education perpetuated and reinforced this homogeneity by fixing in the child from a very early age the essential similarities that collective life demanded [Durkheim 1961]. Durkheim felt that this involvement created a sense of belonging and a feeling that the group was more important than the individual as Munro [1997] also agreed. Schools provide a context where individuals must learn to co-operate with those who are neither their friends nor members of their family and as such they must interact with other members of the school community and follow a fixed set of rules. Durkheim considered that this experience would prepare the individual for the interaction with members of a society whereby that society's rules would be followed. He also argued that education should teach individuals the specific

skills necessary for their future occupations. The Duke of Edinburgh's Award Scheme can be analysed in a positive way from Durkheim's perspective. The expedition element of the Award Scheme, including the planning and preparation for this, provides a set of rules that must be followed in order to achieve group success. The Award Scheme focuses on the group – i.e. a mini society – where the participants must interact with the other members of that society, whether they are friends or otherwise. This co-operation is essential for the success of the group. During the actual expedition itself, this co-operation and interaction are again key to the group's success. The Duke of Edinburgh's Award Scheme also provides the participants with skills that they will require in their future occupations. Such skills are obviously those of communication, working as part of a team and problem solving – skills that employers consider essential to ensure business efficiency.

It is interesting to look at how the school itself fairs when analysing it using Durkheim's point of view. David Hargreaves [1982] used Durkheim's views to examine modern comprehensive schools in 1982 and made a number of criticisms of comprehensive schools. He was of the opinion that schools did not place enough stress on developing the duties and responsibilities that young people should have towards group life in the school, spending too much time instead on developing the individual. Hargreaves also argued that "many schools fail to produce a sense of dignity for working-class pupils … If the school

fails them in not providing a sense of dignity and belonging, pupils may form subcultures which reject the values of the school, and therefore wider society". [Hargreaves 1982, p.46]. As one of the purposes of this doctoral study was to investigate what it was about the school that was the focus of this study that allowed the Duke of Edinburgh's Award Scheme participants to reposition themselves as learners (or not) then it is useful to consider here how the school addresses the points that Hargreaves made. One of the key points Hargreaves made was about creating a sense of belonging to a group. The study school addresses this need in two main ways. These are through the creation of a 'house system' and 'form groups'. Within the house system there are four houses where students new to the school will be placed into one of those four houses. However, should the student have, or have had, a sibling at the school then they are automatically placed into the same house. During the school year there are a number of inter-house competitions, both by year and by house. Competitions by year include sporting events (football, rugby and cricket for the boys and football, netball and rounders for the girls) and are run each term. Sports Day competitions are also year based, but with an overall house trophy. Other competitions by house include a trivia quiz. Each house appoints a House Captain and Deputy House Captain as well as a Sports Captain and Deputy Sports Captain. It is the role of the captains and their deputies to recruit participants for the various inter-house activities. These leadership opportunities allow students to feel a greater part of the school community and inspire

young students within the school to value being a member of (a) their form, (b) their house and (c) their school. In relation to the form system, students remain in the same form with the same form tutor for their life at the school up to the end of Key Stage 4. Many students will have the same form tutor for their five years at the school. This system provides students with an opportunity to develop confidence in themselves in an environment in which they are very familiar. Their relationship with their form tutor is one that makes them feel valued and that their contributions matter. Competitions are run between form groups too. These include prizes for the form with the most merits, best attendance, participation in inter-house competitions and fund raising. Indeed the school has an annual sponsored walk where the form that raises the most money is awarded with a paid trip to Alton Towers on a school day! These competitions are seen by functionalists, including Durkheim [1961] and Hargreaves [1982], as a vital aspect of modern education. They also share the view that competition in an exam system is unhelpful because "if pupils do not achieve individual success in competitive exams, they will rebel and fail to develop a sense of belonging within the school" [Haralambos 2000, p.778]. Again when using this perspective to examine the Duke of Edinburgh's Award Scheme, the expedition element, both preparation and planning and undertaking the expedition itself, provides opportunities where young people can feel valued and have a sense of belonging. Because the young people are working in small groups of between four and seven, each participant has the opportunity

to contribute towards the success of the group. Each participant's view and opinion is valued and each participant is a part of the decision-making process. The participants work together to produce a post-expedition presentation, as well as being recognised as a group when they are awarded their certificates in school assemblies. Participants are also invited to attend a presentation evening arranged by the Local Authority for all Award Scheme participants in the area where they are able to have their certificates presented by the Mayor. Further, the various noticeboards around the school show the Award Scheme participants undertaking various activities and provide information about the Award Scheme community. Silver participants also help with informing potential participants about the Award Scheme and take on the running of some activities too. These opportunities, I believe, develop in the individual a sense of worth, a sense of dignity, a sense of belonging and a chance to succeed regardless of whether they are considered to be academic or otherwise – the opportunities that Hargreaves [1982] himself considered important in the development of competence and belonging within the individual.

Education from a liberal point of view focuses on education in relation to the individual rather than society, that is to say education is considered to be concerned with the promotion of the wellbeing of the individual and only indirectly concerned with the improvement of society. One of the most influential proponents of liberal education was John Dewey [1997] and he was of the opinion that people should

learn by experience – i.e. learn by doing things rather than through just being told because they would also develop skills by learning in this way. His ideas were seen as progressive as they incorporated a new child-centeredness in their approach. I have discussed Dewey's position on education in Chapter 2 and the reader is referred to subsection 2.2.4 in this regard.

Illich [1995], another liberalist, considered that more radical changes to the education system were required. His view was that education should be about three main things. Firstly that it would be about learning a specific skill; secondly that it should be about acquisition of knowledge; and thirdly that it should be a liberating experience in which "individuals explore, create, use their initiative and judgement and freely develop their faculties and talents to the full" [Illich 1995, p.181]. He believed that schools had a hidden curriculum [Illich, 1995] and through the school's hidden curriculum cultural lessons were transmitted. The hidden curriculum is viewed as one where pupils have little or no control over what they learn or how they learn it; that schools have specific rules of conformity that must be adhered to if rewards in the labour market are sought and, finally, that students emerge from the educational system with a range of qualifications which are believed to have provided them with training, skills and competences required for particular occupations. However, Illich [1995] is probably most well known for his proposal for the abolition of schools and professional teachers. He believed that we have

confused education with schooling to the point where they have come to mean the same thing and that we believe that learning can only occur in schools because learning is the result of teaching by a professional, i.e. a qualified teacher. Illich [1995] believed that the educational system was the root of the problems of modern industrial society because all it did was provide the opportunity for individuals to learn to defer to authority, to accept alienation, i.e. their dissatisfaction with schooling, and to forget how to think for themselves. His answer offered two main alternatives in place of schools that would lead to the creation of a society in which people can be truly liberated and fulfilled. The first of these was the introduction of 'skills exchanges' where instructors would teach others the skills that they used in everyday life and, secondly, that 'learning webs' could be used to provide points where individuals with similar interests could meet to resolve a problem. Illich's views still offer some useful comparisons when considered with the Duke of Edinburgh's Award Scheme. In relation to the skills exchanges, these are similar to where the participants are taught the key skills they will need to enable them to plan and undertake the expedition element safely and successfully. Participants are taught how to read a map, plan and time a route, erect a tent, pack a rucksack so that it is comfortable to carry and many other important tasks. The participants, once they have been taught the skills, must use the skills to carry out the tasks and, as they work in small groups, they are provided with an opportunity similar to Illich's learning webs where they can meet and discuss how to overcome a

problem they have encountered. Participation in the Award Scheme provides many opportunities for the participants to think for themselves, whether that be in the selection of their chosen skill, physical or service element, or whether that be whilst out in the Peak District deciding which footpath to take when there is nobody around to ask or offer any advice. Participants are not alienated whilst undertaking the Award. Indeed, they are encouraged to interact with others – particular whilst carrying out the service element where they are encouraged to work within the local community to benefit that community. Again, whilst working on the skill element, participants are taught the specific skills that are required for them to complete that section to the satisfaction of their assessor. When examining the school that is at the centre of this study, I think that Illich's views about education are contradicted. For example, Illich believed that schools 'taught' individuals how to forget to think for themselves. The school at the centre of this study actively encourages individuals to think for themselves, whether that be about moralistic issues or in relation to managing their own learning. One of the study school's targets at the time this doctoral research project was undertaken was to encourage students to build learning power (BLP). This strategy is about using the '4 Rs' of Resourcefulness, Reciprocity, Resilience and Reflectiveness in order to become a better learner. This was a framework developed by Guy Claxton [2002] and the reader is referred to subsection 2.3.4 where his work has already been discussed in some detail. However, I do believe that Illich's solutions to the problems he

saw with education can be used to analyse the study school in a positive way. Within a number of different subjects, students are taught the specific skills that they need for daily life. For example, in ICT students are taught how to operate a computer and carry out a range of tasks that they would be expected to be able to carry out in the workplace; in Business Studies students are taught the skills for interviews and applying for jobs; in Maths students are taught how to undertake various calculations. In relation to the use of learning webs, the school does provide opportunities for students to meet and discuss problems. This can be subject-based, for example the Science Club where students will work out for themselves the issues they wish to investigate or the Drama Club where students will decide for themselves the play they wish to study and who will play which part, or this can be whole-school based, for example students attend a School Council where they are encouraged to talk about the problems faced by the students at the school and discuss ways in which these problems can be addressed. Illich would be in favour of the School Council because it does not encourage students to defer to authority – indeed it is quite the opposite.

Education from a social democratic perspective focuses on the belief that education fails to offer the same opportunities to the lower classes as it does to the higher classes and that the intervention of the State is necessary in order to reduce the inequalities produced by the free-market economy [Halsey 1980]. In a free market economy, all goods

and services are traded at a price. This would mean that in a totally free market economy then education would only be available to those that were able to afford to pay for it. Obviously the better the school, i.e. in terms of facilities for students and examination results achieved etc., the higher the charge would be to those students wishing to enrol at the school. The social democrats believe that the intervention of the State would ensure that education was available to all and that if education was being controlled by the State that there would be some assurances as to the standards of education being equal across the schools within the country. Halsey [1980] was one of the key proponents of this movement and was extremely critical of the Education Act 1944 because of the system of education introduced as a result of the Act; that is to say the introduction of the three types of school. Those schools were the grammar school for the academically able, technical schools for those considered to have some technical ability and secondary moderns for the less academically able. Because admission to the different schools was partly based on intelligence, Halsey [1980] believed that this approach to schooling failed to provide opportunities for all students to achieve to their full potential and that as a result the country increasingly lacked the highly educated and trained workforce that was required by a modern industrial society. The social democrats believed that a fairer approach to education that did allow students to achieve to their full potential, irrespective of their social background, would help to diminish the degree of class stratification and it would also help to maximise economic growth. If

students were able to achieve to their full potential then they would be able to secure better jobs. This would increase the rate of Income Tax payable by the worker and would also increase their disposable income which would help decrease unemployment as more jobs would be created in order to cater for people's increasing needs and wants. If unemployment decreased then this would lead to a reduction in the amount of social protection payments required to be made, but, more importantly, would lead to greater sums available to improve public services and therefore go some way to diminish the gap between public school and State school facilities and standards. These views subsequently led to the abolishing of the tripartite education system and the introduction of the comprehensive system where all pupils were entitled to the same education. Grammar schools do still exist in some Local Authorities today, for example Lincolnshire, but the formation of new Grammar Schools is not allowed [School Standards and Framework Act 1998].

There are a number of criticisms to this theory, the first of which focuses on the fact that it was argued that education alone could not possibly compensate for the inequalities in society as a whole. Another criticism was related to the effectiveness in the promotion of economic growth because the ability of education to meet the needs of industry was questioned. Indeed, this is still something that employers and their representative organisations raise today and the Government has recently introduced another initiative on Work Related Learning to

try to ensure that young people leave education with a range of skills that are directly relevant to today's working environment. It is also felt that a comprehensive education system holds back the most talented of students because they are not being challenged enough and actually results in a reduction in standards.

In order to address the issue of inequality in society, Education Action Zones were created in 1998 and were introduced into areas of high deprivation and low levels of educational achievement. Social exclusion units were also introduced by the Labour government in 1997[15] which aimed to tackle a variety of causes of social exclusion. Measures were also introduced to make it easier to end selection in schools (although the government did not insist that selection was ended) because this has often been seen as detrimental to the education of working-class students.

It is obvious from reading the above perspectives on education that the position of schools today falls under the social democratic position and, as such, the school at the centre of this study can be analysed in a favourable way. As mentioned in the introduction section, the school at the centre of this study is an 11-18 comprehensive school and, therefore, selection of students does not occur. In many different subject classes pupils are taught wholly in mixed ability groups, that is to say that classes may consist of students with target grade As through

[15] www.education.gov.uk

to students with target grade Gs. Other subjects, for example English, Maths and Science, set students based on their academic ability and performance in tests. However, students are moved between sets if they perform well/not very well in tests because the settings are reviewed after each key assessment.

The Duke of Edinburgh's Award Scheme is also operated without any selection procedure. Any student wishing to participate in the Award Scheme is permitted to do so – all they have to do is attend the meetings and purchase a log book to record their completion of the components. The school also operates a financial assistance scheme, as does the Local Authority, so that if a student from a financially deprived background wished to participate in the Award then the school or the Local Authority would fund the purchase of the log book and contribute towards the expedition costs. Both the school and the Local Authority provide a range of equipment that students participating in the Award Scheme can borrow, such as rucksacks, tents, roll mats, stoves and first aid kits, further illustrating that the Award Scheme does not discriminate, nor favour, students based on their individual financial circumstances.

In the table (Table 3) below I have summarised the key points of the perspectives on education discussed above and what each of those perspectives consider as important in providing students with a valuable educational experience. I have then indicated whether that

ideal is met (a) by the school at the centre of this study and (b) by the Duke of Edinburgh's Award Scheme.

Table 3: Summary of Perspectives on Education and whether they are addressed by (a) the School and (b) the Duke of Edinburgh's Award Scheme

		The School		The Award Scheme	
Perspective	**Ideal**	**Met**	**How**	**Met**	**How**
Functionalist	Freedom to pursue fields of study in which student has a special interest or talent.	✓	Option choices made in Year 9. Range of courses available at Key Stage 4, including double award courses in Performing Arts, Engineering and Sport. Opportunities for some students to undertake courses at college/work placements.	✓	Students select what they wish to do for the skill, physical and service components. Wide variety of activities available and many provided in school time (i.e. before school, lunch time, after school etc.)
	Compulsory part of education should include element of community studies in order that young people can identify their role in society.	✓	Citizenship is an integral part of the curriculum and delivered cross-curricular, i.e. that each department is responsible for providing opportunities for students to discuss wider issues. Covered significantly in Business Studies where students consider the role of the Government and how they raise/spend money and how laws are made etc.	✓	Students given the opportunity to work in the local community with a centre of their choosing in order to assist that community. Has included some students helping at a local nursery after school, litter picks in the local area, putting on Christmas party for local pensioners etc.
	Develop a sense of belonging in the individual and enable them to learn to respect one another.	✓	Operation of a House system and form tutor continuity. Range of inter-house competitions run throughout the year and trophies and certificates awarded for success. Also citizenship opportunities (see above),	✓	Students working in small groups for the planning and preparation of the expedition. Also working in small groups during expedition itself. Both providing opportunities where all group members' views and opinions are considered by all.

Liberal	Students should learn specific skills.	✓	Curriculum offers students opportunities to learn range of skills, e.g. how to operate a computer, how to throw a ball, how to handle science equipment safely, how to apply for a job, how to carry out a mathematical calculation etc.	✓	Award Scheme has a specific skills element where students can choose from a range of activities something that they would either like to be able to do or something that they would like to be able to do better. Expedition element also provides opportunity for students to learn many new skills including how to read a map, how to plan a route, what symbols on a map mean, how to communicate with other people.
	Education should be a liberating experience in which individuals can explore, create, use their initiative and judgement and freely develop their faculties and talents to the full.	✓	Students allowed to make choices about what they want to study at Key Stage 4, though within the constraints of the National Curriculum. Some subjects providing opportunities for students to decide how they wish to learn particular elements of the syllabus.	✓	During expedition element, students are left to make their own decisions about which way they will go (route monitored by staff and intervention when required for safety reasons). Skills, service and physical components entirely student's own choice.
Social Democratic	There should be no selection of students based on social background or academic ability.	✓	School is a comprehensive school where no selection takes place.	✓	Award Scheme is open to all students in Year 10 wishing to participant. No selection of participants occurs.

