

FLYING IN THE GAP-YEAR?



旅行塑造一个人

无论在东方还是西方

旅行带来无限可能

不管使用何种语言

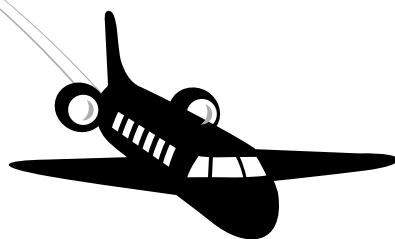
通过旅行你会发现新的友谊

跨越国界与文化

旅行

可以在上海

可以在奥尔堡



Travelling shapes man

Weather it is in the east or west

Travelling indinitely changes

No matter what language is spoken

Through travelling new friendships is formed

Between nationalities and cultures

The journey can be Shanghai

The journey can be Aalborg



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THESIS

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Abstract:

The purpose for this master thesis 2019, is to investigate attitude and behavior amongst you people in relation to their travel habits in the gap-year. This interest has led to the following research question:

The aim of this thesis is to enhance the understanding of young people's travel habits in the gap-year and their environmental awareness and attitudes in their choses of mobility.

This research has collected a interesting amount of empirical data, that has led to find some interesting findings in the research gap. The first finding is a new coping strategy which adds on to a older study about attitude and behaviour studies. And another interesting finding, is the imaginative mobilities findings, which shows the high mobile lifestyle that young people have today.

Furthermore does this thesis, take a perspectivation of the future mobility of travelling behaviour and attitudes in the future, and how the gap-year might look like at that time.

ACKNOWLEDGEMENT

This thesis is written and executed by a 10th. Semester master student, studying the field of Mobilities and Urban Studies (MOB), at the faculty School of Architecture and Design at Aalborg University (AAU). The thesis is executed over a time frame of 3.75 months from the 1st of February 2019 to the 23th of May 2019. For this thesis the overall theme is: Master Thesis in Urban Design, the topic of the thesis is an examination of young people and their environmental awareness of daily mobility and travel in their gap-year. In order to investigate and illuminate the research question of the thesis, the thesis has been utilized through a hermeneutic interpretive theoretical position, where a method of Sprint has been chosen. Through theories, methods and the theoretical position data has been collected in order to answer the research question.

In order to make this thesis a reality involves more than one master student, many people helped in the collection of data and information to the thesis, and I would like to take this opportunity to say thanks to people who have helped me throughout this thesis research. For particularly this thesis, the analysis was built up around the participation of a big group of participants, likewise the thesis was supported and made possible by the collaboration with UCN's Natural- and Cultural Heritage Management bachelor in Hjørring, Denmark.

For this a big thank you!

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This thesis has been supervised and guided by Claus Lassen, Lector for Architecture and Design and has been and associate professor at the Centre for Mobilities and Urban Studies. As supervisor Claus Lassen has been given constructive feedback and guidance throughout the thesis, which has helped shaping and creating a red line throughout the thesis. A big thank you to Claus for the good feedback and corporation throughout the thesis. This thesis has been particularly exiting to write and execute, due to the current and new field of area that has been investigated, with focus on young people's environmental awareness and their attitude towards travelling. Particularly in this thesis, a focus on the gap-year has been chosen to investigate the long trips young people take. Here two bachelor classes was part a qualitative research to obtain data to the analyses to answer the research question. The two classes was very helpful and enthusiastic in participating in three day 'Sprint', and help to find some interesting findings to the thesis.

READING GUIDE

When writing this thesis references has been cited through the Harvard references method. In this case a reference should be read as [surname, year] and if it is a quote then [surname, year and page number]. In some cases, a reference to the year of that the particular text has been written is unknown and instead the year will be referend to as n.d. For the conducted data, some references will be referred to as [own interpreted translation], this is because some of the interviews and data was conducted in Danish, and for the purpose of this thesis a translation was carried out.

In this thesis, a number of figures and tables will occur, and for this a reference system of tables and figures are made by the chapter. For tables explanatory text will be above the table and for figures explanatory text will be will occur below the figure.

The thesis has been structed throughout chapters of contents. Chapter 1. Introduces the thesis, and an establishment of the approach to the problem statement. After an introduction to the thesis, the aim and objects of the thesis is stated in the research question and the delimitation of the research field.

Chapter 3-7. Presents the literature review and theoretical understanding throughout the thesis. The literature review is to illuminate the research rationale and exploring the gap of the thesis. Furthermore, then by presenting the literature review early on in the thesis, important theoretical underpinnings of attitudes and coping strategies is stated. The theoretical approach is an important element to understand the methodical approach that has been employed in collecting data.

The rational of conducting a desk-research of literature review, is to understand and identify the research gap, and to support the findings with other research papers.

In Chapter 8. The methodology and research approach are represented. In this chapter the rationale behind the research is to be found, and how the use of hermeneutic interpretations is used in a three day 'Sprint'.

Chapter 9. Is the analyze of the thesis, in this chapter all the finding and from the three-day Sprint will be presented and analyzed according to the research approach. The analyze includes the different coping strategies of attitude, areomobility and gap-year.

Chapter 10. Connects the themes for the findings and brings them together in a discussion of the context of the thesis study.

Chapter 11. Is the concussion of thesis and its findings. In the conclusion there will be a review of the objectives. A contribution of the new knowledge that have been found in the research of the thesis. Implications and recommendations for further research will also be present in the conclusion. And finally a reflection on the research will be presented.

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INTRODUCTION

Research rationale – exploring the gap

The moralisation of traveling, - fun, adventure and saving the world? (A rewrite of the title is inspired by (Butcher, 2003). Flying is one of humankind's oldest dreams (Lassen, 2009), and travelling has become an important mobilities factor in the western societies today (Lassen, 2010). Each year millions of people travel around the world, and travel for many purposes such as leisure, business, education, migration etc. Richard Butler and Douglas Pearce stages that an individual traveling as a tourist is; 'a person at leisure who also travels' (Pearce, 1995, p. 23). But modern tourism is no longer defined as merely leisure travellers, it also includes other aspects such as business travel, educational travel, etc. The distinctive feature of the terminology tourism, is that it is centralised around travelling, and is carried out at a distance from an individual's home base (Pearce, 1995, p. 23).

In 2017, 4.1 billion people had been using aeromobilities in their choice of mobility in travelling from A to B (IATA, 2018). Out of the 4.1 billion people, it is estimated that around 230.000 of the travellers, is young people between 18 – 25, who is taking a gap-year, and traveling around the world (Year-out-group, 2018). A gap-year is a break that young people take in-between their studies or in-between work and studies, where young people take a break from school while recomposing themselves. (Weissman, 2019) Taking time out to travel, is nothing more than an individual's desire to explore a bit of the world. However, a gap-year distinguish itself from normal tourism and leisure trips, by having an ethical aspect. This ethnical aspect of the gap-year has been liked to – 'doing good for other cultures and for the environment' and is target at young people.

"Whatever you might choose to do in your year out, you can be sure you'll not only develop a range of valuable skills, but also have a personally enriching experience, the benefits of which are now widely recognised by universities and colleges".
Quite from the Chief Executive of the Universities and Colleges Admissions Service cited in (Butcher, 2003, p. 15)

The freedom of movement, and the fast speed of mobilities today represent the public sphere and the ideology of the twenty-first centuries utopia. (Urry, 2010) When talking about travelling and tourism freedom is invoked in the critics of the freedom to travel. (Butcher, 2003, p. 65) Taking into perspective that back in the 18th century, people travelled by foot or horse and carriage, as a form of slow mobility (Urry, 2010).

Anthony Giddens defines a mobile lifestyles as: "A lifestyle can be defined as a more or less integrated set of practices which an individual embrace, not only because such practices fulfil utilitarian needs, but because they give material form to a particular narrative of self-identity... Lifestyles are routine practices, the routines incorporated into habits of dress, eating, modes of acting and favoured milieux for encountering others; but the routines followed are reflexively open to change in the light of the mobile nature of self-identity" (Giddens 1991) cited in (Menshikov, 2014).

Today's society has a high level of mobile lifestyles (Hibbert, 2013) for the youth, their mobilities lifestyle has the dominant aspects of communication, entertainment, games and rest. (Menshikov, 2014) The freedom in a mobile lifestyle is becoming more and more important for individuals and for the young generation the competitiveness of labour market is important to succeed in life. (Menshikov, 2014)

According to John Urry, 2007's first interdependent mobility; physical travel we as human beings moving around from one point to another. Today there are many different systems of transport such as aviation, trains, cars and pedestrian. Today the most powerful mobility-system is the automobility, hence there are also other mobility-systems such as the aeromobility, railmobility and pedestrianmobility systems (Urry, 2007, p. 51) p. Looking at a global perspective, fossil fuel and industrial processes is contributing with around 78% of the world's total greenhouse gasses today, which is an increase of 90% since the 1970 (EPA, 2017).

The effect of greenhouse gasses has already had observable effect on the environment, such as the north pole melting, the range of the animals have changes, and in some places summer is coming earlier than it used to (NASA, 2019).

Climate changes is a well know factor world-wide, and statistic from IATA (the international Air Transport Association) showed an increase of 7.3%, representing 280 additional trips by air travel in 2017 compared to 2016 (IATA, 2018). The increase in air travel and the demand of access to areomobilities, has been related to environmental problems, especially climate changes, due to the heavily use of fuels fossils from airplanes an hence and increase in the carbon footprint (Luzecka, 2016).

“Surely we know the damage that modern day mass transport and tourism does: polluted beachlines, once undisturbed hillsides now scarred by the paths of numberless walkers, package holiday jet planes churning out more pollution into the atmosphere, formerly tranquil fishing villages now concrete canyons that reverberate every summer’s evening to the beery brayings of tee-shirted tourists”.

Quite Greg Neale from The Green Travel Guide (Butcher, 2003, p. 17).

Concerns and critics about this freedom of highly mobile lifestyles, for traveller’s freedom is seeing in the freedom of be able to travel. But from a critic’s point of view, traveling rarely brings opportunities but rather treats towards the environments and local culture. David Pomfret and Richard Jobs have argued that traveling young people, have been key factors in the shaping of the transnational globalization of the twentieth century (Pomfret, 2015). As a contrast to Pomfret and Jobs argument, have many critics argue that an individual’s travel behaviour should be mould in a way that considers the environment, and argument that furthermore postulate that some travel behaviours such as long-haul travel is born from bad habits (Butcher, 2003, p. 65)

But, should we be “cold” about global warming and climate changes? Contemporary travelling mobility in itself are an ambivalent category and incompatible, notably flying, when sustainability goals must be recognized (Luzecka, 2016). Over the last 4 decades tourism and travelling have had a massive effect on the environment, leaving a trail of destroyed landscapes, communities and environmental effects of pollutions of the air and water and generally contributing to the generally increasing degradation of life on our planet. (Butcher, 2003, p. 51)

However today society is changing, and an individual’s self-concept and social identity is becoming more environmental aware and young people are choosing a ‘green’ lifestyle in their behaviour and consumption choices. Often have young people been the aim, of being criticised for ruining the environment and being selfish in their attitude towards the environment, but are young people actually the cause of destruction of the environment or actually saving it? (Folk, 2018).

An example on such a young individual that has changed her attitude and behaviour, as a response to saving the environment is 24-years-old biology student from Aarhus, Denmark, Anna.

Anna L-O-V-E-S travelling (Beck, 2019). Like many other young people, Anna wants to travel and explore the world but her goals and believes are also to be environmental aware and protect the environment. Travelling has therefore become an ambivalent category of pathway in Anna’s life.

On one hand, Anna finds travelling exiting, liberating, blissful, and full of new experiences.

On the other hand, Anna found that her international travelling to different places in the world seemed to bring other burdens with it.



Anna has always been interested in climate changes and has been supporting the scientist that was pro for changes NOW, that we as species should change, so that the climate changes would not increase further. This concern became first really personal after a nine-hour long trip to Morocco. After the trip Anna felt frustrated and guilty over the amount of fossil fuels that the airplane used on one trip she had just taken to a new destination of her desire. As a result, Anna decided to give herself a challenged. For the entire year of 2018, she was not allowed to use any areomobilities as part of her choses of mobility. And due to her success, she has extended her own challenged into 2019. – *“I do not have to fly on the other side of the earth to go on adventures”*. (Beck, 2019)

The aim of this study is to enhance the understanding of young people’s travel habits in the gap-year and their environmental awareness and attitudes in their choses of mobility. A qualitative study approach using hermeneutic interpretation of a 3-day intensive Sprint involving 35 bachelor students by interpretive narrative telling. The first part of the Sprint was to, determine a basic line for the 35 students everyday mobilities. The second part of the sprint explored the students understanding and view upon, environmental awareness and the effect of travelling in the gap-year. The reason for this is that areomobilities is experiencing a significant increase in people traveling from A to B. This chapter explores and explains the rationale behind the thesis, as well as presenting the aim and objectives of the research throughout the thesis.

RESEARCH QUESTION

This research question is constructed based on the research introduction and the literature review. This thesis deals with the challenges and issues within the field of travel in the gap-year and young people's environmental awareness when travelling. Therefore, this thesis is investigating the attitude and awareness between young people's travel behavior and environmental attitude. This gap in the research area has led to the development of the following thesis aim and objectives:

To answer this problem statement of the thesis, the main objective is to investigate the young people's different forms of mobilities. An examination of John Urry's five independent mobilities forms are used. To explore and analyse the research question.

