

Innhold

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Quantitative Methods 5 ECTS

Course content

The aim of the course is to learn about scientific theoretical assumptions for quantitative analyses, particular in friluftsliv, sociological and psychological quantitative research, respectively.

The course gives the candidate knowledge to, what quantitative methods are - and why and how they are used. The course deals with the questionnaire methodology. Emphasis is placed on methodological skills as well as practical skills in completing questionnaire surveys, - both in terms of descriptive statistics and statistical modelling – exemplified through examples from the research projects in the Nordic countries.

Required prerequisite knowledge

Learning outcome

Knowledge

The candidate

- has advanced knowledge of quantitative methods, their application and relevance in relation to various social science issues and outdoor education and recreation contexts
- has in-dept competence to select, apply and critically reflect on quantitative methods within the humanities-social science research.

Skills

The candidate

- can conduct a questionnaire survey
- can analyze questionnaire data of both parametric and non-parametric nature using both univariate and multivariate statistical analysis methods
- can use Quantitative Methods for research and work in an independent manner

Competencies

The candidate

- can analyze, understand and relate critically to own and others quantitative research
- can analyze relevant academic, vocational and research ethics issues
- can apply their knowledge and skills in new areas to implement advanced Tasks and projects
- Can relate and apply different quantitative measurement methods and analysis techniques in relation to practically relevant issues and outdoor contexts
- has an understanding of and knowledge of the importance of quantitative methods in outdoor education and recreational research and possible applications within the student's future profession, such as teacher, project manager, consultant, manager or researcher.

Learning activities

Together, the students complete a questionnaire survey of a common topic. The students work in groups that select a specific research question and related hypotheses. Then questionnaire questions are formulated for the common questionnaire, which can investigate the research questions and test the hypotheses. Furthermore, the research questions will be analyzed using the commonly collected questionnaire data and an examination paper will be submitted in the form of an analysis report for each group. 2-3 students are recommended in each group working with thematic presentations and practical exercises.

Supervised professional training

None

Participation/Compulsory work requirements

The course is student-centred and therefore requires a high participation by the students. The course encompasses 20 hours with teacher. The workload for students for 5 ECTS entails a total of 125-150 hours.

Compulsory assignment

Before questionnaires are sent out, each group must provide a written description of and reasons for their problem formulation, research questions, hypotheses, variable and operationalization of variables (the specific questionnaires).

Course expenses

Costs related to the studies include literature and some shorter travels
The costs will not exceed a total of 2000 crowns

Forms of assessment

Written home exam

The written home exam must not exceed a maximum of 2000 words (1.5 line spacing), excluding the table of contents, references, and attachments. All sources must be accurately cited and referenced using the [APA 6th edition](#)

The course is graded as pass with distinction, pass or fail. The grading system is possible to transfer to the ECTS system

Examination support material

All support material allowed.

Miscellaneous

Literature (reading list)

Literature:

Vaske, J.J. 2008. Survey research and analysis. Applications in parks, recreation, and human dimensions. Venture publishing Inc. State College, PA, USA. Chapter 1-8 = 222 pages.

Kajala, L., Almik, A., Dahl, R., Dikšaitė, L., Erkkonen, J., Fredman, P., Jensen, F. S., Karoles, K., Sievänen, T., Skov-Petersen, H., Vistad, O. I. & Wallsten, P. 2007. Visitor monitoring in nature areas – a manual based on experiences from the Nordic and Baltic countries. TemaNord 2007:534. 205 pp.

[Approved course plan](#)

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Friluftsliv in periurban landscapes 10 ECTS

Course content

The objective is to facilitate a multi-disciplinary, cross-border and high-academic quality-learning environment for students in friluftsliv as sociocultural phenomenon and education subject. Health and well-being in friluftsliv can illuminate humanistic and preventive medical perspectives, such as theories of sense of coherence and place attachment, along with a pedagogical perspective on friluftsliv.

The course aims at studying the theory and knowledge bases through an experimental design follow how multidisciplinary pedagogics connected to a specific area of periurban nature can develop the perception of the nature encounter and understanding of health and well-being.

The course aims at exploring outdoor practices developed by friluftsliv organisations, as well as the implementation of the friluftsliv curriculum in public schools and free-school's with friluftsliv profiles in the nordic. Aims in line with sustainable development have been guiding the society in creating new forms of periurban arenas for friluftsliv.

Required prerequisite knowledge

Learning outcome

Knowledge

The Candidate....

- has developed knowledge about the theoretical bases related to health and wellbeing related to friluftsliv.
- has experienced how understanding of place and the attachment to it can be developed through the combined effect of experiencing the landscape and meeting multidisciplinary layers of knowledge about it.
- Can analyze and explain the historical development of friluftsliv, the structure of outdoor policy related to friluftsliv in the nordic, and how the encounter of those perspectives and integration of immigrants can be viewed.
- Has develop specialized knowledge of how intersectional aspects interweaves with sociocultural practices in outdoors.

Skills

The candidate

- Can analyze health and wellbeing related to the physical activity in friluftsliv
- Can analyze existingcompare and discuss different theoretical perspectives on friluftsliv/outdoor education in the school sector.
- Can problematise friluftsliv in the school curriculum from various theoretical perspectives and school subjects
- Can apply relevant concepts to describe and analyse perspectives of gender, ethnic and cultural diversity as well as sustainability.
- Can problematize and discuss learning and enculturation in outdoors in relation to migration and multicultural societies.