	Education should prepare young people for the world of work to promote economic growth.	✓	Students study a variety of courses assessed by terminal examinations. Some courses particularly appropriate for life after school, e.g. Business Studies, English and Maths. Students also study Citizenship, Work Related Learning and Enterprise which provide opportunities to investigate life after school and equip them with appropriate skills. Students also participate in a work experience programme.	✓	Key skills for work covered during expedition element in particular, including communication, working as part of a team, problem solving etc. Also opportunities to follow skill and service elements appropriate to the world of work.

From Table 3 above, it is very clear to see that both the school and the Duke of Edinburgh's Award Scheme in some way meet all of the criteria that the three educational perspectives identify as important aspects to any education system. If this is the case then the question that remains for me is why is not until after the first practice expedition of the Duke of Edinburgh's Award Scheme that participants appear to show any alteration in their behaviour? I am therefore now going to investigate the school as an institution to see if that holds any answers to my question.

4.5 Schools as Institutions

In Chapter 3 I investigated the culture of the school as a whole and how it is shaped by external and internal forces. Therefore, in this sub-section I have picked up the key themes of the school at the centre of this study connected with the person management within the organisation and the disciplinary and pastoral features therein that may provide an insight into why it is not until the return from the practice expedition of the Duke of Edinburgh's Award Scheme that the participants appear to reposition themselves as learners.

I struggled for a starting point in this analysis, but then whilst reading Communities of Practice by Etienne Wenger [2004] I came across the

following paragraph which enlightened me! That paragraph was that if:

> "knowing involves primarily active participation in social communities then … [using] inventive ways of engaging students in meaningful practices, of providing access to resources that enhance their participation, of opening their horizons so they can put themselves on learning trajectories they can identify with, and of involving them in actions, discussions, and reflections make a difference to the communities that they value" [Wenger 2004, p.10].

Maybe this is the key – that students are not provided with enough opportunities to actively participate in social communities in the first place whilst in school and it is not until they have participated in the Duke of Edinburgh's Award Scheme where they have spent some time working in a small community preparing for the expedition and then being successful within that community at the end of the practice expedition. I will therefore look at whether the person management within the organisation allows active participation.

The school at the centre of this study is structured in a traditional way, with one head teacher and two deputy head teachers. Heads of Faculty are line managed by one of the three senior managers and the Heads of

Faculty in turn manage Heads of Department. The Heads of Department manage those members of staff teaching mainly within that subject area. I would describe the organisational structure as hierarchical and therefore the span of control is quite narrow. An advantage of this is that there are a number of opportunities for promotion within the school which are suitable for, in particular, teachers new into the profession who have only been teaching for a year or two. Members of staff showing commitment to the school and their teaching are awarded with these opportunities and it could be that this is one of the reasons that means that some teachers appear to put in more preparation and planning to their lessons than others. Staff generally feel that hard work is rewarded. The school also employs a performance management programme where line managers are responsible for observing staff within their span of control, providing feedback on that observation and setting and reviewing targets for the academic year. Again, this process is in place to ensure quality across all departments and to identify areas of good practice and areas where additional support might be beneficial. The process is carried out in a positive manner and again this helps to motivate the staff.

4.6 Review of the Literature

From the literature that I have looked at, it appears to suggest that it is not necessarily about what a school provides in terms of classroom

experiences for students (although obviously that is a very important consideration) but more about what it should provide in terms of creating communities and developing students to be effective members of that/those communities. For example, adopting a functionalist perspective, it is proposed by Durkheim [1961] that the group is more important than the individual and therefore it is important that the school spends sufficient time in developing in young people those duties and responsibilities in order to avoid the creation of subcultures. An organisation that is effective in doing this would create a culture where all those involved are working towards a common goal. Independent thinkers must be created who can see for themselves how being part of a particular community or communities can be advantageous for both themselves and those around them. Those independent thinkers have learnt through first hand experiences, rather than being lectured and told how to do something. This liberal view of education is obviously a key consideration for the classroom practitioner to ensure that students are not simply acquiring facts and knowledge, but are able to absorb the information they are given and use it in new ways. If students can do this then it will help to build a better future for all young people irrespective of their social background as they will become empowered to strive for and achieve success both within and outside the school community. This social democratic view of education would therefore assist in the reduction of factors at the heart of the public versus private sector education debate.

It is clear that the same principles discussed above do, indeed, already apply to an analysis of the Duke of Edinburgh's Award Scheme. The sense of belonging sought by the functionalists is already embedded within the structure of the Award Scheme, through either the creation of the communities for the individual expedition groups, the school Award Scheme community or the community in which the participant is engaged in the completion of their skill, service and/or physical element(s). Award Scheme participants acquire the skills and knowledge in regard to how to complete the Award Scheme programme, but it is through them thinking for themselves that they will actually achieve the success – again with that achievement of success leading to greater community cohesion too. The removal of financial barriers to Award Scheme participation also enable all participants to achieve and be part of the successes outlined above.

5. METHODOLOGY

5.1 Introduction

In this chapter, I have set out the methodologies considered before going on to design my actual research. I began by exploring the meanings which the terms held for others in order that I could gain a better understanding myself. I considered the methodological paradigms in terms of my own research needs, values and beliefs and came to a decision that a qualitative approach was the most appropriate for my study. As the nature of my data collection and interpretation was to rely on the analysis of students' responses to particular questions, my epistemological approach would be described as interpretive.

5.2 Epistemology and Methodology

I began by reviewing epistemology which is concerned with the theory of knowledge. Scott & Usher [1999] describe epistemology as being "concerned with what distinguishes different knowledge claims – specifically with what the criteria are that allow distinctions to be made between what is legitimate knowledge and what is simply opinion or belief" [Scott & Usher 1999, p.11]. Griffiths [1998] describes this as encompassing "a set of questions and issues about knowledge: what it

is, how we get it, how we recognise it, how it relates to truth, how it is entangled with power" [Griffiths: 1998 p.35] and there are a number of epistemological positions which researchers can take, with the main two being positivist/post-positivist and interpretive/constructivist. Irrespective of the epistemological position being adopted where qualitative research is being collected, a naturalistic approach that seeks to understand phenomena in context-specific settings is required. Lincoln & Guba [1985]. However, validity and reliability are two factors which I needed to take into consideration whilst designing my study and analysing the results. Lincoln & Guba [1985] termed this "Trustworthiness" and suggested that the researcher needed to use multiple and different sources, methods and theories and interview an extensive number of interviewees to provide supporting evidence. They proposed four criteria for evaluating interpretive research work: credibility, transferability, dependability, and confirmability.

Credibility refers to the "adequate representation of the constructions of the social world under study" [Bradley 1993, p.436]. Lincoln and Guba [1985] recommended a set of activities that would help improve the credibility of research, for example prolonged engagement in the field. Taking this recommendation into consideration, it was important that I designed a method of data collection through which I was able to adequately solicit the representations of the Award Scheme participants, whilst also ensuring I considered transparent processes for coding and drawing conclusions from that raw data. I needed to

develop a methodology that would ultimately provide others with a confidence in the 'truth' of my findings. At this point in the research process, I felt that I had been engaged in this field of the Duke of Edinburgh's Award scheme for a prolonged period of time too and was, therefore, competent to be able to code data and pose questions sufficiently in order to explore the relationship between behaviour alteration and Award Scheme participation.

As the purpose of this research was to provide a better understanding as to how the learning trajectories of young people could be altered back in a school-based setting, then transferability had be considered. In order that this could be achieved, it was important that the data and descriptions I provided were rich enough so that I could identify and draw out the significant findings. If I did this then other researchers would be able to make judgments for themselves about this study's transferability to different settings or contexts. Lincoln and Guba [1985] remind us that it is not the researcher's job to provide an index of transferability; rather that the researcher should provide sufficiently rich data in order that others can determine whether transferability is possible. I was, therefore, particularly concerned that the data and descriptions I collected as a researcher could be analysed and applied to other settings at the study school, not whether other researchers could adapt my methodologies to their own particular settings.

Dependability refers to “the coherence of the internal process and the way the researcher accounts for changing conditions in the phenomena” [Bradley 1993, p.437]. In order that this could be achieved, it was important that I maintained consistency throughout all aspects of the study. For example, this was through the processes used to collect the raw data and subsequent note taking. Gomm & Hammersley [1997] discuss the issue of bias in social research and its associated problems because of the fact that it is ambiguous.

> “Sometimes, it is used to refer to the adoption of a particular perspective from which some things become salient and others merge into the background. More commonly, 'bias' refers to systematic error: deviation from a true score, the latter referring to the valid measurement of some phenomenon or to accurate estimation of a population parameter”. [Gomm & Hammersley 1997, p.133]

As a researcher, this is something about which I had to be conscious in order to avoid systematic error in the production and interpretation of the data, otherwise there was the possibility that erroneous conclusions could be drawn which were in line with my own views about the issues at the centre of this doctoral study. The concepts of truth and objectivity therefore had to be at the forefront of my mind whilst

undertaking this research.

Confirmability refers to "the extent to which the characteristics of the data, as posited by the researcher, can be confirmed by others who read or review the research results" [Bradley 1993, p.437]. Therefore, providing detailed evidence of (a) the data collected and (b) the way in which that data has been collected will enable others to assess its accuracy and confirm the results for themselves. It was also important to ensure a degree of neutrality and/or acknowledge the extent to which the findings have been shaped by the Award Scheme participants and not researcher bias.

Methodology follows on from the epistemological questions posed above. It refers to the theory of getting knowledge and provides a rationale for the process of getting this knowledge. It is not just about the techniques that may be used to acquire knowledge, for example by carrying out an interview or using a questionnaire, "it provides reasons for using such techniques, in relation to the kind of knowledge that is being collected, developed or constructed" [Griffiths 1998, p.35].

The underlying assumptions of the positivist/post-positivist paradigm "include the belief that the social world can be studied in the same way as the natural world, that there is a method for studying the social world that is value-free, and that explanations of a causal nature can be provided" [Mertens 1998, p.7]. From an ontological perspective, a

post-positivist approach will not allow the researcher to prove a theory, but will allow them to eliminate alternative explanations thus making their case stronger. There is one reality which is knowable within the realms of probability.

Within the interpretive/constructivist paradigm it is emphasised that:

> "research is a product of the values of researchers and cannot be independent of them … but constructivist researchers go one step further by rejecting the notion that there is an objective reality that can be known and taking the stance that the researcher's goal is to understand the multiple social constructions of meaning and knowledge" [Mertens 1999, p.11].

There is not only one way to make sense of the data created because the interaction between the researcher and the participants will have some bearing on the research. As such the methods of data collection adopted within this approach tend to be more personal and interactive; that is to say qualitative methods which are responsive to the evidence gathered are used. The fact that I was known to the Award Scheme participants and my interactions with them in terms of undertaking this research and assisting them in the completion of their Duke of Edinburgh's Award meant that this researcher/researched relationship would always have some impact on the data and subsequent findings.

However, if the changes observed in participants were seen by other classroom practitioners not involved with the Award Scheme then the focus on the study school and their policies must also be investigated too.

5.3 Developing a Methodology

According to Burroughs, [1975] educational research is ultimately a personal matter that is dependent upon the researcher's individual thoughts and insights. Every investigation is therefore unique and this study will obviously require that I design my own research in order to deal with the particular requirements, constraints and restraints posed. My research required an analysis of students' responses to a range of questions focusing on what skills and experiences they feel the Duke of Edinburgh's Award Scheme has provided them with and how these have helped them in their academic school work. I, therefore, needed an approach that was flexible in order that students could be questioned in greater detail should any unexpected and/or unanticipated routes of enquiry become apparent during the data collection exercise. An approach that was qualitative allowed for this flexibility and was, therefore, suitable for collecting data from the Award Scheme participants.

The second issue I considered was that of providing an environment where the participants would be happy to discuss their individual thoughts and opinions on the questions I wished to raise with them. Qualitative studies by their very nature provide opportunities for the creation of an environment conducive to obtaining such information and encourage interaction between the researcher and the researched.

Another major consideration for myself was that of time and, therefore, I had to make a decision about whether my study should focus on a small group or have a wide coverage. My research necessitated exploration into the thoughts and feelings of those being researched and, therefore, I felt that depth was more important to my study than breadth [Mertens 1999]. This also meant that I could collect layers of data from each participant. This technique, while not meeting the technical definition of "triangulation" [Lincoln & Guba 1985], nonetheless provided a richer, more multi-layered and more credible data set than one or two initiatives would have generated. In addition, future studies could supplement the grounded theory developed here by analysing this study's data solely by participant or solely by initiative; therefore considering Lincoln & Guba's concept of transferability too.

In summary, therefore, I believe that a qualitative approach must be adopted in order to investigate the thoughts and feelings that the young

people have in relation to the effects the Award Scheme has had on their motivation and academic studies.

5.4 Strategies for Qualitative Research

Having decided on a qualitative approach to my research, I then considered different methods of inquiry. Bassey [1999] explains that ethnography is a branch of this paradigm which deals with the version "where the observer is not a 'fly on the wall', but becomes a participant in the activity which he or she is studying" [Bassey 1999, p.43].

Ethnography is a term which is used to refer to research which has a strong emphasis on exploring phenomena within their natural setting and uses various techniques that would allow me to understand the relationships between the students and the school and their interactions with the Duke of Edinburgh's Award Scheme. Ethnographic research is a "process involving methods of inquiry, an outcome and a resultant record of that inquiry. The intention of the research is to create as vivid a reconstruction as possible of the culture or groups being studied" [Cohen, Manion & Morrison: 2000, p.138] and it is characterised by a concern to chart the realities of day-to-day institutional life. Gomm and Woods [1993] suggest that this methodology, which incorporates intensive observation and interviews,

is the most suitable for eliciting the views of pupils on a wide range of school related issues. This is clearly something that I needed to do in order to find an answer to my research question because the views of those being researched are of paramount importance to this study. I was also keen to develop the point relating to charting the realities of day-to-day institutional life because I also wished to investigate what it was about the school that facilitated the apparent alteration in the young people's learning trajectories. To investigate this culture aspect, the work of Spradley [1979] was drawn on. Spradley defined ethnography as "the work of describing a culture" [Spradley 1979, p.3] with the goal of ethnographic research being "to understand another way of life from the native point of view" [Spradley 1979 p.3]. This is precisely what I needed to do in this doctoral study as it is not about the study of people, rather it is about what we can learn from people. In his book The Ethnographic Interview, Spradley [1979] describes the interview as a particular kind of speech event. He suggested that all interviews have "cultural rules for beginning, ending, taking turns, asking questions, pausing and even how close they stand to other people" [Spradley 1979, p.461] and therefore an understanding of these factors by the interviewer will generate [more] useful data for subsequent analysis. Spradley talks of these 'interviews' as more like friendly conversations between the interview and the informant and also suggests that much useful data is often collected through observations and informal conversations. It is important to remember that any student being 'interviewed' knows and understands they are

there for a purpose – i.e. they are aware that it is more than just a 'friendly chat'. However, over time it is possible to introduce more elements into the conversations in order to discover the cultural knowledge of the individual being interviewed. I think this is important to my research as it illustrates the need for interviews over a period of time and therefore it will be important that I incorporate this aspect into my research design.

Mertens [1998] and Anderson [1998] identify a number of different methods commonly used in educational research and which fall under the broad heading of qualitative research methods.

The first is the case study which is "an investigation defined by an interest in a specific phenomenon within its real-life context" [Anderson 1998, p.121]. One of the key features of a case study is that it allows the researcher to catch the complexity and situatedness of behaviour. It is used to examine a specific phenomenon. This was something which was key to my research because I wished to analyse the behaviour of the participants in their normal subject lessons at school. I also wished to investigate whether there were any differences in behaviour within different lessons and what is was about the lessons that enable the participants to reposition themselves as learners once back in the classroom following the expedition element of the Award Scheme. A case study allowed me to do this because a case study generates in-depth data over a period of time. The data I collected was

gathered from the participants directly, through the interviews, and also through observations. A case study is viewed as non-interventionist [Cohen, Manion & Morrison 2000] and this contributed to the integrity of my research. Anderson [1998] identifies six types of case study, the most appropriate to my research being exploratory because, as well as being descriptive, it is also aimed at generating hypotheses that can subsequently be investigated. I wanted to investigate how things happen and why, and this is exactly what a case study would allow me to do. To bring out the possibility of separating phenomenon and context and researcher/research, it will also be important to draw on the work of Robert Yin [2009].

