

Konzept «Friluftsliv» & Ausbildung «Friluftsvejleder»

Untersuchung von «Friluftsliv» und der Ausbildung «Friluftsvejleder»

am Paul Petersens Idrætsinstitut in Kopenhagen

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Zusammenfassung

Einleitung und Ziel. Das skandinavische Phänomen «Friluftsliv» (wörtlich übersetzt «Freiluftleben») zeichnet sich durch intensive Erlebnisse in der Natur aus. Die Friluftaktivitäten verlangen nach einer speziellen Form der Begleitung, dem «Vejledning». Die einzigartigen Komponenten der Friluftsliv-Pädagogik machen die Vermittlungsmethode vom Friluftsvvejledning zu einem Forschungsinteresse, das in der Schweiz noch nicht tiefgründig untersucht wurde. Die Arbeit analysiert die skandinavische Ausbildung «Friluftsvvejleder» am Paul Petersens Idrætsinstitut und kann damit allfällige Ausbildungsinstitutionen (in der Schweiz) beim Erstellen von geeigneten hochschuldidaktischen Ausbildungsinhalten in Friluftsliv unterstützen.

Methode. Das Forschungsinteresse wurde als qualitative Forschung mit explorativem Charakter verfolgt. Das Design der Studie richtete sich nach der in die qualitative Forschungsmethode integrierten Praxis der Feldforschung. Die praktizierten Methoden der Datenerhebung waren die Teilnehmende Beobachtung und Qualitative Interviews. Das Forschungsfeld bildete das «Paul Petersens Idrætsinstitut» mit der Ausbildung «Friluftsvvejleder» in Kopenhagen. Die Kodierung und Qualitative Datenanalyse konnten Anzeigen von Zusammenfassungen und Beschreibungen von Schlüsselthemen hervorbringen. Die Untersuchung wurde unter Einbezug des theoretischen Konzepts Constructive Alignment nach Biggs und Tang (2018) angefertigt.

Qualitative Datenanalyse und Auswertung. Das Verständnis von Friluftsliv offenbarte eine Komplexität in seiner Essenz. Die Ausbildung zeichnete sich in seiner Vielschichtigkeit vom Friluftsvvejledning aus. Die beobachtete Meisterschaft vom Vejledning beschäftigte sich mit den verschiedenen Führungsrollen, Schaffung von spezifischen Lernumgebungen und deren Teaching Methods im Friluftsvvejledning. Darin präsentierte sich das Vejledning nach Circumstances als anspruchsvolle Kompetenz in der eigentlichen Meisterschaft im Friluftsvvejledning. Die zeitlich knapp bemessene Ausbildung sah sich mit der Herausforderung der Übertragung von Verantwortlichkeiten an Studierende, im explorativen Ausbilden auf einem technischen Level eines Instructors und der vermittelnden Rolle von Vejleder konfrontiert.

Diskussion und Schlussfolgerung. Die Arbeit legte die innovierte Begrifflichkeit «ask the circumstances» zur Diskussion vor, eine Anleitung zur Vermittlung entlang der Meisterschaft vom Friluftsvvejledning und Beantwortung der untersuchten Inhalte. Dabei konnte ein «constructively aligned» Ansatz bei der Ausbildung Friluftsvvejleder identifiziert werden. Die Phänomene von Friluftsliv und Vejledning mit dem friluftslivspezifischen «ask the circumstances» sollen mit dieser Arbeit auch ausserhalb Skandinaviens ins lokale natürliche Umfeld und in Ausbildungsinhalte rund um Outdoor Education (in der Schweiz) einfließen.

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1 Einleitung

Die vorliegende Arbeit setzt sich mit dem Konzept «Friluftsliv» auseinander. «Friluftsliv», wörtlich übersetzt «Freiluftleben», ist im Zusammenhang mit «Outdoor Education» ein regelmässig wiederkehrendes skandinavisches Konzept (Henderson & Vikander, 2007). Den Anstoss zur Auseinandersetzung mit diesem Begriff gaben persönliche Erfahrungen mit Friluftsliv. Die Vertiefung mittels Bachelorarbeit «Nutzung der Bewegungsräume *im Freien* und *freie Natur* während des Sportunterrichts im Fachbereich Bewegung und Sport an den Kantonsschulen und Gymnasien der Deutschschweiz» lieferte dafür einen wissenschaftlichen Überblick über die friluftslivspezifischen Bewegungsräume *im Freien* und *freie Natur* in der Schweiz.

Diese Masterarbeit möchte mit dem gewonnenen Wissen der Bachelorarbeit das Konzept von Friluftsliv an einem Ort, wo es in die Praxis umgesetzt wird, untersuchen. Diese Untersuchungsmöglichkeit bot sich an einer skandinavischen Ausbildungsstätte, dem *Paul Petersens Idrætsinstitut* in Kopenhagen. Das Paul Petersens Idrætsinstitut fokussiert sich auf akademische Erwachsenenbildung und bildet die Teilnehmerinnen und Teilnehmer in einer Ausbildung von zwei Semestern zu zertifizierten «Friluftslivvejledere» aus. Die Untersuchung am Paul Petersens Idrætsinstitut konnte ins Konzept Friluftsliv, angewandt in der akademischen Ausbildung zum Friluftslivvejleder, einen umfangreichen wissenschaftlichen Einblick ermöglichen, einem Untersuchungsgegenstand, der in der Schweiz bisher noch nicht eingehend untersucht worden war.

1.1 Hintergrund von «Friluftsliv»

Die norwegische Literatur bezeichnet Friluftsliv als ein Begriff, der die Beziehung des Menschen zur Natur und deren Philosophie als essenziellen Teil im Alltagsleben beschreibt (Hofmann et al., 2018). Das norwegische Ministerium für Umwelt beschreibt Friluftsliv als Aufenthalt und körperliche Aktivität an der frischen Luft und in der Freizeit, wobei ein Hauptmerkmal auf der Umweltveränderung - einer bewussten örtlichen Veränderung und das Aufsuchen einer nicht alltäglichen Umgebung - liegt. Mit diesem Erlebnis in der Natur umfasst der Begriff Friluftsliv eine ganze Palette an Aktivitätsformen in der Natur und Landschaft (Liedtke, 2003). Das norwegische «Friluftsliv-Gesetz» (friluftsloven) sowie das Jedermannsrecht (allmannsretten) eröffnen den Friluftsliv-Anhängern im skandinavischen Raum einen praktisch uneingeschränkten Zugang zur Nutzung der Natur verbunden mit auf die Rücksichtnahme gegenüber Mitmenschen und Natur ausgelegten Rechten und Pflichten (Hofmann et al., 2015).

Friluftsliv wurde 1968 von der Universität Norwegian School of Sport Sciences (NSSS) als Studienthema aufgenommen und ist seither ein verbreiteter Studienschwerpunkt der norwegischen Universitäten (Priest & Gass, 2018). Friluftsliv als bewegungskulturelles Phänomen und pädagogisches Medium ist in Skandinavien ein Stück Normalität. Die skandinavischen Länder werden in der Literatur als Vorzeigeländer bezüglich der Nutzung der Natur während des Schulunterrichts beschrieben und sind entsprechend führend in der akademischen Ausbildung (Liedtke & Lagerstrøm, 2007). Das ausdrückliche Bekenntnis zu Friluftsliv ist wissenschaftlich untersucht, belegt und in verschiedenen akademischen Curricula niedergeschrieben (Bentsen & Jensen, 2012).

1.1.1 Hintergrund von Outdoor Education und Friluftsliv

Das Phänomen von Friluftsliv wird in englischen Publikationen im Zusammenhang mit Outdoor Education beschrieben (Henderson & Vikander, 2007). In einem pädagogischen Kontext handelt es sich bei Outdoor Education um Aktivitäten in der Natur mit Lernzielen, bei denen eine mehr oder weniger klare und bewusste pädagogische Absicht verfolgt wird und bei denen es pädagogische Arbeitsformen mit einer oder mehreren pädagogisch verantwortlichen Personen gibt. Die Outdoor Education wird im englischen Verständnis zwischen «Environmental Education» oder «Adventure Education» unterschieden. Bei Environmental Education stehen die Ausbildung und das Lernen in Bezug auf Ökosysteme und um die Interaktion des Menschen oder der Gesellschaft mit Natur und Landschaft. Die Aktivitäten in der Natur spielen dabei eine untergeordnete Rolle. Bei der Adventure Education hingegen geht es um Ausbildung mit Schwerpunkt auf der persönlichen Entwicklung und der Erziehung zum Umgang mit zwischenmenschlichen Beziehungen. Das Verfolgen dieser Lernziele wird erreicht durch eine Aktivität in Form von einem Abenteuer in der Natur. Die Aktivitäten werden oft mit physischen und psychischen Herausforderungen und Erfahrungen verbunden (Bentsen et al., 2009). Im Zusammenhang mit der physischen und psychischen Steuerung der Erlebnisse werden von Bentsen et al. (2009) zwei grundlegende Modelle mit Outdoor Education und Friluftsliv verbunden: Das *Zonen-Modell* mit der Entwicklungszone, abgeleitet vom Outdoor Leadership nach Exeter (2001) mit der Steuerung zwischen «comfort zone», «risk zone» und «danger zone». Und das für Friluftsliv abgeleitete *Flow-Modell* mit Angst, Flow, Kedsomhed (Langweile) im Friluftsliv (Bentsen et al., 2009, S. 143).

Die Aktivitäten, verbunden mit Outdoor Education und Adventure Education, finden nach deren Anleitungen in mehr oder weniger natürlichen Umgebungen statt. Bei diesem Verständnis

von *natürlicher Umwelt* handelt sich nicht zwangsläufig um unberührte Natur oder Wildnis. Vielmehr wird das Abenteuer in der Aktivität dabei ins Zentrum gestellt (Bentsen et al., 2009). Aus der Sicht von Gilligan (2007) werden die ultimativen Outdoor Aktivitäten in der natürlichen Umwelt oft mit Wörtern «extreme», «sport», «adventure», «thrill», «adrenaline rush» oder «shred» beschrieben. Die Steuerung der Outdoor Aktivitäten wird dabei mit Fokus auf das Abenteuer im Outdoor mit dafür ausgelegter Ausrüstung ausgerichtet. Der Umgang mit der Natur wird dabei durch deren Nutzung behandelt bis ignoriert (S. 232).

Die aus dem englischsprachigen Raum beschriebenen Outdoor Aktivitäten skizzieren damit Zusammenhänge, aber auch Unterschiede von Outdoor Education und Friluftsliv. Dabei ist hervorzuheben, dass das Verständnis von Outdoor Education zwar vom nordischen traditionellen Friluftsliv beeinflusst ist, sich die Verständnisse aber zwangsläufig auch gegenseitig beeinflussen (Henderson & Vikander, 2007).

1.1.2 Zusammenhang von Erlebnispädagogik und Friluftsliv

Der Begriff «Friluftsliv» ist im deutschsprachigen Raum noch weitestgehend unbekannt, missverstanden, beziehungsweise als typisch skandinavisch und auf die Verhältnisse nicht übertragbar abgestempelt. Friluftsliv ist dadurch in der deutschen Literatur nur vereinzelt vertreten (Liedtke & Lagerstrøm, 2007). Wird im deutschsprachigen Raum nach einem vergleichbaren Begriff gesucht, ist es unumgänglich, die *Erlebnispädagogik* hervorzuheben (Liedtke, 2003). Die Erlebnispädagogik hat sich zu einer mächtigen Methode entwickelt und ist in der deutschen Literatur der praktischen Pädagogik nicht mehr wegzudenken. Im Spektrum der pädagogischen Möglichkeiten hat sich die Erlebnispädagogik an den Hochschulen und Universitäten etabliert (Michl, 2020). An dieser Stelle soll herausgearbeitet werden, welche Erlebnispädagogikaspekte aus der deutschen Literatur, der bewegungspädagogischen Diskussion und der praktischen sport- und bewegungspädagogischen Arbeit mit dem Phänomen Friluftsliv in Verbindung gebracht werden können.

Erlebnis, Reflexion und Erziehung sind drei Pfeiler der Erlebnispädagogik, die nicht unbestritten sind. Die Reflexion von einem Erlebnis wird von Kritikern als künstlich und aufgedrängt beschrieben. Dazu kommt, dass ein Erlebnis eine subjektive Kategorie ist und mit Erziehung eine schwierige Verknüpfung darstellt. Das von den Erlebnispädagogen und Erlebnispädagoginnen angebotene Ereignis wird von jedem Individuum als persönliches Erlebnis verarbeitet

(Michl, 2020). Das Erlebnis zeichnet sich durch eine besonders intensive Erfahrung der ausgesetzten Situation mit persönlicher Relevanz aus. Das macht die gleiche Situation zu individuellen Empfindungen vom Erlebnis (Zuffellato & Kreszmeier, 2007). Dabei wird jedes Ereignis je nach Biographie, Stimmung, Einstellung unterschiedlich interpretiert (Michl, 2020).

Die Pädagoginnen und Pädagogen kombinieren das Erlebnis mit ausgewählten Reflexionsmethoden, um einen Lernerfolg und Transfer in den Alltag zu erzielen. Die Erlebnispädagogik ist in einer dauernden Herausforderung, einen Ausgleich von angebotenen Ereignissen und Auswertung der Erlebnisse zu finden. Setzt die Aktivität den Fokus auf die angebotenen Ereignisse, wird die Freizeitpädagogik gefördert. Wird die Aktivität auf die Auswertung der Ereignisse ausgelegt, befindet sich die Erlebnispädagogik im Bereich der Selbsterfahrung. Dieser Entscheidung, die Ereignisse einfach wirken zu lassen, wird im Verständnis der Erlebnispädagogik vergleichbar mit dem Verständnis von Friluftsliv unter anderem als «Die Berge sprechen für sich selbst» beschrieben (Michl, 2020).

Der mit der Erlebnispädagogik beabsichtigte Transfer und Lernerfolg wird verknüpft mit der Absicht zur Erziehung. Die Erlebnispädagogik wird zur komplexen Verkettung, die Ereignisse zu den Erlebnissen, deren Reflexion und damit die erzielten Verknüpfungen zur Erziehung durch die Erlebnispädagogik (Michl, 2020).

Das Konzept der Erlebnispädagogik will als Teildisziplin der Pädagogik junge Menschen durch exemplarische Lernprozesse und durch bewegtes Lernen vor physische, psychische und soziale Herausforderungen – vornehmlich in der Natur – stellen, um sie in ihrer Persönlichkeitsentwicklung zu fördern und sie zu befähigen, ihre Lebenswelt verantwortlich zu gestalten. (Michl, 2020, S. 14)

Dieses Verständnis von Erlebnispädagogik hat sich in der Literatur durchgesetzt. Die Bezeichnungen *Erfahrungslernen* oder *handlungsorientierte Methoden* oder *Experiential Education* aus der amerikanischen Literatur sind an das Verständnis von Erlebnispädagogik angelehnt. Schlussendlich ist dieses allgemeine erlebnis- und handlungsorientierte Lernen, sei es Erlebnispädagogik, Experiential Education oder Erfahrungslernen, in die Schule und Hochschule vorgedrungen, und in der Erwachsenenbildung ist sie nicht mehr wegzudenken (Michl, 2020).

Im erlebnispädagogischen Ansatz spielt die Outdooraktivität oder Naturaktivität, als pädagogisches Medium, die entscheidende Rolle des möglichen Erlebnisses. In der modernen Sprache der (Erlebnis-)Pädagogik werden die Zielsetzungen übersetzt in erfahrungsbezogene Lernziele wie etwa «erweiterte Handlungsfähigkeit; erweiterte Bewegungserfahrung; verbesserte Wahrnehmung und Teamfähigkeit; individuelle Sinnfindung oder gesteigertes Gesundheitsbewusstsein» (Hofmann et al., 2015, S. 48). Mit diesen Erlebnissen und der anschliessenden Reflexion wird versucht, bestimmte Lernziele mit dem Anspruch der Erziehung zu erreichen (Liedtke, 2003). Dieser Punkt unterstreicht die Absicht der Erlebnispädagogik, die Erlebnisse in einem pädagogischen Sinne nutzen. So ist es gerechtfertigt, die beidseitig wertvollen Bezüge von Friluftsliv und Erlebnispädagogik herzustellen. Es muss aber darauf hingewiesen werden, dass es sich im Anspruch an die Pädagogik um unterschiedliche Ansätze und Definitionen handelt. In der Erlebnispädagogik ist die Aktivität in der Natur ein Mittel zur Erreichung der pädagogischen Ziele (Hofmann et al., 2015). Friluftsliv wird mit einem entscheidenden Anspruch ergänzt. Friluftsliv verschreibt sich der Verbesserung und Erweiterung der Lebensqualität aller Friluftsliv-Beteiligten. Dabei bilden Natur und Mensch eigenständige Werte eines Lebensstils. Diese Werte ausserhalb des Pädagogischen spielen in der Friluftsliv-Perspektive - im Gegensatz zum Anspruch an Erziehung bei der Erlebnispädagogik - eine wichtige Rolle. Friluftsliv will nicht nur im erzieherischen Prozess, als Mittel zum Zweck, Erlebnisse erzeugen. Friluftsliv dient als Medium, um bei der Eröffnung von Möglichkeiten mit Friluftsliv-Aktivitäten bereichernde Entfaltungsmöglichkeiten zu finden. Während bei der Erlebnispädagogik die Erziehung in den Mittelpunkt gestellt wird, wird bei Friluftsliv das eigentliche Erlebnis an sich zum Zentrum der geplanten Aktivität in der Natur (Liedtke, 2003).

1.2 Konzept des skandinavischen «Friluftsliv» und dem «Friluftslivleder»

«Friluftsliv ist ein Lebensstil, gleichzeitig ist Friluftsliv Lebensqualität» (Dahle, 1997, S. 28). Dieser Satz von Øystein Dahle, dem Vorsitzenden des norwegischen Touristenvereins, fasst die pädagogischen Vorstellungen und übergeordneten Ziele von Friluftsliv zusammen. Die skandinavischen Ansprüche an Friluftsliv basieren auf der weiten, grossen, unberührten Natur. Friluftsliv macht aber nicht nur die grossen Weiten aus, sondern ist mehr eine Frage der Haltung und Nutzung der vorhandenen Natur und der Dauer des Aufenthalts im Freien. Die Menschen sollen die Bewegung und das einfache Leben in der Natur als Möglichkeit erfahren, um positive und persönlich bereichernde Erlebnisse zu machen (Liedtke, 2003).

Diese Ansprüche zeigen Friluftsliv als ein bestimmter Inhalt und damit als Aktivität, als Arbeitsform oder als pädagogische Methode. Im deutschen Verständnis wird dabei von einer Friluftsliv-Pädagogik gesprochen (Hofmann et al., 2015). Björn Tordsson (2006), der in Norwegen tätige schwedische Pädagoge, ist eine prägende Persönlichkeit im Friluftsliv. Er unterscheidet zwischen «Friluftsliv *als* Pädagogik» und «Pädagogik *im* Friluftsliv» (Hofmann et al., 2015). In der Form als Friluftsliv-Pädagogik kann damit Friluftsliv als Medium und Grundhaltung den schulischen Unterricht auch ausserhalb Skandinaviens unterstützen (Liedtke & Lagerström, 2007). Die Unterscheidung von Tordsson (2006) basiert auf der norwegischen Tradition, wo Friluftsliv nicht als eine besondere Pädagogik angesehen wird, sondern wo mit Pädagogik *im* Friluftsliv verstanden wird, die pädagogischen Möglichkeiten zu reflektieren, die im, über und durch Friluftsliv angestrebt und erreicht werden können. Eine mögliche Konzeption der Friluftsliv-Pädagogik wird von Hofmann et al. (2015) mit sieben Komponenten beschrieben. Die sieben Komponenten *Inhalte, Ziele, Betreuung, Gruppenprozesse, Führen und Begleiten, Methoden, Lernprozesse* der Friluftsliv-Pädagogik sind nicht hierarchisch und müssen als sich überlappend und gegenseitig beeinflussend verstanden werden (S. 49).

Diese sieben Komponenten der Friluftsliv-Pädagogik bilden in dieser Arbeit den Rahmen für die literaturbasierte Auseinandersetzung mit Friluftsliv *als* Pädagogik (Friluftsliv-Pädagogik) und der Pädagogik *im* Friluftsliv.

1.2.1 Komponente 1: Inhalte

Das philosophische und pädagogische Gedankengut von Friluftsliv wird unter anderem von Persönlichkeiten wie dem Polarforscher und Friedensnobelpreisträger Fridtjof Nansen (1861-1930), dem norwegischen Philosophen Arne Næss (1912-2009) und dessen Wegbegleiter Nils Faarlund (geboren 1937) oder dem schwedischen Pädagogen Björn Tordsson (geboren 1953) geprägt. Sie geben dem skandinavisch traditionellen Inhalt von Friluftsliv und dessen Friluftsliv-Pädagogik ihre eigenen Charakteristiken (Henderson & Vikander, 2007).

Der norwegische Philosoph Arne Næss beschreibt den Aufenthalt in der Natur nach seiner Auffassung von Friluftsliv in seinem zentralen Werk *Overskuddsliv i naturen* (1976). Er sieht mit Friluftsliv ein reiches Leben in der Natur, bei dem nur einfache Hilfsmittel gebraucht werden. Während dem Ausüben einer Friluftsliv-Aktivität soll eine respektvolle Beziehung zur Natur entwickelt werden, um damit der Ausbeutung und Zerstörung der Natur entgegenzuwirken. In

seinen philosophischen Gedanken ausgedrückt ist Friluftsliv eine schöpferische und aktive Lebensführung anstelle eines Lebens, das durch passiven Konsum geprägt ist (Hofmann et al., 2015). Nils Faarlund (1973) verfasste zentrale Gedanken im Werk *Friluftsliv. HVA - HVORFOR - HVORDAN*. Im Zusammenhang mit Friluftsliv betrachtet Faarlund (2002) die Freude und Verbundenheit als die treibende Kraft des Friluftsliv, ausgelöst durch «free nature, confidence and awareness» (S.18). In diesem Zusammenhang ist Freude «an all embracing experience, absorbing, deeply moving» (Faarlund, 2002, S. 18). Friluftsliv spielt damit eine immer wichtigere Rolle seit den Schattenseiten der städtischen Lebensweise, die sich immer deutlicher herauskristallisieren (Gelter, 2007). Eine weit verbreitete und geteilte Ansicht ist, dass der Aufenthalt in der unberührten Natur oder Wildnis ein letztes Überbleibsel früherer Lebensformen ist - ein kulturelles Element, das eigentlich in die vormoderne Gesellschaft gehört (Bentsen et al., 2009).

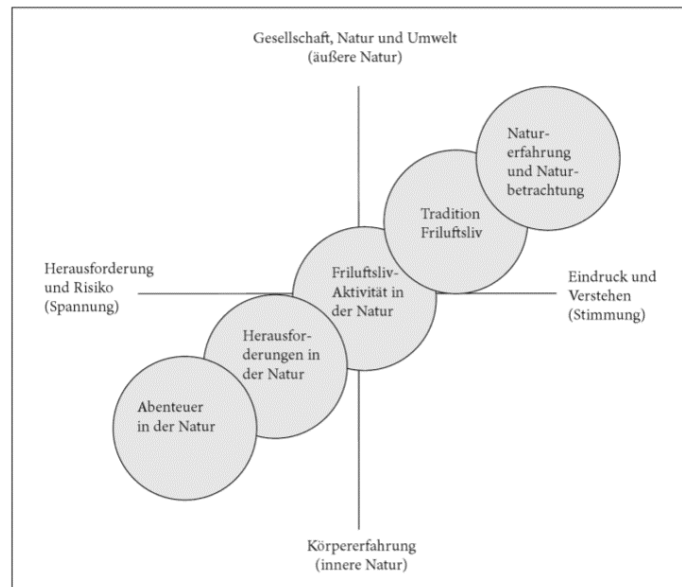
In der heutigen Zeit scheiden sich die Wertevorstellungen von Friluftsliv in der Ausübung der Aktivität von Friluftsliv. Fridtjof Nansen (1942) beschreibt das traditionelle Friluftsliv, in der kaum Material gebraucht wurde. Er verbindet dieses Erkunden und Entdecken im Unbekannten mit stetigem Lernen (Repp, 2007). In einer Friluftsliv-Aktivität nach Nansen, in der einige Wochen im Wald und in den Bergen verbracht werden, ist eine Schachtel Streichhölzer und eine Angel so ungefähr die einzige Ausrüstung (Hofmann et al., 2015).

Friluftsliv hat eine vergleichsweise kurze Tradition und weist bereits jetzt schon wegweisende Veränderungen auf. Friluftsliv hat sich weiterentwickelt und wächst von neuen Paradigmen, neuen Technologien, neuen Umfeldern in der Natur. Es wird nicht mehr bloss Kajak gerudert oder in den Bergen gewandert, im modernen Friluftsliv tauchen durch die neuen Möglichkeiten ständig neue Formen und Sub-Kategorien auf. Es wird von einer Spezialisierung und Differenzierung von Friluftsliv gesprochen. Diese Entwicklung birgt Spannungsfelder in der Diskussion vom traditionellen Friluftsliv gegenüber einem moderneren Friluftsliv und den essentiellen Werten von Friluftsliv (Bentsen et al., 2009).

In diesem Sinne kann im heutigen Verständnis von verschiedenen Friluftsliv-Aktivitäten gesprochen und diese anhand von Parameter eingeteilt werden.

Abbildung 1

Spektrum von Friluftsliv-Aktivitäten



Anmerkung. Modell von Andkjær (2005), übersetzt und leicht überarbeitet (Hofmann et al., 2015, S. 60).

Das Inhaltsspektrum der Friluftsliv-Aktivitäten ist ebenso vielfältig und umfangreich, wie es das Zielspektrum ist (Hofmann et al., 2015). Die modernen Friluftsliv-Aktivitäten kommen durch die Sportifizierung in ein Spannungsfeld, indem der dem Sport zugrundeliegende Konkurrenzgedanke sich im Friluftsliv ausschliesst. Friluftsliv heisst lediglich, sich in der freien Natur zu bewegen und aufzuhalten. Es liegt letztlich in der Zielsetzung und der Art der Ausführung, ob etwa Kanufahren oder Skilanglauf als Friluftsliv-Aktivität oder als Sportart betrieben wird (Bentsen et al., 2009).

1.2.2 Komponente 2: Ziele

Friluftsliv beinhaltet die Natur als Ort der körperlichen Betätigung und fordert handlungsorientiert zur kritischen Auseinandersetzung mit eigenen und gesellschaftlichen Verhaltensweisen im Umgang mit der Natur auf. Der Anspruch seitens Friluftsliv-Pädagogik ist es, einen Beitrag zu einem umweltfreundlichen, gesunden und an Lebensqualität orientierten Lebensstil zu leisten (Liedtke, 2003). Im Friluftsliv ist die Charakteristik der freien Natur für Lernperspektiven und Lernumgebungen von spezieller Qualität. Die freie Natur bietet Bedingungen, die nicht von Lehrpersonen oder Leitenden geschaffen werden, niemand hat die Verantwortung für

schlechtes Wetter oder für herausfordernde Hindernisse. Dazu wird es problematisch in der freien Natur einfach aus einem Gruppengefüge auszubrechen (Liedtke, 2009). Die Nutzung der freien Natur in der Friluftsliv-Pädagogik beschreibt die pädagogische beziehungsweise didaktische Aufbereitung und Darbietung des Inhaltes Friluftsliv. Wird die pädagogische Herangehensweise und didaktische Bearbeitung von Friluftsliv als Pädagogik betrachtet, lassen sich damit Lernperspektiven definieren. Tordsson (2009) nennt als zu bearbeitende Perspektiven folgende: «Vielfältige Erlebnisse als Lebensbereicherung; Allseitige und ganzheitliche Persönlichkeits- und Identitätsentwicklung; Handlungskompetenz, Kreativität und Lösungsstrategien; Ganzheitliches Erkennen, Erfahren und Verstehen; Naturverstehen und Naturverständnis durch Identifikation; Soziales Lernen und soziale Verhaltensweisen; Kulturelle Identität, Wissen um das und Weiterführung des kulturellen Erbes; Norm- und Werteentwicklung, Lebensstilentwicklung» (Hofmann et al., 2015, S. 48). Diese Perspektiven lassen sich ansatzweise direkt vermitteln, sind jedoch zu einem grossen Teil implizit zu verstehen. Mit dem Aufenthalt in der freien Natur als Friluftsliv-Aktivität sollen langfristige, implizite Effekte durch die individuellen Interessen, die Vorerfahrungen und vielfältigen Möglichkeiten des Entdeckens, Erforschens, Erfahrens und Erkennens erreicht werden (Hofmann et al., 2015).

1.2.3 Komponenten 3 & 4: Betreuung / Gruppenprozesse

Die Friluftsliv-Pädagogik wird in Norwegen oft als Gruppenführungspädagogik mit sozialen Kompetenzen bezeichnet. Schlussendlich ist die Betreuung dieser Gruppenprozesse massgebend, ob eine Friluftsliv-Aktivität zu einem tieferen Erlebnis führt und damit eine pädagogische Wirkung hat oder nicht (Hofmann et al., 2015).

Individuelle Entwicklung, die persönliche Lebensqualität und Lebenssinn-Entwicklung eines jeden Einzelnen sind in der Friluftsliv-Pädagogik von grundlegender Bedeutung. Für die Gestaltung dieser Erfahrungen durch Friluftsliv-Aktivitäten sind eine auf Friluftsliv ausgerichtete Betreuung und Gruppenprozesse wegweisend. Friluftsliv-Pädagogik findet in einer Gemeinschaft statt. Die Betreuung der einzelnen Teilnehmenden einer Gruppe sowie der ganzen Gruppe ist in diesem sozialen Miteinander die pädagogische Aufgabe des Friluftsliv-Betreuenden. Dabei verlangt das Verhältnis des Menschen zur Natur oder die Erfahrung des Menschen in der Natur für solche Gruppenprozesse in der Planung, Durchführung, Wünschen und Vorgehensweise ausgewählte Methoden, die insgesamt zum Wohle aller führen. Die Friluftsliv-Pädagogik richtet sich dabei zwangsläufig nach grundlegenden Prinzipien im Friluftsliv (Hofmann et al., 2015).

Nils Faarlund (1973) bezeichnet die Betreuung in Friluftsliv als eine Form der Fürsorge und gibt ihr im Friluftsliv eine prägende Bedeutung. Jeder Teilnehmer einer Gruppe hat dabei eigene Wünsche und Bedürfnisse. In der Betreuung im Friluftsliv sollen Teilnehmende eine Anleitung bekommen, wie sie für ihr Wohlbefinden sorgen können. Die Begleitung stellt dabei die Sicherheit als höchste Priorität. Das bedingt, dass sich die Teilnehmenden als Gemeinschaft im Friluftsliv bewegen und entsprechend persönliche Bedürfnisse nicht auf Kosten von Grundbedürfnissen anderer ausleben. Die Fürsorge verbindet damit die Verantwortlichkeit von Begleitung und Gruppe, als Gemeinschaft zu agieren (Hofmann et al., 2015).

Eine Friluftsliv-Aktivität mit einem tiefgreifenden, intensiven Erlebnis baut nach Faarlund (1973) auf ganz elementaren Bedürfnissen der alltäglichen Lebensführung auf, die aber eine grosse Bedeutung in der Friluftsliv-Pädagogik geniessen. Die tieferen Erlebnisse verbinden Naturerlebnisse und Gruppenerlebnisse. Die Friluftsliv-Aktivität fordert in der Regel eine Zusammenarbeit in den Gruppen, um die elementaren Bedürfnisse zu decken. Eine Zusammenarbeit und ein Zusammenhalt sind in moderaten Friluftsliv-Aktivitäten Faktoren, sind aber in extremen Belastungen von unausweichlicher Bedeutung, um den Herausforderungen der Natur begegnen zu können. Kompetenzen der Gruppen sind in Form von Empathie, Ausprägung der eigenen Identität, aber auch Zurückstellen eigener Wünsche und Ansprüche gefragt, denn besonders in extremen Situationen werden Absprachen und gegenseitiges Vertrauen unabdingbar. Diese Gruppenprozesse sind nicht nur Methode im Friluftsliv, sondern machen die Friluftsliv-Pädagogik zu dem pädagogischen Mittel zur Förderung der sozialen Kompetenzen (Hofmann et al., 2015).

Friluftsliv und seine Pädagogik verfolgen Prinzipien, die auf die Betreuung und Gruppenprozesse abgestimmt sind. Das Grundprinzip «tur efter evne (dänisch für Touren nach Fertigkeiten)» ist eine typische Friluftsliv-Essenz. Die schwächste Person einer Gruppe bestimmt Schwierigkeitsgrad, Tempo und Länge einer Tour oder einer Aktivität. Damit wird der fürsorgliche Ansatz von Nils Faarlund mit den optimalen Gruppenprozessen vereint (Bentsen et al., 2009).

1.2.4 Komponente 5: Begleitung im Friluftsliv

Friluftsliv verlangt nach einer speziellen Form der Begleitung, dem «Vejledning» (Ydegaard, 2005). Dieser Begriff wurde in der Anleitung der Friluftsliv-Pädagogik von Hofmann et al.

(2015) so nicht weiter eingeführt, soll aber in dieser Arbeit einen besonderen Stellenwert erhalten. Mit dem Fokus auf das «Friluftsvejledning» wird nach der Unterscheidung von Tordsson (2006) von der Pädagogik *im* Friluftsliv gesprochen (Hofmann et al., 2015). Das Vejledning ist eine institutionalisierte Ausbildung in Friluftsliv (Bentsen et al., 2009). Mit ausgebildeten Friluftsvejledere kann diese typische Form des Skandinavischen Friluftsliv professionell organisiert und die interessierte Bevölkerung mit Aktivitätsangeboten in die freie Natur gebracht werden (Ydegaard, 2005).

Das Vejledning kann im deutschen Verständnis als *Begleitung* oder im englischen als *Guiding* beschrieben werden. Eine direkte Übersetzung muss zwingend kritisch betrachtet werden.

De etårige studier inden for friluftsliv, (...) har alle årene uddannet vejledere i friluftsliv – ikke instruktører, undervisere eller guider. (...) Vejledning som undervisningsmetode inden for friluftsliv er centralt for fagområdet» (Bentsen et al., 2009, S.134).

Bentsen et al., (2009) schliesst demnach in Bezug auf die Ausbildung im Friluftsvvejledning die Begrifflichkeiten Instruktor, Lehrer oder Guide kategorisch aus. Friluftsvvejledning ist definiert als eigenständige, anerkannte Form von Führung und die zentrale Vermittlungsmethode im Fachgebiet Friluftsliv.

Das Vejledning als Vermittlungsmethode ist also ein zentraler Bestandteil im Friluftsliv. Das Friluftsvvejledning wird in diesem Sinne als Vermittlungsmethode zu einem eigenen Fachgebiet, das über die lokale Aktivität hinausgeht, indem es technisches Wissen anwendet, das unabhängig von den Vejledere und Teilnehmenden, die es nutzen, Gültigkeit hat (Ydegaard, 2005). Die Rolle vom Vejledning im Verständnis vom Friluftsliv gewinnt durch fortschreitende Differenzierung vom traditionellen Friluftsliv und dem spezialisierten modernen Friluftsliv weiter an Bedeutung. Das Vejledning als Vermittlungsmethode wird in den spezifischen Friluftaktivitäten als höchstes Kompetenzniveau eingestuft. Die Stufe «Vejledere in Havkajak» ist zum Beispiel im Fachgebiet des Seekajak die höchste Stufe in der Ausbildungsstruktur. Das Vejledere-Niveau kann oft erst nach mehrjähriger Tätigkeit als Ausbilder erreicht werden und ist höher einzustufen als das Instruktor-Niveau (Bentsen et al., 2009).

1.2.5 Komponenten 6 & 7: Methoden / Lernprozesse

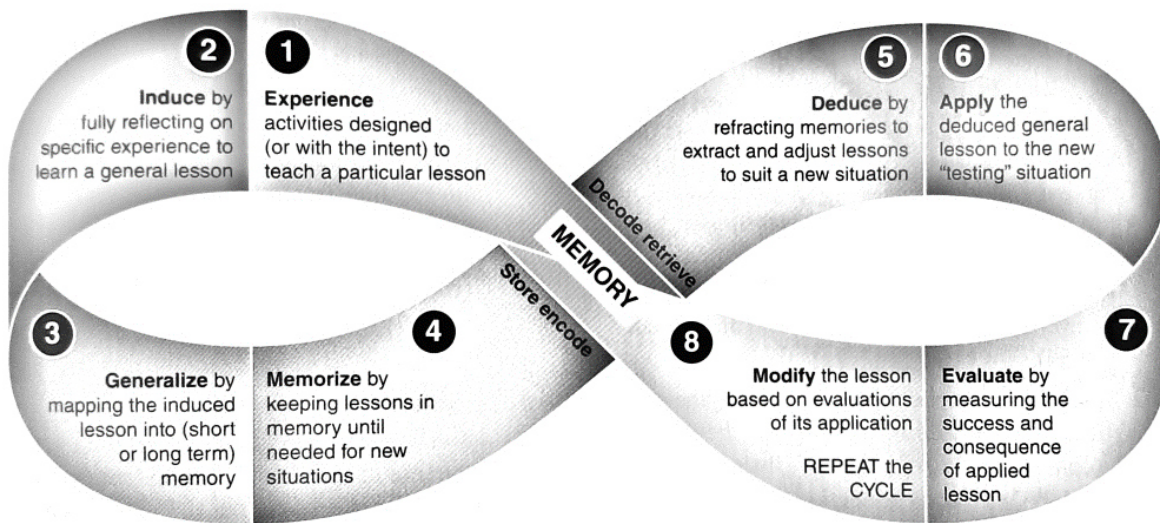
Die zentrale Perspektive im Friluftsliv wird dem situativen, induktiven und ganzheitlichen Lernen zugeschrieben (Bentsen et al., 2009). Der vorgängige Abschnitt hat das «Friluftsvvejledning» als zentrale Methode dargestellt. Das Friluftsvvejledning als Vermittlungsmethode wird durch verschiedene Techniken und Führungsrollen beschrieben, die während der Friluftsliv-Aktivitäten eine wichtige Bedeutung im Lernprozess einnehmen. Mit diesem Lernprozess werden notwendige Fertigkeiten und Kenntnisse angeeignet und dabei viele Erfahrungen gemacht. Das «Learning by doing» wird dafür in der Literatur als führende Methode in Verbindung gebracht (Hofmann et al., 2018).

Friluftsliv setzt beim Machen dieser Erfahrungen das Erlebnis ins Zentrum. Bentsen et al. (2009) sprechen von «turen er målet i sig selv» - die Tour ist in sich selber das Ziel - und geben dabei der Tour selbst die Funktion einer induktiven Methode (S. 129). Das Erlebnis ist jedoch etwas Subjektives, damit kann seine Wirkung nicht mit Sicherheit geplant werden und hängt stark von den gegebenen Bedingungen ab (Hofmann et al., 2015). Das Friluftsvvejledning als Methode fokussiert sich entsprechend auf die Begleitung und auf die Schaffung von Lernumgebungen zum Erreichen der erwarteten Ziele der Friluftsliv-Aktivität (Bentsen et al., 2009). Die Methode vom «guided discovery» beschreibt dabei vergleichbare Anleitungen (Priest & Gass, 2018). Darin nehmen die Teilnehmenden eine wichtige Rolle ein, indem sie die Lernprozesse selber steuern können und müssen (Hofmann et al., 2015).

Die Steuerung in der Friluftsliv-Aktivität wird durch die Vejleder mit der Wahl der Führungsrolle ausgeführt. Priest und Gass (2018) präsentieren in ihrem Werk *Effective Leadership in Adventure Programming* eine umfassende Anleitung für *Outdoor Leadership*. Sie definieren «hard skills», «soft skills» und «meta skills» als Grundlage im Outdoor Leadership. Bei den hard skills handelt es sich um die technische Kompetenz, die Sicherheits- und Umweltkompetenz, bei den soft skills um die Vermittlungs- und Organisationskompetenz und bei den meta skills um die Fähigkeiten, zwischen den erstgenannten Skills zu vermitteln, also etwa Kommunikationsfähigkeit, flexibler Führungsstil, Konfliktbewältigungsstrategien, aber auch gesunder Menschenverstand. Priest und Gass (2018) schreiben dem «experiential learning» eine grundlegende Bedeutung im Outdoor Learning zu (S. 259).

Abbildung 2

Double loops of the experiential learning cycle



Anmerkung. 8 Schritte im Experiential Learning (Priest & Gass, 2018, S. 259).

Das Konzept Friluftsliv lehnt sich an diesem erfahrungsbasierten Lernen an und verbindet viele Merkmale von Friluftsliv gemäss der Definition von Tordsson (2006) mit seiner Pädagogik im Friluftsliv.

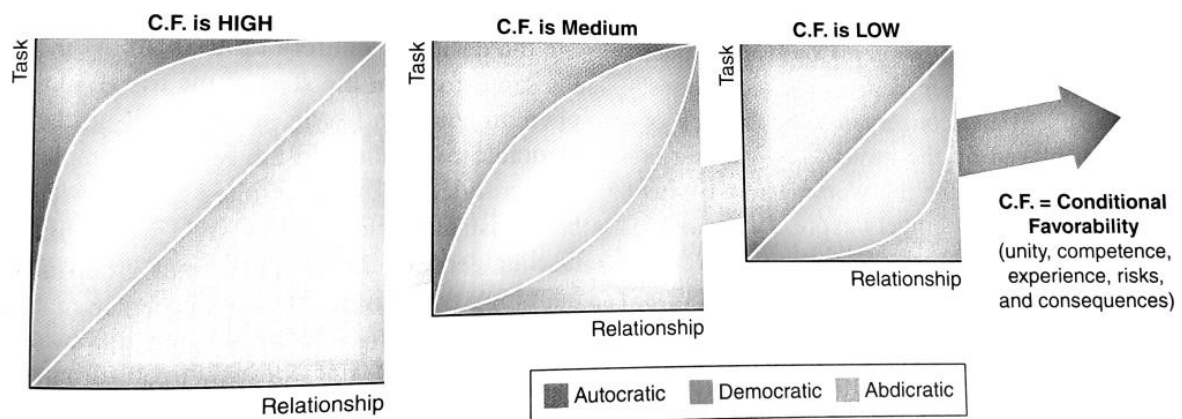
Die Erfahrungen der Teilnehmenden können durch Steuerung der Begleitpersonen in verschiedenen Führungsrollen kontrolliert werden. Die verschiedenen Führungsrollen und der entsprechend flexible Führungsstil werden in der Literatur von Friluftsliv und im Outdoor Leadership als zentraler Punkt beschrieben. Priest und Gass (2018) nennen dies «Conditional Leadership». Das Conditional Leadership gibt eine Anleitung, welche Führungsrolle die Begleitperson während der Aktivität in der Natur einnehmen kann. Die Führungsstile werden als «autocratic», «democratic» und «abdicatoric» bezeichnet und geben der Führung eine Orientierung von «dictatorial» bis «laissez-faire». Die Begleitperson besitzt bei einer *autokratischen* Führung die Entscheidungsmacht, teilt sie bei einer *demokratischen* Ausrichtung mit den Teilnehmenden oder übergibt die Entscheidungskompetenzen der Gruppe bei einer *abdikratischen* Führung (S. 219).

Die Wahl der Führungsstile nimmt in den Lernprozessen von Friluftsliv eine besondere Bedeutung ein. Die Ausrichtung des Conditional Leadership während einer Aktivität wird durch die

Wahl von «concern for task» oder «concern for relationship» beeinflusst. Die Günstigkeit der vorherrschenden Bedingungen setzt sich jedoch über die Absicht hinweg. Priest und Gass (2018) beschreiben diese Günstigkeit als «conditional favorability». Die Günstigkeit der Bedingung wird durch die Faktoren «Umweltgefahren», «individuelle Kompetenz», «Gruppeneinheit», «Führungskompetenz», «Konsequenzen der Entscheidung» beeinflusst (S. 220). Die Bedingungen verlangen von der zuständigen Begleitperson eine laufende Einschätzung und eine entsprechende Einnahme der Führungsrolle (Priest & Gass, 2018).

Abbildung 3

Theorie vom «conditional leadership» anhand der «conditional favorability»



Anmerkung. *Democratic* zeigt sich in der mittleren Ausprägung, *Autocratic* setzt sich links davon an, *Abdicratic* rechts davon. (Priest und Gass, 2018, S. 221)

Priest und Gass (2018) geben praktische Beispiele für die Einschätzung der Günstigkeiten. Bei ungünstigen Bedingungen (C.F. is LOW) aufgrund aufziehenden Schneesturms (Umweltgefahr) oder Müdigkeit (Gruppe) kann der Begleiter gezwungen werden, entgegen der Absichten eine autokratische Führungsrolle einzunehmen. In einem anderen Beispiel kennt die Gruppe den Weg zum Tagesziel und beherrscht Kompassfähigkeiten. Diese günstigen Bedingungen (C.F. is HIGH) erlauben dem Begleiter einen abdiktischen Führungsstil. Die Voraussetzung für eine flexible Führung wird von Priest und Gass (2018) hervorgehoben mit: «However, rigid leaders, the capability or willingness to flex their leadership style away from their preference, will fail to be fully effective» (S. 220).

Die unterschiedlichen Führungsstile stossen auch unterschiedliche Lernprozesse an. Die Prozesse und Methoden werden als explizites Lernen und implizites Lernen beschrieben (Kleynen et al., 2015). Dem traditionellen Ansatz mit *Instruktion* wird eine explizite Ausrichtung zugeschrieben. Der aufgabenorientierte Ansatz mit *guided discovery* ist der impliziten Ausrichtung zugeteilt (Davids et al., 2008).

Das Konzept Friluftsliv und die Methode Friluftsvvejledning beschreiben in der Literatur komplexe Zusammenhänge von Lernprozessen und Methoden mit den Verantwortlichkeiten der Lernenden. Die Vermittlung und Ausbildung von Friluftsvjeleder am Paul Petersens Idrætsinstitut als eine institutionalisierte akademische Ausbildung befasst sich mit diesen Lernprozessen und Methoden. Der Grundsatz vom Erlebnis, des erfahrungsbasierten Lernens und deren Verantwortungen bilden dabei viele Verbindungen und herausfordernde Zusammenhänge mit einem «outcomes-based teaching» (Henderson & Vikander, 2007). Das *outcomes-based teaching* wird von Biggs und Tang (2011) als wichtiger Lernprozess in der akademischen Ausbildung hervorgehoben. Nach Biggs und Tang ist eine Schwäche von Ansätzen nach dem *outcomes-based teaching* eine Nichtübereinstimmung von Ziel, Aktivität und dessen Überprüfung. Das «Constructive Alignment» von Biggs und Tang (2011) nimmt sich dieser Problematik an und wird im nächsten Kapitel vorgestellt.

1.3 Constructive Alignment

Im Folgenden wird der methodisch theoretische Teil der Arbeit rund um das Constructive Alignment nach Biggs und Tang (2011) vorgestellt. Aus diesem Teil soll die zusätzliche theoretische Perspektive von Beobachtungs- und Analyseinstrumenten deutlich werden.

Das «Constructive Alignment» geht von der Vorstellung aus, dass die Lernenden ihr eigenes Lernen durch relevante Lernaktivitäten gestalten. Die Denkweise vom Constructive Alignment wurde vom Hauptautor John Biggs in seinem Werk *Teaching for Quality Learning at University* zusammen mit Catherine Tang vertieft ausgearbeitet und eine Anleitung zu einem Constructive Alignment erstellt (Biggs & Tang, 2011).

Das Gedankengut vom Constructive Alignment basiert auf einem «alignment» von den «intended learning outcomes (ILOs)», den «teaching and learning activities (TLAs)» und den «assessment tasks (ATs)». Die Stichwörter können übersetzt als «angestrebtes Lernergebnis (ILOs)», «Lehr- und Lernaktivitäten (TLAs)» und «Kompetenznachweise (ATs)» beschrieben werden (Biggs & Tang, 2011, S. 98). «Constructive» basiert auf der Idee, dass die Lernenden ihre eigene Aktivität nutzen, um ihr Wissen zu konstruieren, das durch ihre eigenen bestehenden Schemata interpretiert wird. Mit dem «Alignment» werden diese ILOs, TLAs und ATs gegenseitig abgestimmt (Biggs & Tang, 2011).

Die Orientierung nach ILOs und ATs ist grundsätzlich nicht neu und in verschiedenen «outcomes-based models» beschrieben (Biggs & Tang, 2011, S. 99). Ein wichtiger Unterschied zwischen Constructive Alignment und anderen outcomes-based Ansätzen besteht darin, dass im Constructive Alignment die direkten Verbindungen zwischen ILOs, TLAs und ATs intrinsisch unter Einbezug der TLAs ausgerichtet werden. In anderen outcomes-based Ansätze erfolgt das Alignment zwar durch die kriterienbezogene Zuordnung der Bewertungsaufgabe zu den ILOs, aber nicht durch das zusätzliche Alignment zwischen den ILOs und den TLAs (Biggs & Tang, 2011).

Die angestrebten Lernergebnisse (ILOs) spezifizieren die Aktivität, die die Studierenden durchführen sollten, um das beabsichtigte Ergebnis zu erreichen, sowie den Inhalt, auf den sich die Aktivität bezieht. Die Aufgabe der vermittelnden Person besteht darin, eine Lernumgebung und Lernprozesse (TLAs) zu schaffen, die die Lernenden zur Durchführung dieser Lernaktivitäten

ermutigen, und die Leistungen der Lernenden anhand der angestrebten Lernergebnisse zu bewerten (ATs). Die Zielorientierung spezifiziert daher ein Verb oder Verben (z.B. «Reflektiere über X» oder «Wende X auf Y an»), behandelt in den TLAs und ATs (Biggs & Tang, 2011, S. 98). Diese Verben zeigen den Lernenden, was von ihnen als Ergebnis des Lernens erwartet wird. Eine Zusammenfassung der Essenz vom Constructive Alignment liefert folgendes Zitat:

Constructive Alignment, (...), makes the students themselves do the real work, the teacher simply acts as ‘broker’ between the student and a learning environment that supports the appropriate learning activities. (Biggs & Tang, 2011, S. 100)

In seinem Gedankengut zielt das Constructive Alignment darauf ab, dass die Lernprozesse der Studierenden in Bezug auf das Erlernte wichtiger sind als die Vermittlung durch eine lehrende Person. Dieses Gedankengut setzt den Fokus nicht nur auf «was» gelernt werden soll, sondern viel mehr auf «wie» wird das Thema gelernt. Das Constructive Alignment schreibt den TLAs eine zentrale Rolle im Lernprozess zu (Biggs & Tang, 2011).

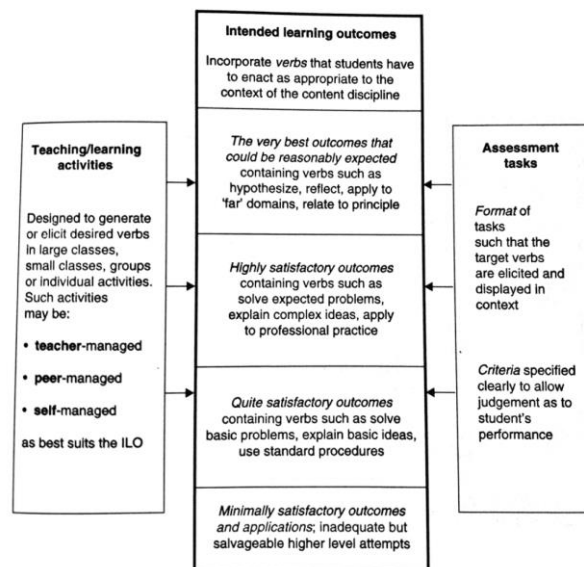
1.3.1 Erstellung von einem Design nach Constructive Alignment

Constructive Alignment erfordert die Gestaltung der «intended learning outcomes» unter Verwendung eines Verbs, das einen Leistungsstandard angibt, sowie des zu lernenden Inhalts, der «teaching/learning activities», den dieses Verb anspricht. Komplettiert wird das Constructive Alignment mit «assessment tasks», die ebenfalls dieses Verb enthalten und mit Rubriken, die es ermöglichen zu beurteilen, wie gut der Standard der studentischen Leistungen die Kriterien erfüllt.

Eine Anleitung zum Design nach Constructive Alignment basiert auf den Definitionen von ILOs, TLAs und ATs. Die ILOs beschreiben die angestrebten Lernergebnisse mit einem, höchstens zwei Verben für jedes Ziel. Die Lehrperson schafft eine Lernumgebung für die TLAs, die von den Studierenden verlangen und ermöglichen, jedes Verb einzusetzen, womit die ILOs in den TLAs aktiviert werden. Die aktivierten Verben der ILOs werden in den ATs und zur Beurteilung der Leistungen wiederverwendet. Die TLAs und die ATs beschäftigen sich mit den gleichen Verben, die auf die ILOs zurückgreifen. Mit diesem Design werden sich die Studierenden mit grosser Wahrscheinlichkeit mit den entsprechenden Verben beschäftigen (Biggs & Tang, 2011). Die Abbildung 4 zeigt eine zusammenfassende Anleitung für ein *Alignment* von ILOS, TLAs und ATs.

Abbildung 4

Aligning intended learning outcomes, teaching and assessment tasks



Anmerkung. Einwirkung von TLAs und ATs auf ILOs (Biggs & Tang, 2011, S. 105).

1.3.2 Level der Vermittlung: Die Stufen von ILOs

Im Zusammenhang mit Constructive Alignment wurde das entscheidende und definierte «Verb» mehrfach erwähnt und bildet das gemeinsame Bindeglied, das die Ausrichtung zwischen der ILOs, den TLAs bis zu den ATs herstellt. Das Verb als ILO hat zwei Funktionen: es beschreibt die Fähigkeit im Thema von den Studierenden und gleichzeitig, auf welchem kognitiven Niveau diese sind (Biggs & Tang, 2011).

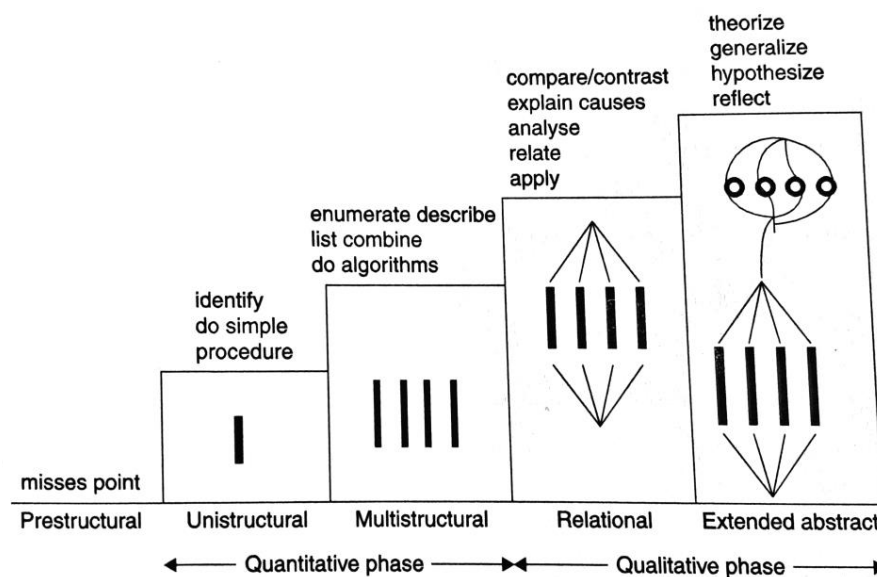
Die Transition zu den höheren kognitiven Ebenen ist ein Hauptanliegen vom Constructive Alignment, indem es sich mit der Unterstützung des gesamten Spektrums geeigneter Lernaktivitäten und der Förderung eines tiefgründigen Ansatzes durch geeignete ILOs der gesamten Palette befasst. Um die meisten beabsichtigten Lernergebnisse zu erreichen, muss eine Reihe von Verben, von niedrigen bis zu hohen kognitiven Ebenen, aktiviert werden. Die Lernaktivitäten auf oberflächlichen, niedrigen kognitiven Ebenen gilt es schnellstmöglich zu vermeiden, Lernaktivitäten auf tiefgründigen, höheren kognitiven Ebenen sind zu fördern. Diese übergeordneten ILOs erfordern Aufgaben mit offenem Ende, die auch unbeabsichtigte Ergebnisse zulassen und müssen von den Lehrpersonen unterstützt und durch optimale Lernumgebungen ermöglicht werden. Die Einteilung des kognitiven Levels gibt einen allgemeinen Rahmen für die

Strukturierung der Verständnisebenen und bietet eine Grundlage von Verben für die Formulierung von angepassten ILOs auf den verschiedenen Lernstufen und Fachbereichen (Biggs & Tang, 2011).

