

PEDAGOGY AND TOURISM, AND MARTIAL ARTS TOURISM

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Changes in perceptions of value orientation in university students after a winter expedition: A report on experiential education from the Czech Republic

Submission: 21.03.2018; acceptance: 22.10.2019

Key words: value orientation, university students, winter expedition, experiential education, Q methodology

Abstract

Background and study aim. Research on value orientation, whether general or focused on a population of university students, is a complex issue involving philosophical, psychological, sociological and educational dimensions. The fundamental question of our research was whether it is possible to influence the value preferences of students in subjects and discourses other than philosophy, ethics and the humanities and social sciences in the broader sense.

Methods. For the purposes of this exploratory research, a winter expedition course (snow shoeing and camping), part of the curriculum at the Faculty of Physical Culture, Palacky University Olomouc, Czech Republic was chosen. To determine any changes in the perception of values in the research group ($n = 27$), the Q-sorting method with forced selection of 18 items (values) was applied. Data was collected twice; a month prior to the course and immediately after the completion of the course.

Results and conclusions. The research suggested that the greatest shift towards higher importance was in the category “a Peaceful world”. This could be particularly explained by the programme’s focus and the geographical-cultural environment of the expedition (references to World War II events in the terrain). On the opposite end of the scale, less important items after the course included “Happiness” and “a Comfortable life”, which might be associated with the need to overcome discomfort and pain while hiking through a winter landscape, with its natural impact on self-reflection and ideas about one’s own life path.

Introduction

The population of university students, psychologically and developmentally pertaining to the period of young adulthood, is characterised by changes not primarily in their physical, but especially in their mental, social and spiritual development. An “adult being” is developed; successful use of previous experience is accompanied by gaining new experience. In this context, the value dimension of a young person develops, including a strong aspect of self-knowledge. Therefore, educational specifics during the period of adolescence and young adulthood must reflect the main features of this period: this particularly applies to intellectual interests, the effort to articulate one’s own opinion, but also unselfish conduct in favour of others [Gintel *et al.* 1980]. To affect the students’ development in an adequate way, it is necessary to take these developmental particulars into account when entering the realm of values and value orientation of university students.

Literature review

Value orientation and research in this area

Research on value preferences or changes in value orientation is a non-trivial task involving various aspects of reality. Research on values is performed by both psychologists and sociologists; however, the topic also has a philosophical dimension (the ontological status of values). Regarding the fact that the conceptual variability of the elementary term is too broad, there is no generally accepted definition of values or their sharp distinction from other dimensions of human being, for example from personality traits [Olver, Mooradian 2003; Parks-Leduc, Feldman, Bardi 2015], from the processes of motivation [Parks, Guay 2009], needs [Lester 2013], nor from the meaning of life [Morgan 2012], etc. This is also why research papers mention the term “value” in quotation marks, suggesting that *de facto* it is not

research on values but rather an assessment of attitude statements, i.e. what people consider important in life [Horakova 2005].

Value orientation can take various dimensions depending on philosophical, axiological, political, sociological and other ways of understanding. As a result, various types of value orientation include hedonistic, xenophobic, conformist, etc., and value orientation can be perceived as a way of life (Dionysian, Apollonian, Christian, Promethean, Epicurean, etc.). The inventory of what is important for a human and what is perceived as a value and therefore what the researcher might ask the respondent depends on understanding values and norms (i.e. the ideological foundation that motivates a certain type of preferred behaviour), their structuring into value preferences (hierarchical arrangement of value scales – for example family, work, friends, leisure, religion, etc.) and value frameworks (providing a meaning in a value structure and enabling harmony and cohesion of values) [Prudky 2009]. Value orientation, value preferences, value frameworks, and values (norms) co-determine the behavioural structure of an individual and the society. Desirable objectives and meaning in life represent a fairly constant structure that influences individual behaviour (in addition to situational circumstances) as well as social preferences.