Yin suggests that "case studies are the preferred method (a) when how or why questions are being posed, (b) the investigator has little control over the events and (c) the focus is on a contemporary phenomenon within a real-life context" [Yin 2009, p. 1]. The who, what, where, when, why and how questions are something that Yin discusses in relation to the development of the case study and, again, will be something that will influence my research design. For me, the 'who' questions were concerned with who is to be selected for the focus of the case study, 'what' questions about what exactly it is I am trying to investigate; 'where' the research will be undertaken – this also included the selection of lessons for observations and where the interviews of the selected Award Scheme participants would also take place; 'when' over what time frame the research will be undertaken

and when will I collect the appropriate date. For me the most important questions were the 'why' and 'how' questions because I wanted to understand why there appeared to be some alteration in the learning trajectories of the Award Scheme participants and how that then appeared to be transferred to other learning situations.

Yin also raises a cautionary note in relation to the use of case studies, suggesting that they "have been viewed as a less desirable form of inquiry than either experiments or surveys" [Yin 2009, p.14]. Reasons for these concerns have focused upon the lack of rigour and the poor approach of the researcher through failure to follow systematic procedures or by allowing biased views to influence the direction of the findings and conclusions. These indicators were important for me to consider in this particular piece of research because if I was going to use this method of research then clearly I had to be conscious not to let my own views and opinions of the Duke of Edinburgh's Award Scheme or Award Scheme participants' observed behaviour influence the outcomes without substantiating those claims first. Again, Yin makes the point that because "phenomenon and context are not always distinguishable in real-life situations, other technical characteristics, including data collection and data analysis strategies, are also needed" [Yin 2009, p.19] which links back to the work of Lincoln & Guba [1985] as discussed above and which reemphasises the importance of triangulation. As what I have tried to do in this doctoral study is look at the relationship between personal experience in order to understand

cultural experience then an auto-ethnographic approach to this research was also appropriate. Auto-ethnography is an approach which combines characteristics of an autobiographic piece of writing with one that studies a culture's relational practices, common values and beliefs, and shared experiences for the purpose of helping to better understand the culture. Ellis, Arthur & Bochner [2011] indicate that "as a method, auto-ethnography is both process and product". In the introduction to this doctoral study, the reader will recall the story of Mark and Nathan and that it was these two characters who triggered my interest in this area of educational research. Bochner et all would term these remembered moments as "epiphanies". When reading an article in the FQS journal [Forum for Social Research Volume 12, No. 1, Art. 10 – January 2011] I came across the following definition of 'epiphanies' where they were the:

> "remembered moments perceived to have significantly impacted the trajectory of a person's life … that forced a person to attend to and analyse lived experience … and events after which life does not seem quite the same".

This was the phenomenon that I was particularly wishing to investigate and, therefore, confirmed to me that an auto-ethnographic approach to this research was indeed required. When researchers undertake auto-ethnography, they retrospectively and selectively write about these remembered moments that stem from, or are made possible by, being

part of a culture and/or by possessing a particular cultural identity. However, in addition to writing about experiences, it is important to consider the issue of credibility raised by Lincoln & Guba [1985] and discussed earlier in this section. Bochner & Ellis [2006] raise the point that there are in fact different forms of auto-ethnography and that the forms differ depending on how much emphasis is placed on the study of others, the researcher's interaction with others, and the context of the interviews as well as the researcher's own views.

5.5 Summary

In this chapter I have discussed the development of my methodology in terms of my beliefs and values. I have reflected on the particular needs of my research and the beliefs that I hold about researchers and the researched. I have analysed the strengths and weaknesses of different methods of data collection appropriate to my research and have now arrived at the point where decisions relating to the research design need to be made and it is these that I have addressed in the next chapter.

6. RESEARCH DESIGN

6.1 Introduction

In the Introduction to this doctoral study, I set out my research question and in Chapters 2 and 3 I showed how my review of the research literature led me to formulate that question. For the sake of completeness, the question was as follows:

1. How and in what way does experience of the Duke of Edinburgh's Award Scheme enable learning?

   whilst exploring:

   (a) what new learning pathways are offered by the Award
   (b) how these opportunities help to shape new learning trajectories
   (c) how classrooms and other school-based experience help to sustain (or not) these new trajectories.

In setting out my research design, I will firstly begin by justifying my selection of the school and the participants. I will then present my rationale for the data collection exercises and methods employed. Thereafter I have gone on to explain the tasks presented in each term

of the study and the format for the interviews held at the commencement of this research study.

6.2 The School

The school selected for this study is an 11-18 co-education foundation school situated in Dudley in the West Midlands. The school is situated in a mixed residential area in the north of Dudley, in West Midlands. Many pupils live close to the school, but a significant number travel from all over Dudley, Sandwell and beyond to attend. The attainment of pupils when they enter the school is consistently below average. The socio-economic background of most pupils is average although there are pockets of significant social and economic deprivation in this urban area and some pupils come from comparatively disadvantaged backgrounds. The proportion of pupils eligible for free school meals is average. [Ofsted 2004] I chose this school because I have responsibility for the Duke of Edinburgh's Award Scheme there and this made access to the participants both easy and convenient.

The school has in the region of 1100 students on roll, many of whom are drawn from a predominantly white working-class background. There is a very small ethnic mix (approximately 6%) consisting Asian or Asian British, Mixed – White and Black Caribbean, Mixed – any other background, White – any other background, Mixed – White and

Asian, Asian or Asian British – Bangladeshi, Black or Black British – Caribbean, Black or Black British – any other Black background. The proportion of pupils who speak English as an additional language is low, at nearly 2%. [Ofsted report 2004].

At this school there are approximately 50 students enrolled on either the bronze, silver or gold levels of the Duke of Edinburgh's Award Scheme.

6.3 Selection of Participants

The first set of decisions I had to make concerned the participants in my research. These decisions focused on:

- what level of the Award they could be pursing
- what sex they should be
- what academic ability range they should fit into
- how many students should be included in the study

With regard to the level of the Award being pursued, I decided that I would study the silver participants only (not gold). There were a number of reasons for this decision. Firstly, gold participants have until they attain the age of 24 to complete the Award. This would mean that the young people would no longer be students of the school

and, therefore, the collection of data would be very difficult, if not impossible. As there are a number of years within which the young people can complete their award, it could significantly delay the completion of this doctoral study and it would be impossible to have met as a whole group because some students would be away studying at University by this age or working full time. Secondly a number of students seek alternative further education courses after the AS level examinations and are therefore no longer students at the school selected for this study. This is because the selected school does not offer other types of post 16 qualifications, e.g. BTEC courses, and some students find the requirements of A Level/AS Level study too difficult and they achieve better results by following a different programme of study. Again, if I had selected these students, it would have made organising group meetings virtually impossible as all students would not have been available at the same time. Further, the study school's post 16 education provision is delivered in partnership with another local school and the local college meaning that students do not study at the chosen school only. This can mean that some students study at three different centres during the course of a week. Obviously, this would have made it very difficult to arrange meetings with the students as a whole group. Further, at the end of AS examinations the students will not continue with one of those subjects through to A Level and if that is a subject they were studying at the study school then there was the chance that I would not see those students and therefore meetings would again have been impossible. In

relation to the bronze Award Scheme, as the perceived changes in behavior do not occur until after the practice expedition, it would have meant that relevant data could not have been collected about the participants until the summer term. The silver participants will have completed their practice and assessed expeditions by the start of the academic year and therefore I considered it more appropriate to track this group of Award Scheme participants for the purpose of this doctoral study. During the course of running the Duke of Edinburgh Award Scheme for a number of years, I have found that in circumstances where I am unable to have regular, usually weekly, meetings with participants then the issue of failing to complete the Award becomes a reality. In order to complete this doctoral study, I needed to be sure that the selected participants would have the energy and motivation to continue and complete the Award. For all of these reasons, I felt to include gold participants in this study would lead to too many external factors over which I had no control when conducting this research and which could ultimately affect the validity of my study.

As I also wished to explore the new learning pathways that are offered by the Award and how these opportunities helped to shape new learning trajectories, I felt it was important to focus on students who had been working on the Duke of Edinburgh's Award Scheme for some time in order that I might highlight both common elements and differences in the students themselves.

I decided that gender would not be an issue that I wished to focus this investigation on, particularly bearing in mind the very small sample size. However any interesting gender-related issues that were highlighted as a result of this research were commented upon accordingly. Participants have been selected based on their academic ability. I would also have liked to have selected participants from the lower, middle and top academic ability levels based on school target grades, but I was unable to do this at silver level as unfortunately there were no current participants from the lower academic ability range. I, therefore, selected 2 students from the middle and 1 student from the upper academic ability ranges.

The decision with regard to how many students to include in the study was made with regard to the time I could devote to the research and the numbers of students falling into the categories of academic ability ranges. Therefore, 3 major students were selected. This would allow for substitution of participants should any students subsequently withdraw from the Award Scheme. The group was to be studied throughout the data collection period using various methods of data collection.

6.4 Data Collection Timetable and Organisation

The research question necessitated a cross-sectional design approach to data collection. A cross-sectional study is one where the data collected is "concerned with time-related processes from different groups at one point in time" [Cohen, Manion & Morrison 2000, p.113]. It is in effect a snapshot of different samples at one or more points in time. Because I wanted to investigate apparent changes in behaviour over a period of time, I felt that to incorporate a longitudinal element to my research design would also be appropriate. This would allow me to use both a single sample over an extended period of time and also enable the same individuals to be compared over time. Therefore, I decided that one data collection session during each half term of one academic year would be both appropriate and manageable from my point of view. The initial data collection session was divided into 45 minute time slots for the selected participants in order that they could be interviewed individually. During the autumn and spring terms, lesson observations took place for each of the 3 selected participants. Subsequent reflection interviews then followed with each student, together with a final reflection interview in the summer term. This approach meant that the issue of credibility [Gomm & Hammersley 1997] could be addressed as triangulation of the data could occur as multiple sets of data were collected about each participant from the selected sample.

6.5 Rationale for the Collection of Data

I did not wish to allow interaction and communication between the participants during the first data collection episode at silver level. This was because I wanted the responses to the questions to be personal and the individual participant's own thoughts and feelings. Therefore, each participant was allocated a 45 minute time slot in order that they could be interviewed individually.

Based on the research approach and the data required, I decided the following outline plan:

Term 1:

Data collection session	**Group/Activity**
First half of term	Obtain data from school computer in relation to predicted G.C.S.E. results for all participants in order to select sample. Individual reflection interviews with Silver participants to ascertain what they feel they have learnt from participating in the Award so far.
Second half of term	Lesson observation of each silver participant

Term 2:

Data collection session	**Group/Activity**
First half of term	Second lesson observation of each silver participant.

Second half of term	Individual reflection interviews with silver participants based on lesson observations focusing on how participants organise themselves as learners.

Term 3:

Data collection session	**Group/Activity**
First half of term	Final reflection interviews with silver participants focusing on themselves as learners in the future and whether they have repositioned themselves as learners.
Second half of term	Opportunity for any follow-up interviews that may be necessary depending upon initial results analysis.

Collecting the data in this way enabled me to make comparisons between the participants, whilst also being able to create a profile of the type of young person participating in the Duke of Edinburgh's Award Scheme at the chosen school.

6.6 Nature of the Data

After carrying out the research as described above, the data that was produced gave me a 'before and after' picture of the participants. This data revealed:

a) the personal characteristics of young people participating in the Duke of Edinburgh's Award Scheme.

b) how the selected participants conducted themselves differently over the course of a year in the traditional classroom environment.

c) how the selected participants felt they had changed as young people over the course of the study through taking part in the Duke of Edinburgh's Award Scheme.

6.7 Techniques for Production of the Data

The data from the interviews was much more difficult to obtain. As this was the first piece of academic research I have carried out, I thought it would be advantageous to begin by producing a series of questions that I would use initially during the interviews. Using semi-structured interviews means that I could

> "set up a general structure by deciding in advance what ground is to be covered and what main questions are to be asked. This leaves the detailed structure to be worked out during the interview. The person interviewed can answer at

> some length in his or her own words, and the interviewer responds using prompts, probes and follow-up questions to get the interviewee to clarify or expand on the answers" [Drever 1995, p.1].

This is something that I felt was particularly important for my data collection exercise. As the young people that I wished to question covered a range of academic ability levels then the use of a semi-structured interview allowed me to explain the questions thoroughly and in alternative ways, whilst using prompts and additional questions, in order to obtain information on their motivation, experiences and reasoning. Spradley [1979] had suggested that these interviews should be more like 'friendly conversations' and therefore it was important not to structure my questions too rigidly or else I would be in danger of not extracting the detailed information I sought. Again, the work of Yin [2009] influenced me here because I was particularly interested in the how and why aspects of the alterations in learning trajectories and I could combined these ideas through questions such as "Do you remember when you were on the practice expedition? What was it like? What do you think you learned about yourself?" As the interviews were held individually, I found that on many occasions I had to prompt the interviewee. For example, one of the most difficult questions the interviewees found answering was the question concerning whether the participant's views about the school had

changed since that individual had started in Year 10. because, as one person said, “I didn’t really have a view about the school then I don’t think – it was just somewhere you had to come whether you liked it or not”. I needed to establish a picture of what they thought the school was like some time previously in order to establish whether their views had changed between then and now. Again, during an interview following a lesson observation, I asked one of the participants why she turned round six times during a lesson to talk to another student. The participant had not even realised that she had done this so it was very difficult to collect data in these circumstances. I, therefore, had to use prompting questions in order to elicit responses that would be useful to my research. I was very careful, however, not to ‘put words into their mouths’ as I was really trying to ascertain their views and opinions and preserve the integrity of my research. The design of a semi-structured interview ensured the opportunities existed where I would pursue these issues further, whilst also ensuring that I remember to cover all the other areas of questioning and helping to address the issue of consistency too.

6.8 Tools and Techniques for Analysis of the Data

As is evident from the description of the research methods utilised in this doctoral study, the data generated was predominantly qualitative, although I have used a small number of graphs to illustrate some of my

points. I, therefore, needed to use a range of different tools in order to extract the data that would enable me to make decisions and conclusions about that data. A much more detailed description as to the methods used and justification for selecting such methods can be found in the Findings sections – Chapter 7 and Chapter 8. However, it is useful to set these out briefly in this section.

In relation to the interviews and observations, the method I used to analyse this was in the form of content analysis. This involved carefully reading through the transcripts of the interviews in order to identify common themes. Literature indicates that a widely used method for describing themes is through the incorporation of direct quotes from the respondents because these quotes can "lead the reader to understanding quickly what it is that may have taken the researcher months or even years to figure out" [Denzin & Lincoln 2003, p.282]. The content analysis was most time consuming, but generated rich data from which I thought I could extract the key principles to answer my research questions.

7. FINDINGS A

7.1 Introduction

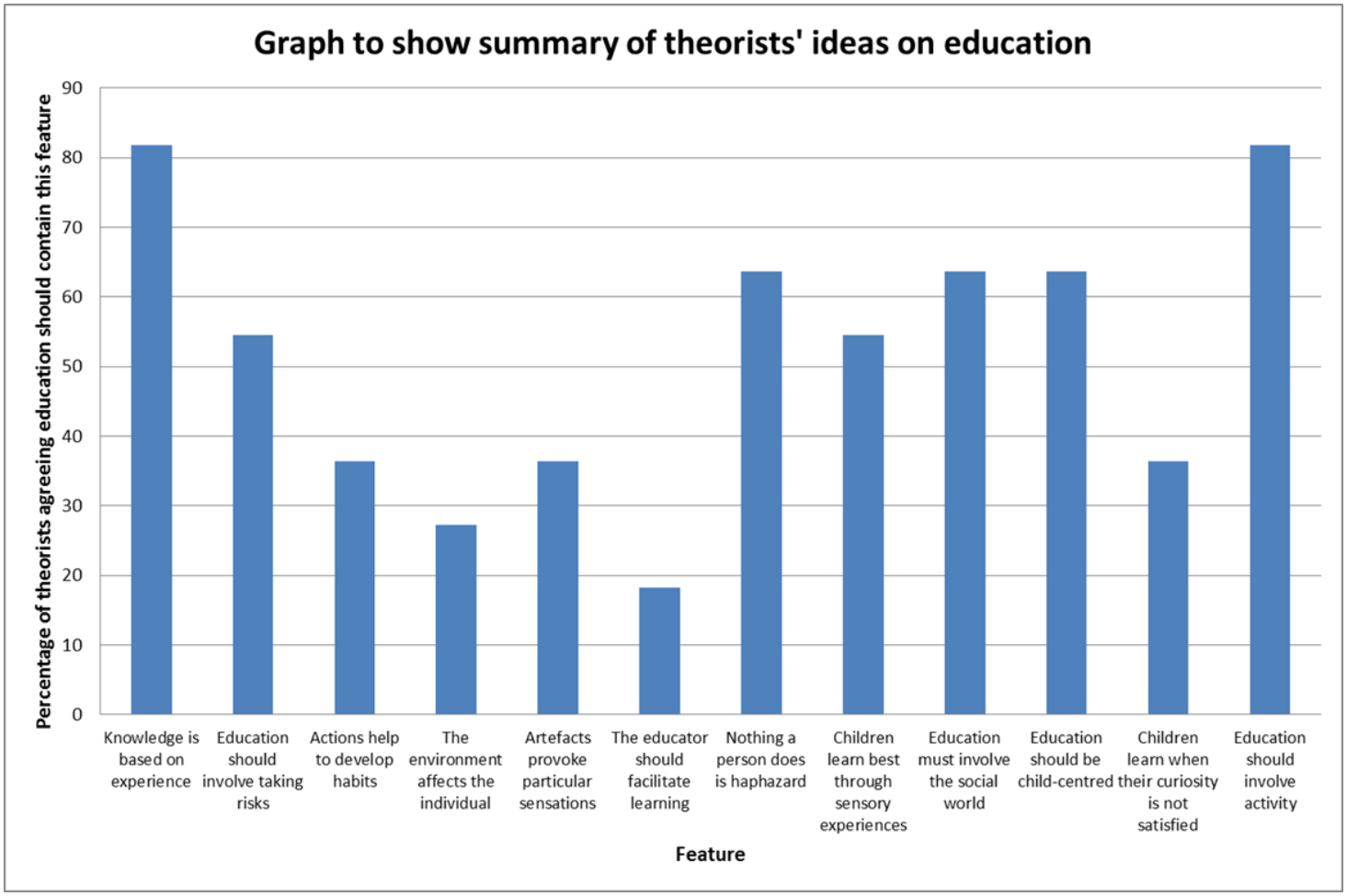
The reader will recall that in the previous chapter I set out the methods that I would use in order to collect data for this doctoral study. Such methods of data collection included the in-depth interviews with the small number of selected silver level participants on three separate occasions, combined with the two lesson observations of each participant during the course of the academic year.