Competence

The candidate

- Can conduct an independent critical investigation of friluftsliv practices, where the ability to analyse the ideas underpinning those practices are of key interest for the development of friluftsliv in and for a changing world.
- Can demonstrate an independent investigation of literature related to self-chosen literature relevant for the course.

Learning activities

The course will consist of lectures, practical laboratory studies and individual measurements, discussions, independent writing tasks, excursions, individual and small group work. The course encompasses 40 hours with teacher. This will be divided into three blocks with 2-3 days lectures, seminars, laboratory work and measurements and excursions.

In between seminars, students will work on different tasks.

Supervised professional training

None.

Participation/Compulsory work requirements

None

Course expenses

Ordinary costs for literature and some shorter travels.

The costs will not exceed a total of 2000 crowns.

Forms of assessment

Written home exam

The course is graded as pass with distinction, pass or fail. The grading system is possible to transfer to the ECTS system.

Examination support material

All support material allowed.

Miscellaneous

Literature (reading list)

Antonovsky, A. 1987. Unraveling the mystery of health: how people manage stress and stay well. San Francisco, Calif.: Jossey-Bass, (218 pages).

Barker, D. & Lundvall, S. (2016). Transformative Pedagogy in PE and the challenges of young people with migration background. i (red) Catherine D. Ennis, *Routledge Handbook of Physical Education Pedagogies*, London: Routledge, 356-367.

Barker, D. & Lundvall, S. (2016). Transformative Pedagogy in PE and the challenges of young people with migration background. i (red) Catherine D. Ennis, *Routledge Handbook of Physical Education Pedagogies*, London: Routledge, 356-367.

Boldemann C, Blennow M, Dal H, Mårtensson F, Raustorp A, Yuen K, Wester U. (2006): Impact of preschool environment upon children's physical activity and sun exposure. *Prev Med.* 42(4):301-8.

Ceci R, Hassmén P. (1991): Self-monitored exercise at three different RPE intensities in treadmill vs field running. *Med Sci Sports Exerc.* 6:732-8.

Humberstone, B., Prince, H., Henderson, K. A. (2016). *Routledge Handbook of Outdoor Studies*. London: Routledge (selection of chapters)

Kuo FE, Sullivan CS. (2001a): Environment and Crime in the Inner City: Does Vegetation Reduce Crime. *Environment and Behavior* 33:343-67.

Kuo FE, Sullivan CS. (2001b): Aggression and Violence in the Inner City: Effects of Environment via Mental Fatigue. *Environment and Behavior* 33:543-71.

Kloek, M. E., Buijs, A.E., Boersema, M., Shouten G. C. (2017). Beyond Ethnic Stereotypes – Identities and Outdoor Recreation Among Immigrants and Nonimmigrants in the Netherlands. *Journal Leisure Sciences An Interdisciplinary Journal.* (39):1, 59-78.

Maas J, Verheij RA, de Vries S, Spreeuwenberg P, Schellevis FG, Groenewegen PP. (2009): Morbidity is related to a green living environment. *J Epidemiol Community Health* 63(12):967-73.

Mitchell R, Popham F. (2008): Effect of exposure to natural environment on health inequalities: an observational population study. *Lancet* 372(9650):1655-60.

Ouis, Pernilla, Lisberg Jensen, Ebba (2009) *"I brought a hazelnut from Macedonia": Cultural and biological diversity in a globalizing world.* Malmö University, p 127-141,

Korpela, K. 2012. Place attachment, *The Oxford Handbook of Environmental and Conservation Psychology.* (eds Susan D. Clayton), Oxford: Oxford Handbooks (40 pages).

Korpela, K., Borodulin, K., Neuvonen, M., Paronen, O., & Tyrväinen, L. (2014). Analyzing the mediators between nature-based outdoor recreation and emotional well-being. *Journal of Environmental Psychology*, 37, 1-7.

Nilsson, K., Sangster, M., Gallis, C., Hartig, T., de Vries, S., Seeland, K., & Schipperijn, J. (eds.) *Forests, Trees and Human Health*, Springer Verlag, Berlin. (about 350 pages).

Schærström, A., Jørgensen, S.H. & Sivertun 2014. *Geography and Health – A Nordic Outlook.* Chief eds. Schærström, A., Jørgensen, S.H. & Sivertun, Å. Swedish National Defence College: Stockholm; Norwegian University of Science and Technology (NTNU): Trondheim; Universität Bonn: Bonn (250 pages)

Schantz P. (forthcoming): Physical activity in outdoor life and health. Theory and practice. Stockholm: Gymnastik- och idrottshögskolan. (40 pages).

Schantz, P. 2006. The Formation of National Urban Parks: a Nordic Contribution to Sustainable Development? In: *The European City and Green Space; London, Stockholm, Helsinki and S:t*

Petersburg, 1850-2000 (Ed. Peter Clark), Historical Urban Studies Series (Eds. Jean-Luc Pinol & Richard Rodger), Ashgate Publishing Limited, Aldershot, pp. 159-174.

Ulrich RS. (1984): View through a window may influence recovery from surgery. *Science* 224: 420-421.

Ulrich RS, Simons RF, Losito BD, Fiorito E, Miles MA, Zelson M. (1991): Stress recovery during exposure to natural and urban environment. *J Environ Psychol* 11:201-230.

Wahlgren L, Stigell E, Schantz P. (2010): The active commuting route environment scale (ACRES): development and evaluation. *Int J of Behav Nutr Phys Act* 7:58

Wahlgren L, Schantz P. (2012): Exploring bikeability in a metropolitan setting: stimulating and hindering factors in commuting route environments. *BMC Public Health* 12:168.

