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THESIS

How LSSA program is impacting future generations, a transfer effect study

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Adventure and Outdoor Education (210 ECTS)

Bachelor's thesis (15 ECTS)

29/05/2023

ABSTRACT

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Title: How LSSA program is impacting future generations, a transfer effect study

Number of Pages: 48 and 67 pages of appendices

Supervisor(s): of the thesis: Kaitso Lehtonen

Commissioned by: Levi Snow Sport Academy

The purpose of this study is to support Levi Snow Sport Academy (LSSA) to develop their curriculum towards adventure education and also to provide feedback and improve the understand of the parents, the main stakeholders, on how the institution has been acting to develop skills in the youngsters that will be transfer to other stages and challenges of their lives after the program.

It was designed a survey with the alumni group and other with the parents that currently have youngsters in the program, based in 15 learning abilities. For the alumni, the purpose is to understand how important are those learning abilities, how much LSSA contributed to develop it and what has been the main source for each one of the skills. For the parents, it was asked also the importance of those learning abilities and the expectation that they have on how much the institution will play a major role in helping the students to develop those abilities. Both surveys received total of 45 answers.

Based on the results, I created a list with 8 suggestions that LSSA can incorporate or improve in their currently curriculum, it also covered suggestions to close some gaps between the institution and needs appointed by the parents.

Finally, I also hope that this study can encourage the adventure educators' community, since the application of this topic will impact positively the lives of many youngsters.

Keywords: sports, young people, adventure education, transfer effect, learning abilities, skills, Levi Snow Sport Academy, LSSA, experiential learning, parents, students, education, freeride, snowboard, skis, educational curriculum, educational institute.



CONTENTS

1 Introduction	5
2 Levi Snow Sport Academy and their need	6
3 Outdoor & Adventure Education	8
3.1. Introduction of Adventure Education	8
3.1.1 What is outdoor and adventure education?	8
3.1.2 How to plan Outdoor and Adventure Education	12
3.1.3 Outcomes of Outdoor and Adventure Education:	13
3.1.4 Adventure vs Education	15
4 Transfer Effect	15
5 Research Methods	18
5.1. Methodology	18
5.2. Survey	19
6 Survey Results	24
6.1. Alumni Survey	24
6.1.1 Alumni Profile	24
6.1.2 Data Analysis for Alumni's survey	26
6.2. Parents Survey	28
6.2.1 Parents Profile	28
6.2.2 Data Analysis for Parents' survey	30

6.3 Cross Data Analysis	31
6.3.1 Summary of the cross-data analysis	34
7 Open Questions	35
7.1 Open comments from Alumni	35
7.2 Open comments from parents	37
8 Next steps for LSSA	41
8.1 Eight Suggestion Points for LSSA	42
9 Conclusion	45
REFERENCES	47
APPENDICES	49

1 Introduction

From many productive and interesting subjects that I went through these years in Humak, transfer effect was one of them that most called my attention. One of the reasons is that is easy to identify the effect as you progress from year to year in the university, but also it made me reflect in my previous experience and how it builds up things beyond the curriculum that would help me not only in my profession but also in many things of my life.

As a former swimmer, during my years as a teenager and my first university back in 2005, I know that something more than just swimming technics, muscles and competition skills were being built during many hours and days of dedication. Many learning abilities like: endurance, discipline, focus, learning how to win and how to lose, socialize, were also being developed that time and thanks to that I could face many challenges in my own life. What I didn't know is that this process has the name of transfer effect.

In the Autumn of 2021, I completed my second mandatory internship with Levi Snow Sport Academy (future referred as LSSA), an institute that offers snow sports and outdoor activities for youngsters in Levi, Finnish Lapland. It was a perfect match between the activities that I was planning to do with them and the needs that the institution had at that time. With a nice connection between me, the coordinators and the coaches, I organized as a volunteer, other activities every time that I was passing by Levi. That gave me the opportunity to understand some needs and future plans for the organization.

It also gave me the understanding that the teenagers going through the program of LSSA would go through the same process that I went as an athlete before and they would realize the same things afterwards when they stop and reflect about the time that they spent in the institution. Soon the inevitable question came in my mind: what kind of learning abilities the previous generations from LSSA are using nowadays? How much LSSA contributed to the activities that they are doing now?

I decided to make a meeting with the coordinators of LSSA and those questions came straight to the needs of the organization that is seeking to improve their curriculum and

move as an institution closer to the concept of adventure education and leave a mark and a legacy in the lives of those that dedicate themselves in the program proposed by LSSA.

That is the story on how it was born the subject of this thesis, in the coming chapters it will be discussed in a clearer way who is LSSA and their needs, what is transfer effect and adventure education; what was the methodology and the survey analysis, its results, conclusion and of course, practical steps that LSSA could improve its curriculum.

2 Levi Snow Sport Academy and their need

The institution started operations in 1999 and it is based in Kittilä, although activities are organized in many other places in Finnish Lapland, Sweden and Norway as well. The information below was taken from conversations with the coordinators and also from LSSA website.

The program had many changes over the years, but now it has been offering 3 main training options: (1) Alpine Ski Racing (AlppiHiihto), it consists in athlete style training for competitions; (2) Multi Snow Sport (MoniTaito), as the name indicates, it is related to a more variety of programs, including skis, snowboard and other outdoor activities; and (3) Free Ride (Yläkoululeirit), modality that you access the slope without assistance of ski lifts in wilderness areas. They are also developing a new training option for Free Style, that makes training for youngsters that wants to learn and dedicate for free jumps in the ramps built on the slopes.

Students come from all places in Finland, in fact we collected some region information with the survey and it shows that majority of students are locals from Kittilä, but around 30% came from regions in South Finland. They combine the training in LSSA with secondary studies at Kittilä senior high school or with vocational training at Lapland Educational Center (REDU).

According to the organizers of the institution the program in the past used to focus only in snow sport activities, with a very small focus on education and that has been changed in recently years. As described in LSSA website:

“Our goal is to help young people improve their snow sport skills and help them grow, to become responsible and healthy persons who know how to appreciate themselves and respect others.”

The motto of “Learning Attitude” shows that besides snow sport, they are also focusing in adventure education (definition and discussion about this topic is done in chapter 3), meaning that they want to develop other skills and abilities besides the sport itself.

This thesis was built with the intention to improve the educational curriculum of the institution. There is a common perception that extra curriculum programs provided by institutions like LSSA provides not only abilities and skills for the program or for the sport itself, but also skills and learning abilities that will be transfer by the student when progressing to other areas and phases of life.

It is certain that for parents and also for LSSA only common sense is not enough and, in the thesis, it will be exposed what kind of learning abilities has been transferred from the student’s life to other positions that they got into, how relevant are the learning abilities for the students and parents and how much influence LSSA had for the youngsters to develop those abilities.

For more concrete results, it was decided to make a survey reaching alumni students and also parents that currently have their youngsters in the institution asking about 15 learning abilities. As a result, it is expected that two main groups will benefit from this research: (1) LSSA that will be able to identify the importance of those learning abilities, understand how much impact their program has in the learning and in the end adjust the curriculum towards adventure education program and make sure that relevant abilities are contemplated in the activities; (2) Parents that will have feedback and understand better the benefits that the students are getting from the time and money they are investing in LSSA.

LSSA also see this as an opportunity to increase the number of students coming to the program, since it is a good marketing campaign to hear the voice of parents and show all benefits that the youngster can get in participating from the program.

3 Outdoor & Adventure Education

3.1. Introduction of Adventure Education

3.1.1 What is outdoor and adventure education?

In this complex and technological world, Outdoor and Adventure Education, has been demanded by many different groups in order to help to develop life skills, pro-social behaviour, and other abilities. According to Alan Ewert and Curt Davidson, in their book (Ewert, A & Davidson, C, 2017), it has been estimated that in 2013, there were over 200,000 students attending Outward Bound worldwide 4,000 students taking a NOLS course and over 18,000 students engaged in some type of adventure education college program. That shows a need of a deeper understanding on the subject.

There are many definitions of what is outdoor and adventure education (OAE), but the definition used by Alan Ewert and Jim Sibthorp in their book seems a very complete one that it will be use as a reference for this thesis: “A variety of teaching and learning activities and experiences usually involving a close interaction with the outdoor natural setting and containing elements of real or perceived danger or risk in which the outcome, although uncertain, can be influenced by the actions of the participants and circumstances.” (Ewert, A & Sibthorp, J, 2014)

It is important to understand that the outcome of a program in OAE will vary from person to person, although it is the responsibility of the educator to make sure and plan the activity that will be suitable for the group considering their skills and the range of their comfortable zone to the danger zone. What educators look when planning an adventurous activity is not exactly how it ends, but the learning that a person can get when he goes by the road, how a person reflects what happens on the way and absorb that as new skills or learning.

See the figure bellow for a better understanding (Hodgson, C & Berry, M 2011):

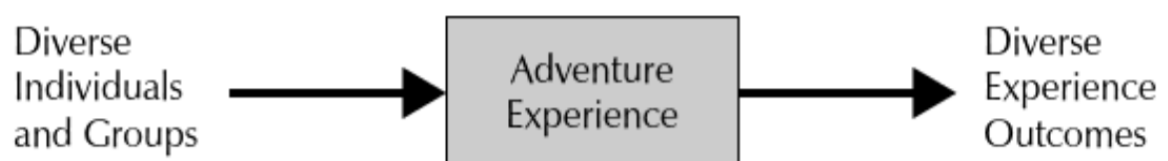


Figure 1: Input-Process-Output model (Hodgson, C & Berry, M 2011)

For types of relationships in outdoor education has been identified: (1) intrapersonal: ability to understand one self, personal skills, confidence, concentration, decision making, tolerance, logical thinking and others; (2) interpersonal: ability to understand people, group skills, communication, trust, conflict solving, co-operation, leadership and others; (3) Ecosystemic: refer to the interdependence of living organisms in an ecological system; (4) Ekistic: refer to key interactions between human society and the natural resources of an environment. (Priest, S. & Gass, M, 2005)

In this thesis, as the reader will see in the next chapters, the learning abilities that I am investigating for LSSA will be much connected with intrapersonal and interpersonal relations. The institution aims to build up through OAE, activities that will build up those skills in the youngsters that are participating in the program. The social outcomes for students, are a natural response from the social structure designed through OAE. The social setting of those programs requires that students must interact with one another along the idea that they need to work together in order to be successful (Jostad J, Sibthorp, J, Butner, J and Rochelle, S 2019)

For a more comprehensive understanding and visualize better where an OAE plays it can be used as reference the theory of Maslow's hierarchy of needs (Maslow, A 1954):

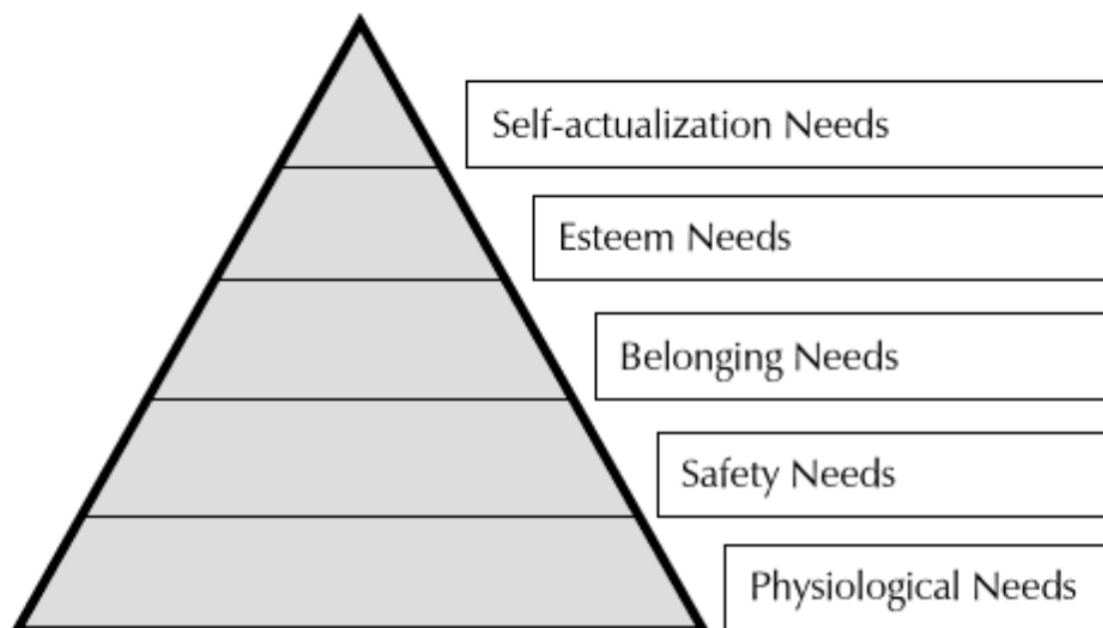


Figure 2: Maslow's hierarchy of needs pyramid (Maslow, A 1954)

Physiological needs are related to the basic need of a human being, like: eating, sleeping and others, that it is expected to be supplied at home; Safety needs means social abilities and personal safety, family, health and others; Belonging needs are related to sense of connection; Self Esteem is related to confidence and achievements and Self-actualization needs connects with meaning and inner potential. For OAE program like LSSA, there is immense opportunity to work specially in the safety needs, belonging needs and esteem needs. If a human being has all 4 first needs satisfied, it will be easier to work in the last level where people focus on personal growth and opportunity for peak experiences.

Adventure Education is strongly based on experiential learning which differs in many ways from information assimilation, as discussed by Priest, Simon and Gass, Michael. The figure bellow extracted from their book exposes a good comparison between then:

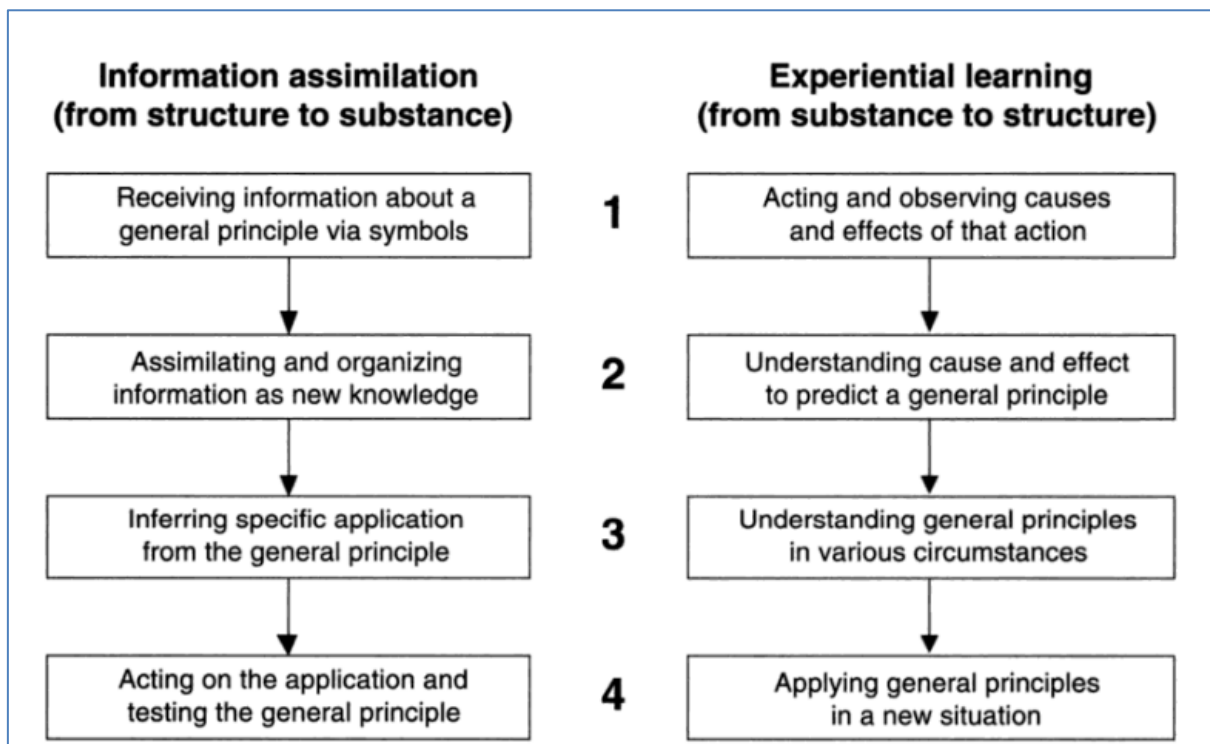


Figure 3: Information Assimilation vs. Experiential learning comparison (Priest, S., Gass, M., 2005)

In Experiential Learning cycle, you have the action and you give time to reflect about what happen, after reflection you set up a plan, experience again and reflects again. That cycle gives you new information or skills that will be transfer to other situations.

Another important point of experiential learning is that it needs to be done in a safe learning environment and there is a sensitive point between a growth area and a danger zone, where no learning is actually possible. This safety levels can be divided in (a) comfort zone, where the situation is very familiar and the person feels completely safe; (b) flex zone, the risk is controlled by the individual, he has skills and knowledge to face the challenge; (c) growth zone, risk to get hurt and managing the risk is possible only thrusting other people and (d) danger zone, the risk leads to a serious accident and fear and panic is visible.

When thinking on programs like the ones offered by LSSA it is important to understand that risk has a very important role in the growth of children and youngsters, if applied in the right amount will lead them to great learnings and reflecting upon them it will facilitate later on the transfer. There are 4 main reasons why this group should be exposed to risk: (1) they develop skills that help to protect themselves; (2) since they are a group that have appetite for risk, if not expose them in a safety way, they might chase for higher risks without protection later; (3) risks are overtaken by health and developmental benefits and (4) overcoming challenges circumstances is essential part of living a meaningful and satisfying life. (Gill, T. 2007)

Ford in his book *Outdoor Education: Definition and philosophy* (Ford, P. 1986), define 4 main premises for outdoor education philosophy:

- 1) Teach a commitment to human responsibility for stewardship pr care of the land.
- 2) Belief in the importance of knowing facts and concepts related to the interrelationship of natural resources with each other, humans and society.
- 3) Perspective of the human being in the outdoor environment, meaning that it is needed to know the natural environment for the survival of species and also for leisure time.
- 4) It is a continual educational experience. It is not just a field trip or an event, but something to pursue for life.

The goal for adventure educators is to provide an effective experience to each one of the participants, therefore it is needed to match individual levels of competence to the level of risk in the activities, so it is needed a lot of flexibility in the programs to make it suitable to a diverse group.

3.1.2 How to plan Outdoor and Adventure Education

There are many factors to take in consideration when planning the activity that will influence the outcome, I will take the list proposed by Matt Berry (Hodgson, C & Berry, M 2011):

- 1) **Participants:** one of the most important factors, the participants bring with them a lot of pre-knowledge and different backgrounds. For LSSA, the ages are very similar and also, they understand the profile before the student join the institution since it is made an interview process during application.
- 2) **The group:** the size and the interaction in the group will impact significantly the outcome. If you are planning climbing with the students and you have only a few routes available it is needed to make the group in a size that people would not be idle for long time. Activities that are more challenge helps the group to create a bond between them, a good alternative when starting a new cycle. In LSSA group dynamics are done specially in camps, competitions and activities organized for the programs.
- 3) **Instructors (Facilitators):** The characteristics of the instructor will also play a major role on the outcome. They have three basic functions: facilitating the experience, safeguarding the experience and minimizing the impacts on the natural environment. (Ewert, A & Sibthorp, J, 2014). In LSSA instructors are also coaches, they are responsible for training program for the success of the participants as well.
- 4) **Physical Environment:** related to where it will be performed the activity. In general, instructors need to decide where they will offer a place familiar or unfamiliar to the students. That is a decision that need to be take according to the outputs that you are looking for. In LSSA there is a mix between familiar and unfamiliar place. Programs like multi snow sport normally are used to familiar places while free riders will have camps in different areas.

- 5) **Activities:** The activities for OAE are endless, in LSSA, besides the slopes itself for snow sports, it is also done camping, hiking, cycling, climbing, canoeing and others.
- 6) **Processing:** One of the most important parts to understand and retain what was learned through the experience is reflection. If the participants just jump from activity to activity, they won't have time to reflect and assimilate new skills and learning will be compromised. That last item is will be in chapter 8 as one that needs to be improved by LSSA in their program.

All those items need to be considering when planning an activity and also the outcomes need to fit in the broad concept of the designed curriculum when looking at a program like LSSA offers.

3.1.3 Outcomes of Outdoor and Adventure Education:

There are three broad categories of outcome (Bloom, 1956):

- a) **Cognitive outcome:** knowing facts and understanding concepts
- b) **Psychomotor:** related to physical skills
- c) **Affective:** personal attributes, such self-esteem, confidence, empathy and courage.

Of course, there is a clear overlapping on those categories and one single activity can promote learning for all of these in once.

Later on in this paper, it will be exposed an analysis of the outcomes expected in the program offered by LSSA investigating through a survey 15 learning abilities.

Other studies also suggest that outdoor and experimental learning have a major contribution in youngsters' development. In a study conducted with directors from 30 experiential programs (Conrad, D. Hedin, D. 1982) there were findings that students that participated of experiential learning develop better self-esteem & moral reasoning than students that only participated of normal degree.

In a more recent article shared in the Headteacher Update magazine, Dr John Allan lists another 10 principles that will generate adaptive capabilities in children and youngsters through AOE:

- 1) **Rebound and Re-invent:** Frame activity with “setback” as a lesson and not a failure signifies that achievement comes as a result of applying continued effort. That allows young people to self-correct and adjust their responses.
- 2) **Energise:** A perspective of “can’t do” mind is replaced by flexible, task-focused “can do” persistence.
- 3) **Share:** The uncertainty in adventure programs develops in the group a mentality of taking care of each other’s wellbeing.
- 4) **Inquisitiveness:** Unfamiliar environments combined with unknown outcomes, makes people to develop the fundamental skills of questioning: how, what, who and why.
- 5) **Life-enhancing:** Experiential learning is the cornerstone of outdoor and adventure education activities where experiences are combined with reflective practices to consolidate the learning.
- 6) **Inclusion:** adventure education requires risk taking and people has different levels of risk appetite, when you combine people with different levels of abilities to overcome a challenge, that creates inclusion and acceptance environment.
- 7) **Environment:** Natural places have unique qualities that enable children and youngsters to re-adjust their behaviour, relax and gain a broader perspective in life.
- 8) **Natural:** The authenticity of outdoor education offers realistic consequences for success and failure.
- 9) **Control:** when youngsters realise that they have control over their decision and actions, they are more likely to know how to make choices and respond positively to challenges.
- 10) **Emotional:** Activities which offer a blend of negative emotion, such as feeling unstable in the moment counterbalanced by positive emotions underpin a “steeling effect”. This helps to inoculate young people to handle more significant risk in the future.

Those outcomes are important to be highlighted to motivate institutions like LSSA to invest in planning a good curriculum in outdoor education. All the skills that can be applied and learned through a consistent program and later on transfer to other stages of the lives of youngsters will help to create a strong sense of purpose when you see the life lasting benefits of the program.

3.1.4 Adventure vs Education

The last portion of this part related to OAE is to make sure that is clear that a program in adventure education is different than just guiding an adventure. Guiding an adventure might not necessarily become educational, people can just go for a good time in climbing or kayaking, or just decide to come for an expedition somewhere in the world, but the background of the preparation to this is only to perform an activity, without any intention to bring an educational purpose, although it might occur. But the methods of an OAE program are designed to improve physical and psychological self-knowledge, strengthen social skills and enhance individuals' sense of responsibility, resourcefulness and courage.

4 Transfer Effect

One of the concerns of institutions that offer adventure education is how to evaluate the impact that their program has on the participants. That helps to improve the community and also to advertise the institution itself. In order to validate the effectiveness of a certain program, it is often used the examples of positive effects that the abilities learned have on the students' or customers' future. This effect that a particular experience has on future learning experiences is called transfer of learning (training) or transfer effect.

For example, the Humak program of Adventure and Outdoor Education, that I am about to finish, started in the first year with a simple hike, planned majority of the time by the instructors that were teaching us basic outdoor skills and giving us limited possibility to perform as a leader in this first moment. In the second year, the program had also climb and rope lessons for outdoor climbing and started to include how to program an adventure education activity and also how to plan and include reflections. All those skills combined led us for an alpine climbing expedition in the last year where all the planning was done by the students and the previous skills learned in other years were used, of course, supervised by the instructors. The knowledge has been transferred from one activity to another, from one year to another, starting with a simpler task, until the students were able to perform a more complex one.

In his paper, Michael Gass, (Gass, M. 1985) brought a diagram illustration on 3 different ways that it is linked the elements from a learning environment to another:

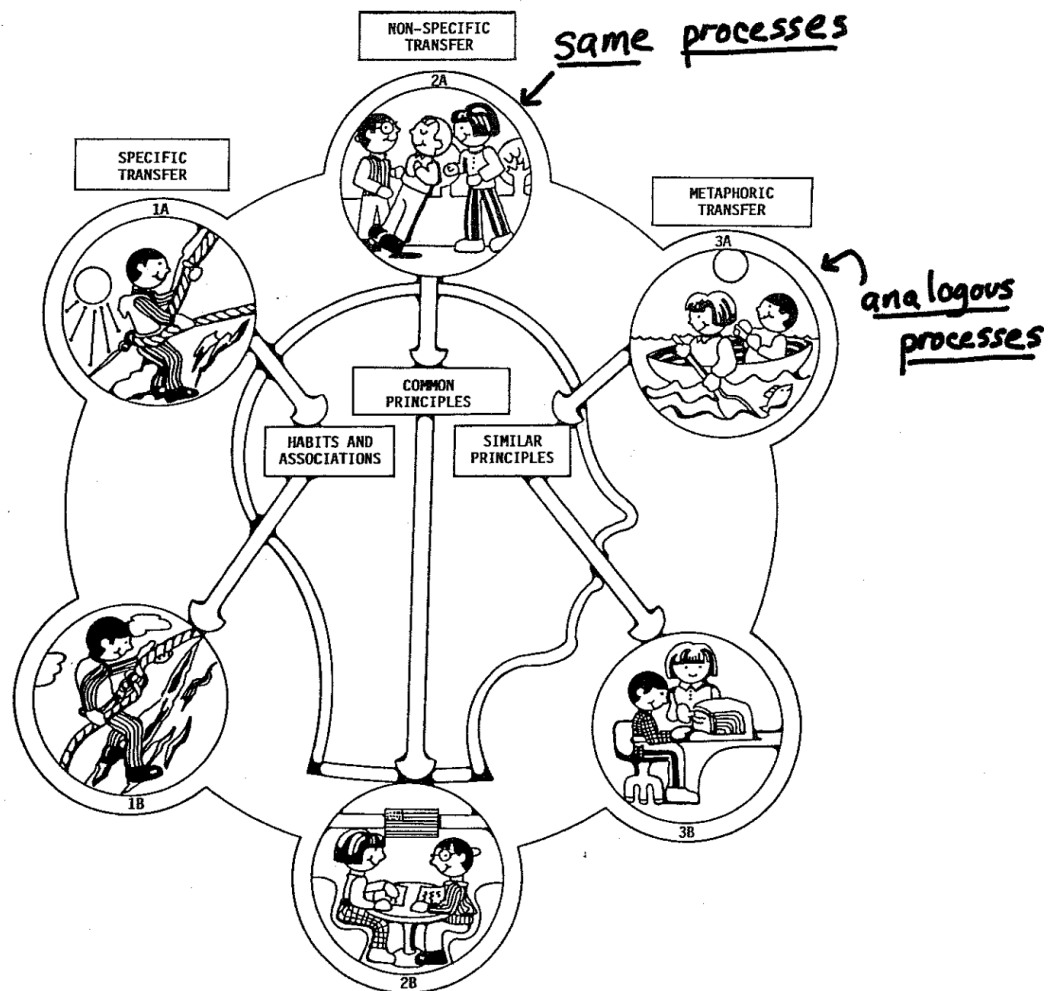


Figure 4: Types of transfer from an environment to another. (Gass, M. 1985)

- 1) **Specific Transfer:** the learner takes the habits and associations acquired during previous experience and applies it directly to other experience to develop a new skill. In the diagram shows a person that learned how to belay and goes to rappelling.
- 2) **Non-Specific Transfer:** the learner generalizes the common underlying principles received from previous experience and employs them in a new learning situation. In the diagram shows a person that played an initiative game and develops trust with peers at school.

- 3) Metaphoric Transfer:** the learner transfers similar underlying principles from one activity to work with another situation in a different context. In the diagram there is someone doing team work in the canoe and working with other person in a business corporation.

Another interesting contribution from the same article (Gass, M. 1985) is a learning process model, with emphasis on the transfer of learning, break in 8 different steps:

- **Step 1:** Are the needs of the students know?
- **Step 2:** Will the goals of the program meet the need of the student?
- **Step 3:** Established leaning objectives.
- **Step 4:** Select teaching strategies, learning tasks, transfer model, techniques and activities for students.
- **Step 5:** Proceed with program, adapting course elements, activities and learning to increase student's potential for transfer to occur.
- **Step 6:** Does it need to reassess? If yes, back to step 1.
- **Step 7:** Continue on with adventure experience.
- **Step 8:** Complete adventure experiences; provide follow up experiences which will aid transfer.

The point is that transfer needs to be planned as much as the proposed skill or the activity itself and the model emphasizes the need of a follow up or reassess to allow adaptations and changes when needed. One thing that is implied in the model is the need of reflection, that is something that will be mentioned even in the chapter 8 when it is discussed with LSSA, practical steps for improving adventure education in the institution.

One of the most controversial topics against planning transfer is that transfer cannot be anticipated with any certainty because learners are always actively constructing knowledge (Martin, B. & Wagstaff, M. 2012). That should not be a concern to adventure educators, since the skill and learning has been provided by the program, if the participant will face situations and use that, is something that depends on them. It is like a person have a course on how to invest money, but you cannot predict that the person will use the skills in the future. But I agree that, as it was written in one of the feedback

items provided in the survey (chapter 7), it is very hard for the participants to understand whether a certain skill was learned in the program itself or some other experience that they had in life.

