

Amtliche Mitteilungen der

Philipps



Universität
Marburg

Veröffentlichungsnummer: 20/2016

Veröffentlicht am: 18.03.2016

Erste Änderung vom 27. Januar 2016

Änderung der Studien- und Prüfungsordnung für den Erasmus Mundus Masterstudiengang „Transcultural European Outdoor Studies (TEOS)“ mit dem Abschluss „Master of Arts“ (M.A.) des Fachbereichs Erziehungswissenschaften der Philipps-Universität Marburg, vom 16.02.2011 (Amt. Mit. 20/2011)

Der Fachbereichsrat des Fachbereichs Erziehungswissenschaften der Philipps-Universität Marburg hat gem. § 44 Abs. 1 des Hessischen Hochschulgesetzes (HHG) vom 14. Dezember 2009 (GVBl. I S. 666), zuletzt geändert am 8. Oktober 2014 (GVBl. I S. 221), am 27. Januar 2016 folgende Änderung der Studien- und Prüfungsordnung beschlossen:

Artikel 1

1. § 8 erhält folgende geänderte Fassung:

§ 8 **Inhalt, Aufbau und Gliederung des Studiums**

Der Studiengang Transcultural European Outdoor Studies (TEOS) gliedert sich in folgende Modulstruktur:

Modulbereich I: Die Rekonstruktion kultureller Einheiten, 61 LP

Die Module des Modulbereichs I repräsentieren die länderspezifischen Outdoorkonzepte, wie sie von den jeweiligen Universitätsinstituten in Ambleside, Oslo und Marburg (Umfang von je 18-20 Leistungspunkte pro Semester) in ihren Masterstudiengängen vermittelt werden.

Modulbereich II: Das Konzept einer transkulturellen Vernunft, 59 LP

Die Inhalte der Veranstaltungen der drei Module des Modulbereichs II sollen Wissen über und Sensibilität für die Übergänge, Ähnlichkeiten, Überschneidungen, Verflechtungen, „Unreinheiten“ usw. vermitteln und vertiefen, die zwischen dem englischen, norwegischen und deutschen Ansatz bestehen. Dieses Konzept, als transkulturelle Vernunft bezeichnet, gibt der Gesamtkonzeption des Masterstudiengangs einen Rahmen und wird von den drei kooperierenden Instituten als „joint teaching“ (je 10-30 Leistungspunkte) durchgeführt.

Extracurricularer Modulbereich: Sprache als Erweiterung kulturellen Verstehens

Um eine intensive Auseinandersetzung mit den länderspezifischen Outdoorkonzepten und deren kultureller Einbettung zu ermöglichen, sind direkte Begegnungen mit der jeweiligen Kultur wie auch vertiefende Kenntnisse der jeweiligen Sprache von zentraler Bedeutung. Im extracurricularen Modulbereich werden je nach Kenntnisstand Sprachkompetenzen zu Beginn des Semesters im Rahmen eines Intensivsprachkurses oder auch semesterbegleitend angeboten. Eine Teilnahme wird dringend empfohlen.

Diese Struktur lässt sich tabellarisch wie folgt darstellen.

	Studienort		Modulkürzel	Modultitel	LP	Pflicht-/Wahlpflicht-module
Modulbereich I	University of Cumbria, UK	1 aus 4	UoC-CRITIQUE	neuer Modultitel: Outdoor and Experiential Learning : contexts and applications	10	Pflichtmodul
			UoC-PLACE	Know Your Place: Landscape interpretation for outdoor practitioners	10	Wahlpflichtmodul
			UoC-ENVIRONMENT	Environmental Leadership in the outdoors	10	Wahlpflichtmodul
			UoC-ADVENTURE	Learning from Adventure	10	Wahlpflichtmodul
			UoC-THERAPY	Therapeutic opportunities in the outdoors	10	Wahlpflichtmodul
	Norwegian School of Sport Sciences, NO		NSSS-POLICY	Policy making and practical context	10	Pflichtmodul
			NSSS-SPECIAL	Specialisation	10	Pflichtmodul
	Philipps-Universität Marburg, GER		PUM-BILDUNG	The adventure as a category of "Bildung"	6	Pflichtmodul
			PUM-DEVELOPMENT	The adventure in the context of child and youth development	9	Pflichtmodul
			PUM-PLACEMENT	Practical Placement	6	Pflichtmodul
Modulbereich II	University of Cumbria, UK		TEOS-FOUNDATION	Origins and Development of Outdoor Activities	10	Pflichtmodul
			TEOS-LANDSCAPE	Landscape and their outdoor practices	10	Pflichtmodul
	Philipps-Universität Marburg, GER		TEOS-TRANSITION	`Being on the way` as practice of transition	9	Pflichtmodul
	nach Wahl		TEOS-THESIS	Dissertation	30	Pflichtmodul
Extra-curricularer Modul-	University of Cumbria, UK	TEOS-ENGLISH	Intensive language course in English			Wahlmodul
	Norwegian School of Sport Sciences, NO	TEOS-NORWEGIAN	Intensive language course in Norwegian			Wahlmodul

bereich	Philipps-Universität Marburg, GER	TEOS- GERMAN	Intensive language course in German	Wahlmodul
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Die Inhalte der Module sind den Modulbeschreibungen in **Anhang 1** zu entnehmen.

Der Aufbau und die Gliederung des Studiums ist der Grafik im **Anhang 2** zu entnehmen.

2. § 21 erhält folgende geänderte Fassung:

§ 21 Verleihung des Mastergrades

Auf Grund der bestandenen Masterprüfung wird der akademische Grad Master of Arts (M.A.) als joint degree von der University of Cumbria, der Norwegian School of Sport Sciences (NSSS) und der Philipps-Universität Marburg (PUM) verliehen.

3. Anhang 1 erhält folgende geänderte Fassung:

Anhang 1: Modulbeschreibungen

Die Modulbeschreibungen werden in der unten angegebenen Reihenfolge dargestellt.

Alle Modulbeschreibungen der University of Cumbria und der Norwegian School of Sport Sciences werden zunächst in der, an der Philipps-Universität Marburg üblichen Form, dargestellt und zusätzlich in der Originalversion der Partneruniversitäten.

Die Module der Philipps-Universität werden zusätzlich zur deutschen Modulbeschreibung, mit einer englischen Modulbeschreibung dargestellt.

Modulbereich I: Die Rekonstruktion der kulturellen Einheiten (The reconstruction of cultural units)

Modul-kürzel	Modultitel	LP	Verantwortliche Universität	Sprache der Modulbeschreibung
UoC-CRITIQUE	Outdoor and Experiential Learning: contexts and applications	10 LP (20 CAT)	University of Cumbria	Englisch
UoC-PLACE	Know Your Place: Landscape interpretation for outdoor practitioners	10 LP (20 CAT)	University of Cumbria	Englisch
UoC-ENVIRONMENT	Environmental Leadership in the outdoors	10 LP (20 CAT)	University of Cumbria	Englisch
UoC-ADVENTURE	Learning from Adventure	10 LP (20 CAT)	University of Cumbria	Englisch
UoC-THERAPY	Therapeutic opportunities in the outdoors	10 LP (20 CAT)	University of Cumbria	Englisch

Modul-kürzel	Modultitel	LP	Verantwortliche Universität	Sprache der Modulbeschreibung
NSSS-POLICY	Policy making and practical context	10 LP	Norwegian School of Sport Sciences	Englisch
NSSS-SPECIAL	Specialisation	10 LP	Norwegian School of Sport Sciences	Englisch
PUM-BILDUNG	The adventure as a category of „Bildung“	6 LP	Philipps-Universität Marburg	Deutsch / Englisch
PUM-DEVELOPMENT	The adventure in the context of child and youth development	9 LP	Philipps-Universität Marburg	Deutsch / Englisch
PUM-PLACEMENT	Practical Placement	6 LP	Philipps-Universität Marburg	Deutsch / Englisch

Modulbereich II: Das Konzept einer transkulturellen Vernunft (The concept of transcultural rationality)

Modul-kürzel	Modultitel	LP	Verantwortliche Universität	Sprache der Modulbeschreibung
TEOS-FOUNDATION	Origins and Development of Outdoor Activities	10 LP (20 CAT)	University of Cumbria	Englisch / Englisch
TEOS-LANDSCAPE	Landscape and their outdoor practices	10 LP	Norwegian School of Sport Sciences	Englisch / Englisch
TEOS-TRANSITION	`Being on the way` as practice of transition	9 LP	Philipps-Universität Marburg	Deutsch / Englisch
TEOS-THESIS	Dissertation	30 LP (60 CAT)	Alle Partner-Universitäten	Deutsch / Englisch

Modulbezeichnung	UoC "Critique" Outdoor and Experiential Learning: Contexts and Applications (HSOO 7002)
Leistungspunkte	20 CAT (entspricht 10 LP) ¹
Verpflichtungsgrad	Pflichtmodul
Niveaustufe	Basismodul
Inhalte und Qualifikationsziele	<p><i>Inhalte:</i> Frameworks to current practice; creative outdoor and experiential learning; international, social and cultural approaches; articulation of a critical perspective; case studies</p> <p><i>Qualifikationsziele:</i> This module aims to develop students` critical understanding of the principles, practice and curricula of Outdoor and Experiential Learning, including reference to key professional frameworks. On successful completion students will be able to:</p> <ol style="list-style-type: none"> 1. Reflect critically on current practice and applications, 2. Critique innovative, creative and challenging outdoor learning contexts and their application, 3. Contextualise cultural understanding of professional practice, 4. Articulate and reflect on your own values base for Outdoor and Experiential Learning applied to a professional context.
Lehr- und Lernformen, Veranstaltungstypen	Seminar und Exkursion (2 SWS)
Arbeitsaufwand	30 Std. Präsenzzeit, 170 Std. Selbststudium
Ggf. Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Keine
Verwendbarkeit des Moduls	M.A. Outdoor and Experiential Learning an der University of Cumbria
Voraussetzungen für die Vergabe von Leistungspunkten	Prüfungsvorleistung: keine Modulprüfung: written assignment (65% Note), reflective log (35% Note)
Noten	Benotung des Gesamtmoduls gemäß § 16 <i>Allgemeine Bestimmungen</i>
Dauer des Moduls	Ein Semester
Häufigkeit des Moduls	Jedes Studienjahr
Beginn des Moduls	Wintersemester
Modulverantwortliche bzw. Modulverantwortlicher (optionale Angabe)	
Literaturangaben (optionale Angabe)	

¹ Der Arbeitsaufwand pro credit (CAT) beträgt an der University of Cumbria 10 Std., 2 CAT-credits entsprechen 1 ECTS credit (1 LP).

Faculty of Health and Science Department of Science, Natural Resources and Outdoor Studies			
Module Title:	Outdoor and Experiential Learning: Contexts and Applications	Module Code:	HSOO7002
Date validated: Date amended:	March 2014	CAT credits:	20
Module Leader:	Heather Prince	NQF Level:	Level 7
Campus (s)	All University of Cumbria campus's and approved partner locations.	Mode(s) of delivery:	FT, PT FDL
Owning Programme / Department	MA/PGDip Outdoor and Experiential Learning / Department of Science, Natural Resources and Outdoor Studies	Start date:	September 2014
Programme Code (CRS)	N/A	JACS Code	F800
Is the module to be available as a stand alone module?			Yes

1	Aims of the Module	This module aims to develop students' critical understanding of the principles, practice and curricula of Outdoor and Experiential Learning, including reference to key professional frameworks.
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2	Intended Learning Outcomes	<p>On successful completion, you will be able to:</p> <ol style="list-style-type: none"> 1. reflect critically on current practice and applications; 2. critique innovative, creative and challenging outdoor learning contexts and their application; 3. contextualise cultural understanding of professional practice; 4. articulate and reflect on your own values base for Outdoor and Experiential Learning applied to a professional context.
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3	Indicative Module Content	Frameworks to current practice; creative outdoor and experiential learning; international, social and cultural approaches; articulation of a critical perspective; case studies
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4	Indicative Student Workload	Lecture	10	Hrs
		Fieldwork	8	Hrs
		Practical classes and workshops	7	Hrs
		Individual Tutorial	1	Hrs
		Guided independent study	124	Hrs
		Independent VLE activity	50	Hrs

5	Assessment Plan	Method of assessment	length / time (where appropriate)	ILOs assessed	Weighting (summative only)	Please indicate core elements
Summative assessment						
	Written assignment	3000 words	1-3	65%		No
	Set exercise*	1500 word equivalent	4	35%		No
* If 'Set exercise' is selected, please provide a brief description of the exercise					A reflective log relevant to the module. The log may be presented in a range of forms such as creative work, oral, diary,	

		presentation, etc.	
Formative assessment			
Pre-module task		1-2	n/a

5.1	Reassessment	Reassessment in the failed component(s) will be as stated in the Academic Regulations.
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6	Indicative Core Bibliography	<p>Barnes, P & Sharp, B. (2004) <i>The RHP Companion to Outdoor Education</i>. Lyme Regis: Russell House Publishing.</p> <p>Beames, S., Higgins, P & Nicol, R (2012) <i>Learning outside the classroom. Theory and guidelines for practice</i>. London: Routledge. Ebook in stock</p> <p>Henderson, B., & Vikander, N. (Eds.). (2007). <i>Nature First: outdoor life the Friluftsliv way</i>. Toronto, Canada: Natural Heritage Books. Ebook in stock</p> <p>Martin, A, Franc, D & Zounkova, D (2004) <i>Outdoor & experiential learning: an holistic and creative approach to programme design</i>. Aldershot: Gower.</p> <p>OEAP (2005) <i>High Quality Outdoor Education</i>. London: English Outdoor Council.</p> <p>Pike, E.C.J. & Beames, S. (Eds) (2013) <i>Outdoor adventure and social theory</i>. London; New York: Routledge. Ebook in stock</p> <p>Quay, J. & Seaman, J. (2013). <i>John Dewey and education outdoors: making sense of the 'Educational Situation' through more than a century of educational reforms</i>. Rotterdam; Boston: Sensepublishers.</p> <p>Journal of Adventure Education and Outdoor Learning</p> <p>Horizons</p> <p>Australian Journal of Outdoor Education</p> <p>Journal of Experiential Education</p>
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7	Additional Notes	<p>This module will include field trips/practical sessions for which no prior level of experience is required but where health and safety ratios will apply.</p> <p>Students must participate in the formative components of the module in order to successfully pass the module. To be eligible to study this module, students must demonstrate the ability to study at this level and commit to attempting the assessment.</p> <p>Summative assessments suitable for anonymous marking</p>
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Modulbezeichnung	Modul „UoC-PLACE“ (SOUT7070) Know Your Place: Landscape interpretation for outdoor practitioners
Leistungspunkte	20 CAT (entspricht 10 LP)
Verpflichtungsgrad	Wahlpflichtmodul
Niveaustufe	Basismodul (Modulbereich I)
Inhalte und Qualifikationsziele	<p><i>Inhalte:</i></p> <ol style="list-style-type: none"> 1. Case study: historical influences & future issues 2. Natural, social & political aspects of landscapes 3. Exploring the case for rewilding 4. Approaches to interpreting landscapes as outdoor practitioners 5. Evaluation of approaches to interpretation. <p><i>Qualifikationsziele:</i></p> <p>This module has three aims. The first is to deepen an awareness of the way in which natural, social and political processes have influenced the evolution of current landscapes. The second is to develop a critical awareness of factors involved in influencing the futures of landscapes. Lastly, the module aims to develop and evaluate approaches to communicating about landscapes, their histories and futures, to others.</p> <p>On successful completion, students will be able to:</p> <ol style="list-style-type: none"> (1) Review critically the natural, social and political influences on the historical evolution of a landscape; (2) Review critically the natural, social and political influences on the future evolution of landscapes and be able to synthesize and formulate these influences; (3) Develop, evaluate and apply a range of approaches for interpreting landscapes and their issues to others.
Lehr- und Lernformen, Veranstaltungstypen	Seminar und Exkursion (2 SWS)
Arbeitsaufwand	30 Std. Präsenzzeit, 170 Std. Selbststudium
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Keine
Verwendbarkeit des Moduls	M.A. Outdoor and Experiential Learning an der University of Cumbria
Voraussetzungen für die Vergabe von Leistungspunkten	Prüfungsvorleistung: keine Modulprüfung: Projektbeschreibung (100% Note)
Noten	Benotung des Gesamtmoduls gemäß § 16 <i>Allgemeine Bestimmungen</i>
Dauer des Moduls	Ein Semester
Häufigkeit des Moduls	Jedes Studienjahr
Beginn des Moduls	Wintersemester

Module Title:	Know Your Place: landscape interpretation for outdoor practitioners	Module Code:	SOUT7070
Date (i) validated:	(i) February 2009	Date amended via FASC:	N/A
(ii) revalidated:			
NQF Level:	7	CAT credits:	20
Campus/Site:	Ambleside/Other UoC sites	Module Leader:	Chris Loynes
Teaching staff:	Chris Loynes, Nigel Dykes, Paul Horton, Richard Joynson, Jonathan Lynch, Heather Prince, Kate Rawles, Paul Wilson.		
Mode(s) of delivery:	Full-time and part-time	Start date:	September 2009
Owning Programme / School (optional):	School of Outdoor Studies	Available as a stand alone module	Yes

Aims of the Module

This module has three aims. The first is to deepen an awareness of the way in which natural, social and political processes have influenced the evolution of current landscapes. The second is to develop a critical awareness of factors involved in influencing the futures of landscapes. Lastly, the module aims to develop and evaluate approaches to communicating about landscapes, their histories and futures, to others.