Die SOLO taxonomy von Biggs und Collis (1982) basiert auf der Untersuchung von Ergebnissen in verschiedenen akademischen Inhaltsbereichen und steht für «structure of the observed learning outcome» (Biggs & Tang, 2011, S. 87). Während Studierende lernen, zeigen die Ergebnisse ihrer Lernprozesse ähnliche Stufen zunehmender struktureller Komplexität. Es gibt zwei Hauptveränderungen: *quantitativ*, wo die Menge an Details in den Antworten der Studierenden zunimmt, und *qualitativ*, wo diese Details in ein strukturelles Muster integriert werden und an Komplexität zunehmen. Die quantitativen Stufen des Lernens treten zuerst auf, dann ändert sich das Lernen qualitativ (Biggs & Tang, 2011).

Abbildung 5

Hierarchie von Verben nach Phasen und Level



Anmerkung. Verben mit Beispielen pro Phase und Level, die für die Formulierung von ILOs genutzt werden können (Biggs & Tang, 2011, S. 91).

Diese Transition zwischen mehr Wissen und Neustrukturierung entspricht Kernzielen eines Curricula: Erweiterung des Wissens (*increase knowledge* - *quantitativ*: unistruktural, zunehmend multistruktural) und Vertiefung des Verständnisses (*deepen understanding* - *qualitativ*:

relational, dann Erweiterung auf neue Dimension) (Biggs & Tang, 2011, S. 90). Die Verben dienen dabei der Formulierung von einem Design mit ILOs in Kursen und Fachbereichen. Das Verb begleitet die Aktivität der Studierenden auf ihrem entsprechenden Level und Phasen und beeinflusst somit das Level der Vermittlung.

1.3.3 Kollektion von Verben für die ILOs

Die Untersuchung der *SOLO taxonomy* liefert neben dem Einblick in den Lernprozess der Studierenden einen reichhaltigen Fundus an Verben, die der Definierung und Erstellung der ILOs dienen (Biggs & Tang, 2011).

Tabelle 1

Verben für die ILOs von der SOLO taxonomy

Unistructural	Memorize, identify, recognize, count, draw, find, label, match, name, quote, recall, recite, order, tell, write, imitate
Multistructural	Classify, describe, list, report, discuss, illustrate, select, narrate, compute, sequence, outline, separate
Relational	Apply, integrate, analyse, explain, predict, conclude, summarize, review, argue, transfer, make a plan, characterize, make a case, construct, review and rewrite, examine, translate, paraphrase, solve a problem
Extended abstract	Theorize, hypothesize, generalize, reflect, generate, create, compose, invent, originate, prove from first principles, make an original case, solve from first principles

Anmerkung. Eine Sammlung von Verben - die Verben sind hierarchisch geordnet - aus der SOLO taxonomy, zusammengetragen aus der Literatur von Biggs und Tang (2011, S. 123).

Ein weiteres Set von Verben liefert die *Bloom's revised taxonomy* von Anderson & Krathwohl (2001). Die Bloom-Taxonomie basiert nicht wie SOLO auf der Forschung über das Lernen der Studierenden selbst und ist deshalb auch nicht hierarchisch aufgebaut. Diese Revision ist eine nützliche Ergänzung, um eine breitere Liste von Verben vorzuschlagen, vor allem für die grosse Vielfalt von Lernaktivitäten (Biggs & Tang, 2011).

Tabelle 2

Verben für ILOs von der Bloom's revised taxonomy

Remembering	Define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, tell, write
Understanding	Classify, compare, conclude, demonstrate, discuss, exemplify, explain, identify, illustrate, interpret, paraphrase, predict, report
Applying	Apply, change, choose, compute, dramatize, implement, interview, prepare, produce, role play, select, show, transfer, use
Analysing	Analyse, characterize, classify, compare, contrast, debate, deconstruct, deduce, differentiate, discriminate, distinguish, examine, organize, outline, relate, research separate, structure,
Evaluating	Appraise, argue, asses, choose, conclude, critique, decide, evaluate, judge, justify, monitor, predict, prioritize, prove, rank, rate, select
Creating	Compose, construct, create, design, develop, generate, hypothesize, invent, make, perform, plan, produce

Anmerkung. Eine Sammlung von Verben aus der Bloom's revised taxonomy, zusammengetragen in der Literatur von Biggs und Tang (2011, S. 124), abgeleitet von Anderson und Krathwohl (2001).

1.3.4 Zusammenhang von Constructive Alignment und der Ausbildung «Friluftsliv»

Constructive Alignment geht von der Vorstellung aus, dass die Lernenden ihr eigenes Lernen durch relevante Lernaktivitäten gestalten. Das Konzept Friluftsliv schafft in der freien Natur Lernperspektiven und Lernbedingungen von eigener Qualität. Die spezifische Anleitung im Friluftsliv - mit Friluftslivvejledning - übergibt in ihrem Verständnis von Vermittlung die Verantwortung für Lernaktivitäten den Studierenden. Das Constructive Alignment und dessen Formulierung von ILOs und TLAs kann damit mit den Anforderungen einer Ausbildung zum Friluftsliv verbunden werden.

Im Rahmen dieser Masterarbeit wurde die Ausbildung an einer Bildungsstätte für «Friluftsliv» und «Friluftslivvejledning» untersucht, abgestützt auf der Literatur *Teaching for Quality Learning at University* und dessen Konzept *Constructive Alignment* nach Biggs & Tang (2011). Das traditionelle «Paul Petersens Idrætsinstitut» in Kopenhagen fokussiert sich auf Erwachsenen-

bildung auf einem akademischen Niveau. Die Ausbildung befähigt die Teilnehmenden zu «Friluftsjelder». Die Anforderungen an den Ausbildungsinhalt zum Friluftsjelder bildeten eine interessante Ausgangslage. Die einzigartigen Komponenten der Friluftsliv-Pädagogik machen «Friluftsliv» und die akademische Ausbildung zum «Friluftsjelder» zu einem Untersuchungsgegenstand, der in der Schweiz noch nicht tiefgründig untersucht wurde. Diese Arbeit ermöglicht damit einen Einblick in das Konzept «Friluftsliv» und in die Ausbildung «Friluftsjelder». Die daraus gewonnenen Erkenntnisse könnten für allfällige künftige Ausbildungskonzepte in der Schweiz genutzt werden.

1.4 Ziel der Arbeit

Das Ziel dieser Masterarbeit ist es, die Ausbildung «Friluftsvejleder» auf wissenschaftlicher Basis zu analysieren und damit allfällige Ausbildungsinstitutionen (in der Schweiz) beim Erstellen von geeigneten hochschuldidaktischen Ausbildungsinhalten im «Friluftsliv» zu unterstützen.

Hierfür wurde folgende Fragestellung formuliert:

Wie wird «Friluftsliv» am Beispiel der Ausbildung «Friluftsvejleder» am Paul Petersens Idrætsinstitut in Kopenhagen vermittelt?

Folgende Teilfragestellungen wurden - abgestützt auf dem Konzept *Constructive Alignment* aus dem Werk *Teaching for Quality Learning at University* nach Biggs & Tang (2011) - untersucht:

- a) Welche Vorteile und Nachteile haben die Vermittlungsmethoden (Teaching Methods) und Lernumgebung (Learning Environment) in der Ausbildung «Friluftsvejleder»?
- b) Was sind Herausforderungen vom Paul Petersens Idrætsinstitut in der Ausbildung «Friluftsvejleder»?

2 Methode

Im folgenden Kapitel werden die in dieser Arbeit verwendeten Methoden beschrieben. Zunächst wird das Forschungsfeld präsentiert, gefolgt vom Forschungsdesign der Studie. In den weiteren Abschnitten werden die Methoden und Techniken für die Datenerhebung, Datenaufbereitung und Datenauswertung vorgestellt.

2.1 Beschrieb vom Forschungsfeld

Friluftsliv wurde im ersten Teil als skandinavisches Phänomen beschrieben. Für den Zweck dieser Masterarbeit wurde das Forschungsfeld persönlich aufgesucht. Mit dem «Paul Petersens Idrætsinstitut» in Kopenhagen konnte eine Ausbildungsstätte für die, basierend auf den beschriebenen Zielen der Arbeit, Datenerhebung gefunden werden.

Das «Paul Petersens Idrætsinstitut» in Kopenhagen ist eine staatlich anerkannte akademische Ausbildungsstätte für Erwachsene. Das traditionelle Paul Petersens Idrætsinstitut (CVR. 34351821) befindet sich an der Tietgensgade 65, 1704 København, und hat seinen Ursprung im Jahr 1878. Das Institut bietet Ausbildungen von 10 Monaten in den Ausbildungslinien «Friluft-svejleder», «Original Sports», «X-Outdoor». Die Ausbildungslinien zertifizieren die Teilnehmenden mit verschiedenen Zertifikaten und Instruktor-Lizenzen im Bereich der Sportwissenschaften. Der Ausbildungslehrgang «Friluft-svejleder» bildet die Teilnehmenden im Themenbereich vom Friluftsliv zu zertifizierten Friluft-svejleder aus.

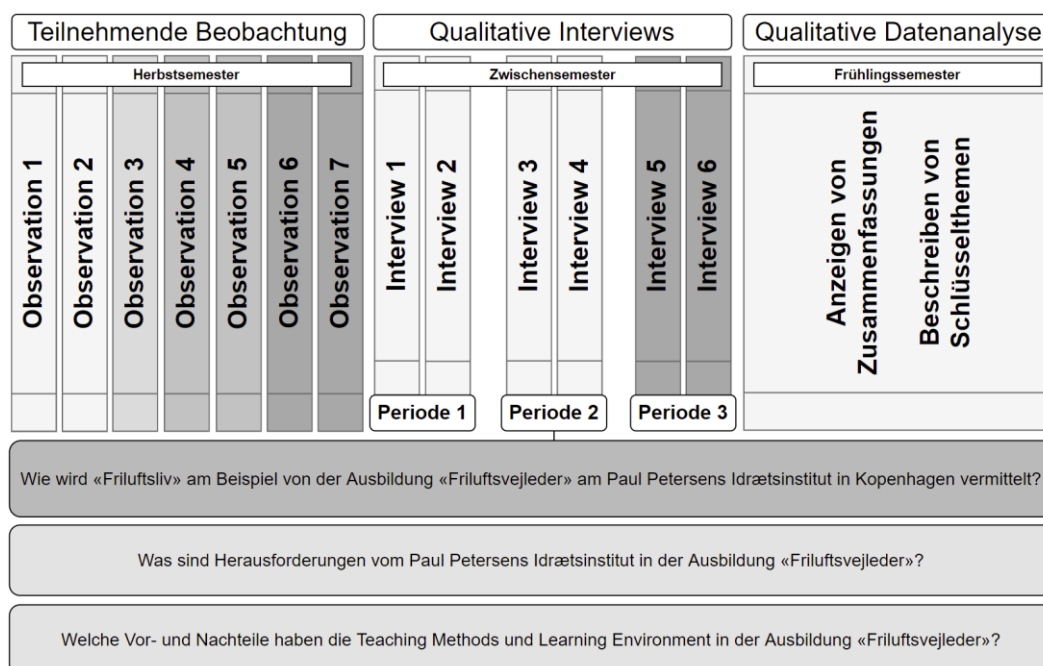
Der Ausbildungslehrgang Friluft-svejleder bildete das Forschungsfeld für diese Masterarbeit. Der persönliche Zugang zu allen Ausbildungsinhalten und der Datenerhebung wurde dem Forschenden während der Periode vom August 2021 bis Mai 2022 vor Ort in Kopenhagen und an den verschiedenen Ausbildungsplätzen gewährt. Die Studierenden wurden in zwei eigenständige Ausbildungsgruppen aufgeteilt, Friluft 1 mit 37 Teilnehmenden und Friluft 2 mit 38 Teilnehmenden. Die Ausbildungsinhalte wurden individuell in den eigenen Gruppen absolviert. Für diese Feldforschung wurde spezifisch die Gruppe Friluft 1 begleitet. Diese Gruppe war zusammengesetzt aus 21 Teilnehmerinnen und 16 Teilnehmern von unterschiedlichem Alter, Ausbildungsstufen und Berufshintergründen. Für die Begleitung, Ausbildung der Klassen und Organisation der Ausbildungsinhalte waren zwei Koordinatoren der Friluftslinien, Jakob B. P. und Clara E. M. verantwortlich. Die einzelnen fachlichen Studieninhalte wurden in enger Zusammenarbeit von den Koordinatoren und von verschiedenen Experten vermittelt.

2.2 Design der Studie

Das Forschungsinteresse wurde als qualitative Forschung mit explorativem Charakter verfolgt. Das Design der Studie richtete sich nach der in die qualitative Forschungsmethode integrierten Praxis der Feldforschung, stammend aus dem Forschungsansatz der Ethnographie (Breidenstein et al., 2020). Die für die Feldforschung praktizierten Methoden der Datenerhebung und Datenaufbereitung wurden in zwei Prozessen durchgeführt. Das Feld wurde mit *Teilnehmender Beobachtung* vom September 2021 bis Dezember 2021 aufgesucht (Thierbach & Petschick, 2019). In einem zweiten Schritt wurden *Qualitative Interviews* vom Dezember 2021 bis März 2022 durchgeführt (Helfferich, 2019). Die offene, umfassende Feldforschung mit *Kodierung* und *Qualitativer Datenanalyse* konnte verschiedene Themen für die eingehendere Analyse, Auswertung und Darstellung hervorbringen (Hug et al., 2020). Die Begrenzung der zeitlichen Ressourcen dieser Masterarbeit erforderte die Konzentration der Datenanalyse auf zentrale Schlüsselthemen und Zusammenfassungen. Die Datenanalyse und Auswertung konzentrierten sich damit aufs *Anzeigen von Zusammenfassungen* und auf die *Beschreibung von Schlüsselthemen*, angelehnt an die Vorgehensweisen der Ethnographie und der Grounded Theory (Breidenstein et al., 2020). Die Analyse und Beantwortung der Fragestellungen wurden unter Einbezug des theoretischen Konzeptes *Teaching for Quality Learning at University* nach Biggs und Tang (2011) angefertigt (Bailey, 2018).

Abbildung 6

Design der Feldforschung



Der Feldforschung ging eine gezielte Vorbereitungsphase voraus, um einen Zugang zum Feld zu finden, welches mit dem Forschungsraum am Paul Petersens Idrætsinstitut gegeben war. Die Feldforschung zielte darauf ab, das Konzept «Friluftsliv» und die Ausbildung «Friluftsliv» über einen längeren Zeitraum während dessen Anwendung aufzusuchen. Das setzte voraus, dass die Feldforschung physisch im Feld über einen gewissen Zeitraum der Ausbildung vorgenommen wurde, mit dem Ziel, Daten zu erheben und Wissen zu sammeln, die als Grundlage für spätere Analysen dienen. Zu Beginn der Feldforschung stand die Herausforderung, die Definition der eigenen Rolle in Auseinandersetzung mit dem Feld vorzunehmen. Zudem musste die Zusammenarbeit mit dem Institut auf eine tragfähige Basis gestellt werden, was unter anderem den Erwerb von sachlichem und regionalem Know-How und sprachlich-kommunikativen Kompetenzen umfasste (Denzin & Lincoln, 2018).

In den folgenden Kapiteln werden die in dieser Arbeit verwendeten Untersuchungsmethoden der qualitativen Datenerhebung, Datenaufbereitung und Datenanalyse basierend auf Literatur und den methodischen Überlegungen beschrieben.

2.3 Teilnehmende Beobachtung

Die Durchführung von Feldforschung wird mit Aufsuchen von Lebensräumen oder Untersuchungsräumen charakterisiert. Dieser explorativen Untersuchung vom Forschungsinteresse wird in der Feldforschung ein grosses Gewicht zugeschrieben. Die Teilnehmende Beobachtung ist dabei eine vielgenannte Methode. Im Zuge dieser Feldforschung wurde nicht nur explizites Wissen generiert, sondern auch implizites verinnerlichtes Wissen. Die Generierung von Erfahrungen und Erlebnissen machte den Forschenden zunehmend zu einem Teil des Feldes. Der zentrale Punkt vom wissenschaftlichen methodischen Vorgehen dieser Feldforschung bestand darin, diese Erfahrungen festzuhalten, explizit zu machen und zu verschriftlichen. In diesem Prozess wurden die Erfahrungen in Daten in Form von Feldnotizen transformiert. Diese intensive, über die reine Datenerhebung hinausgehende Verinnerlichung und anschliessende Distanzierung waren methodisch betrachtet ein Kernprozess und zentrales Qualitätsmerkmal dieser Feldforschung (Breidenstein et al., 2020).

2.3.1 Observationen in der Ausbildung «Friluftsliv»

Die Observation im Feld war in der Methode der Teilnehmenden Beobachtung von bedeutendem Charakter und damit mit verbreitetem Einsatz und Anwendbarkeit als Forschungsstrategie und Methode empfohlen (Knoblauch & Vollmer, 2019). Die Observationen mussten anhand des bestehenden Ausbildungsplans des Instituts organisiert werden. Für die Verfolgung der Ziele der Arbeit wurden Observationen in den Friluftsliv-Aktivitäten der Ausbildung «Friluftsliv» durchgeführt. Es wurden alle Friluftsliv-Aktivitäten vom Herbstsemester abgedeckt - Klettern wurde aufgrund von ausschliesslicher Indoor-Ausbildung nicht observiert. Die Observationen tangierten die offizielle Ausbildungsstruktur nicht. Die Positionierung der Observationen während der ersten Periode der Datenerhebung ermöglichte die Gewinnung von explizitem und verinnerlichtem Wissen über «Friluftsliv» mit der Praxis vom «Friluftsliv» durch Beobachtungen, Teilnahmen und dabei geführten Gesprächen und Diskussionen. Die Abbildung 7 zeigt die durchgeführten Observationen und Inhalte.

Abbildung 7

Aufstellung der durchgeführten Observationen

Datenerhebung durch Observationen						
17.09.2021-18.09.2021	23.09.2021-28.09.2021	06.10.2021	20.10.2021	05.11.2021	18.11.2021	03.12.2021
Observation 1 Friluftsbasics, Trekking Söderåsen, SWE	Observation 2 Friluftstour, Hiking Hurrungane, NO	Observation 3 Mesterlære Knivbygning Krogenberg Hegn, DK	Observation 4 Kano Lyngby, DK	Observation 5 Kayak København, DK	Observation 6 Bikepacking Holtekollen, DK	Observation 7 MTB Hareskov, DK
PP Friluftsvejleder - Herbstsemester - 06.09.2021 bis 10.12.2021						

Die Observationen verlangten unterschiedliche Beobachtungsrollen und Involviertheit, die sich von Observationen und während der Observationen veränderten. Die Observationen verfolgten einen strukturierten, qualitativen Charakter (Thierbach & Petschick, 2019). Die Observationsstruktur war angelehnt an Elemente aus dem Constructive Alignment (Biggs & Tang, 2011). Der qualitative Charakter während den Ausbildungsinhalten der Friluftaktivitäten ermöglichte die Verinnerlichung vom Wissen und Sammlung von Erkenntnissen über Friluftsliv und Friluftsvvejledning in verschiedenen (informellen) Gesprächen, Beobachtungen und durch persönliche Teilnahmen. Eine Gruppendiskussion während der Observation#7 MTB wurde anhand einer Audioaufzeichnung gespeichert und diente als ergänzendes Datenmaterial (Thierbach & Petschick, 2019).

2.3.2 Ausgearbeitete Feldnotizen und spezialisierte Datensammlung

Die Observationen ergaben verschiedene Ressourcen von Datensammlung. In einer Observation im Feld wurden neben den «fieldnotes» auch viele «headnotes», dem verinnerlichten Wissen, gewonnen (Sanjek, 1990). Die fieldnotes wurden handschriftlich verfasst, durch Einflüsse der Natur war diese schriftliche Form von fieldnotes jedoch nicht immer anwendbar. Beispiele dafür waren Obs#2 Friluftstour/Hiking im Wind & Regen oder Obs#4 Kano und Obs#5 Kajak im Wasser. Diese Observationen wurden mit elektronischen Notizen und mit Sprachmemos festgehalten. Die Sprachmemos waren mündliche Notizen, die neben den schriftlichen Notizen auch zusätzliche Elemente wie Geräuschkulisse, Hintergrundgeräusche und Stimmungslage

des Forschenden und der Teilnehmenden festhielten. Ein zentraler Moment des Feldforschungsprozesses und der Observationen bestand in der Transformation der Erfahrungen und Erlebnisse und gesammelten Daten. Im Anschluss zur Observation erfolgte dafür eine Ergänzung der fieldnotes mit headnotes, Verschriftlichung der Sprachmemos. Diese Transformation von verschriftlichten Daten, gewonnenen Eindrücken, Erfahrungen und Erinnerungen ergaben *ausgearbeitete Feldnotizen*, die als Produkt der Ethnographie bezeichnet werden (Knoblauch & Vollmer, 2019).

Die ausgearbeiteten Feldnotizen bildeten das Kernprodukt der Datenerhebung durch Observationen. Diese ausgearbeiteten Feldnotizen der Observationen sind in Anhang A beigefügt. Neben den Feldnotizen wurde eine spezialisierte Datensammlung angelegt. Die Datensammlung von den einzelnen Observationen enthält Bild- und Kameraaufnahmen von Aktivitäten, diverse nicht transkribierte Sprachmemos von Gesprächen, Diskussionen oder Momentaufnahmen und Tourenpläne oder Ausbildungsinhaltsbeschreibungen. Diese Daten wurden nicht gezielt transkribiert oder durch Codes in der Analyse verwendet, bildeten aber Wissen und Erinnerung bei der Transformation und Ausarbeitung der ausgearbeiteten Feldnotizen. Ein weiteres Objekt der spezialisierten Datensammlung waren erhaltene Fachbeschriebe (Anhang C) der Ausbildung «Friluftsvejleder» am Paul Petersens Idrætsinstitut (Breidenstein et al., 2020).

2.4 Qualitatives Forschungsinterview

In der Praktik der Feldforschung wird der Datenerhebung mittels der Methode vom qualitativen Forschungsinterview ein weiteres Qualitätsmerkmal zugeschrieben. Die Datenerhebung mittels qualitativen Forschungsinterviews verfolgen den Zweck der Wissensproduktion in einem Gespräch und Entfaltung von Erfahrungen im Forschungsfeld (Breidenstein et al., 2020). Die qualitativen Interviews ermöglichten es, aufbauend auf der Datenerhebung, durch die teilnehmende Beobachtung die Erfahrungen und Sichtweisen der Interviewten verstehend zu erschliessen und damit weiteres Wissen zum Studiengebiet um das Konzept von «Friluftsliv» und der Ausbildung von «Friluftsvjelder» weiter zu generieren. Für den Forschungszweck dieser Arbeit hat sich das halbstrukturierte Leitfaden-Interview mit Studierenden und Experten als geeignete Interviewform angeboten (Helfferich, 2011).

2.4.1 Halbstrukturierte Leitfaden-Interviews für Studierende und Experten

Dem qualitativen Forschungsinterview untergeordnet ist das halbstrukturierte Leitfaden-Interview, das in dieser Studie verwendet wurde. Es ermöglichte, die Themen rund um das Konzept «Friluftsliv» und die Erfahrungen aus der Ausbildung «Friluftsvjelder» aus der Sicht von Teilnehmenden und Experten zu beleuchten. Das Leitfaden-Interview zeichnete sich dadurch aus, dass die vorbereiteten Leitfragen zu Themenfeldern den Fokus und den Ablauf des Gesprächs steuerten. Gleichzeitig war die Stärke des halbstrukturierten Leitfaden-Interviews, vom Plan abweichen zu können und Gesprächsthemen einzubeziehen, die sich auf natürliche Weise und Interessen zwischen der interviewten Person und dem Interviewer herauskristallisierten (Helfferich, 2011). Dieses Ziel stellte die Anforderungen an den Interviewer, offen zu sein für neue Themen und auf Gedankengänge im Interview mit den Studierenden und Experten eingehen zu können. Damit war gleichzeitig ein offener Rahmen für Stimme und Gesprächsfluss der Interviewteilnehmenden geboten, so dass sie frei sprechen und wichtige Gedanken ausarbeiten konnten (Kvale & Brinkmann, 2018). Auf diesem Hintergrund und dem ethnographischen Ansatz um das Konzept Friluftsliv wurde in dieser Arbeit das halbstrukturierte Interview verwendet, um das wissensproduzierende Potenzial, in dem den Informanten ein gewisser Spielraum für ihre spezifischen Kenntnisse eingeräumt wurde, auszuschöpfen (Breidenstein et al., 2020).

Es wurden unterschiedliche Interviewleitfaden für die Studenteninterviews und die Experteninterviews erstellt (Helfferich, 2019). Die halbstrukturierten Interviews wurden basierend auf einem ausgearbeiteten Interviewleitfaden geplant. Helfferich (2011) lieferte eine Anleitung für die Konstruktion eines Interviewleitfadens für die halbstrukturierten Interviews (S. 186).

Der Interviewleitfaden war in Hauptfokusteile unterteilt, welche mit einer offenen Leitfrage zur Erzählungsaufforderung eingeführt wurden. Diese Leitfragen wurden durch konkrete Subfragen und Aufrechterhaltungsfragen resp. Steuerungsfragen unterstützt. Die Leitfragen und Hauptteile wurden bei allen Interviews verwendet, wobei die Subfragen und Steuerungsfragen basierend auf dem Interviewverlauf gestellt und angewendet wurden. Diese Interviewführung gab den halbstrukturierten Interviewcharakter, die Leitfäden waren dabei nur für den Interviewer ersichtlich. Die Leitfäden der Studenteninterviews von Periode 1 und Periode 2 unterschieden sich lediglich in einigen Subfragen, um die aktuellen Themen der Interviewperiode konkret aufzugreifen. Die Leitfäden der Experteninterviews verfolgten die gleiche Struktur, konnten aber mit ergänzenden Subfragen die Themenfelder mit dem Wissen der Experten vertiefen (Helfferich, 2019). Die Interviewten unterzeichneten vor dem Interview eine Einwilligungserklärung auf dem die Rahmenbedingungen der Interviews rund um Datenschutz, Aufzeichnung/Transkription, Anonymisierung und Verwendungszweck beschrieben wurden (Helfferich, 2011). Die Vorlagen von Interviewleitfäden und Einwilligungserklärung sind im Anhang B abgelegt.

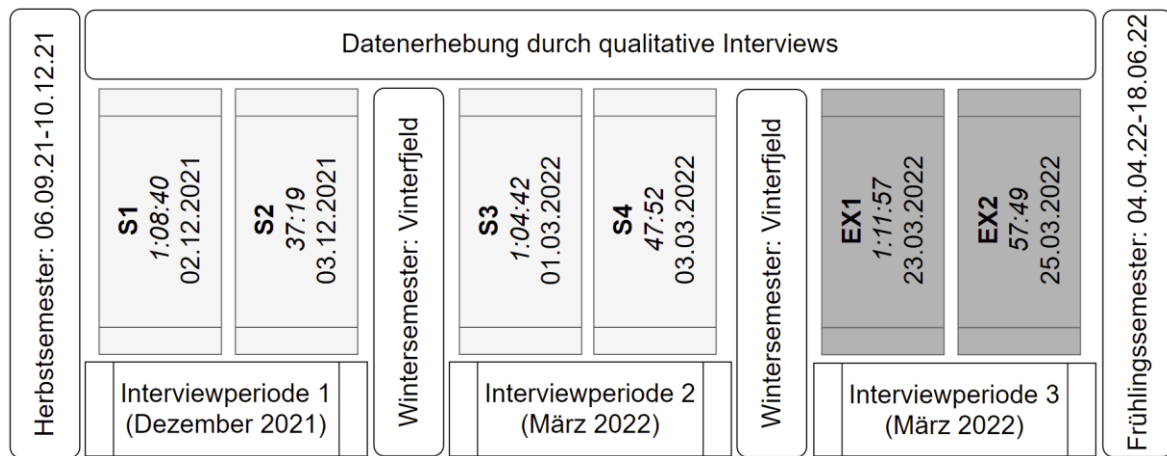
2.4.2 Ablauf der qualitativen Forschungsinterviews

Für die Datenerhebung dieser Feldforschung wurden 6 qualitative Interviews durchgeführt. Die Interviews wurden in 4 *Studierendeninterviews* (S1 bis S4), durchgeführt mit Frilufts 1-Studierenden, und 2 *Experteninterviews* (EX1 und EX2) mit den Ausbildungsverantwortlichen des Ausbildungslehrgangs Friluftsvejleder unterteilt.

Die Forschungsinterviews wurden bewusst in drei zeitlich versetzten Interviewperioden geplant und durchgeführt. Der Grund für die zeitliche Versetzung von Periode 1 und 2 waren Studieninhalte und entsprechende Herausforderungen während des Studiums und daraus gewonnene Wissenserkennnisse der Studierenden. Der Vorteil der Periode 1 war, dass die Interviews zeitlich mit dem Abschluss vom Herbstsemester 2021 der Ausbildung Friluftsvejleder abgestimmt werden konnten. Die Periode 2 wurde aus Gründen des Ausbildungsinhaltes geplant. Thematisch sollten hier spezifisch die für die Ausbildung zu Friluftsvejleder wichtigen Ausbildungsinhalte «Vinterfjeld» hervorgehoben werden, welche im Zeitrahmen vom Januar 2022 bis März 2022 auf dem Ausbildungsplan standen. Die Periode 3 wurde auf den Start vom Frühlingssemester abgestimmt, um bei den abschliessenden Experteninterviews eine möglichst lange Periode mit Ausbildungsinhalten und Erkenntnissen des Studienganges Friluftsvejleder abzuwarten und das entsprechende Potential auszuschöpfen.

Abbildung 8

Chronik der qualitativen Interviews



Die Gruppe der begleiteten Ausbildungslinie Friluft 1 umfasste 37 Studierende. Die Interviewpartner wurden während des Verlaufes der Observationen ausgewählt mit der Absicht, ein Interviewportfolio mit einer heterogenen Verteilung von Geschlecht, Altersstufe, Berufserfahrung, Charakter und Fertigniveau zu erhalten. Die Auswahl verzichtete auf eine Randomisierung oder eine systematische Berechnung (Smith & Sparkes, 2019). Die Personenwahl verfolgte im Sinne der Forschungsfrage die Ziele und die Personen wurden mit bestmöglichem Beurteilungsvermögen ausgewählt. Die Experteninterviews bedurften keiner Auswahl, die beiden Interviewten waren die vom Paul Petersens Idrætsinstitut beruflich angestellten Verantwortlichen der Ausbildung Friluftsvejleder (Helfferich, 2011).

2.4.3 Transkription der Interviews

Die Interviews wurden durch Audioaufzeichnungen im Format «.m4a» gespeichert. Für die Verarbeitung der Interviews wurden Transkripte und gleichzeitige Memos mit Unterstützung vom Programm f4transkript (f4transkript 2022, dr.dresing & pehl GmbH, Marburg, DE) erstellt. Die Transkripte wurden in der Mündlichkeit der gesprochenen Sprache, Englisch, verfasst. Eine exakte Abschrift der gesprochenen Sprache war für die Analyse nicht von Bedeutung, der Inhalt war massgebend, deshalb wurden die Transkripte mit Fokus auf einen Lesefluss erstellt. Einzig die Pausen der gesprochenen Sprache wurden vermerkt, indem die Pausen mit Punkten in Klammern (...) für jede Sekunde dargestellt wurden. Der Lesefluss wurde zudem erhöht, indem Laute und Hervorhebungen mit Klammern («») vermerkt wurden und Ausdrücke in einer anderen Sprache, wie Dänisch oder Fachsprache, durch *kursive* Schrift abgesondert wurden (Helfferich, 2011).

2.5 Datenauswertung

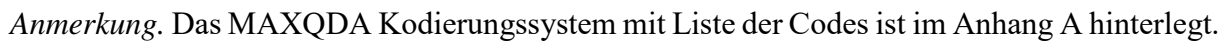
Die Datenauswertung dieser Feldforschung bestand aus der qualitativen Datenanalyse angelehnt an die Vorgehensweisen der Ethnographie und der Grounded Theory (Knoblauch & Vollmer, 2019). Dieses analytische Design verbindet zwei Ausrichtungen, das Finden und Analysieren von Details sowie den Blick auf das Ganze. Durch die Kombination der Kodierung, Identifikation von Schlüsselthemen und Zusammenfassungen der Daten konnten die Zusammenhänge der Fragestellungen erschlossen werden (Breidenstein et al., 2020). Die Analyse und Beantwortung der Fragestellungen mit *Anzeigen von Zusammenfassungen* und *Beschreibung von Schlüsselthemen* wurde durch eine theoriebegleitete Analyse unter Einbezug der Literatur *Teaching for Quality Learning at University* nach Biggs und Tang (2011) unterstützt (Bailey, 2018).

2.5.1 Kodierung

Die Analyse der empirischen Daten mittels Kodierung war damit der zentrale Prozess in der Datenauswertung dieser Feldforschung (Hug, 2020). Dabei stand der Analysefokus für die Erlangung der analytischen Ordnung des empirischen Materials und die Arbeit an den Kategorien entlang der Fragestellungen im Zentrum (Breidenstein et al., 2020). Die Organisation und Kodierung wurde mittels Datenanalysesoftware MAXQDA (MAXQDA 2022, VERBI GmbH, Berlin, DE) durchgeführt. Der entstandene Kodierungsleitfaden bestand aus Kategorien und untergeordneten Codes (Abbildung 9). Die Kategorienbildung erfolgte nach dem offenen Kodieren. Die Kategorien wurden mit der offenen Kodierung entlang der Fragestellungen gebildet. Die Kategorien wurden durch die Kodierungen mittels Codes unter den verschiedenen Kategorien weiter ausgearbeitet. Diese Verfeinerung und Differenzierung der Kategorien erfolgte durch die Methode des axialen Kodierens (Hug et al., 2020).

Die Kodierung wurde für die ausgearbeiteten Feldnotizen, qualitativen Interviews und Dokumente, spezifisch Fachbeschriebe, im MAXQDA angewandt und konnte somit für weitere qualitative Datenanalysen verwendet werden.

Visualisierung der Kategorien und Codes



Die Datenerhebung und Analyse der Daten wurden unter Einbezug des Constructive Alignment aus der Literatur *Teaching for Quality Learning at University* nach Biggs und Tang (2011) angefertigt.

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Abbildung 10

Observationsstruktur und Vorlage für «field notes»

Observation local: Trip Name

Learning Activities/Situations

TLAs

VORLAGE

ILOs (Klass + Goals)

o2e/Erklärung (...)

Activity - Notes

Conditional Fav + COLT

Description

- Gold/Sand...
- Gold/Sand...
- Gold/Sand...

Anmerkung. Erstellt aus der Vorlage von Biggs und Tang (2011, S. 185). Observation der Aktivität und Dokumentation als TLAs, unterteilt in die Beschreibung der «Learning Activities/Situation» und in die «Vejleder activities» oder «Student activities», festgehalten in Verben. Zusätzliche Observationen und Beschreibungen wurden unter «Notes» festgehalten.

Die ausgearbeiteten Feldnotizen dieser Observationen wurden entsprechend dem selektiven Fokus vom Constructive Alignment mit ILOs, TLAs und ATs kodiert. Die Analyse der Observationen und Feldnotizen ermöglichte die Sammlung von Resultaten basierend auf diesen selektiven Fokuspunkten ILOs, TLAs. Mit den Interviews konnte die Analyse basierend auf den Fokuspunkten vom Constructive Alignment erweitert werden. Die Interviews konnten in einem ersten Schritt die Observationen ergänzen und festigen (Hug et al., 2020). In einem zweiten Schritt lieferten sie die empirische Grundlage, um die qualitative Datenanalysen entlang der Fragestellungen und der verlangten Beziehungen zu den verschiedenen Kategorien zu leiten (Breidenstein et al., 2020).

2.5.3 Anzeigen von Zusammenfassungen mit Analysen von Schlüsselthemen

Die Datenauswertung der gesammelten Daten aus der Teilnehmenden Beobachtung und der Qualitativen Interviews erschloss eine Übersicht der empirischen Daten und Auslegeordnung, die begleitet wurde vom Schreiben von Memos. Diese Memos dienten der Ideenentwicklung, Strukturierung, Reflexion sowie Konzeptbildung und begleiteten den gesamten Forschungsprozess von Planung, Erhebung bis Analyse (Breidenstein et al., 2020).

Die vertiefte Arbeit an den entstandenen Kategorien und Kodierung konnte Schlüsselthemen für die qualitative, ethnographische Datenanalyse identifizieren (Hug et al., 2020). Bei der Suche nach diesen Schlüsselthemen und verbindenden Themen stand im Vordergrund zu identifizieren, was den analytischen Kern des Forschungsprozesses darstellte. Die verbindenden Schlüsselthemen konnten das Forschungsinteresse zu einem Bild oder einer Gestalt zusammenfügen und gleichzeitig eine Distanzierung von den empirischen Details ermöglichen. Mit der Identifikation von Schlüsselthemen wurde der nötige Wechsel und die Rückkehr zum Ganzen ermöglicht (Breidenstein et al., 2020). Das wiederum ermöglichte es, die unterschiedlichen Kategorien und untergeordneten Kodierungen durch Analysieren dieser Schlüsselthemen miteinander in Beziehung zu setzen und damit die Fragestellungen übergreifend und vernetzt zu beantworten. Dieser Vorgang wurde von Breidenstein et al. (2020) als zentraler Schritt für diese Art von Feldforschung und Datenanalyse im ethnographischen Forschungsprozess definiert (S. 218). Die qualitative Datenanalyse und Auswertung präsentieren *Anzeigen von Zusammenfassungen* und *Beschreibungen aus der Synthese von Schlüsselthemen*, gefestigt mit Zitationen aus den empirischen Datenerhebungen der Teilnehmenden Beobachtung und qualitativen Interviews (Bailey, 2018).

3 Auswertung der Datenanalyse

Die vorliegende Auswertung der Datenanalyse verbindet das Anzeigen von Zusammenfassungen mit der Beschreibung und Analyse von Schlüsselthemen.

3.1 Verständnis von «Friluftsliv» und «Friluftsvejleder» am Paul Petersens Idrætsinstitut

Dieses Kapitel präsentiert die entstandenen *Anzeigen von Zusammenfassungen* des Konzepts und Verständnisses von «Friluftsliv» und der Ausbildung zum «Friluftsvejleder» am Paul Petersens Idrætsinstitut.

3.1.1 *Friluftsliv in seiner Essenz*

Dem Konzept «Friluftsliv» und dessen Philosophie gab EX1 folgende Merkmale und Besonderheiten: Friluftsliv ist «to allow myself just to be a small nobody in a big universe. That feeling gives me a strength» (EX1-Interview, Pos. 60). EX1 gab diesem Gefühl vom *nobody in a big universe* einen essentiellen Stellenwert, das man erlauben muss, um dem Konzept und der Essenz von Friluftsliv nahe zu kommen. Die Natur war für EX1 im Zusammenhang mit dem Erleben von Friluftsliv ein entscheidender Faktor. EX1 bezeichnete die Natur von Friluftsliv mit «the wild nature, it had no limits» und damit, dass diese Art von Natur dieses einzigartige Gefühl auslöst, «I have been chasing that feeling of being just a person in a big universe (...), I get it a lot in the mountains, because it is so rough, and I get it a lot in places, where you have wide spaces» (EX1-Interview, Pos. 7). Das Aufsuchen von Friluftsliv in diesen Naturbedingungen gab EX1 aber nebst diesem Gefühl auch eine Art von Komfort und innerer Zufriedenheit in der Zeitspanne von Friluftsliv. «Friluftsliv stimulates both my mind and my body» oder «Friluftsliv gives a certain feeling of realness and authenticity» (S2-Interview, Pos. 6). Mit diesen Beschreibungen verband S2 seine Erfahrung mit Friluftsliv und unterstrich damit das Verständnis von EX1.

EX2 fügte dem Gefühl während des Aufsuchens von Friluftsliv eine stetige Veränderung der erduldeten Limiten mit der eigenen Auffassung von Komfort zu. EX2 gab Friluftsliv den Mehrwert, dass dadurch mehr und mehr Unbehagen getragen werden konnte und sagte, Friluftsliv «makes me more flexible as human being, I think. And makes me more open towards the possibilities, that are in front of me, and also it makes me, I wouldn't say rougher, but it makes me more, (...) I can take more discomfort» (EX2-Interview, Pos. 7).

3.1.2 Komplexität von Friluftsliv-Aktivitäten

Das Konzept von Friluftsliv und das Aufsuchen von Friluftsliv werden in der Literatur mit Aktivitäten in der Natur verbunden. EX1 gab in seinem Verständnis einer Friluftslivaktivität die Eigenschaften, «Outdoor activities normally find space in the nature, but Friluftsliv comes in, when you extend the activities with time» (EX1-Interview, Pos. 11).

EX1 hatte diesen Satz als wichtigen Teil der Friluftsliv-Philosophie symbolisiert. Die Aussage kann mit dem philosophischen Gedankengut der Vordenker von Friluftsliv verknüpft werden (Einleitung, 1.2.1). Im Dänischen wird entsprechend ganz bewusst «turen er målet» verwendet, die Tour ist das Ziel (Einleitung, 1.2.5). EX1 gab dem Verständnis vom Faktor Zeit und dem *turen er målet* ein Beispiel im Zusammenhang mit der Schweiz: In Friluftsliv ist es nicht das Ziel, zum Matterhorn Gipfel zu kommen, Friluftsliv beschreibt die Wichtigkeit der ganzen Tour in der Schweizer Umgebung und dem Gebiet vom Matterhorn. Und vielleicht kommt man zum Gipfel, vielleicht auch nicht. Es geht darum, die Zeit zum Ziel zu machen und dies setzt einen Trip mit genügend Zeit voraus. «So you have a chance to work with the complexity» (EX1-Interview, Pos. 11) und damit war die Komplexität von Lebensgrundsätzen in der Natur mit Schlafen, Kochen, Warmhalten, Fortbewegen gemeint.

Diese Komplexität zielte auf mehrere Faktoren ab, welche auftreten können. Für S2 war dieser zeitliche Verlauf einer Friluftsliv-Aktivität zwingend, um damit erst die Komplexität von Friluftsliv zu erleben und das Erlebnis zu einem Friluftsliv-Erlebnis zu machen.

There is whole side of like, contemplation to it that has to do like, enjoying nature and landscape and the small moments that passes by and when you are just fully aligned with your surroundings, I mean Friluftsliv can give you that sort of experiences of being like totally horizontalized with the environment in which you are taken.

(S2-Interview, Pos. 6).

Diese Interpretation von Friluftsliv deckt sich dabei weitgehend mit der Betrachtung von Friluftsliv aus den Werken von Arne Næss und Nils Faarlund (Einleitung, 1.2.1). Unter Einbezug von Friluftslivvejledning führte S2 weiter aus: «Friluftsliv it is like this umbrella term, that covers the whole area of thriving in being outdoors and doing outdoor activities. (...) And Friluftslivvejledning is about teaching people how to thrive in nature» (S2-Interview, Pos. 4). Mit Friluftslivvejledning wurde damit eine Anleitung beschrieben, die den Anspruch von Friluftsliv

mit seiner Essenz und der Komplexität von «Friluftsliv has a certain man in nature specificity» (S2-Interview, Pos. 4) umsetzen kann. Aus dieser Sicht konnte die Literatur (Einleitung, 1.2.1) gestärkt werden, dass eine Friluftsliv-Aktivität den grossen Bereich vom traditionellen bis zum modernen Friluftsliv abdecken kann und Aktivitäten von Trekking, Kanu, Mountainbike bis zu handwerklichen Disziplinen in der Natur einschliessen muss (S2-Interview, Pos. 4).

Die Zusammenfassung von Essenz und Komplexität im Friluftsliv und dessen Friluftslivveiledning während der Ausbildung «Friluftslivveiledner» werden mit den Beschreibungen von Schlüsselthemen und Herausforderungen weiter analysiert und ausgeführt (Analyse, 3.2 bis 3.5).

3.1.3 Ausbildungsstruktur «Friluftslivveiledner» am Paul Petersens Idrætsinstitut

Im folgenden Abschnitt der Zusammenfassungen wird die Ausbildungsstruktur mit Aufbau und Inhalt von der Ausbildung Friluftslivveiledner am Paul Petersens Idrætsinstitut beschrieben.

Die für diese Arbeit observierte Ausbildung zum «Friluftslivveiledner» dauerte 10 Monate, startend am 6. September 2021 und endend am 18. Juni 2022. Die Teilnehmenden wurden durch die Ausbildung zu zertifizierten «Friluftslivveiledner».

Die Fächer, bestätigt durch das Abschlusszeugnis (Anhang C, Eksamensbevis), waren unterteilt in Friluftsliv-Aktivitäten, theoretische Fächer und zusätzliche Kurse. Im Zentrum stand die Ausbildung in den Friluftsliv-Aktivitäten «Trekking, Friluftsliv-Basic & Bushcraft», «Havkajak (Seekajak)», «Kano (Kanu)», «Klatring (Klettern)», «Vinterfjeld (Winterbergsport)». Begleitet wurden sie von der Ausbildung in «Værkstedsfag (Werkstattshandwerk)». Die Fächer zur Vermittlung im Zusammenhang mit Friluftsliv waren «Friluftshistorie og –kultur (Friluftsgeschichte und –kultur)», «Naturlære (Naturlehre)», Førsthjælp (Erste Hilfe), «Udvikling og samarbejde (Förderung und Zusammenarbeit)». Die zusätzlichen Fächer wurden neben den Hauptfächern angeboten: «Event & Projektstyring (Projektleitung)», «Fysiologi (Physiologie)», «Yoga & Meditation» und «Functional Movement».

Mit dem Abschluss dieser Fächer erhielten die Studierenden nebst der Ausbildung «Friluftslivveiledner» auch international anerkannte Ausbildungszertifikate als Seekajak-Instruktor (DKF Instruktor 1 - IPP 2, DGI Havkajakinstruktor 1, DGI Havkajakroer 1.), Kanu-Instruktor (DKF Instruktor 2 – IPP 3), Telemark-Skiinstruktor (DNS Telemarkinstruktor 1), Kletter-Instruktor (Toprebsklatreinstruktor) und in der Ersten Hilfe (Anhang C, Beispielszertifikate).

Diese Zertifikate sind für die Studienabgänger wichtige Errungenschaften der Ausbildung zum Friluftsvjelder. Die Ausbildung zum Friluftsvjelder am Paul Petersens Idrætsinstitut konnte sich von anderen Ausbildungen in Friluftsliv durch eine breite Palette an Aktivitäten und Zertifikaten – erlangt in einer relativ kurzen Zeitspanne - abheben, für S3 ein ausschlaggebender Grund, wieso er sich für die Ausbildung am Paul Petersens Idrætsinstitut entschieden hatte (S3-Interview, Pos. 107).

3.2 Friluftsvjledning als Vermittlungsmethode

Die Anzeigen von Zusammenfassungen (Analyse, 3.1) über das Konzept und Verständnis von «Friluftsliv» und «Friluftsvjledning», mit dessen Ausbildungsstruktur am Paul Petersens Idrætsinstitut haben Schlüsselthemen eingeführt. In den folgenden Abschnitten werden Beschreibungen der Schlüsselthemen präsentiert und entlang der Fragestellung analysiert.

Diese Analyse vom Schlüsselthema und Verständnis von Vejledning widmet sich dem eigentlichen Verständnis von Friluftsvjledning. Ein Friluftsvjelder schaffte mit seiner Präsenz, seiner Begleitung oder seinen Aktionen eine Lernumgebung, die gezielt erstellt wurde. Das Friluftsvjledning wird damit - abgestützt auf der Literatur (Einleitung, 1.2.4) - als die eigentliche Vermittlungsmethode hervorgehoben.

Friluftsvjledning, «could be translated to something as a *guide*, I mean *vej* means *road* and *ledning* means *guidance* so *roadguidance* in some abstract sense. It has to do with the abstract role of providing the safest possible context of not knowing what to do» (S2-Interview, Pos. 10). Diese Übersetzung von S2 wurde mit einer erlebten Situation (Obs#1 Friluftsbasic/Trekking) begründet, in der Vejleder den Teilnehmenden einige Materialien übergab und sie ermutigte damit Feuer zu machen. Der einzige Input vom Vejleder in diesem Moment war, dass diese Materialien genügten, um ein sicheres Feuer zu machen und er forderte die Teilnehmenden auf, damit zu experimentieren. Dieses Experimentieren wurde mit dem Gefühl beschrieben, «to not know what to do and being a little bit in the lower zone of your flow, like being exactly where you learn something, but not really knowing what you do» (S2-Interview, Pos. 10). In einem philosophischen Verständnis wurde ein erfolgreiches Vejledning in den Ausführungen von S2 mit, «when you start making your students having a dialog with the fire, (...) you have guided them and not instructed them, and that is what a Friluftsvjelder should do» (S2-Interview, Pos. 14) beschrieben. Dieses Erlebnis wurde auf die Ausbildung in Friluftsbasics während

der Observation in Söderåsen (Obs#1 Friluftsbasic/Trekking) mit deren angestrebten Ergebnissen vom Bilden einer Beziehung zu Friluftsliv und dessen Essenzen zurückgeführt.

3.2.1 Vielschichtigkeit vom Friluftsvejledning

Die Komplexität von Friluftsliv und Friluftsvejledning wurde in den Zusammenfassungen eingeführt. Diese Komplexität zeichnet sich in einer Vielschichtigkeit vom Anleitungen im Friluftsliv durch Friluftsvejledning aus, die hier aufgearbeitet werden soll.

Ein essentieller Lernprozess von Vejledning wurde von EX1 dem Abgeben von Verantwortlichkeiten an die Teilnehmenden zugeschrieben. «Some of the frustration with being taught by Vejledning is, that I put enormous responsibility on my students for developing» (EX1-Interview, Pos. 64). Damit beschrieb EX1 ein Schlüsselthema von Vejledning. Die Verantwortlichkeit für den Lernerfolg und die Suche nach dem besten Lernweg lag bei den Teilnehmenden. Für EX2 war dies ein wichtiger Schritt mit, «try to encourage them to seek for the knowledge themselves» (EX2-Interview, Pos. 24). Der Vejleder verfolgte währenddessen aber seine Verantwortlichkeit im Lernprozess, «Friluftsvejledning is in my view, that you have an eye on each member of the group you teach, and you try to combine the topic you are working with, with the groups, how the group is and you let yourself give them the chance to experience it» (EX1-Interview, Pos. 60). Diese Ausführungen zeigen, dass die Verantwortlichkeiten sowohl bei den Teilnehmenden als auch bei den Vejleder, die optimale Lernumgebungen schafften (Einleitung, 1.2.5), lagen.

Die Teilnehmenden wurden damit bewusst in die Pflicht für die Steuerung vom eigenen Lernerfolg genommen. S1 gab dem Verständnis von Friluftsvejledning die Eigenschaften und Anleitung mit, «I would set the group in more like an open *opgave* and see what their thoughts are, so I won't give them the recipe for success» (S1-Interview, Pos. 8). Mit diesem «opgave» wurde eine Aktivität oder eine Aufgabe verbunden, die zu diesen Erfahrungen führen sollte, mit dem Ansatz, keine Anleitung zum Erfolg zu geben. Diese Anleitung konnte durch die getätigten Observationen als zentrale Funktion im Friluftsvejledning deutlich gefestigt werden. Damit wurde erneut die Komplexität von Friluftsvejledning unterstrichen und dem Vejleder eine Aufgabe übergeben, die unter verschiedenen Bedingungen ganz unterschiedlich vermittelt werden konnten und mussten (Einleitung, 1.2.4 & 1.2.5).

Gleichzeitig erweiterte sich diese Verantwortlichkeit für das eigene Lernen während des Aufenthalts in der Natur um eine Dimension, die soziale Formen und Dynamiken umfasste. EX1 verband diese soziale Dimension mit dem eigentlichen Lernprozess rund um Friluftsliv folgendermassen, «social constructivism, is when you think to integrate people during a learning process is valuable. I think that is essential for Friluftsliv» (EX1-Interview, Pos. 60). Diese Aussage unterstützte die Komplexität und vielschichtigen Dimensionen vom Konzept Friluftsliv und dessen Auswirkungen auf Lernprozesse und die eigentlichen Lernergebnisse. EX2 gab diesen sozialen Formen im Zusammenhang mit Friluftsliv ein grosses Gewicht, «they are relying on other people, and it is really good to see, that we can all do things for each other, and that makes us stronger as a group than we are as individuals» (EX2-Interview, Pos. 30). In der Observation #2 von Friluftstour/Hiking Hurrungane war diese Zusammenarbeit in der Gruppe ein zentrales Ziel und von EX1 so geplant mit «we force them to work together» (EX1-Interview, Pos. 18). Während der Anwendung von Friluftsbasics konnten sich die Teilnehmenden gegenseitig unterstützen und die Herausforderungen in der Natur als Gruppe bewältigen, indem diese von Studierenden mit mehr Erfahrungen bewältigt werden konnten, ohne dass ein Vejleder unterstützen musste (Obs#2 Friluftstour/Hiking, S. 7).

Die verantwortlichen Vejleder gaben den Lernumgebungen in der Ausbildung zum Friluftsvejleder eine zusätzliche Eigenschaft. Die Lernbedingung musste herausfordernd und in der Dauer einer Friluftsliv-Aktivität als Gruppe zu meistern sein. «I think the environment should be so tough, that very few of them would be able to manage on their own. But most of them, or all of them, should be able to manage with help from others in their small group» (EX1-Interview, Pos. 18). Dieses «Environment» hatte einen direkten Einfluss auf den Lernprozess und die Lernkurve der Teilnehmenden. Wäre die Lernbedingung eine einfache Friluftslivaktivität gewesen, hätte sich nicht der gleiche Erfolg eingestellt. «So we force them to work together, so if it is too easy of an environment, then we don't force them to have eyes on the others on the group and that is a very important skill» (EX1-Interview, Pos. 18).

Die Anforderung an die Elemente für eine optimale Lernbedingung wurden von EX2 mit «roughness» einer Lernumgebung beschrieben, «so in that way the elements and the roughness of the elements really makes the learning curve a lot steeper» (EX2-Interview, Pos. 30).

3.2.2 Meisterschaft von *Friluftsvjledning*

Das *Friluftsvjledning* wurde somit als eine vielschichtige Vermittlungsmethode identifiziert, die nicht nur aus einer Perspektive betrachtet werden kann und in ihrem Verständnis schnell zur Meisterschaft wird. EX2 hatte einen Grundsatz für *Friluftsvjledning* (Einleitung, 1.2.3) beleuchtet: «*tur efter evne*, so you plan your trip after your own abilities» (EX2-Interview, Pos. 26). In diesem Abschnitt werden erwähnte Fähigkeiten im Zusammenhang mit der Meisterschaft von *Friluftsvjledning* präsentiert. EX2 gab eine Zusammenfassung, welche persönlichen Fähigkeiten als *Friluftsvjleder* und in der Rolle als verantwortlicher *Vejleder* des Ausbildungsganges wichtig sind.