In this thesis it won't be explored deeper the ways to facilitate transfer, but one clear subject is that the transfer will be impacted by the learner characteristics, which are the variables that students bring to the program like: cognitive abilities, personality and motivation. If the learner understand that a specific activity and training will cooperate with their progress in a certain area of life, they will more likely to facilitate the transfer. (Sibthorp, J. & Schumann S. & Gookin, J. 2011). In LSSA, although they cannot predict exactly the type of group and learner that they will have, this item can be foreseeing during the time of the interviews made before the student is chosen to join one of the programs.

5 Research Methods

5.1. Methodology

So far, this thesis has been explaining who LSSA and its needs and bringing theory content about adventure education and transfer effect and now is time to move for a more practical part of this study and how it is related to the theory and with the needs of LSSA.

To refresh the mind of the reader I just want to recap at this point the need and purpose of this study: LSSA over the years has been moving from a concept that only focused on sports itself or in adventures activities with the students to apply a deeper educational background where participants will learn abilities that will be transfer to other stages and challenges of their lives. To accomplish that, LSSA needs to keep reshaping its curriculum and to reshape the curriculum, the survey described in the next part of this chapter, will first look on how important is a certain learning ability in the current scenario faced by the alumni group, second, how much LSSA program helped to build this learning ability that has been transfer and third, what was the main source for the alumni to learn these certain skills.

The other important part is to build a strong bridge between the institution and the parents, providing feedback and understanding what their youngsters are getting coming to Kittilä and participating of a 3 years program. It is interesting to always remember that the parents are the main stakeholders here, since they will be ultimately responsible to finance their kids to make the program. For that it was also designed a survey to understand through the perspective of the parents, what is the importance of a certain learning ability and is the level of expectation that LSSA will contribute to the youngsters to learn this skill.

Research is a process of asking questions and answering them by collecting and analysing data. The method is a stage of the research process focused on how the research question will be answered (Cardenas, J. 2019). There are many ways to make research, but the two most common ways are surveys and interviews. Since there is a need of collecting data, I decided to use a survey, that method is the most used to gather quantitative information, but in order to have an open channel, the survey also contemplated one open question for the groups.

The research methodology follows basically the 8 steps proposed by Ranjit Kumar: (1) formulating a research problem, (2) conceptualising a research design, (3) constructing an instrument for data collection, (4) selecting a sample, (5) writing a research proposal, (6) collecting data, (7) Processing and displaying data and (8) writing a research report. (Kumar, R. 2020)

The survey offers the opportunity to have broad numeric data, easy to analyse, interpret and base conclusions for future action plan. Also, the results of the survey will be shared with the parents and audience in celebration of 25th anniversary of the institution in 2024.

5.2. Survey

The survey was based on a model shared by NOLS in the paper “Long-Term Impacts Attributed to Participation in Adventure Education: Preliminary Findings from NOLS” (Sibthorp, Jim & Furman, Nate & Paisley, Karen & Gookin, John 2008). In this paper they were looking to have information on how the adventure program from NOLS were impacting participants life at home. That concept fitted very well to our needs in this study.

The survey done by NOLS it was designed in two different phases, in the first phase they carried a survey with participants of NOLS programs with the question: “What did you learn on your NOLS course?” and “What are you using in your life today that you learned on your course?”

With those two questions they came up with 17 areas identified as learning abilities. After defining those abilities, they launched the second stage of the research asking specific questions about those abilities.

For LSSA and this thesis it was decided a simpler way to identify the learning abilities and from that launch a survey to alumni group similar to what NOLS did in their study. Also, for this thesis it was also decided to have the group of parents involved in the survey as well. In the coming paragraphs the reader will be able to understand the full process of creation.

For the creation of the survey, I did several meetings between October 2022 and March 2023 with LSSA coordinators and coaches. Below are the decision points made and the explanation:


- **Target group:** After several discussions to optimize the needs of this study and also the needs of LSSA, it was decided to make two surveys: (1) with alumni students to understand what kind of impact the program has have in the students' lives over the past 25 years; (2) with parents of currently students, to understand and hear their expectations about the program for their youngsters. The inclusion of this second survey came from the understanding that the main stakeholder of LSSA are the parents, since they will decide if the youngster should join the program and also be responsible to finance their youngster through the years that they are attending the program.
- **Learning Abilities:** One of the meetings between LSSA coordinators and I, it was performed an analysis of the abilities proposed in NOLS study (Sibthorp, Jim & Furman, Nate & Paisley, Karen & Gookin, John 2008). After some reflection on what would be meaningful for LSSA and a crosscheck with LSSA curriculum it was decided 15 learning abilities that are highly connected with the activities performed during the program and that could be transferred by the students once the program is over. To investigate the learning abilities is the

core of the work to reshape the curriculum accordingly. Bellow it is listed the learning abilities included in the survey::

1. Appreciation of Nature
 2. Snow Sport Skills
 3. Ability to take care of myself and my needs
 4. Communication Skills
 5. Team Player
 6. Manage Conflicts
 7. Decision Making
 8. Leadership
 9. Patience
 10. Plan and Organize
 11. Perseverance
 12. Ability to work in challenging circumstances
 13. Ability to get along with other people
 14. Ability to know your strengths and weaknesses
 15. Confidence
- **Questionary format:** Humak university offers access to a tool called Webropol, it is a dynamic and easy tool to make and send surveys and it was decided to go with that. In the questionnaire for the alumni group, it was done three sections for each ability previously listed:
 1. **How Important is that ability:** the idea is to understand the value of this specific ability to their currently position in life today. That will give us a clue which ability to focus when reshaping the program. In this case was created a scale from 1 (not important) to 10 (very important)
 2. **How much LSSA contributed to the learn of this ability:** In this section it is possible to understand if there is a perception by the alumni that LSSA activities helped them to develop the ability. In this case was created a scale from 1 (Very False) to 10 (Very True)
 3. **What was the main source for them to learn this ability:** There are several places that an ability can be learned. This section the alumni will select one of the following options as the main source: (a) LSSA; (b) Home; (c) Work; (d) School; (e) Other.

Bellow you can see one of the examples (in Finnish):

Siirtovaikutus Levi Snow Sport Academy koulutuksessa

 Mandatory questions are marked with a star (*)

(1) Oppimisalue: luonnon arvostaminen

Miten tärkeää sinulle tällä hetkellä on: luonnon arvostaminen?

	1	2	3	4	5	6	7	8	9	10
1 Ei tärkeää / 10 Erittäin tärkeää	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle: luonnon arvostaminen

	1	2	3	4	5	6	7	8	9	10
1 Ei totta / 10 Totta 10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Luonnon arvostaminen; opin tätä asiaa ensisijaisesti

✓ Select

Levi Snow Sport Academyssä

Kotona

Työssä

Koulussa

Muussa yhteydessä

Figure 6: Example of a page from alumni survey

For the parents questionnaire it was included 2 sessions for each one of the abilities:


1. **How Important is that ability:** With this first question is possible to understand if the parents see that ability as something fundamental for their

youngsters to learn. That will also be incorporate when reviewing the curriculum. The format is the same: scale from 1 (not important) to 10 (very important).

2. **How much you think that LSSA will contribute in learning that ability:** The idea is to understand what kind of expectation parents have when they look the program of LSSA. The format is a scale from 1 (LSSA won't contribute) to 10 (LSSA will contribute very much)

Bellow you can see the example of the questionnaire (in Finnish):

LSSA Siirtovaikutus - Vanhempien kysely

 Mandatory questions are marked with a star (*)

(1) Oppimisolue: luonnon arvostaminen

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: luonnon arvostaminen

	1	2	3	4	5	6	7	8	9	10
10 Erittäin tärkeää / 1 Ei tärkeää	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

	1	2	3	4	5	6	7	8	9	10
10 Erittäin hyvin / 1 Ei laisinkaan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 7: Example of a page from parent's survey

- **Communication, distribution channels and timeline:** After the scope of the questionnaires were done, in a meeting with LSSA coordinators, it was decided to make the survey in Finnish to facilitate the answers, since it is more attractive to make in their mother language. The other point was to decide the strategy on how to approach the people. For the parents were easy, since the institution have the e-mail of the currently parents and that would be the easiest channel

to reach them, but for alumni that was way more challenging, since there is no data base of the historical information of the students organized in some folder. With that scenario, it was decided to reach people through LSSA social media and ask people for help to reach others organically. In the conversation with the organizers, it was established the window of 1 month to leave the survey open for answers, so it was open during the month of April.

- **Marketing:** The first approach was done through a promotional video, the coordinator of LSSA and myself were in a video explaining the project and asking help to answer and to reach other students. That was published right in the beginning of April. For the parents it was sent an e-mail with the link for the survey and explaining the project. In the last week of April, it was released another communication in both channels (social media and e-mail) as a thank you note and as a reminder to those that have not answered the survey could do so in this last week.

6 Survey Results

6.1. Alumni Survey

6.1.1 Alumni Profile

There is an estimate done by LSSA coordinators that over this almost 25 years of existence, the institutions received around 170 to 190 students and it was received 26 answers from our research, that give us a percentage of 15% of answers, in terms of comparison a similar study done by NOLS with the same approach had a response rate of 21%. Although it might be expected higher rates of responses, no doubt that for a campaign done only through social media, it was a good number of answers. Nowadays the data base of LSSA is much more organized and the institution would have no problem to reassess this survey in other years.

Different profiles of alumni will impact the experience and answers of abilities transferred and its importance for each of them, per example, those that work as ski instructors will have a direct transfer from the snow sport program to their current activity and they will give higher grade for this ability, while for others might not be the case. This

thesis does not contemplate the transfer break down by profession of program that the students participated, but it is a suggestion for further studies in case it is needed.

The first part of the survey consists in collecting simple data to understand better the profiles of the group:

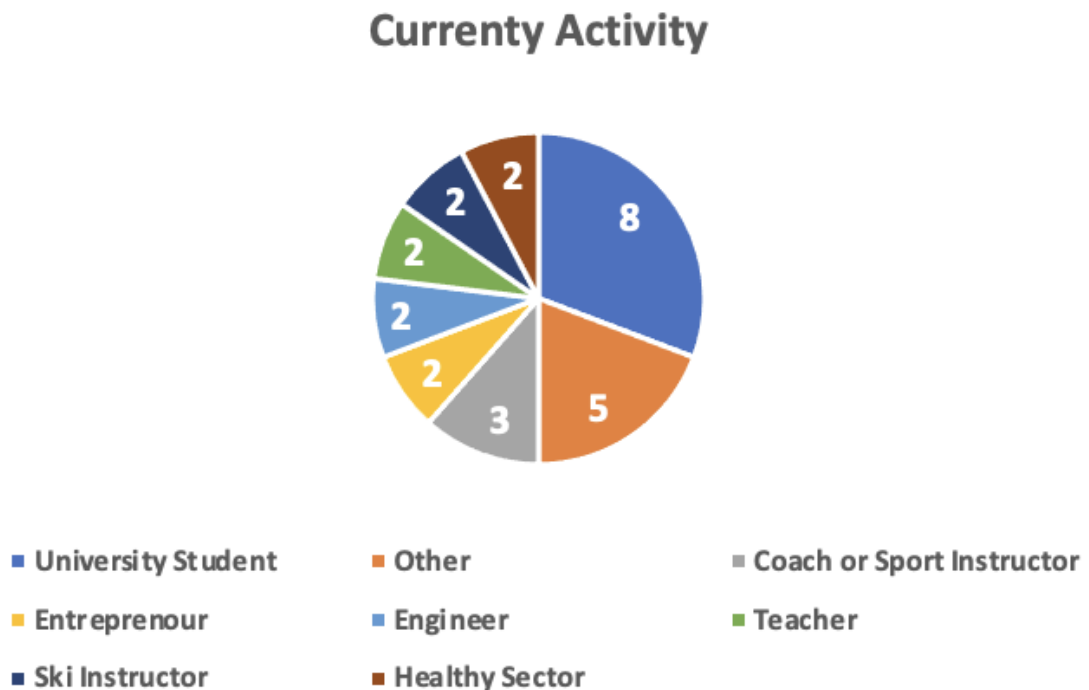


Figure 8: Graphic of current activity of alumni

Looking at the graphic above, majority of the group is a student in the university level, that suggests that social media channels achieve in majority, the group of latest graduation students, in reality only 2 answers came from a group that graduated in 2003 and both are coaches. For the graphic other professions are the ones without any pair: Land builder, security, real state, project manager and sales. In terms of ages of graduation, half of students that answer the questionnaire were graduated after 2015. That is an expected result, since the marketing of the survey was done through social media and organically within the community.

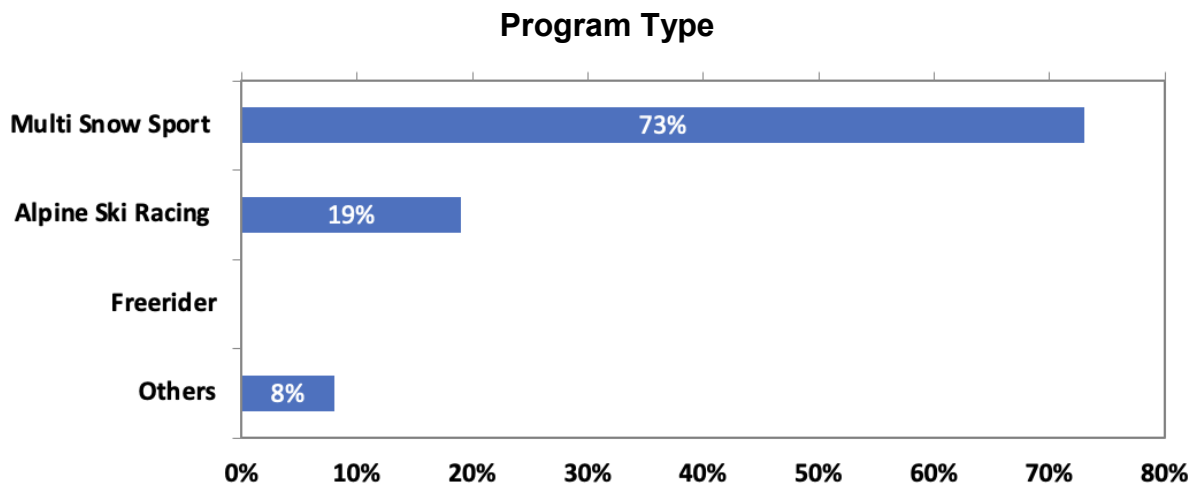


Figure 9: Type of program alumni attended in LSSA

Another interesting information about the profile, is that majority of the answers came from the multi snow sport program, which is the program with more consistency over the years of existence of LSSA. Freerider program is something developed over the last years and majority of the group is graduating next season, that will be clear in the parent's survey where Freerider are the second biggest group. Understanding the type of program that the student attend can also help to understand what kind of skills will be transferred by them.

6.1.2 Data Analysis for Alumni's survey

In this session I will make the analysis considering only the alumni answers later on, after the parents' analysis I will cross over the results to have some conclusion comparing both groups.

- **“How Important is” session:**
 - **Top Grades:** From 15 learning abilities, 7 received a grade higher than 9. The top learning ability for the alumni students is “Ability to take care of myself and others” with 9,5, second it comes “ability to get along with other people” & “communication”, followed by “team player”, “decision making”, “appreciation of nature” and “confidence”. Interesting to see that for those who already passed to another phase of life, the first 3 learning abilities are related to how you develop yourself in connection with others. This is a ground that programs like LSSA offers can really play to

help them, since there are many group activities along the years in the program.

- **Bottom Grades:** From the total of 15 Learning abilities, 4 had the grades around 8. The lowest grade is for “Manage Conflicts”. Second lowest is “Leadership” followed by “perseverance” and “snow sport skills”. The point that gets the attention here is that for the alumni students, the main activity of LSSA, which is the snow sport skills, is one of the less needed when they move to other phases of life. That indicates that if LSSA wants to work to contribute with the students with long and lasting skills, the focus is really other abilities besides the sport itself. That seems very common in the field of sports, since just a small percentage of total people that trains, make their lives over the sport. The other thing that it can be concluded is that the main program of LSSA is the multi snow sport, which is not exactly focus on athlete life.
- **“How much LSSA contributed” session:**
 - **Top Grades:** When asked about how much LSSA contributed to them to get this ability, the alumni group identified only one ability above 9: “Snow Sport Skills”. That should not be a surprise, it indicates that they succeed in providing a good planning on their main activity. But also indicates that there is a lot of ground to improve their curriculum to be seeing and preserve as an adventure education institute. There will be a session discussing low hanging fruits for LSSA, because there are many small adjustments that they can do that will already contribute to them to walk into this path.
 - **Comparison of “most important” vs. “LSSA contribution”:** All other grades for LSSA done by the alumni is below 8, but from the 7 top grades in most important for the alumni, 2 call the most attention: **(1) “appreciation of nature”**, LSSA got a grade of only 6,5 in contribution to develop this ability and that is something that could be much more intense in a program done surrounded by beautiful nature and that uses so much the nature itself to make it possible to happen; **(2) “ability to take care of myself and others”**, again, this is the main ability pointed in the hand of

importance and according to alumni the grade of LSSA for contribution is only 6,9.

- **“Main Source for getting these abilities” session:**
 - According to the alumni, majority of the learning abilities they got from work. That is no surprise, being part of an extra program like LSSA, sometimes don't give the intense commitment from the students to seek and to realize that they have the opportunity to develop different abilities. Different from work life, where the commitment is much higher, since you have a higher level of responsibility with the place that is actually paying your salary. That leads you to push your barriers to develop the abilities in order to succeed in something that will take around 1/3 of your life. It is important to mention that LSSA was recognized as a main source for 3 learning abilities: “snow sport skills”, “ability to know your strengths and weaknesses and confidence. Important skills for the age that they are involved with LSSA program

6.2. Parents Survey

6.2.1 Parents Profile

As explained before, the parents are the main stakeholders for LSSA, they are the ones deciding that their youngsters will come to the program and also financing the years that the youngsters will be in Kittilä to conclude the program and school period. With that in mind it was decided to involve them in a survey to improve the communication and also to understand their expectations with the program and the role of LSSA in the development of the students into adult life.

The parent's survey was sent only for the parents that currently have youngsters in the program and they were approached by a simple and direct communication through e-mail. LSSA has currently 42 students and it was obtained 19 answers, giving to us a response rate of 45%, 30pts higher than the alumni responses. That is obviously related to the access of correct data base, since the data from the current group is completely available and easy to contact.

A few questions were asked for the parents in the original survey, but the one that can impact more about the skills transferred is to understand which program their youngsters are attending now.

Program that parents have youngsters

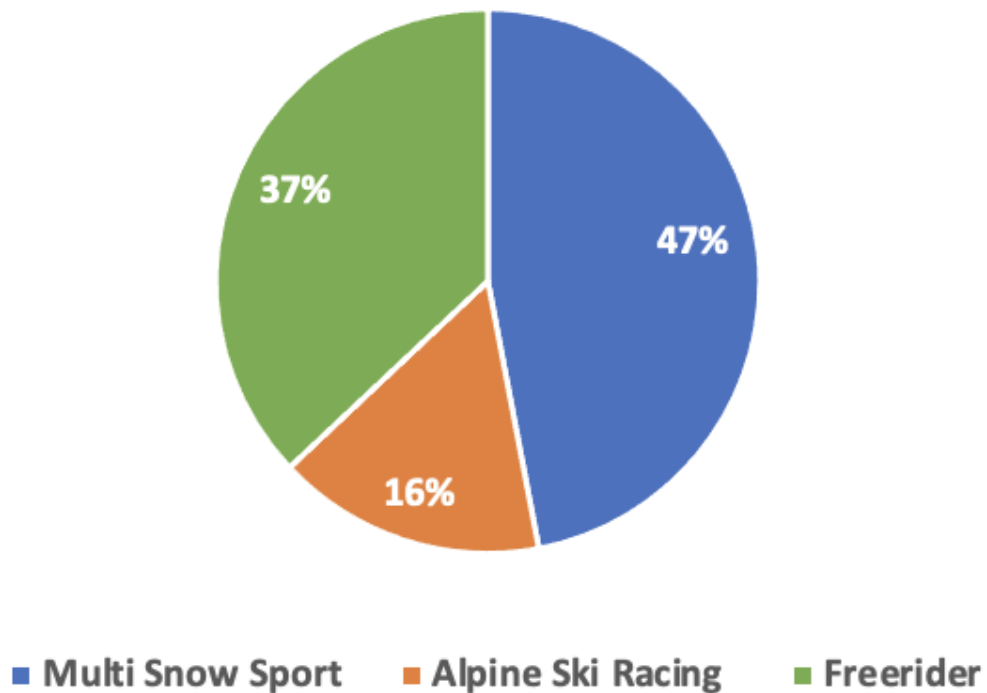


Figure 10: Programs that parents have youngsters in LSSA

The figure number 10 shows that “Multi snow sport” program is still the program with majority of the participants, but different from the alumni program, there is a big increase on the “Freeride” program.

Different profiles of the allocation of the youngsters in the type of programs offered by LSSA may impact the transfer effect and the type of abilities that are transfer, since the programs covers different activities from each other. This study contemplates the general abilities for all the programs and the analysis don't segregate the abilities transferred according to each program, but that can be a suggestion for future studies.

6.2.2 Data Analysis for Parents' survey

This session is dedicated to show the data of the parents' survey for the 2 questions that were addressed to them: (1) How important is the learning ability? (2) Do you think LSSA will contribute to the youngster to get this ability?

For LSSA is important to understand with these questions what kind of value the parents give for a certain learning ability and also if they have expectation that LSSA will play a major factor for their youngsters to learn these abilities.

- **“How important is” session:**
 - **Grades:** It is actually funny but natural that all 15 learning abilities have good grades of importance for parents, since they think that as much abilities their youngsters can get it is better for them. So, all abilities got grades above 9,0, except “Leadership” which got 8,9. The highest grade was 9,8 and it was given to: “Ability to take care of myself and others”; “Communication Skills”; “Decision Making” and “Ability to work in challenging situations”.
 - **Comments:** A good adventure educational program involves activities that will interconnect these abilities, knowing that in one exercise more than one skill will be actually worked. But also, for future reference, would be good to directly ask for the parents to scale what are for them the 5 most important abilities in case you need to prioritize. In the chapter 8, I will suggest next steps for LSSA and one of them is to understand specific goals for each student, since the group of students is not that big. With that two information would be possible not only to know what to focus on the broad curriculum, but also tailor made it individually for the students.
- **“Expectation on how much LSSA will contribute:**
 - **Grades:** Despite the investment that parents do for having their youngsters in the program and also the importance that they give for the learning abilities, only “Snow sport skills” got a grade higher than 9,0. The second biggest grade was 8,4 given to “Ability to get along with other people” and the rest got close or bellow to 8,0.

- **Comments:** It seems by the grades that the expectation of the parents for LSSA is that the institution will provide what is your main activity: “Snow sport skills”. That is understandable since this is the main advertisement that LSSA invest to be known. It will also be discussed in chapter 8, but if, besides the sport itself, LSSA wants to be known as an adventure education institution, it needs to work in the curriculum and also in the communication not only with current parents but also outside the community.

6.3 Cross Data Analysis

Finally, after the exposure of the main data coming from the survey, I will take this session to analyse the learning abilities and crossing the grades given by alumni and parents in the different questions. For that I will make short comments for each one of them, although for the next steps I will focus on the most important ones in a general method to improve the curriculum of LSSA

1. **Appreciation of Nature:** For parents and alumni is a very important ability, both above 9, but on the other hand alumni and parents gave low grade for the contribution or expectation. The main source of this skill is from home and that is culturally strong in Finland. I don't believe that it will change the main source, but since LSSA is so related to activities in nature, that can also be something to work in the curriculum with campaigns and activities related to preservation of their playground.
2. **Snow Sport Skills:** Parents gave a high grade of importance of this ability: 9,5, but alumni gave only 8,3. That is a very interesting point, since it seems that for those that are already working on different phases of life, this skill, that is the main one provided by LSSA, becomes something of less importance when compared with other skills that will help them to thrive in their careers and life. It is clear by the survey that this skill has LSSA as main source and both: parents and alumni agree with the contribution of the institution and they gave a grade of 9,3.
3. **Ability to take care of myself and others:** That ability has the highest aggregate grade, with a grade of 9,5 from alumni and 9,8 from parents. That is understandable for the age group that LSSA works with. There is

expectation that the youngsters mature on this as they progress into their adulthood. The main source of that skill has been home and both grades of contribution and expectation are low. That ability will be something that deserves attention in the program due to the importance, but still, I believe, that the main source will be maintained as home.

4. **Communication skills:** Another ability with high grade of importance for parents and also for alumni both above 9,0 and being more specific one of the highest grades from parents' survey: 9,8. The grades of contribution and also expectation is low and main source of this ability is work. That is the phase of life of where there is a big requirement to have good communication skills, but also an ability that can start to develop in early ages, that is why LSSA can have an important role here.
5. **Team player:** Both groups, alumni and parents, agree with the importance of this ability, being graded with 9,1 and 9,7 respectively. The main source of that has being work and both groups didn't give too much expectation and contribution from LSSA to develop this ability. Another easy ability to work on, since there are many activities that are done in groups and even the trips planned need to have the contribution of each one of the students.
6. **Managing conflicts:** this ability has the lowest grade from alumni and also one of the lowest from parents' survey. It is a difficult skill to simulate situations to train people to develop that and normally it is developed when it is really needed in real life situations. That is why the main source of this skill is work, where normally it is more required.
7. **Decision making:** parents see in this ability a very important one, with average of 9,8 while alumni gave 9,0. Decision making is one of the abilities that is most valued when a person lives with the consequences of the decision that he has been making in his life and as older as the person becomes, more difficult is to recover the consequences of bad decisions in life. Alumni gave only 6,9 as contribution from LSSA and parents gave 7,9 as expectation that the institution will have an important role in developing this skill. The main source is work.

8. **Leadership:** compared with other learning abilities, this skill received low grades from both groups, alumni and also parents, in terms of importance. Also, both groups don't see contribution or don't have the expectation of contribution from LSSA and the main source is work. Despite the grades, that is a skill that the institution could contribute more working on values and virtues that people can carry and excel in case of assuming leadership positions in the future.
9. **Patience:** there is a common discrepancy on how much parents value this skill versus alumni. Treating with youngsters in a teenager phase, parents would like that their kids would have this ability, giving an importance rate of 9,6. For alumni when compared with other skills they put that on second plan and due to the challenges, that they face, work is the main source of that skill.
10. **Plan and Organize:** this ability has a similar result as patience. Parents see that skill very important, with a grade of 9,6 while alumni gave a grade of only 8,7. That is normally one flaw that parents see in their youngsters and definitely would like them to work on it in an early stage. Both of the groups don't see LSSA playing a major role in developing that and put work as the main source. With so many camps and activities organized by LSSA, the coach could start to share some of the responsibilities to the student group, forcing them and supporting them to develop this skill that will help in any phase of their lives.
11. **Perseverance:** both groups didn't give high grades of importance when compared to other skills. In fact, that received the third lowest grade of importance to the alumni groups. It is interesting to observe that this skill has becoming less and less important for the generations where the culture of replacement is everywhere, from products to relationships, but one of the most required if you want to thrive in a certain career or pursue a dream. Parents and alumni don't believe that LSSA helped them to get this particular skill or don't have expectation that the institution will help. The main source has been home.
12. **Ability to work in challenging situations:** this ability received one of the highest grades from the parents' group, although it had not the same

trend with the alumni. The alumni also didn't perceive the contribution from LSSA, giving a grade below 7 when asked how much LSSA contributed to develop this skill and the parents gave grade below 8 for the expectation. No surprises that the main source of learning this has being the work environment.

13. **Ability to get along with other people:** Alumni and Parents gave grades above 9 in terms of importance for this skill and although the parents gave a grade above 8 for the expectation for LSSA to contribute in developing this skill, the alumni gave a grade below 8 on how much the institution contributed with this ability. They also see the work environment as the main source to get this skill.
14. **Ability to know your strengths and weaknesses:** for the parents, this ability has a grade of importance above 9,5, but for alumni is below 9. The interesting part is that LSSA was considering the main source of getting this skill, even though alumni gave a grade of 7,7 in how much the institution contributed and parents gave 8,1 in how much they expect that LSSA will work in this particular skill with the youngsters.
15. **Confidence:** that is the last skill in the survey and it has a high grade of importance for both, alumni and parents, being 9,0 and 9,7 the grades given respectively. This ability also received the highest grade on how much LSSA contributed, after the main activity (snow sport), by the alumni group. Another perception is that LSSA is the main source of this skill according to the same group. Interesting to have it here, since confidence is such a important ability to work in the early teens.

6.3.1 Summary of the cross-data analysis

I will take the opportunity here to make a summary of the analyses and how I read the data, that will be more explored also in the next steps and final conclusion, but it is already good that the reader has some major understanding on what does this survey means.

First of all, the data confirms our major suspects, LSSA is known and perceived as an institution that dedicates and has the main goal around snow sports skills. It was the main source for the alumni to get this skill and the institution contributed a lot for them

to have it, same for the parents that has high expectations that the institution will play a major role in developing that in the youngsters. That is an expected result and in reality, when discussing with the coordinators of LSSA, they were expecting that all of the other learning abilities and the focus on adventure education would not be seen by parents and alumni, since it is a recent adjustment that they are working on the curriculum.

The second point that I would like to emphasize here is that when looking the grade of importance, the main activity of LSSA, which is the snow sport, has the 4th lowest grade. That shows us that for the life after program there are many other skills required to the youngsters to thrive in the activities that they choose to do, per example in work or university life.

If LSSA wants to have a lifelong contribution to the life of the students, they need to invest and review their curriculum, focusing in the abilities described in this thesis while maintaining the quality of the snow sport activities. Working on to shape the program for a more adventure education program might turn the institution even more attractive for youngsters to join and parents to invest.

7 Open Questions

In order to improve the communication channel with both groups and looking for an open feedback opportunity, I added in the questionnaire one space for them to express themselves, to make sure it is capture something that might not be said normally in the meetings with parents or some idea from alumni group after they reflect about their programs and its impacts some years later.

7.1 Open comments from Alumni

From this group, comments were more generics and more about the good feedback of doing the survey itself or even to realise how much LSSA has progressed its program over the years. But there are two answers that I will translate bellow and add some comments as well:

“Teachers who have graduated from the alpine school are valued in the big ski centers of Lapland, but in the small ones in the south this school has not been heard of and therefore they do not know how to use all the "extra" skills that you learn in the

alpine school compared to the basic ski instructor/teacher course. It would be good if information about the alpine school could also be spread to those coming below Oulu.”