Intended Learning Outcomes

On successful completion, you will be able to:

- (1) review critically the natural, social and political influences on the historical evolution of a landscape;
- (2) review critically the natural, social and political influences on the future evolution of landscapes and be able to synthesize and formulate these influences;
- (3) develop, evaluate and apply a range of approaches for interpreting landscapes and their issues to others.

Indicative Module Content

1. Case study: historical influences & future issues
2. Natural, social & political aspects of landscapes
3. Exploring the case for rewilding
4. Approaches to interpreting landscapes as outdoor practitioners
5. Evaluation of approaches to interpretation.

Indicative Student Workload

Lectures/seminars	10	Hrs
Field trips and practicals	20	Hrs
Self-directed learning	170	Hrs

Assessment Plan

Method of assessment	Wordage/hourage	ILOs assessed	Weighting (%)
Project	4500	1 - 3	100 %

Reassessment

Reassessment in the failed component(s) will be as stated in the Academic Regulations

Indicative Core Bibliography

- Adams, W. M. (2003) *Future Nature: a vision for conservation*. London: Earthscan.
- Bishop, K. & Phillips, A.. (2004). *Countryside planning: new approaches to management and conservation*. London: Earthscan.
- Hoskins, W. G. (2006) *The Making of the English landscape*. London: Hodder & Stoughton.
- Macfarlane, R. (2004) *Mountains of the mind*. London: Granta Books.
- Orr, D. W. (2004). *Earth in Mind: on education, environment and the human prospect*. Washington DC: Island.
- Schama, S. (1996) *Landscape and Memory*. London: Fontana Press.

Journals:

British Wildlife

Journal of Environmental Management

Environmental Conservation

Additional Notes

This module will be primarily field trip based.

If the module is studied as a stand alone module, it can lead to the award of a Certificate of Achievement

Modulbezeichnung	UoC "Environment" Environmental Leadership in the Outdoors (HSOO 7008)
Leistungspunkte	20 CAT (entspricht 10 LP)
Verpflichtungsgrad	Wahlpflichtmodul
Niveaustufe	Basismodul
Inhalte und Qualifikationsziele	<p><i>Inhalte:</i></p> <ul style="list-style-type: none"> • Outdoor activities, experiences and settings for supporting and developing environmental awareness and understanding. • Valuing nature and human-nature relationships and connectivity. • Pedagogical approaches to environmental leadership. • Creativity, innovation and challenge in environmental activities. • Tensions and issues in actioning positive change. • Modelling sound environmental practice and pro-environmental behaviour as individuals, groups and institutions. • Leadership in environmental contexts. <p><i>Qualifikationsziele:</i></p> <p>This module aims to develop, explore and critique a variety of ways in which outdoor settings can be used to inspire and support environmental awareness and understanding. It will explore ways in which outdoor providers increase the environmental content and reach of their courses and activities, while modelling sound environmental practice and pro-environmental behaviour.</p> <p>On successful completion students will be able to:</p> <ul style="list-style-type: none"> • Articulate and apply a range of ways in which outdoor settings can be used to inspire, support and develop environmental awareness and understanding, • Analyse and critique the underlying assumptions about human nature relations, and the value of nature, in relation to a range of outdoor activities and pedagogic approaches, • Develop and evaluate ways of using outdoor courses and experiences to connect participants to the natural world and their place within it, • Develop and analyse critically ways of using outdoor experience to raise awareness of environmental issues, model sound environmental practice and use the environment to inspire positive change as a leader.
Lehr- und Lernformen, Veranstaltungstypen	Seminar und Exkursion (2 SWS)
Arbeitsaufwand	30 Std. Präsenzzeit, 170 Std. Selbststudium
Ggf. Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Keine
Verwendbarkeit des Moduls	M.A. Outdoor and Experiential Learning an der University of Cumbria
Voraussetzungen für die Vergabe von Leistungspunkten	Prüfungsvorleistung: keine Modulprüfung: report (60% Note), reflective log (40% Note)
Noten	Benotung des Gesamtmoduls gemäß § 16 <i>Allgemeine Bestimmungen</i>
Dauer des Moduls	Ein Semester
Häufigkeit des Moduls	Jedes Studienjahr
Beginn des Moduls	Wintersemester

Faculty of Health and Science Department of Science, Natural Resources and Outdoor Studies			
Module Title:	Environmental Leadership in the Outdoors	Module Code:	HSOO7008
Date validated: Date amended:	March 2014	CAT credits:	20
Module Leader:	Heather Prince	NQF Level:	Level 7
Campus (s)	All University of Cumbria campus's, gateway sites and approved partner locations	Mode(s) of delivery:	FT, PT FDL
Owning Programme / Department	MA/PGDip Outdoor and Experiential Learning / Department of Science, Natural Resources and Outdoor Studies	Start date:	September 2014
Programme Code (CRS)	N/A	JACS Code	F800
Is the module to be available as a stand alone module?			Yes

1	Aims of the Module	This module aims to develop, explore and critique a variety of ways in which outdoor settings can be used to inspire and support environmental awareness and understanding. It will explore ways in which outdoor providers can increase the environmental content and reach of their courses and activities, while modelling sound environmental practice and pro-environmental behaviour.																					
2	Intended Learning Outcomes	<p>On successful completion, you will be able to:</p> <ul style="list-style-type: none"> (1) articulate and apply a range of ways in which outdoor settings can be used to inspire, support and develop environmental awareness and understanding; (2) analyse and critique the underlying assumptions about human nature relations, and the value of nature, in relation to a range of outdoor activities and pedagogic approaches; (3) develop and evaluate ways of using outdoor courses and experiences to connect participants to the natural world and their place within it; (4) develop and analyse critically ways of using outdoor experience to raise awareness of environmental issues, model sound environmental practice and use the environment to inspire positive change as a leader 																					
3	Indicative Module Content	<p>Outdoor activities, experiences and settings for supporting and developing environmental awareness and understanding.</p> <p>Valuing nature and human-nature relationships and connectivity.</p> <p>Pedagogical approaches to environmental leadership.</p> <p>Creativity, innovation and challenge in environmental activities.</p> <p>Tensions and issues in actioning positive change.</p> <p>Modelling sound environmental practice and pro-environmental behaviour as individuals, groups and institutions.</p> <p>Leadership in environmental contexts.</p>																					
4	Indicative Student Workload	<table border="1"> <tr> <td>Lecture</td> <td>8</td> <td>Hrs</td> </tr> <tr> <td>Seminar</td> <td>2</td> <td>Hrs</td> </tr> <tr> <td>External visits</td> <td>3</td> <td>Hrs</td> </tr> <tr> <td>Practical classes and workshops</td> <td>12</td> <td>Hrs</td> </tr> <tr> <td>Individual Tutorial</td> <td>1</td> <td>Hrs</td> </tr> <tr> <td>Guided independent study</td> <td>124</td> <td>Hrs</td> </tr> <tr> <td>Independent VLE activity</td> <td>50</td> <td>Hrs</td> </tr> </table>	Lecture	8	Hrs	Seminar	2	Hrs	External visits	3	Hrs	Practical classes and workshops	12	Hrs	Individual Tutorial	1	Hrs	Guided independent study	124	Hrs	Independent VLE activity	50	Hrs
Lecture	8	Hrs																					
Seminar	2	Hrs																					
External visits	3	Hrs																					
Practical classes and workshops	12	Hrs																					
Individual Tutorial	1	Hrs																					
Guided independent study	124	Hrs																					
Independent VLE activity	50	Hrs																					

5	Assessment Plan			
Method of assessment	length / time (where appropriate)	ILOs assessed	Weighting (summative only)	Please indicate core el-

				ements
Summative assessment				
Report	3000 words or equivalent	2-3	60%	No
Set exercise*	2000 words or equivalent	1, 4	40%	No
* If 'Set exercise' is selected, please provide a brief description of the exercise	A reflective log relevant to the module. The log may be presented in a range of forms such as creative work, oral, diary, presentation, etc.			
Formative assessment				
Pre-module tasks		1-2	n/a	

5.1 Reassessment	Reassessment in the failed component(s) will be as stated in the Academic Regulations.
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6 Indicative Core Bibliography	<p>Barr, S. (2008). <i>Environment and society: Sustainability, policy and the citizen</i>. Aldershot: Ashgate. Ebook in stock</p> <p>Chambers, N., Simmons, C. and Wackernagel, M. (2000). <i>Sharing nature's interest; ecological footprints as indicators of sustainability</i>. London: Earthscan</p> <p>Christie, B. (2012). <i>The impact of outdoor learning experiences on attitudes to sustainability: A review of literature</i>. Prepared for Field Studies Council. Edinburgh: University of Edinburgh.</p> <p>Cooper, G. (1998) <i>Outdoors with Young People; a leader's guide to outdoor activities, the environment and sustainability</i>. Lyme Regis: Russell House Publishing.</p> <p>Fielding, K. & Head, B. (2012). Determinants of young Australians environmental actions: the role of responsibility attributions, locus of control, knowledge and attitudes. <i>Environmental Education Research</i>, 18(2), 171-186.</p> <p>Hill, A. (2012). Developing approaches to outdoor education that promote sustainability education. <i>Australian Journal of Outdoor Education</i>, 16(1), 15-27.</p> <p>Knapp, C. (1999) <i>In accord with nature; helping students form an environmental ethic using outdoor experience and reflection</i>. Charleston, W. Virginia: Appalachia Educational Laboratory.</p> <p>Lugg, A. (2007) 'Developing sustainability-literate citizens through outdoor learning: possibilities for outdoor education in Higher Education' <i>JAEOL</i> 7 (2), pp. 97-112.</p> <p>One Planet Schools Working Group (2012) <i>Learning for Sustainability</i>. http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/OnePlanetSchools/LearningforSustainabilityReport</p> <p>Orr, D. (2004) <i>Earth in mind; on education, environment and the human prospect</i>. Washington DC: Island Press.</p> <p>Stevenson, R.B., Brody, M., Dillon, J. & Wals, A.E.J. (2012). <i>International Handbook of Research on Environmental Education</i>. London: Routledge.</p>
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7 Additional Notes	Students must participate in the formative components of the module in order to successfully pass the module. To be eligible to study this module, students must demonstrate the ability to study at this level and commit to attempting the assessment.
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	Summative assessments suitable for anonymous marking
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Modulbezeichnung	UoC "Adventure" Learning from Adventure (HSOO 7010)
Leistungspunkte	20 CAT (entspricht 10 LP)
Verpflichtungsgrad	Wahlpflichtmodul
Niveaustufe	Basismodul
Inhalte und Qualifikationsziele	<p><i>Inhalte:</i></p> <ul style="list-style-type: none"> • Adventure alternatives • Risk, challenge, threshold and endeavour • Models and theories of adventure in outdoor learning • Diversity of client groups and stakeholders • Cultural and social applications of adventure • Place and theme based adventure • Expedition as a medium for adventure learning • Costs and benefits of adventure, including assessing environmental impact • Health and safety frameworks <p><i>Qualifikationsziele:</i></p> <p>This module aims to widen students` perception and perspectives of adventure and the range of client groups involved in using adventure as a context for learning. It should enable students to reflect critically on their work in adventure and develop new, innovative and challenging experiences with enhanced knowledge of the theory underpinning professional practice.</p> <p>On successful completion students will be able to:</p> <ul style="list-style-type: none"> • Evaluate critically the meaning and scope of adventure as a cultural phenomenon, • Reflect critically on the place of adventure within programmes of outdoor learning, • Create innovative adventure experiences with respect to place, theme and client group, • Engage with the wider applications of adventure and analysis the potential for applying these to your own practice.
Lehr- und Lernformen, Veranstaltungstypen	Seminar und Exkursion (2 SWS)
Arbeitsaufwand	30 Std. Präsenzzeit, 170 Std. Selbststudium
Ggf. Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Keine
Verwendbarkeit des Moduls	M.A. Outdoor and Experiential Learning an der University of Cumbria
Voraussetzungen für die Vergabe von Leistungspunkten	Prüfungsvorleistung: keine Modulprüfung: written assignment (60% Note), annotated presentation notes (40% Note)
Noten	Benotung des Gesamtmoduls gemäß § 16 <i>Allgemeine Bestimmungen</i>
Dauer des Moduls	Ein Semester
Häufigkeit des Moduls	Jedes Studienjahr
Beginn des Moduls	Wintersemester

Faculty of Health and Science Department of Science, Natural Resources and Outdoor Studies			
Module Title:	Learning from Adventure	Module Code:	HSOO7010
Date validated: Date amended:	March 2014	CAT credits:	20
Module Leader:	Paul Wilson	NQF Level:	Level 7
Campus (s)	All University of Cumbria campus's, gateway sites and approved partner locations	Mode(s) of delivery:	FT, PT FDL
Owning Programme / Department	MA/PGDip Outdoor and Experiential Learning / Department of Science, Natural Resources and Outdoor Studies	Start date:	September 2014
Programme Code (CRS)	N/A	JACS Code	F800
Is the module to be available as a stand alone module?			Yes

1	Aims of the Module	This module aims to widen students' perception and perspectives of adventure and the range of client groups involved in using adventure as a context for learning. It should enable students to reflect critically on their work in adventure and develop new, innovative and challenging experiences with enhanced knowledge of the theory underpinning professional practice.																					
2	Intended Learning Outcomes	<p>On successful completion, you will be able to:</p> <ul style="list-style-type: none"> (1) evaluate critically the meaning and scope of adventure as a cultural phenomenon; (2) reflect critically on the place of adventure within programmes of outdoor learning; (3) create innovative adventure experiences with respect to place, theme and client group; (4) engage with the wider applications of adventure and analyse the potential for applying these to your own practice. 																					
3	Indicative Module Content	<ul style="list-style-type: none"> • Adventure alternatives • Risk, challenge, threshold and endeavour • Models and theories of adventure in outdoor learning • Diversity of client groups and stakeholders • Cultural and social applications of adventure • Place and theme based adventure • Expedition as a medium for adventure learning • Costs and benefits of adventure, including assessing environmental impact • Health and safety frameworks 																					
4	Indicative Student Workload	<table border="1"> <tr> <td>Lecture</td> <td>7</td> <td>Hrs</td> </tr> <tr> <td>Seminar</td> <td>5</td> <td>Hrs</td> </tr> <tr> <td>Practical classes and workshops</td> <td>12</td> <td>Hrs</td> </tr> <tr> <td>Fieldwork</td> <td>3</td> <td>Hrs</td> </tr> <tr> <td>Group Tutorial</td> <td>1</td> <td>Hrs</td> </tr> <tr> <td>Project Supervision</td> <td>2</td> <td>Hrs</td> </tr> <tr> <td>Guided independent study</td> <td>170</td> <td>Hrs</td> </tr> </table>	Lecture	7	Hrs	Seminar	5	Hrs	Practical classes and workshops	12	Hrs	Fieldwork	3	Hrs	Group Tutorial	1	Hrs	Project Supervision	2	Hrs	Guided independent study	170	Hrs
Lecture	7	Hrs																					
Seminar	5	Hrs																					
Practical classes and workshops	12	Hrs																					
Fieldwork	3	Hrs																					
Group Tutorial	1	Hrs																					
Project Supervision	2	Hrs																					
Guided independent study	170	Hrs																					

5	Assessment Plan				
	Method of assessment	length / time (where appropriate)	ILOs assessed	Weighting (summative only)	Please indicate core elements

Summative assessment				No No
Written assignment	2500 words	1-2	60%	
Set exercise*	1500 word equivalent	3-4	40%	
* If 'Set exercise' is selected, please provide a brief description of the exercise	Annotated presentation notes, for example in Powerpoint notes, that provide further analysis of the development of themes within the initial presentation, fully referenced.			
Formative assessment				
Outline presentation	10 mins		n/a	