Being trust worthy and being like specific in your way of communicating and being honest towards yourself, knowing your own *grænser*, like barriers, but of course also knowing how to navigate in nature, is also a basic, knowing how to dress, and stay dry and warm in like the conditions (EX2-Interview, Pos. 26).

Diese persönlichen Fähigkeiten und Art der gewählten Kommunikation basiert nach EX1 auf der Möglichkeit, die Teilnehmenden und Personen in den verschiedenen Lernbedingungen richtig lesen zu können. «*Friluftsvjleder* should be very good in reading other people, to focus on, what are their needs, when should I support, help, when should I leave them, when should I pressure them» (EX1-Interview, Pos. 16). Durch dieses Lesen von den Bedürfnissen der Teilnehmenden (Einleitung, 1.2.3) konnte ein *Friluftsvjleder* die Vermittlungsmethoden und eigene Rolle als *Friluftsvjleder* anpassen und einnehmen. Diese Fähigkeit ermöglichte dem *Friluftsvjleder* «different type of teachings, (...) and understanding a new group of people, to combine that with a subject, that is, I think, the most important» (EX1-Interview, Pos. 16).

Diese Kombination von Anforderungen an die *Friluftsliv*-Aktivität und die eingenommene Rolle als *Vejleder* ist eine hervorgehobene Fähigkeit eines *Friluftsvjleder* (Einleitung, 1.2.5). Die Meisterschaft zum *Friluftsvjleder* wurde von EX1 damit erklärt, dass der Weg zum *Friluftsvjleder* zuerst über das Erwerben von Fertigkeiten eines Instructors einer spezifischen *Friluftsliv*-Aktivität führt (Einleitung, 1.2.4), um später die Meisterschaft *Friluftsvjleder* in dieser *Friluftsliv*-Aktivität anzutreten (Obs#2 *Friluftstour/Hiking*). Dabei bezog sich EX1 konkret auf eine *Friluftsliv*-Aktivität die schrittweise gemeistert wird, vom Erwerber der *Friluftsliv*-Aktivität zum Instruktor der *Friluftsliv*-Aktivität bis zur Meisterschaft vom *Vejleder* in der *Friluftsliv*-Aktivi-

tät. Dieser Schritt bedarf nach Einschätzung von EX1 und in der Literatur viele Jahre (Einleitung, 1.2.4). S3 bemerkte dazu, «you can be a very fine instructor, without having ever been out on the edge yourself» (S3-Interview, Pos. 84). Damit beschrieb S3 die Voraussetzung, dass ein Vejleder auf seinem Weg zur Meisterschaft selber mit herausfordernden Bedingungen konfrontiert sein musste, um die Fähigkeiten zum Vermitteln mit Vejledning in dieser Umgebung zu erlangen.

Die von EX1 und EX2 beschriebenen Anforderungen an die Fähigkeiten der Friluftsvjelder spiegelte sich in den Observationen wider und waren in der Ausbildung zum Friluftsvjelder zentrale Erkenntnisse und gleichzeitig für die Ausbildungsstruktur und Inhalt prägend. Die einzelnen Friluftsliv-Aktivitäten wurden von verschiedenen Friluftsvjelder unterrichtet, die Experten oder Meister in deren Aktivität waren, sei dies in den Bergen im Friluftsbasics (Obs#1 & Obs#2), auf dem Wasser im Kayak oder Kanu (Obs#4 & Obs#5), auf dem MTB im Wald (Obs#6 & Obs#7) oder in der Meisterlehre der Messerwerkstatt (Obs#3).

EX1 beschrieb dieses Verständnis vom Friluftsvjledning als zweigeteilte Meisterschaft. Auf der einen Seite war das umfassende Verständnis vom Anwenden der Vermittlungsmethode «Friluftsvjledning» und auf der anderen Seite war die Meisterschaft auf der Fertigkeitlinie der spezifischen Friluftsliv-Aktivität. In der Auswertung von Observation #2 Friluftstour mit EX1 wurde dabei von «Generalist» und «Experte» im Friluftsvjledning zur gleichen Zeit gesprochen. Ein Friluftsvjelder kann also Meister im Anwenden der Vermittlungsmethode von Friluftsvjledning sein, jedoch ein unterschiedliches Niveau in den verschiedenen Friluftsliv-Aktivitäten aufweisen. Ein Friluftsvjelder ist mit seiner Meisterschaft im Vejledning in der Lage, in allen Friluftsliv-Aktivitäten basierend auf dem Niveau seiner Erfahrung in der aufgesuchten Aktivität als Vejleder, durch sein umfassendes Verständnis der Vermittlungsmethoden, aufzutreten (EX1-Interview, Pos. 28). Der Vejleder versteht hiermit, eine Friluftsliv-Aktivität und eine Lernumgebung mit der skandinavischen Anleitung *tur efter evne* (Einleitung, 1.2.3) nach seinen eigenen Kompetenzen und dem Niveau der begleiteten Gruppe zu kreieren (EX2-Interview, Pos. 26). Diese Erkenntnisse deckten sich mit der Beschreibung von Ydegaard (2005), indem sich das Friluftsvjledning nicht nur lokal an die Friluftsliv-Aktivität gebundene Ausgangslage richtet, sondern vielschichtig in der Anwendung und Ausübung zeigt (Einleitung, 1.2.4).

3.2.3 Führungsrollen im Friluftsvvejledning

Das Aufsuchen von Umgebungen in der Natur war jederzeit mit Schaffung einer sicheren Lernumgebung verbunden und verlangte von den Vejleder eine Anpassung des Führungsstiles oder vorgesehenen Art von Vejledning. In einem Teil von der Ausbildung in Vinterfjeld herrschten bei 15 Tagen mit stürmischem Wetter und ohne Sicht sehr herausfordernde Bedingungen. Die Bedingungen waren für die geplante Art von Vejledning zu gefährlich, EX1 bezeichnete seine Anpassung vom Führungsstil mit, «that was so hard and tough for them. And if you think about safety, I had as teacher, the Vejleder, just to be much closer to them» (EX1-Interview, Pos. 18). Das Schaffen von sicheren Friluftaktivitäten und Anpassung forderte die Vejleder auf organisatorischen Ebenen, aber auch basierend auf ihren eigenen Kompetenzen in Friluftsliv. Die Meisterschaft im «Friluftsvvejledning» verlangte entsprechend vom Vejleder eine Anwendung der Vermittlungsmethode, angepasst an das Fertigniveau in der ausgeübten Friluftsliv-Aktivität, und eine entsprechende Anpassung der Führungsrolle im Friluftsvvejledning (Einleitung, 1.2.5).

Die Ausbildung sah sich durch die aufgeführten Elemente auf einem schmalen Grat zwischen dem Verlangen nach unmissverständlichen Handlungsanweisungen und Instruktionen während der Ausbildung zu der eigentlichen Kernkompetenz des Friluftsvvejleder konfrontiert. EX1 machte diese Herausforderung von der bekannten Instruktion zusätzlich von dem Grad der Anforderung an die Friluftslivaktivität abhängig.

I think many of my students, they would love to go to Switzerland and get to the summit of Matterhorn by a *Bergführer*. A mountain guide who says, do this, do it now, and do it this way. And don't ask anything, just do what I say, and I will get you to the summit. It is a safe zone, it is a place, where they feel comfortable, and they feel empowered, and that is why we have to help them and make the right choice.

(EX1-Interview, Pos. 64)

Die Studierenden verlangten dabei nicht nur nach wahrgenommener Sicherheit, sondern auch nach der Sicherheit von einem erfolgreichen Lernprozess. Diese beiden Beispiele aus der Ausbildung machen die geforderte Meisterschaft vom Friluftsvvejledning basierend auf der Wahl und der Rolle des Führungsstils deutlich. Damit lässt sich die Meisterschaft vom Friluftsvvejledning mit der in der Literatur zu findenden Thematik vom *Conditional Leadership* verknüpfen.

Priest und Gass (2018) geben Beispiele für die Einschätzung der Günstigkeiten und der Dringlichkeit von flexiblen Führungsstilen, da eine bevorzugte, starre, nicht der Gruppe angepasste Begleitung fehlschlägt (Einleitung, 1.2.5).

Mit dieser Analyse der Meisterschaft im Friluftsvæjledning und der verschiedenen Rollen vom Führungsstil darf die Anleitung nach der Instruktion nicht prinzipiell vom Væjledning abgegrenzt werden. Ein Anteil an Instruktion gehört zwingend zur Vermittlungsmethode Væjledning und wurde in den Observationen mehrfach festgestellt (Analyse, 3.4.3). Der Führungsstil des Væjleders hatte sich jeweils auf das Bedürfnis der Studierenden angepasst und gezielt verändert.

Die Observation #2 in Norwegen gab einen umfangreichen Einblick in die Anleitung von Væjledning mit inkludierter Instruktion. Die Rolle des Væjleders konnte beobachtet werden, indem er eine Führungsrolle einnahm, die über 3 Tage immer weniger Instruktionselemente enthielt. EX2 benannte es «Step-In & Step-Out»-Væjledning. Die Anleitung von Væjledning war kennzeichnend mit «step in, let go, step in and give instructions when useful/possible or learnful» (Obs#2 Friluftstour/Hiking, S. 3). Das eigene Verhalten bei der Evaluation hatte EX1 in dessen Worten deckend beschrieben, «be there, maybe instruct, be away, be close, be gone» (Obs#2 Friluftstour/Hiking, S. 6). Das Væjledning war am Tag 1 nah an den Gruppen und damit war der Anteil an *Step-In* und Elemente von *Instruktion* ausgeprägter. Am Tag 3 waren die Væjleders weiter weg von der Gruppe, der Anteil an *Step-In* und *Instruktion* nur in einzelnen Fällen beobachtbar. Diese Observation zeigte jeden Tag eine veränderte Führungsrolle der Væjleders im gesamten Konstrukt des Væjledning mit gezielter Instruktion in einer Friluftsliv-Aktivität, die von Friluftsvæjledning geprägt war.

Zusammenfassend wurde die Instruktion als wertvolles Element in der Vermittlungsmethode vom Væjledning beobachtet. Die beabsichtigten Lernergebnisse liessen die Væjleders in ihren Führungsstilen variieren und damit den Einsatz von Instruktion in der vorhandenen Lernsituation steuern.

3.3 Learning Environment im Friluftsliv

Die Beschreibungen von Schlüsselthemen konnten das Friluftsvvejledning als Vermittlungsmethode einführen. Dieses Kapitel analysiert weitere Schlüsselthemen von der Vermittlung im Friluftsvvejledning mit Fokus auf das Learning Environment im Friluftsliv und zeigt Vorteile und Nachteile entlang der Fragestellung und unter Einbezug der Literatur vom Constructive Alignment, auf.

Die Lernumgebung (Learning Environment) und die Verantwortung der Teilnehmenden, ihren Lernprozess in den gegebenen Lernumgebungen zu steuern, beschrieb eine Grundlage in der Ausbildung vom «Friluftsvvejledning». Die folgenden Abschnitte präsentieren ein Verständnis von Lernbedingungen, das sich im Konzept «Friluftsliv» und dem Friluftsvvejledning hervorheben konnte.

3.3.1 Schaffung von einem Lernbedürfnis

Die Führungsrollen im Friluftsvvejledning haben die Instruktion als Teil vom Vejledning analysiert. Die Schaffung von einem Lernbedürfnis machte diese Verbindung der beiden Vermittlungsmethoden im Friluftsliv deutlich. S3 beschrieb diese Anleitung von Friluftsvvejledning als «the different way to make conditions for people to learn themselves or wanting to learn themselves, instead of just, this is how you have to do it» (S3-Interview, Pos. 27).

EX1 führte diese Anleitung von Vejledning weiter aus. Der Vejleder brauchte in diesem Fall seine Art von Vejledning, um Lernmotivation aufzubauen und nutzte diese Motivation mit einer Anleitung basierend auf einer klassischen Instruktion, um eine spezifische Technik zu verbessern. Während einer Aktivität mit Anleitung von Vejledning wurde im Kanu viel gepaddelt, «without teaching them any techniques, just see what happens. Because maybe they will find out» (EX1-Interview, Pos. 28). Nicht alle Teilnehmenden verspürten damit den selben Erfolg und die Frustration über die Paddeltechnik wuchs bei einigen Teilnehmenden stetig, «fuck I can't make this go straight. So then you have built up a motivation for learning, and then you come as an instructor half way around, listen if you do this with a paddle, if you feel unbalanced, do this» (EX1-Interview, Pos. 28). Die Instruktion war in dieser Lernsituation eine effiziente und zielführende Form, die durch Vejledning aufgebaute Lernmotivation umzusetzen.

Dieses Vejledning mit einem Anteil von Instruktion wurde von EX1 mit dem Beispiel verdeutlicht. S1 gab dem Vejledning die Wirkung, indem S1 durch den offenen Lernweg frustriert war. In diesem Moment kam ein Teil von Instruktion im Vejledning zum Einsatz, «he said to me, you need to rotate way more in your back and the power needs to come from your back. And the more silent your paddle is in the water, the better you are doing it» (S1-Interview, Pos. 52). Damit gab der Vejleder ein konkretes Feedback und eine Anleitung für die eigene Erfahrung während dem Erfahren der Paddeltechnik im Ansatz von Vejledning. S1 beschrieb die verspürte Frustration vor den Instruktionen. Diese machte S1 empfänglicher für ein Feedback oder Input durch den Vejleder. S1 konkludierte die Rolle vom Vejleder damit, «it is important to get the techniques from a teacher or one that knows» (S1-Interview, Pos. 16). EX1 und S1 stärkten mit den Beispielen das Verständnis der Meisterschaft im Vejledning (Analyse, 3.2.2).

Diese Ausführungen deckten sich mit der Obs #4 Kano mit den Inhalten vom offenen Lernweg «explore paddle techniques and get awareness for paddling» und den angeleiteten Inhalten von «learn, train and repeat paddle techniques». Das Vejledning wurde hier bewusst mit verschiedenen Führungsstilen und Teilen von Instruktion angereichert. Die ILOs in diesem Bereich könnten mit «do a paddle J-stroke» beim Lernen von den Techniken auf den Stufen von *unistructural* bis *multistructural* als Erweiterung von Wissen (*increase knowledge*) definiert werden. Hingegen möchte beim offenen Erkunden der Technik das ILO mit «reflect the awareness for the understanding of paddling» das Verständnis auf einer höheren Ebene vertiefen (*deepen understanding*) (Einleitung, 1.3.2). Diese unterschiedlichen Ansprüche an die ILOs bildeten gleichzeitig den Zusammenhang zur Schaffung vom Lernbedürfnis mit dem vertiefenden Verständnis auf höheren Ebene den Drang zu verspüren, das eigene Wissen mit neuen Fertigkeiten zu erweitern.

Die Schaffung von einem Lernbedürfnis durch Vertiefung vom Verständnis auf den höheren Ebenen widerspiegelte sich in den Observationen, am Beispiel von Obs#4 Kano mit den TLAs angeleitet durch die Verben *explore* oder *feel*. Das Lernbedürfnis wurde dabei mit den TLAs mit der Anleitung nach *do this, correct that, listen to, show* oder *explain* für die Erweiterung der Fertigkeiten ausgenutzt. Mit dieser Erweiterung konnte der Vejleder wieder zurück auf die höhere Ebene vom Verständnis wechseln.

3.3.2 Lernumgebung zum Erkunden

Die Friluftsaktivitäten in der aufgesuchten Umgebung «would be a situation where they get their own experiences and not having a feeling of me watching and thinking that it is neither wrong or right. So it is a situation they have to feel it themselves» (EX2-Interview, Pos. 20). Diese Lernbedingung beruhte darauf, dass die Teilnehmenden sowohl ihren eigenen Fähigkeiten vertrauten als auch dem Urteilsvermögen vom führenden Friluftsvejleder, ein weiterer Beweis für die Meisterschaft vom Friluftsvejledning.

Die Abholung vom Urteilsvermögen und Unterstützung des Vejleder wurde in den Friluftsaktivitäten wiederholt beobachtet. Eine typische Art in dieser Situation, eine explorative Lernumgebung zu schaffen, wurde mit einer einzigartigen Haltung des Friluftsvejleder ausgelöst.

They say a lot *jeg ved det ikke* - I don't know. They look at you and then say, *I don't know*, and you know they know. And they won't answer you. (S1-Interview, Pos. 44)

Diese Art vom Friluftsvejledning gab den Teilnehmenden die Möglichkeit, dem Urteilsvermögen vom Vejleder zu vertrauen und die Lernumgebung durch ihr eigenes Lernen mit Erkunden zu kontrollieren. Keine Antwort zu geben, war die extreme Haltung vom Vejleder in dieser Anleitung. Die Reaktion vom Vejleder in dieser Lernumgebung konnte oft in Form von Kommentaren oder Gegenfragen beobachtet werden, «the comments they give is more a question to get me think, or get me to answer, instead of giving me the right or wrong, or just an answer, yes or no» (S1-Interview, Pos. 44). Dieser Ansatz von Vejledning und Lernumgebung unterstreicht deutlich die Delegation von Verantwortung für das eigene Lernen auf die Studierenden.

Diese Aktivität vom Vejleder und der Teilnehmenden in der Lernsituation (TLAs) konnte als wichtige Art der Anleitung im Friluftsvejledning hervorgehoben werden. Typische Gegenfragen und Vejleder-Aktivitäten waren nach Beurteilung des Problems oder Frage mit «*føles det?* – how does it feel», «*prøver det af* – try it out» (S1-Interview, Pos. 44). Mit diesen Gegenfragen oder Kommentaren gingen die Vejleder wieder in ihre Rolle der Beobachtung und Überprüfung der Lernumgebung. Die Gegenfragen oder Kommentare stellten die Teilnehmenden vor die Aufgabe, die erhaltene Anregung zu reflektieren oder zu evaluieren und mit einer explorativen Aktivität selbständig die Antwort auf einem Niveau von vertieftem Verständnis zu erkunden.

Diese Art von Lernumgebung und TLAs konnte, um nur wenige von vielen Beispielen zu nennen, in der Obs#2 Friluftstour/Hiking während dem Aufbau vom Zelt in stürmischen Wetter oder bei der Obs#6 Bikepacking und Obs#7 MTB während dem Experimentieren von Techniken im wechselnden Gelände beobachtet werden. In der Observation #3 Mesterlære Knivbygning konnte die Lernumgebung zudem in ihrer Ausprägung der Meisterlehre beobachtet werden.

Dieser Lernumgebung vom Erkunden wurde von EX1 und EX2 eine weitere Grundvoraussetzung der bekannten Komplexität von Friluftsliv hinzugefügt. Dem Anspruch von Friluftsliv, in dem die Aktivität zeitlich möglichst nicht oder allenfalls nur wenig begrenzt sein soll (Analyse, 3.1.2). Damit wurde mit einer gewissen Ruhe und Verbundenheit in die Aktivität und Lernumgebung beschrieben. Die Observation #1 in Söderåsen präsentierte die Anforderung von Friluftsliv mit viel Zeit und ein durch die Teilnehmenden geleiteten Lernprozess. Das Aufbauen vom Camp oder das Entfachen von Feuer hätte durch einen Vejleder durch Instruktion angeleitet werden können. Die Ebene der ILOs und Vorstellung vom Vejledning der Aktivität liessen mit der Voraussetzung von genug Zeit die Schaffung einer explorativen Lernumgebung zu. S2 meinte zum Einsatz von Instruktion «And by teaching in this way you steal the moment of extra learning that is made possible by experimenting (S2-Interview, Pos. 10)». Mit dem Faktor Zeit konnte diese Aktivität das *extra learning* mit der Art vom Friluftsliv den philosophischen Ansatz von S2 verfolgen und der in der Analyse vom Friluftsliv als Vermittlungsmethode präsentierten Dialog (Analyse, 3.2) mit dem Feuer auslösen (S2-Interview, Pos. 14). Dieser Dialog unterstreicht die explorative Verbundenheit der Teilnehmenden mit der Friluftslivaktivität.

3.3.3 Lernumgebung durch Bedingungen (Conditions) und Gegebenheiten (Circumstances)

Das Schlüsselthema «Learning Environment» wurde vorgängig mit Fokus auf die Rolle der Vejleder in der Schaffung und Aufrechterhaltung der Lernumgebung beschrieben. Friluftsliv ist zusätzlich abhängig von der Natur und deren Phänomenen. Eine Lernumgebung im Friluftsliv wurde entsprechend vom Friluftslivvejleder im Zusammenspiel mit der Natur geschaffen. Die Bedingungen in der Natur spielten im Friluftsliv und Friluftslivvejledning erwartungsgemäss eine grosse Rolle. S3 hatte die Ansprüche an die Bedingungen während der Friluftslivaktivität wie folgt beschrieben:

I think, I have learned a lot in these situations where you have been pressed out of your comfort zone. On these longer trips, where we have been sort of just thrown out into it, sometimes the information that we would have liked to have to start with and then we just have to find a solution. And I know, that I really didn't like it in the situation, but I thought afterwards that, okay but we still got it to work. And I think that is the situations where I have learned the most, where I was not sure what is the right thing to do, but I still did something. (S3-Interview, Pos. 65)

Die Friluftaktivitäten wurden von EX1 und EX2 in der Vielschichtigkeit vom Friluftvejledning mit den herausfordernden Bedingungen und Elementen der Natur verknüpft, um die Lernkurve steil zuhalten (Analyse, 3.2.1). Das *Zonen-Modell* (Einleitung, 1.1.1) hatte dabei auf die Aktivitäten in Friluftsliv unumgänglich einen grossen Einfluss. Diesen Anspruch machte S3 in seiner Ausführung zusätzlich deutlich: «It is, where you are out of your comfort zone. In my perspective. It is where it is really hard and you are asking yourself; why am I doing this. And then when you solve it; okay, I did it because of this» (S3-Interview, Pos. 74).

Die Einschätzung der Komfortzonen der Teilnehmenden und Steuerung in den Bedingungen der Natur machte die Ansprüche an die eingeführte Meisterschaft vom Friluftvejledning deutlich. Die Schaffung von sicheren Aktivitäten, Aufrechterhaltung der Lernumgebung und Urteilsvermögen der Friluftvejleder in ihren Rollen wurden dabei verdeutlicht. Die Observationen konnten einen Einblick in die ILOs und TLAs dieser Bedingungen in der Lernumgebung geben und verknüpften diese gleichzeitig mit der Theorie des Conditional Leadership (Einleitung, 1.2.5) und der Lehre nach Komfortzonen (Einleitung, 1.1.1). Die Bedingungen waren beim Vejledning von der Observation #2 in Hurrungane mit dem Anspruch an «experience the way of Friluftsliv» von zentraler Bedeutung und schufen wechselnd neue Lernumgebungen. Die entsprechende Steuerung und Erfahren der Komfortzonen war einer der definierten Inhalte mit «experience to go out of comfort zone & back in it» mit möglichen ILOs auf Ebene Vertiefung des Verständnisses mit *create* oder *reflect* (Obs#2 Friluftstour/Hiking, S. 1).

EX1 sah in diesen Komfortzonen und Veränderung der Komfortzonen eine wichtige Grundlage im Friluftsliv, in der ein erfahrener von einem lernenden Friluftvejleder unterschieden werden kann. EX1 sieht sich selbst ausgesetzt in den Bedingungen, «Not better, warmer or less wet: We know how and that we will get back to our comfort zone. This with experience in handling moments and have tactics about it» (Obs#2 Friluftstour/Hiking, S. 4). Diese Veränderung der

Komfortzonen wurde im Verständnis der Friluftsvejleder als «overskud» bezeichnet (Obs#2 Friluftsliv/Hiking, S. 7). Overskud, verwendet im Werk von Arne Næss (Einleitung, 1.2.1), kann als psychischer Überschuss vom Ertragen von Unannehmlichkeiten und Kompetenzen für die Situation gesehen werden (EX2-Interview, Pos. 7).

Vejledning nach Circumstances. Die Bedingungen zeigten, dass die Abhängigkeit von der Natur und dessen Phänomenen durch das Aufsuchen bestimmter Umgebungen vom Friluftsvejleder gesteuert werden möchte. Die Elemente der Natur konnten jedoch nie bis zur Einzelheit gesteuert und kontrolliert werden. Diese Ausgangslage bringt der Meisterschaft des Friluftsvejledning eine zusätzliche entscheidende Disziplin der «circumstances» (Gegebenheiten).

Diese Eigenschaft von Friluftsliv wurde von EX2 folgend beschrieben, «Friluftsliv at first being outside in the fresh air, and being there under the circumstances» (EX2-Interview, Pos. 7). Ein Friluftsvejleder musste in der Lage sein, während den herrschenden Bedingungen in der Natur auch auf unvorhergesehene Gegebenheiten seine Anforderungen und Ansprüche als Friluftsvejleder zu meistern.

Die Observation #2 in Hurrungane, dem Friluftsliv mit Trekking in Norwegen liess die Gegebenheiten während der Ausbildung erfahren. Die Vejleder hatten nebst den genannten ILOs auch «experience and learn basic hike & camp skills» mit dessen Inhalten vorgängig definiert (Obs#2 Friluftstour/Hiking, S. 1) und entsprechend einen Tourenplan erstellt. Der Plan musste während dem Aufenthalt in der Friluftaktivität jeden Abend diskutiert und angepasst werden. Diese Tour beinhaltete extrem wechselnde Naturbedingungen und Gegebenheiten mit Wind, Regen, Schnee, Sonne, Kälte und Wärme. Die unvorhergesehenen Ereignisse in der Natur hatten Einflüsse auf das Verhalten und Wohlbefinden der Teilnehmenden.

Die Auswertung der Vejleder ergab, dass ohne Schnee, Regen und Wind, nicht die gleichen Lernerfolge hätten verfolgt werden könnten. EX1 evaluierte, dass das Anwenden der angestrebten «learning skills, due to hard conditions; poor leaders couldn't lead» nicht für die ganze Gruppe erreicht werden konnte oder dass zum Beispiel eine Technik der Flussüberquerung aufgrund des kalten Wetter nicht gemacht werden konnte (Obs#2 Friluftstour/Hiking, S. 6). Das Vejledning in den kalten, nassen Bedingungen sprach im Gegenzug die erfahreneren Teilnehmenden vermehrt an und durch herausfordernde Gegebenheiten konnten in der Gruppe ergänzende Fertigkeiten der Friluftsbasics, in zum Beispiel Orientierung im Schneesturm oder der

Campeinrichtung im Windsturm erworben werden (Obs#2 Friluftstour/Hiking). Das Vejledning unter diesen Gegebenheiten wurde im Interview von S4 mit einem zusätzlichen Beispiel von Vinterfjeld wiederholt unterstrichen, «where there was really storming weather and we were going out, learning some about, how to walk in whiteouts. And they were like, okay we are not doing that today, because it is too dangerous in this» (S4-Interview, Pos. 71), wo die geplanten TLAs nicht durchgeführt werden konnten. Zusammenfassend zeigten diese Auswertungen erworbene Fertigkeiten und gewonnener *Overskud* für Situationen, die nicht alle primär geplant, aber durch die Gegebenheiten möglich gemacht wurden.

Diese Faktoren der Gegebenheiten wurden von EX1 mit der Komplexität von Friluftsliv und durch neue Möglichkeiten von vermittelbarem Inhalt bezeichnet. EX1 beschrieb eine Gegebenheit im Friluftsvejledning mit, «If we hike together in Sweden, I can't plan that we meet a muse. But if we meet a muse, I have to be ready to catch the moment and *vejlede* about that» (EX1-Interview, Pos. 11). Dies konnte durch die Observationen #2 in Hurrungane gestärkt werden. Die Lernumgebungen verwiesen auf die optimalen Lerngegebenheiten, welche von EX1 und EX2 als Schlüsselement im Friluftsvejledning hervorgehoben wurden. Dieses *Vejledning nach circumstances* präsentierte sich als anspruchsvolle Disziplin und herausragende Fertigkeit in der eigentlichen Meisterschaft eines Friluftsvejleders.

3.4 Teaching Methods im Friluftsvejledning

Die Beschreibungen von Schlüsselthemen konnten das Friluftsvejledning als Vermittlungsmethode einführen. Die folgenden Abschnitte analysieren Schlüsselthemen mit Fokus auf die Teaching Methods im Friluftsvejledning. Weiter werden Vorteile und Nachteile - entlang der Fragestellung und unter Einbezug der Literatur vom Constructive Alignment - aufgezeigt.

Das Friluftsvejledning wurde abgestützt auf die Literatur und Untersuchung als die eigentliche Vermittlungsmethode identifiziert und in den vorgängigen Abschnitten in Anleitung und Verständnis behandelt. Während dem Beobachten und Analysieren der Vermittlungsmethode «Vejledning» konnten weitere «Teaching Methods» während den Friluftaktivitäten ausgemacht werden. Diese Methoden wurden als Anleitungen und Techniken während der Ausbildung zum Friluftsvejleder beobachtet und nahmen dadurch eine untergeordnete Rolle im komplexen Konstrukt vom Friluftsvejledning ein. Diese Methoden und Techniken wurden deshalb als «Teaching Methods im Friluftsvejledning» bezeichnet.

In Interviews wurden Teaching Methods in verschiedenen Ausprägungen und mit Beispielen kombiniert. Im Fokus der Experten und Studenten standen Methoden und Ansätze nach «Learning by Frustration» (EX1-Interview, Pos. 64), «Experienced Based Learning» (EX2-Interview, Pos. 30), «Learning by Fucking Up» (S1-Interview, Pos. 16), «IDEAS» (S2-Interview, Pos. 24), «Learn out of your comfort zone» (S3-Interview, Pos. 74), «Learning by Doing» (S4-Interview, Pos. 52) oder «ask the hammer» (F1-Gruppendiskussion, Pos. 10). Aufgrund dieser Ansätze und Techniken waren die Friluftsvejleder in der Lage, die Lernumgebungen (Analyse, 3.3) nach deren Ansprüchen der Vielschichtigkeit (Analyse, 3.2.1) und der Meisterschaft (Analyse, 3.2.2) durch die Wahl der Führungsrollen (Analyse, 3.2.3) zu schaffen.

3.4.1 Paul Petersen-Methods

Teaching Methods im Friluftsvejledning am Paul Petersens Idrætsinstitut wurden von den Studierenden und Vejleder während den Observationen und Interviews auch als «Paul Petersen-Methods» bezeichnet (S4-Interview, Pos. 52). Diese Paul Petersen-Methods umfassten die Anleitungen von den verschiedenen Techniken und Methoden, inspiriert von der Friluftsliv Philosophie nach Arnen Naess, Nils Faarlund, angewendet während der Ausbildung zum Friluftsvejleder am Paul Petersens Idrætsinstitut (EX1-Interview, Pos. 32). Die in Tabelle 3 aufgeführ-

ten Techniken um Learning by Doing, Learning by Fucking up, Learning by Frustration basierend auf dem Experienced Based Learning (EX2-Interview, Pos. 30), prägten diese Paul Petersen-Methods wiederholt und wurden in den Interviews ausführlich behandelt.

Tabelle 3

Paul Petersen-Methods (Teaching Methods im Friluftsvvejledning)

Learning by Doing
<p>I already said this learning by doing, and learning by fucking up. But this openness there, is to be yourself and to learn the way you have to learn it. That there is like time to fail, and learn by failing. (S4-Interview, Pos. 54)</p> <p>But in classics didactic it is John Dewey, he talks a lot about learning by doing. (EX1-Interview, Pos. 32)</p>
Learning by Fucking Up
<p><i>learning by fucking up</i> that's like a sentence in PP, because then when you get, like, you have been fucking up in the canoe and you can't keep rowing it straight away and if you are doing that for two hours, and you have been frustrated, and a bit laughing and you have been like "wtf", and then the teacher gives you one technique to maybe do it, to row a little bit better and then I felt like I am more open to get that teaching and I am more open to receive information. (S1-Interview, Pos. 16)</p> <p>There is also the style of teaching practised, that you are supposed to, teaching like learning fucking up, but more in the sense that you as a student are meant to feel safe fucking up, so the teachers provide the circumstances for experimenting and then you make your own knife and it looks this way and your own paddle and it looks this way it is and that is fine. (F1-Gruppendiskussion, Pos. 9)</p> <p>So there is a lot of responsibility passed on to the students and their knowledge and their way of working together in the fucking up method and also a lot of personal stamina or what you can say. Like, how much that you do, have to put in to this assignment and how much do I want it to succeed and how frustrated can I be. (S1-Interview, Pos. 32)</p>
Learning by Frustration
<p>Some of the frustration with being taught by Vejledning is, that I put enormous responsibility on my students for developing. (EX1-Interview, Pos. 64)</p> <p>But the hard part is, when you force them to try it out. Because then they will have experiences that are not good, the skis are very slippery or they can't get the burner, multi fuel burner to work. So working with Vejledning is often combined with frustration. (EX1-Interview, Pos. 22)</p> <p>I think that frustration also can lead to something good. It can lead questioning the way that we plan things but it can also be to questioning your own way of seeing things. (EX2-Interview, Pos. 54)</p>

Anmerkung. Diese Übersicht wurde aus wörtlichen Zitaten aus den Interviews erstellt.

Diese Sammlung von Interviewsequenzen mit Bezug zu den Paul Petersen-Methods (Tabelle 3) ergänzen die Anzeigen von Zusammenfassungen. Die Paul Petersen-Methods nach «Learning by XY» waren prägend in den Observationen und konnten in unzähligen TLAs beobachtet werden. In Bezug auf die Teaching Methoden in der Lernsituation konnten diese mit dem gezielten Anwenden der Paul Petersen-Methods aus Tabelle 3 verknüpft werden.

Die Paul Petersen-Methods zeichneten sich speziell darin aus, dass die Anweisungen alle miteinander verknüpft waren und Synergien entwickeln konnten. Die Anleitung nach Learning by Fucking Up entstanden aus einer vorgängigen Vermittlung nach Learning by Doing, die in der Kombination vom *Doing* zu *Fucking Up* zu *Frustrationen* führten und sich die Vejleder damit im Vermitteln nach Learning by Frustration vorfanden.

Die Analyse der *Learning Environments* (Analyse, 3.3.) präsentierte Lernumgebungen und entsprechende TLAs. Die Lernumgebungen präsentierten ILOs auf Stufen von *unistructural* bis *multistructural* als Erweiterung von Wissen definiert und zusätzlicher Vertiefung des Verständnisses als Erweiterung auf einer neuen Dimension (Analyse, 3.3.1). Diesen Anforderungen an die Learning Environments im Friluftsvvejledning versuchten die Paul Petersen-Methods gerecht zu werden. Die Paul Petersen-Methods konnten durch die Verbindungen vom Learning by Doing, ausgerichtet auf Erweiterung des Wissens, bis zur Transition zum Learning by Frustration, ausgerichtet auf Vertiefung des Verständnisses, erklären (Einleitung, 1.3.2).

Diese Anforderungen an die Lernsituationen waren in Obs#1 Friluftsbasic/Trekking und Obs#2 Friluftstour mit «experience way of Friluftsliv», «experience and learn Friluftsbasic skills» oder «discover the need for learning skills» präsent. Mit den definierten ILOs auf dem Niveau von Erweiterung von Fertigkeiten und Vertiefung von Verständnis waren die Paul Petersen-Methods zielführende Anleitungen in TLAs für das Erfahren und Erkunden vom Friluftsliv. Gemeinsam mit dem bereits eingeführten «Step-In & Step-Out» der Friluftsvvejleder (Analyse, 3.2.3) wurden dabei die entsprechenden Lernumgebungen erzeugt, kontrolliert und die angestrebte «Overskud» im Friluftsliv erworben (Analyse, 3.3.3).

Die Theorie vom *Experiential Learning* (Einleitung, 1.2.5) als Erfahrung in der Gruppe wurde bei der Obs#2 Friluftstour/Hiking ausgeprägt beobachtet und ist mit den Paul Petersen-Methods und deren untergeordneten Methoden unumgänglich zu verbinden.

They learn to listen to themselves, their bodies and they also learn to listen to the group mates. And because the consequences are bigger, I think. So the experiences will stick like a lot deeper, so it is really a lot about experienced based learning. For example, you forget to put up your tent, you are in your camp, and the weather is really nice, there is no wind, it is not snowing, so you just take it for granted, yeah, everything is good and you just go to bed, and the day after it is windy, and it has been snowing a lot. So all the things you left outside your tent, they are gone. (EX2-Interview, Pos. 30)

Die Anleitungen der Paul Petersen-Methods wurden als zentrale Methoden während der ganzen Ausbildung zum Friluftsvjelder beschrieben und beobachtet und machten die Essenz vom *Experienced Based Learning* durch Friluftsvjledning aus.

3.4.2 Meisterlehre: ask the hammer

Die Lernumgebung zum Erkunden (Analyse, 3.3.2) hatte die Haltung der Vejleder nach «I don't know» eingeleitet. In Obs#3 Mesterlære Knivbygning (Meisterlehre Messerwerkstatt) waren die Inhalte gerichtet nach «learn how to use skills und gear» in Kombination mit «use own knowledge» beim Bau eines eigenen Messers. Dieses «use own knowledge» war ausschlaggebend für die gewählte Anleitung und den kognitiven Level der Vermittlung mit einer Vertiefung vom Verständnis für eigenes Lernen (Einleitung, 1.3.2). Der Vejleder gab keine genauen Anleitungen und liess die Teilnehmenden selber probieren. Diese Art von Anleitung wurde in der Gruppendiskussion speziell hervorgehoben.

There is a slogan, that has been said quite often on our course, it is in english *ask the hammer*. The way I interpret that sense is that, try yourself first. I mean try and use the tool, see what the tool can do. And it is for me very tempting to ask someone else, what do you think what I should do, because when I ask someone else, then I don't have to carry the burden of uncertainty, it is one of the ways that EX1 use to phrase it. And it is an invitation, to sort of carry that uncertainty, that doubt in yourself and try to go through that doubt and try to ask the hammer first. See what the hammer can do. It is a way, a sort of, you can also call it, it is a way to walk around that analyse and paralyse, because I am always stuck in this analysis, oh what should I do, what should the plan be, then I am paralysed. So it is a way of moving into action. *Ask the hammer*.

(F1-Gruppendiskussion, Pos. 10)

Dieses *ask the hammer* symbolisierte die Evaluation mit dem Vejleder während der Meisterlehre von der Messerwerkstatt. Der Vejleder hoffte mit seiner Methode auf Fehler - durch «fucking up» - der Teilnehmenden und deren Wirkung von «learn how to fix it» oder «learn much better through fuck up». Die Anleitung sollte unterschiedliche Resultate hervorbringen basierend auf den Erfahrungen der Macher, wobei in den Augen vom Vejleder keines der Resultate richtig oder falsch war, sondern den Anfang vom langen Weg der Meisterlehre symbolisierten (Obs#3 Mesterlære Knivbygning). Dieser Umgang wurde von den Studierenden in Kombination mit der Methode *Learning by Fucking Up* als positive Anleitung beschrieben (F1-Gruppendiskussion, Pos. 9).

Die Anleitung auf kognitivem Level der Vermittlung mit einer Vertiefung vom Verständnis für eigenes Lernen war prägend für *ask the hammer* und dessen verknüpften ILOs. Die Teilnehmenden konnten während der Aktivität ihre eigenen Fertigkeiten auf dem Level «Erweiterung des Wissens» verbessern. Während der gleichen Aktivität wurden die Teilnehmenden gezwungen, das eigene Lernen während der Auseinandersetzung mit den eigenen Fertigkeiten zu reflektieren und eigene Lernmuster zu generieren (Einleitung, 1.3). Diese Vertiefung vom Verständnis für das eigene Lernen gab dem *ask the hammer* wertvolle Eigenschaften für die Behandlung von Problemen auf höheren kognitiven Ebenen.

Die Lernsituation mit den TLAs konnte vom Vejleder mit «I don't know, ask the hammer» eingeleitet werden. Die Aktivitäten der Studierenden drifteten dabei in verschiedene Ebenen von Level an Fertigkeiten und kognitivem Verständnis für die Situation und Herausforderung, welche der Lernumgebung nach Erkunden (Analyse, 3.3.2) geschuldet war. In diesem Zusammenhang konnte dieser Ansatz mit dem Anspruch an Friluftsvejledning verknüpft werden, dass die Verantwortung für das eigene Lernen auf die Teilnehmenden übertragen wird. Mit *ask the hammer* wird eine Methode beschrieben, die diesen Anspruch vollumfänglich übernimmt.

3.4.3 Vejledning mit Instruktion

Die Obs#5 Kayak stand im Zentrum der Vermittlungsmethode nach IDEAS im Friluftsliv. Das übergeordnete ILO war «introduce and apply IDEAS» (Obs#5 Kayak). Die Anleitung nach IDEAS wurde hier vertieft und als zentrale Technik im Vejledning vorgestellt. Die Methode nach IDEAS war eine der Anleitungen im Friluftsliv, aufgebaut in die Teilschritte «Introduc-

tion, Demonstration, Explanation, Activities, Summary» (S2-Interview, Pos. 24). Eine Zusammenfassung aus den Interviews zeigt die Anleitung nach IDEAS (Tabelle 4) mit vertieften Beschreibungen und Vorstellungen.

Tabelle 4

Anleitung nach IDEAS

IDEAS
That is a way of teaching and each letter stands for like the progression in teaching people something. So the «I» stands for instruction, and then there is «D», Demonstration, Explanation, Activity and then Summary. And when they taught us about that, I realised that they had been teaching us in that way all the time almost. (S2-Interview, Pos. 24)
IDEAS and that is kind of the instruction part I would say (S3-Interview, Pos. 35)
The specific ways of teaching to something specific area in Friluftsliv. For example, it would be very relevant to use the IDEAS-method, when teaching how to pack a bag. Packing a bag correctly is essential and the whole thing of teaching people how to do this can be more of an instructor thing or play more the role of the instructor when teaching that than of the guide or the Friluftvejleder. (S2-Interview, Pos. 26)
I would first of all, or first for most, introduce the problem, saying, this is what you can't do, when you haven't learned it. Or if you want to do this, there is a problem. Because the kayak won't turn by itself. So how do we help this, and this is the way and then, let people experiment with it. (S2-Interview, Pos. 28)

Anmerkung. Diese Übersicht wurde aus wörtlichen Zitaten aus den Interviews erstellt.

Die Methode nach IDEAS zeichnete sich durch die Teilschritte und den Anteil an Instruktion im Vejledning aus. In der Obs#5 Kayak wurde IDEAS explorativ auf der Basis von «guided discovery» vermittelt. Damit verfolgt die Methode nach IDEAS die Ansprüche von Friluftvejledning, wertvoll ergänzt durch Teile von Instruktion. IDEAS hat sich in diversen Aktivitäten als erfolgreiche Methode im Vejledning etabliert und wurde in Obs#4-Kano mit den Inhalten von «learn, train and repeat paddle techniques» und «explore paddle techniques and get awareness for paddling» identifiziert. Diese Ziele wurden mit Anleitungen nach IDEAS vermittelt, ohne dass die Studierenden in die Methode vom IDEAS eingeführt worden waren.

Die Erklärung von EX1 mit der Anleitung - Observation#7 MTB war prägend - von «*Hel, del, hel, so you have a whole, you take that apart, you have a whole*» (EX1-Interview, Pos. 31),

stärkte diese Art von Methoden, die nach einem ganzheitlichen und analytischen Ansatz verlangen.

Der Ansatz von Anpassungen der Führungsrollen (Analyse, 3.2.3) in Teilschritten wurde bereits in der Obs#1 Friluftsbasic/Trekking beobachtet, im Umgang mit Lernumgebungen durch die Bedingungen (Analyse, 3.3.3) beschrieben und bildete dabei flächendeckend eine wichtige Anleitung im Friluftsvvejledning.

3.5 Herausforderungen in der Ausbildung «Friluftsliv»

Das Konzept «Friluftsliv» lebt von einem eigenen Gedankengut, das «Friluftsliv» zeigte sich in seiner Anleitung in einer Vielschichtigkeit. Diese komplexe Ausgangslage und vielschichtige Vermittlungsmethode brachten in der Ausbildung «Friluftsliv» Vorteile und Nachteile mit sich. Diese wurden dabei zu Herausforderungen für die Vejleder und die übergeordnete Struktur der Ausbildung. Dieses Kapitel präsentiert und analysiert Schlüsselthemen in Bezug auf die Herausforderungen in der Ausbildung Friluftsliv.

3.5.1 Struktur der Ausbildung «Friluftsliv»

Das Friluftsliv mit seiner Komplexität hatte einen Einfluss auf die Struktur der Ausbildung. Der Anspruch vom Friluftsliv und dessen Übertragung von den Verantwortlichkeiten auf die Studierenden schlug sich in der Struktur der Ausbildung nieder. EX1 beschrieb diese Herausforderung an die Ausbildungsstruktur mit, «the feeling is, that there is no structure, and that is because we put responsibility for learning and development on their side» oder wurden konfrontiert mit «And what we always hear from the students, it is that when you work with *Vejledning*, it is because you have no structure, it is a mess» (EX1-Interview, Pos. 64).

Anspruch von Friluftsliv vs. Ausbildungslehrgang. EX1 sieht in dieser Struktur und dem Übertragen von Verantwortung ein Grundverständnis von der Ausbildung zum Friluftsliv und fühlt sich bei dieser Herausforderung gezwungen, seinem Verständnis und Commitment in die Anleitung vom Vejledning zu vertrauen. «So we also have to be strong enough to say, I hear what you say but we are not gonna make more structure, because if I do that, I fail you, I fail this commitment» (EX1-Interview, Pos. 64). EX1 unterstreicht damit eine Gratwanderung von diesem Vertrauen in die Anleitung von Friluftsliv und der Menge an Verantwortung, die während dem Ausbildungslehrgang auf die Studierenden übertragen wird, «and I think that has been a big struggle in myself, that I think there is a lot of responsibility passed on to the students to coordinate many things besides the subject» (S1-Interview, Pos. 70). Für S3 manifestierte sich dies mit einem sehr geringen Level an Informationen (S3-Interview, Pos. 92). S3 erhielt von S1 Unterstützung, «many times I missed information, missed planning and logistics to make maybe lighten the load on the students. There is a lot of what we have to plan our self» (S1-Interview, Pos. 70). Der Konflikt bestand in der Struktur mit Leitlinien und der Art «laissez-faire» von Friluftsliv (Einleitung, 1.2.5), damit das Commitment in die Friluftsliv-Philosophie nicht verloren ging, was von S1 entsprechend hervorgehoben wurde, «And they wrap it

in, and try like to excuse them self, that we are gonna be in ten months, we are gonna be Friluftslivleder, we are gonna stand with all the tasks on our own» (S1-Interview, Pos. 70).

Verhältnis von Friluftsliv-Aktivitäten und Ausbildungszeit. Die Ausbildung am Paul Petersens Idrætsinstitut beinhaltete Ausbildungen in diversen Friluftslivaktivitäten mit abschliessenden Überprüfungen auf zertifizierten Stufen. Diese Vielfalt und Qualität der zertifizierten Friluftslivaktivitäten waren für die Evaluation der Ausbildungsstruktur ein zentraler Punkt (EX1-Interview, Pos. 36). Diese Ausgangslage wurde von S3 als Stärke von der Ausbildung am Paul Petersens Idrætsinstitut bezeichnet «it looked really good with all these different topics you are introduced to in a relativity short period of time» (S3-Interview, Pos. 107). Durch diesen Vorteil an Vielseitigkeit wurden die Studierenden mit organisatorischen Herausforderungen konfrontiert. Ausbildungsinhalte und Semesterplan zum Friluftsliv wurden als überlastet beschrieben (S1-Interview, Pos. 62). «There were so many subjects that you were introduced to in the beginning. And I think that was really hard to concentrate about and to go deep into it» (S4-Interview, Pos. 86), Herausforderungen, die in Gefühlen von «left behind» oder «frustrated» resultierten (S3-Interview, Pos. 92). Der Drang der Studierenden, diese Inhalte möglichst effizient zu lernen, wuchs in ihrer Vielzahl. Im Gegensatz dazu versprach der Aufenthalt in der Natur nach der Anleitung von Friluftslivleder einen ausgedehnten Zeitraum für das Erleben und Erfahren der Friluftslivaktivitäten. Damit sahen sich die Vejleder mit dem Faktor Zeit der Ausbildung und der Essenz von Friluftsliv (Analyse, 3.1.1) herausgefordert.

Für EX2 war diese Herausforderung ein Teil der Anforderung an die Struktur, in der versucht wurde, alle Themen, Trips und Zertifizierungen mit genug Zeit und Pausen in den engen Ausbildungsplan von nur 10 Monaten zu bringen (EX2-Interview, Pos. 70). EX2 verband dieses Vorhaben mit «I think no matter how much we think the *årsplan*, the plan of the year, is completely perfect, it cannot be better, there is always frustration» (EX2-Interview, Pos. 54). EX2 sah in dieser Herausforderung jedoch einen Vorteil darin, dass damit gelernt wird, in einer extremen Situation, essentiell im Friluftsliv, die Kontrolle zu haben, indem «you have to know, what you have to fix first» (EX2-Interview, Pos. 58).

3.5.2 Ausbildung zum *Friluftsvjelder* vs. Rolle als *Friluftsvjelder*

Die Ausbildung zum «Friluftsvjelder» vermittelte in einem ersten Schritt die Friluftsliv-Aktivitäten. In diesem Stadium wurden die Teilnehmenden ausgebildet und begleitet von den Experten und Vjelder. Diese Lernsituationen wurden durch die Teaching Methods von Friluftsvjledning gesteuert. Die Teilnehmenden standen dabei im Zentrum und konnten davon lernen und profitieren. Der Abschluss der Ausbildung befähigt die Teilnehmenden, selber diese Rolle zu übernehmen und fordert die Anwendung der Vielschichtigkeit vom Friluftsvjledning (Analyse, 3.2.1). «We are learning (...) to be a Friluftsvjelder. And at the same time, we are taught, how to teach. That double role of becoming Friluftsvjelder and being a student yourself, is an interesting place to be, very confusing but also very tense» (F1-Gruppendiskussion, Pos. 14). Dieser Wechsel stellte sich als besondere Herausforderung in der Ausbildungsstruktur heraus. Die Studierenden waren sich gewohnt die Friluftslivaktivität vermittelt zu bekommen und mussten mit dem Rollenwechsel die Verantwortung für dieses Vermitteln übernehmen (Analyse, 3.2.1). S3 sah sich dabei zu schnell in dieser Rolle als Friluftsvjelder, «for me it is very important to be prepared, before I have to instruct or counsel in an activity or situation» (S3-Interview, Pos. 82).

Dieser Verlauf der Ausbildung, in der Struktur vom Friluftsvjledning und Wechsel der Rollen, wurde von EX1 ausführlich beschrieben und möchte analysiert werden.

When you start out, they need more guiding, because we don't have enough time. You could also say, this is a primus multi fuel and you don't know nothing about it and I would say, try. That would be a very long way for you to learn how to use a cook-set. Instead of me, okay, let me show you, this is how it works, this is how you start it up, this is how you keep it going. So we also have a lot of instructing and we have a lot of focus on their skills. Now after Christmas and this way in the middle of Winter, we have more and more a focus on their Vejledning-Skills, and that step is quite difficult for many of them to take. And it is not difficult because it is very hard to *vejlede*. It is because the focus goes from them. (...) We suddenly say, now it is not about you anymore. You are good enough a skier, you can train yourself. But now you have to work with, how can you help Toby and me to become better skiers. So we evaluate on your Vejledning-Skills more. (EX1-Interview, Pos. 50)

Diese Interviewsequenz bildet eine umfassende beobachtete Anzahl von Friluftsliv-Aktivitäten mit deren Vejledning ab. In sich enthält sie einige Ansatzpunkte der bereits angeführten Herausforderungen und Vermittlungsansätze mit deren Learning Environment und Teaching Methods. Im ersten Schritt wurde die Herausforderung an die Struktur der Ausbildung mit dem Faktor Zeit beschrieben (Analyse, 3.5.1). Dabei mussten die Vejledere in der Startphase etwas näher an den Studierenden sein. Weiter unterstrich die Sequenz die Herausforderungen der Vermittlungsmethode Vejledning und deren Element von Instruktion (Analyse, 3.2.3). Mit dem Abschluss vom Herbstsemester und Übergang in das Frühlingsemester änderte der Fokus und war vermehrt auf die Rolle als Friluftslivvejleder gerichtet.

Stufe der Zertifikate. Diese Herausforderung wurde zusätzlich verstärkt durch die Ausbildungsstruktur und der Meisterschaft vom Friluftslivvejledning (Analyse, 3.2.2) selbst. Am Ende der Ausbildung erhielten die Studierenden anerkannte Lizenzen auf der Stufe «Instruktor» und den Studienabschluss «Friluftslivvejleder». Die Überprüfungen und Nachweise wurden daher zum Teil auf der Stufe «Instruktor» abgenommen. Die Ausbildung zum «Friluftslivvejleder» wurde dafür zwangsläufig mit Anleitungen durch einen Instruktor verbunden. Die Meisterschaft zum Friluftslivvejleder wurde damit erklärt, dass der Weg zum Friluftslivvejleder zuerst über das Erwerben von Fertigkeiten eines Instruktors und den Friluftslivaktivitäten führt, um später die Meisterschaft Friluftslivvejleder in der Friluftslivaktivität anzutreten. Eine Herausforderung und ein Paradox, das EX2 im Zusammenhang mit Erfahrung beschrieb und von EX1 bestärkt wurde, indem die Lizenzen vom Instruktor mit einem Führerausweis verglichen wurden.

We give them as an education the title of a Friluftslivvejleder, when they are finished here. But I think that is also something that comes with experience. I don't know if you can say that you get more and more Friluftslivvejleder, with the more experience you have. Maybe you can compare it to like a driver licence, you don't have a lot of experience with driving, you know the theory and then you get your driver licence and then it is time to really become a driver in a way. So it is a paradox, because the more experience you have, the more range of motion as a Friluftslivvejleder you have. (EX2-Interview, Pos. 70)

EX1 und EX2 erhoben damit den Anspruch, dass die Studierenden eine Basis von Erfahrung für einen Friluftslivvejleder am Ende der Ausbildung vorweisen können und damit den Weg zur Meisterschaft von Friluftslivvejledning antreten können.

Curricula und Examination. Die Überprüfungen wurden von internen und externen Prüfern abgenommen, basierend auf einem staatlichen Standard für akademische Ausbildung. Die externen Prüfungen wurden dabei vielfach auf externen Instruktor-Zertifizierungen durchgeführt, was gleichzeitig zum entsprechenden Diplom auf absolviertem Niveau führte (EX1-Interview, Pos. 36). Die Herausforderung der Stufe der Zertifikate spiegelte sich dabei erneut in den Curricula wider. Der Prüfungsinhalt war teilweise von externen Partnern auf Stufe Instruktor definiert. Die Ausbildung mit dem Abschluss «Friluftsvjleder» musste entsprechend «what instructor exam contains, we put in extra» (EX1-Interview, Pos. 38), also mit Zusatzinhalt auf dem Niveau vom Friluftsvjedning, ergänzt werden. Dieser zusätzliche Inhalt lässt den Bezug auf die ILOs auf Stufen Erweiterung von Wissen und Vertiefung des Verständnisses als Erweiterung auf einer neuen Dimension (Analyse, 3.3.1 & 3.4.1) herstellen.