The process of determining these value preferences and declared behaviour and its motivation is frequently based on the concept by Shalom Schwartz, who structured ten value attitudes into four types of motivation: specifically openness to changes, self-enhancement, conservation and self-transcendence [Schwartz 1994]. A call was put forth – based on empirical validation – to modify this model [Perrinjaquet, Furrer, Usunier, Cestre, Vallette-Florence 2007] and the original theory was revised to include 19 values of the considered continuum based on compatible and conflicting motivations, expressions, self-security versus growth, and finally on personality versus social focus [Schwartz *et al.* 2012]. Schwartz's value scale is also reflected in the Czech research environment [Anyzova 2014; Rehakova 2006]; however, this is not the only methodology used for measuring value preferences in the Central European region.

Another topic was raised by Ronald Inglehart [Inglehart 1971], who suggested a transition of social preferences away from materialistic values (economic growth, prosperity) towards post-materialist values (self-realisation, participation in political decision-making and quality of life). The original four-item battery was extended to a twelve-item battery, which was again abandoned and the four-item battery was restored. The issue aroused great attention and a lively discussion followed (relating to the validity, single- or multi-dimensionality, factor analysis, etc.), including Inglehart himself, the author of the considered social change [Davis, Davenport 1999; Davis, Dowley, Silver 1999; Inglehart, Abramson

1999; Sacchi 1998]. The issue of transition from materialistic to post-materialistic values in Western societies has become a subject of global verification [MacIntosh 1998]; however, data interpretation might be affected not only by a clear value shift in society (increasing number of post-materialists, especially in the younger generation), but also by the changing economic and political conditions, for example in the 1990s in the Czech Republic by greater personal freedoms, but at the same time by radical inflation and economic uncertainty; i.e. a shift apparent not only in politics but also in media rhetoric, etc. [Rabusic 2000].

The author of another concept which is also widely accepted, is Michael Rokeach, who presented an inventory of 18 values. However, this instrument was criticised for a variety of possible interpretations [Gibbins, Walker 1993] and its unsuitability for factor analysis [Johnston 1995]. Another 18-item scale was proposed by Bakalar and Kopsky. They chose values which are identified and named by common society and they recommended a comparison of these values before and after some significant experience [Bakalar and Kopsky 1987]. Another value system is Maslow's pyramid of needs and its links with values and motivations [Brown, Cullen 2006; Lester 2013; Morgan 2012; Williams, Page 1989]. Naturally, our reference to some models that construct an understanding of values and that can be used in empirical research is not complete: our objective is only to point out that there is no simple methodology concerning research on value transitions.

Neither the values nor their realisation in a personal and/or social dimension can be directly focused on in an empirical research study, but can only be assumed based on derived data, mostly obtained by means of questionnaires about certain behaviours that might suggest some value preferences. The deductions of the respondents' attitudes are derived mainly from quantitative measurement of itemised scales (and statistical processing of data obtained); although it is impossible to differentiate the reception of reality from the respondents' tendency to stylisation in a socially desirable direction. The items of the questionnaires point to the target dimensions of quality of life and life satisfaction, while the values themselves (in an axiological sense) can be only assumed in the background of these items. An example of such a scale indicating the hierarchy of values used in Czech research is a set of seven items used to determine value orientation. Specifically, the respondents were supposed to arrange the following items: have a steady partner, have children, achieve professional success, get married, achieve the highest possible academic degree, pursue hobbies, live a rich social life [Horakova 2005]. An alternative research study aimed at value orientation of university students was performed by means of a fairly extensive battery of 23 statements, responses to which indicated an inclination to a certain type of value orientation: hedonistic (individualistic), egalitarian, liberal, pro-family, xenopho-

bic, conformist, religious and nihilistic [Smidova, Vavra, Cizek 2010]. Thirdly, one illustration could be a report on repeated surveys (since 1990) performed by the Centre for Public Opinion Research entitled “Our society”, which uses a battery with over 30 attitude statements (in 2011 the battery included 32 items; in 2014, 34 items). Repeated research studies suggest high-scaled values of having a contented family, helping friends, healthy environment, meaningful work, etc. Long-term monitoring indicates an increasing emphasis on the item “have a job” (in 1990 very important for 59%, with a gradual increase to 73% in 2014), but also “live comfortably, enjoy life” (67% in 1990, 83% in 2014), and “have my own enterprise, where I can be my own master” (increase from 28% to 41%), and “live an interesting and exciting life” (from 54% to 61%) [Tucek 2014].

