

College of Science and Health

SABBATICAL LEAVE APPLICATION

University of Wisconsin-La Crosse

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Title of Project: Genuine Learning, Genuine Freedom: An Experiential Educator's Exploration
into the Philosophy of John Dewey

Dates of Project: 2010-2011 Academic Year

Dates of Last Leave: 2008-2009

Date of Last Sabbatical: 1999-2000

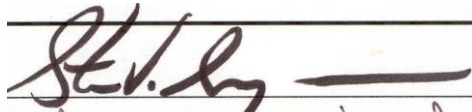
Requesting: (check one)

Two (2) semesters

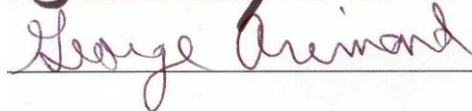
One (1) semester

Fall Spring

Applicant's Signature



Chairperson's Signature



Genuine Learning, Genuine Freedom

Abstract

The purpose of the proposed sabbatical is to write a book with the working title *Genuine Learning, Genuine Freedom: An Experiential Educator's Exploration into the Philosophy of John Dewey*. The book is based on an assumption that many non-classroom educators (adventure trip leaders, recreation professionals, environmental educators, ropes and challenge course facilitators, etc...) consider John Dewey the philosophical father of experiential education, but understand little of his writings beyond his small and accessible book, *Experience and Education*. *Experience and Education* does an excellent job of comparing traditional and experiential education, but ignores some of Dewey's greatest insights on education, most notably the role of education in maintaining a democratic society and the importance of the scientific method as the foundation for 'learning by doing.' This book will 1) present a practitioner-oriented summary of Dewey's ideas on education and 2) link Dewey's educational philosophy to practical issues in the field of experiential education.

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Genuine Learning, Genuine Freedom

Whenever there is *genuine learning*..., even young pupils react in unexpected ways. There is something fresh, something not capable of being fully anticipated by even the most experienced teacher.

John Dewey, *Democracy and Education*

Genuine freedom... rests in the trained power of thought, in ability to 'turn things over,' to look at matters deliberately to judge whether the amount and kind of evidence requisite for decision is at hand, and if not, to tell where and how to seek such evidence.

John Dewey, *How We Think*

Introduction

John Dewey is the father of experiential education philosophy, yet most experiential educators have only a basic understanding of his writings and concepts. This proposal is for a full academic year sabbatical to write a book titled *Genuine Learning, Genuine Freedom: An Experiential Educator's Exploration into the Philosophy of John Dewey*. Its purpose is to present a comprehensive explanation of Dewey's philosophy of education and apply his educational principles to non-traditional education. As much as possible, these principles will be explained with contemporary, real-life examples, making the book accessible and of interest to a wide range of non-classroom educators. Special attention will be given to Dewey's *Democracy and Education*, *The Child and the Curriculum*, and *How We Think*, as well as secondary sources both supportive and critical of Dewey's educational concepts (e.g., *The Metaphysical Club*, *A Gleam of Light*, and *Getting It Wrong from the Beginning*). The audience for the book will be twofold; 1) experiential educators (e.g., recreation professionals, interpretative naturalists, ropes course facilitators, wilderness trip leaders, therapeutic recreation specialists) who have read *Experience and Education* (a book familiar to many experiential educators) and want to take Dewey to a higher level of understanding and 2) experiential educators who are curious about Dewey, but find even *Experience and Education* difficult to read (e.g., approximately 50% of the undergraduate students in my recreation leadership courses).

As of fall 2009, the first two of an anticipated seven chapter book have been written. Wood N Barnes, publishers of my two previous books (*The Leader Who is Hardly Known* and *The Processing Pinnacle*) has committed to the project and has asked for a manuscript by summer 2011.

Project Description

Early in 2009, Smith and Knapp co-edited a book titled *Beyond Dewey and Hahn*. Its purpose was to encourage experiential educators not to limit their philosophical foundations to the ideas of John Dewey and Kurt Hahn (I contributed to the book with a chapter about Aldo

Leopold). The irony of the book, even though it makes a worthy contribution to the experiential education literature, is that asks educators to go beyond Dewey or Hahn before they have a solid understanding of either man’s philosophy. In the case of Dewey, more has been written by Dewey and about Dewey than any single person could read in a lifetime, but there still is no single text written specifically for non-traditional educators (e.g., recreation professionals, interpretative naturalists). Even Dewey himself wrote primarily for the classroom educator, whereas *Genuine Learning*, *Genuine Freedom* will apply Deweyian tenets of education to the wide range of fields that educate outside the classroom. The goal is an accessible, yet detailed, description of John Dewey’s most important ideas on effective leadership and teaching. More specifically, the book will provide:

- a clear summary and interpretation of Dewey’s *Experience and Education*
- a summary of other scholars’ views on Dewey’s concepts
- an in depth look on Dewey’s educational ideas concerning the scientific method, how students think, democratic education, play, and vocational training
- an analysis as the relationship between Dewey’s educational philosophy and contemporary experiential education

Genuine Learning, *Genuine Freedom* will be divided into four sections. Section One is a basic overview of the Deweyian tenets already familiar to many experiential educators. Specifically it will summarize the key points in *Experience and Education*. Section Two will make the claim that experiential educators would benefit from understanding Dewey at a deeper level than *Experience and Education*. This section also will explain how some experiential educators have taken student freedom well beyond anything advocated by Dewey, with the result being 1) a loss of predetermined outcomes, program structure, and specific curriculum and 2) an unnecessary division between traditional classroom teachers and those who consider themselves educators outside the traditional classroom. Section Three will address three themes important to Dewey, but not addressed in *Experience and Education*. These three themes are 1) the importance of the scientific method in learning experientially, 2) the role of education in maintaining a truly democratic society, and 3) Dewey’s appreciation of recreation, play, as well as practical vocational education. Finally Section Four will be an annotated bibliography of selected primary and secondary sources on Dewey’s philosophy of education.