Delimitation

To explore the research gap, a qualitative approach of a 'Sprint' is argued as a method to answering the research question. A qualitative method with a form of living lab participants has allowed a real-life investigation of the research phenomena and to go in depth with a hermeneutic interpretation of the research question. The field of tourism / travelling and environmental awareness is a very broad spectrum of literature, therefore a delimitation on the research has been necessary to go in depth with the research question. Therefore, the research question has been narrowed down to the concentration of young people travelling in the gap-year and their environmental awareness. The area of study has been chosen, because this field of gap-year is a period where a large number of young people travel often over longer periods of time, and at a further distance. Furthermore, climate changes is a well know topic, and this thesis will focus on young people's environmental attitude. Lastly, a delimitation on participants has been chosen, for this thesis the represented participant will constitute of two teams of bachelor students.

PROBLEM STAGEMENT

The aim of this thesis is to enhance the understanding of young people's travel habits in the gap-year and their environmental awareness and attitudes in their choses of mobility.

“Are young people more environmental aware in their daily mobility vs when the take a gap-year.”

TO EXAMINE

1. To examine young people's environmental attitude in relation to their daily mobility

TO EXPLORE

2. To explore how environmental attitude ay influence an individual's mobilities be haiour in traveling in the gap-year in contrastto their daily mobilities attitudes.

TO ANALYSE

3. To analyse young people's mobile coping strategies in their gap-year.

LITERATURE REVIEW



This chapter presents an overview over the literature review for this thesis. The literature review is based on the key topics that are going to be worked with throughout the thesis, to answer the research question aims and objectives which is: environmental attitude, behavior and mobility in the gap year.

The literature review first focus on a gap-year and what types and identities that are taking a gap year and means to, take a gap-year. After the clarifying of a gap-year the literature review will look further into climate changes, and what is happening right now in terms of young people and understanding a complex topic such as the climate.

After a concept explanation the literature review will look into other studies that has investigate behavior and attitude studies, and what kinds of factors that affect our perception and actions in relation to travel and environmental attitude.

This chapter also presents literature of mobility and which mobilities factors that plays a role in our movement. Particularly for this study, John Urry's five independent mobilities concepts are investigate, with focus on physical- and imaginative mobilities travel.

The literature will finish up with coping strategies, which in the ends are the literature that puts together this thesis study 2019.

GAP-YEAR

FACTABOX

When taking a gap-year, there is a various number of associated activities, which a gapper can engage in. Such activities can range from travelling, working abroad as well as working home, volunteering or even to improve one academic levels. When looking at the gap-year activity, the most popular activity to do is paid work, and after earning some money, many travels after.(Luzecka, 2016)

The terminology ‘a gap-year’ or ‘year-out’ is a phenomenon that refers to young people, that are taking a year out in-between studies or work. A gap-year contains different groups of young people, and a range of diverse activities such as youth culture, youth travel, backpacker tourism, etc (Jones, 2004). In this thesis a gap-year is defined, based on Dr. Andrew Jones studies on a gap-year which is; “any period of time between 3 and 24 months which an individual takes ‘out’ of formal education, training or the workplace, and where the time out sits in the context of a longer career trajectory” (Jones, 2004).

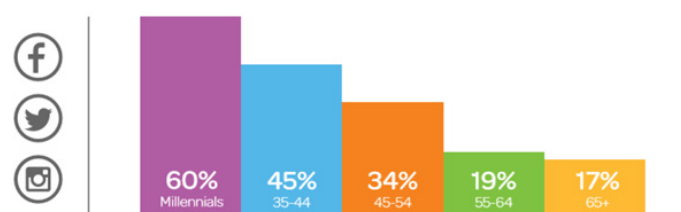
Originally the term ‘gap-year’ was introduced back in the 1960’s. Back then, when the new phenomenon ‘taking a gap-year’ took its first steps into the society, it was part of the social and cultural revolution, where the young generation became independent and started to challenge the old generation, to shake of the post-war austerity and the question of whether they should live their lives as their parents had done before them (Sherifi, n.d.). Looking at a world-view, the tradition of taking a gap-year, is a well-established tradition in Europe and Commonwealth countries, whereas in the United States of America, this trend of taking a gap-year is has really not caught on yet and a report from Cooperative Institutional Research Program at UCLA showed that only 3% of the American students took a year of, to take a gap-year (SCA, n.d.).

This shows the evolution of the gap-year, which today is very different from what it used to be. Today around 230,000 young people are taking a gap-year each year, all over the world (Year-out-group, 2018). Though, the gap-year has come a long way, since it first started, the main purpose still remains the same as what it originally used to be, which is, the essence of travelling. It builds on a shift from the mundane and an individual’s everyday routines to the extraordinary of journeying, in a sense it is more than just a holiday (Sherifi, n.d.).

So, what is the purpose of a gap-year? The main purpose could be defined as young people seeking to experience, challenge and learn about new cultures, meeting new people and learning about life and oneself exploring the worlds hidden treasures and opportunities (Sherifi, n.d.).

A person taking a gap-year, is referred to as being a ‘gapper’, and can choose to take his / her gap-year at any location at his / her own measure of time. Doing whatever he / her desires of activities. These activities could evolve teaching English as a foreign language, volunteering in conservation, backpacking through Asia or working as an au pair (Sherifi, n.d.).

But why is taking a gap-year so popular amongst young people today? A study about the millennials, has shown an increase in the way the young generation today are spending their money. In a survey made by Eventbrite in 2014, it was shown that 78% of all millennials would rather send their money on experiences rather than material things. Out of the 78%, almost 8 out of 10, said that experiences were part of shaping one’s identity and a life-long memory. What young people and millennials also do differently from the older generation is taking and sharing imaginative traveling through social medias. In 2014, 60% of all millennials shared experiences on social media platforms, such as Facebook, Twitter, and Instagram. Whereas the older generations didn’t use these social platforms to the same extent as the younger generation, as seen in figure no. 1 below from the survey made by (Eventbrite, 2014).



Data: Eventbrite - Harris survey of 2,000+ U.S. consumers, July 2014.

Figure 1 this figure shows the large amount of Millennials that posts experiences on social media platforms. The figure is divided into section of age groups, which illustrates in percentage the of shared experiences on social medias.

Climate Change

Climate change is happening (Ole B. Jensen, 2019). Back in 1987 The Brundtland Report 'Our Common Future' was presented, dealing with three fundamental components; Social equity, environmental protection, and economic growth for a sustainable future (SD, 2015). The Brundtland Report highlighted the importance of sustainability in different forms, such as renewable energy and renewable sources that should sustain the progress of the humanity into the distant future of environmentally and economically viable energy pathways (Documents, 1987).

However today 32 years later, the agenda for 2019 politics is with climate change as a main topic. Back in 2015 climate change reached both national and international frontpages and headlines in the news, when 195 countries signed the Paris Agreement. This agreement was the first legally binding agreement on a global scale, that was dealing with climate changes (Jensen, 2019). The central aim of the Paris Agreement is to enhance and strengthen the global comeback to the threat of climate change, by keep global warming below 2°C above the pre-industrial levels, and to keep it from increasing further (Change, 2018).

The climate is a complex system structured by the atmospheric interactive system, the land surface, ice, snow, water, and other bodies of water and lastly living things. The climate is an evolving system that changes throughout time, ranging from months to millions of years. But normally, the static for climate change is presented a classically of a time period of 30 years. When evolving over time the climate is influenced by its own internal dynamics but is also influenced by external factors, which is called 'forcings'. These forcings on the climate system include a variety of natural phenomena such as solar variation, volcano eruptions and human induced changes in the atmospheric composition. What powers the climate system is the solar radiation. When talking about forcings and changing a system, three fundamental factors is today changing the Earth's balance of radiation.

The first changing factor is incoming solar radiation such as the Earth's orbit or the Sun changing itself. The second factor is fraction of reflecting solar radiation, this is by changing the atmospheric particles, the cover of clouds or vegetations also called 'albedo'. Lastly, changing the radiation of waves from Earth to space through greenhouse gasses. As a result of the climate responds directly to changes as well as indirectly through a various forms of feedback mechanisms (Cubasch, 2007).

One particularly big player when talking about climate change is areomobility. Travellers by airplane in 2011, was 219 million people and this number is estimated to increase up to 445 million people by 2050 (Luzecka, 2016). Even though areomobility is not the transport sector with the largest amount of emission of CO₂-eq, then areomobility is that industry which right now growing the fastest, and looking into the emission per passenger, areomobility is one of the sectors that has the highest pollution of CO₂-eq in that sector. (Jensen, 2019).

Furthermore, long-distance are travel also referred to as long-haul destinations. These long-haul destinations. is considered particularly damaging to the environment and climate changes, due to the long travel of these types of flights, which typically is flinging, at higher altitudes, and releasing harmful gasses, such as NO_x. (Luzecka, 2016)

NO_x is a gas which consist of NO₂ (nitrogen dioxide) and NO (nitric oxide). NO_x is not a greenhouse gas itself and, does not contribute to climate changes. But pollution of NO_x can by itself make chemical transformations in the atmosphere, which then can indirectly influence the climate. These effects of the NO_x gas could result in rains with acid. (Bjørn-Hansen, 2015)

Thus, this climate change is raging, it would now seem that the youth has taken the lead and is now walking in front to project and save the environment. The 15th of march 2019, tens of thousands of young people walked the streets with one goal to send world leaders their message: 'act now to save our planet and our future from the climate emergency' (Guterres, 2019).

The young generation is today standing in front and are grasping onto the responsibility of the climate and the changes that are happening, which for the elder generation seem to have elude their attention. "We are in a race for our lives and we are losing. The window of opportunity is closing – we no longer have the luxury of time, and climate delay is almost as dangerous as climate denial" (Guterres, 2019).

This rapid development in the technological field, has been increasing drastically the last 20 years. From the time when the computer was brand new to the nostalgic memories of the effort it took to write a text over the first mobile phones (Andersen, 2015). In an interview between Trevor Noah and Jimmy Kimmel, Trevor tells of the first time his mom came home with a new computer: My mom came home with a computer one day, it was brand new at that time, and I asked her; "what is that?" she answered back "I don't know, but apparently it is the future". I said; "Okay then how do we do it?" and she said; "I that is your job, you are going to be in more future than I am, so go figure it out" (Noah, 2019).

Is gap between young people and the elder generation that different? This thesis wants to explore young people environmental attitude, and their travel habits in the gap-year. Like described the chapter above about the gap-year, experiences and exploring new things, is an important factor for individuals today. Studies shows that the younger generation is more environmentally aware, but studies also suggest that the behaviour voluntary changes in a so-called 'value-action gap'. Even those that have strong environmental opinions and, are concerned with the impact of flying and are part of pro-environmental action at home, are unwilling to change their travel habits and in these cases changes their environmental attitude. (Luzecka, 2016)

Why do people say one thing and then do another? This research will investigate what a group of young people say that they do and then what they actually do. Like does young people claim to be environmental aware, and then when they get the changes do they then jump on a plane to the other side of the world? What are the rationalities and values, morals and beliefs of a person that either act contrary to his / hers beliefs?

Many researches prior to the thesis investigation has been focusing on social practices and studying un-sustainable tourism mobility connected to air travel (Luzecka, 2016), but this thesis will investigate the individuals and make an interpretation on their choices and attitudes towards travelling in the gap-year and their environmental awareness.

Aviation and traveller's envormental attitude

This thesis study investigates young people's behavior and attitude of mobilities in the gap-year. To explore the research question, it is important to clarify what kinds of attitude and behavior mechanism there are in relation to travel in the gap year. The research seeks to examine if there is any inconsistency in young people's attitudes and behaviors of traveling and their environmental awareness.

To understand the attitude and behaviors of young gappers, it is central to understand the gap in environmental attitudes which expressed in an individual's behavior when a person has multiple identities which all demands different actions from an individual. (Hibbert, 2013)

Our identity is a central part of who we are as human beings, and it is connected to every part of our lives. In a sociological study by Pierre Bourdieu it is shown that we as human beings often reproduce social structure and codes of complexities that we are part of. Our praxis is often out of step, with what the we as human beings pretend to follow such as norms and values as well as the representation of these they indicate in relation to our own praxis. (Bourdieu, 2000) cited in (Lassen, 2010) This can be illustrated in the issues that can play a role of our identity for example, when we have a desire to become more ecofriendly, this choice is presented in our choices of consumption behavior such as e.g. travel, food, clothes etc. (Hibbert, 2013). Horton describes our identity as a performance with a stage and additional props to. In a social construction, this could be our social settings that were the stage for an individual and our choices of consumption that were the props to make one's identity. (Horton, 2003) cited in (Hibbert, 2013)

Environmental concern has been defined as *"the degree to which people are aware of problems regarding the environment and support efforts to solve them and/or indicate a willingness to contribute personally to their solution"* (Dunlap & Michelson, 2002, p. 485); or as *"the affect (i.e., worry) associated with beliefs about environmental problems"* (Schultz et al., 2004, p. 31) cited in (Milfont, 2016, p. 94).