Wahlgren L, Schantz P. (2014): Exploring Bikeability in a Suburban Metropolitan Area using the Active Commuting Route Environment Scale (ACRES). *Int J Environ Res Publ Health* 11 (8) 8276-8300.

Walker, G. J., Deng, J., & Dieser, R. B. (2001). Ethnicity, acculturation, self-construal, and motivations for outdoor recreation. *Leisure Sciences*, 23(4), 263–283.

Ward Thompson, C., Aspinall, P., & Montarzino, A. (2008). The childhood factor. Adult visits to green places and the significance of childhood experiences. *Environment and Behavior*, 40(1), 111–143.

WHO Europé (2016): *Urban green spaces and health. A review of evidence*. Köpenhamn: WHO Europé.

Ågren, Ida Maria (Mia), 2016. Why the whiteness in Swedish outdoor recreation?: a discourse analysis of gender and ethnicity in Swedish environmental policy and practice. Second cycle, A2E. Uppsala: SLU, Dept. of Urban and Rural Development. (PDF) <http://stud.epsilon.slu.se/9270/>

Literature of choice:

Together with the course leader a self-choice of articles and book chapters relevant to the course will be selecte

[Approved course plan](#)

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Pedagogical perspectives in friluftsliv (15 ECTS)

Course content

The course highlight and problematise key pedagogical concepts and perspectives in order to challenge anthropocentrism and taken for granted notions of human-nature relations from different ontological positions, including post human theorizing. The anthropocentric notion of nature as other and the nature-culture dichotomy will be analysed from a range of disciplines and perspectives, such as phenomenology, critical pedagogy and relational materialism.

The course will in theory and practice deal with the history of friluftsliv in Nordic countries and present day management and issues of sustainability in metropolitan areas.

Required prerequisite knowledge

Learning outcome

Knowledge

The candidate

- has in-depth knowledge of the anthropocentrism and human-nature relations from different ontological positions
- has a critical interdisciplinary understanding of different views on nature depending on their relation to different cultural values and ontological positions
- can analyze academic issues based on the history of pedagogical concepts and perspectives, traditions, uniqueness and place in society.

Skill

The candidate

- can analyze and interpretations pedagogical concepts and perspectives from different ontological positions with Practical and theoretical problem solving
- can read the land from place-responsive perspectives, such as from embodied learning with/in its natural and cultural history
- Can discuss whose story that is given voice when analyzing and discussing different place stories
- Can analyse, compare and discuss relations between outdoor politics, policies, and management

Competence

The candidate

- can apply knowledge and skills about pedagogical perspectives in friluftsliv in new areas to implement advanced tasks and projects
- can communicate extensive independent work and masters the anthropocentrism and human-nature relation from different ontological positions
- can conduct an independent critical investigation of human-nature relations in urban landscapes based on key concepts and theories relevant for analyzing the meaning and local significance of place in diverse contexts

Learning activities

The course will consist of lectures, practical laboratory studies and individual measurements, discussions, independent writing tasks, excursions, individual and small group work. The course is student-centred and therefore requires a high participation by the students. The course encompasses 60 hours with teacher. This will be divided into four 2-3 day seminars with lectures, seminars, and excursions. In between seminars, students will work on different tasks and reading with supervision by the course instructor.

Supervised professional training

None

Participation/Compulsory work requirements

Course expenses

Costs related to the studies include literature and some shorter travels will not exceed a total of 2000 Norwegian crowns.

Forms of assessment

Individual written assignment combined with and oral defence.

The course is graded as pass with distinction, pass, or fail. The grading system is possible to transfer to the ECTS system.

Examination support material

All support material allowed.

Miscellaneous

Literature (reading list)

Baker, M. (2005). Landfullness in adventure-based programming: Promoting reconnection to the land. *Journal of Experiential Education*, 27(3), 267–276.

Brookes, A. (2002). Lost in the Australian bush: Outdoor education as curriculum. *Journal of Curriculum Studies*, 34(4), 405-425.

Cameron, J. (2003). Responding to place in a post-colonial era: An Australian perspective. *Decolonizing nature: Strategies for conservation in a post-colonial era*, 172–176.

Gruenewald, D. A. (2003). Foundations of place: A multidisciplinary framework for place-conscious education. *American Educational Research Journal*, 40(3), 619–654. doi.org: 10.3102/00028312040003619