The tentative table of contents for *Genuine Learning*, *Genuine Freedom* is as follows:

<i>Table of Contents</i>	
<i>Overview</i>	The Bucket and the Canal
Section One: Just the Facts	
Chapter 1. <i>Dewey 101</i> (basic summary of Dewey’s ideas on education)	
Section Two: Dewey in the Middle	
Chapter 2. <i>Ready for Dewey</i> (a call for experiential educators to look more deeply at Dewey)	

Chapter 3. *To the Left of Dewey* (how liberal education has failed to heed Dewey)

Chapter 4. *And to the Right* (why fundamental education blames Dewey)

Section III A Deeper Look

Chapter 5. *Mr. Science* (How to Think and the scientific method)

Chapter 6. *Mr. Democracy* (the big picture and universal education)

Chapter 7. *The Common People's Educator* (work and play; practical education)

Section IV Conclusion

Chapter 8. *Closing Statement and Annotated Bibliography*

Book Excerpt

The following is an excerpt from *Genuine Learning, Genuine Freedom*. It may reveal the tone of the proposed book better than a lengthy description. This particular passage comes from a draft of Chapter 1 Dewey 101. This chapter presents a basic list of Deweyian tenets of experiential education, laying the groundwork for the more advanced concepts that will make up the bulk of the book.

from Chapter 1 Dewey 101

Many experiential educators' introduction to John Dewey's writings is through *Experience and Education*. Less than a hundred pages long and his most concise statement about the differences between traditional and progressive education, it is a good place to get a general sense of Dewey's views on quality education.¹ *Experience and Education*, however, is not a complete summary of his educational philosophy. It is a sampling more than an overview – and no one reading *Experience and Education* should assume it conveys all, or even the best, of Dewey's insights on education. Still it does capture two things that embody Dewey's writings on the subject. First of all, the philosophy is practical. It is not intellectual discussion for the sake of discussion, but an attempt to bring philosophy and pedagogy together as a way to improve education. Secondly it is not an ideological pep talk for experiential education. Although Dewey's reputation as an educational progressive is deserved, the book comes across as a fairly moderate approach to education and education reform. Dewey advocated gradual and selective improvements in education, not an overthrow of the current educational system. As much as anything, *Experience and Education* is a warning to experiential educators that addressing the weaknesses of traditional education does not make experiential education a free-for-all.

The following is a list of key points gleaned from *Experience and Education*. While I hope that the list stands on its own, its primary purpose is to give a starting point or a foundation from which a deeper understanding of Dewey may someday evolve. For those not familiar with Dewey, it may whet their appetite. For others, it is a quick refresher course of some basic components of Dewey's philosophy of education. Most

experiential educators will find much of this information common sense and common knowledge. That should not be surprising. It is, after all, a slice of the philosophical foundation of the profession.

Point No. 1. It is not enough for experiential education to point out the weaknesses in traditional education; it must offer a viable alternative. A new educational system cannot be based on criticism of the old way of doing things; it must be based upon its own strengths and its own explicit philosophy.ⁱⁱ

While the eleven points that follow are not in a particular order, this is a good one to mention first. John Dewey was adamant that the tenets of progressive education, including experiential education, cannot be built around a distaste of the textbooks, lectures, examinations, and the excessive structure of some traditional education. Basing a new educational philosophy on a rejection of the current predominant perspective does two things that are detrimental to quality education. First of all, it throws the baby out with the bathwater. Traditional education has strengths, and rejecting it wholesale loses many important things, not the least of them the wisdom of the ages. Secondly, an educational perspective based upon a rejection of another perspective tells the educator what not to do, but not what to do. Krishnamurti described it as the difference between mere revolt and intelligent revolt. Mere revolt is a renunciation of the status quo without a clear knowledge of something better. Intelligent revolt is an attempt to replace the status quo with an identified, preferred alternative.ⁱⁱⁱ

Dewey noted that a traditional approach to education can function without an explicit philosophy, but anything questioning traditional education cannot. “Because progressive schools cannot rely upon established traditions and institutional habits, they must either proceed more or less haphazardly or be directed by ideas which, when they are made articulate and coherent, form a philosophy of education... Education reformers and innovators alone have felt the need for a philosophy of education. Those who adhered to the established system needed merely a few fine sounding words (e.g., culture, discipline, our great cultural heritage) to justify existing practices.”^{iv}

Point No. 2. Experiential education should be enjoyable and open doors to new experiences.

Learning should never stop. All of us should forever remain students. My favorite quote in all of *Experience and Education* is, “The quality of any experience has two aspects. There is an immediate aspect of agreeableness or disagreeableness and there is its influence upon later experiences.”^v For Dewey, these two sentences are uncharacteristically succinct, yet they capture very well a significant element of good experiential education. To promote lifelong learning, experiential education should 1) have enough fun in it that participants want to keep doing it and 2) show the participants options for continuing to learn in new and different ways.

‘Agreeableness’ is a lousy word (I’m not even sure it is a word), but it was Dewey’s way of saying that education should have an element of fun. Activities that are all fun

Dewey described as ‘aimless,’ but activities with identifiable goals, specific subject matter, and a sprinkling of fun were good education. Not every aspect of every learning experience will be fun, but there should be enough ‘agreeableness’ in educational programming overall that students will look forward to learning.

“The most important attitude that can be formed,” wrote Dewey, “is that of desire to go on learning. ... What avail is it to win prescribed amounts of information about geography and history, to win ability to read and write, if in the process the individual loses his soul: loses his appreciation of things worth while, of the values to which these things are relative; if he loses desire to apply what he has learned and, above all, loses the ability to extract meaning from his future experiences as they occur?”^{vi}

In addition to ‘agreeableness,’ a second feature of education that advances lifelong learning is the extent that the current experience opens doors to future experiences, often experiences of increased complexity. A reoccurring theme in Dewey’s philosophy of education (one that will be addressed later in this book) is continuity.^{vii} Dewey advocated educator guidance over total student freedom because students left to their own devices have experiences that are impulsive and non-sequential. Interests bounce from one disconnected topic to another. Spontaneity is appealing in its enthusiasm, but it seldom contributes to a coordinated learning effort. Dewey wanted educators to maintain control of the educative experience, because educators often are in a better position than students to see where an experience can potentially lead. Educators have a responsibility to guide students toward new educative experiences.