I have begun this section by analysing the cultural and contextual aspects of the Duke of Edinburgh's Award Scheme compared to the traditional classroom environment and included details of my own teaching experiences in order to provide an insight into how I believe the ideas could work in practice. I have drawn on the lesson observations as well as the literature discussed in Chapter 3, in order to try to get to the bottom of what it is that the Award Scheme offers that the traditional classroom environment does not in order to create the sub-cultures observed. Thereafter, I have analysed the lesson observations in order that I could illustrate whether there has in fact been any alteration of learning trajectory over time back in that traditional classroom setting.

7.2 Award Scheme versus Classroom Analysis

The reader is referred to Table 2 of page 81 where I tried to provide an overview of the experiences of the students participating in the Duke of Edinburgh's Award Scheme compared to the traditional classroom environment. I have taken each of the points in that table and analysed the differences between the two standpoints before going on to think about what we as classroom practitioners can do in order to try to incorporate aspects of the features of the Award Scheme into lessons. I have then tried to link this to the academic theory in this field and, therefore, the reader will find below a graphical summary of those ideas. I have taken the summary data table contained on page 33 and used this to produce a graph (Graph 1) to show what percentage of the theorists agree that each factor contained therein is important for effective education to occur:

Graph 1:



As can be seen, there is some agreement between the theorists on all the points included, such agreement ranging from just below 20% (in relation to the education facilitating learning) right up to over 80% agreement (in relation to both knowledge being based on experience and that education should involve activity).

If it is the participation in the Award Scheme that is the catalyst for the alterations in the learning trajectories then it is important to be able to identify the minutiae to effect change and improve attainment for all

young people, whether or not they have participated in the Duke of Edinburgh's Award Scheme. I have therefore taken the aspects covered in Table 2 and analysed in detail the contrasting features of the classroom and the Duke of Edinburgh's Award Scheme in order to try to ascertain that minutiae.

7.2.1 Informal/Formal

The Duke of Edinburgh's Award Scheme offers an informal approach because there are no set rules specifically about who the participants have to work with, they don't have to sit at the desks in rows during meetings and, depending on what the meeting entails, they may not be required to stay for a predetermined amount of time. In the traditional classroom environment the approach is obviously much more formal. Students are required to sit at desks, often in predetermined seats and know they will be there for either 35 minutes or 1 hour 15 minutes depending on the length of the lesson. However, does it always have to be that way? It is very easy to move desks around into new seating arrangements, whether that be in a big square, horseshoe arrangement or small groups of desks together. Obviously this would not work in classrooms where desks are fixed to the floor, for example in the science laboratories or the technology workshops.

Rousseau, Erikson [Mooney 2000], Kolb [1984] and Claxton [2002] all agree that the environment affects the individual so alterations to that environment will be advantageous to different learners at different times. Again, an informal arrangement to the learning environment may be supported by the ideas surrounding culture too. As Munro [1997] stated, cultural situatedness is created where there are individuals "who have been exposed to similar situations, experienced similar opportunities and been disciplined and rewarded for similar actions" [Munro 1997, p.70]. Children learn this cultural situatedness by following others, whether that be from their parents or their peers. If I think about the school at which this doctoral study was conducted, I think about one teacher who suffered terrible classroom management issues where children were rude, did little or no work/homework and were constantly sent out for insubordination. During one of the interviews when I asked a student why they behaved like that in this particular teacher's lessons and no other teachers' lessons, I was told "Oh well it's only Mr. XXX isn't it; everybody does it … it's really funny when he goes mental". It appeared that irrespective of the year group concerned, nearly all students behaved differently in this particular teacher's lessons. Analysing this event using Cole's concentric circles theory [1998] then it is clear to see that the events are being shaped by the pupils and teacher as well as the environment. The

perception of these contextual and cultural issues requires alteration in order that new ways of being can be learned.

7.2.2 Unfamiliar/Familiar

Whilst participating in the Duke of Edinburgh's Award Scheme, participants are frequently exposed to unfamiliarity. That unfamiliarity could be in terms of the environment in which they find themselves or the skill/service/physical element they are undertaking in circumstances where they have not tried that before. This is compared to the classroom environment which is familiar to the students. Since they started school, all children will have been exposed considerably to the classroom environment. If asked to describe a typical classroom, the descriptions offered by every child would be similar. That familiarity again is impacted upon by culture; culture which is learned from others. How often do we sit and listen to stories about 'when I was at school …' which always seem to be about never doing homework, truanting, locking a teacher in a cupboard or kicking and damaging a door? How often is the anecdote about somebody who did exactly what they were told by the teacher, did all their homework on time and always gave 100%? Why is this? Is this a learned culture

too? Perhaps these 'amusing' anecdotes have a negative impact on the creation of the culture within the classroom environment; something that is underpinned by Bruner [2003] who suggested that we are conditioned to act in certain ways because we have points of reference upon which to base our actions. Therefore, if a classroom could offer some unfamiliarity, as is offered by the Duke of Edinburgh's Award Scheme, then those "points of reference" will not exist and consequently new ways of being will be acquired. So how can theory support the classroom practitioner in this regard? Unfamiliarity can be created by the use of different artefacts in lessons. For example, you would expect to use a Bunsen burner in a Science lesson, but would you expect to do jigsaw puzzle and wear a beret in a Business Studies lesson? Rousseau, Erikson, Kolb and Claxton all agree that the use of artefacts provoke particular sensations. If those sensations are positive then they can lead to learning because "learning is the process whereby knowledge is created through the transformation of experience" [Kolb 1984, p.86]. For the sake of clarity, the Business Studies lesson involved the use of a jigsaw because students were learning about the European Union. Many of them could name but a few countries within Europe, let alone be certain that they were member States of the European Union too, and therefore the jigsaw provided a mechanism to (a) identify more countries and (b) their location.

The beret was worn because there was a box of 'clues' whereby students needed to identify the country associated with particular items – the beret for France, frankfurter sausages for Germany, a flamenco doll for Spain etc. I had asked students to write down on a piece of paper (for their own record) as many member states of the European Union that they could think of. I repeated this task at the start of the following lesson and all students, irrespective of their ability level, had more correct countries on their lists than the first time the activity was conducted. Therefore, I think that this criterion is about doing something different. A teacher than can create imaginative ways to use artefacts within the formal settings of the classroom will see students interacting and reacting to those artefacts in different and positive ways – there are no points of reference or predetermined behaviour that had been learned from others. Causing disruptions to an activity system by using artefacts in alternative ways will produce different outcomes [Engeström 1999]. Perhaps the risk taking element suggested as important by 55% of the theorists should be embraced by the teacher and not just the students!

7.2.3 Team Working/Independent Work

From the outset of the Duke of Edinburgh's Award Scheme programme working as part of a team is reinforced. Students decide on their own groups and then work together in those groups in the preparation, planning and execution of both their practice and assessed expeditions and, indeed, some work together in pairs or larger groups in order to complete elements of their skill, service or physical activities. This is compared to the classroom environment where independent work is encouraged and is usually the norm. Indeed, it is not surprising that teamworking activities were not observed where staff are preparing students for examinations. However, when referring to the summary of the theorists' ideas it can be seen that there is some agreement that education should (a) involve the social world and (b) be child-centred. This working together is particularly important when we look at the issue of culture and the creation of cultures and sub-cultures within the classroom environment. Indeed, Vygotsky [1978] claimed that social interaction is essential if learning is to occur and it is through the use of, and in particular, mediated speech that the child interacts with the environment around them. He goes on to discuss the importance of language in learning and that it is in fact the key cultural tool enabling the formation of higher-order self-regulated thought processes. Team working can provide a

forum for this use of mediated speech under careful direction of the teacher. However, there is still a need for independent learning in the classroom environment, not least because terminal examinations must be sat individually. Claxton [2002] in his theory of Building Learning Power (BLP) emphasises the importance of reciprocity – the action of being able to learn on your own **or** with others. The effective classroom practitioner must therefore create opportunities for team working and independent learning, but do the two have to be mutually exclusive? Vygotsky [1978] discusses the idea of 'scaffolding learning' and therefore what we need is a way to support individuals to produce independent work whilst working as part of a team. It sounds a contradiction, but there are possibilities to facilitate this in the classroom environment, although I think it necessitates very careful planning. Formation of groups does always have to be organised on a 'get into groups' basis. Indeed, if I think about a very successful ICT lesson I delivered, I had decided on the number of groups I wanted and then looked at who I wanted in each group so that each group was made up of a range of ability levels – conforming to Vygotsky's ideas about the zone of proximal development and learning from more able others. I then produced this data on a name card followed by a number (for example Anna 1) where the number represented the number of the group. I stuck these around the room and students then had to find their name card

and go to the appropriate desk to meet with the other members of their group. We played a game called 'the Human Calculator' which in itself generated much enthusiasm (although in my view the name was much more exciting than the actual activity!). Groups had been given printed A4 sheets that contains elements of formulae (for example =, A1, $, * etc.). Various scenarios were displayed on the whiteboard and each group had to hold up the cards in the correct order to indicate the formula that they would need to type in on the computer to answer the question. After a small number of questions that involved the cards they had been given, mini whiteboards were given out so that the group could write on the additional components of the formulae that would be required in more complex questions. This activity was run as a competition where each group was awarded points depending on their position in the actual display of each formulae. This generated much enthusiasm amongst the groups and all students achieved, although it did only form a very small part to whole lesson itself. Students did then go on to the computers to work on other activities I had prepared. (This lesson was actually observed by the lead inspector during an Ofsted inspection and I was awarded a Grade 1 Outstanding). This scaffolding approach has also been used where, again, students have been put into groups by me, but there are a range of activities that must be completed. For example, during a

Business Studies lesson the students had to provide a range of documents as part of a recruitment package (job description, person specification, job advert for the local paper, list of questions for interview and in-tray task). The groups themselves allocated the tasks to their members. This meant that differentiation occurred naturally because individual students were (more) confident to say that X task was too hard for them and so the more able members of the group selected the harder/more complex tasks for themselves. What I then did was to put all the students together who were working on, e.g., the job description in order that they could support each other in the production of that document. Each member of each group had to produce their own document for their group's particular job.

I think these anecdotes illustrate that it IS possible to work as part of a group but also to work independently. I believe that these sorts of activities encourage the learner to take ownership of the skills and knowledge required and internalise these – as is suggested by Edwards [2005] as essential to ensuring learning.

7.2.4 Outdoor/Indoor

The expedition elements of the Duke of Edinburgh's Award Scheme are obviously conducted out of doors, whether that be in Derbyshire, the Shropshire Hills or the Lake District, whilst education in a traditional setting occurs indoors. Other than the occasional field trip, there is not much scope for the 'classroom' to be outside in the vast majority of schools. Perhaps this criterion could be liked with the unfamiliar/familiar and informal/formal points discussed above. Rousseau, Erikson and Claxton agreed that the environment affects the individual – amounting to 27% of the theorists' ideas covered in Chapter 2. However, if we look at what Claxton [2010] has to say about education, he believes that it is about creating a culture that cultivates habits and attitudes that enable people to face difficult and uncertainty calmly, confidently and creatively. This culture does not solely have to be created outside. For example, using artefacts and cultural tools in new ways can create that uncertainty and therefore encourage students to think creatively about what they are doing. Perhaps the fact that alternations in Award Scheme participants' behaviour are only seen after they return from the expedition element, could be due to the fact that what they have generally experienced in the classroom environment up to that point has not successfully created a culture that cultivates the

habits and attitudes that enable them to become [more] effective learners and, therefore, engaged more fully in the process of education. I will need to try to understand fully what it is that causes the disruption to the students' preconceptions of the traditional classroom environment and this is something I investigated further during the in-depth interviews with the Award Scheme sample group.

7.2.5 Flexible Structure/Rigid Structure

The Duke of Edinburgh's Award Scheme provides a flexible structure to learning as there are many aspects about which they are free to make their own decisions. In relation to the expedition element these decisions focus on the size of their group, members of their group and the route they will take (although the group are given some predetermined points and then plan their routes accordingly). In relation to the other three elements of the Award Scheme, participants are free to choose what activities they would like to undertake for their skill, service and physical elements, thus allowing individuals to pursue areas of particular personal interest, or simply to take the opportunity to try something new. Within the traditional classroom setting, students are constrained by many factors. For example, the National Curriculum or exam board

specifications determine the content of the lesson. The structure of the school itself also affects this in that every teacher is restricted by the time given to their subject on the timetable. Combining the pressures of covering the whole of the syllabus within a prescribed time frame can therefore restrict the opportunities the teacher has to offer a more flexible approach to learning. There is a general consensus that education should be child-centred and that it should involve activity. Indeed, Piaget [1972] in particular believed that children learn best when they are actually doing the work themselves and it was in fact the child's engagement with his or her environment that was what created learning. He suggested that a culture where these students are given the opportunity to create their own understanding about what is going on instead of being told by the teacher was what then enabled learning to occur. Therefore, developing ways in which students believe they have flexibility in what they are doing may go some way to addressing this criterion. It is important to remember that the school at the centre of this doctoral study is a comprehensive school where many subjects are taught in mixed ability groups, rather than through ability banding or setting. Therefore, a flexible approach will enable more able students to develop their ideas at their own pace whilst also allowing much lower ability students to do the same. Perhaps activities where students are given the assessment criteria or an information

sheet about what the end product should contain at the outset would provide for this flexibility. Students could then make decisions about how they would complete and present the task. I have used this idea in my own teaching where, for example, students were to produce an outcome on a particular motivational theorist. They were given some facts about what it had to cover, but the list was by no means exhaustive. There were various resources in the classroom – variety of textbooks, computers, DVDs – that students could refer to and they were also allowed to decide how they would present their information. Some presentations were in the form of a PowerPoint presentation, others were detailed leaflets and some were posters. This sort of approach also addresses Claxton's Resourcefulness 'R' of his Building Learning Power theory [2002]. Students learn in different ways and this sort of activity allows the individuals to select the most appropriate method for themselves and therefore encourages greater engagement.