5.1	Reassessment	Reassessment in the failed component(s) will be as stated in the Academic Regulations.
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6	Indicative Core Bibliography	<p>Barton, B. (2007) <i>Safety, risk and adventure in outdoor activities</i>. London: Paul Chapman.</p> <p>Beames, S (2010) <i>Understanding Educational Expeditions</i>, Sense, Rotterdam</p> <p>Humberstone, B., Brown, H. & Richards, K. (2003) <i>Whose journeys? The outdoors and adventure as social and cultural phenomena</i>. Penrith: IOL.</p> <p>Martin, B. and Wagstaff, M (2010) <i>Controversial Issues in Adventure Programming</i> Human Kinetics, Champaign, Ill</p> <p>Pike, E.C.J. & Beames, S. (Eds) (2013) <i>Outdoor adventure and social theory</i>. London; New York: Routledge.</p> <p>Priest, S. & Gass, M. (2005) <i>Effective leadership in adventure programming</i>. 2nd ed. Champaign, Ill.: Human Kinetics.</p> <p>Prouty, D., Panicucci, J. & Collinson, S. (eds.) (2007) <i>Adventure education: theory and applications</i>. Leeds: Human Kinetics.</p> <p>Rawles, K (2012) <i>The Carbon Cycle; Crossing the Great Divide</i>. Lewis: Two Ravens Press.</p> <p><i>Horizons</i></p> <p><i>Journal of Adventure Education and Outdoor Learning</i></p> <p><i>Australian Journal of Outdoor Education</i></p>
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7	Additional Notes	<p>This module will include field trips/practical sessions for which no prior level of experience is required but where health and safety ratios will apply.</p> <p>Students must participate in the formative components of the module in order to successfully pass the module. To be eligible to study this module, students must demonstrate the ability to study at this level and commit to attempting the assessment.</p> <p>Summative assessments suitable for anonymous marking</p>
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Modulbezeichnung	UoC "Therapy" Therapeutic opportunities in the outdoors (HSOO 7011)
Leistungspunkte	20 CAT (entspricht 10 LP)
Verpflichtungsgrad	Wahlpflichtmodul
Niveaustufe	Basismodul
Inhalte und Qualifikationsziele	<p><i>Inhalte:</i></p> <ul style="list-style-type: none"> • Identifying and describing therapeutic needs • Ethics and boundaries of practice • Supervision of therapeutic practice • Therapeutic approaches e.g. ecotherapy; adventure therapy; art therapy; wilderness therapy; active group work etc • Theoretical frameworks e.g. ecological psychology; eco-psychology; counselling psychology; Biophilia Hypothesis; Psycho-Evolutionary Stress reduction Theory; Attention Restoration Theory and Savannah Theory • Therapeutic Landscapes • Reflection and self-evaluation • Case study use good and illustrative practice • Facilitation and communication skills that support therapeutic applications <p><i>Qualifikationsziele:</i></p> <p>The module examines the claims made for the contribution the outdoors makes to human health and wellbeing. The history of the emergence of the outdoors as a context for wellbeing and as a space for therapeutic opportunities will be discussed. International developments, theoretical understandings and a variety of forms of practice will be evaluated in order to appreciate the range of aspirations, processes and impacts that are developing.</p> <p>On successful completion students will be able to:</p> <ul style="list-style-type: none"> • Analyse the therapeutic potential of outdoor environments for a range of people, • Compare and critically evaluate a range of outdoor therapeutic approaches including formal and non-formal interventions, • Critically evaluate ethical action and codes of conduct relevant to the outdoor practitioner, • Plan an outdoor programme which considers the therapeutic needs of a specific client group.
Lehr- und Lernformen, Veranstaltungstypen	Seminar und Exkursion (2 SWS)
Arbeitsaufwand	30 Std. Präsenzzeit, 170 Std. Selbststudium
Ggf. Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Keine
Verwendbarkeit des Moduls	M.A. Outdoor and Experiential Learning an der University of Cumbria
Voraussetzungen für die Vergabe von Leistungspunkten	Prüfungsvorleistung: keine Modulprüfung: written assignment (40% Note), project work (60% Note)
Noten	Benotung des Gesamtmoduls gemäß § 16 <i>Allgemeine Bestimmungen</i>
Dauer des Moduls	Ein Semester
Häufigkeit des Moduls	Jedes Studienjahr
Beginn des Moduls	Wintersemester

Faculty of Health and Science Department of Science, Natural Resources and Outdoor Studies			
Module Title:	Therapeutic Opportunities in the Outdoors	Module Code:	HSOO7011
Date validated: Date amended:	March 2014	CAT credits:	20
Module Leader:	Liz Mallabon	NQF Level:	Level 7
Campus (s)	Ambleside, the Lake District	Mode(s) of delivery:	FT, PT FDL
Owning Programme / Department	MA/PGDip Outdoor and Experiential Learning / Department of Science, Natural Resources and Outdoor Studies	Start date:	September 2014
Programme Code (CRS)	N/A	JACS Code	F800
Is the module to be available as a stand alone module?			Yes

1	Aims of the Module	<p>The module examines the claims made for the contribution the outdoors makes to human health and wellbeing. The history of the emergence of the outdoors as a context for wellbeing and as a space for therapeutic opportunities will be discussed. International developments, theoretical understandings and a variety of forms of practice will be evaluated in order to appreciate the range of aspirations, processes and impacts that are developing.</p> <p>The theoretical frameworks of the emerging schools are explored and critically analysed and the essential components of facilitation of a therapeutic programme are introduced and evaluated.</p> <p>** This module is not part of a formal training to practice counselling or psychotherapy **</p>												
2	Intended Learning Outcomes	<p>On successful completion, you will be able to:</p> <ol style="list-style-type: none"> 1. analyse the therapeutic potential of outdoor environments for a range of people. 2. compare and critically evaluate a range of outdoor therapeutic approaches including formal and non-formal interventions. 3. critically evaluate ethical action and codes of conduct relevant to the outdoor practitioner. 4. plan an outdoor programme which considers the therapeutic needs of a specific client group 												
3	Indicative Module Content	<ul style="list-style-type: none"> • Identifying and describing therapeutic needs • Ethics and boundaries of practice • Supervision of therapeutic practice • Therapeutic approaches e.g. ecotherapy; adventure therapy; art therapy; wilderness therapy; active group work etc • Theoretical frameworks e.g. ecological psychology; eco-psychology; counselling psychology; Biophilia Hypothesis, Psycho-Evolutionary Stress reduction Theory, Attention Restoration Theory and Savannah Theory • Therapeutic Landscapes • Reflection and self-evaluation • Case study use of good and illustrative practice • Facilitation and communication skills that support therapeutic applications 												
4	Indicative Student Workload	<table border="1"> <tr> <td>Lecture</td> <td>15</td> <td>Hrs</td> </tr> <tr> <td>Practical classes and workshops</td> <td>15</td> <td>Hrs</td> </tr> <tr> <td>Project Supervision</td> <td>10</td> <td>Hrs</td> </tr> <tr> <td>Guided independent study</td> <td>160</td> <td>Hrs</td> </tr> </table>	Lecture	15	Hrs	Practical classes and workshops	15	Hrs	Project Supervision	10	Hrs	Guided independent study	160	Hrs
Lecture	15	Hrs												
Practical classes and workshops	15	Hrs												
Project Supervision	10	Hrs												
Guided independent study	160	Hrs												

5 Assessment Plan					
Method of assessment		length / time (where appropriate)	ILOs assessed	Weighting (summative only)	Please indicate core elements
Summative assessment					No No
Written assignment		1750 words	1-2	40%	
Project Work		3000 words	3-4	60%	
Formative assessment					
Presentation		15 mins	3	n/a	

5.1 Reassessment	Reassessment in the failed component(s) will be as stated in the Academic Regulations.
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6 Indicative Core Bibliography	<p>Abram, D. (2010) <i>Becoming Animal: An Earthly Cosmology</i>. New York: Vintage</p> <p>Bandoroff, S. and Newes, S. (2004). <i>Coming of Age: The Evolving Field of Adventure Therapy</i>. Boulder, Colorado: Association for Experiential Education:</p> <p>Bird, W. (2007) <i>Natural Thinking: investigating the links between the natural environment, biodiversity and mental health</i>. Sandy, UK; RSPB.</p> <p>Buzzell, L., & Chalquist, C. (2009). <i>Ecotherapy. Healing with nature in mind</i>. San Francisco: Sierra Club Books.</p> <p>Curtis, S. (2010). <i>Space, Place and Mental Health</i>. Farnham: Ashgate</p> <p>Kahn Jr., P. H. and Hasbach, P. H. (2012) <i>Ecopsychology: Science, Totems, and the Technological Species</i>. London: MIT Press.</p> <p>Kellert, S. R. and Wilson, E. O. (1993) <i>The Biophilia Hypothesis</i>. Washington: Island Press. X1 Lan.</p> <p>Louv, R. (2005) <i>Last Child in the Woods. Saving Our Children From Nature-Deficit Disorder</i>. London: Atlantic.</p> <p>Meyer, A.L., Gass, M.A., Gillis, H.L. and Russell, K.C. (2012). <i>Adventure therapy. Theory, research and practice</i>. New York: Routledge.</p> <p>WWF (2005) <i>Wellbeing and the Environment</i>. London, New Economics Foundation.</p>
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7 Additional Notes	<p>The teaching and learning for this module will be supervised by a qualified psychotherapist/counsellor</p> <p>Students must participate in the formative components of the module in order to successfully pass the module. To be eligible to study this module, students must demonstrate the ability to study at this level and commit to attempting the assessment.</p> <p>Summative assessments suitable for anonymous marking</p>
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Modulbezeichnung	NSSS-Policy Policy making and practical context (MA 431)
Leistungspunkte	10 LP
Verpflichtungsgrad	Pflichtmodul
Niveaustufe	Basismodul
Inhalte und Qualifikationsziele	<p><i>Inhalte:</i> This course explores how physical education, friluftsliv/outdoor life, disability and difference have been covered historically, culturally and by society. The course focuses on discussions, values, educational context and context of experience regarding `location/place`, `time` and `space`, indoors` and `outdoors`. The course consists of two parts: Discourses and Values (5 credits) and Educational context of Experiences (5 credits). The course covers discourses and values in an institutional setting regarding policy making, culture and society, as well as ethical issues, conflict of values and power structures. In addition, the course explores how people with different qualifications experience, are influenced by and impact on contexts, and how various contexts have been defined culturally and theoretically and made available/unavailable for the individual and groups.</p> <p><i>Qualifikationsziele:</i></p> <ul style="list-style-type: none"> • Knowledge: The students should be familiar with core discourses and key conflicts of values and power structures in different contexts of experience. The students should know how people are influenced by and impact on location and space, indoors and outdoors and how these interchanges are regarded in a historical and cultural perspective. • Skills: The students must be able to identify and analyze discourses and values in different practical contexts. The students must be able to analyze and discuss how location/place and space have been defined, applied, changed, valued and experienced. • General knowledge: The students must be able to present and discuss conflicts of values and power structures in relation to policy making and practical contexts.
Lehr- und Lernformen, Veranstaltungstypen	Seminar (2 SWS)
Arbeitsaufwand	300h
Ggf. Lehr- und Prüfungssprache	English
Voraussetzungen für die Teilnahme	keine
Verwendbarkeit des Moduls	
Voraussetzungen für die Vergabe von Leistungspunkten	Prüfungsvorleistung: keine Modulprüfung: essay (100% Note)
Noten	Benotung des Gesamtmoduls gemäß § 16 <i>Allgemeine Bestimmungen</i>
Dauer des Moduls	Ein Semester
Häufigkeit des Moduls	Jedes Studienjahr
Beginn des Moduls	Sommersemester

MA431 Policy Making and Practical Context (10 ECTS)

Course facts	
Course code	MA431
Course title	Policy Making and Practical Context
ECTS	10 ECTS
Academic responsibility	Kirsti Pedersen Gurholt
Teaching semester	Spring

Introduction

The course explores how physical education, friluftsliv/outdoor life, disability and difference have been covered historically, culturally and by society. The course focuses on discussions, values, educational context and context of experience regarding 'location/place', 'time' and 'space', 'indoors' and 'outdoors'. The course consists of two parts: Discourses and Values (5 credits) and Educational Context and Context of Experience (5 credits). The course covers discourses and values in an institutional setting regarding policy making, culture and society, as well as ethical issues, conflict of values and power structures. In addition, the course explores how people with different qualifications experience, are influenced by and impact on contexts, and how various contexts have been defined culturally and theoretically and made available/unavailable for the individual and groups. The course is taught in English.

Learning outcome

Knowledge

The students should be familiar with core discourses and key conflicts of values and power structures in different contexts of experience. The students should know how people are influenced by and impact on location and space, indoors and outdoors and how these interchanges are regarded in a historical and cultural perspective.

Skills

The students must be able to identify and analyze discourses and values in different practical contexts.
The students must be able to analyze and discuss how location/place and space have been defined, applied, changed, valued and experienced.

General Knowledge

The students must be able to present and discuss conflicts of values and power structures in relation to policy making and practical contexts.

Course organization

The course consists of lectures, individual work, group work and master's seminar. The students must show initiative during the course and master's seminar. The students shall complete an individual analysis of supplementary literature on a relevant topic.

Assessment

The students will work on four texts to be included in the course folder. Individual essay (3000 words) based on supplementary literature. Graded A-F.

Core material

DELEMNE I: Diskurser og verdier (5stp / inklusive TEOS):

NB! To open electronic articles off campus, you must use the following VPN connection:
<http://www.nih.no/bibliotek/ressurser/tilgang-hjemmefra/>

Politikkutforming, kultur og samfunn:

Bay, A-H., Strömlad, P. & B. Bengtsson (2010). An introduction to diversity, inclusion and citizenship in Scandinavia. In: B. Bengtsson, P. Strömlad & A-H. Bay (Eds.), *Diversity, inclusion and citizenship in Scandinavia*. (pp. 1-18). Newcastle upon Tyne: Cambridge Scholars Publishing.
You will find the book in the Library here: [BIBSYS Ask](#)

Dewey, J. (1938). *Experience and education*. (Kappa Delta Pi lecture series). New York: Macmillan.
You will find the book in the Library here: [BIBSYS Ask](#)

Løvlie, L. (2002). The Promise of bildung. *Journal of Philosophy of Education*, 36(3), 467-486.
This article is available online: [Click here to download](#)

Mason, M. (2007). Comparing cultures. In: M. Bray, B. Adamson & M. Mason (Eds.), *Comparative education research: Approaches and methods*. (CERC studies in comparative education; 19). (pp. 165-196). Hong Kong: CERC, University of Hong Kong.

You will find the book in the Library here: [BIBSYS Ask](#)
The book is also available online here: [BIBSYS Ask](#)

Roberts, J.W. (2012). *Beyond learning by doing: Theoretical currents in experiential education*. New York: Routledge.
You will find the book in the Library here: [BIBSYS Ask](#)
The book is also available online: [BIBSYS Ask](#)

Telhaug A. O., Mediås, O. A. & Aasen, P. (2006). The Nordic model in education: Education as part of the political system in the last 50 years. *Scandinavian Journal of Educational Research*, 50(3), 245-283.
This article is available online: [Click here to download](#)

Verdikonflikter og maktforhold:

Gibbons, M. (1994). Introduction. In: M. Gibbons, *The new production of knowledge: The dynamics of science and research in contemporary societies*. (s. 1-16). London: Sage.

The Library does not have this book.

The Library can order the book free of charge.

Order by clicking on the following link: [BIBSYS Ask](#)

Gough, D. (2007). Weight of evidence: A framework for the appraisal of the quality and relevance of evidence: Applied and practice-based research. *Special Edition of Research Papers in Education*, 22(2), 213-228.
The Library does not have this.

Gurholt, K.P. & Broch, T. (in review). Urban woodlands: Contested symbolic meanings of preservation and recreational use. *Geografiska Annaler / Series B Human Geography*.
The Library does not have this.

Kirk, D. (2006). Th 'obesity crisis' and school physical education. *Sport, Education and Society*, 11(2), 121-133.
This article is available online: [Click here to download](#)

Lynch, P. (2012). Critical research produces a robust knowledge base for adventure programming. In: B. Martin & M. Wagstaff (Eds.), *Controversial issues in adventure programming*. (pp. 303-308). Champaign, Ill.: Human Kinetics.
You will find the book in the Library here: [BIBSYS Ask](#)

Säfvenbom, R., Geldof, J. & Haugen, T. (re-submitted). Sports clubs as accessible developmental assets for all? Adolescents' assessment of egalitarianism vs. elitism in school and sports. *International Journal of Sport Policy and Politics*.

Eitiske utfordringer:

Kjørholt, A-T. (2013). Childhood studies: The ethics of an encounter. In: H. Fossheim (Ed.), *Cross-cultural child research: Ethical issues*. (pp. 17-44). [Oslo]: The Norwegian National Research Ethics Committees.
You will find the book in the Library here: [BIBSYS Ask](#)

Broch, H.B. (2013). Anthropological field experiences from work with children in natural settings on three continents. In: Qvortrup, N. (Ed.), *Cross-cultural child research: Ethical issues*. (pp. 45-70). Trondheim: Senter for barneforskning.
You will find the book in the Library here: [BIBSYS Ask](#)

Governmental white papers and law texts:

Barne- og familidepartementet. (1989). *FNs konvensjon om barns rettigheter: Vedtatt av De forente nasjoner 20. november 1989: Ratifisert av Norge 8. januar 1991*. Oslo: Barne- og familidepartementet.
This is available online: [Click here to download](#)

Kunnskapsdepartementet. (2006). *Kunnskapsløftet: Reformen i grunnskolen og videregående opplæring*. Oslo: Departementet.
This is available online: [Click here to download](#).

Kunnskapsdepartementet. (2011). *The Norwegian Education System*. Retrieved 10th of April 2013 from:
<http://www.regjeringen.no/nb/dep/kd/tema/grunnopplaring/the-norwegian-education-system.html?id=445118>
This is available online: [Click here to download](#).