Contribution to UW System Sabbatical Goals

This sabbatical proposal adheres to the System goal of interdisciplinary activity. *Genuine Learning, Genuine Freedom* brings together the three related disciplines that have made up my career. The first is experiential education, largely non-classroom education such as environmental education and recreation. The second is philosophy. Dewey’s writings, even those about education, were written as a trained philosopher, and a major goal of the proposed book is to make Dewey’s educational philosophy widely accessible. The third discipline is environmental studies. Most of the practical examples in the book will come from my experience as a naturalist and nature interpreter. Also a significant portion of Section Two will be a comparison of Dewey with the writings of Emerson and Thoreau, and the Transcendental link to nature will be highlighted.

Contributions to CSAH Sabbatical Goals

This proposed sabbatical addresses three stated goals of the College of Science and Health. They are enhancement of teaching and curriculum, publications, and originality.

Enhancement of teaching and curriculum The initial impetus for this book comes from teaching recreation leadership (Rec 200) for the past fifteen years. For the last several years, I’ve included the educational philosophy of John Dewey as the philosophical foundation for the course. Unfortunately the Dewey readings, chapters from both *Experience and Education* and *Democracy and Education*, have been difficult for students to read. I realized that there needs to

be a practitioner-oriented book that links Dewey’s viewpoints to practical topics and issues in recreation, adventure programming, and experiential education. Because I started work on this book Fall 2008, the literature review already has resulted in minor changes to my Fall 2009 recreation leadership course.

Publications The primary publication of this sabbatical will be a book. Wood N’ Barnes Publishing already has committed to the book (see attached letter), and managing editor Mony Cunningham sees *Genuine Learning, Genuine Freedom* as the prototype and first volume of a “Philosophy of Experiential Education” series. Ms. Cunningham has asked me, upon completion of this book, to consider serving as executive editor for such a series. Furthermore, the initial literature review for this book already has resulted in two international presentations, a proceedings paper, and a book review. I expect one or two additional journal publications to come out of the project.

Originality For as much that has been written about Dewey, my proposed book still fills a niche. It is not a critique of Dewey, which continues to be a cottage industry, but an application of Dewey to contemporary experiential education. It is a practical guide to Dewey aimed specifically at non-classroom educators.

Budget

Expenses to carry out this project will be minimal (see Table 1). They will be paid out-of-pocket.

Table 1 Estimated Budget

ITEM	DESCRIPTION	ANTICIPATED COST
Books	Additions to personal library for literature review	\$100 beyond the money already spent on books
Photocopying	Copies of articles not available on-line	\$25
Mailing costs	Correspondence with manuscript reviewers and publisher	\$25
	TOTAL	\$150

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Dewey, J. 1902. *The Child and the Curriculum*. Chicago: University of Chicago Press.

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- Smith, T. E., & Knapp, C. E., eds. 2009. *Beyond Dewey and Hahn: Foundations for Experiential Education*. Lake Geneva, WI: Raccoon Institute Publications.



September, 2009

Steven Simpson
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2046 Health Science Center
La Crosse, WI 54601

Dear Steve,

It was a pleasure to hear from you again! Thank you for submitting your proposal for *Genuine Learning, Genuine Freedom: An Experiential Educator's Exploration into the Philosophy of John Dewey*. Your proposal was intriguing and well written, as usual. Wood 'N' Barnes is definitely interested in seeing a manuscript. Our past experience with publishing your books has been positive and rewarding; you and your books have been a good fit for us.

Our publishing house has recently been talking about expanding our philosophy titles. The manuscript you are proposing looks like it could be just what we are looking for. You mention in your proposal that this project will take about a year. Could we expect a final manuscript by the Summer of 2011? Let us know what will work for you.

Once we have decided on a timeline and a few other basic details, I will send a sample contract for your approval. Call or e-mail with any questions you might have.

We look forward to working with you again,

Mony Cunningham
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EDUCATIONAL BACKGROUND

University of Minnesota - Mpls/St. Paul Education	Ph.D.	1988
University of Minnesota - Mpls/St. Paul Recreation, Park and Leisure Studies	Master of Arts	1981
University of Wisconsin - Madison Recreation Resource Management	Bachelor of Science	1976

ACADEMIC EXPERIENCE

Professor. Department of Recreation Management and Therapeutic Recreation. University of Wisconsin-La Crosse. 1993-present. Director of Environmental Studies minor. 1996-1999.

Professor. Graduate Institute of Environmental Education. National Taiwan Normal University. Taipei, Taiwan. 2008-2009.

Editor. *Journal of Experiential Education*. Boulder, CO. 1998-2000.

Fulbright Scholar (Visiting Associate Professor). Department of Geography. National Taiwan University. Taipei, Taiwan. 1991-1993.

Assistant Professor. Department of Health, Physical Education, and Leisure Studies, Iowa State University. Ames, IA. 1986-1991. Director of Leisure Studies, 1989-1991.

Teaching Assistant. Division of Recreation and Parks, University of Minnesota. Minneapolis, MN. 1979-1980, 1983-1986.

RELATED PROFESSIONAL EXPERIENCE

Director. San Mateo Outdoor Education, San Mateo County Board of Educ., La Honda, CA. 1981-1983.

Director. Youth Conservation Corps, Minnesota Department of Natural Resources, St. Paul, MN. 1980.

Interpretative Services Staff Member. Bell Museum of Natural History, Minneapolis, MN. 1980.

Circulation Desk Supervisor. Harvard Law School Library, Cambridge, MA. 1978-1979.

Naturalist. Bay Beach Wildlife Sanctuary, Green Bay, WI. 1977.

RESEARCH AND SCHOLARLY ACTIVITIES

Books

- Simpson, Steven, Dan Miller, and Buzz Bocher. 2006. *The Processing Pinnacle: An Educator's Guide to Better Processing*. Oklahoma City: Wood N' Barnes, 208 pp.
- Simpson, Steven. 2003. *The Leader Who is Hardly Known: Self-less Teaching from the Chinese Tradition*. Oklahoma City: Wood N' Barnes, 196 pp.