In the present research study, the authors attempted to capture the changes in the perception of value orientation in university students – participants in two winter expeditions on snowshoes – prior to and immediately after their completion. The study focused on the correlation between the current change in value orientation and the selected setting of the expedition, course theme, course objectives and structured content. The research was performed by means of Q-sorting with forced selection of 18 items.

Winter expedition in the discourse of experiential education in the Czech Republic

Winter camping has had a long tradition in the Czech Republic; the first literary mentions, from a scouting environment promoting stays in the winter landscape and winter camping, date back to 1916 [Rossler-Orovsky 1916]. Winter camping courses for a wider range of campers have been held in the research area of the present study since 1946 [Filsak, Selinger 1952]. Current university winter expeditions are based on an experiential-educational approach, where in addition from physical performance and camping or expedition skills a significant aspect is placed on the personality and social development of the participants. The basic educational framework for the conceptualization of these methods is experiential education.

The main internationally acknowledged contribution of the Czech version of experiential education and the organisation that it represents it, i.e. the *Vacation School of Lipnice – Outward Bound Czech Republic*, is “dramaturgy” [Leberman, Martin 2005; Martin *et al.* 2004; Martin, Leberman, Neill 2002; Martin 2001, 2011]. Although the term is taken from arts sciences, the content indicates a specific meaning of working with the place, time, goals, themes, programme components, people, etc. Dramaturgy is a process that helps structure individual programmes into a scenario; it is the constitution of a project, considering and selecting the ideas of the

production team. Dramaturgy considers links to other programmes, rhythm and tempo, influencing the atmosphere, environmental effects, time management, role of sleep, etc. A predetermined objective is decisive for the meaningfulness of each action. In the present research, for example, it is necessary to understand that the programme and its objectives did not include just winter camping and snow shoeing, but the programme deliberately contained a reminiscence of the Second World War, as the journey led through places where the horrors of that war are still noticeable.

University curricula, especially in the area of physical education and sport, include winter courses, especially for the purposes of performance, technical development and skill development (downhill and cross-country skiing, snowboarding, ski mountaineering, etc.) The course introduced by the Department of Recreation and Leisure Studies, Faculty of Physical Culture, Palacky University Olomouc, which is included in the curriculum and is the subject of the present research, uses targeted and deliberate course dramaturgies and designs, adding personality and social development also in other dimensions of the students’ lives. In a deliberate way, the course builds on the *Vacation School of Lipnice* and its methodology: hiking or expedition winter courses (crossing mountains and camping in the snow) organised since 1978; other courses included residential, touring or combined courses. Winter courses were examined repeatedly using different methodological approaches, like systemic constellations [Jirasek *et al.* 2014], or sociometric analysis and analysis of essays [Jirasek, Dvorackova 2016]. The courses designed for students of the faculty have taken place each year since 1995; however, the implementation team transforms both the themes and the environment (i.e. the course dramaturgy) depending, among other things, on the staffing – the team also includes senior students who, through preparing and implementation of the course, gain necessary practical experience to complement their studies.

Methodology

Objective of the research study

The objective of the present research was to identify the changes in the perception of the current value orientation of the participants (university students) on two winter expeditions undertaken as part of their study – immediately after completion of the course in comparison with their perception of values prior to the course.

Research environment

A winter expedition on snowshoes is part of the curriculum of the master’s study programme Recreation and Leisure Studies at the Faculty of Physical Culture,

Palacký University Olomouc. In 2015, two expeditions took place from 14 to 18 January and from 25 February to 1 March in the territory of the Greater Fatra National Park in Slovakia. The course had two principal objectives: to learn the skills of winter camping and hiking in a winter landscape, and at the same time to remember the events of the Second World War which took place in the area of the expedition. The theme of the course was the Second World War (and the Slovak National Uprising); this was reflected in the hiking and camping programme.

During the expedition the students underwent four hiking days, during which they covered a distance of about 40 kilometres on snowshoes with a vertical distance of over 2,900 metres. The participants walked on snowshoes and carried all winter camping gear including food. For cooking they used outdoor cookers. They spent 4 nights in tents. In the evenings they gathered around a campfire and reflected on the day.