Norwegian Board of Education (1997). *Core curriculum for primary, secondary and adult education in Norway*. Retrieved 10. April 2013 from:
http://www.udir.no/Upload/lærerplaner/generell_del/5/Core_Curriculum_English.pdf?epslanguage=no
This is available online: [Click here to download](#).

OECD (2012). *Education at a Glance 2012*. Retrieved 27th of May from: <http://www.oecd.org/education/eag2012.htm>
This is available online: [Click here to download](#).

St.meld. nr 22 (2010-2011). *Motivasjon - mestring - muligheter: Ungdomstrinnet*. Oslo: Kunnskapsdepartementet.
You will find this in the Library here: [BIBSYS Ask](#)
This is also available online: [Click here to download](#).

St.meld. nr 26 (2011-2012). *Den norske idrettsmodellen*. Oslo: Kulturdepartementet.
You will find this in the Library here: [BIBSYS Ask](#)
It is also available online: [Click here to download](#).

The Royal Ministry of Education (2010). *Act of 17 July 1998 no 61 relating to Primary and Secondary Education and Training (the Education Act) with amendments as of 25 June 2010 and 31 May 2011: In force as of 1 Aug 2011*. Retrieved 10. April 2013 from:
http://www.regjeringen.no/upload/KD/Vedlegg/Grunnskole/Education_Act_Norway_30_September_2010.pdf
It is available online: [Click here to download](#).

Utdanningsdirektoratet. (2006). *Læreplan i aktivitetslære - felles programfag i utdanningsprogram for idrettsfag: Gjelder fra 01.08.2006*. Retrieved 27th of May 2013 from: <http://www.udir.no/kl06/IDR1-01/Hele/>
It is available online: [Click here to download](#).

Utdanningsdirektoratet. (2006). *Læreplan i friluftsliv - valgfrie programfag i utdanningsprogram for idrettsfag: Gjelder fra 01.08.2006*. Retrieved on 27th of May 2013 from: <http://www.udir.no/kl06/IDR7-01/Hele/>
It is available online: [Click here to download](#).

Utdanningsdirektoratet (2012). *Læreplan i kroppsøving: Gjelder fra 01.08.2012*. Retrieved on 27th of May 2013 from: <http://www.udir.no/kl06/KRO1-03/Hele/>
It is available online: [Click here to download](#).

Utdanningsdirektoratet. (2012). *Curriculum in physical education: Valid from 01.08.2012*.
Not available online at the moment. (27.05.13)

Inspirational readings:

Fairclough, N. (1992). *Discourse and social change*. Cambridge: Polity Press.

The Library does not have this.

The Library can order the book free of charge.

Order by clicking on the following link: [BIBSYS Ask](#)

Guthrie, G. (2011). The progressive education fallacy. In: G. Guthrie, *The progressive education fallacy in developing countries: In favour of formalism*. (pp. 3-20). New York: Springer.

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

The book is also available online/electronic here: [BIBSYS Ask](#)

Labaree, D.F. (2005). Progressivism, schools and schools of education: An American romance. *Paedagogica Historica*, 41(1&2), 275-288.

This article is available online: [Click here to download](#)

Lamberti, M. (2000). Radical schoolteachers and the origins of the progressive education movement in Germany, 1900-1914. *History of Education Quarterly*, 40(1), 22-48.

The Library does not have a subscription for this journal.

You can order the article for free by clicking on the following link: [BIBSYS Ask](#)

Miettinen, J. (2000). The concept of experiential learning and John Dewey's theory of reflective thought and action. *International Journal of Lifelong Education*, 19(1), 54-72.

This article is available online: [Click here to download](#)

Phinney, J.S. (2000). Identity formation across cultures: The interaction of personal, societal, and historical change. *Human Development*, 43, 27-31.

The Library does not have a subscription for this journal.

You can order the article for free by clicking on the following link: [BIBSYS Ask](#)

Skirstad, B., Waddington, I. & Säfvenbom, R. (2012). Issues and problems in organization of children's sport: a case study of Norway. *European Physical Education Review*, 18(3), 309-321.

This article is available online: [Click here to download](#)

Starks, H. & Trinidad, S.B. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research*, 17(10), 1372-1380.

This article is available online: [Click here to download](#)

**DELEMNE II: Lærings- og erfaringskontekster
(5stp / inklusive TEOS)**

NB! To open electronic articles off campus, you must use the following VPN connection:
<http://www.nih.no/bibliotek/ressurser/tilgang-hjemmefra/>

Lærings- og erfaringskontekster sted, tid og rom:

Casey, E.S. (1996). How to get from space to place in a fairly short stretch of time: Phenomenological prolegomena. In: S. Feld & K. H. Basso (Eds.), *Senses of place*. (pp. 13-52). Santa Fe: School of American Research Press.

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

Gruenwald, D. (2008). The best of both worlds: A critical pedagogy of place. *Environmental Education Research*, 14(3), 308-324.

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Massey, D. (2007). Space, place and gender. In: D. Massey, *Space, place and gender*. (pp. 177-185). Cambridge: Polity Press.

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Massey, D. (2007). Uneven development: Social change and spatial division. In: D. Massey, *Space, place and gender*. (pp. 86-114). Cambridge: Polity Press.

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Tuan, Y-F. (1977). Introduction, experiential perspective & space, place, and the child. In: Y-F. Tuan, *Space and place: The perspective of experience*. (pp. 3-34). Minneapolis: University of Minnesota Press.

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Wattchow, B. & Brown, M. (2011). The emergence of place in outdoor education. In: B. Wattchow & M: Brown, *A pedagogy of place: Outdoor education for a changing world*. (pp. 77-105). Clayton, Vic.: Monash University Publishing.

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Lærings- og erfaringskontekster ute og inne:

Atencio, M., Beal, B. & Wilson, C. (2009). The distinction of risk: Urban skateboarding, street habitus and the construction of hierarchical gender relations. *Qualitative Research in Sport and Exercise*, 1(1), 3-20.

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Augestad, P. (2003). The architecture of the gymnasium and corporeal education: The gymnasium in the Norwegian physical training, 1889-1930. *The International Journal of the History of Sport*, 20(3), 58-76.

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Düffel, J. von (2011). About water. In: P. Becker, J. Schirp & C. Weber (Eds.), *Water - space for experiences: Youth and outdoor education in Europe*. (pp. 21-29). Marburg: bsj Marburg.

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Gutman, M. & Coninck-Smith, N. de (Eds.). (2008). *Designing modern childhoods: History, space, and the material culture of children*. New Brunswick, N.J.: Rutgers University Press.

You have to read chapters 5, 8 and 14.

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Pink, S. (2009). Principles of sensory ethnography: Perception, place, knowing, memory and imagination. In: S. Pink, *Doing sensory ethnography*. (pp. 23-43). London: Sage.

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The book is also available online/electronic here: [BIBSYS Ask](#)

Hvordan mennesker med ulike forutsetninger erfarer, formes av og utformer kontekster:

Gibson, J.J. (1977). The Theory of affordances. In: R. Shaw & J. Bransford (Eds.), *Perceiving, acting, and knowing: Toward an ecological psychology*. (pp. 67-83). Hillsdale, N.J.: Lawrence Erlbaum Associates.

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

Ingold, T. (2000). Culture, nature, environment: Steps to an ecology of life. In: T. Ingold, *The perception of the environment: Essays on livelihood, dwelling and skill*. (pp 13-26). London: Routledge.

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

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Ingold, T. (2004). Culture on the ground: The world perceived through the feet. *Journal of Material Culture*, 9(3), 315-340.

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Løndal, K. (2010). The after-school programme: An arena for interaction with others through body movements in play. *Phenomenology & Practice*, 4(1)30-51.

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Noble, G. & Watkins, M. (2003). So, how did Bourdieu learn to play tennis? Habitus, consciousness and habituation. *Cultural Studies*, 17(3/4), 520-538.

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Ray, S. J. (2009). Risking bodies in the wild: The "Corporeal Unconscious" of American adventure culture. *Journal of Sport & Social Issue*, 33(3), 257-284.

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Sanderud, J. & Gurholt, K.P. (resubmitted). Barns nysgjerrige lek i natur: Utforskende dannelses. *Nordic Studies in Education*.

Sandseter, E. B. H. (2009). Characteristics of risky play. *Journal of Adventure Education and Outdoor Learning*, 9(1), 3-21.

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Governmental white papers and resources:

Learning through landscapes. (u.å.). *Transforming childhood: Transforming spaces: Transforming learning*. Retrieved 28th of May 2013 from:

<http://www.lt.org.uk/>

It is available online: [Click here to download](#).

NOU 2005: 8 (2005). *Likeverd og tilgjengelighet: Rettslig vern mot diskriminering på grunnlag av nedsatt funksjonsevne: Bedre tilgjengelighet for alle*. Oslo: Statens forvaltningsstjeneste.

It is available online: [Click here to download](#).

Utdanningsdirektoratet. (2012). *Barnehage- og skoleanlegg: Nasjonal rådgivningstjeneste: Universell utforming*. Retrieved 28th of May 2013 from: <http://www.skoleanlegg.utdanningsdirektoratet.no/id/2166.0>

It is available online: [Click here to download](#).

Inspirational readings:

Abram, D. (1997). *The spell of the sensuous: Perception and language in a more-than-human world*. New York: Vintage Books.

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

Abrahamson, A. & Fletcher, R. (2007). Recreating the vertical: Rock climbing as epic and deep eco-play. *Anthropology Today*, 23(6), 3-7.

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Clark, A. (2010). *Transforming children's spaces: Children's and adults' participation in designing learning environments*. London: Routledge.

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The book is also available online here: [BIBSYS Ask](#)

Helsedirektoratet. (2009). *Universell utforming av skolebygg: Kartleggingsundersøkelse av 12 norske skoler*. Oslo: Helsedirektoratet. Retrieved 27th of May 2013 from: http://www.skoleanlegg.utdanningsdirektoratet.no/asset/2086/1/2086_1.pdf

It is available online: [Click here to download](#).

Kragelund, M. & Otto, L. (Red.). (2005). *Materialeliv og dannelses: En studiebog*. København: Danmarks Pædagogiske Universitets Forlag.

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Larsen, K. (Red.). (2005). *Arkitektur, krop og læring*. København: Hans Reitzels Forlag.

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Lewis, N. (2000). The climbing body, nature and the experience of modernity. *Body & Society*, 6(3/4), 58-80.

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Løkken, G. & Moser, T. (2012). Space and materiality in early childhood pedagogy - introductory notes. *Education Inquiry*, 3(3), 303-315.

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McKenzie, M. (2008). The places of pedagogy: Or, what we can do with culture through intersubjective experiences. *Environmental Education Research*, 14(3), 361-373.

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Sobel, D. (2005). *Place-based education: Connecting classrooms and communities*. (Nature literacy series; no. 4). Great Barrington, MA.: Orion Society.

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

Ulleberg, H.P. (1995). *Skoleanleggets mikrofysikk: En analyse av skolebyggets og skolegårdens sosialiseringsfunksjon*. Hovedoppgave i pedagogikk - Universitetet i Trondheim, Trondheim.

The Library does not have this.

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Vinje, E. (2011). Baseskoler og viktige lærerkompetanser. Hva mener lærerne? *FORMAkademisk*, 4(2), 69-94.

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Modulbezeichnung	NSSS-Special Specialization (MA 432)
Leistungspunkte	10 LP
Verpflichtungsgrad	Pflichtmodul
Niveaustufe	Basismodul
Inhalte und Qualifikationsziele	<p><i>Inhalte:</i> The course prepares the students to work individual and scientifically on problems and challenges within one of the specializations: Physical education, friluftsliv/outdoor life, leisure activities, disability and differences. In the cross-section between theory and research literature, the students will deepen their knowledge in their field of interest.</p> <p><i>Qualifikationsziele:</i></p> <ul style="list-style-type: none"> • Knowledge: The students must be able to present and discuss key factors relevant to the specialization from different perspectives, and in light of values, discourse and context. • Skills: The students must be able to identify and discuss key issues, concepts and theories relevant to the specialization and point these out in different cases. • General Knowledge: The students must be able to analyze, evaluate and present relevant literature within the specialized field of study. The students must be able to conduct an independent analysis of relevant literature on a chosen topic.
Lehr- und Lernformen, Veranstaltungstypen	
Arbeitsaufwand	300h
Ggf. Lehr- und Prüfungssprache	English
Voraussetzungen für die Teilnahme	keine
Verwendbarkeit des Moduls	Master of Sport Sciences
Voraussetzungen für die Vergabe von Leistungspunkten	Prüfungsvorleistung: keine Modulprüfung: written assignment (100%)
Noten	Benotung des Gesamtmoduls gemäß § 16 <i>Allgemeine Bestimmungen</i>
Dauer des Moduls	Ein Semester
Häufigkeit des Moduls	Jedes Studienjahr
Beginn des Moduls	Sommersemester

MA432 Specialization (10 ECTS)

Course facts	
Course code	MA432
Course title	Specialization
ECTS	10 ECTS
Academic responsibility	Kirsti Pedersen Gurholt
Teaching semester	Spring

Introduction

The course prepares the students for working individually and scientifically on problems and challenges within one of the specializations: Physical education, friluftsliv/outdoor life, leisure activities, disability and differences. In the cross-section between theory and research literature, the students will deepen their knowledge in their field of interest.

Learning outcome

Knowledge

The students must be able to present and discuss key factors relevant to the specialization from different perspectives, and in light of values, discourse and context.

Skills

The students must be able to identify and discuss key issues, concepts and theories relevant to the specialization and point these out in different cases.

General Knowledge

The students must be able to analyze, evaluate and present relevant literature within the specialized field of study.

The students must be able to conduct an independent analysis of relevant literature on a chosen topic.

Course organization

The total course load is 300 hours. It consists of lectures, individual work, group work and seminars. The students are expected to be actively involved by taking initiatives and contribute in discussions and by presenting their ideas and knowledge in the seminars.

Assessment

Individual written assignment (3000 words) on supplementary literature, a review of relevant literature based on the project plan handed in 15. April: 'Method of specialization'. The students are required to attend the master's seminar and give a presentation. Graded A-F.

Core material

SPESIALISERING I FRITID- OG UNGDOMSUTVIKLING:

Reidar Säfvenbom

ARTIKKELSAMLING:

Säfvenbom, R. (Red.). (2013). *MAS432: Spesialisering: Fritid- og ungdomsutvikling: 2013-2014. (Artikkelsamling)*. Oslo: Norges idrettshøgskole.

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Litteraturlista for artikkelsamlingen ovenfor:

A) Hvordan forstå fritid?

Philosophy of Leisure:

De Grazia, S. (1962/1994). Time given, time taken away. I: S. De Grazia, *Of time work and leisure*. (s. 63-91). New York: Twentieth Century Fund.
Biblioteket har ikke denne boka.

Bregha, F. (2000). Philosophy of leisure: Unanswered questions. *Leisure/Loisir*, 25(1-2), 71-78.
Biblioteket har ikke dette tidsskriftet.

Goodale, T. & Godbey, G. (1988). Leisure, philosophy and I. I: T. Goodale & G. Godbey, *The evolution of leisure: Historical and philosophical perspective*. (s. 1-31). PA: Venture Publishing.
Boka kapitlet står i, finner du til utlån i biblioteket her: [BIBSYS Ask](#)

Sociology of Leisure:

Rojek, C (2000). From ritual culture to performative culture. I: C. Rojek, *Leisure and culture*. (s. 1-51). New York: Palgrave.
Boka kapitlet står i, finner du til utlån i biblioteket her: [BIBSYS Ask](#)

Rojek, C. (2005). Narrating leisure. I: C. Rojek, *Leisure theory: Principles and practice*. (s. 17-48). New York: Palgrave Macmillan.
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Mæland, S. (2004). Basehopping - nasjonale selvbilder - sublime opplevelser. *Norsk antropologisk tidsskrift*, 15(1-2), 86-100.
Artikkelen er online her: [Klikk på denne lenken](#).

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Social-psychology of leisure:

Kleiber, D.A., Walker, G.J. & Mannell, R.C. (2011). Leisure experience. I: D.A. Kleiber, G.J. Walker & R.C. Mannell, *A social psychology of leisure* (2nd ed). (s. 99-128). PA: Venture Publishing.

Boka kapitlet står i, finner du til utlån i biblioteket her: [BIBSYS Ask](#)

Kleiber, D.A., Walker, G.J. & Mannell, R.C. (2011). Leisure needs. I: D.A. Kleiber, G.J. Walker & R.C. Mannell, *A social psychology of leisure* (2nd ed). (s. 129-154). PA: Venture Publishing.

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Kleiber, D.A., Walker, G.J. & Mannell, R.C. (2011). Leisure motivations. I: D.A. Kleiber, G.J. Walker & R.C. Mannell, *A social psychology of leisure* (2nd ed). (s. 155-180). PA: Venture Publishing.

Boka kapitlet står i, finner du til utlån i biblioteket her: [BIBSYS Ask](#)

Jackson, E.L. & Rucks, V.C. (1995). Negotiation of leisure constraints by junior-high and high-school students: an exploratory study. *Journal of Leisure Research*, 27(1), 85-105.

