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# **Benefits of multi day dog sledding trip for inexperienced participants**

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## **Abstract**

This work investigates tourism based dog-sledding, and poses two questions: is there an educative element to this activity? And, if so, is there something particular about this activity that makes it more suitable for educative experiences? The first premise is accepted as valid, and a working definition for educative experiences is provided. Dog-sledding is established as a liminal sport, that although increasingly competitive, is motivated by a set of values that are antagonistic to mainstream competitive sport. Building from this premise, the author examines several aspects of motivation theory, as linked to adventure and educational tourism. The argument is made that the liminal and alternative aspects of dog-sledding fulfill the motivation criteria for several tourism demographics. Then, to practically examine whether or not tourism based dog-sledding has an educative effect, interview data from participants in a multi-day dog-sledding excursion is analyzed. From this analysis, the conclusion is made that there are in fact educative elements to tourism based dog-sledding, but that these elements reflect more the spaces that the activity occurs in, rather than the activity itself.

**Key words:** dog sledding, educational tourism, lifelong learning, educative experience

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# 1 Introduction

My inspiration for choosing this topic comes from my own experiences in a multi-day dog sledding adventure. In 2013, I was incredibly fortunate to participate in a four day dog sledding trip called Fjällräven Polar (FP). I was one of about 30 people who were given the opportunity to not only learn how to dog sled, but to do so while traveling through the arctic tundra of Scandinavia. My experiences in this extraordinary adventure motivated me to explore, in this thesis, what the benefits of such a multi-day trip for an inexperienced participant might be.

The idea of the FP experience is to bring people together, from all over the world, and teach them how to dogsled. FP is non-discretionary in regard to who can apply for a spot in the experience, but the event organizers enthusiastically solicit entries from people who do not frequently expose themselves to adventurous situations; the idea being to provide them with a secure, albeit uncharacteristic, scenario and environment, in order to get them to test their limits. The event organizers hope to demonstrate that with the right knowledge and guidance, everyone is capable of being comfortable and competent; even in a potentially inhospitable environment such as northern Scandinavia.

The event took place about 300 km north of the Arctic Circle, and the participants were asked to travel approximately 250 km by dog sled in four days. Participants slept outside in tents, or just in shelters they built themselves in the snow. In order to successfully complete the short expedition, participants had to take care of the dogs, learn how to identify a safe spot to set up a camp, and develop the ability to stay comfortable in an unfamiliar environment. These tasks were aided by experienced professionals; at all moments participants were under the supervision of experienced mushers and outdoor guides.

This experience of my lifetime motivated me to explore the topic further for this thesis assignment. The opportunity had affected me in such a way that I couldn't help but wonder, had it had a similar effect on other the other participants? Specifically, I wanted to find out whether they had perceived that there was some benefit to the

experience, beyond receiving the opportunity to participate. For the intents and purposes of this thesis, my central questions seek to discover whether or not participants in a multi-day dog sledding excursion experienced any educative benefit; that is, I am attempting to discover whether or not such experiences for inexperienced participants have the effect of prompting self-reflection and reformation. By extension, I am also interested in what values they gain through their very participation.

## **Aim**

Thus, the aim of my research will be to look more in depth into the potential educative outcomes of such an experience. I will focus mostly on the perspectives and insights of inexperienced participants, which I define as those participants who have none or very little previous experience in dog sledding and winter camping. I want to explore what motivates people to undertake such adventures and experiences, and whether or not, in reflection, they consider their participation in the process to have been educative. In the theoretical background section of the thesis, I will present a selection of literature which establishes my working definition for an educative experience.

*“The organization of FP was surprised by the spirit of the people that participated. They showed that even though they never had experienced dog sledding and subarctic environment in winter before, they had the guts to take on the challenge and the will to go with a dog team 250 kilometers over tundra, through mountain forests and over frozen lakes.”* (How it all started Fjällräven, n.d.)

## 2 Theoretical Framework & Literature Review

### 2.1 Dogsledding

Butcher and Sassi (2007) contend that dogsledding originated among the Inuit living in the Arctic regions of what is today considered Alaska (USA), Canada and Greenland. The first sleds were constructed with local natural materials and served a primarily transportation based function. Today, however, a basic dogsled is made of wood, metal, and plastic, and is mostly, though not exclusively, used as a recreational vehicle for leisure. In regard to geographic distribution, it is still in use in the regions that it is considered to have originated in, but is now also used outside these regions, particularly in Scandinavia, Finland, and Russia.

A dog team pulls the sled and its musher over snow and ice, while the latter stands on, pushes or runs with it. The skill and knowledge needed to form, drive, and care for a dog team – the serious leisure component of this hobby – are evident in the following passage:

„Mushers stand on the back of the sled and direct the dogs with voice commands. The most common are *gee* for right, *haw* for left, *hike* to go, and *whoa* to stop. Drivers make the sled run smoothly by shifting their body weight around turns, pedaling with one leg, and getting off to push or pull the sled. A musher’s most important responsibility, however, is to the dogs: feeding and watering them, checking their health, and tending to injuries.“ (Dogsledding, n.d.)

In order for the sled to glide across snow and ice smoothly, it rides on two runners that extend several feet behind its main body. The musher stands on these extensions while the sled is moving, and holds on to a vertical piece of wood called a *handlebow*. Once moving, the musher can stop the sled by standing on the brake, which is a set of steel claws that drag in the snow. Once stopped, the musher can secure the sled by tying it to a post with a *snowhook* or a *snub line*.



It is important for mushers to have a basic knowledge of veterinary care, so that they can ensure the health and wellbeing of the dogs in the event of an emergency. A great deal of this responsibility has to do with experience and awareness; while travelling, mushers closely monitor their dogs for fatigue and signs of injury. A small injury can become serious very quickly, if not acknowledged by the musher, as the dogs will often continue to perform, even while hurt.. The parts of the dogs' most vulnerable to injury are the paws, which suffer cuts and abrasions from the snow and ice. Mushers treat the pads of the paws with soothing balms and protect them with fabric booties when the sled is not being used.

Typically looked after by a musher, sled dogs are raised to enjoy running. Once they are old enough to handle the physical rigor of sled work, they are placed on a team and tested in different positions (e.g., leader, middle, wheel). Every position is suited for a different personality and strength profile, so each dog assumes the specific role within the team that best reflects their attributes. (Butcher & Sassi, 2007)

There are physical demands that are placed on the mushers as well. As a baseline for participation, a hobbyist dog sled driver needs sufficient physical conditioning to occasionally run with and push the sled, as well as to suddenly shift their weight in order to facilitate forward movement. Experience informs a musher with the knowledge of when it is best to engage in these core activities. Beyond this physical standard, any party who wishes to own their own dogs for sledding must also have the energy and emotional intelligence necessary for raising, training and caring for their dogs.

The wonder of nature felt while mushing a dogsled is similar to that felt in skjoring (when a person is pulled along the snow by a horse, dog[s], or motorized vehicle) and cross-country skiing: skimming quietly over the snow in a hushed winter setting that unfolds more and more of the landscape during the journey. One does not have to feel as though the activity does not afford them the agency to be spontaneous: drivers can always stop the sled and look around, or take time for a rest. Moreover, if not constrained by forest or geographic features, they may choose a route that interests them most. In other words, mushers find affordances for their own agency.

Although the competitive side of dogsledding tends to dilute these sensations, it also adds new ones. Dogsled races fall into three categories. Sprint races are limited to distances that dogs can sprint or lope 6-40 km a day.. Middle-distance races must be less than 500 km, while long-distance events being over 500 km. Most race trails are groomed and lined with colored markers, which is necessary for the mushers to navigate. This is because the terrain, like the weather, may be harsh and inhospitable, and snowdrifts, blizzards and thaws can, at almost any time with little notice, create difficult racing conditions. Drivers need knowledge and experience to successfully negotiate these contingencies.

The Iditarod Trail Sled Dog Race is the best-known annual competition in this sport. The 1852 km historic Alaskan trail held its first dogsled race in 1972. Although racing occurred before the Iditarod, it has certainly become the most prolific, and has led to the creation of many other races in suitable environments: Butcher and Sassi (2007) estimate that about 4000 dogsledding competitions are now held annually throughout the world. Local and regional organizations oversee these races, enforcing standards set by the global governing body, the International Federation of Sledding Sports.

### **2.1.1 Glimpse into a history of sled dog racing**

The history of organized long distance dog sled racing goes traces back to Nome, Alaska, in the beginning of the twentieth century. The comprehensive history of dog sledding, however, goes back even further in Norway. The Norwegian people adore their Polar heroes: men such as Fritjof Nansen and Roald Amundsen. These men are so widely regarded in Norway because of what they were able to accomplish in the most foreboding and inhospitable landscapes, and this adoration reveals an insightful glimpse into the formation of the Norwegian self-identity. The Norwegian people embrace their landscape, and look at their ability to live within it and move through it as evidence that it is indeed a part of them.

A significant aspect of this is the Norwegian connection to traditional ways of living and the outdoors. *Friluftsliv* (Nansen, 1921), approximately translated to ‘open-air life’, embodies the connection that the Norwegian people have to the outdoors. And a good

deal of this proudly anachronistic connection is grounded in tradition. In this vein, there is a strong link between Norwegian *Friluftsliv* and the proliferation of dog sledding throughout the world.