That comment is related on how big or how much impact LSSA wants to have in the whole country and even in other places of the world. In previous discussion with the coordinators, it seems that they want to open doors for exchange students from other countries and even the participation of LSSA in the Interski event in 2023 indicates that they want to be part of a bigger community abroad Finland. But by the response of this alumni there are still a work to do its own country.

It is very important to do a good job, to strengthened its curriculum, but also, it is important to be known by the excellence of your work. If the institution has a good reputation, that helps the students to present themselves in other places and compete for job positions as well. The whole package of good reputation and good students going to the market will help LSSA to have a sound future.

“I graduated from Levi Snow Sport Academy 5 years ago, so I noticed in my answers how the studies and work after that have developed the skills in question more. If I had graduated even a year ago, I would have definitely noticed that LSSA had more of an impact.”

That is also an interesting answer. Most of the times that an individual is going through a process it is not realised what has been formed or build up in us, unless there is a process for reflection on it. That is, by the way, one of the main points in adventure education: to make the adventure possible and safe, a field to experimental learning and reflect upon each stage. In this case it is clear that this person recognizes that LSSA had a role in many of the abilities proposed here, but he was forced to reflect only 5 years later and now he understands that the bigger impacts come more from the latest experience that he had.

It is very important to LSSA, even after this thesis, to include a process to its students to reflect on the experiences that they are going through, including setting up some goals for them to realize the progress that they are having and also to reevaluate, when needed, the activities that they are choosing to do. That matter will be further discussed in the next steps session, chapter 8 of this thesis.

7.2 Open comments from parents

By the quantity of responses and the type of answers that I got from the parent's group, it seems clear that they are more eager to be heard and to see some improvements on the program of LSSA. As in the other session, I will highlight the answers and make some analysis after.

Compliments:

Comment 1:

"Alppikoulu has been a safe background support for the young person who moved to Kittilä at the age of 15.

Now he has grown into an adult young man who does his job well."

Comment 2:

"LSSA's activities develop young people versatilely and in a good spirit precisely in the themes presented by the questions."

Comment 3:

"I think education is very good and useful for young people. The training has a diverse content and young people really get to learn the skills that are reviewed in this survey. Sami Suhonen is a very good coach and knows how to guide young people and sets a model with his own example and keeps things relaxed and considers everyone equally. You can see that young people like it and develop."

I choose also to put those 3 comments where there is good feedback for the institution. Although there is not necessary an idea or suggestion, it is good to reaffirm to the institution that there are cases of success from the whole program developed so far. For those who knows the history of LSSA is nice to see the direct feedback for one of the coaches: Sami Suhonen. Sami joined LSSA in the same year that I did my internship with the institution in 2021 and he came with a good educational background, organizing not only events to improve the skills of the students, but also channels to understand values and improve social abilities. That focus has been recognized here by this specific parent.

Frustrations:

“All students on the same line should be treated equally, this has not always happened. It worries me sometimes. When I see someone else's bad mood and feeling.”

I select only one comment as pure frustration, this comment is here since there is no specific situation pointed or even a suggestion on how to improve the environment, it might be a specific case for a student or it might be something that needs more attention in general. In any case, this kind of comments should be addressed in the meetings held with the parents to know the specific reason and solve it in order to have a safe space for all students and they feel that they belong to the group. Interesting study made by Roy Baumeister and Mark Leary, suggests that deprivation of belongingness leads to a variety of affiliative behaviours and cause a various undesirable effect, including decrements in health, happiness and adjustment (Baumeister, R., Leary, M. 1995).

Suggestions:

In this session I will put answer by answer and a comment after each one of them, there are mix of frustrations but also suggestions that can be easily addressed by small actions.

Comment 1:

“The multi-skilled line needs more cohesion. A feeling of indignity has been carried over to the home, there is no social media channel of its own and the feeling that FreeRide is valued more by the Academy.”

Here it is the perception of different values between the programs offered by LSSA. That might be true since the social media for FreeRide and also the cohesion of the group comes much more by the profile of the coach then by a policy and method spread in the organization. I know that LSSA is aware of that and they just hired a full-time coach for the multi-snow sport group, that for sure will improve the quality of the program, but I just would like to highlight for the institution that good process needs to be standardized and not only rely on the profile of the person that it is running the program now.

Comment 2:

“Students should be committed to purposeful studying, also independently. Exercise should be one important so-called subject that could be emphasized in studies. Students should be required to practice physical activity on their own initiative. Today, there are many apps that can be used to collect exercise performance. Everyone should keep a so-called exercise diary, from which progress can be monitored.”

That suggestion opens up for some ideas on how to improve. I don't know exactly how heavy is already the schedule of the students with their dedication to school + LSSA official program, but clearly for this parent it would have more room for independent work. That culture can be created specially on those who aims for competition or for more professional work as a skier, since extra exercises and programming can improve their technics and also avoid injuries over the season. Extra activities need to be pushed not under requirement, but the students need to be willing to take, either because they understand the importance of it or it can be created some sort of competition between them to motivate the extra work. As mentioned, there are apps that can monitor that and every month they could give a prize for those who perform well and also is important to say that LSSA has partnership with Wellness Club Levi, a gym with nice facilities to work all year around.

Comment 3:

“Communication is weak and it mostly happens in connection with the parents' association, and there the person takes credit and directs the conversation to collecting money and himself. As a result, parents are less interested in the school and what happens there. Would it be good to separate information attacks/messages related to fundraising from communication and messages related to school and studying. And for example, a monthly letter so-called 8 times a year would not be too burdensome to do (perhaps in the first year).”

In this answer there is one essential skill for every person, institution or company in any situation or job: communication. That needs to be clear, concise and well addressed. That can be done by different channels and purposes as well, as suggested by this parent. The monthly letter could even be coordinated by a student or group of students with the coordination of one of the coaches. That would be a nice way to work in communication skills from the student, get the attention of the parents and improve the channels between institution and the parents.

Comment 4:

“So far, I have not particularly noticed that through LSSA there was not much other than the sports training itself. In my opinion, I have not had much controlled education/training for the other areas that are also asked about in this survey. According to my understanding, there were some very individual other trainings. There should be much more training in mental/pressure management etc.”

This kind of answer was not surprise for the ones used to the history of LSSA and even the numbers show that the institution is known by the snow sport skills and many parents and even students that applies to come they are not aware of the concept of adventure education. That concept is also something new in LSSA and even the coordinators were aware that the previous focus was only in the sport and have a good time with the students. The latest movements and even this thesis itself shows that the institution gave the start, but there are many things to work on in order to incorporate an adventure educational curriculum and be known by that.

Comment 5:

“Extremely important skills were highlighted in the survey. Every parent surely wants the young person to learn these things. Young people certainly develop these skills during the LSSA years. Living alone and having to take responsibility for their own everyday life, I don't think LSSA provides support and learning for these. I feel that it would be extremely important that young people also get to learn, coach, spar for psychological things such as managing disappointments, self-confidence, etc. Growing into a top athlete requires more than developing technical and physical skills. These development targets should also be identified and monitored, e.g., through each individual's own development plan. There should be "development discussions" with every young person at the beginning and end of the season, where the young person himself could learn to identify development targets and define goals for all areas.”

That answer is a complete one and incorporates a lot of the steps of an adventure educational program, especially when thinking of transfer effect. According to this parent, there is no perception that LSSA is working on that, but he recognizes the importance of learning abilities and also that LSSA has the opportunity to play a major

role in helping the students to develop that. More of these will be in the chapter 8, but ideally LSSA should start the groups having time to understand the goal for each student, to know well the group and its profile, after that coaches should make meetings with the students to review and students should have time to reflect by their own on these goals and reevaluate them as well. That should be not a top-down process, but more a bottom's up process with the coordination of the coaches. But targets and goals should be developed together with the experience of the coach and the willing of the student to learn and improve his abilities.

8 Next steps for LSSA

It is always good to recap what has been discussed so far and what is the reason of this new session. The thesis started explaining the needs of LSSA, how over the years they desire to become more an adventure education institution and review its curriculum in face of it. After that I decided to come and explain the concept of Adventure Education and the understanding of transfer effect, two main subjects of this thesis and how important it is and how it applies to the case of LSSA.

To support the changes in LSSA curriculum it was designed two surveys that could give more light in what to do and how to do it. The first survey aimed the alumni students and from them there is a need to understand what happens in life after LSSA program, what kind of skills or so-called learning abilities they understand is important for their current situation, since in Adventure Educational program it is expected that the students will get these social abilities and transfer them to next stages of their lives. From the alumni students the coordinators and I also wanted to understand what was the main source of development of these skills and their perception in how much LSSA contributed to that.

The second survey was directed to parents that currently have youngsters participating in one of the programs offered by LSSA. This decision was simple: parents are the most important stakeholders for the institution, they are the ones that ultimately decides if their youngsters will participate of the program and also, they are the ones financing them for basically the 3 years. Their survey included 2 main questions: the importance of the proposed learning skills and how much they expected LSSA to be working on to help the students to develop those abilities.

Also, the open questions for both groups gave us a lot of value information and feedback to come up with the action points described below. The important part of the action points is later on to understand on how to prioritize and how to monitor the progress of each one of them. Although it will contain some suggestions on how to monitor the progress, the prioritization of each action will be the responsibility of the institution.

It is also a good reminder that next year LSSA will complete 25 years old and it would be nice to refer this survey, the action points and the practical results of that to the parents and community next year, that will generate a feeling that they have been heard and their suggestions were properly addressed.

8.1 Eight Suggestion Points for LSSA

In this section it is listed 8 points related to adventure education and transfer. There are other points related to corporate communication and marketing improvement that could be done, but for the purpose of this thesis the focus was in OAE and transfer effect.

1. **Pre-work goals with students and review them:** Besides the general goal of the curriculum, there should be individualized goals for the students. That should be the first activity when starting a new season, the coach with experience can lead the student to understand some abilities and things that they need to improve while fitting the student's aspiration when they joined the program. Goals need to be re-evaluated every end of the season at least, to take the moment for the students to reflect on the season that they just passed through and to adjust for the next one. The steps discussed in the chapter 4 gives good guidance. **Source:** Parents survey, open suggestion session.
2. **Communication improvement:** I don't have the information on how it has been organized this one, but by the feedback from parents' survey it deserves a special attention. There is a desire that direct messages need to be send one specific about "school and studying" and one for "fundraising". There is also a suggestion that it should have a newsletter coming every month. In that I believe it would be nice to have once a month like "what's going on" newsletter with a general session written by a coach and then one session for each one of the programs written by student

and reviewed by the coach. That would tackle two major aspirations: have the channel with the parents and also develop one of the forms of communication skills of the students, a demanded learning ability to be transfer. **Source:** Parents survey, open suggestion session.

3. **Plan learning abilities into the activities:** When reviewing curriculum for the next cycle and when you start to organize camps and activities, think how to create the experience where the students can work on different learning abilities. The planning part is one of the most important phases for experiential learning and it is crucial for transfer purposes as well. The goals of each activity need to be clear to the coach, so it is possible to be flexible and adapt on the way as far as the goals proposed has been achieved. Also, the goals of the activities need to be integrated with the general goals of the institution. **Source:** there are two sources of this need: (1) Parents survey, open suggestion session and (2) based on the importance for abilities in the life after the program. Remember that Snow Sport ability, the main activity of LSSA got one of the lowest grades as importance in the alumni survey, so if LSSA believes that adventure education program is valuable and wants to cooperate that students get abilities that will last for a lifetime, that part of the planning is one of the most important ones.
4. **Incorporate “Transfer Effect” concept:** As it was exposed before, transfer effect is one of the mechanisms that human being does that allows them to progress for higher challenges or even to take more responsibilities through the years. Ideally when reviewing the broad curriculum for the years in LSSA, the student should be able to take bigger challenges every year because of different skills learned previously in the activity or program. That is something that needs to be incorporated when reviewing the curriculum. **Source:** Parents survey, open suggestion session and theory concepts of this thesis
5. **Include Reflection on the activities:** Together with experimental learning, which is the basis of Adventure Education, comes reflection. It is not possible to absorb and understand the process of learning through experience if you jump from activity to activity without reflecting and let the new experience “sink in”. The reflection also needs to be planned, together with the introduction of learning abilities and transfer effect. There are many ways to make reflection, it can be individually or also in group, it can be in form of questions or some quick exercise or visual activities, but

it needs to be based on the learning abilities and the goals that the activity was proposed to do. There are also four different levels of reflection: (1) description, just a descriptive information; (2) justification, logic and rationale; (3) critique, explanation and evaluation; (4) discussion, suggesting alternative solutions for changing someone's practice. (Mäeots, M., Pedaste, M., Kori, K., Anjewierden, A. 2016).

Source: Theory concept discussed in this thesis.

6. **Appreciation of nature:** I was impressed to see how low was the grade of LSSA on the "how much LSSA contributed to these skills" session. Majority of the program is organized outside with stunning playgrounds in Finland, Norway and Sweden. The students are often surrounded by nature and should be easy for the institution to be one of the main sources of this together with "home". In appreciation of nature, I don't expect that it would fall in this global narrative of a worldwide problem, but I would expect to have some activity organized by the institution where the students could learn the challenges of keeping the place sustainable and how they could contribute. Levi has been a village with high investment in sustainable ideas for this place, so would be nice per example that the institution could organize a speech from someone in Levi committee to talk and engage the youngsters to help the local community. **Source:** Alumni and Parents survey, grades for "Appreciation of Nature" learning abilities.
7. **Organize activities for students to work independently:** As any other program and schools, you always will deal with different profiles: some students like to just follow the normal program and are satisfied with that and some wants to push a little more. Besides that, learning how to work independently is a very important skill to be transfer and it is connected with discipline and endurance. LSSA has a partnership with Levi Wellness club, a nice facility that allows people to work out all year around. Together they could make available an extra program for those who wants to work independently. The benefits of the indoor preparations, helping them to improve the ski skills and also to avoid injuries might be a good incentive for the youngsters to follow the extra activity. There are also other ways to motivate them to go, like a competition between them with a prize for those who follow consistently the program. **Source:** Parents survey, open suggestion session.
8. **Improve and put a frequency to do this type of survey:** I suggest this survey become a metric for the institution. There is no specific time suggested on how

often it should be done, but would be need sometime for the students with the current curriculum absorb their experiences and match with the needs that they are facing in the other stages of their lives, so maybe every 3 or 4 years would be good to see the effects. It might be also that LSSA wants to improve this research and seek for other feedback and topics to improve their services. The most important thing is really to keep the channel open for feedback and have a consistent process to incorporate changes into their activities to not stay out of date and be aware on how to contribute with the students to develop skills and achieve needs for a lifetime period.

9 Conclusion

The primarily customer of this thesis is the institution Levi Snow Sport Academy. My first goal was to solve their needs or at least to indicate a road for the needs that the academy has. But also, a second goal was to reinforce the importance of adventure education and how it effects and contributes with the development of youngsters that will become key players in our society, impacting its surrounds.

The first goal was basically split in two: (1) get elements that can help LSSA to reshape their curriculum to incorporate adventure education elements through transfer effect concept and (2) connect better with the main stakeholders of the institution: the parents. As a result of those two aspirations, it is expected that LSSA will be known as an institution that works on strengths with youngsters that will help them with the life after the program and ultimately help the organization to increase the number of students.

As the reader could follow, the methodology to achieve the first goal was making two surveys: (1) with the alumni group to understand the importance of the proposed learning abilities, how much LSSA contributed to develop the skills and what was the main source for them to develop the abilities; (2) with the parents that have youngsters in the current program to also listen to them related to the importance of the proposed learning abilities and the expectation that they have that LSSA will contribute for their youngsters to have the abilities. Also, the open questions provided a good feedback and ideas to meet specially parents' expectations.

As a result of these two surveys and in the light of adventure education methodology, I came up with 8 suggestion points for the coordinators and coaches of LSSA to reflect and evaluate how to improve or implement. Those for sure will be valuable and also can be used as good sign to parents and the community that they were heard and the topics were addressed. LSSA will complete 25th anniversary in 2024 and that would be a gold opportunity to show the changes and indicates the future of the institution, with the mentality to contribute with the students to thrive not only in the program itself, but also in the challenges that life will eventually bring for all.

For the second goal, I started the thesis explaining general concept of adventure education based on how well-known names of the field defined that and its goals. As a sub-subject inside adventure education, I added a discussion of transfer effect, which is the main base of the surveys that can contribute to LSSA. Transfer effect is one topic that I personally relate, since at this stage of my life I can reflect on how much a sports program that I participated in my teens contributed with skills beyond the sport itself. Of course, together with transfer effect, comes one of the main mechanisms for developing this in any program: reflexion. It is very hard to be conscious of the skills and what you are getting from experimental learning if you jump from activity to activity, students and also coaches need the time to reflect and be sensible to understand what is happening with the experience that they just went through.

For future reference in case of need of deeper understanding on transfer effect, LSSA could also carry surveys to understand transfer by type of program and type of professions and other variables that they might see as important. This material was limited to discuss the concepts and its importance, there is many other researches, books and thesis that would offer a deeper help on how to apply or how to create environments that would increase the learning with experimental educational and facilitate transfer, but I hope that this thesis can encourage anyone in the field to see the importance of its application and how they can bring a good impact in the lives of the youngsters and to society in general.

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Levi Snow Sport Academy. English information on the website: <https://levisnow-sportacademy.com/en/home/>

APPENDICES

Transfer Effect in LSSA program - Finnish Version

Basic report

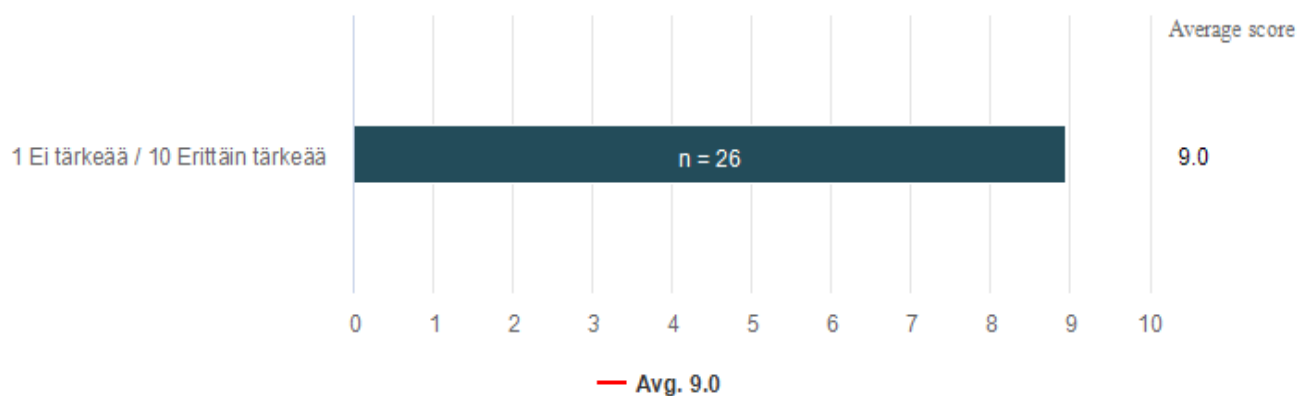
Siirtovaikutus Levi Snow Sport Academy koulutuksessa

Total number of respondents: 26

(1) Oppimisolue: luonnon arvostaminen

Miten tärkeää sinulle tällä hetkellä on: luonnon arvostaminen?

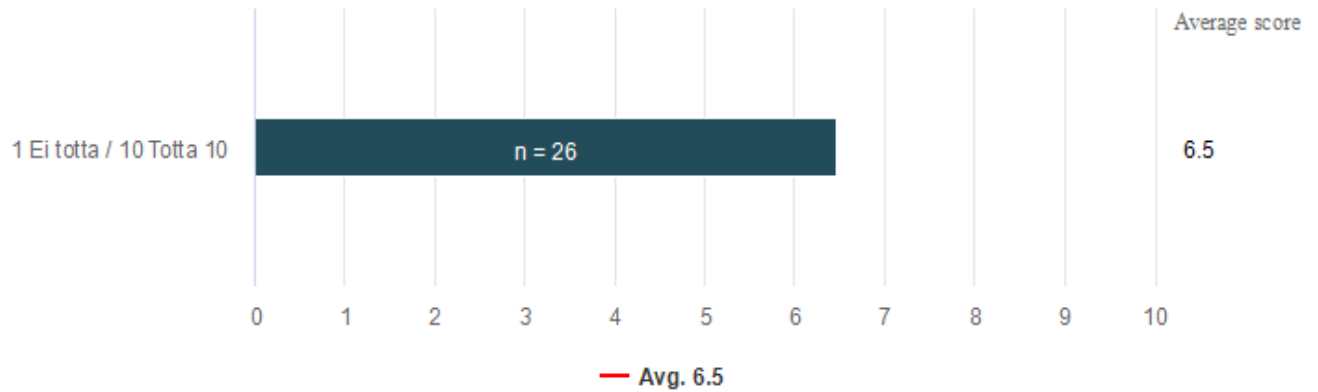
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei tärkeää / 10 Erittäin tärkeää	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	3.8 %	0.0 %	23.1 %	42.3 %	30.8 %	9.0	9.0

**Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle:
luonnon arvostaminen**

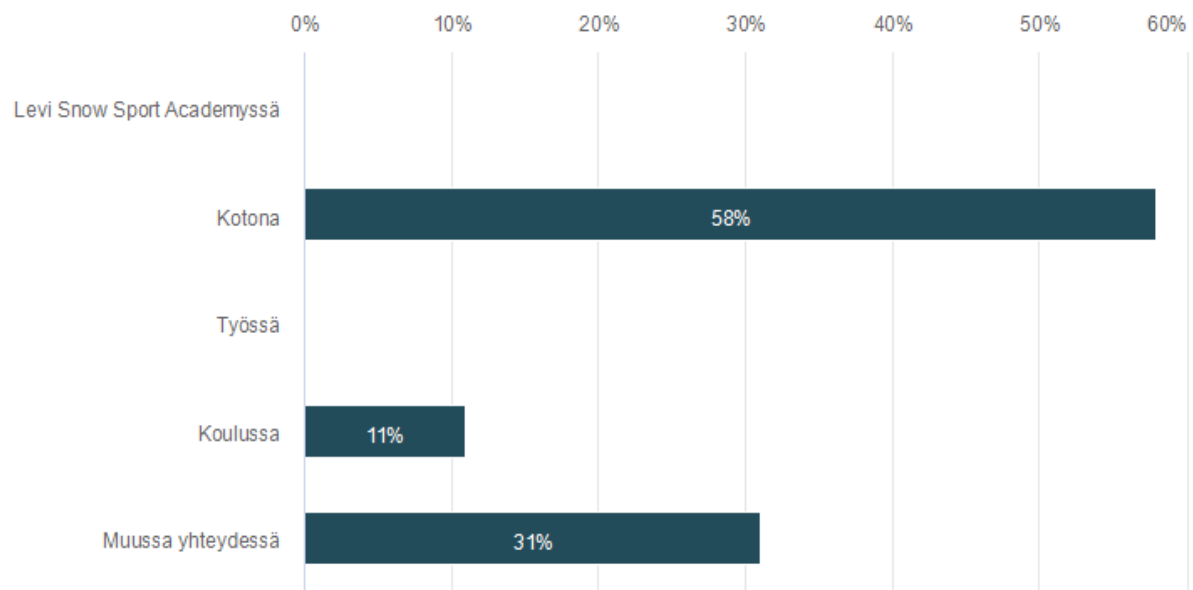
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei totta / 10 Totta 10	0.0 %	0.0 %	3.9 %	3.8 %	19.2 %	15.4 %	30.8 %	26.9 %	0.0 %	0.0 %	6.5	7.0

Luonnon arvostaminen; opin tätä asiaa ensisijaisesti

Number of respondents: 26

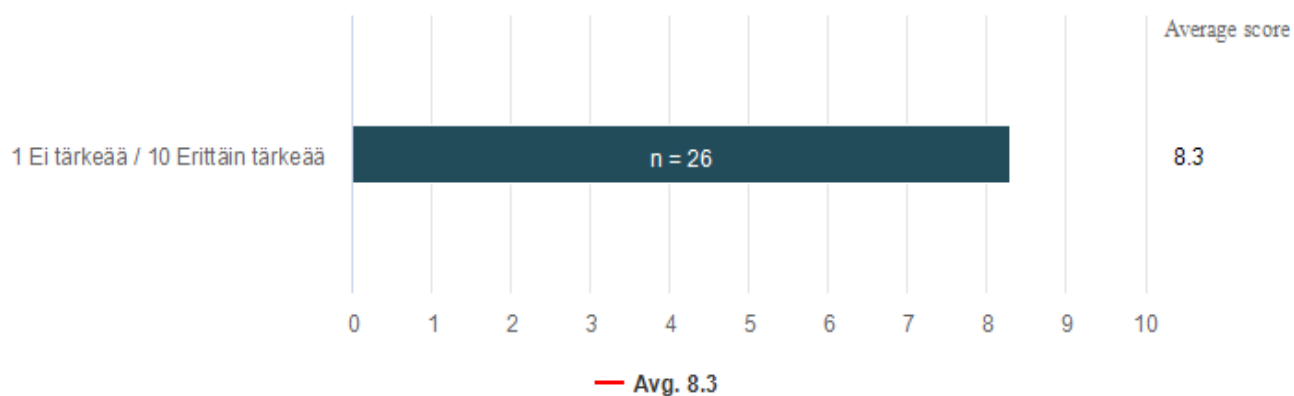


	n	Percent
Levi Snow Sport Academyssä	0	0.0%
Kotona	15	57.7%
Työssä	0	0.0%
Koulussa	3	11.5%
Muussa yhteydessä	8	30.8%

(2) Oppimisalue: lumilajitaidot

Miten tärkeää sinulle tällä hetkellä on: lumilajitaidot

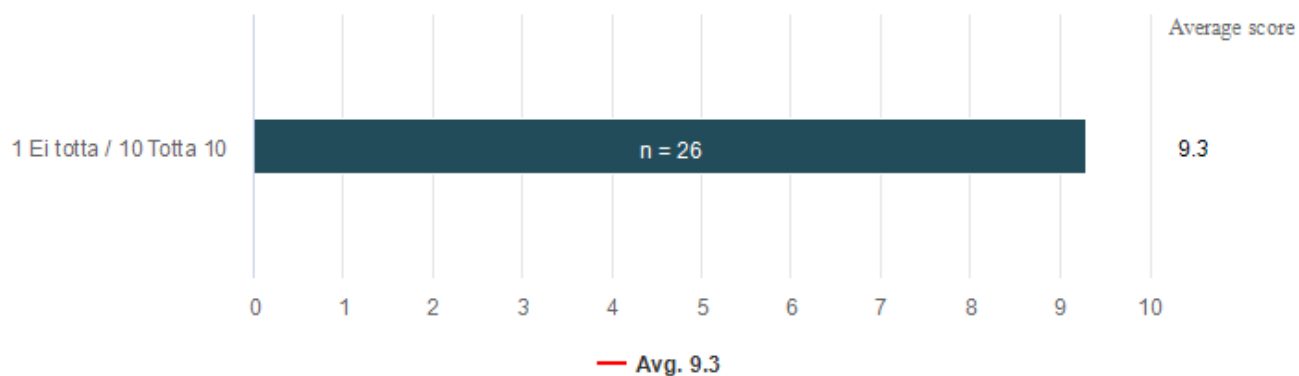
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei tärkeää / 10 Erittäin tärkeää	0.0 %	0.0 %	0.0 %	0.0 %	7.7 %	3.9 %	11.5 %	30.8 %	19.2 %	26.9 %	8.3	8.0

**Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle:
lumilajitaidot**

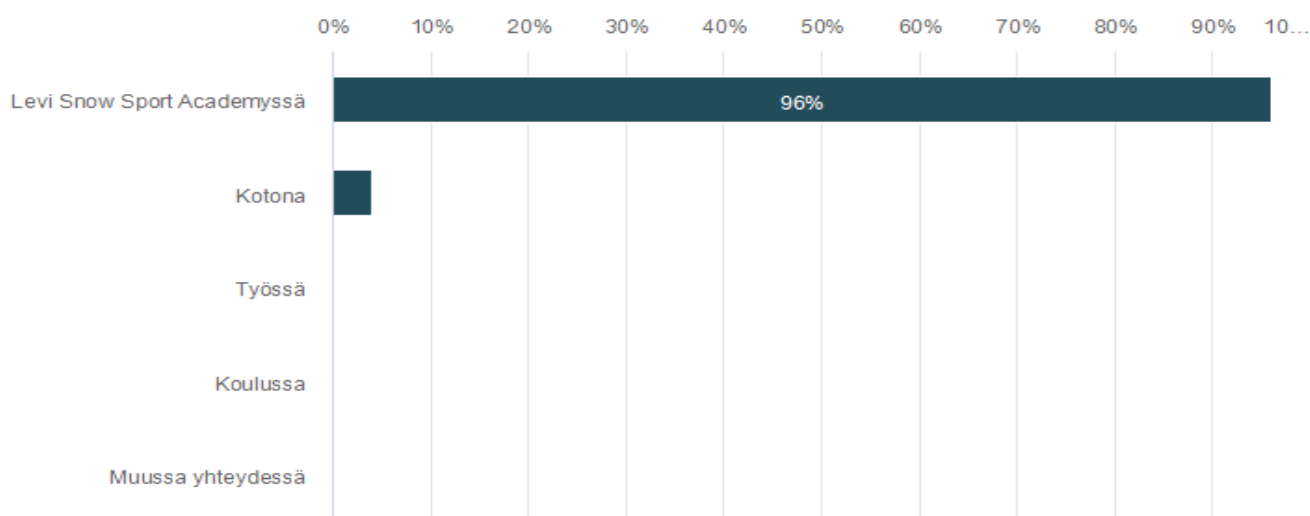
Number of respondents: 26



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1 Ei totta / 10 Totta 10	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	19.2 %	30.8 %	50.0 %	9.3	9.5