The course started by watching a documentary about students transferred to a labour camp at the beginning of the Second World War in the territory of the Protectorate of Bohemia and Moravia. Then participants took a bus to Slovakia, arriving near the village of Podkonice, where the course met around a campfire and where the participants spent their first night. The following morning the participants visited a church where a local inhabitant explained the historical context of the period of the Slovak National Uprising during the war and also spoke about human indifference and free will to do both good and evil. In the evening a silent visit was made to the burnt-out village of Kaliste. Every evening was completed with a story from the period of the Second World War. At the end of the course the participants gathered in a cottage in the Belianska Valley, where they had lunch and watched the final film addressing the issue of autocracy in the context of today's Europe, followed by a discussion.

Research sample

The research sample consisted of the participants of both winter courses. Of a total of 23 students who took part in the first expedition, 19 respondents joined the research (10 males and 9 females – four persons did not take part, either in the first or the second data collection; therefore, their data was excluded). The second winter course included 21 participants, of which 8 took part in the research (4 males and 4 females – the remaining 13 participants failed to complete the record sheet correctly or did not take part either in the first or second measurement or did not complete the course due to health reasons). As a result,

the overall number of respondents was 27 persons aged 21 to 41 years, of whom 15 were combined students and 12 were full-time students. The information about the research sample is shown in Table 1.

Set of values

For the purposes of the present exploratory research, a set of 18 values was chosen indicating the target (final) desired state of existence, where the order was random (arranged by alphabetical order of value names in Czech). The choice of this particular set of values from a range of potentialities was motivated particularly by easy handling in non-civilised settings (i.e. winter wilderness), but also by the precision of the content because the items including their meaning and purpose are relatively clear, consistent and distinguishable (in addition to the name of the value the respondent was presented with a detailed description in brackets). The descriptions of the items are adopted from a publication by Bakalar and Kopsky [1987: 44]:

1. WELFARE OF THE NATION (general satisfaction of economic, social and cultural needs of the nation)
2. PEACEFUL WORLD (without wars, conflicts and political tensions)
3. WISDOM (mature understanding of life)
4. TRUE FRIENDSHIP (intimate friendship)
5. SENSE OF PERSONAL SECURITY (unthreatened life)
6. COMFORTABLE LIFE (life lived in abundance)
7. PLEASURE (life full of joy and freedom)
8. USEFUL LIFE (feeling of permanent contribution)
9. EQUALITY (fraternity, equal opportunities for all)
10. SELF-RESPECT (respect for oneself)
11. SOCIAL RECOGNITION (respect, admiration)
12. WORLD OF BEAUTY (beauty of nature and art)
13. FREEDOM (personal independence, freedom of choice)
14. HAPPINESS (unconditional life satisfaction)
15. INNER HARMONY, CONCORDANCE (without painful internal conflicts)
16. EXCITING LIFE (stimulating active life)
17. FAMILY SECURITY (care for loved ones)
18. MATURE LOVE (sexual and spiritual togetherness)

Research technique

Q methodology

Q methodology was developed over 80 years ago by William Stephenson. It is a set of psychometric and statistical procedures which is used to determine how a group of respondents assesses a larger number of objects [Chraska

Table 1. General overview of research participants

Gender		Form of study		Employment		Marital status
Male	Female	Full-time	Combined	Working	Non-working	Single
14	13	12	15	13	14	10