In today's society, we as human beings are confronted with more than just how to act but also who we want to be. We are constantly given choices, and in the gap-year a lot of options provides lots of consumptions selections in which young people have a broad palette of choices to choose from, which is based on their identity. (Hibbert, 2013) This choice of identity also connects to today high mobile lifestyle, which is associated with the high degree of 'meetingness', which reflect back on an individual's mobilities patterns and requiring of areomobility. (Urry, 2011) cited in (Hibbert, 2013)

To understand behavior, Steg and Vlek 2009 has established five underlying factors that shows changes behavior. 1. Perceived costs and benefits, 2. Moral and normative concerns, 3. Affect, 4. Contextual factors, and lastly 5. Habits (Steg, 2009) cited in (Hibbert, 2013) Based on previous studies, it has been shown that the environmental awareness is connected to an individual's moral and normative concern, however, in the relation to tourism the environmental awareness towards factors such as climate change has shown little effect on the tourism consumption. (Hibbert, 2013) In this lies also contextual factors, such as no other alternatives when it comes to areomobility, which leaves people with concerns for the environment to choose unsustainable choices of mobility. (Hibbert, 2013)

We as human beings' individualize ourselves and makes 'possible selves', which we use in our act of powerful motivational force, such as our significant hopes, aspirations, fantasies and fears. Amy Morgan says: "Certain disposition behaviors, such as environmentally friendly activities, may be motivated by a desire to avoid or approach possible selves, rather than being motivated by perceptions of the current self" (Morgan, 1993) cited in (Hibbert, 2013). The concept of 'self' has shown to sometimes result in dissonance where one's self-concept is not the way an individual wants to contrast it. This dissonance often leads to an individual seeking a self-justification. For travelling this dissonance has been notable, where individuals' lifestyles between home and travelling are each other's contrasts. Such as having a sustainable lifestyle on a daily basis vs. having an unsustainable lifestyle of travelling. This practice of being ecofriendly and living sustainably on a daily basis has shown to be a justification for flying, which indicates an individual's willingness to pay a higher tax to 'penance' (Hibbert, 2013).

The concept of 'self' process through the categorization of 'self', which is the individual's comparison in between. When working with this categorization, there are two categories 'in-groups' and 'out-groups' which require an individual's normative behavior for a "group membership". Some individuals will purposely avoid certain norms to disassociate with particular groups and other individuals will replicate norms to associate with particular groups. For young people, a certain style of gap-year reflects the norms of the group the gapper wants to be associated with (Hibbert, 2013). "When a person is aware of an "audience" they can choose to accentuate or subdue certain elements of their identity in order to present the identity that they feel most appropriate for this group or audience". (Goffman, 1959) cited in (Hibbert, 2013)

This thesis seeks out to get a perspective on the roles in play when it comes to individuals' attitude and behavior in daily mobilities practices and in travelling in a gap-year. This thesis looks into a diverse group of Danish and international students and their creation of their own environmental awareness and in which way this environmental awareness plays a role in relation to their travel behavior in the gap-year. From many tourism studies, it can be found, that identity and tourism is related to individuals 'finding themselves' through tourism. Often narratives are used as a method to demonstrate travelers' construction of their identity through tourism, and how they return home as a 'changed' individual (Hibbert, 2013). Even though it is a well-known fact that there are environmental issues such as climate changes, the travel behavior amongst travelers has not changed. This gap in attitude-behavior represents a huge challenge in the public climate change agenda (Lassen, 2010).

Claus Lassen suggests in the paper of a; *Environmentalist in Business Class: An Analysis of Air Travel and Environmental Attitude*, that there are two types of travelers that are unwilling to acknowledge that aeromobility and climate change are connected, the rationalities of these types is identified as: Deniers and Bystanders. A denier can be defined as: an individual that does not relate air traffic to climate changes. The bystander is a person that acknowledges that air traffic and climate change is related but for different reasons the problem is excluded for the bystander's environmental attitude and, does not change their travel patterns of behavior. (Lassen, 2010)

For an individual with a denier's attitude, climate changes is not taken into consideration, when they choose their travel mobilities. For a gapper this attitude and behavior, could be associated with a high mobile lifestyle in the gap-year with many long-haul trips. A gapper that does not consider or relate the effect of the airplane to climate change.

In the other hand there is the bystander, which is opposite to the denier, and does actually acknowledge that there is a problem, but the bystanders will 'close their eyes' towards the problem. Another factor that is significant to the group for bystanders, is that this group also identify them selves as powerless towards a problem, like climate change. Hence their environmental attitude stands in contrast to their behavior.

For this thesis the two categories of deniers and bystanders will be include in the research, and another additional type will be included as the environmentalist. In the dictionary of Cambridge and environmentalist is defined as: *"a person who has a specially strong interest in or knowledge of the natural environment, and who wants to preserve it and prevent damage to it"* (Dictionary, 2019).

The rationality for additional adding environmentalist to the types of travelers is based on the young generation and the focus on the environment and the environmental responsibility that the young generation of this century has taken upon themselves to protect. In August 2018, a 15-year-old Swedish girl named Greta Thunberg took the decision to make a statement to stand up to the for the climate and kick off a global movement around climate changes, when she started a strike outside the Swedish parliament (Watts, 2019).

Like Greta Thunberg said during her speech at COP24 in Katowice; "The year 2078, I will celebrate my 75th birthday. If I have children maybe they will spend that day with me. Maybe they will ask me about you. Maybe they will ask why you didn't do anything while there still was time to act. You say you love your children above all else, and yet you are stealing their future in front of their very eyes. You only talk about moving forward, with the same bad ideas that got us into this mess, even when the only sensible thing to do is pull the emergency brake. And if the solutions within the system are so impossible to find, then maybe we should change the system itself" (Rigitano, 20118).

This young Swedish girl has stated a new youth generation and on 15th of March 2019 more than 1,5 million young people in 2083 cities and over 125 countries in the world stood up in the fight against climate change in a worldwide Global Climate Strike for the Future (Strike, 2019). Inspired by the 16-year-old Swedish activist Greta Thunberg, many young people have joined the fight for the climate and the common future. For the young generation, climate change is happening and for a 15-year-old Scarlet Possnett from the UK she describes climate changes as: "impossible not to notice, it is something that terrifies my generation". She furthermore stresses her frustration over not being able to vote yet, on climate relates issues and says: *"which we will have to deal with the rest of our lives"* (Gerretsen, 2019).

Is the young generation today more environmental aware and is this visible in their travel behavior and environmental attitude? These three types of will outline the basis to figure out the identity that plays a role in the attitude and behavior of young peoples travel patterns in the gap-year.

Mobilities

In this chapter and exploration of mobile lives and the mobilities paradigm will be presented. The focus for this thesis, is the five independent mobilities from (Urry, 2007, p. 47). Which will be a part of the examination of the research question. Firstly, and introduction to mobile lives and afterward the five independent stages of mobilities will be elaborated on.

Mobile lives

Looking back on the last two decades there has been an exponential growth in travel and long-distance communication. 'Ordinary' people from prosperous cities are always on the move, and there seem to have been a shift from 'little boxes' of spatially dense and socially overlapping networks to a new 'big box' where networks are spatially dispersed and there are non-overlapping networks. Today mobilities are easily available such as cars, trains, planes, which makes social networks spread beyond city regions and nations. Mobile lives today allow people to travel, relocate and migrate and still maintain the mobility of communication at-a-distance. (Axhausen, 2006)

"The modern individual is, above all else, a mobile human being" – quote (Cresswell, 2006, p. 15). A mobile life is works of mobilities that is being reorganized as mobile lives. The mobile world is a constantly changing, and individuals have to navigate different territories to form their lives. Today such navigating is through personal and social impacts of digital technologies of the everyday mobilities life. These internalizations of new technologies are balanced out in the mobile rhythm of individuals every day. How is it like to live in a world that is fast and have intensive mobilities? (Urry, 2010, p. 21).

A life 'on the move' is perceived as a fundamental factor of indicator in achieving 'the good life'. Urry and Elliot 2010 suggest that an individual may have multiple mobilities, which all have a symbolic drive of power, bodily habitus and pleasure-seeking lifestyle (Urry, 2010, p. 10).

According to Urry and Elliot 2010, can the achieving of the 'good life', be associated with certain patterns of high-carbon societies which existed in the second half of the twentieth century. Today the reaping of these consequences is starting to be visible. These consequences are today not only affecting the mobile lives of people but also the future world, which will suffer from energy losses. Uncertain futures lies for the mobile lives, and may not be something that will be part of the world forever, with the consequences of oil peaking and global warming, which can result in floods, relentless of heart etc. (Urry, 2010, p. 23).

But what is mobilities, and how does it actually work? Starting from the beginning mobilities is:

A ————— B

*The basis fundament of mobilities has been illustrated above, in which mobility is getting from the one point A to the other point B. This act involves a movement between two locations.
(Cresswell, 2006)*

It sometimes seems as if all the world is on the move (Urry, 2007, p. 3). Is the introduction to the new mobilities paradigm founded by the British sociologist John Urry around the millennium shift (Lassen, 2011). John Urry was a professor from Lancaster University that worked in the field of mobilities and tourism (Lash, 2019). It could be said that we as a human species always have been on the 'move', but with the new mobilities paradigm a new way of studying the movement from A to B has been established. The traditional transport and communication systems research is a research field in which the focus area had always been the changing nature of transport systems (Urry, 2007, p. 19). As transport planner the question of 'how to organise and structure the most effective transport systems' and 'how to get a much traffic from A to B' (Lassen, 2011). However, the new mobilities paradigm distinguish itself from the traditional transport research approach by establishing a 'movement-driven' (Urry, 2007, p. 43) social science that enables the social world, in a palette of social and political practices, economic, infrastructures and the access or nonaccess movement of people, information, objects and ideas (Urry, 2007, p. 18). By establishing the new mobilities paradigm, John Urry designed a new way of thinking, that intended to detach itself from the traditional way of looking at mobilities, which John Urry criticised the traditional planners for seeing the creation and consumption of mobility as a 'black box' (Lassen, 2011).

For mobilities, social relationships are understood as connections involving the concept of 'more or less', whether this is at-a-distance, slow-or-fast, intense or not intense and lastly more or less involvement of physical movement. Looking at the social science, this field has a history of looking at social connection in geographically relationships based on interactions with currently present co-people in face to face social interactions.

But connections amongst people and social groups are not only geographically propinquity, but are in studies of mobilities understood as a variety of systems in which 'imagined presence' occurs, in forms of people, objects, information and images travelling, connecting social spaces (Urry, 2010). The essence of social life involves processes of shifting between being present with others for leisure, work or at home, etc, and for the times without being present with others, there'll be 'imagined presence'. As a society there is different interdependent 'mobilities', which produce social life through various discourses of movement (Urry, 2010, p. 15). As part of John Urry's thinking of mobility, then this thesis will be based upon the five interdependent mobilities, which produces social life and mobility.

1. Physical travel – is the travel of people, such as an individual's everyday mobility of work, family life, leisure, migration and escape. This form of mobility is embodied as to an individual's need to be located in the same place with other people, such as friends, colleagues or family or to physically take part and experience certain places or activities like events. This mobility is connected to physical proximity.
2. Physical movement - of objects (such as goods, products and objects) to and from producers, retailers and consumers. This form of mobility is connected to consumption mobility.
3. Imaginative travel – is the travel / imagination of "elsewhere" through various forms of platforms, such as the internet, messages, TV, movies and images. This form of mobility is often a substitute for physical transport often used before people go on holiday. For example: imaginative travel today allows people, to attend a match such as a football match home from their armchair, or out on a pub, but they do no longer need to be physically on the stadium to see it live.

3. Imaginative travel often also become physical travel, when people go on an imaginative travel through films and the internet and then gets the desire to see the places in real life. Also what Couldry calls “media pilgrimage” which is both real physical travel across space and imaginative travel out in space as a distance between ‘the ordinary world’ and ‘the media world’ (N, 2005), cited in (Jonas Larsen, 2006).
4. Virtual travel – travelling through various of media platforms (such as surfing on the internet, using the phone for messages, images, films and virtual reality) This form of mobility allows people to ‘plug into’ a global network of information’s, without having their bodies to physically travelling. Some commentators even think that virtual travel in the future, perhaps will take over the physical travel to places, because the virtual reality allows people to experience the places from home.
5. Communicative travel - Face to face communication though skype meetings, sending of letters telephones, emails, birthdays cards etc. Communicative travel on the internet is no longer than an email away, and mobile phones stays connected even when they are on the move. This form of mobility is as designed for people on the move, with its fast and frictionless movement through social and geographical space. (Jonas Larsen, 2006)

My research for this thesis primarily works with Urry’s physical travel but, do also incorporate imaginative travel. The rationale for using the mobilities paradigm and Urry’s five interdependent mobilities is because of mobilities being a central factor in our behavior and attitude when choosing a way to get from A to B.

For this thesis different types of physical travel are being identified, such as automobility, rail- / busmobility, aeromobility and pedestrian-mobility. For this thesis the research will primarily look at aeromobilities.

Travelling in a gap-year in terms of mobilities is much more than just a gap-year, or the action related to the gap-year. From the five interdependent mobilities (Urry, 2007, p. 47) I have made a definition for mobility in the gap-year for this thesis, this definition is inspired by a study of tourism, where this approach was produced by the scholar (Hibbert, 2013). My interpretation is shown below:

Physical travel – the gapper travelling to a destination whether it is a long-haul destination or to and work in the gap-year.

Physical movement – Is the movement of object, which for a gapper, can be associated with souvenirs brought back home from a gap-year. As well as consumption of the gapper that stays locally in the gap-year.