Lumilajitaidot; opin tätä asiaa ensisijaisesti

Number of respondents: 26

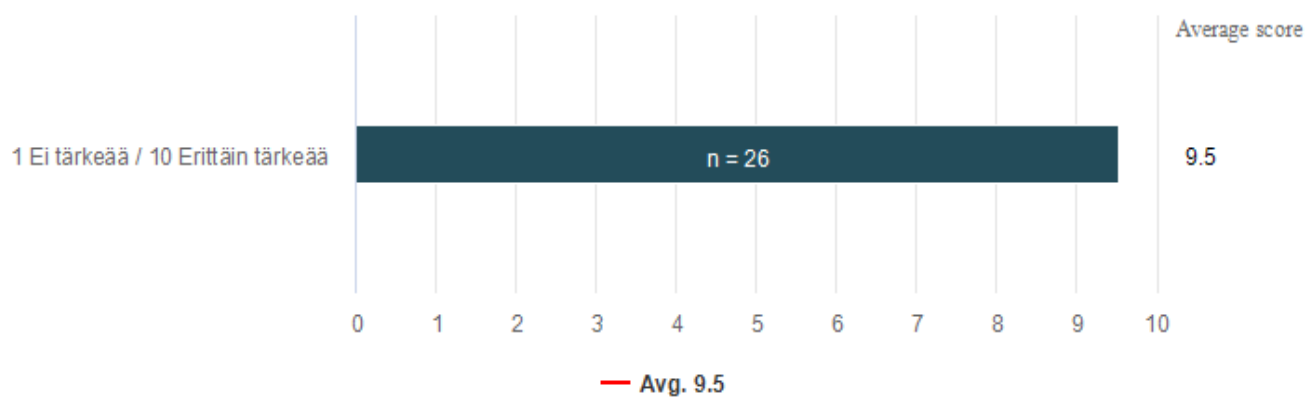


	n	Percent
Levi Snow Sport Academyssä	25	96.2%
Kotona	1	3.8%
Työssä	0	0.0%
Koulussa	0	0.0%
Muussa yhteydessä	0	0.0%

(3) Oppimisalue: kyky huolehtia itsestäni ja tarpeistani

Miten tärkeää sinulle tällä hetkellä on: kyky huolehtia itsestäni ja tarpeistani

Number of respondents: 26

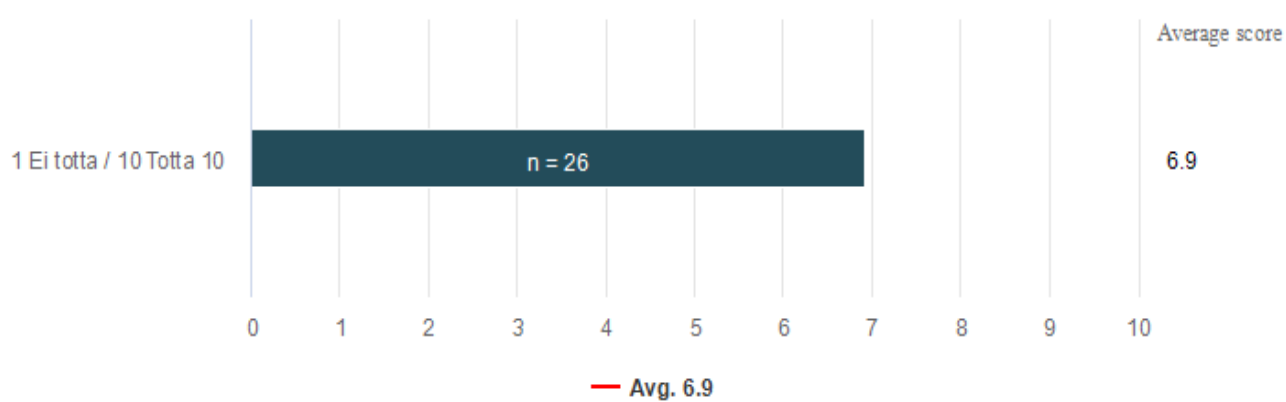


	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei tärkeää / 10	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	23.1%	65.4%	9.5	10.0

Erittäin tärkeää												
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Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle: kyky huolehtia itsestäni ja tarpeistani

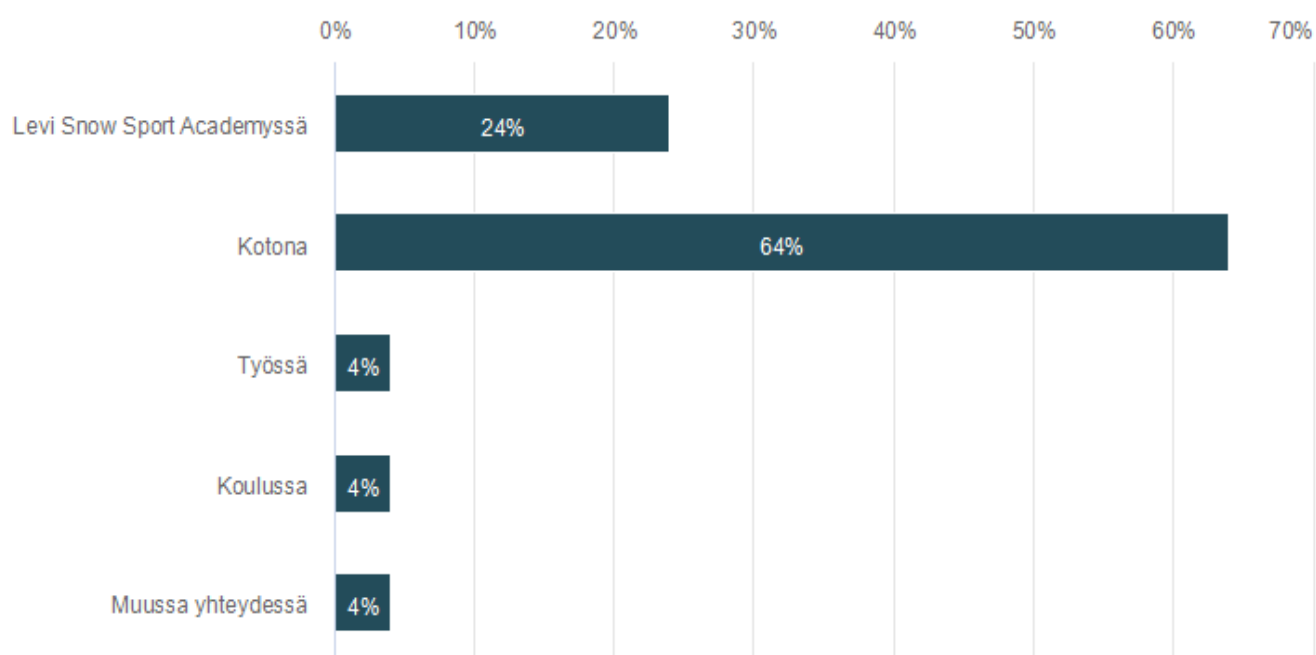
Number of respondents: 26



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Kyky huolehtia itsestäni ja tarpeistani; opin tätä asiaa ensisijaisesti

Number of respondents: 25

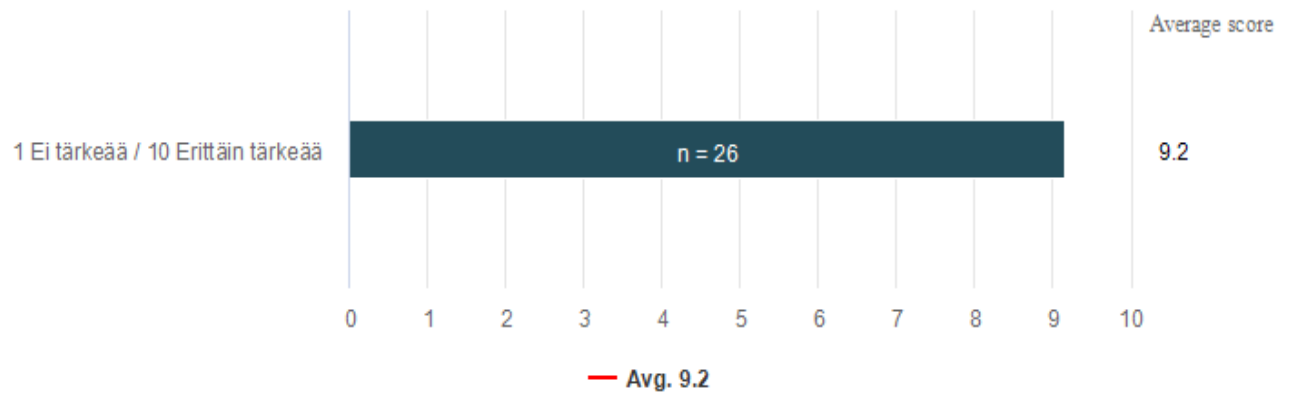


	n	Percent
Levi Snow Sport Academyssä	6	24.0%
Kotona	16	64.0%
Työssä	1	4.0%
Koulussa	1	4.0%
Muussa yhteydessä	1	4.0%

(4) Oppimisaalue: vuorovaikutustaidot

Miten tärkeää sinulle tällä hetkellä on: vuorovaikutustaidot

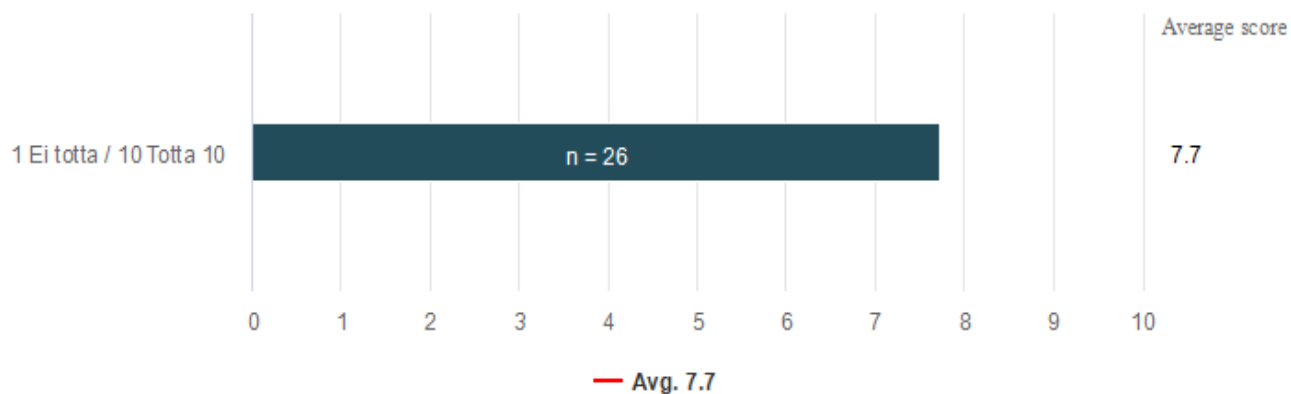
Number of respondents: 26



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1 Ei tärkeää / 10 Erittäin tärkeää	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	15.4 %	7.7 %	23.1 %	53.8 %	9.2	10.0

Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle: vuorovaikutustaidot

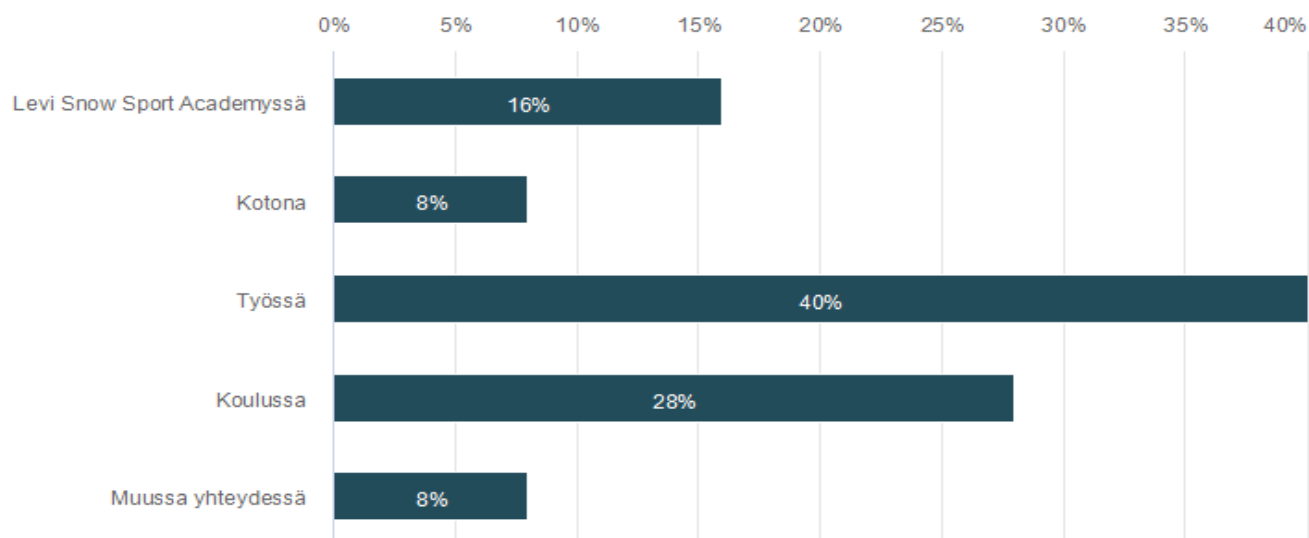
Number of respondents: 26



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1 Ei totta / 10 Totta 10	0.0 %	0.0 %	0.0 %	0.0 %	3.9 %	11.5 %	26.9 %	26.9 %	26.9 %	3.9 %	7.7	8.0

Vuorovaikutustaidot; opin tätä asiaa ensisijaisesti

Number of respondents: 25

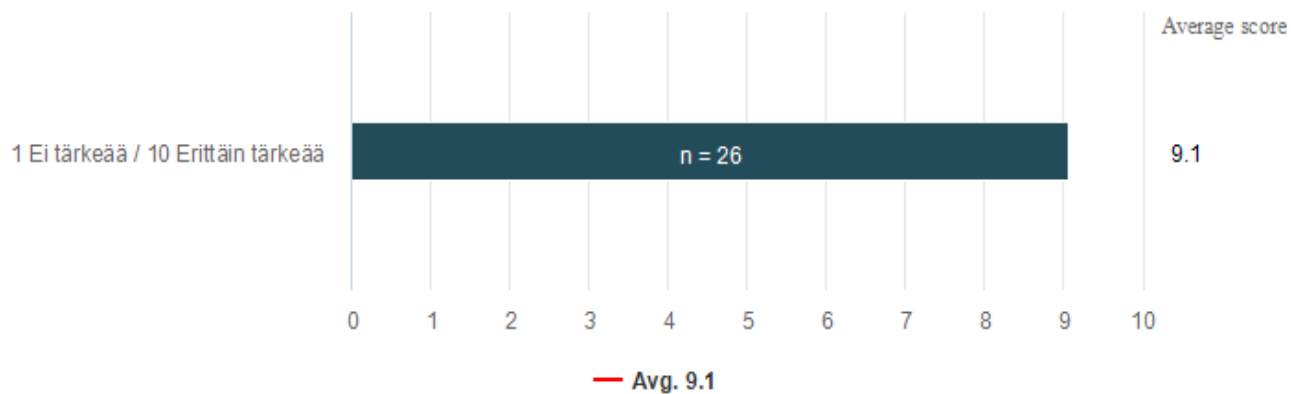


	n	Percent
Levi Snow Sport Academyssä	4	16.0%
Kotona	2	8.0%
Työssä	10	40.0%
Koulussa	7	28.0%
Muussa yhteydessä	2	8.0%

(5) Oppimisalue: yhteistyötaidot

23. Miten tärkeää sinulle tällä hetkellä on: yhteistyötaidot

Number of respondents: 26

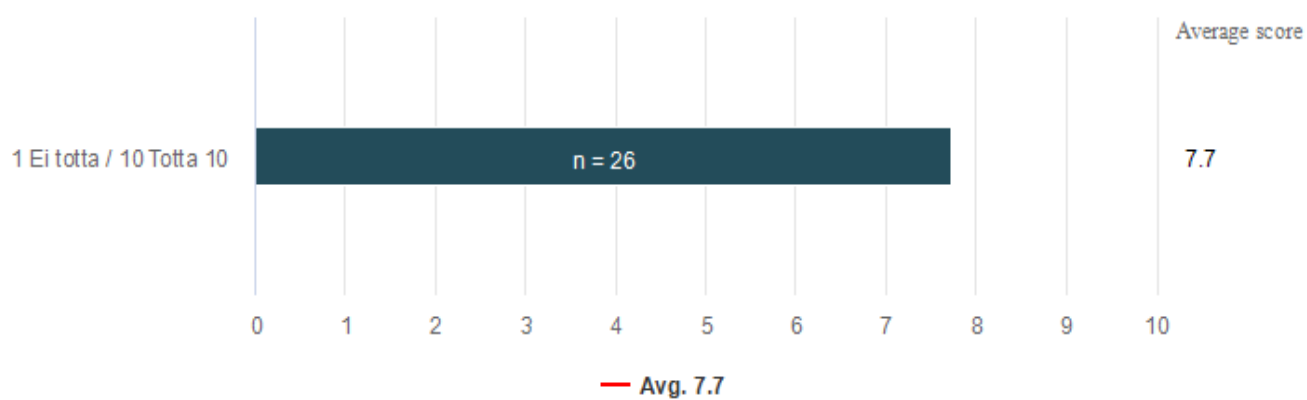


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1 Ei tärkeää / 10	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	0.0%	26.9%	23.1%	46.2%	9.1	9.0

Erittäin tärkeää												
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Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle: yhteistyötaidot

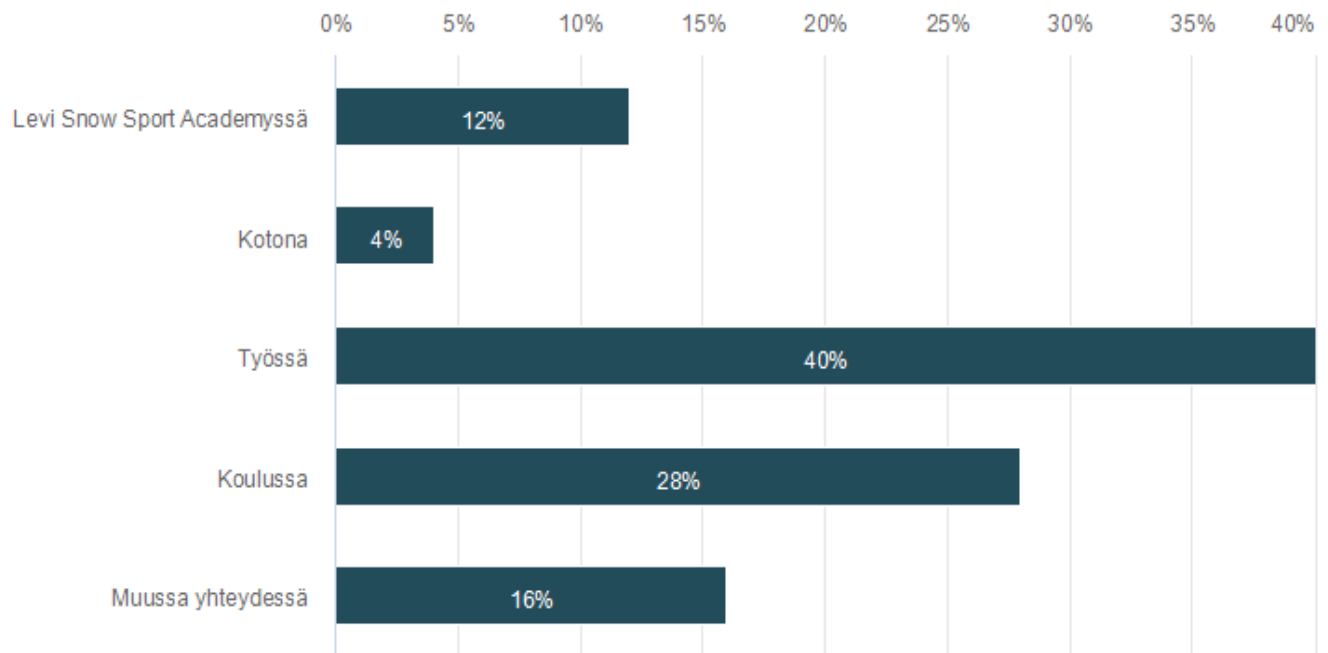
Number of respondents: 26



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1 Ei totta / 10 Totta 10	0.0 %	0.0 %	0.0 %	3.9 %	0.0 %	11.5 %	34.6 %	15.4 %	23.1 %	11.5 %	7.7	7.5

Yhteistyötaidot; opin tätä asiaa ensisijaisesti

Number of respondents: 25

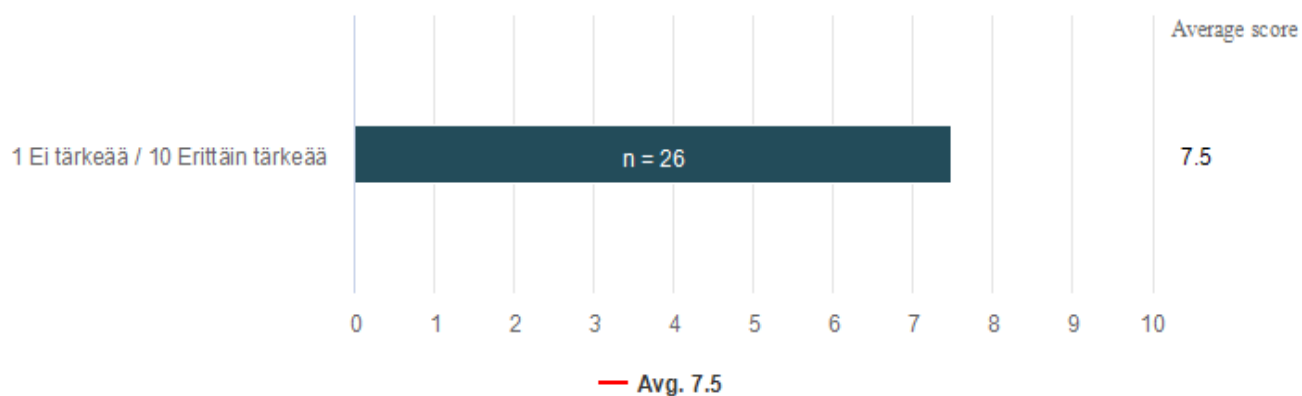


	n	Percent
Levi Snow Sport Academyssä	3	12.0%
Kotona	1	4.0%
Työssä	10	40.0%
Koulussa	7	28.0%
Muussa yhteydessä	4	16.0%

(6) Oppimisalue: kyky hallita ihmisten välisiä konflikteja

Miten tärkeää sinulle tällä hetkellä on: kyky hallita ihmisten välisiä konflikteja

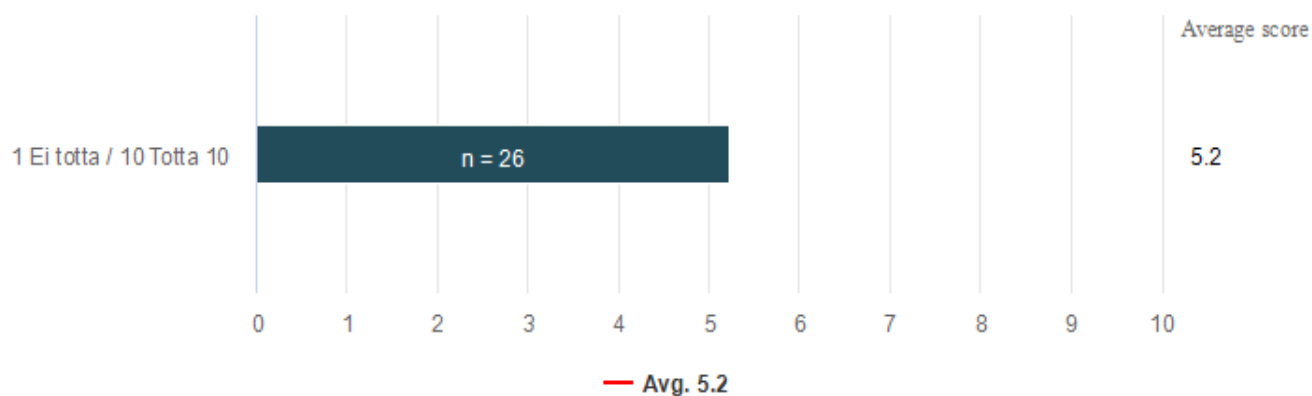
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei tärkeää / 10 Erittäin tärkeää	0.0 %	0.0 %	0.0 %	0.0 %	11.6 %	15.4 %	19.2 %	26.9 %	19.2 %	7.7 %	7.5	8.0

**Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle:
kyky hallita ihmisten välisiä konflikteja**

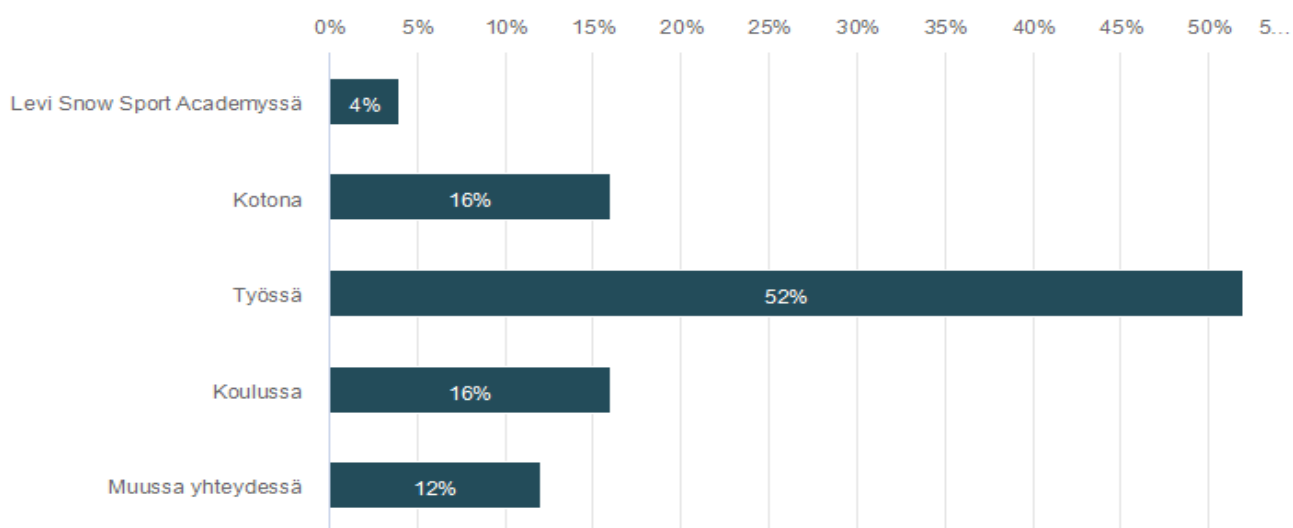
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei totta / 10 Totta 10	0.0 %	11.5 %	7.7 %	11.5 %	23.1 %	15.4 %	23.1 %	7.7 %	0.0 %	0.0 %	5.2	5.0

Kyky hallita ihmisten välisiä konflikteja; opin tätä asiaa ensisijaisesti

Number of respondents: 25

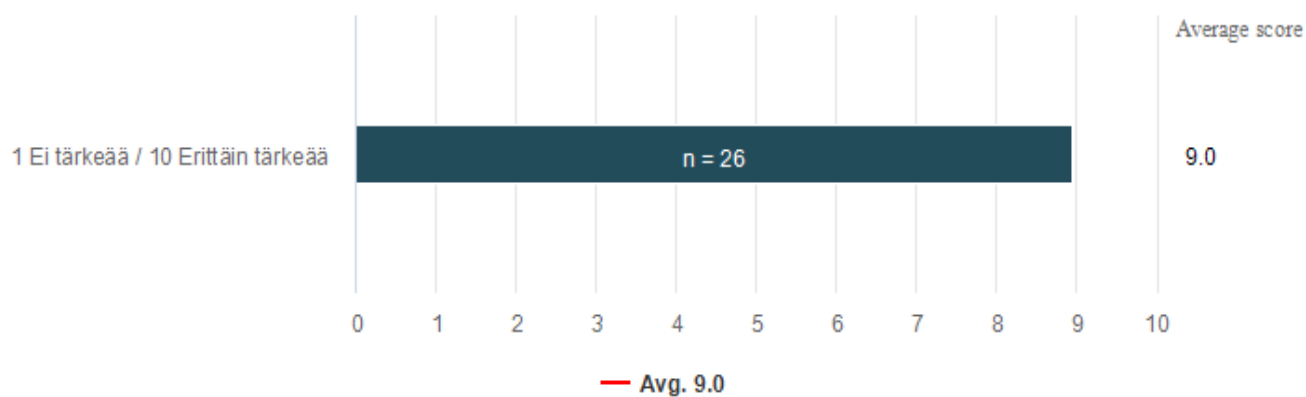


	n	Percent
Levi Snow Sport Academyssä	1	4.0%
Kotona	4	16.0%
Työssä	13	52.0%
Koulussa	4	16.0%
Muussa yhteydessä	3	12.0%

(7) Oppimisalue: päätöksentekokyky

Miten tärkeää sinulle tällä hetkellä on: päätöksentekokyky

Number of respondents: 26

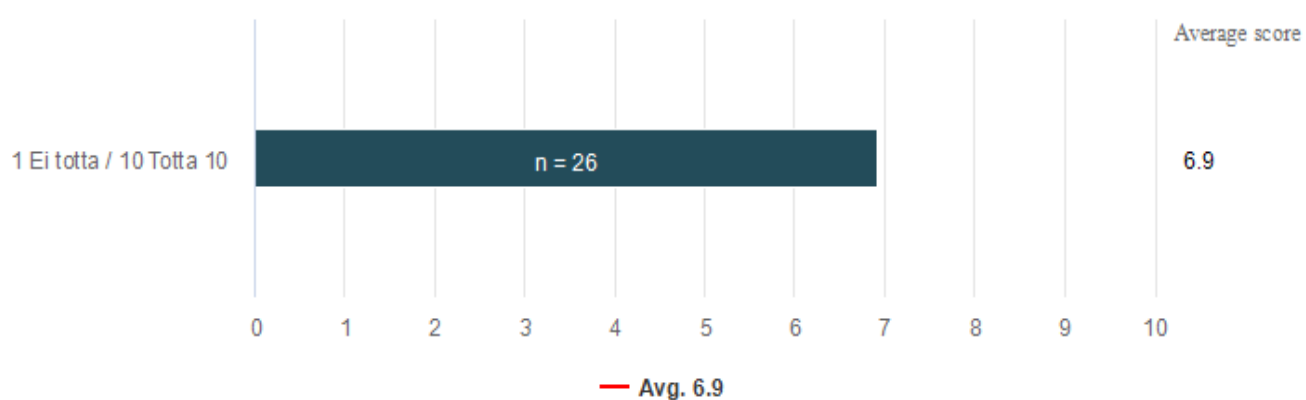


	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei tärkeää / 10	0.0%	0.0%	0.0%	0.0%	0.0%	3.9%	7.7%	11.5%	42.3%	34.6%	9.0	9.0