The Norwegian adventurers' spirit has emigrated along with those would migrated outside of Norway. In particular, there is a strong link between dog sledding in North America and Norwegian immigration. During periods of Norwegian emigration to North America, a good amount of the land settled was in the northern part of the continent, which resembled a landscape more akin to that of Scandinavia. Thus, perhaps not surprisingly, you can find the names of Norwegians on the roster of those first participants in the inaugural All Alaska Sweepstakes. In fact, the first hero in long distance sled dog racing in America was a Norwegian. Leonard Seppala, a man from the very northern tip of Norway, achieved great success in North American dog sledding competition.

Therefore, when the Iditarod in Alaska race was established, it was a great inspiration to Norwegian long distance sport. After participating in the Alaskan race throughout the seventies, they decided to follow suit and create their own race. Thus, in 1981, the Alta Trekkhundklubb (Sled dog association) arranged the first Finnmarksløpet, which is nowadays one of the most prestigious dog sledding races in Europe.

### **2.1.2 Counter Cultural Elements of Dog Sledding**

In her ethnographic research of competitive dog-sledding culture, "Sled Dog Racing: The Celebration of Cooperation in a Competitive Sport", Kemp (1999) observed that the proto-typical elements of most athletic competition (i.e. celebration of victory and hierarchical structure based on performance) did not persist in competitive sled-dog racing, despite the fact that sled-dog racing had been steadily becoming more and more commercialized throughout the 1990's. Instead, of competition, cooperation was celebrated. Kemp (p.81 explains: "the race is constructed as a liminal experience: outside roles and statuses are leveled and an alternative moral order emerges." Kemp allows that the commercial elements of sport have certainly altered the overarching structure of dog-sledding; the races that mushers will prepare for an enter are motivated

by the size of prize for the competition winner and the general prestige of the competition. Within the competition however, the participants themselves hold up cooperation as the highest value to aspire to. For instance, at the John Beargrease Sled Dog Marathon, the “largest and usually the only standing ovation goes to the person winning the award for best-kept team, rather than to the actual winner of the race” (p.81).

Kemp proceeds to connect this alternative suite of motivations to Turner’s (1974) work on *communitas*, and she thus presents dog-sledding as a liminal experience that has an element of timelessness. Following this premise, she proceeds to argue that in the liminal activity of dog-sledding “an alternative moral order emerges in which the usual cultural values of competition are subordinated to values of cooperation, and the roles and statuses connected with class and gender in the larger society are not operative” (p.81).

Apart from the invaluable insight into the world of competitive dog sledding, there are two elements to Kemp’s analysis that serve as instrumental launching points for the theoretical framework of this thesis: representation and liminality.

Bridging the work of Durkheim (1951) on *representations collectives* to the world of sport, Ingham and McDonald (2003) describe representation as the signals and examples of the means in which a group will understand itself, through its relationships to the objects that affect it. A sport or activity, as an object that we can relate to and identify with, begins to support a possessive relationship from the participant to the object. A representation of the character of the object begins to emerge, and this representation starts to inform the self-identity of the participant, and creates a larger community which the perceive themselves to be a part of (Ingham and McDonald). In relationship to the sport of dog-sledding, which has already been established as an alternative object, this begins to manifest itself in the attraction of an individual searching for a particular type of community: a community that subverts the moral and geographical mainstream. This search for representation connects to the aspects of motivational theory which will follow in the theoretical framework.

The other element of dog sledding uncovered by Kemp is liminality. Liminality can be understood as both a metaphorical social state, as well as a physical geographical

position. Metaphorically, dog sledding is liminal because, as established by Kemp, it possesses a value structure which temporarily dissolves the knowledge structure that is dominant in competitive sport. It could quite rightly be argued that this liminality does then not apply to recreational dog-sledding excursions. However, with the evidence provided by Kemp, it appears the liminality apparent in dog sledding occurs despite the trend towards competitiveness; that is to suggest that there is a quality to dog sledding that a western understanding might describe as inextricably liminal. In terms of geography, the regions where dog sledding occurs are particularly liminal for inexperienced participants: the tundra of Russia, Canada, the USA, and Scandinavia. These locations are, both by their location and by their very definition, polar. They sit on the frontier of the world, on the margins from the mainstream. With reflection on the theoretical framework, it might be suggested that the Fjällräven Polar excursion describes both the location of the adventure, and the metaphorical state occupied by participants.

Varley (2011) has developed the concept of liminal geographical states for activity with his work on liminal marginality. Varley's research was primarily an ethnography into the world of sea kayaking in Northern Wales. There are hermeneutic elements to his research, as he utilizes Friedrich Nietzsche's conception of the Dionysian and Apollonian ideals to describe how sea kayakers are an in-group which deviates from the norms of society. Challenging dominant perceptions of adventure, the major argument that Varley makes is that risk is not at the core of sea kayaking adventures, or at the core of adventure altogether. In fact, he makes a point of downplaying the role of risk, and is critical of the predominance of risk in most research of adventure. Instead of risk, Varley suggests that liminal marginality is at the core of adventure experience. That it is not risk, and the ability to cope with risk, that makes a sea kayaker or an adventurer deviant, but the fact that they are literally on the margins of society, barely present and often in transition. By focusing on the geography of marginal areas (areas that are not commonly traveled through or used, or areas that stand as a threshold another), he gives notable significance to territoriality in defining and informing experience and self-identity. Varley makes the case that sea kayakers in particular inhabit the territory at the margins, because they are often in those tidal areas that are not quite land, and not quite sea.

Varley's argument can be effectively adapted to dog sledding. Where the tidal zones for kayaking are a space for transition from the land to the sea, the landscape of dog sledding is the space of transition from the frontier into the abyss. The tundra of the north signals the edge of the world. The activity is liminal in its nature, but its overwhelming character is that it occurs on the margins of the geographic world. Through his work, Varley effectively communicates that is the marginality of the landscape that connects to liminality.

## **2.2 Educative Experiences**

The working definition of an educative experience, as it applies in this thesis, refers to an experience that reveals to the participant something about themselves, or about some element(s) of the world at large. This definition, which is my own, is based on the following theoretical readings.

In his 'Ways of learning about leisure meanings', Watkins (2000) focuses on the way in which the academic field researches, synthesises and communicates understandings about our experiences in leisure. Watkins presents four well established and often used paradigms that social researchers use as a framework for their thinking. These four paradigms are described as objective and reductionist, and Watkins infers that this is consistent with the predominant, widely held academic paradigm of positivism. Within this paradigm, the phenomena that might be experienced in leisure can be attributed to one variable or explanation.

Watkins presents the 'experiential paradigm' as an alternative means by which to research and explain experiences in leisure. Experiential paradigms of research seek to understand and portray an individual's perspective of leisure phenomenon. Furthermore, the experiential paradigm suggests that an individual's perspective must be considered and represented in the context of the individual's wider life. For example, a research participant might explain their experiences of leisure in the context of family or work life. Or, for example, the leisure experiences which would occur with whilst a child. According to Watkins, this experiential paradigm can be placed under the broader umbrella of interpretivism.

The difficulty with research conducted with an interpretive methodology is that it is harder to generalise to wider populations and may only represent one individual. Invariably, due to the logistics of writing research papers, the sample size may also be much smaller, as this methodology seeks depth of insight from few, as opposed to repeatable variable measurement from many. However, even though this methodology is harder to generalise for wider populations, due to its focus on perhaps only one individual, an audience or reader can still draw meaning from the research through Watkins concept of 'inter-subjectivity'. Inter-subjectivity could be used interchangeably with the term 'empathy'. Whereby, a reader draws meaning from shared experience, demography, values or behaviour. There is a subtle difference between 'generalising' and 'intersubjectivity', yet the methodological ramifications are very significant.

In respect to this thesis, the significance of Watkins call for a methodological paradigm shift in researching leisure experiences that focuses more on the individual perspective of experience within that individual's wider context is twofold. Firstly, it links together with the concept identity formation and projection, which is a key element to Turner's *communitas*; how we see ourselves in relation to the context of the others around us provides considerable influence into our individual perspective of experience. Secondly, examining the wider context of an individual is a fundamental element of investigating the comprehensive motivation behind tourism and adventure experiences.

Stebbins (1982) work, 'Serious Leisure. A conceptual statement', draws attention to the fact that leisure time in contemporary life is increasing, and that future generations will be subject to even more leisure time. Stebbins argues that in the future, career structures and journeys will not be so structured as they have been at the time of writing and prior, and the significance of what one does for an income will not be so significant in personal and social definition within society. Importantly, Stebbins suggests there is a need to reconsider leisure as it becomes more significant in peoples' lives. He calls for an acknowledgment of 'serious leisure', and he presents six qualities of serious leisure in contrast to work and leisure.

These six qualities are: perseverance: although serious leisure may be enjoyable or pleasurable, it still requires hard work and an individual might experience stage fright,

injury, embarrassment or anxiety. A weekend kayak racer for example, or an amateur actor. Stebbins asserts, however, that satisfaction derives from overcoming adversity; careers: leisure may take on a career like timetable as an individual returns to the same place repeatedly over a long period of time. Their responsibilities might change over time and they might be subject to some kind of promotion within a leisure community; effort: an individual's leisure might rely on special knowledge, training or skill. This will require an investment of time and energy that would not be seen in traditional leisure; durable benefits: serious leisure will bestow significant benefits to an individual and these benefits will reflect some internal transformation or benefit, as material gain may not be the sole motivation for serious leisure activism; ethos: sub-cultures of serious leisure develop and share their own sets of special beliefs, values, moral principles, norms and performance standards; identity: individuals will tend to speak loudly and proudly of their serious leisure activity and it becomes a way in which individuals will define themselves.