Refereed Publications

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- Berns, Gretchen, and Steven Simpson. 2009. Outdoor recreation participation and environmental concern: A research summary. *Journal of Experiential Education*, 32(1): 79-91.
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- Simpson, Steven, and Carlton Yoshioka. 1992. Aristotelian view of leisure: An outdoor recreation perspective. *Leisure Studies (UK)*, 11: 219-231.
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Non-refereed Publications, Book Reviews, and Book Chapters

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- Simpson, Steven. 2009. Thinking like a child: The role of environmental philosophy in teaching environmental literacy. *Taiwan Earth Stewardship Association Proceedings*, Taipei: TESA, pp. 61-68
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- Simpson, Steven. 1992. The impact of a name: Recreation resource management and language. *Bulletin of the Geographical Society of China* (ROC), 20(1): 79-85.
- Simpson, Steven. 1992. A hike into history. *Travel in Taiwan* (ROC), 7(4): 6-10.
- Simpson, Steven, Huei-Min Tsai, and Chau-Jen Chen. 1992. *Island of Diversity: Nature Conservation in Taiwan*. Taipei: Council of Agriculture/Department of National Parks. 35 pp.
- Simpson, Steven. 1992. The pristine peaks of Hsuehpa. *Travel in Taiwan* (ROC), 7(2): 4-8.
- Simpson, Steven, and Huei-Min Tsai. 1992. The use of ROS in Taiwan: Application of an American recreation resource model. *Proceedings of the International Symposium on Issues and Management of Land Resources*. Taichung: Feng Chia University. pp. 348-367.
- Simpson, Steven, and Leo McAvoy. 1990. Legislative histories and recreation resource policy implementation. *Journal of Recreation and Leisure*, 11(1):5 9-67.
- Simpson, Steven. 1989. Aristotle. In Hilmi Ibrahim (ed.), *Pioneers in Leisure and Recreation*. Reston, VA: American Alliance of Health, Physical Education, Recreation, and Dance. pp.1-8.
- Yoshioka, Carlton, and Steven Simpson. 1989. Aristotelian view of leisure in Athens, Sparta, and Rome. *Leisure Today*, 60(4): 4-7.
- Simpson, Steven. 1987. Are naturalists' own values restricting the educational experience? *Interpreter*, XVIII(2): 16-18.
- Page, Michele, Kendra Schwartz, and Steven Simpson. 1987. Information sources that publicize Iowa State's Leisure Studies Curriculum. *Iowa Parks and Recreation*, 12(4): 14-15.

Agency Reports

Steven Simpson, Leslie Allen, et.al. 1998. *Recreation Needs Assessment: City of Tomah, WI*. Technical Report submitted to Monroe County, Wisconsin Dept. of Human Services, 27 pp.

Wang, Shin and Steven Simpson. 1994. *Research to Develop a Philosophy of Environmental Education* (in Chinese). Technical Report submitted to the National Science Council of the Republic of China, Pub. No. NSC82-01110S-002-009-Z. 132pp.

Robertson, Robert, Steven Simpson, and Mary Robertson. August 1990. *Wisconsin's Rustic Roads: A Case Study*. Agency Report submitted to Federal Highway Administration. 87 pp.

Simpson, Steven, and Leo McAvoy. January 1988. *Analysis of Legislative and Legal Foundations for Establishing Carrying Capacity*. Agency Report Submitted to the Mid-Atlantic Region of the National Park Service. 42 pp.

Simpson, Steve and Leo McAvoy. October 1987. *Analysis of the Legislative and Legal Foundations for Establishing Carrying Capacity: Summary Report for the Upper Delaware Scenic and Recreational River*. National Park Service Mid-Atlantic Region/Resources Management Report Series, Publication No. MAR-31. 64 pp.

Simpson, Steve and Leo McAvoy. March 1987. *Summary Report: Interviews with People Instrumental in Designation of the New River Gorge as a National River*. Agency Report to the North Central Forest Experiment Station, US Forest Service. 21 pp.

Simpson, Steve and Leo McAvoy. January 1987. *Analysis of the Legislative and Legal Foundations for Establishing Carrying Capacity: Summary Report for the New River Gorge National River*. National Park Service Mid-Atlantic Region/Resources Mgmt Report Series, Publication No. MAR-20. 63 pp.

Simpson, Steve and Leo McAvoy. January 1987. *New River Gorge National River: A Narrative History of Its Designation as Part of the National Park System*. National Park Service Mid-Atlantic Region/ Resources Management Report Series, Publication No. MAR-19. 27 pp.

McAvoy, Leo, and Steve Simpson. April 1985. *An Analysis of the Legislative and Legal Foundations for Establishing a Recreational Carrying Capacity for the New River Gorge, Upper Delaware, and Delaware Water Gap*. Report to the North Central Forest Experiment Station, US Forest Service. 27 pp.

McAvoy, Leo, Steven Simpson, et.al. May 1983. *Off-Road Vehicle Use and Impacts in State Recreation Lands: A Report of Three Case Studies*. Agency Report submitted to the Minnesota Department of Natural Resources. 59 pp.