Artikkelen finnes online her: [Klikk på denne lenken](#).

Godbey, G., Crawford, D.W. & Xiangyou, S.S. (2010). Assessing hierarchical leisure constraints theory after two decades. *Journal of Leisure Research*, 42(1), 111-134.

Artikkelen finnes online her: [Klikk på denne lenken](#).

Stebbins, R. (2006). Serious leisure. I: C. Rojek, S.M. Shaw & A.J. Veal (Eds), *A handbook of leisure studies*. (s. 448-457). New York: Palgrave MacMillian.

Boka kapitlet står i, finner du til utlån i biblioteket her: [BIBSYS Ask](#)

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B) Fritid, ungdom og utvikling/læring (350 pages)

Youth:

Lerner, R.M. & Steinberg, L. (2009). The Scientific study of adolescent development historical and contemporary perspectives. I: R.M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Vol. 1. Individual bases of adolescent development*. (s. 3-15). New York: John Wiley & Sons.

Boka kapitlet står i, finner du til utlån i biblioteket her: [BIBSYS Ask](#)

Lerner, R. M., Lerner, J.V. & Benson, J.B. (2011). Positive youth development: Research and applications for promoting thriving in adolescence. I: R.M. Lerner, J.V. Lerner & J.B. Benson (Eds.), *Advances in child development and behavior*: 41. Positive youth development. (s. 2-17). CA: Elsevier.

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Napolitano, C.M., Bowers, E.P. Gestsdóttir, S. & Chase, P.A. (2011). The development of intentional self-regulation in adolescence: Describing, explaining, and optimizing its link to positive youth development. I: R.M. Lerner, J.V. Lerner & J.B. Benson (Eds.), *Advances in child development and behavior*: 41. Positive youth development. (s. 20-38). CA: Elsevier.

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Fritid, utvikling og læring:

Agans, J.P., Säfvenbom, R., Bowers, E.P. Davis, J. & Lerner, R.M. (2013). Positive movement experiences: Approaching the study of athletic participation, exercise, and leisure activity through relational developmental systems theory and the concept of embodiment. I: J. Benson & R.M. Lerner (Eds.), *Advances in child development and behavior: Embodiment and epigenesis: Theoretical and methodological issues in understanding the role of biology within the relational developmental system. Part B: Ontogenetic dimensions 45*. (Advances in Child Development and Behavior; Vol. 44). (s. 261-286). CA: Elsevier.

Boka finnes online/elektronisk her: [BIBSYS Ask](#) (*Ikke tilgjengelig pr. 31. mai 2013*)

Cohen-Gewerc, E. (2012). Why leisure education? *World Leisure Journal*, 54(1), 69-79.
Biblioteket har ikke dette tidsskriften.

Kleiber, D. (2012) Taking leisure seriously: New and older considerations about leisure Education. *World Leisure Journal*, 54(1), 5-15.
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Säfvenbom, R. (2005). Fritid, hva er det? I: R. Säfvenbom (Red.), *Fritid og aktiviteter i moderne oppvekst: Grunnbok i aktivitetsfag*. (s. 25-43). Oslo: Universitetsforlaget.

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Säfvenbom, R. (2005). Fritidens rolle i den menneskelige utviklingen. I: R. Säfvenbom (Red.), *Fritid og aktiviteter i moderne oppvekst: Grunnbok i aktivitetsfag*. (s. 54-66). Oslo: Universitetsforlaget.

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Säfvenbom, R. (2005). Fritiden som pedagogisk tumepllass i arbeidet med vanskeligstilte barn og unge. I: R. Säfvenbom (Red.), *Fritid og aktiviteter i moderne oppvekst: Grunnbok i aktivitetsfag*. (s. 69-88). Oslo: Universitetsforlaget.

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Methods. Additional reading:

Burton, L.M., Garrett-Peters, R. & Eaton, S. C. (2009). "More than good quotations": How ethnography informs knowledge on adolescent development and context. I: R.M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Vol. 1. Individual bases of adolescent development*. (s. 55-93). New York: John

Wiley & Sons.

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Little, T.D., Card, N.A., Preacher, K.J. & McConnell, E. (2009). Model longitudinal data from research on adolescence. I: R.M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Vol. 1. Individual bases of adolescent development.* (s.15-55). New York: John Wiley & Sons.
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Friluftsliv - historical and socio-cultural perspectives:

Beames, S. & Pike, E.C.J. (2013). Outdoor adventure and social theory. I: E.C.J. Pike & S. Beames (Eds.), *Outdoor adventure and social theory.* (pp. 1-9). New York: Routledge.

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Christensen, O. (1994). The nationalization of winter and skiing in Norway. *ARV: Nordic Yearbook of Folklore*, 50, 81-101.
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Christensen, O. (1999). The playing collective: Snowboarding, youth culture and the desire for excitement. *Ethnologia Scandinavica*, 29, 106-119.
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Gurholt, K.P. (2008). Norwegian friluftsliv and ideals of becoming an "educated man". *Journal of Adventure Education and Outdoor Learning*, 8(1), 55-70.
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Magnussen, L. (2012). Play: The making of deep outdoor experience. *Journal of Adventure Education and Outdoor Learning*, 12(1), 25-39.
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Mytting, I. (in progress, tentative title). *Pioneers in Norwegian alpine mountains.*
The Library does not have this.

Nedrelid, T. (1991). Use of nature as a Norwegian characteristic. *Ethnologia Scandinavica*, 21, 20-33.
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Neuman, J. & Turcova, I. (2008). The Czech outdoor experience: Turistika and connections to friluftsliv. In: B. Henderson & N. Vikander (Eds.), *Nature first: Outdoor life the friluftsliv way.* (pp. 197-208). Toronto: Natural Heritage Books.
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Pedersen, K. (2003). Discourses on nature and gendered identities. In: K. Pedersen & A. Viken (Eds.), *Nature and identity: Essays on the culture of nature.* (Kulturstudier: nr 36). (pp. 121-150). Bergen: Program for kulturstudier, Norges forskningsråd.
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Sandell, K. (2008). The right of public access: The landscape perspective of friluftsliv. In: B. Henderson & N. Vikander (Eds.), *Nature first: Outdoor life the friluftsliv way.* (pp. 90-99). Toronto: Natural Heritage Books.
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Skogen, K. (1999). Another look at culture and nature: How culture patterns influence environmental orientation among Norwegian youth. *Acta Sociologica*, 42(3), 223-239.
This article is available online: [Click here to download](#).

Svarstad, H. (2010). Why hiking? Rationality and reflexivity within three categories of meaning construction. *Journal of Leisure Research*, 42(1), 91-110.
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Urberg, I. (2007). "Svalbard's daughters": Personal accounts by Svalbard's female pioneers. *Nordlit*, 22, 167-191.
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Friluftsliv in the school:
Backman, E. (2008). What is valued in friluftsliv within PE teacher education? Swedish PE teacher educators' thoughts about friluftsliv analysed through the perspective of Pierre Bourdieu. *Sport, Education and Society*, 13(1), 61-76.
This article is available online: [Click here to download](#).

Beames, S. & Atenco, M. (2008). Building social capital through outdoor education. *Journal of Adventure Education and Outdoor Learning*, 8(2), 99-112.
This article is available online: [Click here to download](#).

Becker, P. (2008). The unfamiliar is all around us: Always: About the necessity of the element of unfamiliarity in the education process and its relationship to adventure. In: P. Becker & J. Schirp (Eds.), *Other ways of learning: The European Institute for Outdoor adventure education and experiential learning 1996-2006.* (pp. 155-180). Marburg: BSJ-Marburg.
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Bentsen, P., Mygind, E. & Randrup, T.B. (2007). Towards an understanding of udeskole: Education outside the classroom in a Danish context. *Education 3-13*, 37(1), 29-44.

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Gurholt, K.P. (2008). Norwegian friluftsliv as bildung: A critical review. In: P. Becker & J. Schirp (Eds.), *Other ways of learning: The European Institute for Outdoor adventure education and experiential learning 1996-2006*. (pp. 131-154). Marburg: BSJ-Marburg.
You will find the book in the Library, here: [BIBSYS Ask](#)

Gurholt, K.P. (in process). Curiosity, nature experience and bildung/education: The quest for adventure in friluftsliv. *Journal of Adventure Education and Outdoor Learning*.

Gurholt, K.P. (2005). Nature narratives: Norwegian youth negotiating local traditions, national myths and global trends. In: B. Humberstone & R. Nicol (Eds.), *Old traditions and new trends: Examining what is continuous and what is changing in young people's lives and outdoor experiential learning: 7th European Seminar 2004 of the European Institute for Outdoor Adventure Education and Experiential Learning in partnership with Brathay Academy*. (s. 13-23). Ambleside: Brathay Hall Trust.

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Ross, H. & Mannion, G. (2012). Curriculum making as the enactment of dwelling in places. *Studies in Philosophy and Education*, 31, 303-313.
This article is available online: [Click here to download](#).

Westphal, R. (2010). Concluding comments. In: R. Westphal, "We have the fiells, but you have the character": A comparative study of personal and social developments (PSD) within the discourses of outdoor education in Great Britain and friluftsliv in Norway. (pp. 231-244). Unpublished PhD-thesis. The University of Edinburgh.

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Friluftsliv - as cultural environmental education:

Loyne, C. (2013). Globalization, the market and outdoor adventure. In: E.C.J. Pike & S. Beames (Eds.), *Outdoor adventure and social theory*. (pp. 135-146). New York: Routledge.
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Macauley, D. (1996). Greening philosophy and democratizing ecology. In: D. Macauley (Ed.), *Minding nature: The philosophers of ecology*. (pp. 1-23). New York: The Guilford Press.
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Stewart, A. (2008). Whose place, whose history? Outdoor environmental education pedagogy as "reading" the landscape. *Journal of Adventure Education and Outdoor Learning*, 8(2), 79-98.
This article is available online: [Click here to download](#).

Sandell, K. & Öhman, J. (2010). Educational potentials of encounters with nature: Reflections from a Swedish outdoor perspectives. *Environmental Education Research*, 16(1), 113-132.
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Strandbu, Å. & Krangle, O. (2003). Youth and the environmental movement: Symbolic inclusions and exclusions. *The Sociological Review*, 51(2), 177-198.
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Brown, M. & Fraser, D. (2009). Re-evaluating risk and exploring educational alternatives. *Journal of Adventure Education and Outdoor Learning*, 9(1), 61-77.
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Harper, N. & Robinson, D.W. (2005). Outdoor adventure risk management: Curriculum design principles from industry and educational experts. *Journal of Adventure Education and Outdoor Learning*, 5(2), 145-158.
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Holyfield, L. (1999). Manufacturing adventure: The buying and selling of emotions. *Journal of Contemporary Ethnography*, 28(1), 3-32.
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Lynch, P. & Moore, K. (2004). Adventures in paradox. *Australian Journal of Outdoor Education*, 8(2), 3-12.
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Lyng, S. (2005). Sociology at the edge: Social theory and voluntary risk taking. In: S. Lyng (Ed.), *Edgework: The sociology of risk-taking*. (pp. 17-49). London: Routledge.
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This article is available online: [Click here to download](#)

Resources:

The Department for Education and Skills. (2006). *Learning outside the classroom: MANIFESTO*. Retrieved 25th of May 2013, from <http://www.thegrowingschoolsgarden.org.uk/downloads/lotc-manifesto.pdf>
This is available online: [Click here to download](#).

Regjeringen. (1996). *Act of 28 June 1957 no. 16 relating to outdoor recreation*. Retrieved 125th of May 2013 from: <http://www.regjeringen.no/en/doc/Laws/Acts/Outdoor-Recreation-Act.html?id=172932>
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State of the Environment Norway. (u.å.). *Environment.no*. Retrieved 25th of May 2013 from: <http://www.environment.no>
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Statistisk sentralbyrå. (2011). *Sports and outdoor activities, survey on living conditions, 2011*. Retrieved 25th of May 2013 from: <http://www.ssb.no/en/fritid>
This is available online: [Click here to download](#).

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Beames, S., Higgins, P. & Nicol, R. (2012). *Learning outside the classroom: Theory and guidelines for practice*. New York: Routledge.
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The book is also available online/electronic: [BIBSYS Ask](#)

Beedie, P. (2003). Mountain guiding and adventure tourism: Reflections on the choreography of the experience. *Leisure Studies*, 22, 147-167.
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Jordet, A.N. (2009). What is outdoor learning. In: *OUTLINES: Outdoor learning in elementary schools: From grassroots to curriculum in teacher education: Foundation course, didactic manual*. (4th ed.). (pp. 7-16).
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Macfarlane, R. (2003). *Mountains of the mind: A history of a fascination*. London: Granta Books.
You will find the book in the Library, here: [BIBSYS Ask](#)

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Repp, G. (2004). Fritidsliv and adventure: Models, heroes and idols in a Nansen perspective. *Journal of Adventure Education and Outdoor Learning*, 4(2), 117-131.
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Seaman, J. (2008). Experience, reflect, critique: The end of the "Learning Cycles" era. In: K. Warren, D. Mitten & T. A. Loeffler (Eds.), *Theory & practice of experiential education* (4th ed.). (pp. 223-236). Boulder: Association for Experiential Education.
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Solnit, R. (2001). *Wanderlust: A history of walking*. London: Verso.
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Soper, K. (2003). Naturalised identities and the identification of nature: A realist and humanist perspective. In: K. Pedersen & A. Viken (Eds.), *Nature and identity: Essays on the culture of nature*. (pp. 31-50). Kristiansand: Høyskoleforlaget.
You will find the book in the Library, here: [BIBSYS Ask](#)

Staempfli, M. B. (2009). Reintroducing adventure into children's outdoor play environments. *Environment and Behavior*, 41(2), 268-280.
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Sørensen, A-C., Høystad, O. M., Bjurström, E. & Vike, H. (2008). Natur, kropp og opplevelseslandskap. In: A-C. Sørensen, O. M. Høystad, E. Bjurström & H. Vike, *Nye kulturstudier*. (pp. 241-262). Oslo: Scandinavian Academic Press.
You will find the book in the Library, here: [BIBSYS Ask](#)

Vester, H-G. (1987). Adventure as a form of leisure. *Leisure Studies*, 6, 237-249.
The Library has this journal only in paper.

Wurdinger, S. D. (1997). *Philosophical issues in adventure education* (3rd ed.). Dubuque, Iowa: Kendall/Hunt.
selected chapters.
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Boka kapitlet står i, finner du til utlån i biblioteket her: [BIBSYS Ask](#)

2. Tøssebro, J. (2010). *Hva er funksjonshemming*. Oslo: Universitetsforlaget.
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ARTIKKELSAMLING:

Rugseth, G. (Red.). (2013). *MAS432: Spesialisering: Bevegelse, funksjonshemming og annerledeshet: 2013-2014*. (Artikkelsamling). Oslo: Norges idrettshøgskole.
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Irigaray, L. (2010). How can we meet the other? I: S.Y. Sencindivier, M. Beville & M. Lauritzen (Eds.), *Otherness: A multilateral perspective*. (s. 107-120). Frankfurt am Main: Peter Lang.

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Papadimitriou, C. (2001). From dis-ability to difference: Conceptual and methodological Issues in the study of physical activity. I: S.K. Toombs, *Handbook of phenomenology and medicine*. (s. 475-492). Dordrecht: Kluwer Academic.

Boka kapitlet står i, finner du til utlån i biblioteket her: [BIBSYS Ask](#)

Bridges, D. (2001). The ethics of outsider research. *Journal of Philosophy of Education*, 35(3), 371-386.

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Tema 2: Bevegelse, erfaring og funksjonshemming:

Bjørbaekmo, W.S. & Engelsrud, G.H. (2011). "My own way of moving": Movement improvisation in children's rehabilitation. *Phenomenology & Practice*, 5(1), 27-47.

Artikkelen finnes i artikkelsamlingen.

Artikkelen finnes også online her: [Klikk på denne lenken](#).

Leder, D. (1992). A tale of two bodies: The Cartesian corpse and the lived body. I: D. Leder (Ed.), *The body in medical thought and practice* (Philosophy and Medicine; 43). (s. 17-36). Dordrecht: Kluwer.

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Standal, Ø.F. (2010). Re-embodiment: Incorporation through embodied learning of wheelchair skills. *Medicine, Healthcare and Philosophy*, 14, 177-184.

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Svenaeus, F. (2005). *Sykdommens mening: Og møtet med det syke mennesket*. Oslo: Gyldendal Akademisk.

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Toombs, S.K. (2001). Reflections on bodily change. I: S.K. Toombs, *Handbook on phenomenology and medicine*. (s. 247-261). Dordrecht: Kluwer Academic.

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Van Amsterdam, N. Knoppers, A. & Jongmans, M. (2012). "It's actually very normal that I'm different". How physically disabled youth discursively construct and position their body/self. *Sport, Education and Society*, 1-19.

Artikkelen finnes i artikkelsamlingen.

