University of Victoria | Graduate Studies

Notice of the Final Oral Examination
for the Degree of Master of Arts

of

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B.Ed (McGill University, 2014)

"The Impact of a Rock-Climbing Program: A Case Study of High-School Students' Climbing Self-Efficacy"

School of Exercise Science, Physical and Health Education

Monday, April 24, 2017
10:00 a.m.
McKinnon Building
Room 0025

Supervisory Committee:
Dr. Sandra Gibbons, School of Exercise Science, Physical and Health Education, University of Victoria (Supervisor)
Dr. Viviene Temple, School of Exercise Science, Physical and Health Education, UVic (Member)

External Examiner:
Dr. David Blades, Department of Curriculum and Instruction, UVic

Chair of Oral Examination:
Prof. Jan Wood, Department of Theatre, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies

Abstract

The popularity of rock-climbing is continuously increasing. However, little research is available on the pedagogy of rock-climbing. Student climbing self-efficacy and the learning activities and instructional strategies used were monitored throughout a 5-month long high school rock-climbing program. The baseline rock-climbing experience of participants (n = 26) ranged from novice to the junior competitive level. This case study of a single class of 26 students included both quantitative and qualitative data sources. Data collection methods included: (a) questionnaires, (b) observations of the learning environment, (c) individual reflection journals, (d) focus group interviews, and (e) a course outline. Quantitative analysis revealed no significant change in the self-efficacy scores of participants. Qualitative analysis provided insight into: (a) the type of learning environment conducive to improving climbing self-efficacy, (b) the influence of the sources of self-efficacy, and (c) the activities that were more efficient for developing student climbing self-efficacy. This study explored how sources of self-efficacy can be translated into learning activities and instructional strategies for rock-climbing programs. Learning activities and instructional strategies should be meaningful, diversified, individualized, progressively challenging, and take place in a safe and collaborative environment. A future study may investigate how climbing self-efficacy can translate to generalized self-efficacy.