International and National Presentations

- “Saving the Best for the Visitors: Effective Environmental Education in Zoos.” Steven Simpson and Yeh Yu-yu. Presented at the Taipei Zoo Training Center, Mucha, Taiwan. July 2009.
- “Thinking Like a Child: The Role of Environmental Philosophy in Teaching Environmental Literacy.” Steven Simpson. Presented at the Taiwan Earth Stewardship Association Conference, Hualien, Taiwan. June 2009.
- “The Meaning of Meaningful Interpretation.” Steven Simpson. Presented at the Taiwan Forestry Bureau Interpretative Naturalist Symposium. Basianshan, Taiwan. April 2009.
- “The Goslings and the Pendulum: The Philosophy of John Dewey from the Shores of Walden Pond.” Steven Simpson. Presented at the Asia Association for Experiential Education Conference, Linkou, Taiwan, November 2008.
- “The Untrammelled Mind: A Goal of Environmental Education.” Steven Simpson. Presented at Chinese Society for Environmental Education Conference. Taipei, Taiwan, November 2008.
- “Distance Powers and the Socio-ecological Process in Taipingshan Forest, Taiwan 1915-2008.” Tsai Huei-min and Steven Simpson. Presented at the Conference on Sustainability and Historical-Political Ecology Perspectives, Taipei, Taiwan, October 2008.
- “Paved with Good Intentions: Small Island Development in the Asia-Pacific.” Steven Simpson. Presented at the Conference on Timescapes of Islands in the Asia-Pacific Region, Academia Sinica, Taiwan, October 2008.
- “Theory and Practice of Participant-focused Facilitation.” Jennifer Stanchfield and Steven Simpson. Presented at the Association for Experiential Education Conference, Little Rock, AR, November 2007.
- “The Environmental Action and Philosophy Matrix: A Guide to Defining an Environmental Ethic.” Steven Simpson and Gretchen Berns. Presented at at the Association for Experiential Education Conference, Little Rock, AR, November 2007.
- “Techniques for Becoming a Leader Who is Hardly Known.” Jennifer Stanchfield and Steven Simpson. Presented at at the Association for Experiential Education Conference, St. Paul, MN, November 2006.
- “Wu-wei and Experiential Education.” Steven Simpson and Jennifer Stanchfield. Presented at the Annual Association for Experiential Education Conference, Tucson, AZ, November 2005.
- “A Balance between Focus and Diversity: Closing Address of the First Session of the Symposium of Experiential Education Research.” Steven Simpson. Presented at the Association for Experiential Education Conference, Tucson, AZ, November 2005.
- “In Nature We See Ourselves and The Aftermath of Challenge: Experiential Education and the Tao.” Steve Simpson and Jennifer Stanchfield. Presented at the Association for Experiential Education Conference, Vancouver, BC, November 2003.

International and National Presentations (cont)

- “Three Steps to Better Processing.” Steve Simpson and Dan Miller. Presented at the Association for Experiential Education Conference, Vancouver, BC, November 2003.
- “The Theory and Practice of Processing.” Steven Simpson. Presented at the High5 Adventure Practitioners Symposium, Brattleboro, VT, February 2003.
- “Humility and Wu-wei: Experiential Education and the Tao.” Steven Simpson. Presented at the High5 Adventure Practitioners Symposium, Brattleboro, VT, February 2003.
- “Preparing to Be an Outdoor Leader.” Michael Maningas and Steven Simpson. Presented at the Research Symposium of the Association for Experiential Education Conference, St. Paul, MN, November 2002.
- “Experiential Education and the Tao (Wu-wei and the yin and the yang).” Steven Simpson and Jennifer Stanchfield. Presented at the Association for Experiential Education Conference, St. Paul, MN, November 2002.
- “Five Ways to Better Processing.” Steven Simpson, Buzz Bocher, and Dan Miller. Presented at conference of Association for Challenge Course Technology, Nashville, TN, January 2002.
- “Innovative Debriefing Techniques I and II.” Steven Simpson, Buzz Bocher, Dan Miller, Jennifer Stanchfield, and Michelle Cummings. Presented at the International Conference of the Association for Challenge Course Technology, Nashville, TN, January 2002.
- “Key Trends in Experiential Education.” Dan Miller and Steven Simpson. Presented as a special workshop of the Government of Hong Kong’s Management Development Centre, Hong Kong, June 2001.
- “Lessons from the Tao.” Steven Simpson and Jennifer Stanchfield. Presented at the Annual Association for Experiential Education Conference, Tucson, AZ, November 2000.
- “The Facilitator Who is Hardly Known: Effective Leadership and Participant-Directed Processing.” Steven Simpson. Presented at the annual meeting of the Hong Kong Training Masters. Hong Kong, January 2000.
- “Words from the Wild.” Rufus Collinson, Sylvia Dresser, Steven Simpson, and Juliet Bonnell. Presented at Association for Experiential Education Conference, Rochester, NY, Oct. 1999.
- “Publishing in the Field of Adventure.” Sylvia Dresser, Tom Zierk, Rufus Collinson, Karyn Moore, and Steve Simpson. Presented at the Annual Association for Experiential Education Conference, Lake Tahoe, NV, November 1998.
- “How to Publish What You Write on Experiential Education.” Mark Clark, Jeffrey Howard, Kerry Ann O’Meara, Steven Simpson, and Alan Waterman. Presented at the Annual Conference of the National Society for Experiential Education, Norfolk, VA, October 1998.

International and National Presentations (cont)

- “Chiji Cards: Three Techniques for Using Processing Cards in Experiential Education.” Steven Simpson and Dan Miller. Presented at the Annual Association for Experiential Education International Conference, Asheville, North Carolina, November 1997.
- “The Environmental Action and Philosophy Matrix: Four Perspectives on the Nature-Human Relationship.” Steven Simpson and Kelly Cain. Presented to the Chinese Society of Environmental Education, Taipei, Taiwan, August 1997.
- “Leopold on Recreation.” Steven Simpson and Kelly Cain. Presented at the Research Symposium of the National Park and Recreation Association Congress, San Antonio, TX, October 1995.
- “Recreation Management and Environmental Harmony.” Steven Simpson. Presented at the International Symposium on Environmental Harmony between City and Nature, Chiba City, Japan, September 1995.
- "Power of Group Initiatives (Parts I and II)." Steven V. Simpson. Presented at the Resort and Commercial Recreation Association Annual Convention. Galena, IL, November 1994.
- "A Leopold for the Nineties: The Ecological Age and Outdoor Recreation." Steven V. Simpson and Kelly D. Cain. Presented at the Leisure Research Symposium of the National Park and Recreation Association Annual Congress, Minneapolis, MN, October 1994.
- "Multinational Examination of Cultural and Ancestral Group Variations in Leisure Behavior of North Americans and Asians." Carlton Yoshioka, Randy Virden, Ralph Nilson, and Steven Simpson. Presented at the Leisure Research Symposium of the National Park and Recreation Association Annual Congress, San Jose, CA, October 1993.
- "Bridging the Gap: Ecofeminist Concepts for Resource Management." Steven Simpson. Presented at the Conference of the Women's Research Program, Taipei, Taiwan, June 1993.
- "Elevating Recreation Tastes: A Stepping Stone Approach and Public Lands." Steven Simpson. Presented at Forestry Bureau Conference on Interpretation, Taipei, Taiwan, February 1993.
- "Voluntary Compliance as a Scenic and Cultural Resource Protection Tool: Wisconsin's Rustic Road Program." Robert Robertson, Steven Simpson, and Mary Robertson. Presented at the North American Symposium on Society and Resource Mgmt, Madison, WI, May 1992.
- "The Use of ROS in Taiwan: Application of an American Recreation Resource Model." Steven Simpson and Huei-Min Tsai. Presented at the International Symposium on Issues and Management of Land Resources, Taichung, Taiwan, May 1992.
- "Promotion of a Societal Environmental Ethic." Steven Simpson. Presented at the National Institute of Environmental Training, Hsin Tien, Taiwan, November 1991.
- "Scenic Roadways as a Means to Resource Preservation." Steven Simpson, Robert Robertson, and Mary Robertson. Presented at the American Alliance for Health, Physical Education, Recreation and Dance Conference, San Francisco, April 1991.