Erittäin tärkeää												
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Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle: päätöksentekokyky

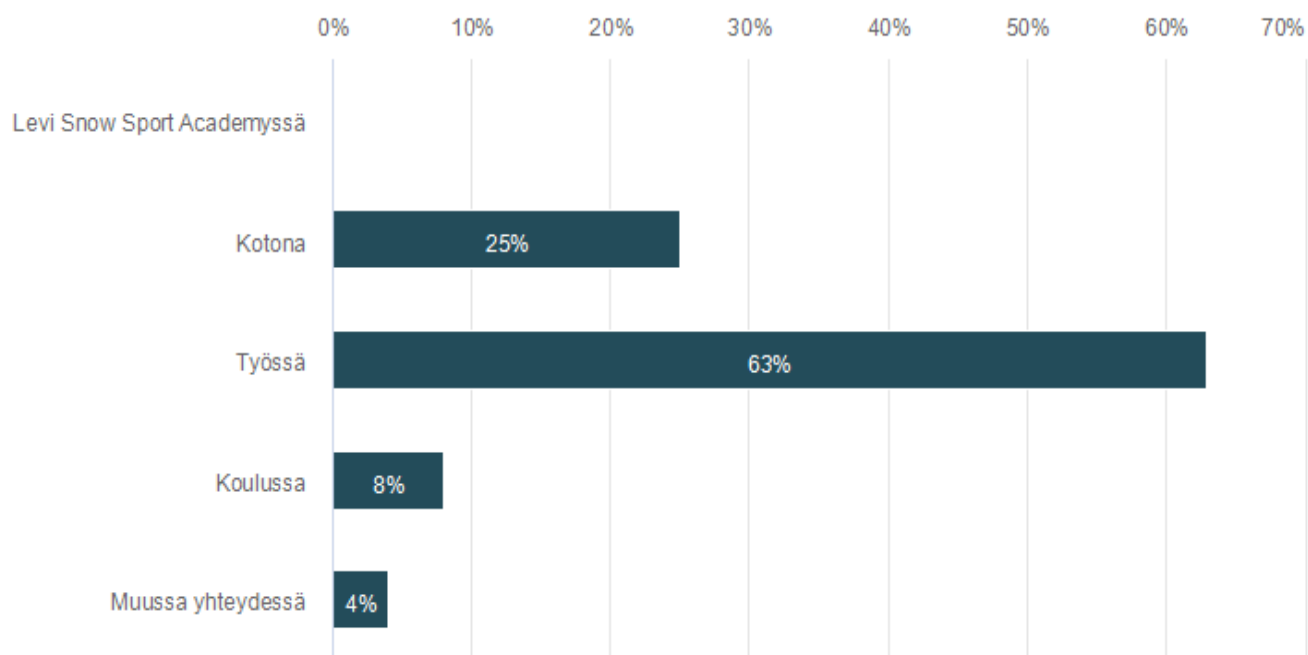
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei totta / 10 Totta 10	0.0%	0.0%	0.0%	3.9%	11.5%	19.2%	23.1%	38.5%	3.8%	0.0%	6.9	7.0

Päätöksentekokyky; opin tätä asiaa ensisijaisesti

Number of respondents: 24

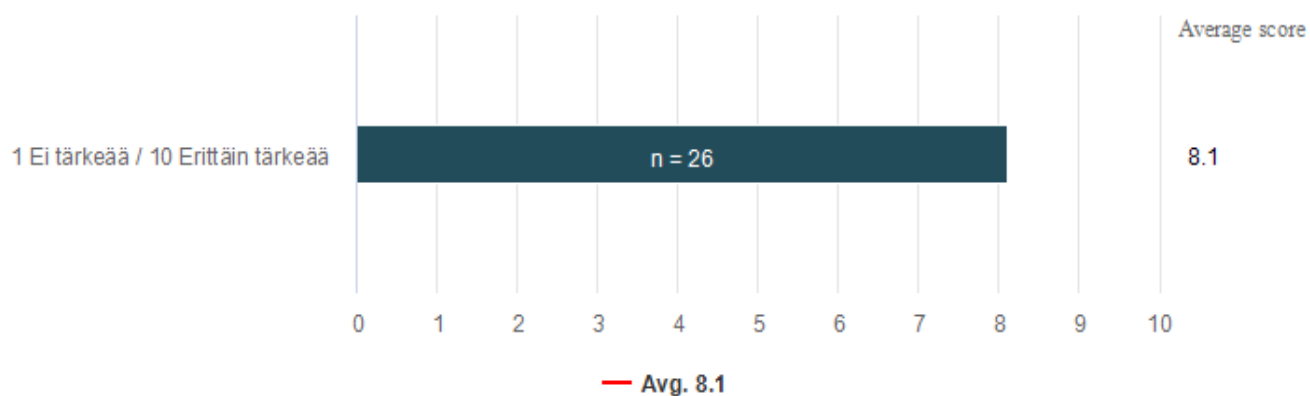


	n	Percent
Levi Snow Sport Academyssä	0	0.0%
Kotona	6	25.0%
Työssä	15	62.5%
Koulussa	2	8.3%
Muussa yhteydessä	1	4.2%

(8) Oppimisaalue: kyky toimia johtavassa roolissa

Miten tärkeää sinulle tällä hetkellä on: kyky toimia johtavassa roolissa

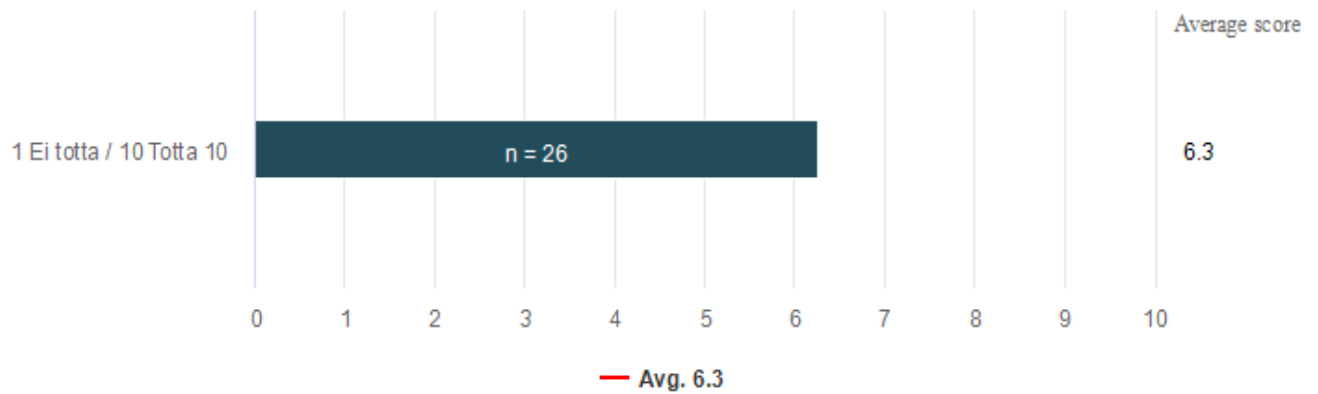
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei tärkeää / 10 Erittäin tärkeää	0.0 %	3.9 %	0.0 %	0.0 %	3.8 %	7.7 %	11.5 %	23.1 %	26.9 %	23.1 %	8.1	8.5

**Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle:
kyky toimia johtavassa roolissa**

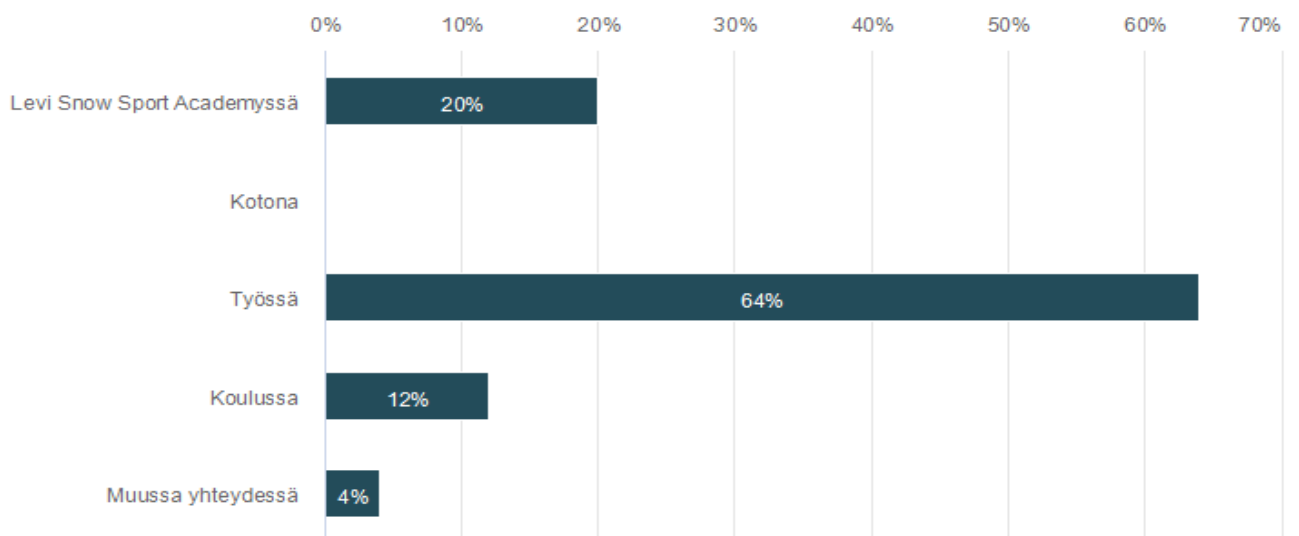
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei totta / 10 Totta 10	3.8 %	7.7 %	7.7 %	0.0 %	0.0 %	23.1 %	30.8 %	11.5 %	15.4 %	0.0 %	6.3	7.0

Kyky toimia johtavassa roolissa; opin tätä asiaa ensisijaisesti

Number of respondents: 25

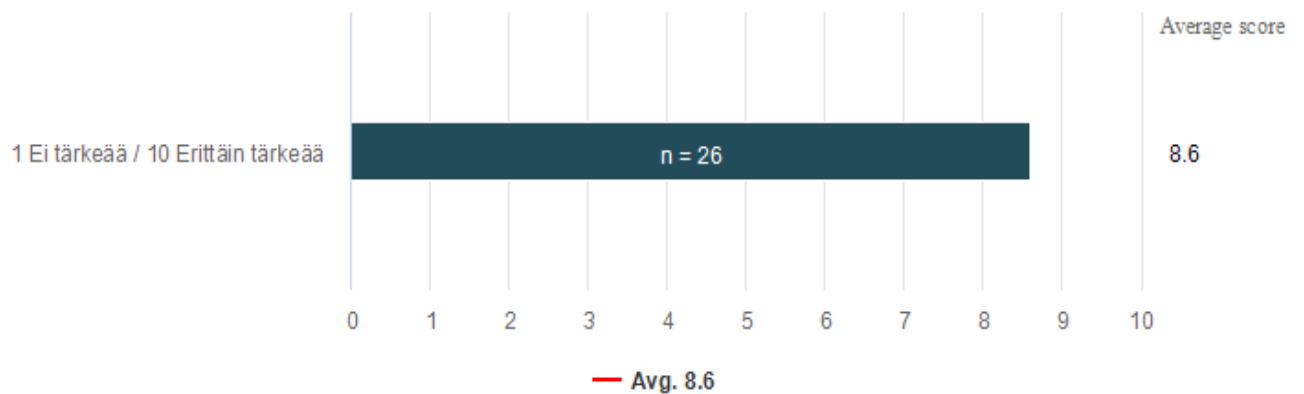


	n	Percent
Levi Snow Sport Academyssä	5	20.0%
Kotona	0	0.0%
Työssä	16	64.0%
Koulussa	3	12.0%
Muussa yhteydessä	1	4.0%

(9) Oppimisalue: kärsivällisyys

Miten tärkeää sinulle tällä hetkellä on: kärsivällisyys

Number of respondents: 26

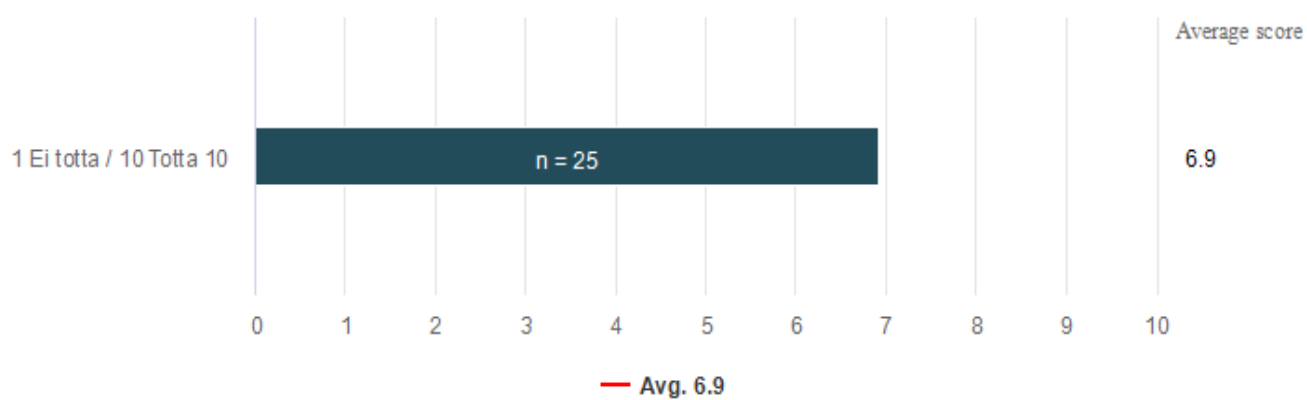


	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei tärkeää / 10	0.0%	0.0%	0.0%	0.0%	3.9%	0.0%	11.5%	26.9%	30.8%	26.9%	8.6	9.0

Erittäin tärkeää												
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Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle: kärsivällisyys

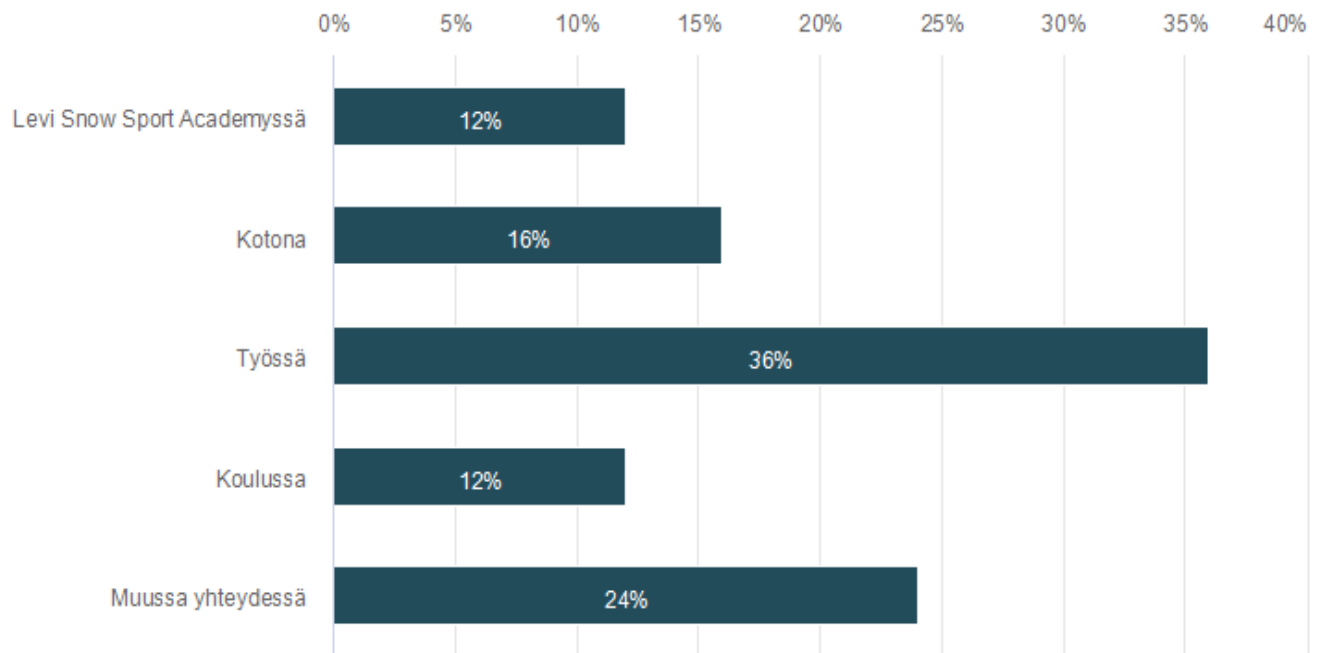
Number of respondents: 25



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei totta / 10 Totta 10	0.0%	0.0%	0.0%	12.0%	12.0%	16.0%	8.0%	44.0%	0.0%	8.0%	6.9	8.0

Kärsivällisyys; opin tätä asiaa ensisijaisesti

Number of respondents: 25

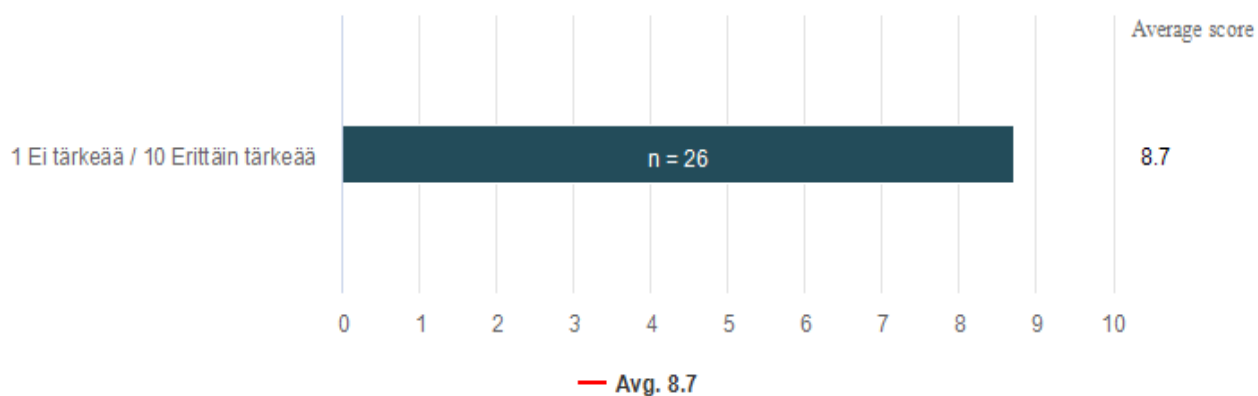


	n	Percent
Levi Snow Sport Academyssä	3	12.0%
Kotona	4	16.0%
Työssä	9	36.0%
Koulussa	3	12.0%
Muussa yhteydessä	6	24.0%

(10) Oppimisalue: kyky suunnitella ja organisoida

Miten tärkeää sinulle tällä hetkellä on: kyky suunnitella ja organisoida

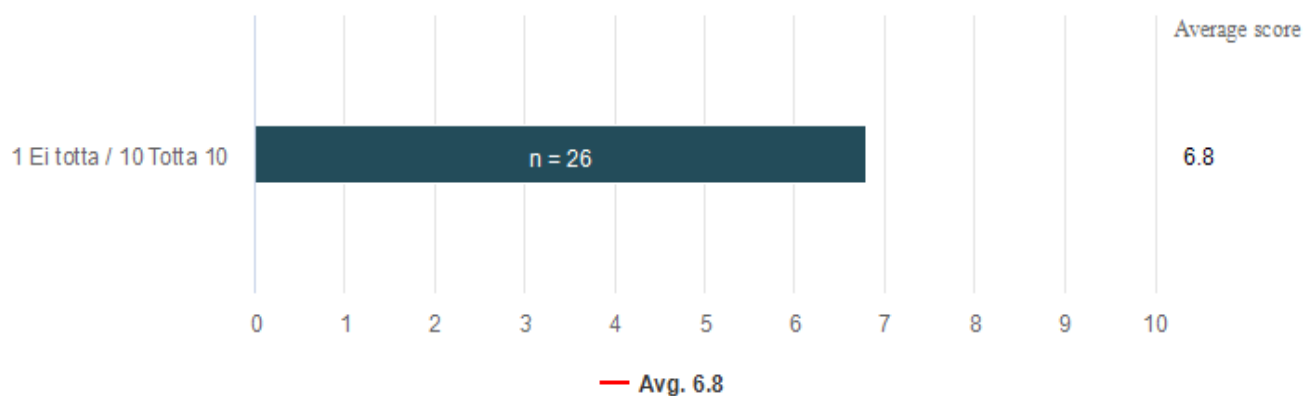
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei tärkeää / 10 Erittäin tärkeää	0.0 %	0.0 %	0.0 %	0.0 %	3.9 %	3.9 %	3.8 %	26.9 %	26.9 %	34.6 %	8.7	9.0

**Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle:
kyky suunnitella ja organisoida**

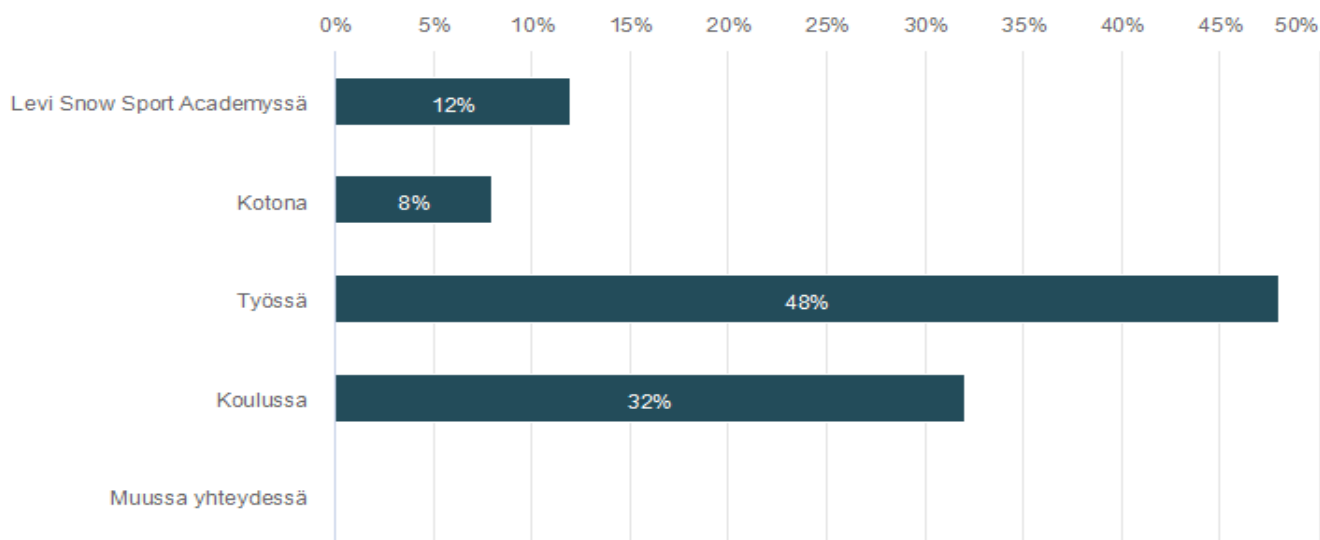
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei totta / 10 Totta 10	0.0 %	0.0 %	3.9 %	7.7 %	3.8 %	26.9 %	23.1 %	23.1 %	3.8 %	7.7 %	6.8	7.0

Kyky suunnitella ja organisoida; opin tätä asiaa ensisijaisesti

Number of respondents: 25

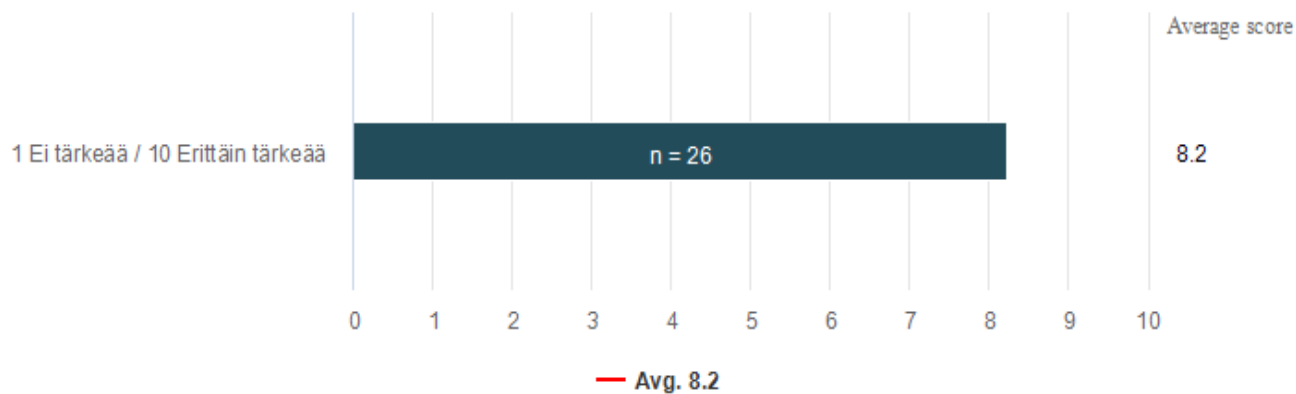


	n	Percent
Levi Snow Sport Academyssä	3	12.0%
Kotona	2	8.0%
Työssä	12	48.0%
Koulussa	8	32.0%
Muussa yhteydessä	0	0.0%

(11) Oppimisarvo: periksiantamattomuus

Miten tärkeää sinulle tällä hetkellä on: periksiantamattomuus

Number of respondents: 26

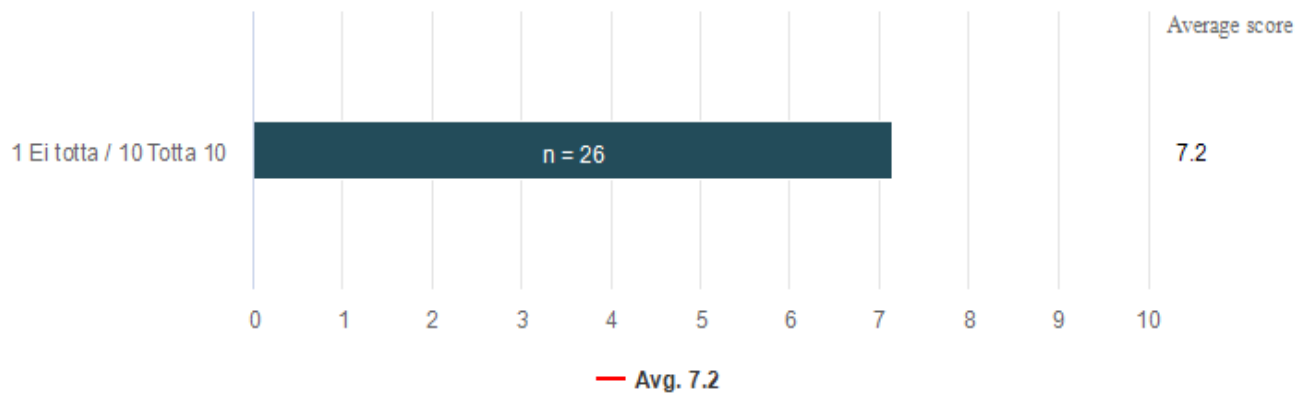


	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei tärkeää / 10	0.0%	3.9%	0.0%	0.0%	11.5%	0.0%	7.7%	26.9%	11.5%	38.5%	8.2	8.5

Erittäin tärkeää												
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Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle: periksiantamattomuus

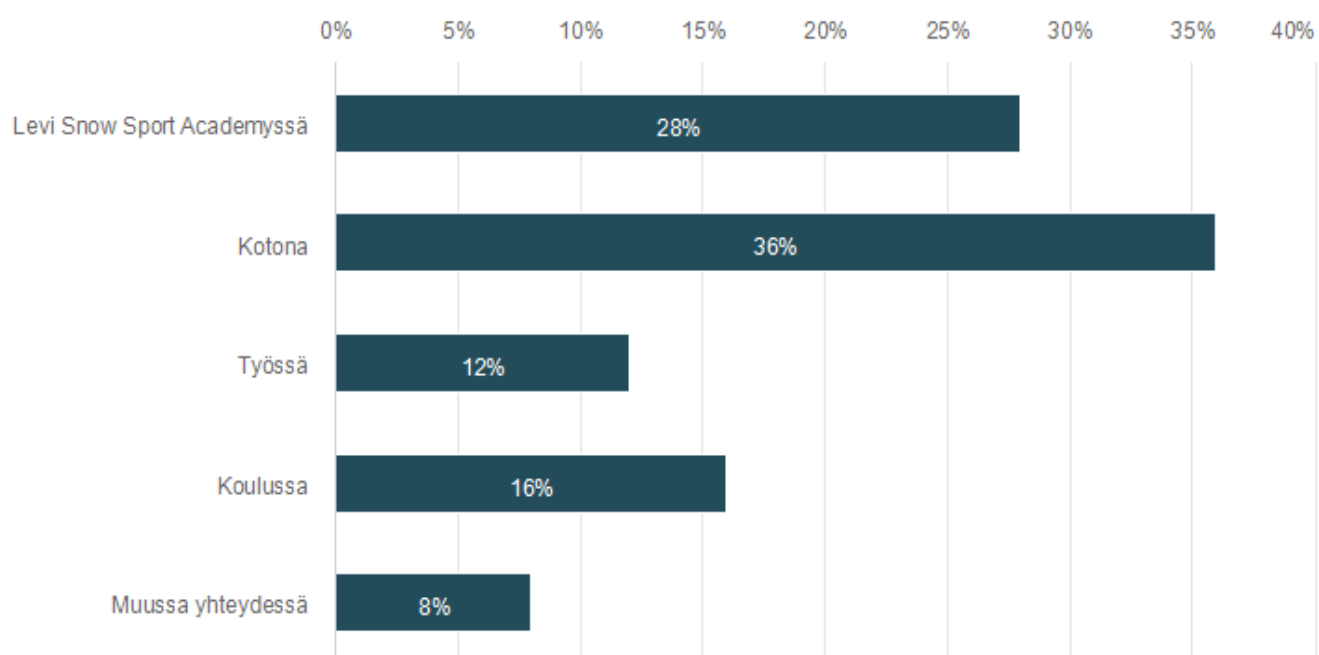
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei totta / 10 Totta 10	0.0 %	3.9 %	0.0 %	0.0 %	11.5 %	15.4 %	23.1 %	26.9 %	11.5 %	7.7 %	7.2	7.0