Die Friluft-Aktivität Kayak lieferte dafür ein Beispiel. Die externe Überprüfung der Fertigkeiten im Kayak wurde von Experten vom Verband DGI durchgeführt. Die Überprüfung legte den Schwerpunkt auf die Ausführung der erworbenen Fertigkeiten im Kayak zum Bestehen der Stufe «DGI havkajakinstruktør I». Die Anforderungen an das Friluftsvjedning waren für die Ausbildung am Paul Petersens Idrætsinstitut auf einem zusätzlichen kognitiven Level. Der Abschluss im internen Modul ergänzte dabei mit dem zusätzlichen Inhalt die internen Anforderungen auf dem Niveau der Vertiefung des Verständnisses vom Friluftsvjedning im Kayak. Auf der internen Abschlusstour lag der Schwerpunkt bei den Kriterien in Bezug auf die Wahl der Route, der Risikobeurteilung und Analyse deren Folgen oder der Einschätzung der Verantwortung für die Selbstversorgung (Anhang C, Eksamenbeskrivelse Kajak, S. 1). Die weiteren Fachbeschriebe und Prüfungskriterien von weiteren Friluft-Aktivitäten sind frei zugänglich und hatten die Analyse zusätzlich unterstützt.

Diese unterschiedlichen Prüfungen mit einer technischen Ausrichtung bei den Instruktor-Zertifizierungen und mit dem vertieften Verständnis vom Friluftsvjedning in einer Friluftsliv-Aktivität bildet für die Ausbildungsstruktur und Organisation eine schwierige Ausgangslage. S3 meinte dazu, «I would have actually liked a bit more instruction points because I don't really think that I got much there, yet» (S3-Interview, Pos. 72). Die Studierenden erhoben den Anspruch an die Vertiefung von Fertigkeiten im Hinblick auf die Zertifizierung, was mit dem Anspruch an Ausbildung zum Friluftsvjleder mit dem auf einer anderen kognitiven Ebene und vertieften Verständnissen um Friluftsvjedning in Konflikt steht. Diese Ausgangslage machte

es schwierig, die Ausbildungspläne in ein Design mit lückenlosem *alignment* der ILOs und ATs zu bringen.

3.5.3 Ungewohnter Ansatz von Lernen durch Vejledning

Die formulierten Herausforderungen wiesen bereits auf die Problematik bei der Ausbildung zum «Friluftsvjleder» durch die Vermittlungsmethode «Vejledning» und deren Paul Petersen-Methods (Analyse, 3.4.1) hin. Dieser Abschnitt möchte zu diesem Thema mit Bezug auf die vielschichtigen Herausforderungen zusätzlichen Inhalt generieren.

Die Konfrontation mit diesem für viele Studierende ungewohnten Ansatz und Übergabe von Verantwortung beim Lernprozess schilderte S1 in den Erfahrungen aus vergangenen Ausbildungen, «That's a product of that you are used to go to school and your teacher says what you have to do, or the university tells you what they want. (...) Now at Paul Petersen, I have to figure it out myself, that is frustrating in the beginning» (S1-Interview, Pos. 8).

In vielen Lernsituationen stand das Friluftsvjledning dabei im Konflikt mit der global angewandten Anleitung einer Instruktion. Eine anerkannte und verbreitete Form von Vermittlung in der heutigen Gesellschaft läuft über Instruktionen. «The instructor part is quite easy, and all the students are raised with that in a danish school society, so they love that» (EX1-Interview, Pos. 22). Die Studierenden kannten die Instruktion als effiziente Lernsituation und forderten diese vermehrt bei Einführungen in eine neue Friluftsliv-Aktivität ein. Die Beobachtungen unterstützten, dass viele Studierende instruiert werden wollten. Sie forderten die Vermittlung mittels Instruktion bei den Vejleder ein «there could be a little bit more weight on some general instructions to begin with» (S3-Interview, Pos. 98). Dieser Anspruch an die Instruktion im Vejledning steht damit deutlich mit Führungsrollen im Friluftsvjledning (Analyse, 3.2.3) und dem beschriebenen Bedürfnis nach Sicherheit im erfolgreichen Lernprozess mit Instruktion (Analyse, 3.1.2) in Konflikt.

EX2 beschrieb die Situation so, dass viele Studenten sich gewohnt waren, durch Instruktion unterrichtet zu werden, das Lernen nach der Anleitung von Friluftsvjledning musste zuerst gelernt und akzeptiert werden. Diese neue Ausgangslage begleitete die analysierten Herausforderungen und Frustrationen als ein Teil von diesem Weg zum Vejledning und konnten kaum umgangen werden (EX2-Interview, Pos. 54). EX2 führte dabei wiederholt das Zusammenspiel

von Frustration mit Friluftսvejedning an, welches in den Paul Petersen-Methods nach dem Experienced Based Learning (Analyse, 3.4.1) behandelt wurde. Dieser frustrierende Ansatz nach den Methoden «learning by frustration» oder «learning by fucking up» kombinierte eine Herausforderung und eine Stärke von Vedledning gleichzeitig. «Give them the opportunity to think and reflect and get frustrated to hopefully get a feeling of success» (S1-Interview, Pos. 10). S1 beschrieb mit dieser Reflektion - ausgelöst durch erfahrene Frustration - intensive Erlebnisse, die zur Vertiefung vom Verständnis führten.

Die Analyse und Zusammenfassung der Herausforderungen geben einen aufschlussreichen Einblick in die Ausbildung «Friluftսvejedning». Die beschriebenen Herausforderungen sind zwingend mit den Ausführungen und Ansprüchen an Friluftsliv und Vermittlungsmethode «Friluftսvejedning» der qualitativen Datenanalyse zu vereinen. Die Vorteile vom Friluftսvejedning können mit dem Anspruch an die möglichst umfassende Verantwortungsübergabe an die Studierenden (Analyse, 3.2.1) beschrieben werden. Das Delegieren der Verantwortung für den eigenen Lernprozess und die damit bewusst provozierte Frustration als Herausforderung bilden das Herzstück der Ausbildung am Paul Petersens Idrætսinstitut und machen das Friluftսvejedning aus.

4 Diskussion

In dieser Diskussion soll die Verknüpfung vom Constructive Alignment und dem Friluftsliv-vejledning hervorgehoben werden. Das Constructive Alignment ist ein gefestigtes Werk und eine Anleitung für erfolgreiches Unterrichten auf einem akademischen Niveau. Die Anleitung vom Constructive Alignment basiert nach Biggs und Tang (2011) darauf, dass die Lernenden für ihren Erfolg verantwortlich gemacht werden.

Constructive Alignment, (...), makes the students themselves do the real work, the teacher simply acts as 'broker' between the student and a learning environment that supports the appropriate learning activities. (Biggs & Tang, 2011, S. 100)

Dieses Zitat zeigt die Verbindung und Parallelen zum Vejledning auf. Biggs und Tang (2011) beschreiben die Rolle der Lehrperson als «broker», was aufgrund der Erkenntnisse aus dieser Feldforschung durchaus dem «Vejleder» gleichgestellt werden könnte. Die Anleitung vom eingeführten Verständnis vom Constructive Alignment (Einleitung, 1.3) deckt dabei weitgehend die Charakteristik von «Vejledning» auf. In diesem Zusammenhang sollen die zentrale Analysen der Anwendung von Friluftsliv und Friluftsliv-vejledning und das Zitat aus dem Interview mit EX1 nochmals erwähnt werden. Die Ausbildungsstruktur am Paul Petersens Idrætsinstitut überträgt eine weitreichende Verantwortlichkeit auf die Studierenden, «Some of the frustration with being taught by Vejledning is, that I put enormous responsibility on my students for developing» (EX1-Interview, Pos. 64) und macht damit die Studierenden für ihren Lernerfolg verantwortlich.

Im Rahmen dieser Masterarbeit wurde das Friluftsliv-vejledning als zentrale Vermittlungsmethode hervorgehoben (Analyse, 3.2). Mit den *Paul Petersen-Methods* konnten weitere untergeordnete Vermittlungsmethoden im Zusammenhang mit Friluftsliv und Friluftsliv-vejledning beobachtet werden. Ein Friluftsliv-vejleder schafft mit seiner Präsenz, seiner Begleitung oder seinen Aktionen eine Lernumgebung. Die Kompetenzen und Fertigkeiten eines Friluftsliv-vejleders bestimmen weiter, wie diese Lernumgebungen intensive Erlebnisse ermöglichen. Die Kompetenzstufe eines Friluftsliv-vejleders wird von den herausgearbeiteten Vermittlungsmethoden und Vermittlungstechniken beeinflusst. Diese müssen alle als einzelne Vermittlungsmethoden in der Ausübung vom übergeordneten Friluftsliv-vejledning betrachtet werden (Analyse, 3.4).

Diese Diskussion kann die Ausbildung *Friluftsvjelder* mit dem Friluftsvjledning als einen «constructively aligned» orientierten Ansatz betrachten und beschreiben. Das Design vom Constructive Alignment konnte in dieser Arbeit auf der Ebene und der Beurteilung der übergeordneten Vermittlungsmethode Friluftsvjledning in Zusammenhang mit den angestrebten Zielen der Ausbildung bestätigt werden. Um einschätzen zu können, ob das Design vom Constructive Alignment auch auf die einzelnen angebotenen Friluftaktivitäten und deren Unterrichtseinheiten zutrifft, müsste eine weitere Untersuchung durchgeführt werden.

Das Konzept *Friluftsliv* hat mit seiner Begleitung durch *Vjledning* einen eigenen Charakter erhalten. Eine Kernkompetenz von einem Vjleder im Friluftsliv wurde mit der Fähigkeit und Fertigkeit bezeichnet, nach den Bedingungen und Gegebenheiten zu handeln und seine Kompetenzen in der gegebenen Natur optimal einschätzen und einsetzen zu können. Eine bedeutende Rolle im Friluftsliv und Friluftsvjledning konnte dem englischen Verb «ask» gutgeschrieben werden (Analyse, 3.4.2). Es ist nicht konkret mit einem *intended learning outcome* zu verbinden, aber eine oft gewählte Anleitung für die Verknüpfung der Ansprüche an die Level von Vermittlung im Friluftsvjledning mit der Erweiterung von Fertigkeiten (increase knowledge) und der Vertiefung von Verständnis (deepen understanding) auf einer höheren kognitiven Ebene (Einleitung, 1.3.2).

4.1 Ableitung zur Begrifflichkeit: «ask the circumstances»

Diese Diskussion möchte eine Begrifflichkeit im Zusammenhang mit dem Konzept Friluftsliv und dem Friluftsvjedning vorschlagen und zur weiteren Diskussion freigeben.

Diese Begrifflichkeit ist vom ergründeten «ask the hammer» abgeleitet (F1-Gruppendiskussion, Pos. 10). Ask the hammer wurde unter den Teaching Methods (3.4.2) erklärt und war in den Observationen ein wiederkehrendes Element. Der innovierte Begriff «ask the circumstances» soll an dieser Stelle eingeführt und zur Diskussion bereitgestellt werden. Er zeigt in vielerlei Hinsicht einzigartige Beobachtungen vom Vjedning und wurde durch diese Feldforschung ausgearbeitet. *Ask the circumstances* umschliesst dabei wichtige Wissenserkennnisse dieser Masterarbeit und Ansprüche an die Meisterschaft vom Friluftsvjedning.

Ask the circumstances soll eine Anleitung für das Verhalten von Friluftsvjedler zusammenfassen und sich gleichzeitig als Teaching Methode im Repertoire von einem Vjedler wiederfinden. *Ask the circumstances* fordert einen Vjedler auf, die Bedingungen zu beurteilen, die auftretenden *circumstances* (Gegebenheiten) als bestmögliches Erlebnis zu nutzen oder mit *ask the circumstances* als Teaching Methode den Teilnehmenden die Verantwortung zu übertragen, diese Bedingungen und Gegebenheiten zu ihrer optimalen Lernumgebung zu machen.

Die folgenden Abschnitte sollen die entscheidenden Überlegungen hinter *ask the circumstances* nach «A-S-K» präsentieren: A steht für *Abilities & Skills vom Friluftsvjedler*; S steht für *Schaffung von Lernumgebungen*; K steht für *Kontrolle der Circumstances*. Die Doppeldeutigkeit von «ask» in dieser Begrifflichkeit ist Absicht.

4.1.1 (A)bilities & Skills vom Friluftsvjedler

Die Abilities (Fähigkeiten) und Skills (Fertigkeiten) von einem Friluftsvjedler ermöglichen das Steuern einer Aktivität einer Gruppe in der Komplexität von Friluftsliv (Analyse, 3.1.2). Diese Abilities und Skills wurden im Zusammenhang mit der höchsten Kompetenzstufe als Meisterschaft im Friluftsvjedning beschrieben. Diese Kompetenzen vom Vjedler können isoliert mit Fokus auf dem Level der Aktivität und Sicherheit der Aktivität betrachtet werden.

Der Weg wurde als schrittweise Erarbeitung von Fertigkeiten - vom Erwerber zum Instruktor bis zur Meisterschaft Vjedler - in einer spezifischen Friluftsliv-Aktivität beschrieben (Analyse,

3.2.2). Die Ausbildungsstufe vom Vejleder beeinflusst dabei das Level der Aktivität. Die Erfahrungen aus Friluftsliv zeigen, dass das Erreichen von der Stufe Meisterschaft mit jahrelanger Arbeit im Themengebiet und der spezifischen Friluftsliv-Aktivität in Verbindung steht. Das Erwerben von Fertigkeiten in einer Friluftsliv-Aktivität mit Vertiefung auf dem Level vom Instruktor und dem Wechsel zum Anwenden von Vermittlungstechniken vom Vejledning wird dabei zur besonderen Herausforderung im Hinblick auf die zur Verfügung stehenden Zeit. Die Levels der Instruktionen und des Vejledning, speziell in den Ausbildungen zum Friluftslivvejleder ist im Zusammenhang mit dem Faktor Zeit und dem beabsichtigten Ausbildungslevel «Vejleder» deshalb kritisch zu betrachten (Analyse, 3.5.1).

Die Grundfähigkeiten von einem Friluftslivvejleder bestehen darin, die eigenen Fertigkeiten für die spezifische Aktivität einschätzen zu können - und entsprechend auf diesem Level anzuleiten (nach «*tur efter evne*», Analyse, 3.2.2). Dieser Ansatz verlangt vom Vejleder das Level der Friluftsliv-Aktivität, auf seine vielschichtigen Fähigkeiten im Vejledning und eigenen Fertigkeiten in der spezifischen Aktivität - unter Einbezug vom Fertigniveau der Gruppe – abzustimmen (Analyse, 3.2.1).

Diese Kompetenzen von einem Vejleder im Vermitteln von Friluftsliv ermöglichen, unabhängig vom angestrebten Level, eine Anleitung einer *sicheren* Friluftsliv-Aktivität. Das in der Einleitung (1.2.5) beschriebene *Conditional Leadership* möchte unterstreichen, dass eine starre, nicht der Gruppe angepasste Begleitung fehlschlägt und auch das Friluftslivvejledning deshalb nicht einem einzelnen angestrebten Führungsstil folgen kann. Im Hinblick auf eine sichere Durchführung der Aktivität gibt das Conditional Leadership einen Hinweis auf eine angepasste Ausrichtung vom *autokratischen* zum *abdokratischen* Führungsstil eines Friluftslivvejleder. Diese flexible Einnahme von Rollen und Führungsstilen (Analyse, 3.2.3) ermöglicht einem Vejleder, das Vermitteln sowohl auf das eigene Fertigniveau als auch auf das der Gruppe abzustimmen. Damit wird in Kombination mit den Fertigkeiten die Basis für eine *sichere* Friluftsliv-Aktivität gelegt.

4.1.2 (S)chaffung von Lernumgebungen

Der Friluftsvejleder ist für die Schaffung von Lernumgebungen und Anleitung in diesen Bedingungen (Analyse, 3.3.1 & 3.3.2) zuständig. Mit der Schaffung von Lernumgebungen wurde gleichzeitig die Vielschichtigkeit vom Friluftsvejledning beschrieben (Analyse, 3.2.1). Mit diesem Anspruch geht «ask the circumstances» das Paradox vom Friluftsvejledning am Paul Petersens Idrætsinstitut an (Analyse, 3.5.2), indem die Friluftsvejleder die Teilnehmenden zu selbstständigen Friluftsvejleder delegieren und gleichzeitig die Lernumgebung laufend beurteilen müssen.

Die Lernumgebungen werden durch das Aufsuchen ausgewählter Gebiete, in denen die geplanten Friluftsliv-Aktivitäten je nach Schwierigkeitsgrad stattfinden sollen, geschaffen. In der Lernumgebung angekommen, wird die Übergabe der Verantwortung an die Teilnehmenden von einem geübten Vejleder mit der Anleitung nach «ask the XY», abgeleitet vom ask the hammer (Analyse, 3.4.2), vermittelt und delegiert. Mit dieser Anleitung wird die Lernaktivität (TLA aus dem Constructive Alignment) ins Zentrum gesetzt. Durch diese Anleitung und der Wahl vom «XY» kann die Taxonomie der Friluftsliv-Kompetenzstufen der Teilnehmenden durch den Vejleder kontrolliert und entsprechend vermittelt werden. Auf einer Beginnerstufe könnte die Anleitung an die Teilnehmenden «ask me for guidance if needed» lauten oder bei fortgeschrittener Stufe könnte die Anleitung «ask the others for a solution» sein. Bei der Stufe der Meisterschaft im Friluftsliv war die Anleitung «ask the hammer» - könnte aber je nach Lernumgebung auch «ask the snowstorm» sein, wo die Teilnehmenden in völliger Eigenverantwortung und möglicher Hilflosigkeit nach einer Lösung in einer kritischen Situation suchen müssen. Diese letzte Anleitung vertraut darauf, dass die Teilnehmenden durch die Erfahrungen im Friluftsliv eigenständige und implizit gefestigte Lösungen finden und die Lernsituationen nach dem Ansatz vom *experiential learning* meistern (Einleitung, 1.2.5).

Mit der Übergabe der Verantwortung durch «ask the XY» hat der Friluftsvejleder die beabsichtigte Lernumgebung geschaffen. Gleichzeitig übernimmt der Vejleder in dieser Phase die laufende Beurteilung der Lernumgebung - mit einem ausgeprägten Urteilsvermögen für Bedingungen im Friluftsliv (Analyse, 3.3.2). Mit dieser Beurteilung und Taxonomie der Hilfestellung oder Anleitung durch den Vejleder wird ein *Flow-Erlebnis* kreiert oder führt den Teilnehmenden in eine *Entwicklungszone* nach dem Zonen-Modell (Einleitung, 1.1.1).

4.1.3 (K)ontrolle nach Circumstances

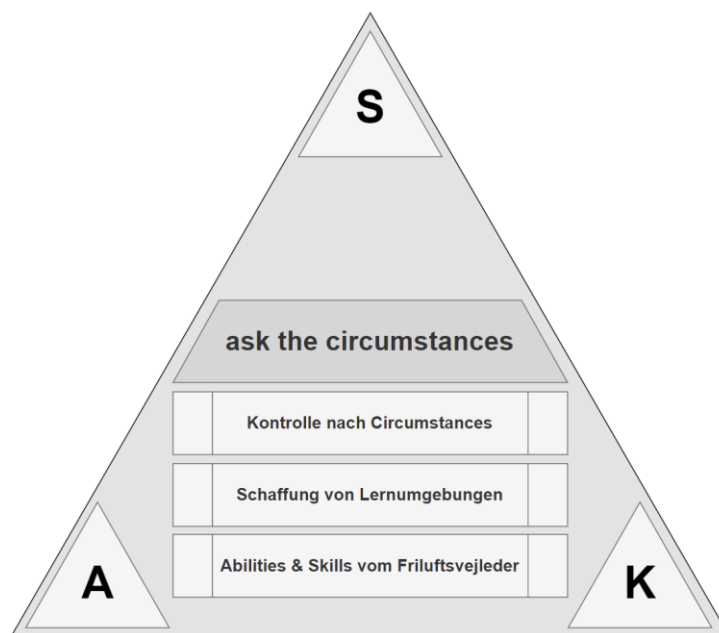
Die Kontrolle nach Circumstances (Gegebenheiten) ist als letzter entscheidender Faktor in der Anleitung vom «ask the circumstances» hervorzuheben. Die Lernumgebungen in der Natur vom Friluftsliv können vor dem Bezug geplant und abgeschätzt werden. Die Bedingungen sind jedoch abhängig von diversen Faktoren, wie zum Beispiel Verhältnisse, Gelände, Mensch. Durch den Aufenthalt in der Natur mit Wetter und Naturereignissen ist das Auftauchen und Bewältigen von Circumstances unumgänglich. Die Meisterschaft vom Friluftsliv besteht darin, diese Circumstances im Friluftsliv zu erkennen und die Lernumgebung zu kontrollieren. Diese Kontrolle der Circumstances und Steuerung der Lernumgebung durch den Vejleder ist dabei das Schlüsselement und kann den Lernerfolg einer ganzen Gruppe ausmachen. Diese Circumstances bilden dabei in sich bereits eine selbständige Lernumgebung (Analyse, 3.3.3). Ein Friluftslivvejleder, der diese sich immer wieder ändernden Circumstances kontrolliert und zu einer Lernumgebung mit angepassten Anleitung und Aktivitäten gestaltet, repräsentiert die Meisterschaft vom Friluftslivvejleder. Die Circumstances werden dabei zu einer durch den Vejleder kontrollierten Lernumgebung, die durch Anleitung mittels *ask the circumstances* von den Teilnehmenden genutzt werden muss und nicht vom Vejleder erzwungen wird.

Der Friluftslivvejleder hat die Fähigkeiten, seine Führungsrolle nach dem Conditional Leadership (siehe (A)bilites) an die Circumstances anzupassen und schafft dabei die Voraussetzungen für eine sichere Lernumgebung. Die *Conditional Favorabilities* von Priest und Gass (2018) beschreiben nicht nur die auf die Aufgabe, Ziele oder die Beziehung gerichtete Anleitung, sondern setzen die Günstigkeit der vorliegenden Bedingungen und Circumstances ins Zentrum (Einleitung, 1.2.5). Diese Günstigkeit der Circumstances kann für die Vejleder in einer zusätzlichen Instruktion von einem auszubildenden Themengebiet zu einem *autokratischen* Führungsstil führen oder gibt der Gruppe die Verantwortung, basierend auf der Günstigkeit, in einem *abdiokratischen* Stil nach «ask the snowstorm» (siehe (S)chaffung) ihre selbstgesteuerten impliziten Erfahrungen zu machen. Diese Beurteilung und Ausnutzung der Günstigkeit von der Lernumgebung nach Circumstances genießt im Friluftsliv oberste Priorität und gibt dem *ask the circumstances* erweiterte Bestätigung als Anleitung in der Meisterschaft vom Friluftslivvejledning.

Die Kontrolle und Bewältigung der Circumstances lässt den Friluftsjvejlleder wieder in geplante Lernumgebungen zurückkehren. Diese beiden Anleitungen von der S(chaffung) und K(ontrolle) sind in einem ständigen Wechselspiel. Die Beherrschung dieses Wechsels mit Anpassung der Führungsrollen nach A(bilities) in den Circumstances definiert damit die eigentliche Essenz vom *ask the circumstances*.

Abbildung 11

A-S-K vom ask the circumstances



Anmerkung. Visualisierung der Begrifflichkeit *ask the circumstances*, eigene Kreation

Die Begrifflichkeit vom *ask the circumstances* beantwortet die Fragestellung dieser Masterarbeit, indem sie - unter Berücksichtigung der Komplexität von Friluftsliv und der Vielschichtigkeit vom Friluftsjvejlledning - eine zusammenfassende Beschreibung der Vermittlungsmethode Friluftsjvejlledning gibt. Diese Vermittlungsmethode repräsentiert die Ausbildung am Paul Petersens Idrætsinstitut.

4.2 Reflexion der eigenen Arbeit

Das Paul Petersens Idrætsinstitut ermöglichte einen Einblick in das Untersuchungsfeld. Die Observationen mussten sich zwar an den Jahresplan der Ausbildung zum «Friluftsliv» richten, konnten aber nach dem Prozess der Masterarbeit organisiert werden. Die Observationen setzten eigene Kompetenzen in den Friluftsliv-Aktivitäten und spezifische Ausrüstung mit Kanu, Kajak sowie die Begleitung der Gruppe in Dänemark, Norwegen und Schweden voraus. Diese Unterstützung wurde vom Institut und den Ausbildungsverantwortlichen EX1 und EX2 mit grosser Hilfsbereitschaft und Selbstverständlichkeit erbracht. Der Support und bedingungslose Zugänglichkeit der Ausbildung am Paul Petersens Idrætsinstitut konnten in dieser Offenheit nicht erwartet werden, waren aber für das Gelingen dieser Masterarbeit essentiell. Dadurch wurde ein umfassender Einblick in eine skandinavische Ausbildungsstätte im Feld ermöglicht, was als Stärke dieser Masterarbeit hervorgehoben werden kann.

Die vorliegende Untersuchung hat die Vermittlung in Friluftsliv als eine komplexe und vielschichtige Ausgangslage offenbart. Die Observationen und Einblicke in Friluftsliv-Aktivitäten waren zeit- und ressourcenintensiv. Das Verständnis für das Konzept von Friluftsliv und die Vertiefung in die Vermittlungsmethode «Friluftslivvejledning» erfordert sehr viel Zeit und kann nicht in einzelnen Observationen in seiner Gesamtheit erfasst werden. Für eine umfangreiche qualitative Forschung in diesem Themenfeld bedarf es vertiefter und langfristiger Beobachtung und Begleitung der Ausbildung mit dem zyklischen Anwenden von Datenanalysen und Re-Analysen, die ein erneutes Aufsuchen im Feld verlangen. Diese Ansprüche an den ethnografischen Forschungsprozess waren in dieser Arbeit durch zeitliche Einschränkungen limitiert. Die ethnografische Forschung schlägt vor, die Konzentration auf einige zentrale Themen zu legen. Das Anzeigen von Zusammenfassung und Beschreiben von Schlüsselthemen konnten die Fragestellung basierend auf den Herausforderungen der Feldforschung bearbeiten. Die ausführlichen Interviews und die teilnehmende Beobachtung im Feld über einige Monate konnten eine umfassende Analyse und Zusammenfassung vom Friluftsliv mit Fokus auf die Vermittlungsmethode «Friluftslivvejledning» erzielen (Breidenstein et al., 2020).

Die zeitliche Limitierung muss im Zusammenhang mit der Analyse nach dem Design vom Constructive Alignment hervorgehoben werden. Die Observationsphase konnten *intended learning outcomes* (ILOs) und *teaching/learning activities* (TLAs) in einer aufschlussreichen Anzahl von Friluftsliv-Aktivitäten beobachtet werden, die Observationsphase konnte jedoch nicht über den vollständigen Verlauf einer Ausbildung aufrechterhalten werden. Die *assessment tasks*

(ATs) konnten in dieser Masterarbeit nur unter Einbezug von Interviews und Dokumenten in die Analysen eingeschlossen werden. Für eine umfangreiche Analyse der Ausbildungspläne bis zu einzelnen Ausbildungsinhalten der Ausbildung zum Friluftvejledning basierend auf dem Design vom Constructive Alignment von Biggs und Tang (2011) war der Aufenthalt im Feld zu kurz.

Diese Masterarbeit sah sich mit weiteren ethnographischen Herausforderungen konfrontiert. Die Observationen der teilnehmenden Beobachtungen verlangten unterschiedliche Beobachterrollen und Involviertheit. Eine starke Involviertheit und Teilnahme ging auf die Kosten von einer analytischen Distanzierung vom Feld. Eine geringe Involviertheit machte das Beobachten und Aufzeichnen zwar leicht, dafür gingen Teile von der Verinnerlichung und Sammlung von Erkenntnissen verloren. Die teilnehmende Beobachtung bedeutet, die Rollen bewusst zu wechseln (Breidenstein et al., 2020). Diese Planung von der Einnahme der verlangten Rolle und der bewussten Distanzierung vom Feld nach dem Ansatz «going native» könnte mit der gesammelten Erfahrung dieser Masterarbeit besser gelingen (Thierbach & Petschick, 2019).

Die Entwicklung der Themen in der ethnografischen Forschung beginnen nicht erst in der Datenanalyse, sondern bereits mit der Konzipierung der Forschung. In der Feldforschung selbst wird an analytischen Themen orientiert, die die Feldforschung strukturieren, in dieser Arbeit entlang der Fragestellungen und der Leitbegriffe vom Constructive Alignment (Breidenstein et al., 2020). Die entsprechende Distanzierung vom Feld und Differenzierung der Themen war während des Forschungsprozesses eine grosse Herausforderung und eine Lehre vom ethnografischen Forschen.

Die Ausgangslage für das Aufsuchen eines Forschungsfeldes im Ausland hat die ethnographischen Herausforderungen weiter ergänzt. Die dänische Sprache war während des ganzen Forschungsprozesses eine Einschränkung. In der Vorbereitungsphase konnten zwar die wichtigsten Grundlagen der Sprache erworben werden, waren aber auf einem Sprachniveau von A1 bis A2 beim Aufsuchen des Forschungsraumes knapp genügend. Die vermittelten Friluftaktivitäten während der teilnehmenden Beobachtungen wurden in Dänisch geführt. Das führte dazu, dass aufgrund der Sprachbarriere nicht alle Einzelheiten der Praxis aufgenommen werden konnten und auch für eine natürliche Distanzierung sorgten. Das Sprachniveau konnte im Verlauf vom Aufenthalt im Feld gesteigert werden. Die Observationen #1 bis #7 wurden entsprechend unter

sich laufend verbessernder Kommunikationsfähigkeit beobachtet, was die Qualität möglicherweise zu beeinflussen mochte. Die Interviews im nächsten Schritt wurden auf Englisch geführt, um das Sprachniveau und damit auch das Verständnis bestmöglich zu erhöhen. Eine gewisse Einschränkung der Sprache war jedoch weiterhin vorhanden, da die Interviews zwar in Englisch auf einem hohen Niveau, aber nicht in der Muttersprache der Interviewpartner gehalten wurden. Die Thematik Sprache hat sich schliesslich bis in die Analyse und Verfassung der Arbeit weitergezogen. Die wörtlichen Zitationen in der Analyse wollten aufgrund der Transparenz in der Sprache vom Transkript übernommen werden. Die Mischung der drei Sprachen ging auf Kosten des Leseflusses. Dies wurde aber bewusst in Kauf genommen, damit das ethnographische Gütekriterium mit dem Aufsuchen des Forschungsfeldes am Ursprung des Interesses am skandinavischen Friluftsliv realisiert werden konnte (Breidenstein et al., 2020).

4.3 Friluftsliv und Friluftsvvejledning in der Schweiz

Das norwegische Friluftsliv-Gesetz (friluftsløven) und das Jedermannsrecht (allmannsretten) eröffnen Friluftsliv-Anhängern Möglichkeiten der Naturnutzung, die man in dieser Freiheit in anderen Ländern nicht kennt (Einleitung, 1.1). Das Friluftsliv basiert auf dieser Nutzung und Aufenthalt in der norwegischen Natur, daher können nicht alle konzeptionellen Inhalte und Aktivitäten aus dem skandinavischen Friluftsliv unverändert auf andere Länder übertragen werden. Die Essenzen oder Zusammenfassungen vom Friluftsvvejledning und ihrer Vorstellung von Vermittlung in der Natur sind aber weitgehend unabhängig von der Geografie Skandinaviens.

Die Vermittlungsmethode vom Vejledning wurde in der Schweiz so zwar nicht direkt diskutiert, doch die Schaffung von günstigen Lernumgebungen und die Rolle von Führungsstilen ist aber zum Beispiel in der Ausbildungssprache und Verständnis vom Schneesport in der Schweiz ein viel diskutiertes Thema. Pfefferlé et al. (2014) präsentiert in seinem Werk *Enseigner le ski* auf technischen und methodischen Ebene unterschiedliche Anleitungen von Vermitteln von Schneesport Ski auf deren Kompetenzniveaus. Die für Teilnehmende, mit ausgeprägten physischen und psychischen Kompetenzen, empfohlene Anleitung ist die «méthode non guidée». Dabei heisst es nicht, dass hier keine Begleitung vorhanden ist, sondern die Begleitung basierend auf der Lernmotivation der Auszubildenden in der geschaffenen Lernumgebung beruht. Der Anleitung von *méthode non guidée* wird die Fähigkeit der Schaffung einer selbstgesteuerten und impliziten Lernumgebung zugeteilt. (Pfefferlé et al., 2014, S. 29). Die Anleitungen und Ansätze der *méthode non guidée* können mit dem *Friluftsvvejledning* und dem Begriff *ask the circumstances* in Verbindung gebracht und mit dieser Masterarbeit weiter diskutiert oder sogar vertieft werden.

Diese Masterarbeit schlägt vor, die Phänomene vom Friluftsliv und dem Vejledning aus der skandinavischen Form des «ask the hammer» beziehungsweise dem friluftslivs-spezifischen «ask the (friluftsliv-)circumstances» auch ausserhalb Skandinaviens ins lokale natürliche Umfeld zu übertragen. In der Schweiz könnte dies mit Anweisungen der Meisterschaft im Friluftsvvejledning «ask the alpes» bedeuten. Mit diesem pointierten Schluss will diese Masterarbeit motivieren, das skandinavische Friluftsliv und Friluftsvvejledning auch in der Natur der Schweiz auf Basis deren vielfältigen Möglichkeiten anzuwenden.

5 Schlussfolgerung

Friluftsliv ist nicht einfach nur ein anerkanntes skandinavisches Konzept der Outdoor Education, das wissenschaftlich bearbeitet ist, es bezeichnet vielmehr einen Lebensstil und eine Lebensqualität, die sich beim Aufsuchen von einem natürlichen Lebensraum und beim Ausüben von Friluftsliv-Aktivitäten manifestieren. Im deutschsprachigen Raum ist Friluftsliv noch weitgehend unbekannt. Die Friluftsliv-Pädagogik stellt das Erlebnis ins Zentrum und soll den Teilnehmenden dabei helfen, eine respektvolle Beziehung zur Natur zu entwickeln. Friluftsliv und dessen Essenz wird von Friluftslivvejleder vermittelt. Diese bedienen sich der Vermittlungsmethode des Vejledning.

Das Paul Petersens Idrætsinstitut in Kopenhagen zertifizierte die Teilnehmenden nach einer 10-monatigen akademischen Ausbildung zu «Friluftslivvejleder». Die zeitlich knapp bemessene Ausbildung stellte aufgrund der Komplexität von «Friluftsliv» und der Vielschichtigkeit vom «Friluftslivvejledning» für die Ausbildungsstätte eine grosse Herausforderung dar.

Die Vielschichtigkeit der Vermittlungsmethode vom Friluftslivvejledning ergab sich daraus, dass unter anderem Lernbedürfnisse geschaffen werden mussten, die Teilnehmenden auf ein technisches Niveau von Instruktoren gebracht werden sollten, sie Führungsstile kennen lernen und anwenden mussten oder die Rolle der Vejleder übernehmen konnten. Gleichzeitig mussten für die Auszubildenden Lernumgebungen geschaffen werden, in denen ihnen die Verantwortung für ihre explorativen und selbstgesteuerten Erlebnisse überlassen werden konnte.

Diese Masterarbeit hatte mit «ask the circumstances» eine Begrifflichkeit eingeführt, die - unter Berücksichtigung der Komplexität von Friluftsliv und der Vielschichtigkeit vom Friluftslivvejledning - eine zusammenfassende Beschreibung der Vermittlungsmethode Friluftslivvejledning gab. Die entscheidenden Überlegungen hinter *ask the circumstances* nach «A-S-K» waren die (A)ilities & Skills vom Friluftslivvejleder; die (S)chaffung von Lernumgebungen und die (K)ontrolle der Circumstances. Sie ergaben eine Anleitung von einem Friluftslivvejleder mit seinen Kompetenzen und dem ständigen Wechselspiel der Schaffung von Lernumgebungen, der Kontrolle und Nutzung von Circumstances.

Die Ausbildung Friluftsvjelder wurde als ein «constructively aligned» orientierter Ansatz nach dem Constructive Alignment von Biggs und Tang (2011) betrachtet und beschrieben. Die Begrifflichkeit *ask the circumstances* repräsentierte das Ausbildungskonzept des Friluftsvjledning am Paul Petersens Idrætsinstitut. *Ask the circumstances* lieferte damit die Anleitung zu einer akademischen und hochschuldidaktischen Anwendung vom Friluftsvjledning im Friluftsliv. Diese Masterarbeit schlägt vor, die Phänomene vom Friluftsliv und dem Vejledning aus dem friluftslivspezifischen *ask the circumstances* auch ausserhalb Skandinaviens ins lokale natürliche Umfeld zu übertragen und diese Begrifflichkeit in Schweizer Ausbildungsinhalte rund um Themenfelder von Outdoor Learning und Outdoor Education einfliessen zu lassen.

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Anhang

Anhang A: Teilnehmende Beobachtung

MAXQDA Kodierungssystem

Obs#1 Friluftsbasic/Trekking_16-170921

Obs#2 Friluftstour/Hiking_23-280921

Obs#3 Mesterlære Knivbygning_061021

Obs#4 Kano_201021

Obs#5 Kayak_051121

Obs#6 Bikepacking_181121

Obs#7 MTB_031221

Anhang B: Qualitative Interviews

EX1-Interview_23032022

EX2-Interview_25032022

S1-Interview_02122021

S2-Interview_03122021

S3-Interview_01032022

S4-Interview_03032022

F1-Gruppendiskussion_03122021

Interview guideline for «Vejleder PP»

Interview privacy declaration of consent

Anhang C: Spezialisierte Datensammlung

Eksamensbevis «Frilftsvejleder»

Instruktørbevis (Example of Kano & Kayak)

Fagbeskrivelse & Eksamensbeskrivelse (Example of Kayak)

Anhang A: Teilnehmende Beobachtung

MAXQDA Kodierungssystem

Obs#1 Friluftsbasic/Trekking_16-170921

Obs#2 Friluftstour/Hiking_23-280921

Obs#3 Mesterlære Knivbygning_061021

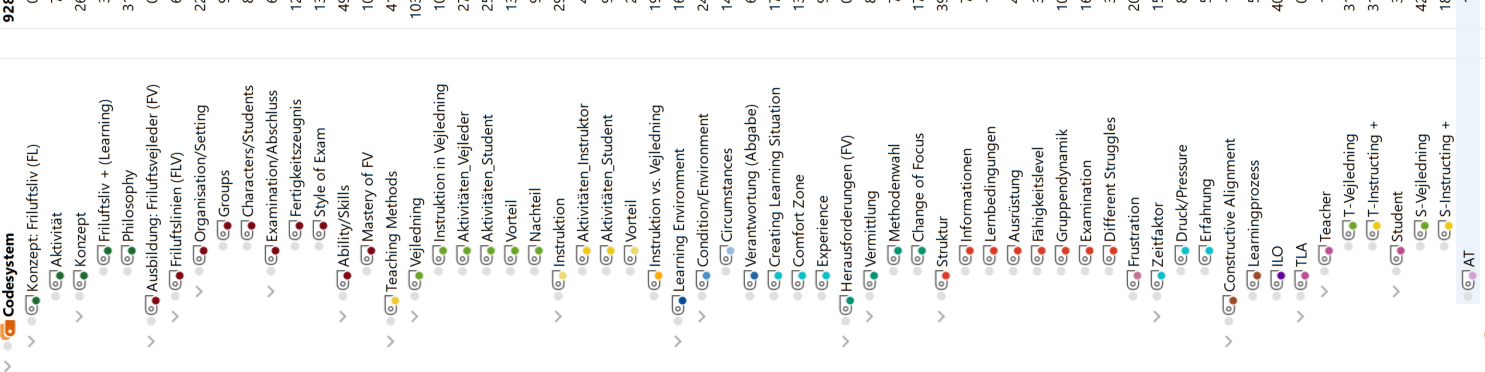
Obs#4 Kano_201021

Obs#5 Kayak_051121

Obs#6 Bikepacking_181121

Obs#7 MTB_031221

92%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
CodeSystem	Konzept: Friluftsliv (FL)	Aktivität	Konzept	Friluftsliv + (Learning)	Philosophy	Ausbildung: Friluftsvjelder (FV)	Friluftslinien (FLV)	Organisation/Setting	Groups	Characters/Students	Examination/Abschluss	Fertigkeitszeugnis	Style of Exam	Ability/Skills	Wastery of FV	Teaching Methods	Vejledning	Instruktion in Vejledning	Aktivitäten_Vejleder	Aktivitäten_Student	Voreil	Nachteil	Instruktion	Aktivitäten_Instruktor	Aktivitäten_Student	Voreil	Instruktion vs. Vejledning	Learning Environment	Condition/Environment	Circumstances	Verantwortung (Abgabe)	Creating Learning Situation	Comfort Zone	Experience	Herausforderungen (FV)	Vermittlung	Methodenwahl	Change of Focus	Struktur	Informationen	Lernbedingungen	Ausrüstung	Fähigkeitslevel	Gruppendynamik	Examination	Different Struggles	Frustration	Zeitfaktor	Druck/Pressure	Erfahrung	Constructive Alignment	Learningprozess	ILO	TLA	Teacher	T-Vejledning	T-Instructing +	Student	S-Vejledning	S-Instructing +	AT																																							



(Sweden)

Tour: Hiking → Sulana, Ore | Antioch
(Living by hand) ↑

Day 1: Goal Focus on Relationship / Gear / Knowledge

Inhalt: 10⁰⁰ - 11⁰⁰ V Pick Mushrooms → Lassefane
11⁰⁰ - 12⁰⁰ | Theorie: Mushrooms
12⁰⁰ - 13⁰⁰ | Backpack Theorie
13⁰⁰ - 14⁰⁰ V Hike: 1: → Gruppe → Go (Lassef) (Koordination)
14⁰⁰ - 15⁰⁰ G Spike: Gruppe
15⁰⁰ - 16⁰⁰ | Compass - Theorie / Test
16³⁰ - 17³⁰ V Navigiere in Gruppe → Lassef fane
17³⁰ - 18⁰⁰ V Build Tent, Cook
18⁰⁰ - ... | Theorie: Cooking & 1 Aid → Expert

Inhalt 830 - ① Mohn-Lese, Name-Game
IT: Feedback Compass → P to P
Theorie → Backpack / Tent (Zamin)
→ Feedback: Kultur! →
V Hike Gruppe: hohnd-Ver →
Pacing → Walk/Run in Group

Notes: Task: P → P & some instruction
→ Hike? - P → P / hohnd
(Teaching) Focus: Relation
= Groups + Basics
Hike-kl (Koordination)

Veileining:

→ Facilitate → Relationship, 1st Experience v. Skills

V in Group due Instruction

I: Instruction (Expert)

I: Instruction P to P

Teaching/Veiling

Field Notes / Observationprotocol of "Hurrungane, Friluftstrekking" (23.09-28.09)

Curriculum/Description for Hurrungane, Norway

- Turledelse, Logistikk, Sikkerhed
- Trekking, Basic, Bushcraft
- Naturlære
- Førsthjælp + Wilderness First Aid
- Friluftskultur & -historie

Anhang (Tourbeschreibung und Ziele)

Defined Learning Goals by Vejleder

Friluftstiv Tour: Wapking - Hurrungane, Norway

Overview:

Learning Outcomes: ILOs →

Part 1: Gruppen: Day 1-3 Part 2: Egnetræd (4-5) Skills: (rotten)

> experience & learn basic hike & camp skills (learn orienteering, c. > Hike (Group)
> experience to go out of comfort zone → back in it. (> Gr-p → Wind
> discover / need for learning skills (use it not talk about it) > Orienteering
> experience way of Friluftstiv // experience being off not alone but (overstated) > Vejledning
is a group → develops

Notes, Tip:

> room for identity creation in Natur (Friluftstiv) ↔ Friluftspareadox
> Illusion of bubble get wet → better in staying the Comfort Zone → Overstated

LO's - Jakob

> regaining Comfort-Zone → experience you can do more! you can
> start to drop / be realistic, where you are → Group → Help (be aware)
shield (Protection) ↳ Skill-levels / influences Ownes

..ILO
..Vejledi
..Ability
..ILO
..Comfc
..Vejledi
..ILO
..Ability/Skill
..ILO
..Konzept
..Philosophy
..Comfort Zone

..Comfort
..Mastery
..ILO
..ILO

Hurrungane - Day 1: 23.09.21

[Learning Outcomes]

Was ist das Ziel/Lernziel (ILO)

→ Key Goals & Get started w. First Experience in harder/real Conditions

ooooo

[Learning Activities - TLAs]

Wie ist das Teaching/Vejledning? (TM and Instruktion/Guiding/Vejledning)

→ Lead of Activities by Groups, called Group Experience (GE)

Wie sieht die Aktivität (der Lernprozess/Lernumfeld) aus? (Wie wird es kreiert/aufrechterhalten)

Day-Program:

1. GE: Packing (in Gruppen!)
2. Instruct: Way & Mode
3. GE: Dayhike (Grp) 11-18
4. GE: Basecamp (a lot of wind)
5. Instruct: only some Camp tips!
6. GE: Night

Notes of the Day:

- Learning Environment based on Conditions!! Wind, Cold vs. Sun (Hike & Tent)
- Friluftsexp: Lot of Time, follow Group Rhythm-Dynamics
- Outcome: Based on Nature --> FL (only Sun --> never experience with rough Conditions as faced!)
- Evening and Arrival for Basecamp with Cold and a lot of wind.
- Role of Vejledner in this Cond: Be there as speak Grps, --> Learning Env. created itself.

Teaching Methods:

- Try & Error / LbD: Tentbuilding, Wind usw.
- GE.
- Few to No instructing

..S-Vejledr
..Vejledning

..S-Vejlednin
..T-Instructir
..S-Vejlednin
..S-Vejlednin
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Teaching I
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Teaching Me
..Instruktion in

Hurrungane - Day 2: 24.09.21

[Learning Outcomes]

Was ist das Ziel/Lernziel (ILO)

→ Key Goals & Get started w. First Experience in harder/real Conditions

.....

[Learning Activities - TLAs]

Wie ist das Teaching/Vejledning?(TM and Instruktion/Guiding/Vejledning)

→ Lead of Activities by Groups, called Group Experience (GE)

→ 1 Vejledner als Mitglied der Gruppe (Support, Instruction, Guide...)

Wie sieht die Aktivität (der Lernprozess/Lernumfeld) aus? (Wie wird es kreiert/aufrechterhalten)

Day-Program:

1. GE: Packing down
2. GE: Hike in Snow/Rain, 1d (Orientering)
3. GE: Camping
4. GE: Night

Notes of the Day:

- 1 Vejledner per Grp (Grp einzeln)
- - Vejledning, as Democratic --> step in, let go, give instructions when useful/possible or learnful
- (Downsteps, River, Group Pacing...)
- - Learning Environment based on Conditions!! -> Snow, Cold, Rain, Warm
- - Confidence for things, re4heat, Crossing usw. (Per Talk, Memo)
- - Support w. Rivercrossing at Beginning, No Support at the end
- - Safety w. Vejledner was there for group (question, usw.) --> How would be the learning without Vejledner? --> Goal = Experience-Verb (good w. VEJL)

Teaching Methods:

- GE..
- Vejledning-Instructing (Step-In // Step-Out)
-

..ILO

..S-Vejlednin

..T-Instruc

..T-Vejledning

..S-Vejlednin

..S-Vejlednin

..S-Vejlednin

..Instruktion

..Condition/

..Aktivitäten

..Instruktion

Teaching Me

..Instruktion

Hurrungane - Day 3: 25.09.21

[Learning Outcomes]

Was ist das Ziel/Lernziel (ILO)

→ Key Goals & Get started w. First Experience in harder/real Conditions

.....

[Learning Activities - TLAs]

Wie ist das Teaching/Vejledning? (TM and Instruktion/Guiding/Vejledning)

- Experiential Learning --> Lead by Groups (GE)
- Supported Vejledning of GE
- Mini-Instruktion

Wie sieht die Aktivität (der Lernprozess/Lernumfeld) aus? (Wie wird es kreiert/aufrechterhalten)

Day-Program:

1. Inst: Tour på Waterfall (Sightseeing-Trip ohne Rucksack)
2. GE: Hike 1 to Frokost (just Groups)
3. Midday: Meditation (I -> Self) --> Reviewround (short)
4. GE: Hike 2 + Camp
5. Night: JB: Poem and Tak
6. Besprechung: Egenfaerd, Plan m. Jak/Cla (Vejledning - Instruktion)

Notes of the Day

- - Superhero Vejl, No, just used and knowledge to controll and get back
- - Vejledning Development, 3d: Close, With, Let'Go

Evaluation/Speech of Jakob, 9.pm in cold weather: (Key-Info)

→ Master-Vejledner vs. Beginner: "Not better/warmer or less wet: We know how and that we get back to our comfort zone → with experience in handling moments and have tactics about it."

→ Additional: Poem of Nansen: XY

Noted Teaching Methods:

- Group Experience → Learning by Doing, Experiential Learning, ...
- Vejledning-Instruktion (StepIn-Step-Out)

..ILO

Teaching I

..Vejledning

..Vejledning

..Instruktion in

..T-Instruktion

..S-Vejledning

..T-Vejledning

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..T-Vejledning

..Instruktion in

..Vejledning

..Vorteil

..Mastery

..Experience

Teaching I

..Vejledning

Teaching Method

..Instruktion vs

Hurrungane - Egenfaerd Day 4: 26.09.21-28.09.21

[Learning Outcomes]

Was ist das Ziel/Lernziel (ILO)

..ILO 
..ILO 

→ Was waren die Ziele für Egenfaerd

- Group Development
- Using Skills

..T-Vejlednin 

[Learning Activities - TLAs]

→ Morning: Vejleder just went. BYE.

..T-Vejledr 
..Creating Le 
..T-Vejlednin 

Role of Vejledner while Egenfaerd:

→ VL had control over the Group in knowing the Way the plan to Go, and be "Emergency

→ Ready in the closer environment (Clara in Tyinkrysset)

Stories of Egenfaerd:

→ Evaluation

Teaching Me 
..Vejlednin 
..Organisation/ 

Teaching Methods:

"Let Go and Trust in Students"

→ Literatur zu diesem Vorgehen: (Just let Go and "Emergency-Control" from Far Away)

Notes/Evaluation v. Jakob's after Hurrungane Hurrungane Look Back
to Jakob

> River-Crossing: Goal → Technique (A/Group/Rope) → Cold → No Q-Goal

> Goal: Learning Skills → Not done, hard conditions → poor leaders couldn't lead
 ↳ condition for experienced for weak one

> Group Development: Conflicts are maybe necessary.

> Teaching & Instructing: Military Film vs. Veiledy → People have to learn: learn on their own
 ↳ Outdoor Adventure vs. Outdoor Veiledy.

⇒ Master don't like to be a Master (Vejledningsleder) → Team (Vern) → 1921
 ↳ Hanscheit, Popstole: Master here

Role of Veiledy // Teaching Methods

→ Instructing v. Berries after River-Crossing → Instructing

↳ Veiledy-Dilemma: Expert (Instruct) & Facilitate Veiledy (Search... Vej, Rco)

→ Be there, (instruct), be away, be done, be gone → Cond. based

→ Not best teacher, Instruct vs. Veiledy → What is necessary for Learning alone

Role: Zoom Out → Others can reflect himself → Veiledy has to Zoom Out.

— — — —

..Circun
 ..ILO
 ..Condition/
 ..Condition/
 ..Gruppendy
 ..Change of
 ..Aktivität
 ..Philosophy

..Instruktio
 ..Circumst
 ..Instruktion
 ..Vejlednin
 ..Conditio
 ..Creating
 ..Vejlednin

In Groups w. Task:

- (Note: could be even more Value on the hike itself.)

In Groups, Talk about (1 Positive und 1 "Verbesserung/Fail")

1. GARTENKUNDE: WANNES MITT "MUTIGKEIT"
 VOR EIN SPOT DER ANWANDERUNG/
 LÄRMSTRECKE
 VORLES 2. TRAUMATISCH/ANWANDER
 NERE KUNSTSTÜCK
 DAS DER ANWANDERUNG STARK I
 DITTE ANWANDERUNG DER EIN
 STUNDEN NACH I FÜRZEIN
 OF I DER
 FÜRZEINERUNG VOR DER

..Gruppandy 

- Group-Sammenhold after Days 2-3 (de var hard)
- Gruppenperformance in Wind/Schlecht Wetter → zsm. performen müssen.
- Wir waren zusammen. (Herausforderung in Gruppen)

..Gruppandy ♂

- Flussüberquerung falsch
- Eigene Interessen: Grp → Rundum und 1x Obendurch: schnelle Entscheidung (farvel), Egotrip-Aktion, → falsche Kommunikation, mit Pfiff wieder gefunden → Treffpunkte ABC abmachen. (Grp. D, Ma/Ma)
- Chaos in Gruppe um Wegwahl: 3 versch. Routenwahlen

..Fähigkeitsle

- Laissez-Fair
- Ich habe viel "Overskud", ich gehe länger vor. (Roulette-Tournus) → Effektiv
- Grosse Herausforderung, in Gruppe abfederbar mit Personen mit mehr "Overskud"
- Ihr habt: Overskud erarbeitet auf dieser Tour: Rain again, Cold again, Overskud, Rain again → back in & back out of it.
- Learning by Doing & Fuckede Op i dag → learning outcome & rigtig combination.

Teaching Me 

Anhang: Notes to ILO / TLA / AT

[Learning Outcomes] --> What Students (S) know/able to?

- Was ist das Ziel/Lernziel (ILO)
- Was sind die Erwartungen?

ooooo

[Learning Activities - TLAs] --> How will the S learn?