- Hultman, K., & Lenz Taguchi, H. (2010). Challenging anthropocentric analysis of visual data: A relational materialist methodological approach to educational research. *International Journal of Qualitative Studies in Education*, 23(5), 525-542.
- Loynes, C. (2002). The Generative Paradigm. *Journal of Adventure Education and Outdoor Learning*, 2(2), 113-125.
- Mannion, G., Fenwick, A., & Lynch, J. (2013). Place-responsive pedagogy: Learning from teachers' experiences of excursions in nature. *Environmental Education Research*, 19(6), 792–809. doi.org: 10.1080/13504622.2012.749980
- Mikaels, J., & Asfeldt, M. (2017). Becoming-crocus, becoming-river, becoming-bear: A relational materialist exploration of place(s). *Journal of Outdoor and Environmental Education*, 20(2), 2-13.
- Nicol, R. (2014). Entering the Fray: The role of outdoor education in providing nature-based experiences that matter. *Educational Philosophy and Theory* 46(5), 449-461.
- Orr, D. (2004). *Earth in Mind. On Education, Environment and the Human Prospect*. Washington DC: Island Press.
- Raffan, J. (1993). The Experience of Place: Exploring Land as Teacher. *Journal of Experiential Education*, 16(1), 39-45.
- Sandell, K., & Öhman, J. (2010). Educational potentials of encounters with nature: Reflections from a Swedish outdoor perspective. *Environmental Education Research*, 16(1), 113–132. doi.org: 10.1080/13504620903504065
- Somerville, M., & Green, M. (2012). Place and Sustainability Literacy in Schools and Teacher Education. *Australian Association for Research in Education (NJ1)*.
- Stewart, A. (2004). Canoeing the Murray River (Australia) as environmental education: A tale of two rivers. *Canadian Journal of Environmental Education (CJEE)*, 9(1), 136-147.
- Stewart, A. (2004). Decolonising encounters with the Murray River: Building place- responsive outdoor education. *Australian Journal of Outdoor Education*, 8(2), 46-55.
- Stewart, A. (2008). Whose place, whose history? Outdoor environmental education pedagogy as 'reading' the landscape. *Journal of Adventure Education & Outdoor Learning*, 8(2), 79-98.
- Wattchow, B. & Brown, M. (2011). *A pedagogy of place. Outdoor education for a changing world*. Monash University Publishing.

[Approved course plan](#)

[Change description](#)

Qualitative methodology (5 ECTS)

Course scope and organisation

- Number of credits = 5
- Number of semesters = 1
- Language of instruction = English
- Course organization = Decentralized study at USN

Course content

Making sense of peoples' ways of moving, acting, interacting, and experiencing in friluftsliv-contexts necessitates theoretical and practical tools for generating, systematizing and analyzing research data.

This course focuses on qualitative methods (such as interviews, fieldwork, texts, and visual expressions) as means to get an understanding of participation patterns and motifs, experiences, and meaning-making, and the sociocultural and geographical (material) structures that influence these motifs, experiences - exemplified through examples from the research projects in the Nordic countries.

The course introduces the students to theoretical and philosophical foundations of qualitative methodology: how it is legitimized, the role of the researcher and what kind of knowledge these research methods can produce. Further, the course focuses on developing practical skills in selective qualitative methods. The two main methods explored are qualitative interviewing and ethnographic fieldwork. During the course, the students will work extensively to acquire hands-on experiences of and reflections on both approaches, discussing their theoretical underpinnings, the knowledge constructed, and the practical preparation for and designing of a qualitative research project. The students will explore how to organize and analyze qualitative data. Academic writing and ethical issues will be discussed throughout the course.

* Learning outcome

Knowledge

- Students shall develop knowledge about and understanding of the theoretical foundations of qualitative methodology.

Skills

- Students shall develop knowledge of how to design and execute qualitative methods and analyze qualitative data.

Competencies

- The students shall be able to use selective qualitative methods (preferably interviews, fieldwork, and texts) to collect data for their master thesis.

* Learning activities

The course will consist of lectures, discussions, and field experiences. The course includes active involvement of the students in mandatory individual- and groupwork.

The course will be held as an intensive one-week seminar.

Course expenses

Costs related to the studies include literature and some shorter travels will not exceed a total of 2000 ,- NOK (Norwegian crowns).

* Forms of assessment

The students are required to write an individual essay elaborating on a relevant self-chosen theme, agreed by the responsible professors.

The written assignment must not exceed a maximum of 3000 words (1.5 line spacing), excluding the table of contents, references, and attachments. All sources must be accurately cited and referenced using the [APA 6th edition](#)

The individual exam must be submitted through WISEFLOW. Please note, the plagiarism control program Ephorus will scan all assignments.

Outdoor Life Practices, Landscapes and Identities (10 ECTS)

Course scope and organisation

- Number of credits = 10
- Number of semesters = 1
- Language of instruction = English
- Course organization = Campus-based study, USN

Introduction

Various forms of outdoor life practices, including human interaction, experiences and meaning making, are enabled by different landscapes. At the same time, perspectives on landscapes and identities constitute relevant analytical approaches for discussing the outdoor praxis field. The interfaces of 'material' and meteorological factors, and sociohistorical contexts represent demands and possibilities for innovative explorations of diverse outdoor activities, cultural practices, and identities.

Outdoor life practices cross path with several fields in contemporary society. Health and inequality, management of nature, education, and upbringing, as well as inclusion and integration, are all examples of current issues where outdoor practices are applied. The various reasoning, premises and "roles" prescribed render necessary analytical perspectives on how outdoor life is managed, understood, and framed, as a political, historical, social, and eco-cultural phenomenon. Moreover, it is relevant to discuss understandings of how human-landscape-interactions and landscape-perceptions vary and transform according to age, gender, social class, ethnicity, and for example, ideas of adventure, education, and health, including how this is grounded in empirical studies.

Even though global networks, innovative technologies and adaptations of landscapes make it possible to practice all kinds of activities worldwide, experiences, notions and 'imagined communities' claim certain activities, values, and identities as typical for regions, and/or groups, due to cultural traditions and predominant types of landscape characteristics (such as forests, mountains, rivers/lakes, the arctic etc.) and seasons. Demarcation and transgression of such borders, though of fluid and permeable 'nature', are expressed through language, actions, activities, equipment, and immaterial signs. Notions are also nurtured by myths, fairy tales, literature, and arts; and expressed, reconceptualized, and transformed over time and across place by the stories people tell and how landscapes are managed and practically explored.