Imaginative travel – Photos, videos and postcards that are shared with family and friends, either through social platforms or physical when the gapper returns home from the gap-year.

Virtual travel – Is the trip the gapper takes before travelling, this can be through google street view, online tours of places and venues.

Communicative travel – Is communication over digital platform such as mobile phones, skype, messenger etc. A more traditional communication tool would be letters and postcards, which today is becoming more extinct the digital world, where the old postcard now can be send form the phone, can there is no need for buying a postcard or writing it, like back in the days. This communication of travel also increases the desire for traveling within the network.

New technologies are today characterizing the societies whether its transport or communication, and in some context leaves the physical movement, less necessary in the form of mobility (Urry, 2007, p. 17). In the modern society people today have 'highly personal subjectivity' and there is a trend to be 'different' and take statements that gets notice and attention from the surrounding environment (Urry, 2007, p. 23).

As an addition to our high mobile lifestyle in the gap-year, and the concern of 'how did we get to this state of high-carbon affairs?' John Urry argues that there are five interdependent systems that together produces a powerful 'system of systems' (Urry, 2007). These systems are;

- Electric power and national grid development.
(Ensuring the homes of the north a provided home of electricity consumptions).
- The steel-and-petroleum car.
(Ensuring road networks, infrastructure for the 650 million cars worldwide).
- Suburban houses. Long-distance commuting to and from work, goods consumption and electricity.
- The emergence of technologies.
(Ensuring mobile phones and computers to a global network, which connect friends, families and colleagues).
- Necessitating long-distance trip by car or plane for specialized leisure sites

(Urry, 2010).

For this thesis these travel patterns of young people in their gap-year and their imaginative travel will be integrated into the analyse of the thesis. Firstly, a definition on young people's physical travel of their everyday will be settled in the analyse. Followed by the actual travel of young people, compared with their imagined travel.

Mobilities Coping Strategies

Coping strategy comes from the field of psychology where the term coping, involves attempts of coping. Coping strategies does not necessarily have to be a success, but a try to succeed in situation at least. Like mastering a bike, when cycling on a bike this is considered as mastering the skill, but does the traffic changes and confuses the cyclist, then the situation changes and a coping of the situation will occur. Coping is an adaptive skill that is controlled by the surroundings and one's perception of the current situation (Nissen, 2014).

Based on the topics: Gap-year, Attitude and Aeromobility, a coherent formation of social life and praxis in specific types of mobility forms of the gap-year can be succeeded. These mobilities scripts of the social life of the gap-year is in the thesis the basis for the coping strategies. In the sense that these mobilities represent the social organizations of 'the good life' within the frames of traveling in the gap-year (Lassen, 2003).

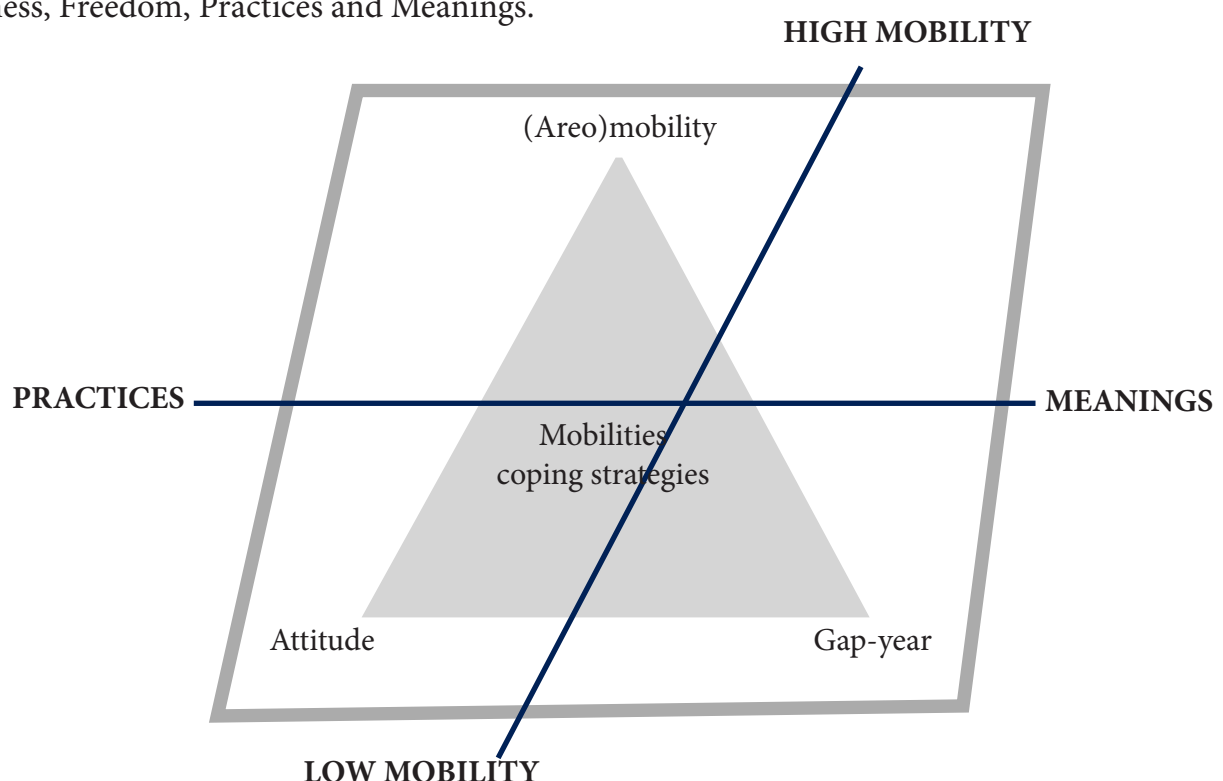
When talking about coping strategies Claus Lassen and Ole B. Jensen, 2003, suggest that the specific mobilities coping strategies is entangled into a field of tension in which combines coercion and freedom, expressed in concrete practices and meanings (Lassen, 2003). Coping strategies is worked out from four axes; Forcedness, Freedom, Practices and Meanings.

The one axes of the coping strategies aims at the room's sociology of space, an are seeking to understand the sociospatial dialectics of material practice symbolic forms of meaning. The second axe consist of the understanding of social actors situational actions and practices in and field of tension between voluntarist and the determined, that says: 'freedom' and 'coercion' (Lassen, 2003).

This thesis will investigate if Claus Lassen and Ole, B. Jensen's suggestion of, social players of everyday mobility is organized more or less reflexive and self-conscious within a coping strategy, and if it accommodates with an individual's meaningful, and affordable handling of additional demands and inner intentions (Lassen, 2003).

However for this thesis, instead of freedom and coercion, this thesis point of view will be if high and low mobility in the gap-year, comparing young people's everyday mobility with their mobility in taking a gap-year.

Coping strategies
Figure 2





Methodology & research design

Presented in this chapter is the explanation of the thesis methodology and research design, and the considerations of choices and deselection of direction. For this thesis, the foundation for the examination and exploration for the analysis in the aim of which to satisfying the research question; 'practices and attitudes of young people in relation to the environment, travel and everyday mobility, focused on the gap-year'.

These chapter has been divided into firstly a presentation of the science-theoretical position of the thesis, followed by an introduction to the philosophy of science. A hermeneutic theoretical position has been chosen for this thesis. The justification for using hermeneutic as the research approach is that this research particularly is concentrated on attitudes of young people travelling in the gap-year. Does attitude have an influence on behavior and can a changed relationship between attitudes and behavior be traced among young people. In relation to the environment and their environmental awareness. In this context the question of meaning is important for this research.

Thesis paradigm

In this paragraph an explanation of the research paradigm will be elaborated. This thesis is based on the aim of the research, of doing an interpretation of young people's environmental awareness and attitudes towards travelling in the gap-year. So, for the ongoing paradigm section of the thesis, it will be clarified which paradigm is most suited for this thesis.

A paradigm is a term that has been defined differently by many scholars. Glenda Macnaughton, Sharne A Rolfe and Iram Siraj-Blatchford (MacNaughton, 2001) define a paradigm as beliefs about the nature of knowledge, methodology and validity criteria (MacNaughton, 2001) cited in (Thanh, 2015). Whereas (Cresswell, 2003) refers to a paradigm as an ontology, epistemology or even as a research methodology (Creswell, 2003 cited in (Thanh, 2015).

But what is definite is that a paradigm has a certain way of viewing the world, which also includes the condition of things. It is therefore important to be clear in one's paradigm approach, or else a 'methodological explanation problem' will occur (Nygaard, 2005) cited in (Nygaard, 2006).

For this thesis it was important to first figure out which beliefs of how the world functions, suited the research approach, in this process there were considerations of the perspectives of ontology; the study of 'being', which embodies the understanding of 'what is' and the perception of epistemology; the study of 'understanding' which embodies 'what it means to know' (Gray, n.d.).

With the consideration of this mindset, in mind, different paradigm approaches were looked upon to navigate the thesis in the right direction. One paradigm that was quickly ruled out was the paradigm of positivism. This is based on the fact that the positivism paradigm is a quantitative approach, which prefer scientific results, such as 'social facts', and shaping the individual from its action (Thompson, 2015). On the contrary, the social constructionism paradigm, could in perspective also have been selected because as (Honebein, 1996) defines; constructionism is: "people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences" (Honebein, 1996 cited in (Dickson Adom, 2016), which also could have been argued as an appropriate approach, because people choose themselves how to present their identity, and through narratives highlight what aspect of their identity they would like to show (Hibbert, 2013). Nevertheless, an interpretivist paradigm has been selected based upon the studies of interpretivism which aim is to 'understand the world of human experience' (Cohen, 1994) cited in (Thanh, 2015). This paradigm of interpretation allows a researcher an overview of the world through participants' perceptions and experiences (Thanh, 2015).

The argumentation of choosing the interpretivist paradigm is based on the aim of the research question, which is to investigate an individual's experience of the gap-year and environmental awareness. This research to seek the answer the research question, in an interpretation of a person's experiences is collected to construct and interpret the individuals understanding of the world, and this approach is specifically supported by the interpretivism which explores and interpret the understanding of an individual (Thanh, 2015).

Philosophy of science

This paragraph will present the thesis theory of science hermeneutic, which the thesis is based upon, since the aim is looking into young people's travel mobility in the gap-year and their environmental attitude.

Hermeneutic is the art of interpretation and understanding of phenomena's that confers meanings in a practical way. This can be shown in linguistic phenomena's, such as text and speech, or in other forms of expressions such as actions, events and facts. Thus, hermeneutic is also the theoretical reflection in terms of methodology and understanding. In definition then hermeneutic is both the understanding, and interpretations of a research and the theoretical and the philosophical reflection over this work (Wahlgren, 2018, p. 186).

Hermeneutic originates from the Greek word *hermeneuein*, which means to understand, interpret or decipher. The hermeneutic arose around the 15th century, to make rules for interpretations of texts. The earliest interpretation theories that many found important were primarily the understanding of theological and legal texts such as the bible. Now, the purpose of interpreting these theological and legal texts was not only to find a good story, but also to learn more about life. In this is also one of the founding stones of the early interpretation theories – “that one can become wiser on oneself by reading and interpreting the meaning of texts” (Jacobsen, 1999, p. 166).

The modern hermeneutic, which is said to start with the German theologian and philosopher Friederich Schleiermacher, is in all its simplicity about giving the spirit of sciences, or the human- and social science a theoretical and methodical basis. Spirit of science is the field of science that works with the human and its freedom of speech, actions, creations and institutions, in other words phenomena that has a meaning to it (Jacobsen, 1999, p. 166).

Therefore, in this thesis the hermeneutic circle of Gadamer has been selected, and takes its starting point in Hanne Fredslund's four step hermeneutical process (Fredslund, 2012):

1. To acknowledge awareness towards one's own understanding
2. To put one's own preconception at risk and thereby move ones horizon of understanding in motion.
3. To put yourself in another's position of understanding
4. To acknowledge the structure of a questions, in order to influence ones horizon.

‘To acknowledge awareness towards one's own understanding’. The preunderstanding / prejudice is what makes the conditions for one's understanding (Fredslund, 2016). The important thing is that the researcher acknowledges ones own understanding of a problem, because the problem is motivated and aroused from the preunderstanding of the researcher.

I went into this Master thesis with a preunderstanding of the problem statement. I have always considered the environment and our environmental awareness as important factors of my identity, which is also part of my theoretical background with a bachelor's degree in Natural- and Cultural Heritage Management.

But what aroused my interest for this thesis, was our access to mobility and our high mobile lifestyles, which run alongside the political and social issue of climate changes and human's environmental attitudes. On the second semester of the master thesis, a group consisting of three students, me included, went on a trip to Iceland to study the impact of the massive tourism boom in Iceland. This study confirmed my prejudice of the negative influence tourism has on the environment, and lead to my further interest in studying environmental awareness and travelling. A combination of mobilities and today's highly mobile lifestyle, is the preunderstanding and prejudice that I as the researcher of the Master Thesis brought into the investigation of the thesis.

