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Adventurous learning: a pedagogy for a changing world

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teacher education that takes up experience in a way that understands identity and the dreams of teachers to transform their classrooms while resisting 'damaging policy interventions' such as standardization (201).

Practitioners and subject specialists will welcome the third section that explores learning to teach English, Mathematics and Science. Lauren Gatt's chapter explores the teaching of English in an urban residency programme. Erik Jacobson's work is also from the US and explores the teaching of Mathematics in a professional development programme and Shawn Michael Bullock's work deals with the teaching of science and experiential learning in Canada. The argument is that if 'teacher candidates come into pre-service programmes grounded in the cultural tradition of teaching as telling, and field experiences tend to be conservative forces, then the methods course may be one of the few places where a teacher-educator can help teacher candidates disrupt and challenge their prior assumptions about teaching and learning and to articulate what they have learned from experience' (252). While these are the words of Shawn Michael Bullock, in many ways they stand for the core arguments being made in the third section of this book.

This is an extremely useful book for three reasons: first, the coverage is wide (but what of the southern hemisphere?); second, the reading lists and indexing are invaluable to any student of teacher education and this aspect is sometimes not always well managed in edited collections; and third, all the writers have treated with their readers in a scholarly manner and have used strong theory and imaginative arguments from a wide range of sometimes unexpected sources with the consequence that each piece has a feeling of authenticity about it. A feeling of great respect for the readership is conveyed by this approach. This is also a timely book. It seems to me, working in the English context, that the stakes are high right now. Are we losing the ground that has been slowly won over time that has ensured teacher education a place in the academy? Are we getting too caught up in a 'defend or reform' binary as Ken Zeichner warns in this book? Could we seize this moment to get involved in 'an authoritative argument for the meaning of experience in learning to teach' (Ellis and Orchard, 15) in the ways outlined in this provocative, informative and scholarly collection.

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Adventurous learning: a pedagogy for a changing world, by Simon Beames and Mike Brown, London, Routledge, 2016, 126 pp., £22.99 (paperback), ISBN 978-1-138-83166-7

This appropriately titled book is an engaging, compelling and clear read for any teacher involved in formal education and challenges the reader to conceive and construct approaches to learning that are arguably relevant for a changing world in the twenty-first century. Additionally here, Beames and Brown develop and progress the ever-evolving theoretical landscape that supports and informs the practice of Outdoor Learning, and Outdoor and Adventure Education. This book argues against the forces that dictate and maintain the factory model of the school curriculum and its associated dominant pedagogies. The authors urge teachers to make *all* learning adventurous by authentically partnering with their learners to face the uncertainty that arises from facing real challenges in local communities.

Beames and Brown argue convincingly for the need for an *Adventurous Learning* pedagogy, namely, theory and practice which positions and delivers education in ways which lead to transformation of individuals and communities and which, in turn, challenges engrained ways of learning and relocates learning within the interests, passions and agency of the learner. The authors' clear writing style and the logical structure of the book make their arguments straightforward and easy to follow within a four-dimensional model for *Adventurous Learning*, namely, authenticity, agency, uncertainty and mastery. This framework is informed by well-established sociological, educational and psychological theories that are integrated coherently to produce a cogent argument for *Adventurous Learning*.

Chapter 1 sets out the parameters of the book within the authors' valued-informed biographies, which reveal an unashamed passion for 'well-conceived and facilitated educational experiences'. In Chapter 2, *Meanings of Adventure*, the authors consider the place and development of adventure in educational contexts and in Chapter 3, consider the sociocultural influences on these, including the part played by traditional outdoor adventure education. The dominance of neo-liberal educational practices is critiqued in Chapter 4, *Adventure Education, Rationalisation and Commodification* – where the principles of McDonaldisation and Disneyisation are discussed and applied to a wider educational context. The next four chapters outline and discuss the constituent parts of *Adventurous Learning*. Chapter 5, *Authenticity*, outlines a cogent rationale for 'authentic' learning environments and approaches to learning which support students' engagement *in* and development of approaches to learning which support the development of the whole student. A welcome revisiting of the Deweyian theoretical landscape and contextualised learning, 'ground' this chapter, which concludes with a robust discussion for implications on practice. In Chapter 6, *Agency and Responsibility*, the authors remind us of the importance of developing agency in learning to enable students to take a lead role in developing a sense of responsibility which, ultimately, facilitates their ability to make meaningful and moral choices in the outdoors. Chapters 7 and 8, respectively, titled *Uncertainty* and *Mastery through Challenge* equip both students and practitioners with a theoretical landscape which enables them to work in partnership to transform learning and teaching experiences and practice in the outdoors in ways which enable all to develop 'mastery' in the outdoors – i.e. deep, meaningful engagement.

To conclude the discussion, Chapter 9 synthesises the previous chapters and discusses *Weaving the strands together*, illustrating this weave with some useful examples and visual representations of the continuum that is *Adventurous Learning*. We would have liked to see a greater number of examples suggested here across a range of educational contexts to allow the reader to perhaps more readily identify how they can make their own teaching a place for *Adventurous Learning*.

Overall, this is an excellent book that is well worth investing in. It is highly perceptive and pleasingly written and suggests an agenda of adventure for teaching both inside and outside the classroom.

This work is highly recommended for outdoor practitioners and teachers alike, and would also be a valuable and meaningful read for policymakers, curriculum designers and educational leaders.

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