Current sociocultural complexities such as demographic development, digital media, technological innovations, ecological crisis and environmental changes intersect discussions and perspectives related to management of outdoor life (friluftsliv) as well as landscape. Perspectives on "contested landscapes", the free public right of access (Allemansrett) as well as ideas of unsupervised play and "the Nordic childhood", are relevant examples to be critically examined. The concepts of Ecosystem Services, the Law about Friluftsliv (Friluftsløven) and "Allemansrett" along with the European Landscape Convention and UNs Sustainable Developments Goals are highly relevant in this regard.

Different texts, pictures, artefacts, stories, and practices offer a multitude of opportunities to critically research and discuss conceptions of sociocultural borders and transformative ideas of outdoor life practices, landscapes, and identities. This may include, for example, landscapes being understood as wilderness, a romantic refuge of longing for authenticity, a 'space' of healing or spiritual powers, as resources that make life livable, and a homeland to which one belongs and

bonds. Further, landscapes may be viewed not merely as playgrounds or thrillscapes to explore and conquer, but also as environments in need of care, healing, restoration, and preservation.

Learning outcome

Knowledge

- Explain and discuss sociocultural and narrative approaches in studying human–landscape interactions
- Explain and discuss friluftsliv (outdoor life) as dynamic and contextualized landscape practices, and identify forms of cultural continuity, diversity and change

Skills

- Demonstrate understanding of the significance of sensuous, embodied experiences of landscapes in upbringing, learning and enculturation
- Identify and articulate human-landscape intersections and how outdoor life practices, use of technologies, and human identities are formed by, but also forming, landscapes

Competencies

- Recognize and discuss phenomenological, hermeneutical (eco-cultural analysis) and critical approaches to human’s sensory and embodied experiences of landscapes through outdoor practices
- Analyze interconnections of lived outdoor experiences, practices and meanings as formed and distributed within landscapes, in which sociocultural processes, technologies, digital media and pedagogical ideas are at work
- Recognize, discuss and compare contemporary features, developments, challenges, paradoxes and cases (cross) nationally, within the Nordic countries and globally

Learning styles and activities

The topics are elucidated through practical explorations/expeditions, and in lectures, seminars, and through literature studies with time for students’ self-directed studies in between. The individual student is required to be well prepared through ongoing study of core literature and by participation in study groups. Groups of 2-3 students will be responsible for carrying out small-scale research projects and conducting sessions on agreed topics and core literature throughout the course.

Mandatory assignment

The students must have satisfied requirements for attendance and active participation in the seminars and excursions, including the submission of individual/group assignments that will be given the Pass/Fail grade. The number and form of assignments to be submitted will be specified at the start of the course.

Assessment

For the final exam, each student must write an individual assignment spending approximately 120 working hours.

The written assignment must not exceed a maximum of 3000 words (1.5 line spacing), excluding the table of contents, references, and attachments. All sources must be accurately cited and referenced using the APA 7th edition. The assignment will be due to the end of May in the second semester. Graded A to F.

The individual home exam must be submitted through WISEFLOW. The plagiarism control program Ephorus will scan all assignments.

Core material

It is expected that the students make use of and discuss the core literature provided for the course. In addition, it is required that the students show their ability to identify and make use of research literature and empirical examples (from their own observations, magazines, internet etc.) relevant to their specific self-chosen theme.

Nature experience and meaning (15 ECTS)

* Course scope and organisation

- Number of credits = 15
- Number of semesters = 1
- Language of instruction = English
- Course organization = Campus-based study, Campus Bø at USN.

Academic content in course

Nature experience, embodiment and meaning are all important aspects of friluftsliv, and the course will address how we can critically study and understand these aspects in the Norwegian context.

There are four overarching themes in the course:

1. ***Situating ways of being-in-nature and practicing friluftsliv.*** There are many ways to practice friluftsliv. We will address the depths and breadths of embodied nature experience, through fields of ecophilosophy/deep ecology (phenomenology, eksistensialism and pragmatism) and the history and sociology of friluftsliv (social fields) in the Norwegian context. We will explore how being-in-nature alters through the co-evolving process between self as body-mind and nature as material, ground, water and air, i.e. how we grapple with material in handcraft, walk the ground, move in the water and breathe the air. In this, we will discuss diverse epistemological and ontological sides of being-in-nature.
2. ***Articulating meaning in the communities of practice.*** There are many ways to articulate embodied meaning in friluftsliv. We will look closer at the cultural process of articulation in a discursive context, which allows us to assess various narratives and taken-for-granted beliefs held by different communities of practice in friluftsliv, as in traditional, modern and postmodern narratives. It entails a critical look at the cultural root metaphors that conditions our understanding of concepts like “friluftsliv”, “embodiment”, “nature”, “cultural”, “natural”, “experience” and “meaning”. We will furthermore address the social and cultural process of valuing and envisioning in creating symbols and meaning and study how issues of power moves through the different communities of practice, including new sub-cultures in friluftsliv.
3. ***Inquiring into consequences of friluftsliv on self, communities of practice and society*** Different ways of articulating meaning in friluftsliv will have consequences on self, communities of practice and society. We will address issues of the ecological Self, how meaning is changed or reproduced in communities of practice in friluftsliv (traditional, modern and postmodern) and what consequences friluftsliv has on ethics, education/upbringing, nature protection/management and sustainability in the Norwegian society.
4. ***Evaluating concrete steps in the promotion of friluftsliv.*** There are various concrete steps, choices and decisions people, communities and the society take to promote friluftsliv. We will develop a framework for evaluating these steps, both critically and constructively, by addressing how choices are manifested and contested in terms of meaning, sustainability and diversity.