Stebbins relates his qualities to his definitions of 'amateurism', 'hobbyist pursuits' and 'career volunteering', which he details as three categories in which a serious leisure activist might be placed. He concludes by suggesting that more leisure time does not necessarily incur increased life satisfaction by default. Rather, increased leisure time may lead to increased levels of depression and spiritual dyspepsia, as individuals may be incapable of structuring their leisure time positively and constructively. Also, increased leisure time might leave more time for anti-social behaviour. So, more choice and more 'free' time is not always a good thing.

Therefore, Stebbins calls for a reorganisation of the educational systems that prepare young people for life. These systems are predominantly constructed around preparing young people for working life. However, Stebbins suggests that they are not adequate enough in preparing young people to use their leisure time effectively and constructively.

Stebbins' work, like Watkins', ties into the realm of motivation for experience, but goes a step further in suggesting a socio-cultural infrastructure in which: people will have more time for leisure pursuits, and through which people will identify, establish (or re-establish) and emphasize the dominant aspects of their personality. Stebbins also makes



connections between the transformational elements of leisure experience and the underpinnings of motivation theory. When the liminal character of dog-sledding is held up to analysis with Stebbins' work, the elements of an actively pursued transformative experience in a medium that exhibits particular value sets becomes more and more apparent.

With the capacity for experience established, and the beginnings of a foundation for motivation theory being laid, questions around how this experience can be pursued emerge. In 'Play - The Making of Deep Outdoor Experiences', Magnussen (2012) considers the concept of 'play', or at least how it is used by the kayakers in his study, as a directionless activity which lacks an explicit objective. This consideration moves in the opposite direction of the conclusions drawn from the previously considered theoretical framework, which were increasingly moving to a simple cause and effect relationship between motivation and experience.

Magnussen asks the question: 'Why is play so important?' Specifically, he asks "what makes this seemingly inconsequential activity so important that animals literally risk their lives to do it?" And he gives a partial answer which accounts for a biological and historical explanation: survival and adaptation. Human evolution was at least in part informed by play for survival and adaptation.

So whereas in the previous work considered, individual capacity was highlighted, in Magnussen's work there are elements of the behaviorist paradigm, in which individuals are portrayed as passive and compliant recipients who simply absorb ideas obtained from external sources & respond uncritically to them. Magnussen mentions that structures such as group size and fixed plans can interfere with the experience of play and flow experiences. But he also mentions that there is well established discourse within the sea kayaker community in regard to how smaller groups and flexibility with plans are optimal. This can very easily become a self-fulfilling prophecy that is just accepted uncritically, and presents a very inflexible structure for educative experience.

Yet there are also elements of the cognitivist paradigm which are apparent and must be considered: it is almost as though Magnussen presents the concept of unconscious flow knowledge and experience acquisition as a universal truth, or underlying current. From that point, it is just a question of how it is accessed, and this relates to Magnussen and

his idea of disposition. By orienting your activities in certain ways, you are more prone to tap into this experience. Magnussen states that he has experienced this in some of the harshest conditions, and believes that you cannot be a fair-weather kayaker to experience it. This concept, although initially discouraging, is actually in line with several religious teachings: that you cannot achieve enlightenment without putting in the work to become elite. For the purpose of this thesis, however, the conception that inexperienced participants cannot achieve enlightenment is irrelevant. It is this glimpses of flow, not the permanent state, which can be transformative in their own right.

In 'Rethinking experience: What do we mean by this word "experience"?', Fox (2008) investigates the concept of experience using an auto-ethnographic approach which is underpinned by a post-structural emphasis on exploring the narratives and discourses of experiential education for groups that have long been marginalized in conventional education. Fox hopes to rethink the idea of experience by trying to move away from the conventional anglo-american epistemology, instead focusing on 'whose experience has been heard?'

Fox makes the argument that theoretical understandings of experience have been missing in experiential education scholarship. However, considering that theoretical understandings of experience are commonplace in philosophical and social scientific scholarship, she queries what different conclusions could be made by focusing on phenomena considered 'unique' to experiential education?

Fox then links the interpretation of experience to power relationships, and argues that anglo-american constructions/epistemologies dominate outdoor education discourse on experience. She believes that other epistemologies (cultural, cognitive, psychological) will create an enhanced understanding of experience in outdoor education, and argues that the self-reporting of experience in outdoor/experiential education is flawed, and that reports/findings from a range of other disciplines will show that in addition to the intended positive effects of experience, there are unintended negative effects to outdoor education experience.

Fox insights play into the framework of this thesis by contributing a counter argument to the premise that experiences in the outdoors can be either educative, or if not that,

then potentially neutral. Instead, she argues that experiences are complex and diverse, and that there is a tendency to cognitively overlook negative experiences.

Seaman's (2008) work, 'Experience, Reflect, Critique: The End of the "Learning Cycles"' provides an in-depth examination of learning models, which are valuable for understanding how an experience can be educative. Moreover, he provides a strong historical foundation for the idea of educative experience.

Seaman first outlines the inadequacies of assuming that learning happens sequentially and in a "step-wise" fashion. The "learning" discussed in sequential models (plan, do, review) often ignore the way that individuals are influenced by cultural, social and physical processes. Furthermore, within these 'learning models', experience is often processed as a cognitive and separate process to the individual. This, he argues, relies on a rationalist and individual processing of phenomenon.

Seaman details that experiential learning takes its influences from many places, including Plato, Dewey and Hahn. Experiential Education as a pedagogical method was developed and advocated by many "progressive" educators during the mid 20th Century and Kolb's (1984) experiential learning cycle is perhaps the most recognisable. Kolb developed this model by taking direction theory from many fields and existing practices and combining them; he was also heavily influenced by "learning style" theory.

Seaman goes on to explore the various critiques of the experiential learning model from various fields and paradigms. He suggests that the implementation of the model may have been based on ideology and as such is not based on substantial learning theory research. Furthermore, the models have been adopted by so many people and fields for so many years that they now construct their own paradigms and constructions of knowledge. This further compounds attempts to challenge them or explore alternatives. The models have become firmly entrenched in the wider field's psyche. He concludes by suggesting that the models he critiques shouldn't be abandoned, as they still serve a purpose. However, given new constructions of knowledge, societal trends and research methods, experiential learning as a field might benefit from exploring alternative approaches to learning.

The final work which underpins my theory on educative experience is by Bell (1993) and is titled 'What Constitutes Experience? Rethinking Theoretical Assumptions'. Bell is looking for understandings in how social subjectivities are formed through embodied knowing and feels that what happens in experiential learning could help illustrate this. Bell establishes that experiential learning is group-based, a social experience, and yet our traditions call it "personal growth" and "character building", hence there is a focus on individual changes. Theories of group process acknowledge that there is a group identity or culture (e.g. Mitten, 1986; Phipps, 1991), but there is still no clear sociological analysis informing our theories.

Thus Bell focuses on two important aspect of learning through experience which have not been addressed adequately in the theory: the embodied location of experience and the social organization of the process. Bell uses Dewey's concept that "any theory and set of practices is dogmatic which is not based upon critical examination of its own underlying principles" (Dewey, 1997, pg. 22) to frame the article. Experience becomes "it" and is treated like an object that can be expected to do the same thing to us every time, yet there is no generic formula for "the experience" which applies to everyone. According to Bell, Dewey sees experience as a relationship between the individual and their environment, a replicable interaction in which meanings are found, and he explores the social aspect of experience in the context of a natural harmony of social consensus. However, experiential education tends to ignore this and treat the "subject" only in cognitive relation to the "it" of experience. For example, there are some differences in perceiving experiences between bodies, between gender; bodies seem like unique, personal possessions, or perhaps attributes, and yet there are social expectations and regulations around all of our bodies.

The main argument or problem that Bell alludes to is the cognitive dimension of reviewing experiences and learning. She feels frustrated and confused due to the fact that her body is ignored in learning experience yet her learning occurs in her body either through physical movement, her perception of her own body or the social limitations placed upon her femininity by society. She asks, how can she convey or communicate these experiences when experiential learning models place such emphasis on the 'mind' and cognitive processing.

Bell's contributions to the world of experiential education tap into the vein of what I am attempting to investigate in this thesis. With a consideration once more of Varley's liminal marginality, to detail whether there are something significant in the embodied location of experience.

### **2.3 Educational tourism**

Following research conducted in the period between 1986-2000, Krippendorf outlined a new framework for educational tourism market in Western countries that exhibited a developed tourism infrastructure. He was particularly concerned with the phenomenon of the motivation for travel and recreation, and sought to discover the driving forces behind tourism. Working from a hypothesis that tourism was at one point a more passive pursuit (in which one could literally re-create themselves through dedicated rest and relaxation), Krippendorf theorized that the nature of tourism was shifting into an active mode for spending a vacation traveling the world. In this line of thinking, one could re-create themselves through exposure, rather than through relaxation. On the basis of this research, Poon (1993) developed the term, the 'new' tourist. For effect, although it is open to the criticism of assuming uniformity across a population, Poon juxtaposed his 'new' tourist against an archetypal 'old' tourist, and detailed an inventory of what traits the 'new' tourist might possess. For example, the 'new' tourist is often perceived to be:

- better educated;
- more culturally aware and attuned to the natural environment;
- more curious and analytical;
- often seeking not only knowledge of the world, but also self-knowledge; and
- more active in their tourism participation.