- Wie ist das Teaching/Vejledning?
- (TM and Instruktion/Guiding/Vejledning)
- Wie sieht die Aktivität (der Lernprozess/Lernumfeld) aus?
- (Wie wird es kreiert/aufrechterhalten)

~~~

[Assessment Task] --> How Learning be measured?

- Wie wird das Lernen überprüft?
- Wird auf das Lernen eingewirkt?

**Questions:**

LO:

- What were the Goals/Expectations of this Trip?

LA:

- Were there Situations, where you felt not "instructed/guided" enough?  
→ (*Interview-Question*)

Grp B: Frustration in Gruppenentscheiden (Sofie-Food), aber keine Zeit zu besprechen im Moment. Also ja, sicher Momente in denen die Instruktion fehlte, aber nur aufgrund der Gruppendynamik/Performance.

- Was there a moment you would say: this was a good learning moment?  
(Wow, now I learned this!) → (*Interview-Question*)

AT:

- @Clara: How could you control or steer the Outcomes on the trip?

\_\_\_\_\_ Observation possibilities + \_\_\_\_\_

Extras:

- Expectations of Students
- Personal / Social Development as Aspect in Friluftsliv
- Vejledning on Circumstances



| D: Knivbygning → Mesterlære (Krogsgård)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                 | G. 10.21                                                                             |
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| GLAS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                 | Mundus                                                                               |
| 9 <sup>00</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Kniv - Theorie: <ul style="list-style-type: none"> <li>- Historie (5 min)</li> <li>- Tree (20 min)</li> <li>- Knappe</li> </ul> | Teaching Notes<br>Instruct: Screen Front Pages (Hand)                                |
| -----                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                 |                                                                                      |
| 10 <sup>00</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Kniv - Produktion (n. 5h → Doing)<br>M: Intro Kniv, Show Result<br>M: Zugs, Feile, Schleife, Sandpapier                         | ↳ no Funktionen von Technik? → nur Info (Safety) (Material)<br>↳ Instruktion/Theorie |
| 10 <sup>10</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | S: Präparat, Feile be Unschärfe<br>↳ Much Inspiration (2h Kniv) + eigenen Knappe → BEGRIFFEN / PROZESS / Funktion?              | M: Instruktion: Messerlære → Zugs (Praktik) (als Beispiel)                           |
| 11 <sup>15</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ↳ only help when needed<br>↳ no. Punkte für Best Support (nur Info / behalt)                                                    |                                                                                      |
| 14 <sup>00</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | M: Input: - Schleifpapier<br>- Schutz als Bienenwabe                                                                            | ↳ Klausur Most Input → INSPIRATION                                                   |
| 14 <sup>50</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | S: Finish / Talk → Kniv                                                                                                         | ↳ 16 <sup>00</sup> Finish w.<br>↳ Team: Messerlære                                   |
| Vejledning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                 |                                                                                      |
| <div> <div> <b>Notes: Theorie</b> <ul style="list-style-type: none"> <li>Tree:               <ul style="list-style-type: none"> <li>Zeit → Day</li> <li>Duft</li> </ul> </li> <li>Kniv:               <ul style="list-style-type: none"> <li>Reprints / Endings</li> </ul> </li> <li>Historie:               <ul style="list-style-type: none"> <li>Nybble / Knap</li> </ul> </li> <li>Answer by:               <ul style="list-style-type: none"> <li>Vejledning på Jakob → G</li> <li>↳ Have time to discover Funktion.</li> <li>↳ 5h for KNUDES</li> </ul> </li> </ul> </div> <div> <b>Question (14/00)</b><br/> <b>Mundus - Most Important</b><br/> <b>Issues of Day</b> <ul style="list-style-type: none"> <li>↳ Inspiration + Kritik</li> <li>↳ Feedback → Support</li> <li>↳ "I know" → "I don't know"</li> <li>↳ "What if not here?"</li> <li>↳ No Support / Inspiration</li> <li>↳ Inspiration + keine Idee</li> <li>↳ (Sind in Kniv / Teile)</li> <li>↳ keine Inputs</li> <li>↳ WFRAC TALKER</li> </ul> </div> <div> <b>Role v. Teacher</b> <ul style="list-style-type: none"> <li>↳ Masterlære →</li> <li>↳ Schüler → WANT to LEARN</li> <li>↳ ? of Day: selber 2h Antennen</li> <li>↳ M = kein Werkzeug in Hand.</li> <li>↳ Important? → Was ist wichtig Knives?</li> <li>↳ Build it</li> <li>↳ (? → Helps when you see Mundus do it?)</li> <li>↳ often to do it again</li> <li>↳ don't do "SHOWING"</li> </ul> </div> </div> |                                                                                                                                 |                                                                                      |
| <b>Ma fra Mundus (ILG's) Main: Learn how to use Skills - Product</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                 |                                                                                      |
| <b>Learn use gear</b> <ul style="list-style-type: none"> <li>↳ Result: kniv → difficult ones</li> <li>↳ use own knowledge &amp; ask when needed?</li> <li>↳ no presentation of Skills</li> <li>↳ Fuck up → to learn, make better</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                 |                                                                                      |
| <b>Process / Plan by Mundus:</b> <ul style="list-style-type: none"> <li>↳ Selbst problem → knivz-faire / Support bei ? → (nur bei ?) →</li> <li>↳ 1. Messer → 10-100x to Master-It.</li> <li>↳ Hope for "Fuck Up" → learn to FIX IT</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                 |                                                                                      |



1/1



[illegible]

|                  | Trip: Kayak, Vgl: Rosmarin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Learning Activities / Situl Vgl-Actu                                                                               | Shul-Actu                                                        |
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| 15h - bis WASSER | Welcomes Introduction: SUODA, Zide, Auführliche Erklärung                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Erklärt, Freigt                                                                                                    | hört, antwortet                                                  |
| 15h 55           | Von Saffy mit Karte → Go, Do, So, Zola // Intro: IDEAS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Instruiert                                                                                                         |                                                                  |
| 16h 00           | 4 Gruppen Eigenes Leads, → Karte zu Posten.<br>= Postaufgabe: in Grp. zu Posten → Post (BX) → Lead<br>→ Lead bei Gruppel // Lead Post: verändert.<br>→ Posten fikt. → Navigieren, Fiktion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Befiehlt                                                                                                           | Fikt, Nach<br>Diskussion, Erklären                               |
| 16h 15           | Posten 1: (U1) Vermitteln mit Audio, Visuell, Konstellation<br>Ziel: Info in Vorderwissen + Audio → nur Erklärt (10')<br>(in I) (IDEAS) : Audio + Erklärt auf Guided Discovery.<br>(Fiktion) → sehr ausführlich?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Erklärt (Audio)<br>(Instruktion IDEAS)<br>→ (kein Demo)?                                                           | (diskutiert)<br>hört, antwortet<br>Erklärt<br>(kein Vermitteln?) |
| 16h 30           | Posten 2: (IDEA) → Vgl → Demo von Anwendung (Stellen)<br>(150) → Wiederholung von Such (2) → ganz Gleich<br>(Stellen) → keine Korrektur / keine Sammlung<br>→ A von Stellen vermittelt.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Instruiert, (IDE)<br>Demonstriert                                                                                  | Schauen, erfahren<br>2. Hk: vermittelt<br>Anwendung              |
| 16h 45           | Posten 3: (IDE) A1 Fokus wechselt Anwendung v. 3 Stellen<br>1040 - 1500 (1x Unterbrechung v. Vgl. → Karte 11)<br>→ Survey: Zusammen → Explorieren → Vgl. mit 1500<br>→ Orientierung → Zentrale Punkt → in Gruppen. (Selle)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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Kernhalt)<br>→ Hk, hinh<br>→ Anwendung                      |
| 16h 50           | → Orientierung → Zentrale Punkt → in Gruppen. (Selle)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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die)                                                                                                        | Explorieren, Fiktion                                             |
| 17h 00           | MITTAG                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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| 17h 30           | Frage: Wie lag off is kein? → Trading, Gruppen und in Gruppe<br>→ Paddeln selber in Gruppen.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Befiehlt → Saffy                                                                                                   | Gruppe → Range<br>Lead (1-2)                                     |
| 17h 45           | Posten 4: IDEAS (F. Telen, SLU) (Anwendung von IDEAS)<br>→ Eine Verknüpfung von Saffy out Song. (Inputs)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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                                                        | 2 Verknüpfung<br>Vermitteln<br>Stellen                           |
| 18h 00           | Schluss                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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| 18h 15           | ILLO'S (*hört Memo)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Notes:                                                                                                             |                                                                  |
| 18h 30           | Verbs: Repeat, Introduce, Manage, Anspornen, Use, ...<br>Inhalt: IDEAS → Vermittlungsinhalten v. Kayak → Introduction<br>• Perspektive: USE Technik<br>• 3 Posten mit Audio IDEAS → Erklären & Nach<br>• Vertrauen zu Gedächtnis → Manage Tour → keine klare Sp-Führerrolle<br>• Group-Up: Sum-Up: Technik, Navigation, (nicht complete) gegen → Absichtlich.<br>• Introduce to Harbor / Intro to IDEAS<br>→ mehr Explorativ <u>not</u> Forced Teaching<br>→ Anwendung 1x IDEAS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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Erklärung<br>Activities, Summary.<br>→ typisch, "Kayak" |                                                                  |
| 18h 45           | Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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| 19h 00           | Summary: 1: Tryin 2: 3: Instruktion (Vgl) 4: 5: 6: 7: 8: 9: 10: 11: 12: 13: 14: 15: 16: 17: 18: 19: 20: 21: 22: 23: 24: 25: 26: 27: 28: 29: 30: 31: 32: 33: 34: 35: 36: 37: 38: 39: 40: 41: 42: 43: 44: 45: 46: 47: 48: 49: 50: 51: 52: 53: 54: 55: 56: 57: 58: 59: 60: 61: 62: 63: 64: 65: 66: 67: 68: 69: 70: 71: 72: 73: 74: 75: 76: 77: 78: 79: 80: 81: 82: 83: 84: 85: 86: 87: 88: 89: 90: 91: 92: 93: 94: 95: 96: 97: 98: 99: 100: 101: 102: 103: 104: 105: 106: 107: 108: 109: 110: 111: 112: 113: 114: 115: 116: 117: 118: 119: 120: 121: 122: 123: 124: 125: 126: 127: 128: 129: 130: 131: 132: 133: 134: 135: 136: 137: 138: 139: 140: 141: 142: 143: 144: 145: 146: 147: 148: 149: 150: 151: 152: 153: 154: 155: 156: 157: 158: 159: 160: 161: 162: 163: 164: 165: 166: 167: 168: 169: 170: 171: 172: 173: 174: 175: 176: 177: 178: 179: 180: 181: 182: 183: 184: 185: 186: 187: 188: 189: 190: 191: 192: 193: 194: 195: 196: 197: 198: 199: 200: 201: 202: 203: 204: 205: 206: 207: 208: 209: 210: 211: 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| MTB / Bike Party (auf Trail) |                                                                                                                                         | LA's @ HARTSKOV                        | Vejl-Aktiv            | Stud-Aktiv                  |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------|-----------------------------|
| 15                           | Willkommen →                                                                                                                            |                                        |                       |                             |
| 25                           | Warm-Up-Spiele: 1. High-Five; Abskigerles<br>3. Bändelfängis                                                                            |                                        | Erklären<br>nach Mit  | "Spiele"                    |
| 1000                         | Erstgeg: Pump MTB-Runde auf Trail (Nur Nach)<br>3 Runden →                                                                              |                                        | Schauen → no<br>Input | Mode / Fahren               |
| 1010                         | Technik 1: → Fge Fokuspunkte (Swing)<br>(Parcour) → Zellen, Vorzug, Nach → PARCOUR                                                      | Erklären<br>Vorzeigen<br>(Parcour)     |                       | Parcour<br>ausführen        |
|                              | Technik 2: Edging → E, Vor, Nach → PARCOUR                                                                                              |                                        |                       |                             |
| 1100                         | Trail: Fahren auf Trail → Anwenden der<br>Techniken<br>→ Input: gute Absicht & Edging → Round 2                                         | Berleiten 2<br>Verfahren<br>→ Wast hin |                       | MTB-Fahrer<br>Übt, Anwenden |
| 1130                         | Technik 3: Vorderrad, Hinterrad abheben<br>(Park, Jump) (Bump-Hop) → Spielplatz                                                         | Erklären<br>Vorzeigen<br>Nach          |                       | Schauen Fge<br>Prozedur     |
| 1145                         | Challenge: Parcour mit Stöcke → Anwenden<br>der<br>Technik<br>→ no grosse inputs                                                        | Vorzeigen<br>Inspiration               |                       | Nachmachen<br>Spiele        |
| 1200                         | Circumstance Based Learning: Linke mit Stock<br>→ Platte → Timeusepürd →                                                                | Spielt/schafft<br>Lernan               |                       | spielt<br>produkt           |
| 1230                         | Trail → Fahrt - Adaption auf Trail in Gassen<br>→ Afternoon: Story telling (Bikeparty) @ MTB by<br>HLO'S → Prägnante Strukturen → Notes | Fährt vor                              |                       | herdelt AU                  |
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## **Anhang B: Qualitative Interviews**

EX1-Interview\_23032022

EX2-Interview\_25032022

S1-Interview\_02122021

S2-Interview\_03122021

S3-Interview\_01032022

S4-Interview\_03032022

F1-Gruppendiskussion\_03122021

Interview guideline for «Vejleder PP»

Interview privacy declaration of consent



1 EX1-Interview of 23-02-2022 (Transkript) #00:00:00-0#

2 I: Jeg glæder mig so meget. Thank you so much, I will just start with, a Friluftsliv vejleder is always, what are you as a person. Just if you can, not very wide, but if you can present yourself a bit, who are you, what is your relation to Friluftsliv vejleder and Friluftsliv. #00:00:30-5#

3 E1: In a matter of education? #00:00:32-7#

4 I: Yeah. #00:00:33-7#

5 E1: My name is E1, and I am the leader of the outdoor education of Paul Petersens. I started it 17 years ago. So it started as a wide dream about having a life not only being in working in ski school and climbing places but making it a course that was a year long and combined all the classic elements of Friluft-Activities. And before that, I did a lot of travelling and always been fond of being outside. But I was tired of the season working. So you worked a peak in the winter time, and that was fantastic and then you come home and you had a shitty job. It was not a life in balance. So I tried to figure out, how could you make Friluftsliv being a part of your life, all the way through a year. So got the opportunity here, and started out with 14 students, very small, not financial responsible. The first years were really bad and I had to work and teach in many things. But the work got out, and, so now we have two big classes and enough fund to hire people, so you have experts in each topics. And I have a special passion for the mountains and skiing. In Denmark we use the ocean a lot. So a lot of canoeing and kayaking, but that is not my thing, just hobby. #00:02:48-1#

6 I: Maybe you say that, the passion is in the mountains. What relation do you have to the nature? #00:02:54-5#

7 E1: Yeah I think, when I was a kid, I was always outside, and I came from the, a village in the country side, so all my friends they were hunters and it was normal to be outside. But I had, my godfather and godmother, they lived on Grønland, and I visited them, in I think it was, 7th grade in school. And that blow me back, the wild nature, it had no limits. Where in Denmark, you have a forest and it is so small, or you have a field. It is impossible to get lost here. In Grønland, you could walk 500km in one direction, and you would never meet one person or road, it is just wild. So since that trip to Grønland, and I did a lot of trips to Grønland after, I have been chasing that feeling of being just a person in a big universe. And I don't get that feeling in Denmark, when I am out in my garden or out walking, but I get it a lot in the mountains, because it is so rough, and I get it a lot in places, where you have wide spaces, like last trips I have done, was in Mongolia, and Tibet, it is just wide, and that feeling is something special for me. But I think, the essence is that you allow yourself just to be a small thing in a big universe, and I think that confess me, so if I am sad, I can help myself doing stuff, I think it is funny, for example skiing. But just being outside in that kind of nature, I feel comfort I think. #00:05:08-0#

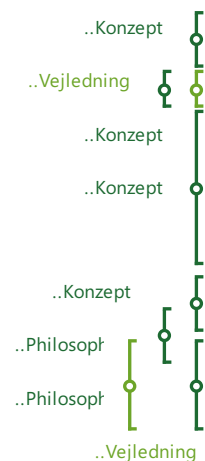
8 I: Did you then also make that specific education in that area. Where you could feel that is important for you? #00:05:15-4#

9 E1: Yeah, and we tried to give time, where the students have the chance to feel that. Normally you always, hey you have to put up tent, you have to make food, it is always activities, activities, and then we try to give them space and say for the hours you have to sit here, just be, and feel what that makes you think and feel. And they really like that the students. #00:06:00-2#

10 I: Maybe that is already a good introduction for the topics or the two big names of Friluftsliv and Friluftsliv vejleder. Could you describe me in, short sentences, or what are the key facts for you. What is Friluftsliv for you, or what is Friluftsliv. #00:06:28-1#

..Philosophy [ ]  
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11 E1: I think Friluftsliv for me is. Activities you could also call events or a sport. You, I go climbing, I go mountainbiking. Outdoor activities that normally find space in the nature, but Friluftsliv comes in, when you extend the activities the time. So I think it is very important, in danish you talk about *turen er målet*. So it is, trip is a bad word in english, it is a voyage that is he goal. So it is not Matterhorn summit that is the goal, but it is the trip in that area in Switzerland and maybe we get to the summit, maybe we don't, but it is getting out of the car, it is making food, it is sleeping. So I think to work with Friluftsliv you need trips, who have long time, so you have to sleep outside. So you have a chance to work with the complexity. So it is not complex to ride a bike or hike for two hours. But it can get very complex if you go for a five days trip. Packing, making food, finding your way, staying warm and in good shape. So suddenly there is a lot, there is many more factors, who gets in place. And you also have a chance to use the, to have an eye on new opportunities. If we hike together in Sweden, I can't plan that we meet a muse. But if we meet a muse, I have to be ready to catch the moment and *vejlede* about that.

#00:08:59-0#

12 I: Maybe here comes that Vejled, that role of a Friluftsvjleder in place. What is Friluftsvjleder then? #00:09:09-7#

13 E1: I think you can say, we two can go on a trip and do Friluftsliv, if we allow usself to have a longer trip, to be open minded. But if you had to teach it, I think it is very important that we have eye for all the elements, so the students or our guests needs to learn. So that could be if we hike some place, it is a lot of basic things they have to learn, and you can use a method in teaching, that is a classic instruction. So if I want to teach you, how to use a card or a compass, I think it would be a good idea, just to instruct you, and say, I know a lot about this, you use your compass like this, then it can show you, which way to go. But to do that, that is information that I give you. For you to learn it, you have to use it. And Friluftsvjledning is a lot about, a me as a Vejleder to guide you, in a direction where you get better, using a card or a compass. And sometimes I have to show you, and sometimes I have to do it for you, but the goal is that you manage all the things by yourself in the end of the trip, so I can disappear. You can manage yourself.

#00:10:50-4#

14 I: So you already describe a bit of a process of how you can build it up for example. You already went into one of the biggest topics for me. With how do we actually teach or instruct and here we can talk about teaching methods, also what you wanna give them as tools and skills later on, that they can apply to their own students in that FL-education. And then on the other hand also the learning environment or the learning methods, how do you create something, that your students learn best those new technic. And I would like to make a bit of a jonglage in those things and talk about the Friluftsvjleder education you do, in the perspective of the teaching methods and the learning environment.

15 You already said, like one way is the instructing. If you look at the Friluftsvjleder, they will get the education "Friluftsvjleder". Can you point out the most important tools, knowledge or skills, that the newly educated Friluftsvjleder should be able to have, apply? #00:12:14-2#



16 E1: I think it is all the element that concerns teaching. We have a subject about teaching and communication. You could name it others but learning about different types of teaching is very important. Especially that you try it out in praxis. I think that is, maybe they are not the world champion of mountainbiking or climbing. But our goal is to make them very very competent and good Friluftsvjleder. So teaching methods and understanding a new group of people, to combine that with a subject, that is, I think the most important. Friluftsvjleder should be very good in reading other people, to focus on, what are their needs, when should I support, help, when should I leave them, when should I pressure them. That is a very important thing. And if you think about, what kind



of subject is most important, I think if I have to choose, it would be, what we call "basic outdoor skills". It is not biking or climbing, it is all the basics, it is knowing about equipment, knowing about packing, planing, food. So how to find your way, and all those skills you use on a kayak trip, on south pool skitrip, on a bikepacking holiday. You use them all there. And we only have them for one year. So we can't make them the best snowboarders or skiers in the world. But they have all the fundament to work on in a direction they think is most interesting. And we also think it is important to have a wide number of activities, because we could make them very good kayak people, but they need more different skills. So that is why it is so many different subjects. #00:15:15-8#

17 I: You pointed out the Friluftsbasics. For example, if you then wanna teach in those Friluftsbasics, now we get a bit in the learning environment. You are creating course for course new environments, new setting. What is a good learning environment for you in the Friluftslivbasics? #00:15:42-8#

18 E1: I think, when we are on trips, we always work in 5-6 people in a group. The setting from the students side is important that the groups aren't to big. And then I think the environment should be so tough, that very few of them would be able to manage on their own. But most of them, or all of them, should be able to manage with help from others in their small group. So we force them to work together, so if it is too easy of an environment, then we don't force them to have eyes on the others on the group and that is a very important skill, when I come out, they get new customers or new students all the time, and they have to be very fast be able to analyse, okey you need this, you need that, that means I have to do this. The tricky part is, that you are not in control. And that is a big problem and of course challenge but it, we went on skis for an introduction of one week before christmas and it was just trying a little bit out, after christmas we had seventeen days where we had a lot of focus on winter, camping, go out, find your own way, make your own tracks, and learn how to build a snow cave and sleep in it. And then a little bit ski technique in a alpine area. I think out of the 17 days we had 15 days of storm or hurricane. And that is a lot for all the small students, they had to use all their power to stand up and that was a setting that was so hard and tough for them. And if you think about safety, I had as teacher, the Vejleder, just to be much closer to them. Normally I could give them a coordinate and say we meet there at two o'clock today. That was not able this year because it was to dangerous, they could not see anything. We could not go high mountains because the wind was even wilder there, so we had to stay in the lower parts of the mountain, use the forest, and that is good, but we missed out the wild of the backcountry. And the 3rd period we were there, there was sun, blue sky and no wind and no snow, and we have been there for three weeks now, and so, that is not normal, a normal season you get a bit of everything in a week, but this has been extreme. So the environment, think you have to seek a place where they have to reach, and really make an effort. Because then the reward in their progress is so much bigger, and the first trip, we went on a day trip for four hours. They came home, thought they were dead. And we went on a two day, and a three day trip with tent, so they were really pressed. And then we had a trip, where they were in charge of this teaching of another group who came up and the sun was shining, and you could just see, they were flying. They had so much to give and offer and so much. So it a big success to feel okey, it was worthied. #00:20:33-4#

19 I: I had that as well as an example from the student. A learning from Vinterfjeld, when I talked to. And it was exactly what you said. The conditions were rough, we had a whiteout, but they couldn't show us, what they actually wanted in that day, and I think you mentioned that example. But the feedback of the student is, but we learned a lot. And I think thats back to reflection. That is aswell that those conditions you mentioned, as a Friluftsvjleder, that you can't plan them. And it is hard to be in control of them. Can you still kind of try to plan, or how do you do that, when you have an education like this? #00:21:24-4#

20 E1: We, EX2 and I, we had to sit in the evening and say, okey, what do we miss. And then





sometimes we ended up saying, okey we haven't done this with this group. Mundus went with one group, there was no way he could build snow caves, so we had a whole group that haven't tried this properly. Now we had to make adjustments all the time and sometimes we also had to say, so let's go out, two kilometres, build a snow cave, it is not that adventuring way to do that, but then we are sure that the techniques, they learned that. #00:22:27-6#

21 I: That was a missing, like they missed some of the techniques, and I think it also an interesting part, to talk about, how your role as a Vejleder is. As you mentioned, when it was rough, you were much closer to the group, so you take different different roles. Can you explain me again a bit. We talked about it before, that instructing and vejledning role, you combine or separate. Could you tell a bit, about what you think of that, those role changes and challenges with instructing and vejledning. #00:23:07-4#

22 E1: The easy part is, to instruct, because normally you have one answer. This is how you build a snow cave, this is how you put wax on your tour skis. So you give them one answer or a few ways to do it and they copy what you do. The vejledning way is more to say, okey I know this is the way to do, normally, but now the environment says, we have climb really step up, with big backpacks and the snow is shitty, then you have to think more out of the box. So if your skis are very slippery, put on more wax, even tough that this is the area where you do it, then put wax on your whole skis, whatever. So, the instructor part is quite easy, and all the students are raised with that in a danish school society, so they love that. You tell me, and I look like I am awake, I say mhm, mhm, mhm. And that is teaching. But the hard part is, when you force them to try it out. Because then they will have experiences that it is not good, the skis are very slippery or they can't get the burner, multi fuel burner to work. So working with Vejledning is often combined with frustration. And I think for twenty or thirty years ago that was the way you did in the danish mesterlære. So if wanted to build those horn, they play with in the alps, you came to... #00:25:23-5#

23 I: .. craft it for long time. #00:25:25-3#

24 E1: Yeah, and then after five years, you could build your own horn, and that philosophy is in much craftsmanship, if you wanna build houses or paint. That is the way you get educated. But in the rest of many education it is like, you think if you read all the laws in the world and learn about law, and you have some exams, then you can get a "lord" degree. #00:25:58-5#

25 I: Laughing. #00:26:00-9#

26 E1: I think to become a doctor, you have a lot of praxis also, and have a lot of theory but you, it is a Mæsterlære in many ways, because you, when you study that, you have to work in a hospital, you have to work in all the different departements in a hospital, so you learn it also with your hands and see. But this is difficult and there is a lot of frustration, especially in the beginning. So the higher level you have students on, is easier and easier to become more and more Vejleder. You come on skis down to me, I analyse, I see the things, I say, rest of day the you focus on this and then you try to feel what happens when you do this, and then you are in a position where you can, you can work with that. Because you can feel all these things. But a new beginner, can't feel anything, except speed, so then you have to get good results and still have motivation, you have to instruct more. #00:27:26-4#

27 I: You said now, it can be build up like a pyramid, that need first some skill, instruct new beginner before you can talk about Vejledning? #00:27:42-3#

28 E1: If I should take another example, then you could say. Because i think, it is, many takes it what you say, and I agree. But it takes it very literal. So they, think if you work kayak, you will have to learn all kayak techniques before you can go out on a kayak trip.

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But maybe you could say, okey, the most important things in what in what we do is Friluftadventure. You and I can take a group of kids, put them in a kayak and never go out, where it is deep. So if they turn over, then they put a hand in the sand, so it is 40cm over water, we could go around "Amager Strandpark". Without teaching them any techniques, just see what happens. Because maybe they will find out, so if we did that, they would think of, nice we are on a trip, many would probably also think, fuck, I can't make this go straight. So then you have built up a motivation for learning, and then you come as an instructor half way around, listen if you do this with a paddle, if you feel unbalanced, do this. And then we go on. So it is important that we don't just say, okey for the rest, for every new beginners they have to be "midway" instructor as number 1. But if we want to work with tour, to go on a trip, you have to put the level low. So it is not that dangerous. But we could climb, who hasn't been climbing, we could just go bouldering. Just climb not this line, it is totally the same. So they think, ah this is climbing, it is quite funny, but they would also know that, okey this is hard. So I want to go to Toby and then the technique suddenly become better. #00:30:21-8#

29 I: And that is a key factor, like you mentioned now to control the environment, like how does the learning environment looks and not basically say, okey I need this teaching first and then go for a tour. Yeah, interesting.

30 Maybe just quickly back. A try with teaching methods. Do you, can you like point out some teaching methods, that you say that is a good Vejleder to apply these. #00:30:54-8#

Teaching Methods

31 E1: You think like a person who thought didactic thinking or? (...) If you think on a floor, on skis we work with a method called *Hel, del, hel*, so you have a whole, you take that apart, you have a whole. So you start out doing telemark turn, then you as a instructor, focus and analyse, they have a trouble with rotation in their upper body, you take that part out, you make a game, or an exercise, where they train to keep their upper body calm and then you put it in the turn again, to see. Ah I got better. So that is a very low key, it is not academic, but it is, I think it is a good thing to maintain motivation for your students. Because if you make another model, that was called, "del, del, del, del, del," and after a month, "hel" - then you would never, what are we working with these things for, it doesn't make sense. But it makes sense if you have tried out the goal as well.

Teaching Meth

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Teaching A

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Teaching Methods

..Philosophy

32 But in classics didactic it is John Dewey, he talks a lot about learning by doing. We are also a bit inspired by "Michele De Montagne", he is a French, he works with, he started out the genre called, "ESSAYEZ", and Essayez means trying. So it is a way to write, where you don't have the answer. And he wrote a lot about, small texts about kids, or bringing up kids, or falling in love, it is small chapters, and they are really nice, it is very old but have a lot of wisdom still in them. And then of course it is in method thinking the whole Arnen Naess, Niels Faarlund we talked about their philosophy about Friluftsvjledning and is an inspiration. #00:33:55-8#

33 I: How they were out on Friluftsliv, with the Friluftsvjledning. And with that trying, you said it before, with trying and also the frustration, that you can combine those situations again. I think really a lot of interesting words you put on their. I would, just try out, when you are in that role as a Friluftsvjleder. You are doing something as a teacher activity or Vejleder activity and the students they also do their own activity. In what activity would you like to see yourself and the students most, when you look at a tour in Vinterfjeld. To say okey, that is the best Friluftsvjleder learning they do right now. #00:35:02-4#

..Organisation/Seti

34 E1: I think when you, normally when you are in a group of 5-6 and you are going in a backcountry, definitely not telemark, it is the Fjeldski part, where you sleep outside. Then you have to make your own track, so normally you go in one row, and my job as a Vejleder is, the whole group is maybe 15m or 20m or 100m long, and then you follow the same track and then one and number two in the group, they have a focus on, where should we go, how step should we try to move with this wax, where should we have



breaks, is this lake safe, I have to be there a lot, not to tell them what to do, but to observe and maybe if necessary to help. Okay this is, we have to do this or help them. And then the other person they maybe have trouble with being warm, because that front group stops all the time to navigate, so they stop, they get cold, so I like and I love that situation where I all the time move from the back-person in my own track to the front-person, to fall back, like an bicycle race, where you check out the group, where are we and make that group work with quite simple tools, it is not like do something completely different, many times is just like, let's rotate, so when you have been making the track, step out, let me keep on, or stuff like that. That is an unique situation, where you are on the move and I think always when you get in camp, in wintertime it is always a whole other work, to make a camp, because you build walls for the wind, or you dig a snow cave, so it takes a whole lot of time And the conversations you have with the students and your body, if it is that kind of trip, is really nice. You have time it is not fake, you are in it together. So I don't come there on a snow scooter and tell them on a scale from 1 to 10 you are on 7 now. See you later. You have to be there, you have to teach by showing them, so when you have to make a camp. They just come out, they just put up a tent, and they just start making a pile of snow. EX2 and I, we don't say anything to that, we just start making a plateau, it is completely flat, and five times as big as the tent, find out a saw, start making blocks, make a really nice wall and you could see all the others, what is going on there, because if you are doing it like that, you can do it really fast, and it is stable and it is very good. And how to make a kitchen, you could just sit with your burner, you could also make a nice instead of saying this is how to do it, we try to inspire. So the next camp we have, you can just see them copying, we want that kind of kitchen, or if you do this, we could sit like this. And I think I have the same feeling on a hiking, it is also not so action, see we have a lot of time to work with them, or also on a mentally, not just technique. #00:39:37-4#

35 I: Okay, we go from the Friluftsliv, Vejleder-Methods and environment a bit to the education, how can you then make Friluftslivvejleder, or how do you teach them. In a whole year of Friluftslivvejleder you have at Paul Petersens, can you get me a bit through as a coordinator for that Friluftslivvejleder. What are key factors, when you try to organize a whole Friluftsliv education. #00:40:16-7#

36 E1: We are under evaluation each four years from the state, from the education department. So they put up some standards like for the university or different kind of educations, you have to live up to a certain standard. And sometimes this standard is very easy to follow, you have a subject at *Friluftssuddannelse*, everybody knows that, you read a book, you have all these topics, you have a exam, you get tested, you get a statement or character, grade. And other subjects are more difficult to measure in a classic way. So often we have to use a lot of time getting these grades in a fair way. So the best thing was that you had observer on each trip and they could go and see, ah, he is a great 10 or great 12, but we, in the case where it is difficult, we have to use different ways to measure it. When we started the education, all these topics, that were difficult, you just passed by being there, but I thought it was, after some years, you could see, some students were very good and did a lot of training, and had a really nice level, and others were just being there and didn't have that. So educate people but they get out with the same thing, and I thought that that was unfair, so we try to make a measuring and we got help from the department also to say, okay how can we do this. And they say, to have an external viewer is the best you can get. So whenever it is possible we do that. So on Fjellski, there is a written exam, where we ask into all kind of stuff, about avalanche, safety, planing and all kind of stuff, that is a classic, you score points if you have so many points you get ten grade or. But we also have a evaluation of them, and that becomes and that is of what they do. So we look at them and how they do it in praxis and we also have a theoretical test and that becomes one grade. So Fjellski they get one grade. #00:43:28-3#

37 I: Mhm, is it also kind of the structure you have for all the exams or many of the exams of Friluftslivactivities, you combine that? #00:43:38-7#

..Instruktion

..Examination/

..Fertigkeitszeu

..Examinat

..Examinat

..Fertigkeitszeugnis

38 E1: Yeah, you could say for example, kayak, that is a national organisation, and they put up standards for, if you wanna teach in kayak, you have to manage all these things. So we book an exam and they come with a sensor and then we use a day, taking this exam, so they pass and become kayak instructor from this organisation, so it is Canoe, *Kayak Forbunde*, so they get their stamp. Like right now, all the students they are being examined by the Norwegian Ski School, but we do all the teaching and in some topics we put more on. So if we think, that it is too easy, what instructor exam contains, we put in extra. So for example in canoe, you get a canoe instructor education, you get a nice plastic card, says, I can use this all over Europe, or all over world actually, but we also have, we want them to try, being in a river, with rapids, so that is also a thing they have to pass. So in the topics where we think it is too easy, or too one sided, we can make it more wide and give them a better education, by putting some extra on. #00:45:28-6#

39 I: Ja, because you in the end also give them a Friluftsvjleder certificate. #00:45:34-1#

40 E1: Yeah, and not just that one instructor education yeah. #00:45:38-4#

41 I: From your perspective, and you have all those from the states. If you wouldn't have the state, would you choose to make all those gradings? #00:45:55-2#

42 E1: If you could choose not having them? #00:46:01-0#

43 I: Yeah, if you could choose for the Friluftsvjleder. #00:46:01-9#

..Examination

..Examination

..Examination

..Examination

..Philosophy

44 E1: Yeah you could say in the perfect world, you didn't need it, because it is so fantastic, that you would do anything just to be better. But that is not reality. And in a good way, and in a bad way. Because I tried now in Norway. We put in the week schedule, that Thursday there would be a theoretic test, and we didn't do more then that. And the closer we came to that day. The more and more issues came up. Ah it is a bad timing and they don't think they are ready. And we are like, you have just been out on a two days trip, with a sports group. You manage to control them, to give them a trip they will never forget, they slept in snow caves. How can you not be ready. That is just bullshit. But the education system, and all the gradings is in many people memory a lot of bad things. So when we have to use that to be sure that they have a good, they are good. Then we get in a space where most students have bad memories. So if we get too controlled and focused on grading and test, then we devalue something that is very good, and I think many people they seek outdoor, because they are tired of the standard system. #00:47:49-1#

45 I: Yeah, that is definitely a dilemma you are facing. I would go a bit further to the next topic. With the *Friluftslivemne* or topic itself or Friluftsvjleder. Can you teach that in one year? Can you educate that in one year? #00:48:12-1#

..Erfahrung

..Zeitfa

..Konze

..Organisat

..Erfahrung

..Organisat

..Konzept

46 E1: I think it is like, you can get a drivers licence to a car, but that doesn't make you a good driver. And I think it is a bit the same. They can all go out and give a young people, kids, and also grown ups a good time outside with basic tours, go cycling on ama, go kayaking at Ama Strandparken, they can make a canoe trip in the lakes north of Copenhagen, they could take somebody on a hiking trip some place with a low level, no problem. But it is clear, if you wanna work in this business and really develop, you have to spend the next year, all your working life, with being better and better. So we try to give them experience so the first thing they get here is a *oblevelse*. I would say there is a difference, between *oblevelse* and *erfaring*. So *oblevelse* we could get in Tivoli, it is funny, it is a thing. *Erfaring* that is when you get much deeper and it is clear that we sometimes need more time for some of the students to make it become *erfaring* and not just action, hey that is funny. So they go deeper and then you could say, a way to raise that standard, would be to say, okey we are more critical in whoo we take in the school and in some ways it is a matter of money, because if there is not enough students





then EX2 doesn't have a job, so we need a certain amount of students to make it running. And another thing is also some of the people who are not very experienced, when they start, they are often really really interesting, in what they come with. So in many ways the *weirdo* typ, who has been working with IT, for a whole life, or have been working as a "CHEF" or working as a physiotherapist, but maybe not is a really good climber or hiker, they have something extra to come with and that is, I think, that is very valuable for the studies, that there is so different types who go here. But it is for sure, that you could find students, where you could think, that is not 1st class level Vejleder, yet. But some of them, and I think that is funny, some of them they end up working in an *efterskole* and with the years they become the driving part or force in working with Friluftsliv, but it just takes some time. But I hope and I sense that they have the basics in the right places, and I also hope, that they have the spirit in what is Vejledning and then it is easier, if they go and visit you in Switzerland and go hiking, and in the next ten year they would become very good in hiking, so that is easy to train on your own.

#00:52:23-6#

47 I: And with the basics you really say, that mentality of Vejledning? #00:52:28-3#

48 E1: Yeah. #00:52:28-4#

49 I: And there is definitely a time/topic-ratio problem of what you can choose to be Vejledning or that they are become Vejleder in that topic but they also have to learn the skills in that topic. Can you then take me through a bit that dilemma, how you instruct and how you vejled? #00:52:56-8#



50 E1: Normally you would say, when you start out, they need more guiding, because we don't have enough time. You could also say, this is a, this is a primus multi fuel and you don't know nothing about it and I would say, try. That would be a very long way for you to learn how to use a cook-set. Instead of me, okey, let me show you, this is how it works, this is how you start it up, this is how you keep it going. So we have also a lot of instructing and we have a lot of focus on their skills. Now after christmas and this way in the middle of winter, we have more and more a focus on their Vejledning-Skills, and that step is quite difficult for many of them to take. And it is not difficult because it is very hard to vejled. It is the focus goes from them. It is not to sound like, somebody is hundred years old, but many of our students are from start twenties and mid twenties and late twenties and they are very focus on them. How do I look, how do I. We suddenly say, now it is not about you anymore. You are good enough a skier, you can train yourself. But now you have to work with, how can you help Toby and I become better skier. So we evaluate on your Vejledning-Skills more. Then you should try to go a little bit deeper, and they love that situation. Because that is something that is safe, that is instructing, that is safe. So they like to be in many ways they like to be told, they like you to come and say. You rotate. You, something like that. #00:55:20-4#

51 I: So they seek for that instructing. #00:55:26-2#

52 E1: Yeah, and it was clear that one of the classes and now just before we left, they had four days with the sport team. So they had 25 students, who are hopeless on skis, they had no proper equipment, but they are full of energy, and it went well. But I took so much force out of them, that those four days, just, it was like a ballon that was full of good energy and then four days later, it just \*guiiich\*, everything was away, I think five or six were crying, they did well but they were just totally f\*\*\*ed and exhausted. And it is not because it was a hard task, it is because that the focus is different. Now it is not them, that is in the focus. You have to be there for somebody else. And that is a hard job, when you have to do it in a last group. So you easily lose control it is really hard, so if you don't come and help me teach the sports students, I feel, hey Toby let me down. It gets very personal. Instead of, when you have focus on how good are you in digging a snow cave, that is okey. So this period we go into now is quite interesting, because some of them, they grow, like never before. Because they realise that they are good, and

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| Teaching Methods  |  |
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| ..Characters/Sti  |  |
| ..Ability/Skills  |  |

others they still doubt their own level and so they think it is waist of time to teach others. #00:57:26-8#

53 I: So that role change, that Vejledning, are bigger challenges, they can also crack with them. That is interesting. Maybe that is a good point aswell, just from hearing and from interviews. Many students are frustrated in some periods. Are you aware of that? #00:57:52-8#

54 E1: We try to. But we get surprised all the time. We had like one of the last days we were in Norway, EX2 and I had coffee parties at our hut, so they came in, they started to cry, we had coffee, we talked. And it is not necessarily because they have it bad. As time goes, and you get more and more isolated and you are tired of not being world champion yet. Then some of the things they are able to hide in the normal study life and being Friluftsvejleder, they just pop up now. So we had one girl. She is fine, but the rest of her team have a, use her as a therapist, so they come to her and tell how bad they feel. And it is not, it is heavy stuff, like in our contract with the student, it says a lot about what we should do and what they should do. And it says that you are, you must tell us about psychology issues before. And that is in the contract because if you are a psychopath, then I can say, you can't go here, because it says so. But it is not meant to, one of the girls (...) she didn't do it at the start, where you just think why. EX2 and I are very nice people and we would do anything to help her and all these things come up now. So we have a few people on each class that have a lot of heart room and they get \*wuum\*. So we try to, we had this called *studiesamtale*, so it is like a ten minutes walk with me and EX2, where we talk about, how are you and let's focus on, how are you doing in school. How are you doing with the group, how are you doing with yourself. And that's an opportunity to come, I think it is hopeless or I am really... And then we have like, team, a class meeting, they have time intern to talk about, what should we do, to keep up the good energy. And we can also be there and try to help them. But the more we pressure them, and the longer the trips are, the more of that \*puk, puk, puk\* breaks up. #01:01:09-2#

55 I: But in the same time you also said, like, it is sometimes, *Friluftsvejleder*, is learning with frustrations. So you probably also take that with in consideration meanwhile? #01:01:22-3#

56 E1: Yeah, because I am sure, that girl has never told anybody about this. But now she is in a situation where she lives with two others in a small hut. They have one room, they have a living room and a small kitchen and one toilet. So she can't hide, because they have been there now for 24 days. So you could say, we use Friluftsliv and adventure and nature in all of these ways, but, she should be ready for that. And I think in the future, it is gonna be much more, that we start a lot of things mentally in the students. And I think the hard part is to know, when to say, let me help you. And when you should say, let you help you find some professional help. Because I can ski, but I can't teach PTSD or stuff like that. #01:02:37-3#

57 I: But that is now also extreme cases, you explained. But for sure, it definitely has some challenges, but as you said before, we can also have the positive way. And I would like to go bit back into that "Friluftsvejleder" thing to finally end it. We really talked about a lot of things now and a lot of good inputs. I just have a small last task for you. At the beginning I asked you, what is Friluftsliv for you, and can you describe me the Friluftsvejleder. #01:03:14-8#

58 E1: The same? #01:03:15-6#

59 I: Yes, can you just after the whole talk, what is the most important thing. #01:03:25-9#

60 E1: I think, if I should review what I started out with, I think, there is an element I didn't mentioned in the start, that is very important, and that is a social dimension. Because



normally we focus on me, and my body, and what activity and in what setting, what environment. But I think, if you talk development and theory. I think what we work with is, in english it must be, constructivism, like your knowledge is something you construct. It is not a thing, and social constructivism, is when you think to integrate to people during a learning process is valuable. I think that is essential for Friluftsliv, but still it is adventure for me. And to allow myself just to be a small nobody in a big universe. That feeling gives me a strength. And I think it allows me, to have my faulse, and I think, Friluftsvejledning is in my view, that you have an eye on each member of the group you teach, and you try to combine the topic you are working with, with the groups, how the group is and you let yourself give them the chance to experience it. And not me taking the whole scene, dominating everything, so the teaching is about me instead of it is about them. Trying this, and I am more secret. #01:05:49-8#

61 I: Mh, that is probably one of the strength of Vejledning, just in that case. Could you see that Vejledning also be adapted in other settings? #01:05:58-1#

62 E1: then the outdoor-world. I think it is many way. Because if you are, I think in many big business or if you are on a very high level. You don't have a consultant coming and say, this is how you do it. You have a person, who comes in and say. Why do you do this, you have a person, who makes you develop by asking the right questions. And that is in many ways our job as Friluftsvjleder. And that, I think in many other aspects of human development, that could be if you go to a therapy, because you and your girlfriend is having a hard time, or you experience something very hard, I think that is a good method also there. #01:07:04-5#

63 I: Thank you so much for guiding me through all those topics. I would just give you the chance, if you wanna add something, that I didn't specifically ask for about my thesis, or those topics you face. If there was something that you wanna add and else. #01:07:31-2#

64 E1: Yeah, because we talked about it inside before, that. Some of the frustration with being taught by Vejledning is, that I put enormous responsibility on my students for developing. Normally you go to a teacher or a coach and then they do it for you. And then you could say, hey I have done this. I think many of my students, they would love to go to Switzerland and get to the summit of Matterhorn by a *Bergführer*. A mountain guide who says, do this, do it now, and do it this way. And don't ask anything, just do what I say, and I will get you to the summit. It is a safe zone, it is a place, where they feel comfortable, and they feel empower, and that is why we have to help them and make the right choice. And what we always hear from the students, it is that when you work with *Vejledning*, a it is because you have no structure, it is a mess. And the funny thing is that when you meet the same people later, and when they are studying in the Copenhagen University, which is a nice and good place, they would say it is no structure, you get no information, you get your schema, five days before you start school. And our schema is \*grr\* ready in mid August and with no Corona, we keep that. But the feeling is, that there is no structure, and that is because we put responsibility for learning and development on their side. So we also have to be strong enough to say, I hear what you say but we are not gonna make more structure, because if I do that, I fail you, I fail this commitment. #01:10:06-0#

65 I: The main goal? #01:10:06-8#

66 E1: The main goal. At the meeting we had in Norway, there is somebody who said. It is very important that you don't interrupt me, because now I have something to say, that is very hard. And I was like, we don't interrupt people, when normally, we don't, so why say that way, and it is because they have been in school, where no body listened to them or stuff like that. But I also said, we listen to what you say, but I also guarantee you, we not gonna fail our goal. So that means, you might look at me as a person, who don't listen. But to listen and "to abbey" is not the same. I hear your frustration, that is



fine. If I would be so bad on skis, I would also be frustrated, but I am still not gonna do that because I know, that if I do that, I fail you. #01:11:24-1#

67 I: And if ask them in June or also now, they are proud Friluftvejleder for sure.  
#01:11:31-9#

68 E1: Yeah and especially, if you interview them, we phone up old students, they are so proud, and many of the small things, that frustrated them as a student they \*a wished from that\*. #01:11:52-7#

69 I: Yeah and it is now a strengths. #01:11:57-3#



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# 1 EX2-Interview of 25-02-2022 (Transkript) #00:00:00-1#

2 I: I already introduced you to the main focus points. At the very beginning, a Friluftsvjleder is also about personality. We would just start with that, could you present yourself and a bit about your job you do at Paul Petersen. #00:00:22-0#

3 E2: Ja, so my name is E2 and I am 28 years old. I work as teacher and *uddannelseskoordinator* at Paul Petersens. And I have done that for three years now, so it is still quite new, all though I have some routine now and it has been three corona years, so it have been three very different years and I have been a student myself aswell. So, I know the institute both from a students point of view and also aspirant point of view and the Vejleder/Teacher point of view. So I teach in Vinterfjeld and in Trekking/ Basic and Bushcraft, in Friluftskultur & Friluftshistorie and think that is about it. #00:01:22-6#

4 I: Beside the teaching subject, what are the main tasks you have. #00:01:26-3#

5 E2: So my main task is planning, like schedule planning, or to like communicate with our partners, a lot of coordination and planning also contact the students, also I am working with some economics as well. So salary for the once who work at Friluftslinien, like paying for the things we use, for example huts and everything that we spend money on. So it quite range of things. #00:02:16-5#

6 I: Thank you so much for that personal inside of what you do, but I look forward to profit of all those insides as you said as a student, as a aspirant and now as Vejleder. Maybe we just. You have talked about Friluftsliv or Friluftsvjleder. Could you describe for me in your words, what is Friluftsliv? #00:02:39-8#

7 E2: So for sure, I won't be able to make like a wide description but it would be my own. But for me *Friluftsliv* at first being outside in the fresh air, and being there under the circumstances. That is to trying to exist in an outdoor environment and trying to actually develop yourself and I think it comes natural because you have to like make yourself fit to the circumstances. Be it the weather or the nature, what ever you meet that comes, it always comes as a surprise and I think what *Friluftsliv* can do, it can, how can I say it, it can, for me it teaches me how to act and change my, not plans, but makes me more flexible as human being I think. And makse me more open towards the possibilities, that are infront of me, and also it makes me, I wouldn't say rougher, but it makes me more, yeah I don't know how to say, but I can take more discomfort. Because of my experiences outside and I think that helps me as a human being to face the problems that I do as a living person, struggles and everything. #00:05:00-6#

8 I: I am curious, with all those guidance you get there. What can a Friluftsvjleder be in it, or what role does he or she take? #00:05:12-9#

9 E2: Well, I think a Friluftsvjleder is a way that, I usually, it is a good way to explain it in a simple way is: One that doesn't have the right answer or answers, but can ask the right questions. So that is like a very simple way of saying it. And I think a Friluftsvjleder is someone that can maybe make, I wouldn't say clients, but the students or the people that he or she brings into nature make them, make their own experiences and like feel a responsibility for their choices. And make the experience their own, and make their choices their own, and maybe if they are not experienced enough, then giving them a feeling of taking their own choices because that will make you more ready for, like, the next udfordring, the next challenge that comes. If it is like, something, it can be something practical, okey my tent is broken, okey the weather changes but it can also be something social like we have some disagreement and how can we not fix it, but how can we overcome it together or come through it in a way. #00:06:48-7#

10 I: Thank you so much for those first words, we will definitely get deeper in some of the



roles, or what a Friluftsvjleder does. And for that I would go for the almost one of the main topics for me, about that learning environment you create or what teaching methods you use, or the becoming students should use at one point. To talk a bit deeper into that, I will put up a picture. (You can think about, if you like to ask something to your last sentence).

11 We are talking a lot about learning environment or creating a learning and I would like to ask you, what learning environment do you create with your way of teaching.

12 Maybe you can take this picture (*showing picture #1 & #2, Söderåsen, 22.09.2021*), with you sitting at the tree as an example for. #00:08:02-2#

13 E2: Well I think, you can look at this picture in many ways, and for me, I think this picture shows, that really early, that picture is from the second week of this education. So they don't know each other very well and it is actually their first time, having to teach each other something. So it is the first "formidlingsopgaver". And I am really much observing, and I think the students hopefully get an experience of just because I am the teacher, it doesn't mean I have the right answers. So by stepping out, like I did here, they hopefully get a feeling of their feedback and their experience, their sharing experience has as much value as my comments or insides, or whatever. So also they didn't have a lot of theory before this. So it was a very free task, yeah.

14 / changing place #00:09:45-1#

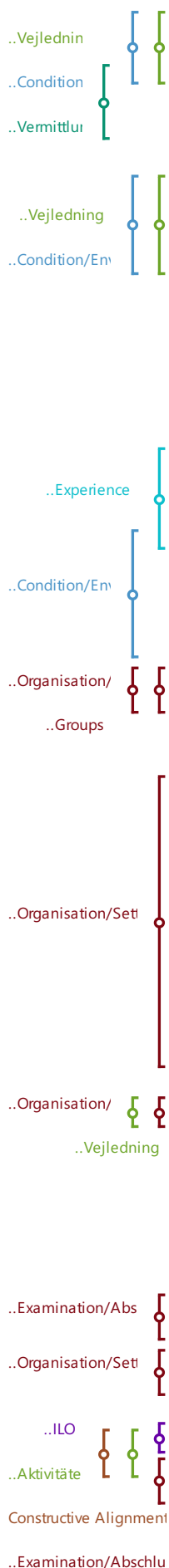
15 I: We stopped with the first picture where you were sitting at the tree, you explained a bit about, how you step out, observe. I have another example (*Showing picture #2, Tryn, 25.09.2022*), that was on the trekking tour in Norway, 25th of September, you can see a group of students and Jakob and you on the side, with me in the back. Can you put some words on, what role you took in that day or also in that situation as a Vejleder? #00:10:19-5#

16 E2: Yes, so, on this day. The groups pretty much walked on their own. So they were groups of six, seven people. We started together in the morning, packing down the camp and they all knew, where to end. And Jakob was in the front, a day ahead with another group, and then he walked back and met us at lunch time. So that is why he doesn't have a backpack and has just the green jacket. So in this day I think the role we take is kind of actually a safety role or a feeling of safety for the students, because they are not really ready to be on their own and so we let the groups find their own paths and I think, some times we do it differently, some times we just go ahead and leave the groups behind, and that might gives some of them the feeling, oh we are left behind, but they always make it, no matter, if someone is, there is always someone, who maybe has quite a bad ankle, or something, but together as a group they are, on this day, they really show that they have the strength together and they make it no matter how bad the weather has been and I think it, our thought of this, is giving them a feeling of being able to *aklar dem selv*, to be independent of us, as Vejleder, Teachers, Instructors, Guides, whatever we are. So it is to give them the feeling of independency and take next step towards, the day after, where we let them go, where they go on their "egenfaerd", where they have there own routes and where they are really on their own. #00:12:53-5#

17 I: If you maybe look at those two pictures, and your main topics, these are a bit the Friluftsbasics, of activities you go out, you explained it before. Can you sum up a bit, in what role do you like to see yourself the most, and on the other side in what role do you like to see the students the most? #00:13:18-6#

18 E2: Yeah, it depends a lot on the activity. Do you mean, like what role do I like the most, as a professional or as a? #00:13:34-2#

19 I: Yeah, to create the best learning environment for the students? #00:13:39-6#



20

E2: Yes, so, the most "optimale sed", most optimal setting, would be a situation where they get their own experiences and not having a feeling of me watching and thinking that it is neither wrong or right. So it is a situation they have to feel it themselves. And I think a lot of the students are really used to being looked at from a teacher and being "vudere", like that is wrong and that is right. But since we are such in a open environment, it is not like a maths test, it is not 1+1, their is thousand different ways of doing this, and I wouldn't say everyone of this is right, but a lot of them is right. So I would say a place where they can make their own experiences and I can be there to support them, in a way and help them, sum up and help them, learn from each other as well and listen to others perspectives and others experiences and reflect over them. #00:15:32-8#

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I: You said some very good points and the next question for me is. That you bring those groups into that zone or in that setting. How do you plan those conditions, or that they are good levels of learning, or learning environment? #00:15:55-2#

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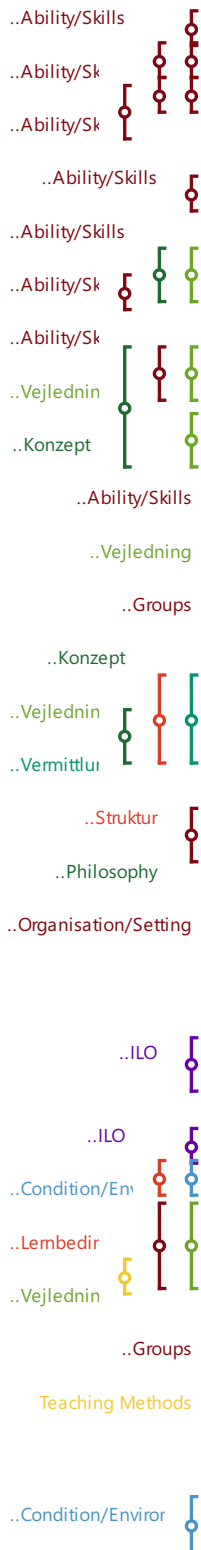
E2: Well, first of all, I know the, that trip and also the one in Söderåsen, I know the path very well, so for them it is new, it might feel unsafe, they don't know what is around the corner, but for me, since I walk this some times now and also for EX1, it feels like very safe. And I know, okey how far are we, so even though the weather changes, even though it might be bad sight, I still have a safety in myself, knowing that okey, I know where we are going. And, so that is one way of being safe, even though some of the students might feel that it is really really new and unsafe and the weather is crazy and so on. Also we make the groups before we go, and we try to make the groups even, so we make the groups, so that every individual group is strong, also to make sure that the conditions are good for, good experiences. So we wouldn't like to make random groups, it is, of course we have only known the students for two and a half week at this point, so sometimes, the groups are not completely even but they make it through. And what more. Yeah we make the progression in the days, I think is also quite good. Because in the first day, we almost walk together as one big group, we stay quite close, so we can always see the first and the last group and me as a Vejleder and I also had you. We made a good effort to try to have an eye on all the groups at the same time. So they have a feeling of not being left behind. And the second day, they walk more on they own, with either a Vejleder or an aspirant, not to showing the way, but to be there if there is any, if they need some help with some thing, and I think that actually already on that day we could let them go, because they would manage, but to make a soft "overgang" to their being, them being on their own, we walk together with them on the second day, and then on the third day the walk more and less on their own, but we are still there, and then on the fourth day, we let them go and they are on their own, with a possibility to call us, if something happens and the need to get picked up by car, so that they have that safety. So it is like four steps of letting them go. #00:19:21-9#

23

I: Maybe it definitely comes a bit down, at one end you learn them to become Friluftsvjleder and on the other end they should be or be their own Friluftsvjleder. So you switch the roles. And how do you make sure, some of the tools or knowledge or skills that should know as Friluftsvjleder, that they learn that? #00:19:49-1#

24

