

Outdoor adventure learning

Unclear impact for moderate cost based on insufficient evidence

Outdoor adventure learning typically involves outdoor experiences or outdoor sports.

Implementation cost



Evidence strength



Impact (months)



Technical Appendix

The security of the evidence around Outdoor Adventure Learning is rated as extremely low. For topics with extremely low evidence, a month's progress figure is not displayed. Only 9 studies were identified that met the pre-specified inclusion criteria. None of these studies were independently evaluated.

The 9 studies were:

- Callahan Ronald Clifford (1989) Academic and therapeutic potential of the Sierra II process: An evaluation of an adapted Outward Bound diversion program for adjudicated juvenile delinquents. Old Dominion University.
- Carroll Jr and Richard W (2008) Adventure-based counseling with at -risk early adolescents. Regent University.
- Eagle Harlan Adam (1999) Long-term differences between participants and non-participants in "Beyond the Limits" adventure education program. , University of Maryland, College Park.
- Gillis H L (1981) The effects of camping/construction experience on the self-concepts, locus of control, and academic achievement of high school students.
- Grayson Randall Charles (2001) Summer camp as an intervention for at-risk youth. The Claremont Graduate University.
- Harris James Patrick (2005) The impact of an experiential/adventure intervention on male adolescents with special needs. Colorado State University.
- Pann James Murray (1999) The effects of an adventure education intervention of self -concept and verbal academic achievement in inner -city adolescents. University of Miami.
- Stogner Joseph D (1978) The Effects Of A Wilderness Experience On Self-Concept And Academic Performance. Virginia Polytechnic Institute and State University.
- Talbot PA (2001) An evaluation on the impact of adventure based educational program on the self-esteem and academic achievement of adolescents at risk.. Master's.

The criteria used to judge the inclusion of a study are:

- The population sampled involved early years and school age learners from 3-18 learning in their first language.
- The intervention or approach being tested was educational in nature, including named or clearly defined programmes and recognisable approaches classifiable according to the Toolkit strand definitions (e.g. peer tutoring or small group

teaching). The intervention or approach is undertaken in a normal educational setting or environment for the learners involved, such as a nursery or school or a typical setting (e.g. an outdoor field centre or museum).

- A valid comparison was made between those receiving the educational intervention or approach and those not receiving it.
- Outcomes include the assessment of educational or cognitive achievement which reports quantitative results from testing of attainment or learning outcomes, such as by standardised tests or other appropriate curriculum assessments or school examinations or appropriate cognitive measures.
- The study design provided a quantitative estimate of the impact of the intervention or approach on the educational attainment of the sample, calculated or estimated in the form of an effect size (standardised mean difference) based on a counterfactual comparison.

For the full details of the Toolkit inclusion and exclusion criteria, see page 4 of the **Protocol and Analysis Plan** (https://educationendowmentfoundation.org.uk/public/files/Toolkit/EEF_Evidence_Database_Protocol_and_Analysis_Plan_June2019.pdf).