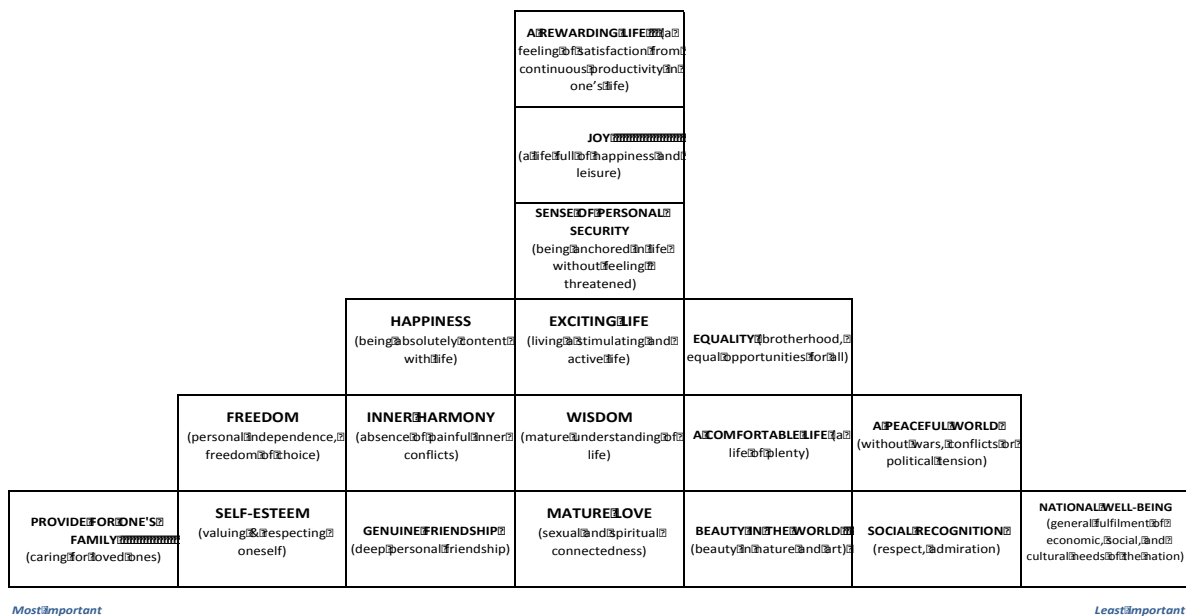


Figure 1. Order of importance before the course

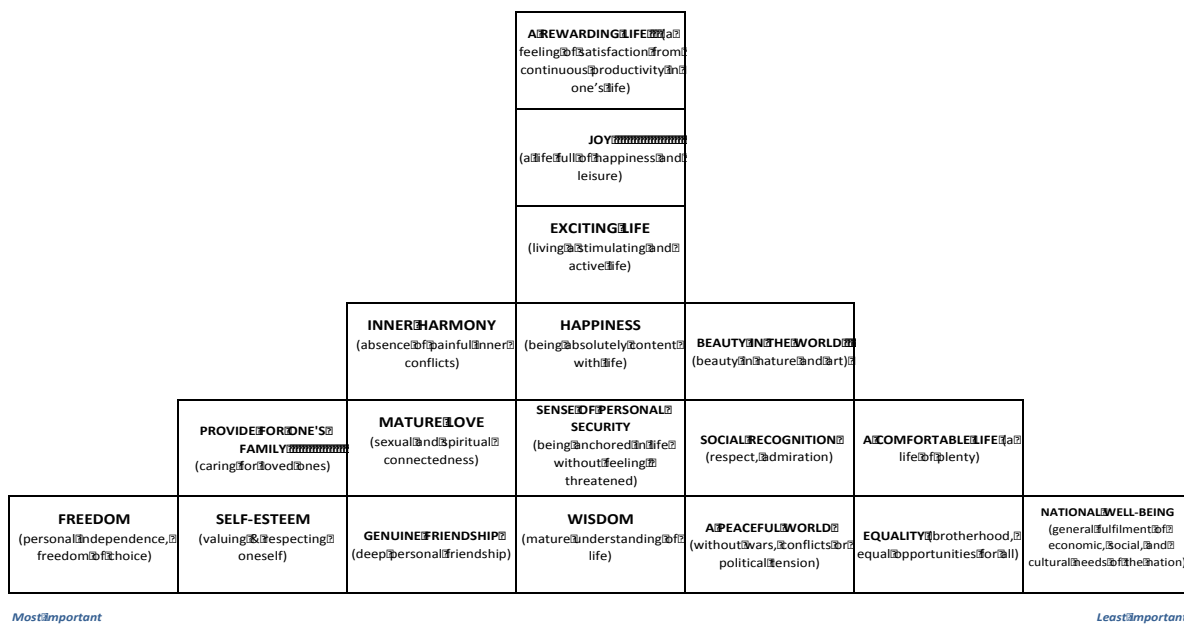


Figure 2. Order of importance after the course

2007]. It effectively combines the strengths of both qualitative and quantitative research traditions since it is designed to examine an individual's subjective experience, typically passed over by other quantitative procedures [Brown 1996; Todd *et al.* 2004]. Q methodology is particularly suitable for intensive exploration of small groups of persons, where the sorting procedure can be repeated at will and as many times as required. The method is suitable for researching feelings, perceptions, values, self-assessment, stress or satisfaction. It is a reliable method that takes into account individuals' unique perspectives.