E2: So I think, (...) how do we make sure, well we have, of course we have the formal way of making an exam or making a test, so that is like the more squared way of figuring out, okey does this person know. But I think that we also try to encourage them to seek for the knowledge themselves and when they are in smaller groups, we also ask them to give space to each other, and sometimes we would say, that the goal for this trip is that, when you come home, everyone knows how to use the burner, for example. And then it is up for them, to grasp that learning situation. We don't want to control, because also the (..) like the feeling of wanting to learn something, we can't force that. And I would say, that during these ten months as a student, you have every chance, to know how to make a good bonfire, to know how to use a burner, to know how to put up a tent. And I



think, if in the end, if there is someone who doesn't know that, then you maybe can say we have failed, but maybe they want to make another kind of Friluftsliv, or maybe it is not really in there interest. And of course we still give them the title, and it difficult to say, but of course then we have the test and if hopefully it can open there eyes, I still miss these things, I am not good enough doing this. Yeah, I don't know if that was a good answer. #00:22:14-9#

25 I: Maybe you can tell me a bit, what would be important skills, or knowledge, that a Friluftsvejlder should bring, when they are done kind of in the teaching later? #00:22:31-5#

26 E2: I would say being able to be, I think it is acutally more like personal skills, when I think about it. Being trust worthy and being like specific in your way of communicating and being honest towards yourself, knowing your own grænser, like barriers, but of course also knowing how to navigate in nature, is also a basic, knowing how to dress, and stay dry and warm in like the conditions. ähm, (....) and, yeah, (.....) and I would say, knowing your own limits is a very important one. And hopefully all of our students, or I know they do, all of the students test their limits during the year. They all get to know their limits and in Norwegian you have this saying, also in danish maybe: "Tur efter emne", so you plan your trip after your own abilities, and that is a really important inside, and also knowing, am I alone, am I going on a hiking, me and Toby, okey we can test our selves more, but do I have a responsibility for a group, then I have to make the planing after the groups abilities and sometimes you don't even know the group before you meet them. So it is about knowing how to be flexible in your planing and be ready to change your plans. #00:24:36-3#

27 I: Yeah, I would just like to get a bit knowledge, you mentioned many things already. Why does Vinterfjeld makes it so special, as a Friluftsvejleder? #00:24:48-8#

28 E2: äh, Vinterfjeld is special because it is, you could say, that everyone is on "udebane", it is new for everyone. So it makes the group more equal in a way. And it gives everyone a chance to shine, and it is also special, because it is a new setting, we move away from Denmark, we are together in a very intense period, and there is not much things disturbing us, we don't have a job, we have to go to, we don't have a girlfriend or a boyfriend, or some friends, or a birthday in the weekend or all these things that are also in our lives. So here we have a very intense period, where this is, the only focus is learning, and getting some experiences together. So that is why it is really special, and I think, yeah. #00:26:08-4#

29 I: Can you tell something about the conditions you have at Vinterfjeld, from a learning perspective? #00:26:16-4#

30 E2: Yeah, from a learning perspective, (..) so first of all, they all have to get to know their equipment. And they are really reliable on their equipment so they also have to learn to handle it in a good way, respectfully, and in Vinterfjeld. So for example they have to learn how to fix their binding if it breaks, that is, it happens for many of them so, and uff. And also the consequences are a lot bigger on Vinterfjeld. So that is why you have to. They learn to listen to themselves, their bodies and they also learn to listen to the group mates. And because the consequences are bigger - the experiences will stick like a lot deeper, so it is really a lot about experienced based learning. For example, you forget to put up your tent, you are in your camp, and the weather is really nice, there is no wind, it is not snowing, so you just take it for grant, yeah, everything is good and you just go to bed, and the day after it is windy, and it has been snowing a lot. So all the things you left outside your tent, they are gone. So for example you put your burner, you didn't pack it away. It is outside, now it is buried in snow somewhere, and you have to spend a lot of time to finding it, just to get some hot water, or just to melt some snow. And if you have done this one time, you will never do it again. So in that way the elements and the roughness of the elements really makes the learning curve a lot steeper. And for some it

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feels like it is too much, and they might have a feeling that, okey I would never ever be able to do this on my own. So it also makes the students see, that they are relying on other people, and it is really good so see, that we can all do things for each other, and that makes us stronger as a group than we are as individuals. (...) And also it is just really fun, it is really really fun to ski and think, yeah, there is a lot of space of failing aswell. Like we all fall, when we have our skis and when we have that big backpack, and I fall and Jakob fall, and it is soft, unless it is icy, as it is sometimes, so it soft, like you fall soft and you learn that from every time I fall, or it is, I am not saying this is something you learn, but it is possible to learn this, that every time you fall you get even better on getting up. #00:29:44-8#

31 I: I think you gave me a lot of interesting insides. Also on different perspectives, thank you. I would like to go a bit further in a more structural level of the education. We were talking about I already before. Like how do you make sure, that the skills are learned and knowledge, and you mentioned exams. I am sure you also do it meanwhile, to observe, okey can we teach them there, but in the end they will have exams. Can you just guide me a bit through, about your ideas or about your concept for examinations for Friluftactivities at PP. #00:30:34-5#

..Style of Exam  
 ..Examination/  
 ..Style of Exam  
 ..Style of Exam

32 E2: So all of our exams are different, we have some exams that are certified by external, for example *dansk kano og kayak forbund*, they decide the way of the exam for kayak and canoe. And also for climbing and also for skiing. That is external exams, so our job is to prepare the students for the exams, and also to tell them and teach them, that this skill is much more then the exam, and we also want to make the exam the situation of the exam, a place where it is still possible to learn something. And luckily this is also, at least in canoe and kayak, that is also the philosophy of the people coming out there, so if you don't make it perfect, you can show it again. And that I think is really important. #00:31:49-3#

..Style of Exam

33 I: With of the concepts, I looked into it. You have often written exams, like theoretical exams, and then practical exams. Is that correct that you almost have that for all the activities you examine in? #00:32:07-3#

34 E2: ähm, yes, I think so. Yeah, because I think in canoe there is also like a kind of written paper, yeah. #00:32:23-5#

35 I: Are some thoughts behind? I am just curious. #00:32:26-7#

36 E2: Some thoughts, some bad things? #00:32:32-5#

37 I: No more, is it something you plan, like yes we need that written and that is practical or is it just how it became. #00:32:43-9#

..Style of Exam

38 E2: Yeah I think it can give the most detailed picture, when you have both, the practical and the theoretical testing (...) but I would say, that the practical is the most important part. #00:33:06-5#

39 I: Okey, because that is also where you say, the idea behind is still learning something meanwhile? #00:33:10-1#

40 E2: Yes exactly and the theoretical is more, like a backup. #00:33:14-4#

..Style of Exam

41 I: Yeah, for example. In Friluft-Basic, you get a *Helhedsvurderingen*, like a overall assessment or impression. How do you validate that? Do you have a sheet or is it? #00:33:31-5#

..Style of Exam

42 E2: So we have a sheet, and it is typical that both me and EX1 and all the other teachers that are Vejledere, that are also teaching in this subject. Like gives a character, and then



..Style of Exam  
..Style of Exam  
..Examination

we compare them, so that is a way to eliminate or at list try to eliminate, like the personal impressions of the person. And then of course and that is why it is really difficult, because it is both like the technical skills, but it is also you as a person being maybe presenting something for a group, or taking responsibility for a group, so that is of course also connected to your personality. But by doing so, that it is not only one person that gives the characters, the grades, we try to make it less personal. (...) So yeah, we see who is, like we see the person, how have they been, first of all how has their development been, and how have they showed their skills during all the trips that we have done together. #00:35:07-2#

43 I: And then it is really that overall impression that gives the end grade? #00:35:09-9#

44 E2: Yes. #00:35:10-3#

45 I: Maybe can you sum up for me on record, what are the papers they get in the end as Friluftsvjeder, bevis and certificates. #00:35:23-6#

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..Fertigkeitszeugnis

46 E2: So they get, so we have the certificates that are external, so the kayak, they are kayak instructor, then they are canoing instructor, they are climbing instructor, for top rope climbing, and they are skiing instructors from the Norwegian Skiing School, DNS, yeah that is the external once I think. Then they have the, first time this year, we making an exam in the subject called, "turledelse, logistik og sikkerhed". Where they have to plan their own trip, find their own deltagere, people who want to join the trip, and execute it then, like do the trip. And then make a simple evaluation afterwards. So that is a new thing we have, also to make them have a feeling of standing on their own two feet and also getting themselves to see, how much they learn during the year. So, and that is also an exam, so they have to go on this trip and they way we evaluate it, is that they have to hand in a very short paper, like a description on the trip, and a small summary of the feedback they have gotten from the people joining. #00:37:04-8#

47 I: And in the end, the will get an overview, like the grades, and then you said they got a written, that you give them a personal overview. #00:37:13-9#

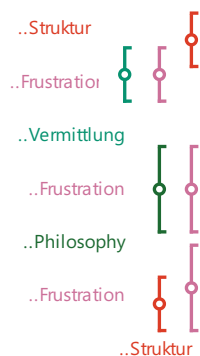
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48 E2: Yes, so they will have like a Friluftsvjederbevis, where they have the grades and they have bestået, we have some subject, that doesn't have an exam, that they have passed it, and have been through it and there is an additional paper with more detailed description, okey we have done this practice in the real working world, and joined a school or whatever they have been, it is fourteen days of practice and they also teach the sports hold in skiing, and like so on, and like more detailed description what they have been through. And then they also get like a personal, we call "personlig ultalee", so it is a personal description of how we have seen their development and what skills they have and like a recommendation of us, that they can handle this and this groups and this mal groups, like you people and all this. So that is a very important part of letting them go into their further lifes. #00:38:45-7#

49 I: Yeah, thank you for that overview, and I think that, when you talk about examination, it is always a bit of a challenge as well. And I would like to spend some more minutes on your experience in Paul Petersen. We will just talk about some challenges, you will face during the education. And I would like to start with, it is the last main topic we go through. You as a coordinator, or if you plan the Friluftsvjeder-Linie, what are the key factors for you to organise a whole year, if you can short it down. #00:39:24-5#

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..Struktur

50 E2: So first of all, of course it is important that we have space for all the things we want to get to do. So all of the subjects and all of the exams and all of the trips, that they all fit into a schedule. And that there are some space and time, so that the trips for example don't come to close. (...) Yeah, and there, is really a lot of things that have to go up like in a, in a højere enhed, so that is the main goal and of course to have a good progression in difficulty. (...) #00:40:27-6#



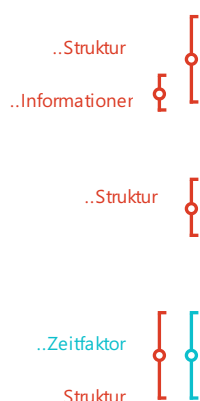
51 I: I can maybe give one hint that I also saw and observed, in some periods there are students, that are frustrated during the learning and preparation. I think you are also aware of that? #00:40:42-6#

52 E2: Yeah #00:40:43-3#

53 I: Can you put some words on that? #00:40:46-2#

54 E2: Yes, no, I think no matter how much we think the *årsplan*, the plan of the year, is completely perfect, it can not be better, there is always frustration. And I don't think, I don't see frustration as a bad thing, it can be a bad thing if it blocks. If it for example blocks the students ability to learn, if it is to much, if the frustration is so big, that you can't see anything else then that. But I think that frustration also can lead to something good. It can lead questioning the way that we plan things but it can also be to questioning your own way of seeing things. So I think, like I have seen it from a students point of view, we were also frustrated then, and then as aspirant, people are also frustrated, now they are also frustrated. I don't think we can eliminate that, and I don't think we have to eliminate that. #00:42:07-6#

55 I: Can you describe it also in a way of Friluftsvejleder mentality of learning? #00:42:16-1#



56 E2: Yes, yeah I think that the more the learn to of course we don't want to make this year chaotic on purpose, it is not our goal to make the calendar as chaotic as possible, and give them less information on anything, but I think the better you are finding peace in where you are now, okey I have to focus on this week and not look into what I have to do in two months because, that will just change my focus. And that is really hard, it is difficult, but it is just, that is the way life is, so I think that the way we structure this education is a lot like they will meet in their future life, work life and also personal life, so hopefully the way we structure a year will give them some experiences in, I wouldn't say, that you have to be ready, it is not like you have to sit on your toes and be ready for anything to change, because we don't want the feeling of stress, we more want the feeling of *at hvile i*, to rest in the knowing that things will maybe change or there will be some, maybe stressful moments for some. (..) #00:43:55-8#

57 I: What advantages do see under stress or underpresser as well with organizing, planning, getting equipment done, search their own informations. What do you see there as advantages and also maybe challenges? #00:44:17-1#

58 E2: Yeah, so (...) as challenges I would say that some of them really project, and I understand that, their frustrations on us. Because we decided that it has to be this way, some of them does that, and that could of course be a big disadvantage, but advantages, I hope that they learn to like prioritize, what has to be done first and what you can take care of tomorrow, or in next week, or maybe just put away. And I hope that they can use that, I think, maybe you can *sammenligne*, compare it, with a first aid situation, where you have a lot, this is like very extreme comparition I know, but you have a lot of things going on, but you have to know, what you have to fix first. Yeah, so maybe. #00:45:36-8#

59 I: But you are aware of it, but you also see advantages that they learn from those situations they are in. #00:45:43-4#

60 E2: Yeah. #00:45:45-3#

61 I: What would you say about group dynamics? Or also mental, what is going on in a group. #00:45:57-9#



62

E2: So what would I say about group dynamics. I would say that first of all communication is the one of the most important things about being in a group and being able to express your *behove*, like your need, in a respectful way. And I think the more you try to do that in your like in your everyday life and the more experienced you are, the more you can also stay, like stay in a constructive mindset, when you are under pressure. For example out in the outdoor environment and things are changing and you have to change your route. And we use a lot of this concept, *forventningsafstemning*. You are in a group, and you know that you are about on this tour, and we spend a lot of time with *forventningsafstemning*, and it means like, you, what you, you talk about your expectation and your *afstemning*, not equalize, kind of levelling. So you might have six different people and they have six different goals for the trip but if you just, if you don't *nivellere* before, you can maybe anyone, non of the people get what they expect in some way. And by doing this *forventnings* you can have as a group a common goal, which is really healthy and talk about your common *værdier*. So for example respectful communication, no one is left behind, like concepts. #00:48:07-4#

63

I: Also like group goals or? #00:48:09-5#

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E2: Yeah, and I think it is (...). #00:48:19-6#

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I: Maybe you just when , as an example for that aswell you mentioned once, now it will be a switch from Vinterfjeld to danish Friluftsliv. Why is that a challenge, or also a though part during the education. #00:48:33-4#



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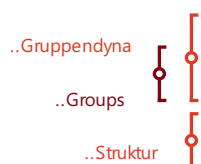
E2: I think that it is a though part because maybe also we as a Friluftsvjelder as talking about Vinterfjeld as a high point of the education, and that is I think one of our *udfordringer*. Because then it can feel like a, kind of a downer to come home to Denmark and that is a trap at least. And of course we speak a lot about it, because it is also what we love, me, Jakob, Simon, Rasmus, the Vejleder they have the most, the thing we love the most is being out on Vinterfjeld. So I think, we have to think about, how we talk about it. And I think for the group it is also difficult, it has both advantages and disadvantages to come home. Because now they don't have to look at each other 24/7. But it will also give them some distance, and that is both good and bad. #00:49:50-0#

67

I: It changes dynamics for sure. #00:49:53-0#

68

E2: Yeah, maybe don't have to talk about it as good, better or worse, but just different. But as I remember from being a student, it was also really good to come home and you know that is spring and yeah so. And they for sure will come home as a stronger group. But one thing about group dynamics it is also it is really hard to have a well functioning group dynamics in a group of 37. That is like, you can't make everyone like each other and that is not what group dynamics about, it is about everyone respecting each other and I think we are working towards that, with both of the Friluftshold. #00:50:53-7#



69

I: Maybe last challenge, to sum up the whole year and also what you teach. You educate new Friluftsvjelder and then they should also be Friluftsvjelder, I mentioned that before, how do you handle that situation? #00:51:16-1#



70

E2: Well it is really difficult because. We give them as an education the title of a Friluftsvjelder, when they are finished here. But I think that is also something that comes with experience. I don't know if you can say that you get more and more Friluftsvjelder, with the more experience you have. Maybe you can compare to like a driver licence, you don't have a lot of experience with driving, you know the theory and then you get your driver licence and then it is time to really become a driver in a way. So it is a paradox, because the more experience you have, the more range of motion as a Friluftsvjelder you have. So I think that the biggest, I think, one of our biggest challenges is time, that it is only ten month. But because we this much together and we,



|                                                                                                                                                                       |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                       |    | the students do so many things together and really challenge themselves it is more then ten months in a way. It is not like, yeah. And I think for many of the students it is maybe first after the finish here, that they see what they have been through and that they can reflect on, how far they have come. #00:53:04-1#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                       | 71 | I: Yeah, maybe that is the good point to the end here. You talked a lot about challenges and you experienced that aswell. How did you talk about the education, when you were done, or also a year later? #00:53:19-2#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                       | 72 | E2: How I did? #00:53:21-5#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                       | 73 | I: Yeah. #00:53:23-5#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <div data-bbox="159 772 351 840"> <div>..Informationen</div> <div></div> </div>                                                                                       | 74 | E2: How did I talk about it. (.....), I maybe, I don't know if I remember really. But I was lucky to get a job, or I had to use all the skills that I have just learned. So it was really, my new everyday life was really close, kind of toward to what I have done. And I think the way this education is structured, really helped me to be more at peace with not knowing what to do in my new job. Because with the job I got after I went here as a student, was like, it was at a <i>Højskole</i> and, it was in the morning, that I knew what to do that day, because that is how they worked, the teachers there. It is like, okey, what to do today, we just do this, okey. And I just had to be ready. So I think I was more prepared to that, because I was here in that year. And I think now, that I work here, I still try to keep open mind towards critic and like, how to <i>udvikle</i> or make it better. But of course I am also, it is my job, I am not neutral, but if you are a student you are not neutral neither. But I think, the more, for every year, I think I see like bigger perspective of what we do and why it is good. #00:55:25-3# |
|                                                                                                                                                                       | 75 | I: And I think also the students do for sure, they are proud students as well, or at least I feel that. Thank you so much for that. Did I cut you off anywhere, or could you tell anything about the topics you wanted? #00:55:46-6#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                       | 76 | E2: I don't think I feel like I have some very urgent things, that is unsaid so. #00:55:53-8#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                       | 77 | I: Okey, then I would like to end with a small task for you. In the very beginning I asked you, what is Friluftsliv for you, what is a Friluftsvejleder. Now after the talk about many words said. What is the biggest strength? #00:56:08-1#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                       | 78 | E2: The biggest, what? #00:56:10-2#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                       | 79 | I: Strength, of Vejledning, or Friluftsvejledning. #00:56:12-9#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                       | 80 | E2: Strength, wow, (...) the biggest strength. I think I have to think about that a bit. (..) so the most important strength? #00:56:28-9#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                       | 81 | I: Just the biggest strength, can also be two or three, if it is not only one. #00:56:35-7#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <div data-bbox="159 1657 351 1724"> <div>..Ability/Skills</div> <div></div> </div> <div data-bbox="159 1713 351 1780"> <div>..Ability/Skills</div> <div></div> </div> | 82 | E2: (.....) oh wow, I think maybe I would say, being calm, and being respectful and that is both towards people and towards nature. And having self irony. I don't know, but that is maybe like a human skill that I really, as a person appreciate. Not maybe take everything to serious. So I think you should your thesis with that. (laughing) #00:57:30-3#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                       | 83 | I: Let's take that with me. That will be my last sentence and also last sentence of that interview if you don't have anything to add on. #00:57:38-2#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                       | 84 | E2: Not that is fine. #00:57:39-2#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                       | 85 | I: Thank you so much, and let's be self ironic. #00:57:49-8#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



1 S1-Interview from 02-12-2021 (Transkript) #00:00:00-0#

2 I: Well, it starts, thank you so much for coming #00:00:04-9#

3 S1: of course. #00:00:06-7#

4 I: We starting with the first pillar of my focus points. It will be my the "Vejledning" the "Friluftsvejledning". This will be one of the important parts I will use in my thesis and for me it is: #00:00:24-0#

5 I: Can you tell me, you have spontaneously to "vejled" a group tomorrow, so you will be a Friluftsvjelder, what does that may do to you, that will you say about Friluftsvjelder? #00:00:39-1#

6 S1: Okey, so if I had to present like what a Friluftsvjelder is? #00:00:43-1#

7 I: Yeah, or you have to be a Friluftsvjelder tomorrow? #00:00:46-7#

8 S1: I have to be... okey. ähm, (...) I think, I would, we have been talking about it on the team like the difference between an instructor and a Vejleder. And like, what the differences are and I think I have been more used to getting thought by an instructor. Like do this and you would complete the task by doing Step A, B and C and then you have complete and pass. And now I have been more like thought in what the Vejleder role is or could be or should aim to be and more like (...) giving people, giving my students tomorrow like a little bit information and seeing, where it could evolve to. Like, okey we gonna try to do this, how would you do the task? I would set the group in more like an open "opgave" and see what their thoughts are so I won't give them the recipe for success, I would more like maybe, show a little bit and then see what they do and then maybe a little bit in the way, along the way, along the day, maybe give them more hints about how they can do the task better, if it was make the fire, that I would give them some hints, see what they are doing, what ideas that they could come up with them selves, so I wouldn't give them a done recipe. And I think that's the, that's what I have been learning the Vejleder role is more a I have been feeling it on my self with a lot of my teachers and it is frustrating as hell that I don't, that they don't tell me what to to, it is like figure out yourself and it is frustrating when you stand in front of a task even if it is doing the kayak, like how to roll the kayak straight or how to build a knife like the teachers says, I don't know, maybe try something and learn something about it and I am like, what is your role in this, why are you here then? Are you my teacher, why don't you tell me what to do? Maybe that's a product of that you are used to go to school and your teacher says what you have to do, or the university tells you what they want. And you can do this by these steps. Now at Paul Petersen I have to figure it out myself, that is frustrating in the beginning. #00:03:43-6#

9 I: It is a change? #00:03:44-3#

10 S1: It is a change ja, like a shift in getting a task but when it works, the success feeling for me as a student is way bigger than if I just get handed a recipe, do this and this and do this (...). Because I feel like my solution and my ideas and my thoughts of reflexions about the assignment is more appreciate in some way. So I would try to do that, if I had a group tomorrow. But it would be difficult for me. Because it is also easy if you want people to do something, it is easy to tell people how to do it, because then you know you gonna get the result and if it is more an open assignment you probably would get five different solves in - like compared to the one you have in mind. But I would try to give a more open task, I would maybe observe a bit. Give them the opportunity to think and reflect and get frustrated to hopefully get a feeling of success. Yeah, and also dependent on the group, like if it is children, or it is adult, like I would like probably have some thoughts about. #00:05:16-9#

|                  |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | 11 | I: Wow, you already said a lot of important things. I would like to dig a bit into, if you would be now a Vejleder in trekking, like in the woods, or at kayak here in Copenhagen. Would it make a different? #00:05:36-2#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| ..Konzept        | 12 | S1: Yeah, I would prep the students more for a trekking trip in norway and I would give more of my experience and my knowledge of having a good trip, compared to a one day trip in the canoe. I think there is a different if you take people out for a longer trip, or more like more away from peoples comfort zone in everyday life. I need and I would love to have a little bit more knowledge and preparation before going out. Yeah (...) #00:06:21-9#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                  | 13 | I: And if you would just look at the trekking and the kayak, the different activities itself? #00:06:30-9#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| ..Vejledning     | 14 | S1: So maybe the trekking is more like, okey it is just walking and everybody can walk, maybe everybody can complete the task or the, you go from here to here and people can probably do that, because it is walking. And in the canoe there is more of techniques to do it better, where, so there I would probably focus more on techniques and teaching the right techniques aswell, in for example canoeing. But I still think that I would give the students the chance to "fuck it up". #00:07:19-5#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Teaching Meth    | 15 | I: Haha, I love to hear that form in here again. #00:07:20-9#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| ..Frustration    | 16 | S1: Yeah, <i>learning by fucking up</i> that's like a sentence in PP, because then when you get, like, you have been fucking up in the canoe and you can't keep rowing it straight away and if you doing that for two hours, and you have been frustrated, and a bit laughing and you have been like "wtf", and then the teacher gives you one techniques to maybe do it, to row a little bit better and then I felt like I am more open to getting that teaching and I am more open to receive information. Because I am like, okey I have tried everything now, and I can't row it straight, so I think the kayak and other like technical, kayak, climbing, subjects, it is important to get the techniques from a teacher or one that knows and maybe trekking is more like, you can do it, you can walk, and you can make a camp. Maybe it is not the greatest trip and you won't go from A to B that fast, but probably you can do it. And maybe <i>fff</i> , is the hints and stuff you get, is more like, okey, wow it makes my life sweeter but it still doesn't change how I walk, but I can change how I plan my route or how I make my camp. but there is definitely a lot of techniques in a subject like canoe. #00:08:54-6# |
| ..Creating Lean  |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| ..Vorteil        |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| ..Instruktion    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| ..Vejledning     |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                  | 17 | I: It is an interesting point and I wanted to reflect with you a bit about Friluftsvejleder, in different areas. That was my opening question, that you just drop some of your thoughts. Now can go a bit mor straight into the Friluftsvejleder. #00:09:16-3#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                  | 18 | S1: Yeah. #00:09:16-6#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                  | 19 | I: Can you describe, what for you a Friluftsvejleder is? In some sentences. It is not a test, it is not a questionnaire, just out of your opinion. What is a Friluftsvejleder? #00:09:29-2#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| ..Ability/Skills | 20 | S1: Yeah, (...), I feel like a Friluftsvejleder is a person that loves being in nature and have like a variety of different skills and a person that would be love really to like like hands on this knowledge and love for nature. For me I think it is like a good Friluftsvejleder is one who has a brought spectrum that the one, can canoe and also trekking and also knows a lot about nature and trees and different herbs and stuff like that. But I think the most important is the one, the loves for like teaching, or what do you say, that you really wanna teach something else, like spread the word kind of feeling about how it is to be in the nature and I think there is a lot of things you can dive in to like, some really wanna pass on the message like how we can keep the nature good, like how we can protect it and some maybe are all-in for the kayaking part and so also think thats a little bit                                                                                                                                                                                                                                                                                                          |
| ..Ability/Skills |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

..Mastery of FV

..Ability/Skills

..Vejledning

..Instruktion vs. Vej

..Friluftsliv + (Learn

different. (...) But maybe for me, we have talked a little bit on the team what a good Friluftsvjelder is. And I think like one of my thoughts that you really wanna, that you have archived your ego before you get for being a Friluftsvjelder, so if you really wanna be a good climber, you have to do that and then you have to work on yourself in your own climbing skills, because then your focus are on your self. And then you need to have satisfied that need before you can teach others. Because, maybe some people I have met, that are trying to teach, trying to be a Friluftsvjelder, they talk a lot about how awesome they are themselves and how many mountains they have climbed, or how good of skiing instructor they are and that does not help me, like I don't wanna hear that you are a great person. I feel like your own ego, you need to set that aside and then you need to have the, you have to have the need for like teaching others, for like passing on your love to that subject and not the feeling of seeing how great I am or getting peoples appreciation or like people clapping their hands, because you are so great. So it is - do you get it? It is a little bit... yeah, it is just a different between a great climber and then being able to teach others, to becoming a great climber or a great trekker. And maybe you don't have to be the greatest, you don't have to know everything about all the trees in Denmark, like I think I could go out and teach people, I know five tree kinds or sorts, but I could teach people probably and I could do it with enthusiasm because I have, "ooh wow that's awesome man", but I don't have my teachers, or my students don't have to think that I am the best in knowing all different trees. #00:13:29-6#

21 I: Yeah, I understand that, maybe you can add on, Vejledning, it is not a german or english word. #00:13:39-3#

22 S1: No, a danish word. #00:13:41-4#

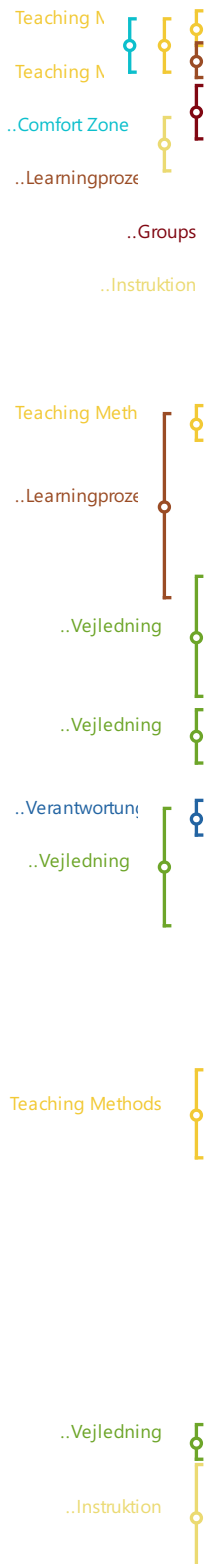
23 I: Maybe you can explain Vejleder. What is it for you. #00:13:45-6#

24 S1: Yeah, Vejleder. It is difficult, because I haven't been working with it before I have started here as I said. You have been used to like a teacher, or a wise person telling and judging you maybe in what you do and maybe also it is not relevant, but there is a big different for me, that a lot of the stuff I am doing, when I am being taught of a Vejleder, it is more like look at this, what do you feel, like it is, a Vejleder for me takes the students more in and is not the edge between the teacher and the students, compared to other situations, it is more like we are in this together now and learning in a process, you and me, because maybe a Vejleder also need to seem more the person that is standing in front of you and then okey, the Vejleder had a plan that we gonna do, yesterday we gonna have achieved this in the canoe, but then seeing the student and being more like, we need to go in a different direction. I don't know if it's maybe a different between a teacher or an instructor. Maybe an instructor would probably also different shape the goals for the day, for the student, I imagine a Vejleder is more acknowledge the students more in a weird way. #00:15:37-5#

25 I: So you would separate teacher, instructor, Vejleder. #00:15:45-3#

26 S1: Yeah, exactly. (...) But it is also difficult, because I don't really know if we have Vejleder the word in other terms of in Friluftsvjelder, like otherwise a Vejleder is more like. It is also if you do a study at a university you have a Vejleder, so it is one that sits along in your assignment and that guides more then the personal is gonna judge you. Maybe that's the different. Maybe it is that the Vejleder is on the journey, next to the student and it is not looking down on the student or I am not standing of the end of the goal or at the goal and waiting for the student but maybe he is a part of the journey there. (...) Maybe it is this. But it is exciting I don't know. It is difficult to like put in few words. #00:16:58-0#

27 I: Yeah, but I will, it is for me interesting to put different words and I will collect them, it is not a right and a wrong and all. But what is exciting for me, now I really want push into Friluftsvjelder and Vejledning thing. I would would go a little bit further into the



Teaching Methods. Which you maybe experienced a little bit different during your studys and that will be a main point for me. The main question here is: Which teaching methods did you get to know during your studys so far. You had some months. If you can start with just dropping some terms, just drop them, don't really explain them. I will note them and we will talk about it more. #00:17:52-3#

28 S1: So, Teaching Methods, that we have been presented to. #00:17:56-9#

29 I: Or you know, learn, presented to, or what is important you around the Friluftsvvejledning. #00:18:03-4#

30 S1: Yeah, okey, there is the **fucking up method**. then we heard about the **flow curve**, **flow model**. And then we also learned, I can't remember the name, but it's a triangle. Yeah. And also, I don't if it is a method, but the **group work and group assignment like partnerships**. That is also in like a clear instructor methods, I need you to this, like I do it right now. Like A to A or like do this exactly as me. Teaching methods (..) maybe it is that. #00:19:11-6#

31 I: We have those five, maybe you can try to link them a little bit to the different topics, not only them. But also when you look at, let's start with the trekking or Friluftsbasics & bush-crafting. Can you mention some with the once you did before or if I drop that item would you add more, you can also repeat them. #00:19:42-2#

32 S1: I think the **fucking up** and the triangle is a bit connected. The triangle, I think it is a method like in the bottom of the triangle there is like only teaching by a blackboard. Like one teacher telling you stuff and then the higher up, and then how much you remember as a student. So it is like, maybe 0 to 5% you remember after and then the top of the triangle is like, when the student teach each other, then 90% of the stuff they remember more. So that is about and I think the triangle and the **fucking up** and maybe also the group work are linked together, because you get an assignment and really open, maybe the teacher in bushcraft, Mundus, he will show you how to make a sweet camp life and how to make a sweet setup with fire and he shows you in one minute. And then he says and looked really easy but he won't explain every step of the way and then you go out and find something and then it doesn't work, then you fuck up. Okey, you find something new, and one person says I have been trying this, and then you learn from each other. So there is a lot of responsibility passed on to the students and their knowledge and their way of working together in the **fucking up** method and also a lot of personal stamina or what you can say like how much that you do have to put in to this assignment and how much do I want it to succeed and how frustrated can I be. #00:21:34-6#

33 I: Like the is a barrier of being to frustrated and still be able to learn. #00:21:42-2#

34 S1: And then there is the **flow curve**. It's about, that you have to be challenged enough, but you also have to be comfortable enough, so you are in the flow zone. So you doesn't get to challenged but you still learn something. I think for me. Did I have to put examples on, or? #00:22:12-7#

35 I: No no, you are exactly on the right spot. Maybe I can put in, if you would. You talked now a lot about fucked up and the triangle of the open learn, just give some inputs not getting frustrated, still have the flow, also maybe connected to trekking. If you go maybe to "Kano" or "Havkayak", what are the methods there you got mostly mentioned or remember of those days there. How were the days looking? #00:22:46-4#

36 S1: It was mixed, because **there was a mix of do your best, try it out**, but there were also times like, we need to do a partner rescue and this is the exactly way that we gonna show it to you. And that is a really clear result based learning method or how teaching method like the students have to do this exactly as I show them now and then you





practice that and \*try in that in\*, there is no freedom and how I want to do that. But it makes sense in a subject like kayak because as a student you get the importance of being able to save each other and save yourself. So that is probably most in kayak and canoe and also in climbing where we see there it is really important that you do it exactly in this way. And there is no room for like free thinking and stuff like that. But that is also nice for an exchange that they don't put that much on the students. So I can just stand by and look and I can do the task and then it is easy to complete. Because I don't get frustrated but again I maybe I don't that involved in it because I don't think my own thoughts in how to figure out a solution or how to make it better or how to make it my way. I just copy what I see. Show me and I will do it and that is easy. But also necessary for a kayak partner rescue. #00:24:39-3#

- 37 I: That maybe just leads in another question. The comments you say, just like to "show me", what comments. What comments of the Friluftsvejleder or your experts you got have you most in head? I know it is a really tough topics but for me it is important to get the, #00:25:08-4#
- 38 S1: So like what the say? #00:25:09-4#
- 39 I: When they say, do that, or whatever you have to do in the different things, what comments. #00:25:20-9#
- 40 S1: How the instructors and in the like bound. #00:25:23-2#
- 41 I: Yeah, the kind of verbs of it. You said before, they show, this is you to be done, you climb. Can you add some more of those moments of how they instructed you, or vejleded you. #00:25:45-6#
- 42 S1: Yeah, in climbing I think it is difficult and we not gonna be Climbing-Vejleder, we gonna be climbing instructors, so maybe that is difficult to talk about. But maybe in canoe it is very like, it feels natural, they gather us together and they say, this is a jole tail, this is how you gonna do, we gonna show it and then they are breaking it down in bits and are like this is how it's done, and it helps you with this. And now you need to practice is and then people practice and then they come back and ask it doesn't really work for me, can you give me some more hints. #00:26:30-7#
- 43 I: It is in the right direction, how you practice is. Where there other terms they used, do and follow, how you practice or explore. Verbs can explain how they vejleded you, can have different level of skills. If they will say, or they introduce you to that, and you follow exactly this. It is another level then explore. Maybe you can break down a bit to those. #00:27:08-4#
- 44 S1: It is a lot like, prøver det af, try it out. And maybe they will say, you have to, this is something you can do or this is a canoeing row take but try it out and see what works for you and they say a lot of times, they say, also when you come back and when you say. Also today when we were in the ski værksted. I was feeling, when we sliber my skis, and I was like, is this correct. And the teacher was like, how does it feel. Have you touched the ski, what do you think? So it is a lot like try it out, how does it feel, how do you feel when you're doing a canoe take, or if you trekking with your backpack and the heaviest thing is in the bottom, maybe you can do something else. So it is more, the comments often. The comments they give is more a question to get me think, or get me to answer, instead of giving me the right or wrong or just an answer, yes or no. And I think it is because they don't wanna give me the answer but it is also because maybe they are in many ways, there aren't one right question for some of the things, it is more in a lot of the Friluftsvejleder subject - it is like subjective from person to person and in a lot of things they can give me the right answer because there isn't one right answer. But it is prøver det af and føles det, also. They say a lot jeg ved det ikke - I don't know. They look at you and then say, "I don't know", and you know they know. And they won't

..Vejledning

..Konzept

..Ability/Skills

Learning Environm

..Vorteil

..Konzept

..Creating Lean

..Nachteil

answer you. (...) #00:29:34-5#

45 I: Spændende, I think we can go to the next - we go a little bit further. (...) I repeat quickly, we were little more in the dry teaching methods, or the methods verbs, how you knew you get taught and remember. And now you can really take the time to think, you don't have to answer me straight away.  
Was there a moment in the half year in different of those topics where you were standing there, and you said, "Wow, now I learned something". And maybe name it and describe it. #00:30:38-4#

46 S1: (...) #00:31:07-1#

47 I: Haha (..) #00:31:11-3#

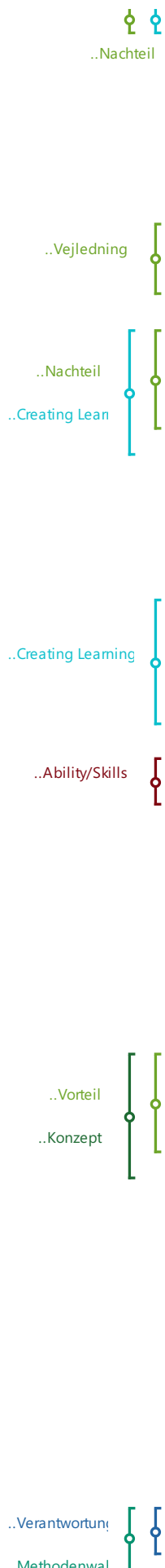
48 S1: Okay, but I say something more generally first, because I am afraid that I am gonna forget it. But I think (...) for a lot of like, the life outside, like the trekking life or on a trip. We have been getting a little different hints or different "fifs", tricks along the way. And every time I have heart, put boiling water in your "nalgene" and put in it your sleeping bag. Stuff like that, little hints that makes your life sweeter or different methods on how to dry your clothes, when I was sitting in Norway, with wet clothes, I was like, that was genius, I would not have thought about myself, and that was in the beginning of the school, the school year. With have got the little "fifs". #00:32:17-7#

49 I: The hints, tricks... #00:32:20-8#

50 S1: Yeah, and when I experienced that, wow I would have never thought about it in that way and I have been wet pants or in wet t-shirts for many trips before this or I have never thought about boil my water and put it in my "nalgene". So that was a time and more times like that, when we were on a trip, I was experiencing, wow I have really learned something here, that I can use. But I think more important or more like it stills lives in me, that I have become more aware of smart solutions or tricks and how to make life sweeter in generally. Not that focus on how to make my clothes dry or how to make quickly put up my tent and. But more like I see a teacher, maybe some of my students, some of my peers have a solution on how to carry their skis today and I think that is genius man, so and then I learned something, no doubt about PP introduced me to some hints and "fifs" but maybe more like introduced me to like, okey it sounds pretty weird, but to open my mind to seeing different solutions and to think out of the box and to create something with the stuff I have. So I think that is a big thing I have learned, that I can take with me. And how I can use different things for different things and like multi functionality with a lot of things I have so I don't think, okey I have to have this exactly equipment to achieve this assignment but I can have this tool and I can use it for this and this and this and this and this. Ähm, and some of the things I have learned from PP, maybe sometimes this is really good, EX1 have said, wow, but I think it is more that I experiencing more day to day now, when we were like 3, 4 months in, that it is everywhere I see people doing stuff, wow, I can use that when I am gonna have to pack my bike for my trip next week, that is genius. #00:34:58-3#

51 I: So something you would have done before... #00:34:59-6#

52 S1: Yeah, I wouldn't, maybe I would have looked at it like, that looks smart and rare or crazy what is he doing. And now I can, I feel like I have learned to process it in my mind. Look at my stuff I have in my home and be able to find a solution, so I think that is the biggest thing and I was afraid I was gonna forget it. But otherwise I have had some great examples from the canoeing, *fag*, but it is also because I really like canoeing and I really like our teacher. But we had like a, they would calling it a *høst prøve*, like a falling exam, so they set up some stuff, with four stages, that we gonna have to do different exercises in the canoe and then we gonna get some feedback. And that was the first time ever in the canoe subject, and we maybe had 8 times in the canoe and one two day trip. And



that was the first time a teacher or a Vejleder looked at me and gave me feedback. So he was looking at me and my canoeing parter and he said, you have great power but you are using it wrong, because your technique is not that, he didn't say not that good, but he says you can work on your technique so you can relax on the power, because you are waisting your power. So if you fine tune your technique and we were learning how to do *sculling*, like how to moving the canoe sideways. And he said to me, you need to rotate way more in your back and the power needs to come from your back. And the more silent your paddle is in the water, the better you are doing it. And that was really, really, really nice. And that was an experience, I was like fuck man, this is awesome, because then I tried it and I was really, the sentence with the less noise you make, the better you doing, really "sucks" in me, because I could easily listen to my paddle and the water. And then transfer it to, okey I have to be much smoother and then I did it, and then it fucking worked and I have been struggling with it. So it was great feedback but in the same time it was a little bit, I was a little bit split, because I was like, this is the first time you looking at me and you giving me feedback. And I have giving a lot time to just fuck up, and probably I find my own way in stuff like that. But that was a feeling while I was okey today I learned something with the feedback. Because there was a person looking at me. #00:38:04-2#

53 I: So for you is that exciting learing was still in combination of you "fucked up" for a long time, but then you got a feedback on it. #00:38:13-0#

54 S1: Yeah, and I think it is, when you look back, maybe I think okey, why did it had to take eight times before he told me, that I have way to much power and I need to relax and I need to focus more on my technique. But on the other hand I am like, if he had told me the second day on canoeing. Would I have been able to receive that feedback and transfer it into action. Or would I have just been like bää, because I maybe had not felt the canoeing that much that I had the at the eighth time, so that was the generall thing and the canoeing. I think a lot for me is like the everyday "fifs" and hints because that is new for me. And I kind of expected it and hoped for it. But I didn't, it was not that, I knew when I signed up that I gonna be good at canoe and kayak and climbing. Because they are big subjects and I know there is an exam, so I know that the teachers are looking for me to evolve and that I have to do something to pass the exam. So maybe I am not that surprised that I am learning something in kayak, I am not that surprised that I am learning to safe myself on the water, it was a great experience doing it and I felt it was pretty easy and I was surprised about that. But I am not surprised we gonna learn it. I am more surprised of the "fifs" and hints and I think that is more, for me it is more valuable, *mere kostbart*. Because I think, okey, where could I get this otherwise, I couldn't go to another school and learning this, but I could easily take a canoe instructor licence in a weekend and get my licence to teach others canoe. But if I can, as a Friluftsvjleder, I can have the canoe licence but I can have all the hints and "fif", on how to be in nature and how to use nature and I can couple that with the canoeing and maybe that is the Friluftsvjleder I want to be. Because then it is not all about the canoe and the techniques and the Friluftsvjleder is able to build more. Wow, I had an epiphany, can you feel that, wow, okey, I am seeing it all more clearly now. #00:41:02-8#

55 I: Haha, it is very resume for me, it is good. #00:41:07-1#

56 S1: It just, I just acknowledge it myself. #00:41:10-4#

57 I: I really think it was was a good resume with those two points. Maybe we go a little bit down and a low light. You don't have to think to far. If there was a moment and you say, that was for nothing - I didn't learn anything. Did experience that? Keep it short, just if there was a moment I would like to know it. #00:41:36-8#

58 S1: There was definitely been a lot of days, where I didn't feel like I have learnt something. And I think that is the downside of the common used teaching method. That puts a lot of responsibility at the students. Because when the responsibility of learning



|                      |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ..Methodenwahl       |    | and getting the best outcome of the day is passed on to the students and not on the teacher. It depends on who motivated the students are and how much knowledge the specific group has. And a lot of times we have given open assignments, like make a game, build this, track in the canoe and people are not motivated to complete the task. And then it ends up with people just sitting there, not doing anything. So that is a part of it and also maybe sometimes when, no I think it is that. When they want us to, when the teacher want us to take on the role for ourself to be the teachers for each others. That is a good thought, but when you do it everyday or maybe most of the days of the week. People don't wanna do it, like people get unmotivated and sometimes you just need an easy task and get the, maybe also get the feeling of success, because you achieve and you know okay I can put two lignes and need this and this is what the teacher ask for, I did my job today, I can go home and I don't have to be frustrated about it. And it is also difficult we are a big team, so it is difficult, maybe one day I didn't learn something, but someone else with less experienced learned something. I don't know. #00:44:01-7#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| ..Change of Focus    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| ..Vorteil            |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| ..Frustration        |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                      | 59 | I: But you sweetly already shifted to the next topic. With the sights and the challenges you get. Think about the last period, what did you struggle with most? #00:44:21-6#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                      | 60 | S1: It is every time before a trip. Where it is the hardest and the most where you get the feeling that this is really really though, is before the trip. I really don't think if it matters if it is a three day trip or if it is one week. It is the building up to the trip and it is getting stuff done before the trip. Planning with your group, discussing with your group, going out buying new shit you have to have for the trip. And getting nervous about do I have the right gear, how do I get there, what about this, what about that. And it is amazing, every time you are on the trip, when you get on the bus, or you get on the bike or you are in Norway. All the frustration disappears and now you are just there. And you have packed the things you have packed and now you have to just utilise the stuff you brought and then you can stop worrying. But I think there is a lot of time being spent on worrying on the task a hand and also the task to come, like what are we gonna do next or what about that and how do I get my skis from Vinterfeld, so it is also the shift between being away and being happy and free on a trip and then coming home and then there is a next assignment and a new trip and you don't. I didn't have the feeling, wow, now I am just here, back home, I just go to school and it is chill. What was the question? #00:46:19-2#                                                                                                                                                                                                                                                                                                                                                                                                                                |
| ..Different Struggle |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| ..Frustration        |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| ..Different Struggle |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                      | 61 | I: It was, with what you struggled with, just what you said now. What do you think of programme you had so far? #00:46:27-3#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| ..Druck/Pressure     |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                      | 62 | 67 S1: I think it has been to much. It used to way to much, but I am also conflicted about it, because it is, you also experience a new side of yourself. That you can perform under very pressure or that you, it seems like nothing but you get really good at packing your backpack in the morning or for the day after and you get really good at like downsizing friends or other activities because you really have to focus on the task, a hand, this is just PP, and just surviving and driving at the school. But it, I think it has been to much, because the feeling - you know I have chosen to be here and I pay a lot of money to go on the school. And it is my choice but it is difficult, when you meet up in school and you really feel like you don't have any overskud and you don't have the motivation from the day and a lot of thoughts in your mind about many other things then just rowing the kayak. So I think it has been way to much and it is sad because it goes out on the whole team and the whole teams-motivation and feelings about one subject or the whole mood is just pressured. And you can feel that people are tired and just had enough some days, people are just like, I can't take anymore. And that is a shame, we choose to be here. And the first weeks they were crazy man, they were fucking crazy. I haven't figured was, or what the point is. Because I haven't tried anything like that before. So like, is it really to like really pressure people to the at most, so that you see a different side of yourself or that you experience you team mate in a very raw version. And I don't know because that's also been interesting to one thing is to see yourself when you are out of energy, and when you are not that, you don't have overskud to every people and |
| ..Struktur           |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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you don't have the same energy as you used to. That's a experience and it is also interesting to see other people and that binds the team more closely I think. Because you see people's real emotion, and not the day to day facade you can put up, when you go to work. You can play happy for eight hours and then you can come home and cry or bitch about your boss. But when together in that extreme way and when people are so tired, then you have to drop the facade, so maybe for the social relations, it is strong but I also think it can be a big prize that you can pay and that the students pay. And maybe some of my teammates are having big difficulties with keeping their head high and I not \*friefing\* their survival like PP. And I don't think it should be in that way and maybe they have to high ambitions for us and the program is too packed up, instead of taking a step back and giving the students for time to dive in one subject and doing that more and getting a routine with rowing the canoe and like really have time to that. Doing that instead of doing canoe on day, kayak the next, climbing, and then you have to go on a three day trip. I think it is to much, no doubt about it. #00:50:58-8#

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I: Can you extend it also according to the equipment you need for it. How has it been with having all the right equipment and getting new equipment. #00:51:11-3#

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S1: Yeah it has been difficult. But it is also because I like gear, I really love gear and I love spending money on good gear. I could never go out and buy a Gucci purse for 15'000, but when I see a backpack that is really nice, I have no problem or a GoreTex-Jacket, I am like, okay, wtf, that is awesome. But it has been difficult and there has been a lot of worrying about what do I have to have. What do I need? And the teachers are just a lot of times like, a that is no problem you can just bring whatever you have. And you know that is just shit, because you can't just your, or you can bring your shit rain jacket, but you gonna be wet seven days in Norway, and you don't wanna be wet seven days in Norway. So it is, I think it is a good way of not saying, that yes you have to have all your equipment from new and you have to spend 50'000. That is good they don't say it, because I think when you are that pressured and you worry a lot about the equipment you would easily go out and buy stuff from new. Because if you heard from teacher that you have to have this, and this. then all need to be Arc'teryx and all need to be from new, you could go out and buy it, because you are so conflicted, and if you don't have the knowledge about equipment or can I buy used or can I just use something else or is it really necessary for me to have this. When you don't have that knowledge or if you are not comfortable, confident enough, then you just go out an buy shit. And we have definitely doing that for the last three, four months, all around the team. And now I feel personally, I have become more casual about it. And I have more confident about just borrowing stuff and being more like, I lift my shoulders and I am like, okay, maybe that is good enough, otherwise I will figure it out. And I don't need the exact things that EX1 has, and he has a lot of gear, but he has been working with this for like 40 years, of course he has a lot of gear. But I think they have been good at presenting the most expensive equipment and the most trash equipment and how the pros and cons are with the different things. So I think they have lived the task okay, and I don't know if you can complete it to perfection, because people worries a lot, especially when it maybe is, can I keep myself warm, can I keep myself dry, blablabla. Stuff like that, like primal needs, so it is not, it gets close to you. But it is a lot of equipment, it is a lot of different subjects, normally you decide, I wanna go kayak, and I wanna do this for sport. Okay, then you buy the stuff you need for kayaking and then you have that, but the difficult setting, we are not just only kayaking, we are starting ten different subjects or ten different hobbies or interest, and then you have to have equipment for each of them, so that is difficult. And also wing out, what is my speciality and what do I wanna spend more money on, like if I know that will spend. #00:55:07-5#

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I: That is maybe a very important learning. #00:55:09-8#

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S1: Like, okay, I know I really like canoeing, I really wanna have gear, that helps me better in the canoe and maybe the climbing is not my thing. I like going there, but it is not the thing I gonna put most of my money. Because I am there, because the school wants me

to be and my will get my exam and stuff like that, but maybe other things I can see myself doing after the school and that is where I will put my money and also that is where my interest are in nerding, like reading up on equipment, okey you can do this, blablabla. #00:55:49-9#

67 I: But that is exactly what happens, when you are in that bubble, for sure. #00:55:56-3#

68 S1: But also, I talked to Ditte about it, or maybe I can't remember, and they said before you guys went to Norway, you had to buy all your shit, and there was the list, and they were just going into a store and bought it all. And then when they came to Norway, okey this is what I have, now I am here. And I think that is the same feeling, when I am going on a trip, when I am out there, I am like, this is what I have, now I have to make it work. But all the time when I am back home in Kopenhagen, the opportunity to go out and buy new shit is there and the worry and the pros and cons and what should I do and the blabla are there. But when I am gone, I have it good. So it is maybe because you (...), it is the possibility to buy all the time, and a new shop, a new gear that looks nice, and the fear, that the greatest, the thing that has been most, like, present in my mind is a lot of like, okey, can I perform this, with low quality equipment, can I do it at the level that I want to achieve or do I have to have the good equipment and where is that necessary, like you have to have good shoes if you gonna go hiking for a long time, that is no question. But maybe you don't have to have the best tent, you can downsize on the tent or you can downsize on other things and it is a process of getting to know of what is really important. Maybe you learn that when you go on a trip, like you learn that in the process, but... #00:57:40-5#

69 I: But I am sure you learn a lot about it. Maybe to sum up a little bit. Did you miss something you hoped for. I don't wanna just put on pressure points, but if you look at, what happened so far. Thursday, now, you miss something you wished for, or expectations? #00:58:06-9#

70 S1: From like the begin of the study? (...) Many times I missed information, missed planning and logistics to maybe lighten the load on the students. There is a lot of what we have to plan our self. And they wrap it in, and try like to excuse them self, that we are gonna be in ten months, we are gonna be Friluftsvvejleder, we are gonna stand with all the tasks on our own. And that is to some extend okey I think, but it is also an easy way for the teachers to not do as much as they could do. And I think that has been a big struggle in myself, that I think there is a lot of responsibility passed on the students to coordinate many things besides the the subject. If it is a trekking trip, it is not only that you have to gonna plan with your group, and buy equipment and also how to get there in the bus, how to get home and I think that has been overwhelming. I have been overwhelmed of all the stuff, happening outside of the school and like, it's many long days from like 9 o'clock to 4, you get thaught and then you are some place in Sjælland and then you have to bike home for one hour, and then you are home at 6 o'clock. And then you have to dry your clothes and have a warm bath and then you have to have dinner and then you have to plan the next day. And then you have to be somewhere else, like it is too much. And the problem is, that the results of it, is not as good as if we would have had more time. Or if the teachers maybe in the beginning had taken on more responsibility of taken on a greater part of the logistic planing and not have left that much to the students, because then you can focus on, what I think most of the time the important thing, like doing well in the kayak, or doing well at the hiking trip, and keeping up the good mood, because that is also a thing if you are overwhelmed and you have to plan thousand of things, it affects your mood and it affects your group and that is a problem I think. So maybe the teachers could have taken more on in the beginning, yeah. #01:01:07-6#

71 I: I think you said it sweetly before, you pressure a lot now. But ten minutes ago in that interview, we had like, wow, this is Vejledning, I just realised something. And you also said, the teacher said in 10 months, you will be Friluftsvvejleder. What does that mean to

..Ausrüstung

..Informationer

..Struktur

..Verantwo

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..Different

..Zeitfaktor

you, and this is the final question about it. Just in general, to end it in a positive way.  
#01:01:38-6#