'To put one's own preconception at risk and thereby move its horizon of understanding into motion'. Gadamer states that as a person, you must acknowledge the consequences of your own situation being at stake, in all situations of understandings of meanings and that we as individuals need to try to understand the meaning of it. But Gadamer stages that we as an individual are inside the circle of hermeneutic interpretation and does not stand outside of the situation, but instead in the middle of the situation, hence we as individuals cannot have an objective knowledge of the situation and neither fully uncover it. A situation is our starting point in pre-understanding a situation. The point of view from which we see, and which in one way or another limits our view, then the horizon is the scope that the view has. The horizon spreads like a fan from a situation to a situation and the pre-understanding of that together determines how our horizon is, whether it is narrow or wide. In pre-understanding actions - in the meeting of other individuals horizons - our preconception is at stake, and our horizons can be moved (Fredslund, 2016).

'To put yourself in another's position of understanding'. Gadamer says that an understanding is happening when two horizons meet. When two horizons meet, it is important to put oneself in the other horizons position to understanding the meaning of the other horizon. When two individuals' independent horizons, put their own understanding aside and tries to put themselves in the position of the other persons horizons position then what Gadamer refers to as: a fusion of horizons is happening. (Fredslund, 2016)

'To acknowledge the structure of a questions, in order to influence ones horizon'. The methodological approach is the researchers pre-understanding of a problem and is connected to the choices of methods which highly influences the horizon of the understanding, that are created. For certain methods certain things can be seen, and with other methods other things can be seen. But it is the method chosen, and parts of the pre-understanding that are possible to change along the way, that affects the pre-understanding. If, during the studies, it is found that the research problem is better investigated with another method than first assumed, then a new method is chosen.

This hermeneutic approach is argued to be the best method for doing an analysis of the collected empirical data through interpretation of narratives. Following the hermeneutic approach then the research design has been a hypothetical-deductive process, where I try to investigate whether young people become more environmentally conscious, and whether the environmental awareness has an influence on their practices in their mobile lives. The methodological approach is very much about interpretation. To interpret the meanings and the values of attitude amongst young people, I term of they say and what they do.

In relation to an overall interpretative approach, I have chosen a number of different methods that I argue, supports an interpretative approach. I have worked with a method called a Sprint, which tries to open up life stories through narrative tales of young people's mobile lives and their environmental attitude. These tales are furthermore a tool for mapping the young people's daily lives of mobility and their imagined mobility about their future travels. As a supplement to the Sprint qualitative, interviews were conducted where the respondents were questioned about their gap-year and their view on the attitudes and practices among young people today. The interviews is conducted to gain an meaningful interpretation of what a person says vs what a person does in contrast to their own everyday life of mobility.

This approach is done to be able to get a meaningful interpretation of what the participants say and attach to their own everyday life. Which is gained though their participation in the Sprint. Travel narratives have been used as a tool in relation to subsequently interpreting and analyzing the interviews. A narrative tool determines whether across the interviews and the individual Sprint, I can identify different traces of narratives that are important to the universal of meaning and which also link up to the significance parts of people's coping strategies, which consist of an attitude and practice. Furthermore, to facilitate the Sprint, different methods were used in the Sprint such as Brainstorm, Shadowing, User Journey Map, Storytelling, and Storyboard. Some of the collected empiri from the Sprint, was quantitative data, such as numbers and statistics, which is used to state factual things, such as age, sex journeys they respondents already had been on etc. The quantitative element in this thesis has not been in any way a dominant perspective, but it was conducted to incorporate the quantitative to put some numbers and figures on the otherwise qualitative approach to the research question.

Research approach from a interpretive perspective

In this research a qualitative approach has been chosen to gain understanding and insight for the research question of the thesis. The rationalities for choosing a qualitative approach is based on the aim of the research, which is to gain an understanding of the mobility of young people, and the role of environmental awareness during their travels in the gap-year. A qualitative approach is used in a research that explores complexities and processes of a field with little known phenomena or innovative systems and where relevant variables is yet to be identified in the field of interest (Rossman, 2011, p. 91). Furthermore, a qualitative research approach involves a naturalistic and interpretive method, which Lincoln and Denzin describes as: "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (Lincoln Y., 2000) cited in (Ospina, 2004).

As this research is an interpretive study, with narratives, it is important to be careful of the interpretations in the investigation of the thesis. Since it is a social science study and not a technical study, the interpretation is based on the researchers interpretation. Other approaches such as ethnography captures cultures, phenomenology focuses on lived experiences and grounded theory is the founding of theory of this approach. As for a study that has a qualitative research description, the research is focusing on an understanding and discovering of phenomenon's, processes or an individual's perspective and worldview (Carmel Bradshaw, 2017). The argument for using a qualitative approach for this thesis is that the information and data collection that is required in answering the research question is collected directly from individuals who are experiencing the phenomenon that is investigated, "*if you are concerned with exploring people's wider perceptions or everyday behavior, then qualitative methods may be favored.*" (Silverman, 1997).

Furthermore, time as well as resources of the thesis are limited, which makes a qualitative study more favorable to the aim of answering the research question. This approach has allowed the research to approach the research question from a qualitative angle.

Hermeneutic circle

The hermeneutic circle originates from the interpretation of texts; this understanding of the hermeneutic circle is what is called the classical hermeneutic. The classical hermeneutics is to understand the meaning of a text and its different parts, such as the words, the sentences and the chapters one has to take into consideration the whole text, in mind that to understand the whole meaning of the text, this is achieved through an understanding of the parts of the text (Wahlgren, 2018, p. 189).

As an example, a novel is constructed from its whole, from the single words to the sentences to chapters and so on. In a novel a single word or general term may have more than one meaning. What meaning an individual reader /person associates with the word, depends on where the word appears and in the certain situation the word is attached to. In this connection a word can become more significant, and the meaning of the word depends on the meaning of the novel. But in the meantime, the meaning of the novel is constructed from its words, sentence and chapters; *“the interpretation must therefore proceed as a circular interaction between parts and whole”* (Jacobsen, 1999, p. 167).

The classical interpretation of the hermeneutic circle is therefore to interpret a text until a meaning without contradictions occurs. The truth of a text is being maximized when all parts of the text fits into the overall meaning see figure 3 (Fredslund, 2016).

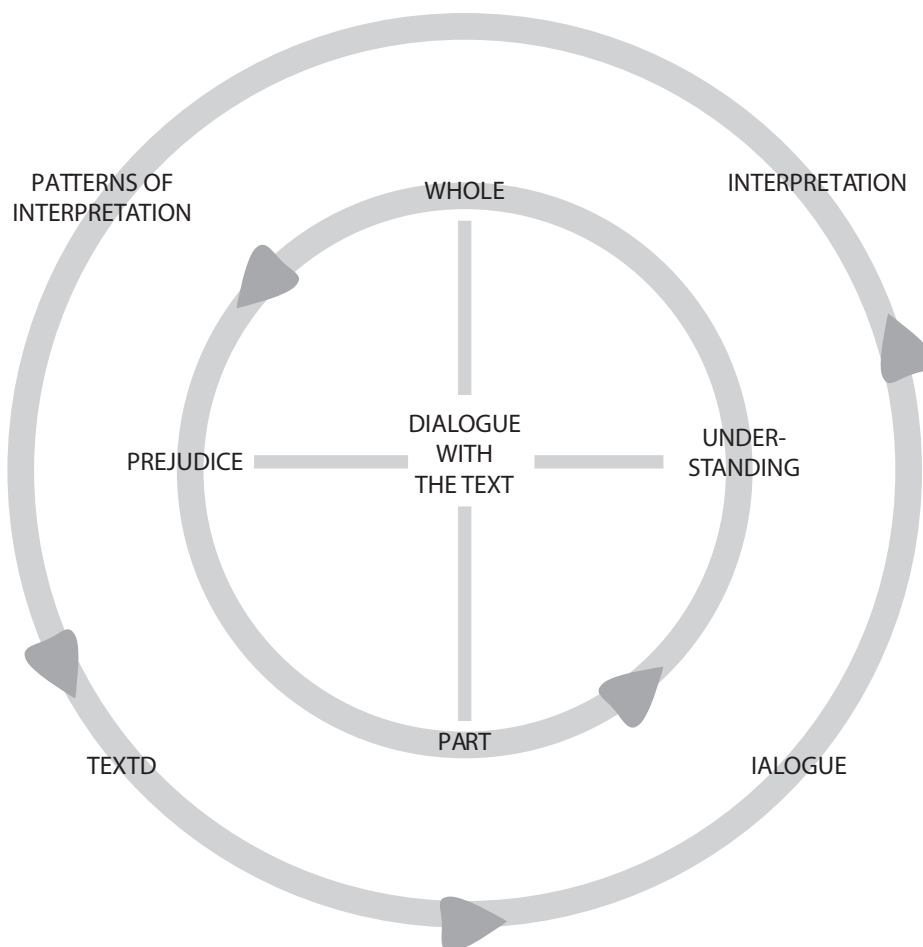


Figure 3: Shows the hermeneutic circle that illustrates the starting point of a concept with a full text. Afterwards it goes in a circular motion, to the prejudice, then the on to parts of the text, which leads to and interpreted understanding of the concept. The interpretation of hermeneutic is today in a foundation of a circle of hermeneutic work which goes round and round in a circle formation. (Berth Danemark, 2002).

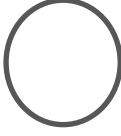
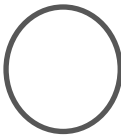
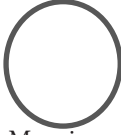
Later on, in the 18th century, a new chapter in the hermeneutic was added by Friederich Schleiermacher and Wilhelm Dilthey. Schleiermacher and Dilthey claimed that to do an interpretation of a text, you had to see the text as being part of an authorship, and this authorship as part of a human being's life, a humans life as part of its own surroundings, and these surroundings as part of an era which lastly is part of our history of the world (Fredslund, 2016).

In this Schleiermacher and Dilthey hermeneutic circle, the circle becomes the relationship between the text and the context, comparable to be able to relive the spirit behind the product of a spirit, the context must be related in which it will create and are an expression for (Fredslund, 2016). For the above described hermeneutic circles, both the classic and the one from Schleiermacher and Dilthey, the method of the philosophy science is that the interpretive subject is standing outside the hermeneutic circle looking in and interprets parts and wholes, texts and contexts as an object. See figure 2 (Fredslund, 2016)

Lastly there is Gadamer and his take on the hermeneutic circle, which build on Heideggers texts. Here Gadamer challenges the belief of the separation between subject and object. Furthermore, Gadamer criticized the old way of interpreting a hermeneutic circle, which was build on a text being the object and the researcher standing outside the circle, with a neutral point of view, which is in line with natural science ideal of the object. Gadamer introduced a new way of thinking which he called presuppositions. The presuppositions are 'our own historicity', which is what are part of shaping us as humans and our self-knowledge of what we already know. The presupposition is always part of our assumptions and often in an obscurity. It is a well-known fact that scientists can't take away what they already know.

Gadamer furthermore says that if we didn't have this presupposition, then it would be hard to investigate a phenomenon that nobody knows about see table 1 (Fredslund, 2016)

This tabel 1, shows the three different kinds of hermeneutics. From Maxims outside perspective of hermeneutic, to Gadamer's inside and part of the circle. Should a perspective with the Classic Hermeneutic have been used, a more objective approach should have been chosen (Fredslund, 2016).

	Object	Purpose	Hermeneutic circle	Object and subject
Classic Hermeneutic	Texts (theological and classic, antique)	Finding the truth of the content of a text.	Text part  Text whole	The object (what is interpreted) is within the circle. The subject (the interpreter) is standing outside the circle looking in.
Schleiermacher and Dilthey	All spirit products (text, speech, action, creations)	To relive the spirit behind the sprit product.	Text (spirit product)  Context	The object (the interpreted) is standing within the circle. While the subject (the interpreter) is standing outside the circle.
Heidegger and Gadamer	All understanding and knowledge	To set up universal conditions for the understanding.	Understanding (prejudices)  Meaning	The subject and the object cannot be separated. They are both part of an integrated in the circle.

This research does not have a theoretical concept to explore, it is built on a hypothesis that in this research is to be conformed or rejected from the data collection thus, making this a deductive enquiry.

Based on the research question, which is a hypothesis, the hermeneutic circle is a suitable method. Dagfinn Føllesdals (1932) argued that, the hermeneutic circles are an expression of the hypothetical-deductive method, where a question about a text or an attempt to learn about a situation or a human act can be proven with a testing of interpretation. In a hypothesis the layout of the hypothesis is tested to see if it fit with the experience of the situation. An interpretation can turn out wrong, but then because of the hermeneutic circle, it can be revised and rejected, and tested like a hypothetical-deductive method (Wahlgren, 2018, pp. 187-188).

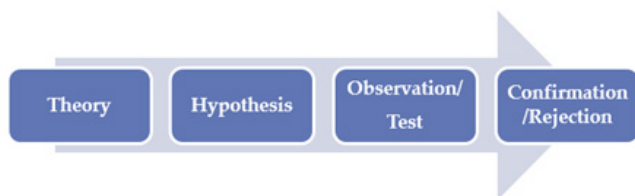


Figure 4. illustrates the chronological process of doing a hypothesis study

In this thesis the hermeneutic interpretation will be from Gadamer's approach of the hermeneutic circle. This is based on the presupposition of the thesis research question. The presupposition interpretation is where something that has already been interpreted is being interpreted by the subject (the interpreter) again. For this thesis the problem statement is an interpretation of the problem (climate changes), which is already a well-known factor, which has been interpreted by many others beforehand. Interpretations of a subject can have many interpretations with different horizons. An example on this could be that summers are getting warmer and warmer than ever before. Now there are some scientific facts that show what the climate is of a size, but people also interpret these matters, as the fact that the weather is getting warmer, actually is related to climate changes or if it just a natural phenomenon.