This methodology is used in many areas of human life. It allows understanding of various meanings, revealing

the participants' subjectivity, and understanding of human behaviour and various perspectives, and provides a self-referenced insight. We can find some studies which apply Q methodology with an aim to systematically engage with and interpret participants' values, opinions and attitudes [Demir 2016; Cross 2005; Durning, Osuna 1994; Young, Shepardson 2018]. It has been used in other research in health care and social care [van Exel *et al.* 2015], including nursing [Akhtar-Danesh, Baumann, Cordingley 2008], in human resource development [Bartlett, DeWeese 2015], and also in education, including higher education [Collins, Angelova 2015; Deignan 2009; Ramlo 2015; Woods 2012].

Table 2. Changes in order of importance for both courses

Item number	Item title	\bar{X}_{T1}	\bar{X}_{T2}	Order of importance before the course	Order of importance after the course	Difference before and after the course
3	Family security	2.852	3.000	1	3	-2
11	Self-respect	3.148	2.815	2	2	0
12	Freedom	3.259	2.778	3	1	2
1	True friendship	3.296	3.296	4	4	0
15	Inner harmony and concordance	3.444	3.333	5	6	-1
18	Happiness	3.462	3.808	6	9*	-3
9	Mature love	3.519	3.296	7	5	2
13	Wisdom	3.741	3.407	8	7	1
6	Exciting life	3.741	3.889	9	10	-1
7	Sense of personal security	3.778	3.407	10	8	2
2	Pleasure	3.926	4.333	11	11	0
8	Useful life	4.148	4.556	12	12	0
14	World of beauty	4.556	4.926	13	15	-2
4	Comfortable life	4.556	5.037	14	17*	-3
5	Equality	4.667	4.926	15	16	-1
17	Social recognition	4.852	4.704	16	14	2
10	Peaceful world	4.926	4.630	17	13*	4
16	Welfare of the nation	6.037	5.778	18	18	0

Legend: \bar{X}_{T1} , \bar{X}_{T2} – average position during the first measurement (T1) and second measurement (T2)

n – sample size

* – items with the greatest change in order of importance

For the respondents to arrange the items into a hierarchy, the authors of the present study used Q methodology with forced selection of 18 items, which conveniently combines assessment by means of both scale and order.

Data collection and processing

In each of the research groups, data were collected twice. The first data collection took place about a month before the course during an informational meeting for students. The second data collection took place immediately after the completion of the course, i.e. on the last day of the course. All respondents were informed of the intention of the research, its purpose, procedure and schedule. The research was performed on a voluntary and anonymous basis. Each respondent completed a questionnaire with data on their form of study, employment, marital status, gender, and consented to inclusion of the data into the research. After that the respondents received a package of 18 cards; on each card one value (including content detail) was written. The value cards were then arranged according to their importance into a pyramid template, where the very left (first) position symbolised the most important value and the very right (last) position symbolised the least important value. The form of the pyramid is shown in Figures 1 and 2 in the Results section. These sheets were photographed and subsequently transcribed in order of importance into the SPSS statistics programme (version 17.0), in which the data were

processed. On the last day of the course, the cards were arranged into the pyramid again (second data collection).

The reason why the first data collection was performed a month before the expedition is the fact that the course started to affect the participants after this meeting. During the interim period before the expedition the participants underwent “winter life” training according to written instructions relating to physical activity, inurement to cold, sleeping outdoors, diet preparation, equipment, etc.