72 S1: I think it is nice and a bit crazy. Because I didn't expect to like really get the feeling that I am gonna be a Friluftsvjleder, I more expect that I gonna have a great time and learn some new skills and was looking forward to being good in a kayak and maybe being good at starting a fire, I was more like result based in my mindset about going here. And it was more like, okey I wanna evolve myself and my skills in different ways. I didn't imagine it being a whole package solution. I am kind of getting the feeling that I am moving in that direction and I am not seeing myself going out being a Friluftsvjleder, because I have my studies to get back to and I am still wanna be a doctor, I had a feeling or an experience when I was back home, visiting my parents a few weeks ago, when we were going in the woods, near a house, and I have been walking in the woods my whole life and we have been playing there as a children with my brothers and we were walking the exactly same round. And suddenly I was like, wow look at this tree, and omg, this looked like a *kantarel*, but I think it is not, but maybe it is. Okay look at this and this is exciting and then I told a old story about a old *fyresvamp* and I was looking at myself, like wtf is going, I have never done this before. #01:03:33-8#

73 I: It is a great awareness. #01:03:35-1#

74 S1: Yeah, and it was funny and also think my parents were a little bit shocked, what is going on, she has learned a lot and I was also like experiencing, wow, I have really learned a lot, even though I maybe didn't have the feeling of, wow, I have learned this and this on everyday bases but a lot of it was still in my mind and I could tell it to my parents, so that was a bi a crazy feeling. But I like it, I like in the Friluftsvjleder setting, like being able to teach Friluftsliv to others but I also think that the Vejlederrole itself I can take on with me in my future work as a doctor or as a future student at the university, like the mindset and in anyways, when I have to teach something else to other people like if it is about canoe or if it is how operating people or if it is like how to cook, maybe the mindset of the Vejleder and the thing I know now and hopefully the more stuff I get to know and be more comfortable with the Vejlederrole, I don't think it's only with Friluftsliv, I hope I can take on with me, some of the elements and thoughts and reflections further in life. I think that is really important for me, because I don't see myself going out, starting my own company as a Friluftsvjleder, but I am a little bit surprised and amazed on the more bigger parts of the Vejlederrole and how deep it actually is and that I can pluck out what I can use and what fits my profile and then take it with me when I am done at PP. So that's nice and surprising. #01:05:59-7#

75 I: And the whole synergy of the Vejledning and the Friluftsliv. #01:06:02-7#

76 S1: Yeah, and the feeling that I don't have to be the best at something, I don't have to get an A in my exam to teach others or to call myself Friluftsvjleder, that is also awesome. (...) #01:06:19-8#

77 I: Wonderful, it impressed me. I would just like to open it up, would you like to add something, I didn't specifcly ask for. Not necessary, just if you had something on your mind. Maybe reflect, 30 sec about it if there is anything and else we will leave it with that combination of that Friluftsliv and Friluftsvjleder. Give yourself 30 seconds now and let me know if there is something. #01:06:49-7#

78 S1: (.....) I don't know, I am just thinking again about the Vejlederrole and like my many many thoughts about my own teachers and Vejleder and the fine line between this instructing and letting people experience it themself that there is, it is really a fine line. Like when you give to little information and people are just wandering around, not knowing where the fuck to go with the assignment and also giving too much information, so the people don't experience their own way, so I think it is interesting working with that line. Maybe it doesn't make any sense, but, I think that is interesting.

..Vorteil

..Philosophy

..Friluftsliv + (L)

..Instruktion vs. Vej

#01:08:12-3#

79 I: I think it is really also my main learning. #01:08:18-4#

80 S1: Otherwise I don't think I have anymore. #01:08:21-7#

81 I: No, but I think you gave me a lot. #01:08:25-2#

82 S1: I think I have been talking a lot. #01:08:26-1#

83 I: And really a lot of important and good stuff. Thank you so much for your time and your inside of Friluftsvjleder and your Friluftsliv. #01:08:40-2#

..Konzept

..Philosophy

..Konzept

..Aktivität

..Philosophy

..Philosophy

# 1 S2-Interview from 03-12-2021 (Transkript) #00:00:00-0#

2 I: I will just onboard you for that interview with a really open and specific question for you.

3 Friluftsliv, it is a term. Can you tell me about Friluftsliv. #00:00:24-5#

4 S2: Friluftsliv? (...) Friluftsliv it is like this umbrella term, that covers the whole area of thriving in being outdoors and doing outdoor activities. I read a distinction lately that was written on, it was a buro that does expedition, guided expeditions, for people who wrote that, Naturvejledning, so guidance in nature, is about learning people, or teaching people about nature. And Friluftsliv is about teaching people who to thrive in nature. So the, Friluftsliv has a certain man in nature specificity. I think you could say. And that is why Friluftsliv both covers Mountainbike, Canoeing, Trekking, Things that have to do with building, construction work. Like building a knife, or a paddle for your canoe. And any of these disciplines would be Friluftsliv to me. Because it has to do with being a person, and being also a nature person, outdoors. I mean Friluftsliv can also be very, Friluftsliv doesn't has to be a historic, I mean you could still be a 20, 21 person living in Copenhagen and being a Friluftsliv kind of person, because you don't have to be, you don't have to having grown up in the wilderness to do Friluftsliv. Because for to those, Friluftsliv would just be "liv" and nothing else. #00:03:14-2#

5 I: Very good said. What does it mean for you then? #00:03:21-1#

6 S2: Friluftsliv? mhm (...), I think Friluftsliv stimulates both my mind and my body. Well yes, it does definitely. There is whole side of like, contemplation to it that has to do like, enjoying nature and landscape and the small moments that passes by and when you are just fully aligned with your surroundings, I mean Friluftsliv can give you that sort of experiences of being like totally horizontalized with the environment in which you are taken. Friluftsliv gives a certain feeling of realness and authenticity. That I think is very modern to speak in these terms. Because a lot of people are drawn towards being outside, because it gives the feeling of realness and tactile realness also. We have to do with the tree that our tables and chairs are made of. And that, I mean, I can feel that I romanticise nature and what is out there in the same way. Which, I mean, from my philosophical background, I also stimulate an intellectual interest when engaging with nature in this way. Because there is a whole setup of interesting ideas, in the way we practice nature and engage with it. Like for example the romanticise it, of being more authentic, then what is going on in the city. But I can resist it either, I do it aswell, that is my point. I mean I am also a human drawn to being I little bit cold, because then I feel myself and yeah, so, I think, I feel very modern being attracted to Friluftsliv aswell, I think, and time typical. If you understand what I mean? #00:06:05-3#

7 I: Yeah totally, maybe that is exactly a little bit to the next question. You have to spontaneously vejlede a group tomorrow, you bring them out. What will be your main goal? #00:06:19-3#

8 S2: My main goal? My main goal would be to learn to appreciate like the simpleness of getting out. And finding a tree that is nice and having, getting, I think my goal would be to give my, the people I have to with, a sort of relation to a sence of responsibility towards it. I am very concerned climate change, and I think that one of the ways, the mentality about why and what we should do, is helped with people getting a relation toward it was is protecting. I think my goal would be to stimulate peoples sence of responsibility by enjoying and having to do with a frog that jumps. Not touching it or lifting it up. Just let it jump and see it thrives and it should keep thriving. #00:07:33-5#

9 I: Really already so many beautiful opinions about. Because you will be in ten months, you will be a Friluftslivleder by PP. And to bring in that Friluftslivleder with Friluftsliv together, can you describe me the expression Friluftslivleder. #00:07:55-5#





10 S2: Yes, I can do that. I mean we have been taught what a Vejleder is. Primarily by using the distinction between an Instructor and a Vejleder, so that has been the conceptional frame for understanding that opotion between Vejleder and Instructor. And it makes a lot of sense to be, defining it in that way. Because instructor has to do with goals, doing things step by step and correctly, first of almost. It doesn't has the same pedagogical focus. Or it does but in a different sense, I think vejledning on the other hand, which loosely could be translated to something as a *guide*, I mean *vej* means *road* and *ledning* means *guidance* so *roadguidance* in some abstract sense. Has to do with the abstract role of providing the safest possible context of not knowing what to do. So I think guidance is when you tell your students, here are some materials, a lot of other materials could work as well and this is a thing that makes fire. Now try to make a fire and experiment. Fires can be made in whole different ways, as an instructor would say, this is how you make fire, you put the locks in this way and then the fire will go up and then you will get the most possible warm from it and it will last the longest. And by teaching in this way you steal the moment of extra learning that is made possible by experimenting. So Vejledning is done correctly when you just provide, as I set before, a context for letting people experiment, I am searching for a word in english that is at *famle på dansk*, to not know what to do and being a little bit in the lower zone of your flow, like being exactly where you learn something, but not really knowing what you do. #00:11:01-4#

11 I: "at famle" #00:11:03-1#

12 S2: "at famle", yes I exactly #00:11:09-1#

13 I: Stumbling around a little bit, #00:11:10-6#

14 S2: Yes, exactly, fumbling you could say. And I think that makes a lot of sense to me, also from a philosophical of view I would say. I mean telling your students that this is what *Platon* meant and this what he said, and this is what he wrote, bumbumbum. Relieves the students from the possibility of really working with *Platon*, actually having a dialog with him. I think when you start making your students having a dialog with the fire, I think you have guided them and not instructed them, and that is what a Friluftsvjleder should do. #00:11:58-3#

15 I: Yeah, that was one of my questions, what makes it a good Friluftsvjleder. #00:12:02-7#

16 S2: That is that it makes a good Friluftsvjleder, when you not only teach your student to how to make fire but invites them to have a dialog what it is to make a fire. #00:12:16-0#

17 I: Mhm, I just wanna try to be a little bit provocative. Could you be a good Friluftsvjleder now? #00:12:23-6#

18 S2: Now? (.....) I think, I could, I trust I could. To the extend that I am able to being humble at my level and my skills, I think I could yes. But it requires that I mean, and I wouldn't always be as humble as the role of the Friluftsvjleder requires, because a lot of it has to do with admitting that you do things your way, I do things my way and non of those are perfect and there is a certain personal sense to being Friluftsvjleder, and where as an instructor doesn't have any personality in the role of being an instructor. I would say, or I mean in the idealised way I thinking about an instructor, then you follow the instructions and they are non-personal but the Friluftsvjleder guides in his or her personal way. And, I forgot where I came from, something being able to know and to accept my. I think I would be able to guide someone in Friluftsliv. #00:13:58-0#

19 I: Through some very important skills you already mentioned. Maybe that is a good point to change and switch to the next topic about methods. About how to teach. You mentioned several times Instructor and Vejleder, which comes together. My next

Teaching Methods

Learning Environm

Learning Environm

..Vejledning

..Creating I

..Vejledning

..Konzept

..Creating I

..Instruktion in Vejl

..Vejledning

question would be, and we go a little bit into what you learned in the last half year, what you also got taught or just experienced. #00:14:36-1#

20 S2: Jesus, it is already half a year, that is passed. #00:14:42-4#

21 I: Just, which methods did you got taught for instruct? #00:14:51-6#

22 S2: That is a hard question, because it is very hard to pin-point. #00:15:02-2#

23 I: Maybe you can play first, you already dropped some terms before, maybe go back into your some semester, just go through some of the course you have, and they used for the instruct. How get you get taught? You can also just drop some of the points, about methods you know and then we can maybe put them together and link them. #00:15:32-9#

24 S2: Yeah, I think there was a certain moment of like, awakening. When we where taught about the IDEAS method. That is a way of teaching and each letter stands for like the progression in teaching people something. So the I stands for instruction, and then there is D, Demonstration, Explanation, Activity and then Summary. And when they taught us about that, I realised that they had been teaching us in that way all time almost. I mean every time we were introduced to a new stroke, I don't know if you caught that in english, in the canoe. It would always be in this way, so they introduce, now you gonna learn a new one, it looks like this, it does this, and now you try it, how did you feel about it. And it was kind of like an act, that you realized it was there, when you learned yourself about the IDEAS method, I know it was very interesting. And I think more or less, with that comes the very tactile way of teaching. Like I don't think I have learned one thing, at Paul Petersen, that I haven't also touched, so every time, even in physiology, when we learned about the heart, we feel our pulse, we touch our heart. And every time we learn about a tree, we pick up the leaves and smell it, taste it and that makes a very, I like that, a lot. I mean there is also, I think it good to mention that there is a very fair portion of playing also. We play a lot and that serves several purposes, I think. It, I mean, first of foremost it gives a lot of inspiration and a whole catalog of things, you take just with yourself afterwards. So when you teach a group of people Friluftsliv, you can play this game, and they move there bodies, get warm, touch each other, it is a very effective strategy, when having to with people. But I mean it also. It is also an effective thing in the progress and in the process of being a Friluftslivvejleder, to learn, or to remember and keep remembering how to play, I think. Because nothing in Friluftsliv is stable, I mean, there is no one and for all way of paddling or canoeing or doing this and therefore there is also, there is always this element of playfulness and experimenting. In a this is how you pack your bag. And I can show you mine and I can get inspired by yours. So playing plays a very large role in this process I would say. And it seems like that, that they now this aswell, that is very important. #00:18:59-2#

25 I: Maybe try to make the combination now. You said about some important points, you talked about Friluftslivvejleder before. Can you link some of those examples or teaching methods, just mention or maybe also further once to per example trekking, we did in Norge. If you can link it to the certain topic of trekking. #00:19:25-9#

26 S2: Yeah, so the specific ways of teaching to something specific area in Friluftsliv. Well it, for example it would be very relevant to use the IDEAS metode, when teaching how to pack a bag. Packing a bag correctly is essential and the whole thing of teaching people how to do this can be more of an instructor thing or play more the role of the instructor when teaching that than of the guide or the Friluftslivvejleder. Because it is pretty essential that you get the heavy at certain place at the bag but you can for example do it by introducing the problem. I mean saying, here is a bag, and here are the things you have to get to the "fjeld" and into the mountains. The problem is to do this and this and this. The good way to do it, theoretically, would be the heavy things here, the things you need to get access to quickly. Explain that quickly and then let people experiment with



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|                       |    | <p>it. Play with it, maybe in groups separate from each other, who can then, afterwards show each other what they did and how they reflected on it. And maybe, my personal, or I mean, my way of teaching this, would be not to summarize by saying. You did it correctly, you did it not so good. I would let it end there actually and say, you both did it in ways you will still learn from, so yeah. #00:21:15-1#</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                       | 27 | <p>I: Maybe do the same one more with, I take now canoe, kayaking or "klatring". #00:21:24-3#</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| ..Instruktion in Vejl | 28 | <p>S2: Well I think, I think in kayaking and canoeing it is pretty, I would do it exactly schema even if I, no matter, if I introduce them several stroke, or the way of tipping the kayak. I mean I would first of all, or first for most introduce the problem, saying, this is what you can't do, when you haven't learned it. Or if you want to do this, there is a problem. Because the kayak won't turn by itself. So how do we help this, and this is the way and then, let people experiment with it. And I mean, depending on the degree of security that is involved in the activity, I would be more or less concerned with the correctness of the execution of the stroke or whatever it might be. (...) I mean, being Friluftsvejleder in that sense could also mean. Letting people experiment before I give them the solution, saying how would you fix this. I mean, what would you do in this case, and maybe even get inspired from that. #00:23:01-3#</p>                                                                                                                                            |
| ..Vejledning          | 29 | <p>I: I think you said a very important focus point, precise ending or like this is the goal, or you experiment. Which are two different focus points. #00:23:16-5#</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| ..Methodenwal         | 30 | <p>S2: Yeah, I think that is very important, and I think also from the point of view, of being a students, having a teacher that says, now you all tried and this was the right way to do it, can like give the sort of experience of having tried and not figured out the teacher correctly and having failed and that brings less motivation into further attempts to do the same type of exercise. So I think, ending an exercise, where you say, you did it correctly or even better, these were qualities of your ways of building a fire or backing a bag and this were the qualities leaves the student with a higher sense of ownership towards the exercise and feeling of a success, I mean, as simple as that. And that is the goal. #00:24:26-4#</p>                                                                                                                                                                                                                                                                                                                                                        |
| ..Nachteil            |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| ..Vorteil             |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                       | 31 | <p>I: I just pick that one, success, to the next question. Was there a moment, it can be in, it can just be a specific environment, a specific situation, where you say, wow, now I have learned something, or now I have succeeded in something learning. Was there a specific moment. Take yourself 10-15 seconds for it, no worries. #00:24:55-2#</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       | 32 | <p>S2: (...) I guess it doesn't have to be related to any type of activity, can also be like in a group. #00:25:03-2#</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                       | 33 | <p>I: Yes, yeah, totally. #00:25:05-4#</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| ..Comfort Zone        | 34 | <p>S2: (.....), the first thing I come to think is like, overcoming the pressure of the height, when climbing in a rope. The first time I did it, was here at PP. And first time we were taught, we were rope climbing. I have been doing a lot of bouldering, so I think my technique is quite good but when I was up the first time on a rope, I couldn't focus at all. I mean the second I got up more then 7 m from the ground, my technique was all wrong, because all I could focus about is, who tight is the rope and how far is the fall, or how big is the fall and it only took me like, I mean, maybe not by the end of the day, but the next time, I mean it was a place the progress so quickly, being able to not focus on the danger of it and just my climbing and that I believe has to do with learning about how a break, a rope break work and all that. But that was a clear moment of success and a very concrete one. I mean I could say, I overcame that specific anxiety of being at hights, by just doing it more and more and more. And accepting, some one will catch me. #00:26:59-1#</p> |

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|                        | 35 | I: Can you maybe try to explain a little bit more, how did that happened, like what was the aspect or the environment like, that you get this success. #00:27:10-5#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| ..Comfort Zone         | 36 | S2: I think that the experience of being less and less afraid of it had to do with being in an environment where the elements of danger in what we do is not so much spoken of. I mean, not that it was taken for grant, but just that it was, it was very very settle in some sence, I mean everyone knows that you have to tighten the rope and that climbing on a rope, in a rope, can be potentially dangerous, but that is why we are here, we are learning it and not that is, I mean, what could put an anxiety, when the teachers says, you have to be very careful now, because that is potentially dangerous. Everybody knows it in advance, so you don't have to put it out, and when you do, you just make people anxious. So not speaking of it so much, what are the dangers of what we are doing right now. I mean every any idiot can tell him or herself that, if you don't you this. I mean even in the mountains, when you are just trekking, if you go on a very step hill, and don't knowing what you are doing it is dangerous. And so I think, overcoming the sense of what is dangerous has to do with being respectful to the discipline but still not focus so much on it. I mean I don't know if that makes sense, but I would be a whole lot more anxious or scared if I was told how dangerous is, what we did, was all the time. #00:29:15-6# |
| ..Comfort Zone         |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| ..Comfort Zone         |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                        | 37 | I: I think can relay that to many many learning meanwhile or in situations they looked like. I would like use that, to wrap up a little bit. You talked about Friluftsliv, Friluftsvejleder, about more methods or how do you succeeded. Take yourself 20 seconds and try to tell me, in ten months you will be Friluftsvejleder, and I hope you will be proud of. What you hope or what will take with you from a year being educated as Friluftsvejleder. Take your time and try to sum up your main goals for a year at PP. #00:30:07-1#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| ..Ability/Skills       | 38 | S2: (...) I really hope that I bring with me certain. I am really more hoping to having had great personal experiences and overcoming like, what gives me the sence of security is having been in certain situations in which I was under pressure and had to react in certain ways. So that, when I had the responsibility for other people later on, I will know what to do. What was the question again? #00:31:10-0#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                        | 39 | I: Just what you will take with you, or what you wanna be in 10 months as Friluftsvejleder. What are the most important things for, just to sum up a bit. #00:31:20-7#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| ..Friluftsliv + (Learn | 40 | S2: I think it will be to, the most important things to take with me from this is definitely, having had personal experiences with being under pressure. I mean, and Friluftsliv is just a way of getting there having these experiences. And it is a way that interests me very much, I wouldn't, it is not for nothing that I do specifically this and not some other team building education. I mean, because I think Friluftsliv can put you there in very certain ways and very unique ways. But that definitely be, and that also has to do with me wanting to arrange tours, and teach myself. I mean, I think that requires having been in certain situations, but that is what inspires me. Having the impression, that the who gives me, or teaches me something right now, knows something from concrete experiences and knows his or her limits. That is, I wish, that is a quality that I am very inspired by and that doesn't mean, I don't make any illusions in this, that doesn't mean very though, cool person. It just means, knowing your limits in some sence. In what situations am I really really bad is a part of that. Or what can't I do? #00:33:01-8#                                                                                                                                                                                           |
| ..Ability/Skills       |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| ..Ability/Skills       |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                        | 41 | I: Isn't that the beautifulness of Friluftsliv and the philosophy of it? #00:33:10-8#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| ..Konzept              | 42 | S2: ähm, yes, it is a part of it. I would say, I mean, definitely I mean, the way experiences are carried on in Friluftsliv is extremely beautiful and it doesn't have to be someone teaching you, I learned to make a fire really quickly by using this technique. It could also, I mean experiences, also materialized in the stuff we use, in the bindings to our skis. At                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

..Philosophy

this telemark binding is the sum of many, many experiences before me, and experiences that non could bring to me by words, the shape of it and the way that it looks is just an evolvment of Friluftsliv experiences. And I stand here and take that here for granted, but if I take it seriously and look at the binding it is smarter this way and it does this, which helps and so on and so on. And that is really, that is beautiful. I mean that gives the feeling of being part of a community of experimenting Friluftsliv, who have tried things and things did not work and if you look at pictures from hundred years ago, they wore wool because wool were warm. Yeah, you get what I am saying. #00:35:00-6#

43 I: Yeah, and hopefully you can combine it even further. Not just into nature and those activities. I am hundred percent sure. Thank you so much, for also those last words. I think they are really beautiful. I just to give you the chance to open up, if you would like to add anything, I didn't specifcly ask for. Was there something on your mind? #00:35:29-2#

..Philosophy

44 S2: Yeah, I came to think of one thing, which is a quote and I told you before I think. But I wanna state it for the record. In was in relation to the question you asked about, what would I like to give people, when teaching Friluftsliv. You asked the question of this kind. And I came to think of this quote, that I mentioned you, which is from Martin Heidegger, a german philosopher and phenomenologist, who wrote "Sein und Zeit", in which he states, it is a phenomenological point, but the whole point of Friluftsliv is phenomenological, I would say, because it has to do with getting in contact with phenomenas as they first and foremost meet us and he has this quote where he says: "Wind is always first and foremost wind in the sails, before wind is..." (and that is not the quote, that is my explanation) "...before wind is particles and molecules of air moving, that can be locked and made into data, wind is, wind in the sails". And I think getting in contact in spontaneous phenomenon of wind is the purpose of Friluftsliv, yes. #00:37:05-8#

45 I: Thank you so much! I would end it here with that beautiful quote and thanks for your ideas and also thoughts about the whole topic. #00:37:19-4#

46 S2: Of course, you are very welcome. #00:37:19-5#

1 **S3-Interview from 01-03-2022 (Transkript) #00:00:00-0#**

2 I: Thank you so much, that you take the time for me. This interview will be on free focus points about the whole big topic "Friluftsvejleder", which you also have as your study focus point at Paul Petersen and I will go through different three types, that is the Vejledning, the teaching methods, that you have in there, and also some challenges during your study time. So that is the three focus points or main points we go through. Is that fine? #00:00:42-0#

3 S3: Sounds interesting. #00:00:43-8#

4 I: For the Friluftsvejleder, it is also interesting, who you are, and what makes you later a Friluftsvejleder. So can you present yourself, what is your background, what did you do before Paul Petersen. #00:00:59-1#

5 S3: Well, I have actually done a lot of weird things. I have been a Race Driver, I started my career as a Race Driver in Motocross. And then I have worked as a illustrator, both in Finland and Greenland and then I found out, what I really want to do, was something inside Biology, so I have taken a Masters in Biology and Chemistry and have performed a PhD in the ecology section of biology about the eutrophication of human made lakes and about biodiversity, that is built in these human made habitants. #00:01:49-8#

6 I: Why did you choose then Paul Petersen, coming from the different aspects, from Biologie and Race Driving. #00:02:02-9#

7 S3: I was very tired after I have done my PhD. And it has been some very long years - I have worked for the last 1.5 years in my little compartment due to Corona and very isolated. And then when I was done, I got a job at the university, where I had to do exactly the same that I did, just pushing numbers and making computer models about nutrients and lakes. And I thought it this what I am going to do the rest of my life. And I thought, noo, I have to try something outside in nature that I talk about. So I didn't apply to keep on working at the university and instead I found a vicariat, a non-permanent job, as a Naturvejleder, natur consular, in the municipality of Sønderborg in southern Denmark, where I work as a consular, introducing nature for people in Denmark and it is from very young people before school age to old people, and for teachers and students of all kinds and it was very interesting job. I worked a lot in the different outdoor activities, like kayaking, and a lot of diving. And it was very pleasant experience, working in that, and then I thought that the Outdoor Activities and this certifications that I can get through Friluftsliv-Vejlederuddannelse, would be a big plus, in getting a permanent position as Naturvejleder. And then I had some friends, that participated as students at Paul Petersens many years ago, and I thought, I have to try that. So I applied in the last week, before we started. #00:04:23-3#

8 I: So really spontaneous? #00:04:24-9#

9 S3: Yeah kind of, I had thought about it, a half year before but didn't act on it and I thought, why not. #00:04:32-9#

10 I: Okay, but can also say, that that is one of your goal after the education of Paul Petersen, be a permanent Friluftsvejleder? #00:04:41-7#

11 S3: It is. Yeah, and the nature focus. So a combination of the nature "formidling" and the Friluftsvejledning. #00:05:01-2#

12 I: Maybe that is an interesting question. What relation do you have to nature? #00:05:09-5#

13 S3: I have a huge interest in nature. And I have worked half of my life in nature ,

somewhere. And that is my big interest and compared to many of the other students here at Paul Petersen, I have a kind of a limited background in that it is in Denmark, I haven't been all around the work like many of the others. So I have a focus on the Danish Nature. And those focus of activities in the danish nature, I would say. #00:05:45-0#

14 I: Which is also a beauty, the Danish nature. #00:05:51-1#

15 S3: Yeah, but it is maybe a bit boring compared to many other places in the world. But I think it can something, and it can much better, than it is today. So that also my big interest in my, of mine, how to improve, both, the biodiversity in nature and the value of nature for the people. One way is is to improve the nature we have and another point is to introduce the nature we have in a way that be valued from people. Make it in the form for people to get out. I think that is very interesting. #00:06:34-2#

16 I: You already have hit some good points, around Mai or June, your education is done. And you will be called Friluftsvejleder. What do you hope you will be there, or what will you do with it? #00:06:51-4#

17 S3: What I can do with the title. Well I hopefully I can use it as an extra plus compared to my only biology competitors in getting a Naturvejleder position. And than of course I hope to actually work with many of the activities we have been introduced to, especially kayaking. Yeah, many the water and climbing activities is my big interest. #00:07:31-8#

18 I: Okey, we will definitely come back to that. You mentioned that before, can you describe in your own words a Friluftsvejleder? #00:07:43-5#

..Philosophy  
..Instruktion

19 S3: Yeah, I view the vejledning, the counseling part, is a opening the eyes of people to the possibilities in nature, of course as activities you can do, instead of very straight forward instructing people. In this is how we do that, and you do that and that. So it is maybe more open. And a try to get people to think about possibilities. That was a bit waiving. #00:08:31-7#

20 I: Yeah, but maybe you can, can you put some words on that difference you said, that counselling, or vejledning part to the instructing. What do you mean with that? #00:08:49-3#

..Instruktion  
..Vejledning  
..Vejledning  
..Vorteil  
..Instruktion vs. Vejledn

21 S3: Ja, when you are performing activities in nature as a lægmand, you often be instructed in what to do and maybe not get the background for why to do it and why this is important. The counseling, vejledning, part, it opens more about helping people, to think about why they do as you, and opening possibilities for them, to do it more on their own in the future, I would say. And as the more nature counseling part is a huge part of the job to opening the eyes of the possibilities in nature for people. And I would say, it is a Friluftsvejleder it is kind of the same, just with a bit more physical activities and ja, and maybe with a bigger focus on the WHY instead of the HOW. #00:09:59-6#

22 I: Is that mindset of that counseling, in working with people, new to you since you join Paul Petersen or is that something, you say, I have had it before. #00:10:14-3#

..Instruktion  
..Vejledning

23 S3: Let's say, the counseling way is not new to me. But how it is used in the outdoors is new. Because I have worked, I have previously been a kayak instructor in the club. And there it is very in the box. You have to do this, and you have to do this, and than you are free to do whatever you want. So there I can feel the different in methods, how it is done. The counseling is more free and is more, focusing getting people find a solution them selves and think more about what we do. #00:11:05-9#

24 I: I would also like to come back to the methods, and your experience from the kayaking later as well. Comparing it there. Maybe you can also from that. If you look the

..Ability/Sk  
 ..Philosoph  
 ..Vejledning

..Instruktion vs.  
 ..Vorteil

..Mastery of FV  
 ..Nachteil

..Vejledning

..Vejledning

Teaching Methods

Friluftsvjleder, what makes a good Friluftsvjleder? #00:11:31-8#

25 S3: An important thing would be to capture people and make them interested in the activity you are going to do and making them feel safe in doing the activity and making the fundament, the ground for them to learn and improve in their own way, and tempo. #00:12:05-4#

26 I: Maybe a bit provocative, could you be a good Friluftsvjleder? #00:12:09-4#

27 S3: Yeah, I hope so, I think, I maybe I have a tendency to be very much in the instructor role and I try work with how facilitate learning instead of trying to pushing it down peoples road. As I said before, I have a background at the university and teaching. And there we are very strict on how, you have to learn this and this is how we do it. And the different way to make conditions for people to learn themselves or wanting to learn themselves, instead of, this is how you have to do it. #00:12:53-3#

28 I: Maybe your background is very interesting to talk about that now. I think EX1 also mentioned once, those steps of that you need skills to be a good Vejleder. And he also kind of showed first, that you have to be a good instructor, or that you have to know some instructor base to get a good Friluftsvjleder, to have possibility to be a good Friluftsvjleder. Do you totally agree with that idea, with first instructing and than Friluftsvjledning or can that also be different. #00:13:35-4#

29 S3: Yeah, I like the pyramid thinking about. You have to have a certain level yourself of understanding, both material, you try to learn and it is easier to instruct, it is easier to be in the box and just this is what you have to do. Because than you don't need to think about, why is we doing like this, and than you have a certain level of knowledge, it is easier to say, okey this is important in this setting, but not in this setting we are in now. And I think that is a bit of like, a part of the counseling part is to know, when it is important to instruct and when you can let go, let the people learn on their own turfs. (..) I don't know if that answer the question. #00:14:37-1#

30 I: Yes, yes, it is a good perspective, maybe that is a skill you mentioned just before, be closer and let go, I would describe it as one of the very important skills of a Vejleder. #00:14:51-2#

31 S3: Yeah, to make space for people to learn in their own way, and know what you can do to help them learn. If they hit a rough section it is difficult to do on your own, you have to be able to see it, to give a little help in the right time. #00:15:13-4#

32 I: Yeah, maybe that, how you make them learn it, can go a bit further to the next topic of teaching methods. What are successful teaching methods in Friluftsvjledning, that makes the people learn best? #00:15:35-7#

33 S3: So, in what specific way to do? #00:15:38-2#

34 I: Can you mention some? #00:15:42-2#

35 S3: Yeah, one method we have used a lot, is the I.D.E.A.S and that is kind of the instruction part I would say. Where you would demonstrate and describe, in a certain "rækkefølge", row yeah (...) #00:16:18-1#

36 I: Maybe you can go, what you said before. You have the experience of the kayaking, being an instructor there. And if you would be now, in a half year on a kayak, as a Friluftsvjleder. Maybe think at that, what would be your instructor role, what could the instruction you give there. And what could be in your Vejleder role, what instruction would you give, or what do you wanna creat if you are teaching. #00:16:54-5#



..Instruktion

..Vejledning

..Circumstance:

..Vejledning

..Zeitfaktor

..Condition/Env

..Vorteil

37 S3: So I am thinking, that the instructor role is very fitting in the beginning of a "forløb", when you start the kayaking, than you need to present some basic techniques, to learn how to do it, and than you can get more in the counseling part, by maybe not say exactly how they are supposed to do it, but maybe try to do some different things and see how it works and maybe try to make, find the right solution themselves, or at least find a solution that they feel is right for them in the given circumstances. (...) And than I think the counseling part it fits well, in like larger or longer periods. Where there is better time to evolve and build up some skills. So when you have to combine maybe you have to use your kayak to get out on a island and put up a camp, maybe make some food and you have some unforeseen events like bad weather happening, than it is a better reason for the counseling part, because there is more than a simple \*set of "fools" is not ediquat\*, you have to be able to think yourself and find good solutions. #00:18:38-5#

38 I: Mhm, and that could also be very important part as Vejleder. #00:18:43-8#

39 S3: Yeah, I think that is the Vejleder role, that really comes into its place there. #00:18:52-9#

40 I: To use the setting, circumstances? #00:18:55-3#

..Condition/Enviror

41 S3: Yeah, use the setting around you. Because you can be an instructor in kayak in a swim hall, inside, and that hasn't you can do. But there is so much more to take into account, when you are out in nature. And there the counseling part makes great sense. #00:19:21-8#

42 I: I am interested in Vinterfjeld. That is a lot of different skills you learned during the autumn semester, p.e. the trekking or also on the water. It combines a lot, in my opinion. Can you tell me, what tasks did you get up there? Also maybe always in the back-head the teaching methods. What did you do up there? #00:19:56-0#

43 S3: In the Vinterfjeld, I am not sure if I understand the question. How did I use the different teaching or? #00:20:09-7#

44 I: Or maybe now, what did you do as a whole group of Friluft 1 or Friluft 2 together. What were the tasks you got at Vinterfjeld? #00:20:20-3#

45 S3: Okey, so at Vinterfjeld we had different kind of skiing techniques, that we were learning of course, this telemark ski and than a lot of the time we used on Fjeldskis, where you just like, walking with skis on. Out in the mountains and walking some rather long distances and than making camps and learning how to survive and be comfortable in the nature that is pretty harsh, with a lot of snow and with very low temperatures. So this specific tasks that we had to do, was to make a camp, dig a snow cave or put up tents and used a lot of time to melting water to make food. And also a lot of time, carrying that got cold and trying to find roles that they could fulfil to keep warm and keep moving. It was sort of the biggest problems we had, was people not having anything to do and just getting still and getting cold and they were in danger of having a very bad experience for this trip. #00:21:49-3#

..Aktivität

46 I: Maybe in those different settings you said now. How would you look back, how did you see the role of the Vejleder, that were with you? #00:22:02-7#

..Aktivitäten\_Ve

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47 S3: The role was to keep an overview of making the camp, if take this situation, and to make sure that no one got like left behind and not doing anything and tried to make them find out how to keep the warm themselves and asking them to do certain things. So they both, were doing something and helping the camp ready to sleep in. And finding out, how this was best optained. #00:22:57-6#

48 I: Was there a specific moment, where you could say. Okey that was clear instruction

..Aktivitäten\_In  
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 ..Aktivitäten\_Student  
 ..Aktivitäten\_Instruktor

..Creating Lean  
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 ..Vejledning  
 ..Philosophy  
 ..Creating Lean  
 ..Vejledning  
 ..Creating Learning

Teaching A  
 ..Vejledning  
 ..Creating Learning Situ

..Instruktion  
 ..Vejledning

they did. #00:23:06-3#

49 S3: Yeah in the starting points, when they were saying, this is the area, you have to look for this five things or to be a good place to make the snow caves and this is how you have to do it. And than it was more, because than people just start doing this as best as they could. And than it was more, yeah, but you could also, what is if you made the whole a half meter deeper. Or maybe you should just stop now and try to make it, to finish it, so that you don't get first to sleep at four in the morning or something like that. So not that they saying this is what you should do but maybe think about this. And, yeah. #00:24:00-1#

50 I: Maybe I would make the loop to your, you said before you would like to work on water and the climbing as well. Which tools would you take with you, as a Friluftsvejleder, later to vejle in let's say climbing and kayaking and also canoeing. Could you give me some examples, what you would do. #00:24:36-2#

51 S3: Yeah, in the climbing, I think that one of the best tools was how to make the exercises fun. How to make it into a game, instead of just the list of things you should do. So make it fun and try to people think about a solution, instead of just giving and than a solution because the books says you have to do this. But why not doing in this other way, that is also save to do. And I didn't really have much experience in canoe before and it has been a very fun to learn this new *bizle* to use in water activities because it - there is a lot of possibilities to make a comfortable trip, instead of just surviving out in nature. You can take a lot of things with you and it is a lot of camp elements, that is easy to perform with a canoe. So there is all this and that you can try to let people develop how to make a camp and use the surroundings in the best way. And also a lot of navigation, that is something you can play with. You don't need to give the right or a solution to begin with, it has a lot of step you can take, in learning how to know where you are in the landscape. And there are some things that I would like to try out at least. #00:26:38-3#

52 I: Yeah, maybe that thing you mentioned, make it playful, it is always a bit connected with exploring as well. And not say this and this and this is the right answer. It is more open space you look at it in the playing part. Can you sum up like this, would you also agree to that, that it is more the open part of playfulness. #00:27:11-4#

53 S3: Yeah, finding a solution by try and error and having fun time doing it. Instead of just having the instructions handed to begin with. I find, that is a good way to make activities fun. And now we have just tried it on some school children, an really were exhausted, the climbing setting at least, is a great success and no one got killed, so that was also fun. #00:27:45-5#

54 I: It is also important. But you could use it at kids itself? #00:27:54-1#

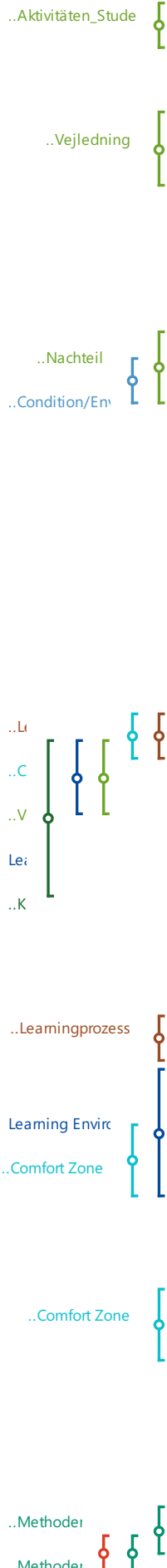
55 S3: Yeah, we tried it on some seven degree. So the oldest of the school children. We were trying to tree climb, which is one of my favourite activities. #00:28:13-5#

56 I: Mh, I remember that, yes. #00:28:15-8#

57 S3: And we tried out a lot of these, both instructions, that we started with in the first couple of, this is how you use, this tool given to you. But than we developed into, but how would you use it in this setting, and just try it out. And it worked, and we could use a lot, we didn't have time enough, that was the only bad thing, so we have to do more. #00:28:47-2#

58 I: So you would have to need them again. But would have been your goal, if you could have said we would have double of time for the kids? #00:29:02-2#





- 59 S3: That would be for them to plan, where to go next. We had to make some routes that were available for them. But the next step would be for them, to point out a possible route and make it themselves, that would be next level. So we got to that they should secure each other and find the easiest route to the top of a specific route but it was still a route that we have planned for them. So that would be the next step, and after that it would be to make them think about how to solve a bad situation, how to actually, first of insure that a bad situation does not happened, and than if it does, how to solve it, yeah. As actually kind of funny exercise. #00:30:11-9#
- 60 I: Yeah, it sounds like a scary way to do. #00:30:17-8#
- 61 S3: Yeah, but it is very important to know how to make sure, that a problem does not evolve into a real problem. And it is very hard to just follow the playbook, because there is always something different. There is so many things, so many different ways, that something can go wrong. So it would always be depended on the given situation and than maybe you don't have all the equipment you should have. #00:30:51-6#
- 62 I: But that is nature right, that is also circumstances you can't all plan. #00:30:58-1#
- 63 S3: Yeah, and there is a lot of ways to use the equipment that you have in a way that works, instead of just panicking and saying no, just stay in the tree. #00:31:11-8#
- 64 I: I would like to change the focus a bit on yourself again. Now talked a lot about, how would you teach. I would be interested, when you look, when did you learn the most during your education. Was there a moment that you were saying. "WOW, now I have learned something?" #00:31:43-0#
- 65 S3: Yeah, I think I have learned a lot in these situations where you have been pressed out of your comfort zone, on these longer trips, where we have been sort of just thrown out into it, sometimes the information that we would have liked to have to start with and then we just have to find a solution. And I know, that I really didn't like it in the situation, but I thought afterwards that, okey but we still got it worked. And I think that is the situations where I have learned the most, where I was not sure what is the right thing to do, but I still did something. #00:32:31-6#
- 66 I: Was that for yourself, or, in this situation you didn't like, what happened afterwards that you started to like it. #00:32:41-8#
- 67 S3: That I in the collaboration with my fellow students found a solution or at least got to a place, where we were safe again.
- 68 Because of course the canoe trip was very fun, but we felt secure all the time. But out in the Vinterfjeld, we were like freezing like hell, and like someone was really freezing over there and we had to find out, how we can get this person warm again. I think thats when I learned that, okey maybe it felt very dangerous when we did it, but it wasn't really. It was manageable and there was some fixes to make it work. #00:33:33-5#
- 69 I: Very interesting aspect of it. #00:33:36-4#
- 70 S3: Yeah, and than of course I think I have personally learned the most, of trying to ski, and out in the snow, I was out of my comfort zone, just to begin with, because that was another element. #00:33:51-8#
- 71 I: When you look at that, when you say, okey I learned it from new. When you look back now, was that of the instruction part, that you say, okey that was very important for me. Or was it in the end, with the Friluftsliv experience. #00:34:08-1#
- 72 S3: No I think. I would have actually like a bit more instruction points because I don't really think that I got much there, yet. So I think that it is a fine line. And I would like that

..Methodenwal  
 ..Struktur  
 ..Struktur

there is a lower level for instructions and than you can build up to the more loose opportunities. That is how I like it, and I think there is a tendency for this learning situations to begin a bit to soon. But that is also because I was maybe on a lower level, than many of the others, and it is difficult to make a situation equal for everybody. So I have to lean more on some one with more experience, and that maybe doesn't feel very good to begin with. But you still learn a lot, if you come through it. #00:35:09-0#

73 I: With that learning situation, what do you mean with the learning situation? #00:35:14-0#

Teaching Meth  
 ..Comfort Zone

74 S3: It is, where you are out of your comfort zone. In my perspective. It is where it is really hard and you are asking yourself; why am I doing this. And then when you solve it; okay I did it because of this. #00:35:33-1#

75 I: Was there also a moment, where you were stuck in this. Why do I do this, I don't learn anything here. #00:35:41-1#

Learning Environm  
 ..Experience

76 S3: Yeah, for short periods of time, that have been. But than I think it is very, you get a lot from the people, you were surrounded, you learn a lot from your fellow students where, that are both better than you at some points, but also, if there is someone, that are even more pressed than yourself are, than you are forced in this more, helping role and it also gives some energy to be the one, that can help others, even you are out of the ropes yourself. I would say it also one of the times, that you really learn something about yourself. Because okay maybe I have most, I really just want to go home to the warm cabin. But there is someone that is even more cold than you, that you have to get through this. That was also important. #00:36:52-5#

77 I: And you definitely as I get to know you, you were definitely on both sides. So that you often had that helping roles, that you were the experienced one. #00:37:03-3#

78 S3: Yeah, in some things, and than it was also a bit of a hidden hit, when you are on the other side. A damn it is no fun to be the one that needs the help, but it gives something. #00:37:19-8#

79 I: And that in the aspect of the comfort zones and the learning situation out of it. Maybe with that point I would like to go for one of the last focus points. I would like to talk about some challenges, you had during the semester, or during the education so far. We already mentioned some. Can you just give me a little bit an overview. Where there moments you struggle with the most during the education? #00:37:57-3#

..Methoden  
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80 S3: Okay, as the most of the topics we have been through during this first part of the study, I have had some experience in and I have been feeling like I had control over things, but than when we got out on the ski part, that I had no experience in, it was a challenge and it was also a physical challenge, because I hurt my knees, and stuff like that. It was difficult to catch up to the others and it is where I have been most challenged. And than also because we almost immediatly started in how to instruct others in something that you don't even know how to do yourself. And I didn't like that, because I like to know what I am talking about before I am talking about it. #00:39:12-8#

81 I: Yeah, I understand. You mentioned it already before that it is a fine line of getting in the instruction part that you learning yourself and than going for the teaching. Was that really something, if you would, if you look back you miss that a bit. Of being yourself more prepared? #00:39:34-2#

..Change of For  
 ..Experience  
 ..Mastery of FV

82 S3: Yeah, for me it is very important to be prepared, before I have to instruct or counsel in an activity or situation. It also why I think it is very important let yourself be cast into these situation where you really tried, because you can than better counsel others before they end in the same situation. You have to have some experience in both, the



technical part and in the "shit just happened" part, before you can counsel anyone.  
#00:40:15-3#

83 I: Mh, is that again related to that pyramid, you mentioned before with those steps have a base of knowledge, instructing knowledge, before you are ready to guide.  
#00:40:31-6#

84 S3: Yeah, because you can be a very fine instructor, without having ever been out on the edge yourself. You can learn from a textbook and repeat it and be very good at it. But before you can, counsel anyone in tricky situation, you have to have been in the tricky situation or something similar before. #00:41:02-8#

85 I: Totally makes sense. Did you maybe miss sometimes from your experience, of when you look at some of the topics you knew already, that you get that challenge to get further, or where there non of those challenge you were facing yourself, that you didn't get challenged enough? #00:41:25-4#

86 S3: (...) Well maybe in the parts, that I had some experience, I would have liked to been challenged more, but than there was always the possibility to just do it yourself, like and than you always changed your role a lot because you have. You are not on your own, you are always in a group, and than you will have to take a larger responsibility towards of once that don't have the experience, so that the challenge shifts from being personally technical and physical challenged, to "how the fuck can do I explain this challenge" to someone that has no idea what they are doing, and I think that is very important. Both to be able to see, when you have to shift your role and try how to do it. Because in the end, that's maybe we are most going to do, when we are done with this study. You are hopefully always, or mostly getting out to people, have an experience level, lower than yourself, so it will be a great to be able to, or be trained to recognize, what to look for in other persons and see how can I best improve the situation. So maybe in the climbing parts or the kayaking parts of this study, where I have had the experience, I have maybe the changed the role a bit to help some of my fellow students, that have had difficulties, tried to overcome these, instead of doing a level up and some weird techniques.  
#00:43:42-4#

87 I: Yeah, but that it is really hard to navigate around. #00:43:46-4#

88 S3: Yeah and sometimes, it feels, like come on, we already did that last week. Let's get out into the waives or something like that. #00:43:55-6#

89 I: Yeah, I can imagine. #00:43:57-5#

90 S3: But then then it is the more creative part of trying to think out of a solution that would help the other part, learning the problem. Maybe again trying to make into some sort of game. Maybe okay, you have a difficulty keeping the balance but instead of just making this støttetag, than we play ball, we have to get out, grab the ball, than you learn it not because you want to do it perfectly, but because oh I need that ball. #00:44:39-0#

91 I: A good example. Do you see some challenges or the organisation, or how you had it the whole year planned, where they some organisation problems or challenges during the autumn, that you could feel as a student. #00:45:03-1#

92 S3: Let's say, as a student, I have felt like the level of information has been very low. And that have been like a frustration. But I can also see from the teachers point of view, that things change, and that is maybe difficult to have everything planned out. And than I'll say to, maybe the instruction part could be improved a bit in the beginning of this sections. Because I know that a lot of people have felt left behind in some ways. And some have just more or less stopped trying and others have used others because they have made some good friends or have a personality that makes it easier to ask for help

..Verantwortung (A) {

..Verantwortung {

..Nachteil {

..Informationer {

..Methodenwahl {

..Frustration {

..Frustration {

..Struktur {

..Fertigkeitszeu {

..Struktur {

Zeitfaktor {

than others. And they have so learned very fast, compared to other people it has been in some circumstances, very much up to oneself's to learn what was supposed to be learned. #00:46:31-4#

93 I: And the once left behind? #00:46:32-5#

94 S3: Yeah, there was some, I had the feeling of you are left behind. #00:46:37-0#

95 I: With informations that you didn't get or the whole structure? #00:46:40-0#

96 S3: Yeah, information and like the lower levels needed to grow yourself, to get to the level where you can learn self. #00:46:53-9#

97 I: And a solution for that could be for you? #00:46:56-3#

98 S3: I would think that possibly, if possible the information level could be get a little bit up. And there could be a little bit more weight on some general instructions to begin with. I would think that would work for at least some people. #00:47:23-1#

99 I: Is there a different now, that you already experienced a half year, or got through a half year, if you look at facing spring? That this is less of a problem or is it still there? #00:47:37-7#

100 S3: I would say it was most of the frustration in the last part of the fall, before all this Vinterfeld. Because there was so much to prepare for and do, and I really thought like, it is frustrating not to know anything. But than of course it was also because, that was the things that I knew least about. So I imagine some people have been at least as frustrated in some of the other activities. But I think that you also kind of get used to this situation. It is just how it is and you have to go with it #00:48:33-3#

101 I: Yes, for sure you have to, but it maybe also come down to equipment. Or what does also a trigger point of frustration. You didn't know what you needed? #00:48:45-4#

102 S3: Yeah, it have been a big frustration when it is an area you don't know much about and it is a jungle to find out what do you need and there is some people that you ask, say something and than you ask some others that say a completely say different stuff. I know that I bought this binding for the skis and found out that they were completely wrong and had to find something in the last second. Yeah, that was annoying of course, but also forces you to look into stuff yourself. So, and as the teacher on the other side there is 80 people that want help, it is difficult. Of course I can see that I will be a nightmare to handle. #00:49:45-7#

103 I: Mhm, but it is good to get that knowledge aswell for me, to follow up. But I can definitely understand some of the situations.

104 When we talked about, that how much informations you get, how much instructions you get, and what you actually have on your schedule. Do you think that whole ratio of learning time you get and what you actually would like to get at one point for all those different topics? #00:50:22-7#

105 S3: It is a miss-match. #00:50:25-3#

106 I: What do you think than of all topics you have and the time you get for it? #00:50:30-7#

107 S3: I have to say, that one of the reasons why I have chose this education and not some other Friluftssvejlleder. It was, it looked really good with all these different topic you are introduced to in a relativity short period of time. But of course, when you are introduced to 7 instead of 5 topics, then there is less topics for each of them. And you can also feel

that. That it is a bit pressed and okey maybe it is only the lowest level of the skiing instructor and the kayak instructor and maybe it would be better to have more time in to get a higher level. But I think it is also a really, you get introduced to stuff that you can work on later on yourself. Because than you know, okey, maybe canoeing is not what I am supposed to do, than don't waste no more time and concentrate on climbing, or the kayaking or the skiing. So it is, yeah. #00:51:48-8#

108 I: Maybe one last point in that topic challenges. The exams. You had some of the exams already in the autumn from the topics. How were they for you? #00:52:04-9#

109 S3: Mhm, well the exams we have had until now. Were quite easy for my point of view. Because it has been in the activities that I have had experience in. And some of them I haven't even had to take, because I already had it covered. But I imagine that it would be more of a pressure, when we come to this telemark ski stuff. And be a lot of more practical exams in this last part. #00:52:44-5#

110 I: With practical exams? Are these really forms to show? Like different type of skiing. #00:52:54-0#

111 S3: Yeah, show that you can master the techniques that you supposed to be able to learn on the snow. And I think that it will be the toughest in the skiing and the canoeing activities. Which is like the largest activities on this study. #00:53:22-4#

112 I: What did you have before, which exams, did you have of the topics? #00:53:30-2#

113 S3: I had some kayaking, which we haven't even been to an exam and learn climbing, which I had in a level that is like two times higher that we got in this study, but in another field. #00:53:51-6#

114 I: Ja, okey, you didn't take them? #00:53:53-5#

115 S3: Well, I actually did, but it was much of. It sounds like arrogant, it wasn't much of a challenge. But there was of course, all the learning or teaching aspects, it was really good to try out, also in an exam situation, so of course I wouldn't say that I didn't get anything out of it, but I didn't feel oh I am going to die tomorrow. #00:54:22-9#

116 I: Did you have the role of showing something of your technique or to teach? #00:54:27-2#

117 S3: Both. #00:54:28-7#

118 I: Both okey. #00:54:31-4#

119 S3: Yeah, I have the feeling that most of the exams are structured this way that there is "egenfærdighed", that is a basic level of skill, that you have to have obtain before. And then there is a safety part and there is an instruction or teaching part. That you have to show, that you have the ability to teach others and do it in a safe level. #00:55:05-8#

120 I: Makes good sense. Do you wanna add something of the topic, challenges, that I didn't ask specifically for it? #00:55:19-6#

121 S3: No I am, challenge, maybe, I also all this, anything is done in groups and there I a lot of different people of the study. And it is in-avoidable that there is some clashes between people and that has also been the case, I would say. Not much personally, but it is something that I føler, it takes a lot of time I would say. There is a lot of time used on talking about peoples issues that I often feel could be more constructively on something fun. But I also think it is great to try to be people from different backgrounds and there is so many different backgrounds. And it has been a pleasure to experience all this

..Characters/Student



people. It is not often on an education with more than a life between the youngest and the oldest and people that have been going to school, like me the whole life or have worked since they were 18. I think it really open your eyes to different background or ways to see the world and how to be out in the nature and doing these activities. #00:57:14-4#

122 I: I am happy you can turn it in a positive way here. I don't want to end it with just challenges. #00:57:21-6#

123 S3: No, I think, the challenges can always be seen from a positive and a negative point of view, and there is both in them. There is both what annoys you. You will almost always find something out of these challenges out soon. And I think it is also very important to see both sides and not be blind for any of them. #00:57:51-5#

124 I: Maybe as well all those frustrations you said, when you look back when you get the Vejleder-certificate. You say, okay, actually there were very helpful in the end. #00:58:06-1#

..Experience



125 S3: When I look back, I think that I have gotten something out of both the situations when I thought this was too easy, and why am I wasting time doing this. And these situations, when it is, fuck this is difficult, I would have liked to have like 5 hours personal training before I did this. #00:58:28-7#

126 I: Maybe I make the loop. Before I said you will be in five months Friluftsliv. I give you the chance again. What will it mean for you, or what does it mean for you to be Friluftsliv? #00:58:45-1#

127 S3: I am not sure, what you are fishing for but, I will have been a very developing year, I would say, I learned both, about some specific activities and about myself and how I act in different situations and then of course I hope that I will be able to actually use these activities and be able to counsel in situations when it makes sense. And help people to get out in nature and have some good experiences. And make them care for the nature and find it interesting. But that is what I hope to get out of it. #00:59:42-4#

128 I: You will definitely do. Can I use your knowledge for one last question. We never talked about Friluftsliv. You definitely also talked about during the education. The term Friluftsliv, how would you describe it? #01:00:06-1#

..Konzept

..Aktivität



129 S3: Well it is kind of a new word for me. I didn't actually pay much attention. I knew it was a thing before I actually searched it out. But for me, Friluftsliv, is to be out in the nature and doing activities that makes sense in it. So to use the nature to have fun in a way that doesn't harm it, hopefully. But I think it is a very broad category, because for some people Friluftsliv is to sit around a camp fire in their garden, and that is fine. And for others it is to climb some crazy high mountains, and your life on the balance. I think it is very broad category. #01:01:22-7#

130 I: Well I think, one point I heard a lot of you, that taking care of nature. And that you can bring that as a Friluftsliv or that you can not teach that but, put it in the genes in the people, that is a very beautiful goal. #01:01:41-9#

131 S3: It is also that one that comes from an actual problem. Because in the very little Danish nature that we have. People are not very good at taking care of it. Not even when they actually go out into the nature to enjoy it. People go out to shelters and hack young trees and dig holes. #01:02:10-6#

132 I: Nothing to do with Friluftsliv. #01:02:11-8#

..Philosophy



133 S3: Yeah, so it is, so I think there is a mismatch between using nature and



understanding the importance of nature. And I would like, or at least to merge more. So that you use nature in a way that open your eyes to life and possibilities in it. So that you can enjoy it without affecting it negatively. Reducing your impact on nature while enjoying it, is a goal. That is also very important in this Scandinavian Friluftsliv tradition. "Leaving no trace", but people in denmark are not that good at it, and I think there is great opportunity to improve on that front. And I would like to help on that.

#01:03:08-4#

134 I: We will take that with us, for sure. #01:03:11-2#