Perhaps the summers have been just as warm 100 years ago, but because of the pre-knowledge we as individuals have, we interpret to understand a certain topic based on the pre-knowledge we already have. This interpretation is what is the essence of this thesis, which is to go out, and interpret people's (participants) horizons of meaning in the topic travelling in the gap-year, and one's environmental awareness. These horizons will be based on pre-knowledge, from talking with a neighbor, seen in tv and being in touch with areas of interpretations, which then have become the agenda for a person (the participant), and on background of that this thesis will, make an interpretation to fusion the horizon to answer the research question based on the data.

This thesis seeks to understand a given situation that the participants are put into through a 3-day sprint with living-lab of participants. This will be executed through a switch between concrete statements and the whole meaning of the respondents of the Sprints narrative constitutes. The reason to use narratives is; our expression of experience often has a narrative structure, in the form of coherent, meaningful narratives (Wahlgren, 2018, p. 188). In addition, in order to increase the understanding of the respondents' whole meaning, an involvement of a greater coherence in the situation of the respondents could be the knowledge in the field of the gap-year, environmental issues connected to traveling, and information on mobilities.

Research method

In this thesis a Sprint has been used as the research design. This Sprint has allowed the sprint made it possible to make a qualitative study within three days. The Sprint, as the name applies, is something that has to go fast, but the Sprint has also allowed in-depth knowledge and understanding of the phenomenon of young people travelling in their gap-year and their environmental awareness.

Introduction to the Sprint

The term Sprint originates from the concept of Service Design which uncover and maps out user journeys and then examines and tests new possibilities in the field of user-needs (Buskbjerg, 2019). A design sprint is a problem-solving form that takes the normal process of developing a design process and speeds the process up to make it faster and to create innovative solutions (Daly, 2018).

The design Sprint was first introduced and created by the American designer and author Jake Knapp from the firm Google. The creation of the Design Sprint is originally formed out of a pallet of other techniques, such as cultural product development and ideas from design thinking workshops etc. (Sprint, 2019).

A Sprint is described as: *“The purpose of the design sprint is to get answers to a set of vital questions, not just to produce the prototype for the next version of your solution”* quote Jack Daly, from Inside Design (Daly, 2018). The sprint methodology is, build up around the service design method, which is used to solve problems through a system of ideation, prototyping and testing new ideas on a specific target group (Academy, 2019).

The reason why the Sprint was chosen for this thesis, is the need for speed, and the need for problem solving and innovative ideas. The aim for the Sprint is to discover and deliver innovative outputs and with potential solutions to a problem, with evidence from real users.

This can be achieved through a set-up with multidisciplinary teams, where the participants is going to be “locked-up” for a couple of days, to create a powerful workspace for the innovative thinking to arise (Krasadakis, 2018).

A traditional Design Sprint consists of five states; Understand, Develop, Decide, Prototype and Learn (Jake Knapp, 2016). But for this thesis a modification of the Design Sprint has been made, to fit the aim of the research question. The Sprint is a three-day Sprint that attends to discover and go in-depth with young people’s mobilities practices in the gap-year and their environmental awareness when they travel in the gap-year contra daily mobility practices.

The workshop is built up around a data collection of mapping mobilities and exploring new mobilities solutions in relation to travel and environmental awareness in the gap-year. The workshop is designed as a workshop where participants are considered as a sort of ‘living lab’, where the participants are considered as co-developers and contributors to the problem statement. The Sprint participants were asked to visualize the mobility problems and to come up with potential solutions to the mobilities problems / challenges.

The rationalities for choosing a Sprint as a method instead of a living lab, was based on the ‘speed’ of the Sprint, which allowed an intense and innovative time frame, that fitted the time limit and resources of the thesis.

Field studies and observations, for the Sprint, the primary data collection methods were observations and different tasks of assignments that the Sprint participants had to solve. The Sprint was, located in Hjørring, at Natural- and Cultural Heritage Management – UCN. The location of the Sprint was based in an environment that was well known to the participants, which created a good and friction free environment for the Sprint to undertake its collection of data. This Sprint took place from 20th to the 22th of March 2019. The three-day schedule for the Sprint, can be seen in table 2. In Appendix 2 the PowerPoints from the three-day Sprint can be seen, as well as a more in-depth timetable.

	DAY 1 (Understand)	DAY 2 (Develop and decide)	DAY 3 (Prototype and learn)
09:00 AM	<p>Introduction to me as a Master thesis student and the purpose of my visit and the Sprint.</p> <p>Why Natural- and Cultural Heritage Management?</p> <p>Introduction; "What is in it for me?" and the benefits of being part of the Sprint.</p>	<p>Introduction and agenda for the second Sprint day.</p> <p>Baseline (what is mobility?) Gap-year and environmental awareness.</p> <p>Divided into 4 groups. With each group having a main topic.</p> <p>Brainstorm, the main purpose and Clustering.</p>	<p>Introduction to the last Sprint day. Agenda for the day.</p> <p>What about 100 years from now?</p> <ul style="list-style-type: none"> - IPPC graphs - Future climate scientists (pre-knowledge)
09:20 AM	<p>Introduction to the SPRINT</p> <ul style="list-style-type: none"> - Purpose - What can a Sprint be used for? - Specifically, the modification of this Sprint. <p>3-Day Sprint agenda</p> <p>Mobilities theory</p>	<p>Brainstorm, main purpose is to make a Clustering</p>	<p>Storyboard</p> <p>Future of the gap-year Future scenarios (It's allowed to make more than one scenario)</p> <p>How is it going to look like in the future? Is there still going to be a gap-year?</p> <p>Are we going to use virtual mobilities in the form of virtual reality?</p>
10:00 AM	Break	Break	Break
	<p>Mapping your own mobility</p> <ul style="list-style-type: none"> - Introduction - Method (User Journey Map) - Method (Shadowing, how do people come to UCN in Hjørring? – bike, run, pedestrian, train, bus, or car. 	<p>Find mobility purposes related to the topic.</p> <p>How is being travelling as a gap-year 'tourist' characterized?</p> <p>How much CO2 does it cost, to travel? And how does it affect the environment and climate?</p> <p>Show examples of travel and destinations. Why does people on a gap-year travel to that location? How do they travel? Car, plane, bike, walk?</p>	<p>Storyboard continued</p> <p>What is the future in terms of climate changes? Are they still going to be a threat like today, and are the mobility going to change?</p>

10:30 AM	<p>Make a map</p> <ul style="list-style-type: none"> • Practice by mapping out your own 'ecosystem', your journey on a daily basis. <p>Capture (your) students' journey and interaction in their mobile life on a map.</p>	Find location and make a jour-ney map over the collected data.	Storyboard continued
11:30 PM	Lunch	Lunch	Lunch
12:30 PM	<p>Presentation on a short brain-storm about the gap-year and what you do in a gap-year. On the white-board.</p> <p>Introduction to a tool called idea sudoku. -How to use the tool? Working topics: Gap-year and Environmental awareness.</p>	<p>Introduction to method</p> <p>Method: (Sidestepping) - Why use the method side-stepping?</p> <p>Topic: Article about a Danish girl with a flight restriction. A choice of behavior, do to envi-ronmental awareness</p> <p>What do other people do, and does adventure have to be on the other side of the world?</p> <p>Buffer-activity (User-journey-mapping)</p>	<p>Difference between every-day mobilities and mobilities of the gap-year.</p> <p>Environmental awareness towards the gap-year.</p>
13:00 PM	Break	Break	Break
13:15 PM	Idea sudoku/presentation	Presentation	Presentation
14:00 PM	End of the first day of the Sprint	End of the second day of the Sprint	End of the last day of the Sprint

The main goal for the Sprint was for the participants to work in groups, arranged after the number of participants, but groups with around 5 participants in each group. The groups were composed in a way where the participants were mixed national and international students together, to make the groups most effective and with representatives, with different skills and knowledge in the topic. The participants were a mix of international and national students, so a crossdisciplinarity field will be the platform for innovative and creative ideas of the Sprint.

The above table 2 shows the structure of the different stages of the three-day Sprint, which different tasks were performed for a satisfying answer to the research question. For a full overview over the three-day Sprint, three PowerPoint presentation is attached in the appendix 2, showing the materials and theories used in the Sprint.

Research execution

Under the three-day Sprint, three main topics were conducted, the three main topics were; Everyday mobilities, mobilities in the gap-year (both practiced- and imagined mobilities) and future mobilities (of the gap-year), for all the topic a mindset of environmental awareness was asked to be considered. The Sprint could have been done in one day as a big focus interview, instead of three days, but to go in-depth with the research question this thesis was chosen to be a three-day Sprint. The three-day Sprint also opened up for more of the participants becoming more familiar with the topics and of the Sprint, which let the participants to have more interpretation over the three-days, that would allow a deeper insight and create important information to the research.

As a data collection method, the participants were on each day of the Sprint asked to present the task they had been given as part of the Sprint. The first day of the Sprint, the participants were asked to make a User Journey map over their own daily mobility patterns. A mapping of the participants own daily mobility 'ecosystems,' was a visual way of getting an in-depth insight into the choices and thoughts the participants are doing on a everyday basis of mobilities. For seeing the examples of User Journey Maps look in appendix 4:



The second day of the Sprint the participants were divided into 7 groups working with four interdependent mobilities purposes; Case 1) Paid work – Case 2) Volunteer work / cultural exchange – Case 3) Sex, drugs n'rock and roll (party trips) – Case 4) Interrail and Case 5) Charter-hikers.

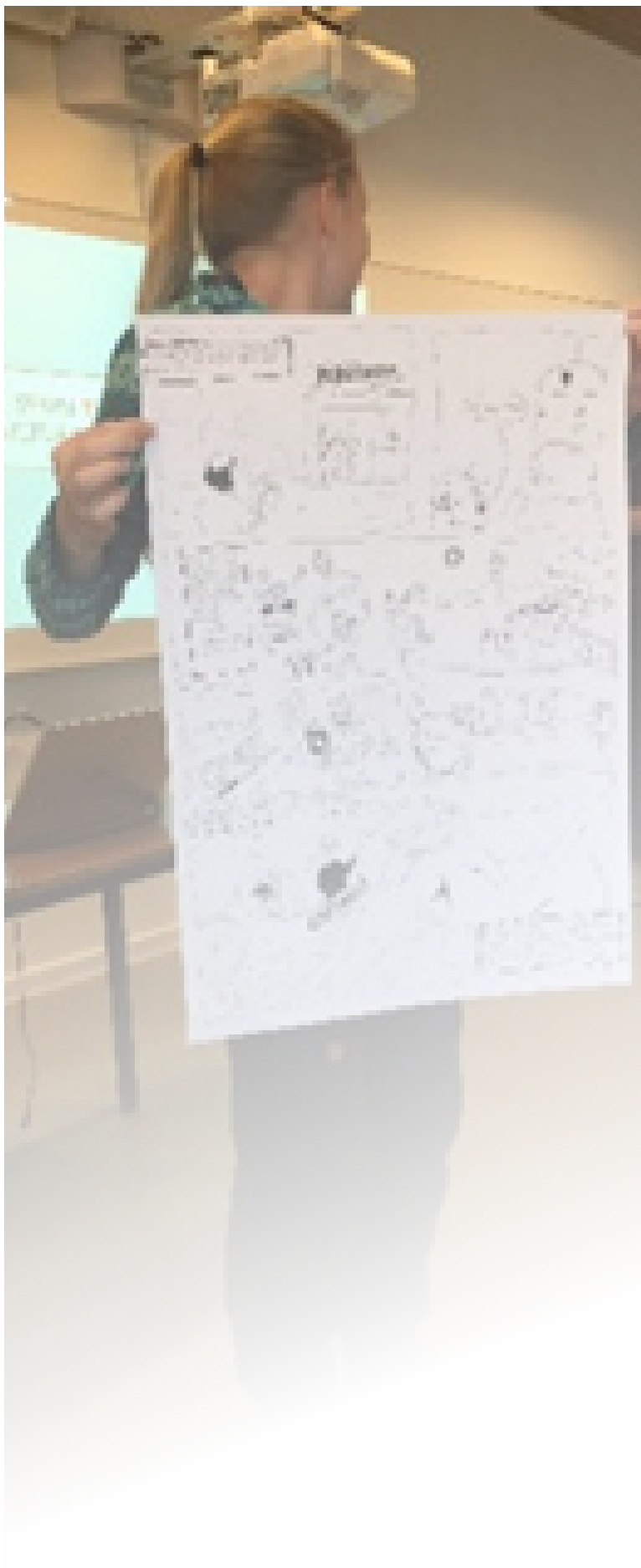
The purposes with these mobility purpose was to investigate the purposes of the different mobilities aims. The cases was in the end of the day presented in a presentation.



The last day of the three days Sprint, was focusing on the future of the gap-year and the identity of the environmental attitude. The participants was asked to work with how they thought the gap-year would look like in a 100-years from now and, had to present a Storyboard in the end of the day for presentation.

The storyboard is originally a tool from the film industry. In the film industry the storyboard is originally a series of images that shows a cause of actions, often supplemented by a text and a description (Institute, n.d.). For this thesis a storyboard allowed a series of images that shows course of actions and mobilities.