Periksiantamattomuus; opin tätä asiaa ensisijaisesti

Number of respondents: 25

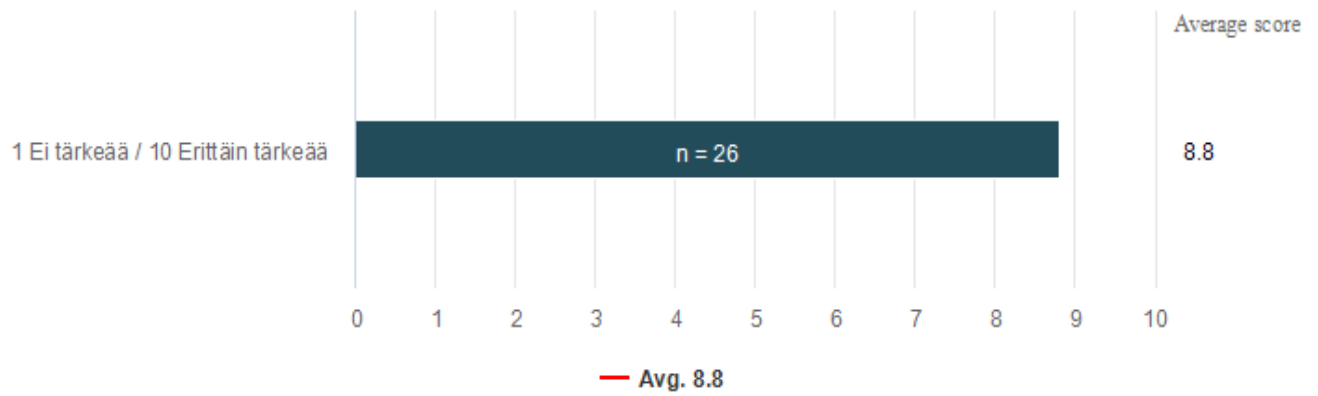


	n	Percent
Levi Snow Sport Academyssä	7	28.0%
Kotona	9	36.0%
Työssä	3	12.0%
Koulussa	4	16.0%
Muussa yhteydessä	2	8.0%

(12) Oppimisalue: kyky toimia haastavissa tilanteissa

Miten tärkeää sinulle tällä hetkellä on: kyky toimia haastavissa tilanteissa

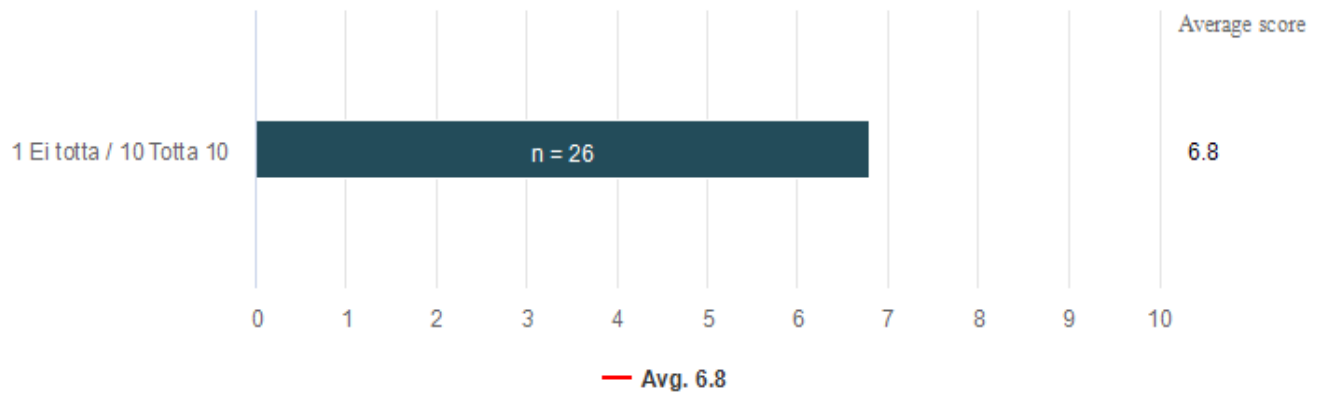
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei tärkeää / 10 Erittäin tärkeää	0.0 %	0.0 %	0.0 %	3.9 %	0.0 %	3.8 %	3.8 %	19.2 %	30.8 %	38.5 %	8.8	9.0

**Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle:
kyky toimia haastavissa tilanteissa**

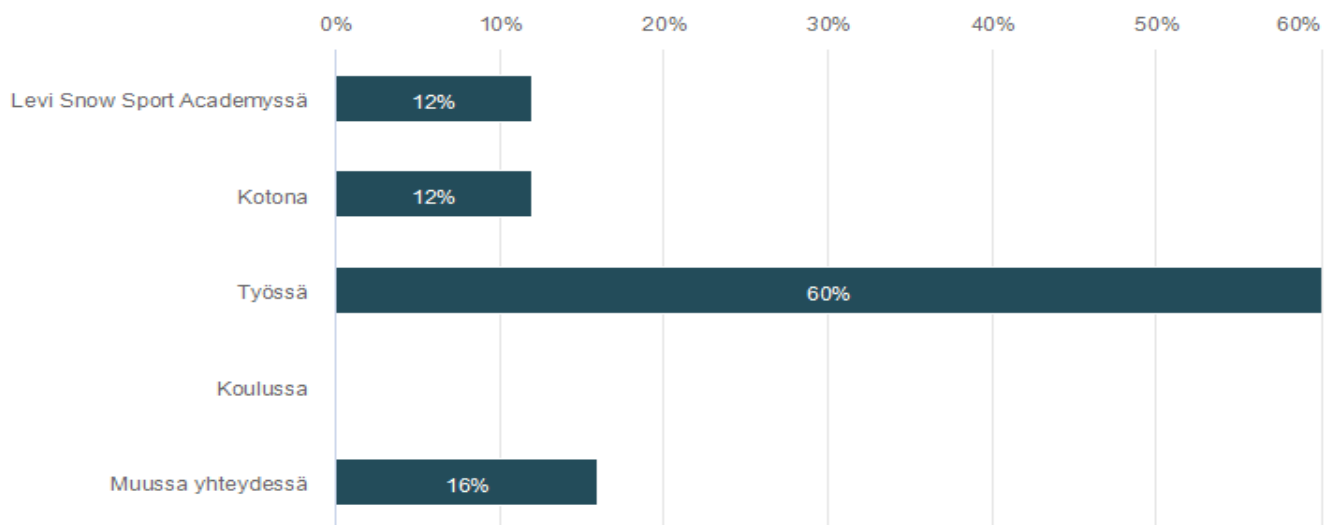
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei totta / 10 Totta 10	0.0 %	3.9 %	3.9 %	3.8 %	11.5 %	19.2 %	19.2 %	15.4 %	15.4 %	7.7 %	6.8	7.0

Kyky toimia haastavissa tilanteissa; opin tätä asiaa ensisijaisesti

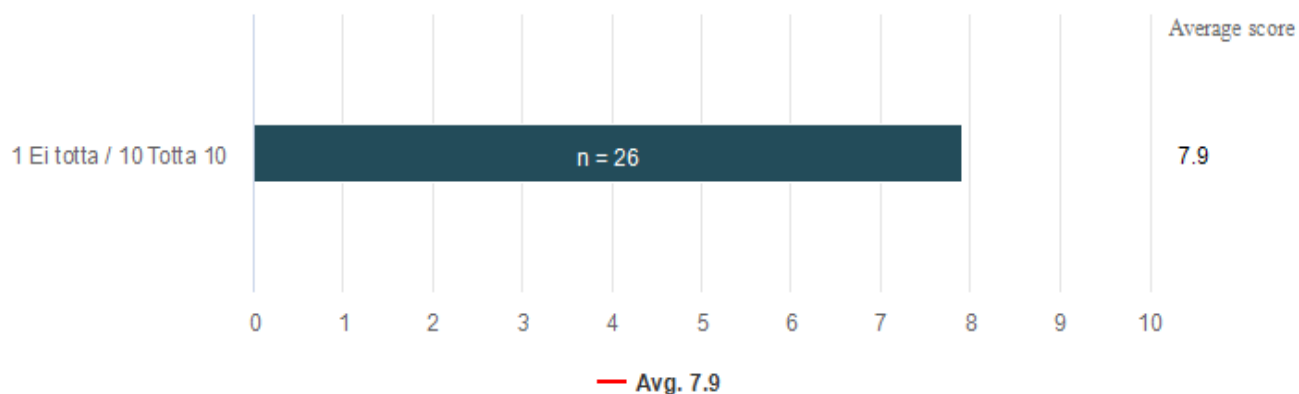
Number of respondents: 25



1 Ei tärkeää / 10 Erittäin tärkeää	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	3.9 %	3.8 %	11.5 %	26.9 %	53.9 %	9.2	10.0
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Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle: kyky tulla toimeen erilaisten ihmisten kanssa

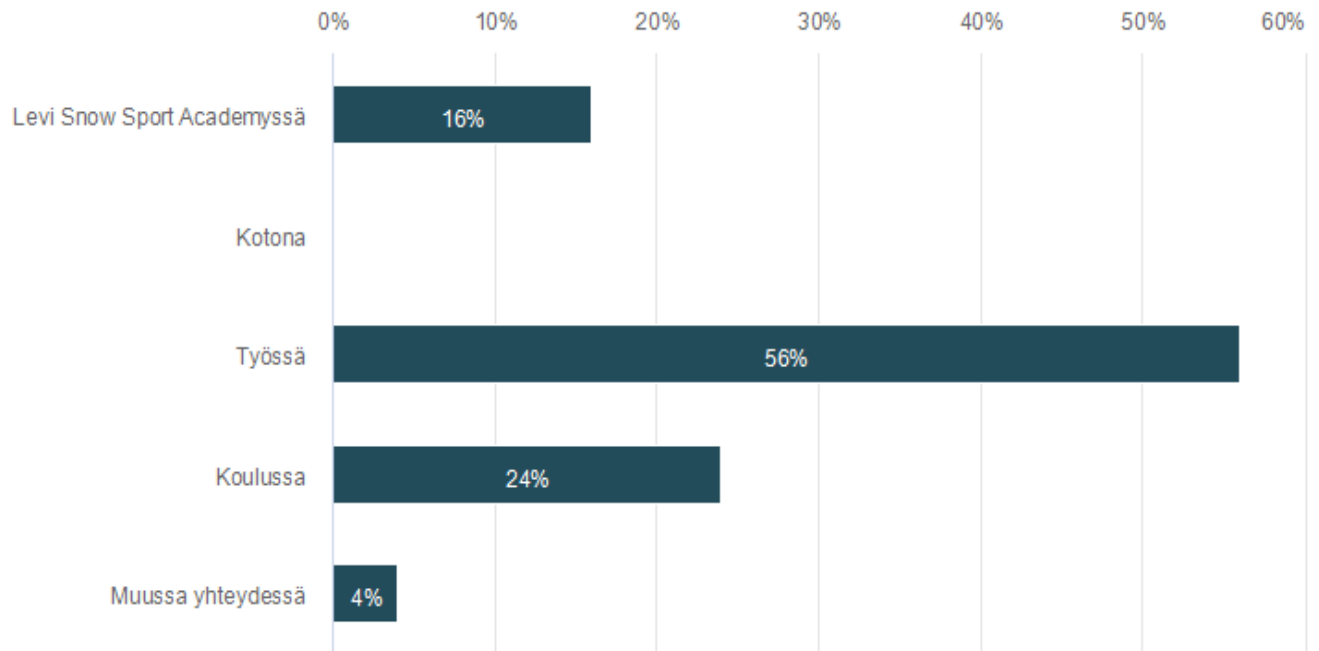
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei totta / 10 Totta 10	0.0 %	0.0 %	0.0 %	7.7 %	3.9 %	11.5 %	3.8 %	30.8 %	23.1 %	19.2 %	7.9	8.0

Kyky tulla toimeen erilaisten ihmisten kanssa; opin tätä asiaa ensisijaisesti

Number of respondents: 25

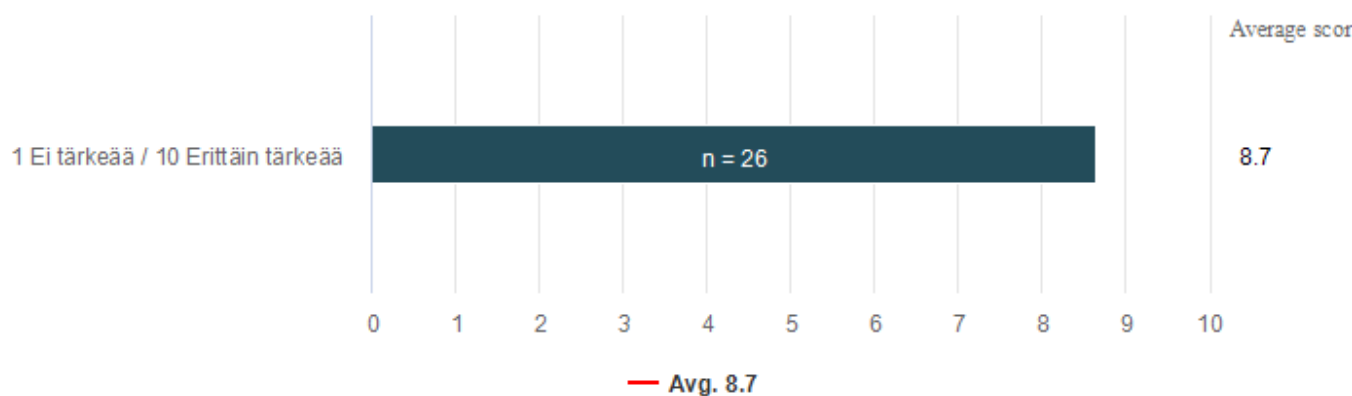


	n	Percent
Levi Snow Sport Academyssä	4	16.0%
Kotona	0	0.0%
Työssä	14	56.0%
Koulussa	6	24.0%
Muussa yhteydessä	1	4.0%

(14) Oppimisalue: kyky tunnistaa vahvuuksiani ja heikkouksiani

Miten tärkeää sinulle tällä hetkellä on: kyky tunnistaa vahvuuksiani ja heikkouksiani

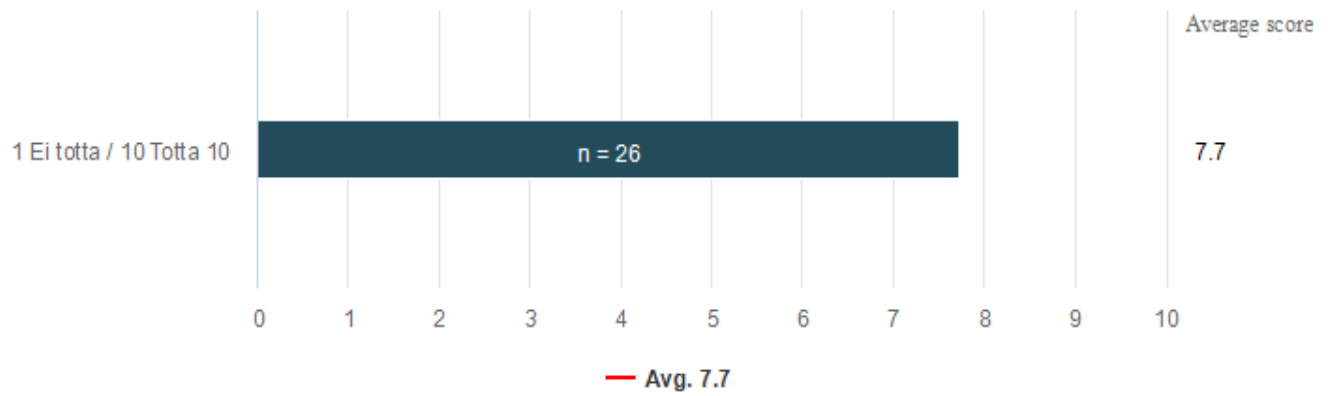
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei tärkeää / 10 Erittäin tärkeää	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	11.5 %	38.5 %	23.1 %	26.9 %	8.7	8.5

**Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle:
kyky tunnistaa vahvuuksiani ja heikkouksiani**

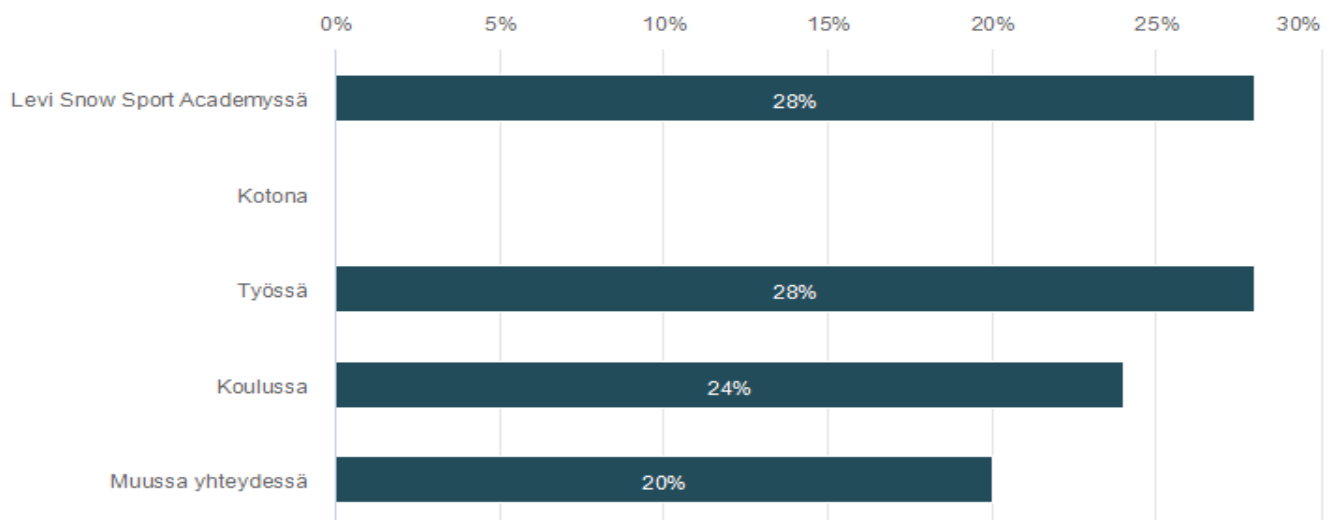
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei totta / 10 Totta 10	0.0 %	0.0 %	0.0 %	3.9 %	3.8 %	11.5 %	15.4 %	42.3 %	7.7 %	15.4 %	7.7	8.0

Kyky tunnistaa vahvuuksiani ja heikkouksiani; opin tätä asiaa ensisijaisesti

Number of respondents: 25

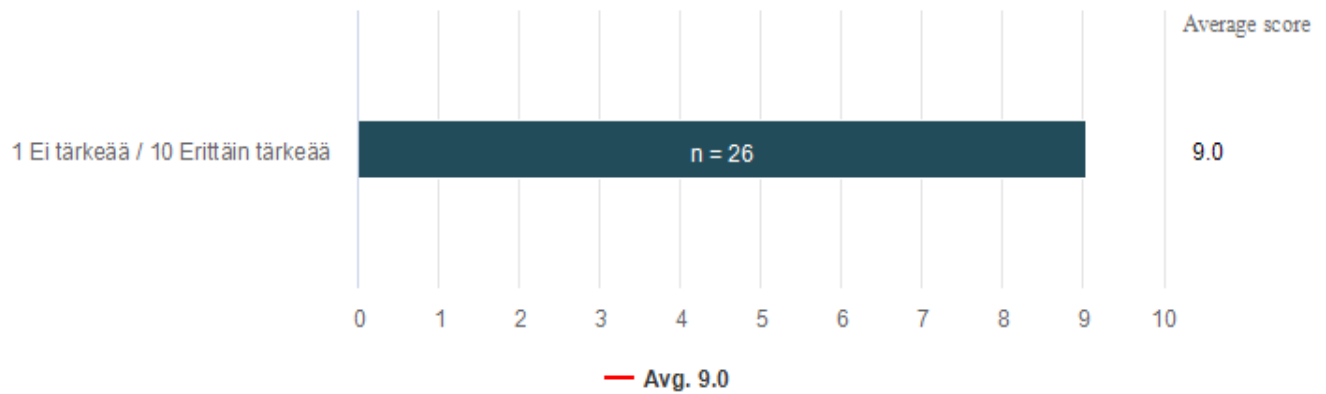


	n	Percent
Levi Snow Sport Academyssä	7	28.0%
Kotona	0	0.0%
Työssä	7	28.0%
Koulussa	6	24.0%
Muussa yhteydessä	5	20.0%

(15) Oppimisalue: itsevarmuus

Miten tärkeää sinulle tällä hetkellä on: itsevarmuus

Number of respondents: 26

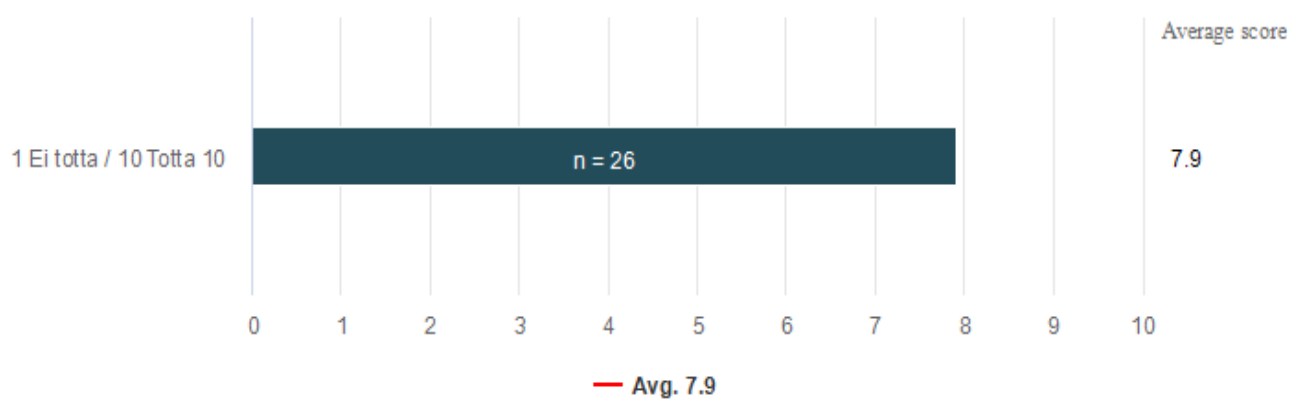


	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei tärkeää / 10	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.7%	15.4%	42.3%	34.6%	9.0	9.0

Erittäin tärkeää												
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Levi Snow Sport Academyllä oli merkittävä rooli seuraavan asian kehittymiselle: itsevarmuus

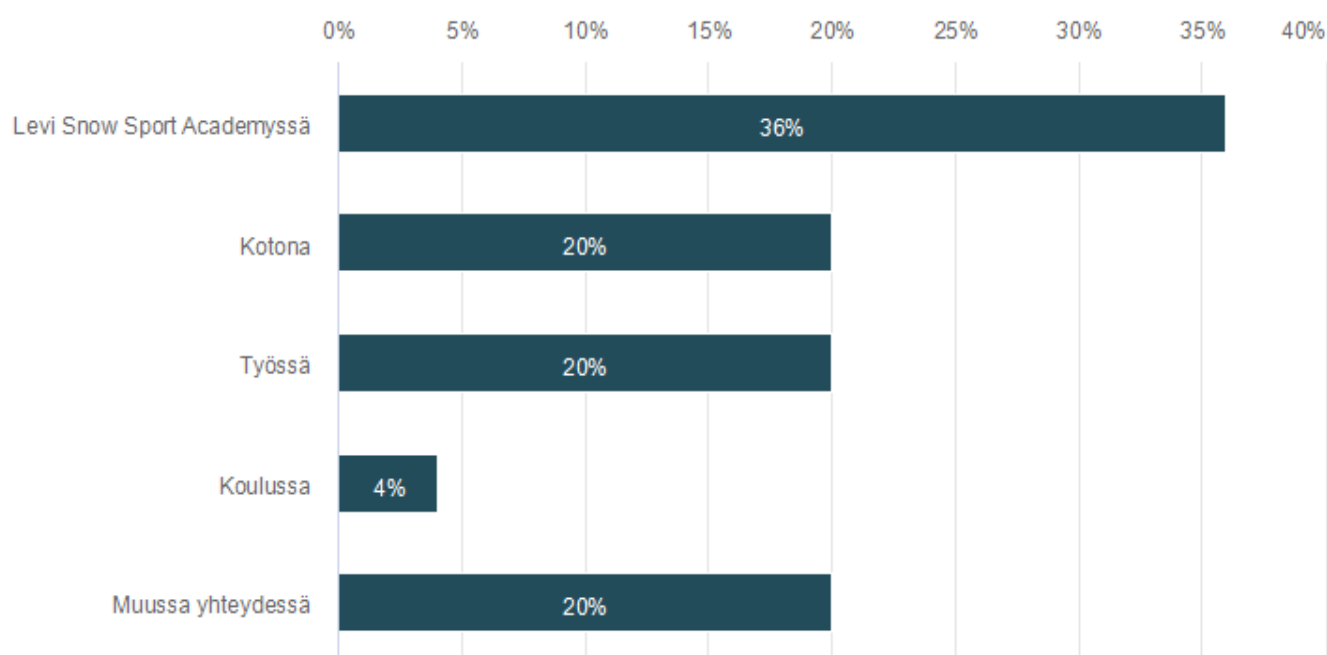
Number of respondents: 26



	1	2	3	4	5	6	7	8	9	10	Average	Median
1 Ei totta / 10 Totta 10	0.0%	0.0%	0.0%	3.9%	3.9%	3.8%	23.1%	26.9%	26.9%	11.5%	7.9	8.0

Itsevarmuus; opin tätä asiaa ensisijaisesti

Number of respondents: 25



	n	Percent
Levi Snow Sport Academyssä	9	36.0%
Kotona	5	20.0%
Työssä	5	20.0%
Koulussa	1	4.0%
Muussa yhteydessä	5	20.0%

Tähän voit jättää avoimen palautteen koskien tätä kyselyä tai kehitysajatuksia, joita haluaisit jakaa Levi Snow Sport Academyille

Number of respondents: 6

Responses

Hyvä kysely. Good Job.

Kiva huomata että alppikoulu mennyt hurjasti eteenpäin niistä ajoista kun itse opiskeli

Alppikoulusta valmistuneet opettajat ovat arvossaan Lapin isoissa hiihtokeskuksissa mutta etelän pienissä tästä koulusta ei ole kuultukaan ja siksi siellä ei osata hyödyntää kaikkia niitä "extra" taitoja, jota alppikoulussa oppii verrattuna perus hiindonohjaaja/opettaja kurssiin. Olisi hyvä jos tietoa alppikoulusta saataisiin levitettyä myös Oulun alapuolelle niin tulevien oppilaiden näkökulmasta kuin valmistuneiden. Suurin osa jatkaa opiskelua ja helpottaisi tulevaa työnhakua ja työn sisältöä jos alppikoulu ja varsinkin koulutuksen sisältö olisi tunnetumpi laajemmin.

Olen valmistunut Levi Snow Sport Academystä 5 vuotta sitten, joten huomasin vastauksissani, kuinka sen jälkeiset opinnot ja työt ovat kehittäneet kyseisiä taitoja enemmän. Jos olisin valmistunut vaikka vuosi sitten, huomaisin varmasti LSSA:n vaikuttaneen enemmän.

Loistavaa että tälläinen kysely ja tutkimus on järjestetty ja toimintaa kehitetään.

Kiitos kaikesta kaikille :)

Kysely oli toteutettu liian yksinkertaisesti.

