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# Quantitative Methods 5 ECTS

## Course scope and organisation

- Number of credits = 5
- Number of semesters = 1
- Language of instruction = english
- Decentralized study at The Swedish School of Sport and Health Sciences

## Course content

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

The course, gives the student an introduction 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 modeling – exemplified through examples from the research projects in the Nordic countries.

## Required prerequisite knowledge

### Learning outcome

## Statements of aims

### Knowledge

- The student must acquire basic knowledge of quantitative methods, their application and relevance in relation to various social science issues and outdoor education and recreation contexts.
- The student will gain insight into and competence to select, apply and critically reflect on quantitative methods within the humanities-social science research.

### Skills

- Being able to conduct a questionnaire survey
- Be able to analyze questionnaire data of both parametric and non-parametric nature using both univariate and multivariate statistical analysis methods.

### Competencies

- Being able to understand and relate critically to own and others quantitative research.
- To be able to relate and apply different quantitative measurement methods and analysis techniques in relation to practically relevant issues and outdoor contexts.
- To have 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 completes 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 in:

- Processes; from research questions to hypothesis formation to variables
- Operationalization of concepts
- Questionnaire construction
- Question Construction
- Validation
- Piloting
- Sampling theory and selection
- Questionnaire distribution and collection
- Input, encoding, testing and cleaning of data
- Descriptive statistical analyzes
- Bivariate analyzes and hypothesis (significance) tests
- Multivariate analyzes
- Interpretation of analyse

Supervised professional training

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

Eventual costs related to work or teaching material must be stated.

Costs related to the studies include literature and some shorter travels

\* Forms of assessment

Examination

The written assignment 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

Graded after -3 to12 (DK) or A-F (N)

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.

## Friluftsliv in periurban landscapes (10 ECTS)

### \* Course scope and organisation

- Number of credits = 10
- Number of semesters = 1
- Language of instruction = English
- Course organization = Decentralized study at The Swedish School of Sport and Health Sciences

### \* Academic content in course

Friluftsliv in periurban landscapes 10 ECTS

The Swedish School of Sport and Health Sciences

### Course content

Health and well-being in relation to friluftsliv can be illuminated from both humanistic and preventive medical perspectives. Examples of humanistic perspectives are the theories of sense of coherence and place attachment, which also can be applied in a pedagogical perspective on friluftsliv. Preventive medical and environmental psychology perspectives on contact with nature as such, as well as on physical activity in friluftsliv add to a richness of conceivable values and meaningfulness connected to friluftsliv.

The course aims at studying the theory and knowledge bases for these perspectives, and 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.

Another aspect of the course is related to the management and the national planning and steering within the friluftsliv sector. For that purpose, history of friluftsliv will be used as a foundation for understanding the past and current situation

Aims in line with sustainable development have been guiding the society in creating new forms of periurban arenas for friluftsliv. One example of that is the national urban park in Greater Stockholm. The greater scope in this respect, including usage and strategies as well as management realities used in handling and developing these areas will be illuminated.

### Required prerequisite knowledge

#### \* Learning outcome

### **Knowledge**

Students shall:

- develop knowledge about the theoretical bases connected to health and wellbeing with a potential relation to friluftsliv.
- have 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.
- explain and discuss the historical development of friluftsliv in, and the structure of outdoor policy related to friluftsliv in Sweden.

### **Skills**

Students shall develop:

- skills to analyze health and wellbeing related to both inactivity and the physical activity in friluftsliv, and in relation to encounter with nature but also with potential environmental disturbances connected to periurban areas for friluftsliv.
- the ability to view and understand the development of friluftsliv in the society in historical terms.

### **Competence**

Students shall:

- Conduct an independent critical investigation of how various environmental factors affect health related aspects of periurban friluftsliv.
- Be able to connect and integrate health and pedagogical perspectives in friluftsliv.

### \* 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 require a high participation by the students.

The language in the course is English.

Supervised professional training

Non

\* Participation/Compulsory work requirements

The course encompasses about 40 hours with teacher. This will be divided into about three 2-3 days with lectures, seminars, laboratory work and measurements and excursions.

In between seminars, students will work on different tasks. The workload for students for 10 ECTS entails a total of 260 hours.

Course expenses

Costs related to the studies include ordinary costs for literature and some shorter travels.

The costs will not exceed a total of 2000 Swedish crowns.

\* Forms of assessment

The examinations consist of a written exam and a practical lab/workshop. Case studies with explorative questions will be used to enhance students' ability to apply relevant concept and theories for critical analysis

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

The literature for the course can be used in the written examinations.

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).

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.

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.

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.

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

Schantz P. Framing views of nature. *Perspectives on Learning in Outdoor Life*. 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 St 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.

van den Bosch, M. & Bird, W. (Eds). 2018. *Oxford Textbook of Nature and Public Health: The role of nature in improving the health of a population*. Oxford: Oxford University Press

#### **Literature of choice:**

Together with the course leader a self-choice of articles and book chapters relevant to the course can be selected.

## Pedagogical perspectives in friluftsliv (15 ECTS)

### \* Course scope and organisation

- Number of credits = 15
- Number of semesters = 1
- Language of instruction = English
- Course organization = Decentralized study at The Swedish School of Sport and Health Sciences

### Course content

The course will highlight and problematize 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.

Previous taken for granted human-nature relations are changing due to globalization and migration. New types of users and new user demands may require new approaches to teaching and learning in friluftsliv. The course aims at understanding human-nature relations in a context of integration and inclusion and different immigrant groups.