Furthermore, then a storyboard shows the connection between the action of a mobility process, their different touchpoints and the role of the user in the process.



As an addition to the tasks in the Sprint, 6 of the participants of the Sprint were interviewed in a more in-depth qualitative interview. The interview was based upon travelling and environmental attitude amongst young people in their gap-year. The purpose of the interviews was to understand the attitude amongst young people, and their environmental awareness, Furthermore, then the the interview also looked into what the future might hold for young people in a gap-year.

Semi-structured interviews

For this thesis semi-structured interviews were chosen to the Sprint as an additional qualitative data collection method. For this thesis 6 semi-structured interviews were conducted, with 6 of the participants from the Sprint, both participants with Danish nationality and other European nationalities. The reason for choosing participants with different nationalities, was to represent a broader spectrum of young people, from more than just Denmark, but also Europe. The reason for choosing semi structured interviews as a research method, is based upon that the qualitative interviews makes it possible to capture data about a phenomenon. A qualitative interview is structured around a thematic conversation, which is a good way to get some in-depth answers for the research. (Keller, n.d.)

The semi structured interview is structured around an interview guide, where certain themes has been chosen. The semi structured interview opens for new horizons, when choosing a semi structured interview the structure of the interview guide, may chance under the actual interview, and allow new angels of perspectives to be conducted. (Thisted, 2011)

All the participants for the qualitative interview, was asked questions based on their travel narratives in which the participants were asked to narrate their own trips when travelling. The purpose of conducting this type of information, was to gain an understanding of young people and their exploring of travel behaviors. Next the participants were asked to express their own self-awareness of their environmental attitude, the point of asking this question was to see the significance what is said as once attitude perspective and what is done actively through actions of behavior, in terms of the relationship the interviewees has around their own environmental awareness and the concerns of identities in the practiced reality. This could open for an elaboration of the participants worldview and the standpoint they take in life, such as if they are deniers, bystanders or environmentalists.

For the interviews only one interview guide was developed, which can be found under appendix 6.

The interview guide was structured into four objectives, which primarily focused on exploring and examining the research question:

1. To examine physical mobilities of an individual's 'travel story'. Both by exploring daily mobilities and leisure mobility.
2. To explore the imaginative mobilities of an individual, to establish identity markers of people's dreams of traveling.
3. To explore and analyze the mobility and the identity of having a high mobile lifestyle, and how this identity of lifestyle is related to climate change and our environmental awareness.
4. To explore the attitude of future physical mobility and the identities of young people's attitude in terms of having high mobile lifestyles and their environmental awareness.

Table 3: The interviews were conducted on the 22th of March 2019.

The profile of the interview participants is shortly introduced in the below table:

The purpose of collecting an additional qualitative data, in form of interview with some selected students, was to gain a more in-depth insight into mobilities in the gap-year and people's identity of environmental awareness.

Interviewees	Title	Participants of selection	Appendix
<i>Female: respondent</i> <i>Age: 29</i> <i>Nationality: Russian</i>	Bachelor student at Natural- and Cultural Heritage Management – UCN Hjørring. 4. semester student in N17	Represented a foreigner, living in Denmark with her husband and child. The respondent is an individual of a high mo-bile lifestyle.	6
<i>Female: respondent</i> <i>Age: 23</i> <i>Nationality: Polish</i>	Bachelor student at Natural- and Cultural Heritage Management – UCN Hjørring. 4. semester student in N17i	International student studying in Denmark, and loves travelling, but also considers her own environmental awareness as an important factor for her identity and mobility choices.	6
<i>Female: respondent</i> <i>Age: 26</i> <i>Nationality: Danish</i>	Bachelor student at Natural- and Cultural Heritage Management – UCN Hjørring. 4. semester student in N17	Danish student, with a low mobile lifestyle, doesn't travel very often, but have a high lifestyle of imaginative mobility.	6
<i>Male: respondent</i> <i>Age: 26</i> <i>Nationality: Danish</i>	Bachelor student at Natural- and Cultural Heritage Management – UCN Hjørring. 4. semester student in N17	Danish respondent representing, local high mobility of lifestyle.	6
<i>Male: respondent</i> <i>Age: 22</i> <i>Nationality: Polish</i>	Bachelor student at Natural- and Cultural Heritage Management – UCN Hjørring. 4. semester student in N17i	International student who was chosen for his interest in travelling and participation in different cultural exchanges, such as Erasmus+ programs.	6
<i>Male: respondent</i> <i>Age: 23</i> <i>Nationality: Latvia</i>	Bachelor student at Natural- and Cultural Heritage Management – UCN Hjørring. 4. semester student in N17i	International student who was chosen for his hobby of taking professional nature photos and travelling in a more primitive way, with his tent on the back of his motorcycle	6

Strengths and weaknesses of the methods of the thesis

Looking into the methods chosen for this thesis research question, both strengths and weakness will be deliberated in the following paragraph. For this thesis an in-depth research was conducted through a three-day Sprint process.

The Sprint as a method is an innovative and problem-solving method, that allows a group of people to work intensively for a specified amount of time, for this thesis the time of the Sprint was three days. The ideology of the Sprint is to “lock up” the participants and, let them work in a condition of speed and quick decision making. What the Sprint can that is different from for example a living lab as a method, is that the Sprint is emphasizing the fast-paced and innovative aspects.

A normal Sprint is five days, so for this thesis Sprint of three-days, the resources and the schedule were really tight. This also meant that the in-depth research of the topic of the Sprint, was not as well worked though as if it has been a real Sprint program of five days. But, as this was a special approval to take three days out of the student's schedule, five days was not possible.

For a Design Sprint, participants normally go through five stages: Understanding, Developing, Decide, Prototype and learning. What was different from the original Design Sprint, was the prototyping, since the participant did not have to make a prototype, instead different forms of presentation was chosen to collect the data, such as user journey mapping, PowerPoint presentations and storyboards. As the three-day Sprint was filled with a lot of data, a challenge in collection all the empirical data was impossible, whereas I was only one facilitator, and normally more facilitator will be helping conduct a Sprint progress.

Interview as a method is a useful method when the research seeks to go in-depth and explore a phenomenon. If the interview is concrete and easy to understand for the respondent, then the interview allows the researcher to investigate in a matter of qualitative method.

This hermeneutic interpretation research made it available, to the researcher to open up the horizon for interpretation of the respondent's horizon of the meaning of the topic. This way of using a hermeneutic interpretation as method, did also change the structure of the Sprint, thus. The interviews weren't initially planned but, was decided along the process of the Sprint. When using interview as a method, a face-to-face meeting is preferable, so an interaction between the interviewer and the respondent is available.

When doing an interview, it is important to make sure which form of interview the research is benefitting from, if the interview should be structured, semi-structured or not have any structure. For this thesis a semi-structured interview method was chosen, which in the case of this thesis was a good way of structuring the interview, because it allowed the interview to have a smooth and open frame in-terms investigating topics that was not plan in the interview guide.

The weakness of the interview method is that it is a time-consuming method that takes time in finding respondents, and to afterward transcribing the interviews. For this thesis both international and national respondents was chosen to be part of the interviews. This showed to have a bit of a language barrier, because none of the respondents were native English speakers, nether I as the interviewer. The participant was offered the opportunity to do the interview in Danish, if the respondent was more comfortable with that. All except on one choose to have an English interview, and one was in Danish, thus Danish was not the particularly respondent native language. This language has resulted in sometimes the answers would be hard to understand, and on some of the recorded transcription, an inconsiderable number of places, the answer is cited as not being able to identify what was said.

In addition, one weakness of the interview was the chosen terms and theories that was explored. As a Master Student in Mobilities and Urban Studies, the thesis of course has mobilities as the main focal point.

But for the student of the Bachelor-degree of Natural- and Cultural Heritage Management, the mobilities paradigm was a new term that the students should work with. Even though the interviews were conducted on the last day, some of the terms such as different mobilities terms, was still was sort of a barrier. The data collection is though still workable, because explaining the term, helped the respondents to get and understanding of the term.

The interviews were recorded on a cellphone, which allowed the captured material to be transcribed, which makes it able to work qualitative with the collected data. Also, it allowed the interviewer to be more part of the conversation and interact with the respondent. Whereas if there had been no recording a more awkward and not as personalized conversation would have been made, also probably resulting in missed interpretative opportunities.

Furthermore, one of the weaknesses of this thesis was the unpredictable number of students, showing up and leaving the Sprint throughout the three days. A contract was written, but the students still had appointments and work-related responsibility to tend to. Even though the overall attendance of the participants was really good, still a descending in participants was notable throughout the days. Like the attendance number, also one factor that was manageable was the effort and thoroughness the participants put into the task they were given. The above factors has definitely have has a effect on the thesis outs come, but as a researcher of the thesis, this is a known consequence of the method choice.

Ethics considerations

When conducting a qualitative research, involving many participants, ethics considerations has to be considered to protect the participants / respondents from any harm.

For this thesis an GPR contract was signed of all the participants of the thesis. To make sure that this process was done in the correct manners, a correspondence between the Program Director (Helle Lyhne Hvass Markusen) for Natural- and Cultural Heritage Management – UCN in Hjørring and I (as researcher) was conducted 4 months prior the actual Sprint. This GPR was furthermore read and approved by the Coordinator for the thesis study Dr. Michael Martin.

This contract has all the information and approval form the participants, in which terms I as the research can and may handle the collected data, which also protect the participants from getting their participation and contribution exposed in a manner, that they have not agreed to beforehand.

In the appendix 1. a copy of the participants sheds is attached. The ordinal signed participant is not going to be attached to the assignment, but will be stored under proper conditions, and can be found if necessary.

Analysis

This thesis study has overall been a qualitative research approach, however small part consisted of quantitative empirical data which has been added as a supplement to the thesis' research question.

To start the analysis of with, an overview of the participants that participated in the 3-days Sprint the 20th to the 22th of March 2019. All the participants represent a segment of young people, that all are taking a bachelor-degree in Natural- and Cultural Heritage Management at UCN in Hjørring. For this 3-day Sprint a total of 31 participants, took part in a qualitative research approach called a Sprint, a participant agreements (GDPR) can be found under appendix 1.

Out of the 31 participants 26 took part in a short survey that determined the sex and age group the participants were part of. Out of the 26 participants 11 of them were male participant and 15 were female participant. The study of the thesis has its focus at young people and their travel attitudes and behaviors. For this Sprint a quite big gap, in age groups were represented, with a variation of the youngest participant at the age of 19 and the oldest participant at the age of 59. However, looking at the age distribution 21 out of the 26 participants were not older than 30-years old. And out of the 21, 12 of these were under 25-years old. With this representation of participants, the area of research has been qualified as a usable sampling of representatives (Data can be found under appendix 3).

Social identity attitude and daily mobility behavior

Our mobile lives – whether it is being a pedestrian, walking to and from school, commuting by bus or train, or driving to and from daily chores. Then out choice and attitude of mobility say something about our social identity (Murray, 2018). An explicatory identification of key themes for the participants mobile everyday lives, was identified during the Sprint.

Mapping daily mobility

The participants were asked to recreate their daily mobility behaviour, by using User Journey Mapping as a method tool. The mapping of the participants everyday routines, my seem as mundane evidence, but the social identity that young people put in their everyday choices, also says something about their environmental awareness. From the collected empirical data of 29 participants, 13 of the participants were either walking or cycling to and from school, or other activities during their everyday mobility. 6 of the participants were using public transport such as busses or trains in their everyday commuting, and the remaining 10 participants car commuting by car. As the founding above showed, then there were a difference between the mobility patterns amongst a group of young students in the same filed of study. One of the male respondents described his daily mobility behaviour as:

“I only use car, because when I go some places, it is often with my dogs, to either train or to work with them. And it is hard to have your dogs on a bike, on a bus or in a train”.

(Appendix no. 6 – interview person no. 3.
Sound record 01:27 – 01:44)

For many of the respondent that were using automobility as a transport choice of mobility, this choice was associates with freedom, and the opportunity to travel wherever the liked.

“I am always on the move, more or less. Then I go to Fyn and then I’m in Esbjerg and year then I’m in Aalborg. So, I travel quite a bit”.

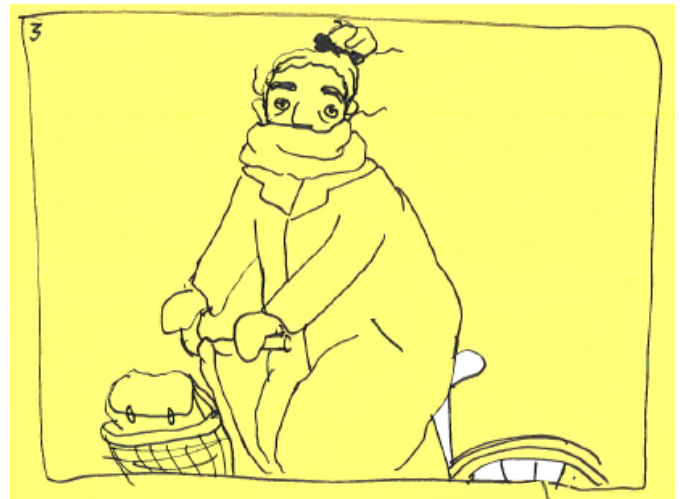
(Appendix no. 6 – interview person no. 3.
Sound record 02:30 – 02:51)

Another female respondent described her choice of automobility as the easy choice, which made her everyday mobility life easier.