7.2.6 Trial and Error/Right First Time

The Duke of Edinburgh's Award Scheme provides many opportunities for trial and error. Whilst on the expedition element of the Award Scheme students must navigate their route to the campsite. This often involves much trial and error

– especially on the first practice expedition! Again, whilst undertaking the skill, and physical elements there are many opportunities for trial and error. Just because the participant does not produce a dish worthy of Josiah Wedgewood in the pottery group does not mean they have failed, nor does it mean they have failed if they can't run a 4 minute mile. The Award Scheme is more about participation and giving of your best. The traditional classroom environment generally looks to the right first time approach. If we think about this, in most subjects students have their exercise books where they are discouraged from crossing out, reworking and rewriting pieces of work. As teachers, therefore, do we focus too much on the outcome and not the process itself? If I focus on the navigation experiences of the participants whilst on expedition for a moment, it does not really matter whether they turn right or left at the particular junction – it is ultimately about realising they have strayed off their pre-planned route and doing something about it. It is the mediation within the group using the artefacts to determine the appropriate action that is the most important, along with the culture created within the group. Students are not fearful of admitting that they don't know where they are. This complex activity system described by Engeström [1999] is, I believe, one of the fundamental elements that provides the transferability to the classroom environment. This is because Engeström believed that the

project outcome was “no longer momentary and situational; rather it consists of societally important new objectified meanings and relatively lasting new patterns of interaction” [Engeström 1999, p.31]. This taking risks approach to learning creates a culture where it is seen as OK not to get the ‘correct’ answer first time. Sometimes it is more about what we learn on the way to the end the result that is most important. Indeed Claxton [2002] would agree that this development of resilience, one of the four ‘R’s, is imperative in the creation of the effective learner. Again, there is a common consensus between the theorists that education should involve taking risks and that children learn best when their curiosity is not satisfied. This experiential approach to learning is easy to see when examining the Duke of Edinburgh’s Award Scheme, but perhaps it is more important to look at how these opportunities can be transferred into the classroom environment to help develop a culture where it is seen and accepted by all that it is OK not to have got it right first time. If I think about my own teaching here, in Business Studies I regularly ask students to produce written reports on a topic, e.g. on business ownership. It is important that students get the facts correct in that report, but it would be disheartening I think to produce a four page report where much of the factual information is incorrect. I have therefore used match-up cards initially where students can ensure the key terminology is correct and relevant to the types of ownership

being investigated. I give them a set amount of time to match up and thereafter we go through the correct answers and students check their own answers. If the cards were not in the correct order then they just move them to where they should be. There is no checking at the end about how many people got right and quite often I will be able to give a comment about particular cards that might justify to students that, although that answer wasn't correct, it is not unusual for people to think that. For example, if the card said 'has PLC after its name' then I might say that it was easy to see why people might have put it under Private Limited Company because it has the same initials so it was a logical place to put that card. Use of artefacts in this way will reinforce the idea that knowledge is based on experience, so next time we undertake a matchup exercise then students will know that it doesn't matter if they don't get them all right first time because I will go through the answers, although the culture in the particular classroom is important here because it is important that the students want to try their best and get as many terms matched up correctly as they can. The matchup task is part of the process, not the outcome. Students learn that the purpose of the exercise is to see what they have remembered so far, but, more importantly, to ensure that they have the correct information for incorporation into their own work and upon which they will be assessed in some

way. These processes will help to develop a positive culture in the classroom and build learning power [Claxton 2002].

7.2.7 Self-Discipline/Discipline Imposed

Many aspects of the Duke of Edinburgh's Award Scheme enforce the concept of self-discipline within the participants. They are not forced to undertake the Award Scheme or do certain activities at certain times. They are free to choose what activity they will do for their service, arrange where they will undertake that activity and when they will do it for example. This helps to develop a culture where participants see that successful completion of the Award Scheme is down to them and them alone. This is very unlike the classroom setting where the teacher imposes the content of the lesson and there are repercussions if work is not completed, so therefore discipline is imposed by the teacher here. As Montessori [1994] suggests, the educator should facilitate learning, rather than spoon-feeding by the teacher [Claxton 2002]. Empowering the student to take ownership of their learning is a fundamental issue and providing a culture where this can happens is clearly important. If culture is created when we see the actions of others then creating an environment where students can be seen as getting on and working hard then these

actions will become learned by others in that group and create a (new) culture. Reflecting again on my own teaching I can recall a task that I set where students had to be very self disciplined. I had set a homework task where students had to produce a 2000 word report on a business topic of their choice. They were given 6 weeks within which to produce it and hand it in. I had spent an entire lesson setting up the report where I helped each individual to find a topic that they were interested in and formulate an appropriate question title for the project, whilst also undertaking some preliminary research. I didn't insist that students showed me a plan of what they were intending to include in the report and I didn't ask students to show me how much they had done each week. I did ask students to write the deadline date and to record weekly homework to undertake work on their projects in their planners. At some point during the week I would ask students whether anybody needed any help with their project and reiterated the deadline date. Many students chose to come up to my classroom at lunchtime to see me to ask me to have a look through what they had done so far or simply to undertake more work on their reports. Students generally handed their reports in when they were done, rather than waiting for the deadline date. I have to say that all students completed and handed their projects in on or before the specified deadline date and the quality of the work produced was excellent. Perhaps this

flexible structure to learning went some way to providing an opportunity to develop self-discipline in an alternative environment to that of the individual lesson setting. During this particular exercise I think I acted as a facilitator to learning and not the educator. I was there to support individuals when they needed to extend their zone of proximal development. Vygotsky [1978].

7.2.8 Informal Assessment/Formal Assessment

Assessment on the Duke of Edinburgh's Award Scheme is not really seen as assessment at all – it is about the completion of something. Students do not get a grade for their attainment or the effort they have put in to completing a particular activity. Participants have a log book that must be completed for each element of their Award. When they have completed their skill section (and the same applies to the physical and service elements) their 'assessor' writes a few sentences about what they did and completes the dates over which that activity had taken place. There is another section in the log book where details of the assessed expedition are recorded. This includes information about the pre-expedition check, the expedition itself and then the group presentation of the review of the expedition. Formal assessment in the form of testing and

examinations occurs in all subjects and is often based on the production of written work. Students are then awarded a grade based on what they were able to remember and recall at that particular point in time. Whether we agree with this or not, it is a fact of life that this is how terminal examinations are conducted, but it is accepted I think that not all students will perform to their best in this sort of setting. The Education Act of 1988 which introduced G.C.S.E.s took account of this fact and provided opportunities for part of students' grades to be made up from coursework undertaken during the course of an academic year. However, this was abolished in 2011 and students were to produce a similar piece of work under exam conditions in the classroom – termed the 'controlled assessment'. I think assessment at points on longer pieces of work would help to establish a more informal approach to some of the assessment. For example, this could be in terms of students looking at each other's work and identifying what is good about it, what could make it better and whether there are any ideas that the viewing student thinks they could use to enhance their own work. Peer assessment can be a useful tool I have found in determining areas for improvement – again looking at how the zone of proximal development [Vygotsky 1978] can be extended and using other artefacts to mediate that development [Engeström 1998].

7.3 Creating the Culture in the Classroom

From the analysis contained in 7.2 and associated subsections above, I think it illustrates that the ideas of the Duke of Edinburgh's Award Scheme are a complete contrast to those within the traditional classroom environment. So what can we learn from this? Clearly it is not possible to manage all education along the same lines as the Duke of Edinburgh's Award Scheme, but I do believe there are elements that would meet the Award Scheme principles that could work back in the classroom, and which I have anecdotally described in the previous subsection. I therefore thought it would be useful to set out here a simple list of the events that could occur in the classroom environment that would lead to the creation of a (more) positive culture therein. These ideas would therefore provide a simple 'check list' for classroom practitioners that may be of some assistance in creating the positive learning environment in their own teaching areas and helping to develop a (new) positive culture that can be sustained.

Informal:	Change desk arrangements to suit task being undertaken.
Unfamiliar:	Develop and use a varied range of resources in creative ways.

Team Working:	Use various ways to select groups.
Outdoor:	Use of field trips where possible.
Flexible Structure:	Allow some work to presented in a format chosen by students
Trial and Error:	Reinforce point that not getting it right first time is OK
Self-Discipline:	Provide details of tasks to be completed and allow students to manage own learning.
Informal Assessment:	Incorporate opportunities for various forms of peer assessment to be used at various points in the task process (e.g. after 10 minutes, middle, end).

7.4 Lesson Observations

As outlined in the Research Design section of this doctoral study, I undertook two lesson observations with each of the silver Award Scheme participants. The purposes of these were to observe what the

participants were doing during lessons. At five minute intervals I recorded their activity. This included whether they were on or off task, talking, raising their hand to answer a question/contribute to a discussion etc. I carried out two observations per student in order that I could then compare whether the students' behaviour during the two observations had changed in any way. Each student was seen in the same subject with the same teacher in order that there could be some critical analysis made of the results.

7.4.1 Student 1

The first silver Award Scheme participant was observed in a Geography lesson. She has identified her enjoyment level of this subject as 'Enjoy'. Upon entering the room, the teacher had already prepared and laid out a card match up activity that students were to start as soon as they arrived. The student came in, sat down in her seat and got on with this. When her friends arrived she stopped what she was doing to greet them, but did then return to the task in hand. She was observed discussing the activity with the person sat next to her. When all students had arrived and the register had been taken, the students were shown a video clip (approximately 5 minutes long) about rainforests. Whilst the video was being shown the students were to fill in the answers to various questions on a

worksheet. The student being observed appeared to watch the video attentively and did indeed complete answers to all the questions on the worksheet. Thereafter the teacher engaged students in a discussion about some of the issues raised in the video and the student being observed put up her hand and offered her viewpoint on this issue when she was asked to. As the next activity was being handed out, the student was observed talking to the person in front of her about non-subject topics of conversation. She was then asked a question by the teacher, but because the teacher had prefixed the question with her name she had then heard the question and was able to respond appropriately. She did not resume her conversation with her friend. The activity she was then to work on was a short case study with an essay type question attached that also required the drawing of a diagram. The class had to read the case study information aloud, but to the person they were sat next to and they were to take it in turns reading alternate paragraphs each. The student being observed was on task through this activity because it was very easy to hear from her tone and the other noise in the room that what she was saying was actually from the sheet. The teacher had a tray of equipment at the front that students were able to help themselves from if they did not have the appropriate equipment in their pencil cases. The student being observed did not have a ruler and when she went up to collect one, she began a

conversation with her friend. The teacher simply asked her whether she had got everything she needed and when she replied that she had, she went back to her desk and got on with the task. She appeared to be focussed on the task and when the teacher came to check how she was getting on, she was able to discuss her work. When the teacher asked her whether she thought she should include any information about a certain aspect, the student was able to reply that she thought it was not particularly relevant. The teacher said that they were looking to put forward a balanced argument as that was what the examiners were looking for. The student being observed then replied "well I think I better put something in about that then" and duly got back on with her work. At the end of the lesson, the student thanked the teacher before leaving.

Claxton [2002] would agree that having the tray of equipment at the front enabled students to demonstrate Resourcefulness. The student was clear about what was required and knew she could make her work better by accessing the additional resources. It could also be said that the availability of the resources encouraged learning based on experience. It becomes the culture that if you are constructing a diagram in that lesson then you must use a pencil and ruler to do that, as well as the awareness that the resources are there to be used – they don't have to ask the teacher if they can borrow X. This

sort of an approach also helps to create a flexible culture and self-discipline. Elements of this lesson can be analysed using Vygotsky's ideas on the zone of proximal development and scaffolding learning. Rather than the teacher telling the student what to include, the teacher had asked the student what she thought about X. The mediated language [Engeström 1999] used here provided the student with the opportunity for Reflection [Caxton 2002] and self-assessment. The lesson being observed obviously included activity and the key theorists would agree that this is integral for effective learning to take place.

The second time I observed this student in a Geography lesson, she had identified this subject as a subject that she now very much liked. This second lesson observation took place during the spring term. In their previous lesson the students had had a test and therefore when the students entered the classroom their test papers were already laid out on their desks. When the student being observed entered the classroom, her first action was to ask the teacher whether he had marked the tests and when he said that he had, she went straight to her desk to look at her paper. When the person she sat next to arrived, she asked what mark she had got and then she also asked other students in the classroom what marks they had got. She had scored 88% on her test and appeared very proud about this

because she kept telling everybody. The teacher gave out a partially completed diagram for students to look at. They then had three minutes to make a list of points that they thought were missing and/or needed labelling on the diagram. This was being timed and the observed student got straight on with this task. After the three minutes, the students were to roll their answers out for thirty seconds with the person next to them, then another thirty seconds with the person behind. The student being observed was focussed on this task. It was clear to hear that what they were discussing was the task in hand. The students were then given ten minutes to complete the diagram on their own under exam conditions. Equipment was again available at the front of the classroom, but the student being observed had all the necessary equipment with her on this occasion. She got straight on with this task and remained silent throughout the ten minutes. At the end of the ten minutes, the teacher displayed the incomplete diagram on the board and students took it in turns to come out to the front and add something on to the diagram. The teacher asked for a volunteer to start the process and then that student was allowed to choose who they wanted to follow on. The student being observed started ticking off her work with each thing that was added to the diagram on the board, although the teacher had not asked for this to be done. Again this flexible approach allowed the student to do what it was that she thought she needed to do to

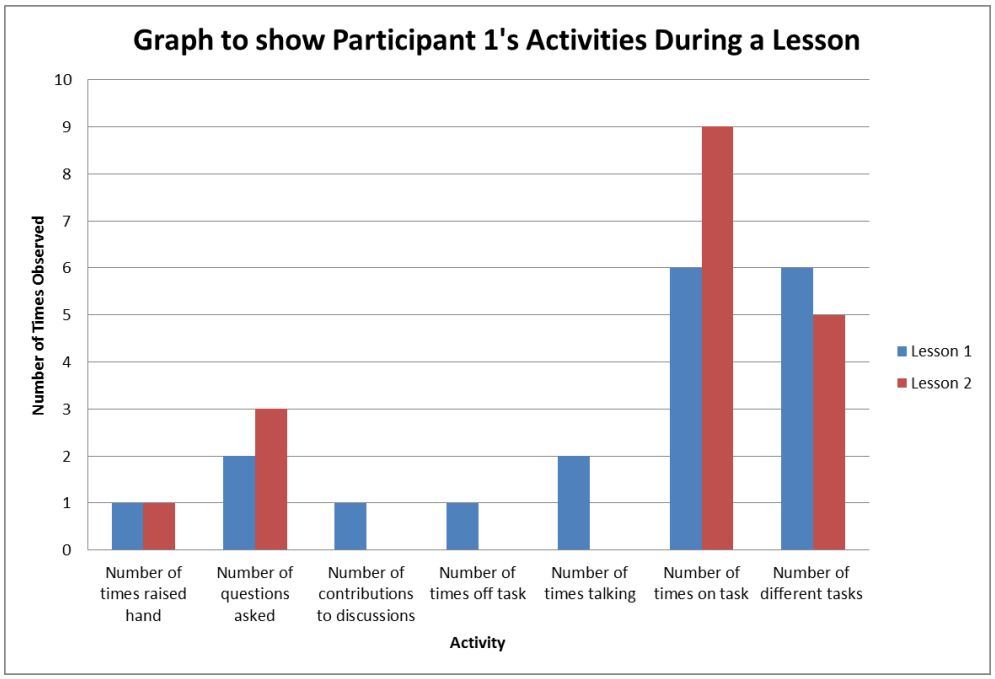
make sure she got all the points in. The culture within the classroom was one where she was not criticised for doing this; not seen as different or 'swatty' because she was trying. Piaget [1972] would argue that this was intrinsic learning because it was coming from the child, rather than something that was imposed by the environment or by the teacher. Students were then given an examination question on this topic and had fifteen minutes to complete an answer. This was a level response question. The student being observed started writing immediately. She set out a very brief plan at the top of the page and then went on to write up her full answer, finishing in time to read it through. Was this something that she had been taught in Geography to do? I asked the student about this during one of our interviews and she said that she did it in History and she thought it was really useful because lots of thoughts came into her head when she read an exam question and it just helped her to organise her thoughts a bit better when it came to writing up the answer properly. It could be said that this action had developed a habit – i.e. where something was found to be beneficial then the student would transfer it to a different environment. Edwards [2005] would say this student had a better understanding of the object (i.e. the task in this case) and it has been seen differently. Therefore when it is externalised it contributes to the reshaping of the intermental plane – that is to say new understandings have been created

through these new actions which in turn shape the world around. Questions were swapped with other students in the room and the teacher then went through the mark scheme. The observed student read through the answer she had in front of her and annotated the work. At the bottom she wrote a comment about what she thought was missing and what the person needed to do in order to progress into the next level. When the work was returned, the observed student had been awarded 13 out of 14 marks. She then put up her hand and asked the teacher if he could check her work because she thought it was worth full marks. He duly did this and confirmed her answer was indeed worth 14 out of 14 marks. The student being observed then looked very pleased with herself. Formal and informal assessment was used here – the peer assessment employed ensured that students were clear about what was worthy of marks in the answer they were looking at. However, the informal aspect occurred when the work was returned and students could reflect for themselves on the work they had produced [Claxton 2002]. Using this answer as the artefact again provided an opportunity for mediated speech to occur in order to develop the learning process further [Engeström 1999]. Homework was set which the observed student duly wrote in her planner, asking the teacher whether that was due for next lesson. Before leaving the lesson, the observed student handed the teacher a draft of her coursework

and asked if he could "give her some feedback" on it for her. It subsequently transpired that the teacher had not asked students to do this, but he had said that he was more than happy to have a look through a draft if anybody wanted to take advantage of that opportunity. The teacher confirmed that only four of the fifty six students he taught had actually done this. Again, this illustrates that artefacts provoke particular sensations and this student clearly wanted to do well (and be told that she had done well too I think). That process of mediation was being transferred to new and alternate settings in order to facilitate (more) effective learning. Indeed, this student was now passing through the four quadrants identified by Edwards [2005] and repositioning herself in relation to that object and it had now been seen differently. This student was clearly learning from the successes experienced in other activity systems and was able to transfer these to other cultures.