### Changing composition of the Western tourist market

Market segment	Travel motivations	% of market	
		1986	2000
Work – oriented (live for work)	Recovery – rest, doing nothing, passivity, being served, switching off; and Liberation – no duties, no worries, no problems.	10-20	≈10
Hedonistic life – style (one works in order to live)	Experience something different, explore, have a change; have fun, enjoy oneself, play; being active, together with others; Relaxation without stress, do one pleases; and Nature, enjoying proximity with nature, and interact with environment.	~60	45-60
‘New unity of life’ (reduced polarity between work and leisure)	Broaden one’s horizons, learn something; Introspection and communication with other people; Come back to simpler things and nature; Creativity, open mindedness; and readiness for experiments.	20-30	30-45

*Source: After Krippendorf (1987); Weiler and Hall (1992)*

From Krippendorf’s comparative study for the years including and between 1986 and 2000, we can clearly observe a change in the dominant priorities of a tourist whilst on vacation. Fewer than 10 percent of people chose to spend their vacation passively (i.e. doing nothing, eliminating stress, incurring no problems). Most people, however, elected for something more dynamic and interactive, in order to broaden their horizons, gain knowledge and experience of something unfamiliar, interact with the environment, and simply be more active in general. People increasingly began to seek out a degree of uniqueness for their experiences; they accomplished this by increasingly traveling to more remote destinations, or by returning to natural areas that represented an idea of wildness and wilderness. From these trends, one can presuppose that there are the beginnings of a movement to a form of travel that incorporates some elements of learning or education. That is to say, there is evidence here of a form of tourism in which people wished to bring an experience or learned element from their journey back with them.

According to Smith and Jenner (1997), one of the main trends emerging in tourism appears to be the development of a new 'leisure-education hybrid'. Within this movement, education is becoming an important part of the leisure environment, subsequently creating the new demand for leisure product which has an educational component. (Ritchie, Carr & Cooper , 2003)

Pitman, Broomhall, McEwan and Majocho (2010), in their research work on adult learning in educational tourism, make an insightful link between educational tourism and lifelong learning. They focus on commercial sphere of recreational tourism, and argue that these aspects (the long-temporal and educational) are notably under-valued and under-researched. Their study analyses the kinds of learning that commercial recreational tourism operators promote, and reveals that there are considerable pedagogic processes at work in these organized recreational tours. Their analysis also investigates the relationship between isolated educative experiences and the concept of learning within the context of a long-scale lifelong-learning agenda. (Pitman, Broomhall, McEwan & Majocho, 2010)

### **2.3.1 Lifelong learning**

The concept of lifelong learning can be potentially confusing because it combines aspects of both individual learning and institutionalized learning. Within this concept, learning can be understood as an individual process which continues throughout the span of a life (i.e. *lifelong learning*). But although it is an individual process, this does not necessarily disqualify it from taking place in more structured settings in which an educational result is being pursued. With this in mind, lifelong learning can also be considered as institutionalized and formalized. (Jarvis, 2004)

Ritchie, Carr & Cooper (2003) discuss motivational factors of educational tourists. They admit that educational-tourists do not fit into a homogeneous grouping, and therefore there are many specific segments within tourism, which each segment containing sub-segments with different preferences and travel behaviors, which may in turn require diversity in regard to products and experiences. There are many theories which successfully argue for the significance of motivation in the leisure and tourism context.

For example, Iso-Ahola's Motivation Theory establishes motivations for tourism and recreation that include personal escape, personal seeking, interpersonal escape and interpersonal seeking. (Snepenger, King, Marshall & Uysal, 2006; Ritchie, Carr & Cooper, 2003)

### **2.3.2 Definitions of educational tourism**

Because educational tourism (edu-tourism) is not an exact science and the field is rather new, there are different perspectives from which one can look at it. Below I chose few definitions I researched, that fits the purpose of this study:

- Edu-tourism is any type of program in which participants travel to a location either individually or in a group with the primary motive engaging in or having a learning experience (Rodger, 1998, pg. 28).
- Educational tourists (edu-tourists) are individuals or groups who travel to and stay in places outside their usual environment for more than 24 hours and not more than one year for purposes including study, business, leisure or other activities (World Tourism Organization, 2012).
- The combination of tourism and education has enhanced the performance of tourism industry (Lam, Ariffin, Ahmad, 2011).

The definitions of Roger and WTO are very similar, though. Both consider the tourist or group of tourists traveling to locations which are outside their usual, everyday environment. WTO defines time specification, which is limited between 24 hours and maximum of 1 year. Under an educational purpose of the edu-tourism we can understand different activities such engagement, study, business trip, leisure activities etc. Or more precisely any activity, which can include any form of learning experience, this is very individual considering experiences of each person.



Lam, Ariffin, Ahmnad (2011) are considering the change of tourism industry given by diverse demands of tourist, which means, there is richer offer of products available on the market nowadays.

## **2.4 Iso Ahola's Motivation Theory the Tourism Context**

The Motivation Theory incorporates four central motivations, wherein each dimension is comprised of 3 items (12 all together). This framework has been developed to potentially characterize tourist motivation. Iso-Ahola proposed this model to capture salient intrinsic drivers for tourism behavior.

### *1. Personal escape*

- to get away from my normal environment
- to have a chance in pace from my everyday life
- to overcome a bad mood

### *2. Interpersonal escape*

- to avoid people who annoy me
- to get away from stressful social environment
- to avoid interactions with others

### *3. Personal seeking*

- to tell others about my experiences
- to feel good about myself
- to experience new things by myself

### *4. Interpersonal seeking*

- to be with people of similar interests
- to bring friends/family closer
- to meet new people

(Snepenger, King, Marshall & Uysal, 2006)

Those groups of Iso-Ahola's Motivation Theory (Dann, 1983) will be important for analysis of results of the interviews with participants of Fjällräven Polar later on. I will be looking into which groups were represented and what motivations are driving participants while undergoing this multi-day dog sledding trip.

### **3 Method**

Before commencing my research, and according to rules of the Norwegian School of Sport Sciences, this research project was announced and sent for approval to Norwegian Social Science Data Services (NSD). This study has been approved by the NSD. (see Appendix 3). ‘Research design’ pertains to the methodological choices which are made in regard to paradigm selection, data representation, sampling methods, data collection, and data analysis. My research design is structured under these subheadings.

#### **3.1 Paradigm Selection**

According to Patterson and Williams (2002), constructing a conceptual framework is the first methodological decision necessary for establishing a research design. They argue that this is the case because the conceptual framework has a significant effect on the methods that will be used for data collection. If the conceptual framework is based on previous research, or the conceptual framework seeks to remain open to new developments in the research complex, there are particular methods for data collection that each can employ. The conceptual framework and research problem of this thesis straddle that line between reliance on previous research, and openness to new developments. Consequently, reflecting the recommendation of Patterson and Williams, this thesis utilizes a hermeneutic research paradigm.

#### **3.2 Data Representation**

The second decision necessary in research design is data representation. I have opted to use qualitative research methods, because the data being examined in this thesis is interview data, collected from participants in Fjällräven Polar.

### **3.3 Semi-structured interviews**

My chosen method for collecting data was a semi-structured interview format. Data was collected by conducting interviews with five people who had participated in Fjällräven Polar in either 2013 and 2014. Because the first step was to contact potential interviewees, I sent an email (see Appendix 1) via a contact person at Fjällräven who was in charge of communication with participants while organizing the whole event. In this email I asked people who participated in FP to reply if they wished to participate in an interview about their experiences from the event. I received six responses, but ultimately managed to conduct five interviews.

Four interviews took place via Skype and were recorded using relevant software. One interview took place face-to-face at home of one of the participant, because the circumstances allowed us to meet in person. This interview was recorded using a voice recorder. Participants came from following countries: USA, Finland, Denmark, Slovakia and Germany. Four interviews were conducted in English, whereas the interview with the Slovakian participant in our mother tongues, since Czech and Slovak are very similar.

The purpose of the study was not explained to participants before the interviews, so as to not influence the answers and keep the interview as broad as possible for following analysis. Part of this decision was that I had not yet determined my specific research question at the time of the interviews, and wanted a broad scope of data to select from. Prior to data collection, participants were informed and assured of their confidentiality and anonymity. This was done to minimize the social desirability bias of the respondents. An interview guideline with three main questions was created, asking participants about their expectations and experiences before, during and after the event:

#### **Key questions**

1. What were your expectations for Fjällräven Polar?
2. What did you experience during Fjällräven Polar?
3. What does your Fjällräven Polar experience mean for you now?

Open-ended questions were asked to allow participants to express freely their feelings, motivations, and experiences. Other questions emerged in response to the answers of participants.

All interviews were transcribed and analyzed using relevant methods.