The overall aim of the course is to provide students with knowledge, skills and competences to assess, analyze and study the interplay between nature experience, embodiment and meaning in friluftsliv on self, communities of practice and the society in the Norwegian context.

Required prerequisite knowledge

The students follow either the NOFRI-master program or Master in Physical Education, Sports and Outdoor-studies, or other relevant master programs.

Learning outcome

Statements of aims

Knowledge

- Intuiting knowledge through experience with different ways of being-in-nature
- Theoretical knowledge through reflection on various aspects of friluftsliv
- Research-based knowledge through inquiry into consequences of friluftsliv
- Evaluative knowledge on the concrete steps to enhance friluftsliv

Skills

- Practical skills in the study of various ways of being-in-nature
- Critical thinking skills related to the discourse of friluftsliv
- Analytic skills through research into various aspects of friluftsliv
- Evaluation skills in how to assess, analyze and study friluftsliv

Competencies

- Pragmatic competence in designing studies in the practices of friluftsliv
- Theoretical and communicative competence related to the discourse of friluftsliv
- Action research-based competence that integrates various aspects of friluftsliv
- Evaluation competence in assessing different practices of friluftsliv

Learning activities

The course will consist of lectures, discussions, independent writing tasks, excursions, individual and small group work. The course is student-centered and require a high participation by the students. The course stretches over one semester and encompasses 60 hours with teacher. This will be divided into four 2-3 day seminars addressing the above themes. In between seminars, students will work on different tasks and reading with supervision by the instructor. The workload for students for 15 ECTS entails a total of 405 hours.

The language in the course is English.

Supervised professional training

Participation/Compulsory work requirements

The first work requirement explores students own perspective on friluftsliv.

The second work requirement is a written assignment on a topic of interest where students make a critical position on a topic in the field of friluftsliv.

Course expenses

There will be some cost related to literature and other expenses

Forms of assessment

The final exam is a written take-home exam (1 week).

The written assignment must not exceed a maximum of 3000 words (1.5 line spacing), excluding the table of contents, references, and attachments. All sources must be accurately cited and referenced using the APA 6th edition

Examination support material

All support material is allowed

Research Design and Methods (5 ECTS)

* Course scope and organisation

- Number of credits = 5
- Number of semesters = 1
- Language of instruction = English
- Course organization = Decentralized study at Holar University

Course content

This course focuses on research designs and methods. Major steps of the research process from formulating a problem to disseminating results are discussed. The importance and methods of analyzing the current state of knowledge is introduced. How to analyze the structure of arguments, definitions of concepts, selecting research methods, relating to aspects of epistemology, research traditions and existing research in outdoor and tourism studies is introduced. During the course, the student should develop an understanding of the relationship between theory and practice in research and prepare for their own research project.

Required prerequisite knowledge

* Learning outcome

Student shall

Knowledge

- develop knowledge of the theoretical foundations of systematic reviews
- develop knowledge of how to use the APA reference system
- develop knowledge of research designs and methods within outdoor and tourism studies

Skill

- develop an ability to critically evaluate research designs and methods used in outdoor/tourism research
- develop an ability to design own research
- develop an ability to choose between relevant research methods

Competence

- be able to present a preliminary research design of their coming master thesis
- be able to describe considerations in relation to chosen research design and methods
- be able to oppose on other students' preliminary research designs of coming master thesis

Learning activities

The course will consist of lectures, readings, seminars, workshops and written/oral assignments. Both individual and group work can be included and the course includes a combination of on campus

session and distant learning. Lectures and seminars will be combined with independent work related to own master research.

The language of the course is English.

Supervised professional training

No

Participation/Compulsory work requirements

The course is student-centred and therefore requires a high participation by the students. The course encompasses 20 hours with teacher. The workload for students for 5 ECTS entails a total of 125-150 hours.

Course expenses

Course expenses include buying the reading list books. The number of required book will not exceed four.

Forms of assessment

Examination of the course is in the form of assignments during and at the end of the course. The final assignment includes a first draft of a research method chapter for students' own master thesis. Smaller written and oral assignments are also included.

The written assignment must not exceed a maximum of 3000 words (1.5 line spacing), excluding the table of contents, references, and attachments. All sources must be accurately cited and referenced using the APA 6th edition

The course is graded at the scale 1-10 where 5 equals pass of the course, according to the study rules of Holar University and 10 is the highest grade possible.

Examination support material

The course literature may be used in the written examinations/assignments. Together with the course leader a choice of articles and book chapters will be made relevant to the chosen theme of master thesis.

Icelandic Nature and tourism (10 ECTS)

* Course scope and organisation

- **Number of credits = 10**
- **Number of semesters = 1**
- **Language of instruction = English**
- **Course organization=** Decentralized study at Holar University

Academic content in course

This course consists of two main parts.

The first part introduces Icelandic nature and its uniqueness which is a foundation for the Icelandic outdoor activities (friluftsliv) and tourism: An overview of the flora, fauna, climate, and geology of Iceland will be given. Main groups of organisms on land, in fresh and salt water will be introduced. Geology and geological history of Iceland will be discussed, with particular emphasis on its diversity. The ecology and the interaction between the living and abiotic components of nature will be addressed. Finally the interaction between Icelandic nature and the cultural aspects of outdoor living in Iceland is discussed.