The following graph (Graph 2) has been created by identifying some of the key quantifiable pieces of data generated by the two lesson observations and then comparing them:

Graph 2:



As can be seen, there is an increase in the number of times the student was observed as being on task. This was recorded at the 5 minute intervals during the lesson. The observed student was not observed talking about non-task related issues during the second lesson. She asked more questions in the second lesson and was not observed being off task during this lesson. On balance, it is fair to say that Participant 1's activities in the second observed lesson were more positive than those observed in the during the first lesson observation.

7.4.2 Student 2

The second Award Scheme participant was observed in a French lesson. She has identified this as a subject that she disliked. When the observed student arrived at the lesson, she was talking with her friend upon entering the room and continued with the conversation until she sat down at her desk. The teacher took the register and then went through the lesson aims and objectives. The observed student turned round to talk to her friend again and was reprimanded by the teacher for this. This could be viewed as a very formal arrangement to the classroom environment. The lesson began with a verb match up exercise, which the students were to do in pairs. The observed student was chatting with the person sat next to her, rather than matching up the cards. The teacher then went through the answers by asking students for the answers. The students were selected by name, irrespective of whether they had their hand up or not. The observed student did not put her hand up for his activity. She appeared not to have sorted any of her cards, but did put her cards in the correct order as the teacher went through the answers. Thereafter students were to work through an activity in the textbook which involved copying out the question and filling in the blanks. During this time, the student being observed turned round to talk to the person behind her five times. The teacher spoke to her about

this and told her to get on with her work. No homework was set for this lesson. Overall, I think the observed student was very passive in this lesson. Why was that? If we consider Vygotsky's zone of proximal development then there was nothing in this lesson that challenged the students. Tharp & Gallimore [1988] would say that there was no requirement for assistance to be provided by more capable others in this lesson and therefore it could be said that students were not even operating within the zone of proximal development. Learning, as an activity, was not occurring. I got the impression from this lesson that this was pretty much 'the norm' – students were constantly told to be quiet etc. and I think this is a cultural issue within this particular classroom. Cole's [1998] ideas indicate that the context within this classroom is shaped by the pupils and the teacher in that particular classroom. I think the 'Department' should be included in this analysis as having an impact on the culture of language lessons because it appears to be shaping the culture of the specific classroom environment and the way in which the observed student acted. This is clearly an issue I needed to investigate during the subsequent interview with this particular Award Scheme participant.

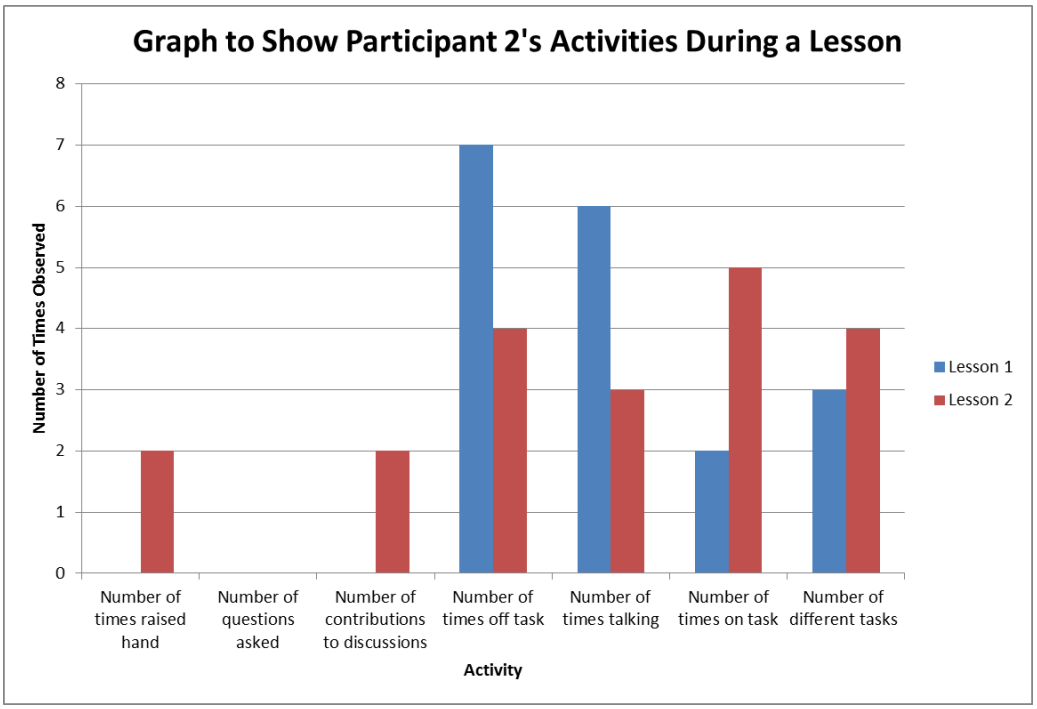
The second time I observed this lesson, the student concerned had still rated French as a subject that she disliked. Again, this observation was carried out in the spring term of Year 11,

focussing on the listening aspect of the course. Students had been set homework the previous lesson whereby they had to learn a range of phrases. The observed student arrived with her friend and was talking upon entering the room, although she did stop when the teacher asked her to hurry up and get her books out. The teacher gave out a worksheet that had a number of questions on and subsequently played a tape that had a range of sentences on and the students had to write down the answers to the questions. These answers were to be written in English. The student being observed was writing some answers herself, but was also looking at the sheet of the person she was sat next to and copying down answers. Thereafter, the teacher went through the answers and students were to mark their own work. The observed student put up her hand to offer answers to two of the questions and was chosen to give one of these answers aloud. Once she had given an answer to the class, she did not raise her hand again. The remainder of the lesson involved students repeating key phrases that the teacher said, or questions were asked to students and they had to answer in French. The observed student was chosen to answer one of these questions, but thereafter commenced another conversation with the person she was sat next to. She was spoken to by the teacher about this. Homework was not set in this lesson. Referring to the ideas of Tharp & Gallimore again [1998] I think it illustrates that this student has managed to

avoid entering the zone of proximal development, as first identified by Vygotsky [1978]. She answered a question to which she knew the answer, but the culture within this classroom appeared to be that if you have answered one question then you will not be asked to answer another so therefore it is not important to pay attention after that. The context has clearly shaped the culture in this particular classroom.

Again, I have created a simple graph (Graph 3) in order to compare the observed student's key actions in the two lessons.

Graph 3:



As can be seen, the observed student did not ask or answer any questions during the first lesson and was observed participating in off-task behaviour on seven occasions when the five minute activity logs were taken. The second observation revealed the student was observed talking 50% less than during the first observation. These are issues about which I questioned the student during the reflection interview.

7.4.3 Student 3

The third silver Award Scheme participant was observed in a Science lesson. This was a subject that he had identified his enjoyment level as 'Neither Like or Dislike'. Upon entering the classroom there was an experiment set up at the front and the students' exercise books were at the front of the room for them to collect. When the student being observed arrived, he sat down at the bench and began chatting with the person he was sat next to. When the teacher asked him if he had collected his book, he said that he had not and got up out of his seat and subsequently collected it. The register was taken and then the teacher outlined the aims and objectives for the lesson. The student being observed was asked to give out the safety glasses as the class were to observe an experiment at the front of the classroom. Whilst he was giving out the glasses, he did not

delay in this task but he did speak with other students. The students were then to go to the front of the class where they were able to sit where they wanted to as long as it was behind the Perspex safety screen. Whilst the teacher was conducting the experiment she asked a number of students certain questions and the student being observed raised his hand to answer three of these. He was also observed talking on one occasion with the person he was sat next to. After the demonstration, the student being observed return to his desk and was then to get on with writing up the experiment and answering some questions about it. The information was displayed on the board at the front so students were able to get on with this task as soon as they were back in their seats. The teacher was engaged in clearing away the experiment and the observed student was talking with his friend again. The teacher informed the students that they needed to fishing the write-up of the experiment before the end of the lesson and that the questions (on a sheet at the front for distribution) should be completed for homework. The student being observed got out his planner and duly wrote down the details of this. He then got back on with the write-up although was engaged in talking to the person he was sat next to at the same time. Referring to Table 2 on page 81 comparing the Duke of Edinburgh's Award Scheme with the traditional classroom environment setting, I think there are a number of points that are applicable to the

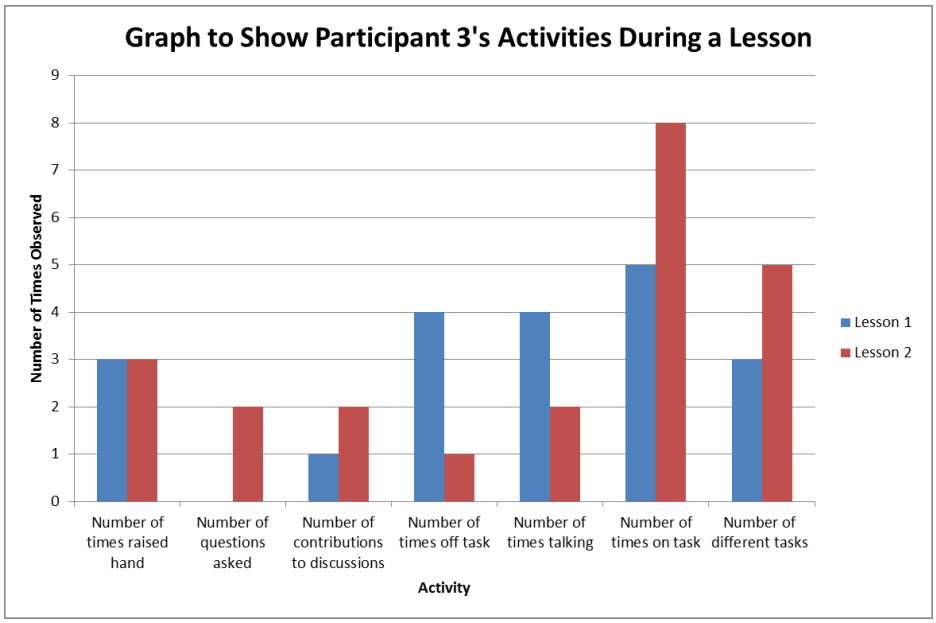
Award Scheme and this particular lesson. For example, it could be said that the seating arrangement for observation of the experiment was informal, although I suspect that whenever an experiment is carried out by the teacher then it would be undertaken in this manner; not least for health and safety reasons and to ensure that all students in the classroom could see what was happening. There appeared to be a flexible structure to parts of this lesson, as well as a requirement for self-discipline. The teacher had informed the students what needed to be done and by when; there was no direction from the teacher that the students must write up the 'method' aspect of the experiment in the next ten minutes, that the 'conclusion' aspect should be done in the next five minutes etc. The students knew what needed to be done and by when and they were free to make their own decisions about how they would go about this.

The second observation of this student was again during the spring term of Year 11 and was a Science revision lesson as students had a module examination coming up in the next couple of weeks. The student had identified Science as a subject that he now liked. The topic the students were reviewing was concerning health and fitness. The teacher was at the door as the students arrived and they had to select a card from the teacher as they entered the room. Some students were

identified as either a ‘patient’ or a ‘doctor’. The student being observed had selected a ‘doctor’ card. The student was asking his friends what they had got and sat down in his seat. He appeared rather pleased that he had got ‘doctor’. The teacher showed a video clip of an unhealthy person and asked the students questions about what they thought of the actor’s blood pressure and lifestyle. The student being observed answered one of these questions. They were then instructed about a role play activity where they were put into pairs of ‘doctor’ and ‘patient’. The cards were numbered so students had to find ‘patient 1’ and ‘doctor 1’. The observed student did this willingly. The pair then created a profile of the patient so that they could be interviewed by the doctor to establish the problem and possible solutions. This team working approach to learning enabled the students to support each other as they progressed through the zone of proximal development [Vygotsky 1978] to create the profile and solution. At different stages assistance was provided by (a) a more capable other or (b) self in order to lead to the internalisation of the knowledge [Tharp & Gallimore 1999]. Students were given 15 minutes to prepare this task and thereafter were to present to the class. Whilst the observed student and his partner were preparing, he asked the teacher whether he could borrow a lab coat and clip board – he was clearly enthused by this task! Perhaps it was the use of the mediating artefacts in a different way that

contributed to the production of new skills and tools of collaboration and problem solving [Engeström 1999]. The observed student and his partner duly presented their role play to the class and appeared to very much enjoy doing this. Edwards [2005] would agree that this lesson enabled the student to pass through the intermental plane to the intramental plane - the problem was identified, there was collaborative analysis of the problem using the cultural tools, collaborative responses were created using those cultural tools and reporting of shared knowledge using those tools. The students were thereafter given a sheet of examination questions on this topic which they were to work through and hand in at the end of the lesson. The student being observed worked through these quietly and handed them to the teacher on his way out of the lesson. He asked the teacher when they would have the results.

Graph 4:

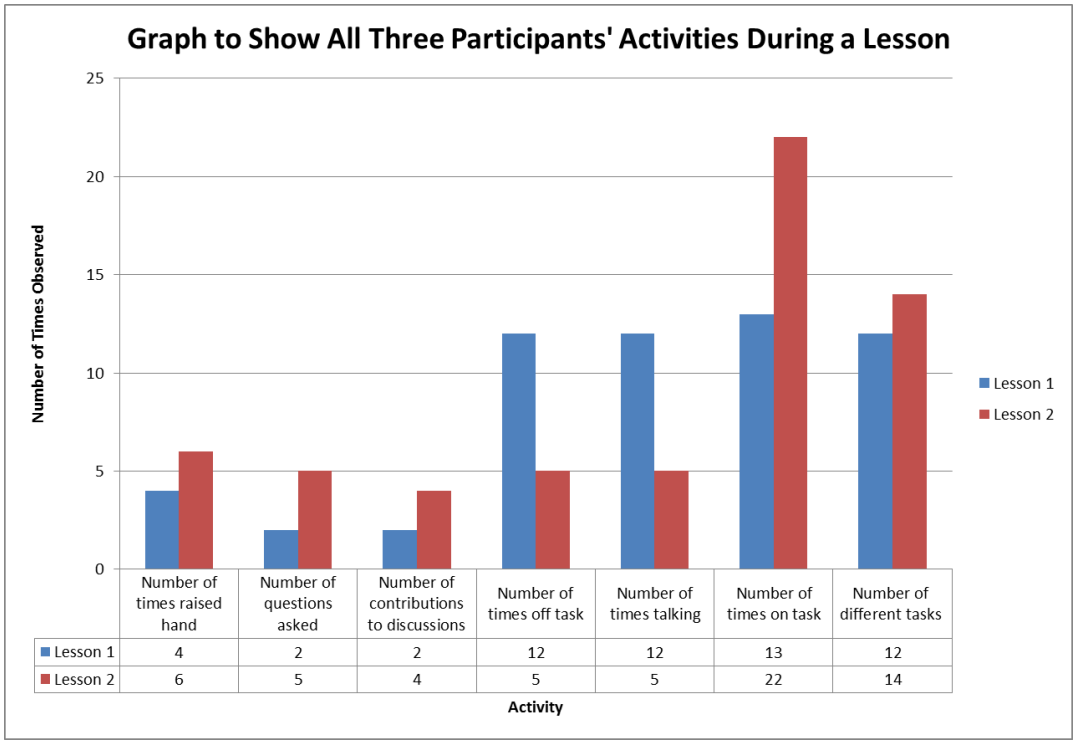


As can be seen from Graph 4, the student being observed answered the same number of questions in both lessons, but actually asked two questions in the second lesson. The student made twice as many contributions in the second lesson and was observed being on task more of the time. Again, this diagrammatically representation would suggest a more positive learning experience during the second lesson observation.

7.4.4. Summary

I thought it would be useful to produce a summary of the graphical information detailed above. I have therefore simply added up the total number of events for all lesson 1 observations and compared these to the totals of all the lesson 2 observations for all three of the Award Scheme participants in the sample group. The results are displayed in Graph 5 below.

