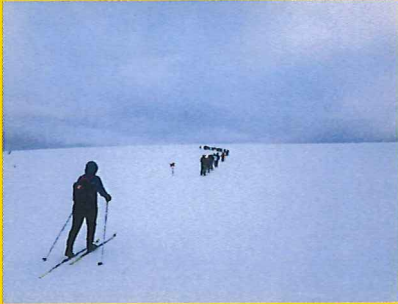


Learning through snowsport



IVSS 29 sep 2021, Åsa Tugetam, PhD

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1




2

Tonight

Swedish outdoorlife

My reasearch

Summary and questions



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3

Historical development of outdoor life in Sweden

In 1885, the Swedish Tourist Association was founded, which together with the sobriety movement came to be of great importance for how outdoor life in Sweden developed

1892 Friluftsrämjandet is founded

In 1911, Sweden became the first European country to have its first 9 national parks stretching from north to south, inspired by North America's national park, Yellowstone. The proposal comes from the Swedish polar expeditor Adolf Erik Nordenskiöld.

1911 The Scout Movement



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4

Long tradition...

The outdoors, nature and environmental concerns are all concepts that occur in the general Swedish curriculum for both preschool, compulsory school, and in the specific curriculum for science studies.

Its origin can be traced back to the influence of scholars such as the French-Swiss educator Jean-Jacques Rousseau and the Swedish botanist Carl Linnaeus



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5

Method

- GoPro
- Observations
- Groupinterviews
- Individual interviews
- Logbooks
- Informal interviews



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6

Is there any transferable skills to everyday life from outdoor education green/white

Learningprocesses

- Contextual
- Relational
- Identity developing



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7

Contextual learning process

Concerns the experience, knowledge and abilities that the students show that they have acquired as a result of, thanks to the friluftsliv/snowsport education, having "switched" environment and interrupted ordinary school/university routines.



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8

When the schoolbook becomes real



Man, there are loads of mountains in Sweden. Yeah and they are really big too. And you know, standing here, it feels totally unreal (turns to particular student). And Patrick (the school teacher) told me that we are only in the middle of Sweden, you know halfway north. It's crazy. No one will believe us, when we come home! (Jens, Go-pro recording)

"Thus, when people go to the mountains, is this the place where they go? This is the mountains? Or are there more places like this?"

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9

Relational

Can be said to stress the social context in which learning occurs and is made possible. The relational learning is partly about the relationships the students have within the group and with teachers, and partly about how these change/develop over time and how positions between members in what I might compare to a community of practice find themselves in a new context.

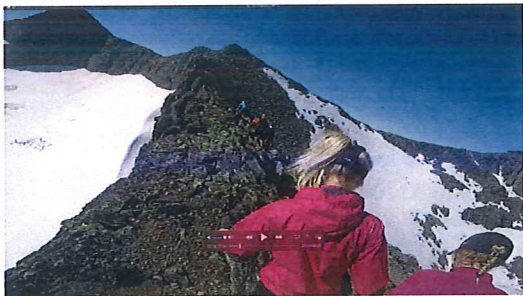


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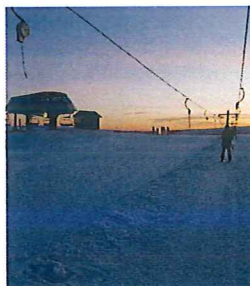
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"I got a different roll in the group up there in the mountains, I did not think about it then but when we got back we talked about it in class. I did not want to go before we took off, We have been talking about how easy everything is at home and about what you actually can manage as long as you decide to. I could succeed a lot more in school but now it is almost to late, I just want to pass, I graduate in June and I want to pass my classes. I should have done things earlier. I thought I would be really bad, it is really not my "thing", but I did well I think, I am a quick learner (laughing)"



11

Identity developing



The identity-developing learning process that the students describe can be said to consist of different components. In what I have chosen to call the pedagogy of contrasts, what it means for the students to find themselves in a situation in which they can no longer rely on clear-cut routines and habits becomes clear.

By finding themselves in contrasting contexts, in which habits and routines are to some degree turned upside down, the students are forced to face a situation that for them is perceived as fairly new and unfamiliar.

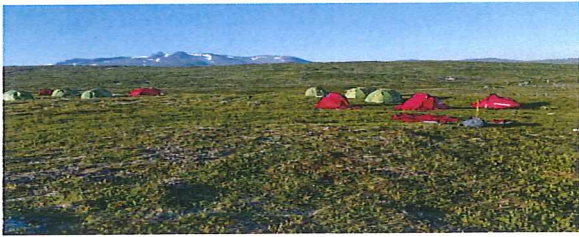
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12

You can not "check out"

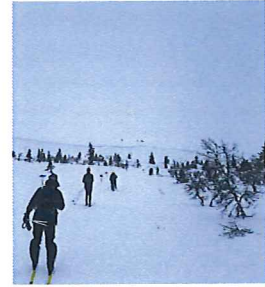
"If I'd been in school right now, I would have gone straight home, eating pizza and playing Fifa 15 the whole f__ing afternoon, evening and night! This really sucks! Seriously, who the f__k does this? This is totally mentally disturbed behavior. (observation note)



13

When you need to push yourself

There were quite a few times that I thought, "oh just keep it together now Alicia, don't tell the others what you think and feel. You will only regret it". It is really shitty you know, when everyone is hungry, tired and wet. You really don't want to do it no more. At the same time, what I have come to realize is that are heck of a more things that I can accomplish, after I say stop when I'm at home. I think of how much I did that week, it was truly a once in a lifetime experience for me. It really was, but I will never do it again. (Alicia, interview)



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14

The complexity of learning

Engagement in social practice is to be understood as a fundamental process through which people learn and at the same time become who they are. Learning is in this sense not to be understood as a separate activity. There are however times in our lives when learning is intensified: when situations shake our sense of familiarity, when we are challenged beyond our previous experiences of responses (Wenger).

Education is a social process, education is growth, education is not at preparation for life but is life itself (Dewey).



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15

Conclusions and implication for teaching in friluftsliv and snowsport education

The purpose was to investigate, from the student perspective, the learning processes that take shape in "friluftsliv" and snowsport education.

I have identified three clear learning processes. These three learning processes are understood as overlapping processes that the students experience simultaneously.



16

Teaching snowsport at the University

Sometimes hard to explain what we are doing, things are going on between the line so to speak.

Contrasting and new environments create new experiences and insights. In this way, everyday activities that are experienced as onerous or demanding in one context may end up being seen in a new light.

We teach a lot more than skiing it self



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17



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18