The second part of the course introduces the subject of nature-based tourism, with particular emphasis on sustainable product development. Firstly, the definition of nature-based tourism and the essence of ecotourism are presented. Secondly, the core criteria used to define ecotourism is introduced. Sustainable use of natural resources in nature-based tourism is discussed. Finally, a focus is set on many of the main topics and issues that are important to ecotourism both in theory and practice.

Required prerequisite knowledge

No Preceding Courses / Prerequisites registered

Learning outcome

Student shall

Knowledge

- develop and show knowledge and understanding of Icelandic nature and its specific characteristics
- develop and show knowledge on the differences between nature-based tourism, wildlife tourism, and ecotourism
- develop knowledge on and describe the evolution of sustainable tourism

Skill

- develop and demonstrate skills in disseminating knowledge of Icelandic nature and ecology of Iceland to tourists
- develop an ability to apply knowledge on cultural aspects of outdoor living in Iceland for innovation and product development in nature-based tourism.
- develop an ability to identify social, economic, and environmental impacts associated with nature-based tourism, outdoor living and ecotourism.

Competence

- be able to identify best management practices of nature-based tourism with the use of domestic and international case studies
- be able to identify delivery systems for providing nature-based tourism services

Learning activities:

The course will consist of lectures, readings, field trips, seminars, workshops and written assignments. Field trips include a tour in North Iceland where Icelandic nature is observed and a visit to outdoor teaching facilities of Holar elementary school and kindergarten at Holar University campus. The course starts with a 4 week long on campus session. The second part of the semester consists of distant learning. Both individual and group work can be included. The language of the course is English.

* Supervised professional training

Non

Participation/Compulsory work requirements:

The course is student-centred and therefore requires a high participation by the students. The course encompasses about 40 hours with teacher. The workload for students for 10 ECTS entails a total of 250--300 hours (25-30 pr. ECTS)

Course expenses

Costs related to the course include literature and travel expenses during field trips in Iceland.

Forms of assessment

Examination of the course is in the form of individual or group, written and oral, assignments during the course and a written test at the end of the first part of the course.

The written assignment must not exceed a maximum of 3000 words (1.5 line spacing), excluding the table of contents, references, and attachments. All sources must be accurately cited and referenced using the APA 6th edition

The course is graded at the scale 1-10 where 5 equals pass of the course, according to the study rules of Holar University and 10 is the highest grade possible.

Examination support material

The course literature list may be used as support material in the oral and written assignments/exams.

MA practicum (15 ECTS)

* Course scope and organisation

- Number of credits = 15
- Number of semesters = 1
- Language of instruction = English
- Course organization = Decentralized study at Holar University

Academic content in course

The practicum is a course where academic knowledge from previously taught courses is transferred into practical on-site activities where the student is prepared for real work within the field of outdoor studies (friluftsliv). The practicum takes place in one of the participating countries (Iceland, Norway, and Sweden). The practicum can take place at any business, municipality or association accepted by Holar University. When a practicum site has been chosen, a written agreement is made between the student, the practicum site and the university. The practicum contains 250 hours of work related to outdoor activities at the practicum site, as well as academic work related to written assignments (total 375-450 hours of workload¹). The student reviews the operation and work procedures at the practicum site, and works parallel and independently at connecting academic knowledge from her/his study to the work at the practicum site.

The student chooses one of the areas of priority below, to write about in her/his final assignment/essay, and by that, specializes in one area in the practicum site's operation.

A: Management and planning

B: Education and pedagogy perspectives

C: Nature based tourism

D: Outdoor recreation and tourism

E: Landscape and identity

F: Nature experience and meaning

G: Periurban landscape and outdoor activities

H: Other defined area accepted by the supervisory teacher

Required prerequisite knowledge

A procedure policy which applies for the implement of the practicum will be displayed on NoFri's web site.

Learning outcome

Course aims

The aim of the practicum is for the student to obtain practical skills and competences, and to train in the ability of combining theory to practise. The MA practicum gives the student an opportunity to integrate knowledge from the courses in his MA study to analyse, interpret and solve challenges at the practicum site.

* Learning outcome

Student shall

¹ 1 ECTS = 25-30 hours according to European Commission, https://ec.europa.eu/education/ects/users-guide/key-features_en.htm

Knowledge

- develop and reflect general knowledge on approaches and procedures in outdoor activity/friluftsliv's theory
- develop and demonstrate general knowledge on managing outdoor activities/friluftsliv
- develop and demonstrate academic knowledge on a chosen topic and ethical issues related to that

Skill

- develop an ability to apply academic knowledge to define, analyse and evaluate managerial challenges in outdoor activities/friluftsliv – and be able to clearly present and reason it, in written and spoken language.

Competence

- be able to employ critical thinking in practise, as well as written and spoken language.
- be able to demonstrate skills for independent and professional decisions.

Learning activities

Starts last week in September (after the Research Design and Methods Course) until end of November (the students can use that time for the practicum (250 hours) along with academic assignments presented in the course).

Supervised professional training

The student can choose a practicum site at her/his own choice. The practicum site has to be qualified by Holar University. The Rural Tourism Department at HU also has a list of qualified practicum sites available for students to choose from.

The student will be provided with a supervisor at the practicum site, chosen in cooperation between Hólar University and the practicum site. The supervisory teacher in the MA practicum at Holar University will be the student's contact person at the university.

Participation/Compulsory work requirements

The students have to complete all the academic courses in the program (except ones that is running parallel to the Practicum) before starting the Practicum.