Transfer Effect LSSA - Parents Survey

Basic report

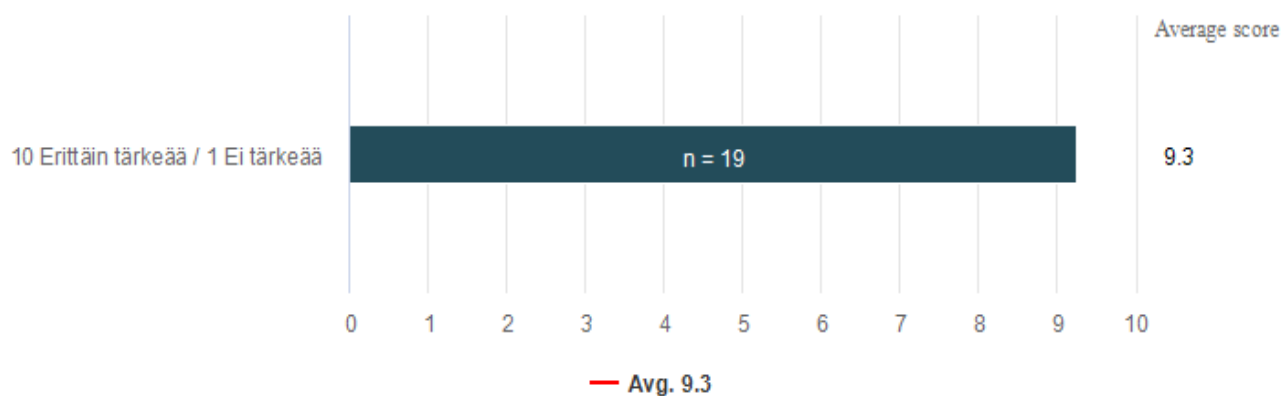
LSSA Siirtovaikutus - Vanhempien kysely

Total number of respondents: 19

(1) Oppimisaalue: luonnon arvostaminen

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: luonnon arvostaminen

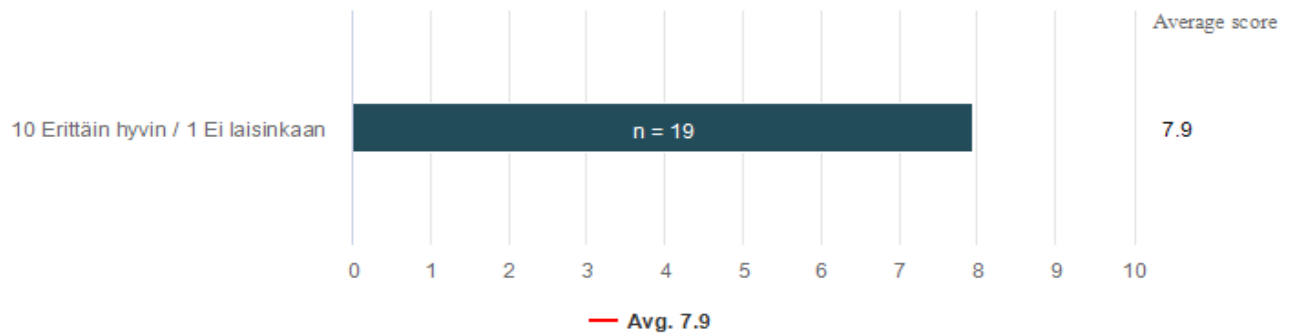
Number of respondents: 19



	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin tärkeää / 1 Ei tärkeää	0.0 %	0.0 %	0.0 %	5.2 %	0.0 %	0.0 %	5.3 %	5.3 %	15.8 %	68.4 %	9.3	10.0

Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

Number of respondents: 19

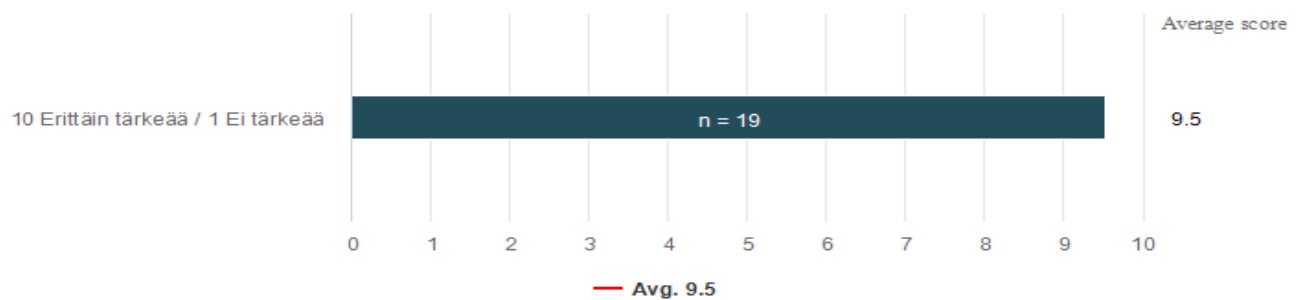


	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin hyvin / 1 Ei laisinkaan	0.0 %	0.0 %	0.0 %	10.5 %	5.3 %	0.0 %	15.8 %	21.0 %	26.3 %	21.1 %	7.9	8.0

(2) Oppimisalue: lumilajitaidot

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: lumilajitaidot

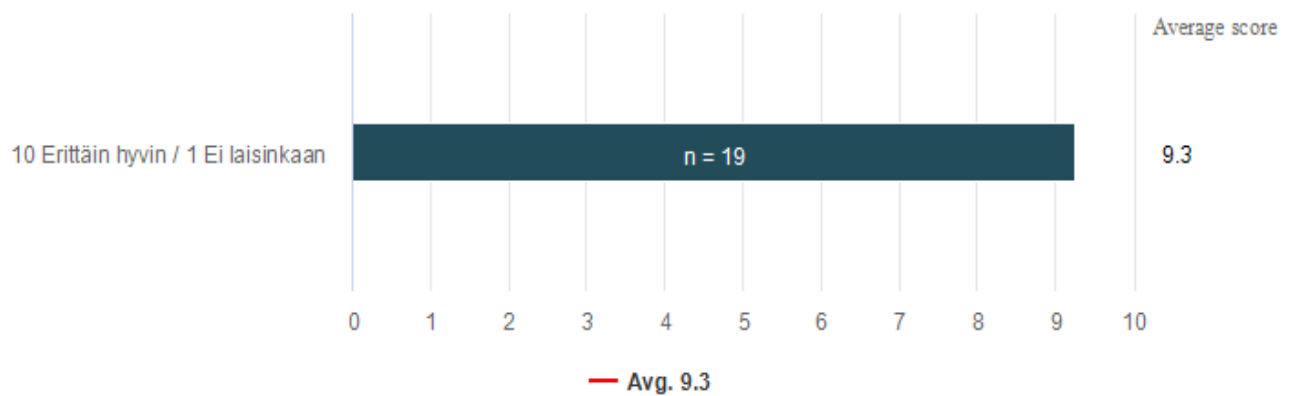
Number of respondents: 19



	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin tärkeää / 1 Ei tärkeää	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	15.8 %	15.8 %	68.4 %	9.5	10.0

Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

Number of respondents: 19

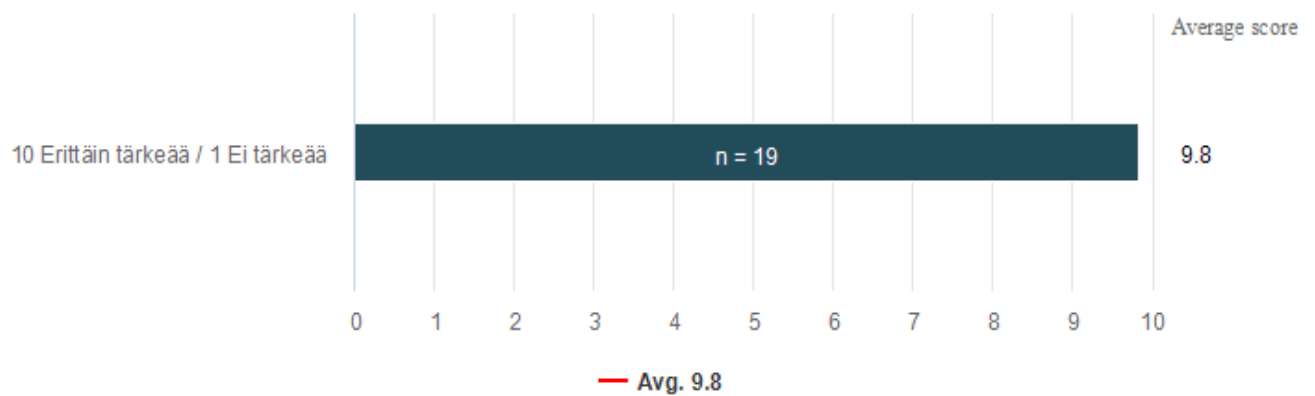


	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin hyvin / 1 Ei lai- sinka an	0.0 %	0.0 %	0.0 %	0.0 %	5.3 %	0.0 %	0.0 %	10.5 %	26.3 %	57.9 %	9.3	10.0

(3) Oppimisalue: kyky huolehtia itsestäni ja tarpeistani

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: kyky huolehtia itsestäni ja tarpeistani

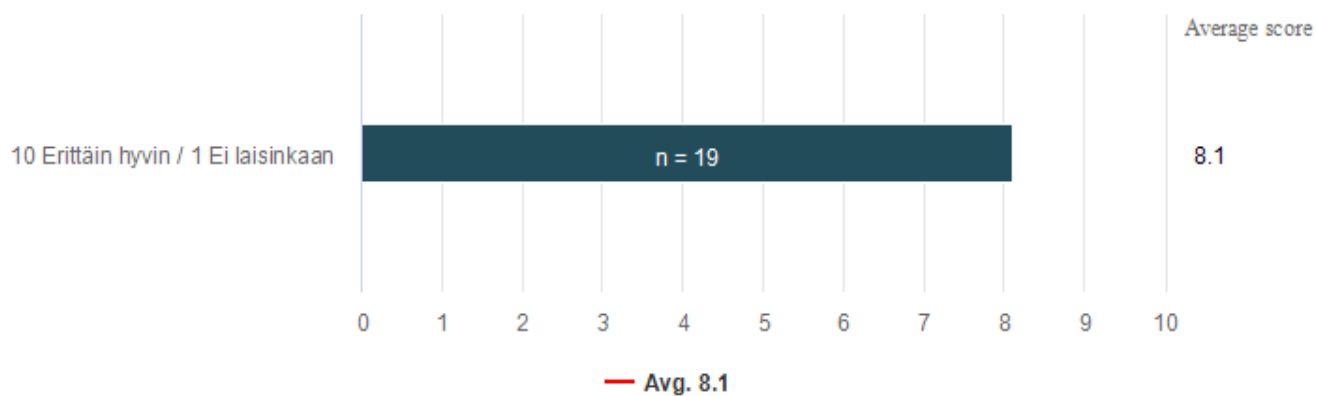
Number of respondents: 19



	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin tärkeä / 1 Ei tärkeä	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	5.3 %	0.0 %	0.0 %	94.7 %	9.8	10.0

Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

Number of respondents: 19



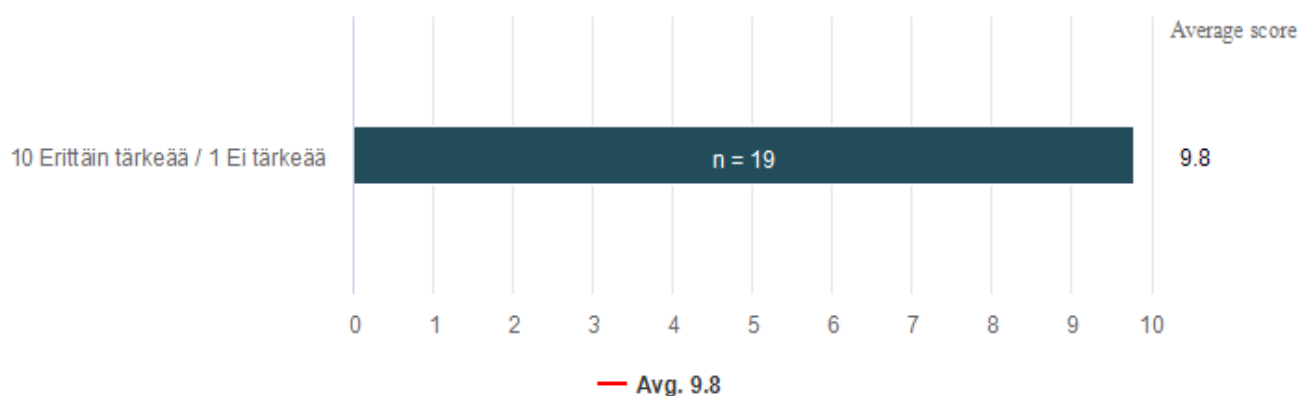
	1	2	3	4	5	6	7	8	9	10	Average	Median
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10 Erittäin hyvin / 1 Ei lai- sinka an	0.0 %	0.0 %	0.0 %	5.3 %	10.5 %	5.3 %	5.3 %	21.0 %	26.3 %	26.3 %	8.1	9.0
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(4) Oppimisalue: vuorovaikutustaidot

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: vuorovaikutustaidot

Number of respondents: 19

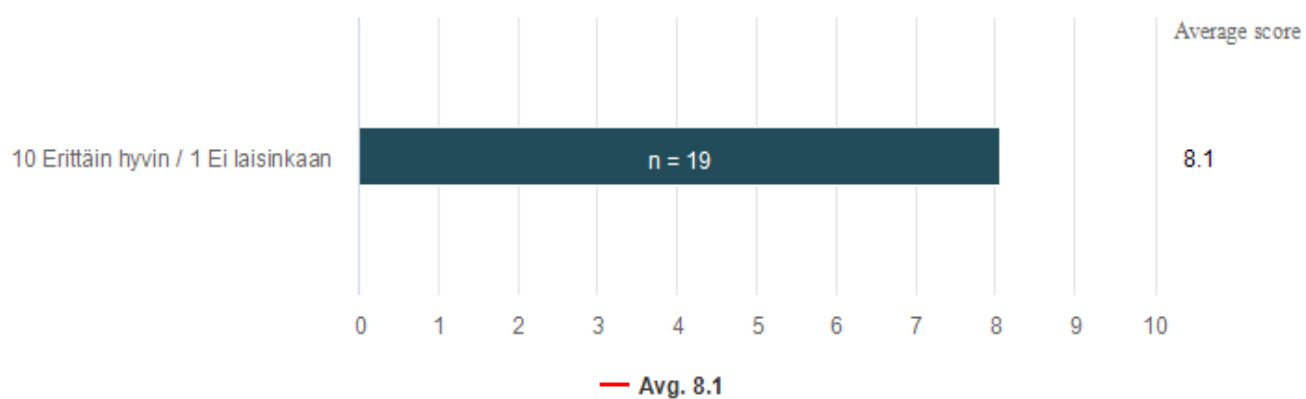


	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin tärkeä / 1	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	21.1 %	78.9 %	9.8	10.0

Ei tärkeää													
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Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

Number of respondents: 19

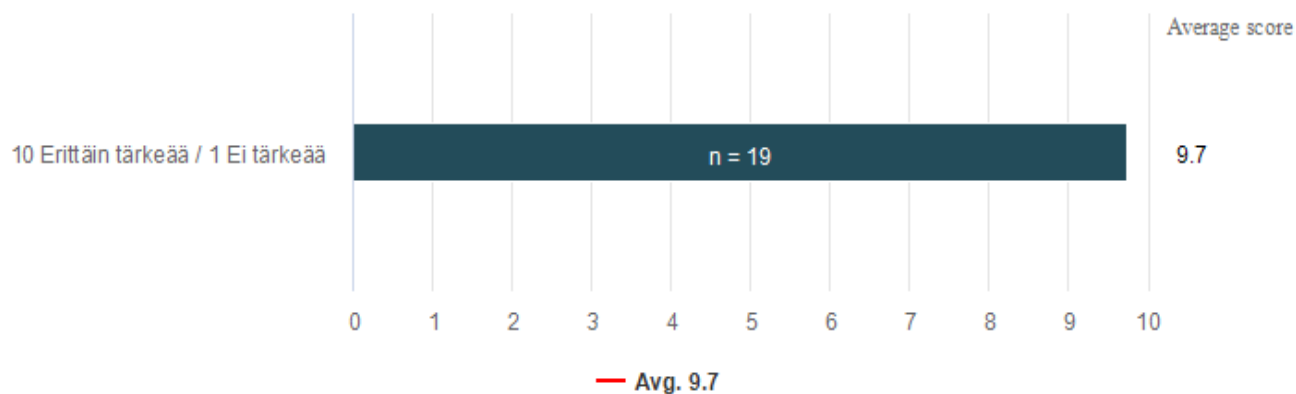


	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin hyvin / 1 Ei laisinkaan	5.2 %	0.0 %	0.0 %	5.3 %	5.3 %	0.0 %	10.5 %	5.3 %	47.4 %	21.0 %	8.1	9.0

(5) Oppimisalue: yhteistyötaidot

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: yhteistyötaidot

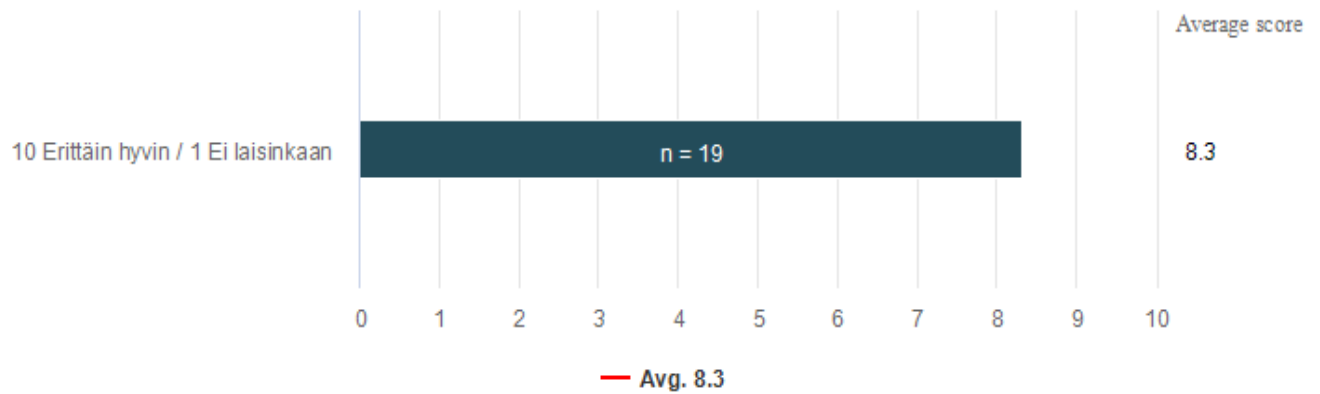
Number of respondents: 19



	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin tärkeää / 1 Ei tärkeää	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	5.3 %	15.8 %	78.9 %	9.7	10.0

Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

Number of respondents: 19



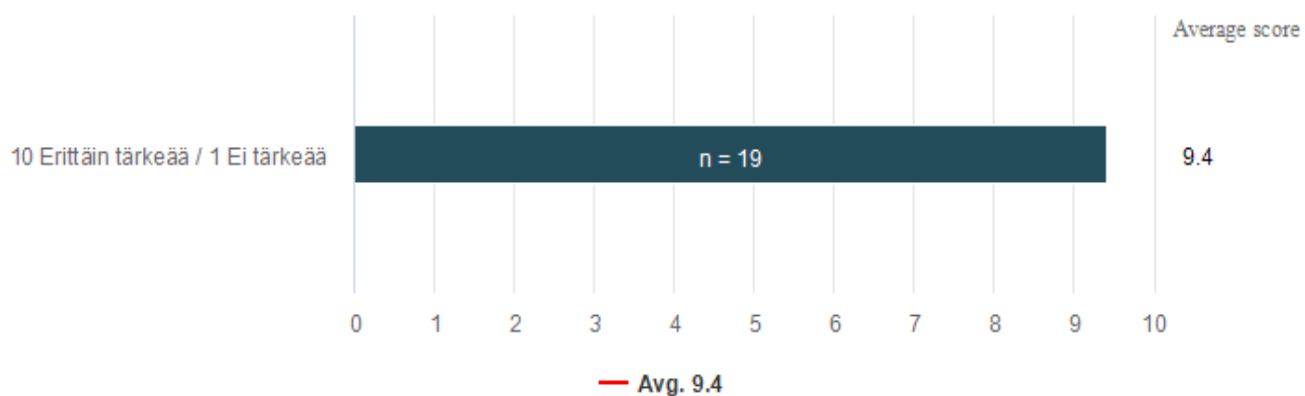
	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin hyvin / 1 Ei laisinkaan	0.0 %	5.2 %	0.0 %	0.0 %	10.5 %	5.3 %	0.0 %	5.3 %	42.1 %	31.6 %	8.3	9.0

(6) Oppimisalue: kyky hallita ihmisten välisiä konflikteja

Number of respondents: 0

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: kyky hallita ihmisten välisiä konflikteja

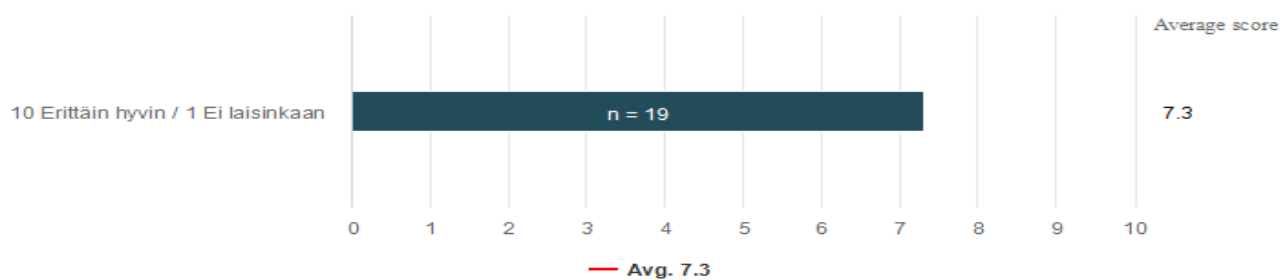
Number of respondents: 19



	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin tärkeää / 1 Ei tärkeää	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	21.0 %	15.8 %	63.2 %	9.4	10.0

Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

Number of respondents: 19

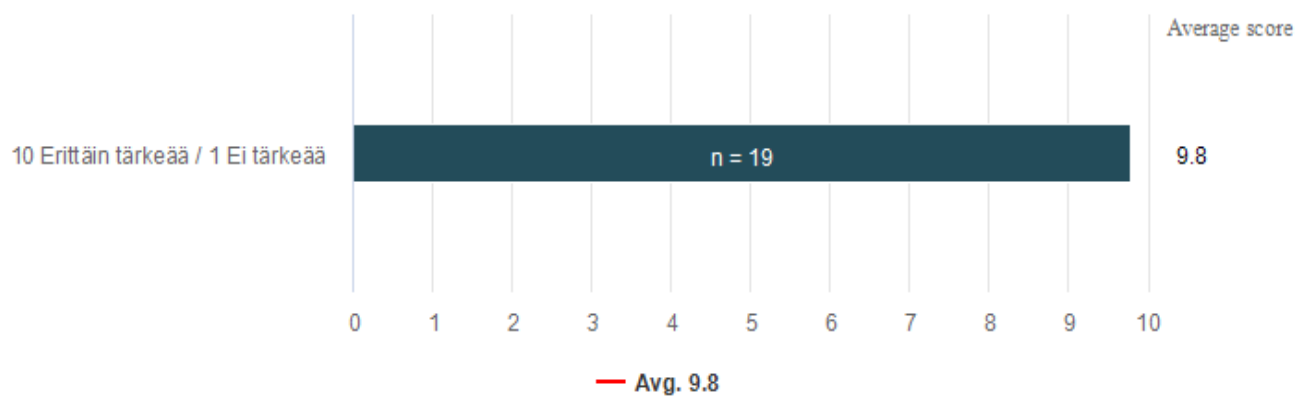


	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin hyvin / 1 Ei lai- sinka an	5.2 %	0.0 %	0.0 %	15.8 %	0.0 %	0.0 %	15.8 %	31.6 %	15.8 %	15.8 %	7.3	8.0

(7) Oppimisalue: päätöksentekokyky

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: päätöksentekokyky

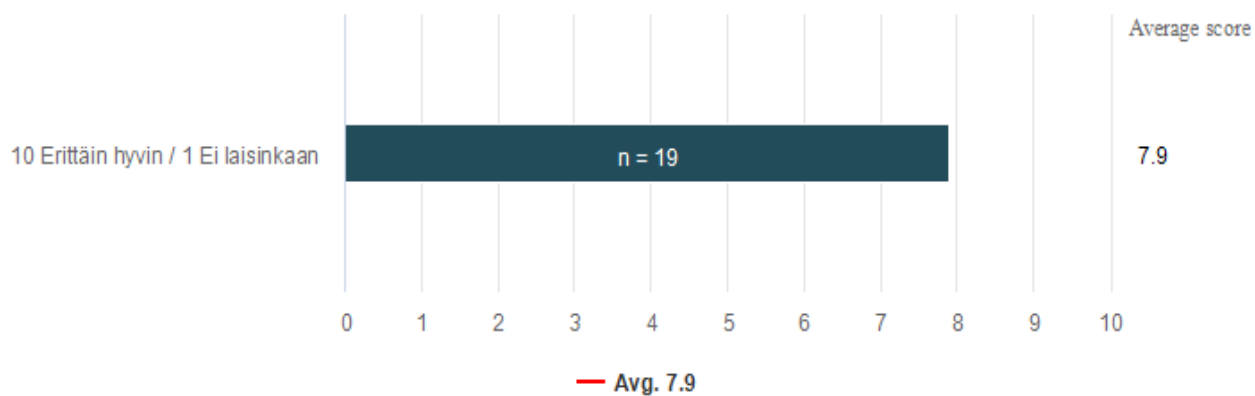
Number of respondents: 19



	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin tärkeä / 1 Ei tärkeä	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	5.3 %	10.5 %	84.2 %	9.8	10.0

Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

Number of respondents: 19



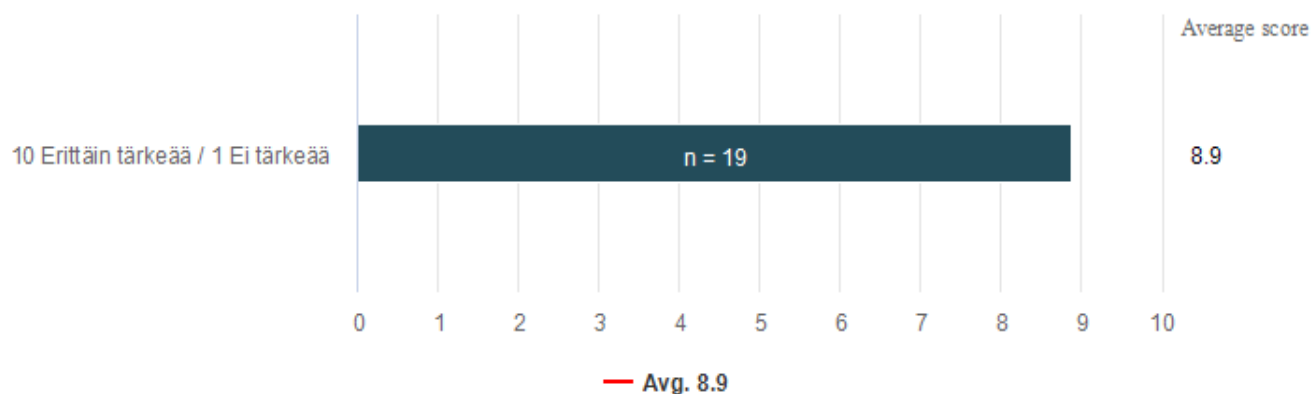
	1	2	3	4	5	6	7	8	9	10	Average	Median
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10 Erittäi n hyvin / 1 Ei lai- sinka an	0.0 %	0.0 %	0.0 %	10.5 %	5.3 %	5.3 %	5.3 %	21.0 %	42.1 %	10.5 %	7.9	9.0
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(8) Oppimisalue: kyky toimia johtavassa roolissa

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: kyky toimia johtavassa roolissa

Number of respondents: 19

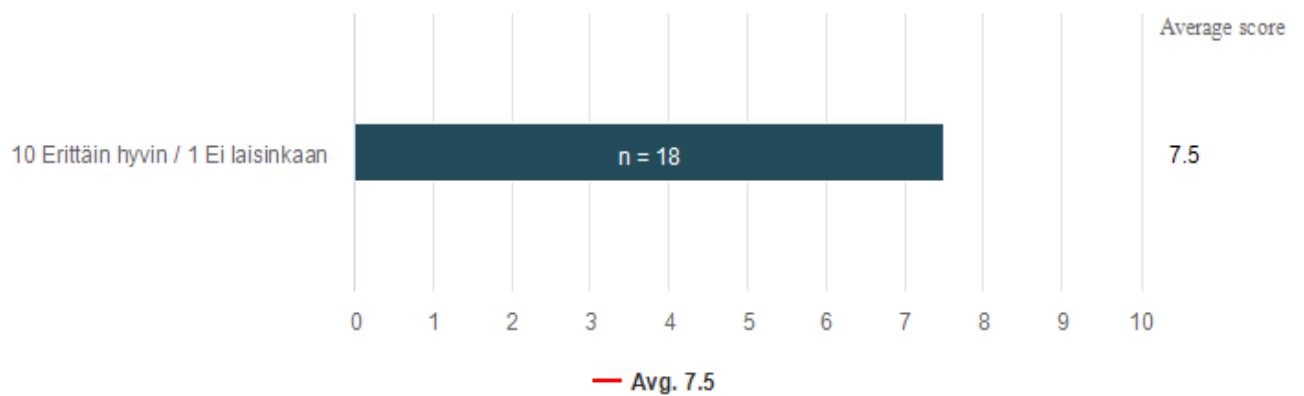


	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäi n tärke	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	10.5 %	26.3 %	26.3 %	36.9 %	8.9	9.0

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Ei												
tärke												
ää												

Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

Number of respondents: 18



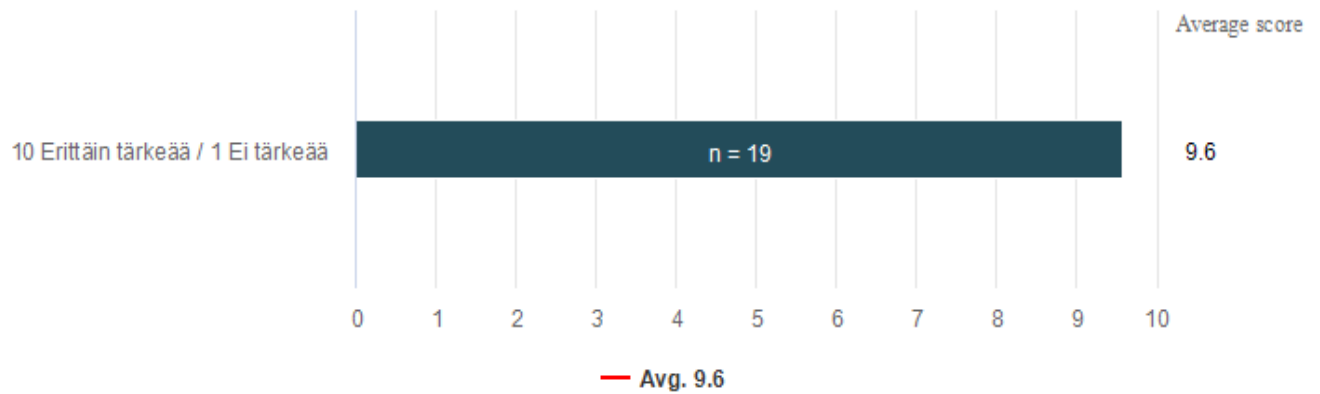
	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin hyvin / 1 Ei laisinkaan	0.0 %	11.1 %	0.0 %	5.5 %	0.0 %	0.0 %	16.7 %	16.7 %	44.4 %	5.6 %	7.5	8.5