### **3.4 Process of interview analysis**

I made a comparison on perceptions of values and educational benefits of multi-day dog sledding trips among participants of Fjällräven Polar event in 2013 and 2014. Interviews were conducted via Skype, recorded using appropriate software, and then transcribed using word processing software. For coding interviews I am considering using one of following 3 methods (from Saldaña, 2013):

**CODE is:** a word or a short phrase; we divide also First Cycle coding methods and Second Cycle coding methods

#### **3.4.1 Structural coding**

To get the total impression of the data, it is important in this stage of research. It is done by reading the transcripts of the interviews several times. For this purpose I have chosen a method of structural coding, which is applicable to this type of qualitative study with multiple participants. While reading the interviews I was looking for terms and codes which are important for the interviewees, no matter if they were suiting the theoretical framework or not. This was done in the first cycle. In the second cycle I was getting more looking for similarly coded segments and collected them for more detailed coding. So I got reasonable amount of codes to work with later in the discussion part. The themes I found reoccurring in all interviews were: influence, team work, learning, understanding, self-confidence, social experience, friendship, change.

## **4 Findings and results**

After researching the theoretical background of this study and setting out the research questions I will now interpret the data I have collected. Each interview transcript was coded and key terms were collected through all of them. Because open-ended questions were asked, the answers vary from participant to participant. In this chapter I will present quotes from the interviews which I find relevant to the theoretical framework and research question. Where there was a significant difference in answers, this will be shown by quoting each respective interviewee. This is mainly a phenomenological approach, since every participant has a different background and comes from a different culture. That being said, although the English communication skill of each participant was at a very high level, the presence of a language barrier must be taken into account. Because of the individualities in regard to experiences and attitudes to the researched topic, it was impossible to keep all interviews identical. And although the best efforts were made not to, there is a chance that some of the questions asked might have partly influenced interviewee's answers. To provide anonymity to the participants, the original names were replaced with pseudonyms.

For better structural division of the results I have created three main categories. The first relates to the expectations of the trip and provides insight into the background of the participants to better understand the context of why they joined this event. The second category relates to experiences from the dog sledding trip, what they have actually experienced compared to the expectations that they had. Lastly, the third category looks into the meaning of the whole experience that the participants now have in reflection.

### **Participants**

For a better understanding of the statements and opinions, I will give a short introduction of participants, describing their background and their pre-existing relationship to outdoor activities and adventure. This information was collected during interviews, and the descriptions are written from my perspective of what each participant had shared.

**Adam** (25) is a university student who comes from Denmark. He grew up in a smaller city in south of the country, and in 2010 he moved to Copenhagen to start his university studies. He has not been very active in regard to outdoor activities, and this is because he was raised in an urban environment. As a result, his hobbies are mostly related to a city lifestyle. He told me he was a boy scout for couple of months when he was younger, but since then his interests are skateboarding, road cycling, and other pavement relevant activities.

**Ben** (40) is a father of five who comes from the USA. He is an oncologist who loves his job. Ben has lived most of his life in a cold environment, so he likes to escape to the mountains time to time. He was raised to love nature and consequently he has really rich background regarding outdoor life. From being a boy scout when he was a youth, he did a lot of hiking and outdoor camping, and later. in his adulthood, he started to climb mountains. Since he has climbed some of the highest mountains of many continents, he is very familiar with harsh environments, and so he felt really confident and ready for the dog sledding experience.

**Chris** (30) comes from Germany, where he finished his studies in Geography and Biology one year ago. He grew up with very close connection to nature thanks to his parents, who raised him that way. Learning about plants and animals he feels that he bonds with nature really well. His experience with outdoor activities is hiking and camping mostly in the summer, but prior to FP he had never slept outside in the winter.

**David** (30) is a university student and photographer from Finland. He grew up in a small village, so it is natural for him to spend his leisure time in the woods or just outside in general. He is also the only participant in this study who has previous experience with dog sledding. He owns one sled dog and has worked for a small dog sledding company on a part-time basis for three years.

**Ed** (35) is an outdoor enthusiast from Slovakia, who works as safety instructor. He does a lot of hiking in the mountains and travels around the world, which is his passion. As a kid he was a lot out with his parents, making fires while tenting in nature. In nature he looks for peace, as he admires the simple life.

## 4.1 Expectations

All of interviewed participants expected to experience some kind of extraordinary adventure, but the specific expectations were different from person to person. It is interesting to observe that they didn't mention the dogs that often, even though they were going to drive a dog sled. Very frequently mentioned were some hard skills they wanted to learn, as well as experiencing nature in northern Scandinavia. The social element also emerged frequently, as every participant mentioned expectations regarding meeting the new people who were going to participate in the trip with them.

Chris was a little bit cautious with his expectations. Because he was aware of the rough conditions up north, he was kind of relying on the organizers to provide good guidance and ensure a safe experience. However, his expectations were more complex:

*I hoped that we will have good instructions into how to control dog sled team, how to control the dogs and I was still not really sure whether I can handle the dogs, because actually not afraid of dogs, but I wasn't so close to dogs before. So I was a bit skeptic how that will work and also I was... Well on the other hand I was expecting it will be really adventurous time, it will be rough, but on the other hand we will maybe experience our limits, but still will be somehow supervised and safe.*

On the other hand, for Ben, participating in a dog sledding trip was a dream he had had since his childhood. His excitement for the trip was obvious, and he was the only participant who put the dogs in his ranking on the highest level:

*I expected it would be really thrilling and it really was dream of mine to be on a dog sled and so I was expecting it to be an amazing adventure. That was my mean expectation. Just being out and seeing a new part of the world was exciting, being with new friends from all over the world, it sounded really exciting, but the most thrilling part for me sounded like to be with the dogs and actually experience dog sledding in the arctic circle. Just all of that was really, really exciting.*



The least experienced person regarding outdoor life is Adam, who admits it saying: *“I was really inexperienced coming to Fjällräven Polar.”* He expected to learn how to survive in the nature: *“My expectation was to get this big experience of nature and to learn a lot about the outdoor life. How to manage being in the wilderness and I was really looking forward how to steer the dog sled, how to camp in the snow and all the different skills that were necessary to complete the trip”*.

Ed had similar expectations to Ben. With his background, he was used to doing a lot of hiking in the mountains. Because he travels the world and admires the simple life in nature, his expectations were very locationally grounded: *“I have expected it to be something completely new to me, I love winter overall, so my expectations were, that finally I will experience the real winter conditions on Scandinavia a that it will be easy.”*

The only one, who from the group of interviewees had a previous experience with dog sledding was David. He used to help out with the training of a dog sledding team in his village, so he was already familiar with taking care of the dogs and his expectations were focused a bit differently than the expectations of the other participants:

*So, my expectations were to meet a lot of new people and have a great experience. Since I've already done a lot of dog sledding before the trip I was already prepared to do all the dog stuff. That was good I had all the time to take pictures, talk to people, I didn't have to learn anything about dogs or how to feed them or so. Only about to see the landscape and take photos and meet new people.*

A very frequently mentioned factor regarding expectations was meeting new people on the trip. The social side of the trip seems to be very important for all participants. Chris and David discussed this as one of the main aspects among the others, and a quote from Chris underpins this: *“Yeah, I was hoping to meet nice people, to get to know each other and to rely on each other, because we were suppose to go in team. To encounter team work and we will help each other.”*

People who had some experience with outdoor life and feel more confident being outdoors, away from the conveniences of modern life, tended to enjoy the experience of

being outside and sharing their experience with other people. As mentioned above, David who had worked with sled dogs before, wanted to meet people of the same mindset and make new friends:

*It's perfect place to meet new people, because you are together all the time. Since you have pretty much the same mind [...] it's really easy to get to know people and talk to them about whatever, because everybody has the same interests, so that is the best thing.*

## **4.2 Experiencing dog sledding trip**

In the interview, participants were asked to share what they have actually experienced during the trip. For all of them it was, above all, a very positive experience, but the answers as to why were varied. Everyone's perception of the whole experience is little bit different which is, of course, to a certain extent informed by divergent personal experiences.

The remarkable findings were the differences between expectations and the actual reality of what the participants perceived. Everyone, except the one who had already had dog-sledding experience, stated that the real experience was very different from their thoughts.

Adam says: *“What I wasn't expecting was how much the experience would impact me and my social life. Just as much big part of it was social aspect, meeting everybody from the other countries, making new friends. I didn't expect to be such a big part of it.”*

A very similar response came from Ben, who was also not anticipating how the social part would become such a significant part of it: *“You know, I expected it to be a great adventure and it was, what I didn't maybe expect or anticipate was the people, how closer friends I would become with the other contestants and what an enriching experience that would be to be with people from all over the world and how much we bonded”*

Ed was also very surprised how strong the social aspect impacted his experience: *“For me the strongest point was the comradeship and friendship, which was strengthened there. We all were there in the same boat and that’s something different than when you meet someone through a friend of yours. Getting to know the people at such an event is much faster and you get to know the true face of the people. Yes, it gave me sincere friendship and that means the most to me.”*

Chris was really surprised how quickly one got on the sled with just a minimum knowledge. He was also surprised that it was not too hard to learn the skill how to steer the sled. *„[...] okay, they showed us what is called left (haw) and right (gee) and these things and then we were standing on the sledge and we went and that was really surprising for me because we were unskilled and so on, so they trusted us that we can do it, that we were learning by doing it. That was really surprising thing that turned out to be a bit difficult at the beginning. But really fast you learn it, so I like the idea to get more pushed into some things to learn them if it’s not dangerous, that’s the precondition of course [...]*

*[...] I could enjoy the calm environment and the peacefulness of the whole place and everything was white and covered in snow. That was really something unexpected, I’ve never seen Scandinavia in white and so far north, that was really something –wow- like on the moon. It was also great to be with other people to share it immediately, that you are not alone and it was rougher than I expected actually. Physically, that you really got to experience the limits”*