Results

Below are presented the results of the overall average order of importance of individual values (for the whole research sample) prior to the course and after completion of the course. The change in the order is shown in Table 2. For visualization purposes the order from Table 2 is shown directly in the pyramid (record sheet), where the values are arranged in order of importance indicated by all participants before (Figure 1) and after the course (Figure 2).

Changes in order of importance for the whole research sample

Table 2 shows the average order of items as assessed by the research group of both courses before and after the course. The order shown in the table is determined by

the importance of the items during the first measurement from the most important (position 1) to the least important (position 18). Clearly the largest shift towards higher importance was observed in the item "Peaceful world", which moved from position 17 in the pyramid to position 13. Conversely, the largest shift towards lesser importance after the course was observed in the item "Happiness" (from position 6 to position 9) and "a Comfortable life" (from position 14 to position 19). Important items include "Freedom", "Mature love", "Sense of personal security" and "Social recognition" (increased by two positions) and "Wisdom" (increased by one position). Less important items after the course compared to the first measurement included "Family security", "the World of beauty" (decreased by two positions), "Inner harmony and concordance", an "Exciting life" and "Equality" (decreased by one position). Several items were not changed and remained in the same position: "Self-respect", "True friendship", "Pleasure", "a Useful life" and "Welfare of the nation".

Figures 1 and 2 show the order of items assessed before the course and after completion of the course. The data are based on Table 2; this is a visualization of a pyramid of values for the whole research sample prior to the course and after completion of the course.

Discussion

In Czech society, the highest perceived value is having a solid partnership and children, followed by professional success, while pursuing one's own hobbies and social life appear to be of lesser importance [Horakova 2005]. Having a contented family is very important for 70% of the population and fairly important for 22% [Tucek 2014]. These trends are also confirmed by our data. Before the course, the item "Providing for one's family" was in the first position; after the course the item dropped slightly, but its exceptional significance is clearly apparent.

According to an empirical survey [Smidova, Vavra, Cizek 2010] the population of Czech university students prefers the values of their own happiness and a pleasant life, but also solidarity and the previously mentioned value of family. Our findings suggest a possible contextual conditionality of the perceived value of "Happiness" – this item was initially perceived as highly important, but after the expedition it dropped by the largest number of positions in the value scale. Given the fact that the two surveys are not directly comparable (different test questions), it is impractical to interpret the fact that our respondents perceived the value of "a Comfortable life" as of little importance. In a different research study, the most preferred item was "Life must be made as pleasant as possible"; it should be noted however that the dimension of pleasantness may be perceived somewhat differently than the phenomenon of comfort and abun-

dance. The change in the perception of "a Comfortable life" is attributed by the authors of the present study to the course format, which was built on hiking through a winter landscape without the conveniences of the modern world. When a student is confronted with freezing conditions and snow, the weather can strongly affect the student's perception of the situation: the student has to carry all necessary gear (tent, sleeping bag, cooker, food, clothing, tools, etc.), and the student needs to overcome physical exertion while snow shoeing through difficult mountain terrain. All this is managed through overcoming oneself; then the student realises that life is about more than mere comfort (for example natural beauty).

According to the authors of the present study, the most significant finding is an increase in the importance of the value "a Peaceful world". Unfortunately, this finding cannot be compared with others' results, because research studies usually lack this value. However, in the context of the basic research question and the purpose of the present study, this is a convincing piece of evidence that the perception of value orientation in university students can be affected in other ways than by teaching philosophy or ethics, provided that these ways are built on appropriate dramaturgy and that the activities are included in a context that is meaningful in terms of the values. A potential deliberate transfer of selected ideas and values from the teachers to the students and their changes can be achieved by including appropriate additional programmes (use of reading, historical facts, visits to monuments and other programming options) in an expedition course. In our case, the increase in the value of a peaceful life was undoubtedly caused by the theme of the course, which was a reminiscence of the events of the Second World War, including a visit to a burnt-out village, listening to stories about the Slovak National Uprising, etc. It was probably the same reason why the importance of "Freedom" increased; this item even became the most important one after completion of the course.

Limitations

The authors are aware that the results might be affected by the period of one month between the first data collection and the course, during which the participants could have been affected by a significant event or change (or any external effect not associated with the course), which could have led to a significant shift in the items during the second measurement. Furthermore, item sorting might be to some extent influenced by the current mood of the participants, during both T1 and T2 measurements.