Graph 5:



	Number of times raised hand	Number of questions asked	Number of contributions to discussions	Number of times off task	Number of times talking	Number of times on task	Number of different tasks
Lesson 1	4	2	2	12	12	13	12
Lesson 2	6	5	4	5	5	22	14

I thought it was important to include the data table here in order that easy comparison could be made between the figures. The two observations reveal an increase of approximately 50% in the positive aspects of behaviour from lesson one to lesson two. Reasons for this may focus on the fact that the second observations were only three months before students were to finish school and commence study leave in readiness for their final G.C.S.E. examinations. On that basis, it is possible that they attached more importance to those lessons and therefore realised the importance of paying attention and ensuring they understood exactly what was going on. However, I think it is interesting to note the number of tasks that were included in the

various lessons. The data suggests that lessons that contain a range of activities for students to undertake reduces the number of occurrences of off-task behaviour, particularly in circumstances where students perceive those lessons to be important because they are relevant. The various resources (or artefacts) used in these lessons therefore provided opportunities for behaviour to be controlled in different ways which shaped how the student dealt with the task in hand and through the use of mediated speech and specified guidelines etc. it was possible to create a complex activity system whereby the interaction produced the particular outcome seen in the second lesson observations [Engeström 1999].

8. FINDINGS B

8.1 Introduction

In this chapter I have begun by analysing the interview data that I collected from the selected Award Scheme participants. Analysis of the in-depth interviews has enabled me to identify whether the Award Scheme participants believe their attitudes to academic study have altered over time, the reasons for this and what it was that enabled this to happen. I have also analysed myself from an auto-ethnographic perspective by reflecting on my own experiences of the Duke of Edinburgh's Award Scheme and the observations I have made within my own teaching environment to provide anecdotal evidence to illustrate pertinent points, as was also the case in Chapter 6. Throughout I have tried to connect these areas with the concepts of learning, identity and culture, as discussed in some detail in Chapter 2 and Chapter 3.

8.2 Interviews

8.2.1 Student 1

During the reflection interviews with the participant I discussed these two lesson observations and some interesting points were raised. When I asked the participant about why and what it was that she particularly liked about Geography, she replied that she found it "an interesting subject". Further questioning revealed that she thought "it was not boring … he [the teacher] always keeps you busy … with loads of different activities to do all the time". She elaborated on this by saying that some teachers look like they "just print off loads of stuff from the internet and get you to do that, or else they make you copy out the textbooks or just leave you to get on with answering questions". She did think there was some value in comprehension type exercises, but said that these were easier type activities to do at home if the teacher wasn't going to assist them very much with it. The Award Scheme participant said "I think he [the teacher] wants me to do well … he's bothered about how I do". She thought this because her book was marked and returned in a timely manner, but also the comments that the teacher wrote in her book really meant that she knew exactly what it was that she needed to do to improve. I asked the participant about having handed in a draft of her

coursework and whether this was something that everybody had to do. She replied that she had a number of social commitments coming up over the next few weekends which would make it difficult to be in a position to get the work handed in by the deadline. She had therefore wanted to complete it as soon as possible so that it "was out the way". She indicated that Geography was a subject that she was seriously considering doing for A Level and it was therefore essential that she got the highest grade she possibly could at G.C.S.E. She knew the teacher would give her some very detailed feedback about how to make her work better and as a result she really valued his opinion and wanted it. She knew that the teacher would get her work back to her within only a few days and that she would be in a position to work on the suggested improvements over the course of the next few weeks (in lesson time and at home) and complete it to the highest possible standard before the specified deadline. We also looked at the participant's planner where she recorded her homework. There were two things that I found interesting about her planner. The first was that as time went on she appeared to be adding more detail to the description of what she was required to do and, secondly, that she had moved to highlighting homework tasks that she had completed, rather that crossing them out. I asked her about this and she said that she "like[d] to see exactly what I've been doing and it makes it

easier to find things in my book because I know the date when I worked on something". She stated that she had started writing more in her planner because she felt that when she got home and sat down to do her homework she now knew exactly what it was that she was supposed to be doing and therefore she was able to complete it to the standard expected but, more importantly, she could do it quicker! From this discussion with the Award Scheme participant, I think it is clear that this student is more organised that she previously was and was now more committed to this subject in particular. She appears to place a value on this subject and wants to do well in it, thereby appearing to support the findings of the PAT 12 report 2000 (as discussed in Chapter 1) which stated that "research shows that where young people have clear and high expectations with adult role models, participation in out-of-school activities and in family life, a mentor, and when they receive recognition and praise, they thrive". [PAT 12: Young People 2000, p.9]. As an Award Scheme participant, I have observed for myself the changes in this person over the course of her engagement with the Award Scheme. Student 1 became very competent at organising her group – she was very concerned about checking their equipment before setting off on any expedition in terms of who had got what. Fairness was also an important concept to her. For example, she didn't think it was fair that X had to carry the tent for the weekend when it weighed many times

more than the stove. During the planning stages, she and her group, had decided that it would be much fairer to split up the tent so that they were all carrying equal weights of the shared items – it was up to the individual what they brought for themselves as they were carrying that. I didn't teach this student myself in the traditional sense of the word, but during her participation in the Award Scheme programme she became a much more independent and organised person who was confident to give her views and opinions, even if she didn't think they were correct all the time. I think this is something that the analysis of the lesson observations and interviews supports too.

8.2.2 Student 2

I discussed a number of points with this student in the subsequent reflection interview in order to explore some of the issues raised by the two lesson observations. I initially asked the student why she had turned round so many times to talk to other people in the room. The participant stated that she did not realise she had done this quite so many times. She did say that "nobody does any work in the class anyway. It's just French and who cares about that? It's not like I'm going to go there; its full of frogs for a start". She said that she wanted to

be a veterinary nurse when she left school and that she needed to get 5 G.C.S.E.s at grade C or above, including Maths and English, although Science too would be useful. I then asked why she had decided not to take part in the card sorting activity. She stated that there "wasn't really much point … because the answers are all in the textbook so you can just look at those later if you want". The participant described most of the lessons as "boring" because most of the activities centred on simply using the textbook. She said that most of the students in the class messed around and didn't pay attention very much at all. We discussed homework and the frequency with which it was set. The participant explained that initially in Year 10 this teacher set them homework most lessons, usually tasks such as learning grammar and spellings, and they used to have little tests on these at the start of each lesson. She said that most people scored in the region of 3-5 out of 10, but it didn't seem to matter. The teacher "moaned that we hadn't done better … and moaned that we hadn't done the homework … but he never did anything about it. He gave out detentions to start with, but if you didn't go then he never did anything about that so in the end nobody bothered to go". The student confirmed that the class do not do these little tests at the start of lessons any more. Detentions were rarely issued. I asked the participant how she thought the teacher felt when he had their class. She said that she did "feel a bit sorry for him really" but

"if he tried to make it a bit more interesting and looked like he was bothered then I suppose we might try more too". We discussed whether she could do better in this subject if she tried and she outlined how she did try to listen to other people's contributions more and listen to their pronunciations more carefully. I asked why she did this, but didn't respond to the teacher in the same way. Her response was that "nobody likes speaking aloud so it's not fair to talk over them … the teacher could make it [the lessons] more interesting if he tried so it's his own fault if I don't listen to him". Overall, I would conclude that this student placed little or no value on this subject and was focussing her efforts on other subjects that she did value – i.e. the subjects she needed to pursue her chosen career and also the subjects where she felt she was capable of achieving a grade C or above. There had, however, been some positive change in her attitude towards other people to some extent, albeit only her peers. I found observing this student, and the subsequent interviews, really interesting because I thought it was a complete contrast to how I had always found her to be whilst taking part in the Duke of Edinburgh's Award Scheme. So I asked her about it. I asked her why she wasn't obnoxious and rude to me when I, for example, asked them to get on with their route planning, because that was all in the book/on the sheet; just like her answers in French were. She said that "it's not the same … Doing the Duke teaches you

stuff that's useful". She felt that she would need to use a map at some point in her life, other than for navigating Duke of Edinburgh Award Scheme routes, and that the "cooking bit is a laugh – if my mom gave me that to eat at home I'd just chuck it in the bin". I think this illustrates that this particular participant placed significant value on the team-working aspects of the Award Scheme that allowed her to explore different experiences and be shaped by them.

8.2.3 Student 3

In the subsequent discussion with this Award Scheme participant I asked about the reasons he had changed his rating of this subject from neutral to now enjoying it. He replied that he realised Science was an important subject to do well in because "colleges always want to know about your Maths, English and Science [G.C.S.E.] results so it's important to do as well as you can in those subjects whether you like them or not … you've got to do them so you might as well just get on with them". He explained that he thought his enjoyment had increased because they were preparing for the module exam and he was enjoying the fast pace of the lessons and the range of activities that the teacher had planned for them. The student said that he had very much enjoyed the role play aspect of the

second observed lesson because that was something that they rarely did in any subject. I asked how he felt about working with the person he was put with and he said "[student name] is dead clever so it was really good to be with him". The participant went on to explain that the student he had been working with had really helped him to "get his head around it [the topic]" and he felt that he understood this topic much clearer. He understood that this topic would be in the forthcoming examination so he knew he had to understand it properly. We discussed the use of his planner and the fact that he had written homework in immediately the teacher had mentioned this. The student considered that he did this so that he didn't forget to write it in and would remember to do the homework. The role of homework was discussed in general and he commented that he thought homework was important, but that its relevance was probably the most important thing. He stated that "I don't like it when it seems the teacher is just setting homework because they have to; if I can see WHY I have to do it then I take more time over it and do it properly". When we discussed the Duke of Edinburgh's Award Scheme, he likened his experiences here to those in the observed lesson. He commented that "just like when you're doing the Award, you've got to be organised … know what you're doing and where you're going". He said that when he and his group had planned the practice expedition properly, he was much more

confident that it was going to go well. The opportunity to review those experiences prior to the actual assessed expedition was welcomed very much because there were certain aspects that he could now see that would have gone much better if they had made some alteration to them in some way. I think it is fair to say that participant 3 had internalised some of the Award Scheme experiences and was transferring those to alternative settings. I think the way in which the particular Science teacher had structured the lesson meant that there were these opportunities for reflection and change and participant 3 was able to now utilise these more effectively and/or appreciate the opportunities these provided.

8.3 Profiling of the Duke of Edinburgh's Award Scheme Participant

What I have tried to do here is to create a profile for the typical Duke of Edinburgh's Award Scheme participant by using the results of the questionnaires and the interviews and, in particular, the initial reflection interviews that I carried out with the silver Award Scheme participants.

The Award Scheme participants appear to possess a number of common characteristics. These include good communication skills, commitment and resilience.

Throughout the Award Scheme participants have had to effectively communicate with a range of different people from peers to adults. Being an effective communicator is essential for the expedition phase from the initial planning stages through to the giving of their final presentation. The skill, service and physical elements of the Award Scheme also require the participant to engage in effective communication to varying degrees. Obviously if the participant is playing a team sport then this will require greater communication than if they were learning to play the piano. Increasing and/or effective communication was observed during the lesson observations, for example in the Science lesson where the participant worked with a student he would never normally choose to work with, but felt that he learned a lot from that person. This particularly underpins the ideas of Vygotsky [1978] expanded by Tharp and Gallimore [1999] in relation to knowledge and skills being extended by the interventions of more expect others, whether that be the teacher or peers.

Commitment is show by participants through all elements of the Award Scheme programme. They must participant in two of the elements for at least three months at bronze level and the other for six months, attend regular weekly meetings and also complete the practice and assessed expeditions in order to complete the Award. In the majority of subjects, participants appear to enjoy their lessons and the range of activities they are asked to undertake. Participants were completing

homework and generally achieving in line with their target grades in the final G.C.S.E. examinations.

Resilience was a key feature that Award Scheme participants appeared to demonstrate both in relation to the Award Scheme programme and during lessons. Participants appeared to 'stick with' their chosen activities (skill, service and physical) and it was not necessarily about getting better at e.g. the skill, but often about learning something new. Indeed, whilst I ran the Award Scheme participants would ask if I could set up a club to allow them to do something in particular. For example, this is how the pottery club started. They had done pottery for a couple of lessons during Art but that had been it. They had really enjoyed it and just wanted to do more of it. I approached the teacher concerned and she was thrilled to hear how much the students had enjoyed the topic and was more than willing to provide an additional opportunity for them at lunchtimes for the duration of the Award. Indeed, pottery became a regular feature at bronze level and some of the silver Award Scheme participants had approached the Art teacher to see if they could help with the pottery lessons to put towards their service section.

The expedition element required students to become resilient, particularly as they were experiencing things that they had not done before whilst being in an unfamiliar environment. Evidence suggests that students were not afraid to 'get it wrong' – it was more about

realising they had made an error, e.g. whilst navigating the route whilst on expedition, and then doing something about that. Participants could learn from their experiences. I remember on one expedition it took us nearly two hours to find one group – they had not arrived at their check point or been spotted for some time. There was a particular junction on the map where we felt they could have selected a different path. We needed to try to track them down whilst also monitoring the other groups. It was difficult because assessing how fast and how far they had walked in the time was hard to calculate – especially in circumstances where we were not 100% sure when they had deviated from their pre-planned route. As it turned out, they found us before we found them. When I asked where they'd been, they showed me on the map where they'd gone off route. It materialised that they hadn't realised they were off route until they had arrived at a particular farm. The farm was some way from the pre-planned route and therefore they had decided to take an alternative route back on to the pre-planned route, rejoining it much further down. Indeed, we had been to the farm to see if they were there, but they had been and gone by the time we had arrived. The students were not concerned about the unplanned diversion; they were very pleased with themselves for realising their earlier error and then adopting a sensible approach to remedy the situation – again clearly illustrating their abilities to be resourceful [Claxton 2002] using the artefacts they had. I think they were more concerned that I had been worried where they were!

Dewey would describe these events as *an experience*. This is because material experienced runs its course to fulfilment [Dewey 1934], compared to simply experiencing something – that is to say where "what we observe and what we think, what we desire and what we get are at odds with each other" [Dewey 1934, p.271]. This might be because of extraneous circumstances or inner lethargy, unlike having *an experience* where the experiences are so rounded that there becomes a natural consummation rather than a cessation. Dewey talks about these experiences, amongst other things, as those things that stand out because they cannot be repeated. I think this is something that is synonymous with the expedition phase of the Duke of Edinburgh's Award Scheme particularly. Many of the students who participate in the Award Scheme have never camped before and, if they have, they have never camped and carried all their equipment for a distance of between 15-50 miles without a member of their family on hand. It stands out because of what went before and what came after. This experience then flows into other experiences; there is constant merging and therefore no disruption to the Award Scheme participants' self-identities. Dewey explains that by getting rid of the interferences that limit experience, because of excess on either the side of doing or on the side of undergoing, the individual can be left with an experience that is not distorted and one that can therefore arrive at a natural consummation. As outlined in the Introduction section of this doctoral study the reader will recall the story of Mark and Nathan. The changes I observed in Mark and Nathan happened after the first expedition they

undertook. Dewey would argue that they had *an experience* because there were no other factors to limit their experience. That is to say that, firstly, this was something completely new for both of them; they had barely been out of Dudley before, let alone pitched a tent and camped out; there were no interferences from members of their family or friendship groups who had influence over their activities that weekend and Mark and Nathan were surrounded by other like-minded individuals. The constant flow of experiences thereafter flowed into each other causing both Mark and Nathan to be consumed by those experiences that ultimately caused alterations to their own individual self-identities that thereafter became a new way of being – further illustrated by their subsequent continuation with education; something they would have not considered twelve months earlier. They had clearly made those connections between the doing and the undergone and followed those to consummation.

8.4 Answering the Research Question

The original purpose of this doctoral study was to investigate how and in what ways experience of the Duke of Edinburgh's Award Scheme helped students to learn. My research has shown me that before the participants can reposition themselves as learners, they have to become more amenable to learning new things. Vygotsky [1978] indicated that

social interaction was essential if learning was to occur and that it was through the use of language as a cultural tool that enabled the formation of higher-order self-regulated thought processes. In order for that to happen, then it was necessary to remove the student from their familiar environment where they had already learnt behaviours, either from their peers or inherited through family members so as to enhance learning by disrupting their interpretations of the taken for granted. Edwards' [2000] work suggested that by understanding the object better then the learner was repositioned in relation to that object as it was seen differently and therefore when it was externalised it contributed to the reshaping and creation of new understandings. I think this is the key to the research question. Through these experiences the learner is able to experience these new ideas and when they experience success, they are keen to try that again and receive the same feelings of achievement. When back in the classroom, the student wishes to experience that feeling of achievement again and it is the actual structure of that classroom environment that will facilitate that for the student. I have already explored the issues concerning the culture and identity of the Award Scheme participants and therefore, in the final section of this doctoral thesis, I have discussed what it is about the classroom environment that must be in place in order to allow these students to reposition themselves as learners. I want to know what it is that will make me a better teacher.