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Tema 3: Sosio-kulturelle perspektiv på bevegelse og annerledeshet:

Peers, D. (2012). Patients, athletes, freaks: Paralympism and the reproduction of disability. *Journal of Sport & Social Issues*, 36, 295-316.

Artikkelen finnes i artikkelsamlingen.

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Sullivan, M. (2005). Subjected bodies: Paraplegia, rehabilitation, and the politics of movement. I: S.Tremain (Ed.), *Foucault and the government of disability*. (s. 27-44). Ann Arbor: University of Michigan Press.

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Fitzgerald, H. (2005). Still feeling like a spare piece of luggage? Embodied experiences of (dis)ability in physical education and school sport. *Physical Education and Sport Pedagogy*, 10(1), 41-59.

Artikkelen finnes i artikkelsamlingen.

Artikkelen finnes også online her: [Klikk på denne lenken](#).

Purdue, D. E. J. & Howe, P. D. (2012). See the sport, not the disability: exploring the Paralympic paradox. *Qualitative Research in Sport, Exercise and Health*, 4, 189-205.

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Augestad, P. (2005). Stoppeklokka, kikkehullet og skoleeleven. I: K. Larsen (Ed.), *Arkitektur, krop og læring*. (s. 241-261). København: Hans Reitzel Forlag.

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Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Sandford, R. and BERA Physical Education and Sport Pedagogy Special Interest Group (2009). The educational benefits claimed for physical education and school sport: An academic review. *Research Papers in Education*, 24(1), 1-27.

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Ferry, M., Meckbach, J. & Larsson, H. (2013). School sport in Sweden: What is it, and how did it come to be? *Sport in Society*.
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Fragrell, B., H. Larsson & Redelius, K. (2012). The game within the game: Girls' underperforming position in Physical Education. *Gender and Education*, 24(1), 101-118.
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Green, K. (2012). Mission impossible? Reflections on the relationship between physical education, youth sport and lifelong participation. *Sport, Education & Society*, 1-19.
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Green, K. (2004). Physical education, lifelong participation and the "Couch Potato Society". *Physical Education and Sport Pedagogy*, 9(1), 73-86.
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Harris, J. (2009). Health-related exercise and physical education. I: R. Bailey & D. Kirk (Eds.), *The Routledge physical education reader*. (s. 83-102). London: Routledge.
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Houlihan, B. (2009). Sporting excellence, schools and sport development: The politics of crowded policy spaces. I: R. Bailey & D. Kirk (Eds.), *The routledge physical education reader*. (s. 61-80). London: Routledge.
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Larsson, H. (2012). Materialising bodies: There is nothing more material than a socially constructed body. *Sport, Education and Society*, 1-15.
Artikkelen finnes online her: [Klikk på denne lenken](#).

Nordaker, D.J. (2011). Har dans en fremtid i den norske grunnskolen? I: S. Pape (Red.), *Norsk danseforskning*. (s 81-106). Trondheim: Tapir Akademisk forlag.
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Artikkelen finnes online her: [Klikk på denne lenken](#).

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Delaney, T. & Madigan, T. (2009). Social theory and sport. I: T. Delany & T. Madigan, *The sociology of sport: An introduction*. (s. 21-39). North Carolina: McFarland Company,
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Walseth, K. (2006). Young Muslim women and sport: The impact of identity work? *Leisure Studies*, 25(1), 75-94.
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Walseth, K. & Fasting, K. (2003). Islam's view on physical activity and sport: Egyptian women interpreting Islam? *International Review for the Sociology of Sport*, 38(1), 45-60.
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Lærerutdanning, profesjon, praksis:
Green, K. (2000). Exploring physical education teacher's everyday "philosophies" from a sociological perspective. *Sport, Education and Society*, 5(2), 109-129.
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MacPhail, A. & Halbert, J. (2010). "We had to do intelligent thinking during recent PE": Students' and teachers' experiences of assessment for learning in post-primary physical education. *Assessment in Education*, 17(1), 23-39.
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Mordal, K. & Green, K. (2012). Neither shaking nor stirring: a case study of reflexivity in Norwegian physical education teacher education. *Sport, Education and Society*,
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Østrem, S. (2010). Lærerstudenters forestillinger om det framtidige yrket sitt. I: P. Haug (Red.), *Kvalifisering til læraryket*. (s. 53-71). Oslo: Abstrakt forlag.
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Vurdering og læringsutbytte:
Hay, P. & Penney, D. (2009). Proposing conditions for assessment efficacy in physical education. *European Physical Education Review*, 15(3), 389-405.
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Prøltz, T. S. & Borgen, J. S. (2010). *Rettferdig standpunktvurdering, det (u)muliges kunst? Læreres setting av standpunktcharakter i fem fag i grunnopplæringen*. (NIFU Rapport; 16/2010). Oslo: NIFU.
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Tangen, R. (2010). Beretninger om beskyttelse: Etiske dilemmaer i forskning med sårbare grupper: barn og ungdom. *Norsk pedagogisk tidsskrift*, 4, 318-327.
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Jacobsen, E.B. (2003). *Boka som læremiddel i kroppsøving og idrettsfag: Et pilotprosjekt om muligheter og realiteter*. (Rapport; 14/2003). Tønsberg: Høgskolen i Vestfold.
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Leistungspunkte	6 LP
Verpflichtungsgrad	Pflichtmodul
Niveaustufe	Basismodul (Modulbereich I)
Inhalte und Qualifikationsziele	<p>Inhalte: In diesem Modul sollen abenteuer- und erlebnispädagogische Theorie und Praxis in ihrer grundlegenden Bildungsrelevanz erschlossen werden. Die sich im Abenteuer verdichtende menschliche Grundsituation des Unterwegsseins stellt dabei die Leitidee dar, sowohl für den theoretischen als auch für den praktischen Modulteil. Das Modul ist in drei Veranstaltungen aufgegliedert.</p> <p>Die Vorlesung „Theoretische Grundlagen des Unterwegsseins“, die struktur- und bildungstheoretische Begründungen des Abenteuers erarbeitet, dient als Grundlage und Bezugsfolie für die beiden 4-5-tägigen Exkursionen „Unterwegssein im Fremden“. Die Strukturbetrachtung des Abenteuers wird durch einen semantischen Zugang ergänzt, der das Wort „Erlebnis“ einer begriffsgeschichtlichen Betrachtung unterzieht. Erhellt werden damit Quelle und Umfeld der Entstehung und des Wandels der deutschen Erlebnispädagogik.</p> <p>Qualifikationsziele: Erwerb von bildungstheoretischem Reflexions- und Handlungswissen; Erschließen und Anwenden strukturtheoretischer Termini zum Beschreiben, Analysieren und Argumentieren; Praktische Erschließung eines abenteuer- und erlebnispädagogischen Handlungsfeldes; Empirische Verankerung des bildungsrelevanten Modells ‚Unterwegssein‘.</p>
Lehr- und Lernformen, Veranstaltungstypen	Vorlesung mit Seminaranteilen (2 SWS),), Exkursionen (4 SWS)
Arbeitsaufwand	VL mit Seminaranteilen: Präsenzzeit (30 Std.), Exk. I: Präsenzzeit (30 Std.), Exk. II: Präsenzzeit (30 Std.), Selbststudium, inkl. Prüfung (90 Std.)
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Keine
Verwendbarkeit des Moduls	
Voraussetzungen für die Vergabe von Leistungspunkten	Prüfungsvorleistung: keine Modulprüfung: Kolloquium (100% Note)
Noten	Benotung des Gesamtmoduls gemäß § 16 <i>Allgemeine Bestimmungen</i>
Dauer des Moduls	Ein Semester
Häufigkeit des Moduls	Jedes Studienjahr
Beginn des Moduls	Wintersemester

Module title	„PUM-BILDUNG“ The adventure as a category of „Bildung“-TEOS
credits	6 LP
Core/compulsory/optional	compulsory
level	basis (Modulstructure I)
Content and learning outcomes	<p>Aims of the Module This module aims to explore the potentials of "Bildung" in theory and practice of adventure and experiential education.</p> <p>Intended Learning Outcomes On successful completion, students will be able to:</p> <ul style="list-style-type: none"> (1) understand and apply the educational potentials of the adventure (2) reflect the historical background of the German "Erlebnispädagogik" <p>Indicative Module Content `Being on the way` as a basic situation of human that is compacted in the adventure is the main focus in this module. The lecture "Theoretical foundations of `being on the way`" is the bedrock for the two 4-5 days excursions. The lecture addresses structural and educational theoretical justification of the adventure while the excursions should focus more on the empirical level. In an extra part this will be complimented by a semantic approach which will reflect the term of "Erlebnis" historically. This will shed light on the source and on the setting of emergence and on the transition of the German "Erlebnispädagogik".</p>
Learning and teaching methods	lecture (2 SWS), excursion (4 SWS)
Student workload	Lectures/seminars (30h), Excursions (60h), Self-directed learning (90h)
language	English
Requirements for participation	No
Usability of this module	
Requirements for credits	Assessment: oral examen (100% Note)
grading	Grades are given by academic regulations: § 16 <i>Allgemeine Bestimmungen</i>
period of module	One semester
Frequency of module	Every study year
Start of module	Winter semester

Modulbezeichnung	Modul „PUM-DEVELOPMENT“ The adventure in context of child and youth development
Leistungspunkte	9 LP
Verpflichtungsgrad	Pflichtmodul
Niveaustufe	Basismodul (Modulbereich I)
Inhalte und Qualifikationsziele	<p><i>Inhalte:</i> In diesem Modul wird das Phänomen Abenteuer unter Berücksichtigung der in typische Phasen rekonstruierbaren Ontogenese aufgegriffen. In theoretischer Hinsicht stehen soziologische Theoriemodelle, die an der Schnittstelle zur Psychologie anzulegen sind, und genuin psychologische Ansätze im Vordergrund, um die psycho-physischen, subjektkonstituierenden Zusammenhänge besonders kindlicher und juveniler Entwicklungsphasen zu klären. In enger inhaltlicher Verknüpfung dazu ermöglichen die Übungen einen abenteuer- und erlebnispädagogischen Praxiszugang, dessen Kernmoment des Wagens ein zentrales Element kindlicher und juveniler Entwicklungsprozesse darstellt.</p> <p><i>Qualifikationsziele:</i> Erwerb von pädagogischem Reflexions- und Handlungswissen mit den Schwerpunkten Körper, Bewegung und Lebenslauf; Kenntnisserwerb mittels anthropologischer, soziologischer und psychologischer Zugänge und deren analytischer Instrumente, Erwerb von entwicklungstheoretischen Wissen; Fähigkeit zur wechselseitigen Übersetzung von theoriegeleiteten Erkenntnissen und praktischen Erfahrungsgehalten; Praktische Erschließung eines lebensweltnahen abenteuer- und erlebnispädagogischen Handlungsfeldes.</p>
Lehr- und Lernformen, Veranstaltungstypen	Seminar (2 SWS), Übungen mit Seminaranteilen (3 SWS)
Arbeitsaufwand	Seminar: Präsenzzeit (30 Std.), Übungen: Präsenzzeit (45 Std.) Selbststudium, inkl. Prüfung (195 Std.)
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Keine
Verwendbarkeit des Moduls	
Voraussetzungen für die Vergabe von Leistungspunkten	Prüfungsvorleistung: keine Modulprüfung: Kolloquium (100% Note)
Noten	Benotung des Gesamtmoduls gemäß § 16 <i>Allgemeine Bestimmungen</i>
Dauer des Moduls	Ein Semester
Häufigkeit des Moduls	Jedes Studienjahr
Beginn des Moduls	Wintersemester

Module title	„PUM-DEVELOPMENT“ The adventure in context of child and youth development
credits	9 LP
Core/compulsory/optional	compulsory
level	basis (Modulstructure I)
Content and learning outcomes	<p>Aims of the Module The aim of the module is to analyse the relation between adventure and development on a developmental theoretical perspective. It also aims to point out structural potentials of the adventure respectively the venture concerning development and socialisation.</p> <p>Intended Learning Outcomes On successful completion, students will be able to:</p> <ol style="list-style-type: none"> 1. understand the relation between development phases and the adventure (the venture) 2. reflect and critique different sociological and psychological theories regarding the developmental theoretical perspective <p>Indicative Module Content This module takes up the phenomenon adventure with due regard to characteristic phases of ontogeny. In theoretical regard sociological and psychological approaches will be used to interpret and reflect the psycho-physical issues of childhood and juvenile development phases. Closely linked to the theoretical reflections the tutorials allow an approach that deals with the developmental importance of the adventure in a practical way.</p>
Learning and teaching methods	seminar (2 SWS) incl. presentation or/and paper, tutorials (3 SWS)
Student workload	Seminars/tutorials (75h), Self-directed learning (195h)
language	English
Requirements for participation	No
Usability of this module	
Requirements for credits	Assessment: oral examen (100% Note)
grading	Grades are given by academic regulations: § 16 <i>Allgemeine Bestimmungen</i>
period of module	One semester
Frequency of module	Every study year
Start of module	Winter semester

Modulbezeichnung	Modul „PUM-PLACEMENT“ Practical Placement (Berufspraktikum)
Leistungspunkte	6 LP
Verpflichtungsgrad	Pflichtmodul
Niveaustufe	Praxismodul
Inhalte und Qualifikationsziele	<p>Das Internationale Berufspraktikum liegt in der vorlesungsfreien Zeit zwischen dem 2. und 3. Semester. Es umfasst mindestens 180 Stunden bzw. 6 Wochen und soll den Studierenden in einem ersten Blick über das Studium hinaus ermöglichen, ihr bereits erworbenes Wissen und ihre Fertigkeiten aus den Modulen des ersten Studienjahres den Anforderungen der zukünftigen beruflichen Praxis auszusetzen.</p> <p><i>Qualifikationsziele:</i> Erwerb und Vertiefung berufsrelevanter Kenntnisse und Methoden; Sensibilität für kulturelle Differenzerfahrungen, Klärung und Stärkung von Berufserwartungen</p>
Lehr- und Lernformen, Veranstaltungstypen	Praktikum
Arbeitsaufwand	Praktikum (180 Std.)
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Absolvierung aller Module des ersten Studienjahres
Verwendbarkeit des Moduls	
Voraussetzungen für die Vergabe von Leistungspunkten	Praktikumsbericht
Noten	Dieses Modul wird mit bestanden / nicht-bestanden bewertet.
Dauer des Moduls	Ein Semester
Häufigkeit des Moduls	Jedes Studienjahr
Beginn des Moduls	Wintersemester

Module title	Modul „PUM-PLACEMENT“ Practical Placement (Berufspraktikum)
credits	6LP
Core/compulsory/optional	compulsory
level	basis (Modulstructure I)
Content and learning outcomes	<p><i>Inhalte:</i> In the practical placement activity the focus is on trying out practical skills in a reflected manner in the field of Outdoor Education. The practical placement comprises a continuous timeframe of six weeks (180h). Students are to do a placement during the break between the first and second year of study.</p> <p><i>Qualifikationsziele:</i> Provide students with practical experience and knowledge to complement their studies, transcultural sensibility, strengthen job expectation</p>
Learning and teaching methods	self study
Student workload	Placement (180 h.)
language	Englisch
Requirements for participation	Participation at all modules of the first year.
Usability of this module	
Requirements for credits	Report
grading	This module is graded passed or not passed only. Grades are given by academic regulations: § 16 <i>Allgemeine Bestimmungen</i> .
period of module	One semester
Frequency of module	Every study year
Start of module	Winter semester

Modulbezeichnung	Modul „TEOS-FOUNDATION“ Origins and Development of Outdoor Activities (Entstehung und frühe Entwicklung von Outdooraktivitäten)
Leistungspunkte	20 CAT (entspricht 10 LP)
Verpflichtungsgrad	Pflichtmodul
Niveaustufe	Vertiefungsmodul (Modulbereich II)
Inhalte und Qualifikationsziele	<p><i>Inhalte:</i> Student led seminars will provide an overview of the topic. Lectures exploring the history and development of several outdoor activities from countries within and beyond Europe will be given by staff from the core universities and by visiting scholars. Workshops will support the development of research and enquiry skills. These will be applied to the assessment task. This will draw on the journey experiences that are part of the qualificatory practice based module run during the same semester.</p> <p><i>Qualifikationsziele:</i> On successful completion, you will be able to:</p> <ol style="list-style-type: none"> 1. understand and analyse outdoor activities as cultural phenomena; 2. critically evaluate outdoor activities in their environmental and cultural contexts; 3. examine the relationship between outdoor activities and education; 4. research an aspect of the development of a chosen activity(ies); 5. conduct a hermeneutic enquiry.
Lehr- und Lernformen, Veranstaltungstypen	Vorlesung mit Seminaranteilen
Arbeitsaufwand ²	VL + SE: Präsenzzeit (30 Std.), Selbststudium, inkl. Prüfung (170 Std.)
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Keine
Verwendbarkeit des Moduls	
Voraussetzungen für die Vergabe von Leistungspunkten	Prüfungsvorleistung: keine Modulprüfung: Hausarbeit (100% Note)
Noten	Benotung des Gesamtmoduls gemäß § 16 <i>Allgemeine Bestimmungen</i>
Dauer des Moduls	Ein Semester
Häufigkeit des Moduls	Jedes Studienjahr
Beginn des Moduls	Wintersemester

² Der Arbeitsaufwand pro credit (CAT) beträgt an der University of Cumbria 10 Std.. 2 CAT-credits entsprechen 1 credit ECTS (1 LP).