(9) Oppimisolue: kärsivällisyys

Number of respondents: 0

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: kärsivällisyys

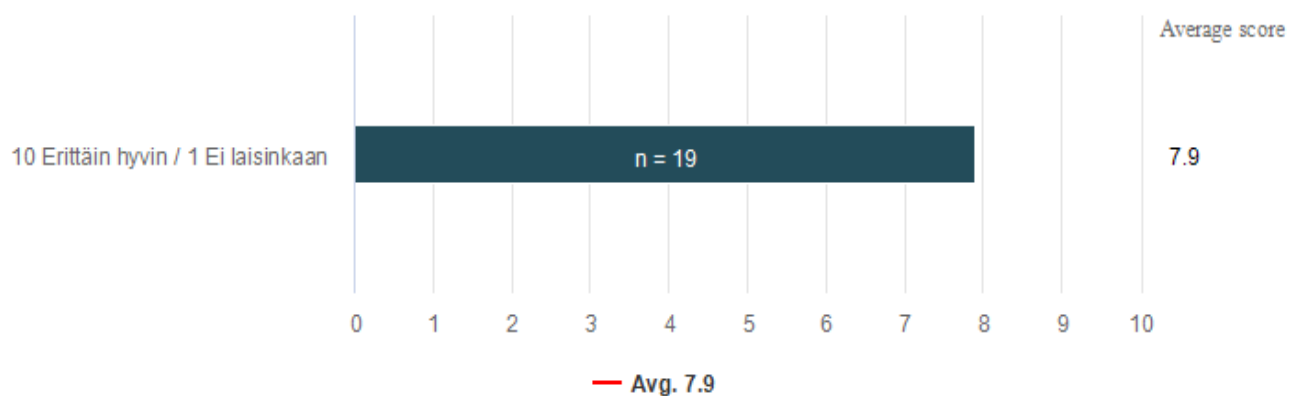
Number of respondents: 19



	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin tärkeää / 1 Ei tärkeää	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	15.8 %	10.5 %	73.7 %	9.6	10.0

Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

Number of respondents: 19

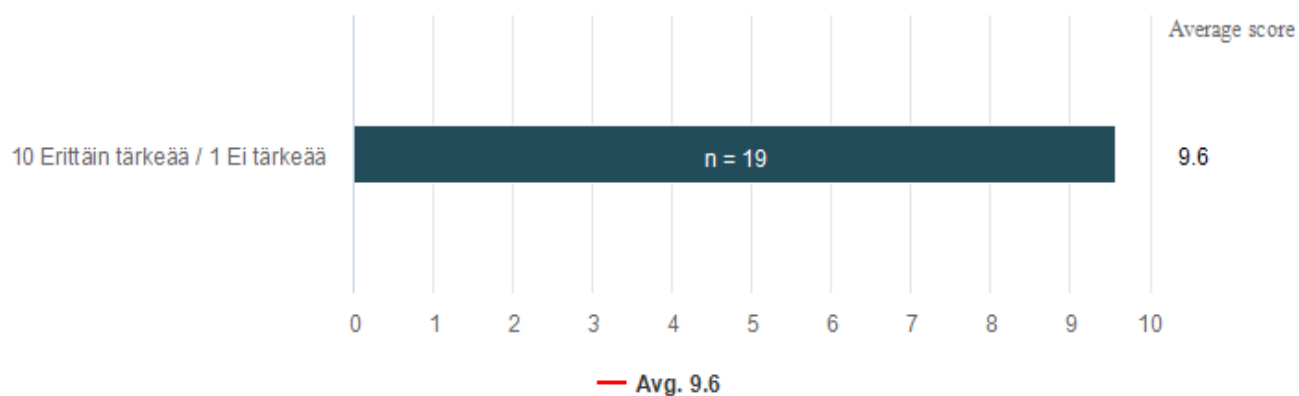


	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin hyvin / 1 Ei laisinkaan	0.0 %	0.0 %	0.0 %	5.3 %	10.5 %	5.3 %	5.3 %	36.8 %	15.8 %	21.0 %	7.9	8.0

(10) Oppimisalue: kyky suunnitella ja organisoida

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: kyky suunnitella ja organisoida

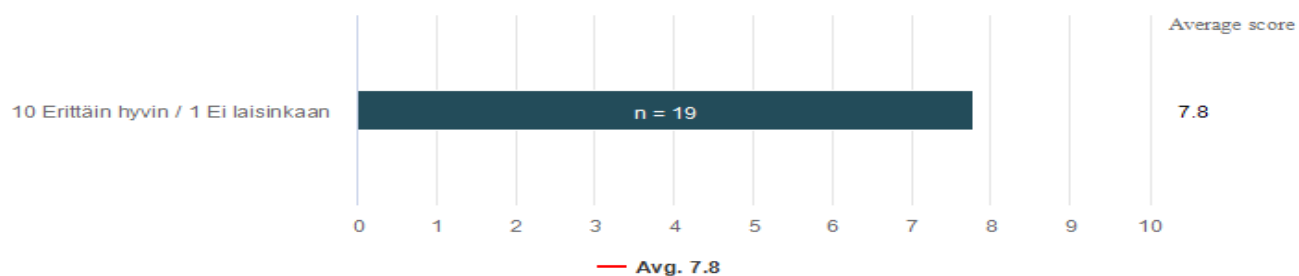
Number of respondents: 19



	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin tärkeää / 1 Ei tärkeää	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	10.5 %	21.1 %	68.4 %	9.6	10.0

Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

Number of respondents: 19

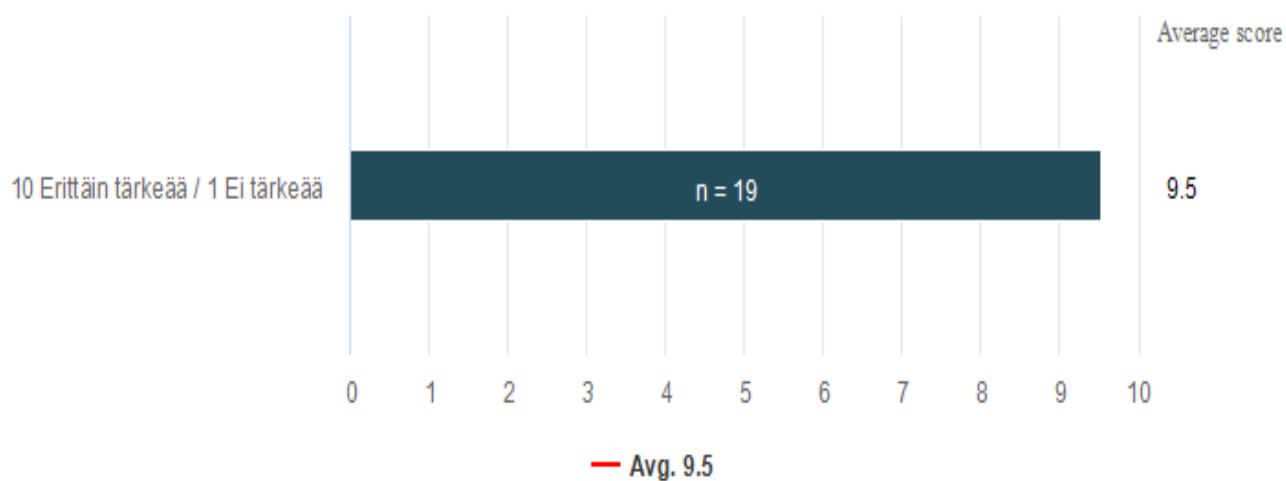


	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin hyvin / 1 Ei lai- sinka an	5.2 %	0.0 %	0.0 %	5.3 %	5.3 %	0.0 %	5.3 %	36.8 %	26.3 %	15.8 %	7.8	8.0

(11) Oppimisolue: periksiantamattomuus

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: periksiantamattomuus

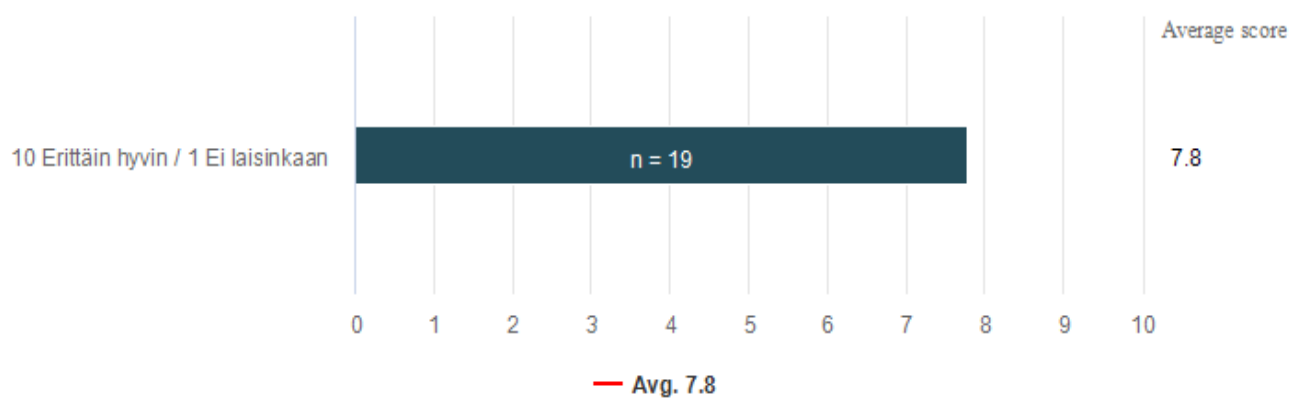
Number of respondents: 19



	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin tärkeä / 1 Ei tärkeää	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	5.3 %	5.3 %	21.0 %	68.4 %	9.5	10.0

Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

Number of respondents: 19



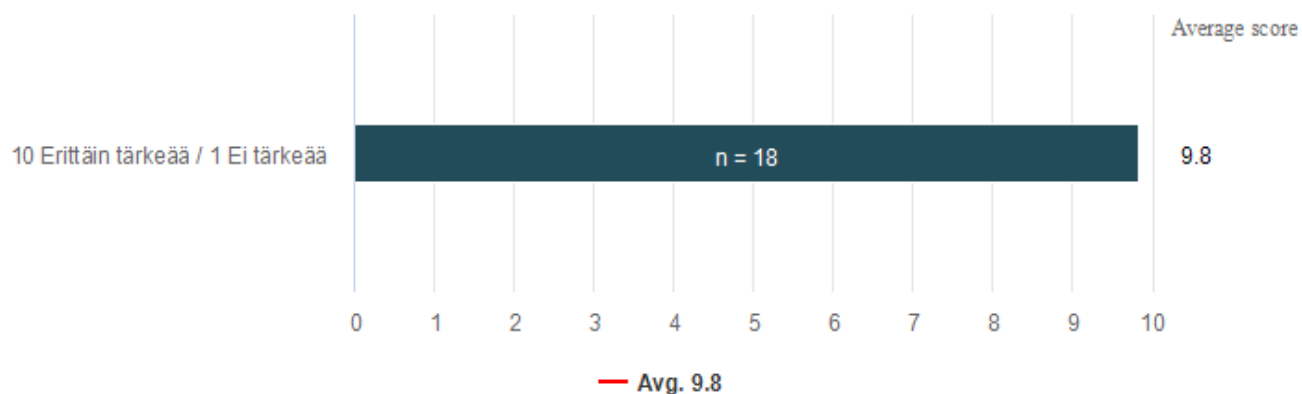
	1	2	3	4	5	6	7	8	9	10	Average	Median
--	---	---	---	---	---	---	---	---	---	----	---------	--------

10 Erittäi n hyvin / 1 Ei lai- sinka an	0.0 %	5.3 %	0.0 %	0.0 %	15.8 %	0.0 %	10.5 %	21.0 %	26.3 %	21.1 %	7. 8	8.0
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(12) Oppimisalue: kyky toimia haastavissa tilanteissa

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: kyky toimia haastavissa tilanteissa

Number of respondents: 18

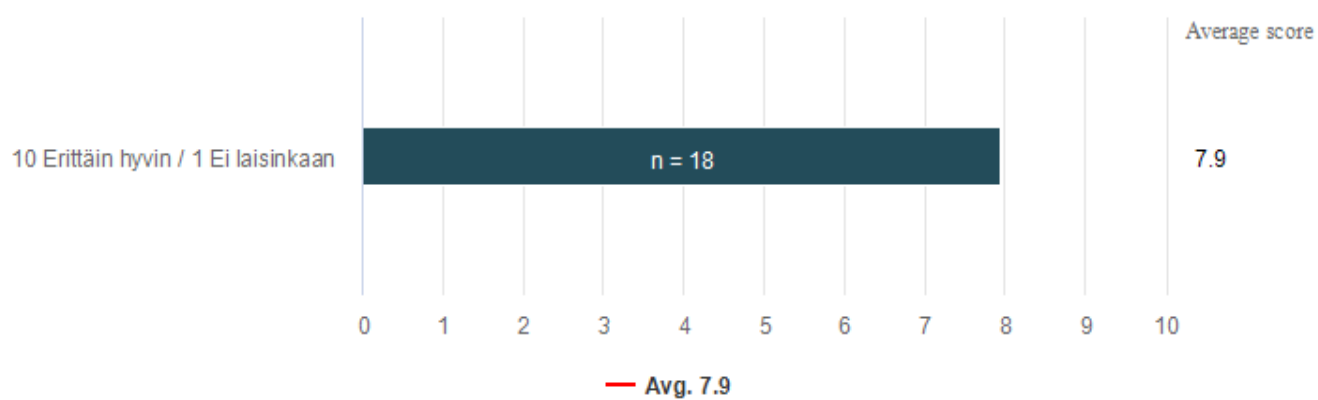


	1	2	3	4	5	6	7	8	9	10	Av- er- ag- e	Me- dia n
10 Erittäi n tärkeä	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	5.5 %	5.6 %	88.9 %	9.8	10. 0

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Ei												
tärkeä												
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Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

Number of respondents: 18

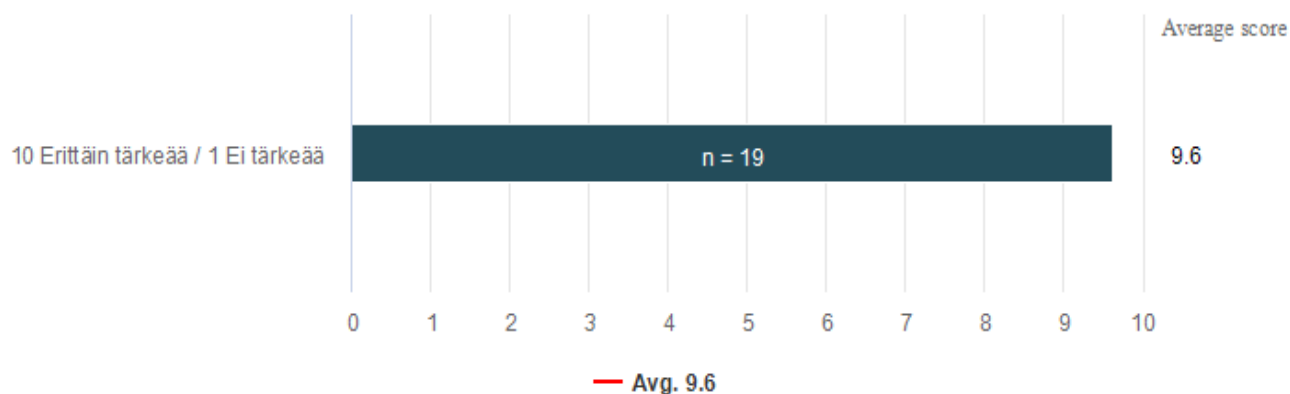


	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin hyvin / 1 Ei laisinkaan	0.0 %	0.0 %	5.5 %	0.0 %	16.7 %	0.0 %	0.0 %	27.8 %	27.8 %	22.2 %	7.9	8.5

(13) Oppimisalue: kyky tulla toimeen erilaisten ihmisten kanssa

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: kyky tulla toimeen erilaisten ihmisten kanssa

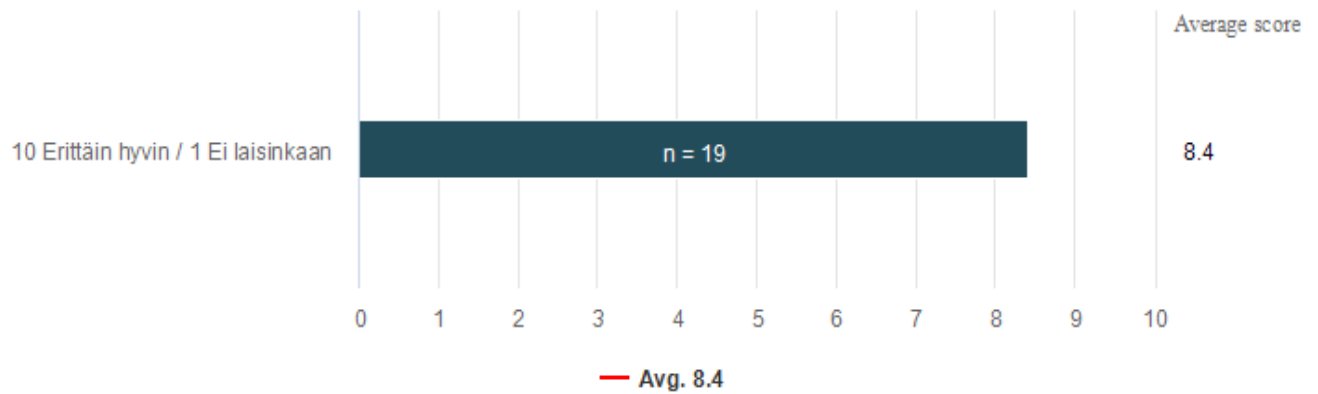
Number of respondents: 19



	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin tärkeää / 1 Ei tärkeää	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	5.3 %	26.3 %	68.4 %	9.6	10.0

Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

Number of respondents: 19

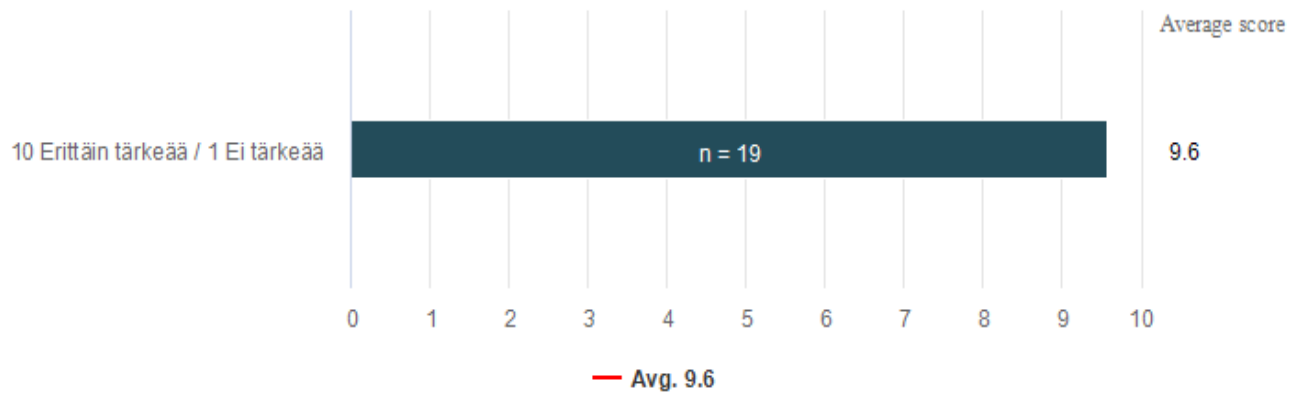


	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin hyvin / 1 Ei laisinkaan	0.0 %	0.0 %	5.3 %	0.0 %	5.3 %	0.0 %	5.3 %	21.0 %	36.8 %	26.3 %	8.4	9.0

(14) Oppimisalue: kyky tunnistaa vahvuuksiani ja heikkouksiani

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: kyky tunnistaa vahvuuksiani ja heikkouksiani

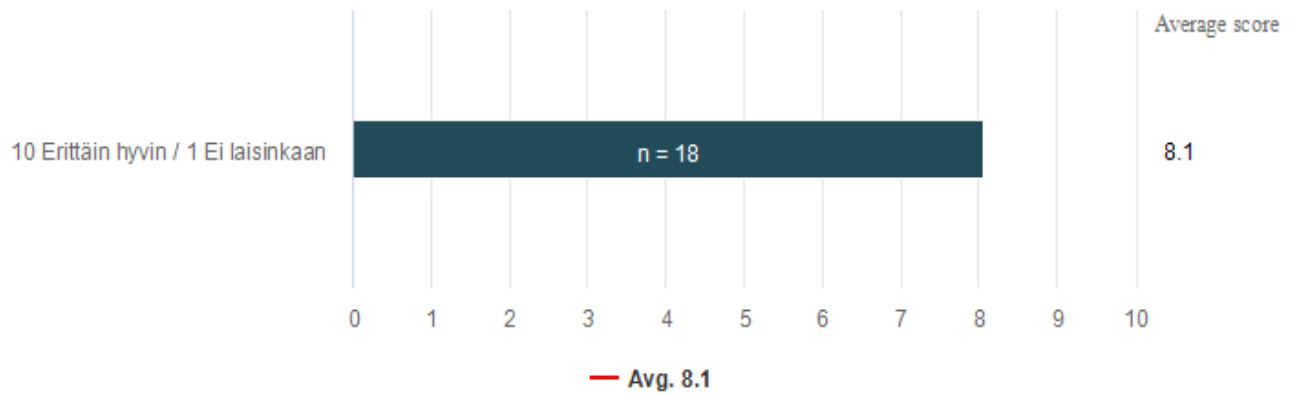
Number of respondents: 19



	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin tärkeää / 1 Ei tärkeää	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	5.3 %	31.6 %	63.1 %	9.6	10.0

Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

Number of respondents: 18

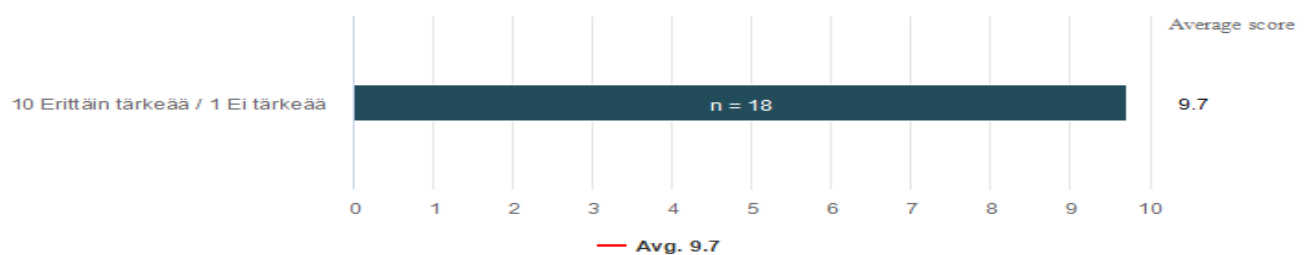


	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin hyvin / 1 Ei laisinkaan	0.0 %	0.0 %	0.0 %	0.0 %	16.7 %	0.0 %	11.1 %	22.2 %	33.3 %	16.7 %	8.1	8.5

(15) Oppimisaalue: itsevarmuus

Miten tärkeänä pidät, että nuoresi oppii seuraavaa: itsevarmuus

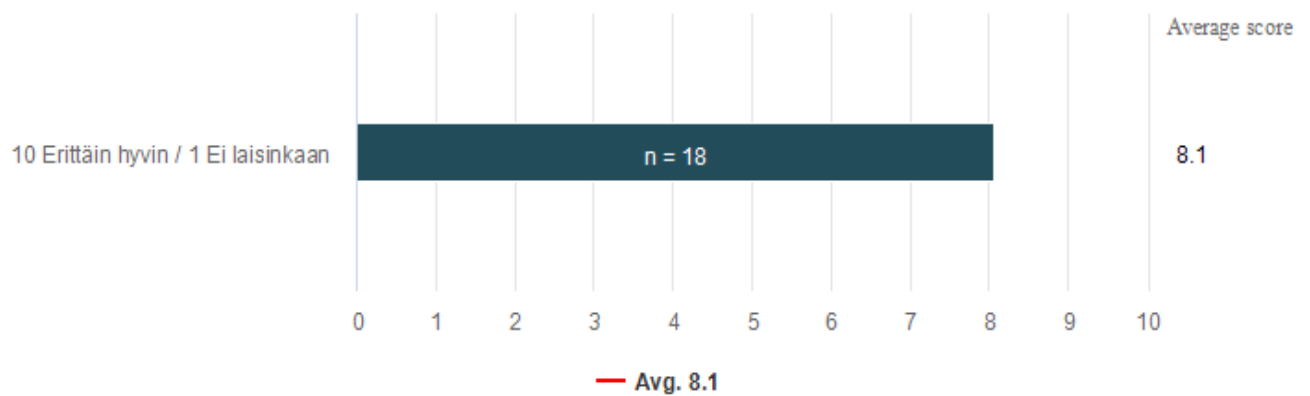
Number of respondents: 18



	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin tärkeä / 1 Ei tärkeä	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	5.5 %	16.7 %	77.8 %	9.7	10.0

Miten hyvin uskot nuoresi oppivan kyseistä asiaa Levi Snow Sport Academyn ohjelman kautta?

Number of respondents: 18



	1	2	3	4	5	6	7	8	9	10	Average	Median
10 Erittäin hyvin / 1 Eilaisinkaan	5.5 %	0.0 %	0.0 %	5.5 %	5.6 %	0.0 %	5.6 %	16.7 %	33.3 %	27.8 %	8.1	9.0

Tähän voit jättää kyselyä koskevat avoimet kommentit sekä muut LSSA toimintaan liittyvät kehitysehdotuksesi

Number of respondents: 9

Responses
Monitaitolinja kaipaa lisää yhteenkuuluvuutta. Kotiin on kantautunut epäarvoisuuden tunnetta, ei ole omaa somekanavaa ja tunne, että FreeRide:ia arvostetaan enemmän akatemian taholta.
Opiskelijat pitäisi sitouttaa määrätietoiseen opiskeluun. myös itsenäisesti. Liikunta pitäisi olla yksi tärkeä ns aine, jota voisi korostaa opiskelussa. Opiskelijoilta pitäisi vaatia oma-aloitteista harjoittelua liikunnan parissa. Tänä päivänä on monia appejä, joihin voi kerätä liikuntasuorituksia. Jokaisen pidettävä ns liikuntapäiväkirjaa, josta voi seurata kehitystä.
Kommunikointi on heikkoa ja se tapahtuu lähinnä vanhenpainyhdistykseen liittyen ja siellä henkilö ottaa creditin ja ohjaa keskustelun rahan keräilyyn ja itseensä. Sitä kautta vanhempia kiinnostavat asia kouluun ja mitä siellä tapahtuu, jäävät todella vähäiselle. Olisiko hyvä eriyttää rahankeräilyyn liittyvät tietoiskut / viestit kouluun

<p>sekä opiskeluun liittyvästä kommunikoinnista ja viesteistä. Eikä esim kuukausikirje ns 8 x vuodessa olisi liian kuormittavaa tehdä (eka vuonna ehkäpä).</p>
<p>Alppikoulu on ollut turvallinen taustatuki 15-vuotiaana Kittilään muuttaneelle nuorelle.</p> <p>Nyt hänestä on kasvanut jo täysi-ikäinen nuori mies, joka hoitaa hommansa hienosti.</p>
<p>Toistaiseksi en ole erityisesti havainnut LSSA:n kautta olisi kovinkaan paljoa muuta kuin itse lajiharjoitteita tehty. Muille osa-alueille mistä tässäkin kyselyssä kysellään en ole juurikaan ollut käsitykseni mukaan ollut kontrolloitua koulutusta / kouluttautumista. Joitain ihan yksittäisiä muita koulutuksia ollut käsitykseni mukaan. Henkistä/paineenhallintaa yms koulutusta pitäisi olla paljon enemmän.</p>
<p>Mielestäni koulutus on erittäin hyvä ja hyödyllinen nuorille. Koulutuksessa on monipuolinen sisältö ja todellakin nuoret pääsevät oppimaan taitoja joita tässä kyselyssä käydään läpi. Sami Suhonen on erittäin hyvä valmentaja ja osaa ohjata nuoria ja omalla esimerkillään näyttää mallia ja pitää tekemisen rentona ja huomioida kaikki tasapuolisesti. Näkee että nuoret tykkäävät ja kehittyvät.</p>
<p>LSSA:n toiminta kehittää nuorta monipuolisesti ja hyvässä hengessä juuri kysymysten esittämässä teemoissa.</p>
<p>Kyselyssä oli nostettu esille äärimmäisen tärkeitä taitoja. Jokainen vanhempi varmasti haluaa, että nuori oppii näitä. Nuoret varmasti kehittyvät näissä taidoissa LSSA-vuosien aikana asuessaan yksin ja joutuessaan ottamaan vastuuta omasta arjestaan, mutta tukea ja oppia näihin ei mielestäni LSSA tarjoa. Koen että olisi äärimmäisen tärkeää että nuoret saisivat myös oppia, coachausta, sparrausta psykisiin asioihin kuten pettymysten hallintaan, itsevarmuuteen jne. Huippu-urheilijaksi kasvaminen vaatii muutakin kuin teknisen ja fyysisen taidon kasvattamisen. Näitä kehityskohteita tulisi myös tunnistaa ja seurata esim. jokaisen oman kehityssuunnitelman kautta. Jokaisen nuoren kanssa tulisi olla kauden alkuun ja loppuun sijoittuvat "kehityskeskustelut", joissa nuori voisi itsekkin oppia tunnistamaan kehityskohteita ja määritellä tavoitteita kaikille osa-alueille.</p>
<p>Samalla linjalla olevia kaikkia oppilaita pitäisi pitää tasavertaisesti, näin ei aina ole tapahtunut. Se välillä huolestaa. Näkiessäni toisen pahan mielen ja olon.</p>