The course will in theory and practice deal with the history of school-based friluftsliv in Sweden and present day pedagogical discourse in relation to issues of sustainability. Various landscapes and seascapes will be explored and form a starting point for discussion and analysis related to place-responsive, environmental and cultural perspectives.

### Required prerequisite knowledge

#### \* Learning outcome

Student shall develop:

#### **Knowledge**

- Interdisciplinary understanding of different views on nature depending on their relation to different cultural values and ontological positions

#### **Skill**

- Ability to read the land from place-responsive perspectives, such as from embodied learning with/in its natural and cultural history
- Ability to discuss whose story that is given voice when analyzing and discussing different place stories
- Ability to analyse, compare and discuss relations between friluftsliv, human-nature relationships and sustainability

#### **Competence**

- Conduct an independent critical investigation of human-nature relations 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 language in 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 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. The student workload for 15 ECTS entails a total of 400 hours.

Course expenses

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

\* Forms of assessment

Two forms of examinations will be used. A case study combined with peer-review and oral defence on a topic of interest with explorative questions will be used to enhance students' ability to apply relevant concept and theories for critical analysis. One individual written assignment.

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

The course literature may be used in the written examinations.

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.

- Hoad C., Deed C., & Lugg A. (2013). The Potential of Humor as a Trigger for Emotional Engagement in Outdoor Education. *Journal of Experiential Education*, 36(1):37-50.  
DOI:10.1177/1053825913481583
- 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. DOI:10.1080/09518398.2010.500628
- Loynes, C. (2002). The Generative Paradigm. *Journal of Adventure Education and Outdoor Learning*, 2(2), 113-125.
- Loynes, C. (2020). The Legacy of maps: breaking the link between maps and navigation in order to experience place. *Journal of Outdoor and Environmental Education*, 23(2), 137-151.  
DOI:10.1007/s42322-020-00055-6
- Lugg, A. (2007) Developing sustainability-literate citizens through outdoor learning: possibilities for outdoor education in Higher Education. *Journal of Adventure Education & Outdoor Learning*, 7(2), 97-112, DOI:10.1080/14729670701609456
- 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: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. DOI:10.1007/BF03401009
- Mikaels, J. (2018). Becoming a place-responsive practitioner: Exploration of an alternative conception of friluftsliv in the Swedish physical education and health curriculum. *Journal of Outdoor Recreation, Education and Leadership*, 10(1), 3-19. DOI: 10.18666/jorel-2018-v10-i1-8146
- 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.  
DOI:10.1111/j.1469-5812.2011.00840.x
- 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:10.1080/13504620903504065
- Somerville, Margaret J. (2010). A place pedagogy for 'global contemporaneity'. *Educational Philosophy and Theory*, 42(3), 326–344. DOI:/full/10.1111/j.1469-5812.2008.00423.x
- 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.

Varley, P., & Semple, T. (2015) Nordic Slow Adventure: Explorations in Time and Nature, *Scandinavian Journal of Hospitality and Tourism*, 15:1-2, 73-90.  
DOI:10.1080/15022250.2015.1028142

# 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 NIH

## 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 6<sup>th</sup> edition

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

## Landscapes, Outdoor Practices 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, NIH

## Introduction

Landscapes enable various forms of human interaction, experience, and meaning. The interfaces of 'material' and meteorological factors and sociohistorical contexts represent demands, and possibilities ('affordances') for innovative explorations of diverse outdoor activities, cultural practices, and identities. For example, in the face of modernity and Norway becoming an independent nation state, ideas of mountains and mountaineering, skiing and winter, along with active outdoor lifestyles were intimately connected with notions of nationality and masculinity. The relevance of this and similar understandings will be critically grounded in empirical studies scrutinizing 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. The concepts of Ecosystem Services and Allemannsrett, along with the European Landscape Convention and UNs Sustainable Developments Goals are highly relevant.

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 (forests, mountains, rivers/lakes, 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.

Ideas of unsupervised play and free public access to landscapes as typical of Norwegian and Nordic childhood and cultures are other examples that will be critically examined. Intersecting masculinity, landscape and outdoor cultures, and current sociocultural complexities regarding inclusion of women, children and youth, race, ethnicity, physical/mental ability, and more than humans.

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 landscapes, outdoor practices and identities. This may include, for example, landscapes being understood as wilderness, a romantic refuge of longing for authenticity, a 'space' of healing / 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 /

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 as dynamic and contextualized landscape practices, and identify forms of cultural continuity, diversity, and change
- Thematiser, compare, and discuss the relevance of (cross-)national, Nordic and global features and developments

### 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 practices, use of technologies, and human identities are formed by, but also forming, landscapes

### Competencies

- Recognize and discuss phenomenological, hermeneutical (cultural analytical) and critical approaches to human’s sensory and embodied experiences of landscapes through outdoor practices
- Analyse 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

## Learning styles and activities

The topics are elucidated through practical explorations/expeditions, and in lectures, seminars, and through literature studies organized in tentatively five ‘blocks’ of teaching/seminars 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 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 on a chosen theme relevant for the course during the semester, 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 6th 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, embodiment and meaning (NEEM) (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 6<sup>th</sup> 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 6<sup>th</sup> 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 6<sup>th</sup> 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 workload<sup>1</sup>). 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**

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<sup>1</sup> 1 ECTS = 25-30 hours according to European Commission, [https://ec.europa.eu/education/ects/users-guide/key-features\\_en.htm](https://ec.europa.eu/education/ects/users-guide/key-features_en.htm)



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

### **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 6<sup>th</sup> 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