10. SUMMARY

In this section I have tried to summarise and synthesis the data presented in the previous sections of this doctoral study in order to identify what this research has revealed.

Outdoor education in its various forms has been in existence for thousands of years and as such it is not a new phenomenon in education. The works of philosophers, such as Plato, Aristotle and Rousseau, and psychologists, such as Vygotsky, Erikson and Claxton, all recognise the importance of activity to enable effective learning to occur. Indeed, the importance of outdoor education has been recognised by consecutive Governments within the UK and has led to the commissioning of various reports, followed by the formulation and implementation of a number of Acts of Parliament. The most important of those reports was the Hadow Report of 1931 which gave Local Education Authorities the power to provide, amongst other things, school camps. The Norwood Report of 1943 reinforced the views of the Hadow Report stating that "it is essential to bring boys and girls in touch with sea and mountain and other open areas [Norwood Report 1943, p15]. With the implementation of Acts of Parliament, such as the Country Planning Act of 1947 and the National Park Access to the Countryside Act of 1949, the important of outdoor education was again reinforced. Following the legislating of matters pertaining to health and safety, it was clear that a more formal programme in relation to outdoor education was required.

Kurt Hahn was a man who embraced the concept of outdoor education and subsequently developed the Duke of Edinburgh's Award Scheme – a programme that has changed very little since its inception. With over 1.5 million young people having entered the Award programme in the UK since its commencement in 1956 , it is clear that this programme has been viewed as beneficial in enhancing the educational opportunities of young people. But why is it beneficial?

The literature review of the material covering learning, identify and motivation revealed that learning was significantly affected by culture. Engeström said that "humans can control their own behaviour – not 'from the inside' … but 'from the outside' by using and creating artefacts" [Engeström 1999, p.29]. Artefacts, both tangible and intangible, help to shape who we are and how we behave in particular circumstances; the environment within which we act and react influences and determines the courses of action we take. Cole [1998] examined the issue of culture further and stressed the importance of context in such an analysis. His theory using concentric circles [Cole 1998] illustrated the idea that this was a two way process – that is to say that young people are influenced and affected by their classroom, their school and local and national policy, but they too can affect and influence their classroom, the school and local and national policy. Complex activity models allow us to investigate the relationships present within an activity system and illustrate how new meanings can be attached to the artefacts therein. They allow us to see "the dynamic relationships that exist within settings between, for example, traditions, responsibilities, how resources are used and the outcomes of

interactions. In brief they allow us to examine the nature of activities, actions and operations and get some purchase on how they interact to produce particular outcomes" [Edwards 2002, p4].

The literature illustrated how learning is enabled by investigating the work of Tharp and Gallimore [1999]. Their work highlighted how Vygotsky's ideas in relation to the zone of proximal development [Vygotsky 1978] could be developed to expand performance capacity through the use of more expert others in order that new capabilities could be developed [Tharp 1999].

According to Edwards, "Activity theory aims at transforming activity systems by enhancing the understandings of the participants in those settings … Activity theory research is avowedly interventionist and aimed at enhancing learning by disrupting our interpretations of the taken for granted" [Edwards 2002, p.8]. The Award Scheme provides opportunities for the 'taken for granted' interpretation to be disrupted because the Award Scheme can be tailored by the individual to their own interests. Students participating in the Award Scheme have opportunities of enhancing their learning, whether it be through opportunities to improve their communication skills and team-working abilities or whether it simply be to improve their skills in, for example, cricket.

Socio-cultural and activity theory ideas do, I believe, help us to identify where the learner is currently situated and what it is that we as teachers/coaches or responsible adults need to do to ensure that the knowledge and skills become

internalised within the individual to the extent that the individual then becomes expert in these areas – that is to say that it passes from the intermental to the intramental [Edwards 2002]. Once this takes place then those new skills and knowledge will become part of the individual's nature and can be transported to other settings, although this will depend upon the motives of the learner and the way in which object and language mediation are being used in order to move from the intermental to the intramental and thereafter externalise these motives to new ways of being. I think it is this that may go a considerable way to explaining why the alteration in students' behaviour becomes apparent following the expedition element. In this section the learner moves in and out of the various stages of the activity system, developing their own capacity and internalising the acquired skills and knowledge. Here we can see expertise not simply as an internalised skill or conceptual understanding, but as a capacity to interpret the world in which we operate and a capacity to see what action is appropriate and to take that action. Here we can see a link between context, motivation and learning. This is balanced against the identity the learner has about themselves and it was therefore important to investigate this aspects too.

Giddens [2002] suggests that exposing students to new situations and experiences will have an effect upon the actions they take in different situations, and this is something that the Duke of Edinburgh's Award Scheme forces them to do. As a consequence, they are shown that there is an alternative way of being to that which they have been used to and Hofstede [1995] would suggest that should be the main objective of schooling. This

could go some way to explaining why the apparent alternation in behaviour/attitude when students return from the expedition phase. If it is not until the expedition phase that participants acquire the skills of how to learn then it would make sense that they cannot 'learn how to do' until they return from the expedition.

When I investigated the school at the heart of this doctoral study, the literature highlighted the fact that it was not necessarily about what a school provides in terms of classroom experiences for students, but more about what is should provide in terms of creating communities and developing students to be effective members of those communities. For example, the work of Durkheim [1961] illustrated that the group was more important than the individual and that an organisation that is effective in doing this could create a culture where all those involved were working towards a common goal. I think that participation in the Duke of Edinburgh's Award Scheme enables the students to experience new ways of learning and enlightened them in relation to the importance of the group, rather than self-importance and personal gain. The culture of the school is such that it allows those new ways of learning to be tried out in alternative environments and these ultimately become part of the Award Scheme participant's new identity which can then be played out when back at school.

Because students are not being told what to do all the time whilst undertaking the Award Scheme, the power shift facilitates an alteration in the pupil/teacher relationship. Teachers no longer appear as the dictators of what will be done,

but instead are able to adopt the much more passive role of guide only. The incentive of achieving the goal of completing the expedition (or Award) and gaining recognition is seen as the inducement for acting in a certain way. This act could be attributed to, and described as, motivation. The work of Dweck [2012] underpinned this issue, i.e. what people believe about themselves and how this affects their motivation and ability to accomplish tasks and achieve goals. Dweck [2012] believes that individuals have two extremes of belief about themselves that are key to establishing their effectiveness or ineffectiveness – these being the fixed mindset (where the individual is not open to change) and the growth mindset (where change occurs in varying increments constantly) She believes that individuals with an extrinsic orientation tends to also have a fixed mindset, whilst those individuals who have an intrinsic orientation tend to have a growth mindset. Understanding the reasons why some individuals are of a fixed mindset is important as without alteration of this mindset then change cannot occur, although those individuals will be of the belief that it is impossible for them to change. Understanding the reasons for the fixed mindset might stem from the view that behaviour is genetic, linking with the issues of identity previously discussed, or from the fear of failure. Learners would believe that their intelligence is an unvarying entity, that their abilities are an unvarying entity, and that they are helpless to change any of it. Those with a growth mindset believe the opposite in that they believe that their intelligence increases in increments of knowledge and that their abilities increase in increments according to how much effort they apply to improving them.

The Award Scheme provides opportunities for participants to 'try out' these factors. For example, it is easy for the Award Scheme participant to recognise the improvements in their performance at, say, map reading. Previously they may have been poor at navigation, but with practice and guidance they are able to successfully navigate the predetermined route. It is easy for the participants to see for themselves that they can do something and be successful, whereas in other environments, whether that be in the classroom or at home, they have been afraid of trying something in case it was wrong. Working within the group means that success is shared and there can therefore be a shift from the fixed mindset to a growth mindset where change and the unknown can be embraced and ultimately the expectations one has for, and of, one's self will also be raised.

So what is it then that allows the pupils to move on as learners back in the classroom? What is it about these new skills that they have acquired that make them transferable? In relation to group work, McCormick [1999, p27] says that:

> "the learner's exposure to alternative points of view challenges his or her initial understanding. In addition, with the help of advanced peers or a teacher who provides supportive scaffolding, the collaborative group maintains a mature version of a target task. By sharing it, a complex task is made more manageable, yet is not over-simplified. Each learner contributes what he or she can and gains from the contributions of those more expert … learners

> perform within their range of competence while being assisted in realising their potential levels of higher performance".

Perhaps then by working in groups that would not normally be generated in the classroom environment, students acquire these new problem-solving skills through the external influences and conflicting opinions to which they are now being exposed.

Transferring these skills to the classroom environment could ultimately be possible because participants have learnt to work with other individuals in a way which had not previously been possible. They are able to consider the opinions of others and accept these as valid and relevant to their own understanding and interpretation – they are able to change their own mindset. Ultimately the interaction between participants from different cultures can still take place in the classroom, just as they did in the open air, and participants can reposition themselves as learners where the participation and guidance from others influences the understanding of new situations and the management of problem solving that leads to learning. Because expedition groups have to be between four and seven members in size, it means that students work with other students that they would perhaps not normally team up with. This ultimately provides opportunities to be exposed to the opinions and experiences of others which may affect their own future actions and learning trajectories.

How the school allows this alteration by the individual to take place was also investigated and, in particular, what is it about the culture of the school that facilitates this repositioning. My research showed that classrooms are seen by pupils as different environments than previously as there is no longer the same teacher/pupil relationship there where students had specific points of reference and experiences upon which to base their actions and attitudes. Instead they are seen as opportunities for interaction with others where the skills of problem solving recently acquired can be demonstrated in a new context. Where teaching of groups occurs, particularly with mixed ability students, participants still have the opinions of more able peers to draw upon and to challenge their own thinking and allow them to work in a more collaborative way than was previously possible. Cole [1998] referred to the weaving together of the layers in his concentric circles theory, rather than one layer influencing another. This said then the weaving together of those layers identified in Figure 4 on page 49 would allow participants of the Award Scheme to operate in an environment where a context and culture are created that allow this repositioning to become possible.

In summary, therefore, it can be said that individuals participating in the Duke of Edinburgh's Award Scheme are initially exposed to new ways of problem solving that are not possible in the traditional classroom environment. This may be caused by the shift in power that occurs – i.e. the shift of power from teacher to student – because participants are given numerous problems to solve together as a group. Guidance to students is only offered by the teacher; it is the students themselves who must come up with the solutions to the

problems. The students have no previous experience of these situations upon which to base their decision making and, therefore, become more open to new ways of thinking and dealing with problems. Once the students have experience of this new way of solving problems then they can draw on those experiences again and again and ultimately it will become part of their culture and identity which can then be adopted in the formal setting of the classroom or the informal setting of the countryside. For this to be achieved we must create contexts where individuals can "create, enact and experience – together or separately – purposes, values and expectations; knowledge and ways of knowing; rules of discourse; roles and relationships; resources and artefacts" [Leach: 1999, p.268] and this ultimately becomes engendered in their culture and identity.

The analysis of the schools as learning environments illustrated that the ideas of the Duke of Edinburgh's Award Scheme are a complete contrast to those within the traditional classroom environment. So what can we learn from this? Clearly it is not possible to manage all education along the same lines as the Duke of Edinburgh's Award Scheme, but I do believe there are elements that would meet the Award Scheme principles that could work back in the classroom. I therefore thought it would be useful to set out here a simple list of the events that could occur in the classroom environment that would lead to the creation of a (more) positive culture therein. These ideas could therefore provide a simple 'check list' for classroom practitioners that may be of some assistance in creating the positive learning environment in their own teaching areas and helping to develop a (new) positive culture that can be sustained:

Informal:	Change desk arrangements to suit task being undertaken.
Unfamiliar:	Develop and use a varied range of resources in creative ways.
Team Working:	Use various ways to select groups.
Outdoor:	Use of field trips where possible.
Flexible Structure:	Allow some work to presented in a format chosen by students
Trial and Error:	Reinforce point that not getting it right first time is OK
Self-Discipline:	Provide details of tasks to be completed and allow students to manage own learning.
Informal Assessment:	Incorporate opportunities for various forms of peer assessment to be used at various points in the task process (e.g. after 10 minutes, middle, end).

The observations revealed an increase of approximately 50% in the positive aspects of behaviour from lesson one to lesson two. Reasons for this could

focus on the fact that the second observations were only three months before students were to finish school and commence study leave in readiness for their final G.C.S.E. examinations. On that basis, it is possible that they attached more importance to those lessons and therefore realised the importance of paying attention and ensuring they understood exactly what was going on. However, I think it is interesting to note the number of tasks that were included in the various lessons. The data suggests that lessons that contain a range of activities for students to undertake reduce the number of occurrences of off-task behaviour, particularly in circumstances where students perceive those lessons to be important because they are relevant. The various resources (or artefacts) used in these lessons therefore provided opportunities for behaviour to be controlled in different ways which shaped how the student dealt with the task in hand and through the use of mediated speech and specified guidelines etc. it was possible to create a complex activity system whereby the interaction produced the particular outcome seen in the second lesson observations [Engeström 1999].

The interviews with the participants revealed The Award Scheme participants appear to possess a number of common characteristics. These include good communication skills, commitment and resilience.

Throughout the Award Scheme participants had to effectively communicate with a range of different people from peers to adults. Being an effective communicator is essential for the expedition phase from the initial planning stages through to the giving of their final presentation. The skill, service and

physical elements of the Award Scheme also require the participant to engage in effective communication to varying degrees. Obviously if the participant is playing a team sport then this will require greater communication than if they were learning to play the piano. Increasing and/or effective communication was observed during the lesson observations, for example in the Science lesson where the participant worked with a student he would never normally choose to work with, but felt that he learned a lot from that person. This particularly underpins the ideas of Vygotsky [1978] expanded by Tharp and Gallimore [1999] in relation to knowledge and skills being extended by the interventions of more expect others, whether that be the teacher or peers.

Commitment is show by participants through all elements of the Award Scheme programme. They must participant in two of the elements for at least three months at bronze level and the other for six months, attend regular weekly meetings and also complete the practice and assessed expeditions in order to complete the Award. In the majority of subjects, participants appear to enjoy their lessons and the range of activities they are asked to undertake. Participants were completing homework and generally achieving in line with their target grades in the final G.C.S.E. examinations.

Resilience was a key feature that Award Scheme participants appeared to demonstrate both in relation to the Award Scheme programme and during lessons. Participants appeared to 'stick with' their chosen activities (skill, service and physical) and it was not necessarily about getting better at e.g. the

skill, but often about learning something new. This again underpins the ideas of Claxton [2002] in building learning power.

The expedition element required students to become resilient, particularly as they were experiencing things that they had not done before whilst being in an unfamiliar environment. Evidence suggests that students were not afraid to 'get it wrong' – it was more about realising they had made an error, e.g. whilst navigating the route whilst on expedition, and then doing something about that. Participants could learn from their experiences.

Dewey [1934] would describe participation in the Duke of Edinburgh's Award Scheme as an experience because the experiences therein are so rounded that there becomes a natural consummation rather than a cessation. Dewey talks about these experiences, amongst other things, as those things that stand out because they cannot be repeated. I think this is something that is synonymous with the expedition phase of the Duke of Edinburgh's Award Scheme particularly. It/they stands out because of what went before and what came after. This experience then flows into other experiences; there is constant merging and therefore no disruption to the Award Scheme participants' self-identities. As outlined in the Introduction section of this doctoral study the reader will recall the story of Mark and Nathan. The changes I observed in Mark and Nathan happened after the first expedition they undertook. Dewey [1997] would argue that they had an experience because there were no other factors to limit their experience. That is to say that, firstly, this was something completely new for both of them; they had barely been out of Dudley before,

let alone pitched a tent and camped out; there were no interferences from members of their family or friendship groups who had influence over their activities that weekend and Mark and Nathan were surrounded by other like-minded individuals. The constant flow of experiences thereafter flowed into each other causing both Mark and Nathan to be consumed by those experiences that ultimately caused alterations to their own individual self-identities that thereafter became a new way of being – further illustrated by their subsequent continuation with education; something they would have not considered twelve months earlier. They had clearly made those connections between the doing and the undergone and followed those to consummation.

So, can participation in outdoor education, and in particular the Duke of Edinburgh's Award Scheme, enable learning to occur. In short, yes it can. It worked for Mark and Nathan and can work for other young people.

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