International and National Presentations (cont)

"Open Curriculum Options and Evaluation of Life Experience for University Credit for Non-traditional Students." Donna Cowan, John Wilson, Steven Simpson, and Jody Heuberger. Presented at the Annual Conference of Non-traditional Students, Ames, IA, March 1990.

"Using Literature to Convey Environmental Education Themes." Steven Simpson. Presented at the National Association of Interpretation Conference, St. Paul, MN, November 1989.

"Academic Advising at Four Selected Recreation and Leisure Programs." Carlton Yoshioka, Steven Simpson, and Ralph Nilson. Presented at the Leisure Research Symposium of the National Park and Recreation Association Annual Congress, San Antonio, TX, Oct. 1989.

"Peace, Education, and Moderation: Aristotle's Philosophy of Leisure." Steve Simpson and Carl Yoshioka. Presented at the American Association for Leisure and Recreation's International Symposium on Leisure and Ethics, Boston, MA, April 1989.

"Tale of Two Rivers: History of the Designations of the New River Gorge National River and the Upper Delaware Scenic and Recreational River." Steven Simpson and Leo McAvoy. Presented at the Leisure Research Symposium of the National Park and Recreation Association Annual Congress, New Orleans, LA, September 1987.

"Legislative Intent: Potential Source for Directives to Establish Appropriate Recreational Use on River Segments with the National Park System. Steven Simpson and Leo McAvoy. Presented at the Leisure Research Symposium of the NRPA, Anaheim, CA, October 1986.

"Legislative Histories in Establishing Management Directives in National Park Units." Leo McAvoy and Steven Simpson. Presented at the Conference on Science in the National Parks, Fort Collins, Co, July 1986.

Regional and State Presentations

- “Theory and Practice of Participant-directed Processing.” Steven Simpson and Buzz Bocher.” Presented at the TEAM (Teachers of Experiential and Adventure Methodology) Conference, Chicago IL, February 2008.
- “Advanced Techniques in Effective Processing.” Steven Simpson and Dan Miller. Presented at the Training Program of the Iowa State University Extension. Ames, IA, February 2008.
- “Environmentalizing Initiatives.” Buzz Bocher, Dan Miller, and Steven Simpson. Presented at the TEAM (Teachers of Experiential and Adventure Methodology) Conference, Chicago IL, February 2007.
- “The Processing Pinnacle.” Steven Simpson, Dan Miller, and Buzz Bocher, Presented at the TEAM (Teachers of Experiential and Adventure Methodology) Conference, Chicago IL, February 2007.
- “Developing a Processing Repertoire.” Steven Simpson and Dan Miller. Presented at the Facilitator Development Conference of the University of Wisconsin-La Crosse Learning Community Program, La Crosse, WI, August 2006.
- “Academic Expectations for Community-Based Learning.” Connie Fossen, Steven Simpson, Timothy Kullman, and Sheryl Ross. Conference on Community and Higher Education Collaboration, La Crosse, WI, April 2006.
- “The Adventurer and the Wanderer.” Steven Simpson, Buzz Bocher, and Dan Miller. Presented at the TEAM (Teachers of Experiential and Adventure Methodology) Conference, Chicago IL, February 2006.
- “Tao Concepts for Experiential Education.” Steven Simpson, Buzz Bocher, and Dan Miller. Presented at the TEAM (Teachers of Experiential and Adventure Methodology) Conference, Chicago IL, February 2005.
- “Three Attributes of an Environmental Activist.” Steven Simpson. Earth Day Coalition Keynote Address, La Crosse, WI, April 2004.
- “The Tao of Processing.” Dan Miller, Buzz Bocher, and Steven Simpson. Presented at the TEAM (Teachers of Experiential and Adventure Methodology) Conference, Chicago IL, Feb. 2004.
- “Three Tips to Better Processing.” Steve Simpson, Buzz Bocher, and Dan Miller. Presented at the TEAM (Teachers of Experiential and Adventure Methodology) Conference, Chicago IL, February 2004.
- “Processing Techniques for the Advanced Practitioner.” Steve Simpson, Buzz Bocher, and Dan Miller. Presented at the TEAM (Teachers of Experiential and Adventure Methodology) Conference, Chicago IL, Feb. 2003.
- “The Processing Pinnacle.” Steve Simpson, Buzz Bocher, and Dan Miller. Presented at TEAM (Teachers of Experiential and Adventure Methodology) Conference, Chicago, IL, Feb. 2002.

Regional and State Presentations (cont)

- “Getting a Masters Degree in Recreation Management via Distance Education.” Steven Simpson and

Renee Vanselow. Presented at the Wisconsin Park and Recreation Association Conference. Lake Geneva, WI, November, 2001.

“Expanding Global Studies Programming to Business and Beyond.” George Arimond, Steven Simpson, and Irina Kolarova. Presented at the Institute for Global Studies Best Practices Conference. Spring Green, WI, May 2001.