Faculty of Science & Natural Resources
School of Outdoor Studies

Module Title:	Origins and Development of Outdoor Activities	Module Code:	SOUT
Date (i) validated: (ii) revalidat-	April 2011 (ii)	Date amended via FASC:	
NQF Level:	7	CAT credits:	20
Campus/Site:	Ambleside/Other UoC sites	Module Leader:	Chris Loynes
Teaching staff:			
Mode(s) of delivery:	Full-time	Start date:	October 2011
Owning Programme / School (optional):	Outdoor Studies	Available as a stand alone module	No

Aims of the Module

This module will introduce students to the range of outdoor activities that have developed across Europe. Case studies will examine the origins and developments that have taken place in different countries, how they have been influenced by wider cultural trends and how these have interacted over time and across borders. The emergence of sub-cultures within and between activities will be explored. Students will also consider the influence that different activities and their histories have when they are developed for educational purposes.

Intended Learning Outcomes

- On successful completion, you will be able to:
1. understand and analyse outdoor activities as cultural phenomena;
 2. critically evaluate outdoor activities in their environmental and cultural contexts;
 3. examine the relationship between outdoor activities and education;
 4. research an aspect of the development of a chosen activity(ies);
 5. conduct a hermeneutic enquiry.

Indicative Module Content

Student led seminars will provide an overview of the topic.

Lectures exploring the history and development of several outdoor activities from countries within and beyond Europe will be given by staff from the core universities and by visiting scholars. Workshops will support the development of research and enquiry skills. These will be applied to the assessment task. This will draw on the journey experiences that are part of the qualificatory practice based module run during the same semester

Indicative Student Workload

Lectures/seminars	30	Hrs
Tutorials (individual)	5	Hrs
Self directed learning	165	Hrs

Assessment Plan

Method of assessment	Wordage/hourage	ILOs assessed	Weighting (%)
Project	5 000 words	1-5	100

Reassessment

Reassessment in the failed component will be as stated in the Academic Regulations

Indicative Core Bibliography

- Beames, S. (2009) Understanding Educational Expeditions. Sense Publishers.
Brookes, A. (2002a). *Lost in the Australian bush: outdoor education as curriculum*. Journal of Curriculum Studies, 34(4), 405-425.
Cooper, G. (1998) Outdoors with young people: a leader's guide to the outdoor activities, the environment & sustainability. Lyme Regis: Russell House.
Henderson, B. (2001). Skills and ways: Perceptions of people/nature guiding. *Journal of OBC Education*, 7(1), 12-17.
Henderson, B. (2005). *Every trail has a story: Heritage travel in Canada*. Toronto: Natural Heritage Books.
Loynes, C. (2007) If you want to learn to navigate throw away the map. In Henderson, R. (Ed.) *Nature First: outdoor life the Friluftsliv way*, Ontario; Natural Heritage.
Macfarlane, R. (2003). *Mountains of the Mind*. London; Granta.
McCulloch, K. H. (2004) Ideologies of adventure: authority and decision making in sail training. *JAEOL* Vol. 4, No. 2.
Rawles, K. (2010) A Copernican Revolution in

Ethics. In Moore, K. D. nd Nelson, M. P. (Eds.) *Moral Ground*. San Antonio, Trinity.
Stewart, A. (2004). Decolonising encounters with the Murray River: Building place responsive outdoor education. *Australian Journal of Outdoor Education*, 8(2), 46-55.
WWF (2010) *Living Planet Report*. London; WWF.

Journal of Adventure Education and Outdoor Learning
Australian Journal of Outdoor Education

Additional Notes

Two copies of the dissertation must be submitted for independent assessment by two internal examiners.

Modulbezeichnung	Modul „TEOS-LANDSCAPE“ Landscape and their outdoor practice
Leistungspunkte	10 LP
Verpflichtungsgrad	Pflichtmodul
Niveaustufe	Vertiefungsmodul (Modulbereich II)
Inhalte und Qualifikationsziele	<p><i>Inhalte:</i></p> <p>Landscape formations are spheres of experience. The interplay of geological, biological and meteorological factors and cultural-historical traces creates demands that culturally embedded individuals of our times have to respond to if they expose themselves to natural situations. The responses that successfully prove themselves develop into firm patterns of interpretations and solutions or practical knowledge, which substantially determine various existing outdoor cultures. These might also be symbolizing national identities; how the sea, the woods and the mountains may have given meaning to the national identities of England, Germany and Norway. Even though by now the various outdoor practices can be found world-wide, there may exist ideas that certain activities are typical for the specific countries/regions, due to cultural traditions and predominant types of landscape, which also may be expressed in myths, fairy tales and arts. As part of the module, tentatively and for the time being, the sea, sailing and seakayaking are classified as belonging to England, the mountains and mountaineering as well as skiing in winter to Norway, forests and forms of hiking (including cycling and boating on rivers) to Germany. The lack of clear rules of allocation that becomes apparent, together with different types of texts and pictures, offers a multitude of opportunities to research and discuss both the concept of unclear borders and the problem of rigid border markings, as well as transcultural ideas of landscapes as romanticized wilderness to be explored, as territories to be conquered and tamed, as environments to care for, cure and preserve, or even as a well-known homeland.</p> <p>By a phenomenological hermeneutic approach the module will explore and discuss approaches that intend to take seriously humankind's direct, sensory experiences of the world; of the natural elements of water, fire, air and soil, and of landscapes; mountains, rivers, meadows etc., and thus explore the meanings and aesthetic-experiences given to the sensuous, bodily experiences in the transforming contemporary socio-cultural contexts of children and youth, where new technologies and various pedagogical ideas and practices are also at work.</p> <p><i>Qualifikationsziele:</i></p> <p>Students must be capable of examining the following in a critical and reflective manner:</p> <ul style="list-style-type: none"> (4) How landscapes have been and are conceptualized, managed, transformed, valued and experienced (performed/used) through/within formal and informal outdoor education (5) Significances of nature and outdoor life in upbringing, learning and enculturation. (6) To question and discuss landscape interpretation as teaching practices in outdoor education as a formal subject and non-formal processes. (7) To use, interpret, evaluate and present research related literature in a clear, concise and reflective manner (8) Independent analytical processing of relevant literature related to a self-chosen topic relevant for the module.
Lehr- und Lernformen, Veranstaltungstypen	Vorlesung mit Seminaranteilen (2,5 SWS), Seminar

Arbeitsaufwand	
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Keine
Verwendbarkeit des Moduls	
Voraussetzungen für die Vergabe von Leistungspunkten	Prüfungsvorleistung: keine Modulprüfung: Hausarbeit (100% Note)
Noten	Benotung des Gesamtmoduls gemäß § 16 <i>Allgemeine Bestimmungen</i>
Dauer des Moduls	Ein Semester
Häufigkeit des Moduls	Jedes Studienjahr
Beginn des Moduls	Wintersemester

TEOS-LANDSCAPE: Landscape and outdoor practices

(10 ects)

Introduction

Landscape formations are spheres of experience. The interplay of geological, biological and meteorological factors and cultural-historical traces creates demands that culturally embedded individuals of our times have to respond to if they expose themselves to natural situations. The responses that successfully prove themselves develop into firm patterns of interpretations and solutions or practical knowledge, which substantially determine various existing outdoor cultures. These might also be symbolizing national identities; how the sea, the woods and the mountains may have given meaning to the national identities of England, Germany and Norway. Even though by now the various outdoor practices can be found worldwide, there may exist ideas that certain activities are typical for the specific countries/regions, due to cultural traditions and predominant types of landscape, which also may be expressed in myths, fairy tales and arts. As part of the module, tentatively and for the time being, the sea, sailing and seakayaking are classified as belonging to England, the mountains and mountaineering as well as skiing in winter to Norway, forests and forms of hiking (including cycling and boating on rivers) to Germany. The lack of clear rules of allocation that becomes apparent, together with different types of texts and pictures, offers a multitude of opportunities to research and discuss both the concept of unclear borders and the problem of rigid border markings, as well as transcultural ideas of landscapes as romanticized wilderness to be explored, as territories to be conquered and tamed, as environments to care for, cure and preserve, or even as a well-known homeland.

By a phenomenological hermeneutic approach the module will explore and discuss approaches that intend to take seriously humankind's direct, sensory experiences of the world; of the natural elements of water, fire, air and soil, and of landscapes; mountains, rivers, meadows etc., and thus explore the meanings and aesthetic-experiences given to the sensuous, bodily experiences in the transforming contemporary socio-cultural contexts of children and youth, where new technologies and various pedagogical ideas and practices are also at work.

Objectives:

Students must be capable of examining the following in a critical and reflective manner:

- How landscapes have been and are conceptualized, managed, transformed, valued and experienced (performed/used) through/within formal and informal outdoor education
- Significances of nature and outdoor life in upbringing, learning and enculturation.
- To question and discuss landscape interpretation as teaching practices in outdoor education as a formal subject and non-formal processes.
- To use, interpret, evaluate and present research related literature in a clear, concise and reflective manner
- Independent analytical processing of relevant literature related to a self-chosen topic relevant for the module.

Organization and methods of work:

The main topics will be elucidated in lectures; seminars and literature organized as an intensive block of one week by professors from all three collaborating universities. The individual student is required to be well-prepared through intensive, ongoing study of the literature and by participation in study groups. Groups of 2-3 students will be responsible for preparing and conducting seminars on agreed topics and selected literature throughout the semester.

Assessment:

The students must have satisfied requirements for attendance and active participation in the seminars, 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.

Each student must write an individual assignment on a chosen theme relevant for the module during the semester. The written assignment must not exceed a maximum of 20 pages (1.5 line spacing), excluding the table of contents, references and attachments. All sources must be accurately cited and referenced using the APA 5th edition (cf. www.nih.no). The essay will be due to a pre-decided date by the end of the second semester. It will be graded from A to F.

Please note that assignments submitted on the learning platform Fronter will be scanned by the plagiarism control program Ephorus.

Tentative list of selected readings:

- Abram, D. (2005). *The Spell of the Sensuous: Perception and Language in a More-than-Human-World*. New York: pantheon Books.
- Becker, P., Schirp, J. & Weber, C. (eds.) (2010). *Water – Space for Experiences. Youth and Outdoor Education in Europe*. Marburg: bsjMarburg.
- Casey, E.S. (1996). How to get from Space to Place in a Fairly Short Stretch of Time: Phenomenological Prolegomena. In: Feld, S. & Basso, K.H. (eds.). *Senses of Place*. Santa Fe: School of American Research Press, pp. 13-52.
- Dewey, J. (1938). *Experience and education*. New York: Kappa Delta Pi.
- Fjågesund, P. & Symes, R.A. (2003). *The northern utopia: British perceptions of Norway in the nineteenth century*. Amsterdam: Rodopi.
- Goksøyr, M. (2002). Skis as national symbols, skitracks as historical traits: The case of Norway. Key-note for the International Ski History Congress, Park City, Utah.
- Hellandsjø, K. (ed.) (2008). *The Mountain in Norwegian Art. Discovery/Formation/Vision*. Oslo: Labyrinth Press, pp. 151-180.
- Huntford, R. (2008). *Two planks and a passion: The dramatic history of skiing*. London: Continuum.
- Ingold, T. (2000). *The perception of the Environment. Essays on livelihood, dwelling and skill*. London and New York: Routledge.
- Macfarlane, R. (2003). *Mountains of the Minds. A History of a Fascination*. Granta Books.
- Pink, S. (2009) *Doing sensory anthropology*. London: Sage.
- Pedersen, K. (2003). Discourses on nature and gender identities. In: Pedersen, K. & Viken, A. (eds.) *Nature and Identity. Essays on the Culture of Nature*. Kristiansand: Høyskoleforlaget, pp. 121-149.
- Slagstad, R. (2008). When the mountains were formed. In: Messel, N. (ed). *Oppdagelsen av fjellet*. Oslo: Nasjonalmuseet for kunst, arkitektur og design, pp. 151-157.
- Slingsby, W.C. (2004). *The Northern Playground. Sketches of climbing and mountain exploration in Norway between 1872 and 1903*. Edinburgh: David Douglas.
- Thompson, I. (2010). *The English Lakes. A History*. London, New York and Berlin: Bloomsbury, pp. 19-46.
- Urberg, I. (2007). "Svalbard's daughters": personal accounts by Svalbard's female pioneers. *Norlitt*, 22: 167-191.

Modulbezeichnung	Modul „TEOS-TRANSITION“ `Being on the way` as practice of transition (Unterwegssein als transkulturelle Praxis)
Leistungspunkte	9 LP
Verpflichtungsgrad	Pflichtmodul
Niveaustufe	Vertiefungsmodul (Modulbereich II)
Inhalte und Qualifikationsziele	<p><i>Inhalte:</i> Ein zentrales Element aller drei Outdooransätze ist eine Form des Reisens, die sich in England als Expedition, in Norwegen als “å være på ferd” und “vegledning” und in Deutschland als Unterwegssein ausdrückt. Der Vollzug dieser Praktiken kann nur gelingen, wenn die Studierenden bereit sind, sich fremder Kultur- und Naturbedingungen auszusetzen und Übergänge des Aufbruchs und der Rückkehr zukunftsoptimistisch zu gestalten. Mit dieser Beschreibung geraten transkulturelle Fragen in den Blick, die in dem Modul im Rahmen von drei Veranstaltungen behandelt werden.</p> <p>(1) Exkursion Grenzgänge: In einem mehrtägigen Unterwegssein sollen die Studierenden Erfahrungen im emotionalen, kulturellen und kognitiven Umgang mit Übergängen und Grenzen unterschiedlicher Art machen. Die dabei entstehenden verschriftlichten Erfahrungen dienen als Anschauungs- und Reflexionsmaterial für die beiden folgenden Veranstaltungen.</p> <p>(2) Fallkonferenz, Sequenzanalytische Interpretation von Textmaterial aus der Exkursion Grenzgänge: Die bei den Grenzgängen auftretenden krisenhaften Situationen, die von der widerständigen Welt erzeugt werden, sind Beispiele für den transformatorischen Übergang von Altem zu Neuem, bei dem Bildung sich vollzieht. Hierzu werden Protokolle sequenzanalytisch interpretiert. Mit dieser Veranstaltung wird zudem das externe Methodenmodul vervollständigt.</p> <p>(3) Seminar Homo Viator: Hier werden die drei nationalen Ansätze verglichen und auf ihre Transkulturalitätspotentiale untersucht.</p> <p><i>Qualifikationsziele:</i> Kenntnisse und Anwendungskompetenz von Theorien des Unterwegsseins und von Transkulturalität, Verständnis für Phänomene kultureller Übergänge des Nicht-Identischen, Kenntnisse und Anwendungskompetenz der Sequenzanalyse</p>
Lehr- und Lernformen, Veranstaltungstypen	Vorlesung mit Seminaranteilen (2,5 SWS), Fallkonferenz (1 SWS), Exkursion
Arbeitsaufwand	VL + SE: Präsenzzeit (45 Std.), Fallkonferenz: Präsenzzeit (15 Std.), Exkursion (45 Std.), Selbststudium, inkl. Prüfung (165 Std.)
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Keine
Verwendbarkeit des Moduls	
Voraussetzungen für die Vergabe von Leistungspunkten	Prüfungsvorleistung: Exkursionsprotokoll Modulprüfung: Hausarbeit (100% Note)
Noten	Benotung des Gesamtmoduls gemäß § 16 <i>Allgemeine Bestimmungen</i>
Dauer des Moduls	Ein Semester
Häufigkeit des Moduls	Jedes Studienjahr
Beginn des Moduls	Wintersemester

Module title	„TEOS-TRANSITION“ `Being on the way` as practice of transition (Unterwegssein als transkulturelle Praxis)
credits	9 LP
Core/compulsory/optional	core
level	(Modulstructure II)
Content and learning outcomes	<p>Aims of the Module This module aims to develop students' critical understanding of transculturality in the field of Outdoor Education.</p> <p>Intended Learning Outcomes On successful completion, students will be able to:</p> <ul style="list-style-type: none"> (1) understand and apply theories of 'being on the way' and of transculturality; (2) understand, discuss and critique phenomena of transcultural bridges of the non-identical; (3) understand and apply sequence analysis. <p>Indicative Module Content All three forms of outdoor education have the concept of a journey, to be expressed as an expedition in England, as "vegleidning" in Norway and as "being on the way" in Germany. These practises only can be successful if the individuals are open for alien conditions of nature and culture and if they are open and optimistic about the transitions of starting and return. With this description transcultural questions are coming into view which are addressed in three parts.</p> <ul style="list-style-type: none"> - A "cross-border" excursion. On a self-directed journey students should experience their emotional, cultural and cognitive practices with transitions and boundaries. Protocols of their experiences will then be reviewed in the following parts. - Interpretation of protocols by sequence analysis. Situations of crisis which are coming into view while `being on the way` and which are aroused by a world of obstacles are examples of transitions between the old and the new and so these are examples where "Bildung" occurs. In this regard protocols will be interpreted by the method of sequence analysis. - Tutorial "homo viator": All three national approaches will be researched and will be questioned on their potentials of transition.
Learning and teaching methods	Lectures/seminars (2,5 SWS), Fallkonferenz (1 SWS), excursion
Student workload	Seminars/tutorials (60h), Excursion (45h) Self-directed learning (165h)
language	English
Requirements for participation	No
Usability of this module	
Requirements for credits	assessment: essay (100% Note)
grading	Grades are given by academic regulations: § 16 <i>Allgemeine Bestimmungen</i>
period of module	One semester
Frequency of module	Every study year
Start of module	Winter semester