David emphasized that the dog sledding did not give him anything new; everything covered over the course of FP he knew from before already. But, while interviewing him, he frequently mentioned the significance of the social experience he had:

*There was nothing really new to me about everything, because I have been doing it for so long, so it’s mostly the experience was all about getting to know new people and get these relationships since I went to Sweden and Lapland later on with Adam, so I have got really good friends, and that’s the best part about the trip. [...] And of course I haven’t been there yet, so all the landscapes were really nice.*

I asked each participant why they thought the social aspect of the trip was so significant and I received very similar answers from Ed and Ben. This quote from Ed reflects the opinion of both of them: *“Maybe it’s the uniqueness of the action and maybe the overall purpose of the event, that let’s say, total coward wouldn’t enter such an event, we had a group of people who had some relation to the outdoors and such an event attracts such types of people.”*

Ben explains his decision to enter the event as an extension of his desire to make a change in his everyday routine:

*I guess for me you know in a personal way I had been in school for close to 15 years and I was really focused on my career, which is good you know I have really important job and treating cancer patients and I love what I do, but it’s been really focused only on one aspect of my life and many of the other facets of my life that I personally enjoy had to be put aside and participating in the FP was kind of awakening for me to who I really am and I guess the selfish thing I really enjoy, being outside and having adventure.*

Ed thinks that search for balance in life is really common for our society, and that this might have also been the case with the people who participated in this event: *“Maybe it is caused by the hectic life, people nowadays live and they need to escape from stereotype and city life, they look for mental cleanse or peace.”*

My questions were then directed to what highlights participants experienced on the adventure. Ben’s answer was very holistic; he was the only one who didn’t limit himself to one or two isolated experiences on the trip:

*It really is the whole thing, special things about every day and every moment, I mean if you would have asked me in the middle of the experience what is your favorite part about, I’d have said “right now, what I am doing right now!”. Because I was some much in the moment, I was enjoying just each thing about it, even feeding the dogs, when you’re dead tired at the end of the day, for me that was enjoyable. [...] each little peace I really treasure.*

A particular highlight that three of the participants pointed out was sleeping outside under the open sky the last night of the trip:

*“ Sleeping under the open sky was really nice thing.”* (Adam)

*“[...]But also the last night when we were able to sleep outside and just hang out around the bonfire and talk about it, just chill out, that was really, really cool.”* (David)

*“Highlight was sleeping outside without a tent, although I missed the polar light, it was really cool not to freeze at all and rely on equipment.”* (Chris)

At last, but not least, getting to work with the dogs was frequently called highlight of the trip.

*“Another highlight was probably at the second day when I started to get the grip how to drive the dog sled and I could start to enjoy it and it was kind of meditation I think just going on our own for hours on a dog sled and just enjoying the views and the experience being pulled by the dogs, that was really when I started enjoying that, that was really major highlight”* (Adam)

*[...] And the action with the dogs of course when they were looking at you like almost communication in a certain way, you cannot describe it and that you also should work a bit when it went uphill, they looked at you like you should also push a bit, you know [...]* (Chris)

### **4.3 Meaning of the experience now**

To find out to what extent such an experience can possibly influence people, I asked them: what does the experience means for you now? Depending on which FP experience each participant partook in, this meant either six months or one-and-a-half years after FP. Some participants appeared to be more influenced than others, but everyone brought back different stories and emotions.

David sums up his experience as: *“The whole trip was the best trip of my life. I really enjoyed that. [...] It means a lot since now I think that I have a lot of new connections that I can use in different purposes. I can ask if I can go visit anybody I want to if they*

*let me and you can go almost wherever now and it's just great to have that community with all the people in it. So I think human is a social person, kind of needs people around and people that you can rely on."*

Ed talks about better bond with the nature he forged and the self-confidence he gained:

*[...] So it has opened another possibilities to me, I have learned how to survive in such environment, in such conditions and I gained better self-confidence, that I know more both practically and theoretically and I know I can take care of myself. [...] I have learned some new skills, even though I had some experience with outdoor activities before. For example, now on my trips to the mountains, I do not take so many stuff with me now, I have learned how to pack light and that is really useful.*

Increased self confidence was also mentioned by Adam, who said:

*From going being absolutely inexperienced, I think I've build up; I am not really experienced outdoor person, I'm still learning, but I have the confidence to go out and to throw myself into these projects and I am definitely using more of my time, than I was before. I am going out in a nature. That's a whole new interests that has been cultivated and it's really giving me a lot of happiness, I think.*

Chris sees the benefit of such trips, which he thinks many people could not indepently afford, or perhaps would not otherwise muster the courage to participate in. He thinks there is value in sharing his experiences with the world, and encouraging people to do something similarly uncharacteristic:

*I could also maybe tell other people about and encourage them to do similar things. [...] I did for example presentation at university and talked about the experience and showed them pictures and videos and they were really enthusiastic about it and one or the other might go up north, to encourage them to go out even and tell them in winter time it's beautiful place, so it's not a question of summer or winter, it's just a question that you push yourself to go out and to experience something.*

Adam was the most eager to share with me about what the experience means to him now. He talked about changes made in his life, and it was very interesting to see how influenced he has been:

*It means a lot, it means something every day I think. It was such a fulfilling experience that I realized I was not really happy with what I was doing in my everyday life so I started slowly to change that [...]. I was studying medicinal chemistry before but I've realized I wasn't really happy with doing that and having the different kind of people on the trip, I've realized that maybe I should just do it. [...] Going on a trip and doing something extremely different that I would normally do also gave me the courage that I would also change the path that I have taken with the medicinal chemistry, so now, this summer I've applied for the Danish school of media and journalism and I've got in, so now I am studying TV and media management.*

*[...] it really had a huge impact of my life actually. I have been doing so many activities and so many changes that can be traced back to the experience.*

Similar to Adam, Ben also confided to me that this experience motivated him to make some big changes in his life. Even though he works as a doctor in Florida, he decided to follow his dream racing Iditarod, which is the most famous dog sledding race in Northern America:

*I just feel very, very lucky and blessed and for me it really did change my trajectory, I mean in a very big way. It led to changes in my career, changes in where I live and how I am rearing my family, it was very influential on me. Moving from Florida to Alaska [...] you know really I am off to Alaska not knowing how I was going to accomplish this dream of racing the Iditaroid, I found a job here, I picked out, moved my family, but I had no concept of where I was going to get dogs or start training or, I just knew I was gonna do it. I made the decision I'm going to move to Alaska and race the Iditaroid.*

## **5 Discussion**

The main goal of this thesis was to find out how a multi day dog sledding trip may influence inexperienced participants in their everyday life. In the following chapter I will discuss the findings of interviews I conducted with five participants of a dog sledding event called Fjällräven Polar. Individual perceptions of the participants will be compared to find out what aspects they gave a preference to. I will divide the discussion into sub-categories for easier structural flow for the reader and will answer research questions according to the theoretical background.

### **5.1 Expectations and motivation**

My first questions for the interviews were focused mostly on the expectations people had before they went on the trip. From the answers I got, it was interesting to see what each of them expected from the dog sledding trip. Most of the participants did not put the element of sled dogs on the first place, as I would have assumed, when telling me about what they expected to experience. Mostly people expected to learn some new skills in regard to how to survive and how to make a pleasant experience of a stay out in the winter environment. Spending more days in a row outside in harsh climate of northern Scandinavia was very new to all of them, except to David, who is from Finland and did a lot of winter activities since he was a young boy.

Ed, who already had rich experiences hiking in mountains all around the world and doing outdoor activities, for instance cooking on fire on regular basis, thought that dog sledding would be easy. But later he happily admitted that he was absolutely wrong in this assumption.

Adam, Chris and Ben were the participants that were most eager to learn and experience dog sledding. During the course of their respective interviews, they have mentioned this many times and emphasized it as one of the most important elements to them. Seeing a new part of the world, looking out upon new landscapes covered with snow, and experiencing all of that from the sled dragged by huskies were the most significant



attractions of the trip. The anticipation of such kind can be very well interpreted by Iso Ahola's Motivation Theory (Snepenger et al., 2006) in its third category of *Personal seeking*. This category includes three sub-categories, where one of them is "*experiencing new things by myself*". People who travel to new places, want to get to know local environment, culture and enrich their own life somehow, because the memories which bring personal satisfaction and happiness last for much longer than any material possessions that we accumulate. Ben expressed these sentiments in our interview, and I believe that they could also be applied to this study. People who travel to places such as sub arctic polar tundra in northern Scandinavia are looking for something more than just an ordinary touristic experience. Varley (2011), in his research on sea-kayaking, describes these fringe environments as liminally marginal areas, which are located beyond the border of an ordinary person's destination, metaphorically speaking. Northern Scandinavia in winter time is not a common area for the majority of people. Thus we can perceive the people who I interviewed for my thesis as adventurers, who are probably using the experience of dog sledding for identity formation. The overwhelming emphasis by interview participants on the location of the experience leads me to conclude that it was the liminal marginality of the environment, and less the liminality of the experience of dog-sledding itself, which was the motivating factor.