“Sequencing a Team-building Program.” Steven Simpson. Presented at the Mid-America Greek Council Association Conference. La Crosse, WI, November 2000.

"Global Awareness Curricular Units and Culture Boxes in International Recreation and Tourism." George Arimond and Steven Simpson. Presented at the University of Wisconsin System Institute for Global Studies Spring Symposium. Milwaukee, WI, April 2000.

"Processing with a Purpose: The Difference between Having to Say Something and Having Something to Say." Steve Simpson, Buzz Bocher, and Dan Miller. Presented at the TEAM (Teachers of Experiential and Adventure Methodology) Conference, Chicago, IL, Feb. 2000.

"Experiential Education Methods for TR." Steven Simpson. Presented at the Therapeutic Recreation Assoc of the Coulee Region Annual Workshop. La Crosse, WI June 1999.

"Publishing in Experiential Education." Sylvia Dresser and Steven Simpson. Presented at the Assoc for Experiential Education Heartland Region Conference in Hudson, WI, March 1999.

"Participant-directed Processing Methods." Steven Simpson, Dan Miller, and Buzz Bocher. Presented at the TEAM (Teachers of Experiential and Adventure Methodology) Conference in Chicago, IL, February 1999.

“The Processing Methodology Spectrum and Therapeutic Recreation.” Steven Simpson, Dan Miller, and Buzz Bocher. Presented at the Midwest Symposium on Therapeutic Recreation, Springfield, IL, April 1998.

“Campus Environmental Responsibility.” Kenneth Maly, Steven Simpson, et.al. Presented at the University of Wisconsin-La Crosse Earth Day Symposium, La Crosse, WI April 1998.

“Self-directed Processing Tools.” Dan Miller and Steve Simpson. Presented at the Association for Experiential Education Annual Heartland Region Conference, Lawton, MI, March 1998.

“Facilitated Personal Metaphor: Closing the Processing Circle.” Steven Simpson, Dan Miller, and Buzz Bocher. Presented at the Association for Experiential Education Heartland Region Conference, Lawton, MI, March 1998.

“Clarifying Environmental Perspectives.” Steven Simpson and Kelly Cain. Presented at the Annual State Women’s Studies Conference, La Crosse, WI, October 1997.

Regional and State Presentations (cont)

“Processing the Recreation Experience.” Steven Simpson and Daniel Widuch. Presented at the Wisconsin Park and Recreation Association Conference, Lake Geneva, WI, November 1996.

“Marsh Adventure: Combining High Adventure Recreation and Environmental Education.”
Wayne Bocher, Heather Hughes, and Steven Simpson. Presented at the Wisconsin Association for Environmental Education Annual Conference, Onalaska, WI, October 1995.

“Processing in Experiential Education.” Steven Simpson. Presented at the Wisconsin Teaching Fellows Summer Symposium, Madison, WI, August 1995.

"An Introduction to Ropes and Challenge Courses." Steven Simpson. Presented at the Wisconsin Park and Recreation Association Workshop, La Crosse, WI, February 1995.

"Recreation and Leisure Programs at the Research University." Steven Simpson. Presented at the Iowa Park and Recreation Association Annual Conference, Iowa City, IA, April 1990.

"Open Curriculum Options and Evaluation of Life Experience for University Credit for Non-traditional Students." Donna Cowan, John Wilson, Steven Simpson, and Jody Heuberger. Presented at the Annual Conference of Non-traditional Students, Ames, IA, March 1990.

"Sources Informing Students of the Leisure Studies Programs at the Three Regent Institutions." Kristin Gade, Paula Martinson, and Steven Simpson. Presented at the Iowa Park and Recreation Association Annual Conference, Ames, IA, April 1989.

"Logistics of Backcountry Trip Planning." Steven Simpson. Presented at Hawkeye Recreatory, Madrid, IA, February 1989.

"Predators, Prey, and Decomposers." Steven Simpson. Presented at the Iowa Conservation Education Council Conference, Guthrie Center, IA, January 1989.

"Natural History Brainteasers." Steven Simpson and Kelly Cain. Presented at the Midwest Regional Environmental Education Conference, Madrid, IA. September 1988.

"Wellness and the Outdoors." Steven Simpson. Presented at the Ames Wellness Conference, Ames, IA. May 1988.

"Cooperation and Challenge: Recreation to Stimulate Group Unity." Steven Simpson. Presented at the Iowa Park and Recreation Association Annual Conference, Waterloo, IA, March 1988.

"Information Sources that Exposed Iowa State University Leisure Studies Majors to the Leisure Studies Curriculum." Steven Simpson, Michele Page, and Kendra Schwartz. Presented at the Research Symposium of the Iowa Park and Recreation Association Annual Conference, Waterloo, IA, April 1987.

"Peer Advising." Donalda MacMillan, Michele Page, and Steve Simpson. Presented at the Iowa Park and Recreation Association Workshop, Marshalltown, IA, September 1986.

Grants

\$3578 University of Wisconsin-La Crosse Faculty Research Grant to complete book titled *The Johnboat and the Canoe*. Steven Simpson. 2008.

\$5,050 University of Wisconsin-La Crosse Faculty Research Grant to complete book titled *The Processing Pinnacle: An Educator's Guide to Better Processing*. Steven Simpson. 2004.