A procedure policy which applies for the implement of the practicum will be displayed on NoFri's web site

Course expenses

The student is responsible for travel and accommodation cost in relation to the practicum and negotiates terms and conditions during the practicum time with the place of work during the practicum period.

Forms of assessment

1. Analyzing diary (20%) - during the practicum period
2. Organizing, preparing and writing a final academic report (80%)

The written assignment must not exceed a maximum of 5000 words (1.5 line spacing), excluding the table of contents, references, and attachments. All sources must be accurately cited and referenced using the APA 6th edition

Examination support material

It is expected that the students make use of the core literature in the NORFRI courses in his/her work on the diary and the final report. In addition, it is required that the students are able to identify and make use of research literature and other types of material (empirical examples from their own observations, magazines, internet etc.) relevant to their specific self-chosen theme for the final report. It is required that the students follow the ethical standards and standards of referencing, following the APA-style.

The Master Thesis (30 ECTS)

Course scope and organisation

- Number of credits = 30 ECTS
- Number of semesters = 1
- Language of instruction = english
- Course organization = all students will be divided equally between the partner institutions in Norway, Sweden and Iceland and granted a supervisor

Academic content in course

The Master Thesis 30 ECTS

This course is available only to students admitted into NOFRI and to students who have completed all three semesters with the minimum of the grade E. The partners from Holár University, Norwegian School of Sport Sciences (NIH), The Swedish School of Sport and Health Sciences, University of South East Norway will divide the students equally and grant each student a supervisor.

Course aims

Under the guidance of a supervisor, this course consists of the students' individual and independent research, which may be empirically grounded or philosophically oriented ('a desk study'), reflective and critical writing (in English), and a public defense of a Master Thesis relevant to Nordic Friluftsliv Studies.

The students must formulate a research question relevant to NOFRI; choose an applicable method and design; employ concepts and theories to analyze and discuss their research question; and present a coherent written account and scientifically convincing argumentation about the results.

Required prerequisite knowledge

Learning outcome

Knowledge

Through the master's thesis, the student will gain insight into scientific project work and research methodology, and gain experience in applying such methods independently in a chosen topic. The student must choose the theme of the Master's thesis. Within this topic, and after completion of the course, the student will have the following learning outcomes in terms of knowledge, skills and general competence:

- Have an in-depth knowledge of relevant academic literature and theory
- Could use this knowledge in new areas
- Know relevant methods and procedures

Skills

- Could produce data and results in writing and verbally
- Be able to analyze and relate critically to different sources of information and apply them to structure and formulate professional reasoning
- Be able to conduct an independent research project under supervision and in accordance with current research ethical norms
- Communicate comprehensive independent work and master the field of expression of the subject area

Learning activities

The master thesis is an individual assignment based on self-study and written over a period of one semester. Each student will dispose 20 hours in total for supervision and guidance from one or more of the Consortium members.

Supervised professional training

Participation/Compulsory work requirements

Compulsory assignment

Before, questionnaires are sent out, each group must provide a written description of and reasons for their problem formulation, research questions, hypotheses, variable and operationalization of variables (the specific questionnaires).

Course expenses

Literature for the master thesis can be borrowed in libraries, however many prefer to buy books. We estimate that you will use around 2000,- kr.

Forms of assessment

The dissertation must be an outdoor study from a Nordic perspective. It can consist of one or more relevant themes or topics:

- Outdoor recreation – planning and management
- Pedagogical perspectives
- Outdoor education,
- Education outside the classroom “Udeskole”
- Nature perception
- Nature experience – embodiment
- Landscapes and outdoor practices
- Place
- Identity, culture, meaning
- Current trends and future challenges
- Public health, physical activity and the use of nature

These are examples. You can discuss other possibilities with your tutor.

The study can be based on empirical data of all kinds, or it can be a theoretical or philosophical enquiry.

The whole NOFRI study ends with a closing research seminar, where all the students present their thesis and receive their graduation

Assessment of the written assignment – graded grades

Composition of the commission will be one external member and one member from one of the other universities in the consortium. The commission must consist of one male and one female member.

Scope 50 – 60 pages

Examination support material

Describe approved support material for the examination, and specify if own notes/underscores/references are allowed. Specify if support material is not allowed at all.

All support is allowed for the master thesis

Miscellaneous

Literature (reading list)

The thesis will be based on relevant literature approximately 3000 pages.

Key Sources

Adáer, H.J. & Mellenbergh, G.J. (1999). *Research methodology in the social, behavioural and life sciences*. London: Sage.

You will find the book in the Library here: [BIBSYS Ask](#)

Blaxter, L., Hughes, C. & Tight, M. (2006). *How to research* (4th ed.). Maidenhead: Mc Graw Hill Open University Press.

You will find the book in the Library her: [BIBSYS Ask](#)

Higgins, R. (1996). *Approaches to research: A handbook for those writing a dissertation*. London: Jessica Kingsley Publishers.

You will find the book in the Library here: [BIBSYS Ask](#)

Oliver, P. (2008). *Writing your thesis*. (2nd ed.). Los Angeles, Calif.: Sage.

You will find the book in the Library here: [BIBSYS Ask](#)

Preece, R. (1994). *Starting research: An introduction to academic research and dissertation writing*. London: Pinter.

You will find the book in the Library here: [BIBSYS Ask](#)

Walliman, N.S.R. (2005). *Your research project: A step by step guide for the first time researcher* (2nd ed.) London: Sage.

You will find the book in the Library here: [BIBSYS Ask](#)

* Approved course plan

Change description