From talking to people from many backgrounds with diverse experiences of traveling and outdoor living in general, it became obvious, that the more confidence they had prior the trip, the more they tend to look for other aspects which will enhance their experience. This could be explained through Iso-Ahola's Motivation Theory, specifically by the category of *Interpersonal seeking*, which defines potential tourist behavior with the purpose of "being with people of similar interests. David, who as the only one experienced dog sledding before, was coming to Fjällräven Polar to meet a lot of new people and make new friends. He believed that the people attending FP would be interested in dog sledding, and that this would make it easy for him to find topics to speak about.

The anticipation of each single participant varied. Everyone put the main emphasis on different aspects, but overall most of them were eager to experience the landscape, then

meet new people, and then ride the dog sled, which was the third most mentioned aspect.

## **5.2 The experience**

In the following section, I will discuss actual experiences of the participants in regard to how they presented them to me.

Watkins (2011) discusses the experiential paradigm, which means that every individual's perspective must be taken into consideration of one's wider life context. This means, that every person explains their experience in the context of what one has already experienced and relates new experiences to different backgrounds, for instance family, work or childhood.

Even though nowadays in developed countries people tend to use the concept of "live for" (Krippendorf, 1987), as opposed to "survive in the society", leisure time is something that is very appreciated, but often is not sufficient to fulfill people's satisfaction. Stebbins (1982) brings the term "serious leisure" and predicts, that leisure time will be increasing by future generations and that it will become more important for improving a quality of life. Therefore the author (Stebbins, 1982) uses the adjective "serious", because even this aspect of life shouldn't be overlooked. It is obvious, that leisure activities also might impact a quality of life and one can even learn some useful skills to be employed in many other areas. For instance in the case of dog sledding trip, although it can be perceived as enjoyable activity, it still requires a lot of hard work – being active in a winter, taking care of dogs, running uphill behind the dog sled and keeping warm when the temperatures are below zero takes a lot of energy.

The benefits of such activities may not be a materialistic, but some kind of internal personal transformation, which requires a lot of time investment, patience and possibly sacrifice. The question about how the tourism market is changing was also asked by Poon (1993), who studied differences between former and modern tourists. He has developed a new vision, where he put an 'old' (archetypal) tourist on one side and a 'new' tourist on the other. The outcome of it is that the new tourist is perceived as better educated, more curious, often seeking not only knowledge, but also self-knowledge and

is more active in the tourism participation. Participants of dog sledding trip can be also perceived as new tourists, as they participate actively in their leisure time and are keen to learn some new skills, meet people of similar interest or mindset or explore a new environment. These factors of what 'new' tourist means can be found in statements of the interviewed participants earlier in this thesis.

### **5.3 Team-work**

Team-work was a term very often mentioned during interviews. The participants realized that without cooperation both with dogs and with other mushers, they wouldn't be able to have a pleasant experience or even make the trip successful. Related to McDonald's and Ingham's (2003) theory we can assume the object (dog sled) and activity (dog-sledding) being a bond of the whole group. Having responsibility not only for self, but also for the dogs and each other is something that makes an event of such kind team-oriented and develops cooperation between participants. Furthermore it can also positively impact personal identity and affiliation to a community as McDonald and Ingham (2003) state in their study. As a practical example related to this study an ordinary mushing day looks as follows:

First always come the needs of dogs only then the needs of mushers. It is important to feed the dogs in the morning, prepare a meal of great nutritive value to provide readiness for physical activity. To assure perfect health condition of the dogs an experienced musher must examine physical health of each dog, alternatively massage paws or take care of other possible handicaps. When a dog is ready the musher can look after self. Packing down camping and other equipment into sleds follows. At this point it is possible to harness dogs into their positions on the line and a trip can continue.

A good example I got from Ed, who spoke about friendships which have been strengthened during the event. Despite the fact that people didn't know themselves coming from all over the world and although there could be certain language barrier, since the main language of communication was English and it is not a mother tongue of most of them. He likens the experience as "being in the same boat" with all other

participants, so it is very important to help each other; relying on each other and cooperation is then a great mean for strengthening friendships and trust towards each other. This can be an example of both theory presented by McDonald Ingham (2003) and Iso-Ahola's Motivation Theory of personal/interpersonal seeking. Concerning the Iso-Ahola's Motivation Theory, not all the people I interviewed looked for the social aspect of the experience. They didn't come to search for friendships at first (except for some of them who did), but this is an aspect that emerged from the actual situation in which they came to.

#### **5.4 Benefits of dog sledding**

As it states in the title of this thesis, the main research question is, whether a multi-day dog sledding trip may have some learning benefits for inexperienced people who undergo such experience. As benefits are meant to have special learning effects on individuals and if they can possibly use them and apply them later in their lives.

From the findings, it is obvious, that it might impact people no matter what previous experience they had. But everyone put emphasis on different aspect of it. The most frequented terms and codes, that appeared during interviews were: influence, team work, new perspective, learning, understanding, confidence, self-confidence, courage, social experience, friendship, change, balance in life, memory etc.

One of the chapter in theoretical framework focuses on Edu-Tourism or Educational Toursim (it depends, which source is used, but the terms have the same meaning). The question is, if dog sledding trip as Fjällräven Polar is, can be comprised under this category. It is not advertised as being Edu-Tourism attraction, but it definitely shows some aspects on the grounds of which it is possible to include it without any doubts. According to definition given by World Trourism Organization (2012) "*Educational tourists (edu-tourists) are individuals or groups who travel to and stay in places outside their usual environment for more than 24 hours and not more than one year for purposes including study, business, leisure or other activities*" it is possible to state, that FP shows aspects of Edu-Toursim Despite the fact FP is advertised as an event, that is

adventurous and can provide an experience of lifetime, after analyzing it in this thesis it could be included also in Edu-Tourism.

However, the experience and knowledge gained during the event can be also used for other than personal purposes, for instance as public benefit. Two participants after returning home from FP did show their attitude towards what they have experienced and shared their story with other people through giving a lecture in public. Chris, who made a presentation at his university for students and staff, where he studied at the time, admired, that people got really interested in what he talked about and together with photos and movies he showed he was asked many curious questions afterwards. He thinks that using such a tool is a great means to encourage people to do similar things. It doesn't have to be necessarily dog sledding, but any other outdoor activity can be beneficial to broaden horizons and explore new possibilities and limits of each individual.

In comparison with Varleys (2011), who did his research on sea kayaking many similarities can be found between those two diametrically different activities. The concept of learning by experience can be applied not only to sea kayaking or dog sledding, but also to many other wilderness outdoor activities and events. The elements of being on the way with a group of people, cooperation, team-work, etc. bring countless opportunities to learning about the environment, about self or the others.

Two of the interviewees Adam and Ben even talked about a change of their lives. Both of them after coming back from FP reconsidered what are they doing in life and what makes them actually happy. Both of them made some big decisions and turned their focus in another direction afterwards. Adam changed program of his studies from medicinal chemistry to TV and media studies and began to travel more into the nature and did some hiking trips, whereas he used to live in cities and did activities connected more with urban living. Ben left his very prestigious job position for which he had worked for many years to get in and moved with his whole family to Alaska to start his own dog sledding dream racing Iditaroid. These are the most extreme examples, how four days of dog sledding may impact people, who took part of the adventure.

## 6 Conclusion

In this study the potential of multi day dog sledding trip has been examined. The emphasis was given on the benefits which may originate from this activity. As an example was chosen an event called Fjällräven Polar, which the author took part in April 2013. The findings show that such events may have impact on both inexperienced and experienced people who participate in it. Although it is very individual what experiences people prefer and how they perceive and rank them.

All together five people were interviewed, four who have never done dog sledding before and one, who has some experience from before. The inexperienced people were coming to the event expecting a great adventure of their lives, learn new skills, learn how to cope with the harsh environment of Northern Scandinavia and try dog sledding, of course. Whereas the person with experience did come to meet new people who would have interest in the same activities and with similar mind sets so he could start new friendships with people from all over the world. Another aspect that has to be mentioned concerning the final impression of each participant is their personal background. Based on the theoretical framework at the beginning of this thesis, everyone is interpreting their own experiences in context of personal practice. Overall, the main assumption that a multi-day dog sledding trip may have impact and provide benefits has been proved. All of the participants talked about positive experiences and no major negative opinions have been mentioned. Two of the participants confided that the participation on the trip lead to some significant changes in their lives. Nevertheless, such event cannot in a short period of time equip totally inexperienced participant with sufficient knowledge and skills to master the activity, but it can be perceived as a great starting point to develop their individual interests.

In this qualitative study an approach of semi-structured interviews has been used. There are many ways to analyze the interviews. The interpretation of every person is individual, so the statements are made partly from the author's view and personal experiences. Also the statements made by the interviewees might be influenced by the fact that the interviewer has experienced the event as well, even though the interviewees were informed before the interview started to pretend to talk to a layman.

All the interviews –except one- were conducted online. This is due to the fact that participation for the study is voluntary, and the participants live in different countries, and the researcher could not visit each one of them. Also it is only coincidence that all the interviewees were men, because no women have replied the initial contact email for participation in interview. However this study didn't focus on gender topics, this may be a suggestion for further research, how such experiences influence women in comparison with men. Another limitation of this study might be that Fjällräven Polar is a commercial event and all the participants who are invited to participate are chosen either based on collecting votes from people through an internet competition or chosen by jury based on the video applications uploaded on the web page of Fjällräven company. All the expenses of the event are covered by the company and participants are given all the equipment they need. These aspects may also be influential on their final experience. It has to be also mentioned, that an outdoor expert was present during the whole event to give advices and show how to make a pleasant experience in any kind of situation. Moreover, the trip was very well prepared and secured by other staff members who carried the dog food and other equipment to the camping sites. It has to be taken into account that the route was planned and participants didn't have to do any important decisions to reach their final destinations. The question is how this would impact their overall picture of the trip if they have had to cover all the aspects named above, this could be looked into in future research. Another suggestion for further research can be a study of trips longer than 4 days as this one was, and finding similarities with other wilderness trips of any kind no matter what activity participants do.