Modulbezeichnung	Modul „TEOS-THESIS“ Dissertation
Leistungspunkte	30 LP (60 CAT)
Verpflichtungsgrad	Pflichtmodul
Niveaustufe	Abschlussmodul
Inhalte und Qualifikationsziele	<p><i>Inhalte:</i> Das Modul besteht aus der schriftlichen Bearbeitung eines abgegrenzten Themas.</p> <p><i>Qualifikationsziele:</i> Nachweis der Bearbeitung eines abgegrenzten Themas in einem bestimmten Zeitraum nach wissenschaftlichen Grundlagen; Selbstständiges Analysieren und Argumentieren</p>
Lehr- und Lernformen, Veranstaltungstypen	
Arbeitsaufwand	900 Std. Selbststudium
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	
Verwendbarkeit des Moduls	
Voraussetzungen für die Vergabe von Leistungspunkten	Prüfungsvorleistung: keine Modulprüfung: Masterarbeit (100% Note)
Noten	Benotung des Gesamtmoduls gemäß § 16 <i>Allgemeine Bestimmungen</i>
Dauer des Moduls	Ein Semester
Häufigkeit des Moduls	Jedes Studienjahr
Beginn des Moduls	Sommersemester

Faculty of Science & Natural Resources
School of Outdoor Studies



Module Title:	Dissertation	Module Code:	SOUT7180
Date (i) validated: (ii) revalidat-	(i) February 2009 (ii)	Date amended via FASC:	
NQF Level:	7	CAT credits:	60
Campus/Site:	Ambleside/Other UoC sites	Module Leader:	Heather Prince
Teaching staff:	Heather Prince, Nigel Dykes, Paul Horton, Richard Little, Chris Loynes, Kate Rawles, Paul Wilson.		
Mode(s) of delivery:	Full-time and part-time	Start date:	September 2009
Owning Programme / School (optional):	School of Outdoor Studies	Available as a stand alone module	Yes

Aims of the Module

To provide students with the opportunity to design and conduct a substantial piece of independent, supervised research and to reflect critically on their findings with respect to current practice in their field.

Intended Learning Outcomes

On successful completion, you will be able to:

- (1) write a logically structured and appropriately presented dissertation, conforming to current professional standards and requirements in research communication;
- (2) document relevant background literature;
- (3) use, interpret, evaluate and present research findings in a clear and concise manner;
- (4) reflect critically on your methodology and findings, and relate your work to current practice.

Indicative Module Content

- Research processes and design including collaborative arrangements and ethical and legal issues; Research planning and resource constraints;
- Literature and resource searches
- Data collection and processing
- Interpretation of findings, drawing conclusions, potential extensions to research
- Presentation skills including writing abstracts, synthesis of research, development of the skills of critique.

Indicative Student Workload

Lectures/seminars	5	Hrs
Tutorials (individual)	15	Hrs
Self directed learning	580	Hrs

Assessment Plan

Method of assessment	Wordage/hourage	ILOs assessed	Weighting (%)
Dissertation or alternative presentation	15 000 equiv.	1,2,3,4	100

Reassessment

Reassessment in the failed component will be as stated in the Academic Regulations

Indicative Core Bibliography

- Adáer, H.J. & Mellenbergh, G.J. (1999) *Research Methodology in the Social, Behavioural and Life Sciences.* London: Sage.
- Blaxter, L., Hughes, C. and Tight, (2006). *How to Research.* 3rd ed. Maidenhead: OUP. (e-book)
- Gash, S (2000) *Effective literature searching for research.* 2nd ed. Aldershot: Gower.
- Higgins, R. (1996). *Approaches to Research; A handbook for those writing a dissertation.* London: Jessica Kingsley Publishers.
- Preece, R. (1994) *Starting Research: An introduction to academic research and dissertation writing.* London:Pinter.
- Walliman, N.S.R., (2005). *Your research project: a step by step guide for the first time researcher.* 2nd ed. London: Sage.

Additional Notes

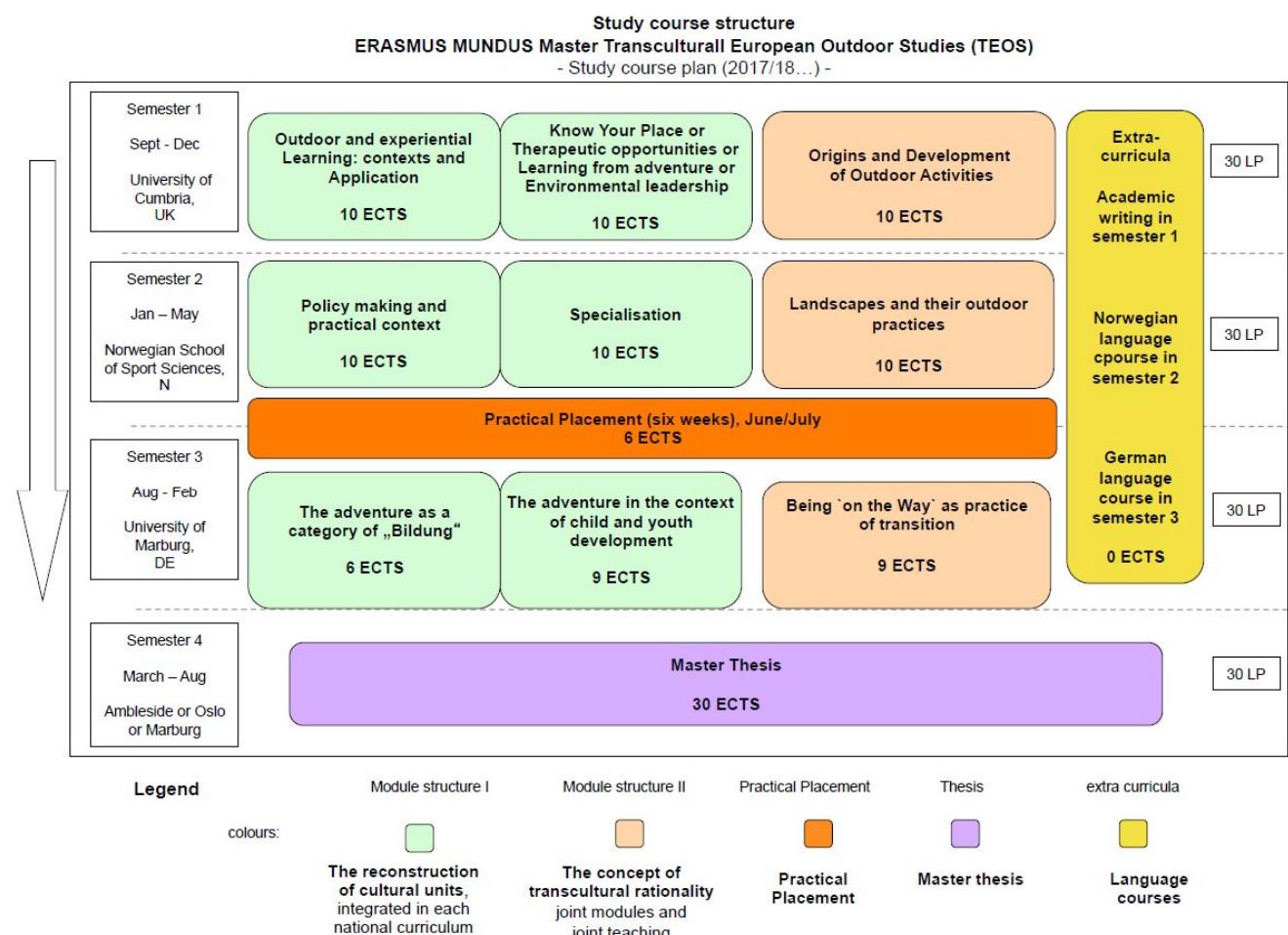
Two copies of the dissertation must be submitted for independent assessment by two internal examiners.

4. Anhang 2 erhält folgende geänderte Fassung:

Anhang 2: Studienverlaufsplan

Exemplarischer Studienverlaufsplan für Masterstudiengang TEOS

- Studienverlaufsplan nach Semestern -



5. Anhang 5 erhält folgende geänderte Fassung:

Anhang 5: Praktikumsordnung

§ 1 Allgemeines

(1) Im Rahmen des Masterstudiengangs Transcultural European Outdoor Studies ist ein externes Berufspraktikums-Modul (PUM-Placement) zu absolvieren. Mit dem Berufspraktikum ist eine berufsbezogene praktische Tätigkeit außerhalb des Fachbereiches (bei öffentlichen und/oder privaten Einrichtungen) oder innerhalb des Fachbereichs gemeint.

(2) Durch das erfolgreiche Absolvieren eines Berufspraktikums-Moduls einschließlich Erstellung des Praktikumsberichts werden 6 LP erworben. Das Berufspraktikums-Modul ist unbenotet und wird mit „bestanden“ oder „nicht bestanden“ bewertet. Weitere Informationen zu diesem Modul finden sich in der Modulliste (Anhang 1) sowie in den detaillierten Modulbeschreibungen des Modulhandbuchs.

(3) Eine Aufteilung des Berufspraktikums-Moduls in zeitliche Abschnitte ist möglich. Diese Abschnitte können auch bei unterschiedlichen Institutionen, Betrieben oder Organisationen abgeleistet werden. In diesem Fall darf die Tätigkeit innerhalb der einzelnen Praktikumsstelle den Zeitumfang einer sechswöchigen Vollzeittätigkeit nicht unterschreiten.

(4) Die Studierenden des Masterstudiengangs Transcultural European Outdoor Studies bemühen sich selbstständig um Praktikumsstellen, die den Anforderungen der Studien- und Prüfungsordnung und den jeweiligen inhaltlichen Interessen der Studierenden entsprechen. Soweit Studierende trotz Bemühens keine Praktikumsstelle finden, vermittelt die oder der Praktikumsbeauftragte eine geeignete Praktikumsstelle.

(5) Die Studierenden bleiben während der Zeit ihrer Praktikumstätigkeiten an der Philipps-Universität Marburg mit allen Rechten und Pflichten von ordentlichen Studierenden immatrikuliert. Sie sind keine Praktikanten im Sinne des Berufsbildungsgesetzes.

§ 2 Ziele des Berufspraktikums

Mit den Berufspraktikums-Modulen werden folgende Zielsetzungen verfolgt:

- Einblick in Tätigkeitsfelder mit bewegungswissenschaftlichem Bezug,
- Erwerb von Kenntnissen über die Aufgabenstellungen der Einrichtungen, in der die Praktikumstätigkeiten absolviert werden, sowie über die Gestaltung der jeweiligen Arbeitsprozesse,
- Entwicklung von Perspektiven für das weitere Studium und die spätere berufliche Tätigkeit,
- Erwerb weiterer berufsfeldbezogener Zusatz- und Schlüsselqualifikationen.

§ 3 Praktikumsstellen

(1) Das Berufspraktikum kann bei allen Einrichtungen absolviert werden, deren Tätigkeitsfelder deutlich erkennbare Bezüge zu den Studieninhalten und Berufsfeldern der Transcultural European Outdoor Studies aufweisen.

(2) Die Einrichtungen können im Ausland liegen. Über Praktikumsmöglichkeiten im Ausland, die fachlichen Anforderungen, Anerkennungsmöglichkeiten sowie Fördermöglichkeiten beraten die Auslandsstudienberatung des Fachbereichs sowie die für das Auslandsstudium zuständigen Dienststellen der Philipps-Universität Marburg.

(3) Bestehen Zweifel bezüglich der Eignung einer Einrichtung, wird dringend empfohlen, vor Aufnahme des Berufspraktikums die oder den Praktikumsbeauftragten zu konsultieren. Die oder der Praktikumsbeauftragte berät die Studierenden in Bezug auf die Wahl des Praktikumsplatzes und entscheiden über die Anerkennung der Praktikumseinrichtung.

§ 4 Zeitpunkt und Dauer des Berufspraktikums

(1) Im Rahmen des Berufspraktikums-Moduls können in der Regel nur Tätigkeiten anerkannt werden, die innerhalb des Zeitraums der Einschreibung für den Masterstudiengang Transcultural European Outdoor Studies ausgeübt werden. Über Ausnahmen von der Regelung des Satz 1 entscheidet die oder der Praktikumsbeauftragte.

(2) Das Berufspraktikum kann in Vollzeit oder Teilzeit ausgeübt werden. Für die Dauer einer Praktikumstätigkeit, die einer 6-wöchigen Vollzeittätigkeit entspricht, wird inkl. Vorbereitung, Umsetzung und Berichterstattung ein Arbeitsaufwand von 6 LP angenommen.

(3) Es wird empfohlen, das Berufspraktikums-Modul zwischen dem zweiten und dritten Semester zu absolvieren.

§ 5 Anerkennung und Nachweise

(1) Die oder der Praktikumsbeauftragte berät die Studierenden vor Aufnahme des Praktikums und entscheidet über die Anerkennung des Berufspraktikums.

(2) Der Nachweis über die erfolgreiche Durchführung des Berufspraktikums-Moduls erfolgt durch

- eine schriftliche Bescheinigung der Einrichtung (beziehungsweise schriftliche Bescheinigungen der unterschiedlichen Einrichtungen), in der die Durchführung von Praktikumstätigkeiten und Praktikumszeiten bestätigt wird, und
- einen von dem oder der Studierenden gemäß § 6 anzufertigenden Praktikumsbericht (beziehungsweise mehrere Praktikumsberichte). Der Praktikumsbericht als Modulprüfung wird mit „bestanden“ bzw. „nicht bestanden“ bewertet.

(3) Bei der Leistungsanrechnung können nur Tätigkeiten und Zeiten, welche innerhalb des Praktikumsmoduls erbracht wurden, angerechnet werden.

§ 6 Praktikumsbericht

Im Praktikumsbericht werden die Praktikumseinrichtung, der formale Verlauf sowie die inhaltlichen Tätigkeitsschwerpunkte skizziert. Der Bericht dient dazu, die gewonnenen Erfahrungen zu reflektieren und mit den Inhalten des Studiums in Verbindung zu setzen.

Bei der Gliederung und Gestaltung der Praktikumsberichte müssen die Vorgaben des/der Praktikumsbeauftragte auf der Webseite des Studiengangs beachtet werden. Der Bericht muss zudem die Bescheinigung(en) des Praktikumsgebers gemäß § 5 Abs. 2 enthalten.

§ 7 Rechte und Pflichten im Berufspraktikum

(1) Die Studierenden müssen sich zu Beginn ihrer Praktikumstätigkeit über die ihnen zustehenden Rechte und die obliegenden Pflichten informieren. Die oder der Praktikumsbeauftragte berät hierzu durch entsprechende Informationen.

(2) Zusätzlich haben die Studierenden die speziellen Vorschriften der Praktikumsstelle zu befolgen, insbesondere die Unfallverhütungsvorschriften, die Arbeitszeitordnung sowie die Vorschriften über die Schweigepflicht.

(3) Insbesondere wird auf folgende Pflichten der Studierenden hingewiesen:

- Die Studierenden haben die von ihnen übernommene Tätigkeit mit der erforderlichen Sorgfalt auszuführen.
- Die Studierenden unterliegen der Schweigepflicht über dienstliche Belange nach den Anforderungen des Praktikumsgebers.
- Erscheint es erforderlich, im Praktikumsbericht betriebsinterne Informationen zu verwenden, die nicht allgemein zugänglich sind oder die der Schweigepflicht unterliegen, darf eine Veröffentlichung nur mit Zustimmung der Praktikumsstelle erfolgen.

Artikel 2

Die Änderung gilt ab dem Sommersemester 2016 für alle Studierenden, die in dem Studiengang Transcultural European Outdoor Studies (TEOS) mit dem Abschluss Master of Arts nach der Studien- und Prüfungsordnung vom 16. Februar 2011.

Abgeschlossene und laufende Modulprüfungsverfahren werden nicht berührt; Module, die vor dem Sommersemester 2016 begonnen worden sind, sind nach der Ordnung vom 16. Februar 2011 abzuwickeln.

Die Änderung tritt am Tag nach ihrer Veröffentlichung in den Amtlichen Mitteilungen der Philipps-Universität Marburg in Kraft.

Marburg, den 17.03. 2016

gez.

Prof. Dr. Susanne Lin-Klitzing
Dekanin des Fachbereichs
Erziehungswissenschaften
der Philipps-Universität Marburg

In Kraft getreten am: 19.03.2016