- \$5,515 University of Wisconsin-La Crosse Inter-Unit Collaboration Grant to develop a web page for environmental studies course. Carol Miller, Steven Simpson, and Stefan Smith. 2002.
- \$4,100 University of Wisconsin-La Crosse Faculty Research Grant to complete book about Tao thinking and experiential education. Steven Simpson. 2002.
- \$2,532 University of Wisconsin-La Crosse International Faculty and Academic Staff Development Grant to research experiential education methods in Hong Kong and Taiwan. Steven Simpson. 2001.
- \$6,000 Institute for Global Studies of the University of Wisconsin System Grant to conduct a graduate course in cultural diversity and develop undergraduate global awareness curricular units. George Arimond and Steven Simpson. 2000.
- \$5,770 Stry Foundation Grant (in conjunction with Hixon Forest Nature Center) to conduct a four-season user survey of Hixon Forest in La Crosse, WI. Steven Simpson.
- \$400 Monroe County Department of Human Services Grant to develop a recreation needs assessment for Tomah, Wisconsin. Steven Simpson. 1998.1998.
- \$3,066 University of Wisconsin-La Crosse Faculty Development Program Grant to attend institute about environmental literacy on the university campus. Steven Simpson. 1997.
- \$4,540 Wisconsin Teaching Fellows Grant to investigate the contributions of various educational philosophies to the field of environmental education. Steven Simpson. 1995.
- \$22,500 National Science Council (ROC) Grant to develop a systematic approach to teaching philosophy of environmental education. Wang Shin and Steven Simpson. 1993-94.
- \$67,660 Council for International Exchange of Scholars (Fulbright Fellowship) to teach environmental studies at National Taiwan University. Steven Simpson. 1991-93.
- \$9,988 Federal Highway Administration Grant to write a case study of Wisconsin's Rustic Roads Program.. Robert Robertson and Steven Simpson. 1990.
- \$8,300 North Central Forest Experiment Station of the US Forest Service Grant to investigate the legislative histories of the New River Gorge and the Upper/Middle Delaware Scenic and Recreational Rivers. Leo McAvoy and Steven Simpson. 1986.
- \$1,200 North Central Forest Experiment Station of the US Forest Service Grant to determine the potential of legislative histories as information sources for recreation resource management. Leo McAvoy and Steven Simpson. 1985.

REPRESENTATIVE PROFESSIONAL SERVICE

Editorial Board, President, Three Rivers Fulbright Association, 2007-2008.

Conference Planning Committee, Wisconsin Park and Recreation Association, 2007-2008.

Publications Advisory Committee, Association for Experiential Education, 2005-present.

Hixon Forest Nature Center and Myrick Ecopark Education Committee, 2005-present.

Regular Reviewer, *Journal of Experiential Education*, 2005-present.

Book Review Editor, *Journal of Experiential Education*, 2001-2005.

Reviewer, Association for Experiential Education Conference Presentations, 2003-present.

Editorial Committee, Taiwan Occasional Paper Series of National Pingtung University of Science and Technology (Republic of China), 2003-present.

Working Committee for the Hixon Forest Comprehensive Plan, 2004.

Reviewer, *Society and Natural Resources*, 1994-present.

Reviewer, *Journal of National Parks* (Republic of China), 2002-present.

Member, Great River Bluffs Citizen Advisory Team (Dakota, MN), 1999-2000.

Editorial Board, *Journal of Geographical Science* (ROC), 1992-93, 2001-present.

Reviewer, American Alliance of Leisure and Recreation (AALR) Conference Presentations, 1999-2005.

Board of Directors, Hixon Forest Nature Center (La Crosse, WI), 1997-2002, Education Committee, 1997-present.

Planning Committee, Annual State Women's Studies Conference, 1997.

Reviewer, *Forest and Conservation History*, 1994-1996.

Executive Board, Marshquest Ropes/Challenge Course, 1994-1996.

Consultant, Department of National Parks (ROC), 1991-1993.

Reviewer, Fulbright-Hays/Hubert Humphrey Fellowships, 1991, 1992.

Vice President, Educator's Section of Iowa Park and Recreation Association, 1989-90.

Instructor, Wilderness Inquiry II, Minneapolis, 1987.

Program Assistant, Smithsonian Institution Museum of Natural History, Washington, DC. 1983.

TEACHING (Courses Taught)

National Taiwan	GIEE		Environmental Philosophy
Normal University	GIEE		Introduction to Environmental Education
	GIEE		Trends and Issues in Environmental Education
	GIEE		Professional Writing and Publication
	GIEE		Experiential Education Theory and Practice
U of Wisconsin-	Rec	150	Foundations of Recreation
La Crosse	Rec	200	Program Leadership of Recreation Activities

	Env	201	Introduction to Environmental Studies
	Rec	202	Outdoor Recreation Skills
	Rec	207	Experiential Education: Intro to Ropes Course
	Rec	302	Recreation Leadership and Supervision
	Rec	306	Recreation Resource Management
	Rec	320	Commercial Recreation and Tourism
	Rec	340	Evaluation Techniques in Recreation
	Rec	449	Internship/Professional Preparation
	Rth	474	Experiential Education: Facilitation Techniques
	Env	496	Integrative Seminar in Environmental Studies
	Rec	701	Philosophy of Leisure, Play, and Rec (grad course)
	Rec	740	Outdoor Education (grad course)
	Rec	780	A Comparative Approach to Leisure and Society (grad course)
National Taiwan University	Geog	0220	Environmental Education
	Geog	0450	Recreation Resource Management
	Geog	0480	Foundations of Recreation
	Geog	5500	Environmental Ethics
Iowa State University	LS	201	Introduction to Rec and Leisure
	LS	270	History and Philosophy of Leisure
	LS	351	Foundations of Outdoor Recreation
	LS	353	Outdoor Recreation Leadership
	LS	401	Job Search Skills
	LS	483	Internship Coordinator
University of Minnesota	Rec	1520	Introduction to Rec and Leisure
	Rec	1540	Camp Counseling
	Rec	1600	Leadership in Social Activities
	Rec	3800	Winter Backpacking (asst. instr.)
	Rec	5300	Foundations of Environmental Education
	Rec	5310	Outdoor Ed Programming (asst. instr)
	Rec	5900	Special Topics: Environmental Ethics

ⁱ The short introductory bio about Dewey in *Experience and Education* calls the book “the simplest and most readable extended statement on (education) that Dewey ever made.” Dewey, John. 1938. *Experience and Education*. New York: Touchstone, p. 7.

ⁱⁱ *Experience and Education*, pp. 20-21.

ⁱⁱⁱ Krishnamurti, J., *Education and the Significance of Life*. San Francisco: HarperSanFrancisco, 1953, p. 10.

^{iv} *Experience and Education*, pp. 28-29.

^v *Experience and Education*, p. 27.

^{vi} *Experience and Education*, pp. 48-49.

^{vii} How We Think,