Regarding the fact that the research was aimed at a winter course, it was impossible to ensure a greater number of participants. The present research was performed on a voluntary basis, therefore not everybody completed

the record sheets and not all record sheets were used as they were incorrect or incomplete. As a result, the final research sample is relatively small: 19 respondents from course one, 8 respondents from course two, in total 27 research participants.

At the same time, the present research study does not include a control group, which could be used to confirm the results.

Conclusion

Winter hiking and camping undoubtedly transforms the lives of the participants. If a stay is long enough and demanding enough, it leads to reflection and contemplation about one's own life, a deliberate change in lifestyle, overcoming oneself, inner sincerity, but also thinking about the community and closeness of one's (hiking) companions, openness and support, the wilderness of the countryside and oneself as part of life and a full being in the present, as well as spiritual experiences in connection to the transcendent [Jirasek, Svoboda 2015]. In certain specific aspects, an imaginary battle between the present moment and the phenomenon of death might be experienced [Jirasek *et al.* 2014], the participants might also make the transition from inaccurate expectations about self-conquest to acceptance of oneself, i.e. to higher self-confidence, from a focus on the past to open acceptance of the future, but also from the bodily and physical dimension of one's own experience to the spiritual and holistic level of experiences gained [Jirasek *et al.* 2016]. The present study enriches this evidence with a transformation of the value orientation and confirms that a programme undertaken in a setting which is not *a priori* associated with ethical or social themes might have a significant effect on the students.

The theme of the course and appropriate programme components of hiking and camping in a winter landscape might affect the current perception of value orientation of the participants. In our specific case the greatest shift towards greater importance was observed in the item "a Peaceful world". Conversely, according to the average order of items, less important values appear to be "Happiness" and "a Comfortable life". However, the question whether these changes are of a permanent nature or whether they occur only immediately after the course has not been the subject of the present study.

Funding details

This paper was supported by the GACR project Models of bodily experience in the theoretical foundations of experiential education and its kinanthropological context (GAČR 16-19311S).

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Zmiany w postrzeganiu orientacji na wartość studentów po wyprawie zimowej: Raport o edukacji doświadczalnej z Republiki Czeskiej

Słowa kluczowe: orientacja na wartość, studenci uniwersytetu, wyprawa zimowa, edukacja przez doświadczenie, metodologia Q

Streszczenie

Tło i cel badania. Badania nad orientacją na wartość, zarówno ogólne, jak i skoncentrowane na populacji studentów uczelni, są kompleksowym zagadnieniem obejmującym wymiar filozoficzny, psychologiczny, socjologiczny i edukacyjny. Podstawową kwestią niniejszych badań była możliwość wpływania na preferencje wartościowe studentów w zakresie innych przedmiotów i dyskursów niż filozofia i etyka oraz szeroko rozumiane nauki humanistyczne i społeczne.

Metody. Do celów badań wybrano wyprawę zimową kurs (rakiety śnieżne i biwakowanie), który jest częścią programu nauczania na Wydziale Kultury Fizycznej Uniwersytetu Palackiego w Ołomuńcu, Republika Czeska. Do określenia zmian w postrzeganiu wartości w grupie badawczej (n = 27) zastosowano metodę Q-sortowania z wymuszonym wyborem 18 pozycji (wartości). Dane zbierano dwa razy, miesiąc przed kursem i bezpośrednio po jego zakończeniu.

Wyniki i wnioski. Badania sugerują, że największą zmianę w kierunku wyższej wartości jest kategoria „Pokojowy świat”. Można to wytłumaczyć w szczególności ukierunkowaniem programowym i geograficzno-kulturowym środowiskiem wyprawy (odniesienia do wydarzeń II wojny światowej w terenie). Natomiast, mniejszego znaczenia nabrały po wyprawie kategorie „Szczęście” i „Komfortowe życie”, co może wiązać się z koniecznością przezwyciężenia dyskomfortu i bólu podczas peregrynacji przez zimowy krajobraz, z naturalnym wpływem na autorefleksję i wyobrażenia o własnej drodze życia.