135 S3: Maybe expand the ways of enjoying nature, because in Denmark we have a lot of water around. I think that, divining is of course a possibility that should be explored more. #01:03:27-5#

136 I: Very lovely points aswell for this. Before I press the stop, I would just like to open up again. You can also take yourself a bit of time, if you wanna add something, that I didn't asked specifically and you would like to share. Or else I would thank you than. #01:03:51-0#

137 S3: I don't think I really have any points, that you haven't gotten around to. I can't not find anything. #01:04:03-3#

138 I: Yeah, also doesn't has to be forced. But really thank, we take those last words as well that you mentioned. I thank you for all the important knowledge, experience that you could share from that halve year and I hope you will have a successful rest. And you will be in 5 months that Friluftsvejleder with all your aspects. And I am sure, my ask question, you will be good in it. #01:04:34-1#

139 S3: Thank you. I am not sure I am look forward, because it is just fun to just to be here, almost bit of ambivalent to be done. #01:04:42-5#



- 1 S4-Interview from 03-03-2022 (Transkript) #00:00:00-0#
- 2 I: So we are ready. #00:00:08-1#
- 3 S4: It is actually funny, because I used to be the one who interviews, I am not used to be interviewed. It is a bit funny. #00:00:18-8#
- 4 I: Is it a bit pressure on? #00:00:20-8#
- 5 S4: a little bit, but it is nice, to try also. #00:00:25-0#
- 6 I: Maybe both sides. But that is actually a perfect start, because, to be a Friluftsvejleder, is also a lot about, what is your background before being a Friluftsvejleder. Now you said you are used to do a lot interviews. Can you just present yourself and your background? #00:00:48-9#
- 7 S4: My Name is S4, and I am 26. And I have an education in photojournalism from Aarhus. I finished that in January, last year, so one year ago. And I had a half year where I have just working as a freelance and also I started a bit in my education, just working and I \*quet\* quickly found out, that I want to combine or do something more with nature. I don't know yet how, but I think I was a bit restless or some kind of in this. Now I finished my education and then I need to know what I have to do. I think I want to study a bit more or try something else at least. So there is many reasons why I started Paul Petersen, but I have this background as a photographer mostly. #00:02:31-1#
- 8 I: You said, you would like to combine that. What relation do you have to nature? #00:02:40-2#
- 9 S4: I think I have a good relation. I grew up in the country side in Jylland. And my family always took me on trips. Especially in the north of Norway and Sweden, we always had vacations in tents and hiking. So it always has been a big part of my life and my holidays were always going in the nature. And it means a lot to me, because I also use it as a place to. Yeah it is so cliché, to find peace, to go where things get hard, yeah. #00:03:41-6#
- 10 I: Also a beautiful cliché. You didn't say, that you had a specific goal before you have chosen PP, would you have now one, that you say when I am done with it, could you see a goal you would have after that education? #00:04:06-8#
- 11 S4: ähm, I had like a little goal, that I am still working on, which is being better to talk to people and to teach. This part of the education, just the simple thing, **to stand in front of people and talk, learn things to others, that you can.** Which I think, also I can use in the way I work as a photographer. I could already feel it and little bit now, when I am out on assignments, I am better at just being there and and talking and just feeling like bit more confident about taking space. Because you also do that a lot when you have to tell people what to do and you take pictures of them. Yeah, so that is kind of a goal that I want to score, work on that, achieve. #00:05:25-8#
- 12 I: You already mentioned the role of a Vejleder, of the teaching. The education at PP is "Friluftsvejleder". Could you express in your words, what a "Friluftsvejleder" is? #00:05:47-6#
- 13 S4: (...) an inspirerer (...) To inspire people to be more in the nature and to think about the nature. Yeah, (...) yeah. #00:06:22-9#
- 14 I: What role does a Vejleder takes, when you are in the nature, or in the Friluftsliv. What role, would you say, is it to be a Vejleder there? #00:06:38-2#



|                   |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | 15 | S4: (...), it is a role of leading people to, ah my english. (...). #00:06:59-4#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                   | 16 | I: No worries. "Du kan også bruge flere dansk". #00:07:05-3#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| ..Konzept         | 17 | S4: Yeah, I think a Vejleder is a person, who should like, make a space for people to have a nice time in the nature. Or having a nice <i>oplevelse</i> , a nice time, experience. So not that people would tell you what to do, or how you should look at nature. But more like, making the space for experience in the nature and inspire in how you could look at the nature or be in the nature. (...) #00:07:54-4#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                   | 18 | I: No you talked about the Friluftsvjleder. You said before, you would like to combine it with your background. Do you see already now, that there are some combinations you could do later on? #00:08:08-1#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                   | 19 | S4: Yes of course, yeah yeah. It could be like being on a "Højskole" or "Efterskole", where you can teach both in photography and Friluftsliv in some ways, but also like. I love to do Art-Photography and this kind of stuff and some of my dreams is to go and connect the two things. All this, "værktøjer"? #00:08:50-1#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                   | 20 | I: Tools? #00:08:51-4#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| ..Ability/Skills  | 21 | S4: Tools, that I get, to be in the nature, I could really use in a way of making some projects, if I go somewhere, tell a story from that place. I could have some better tools to do that, yeah. #00:09:13-0#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                   | 22 | I: That is definitely interesting, then you have the photography, the art and maybe nature is also kind of art sometimes. In my opinion. #00:09:27-3#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                   | 23 | S4: Yeah, totally, I totally agreeing. #00:09:32-8#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                   | 24 | I: When we talk about that art of nature. There is that expression of "Friluftsliv". The Scandinavian Friluftsliv. Can you explain me that, or did you talked about it during your studies? #00:09:49-8#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| ..Philosophy      | 25 | S4: Like the word Friluftsliv? Yeah, that is, to define the word Friluftsliv. (...) It is having an understanding for nature. Like for me it is important to know, what kind of tree, or what kind of bird, but also just the way of being in the nature. (...) Yeah it is, what is Friluftsliv. (...) Being outside in the way you like to, or yeah, #00:11:07-9#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                   | 26 | I: I think that is already a good collection, you said. (...) Thank you for those words about Friluftsvjleder, Friluftsliv. You were now a half year in education in Friluftsvjleder. You experienced a lot, you probably a lot of moments that were hard, that were very good. And I would like to look a bit into that. Take your time for this question.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                   | 27 | Was there a moment, where you could say, WOW, now I have really learned something in your last half year. And maybe explain this situation to me. #00:12:03-0#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| ..Comfort Zone    | 28 | S4: Yeah, I can tell a story about Vinterfjeld. On Fjeldskis, on Backcountry-Skis, I think there was a lot of learning in those trips. Just, also because it was so tough and you get really pressured on a lot of things, just surviving things. For example, just for getting water, was really clear to me, on that trip, that it is so fucking important to just get enough water. There was an experience at the first night when we were out and we had made water the evening before, and we thought okey that is enough an then we had to meet at 10, pack all our tents down, and we were like, okey, we don't have enough time of making water. Okey, so we just had to go, but we must walking half of a day, and we had like 3 litres for 6 people, and then we didn't really communicate good enough about, okey, who has the water and splitted it out, and then we just walked, and was like, whiteout, I get a bit dizzy, and I was like, okey wow, where am I. And then I suddenly I just got like, really dizzy and was really disorientated and it was blurry for my eyes. And |
| Learning Environm |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

I was like, okay I have to stop and get some water, because I don't know why, just got really pressed and so that was kind of a hard situation, also to really communicate, okay I feel that way, I need water. And I think, in total Vinterfjeld was really *udfordring*. Challenged to communicate clear, about what you need, and when you need help. Yeah that was a challenge for me to say that. #00:14:44-6#

29 I: So that you need now something, specifically? #00:14:49-1#

30 S4: Yeah, and they need to help me with that. But a nice experience to get that view. It is okay to ask for help. #00:15:05-1#

31 I: Maybe it is a very interesting situation for you, in a way not nice in that moment, but you said now, as it, okay it was a big learning for me. How did you feel guided from the Vejleder in that moment, EX1 or EX2? #00:15:24-1#

32 S4: Yeah, they were not really there. So we just did it our self. And learned it by our self, as it used to be on the school, it is mostly like that. Learning doing and learning by failing, by ourself. So that was really nice actually to have that experience, because the next time we were out, it was really like, from the morning we just have to cook water and I have to drink one litre before we go, because else I get mad or weird. It is just so nice to have this really basic experiences. #00:16:09-7#

33 I: Did you, how did that learning came for you then? Did you talk to the group afterwards, or that you did it different the next days? #00:16:20-3#

34 S4: Yeah, we had this, what is called, evaluation in the night, when we came home, and it was some really nice talks we had, and we were like sitting in the group and everybody should say something to each other, what they were good at and what they could be better in, and that was really meaningful, I think, of course we were tired, because we just got home, it was really intense but it was also nice to put some words on things we had experienced and reflect on that. #00:17:07-4#

35 I: But that was as well in your group? #00:17:10-1#

36 S4: Yeah it was. #00:17:11-6#

37 I: Just in the group? #00:17:12-5#

38 S4: Just the small groups shared those, really nice? #00:17:14-1#

39 I: Without Vejleder? #00:17:17-5#

40 S4: Ja, they were like walking around and looking a bit, but it was nice. #00:17:20-8#

41 I: Did they gave you the task, now you do the evaluation, but left you doing it yourself in the group. #00:17:28-8#

42 S4: Yeah, we still feel like we had this private space in a way, to reflect. #00:17:32-7#

43 I: So to talk honest from peer to peer about it. #00:17:35-9#

44 S4: Yeah exactly, and that was also really something they were asking about. How honest are we to each other? And can we reflect about that, because it was also really something I can take with me. This thing about just being honest, also to new people and yeah. Because you are in a serious situation when you are out in the nature. #00:18:04-1#

45 I: Yeah, and in that example you used it twice. At the moment, where you needed water

..Organisation/

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Teaching Meth

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..Nachteil

and then also at the evaluation to say it again how you felt. #00:18:17-8#

46 S4: Yeah exactly. #00:18:19-7#

47 I: Do you maybe have another example to share, of a "WOW-moment"? #00:18:34-9#

48 S4: ähm (..) yes, I have just been in the practice, at a school in Norway, in Tromsø. We were on a high-school, where we were teaching some students in the snehule, in the snow caves, building. And that was really nice, to have that clear in mind. You have just been out learning this, and then you going out learning other people the same, and that was a really nice experience. Because the teachers there, also just gave us all the responsibility, so this was really a nice experience for me personally, also just to try, and stand there alone, talking in front of other people, and learning stuff, and feel that they were learning something, but also really a nice, save, space. Because we were five students from PP being at that place, and we were like complimenting each other in the teaching. That was really nice space for, like being brave enough of to just stand in front of people and yeah, that was a really nice experience, that I take with me. #00:20:10-4#

49 I: So that you can switch the role now, in that moment. From the being vejledned to being the Vejleder. #00:20:19-6#

50 S4: Yeah exactly, that was really nice to try. #00:20:21-8#

51 I: I am curious about that example. Did you talk about some "teaching goals" or "methods" you would like to use to the kids? #00:20:34-9#

52 S4: Yeah, definitely. I think we copy-paste the Paul Petersen-Methods. Because we like that methods, like we talked a lot about this, that we should not tell to much. Because, of course we were like. Oh now we know all this, now we just have to tell them everything - but were just like, okay, calm down, we don't have to tell them everything, we can just be simple. So that they have their own experience, that we don't put our experience upon them. #00:21:13-2#

53 I: Can you maybe put some more words on this "Paul Petersen-Methods", I think it was really interesting how you said it. #00:21:24-2#

54 S4: Yeah, I already said this learning by doing, and learning by fucking up. But this openness there is, to be yourself and to learn the way, you have to learn it. That there is like time to fail, and learn by failing. Yeah, and now I, do you have some words, I...? #00:22:11-3#

55 I: No, no, it is just, if you explain the Paul Petersen-Method, like you said, don't give them to much, or don't explain everything as you mentioned it. But you already said some of those. #00:22:38-6#

56 We can look at it maybe from another aspect then. You said it was really nice experience to be there and you felt confident about it. Were there also some challenges of using that "copy-paste of Paul Petersen, now that you actually did it? #00:22:58-8#

57 S4: ähm, yeah. It was also a little bit scary because, for example the snow cave, they were just sleeping alone, and building it alone, and we were like okay, should we go over there and help them or should we just stay over here, or this. Or should we also sleep in a snow cave with them, that was a bit like, a bit scary to just let them do it. Of course you are looking, maybe it is also because, we are not that "erfarne", experienced. Yeah so it a bit scary to just let them do it. #00:23:54-7#

58 I: Or finding that fine line, of can we let them go, and do, and still have the control about it, and that it is safe? #00:24:02-7#

|                  |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                  | 59 | S4: Yeah exactly, exactly. Because then, when you are a little bit insecure about that, then you just, I felt sometimes, to much there. #00:24:18-5#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                  | 60 | I: And where could you complement each other, you said you could complement each other. #00:24:24-3#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                  | 61 | S4: Yeah, for example Chris, was really technical about all the snow cave stuff. And that was really nice, because I am, I was not that technical about it. So for example that was really cool, and we could like go in and go out, because we have different spaces to be there, so we didn't have to be there all, all the time. #00:24:54-2#                                                                                                                                                                                                                                                                                                                                              |
|                  | 62 | I: How long was that, the whole trip, or the teaching you did? #00:24:58-7#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                  | 63 | S4: äh, one week. #00:24:59-7#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                  | 64 | I: Okey, so you were one week with the kids and full responsibility on you? #00:25:06-0#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                  | 65 | S4: Almost, no, don't full, there were two teachers, that have the final responsibility, so that was really nice. But yeah, like for the students we were the teachers. That was really nice. #00:25:24-6#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                  | 66 | I: Interesting. And with that experience, could you also imagine, you a bit setback, but it fits well. To go out, and do it again, after you are done? #00:25:36-4#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| ..Vejledning     | 67 | S4: Yeah definitely. Also just this thing about the creativity that Paul Petersen has in the way of teaching, I think, is really nice. Is not just, okey we have some theory and then we go out and experience. I don't know there is some creative ways, I can't really explain it. But like, I think, when they teaching theories also, they think in different ways of teaching it. And they do it in the situations often, also, which is really nice, for the way I learn. Yeah. #00:26:16-0#                                                                                                                                                                                            |
| ..Circumstances  |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                  | 68 | I: So like, that they take over the teaching and use the situation to teach in the moment? #00:26:22-7#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                  | 69 | S4: Yeah exactly. #00:26:23-3#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                  | 70 | I: Can you feel that, that they good in it, or that's something you learn best of? #00:26:30-9#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Learning E       | 71 | S4: Yeah, yeah, I am definitely a person, who learned best, when it is in the situation. And by doing it on myself, so that is really nice. And I think that they are in control and they know, when it is good and when it is not. For example there was one morning in Vinterfeld. Where there was really storming weather and we were going out, learning some about, how to walk in "whiteouts". And they were like, okey we are not doing that today, because it is too dangerous in this. So it is nice to feel that, that they are always measuring, when it is good, and when it is not. And they are open about it also. I feel, that they taking us in the situations. #00:27:21-7# |
| Teaching A       |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| ..Condition      |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| ..Circumsta      |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                  | 72 | I: Asking, "do think it is a good situation, to do it now or not, in that way". #00:27:26-4#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                  | 73 | S4: Yeah, also with the snow caves, there was two snow caves, that was like, there was a crack and one of the snow caves, was like really low in the roof. And they were like, okey EX1, what should we do now, should we sleep in that or is it too dangerous. And EX1 was really, I was not in that group, but I just talking about it with some students. And EX1 was really like, "okey what do you think?" I can't take the decision. What do you think about this? And that was really brave, I think. To just let, (...) and of course I trust him, that he has so much experience in the snow caves. He would know if, they were, if                                                  |
| ..Aktivitäten_Ve |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| ..Experience     |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                  |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                  |    | it was too dangerous. #00:28:19-6#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                  | 74 | I: So in the way of, that you trust him, if they would then decide, okey let's do it. And he really thinks, honestly, that is too dangerous, then he would have the knowledge to step in. #00:28:27-8#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                  | 75 | S4: Yeah, but it is so nice, that he just let them the decision. #00:28:33-3#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                  | 76 | I: It is an interesting example. Now you said a lot about, WOW, and here I learned a lot. Was there maybe also a moment in your half year, where you just said, no I didn't learn anything, or that is just bad. #00:28:59-9#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                  | 77 | S4: ähm, (...) that is a hard question, because I am really, I am really like excited about that school, as you can hear. Also because I think, I come from a different, or not so different, but just less open school and and less connection to the teachers, yeah. An experience, where I didn't learn something, or that was bad. I don't thin so actually. Nothing comes into my mind. #00:29:55-3#                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                  | 78 | I: It is also I good answer to my question for sure (..), yeah we don't have to search for it. #00:30:04-3#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                  | 79 | S4: I am not so critical. #00:30:07-8#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                  | 80 | I: I would just like to open up quickly, and give you the open space, if I cut you off with Friluftsliv, or Friluftsliv, or that now, there was positive or highlights. Was there something that you, now came in you mind, to add on. #00:30:26-1#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| ..Aktivität      | 81 | S4: To Friluftsliv?, yeah friluftsliv is so many things, it is really individual so what Friluftsliv is for you. Of course it is going out, but there is so many ways of going out. Like it could just be like sitting here in the park, and listening to the birds. But I definitely don't mean that Friluftsliv is only this wild, big, experience of climbing a mountain, of going on the Vinterfjeld, it is, it can be like really simple things I think, that is also important to teach and to tell about, that it is not only for the cool and really strong man that you know, more that it is for everybody and you just have to find your way, also when you are living in a big city. Because most people live in cities today, so we have to like, find the Friluftsliv in a daily life I think, that is very important. #00:31:43-3# |
|                  | 82 | I: Yeah if there is nothing, I cut you off and I would go for another topic. And that is definitely a look into, how it was to be a student at Paul Petersen. Some challenges but also what was nice, so it doesn't only have to be negative.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                  | 83 | I am just curious, how you experienced that half year you where in now? And I think it was really a fast half year for you. Can you remember the first weeks or also during the semester, where there moments you struggled with? #00:32:31-2#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                  | 84 | S4: In the first weeks? #00:32:33-0#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                  | 85 | I: And also during the semester. #00:32:34-2#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| ..Struktur       | 86 | S4: Yeah, there were so many subjects that you were introduced to in the beginning. And I think that was really hard to concentrate about and to go deep into it. I really like this Vinterfjeld, we just been through, because you are there for month and could concentrate about one thing. So was a challenge in the beginning, kayak, canoe, bike packing, climbing, all this stuff and you have some new stuff everyday. Yeah and then a lot of people of course, you have to <i>forholde dig til</i> . #00:33:31-0#                                                                                                                                                                                                                                                                                                                        |
| ..Struktur       |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                  | 87 | I: Social interaction with them? #00:33:31-5#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| ..Gruppendynamik | 88 | S4: Yeah social interactions, exactly, that is also very intense to be in. #00:33:42-4#                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

..Zeitfaktor

89 I: Do you think you got enough time, with all those new topics, to learn the basics, or was that an issue, I miss out of learning time? #00:34:00-0#

90 S4: A little bit sometimes, yeah because you jump in and out. But I see the problematics about like, making a schedule that makes sense, also because of the weather and all this. So, but there is (...), yeah, a little bit maybe. For example, I (...), I failed my climbing exam and that was also because we just came home from bike packing tour, the day before and then I was the first in the morning, going to the exam, and I didn't feel, I wasn't in my mind. I did fail, but that was also okay. But there were some time issues, that were I was pressured. #00:35:25-4#

91 I: So you could really see the differences of that first exam take you took and then the second one? #00:35:30-6#

92 S4: Yeah. #00:35:31-6#

93 I: There it was the time pressure? Or you were not ready for it at that moment? #00:35:36-9#

94 S4: Yeah, yeah. #00:35:41-3#

95 I: Maybe that is, a topic, we already talked about exams. How are they for you, the exams, the once you had so far? #00:35:55-4#

..Examination

96 S4: It is okay, the practical exams. But I see, that you have to go to the exam, to get your instructor "bevis", but in the same way, I am also like, I still learn a lot without the exams. Yeah so. And I don't know, this instructor bevis is so important for me. Because I learn so much in the process of all this, so I can be a little bit like, ah why do we have to go to this, because there is a lot of exam. #00:36:50-6#

97 I: But this instructor bevis, what do they test then, in that bevis. Is it technical details they look at? #00:37:00-6#

98 S4: äh, yes. #00:37:05-0#

99 I: And only? #00:37:06-3#

100 S4: Also how you can "formidle"? #00:37:09-5#

101 I: Teach it? #00:37:11-3#

102 S4: Teach. Yeah. #00:37:15-0#

103 I: But what is the part that you say, I don't really like that part of the being tested? #00:37:22-7#

..Examination

104 S4: (...) I think it is maybe, also an insecurity. Because I have bad experience at going to exams. And I don't like this, that the society, where we were being tested all the time in things. Because I think we can, I think there is a lot of people that get lost in that being tested thing. So, sometimes it can be too much. And I think, exactly Paul Petersen is a nice way for some people, that are not good at the normal way of going to school. That is a good example. It is a bit, like, why do we have to be tested in. Maybe it is also the numbers. #00:38:43-2#

..Examination

105 I: So you get grades? #00:38:44-8#

106 S4: Yeah, I like this, just, the climbing exam, where you were just accepted or not





accepted, I like that more. #00:38:57-0#

107

I: Just, can I dig in in that a bit. I am just wondering, when you say now, from that bevis, or instructor bevis. then you really have in kayak, in climbing, in telemark, Vinterfjeld. You have to show certain techniques and then you get valuated there. So very good, good, okay, is it really like this? So you have to show a from and then you get the grade for that in different settings? Am I right there, that it is really the technical viewpoint, that they do in those exams? #00:39:33-9#

108

S4: I think so, I didn't go to telemark, yet. #00:39:38-5#

109

I: Of course it comes. #00:39:39-1#

110

S4: So I don't know, but it feels like, it is like the technical stuff. But of course you have to be good at the technical, if you have to teach others the things, so it makes sense. Yeah. I just think, that it should be, other ways in life, where you have to go out and teach others and have a job. And I think, it can happened, without having an exam or having some good *karakterer*, numbers, on a paper. Because I still feel, then you end Paul Petersen, and then you have numbers. (Which doesn't fit) Like, climbing 12, you know. All this you have numbers, ah this is not what, I don't feel like that is the reason why I am here or. But of course for some, it is the reason. #00:40:49-5#

..Examination

111

I: Would you prefer then, per example, a written report about you, that they would write, these are your strength, there you could, it is not weakness more improvement points? #00:41:05-1#

112

S4: Yeah, that would be much better I think, exactly. Because there is a whole year, with the same teachers look at you, and how you do, so that would make sense I think. (...) I was just to exam yesterday. And it was really nice, because this project thing, and it is connected to the reality and I really like that. But the group that I was in, the only thing they were saying after exam was, oh we got 10, that was really nice, and I was like. But didn't you listen to all the feedback, that was really nice. Like, what could we use, it is not that we just got 10, like. Yeah. #00:41:58-9#

..Examination

113

I: Thank you for that inside, I think that is really interesting to hear it like this from you. Beside that, do you have the feeling of that you miss something, that you expected from the Paul Petersen education, so far? #00:42:26-4#

..Change of Focus

114

S4: (...) Maybe even more of this, us teaching thing. But I think that is coming now. It makes sense that we just have to learn a lot and then we can teach. (...) #00:42:52-0#

115

I: I don't wanna just dig in bad experience, I think that is. You also said you are really excited about the school and the half year. And I would like to get a bit of a turn around.

116

In five months, you will be Friluftsvjleder, you will have a certificate. What does that mean for you? #00:43:21-1#

117

S4: To have the certificate? I don't think that means so much. That is just a name, the experiences and the personal "udvikling", development, is much more import for me. then the certificate. So that is what I am taking with me. #00:43:59-2#

118

I: And I would like to ask the question again, from the very beginning. then you maybe have a whole year, Friluftsvjleder. How, it is maybe a bit provocative, how good of a Vejleder, or what is what you wanna be as a Vejleder, what will make you the best Vejleder in this world? #00:44:28-3#

..Mastery o

..Struktur

119

S4: Like at that time, when I am finished. I don't think I am, of course I am a Vejleder, on the bevis. But I am not a Vejleder, because I need much more experience I think. We only had two week, going out trying it, for real. So I think I need to go out, if that is what

..Struktur  
..Examination

I want, try it out and even more and maybe as an aspirant this thing. Because now we learned a lot, and one year is not that much actually, because we learned so many different things and then I have to find out, what is it here, that I really like, and then go for that and be good at that. #00:45:22-9#

120 I: But that is a really nice mindset. And what will you then say, this makes me. This will take with me, or what do you wanna give to other people, that you learned most at Paul Petersen. #00:45:44-5#

..Philosophy

121 S4: This enthusiasm, about being in the nature and having a love for the nature. I think is just the most important thing right now. You know all this climate stuff, is just so important to inspire other people, to have a knowledge, because when we have a knowledge about the nature, then people also take better care, that is my point. So what was it you asked about? #00:46:23-9#

122 I: Exactly that, what you wanna give to the people you will be with. #00:46:26-9#

123 S4: Yeah that is it, an inspiration. #00:46:33-2#

124 I: I don't wanna make it longer, just would like to open up. Give you the chance again, if you had something that I didn't ask for, that you think, could be for interest for me, or that came to your mind else, you would add. #00:46:55-5#

125 S4: (...) No I just a little bit, I have to think about, be more critical maybe. I don't know. No don't have anything else. But it sets thoughts, that is really nice. #00:47:20-9#

126 I: So we can sit together again, and play the record again, and see, what will you say different. #00:47:29-1#

127 S4: Yeah, because there will be different probably. #00:47:33-3#

128 I: Also process the whole year. But that is good, it was just, if there something. But then I would say thank you so much, for all those words, your inside about the studies, about you a Vejleder. #00:47:52-4#



Teaching Methods

Teaching Methods

Teaching Methods

..Instruktion

..Aktivitäten\_Student

Teaching M

..Vejledning

..Circumstances

Teaching M

..Aktivitate

..Aktivitäten\_Stude

..Vejledning

..Vejledning

..Aktivitate

..Konzept

..Aktivitäten\_St

Teaching Meth

..Organisation/

..Change of For

..Change of For

..Change of Focus

# Friluft 1 (F1) - Group discussion of 03-12-2021 #00:00:00-0#

1: I am really excited thank you, I will just listen to your teaching methods: #00:00:08-1#

F1: The learning by doing method #00:00:10-9#

F1: Learning by fucking up. #00:00:15-9#

F1: Today it was, go with the flow. #00:00:21-8#

F1: Openness, or what you call, like the teaching knowledge to close that there is openness. #00:00:43-9#

F1: Teachers speaking and you have to sit and listen and be quiet, so more instruction. #00:00:53-7#

F1: That could be hard to concentrate all the time. #00:01:01-8#

F1: There is also the style of teaching practised, that you are supposed, teaching like learning fucking up, but more in the sense that you as student are ment to feel safe fucking up, so the teachers provide the circumstances for experimenting and then you make your own knife and it looks this way and your own paddle and it looks this way it is and that is fine, that is nice. #00:01:35-8#








F1: There is a slogan, that has been said quite often on our course, it is in english ask the hammer. The way I interpret that sense is that, try yourself first. I mean try and use the tool, see what the tool can do. And it is for me very tempting to ask someone else, what do you think what I should do, because when I ask someone else, then I don't have to carry the burden of uncertainty, it is one of the ways that EX1 use to phrase it. And it is an invitation, to sort of carry that uncertainty, that doubt in yourself and try to go through that doubt and try to ask the hammer first. See what the hammer can do. It is a way, as sort of, you can also call it is: It is a way to walk around that analyse and paralyse, because I am always stuck in this analysis, oh what should I do, what should the plan be, then I am paralysed. So it is a way of moving into action. Ask the hammer. #00:03:02-1#

F1: In addition to ask the hammer. There is the Kjenn etter, where you just need to feel your inner feelings and see how you react to the teaching, where you want to go, where you wanted to go. #00:03:31-9#

F1: There is also a general teaching style in PP, which is sort of a "collaborative teaching". It is, we are all equally collaborating, with shaping the teaching session, the hierarchy between the teachers and students is some what flattened. So everyone is an equal part of the course. And everyone can shape the course, in which ever way needed. I think that is a very unusual style. #00:04:13-6#

F1: The teachers also like to hear from the students, like what do we have for experience, what do we have experienced, and what do we know. So per instance, S3s knowledge is a good one all the time, an the teachers like to hear it and all of us. #00:04:31-3#

F1: I feel also that the institution is quiet aware of the kind of balance we are situated in a student. Because to certain degree we are learning a lot of things, but we are also learning to teach these things. We are learning, our selves and kind of defining our own ways, to be a Friluftsvjleder. And at the same time, we are thought, how to teach. That double role of becoming Friluftsvjleder and being a student yourself, is an interesting place to be, very confusing but also very tense. #00:05:21-6#

|                   |                                                                                     |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------|-------------------------------------------------------------------------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ..Frustration     |    | 15 | F1: I find difficult sometime, when it comes to learning methods, or the phrase that they always use: "Slow down, god damn it". Because I feel sometimes it is very stressful, because we have to do all these things and we have to learn an buy stuff, and it is just very stressful and it can be frustrating when they say, slow down, but it is just I guess it is getting more easy. It is getting easier, when we just try to relax but it is hard. (cup of tee) #00:06:11-8#                             |
|                   |                                                                                     |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| ..Zeitfaktor      |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Teaching Methods  |    | 16 | F1: There is also the <b>IDEAS</b> learning method. <i>Instructing, demonstration, explanation, action, summary.</i> #00:06:31-0#                                                                                                                                                                                                                                                                                                                                                                                |
| Learning Environm |    | 17 | F1: Than the <b>VAK</b> as well, <i>visual, audio, kinesthetic</i> . Like you see, you hear, and you do. Which in general makes a lot of sence to do, all of these ways, because than you hit a lot, a big amount of people that actually be able to do certain things you are teaching. They manage to get it in through those kind of channels #00:07:05-8#                                                                                                                                                    |
|                   |                                                                                     | 18 | F1: Also because they learn different ways. #00:07:09-7#                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| ..Instruktion     |    | 19 | F1: We had in physiology and functional movements the seeing part and than afterwards doing it and practice it. So sometimes it has been quiet hard to just sitting down and just listening. #00:07:32-9#                                                                                                                                                                                                                                                                                                        |
| ..Organisation/   |    | 20 | F1: But I think that means that says something to it, a lot of the methods we learn or the way we are thought prioritises like the applicability of what we learn in real life situations. So what we do here, you can take this method or this game and you can use it on a seven grade group of children. Or you can read about this and you can do this with your muscles and the way you make a budget is applicable to the way you gonna teach at a <i>Efterskole</i> that is going to Norway. #00:08:23-0# |
| ..Change of For   |                                                                                     |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Learning Environm |  | 21 | F1: Than always, <b>documenting our learning in our logbooks</b> . True. And than using it as a summery. And see what was bad about this way of pressing. #00:08:45-8#                                                                                                                                                                                                                                                                                                                                           |
|                   |                                                                                     | 22 | F1: There is also nice that there is no computers or anything. It is just a book. #00:08:51-1#                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                   |                                                                                     | 23 | F1: It also an opportunity to see a development of a student, from the first lesson to the next, just to see what experiences you got from the first kayaking lesson and to the last. What clothes were you wearing, what the weather was with it like that. #00:09:17-1#                                                                                                                                                                                                                                        |
|                   |                                                                                     | 24 | F1: Just when we have theory, I think that frustrates me, is the situation about sitting in a weird position, not being able to just relax in a difficult stay. Because you have to be an acrobats to sit and listen and write. A table would be great. #00:09:52-7#                                                                                                                                                                                                                                             |
|                   |                                                                                     | 25 | I: I take the silence as a STOP - THANK YOU so much. #00:10:06-6#                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## – Interview Guideline for «Vejleder PP» –

Date, Time: 23.03.2022; 10.00  
 Interview partner: Paul Petersen Idrætsinstitut: Expert - "Friluftslivvejleder"  
 Interviewer: Tobias Kaufmann  
 Location: DGI Byen, Copenhagen

| Leading question<br>(narrative invitation)                                                                                        | Was this mentioned?<br>What can I ask further?                                                                                        | Concrete sub-questions                                                                                                                                            | Maintenance questions<br>Guidance issues                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction (MA)</b>                                                                                                          | <i>Introduction / Thank you<br/>-&gt; English &amp; Dansk</i>                                                                         | <i>Aim of this interview:<br/>- 3 Focus on Vejleder &amp; Methods" &amp;<br/>"Challenges".</i>                                                                    | <ul style="list-style-type: none"> <li>- Declaration of consent</li> <li>- Information to PP</li> <li>- Interruption NOT Personal</li> </ul>                                                       |
| <b>Presentation question</b><br>Could you present yourself?                                                                       | - Age, Jobbing, Relation                                                                                                              | <ul style="list-style-type: none"> <li>- What is your education, background before becoming a Friluftslivvejleder?</li> <li>- What is your task at PP?</li> </ul> | <ul style="list-style-type: none"> <li>- What relation do you have to "nature".</li> <li>- main subjects you teach?</li> <li>- How many years at PP?</li> </ul>                                    |
| <b>Teil I: Friluftslivvejleder</b><br>"You teach your students<br>"FL and FV" → Describe the expression<br>"Friluftslivvejleder"? | <ul style="list-style-type: none"> <li>- Vejleder</li> <li>- Friluftsliv</li> </ul> <i>Important: Short and explicit as possible.</i> | <ul style="list-style-type: none"> <li>- What is Friluftsliv for you? Describe.</li> <li>- What is a Friluftslivvejleder? Describe.</li> </ul>                    | <ul style="list-style-type: none"> <li>- What is in the genes of a FLV?</li> <li>- Why should Vejledning become more popular in CH?</li> <li>- What makes a good "Friluftslivvejleder"?</li> </ul> |



| Leitfrage<br>(Erzählaufforderung)                                                                                                                                                                                                        | Check – Wurde das erwähnt? /<br>Was möchte ich hören?                                | Konkrete Subfragen                                                                                                                                                                                                                                                               | Aufrechterhaltungsfragen<br>Steuerungsfragen                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teil II-Part 1:<br/>Teaching Methods</b><br><br>Which are the most<br>important tools or<br>knowledge/skills for a<br>Friluftsvejleder?                                                                                               | TM:<br>- LbD<br>- T&E<br>- Learning by being frustrated.<br>- <i>Ask the Hammer?</i> | - Tools/Skill you want to teach to the FL-<br>Hold?<br><br>- Tell me 3 – 5 Teaching Methods should be<br>in the gens for a FV?<br><br>Instructor vs. Vejleder:<br>- Pyramid/Steps of Instructor/Vejledning.<br>→ ...<br><br>- Can you differentiate some TM from INST<br>/ VEJL? | Link the examples to the topics:<br>• Trekking, FL-Basic & Bushcraft<br>• Kano<br>• Havkajak<br>• Klatring<br>• Bikepacking<br>• <b>Turledelse, Logistik &amp; Sikkerhed</b><br>• <b>Naturelære / Værkstedsfag</b><br>• Telemark og Turski<br>• Vinterfjeld |
| <b>Teil II-Part 2:<br/>Learning Methods?</b><br><br>You are creating course for<br>course a new learning<br>environment. What is a<br>good learning environment<br>for you?<br><br>Take me bit through, what<br>are aspects you look at? | - Circumstances<br>- Conditions<br><br><b>CONDITIONSBASED LEARNINGS</b>              | - What Learning Environment do you<br>create with your way of teaching?<br>→ are there main focus points you include<br>into the planning?<br><br>How can you plan – How do you count in?<br>- Conditions?<br>- Circumstances?                                                   | Example fr. Student:<br>Learnings from Vinterfjeld →<br><i>“rough, whiteout weather, they<br/>couldn’t show us – what they want,<br/>but we learned a lot!”</i>                                                                                             |



|                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Teil III: CA: ILOs / TLA / AT TM &amp; LM-Combined:</b><br/>Can be explained in verbs of activities.</p> <p>Can you try to put some words on:</p> <p><b>Teacher vs. Student Activity</b><br/>What are the most used activities or better:</p> <p>In what activities do you like to see the students the most?</p> <p><b>AT: Assessment Tasks?</b><br/>How do you test the Friluftsliv-Topics?</p> | <p>Exemple:<br/>ILO: Apply (Explore)<br/>VL: Correct (Observe)<br/>SA: Do (Try and Error)</p> <p><b>Constructive Alignment</b><br/>ILO: Intended learning outcomes<br/>TLA: Teaching and learning activities<br/>AT: Assessment tasks</p> | <p>- With what activities do like to see the students the most?</p> <p>- What role do you take in this situation?</p> <p>- How would you grade this learning?</p> <p>- How do you build up the exams for the Friluftsliv Topics? (Technique, Teaching, Knowledge...?)</p> <p>- Do you have any Document/Guidelines?</p> | <p>S. 90 -&gt; LEVEL VERBS → ILOS<br/>S. 124 → ILOS</p> <p>S. 134 → ILOS<br/>S. 162 → Sample ILOS w. TLA</p> <ul style="list-style-type: none"> <li>• Trekking, FL-Basic &amp; Bushcraft</li> <li>• Kano</li> <li>• Havkajak</li> <li>• Klatring</li> <li>• Bikepacking</li> <li>• Turledelse, Logistik &amp; Sikkerhed</li> <li>• Naturelære / Værkstedsfag</li> <li>• Vinterfjeld / Telemark og Turski</li> </ul> |
| <p><b>Final Question of FLV-Part:</b><br/>Sum Up this part:<br/>What is the biggest strength of Vejledning in this case?</p>                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                           | <p><b>Transfer of Vejledning</b><br/>- Where can you see Vejledning be adapted or used?</p>                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                     |



| Leading question<br>(narrative invitation)                                                                                                                                       | Was this mentioned?<br>What can I ask further?                                                                                                                  | Concrete sub-questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Maintenance questions<br>Guidance issues                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teil IV: Challenges</b><br>(also positive)<br>Can you explain me some<br>of the challenges you<br>face/consider each year as<br>Coordinator of the<br>Friluftsvejleder-Linie? | <ul style="list-style-type: none"> <li>- Organization</li> <li>- Time for FL</li> <li>- FL/FLV-Gene</li> <li>- Informationflow</li> <li>- Equipment)</li> </ul> | <ul style="list-style-type: none"> <li>- What are key factors for, to organize a year of Friluftsvejleder-Education?</li> <li>- Can you teach "Friluftsliv &amp; Friluftsvejleder in 1 year? Are there limits?</li> <li>- What do you think of the time/topic-ratio?</li> <li>- Many students have periods of being frustrated during studies, are you aware of that?</li> </ul> <p>Clara:</p> <ul style="list-style-type: none"> <li>- Switch from Vinterfeld to Danish FL?</li> <li>Why is it a problem?</li> </ul> | <ul style="list-style-type: none"> <li>- How long should it be?</li> <li>- Limits? / "Compromises"?</li> </ul>                                                                              |
| <b>Teil V: FL &amp; FV → OPEN</b><br><br>To end, a small task for you<br><br><b>Finish - Open</b><br>Would you like to add<br>something I didn't<br>specifically ask for?        |                                                                                                                                                                 | <p><i>After a interesting, long talk.</i><br/> Can you please describe me the two key words again:<br/> - What is Friluftsliv for you? Describe.<br/> - What is a Friluftsvejleder? Describe.</p>                                                                                                                                                                                                                                                                                                                     | <p><b>Transfer of Vejledning</b><br/> Can you see Vejledning the form you teach it, be adapted in other settings?<br/> <br/> - What is the biggest strength of Vejledning in this case?</p> |



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## **– interview privacy declaration of consent –**

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Date: 03.03.2022  
Interview partner: Student 1  
Interviewer: Tobias Kaufmann  
Location: Copenhagen, Coffee Collective

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I was informed verbally by the interviewer about the procedure of the study and interview. Questions related to participation in this study were answered satisfactorily. I had enough time to make the decision to participate at the interview.

I agree that members of the responsible ethics committee may inspect my original data for review and control purposes, but in strict compliance with confidentiality.

I am participating in this study voluntarily. I can withdraw my consent to participate at any time and without giving reasons, without incurring any disadvantages as a result.

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I have been informed that original documents and audio recordings will be kept and used only for the purposes of the study. The Paul Petersen Idrætsinstitut will not have access to the original data.

The transcripts are written in anonymised / pseudonymised form. The Paul Petersen Idrætsinstitut may receive findings from it, but the given information cannot be merged with my person.

I agree that individual sentences that are taken out of context and thus cannot be associated with my person may be used as material for scientific purposes and the further development of the study.

Under these conditions, I agree to give the interview and the interview being tape-recorded, transcribed, anonymised and analysed.

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I will receive a copy of this declaration - if requested.

Kopenhagen, \_\_\_\_\_

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Signature of interview partner

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Signature Tobias Kaufmann

## **Anhang C: Spezialisierte Datensammlung**

Eksamensbevis «Friluftsjvejleder»

Instruktørbevis (Example of Kano & Kayak)

Fagbeskrivelse & Eksamensbeskrivelse (Example of Kayak)





# EKSAMENSBEVIS

*Dette samlede eksamensbevis dokumenterer, at den 1-årige  
Friluftsvejlederuddannelse på Paul Petersens Idrætsinstitut er **fuldført***

## FAG BESTÅET VED EKSAMEN

**Tobias  
Kaufmann**

XXXXXX-XXXX

Friluftsvejleder 2021-2022  
Paul Petersens Idrætsinstitut

|                                                                                                                                                                                                                                                                                                                         |                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>Event &amp; Projektstyring</b> · Sammenlagt skriftlig og mundtlig eksamen                                                                                                                                                                                                                                            | <b>XX</b>                               |
| <b>Fysiologi</b> · Mundtlig eksamen                                                                                                                                                                                                                                                                                     | <b>XX</b>                               |
| <b>Havkajak</b><br>DGI Havkajakinstruktør 1, certificeret af DGI<br>DGI Havkajakroer 1, certificeret af DGI<br>DKF Instruktør 1 formidlingseksamen, certificeret af Dansk Kano og Kajak Forbund<br>IPP 2 egenfærdighedseksamen, certificeret af Dansk Kano & Kajak Forbund<br>Havkajakturnforløb og kystnær friluftsliv | <b>BE</b><br>BE<br>BE<br>BE<br>BE<br>BE |
| <b>Kano</b><br>IPP 3 egenfærdighedseksamen, certificeret af Dansk Kano og Kajak Forbund<br>Instruktør 2 formidlingseksamen, certificeret af Dansk Kano og Kajak Forbund<br>Turforløb og fosforløb                                                                                                                       | <b>BE</b><br>BE<br>BE<br>BE             |
| <b>Klatring, Yoga &amp; Meditation</b><br>Toprebsklatreinstruktør eksamen<br>Bouldering, klatring, yoga og meditation                                                                                                                                                                                                   | <b>BE</b><br>BE<br>BE                   |
| <b>Kommunikation &amp; Undervisning</b> · Formidlingseksamen                                                                                                                                                                                                                                                            | <b>XX</b>                               |
| <b>Trekking, basic &amp; Buscraft</b><br>Teori eksamen<br>Helhedsvurdering                                                                                                                                                                                                                                              | <b>BE</b><br>XX<br>XX                   |
| <b>Turledelse, Logistisk &amp; Sikkerhed</b> · Planlægning, afvikling og evaluering                                                                                                                                                                                                                                     | <b>BE</b>                               |
| <b>Vinterfjeld</b><br>Telemarkinstruktør trin 1, certificeret af Den Norske Skiskole<br>Turski: egenfærd og teoriprøve                                                                                                                                                                                                  | <b>BE</b><br>BE<br>XX                   |
| <b>Wilderness First Aid</b> · Cases og førstehjælp på tur                                                                                                                                                                                                                                                               | <b>BE</b>                               |

## ØVRIGE FAG

|                                                                                                                                                                                              |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Functional Movement</b><br>Indføring i basal træningsplanlægning, udførsel af forskellige træningsformer, herunder opvarmning, løb, gymnastics, udholdenhedstræning og funktionel træning | <b>BE</b> |
| <b>Friluftshistorie og -kultur</b><br>Indføring i ekspeditions- og friluftshistorie, værdierne i og bag friluftslivet                                                                        | <b>BE</b> |
| <b>Førstehjælp</b><br>8 timers kursus                                                                                                                                                        | <b>BE</b> |
| <b>Bikepacking &amp; Mountainbike</b><br>Intro til basal mountainbiketeknik samt grundig indføring i turlivet på cykel, herunder packing, ruteplanlægning og logistik i bikepackingverdenen  | <b>BE</b> |
| <b>Naturlære</b><br>Grundlæggende viden om færdene i naturen, herunder naturens spisekammer, dyr og plantevækst, landskab, kortlæsning, regler og love for færdene i naturen                 | <b>BE</b> |
| <b>Udvikling og samarbejde</b><br>Udvikling af teams og gruppedynamik                                                                                                                        | <b>BE</b> |
| <b>Værkstedsfag</b><br>Undervisnings- og arbejdsdage med bygning af kanopaddel og egen kniv, samt vedligeholdelse og håndtering af ski og udstyr                                             | <b>BE</b> |

Karaktergivning efter 7-trinsskalaen

BE: bestået · IB: ikke bestået · ME: merit

København 18. juni 2022

Institutleder Carl Emmanuel Larsen



# KANOINSTRUKTØR BEVIS

PAUL PETERSENS IDRÆTSINSTITUT

Dette er et Kanoinstruktør bevis, der bevidner at

**Tobias Kaufmann**

har bestået Paul Petersens Idrætsinstituts Kanoinstruktør eksamen  
jf. retningslinierne indenfor PP KBH Kano  
og Dansk Kano & Kajakforbund

## IPP 3 INSTRUKTØR 2

### FOSSPADLING

Introduktion til strømmende vand, fosgrad 1-2 og sikkerhed

### TUR & EGENFÆRD

Turplanlægning og gennemførelse af kanotur med tilhørende lejlighed og fokus på kanoen som  
turfartøj

### KANOHISTORIE OG KLUBLIV

Introduktion til kanoens udvikling, samt afprøvning af forskellige typer kanoer

### VEJLEDERE

Simon Mundus

København, den 18. juni 2022  
Leder af Fritidslinien Jakob Bak Pedersen



# HAVKAJAKINSTRUKTØR BEVIS

PAUL PETERSENS IDRÆTSINSTITUT

Dette er et Havkajak Instruktørbevis, der bevidner at

**Tobias Kaufmann**

har bestået Paul Petersens Idrætsinstituts Havkajakinstruktør eksamen  
jf. retningslinierne indenfor DGI Havkajak, PP KBH Havkajak  
og Dansk Kano & Kajakforbund

**DGI Klubinstruktør eller Havkajakinstruktør 1**  
**DGI Havkajakroer 1**

**DKF Havkajakinstruktør 1**  
**DKF IPP2 Havkajak**

## **Vejledere:**

Heiko Damsbo  
Rasmus Birkkjær Bertelsen  
Bjørn Thomsen  
Martin Ploug

Varighed: 30 timer

København, den 18. juni 2022  
Leder af Fritidslinien Jakob Bak Pedersen



# FAGBESKRIVELSE/ KAJAK

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## FAGETS IDENTITET

Havkajak er en af grundstøjlerne i dansk friluftsliv. På Paul Petersens Idrætsinstitut arbejder vi med havkajakken som et turreddskab, der åbner op for fordybelse i teknik, sikkerhed, naturoplevelser, kulturhistorie og navigation til søs. Den studerende skal udvikle evner til at kunne formidle i brugen af havkajak ved de danske kyster under hensyntagen til planlægning og sikkerhed for deltagerne.

## FORMÅL

Formålet er at gøre den studerende sikker i friluftsliv ved de danske kyster, ved brug af havkajak. Undervisningen skal oplære den studerende til blive en kompetent formidler samt en alsidig kajakroer. Det er hensigten, at den studerende efter forløbet kan tilrettelægge en sikker tur på fjorde og langs de danske kyster i sommerhalvåret, hvor turens målsætning og gruppens forudsætninger mødes i læring og oplevelse. Dette sker ved den studerendes kendskab til sikkerhed og teknik, naturen, navigation og jura. Da disse kompetencer er altafgørende for en velfungerende instruktør.

## EMNER

### TEKNIK

De lærte kajakteknikker har som formål at bringe sikkerhed på tur i grupper til et niveau, der svarer til de krav vind og vejr stiller langs beskyttede danske kyster. Der skal samtidig opnås teknisk viden og forståelse så den kan videreformidles. Der arbejdes igennem lege og vandtilvænningsøvelser med trygheden i kajakken. Når glæden og forståelsen er opnået, arbejdes der med mere avancerede teknikøvelser, så håndtering af kajakken kan mestres i vind, strøm og bølger gældende instruktørniveauet.

### TUR

På tur i grupper arbejdes med planlægning, organisation og ledelse. Temaer som brug af kort og kompas, pakning og trimning af kajak, naturlære med kendskab til adgangsregler på kysten, enkle overnatningsformer, søfartsstyrelsens krav og anbefalinger er obligatoriske. Der arbejdes samtidig med brugen af kajakken som turreddskab og lejlighed, hvor madlavning, fiskeri og sankning vil være en del af turen.

### UDSTYR

Der arbejdes tværfagligt med faget Værkstedsfag, hvor viden om grejpleje og vedligeholdelse vil være et tema i undervisningen. Faget havkajak bygger videre på de håndværksmæssige kompetencer, og her behandles kajakkenes design og dets betydning for sødygtighed.

### FORMIDLING

Formidling indgår som en rød tråd i alle emner. Herudover er der specifikt fokus på turleder- og underviserrollen i arbejdet med en række cases, situationsspecifikke rollespil og undervisningsøvelser.



# FAGBESKRIVELSE/ KAJAK

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## KOMPETENCER

Vejledning er den bærende undervisningsform, og praktisk erfaringsdannelse er den gennemgående vej til udvikling af færdigheder. Gennem hele forløbet tilstræbes det, at den studerendes forudsætninger og forventninger til fagets niveau indgår i et berigende forhold. Den studerendes egenfærdighed udvikles gennem teknik og redningsmetoder og automatiseres på tur. Den studerendes turlederkompetencer udvikles og udfordres undervejs, og efter endt undervisning skal den studerende være i stand til at planlægge ture i forhold til målsætning, målgruppe, tid egne kompetencer og indhold.

## ARBEJDSFORMER

Faget er turbaseret og praksisfunderet. På tur arbejdes der med vejledning og instruktion, og dette afvejes i forhold til gruppens forudsætninger og turens udfordringer. Organisationen i undervisningen varierer alt efter øvelsernes art. Endvidere vil de studerende skulle undervise hinanden i et omfang tilpasset den enkeltes forudsætninger og niveau. Den studerende og vejlederne arbejder tæt sammen om at finde nye veje til læring. Praksis følges op med teori for at tilgodese personlige erfaringer og oplevelser. Variationen i undervisningsmetoder skal være en inspiration til de studerende afspejle den brede vifte af muligheder, som formidling giver.

## OPGAVER

De studerende vil undervejs i forløbet blive stillet individuelle opgaver og gruppeopgaver. Der vil være casebaserede turplanlægningsopgaver, turlederopgaver, selvtræningsopgaver og opgaver i natur – og kulturformidling. Den studerende skal føre logbog over hele kajakforløbet.

## EKSAMEN

Den studerende bliver evalueret og certificeret efter DGI's normer for Havkajak, der vil foregå som en samlet evaluering af den studerendes færdigheder og niveau igennem hele kajakforløbet. Målet er, at den studerende tilegner sig de færdigheder og erfaringer, der skal til for at blive Havkajakinstruktør I. Herudover skal den studerende opfylde en række af internt formulerede krav, der udvider og løfter DGIs instruktørstandarder. Eksamen vil være en løbende proces, hvor der i efteråret vil arbejdes frem mod styrkelse af egenfærdighedsniveau, hvor forårets forløb vil være et større fokus på den studerendes evne til at formidle, planlægge og turlede.



# FAGBESKRIVELSE/ KAJAK

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## LEKTIONSPLAN

Lektionsplanen findes i Lectio

## LITTERATUR

Sammenholdt med logbogsføring vil der i faget primært blive arbejdet med følgende litteratur:  
Borch, Lars (2018): Havkajak instruktør 2 - Teknik og teori. Ungdomsringen.



# EKSAMENSBEKRIVELSE/ KAJAK

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## INDLEDNING

Den studerende certificeres efter standarder for DGI havkajakinstruktør I. Herudover vurderes den studerende efter Paul Petersens Idrætsinstituts egne standarder i egenfærdighed og formidling inden for kajakroning.

## FORMÅL

Gennem forløbet vurderes den studerende i de krav og retningslinjer DGI opstiller til instruktørniveau I. Herudover lægges der vægt på, at den studerende lever op til Instituttets egne standarder for teknisk og formidlingsmæssig kunnen og på den studerendes evne til at lede og organisere ture langs de danske kyster, herunder om den studerende er i stand til at håndtere en sikkerhedsmæssigt udfordrende situation.

## EKSAMEN

I gennem kajakforløbet vil den studerende blive vurderet løbende i forhold til de moduler, der indgår DGI's standarder for havkajakinstruktør I. Uddybende beskrivelse af de enkelte moduler kan læses på DGI's hjemmeside: [http://www.dgi.dk/Udover/Kajak\\_og\\_kano/retningslinjer/nyheder/Havkajakuddannelsesmoduler-\[a33282\].aspx](http://www.dgi.dk/Udover/Kajak_og_kano/retningslinjer/nyheder/Havkajakuddannelsesmoduler-[a33282].aspx)

På Paul Petersens Idrætsinstitut skabes forbindelse mellem anerkendte standarder og friluftslivets mangfoldighed, og den studerende skal således gennemføre omfattende aspekter inden for kajak. Dette som en forudsætning for at bestå faget Havkajak på Paul Petersen Idrætsinstitut. Den endelige vurdering finder sted på den afsluttende tur, som afholdes maj/juni. På denne tur vil den studerende løbende blive vurderet i forhold til nedestående bedømmelseskriterier. De studerende vil på turens sidste dag modtage en personlig tilbagemelding i forhold, om de har bestået det praktisk/tekniske forløb. Er der tvivl, om en studerende er på det krævede niveau, vil vedkommende blive bedt om at forevise tekniske eller sikkerhedsmæssige elementer eller uddybe andre sider af kajakfaget. På turens sidste dag gennemføres endvidere en skriftlig prøve omhandlende de i faget tematiserede områder.

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# EKSAMENSBEKRIVELSE/ KAJAK

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## BEDØMMELSESKRITERIER

Det er vejlederne i faget, der samtidig er eksternt godkendt gennem DGI, som vurderer, hvorvidt den studerende har gennemført de enkelte moduler indenfor DGI Havkajaks retningslinjer tilfredsstillende, og dermed har opnået DGI havkajakinstruktør I. Det er endvidere vejlederne i faget, der afgør, om den studerende lever op til de internt definerede standarder. Den studerende bedømmes på den afsluttende tur bestået/ikke bestået ud fra følgende kriterier:

- Den studerendes overblik og tryghed ved udførsel af teknikker
- Den studerendes evne til at udføre de nødvendige teknikker på åbent vand i vind, strøm og bølger.
- Den studerendes evner i forhold vejvalg, risikovurdering og konsekvenser deraf. Herunder også dennes indsigt i samspillet med andre om turplanlægning og beslutninger undervejs.
- Den studerendes sikkerhedsmæssige og ledelsesmæssige evner.
- Den studerendes håndtering af udstyr.
- Den studerendes ansvarlighed i forhold til egenfærd herunder ly, madtilberedning og grej.

## REEKSAMEN

Den studerende kan bede om en revurdering, hvis bedømmelsen 'ikke bestået' er givet. En revurdering har samme betingelser som den afsluttende bedømmelse i faget. Tidspunktet for revurdering skal passe ind i uddannelsens planlægning. Den studerende kan selv foranstalte eksternt undervisning og derved opnå nødvendig kompetence til beståelse.