However, wilderness recreation and wilderness programs have a great potential not only for educational programs for the future, but also for lifelong learning purposes. So far such events are more common in more developed countries, nevertheless its influence is nowadays impacting developing countries as well; this is greatly appreciated from the perspective of outdoor education.

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## **Appendices**

Appendix 1: Contacting email to all participants of FP in years 2012-2014

Appendix 2: Request for participation in the research project

Appendix 3: Response from NSD

Appendix 4: Response from NSD – extending deadline until 30.10.2014

Appendix 5: Interview guide

## **Appendix 1**

### **Contacting email to all participants of FP in years 2012-2014:**

*Dear all Fjällräven Polar participants,*

*My name is Zdenek Hejna and I participated in FP in 2013. Some of you already know me. At the moment I am finishing my studies at the Norwegian School of Sport Sciences in Oslo, Norway where I am writing my Master's thesis about people's experiences of Fjällräven Polar. I invite you to participate in an interview for this research project.*

*I am going to collect data by interviewing 6-8 people who participated in Fjällräven Polar in years 2012, 2013 and 2014. The interviews will take place via Skype, or face-to-face if possible, in English and will take 45-60 minutes. I will record the interviews so that I can analyse them later.*

*I would like to encourage those of you who are keen to participate in this research to contact me as soon as possible via email: [zdenek\\_hejna@seznam.cz](mailto:zdenek_hejna@seznam.cz) and I will send you more information, including a formal consent form. We can also arrange an exact time and date for the interview.*

*This study has been approved by Norwegian Social Science Data Services (NSD).*

*All your personal data will be kept anonymous and safe, and used only for the purpose of this study.*

*I will very much appreciate your contribution and look forward to talking to you!*

*Sincerely,*

*Zdenek Hejna*

## **Appendix 2**

### **Request for participation in the research project:**

## **Benefits of multi day dog sledding trip for inexperienced participants**

### **Background and Purpose**

This is an invitation for you to participate in a research study at the Norwegian School of Sport Sciences. The study aim is to take a closer look on to educational aspects of multi-day dog sledding trip, on an example of Fjällräven Polar, a four day dog sledding event taking part every year in Northern Norway and Sweden.

### **What is the study?**

The study involves interviews with people who participated in Fjällräven Polar in years 2012-2013. Your participation involves one interview realized via Skype, in English, with the researcher at a pre-arranged time. Interviews are expected to take up to 30 minutes. See questions attached in semi-structured interview guide. The study will not involve information from third parties (other people).

### **Potential advantages and disadvantages**

If you agree to participate in the study, there are no expected advantages or disadvantages to you.

### **What happens to the information about you?**

It is voluntary to participate in the study. If you agree to participate, you can then at any time before publication of research reports and without giving any reason, withdraw your consent.

Information from your interview will be used anonymously. The published reports from this study will be written in such a way that identification of the people interviewed will not be possible.

The interviews will be recorded and then transcribed. The recordings and transcripts will be kept confidentially in the researcher's locked private apartment for the period of the study so that if you decide to withdraw consent to participation, the data from your interview can be identified by text matching. Only authorized personnel associated with the project (the researcher and supervisor) have access to these files and can contact you if necessary. Once the study has been completed, the recordings will be destroyed.

The project is scheduled for completion by 30<sup>st</sup> October 2014. For reasons of testability and control, the transcripts will be stored for 10 years after the project has been completed. The information will be stored by the Norwegian Social Science Data Services. Only the Director of NIH can request access to the information after the project has been completed.

If you would like to participate or if you have any questions concerning the project, please contact:

Zdeněk Hejna (student researcher), email: [zdenek\\_hejna@seznam.cz](mailto:zdenek_hejna@seznam.cz), phone +47454615 91

or

Prof. Pip Lynch, employed at Seksjon for Kroppsøving og Pedagogikk, NIH.

E-mail Supervisor: [Philippa.Lynch@nih.no](mailto:Philippa.Lynch@nih.no), phone: +4723262246 / +4746504091

The study has been notified to the Data Protection Official for Research, Norwegian Social Science Data Services.

Form of consent to participate in research		
Project title: <b>Benefits of multi day dog sledding trip for inexperienced participants</b>		Project number:
Project leader's name: Zdeněk Hejna		Section: SKP, Norges Idrettshøgskole
It is voluntary to participate in the study. If you want to participate, please fill out this consent form. If you agree to participate, you can then withdraw at any later time (before publication of reports) without giving any reason. If you later wish to opt out, or have any questions concerning the study, please contact the project manager.		
<b>I am willing to participate in the research project:</b>		
Name in block letters		Norwegian ID number (if relevant)
Date	Signed	
<b>Filled out by the representative of the research project</b>		
I confirm that I have provided information about the research project:		
Date	Signed	User code (4-character code)
Any comments:		

## Apendix 3

### Response from NSD

Norsk samfunnsvitenskapelig datatjeneste AS  
NORWEGIAN SOCIAL SCIENCE DATA SERVICES



Heald Hålogas gate 29  
N-5017 Bergen  
Noreg  
Tel: +47 55 58 21 17  
Fax: +47 55 58 96 50  
mailto:nsd@nsd.no  
www.nsd.uib.no  
Orgnr: 985 321 084

Philippa Lynch  
Seksjon for kroppøving og pedagogikk Norges idrettshøgskole  
Postboks 4042, Ullevål stadion  
0806 OSLO

Vår dato: 18.06.2014

Vår ref: 39008 / 3 / SSA

Deres dato:

Deres ref:

#### TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 12.06.2014. Meldingen gjelder prosjektet:

<i>39008</i>	<i>Benefits of multi day dog sledding trip for inexperienced participants</i>
<i>Behandlingsansvarlig</i>	<i>Norges idrettshøgskole, ved institusjonens øverste leder</i>
<i>Daglig ansvarlig</i>	<i>Philippa Lynch</i>
<i>Student</i>	<i>Zdenek Hejna</i>

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 3.1. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, <http://www.nsd.uib.no/personvern/meldeplikt/skjema.html>. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://pvo.nsd.no/prosjekt>.

Personvernombudet vil ved prosjektets avslutning, 31.07.2014, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Katrine Utaaker Segadal

Sondre S. Arnesen

Kontaktperson: Sondre S. Arnesen tlf: 55 58 33 48

Vedlegg: Prosjektvurdering

Kopi: Zdenek Hejna [zdenek\\_hejna@seznam.cz](mailto:zdenek_hejna@seznam.cz)

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.

Auditingkontant / Audit Office:

OSLO NSD: Universitetsgt 29, Postboks 1070 Blindern, 0316 Oslo. Tlf: +47 22 85 52 01. [nsd@nsd.no](mailto:nsd@nsd.no)  
BEOGRAD NSD: Brijunijski put 11, Postboks 1070, 11001 Beograd. Tlf: +381 21 59 19 07. [kjeto.saradic@nsd.rs](mailto:kjeto.saradic@nsd.rs)  
ZAGREB NSD: SVT, Universitetski trg 1, 10000 Zagreb. Tlf: +385 21 64 41 36. [nsd@nsd.hr](mailto:nsd@nsd.hr)



## Personvernombudet for forskning



### Prosjektvurdering - Kommentar

---

Prosjektnr: 39008

The sample will receive written and oral information about the project, and give their consent to participate. The letter of information is well formulated.

The Data Protection Official presupposes that the researcher follows internal routines of Norges idrettshogskole regarding data security. If personal data is to be stored on a private computer/portable storage devices, the information should be adequately encrypted.

Estimated end date of the project is 31.07.2014. According to the notification form all collected data will be made anonymous by this date. Making the data anonymous entails processing it in such a way that no individuals can be recognised. This is done by:

- deleting all direct personal data (such as names/lists of reference numbers)
- deleting/rewriting indirectly identifiable data (i.e. an identifying combination of background variables, such as residence/work place, age and gender)

## **Appendix 4**

### **Response from NSD – extending deadline until 30.10.2014**

#### *AFFIRMATION*

*Referring to status report received 01.09.2014.*

*The Data Protection Official has registered that the project period has been extended until 31.10.2014.*

*We presuppose that the project otherwise remains unchanged.*

*You will receive a new status inquiry at the end of the project.*

*Please note that in case of further extensions, the data subjects should usually receive new information if the total extension exceeds a year beyond what they previously have received information about.*

*Do not hesitate to contact us if you have any questions.*

*Best regards,*

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## **Apendix 5**

### **Interview guide**

*Research topic: **Benefits of multi day dog sledding trip for inexperienced participants***

*Semi-structured interviews with key questions and prompts.*

*Below are the interview questions and prompts:*

#### **General Background**

1. Name of the interviewee, country of origin
2. Date and place of interviewing

#### **Key questions**

1. What were your expectations for Fjällräven Polar?
2. What did you experience during Fjällräven Polar?
3. What does your Fjällräven Polar experience mean for you now?