“Yes, I drive a car. Because we live in the countryside and that is the easiest. Of course, we have such an old diesel car and it is of course not a very environmentally friendly one. But we must also have to consider where can we save a little bit and where it is the easiest? We do try not to drive too much, and to plan a little ahead so that we might drive together. We could wish for us to have the opportunity to get a slightly better and slightly more environmentally friendly car. But we live in the countryside, with 5 km to the easiest bus station / train station. So, it is not so easy to take a bike there, when you have been in a hurry and there is bad weather outside”.

(Appendix no. 6 – interview person no. 5. Sound record 02:30 – 03:15)

The female respondent describes the way the car makes her more mobile in her life, and also how the car is a convenient choice of transport, when the weather is bad. What is dominant for these respondents, is that the car has become a necessary transport mobility in their daily lifestyle. Even though the female respondent expresses concern towards her car being old and not good for the environment. Like in the study by Julia Hibbert from 2013, it is found that having a sustainable lifestyle in some aspects often become justification for an individual's willingness to pay a higher tax in other concerns (Hibbert, 2013). Parallels can be drawn to Hibberts study, where in this case the car becomes a justification even though the respondents is well aware of the environmental effect this behavior has.



Highly mobile lifestyles

- Environmental awareness?

As shown in the Social identity attitude and daily mobility behavior. We as humans are constantly moving, even though the attitude and behavior patterns may not be the same.

Previous has shown that individual identities and travel behaviour are closely related. The desire to travel and the concern for the environment is today generating conflicts of our own identities. In order to deal with this conflict individuals will create a strategy to justify travelling (Hibbert, 2013). The reason for investigating this conflict, is to examine if people justify their travel behaviour to match their environmental awareness or if the environmental awareness is going to be justified to the travel behaviours (Hibbert, 2013).

In the interviews of the respondents, they were asked: *“What is your thoughts about having a high mobile lifestyle and what kinds of effect does it have on the environment?”*. This question allowed the respondents to reflect over how mobilities may affect the environment. All the respondents were very enthusiastic about having a high mobilities lifestyle and called it ‘fascinating’ because it allowed them to travel around and explore new places and meet new people. One of the respondents also acknowledged her own high mobile lifestyle:

“I think I do. Because I do not live in my home country, so I basically go there, three times a month, and I travel a lot and I travel to work and I kind of go to school and I like to basically like to go around. So, I think I’m quite mobile”.
(Appendix no. 6 – interview person no. 1.
Sound record 02:26 – 02:48)

Another respondent calls the freedom of travelling a luxury, *“and I’ll like to keep it”*. (Appendix no. 6 – interview person no. 5. Sound record 04:55 – 05:11) The respondent does thus, stress that even though that she knows it is a luxury and that she would like to keep it, then she also says: But, of course you have to do everything carefully, and must learn to appreciate it and not abuse it”. (Appendix no. 6 – interview person no. 5. Sound record 04:55 – 05:11)

However, when the respondents were asked if they thought that this highly mobile lifestyle in the gap-year having could affect the environment, then the respondent answered:

“Yes I had a gap-year. I think that in the gap-year, it wasn’t the time I was most environmentally aware. I think that goes for many who would take a gap-year”. (Appendix no. 6 – interview person no. 3. Sound record 04:04 – 04:14)

Another respondent also distinguishes between where you are from, of which identity of attitudes and behaviors you practice in terms of the gap-year.

“Well, I think also depends on the country you’re living in. Because in my country usually when you take a gap-year, it is to have fun and do something, I don’t know to work? And basically, I think, the more basic needs, you have to fulfill, the less you care about something else. So, if you basically need money, you need to do something, you are not taking care so much of other people or other things. You are taking care more about your self”.
(Appendix no. 1 – interview person no. 3
Sound record 04:06 – 04:53)

Two of the interview respondents stress a concern, where both of them hope that the new generation will be the ones, to develop new ecofriendly technologies and the ones that will protect the environment.

“Well, I think that the youth should be more aware, because there is so much travel in general. And I think it would be nice, if some of the new generations could think of a more innovative way of travelling. Because I don’t think we should stop travelling, I think it is good that we go to other countries and learn other cultures and things like that. I don’t think we should stop doing that. But the way we do it, also needs to be cleverer, in time we have learned so much so fast. So, I think we shouldn’t stop evolving at that point”. (Appendix no. 2 – interview person no. 3. Sound record 05:20 – 05:57)

“To be fair it is hard to create an overall image. Because there are people who behavior in one way and there are the ones that behavior in another. But in general tendency I would say that people usually don’t care, weather they drop some trash on the ground and so on. They just wanna have a good time and enjoy their organized and gap-year experiences Without paying attention to the environment, unless these are more aware people, who go to a specific places or organized trips. Or organized trips with a purpose, like caring for nature and protecting. Actually, I could agree, that the newer generations regained this environmental awareness regained this how important the environment is I would say that It is improving now, maybe or hopefully. I would be nice to see it going in that way”.

(Appendix no. 4 – interview person no. 3.
Sound record 05:222 – 06:30)

After getting an image over the respondent fondness towards having highly mobile lifestyles, and that they wouldn’t trade that behavior, an establishment over the respondents own environmental awareness was made. The respondents were asked to answer If they though of themselves as environmental aware when they were travelling. Out of all the participants the results showed that, their own conception of themselves made a tide breaker between the respondents. 11 respondents answered that they thought themselves as being environmental aware when they were travelling, and another 11 said no. They did not think as themselves as being environmental aware in their mobility choices.

In table 4. The distribution of female and male respondents’ environmental attitude is illustrated. Here it is shown that the female group is that group with the highest amount of people, that consider themselves as being environmental aware when they travelled. However, the division is fairly small between the male and female group of representatives. Out of this graph one respondent did stand out in her reason of why she did not put herself in either or the categories of environmentalist or the non-environmental category.

“I travel very little because I am afraid to fly, so I do not consider whether I am environmental aware, or not”.

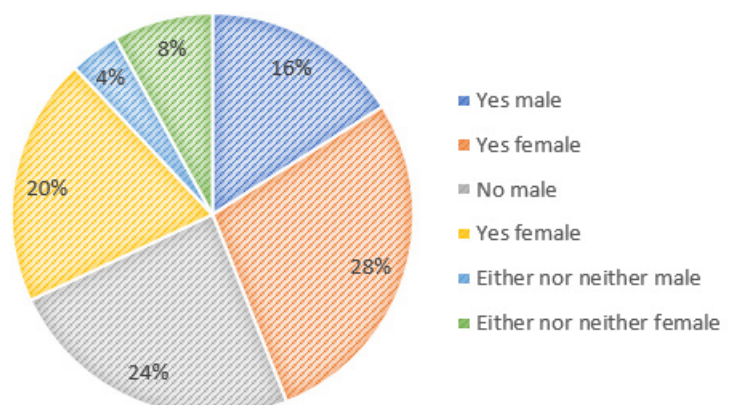
(Appendix no. – interview person no. 3
Data sheet).

The answer from the female respondent, was not a unique answer, throughout the presentation presented in the Sprint, it was noticeable that many of the respondents, when asked about environmental awareness answered transport related to machines, hence these auto-mobilities was the main character factor that the respondents associated with CO2-eq.

Tabel 4. shows the environmental attitude and non-environmental attitudes. Amongst you people today.

Table 3

ENVIRONMENTAL AWARENESS WHEN YOU TRAVEL?



One of the female respondents said: *‘I don’t think that I am environmental aware. Mette (referring to a teacher) drew a picture of who you are suppose two look like and what you are suppose to do. And I eat meat, and I do not buy organic food. But we do eat all the food that we make, and I do buy a lot of things second hand and then I also separate my trash in the right order. So, can say that I do all that I can to be called an okay environmental aware person’.* (Appendix no. 6 – interview person no. 5. Sound record 05:42 - 02:22)

Other of the respondents also acknowledge that they had some values that effected their behavior in term of environmental awareness. “I’m no thinking about CO2 pollution, but I am trying to keep the surrounding area clean wherever I stay”. (Appendix no. 6 – interview person no. 6. Sound record 01:25 - 01:35) another respondent justifies his planning skills with his CO2 pollution while driving his own car; *“Year, I would believe so, mostly that in planning my travel. For example, I’m trying to collect, when I’m doing several things then I’m trying to do it in one trip, instead of driving three times. And then safe gas and an output of CO2, in that way”.* (Appendix no. 3 – interview person no. 6. Sound record 01:53 - 02:20)

Environmental commitment, - home and broad? Now after looking into the respondent’s environmental awareness home, I want to investigate if this environmental attitude also is the same as the respondent’s behavior?

The respondent was asked to wish three dream destinations and note three travel destinations they had already visited. To see firstly if the destinations that we dream of are the same as we go to, or there is a change in these two elements.

“That is a really tough question, usually I plan to travel around Scandinavia. Norway because this is my favorite country. But, finally I’m trying to make planes to go to Tenerife, to start something with”. (Appendix no. 3 – interview person no. 6. Sound record 00:24 - 00:47)

Figure 4. illustrates the actual trips the respondents have been on, and the imagine trips they would like to go on. The trips that has already been taken is illustrated with little green destinations points and the imaginative trips is illustrate with little red destinations points.

Tabel 4. shows the distribution of countries of which the participant already has visit. Here it is clear that Denmark is one of the most visit countries, as well as the general Europe .

Table 4.

Denmark	11
Norway	2
Germany	4
Europe	15
Greenland	1
Austria	1
Sweden	1
Scandinavia	2
Middle / eastern Europe	1
Africa	1
Asia	2
Lithuania	1
London	1

Table 5, shows the imaginative trips, that we have not been on get. This is what (Urry, 2007, p. 47) refers as imaginative travel, where though films, pictures, the internet, are experience a mobility before physically going. For this Sprint with 26 participants answering this question, it is clear that the imaginative travel is a big part of our mobile lifestyle and our attitude. Looking back on the participants environmental awareness and now their imaginative travel patterns. There is a conflict between the presents self in the narratives and the self in out desire.

Australia (6), Nepal (2) Northpole (1), Canada (5), Tibet (1), Oman (1), France (2), South America (1), Greenland (2), Iceland (5) Denmark (1) USA (3) New York (1), Maldives (1), Paris (1), New Zealand (4), Alaska (3), Kamchatka (1) Butan (1), Peru (2), Southern Africa (1) Japan (3) Cassibean - Islands (1) Italy (1) Costa Rica (1) Korea (1) Bornholm (2) Sweden (1), Norway (1) Great Britten (1) Galapagos Islands (1) British Columbia (1) Scotland(1) Bali (1) Aegean Sea (1), Switzerland (1) Grassland (1) Jamaica (1) The moon (space) (1), Lapland (1) Argentina (1) Malarsia (1) Greace (1) Egypt (1) Prague (1) Africa (1) Romania (1) Spanien (1) I don’t have any (1)

Table 5



Conclusion

The purpose of this thesis research has been to get and understanding about the connection of mobile lives and identities of attitudes and behavior. There has been looking into how mobilities in the gap-year affects the environment and our attitude towards environmental awareness.

In order for this thesis to happen an investigation of young people has set the frames for this thesis. An investigation of young people's attitudes and travel behavior has been investigated. Furthermore, then it has been investigated if young people's environmental attitude today, has had an effect on people's travel behavior. This thesis research has been investigated by the following research question and objectives:

The aim of this thesis is to enhance the understanding of young people's travel habits in the gap-year and their environmental awareness and attitudes in their choices of mobility.

“Are young people more environmental aware in their daily mobility vs when they take a gap-year.”

4. To examine young people's environmental attitude in relation to their daily mobility
5. To explore how environmental attitude may influence an individual's mobilities behaviour in traveling in the gap-year in contrast to their daily mobilities attitudes.
6. To analyse young people's mobile coping strategies in their gap-year.

The research question led to an investigation up in Hjørring, where a contact to the bachelor's degree of Natural- and Cultural Heritage Management became the basis for investigation. The examination of the research question has been done out from a Sprint research approach, with subsequent empirical data collection methods.

This thesis research has led to the following key findings:

- Change in today's youth generations environmental attitude
- High mobile lifestyle of travel behaviour
- Coping strategies
 - Deniers
 - Bystanders
 - Environmentalist

In the following an elaboration of the key finding will be presented.

Change in environmental attitude

This key finding concerns the change in environmental attitudes amongst young people today. The nature of the natural environment and the social environment is today shaping a new generation of young people protecting the environment and their future of mobile lives. From the interviews, and the three-day Sprint it can be concluded that the young generation today is concerned about the environment, and that they are updated and well informed about climate changes and the political system behind the future of fossil fuels and over tourism.

“The tourism will change, probably if we are talking about mass tourism there might come some kind of sanctions. Like you need to pay more taxes or there will be a limit. Lets, take Venice for example, so there might come a limitation for the amount of tourists that can enter the city. During let say one week, or one year. Or if you want to, or still if you want to enter the city, this mass touristic places then you need to pay shit loads of money. So, there might be consequences.” (Appendix no. 3 – interview person no. 6. Sound record 09:18 - 10:06).

High mobile lifestyle

The second key finding is the high mobile lifestyle of young people today. The accessibility and economic aspect of access to mobile choices makes it easily accessible and the world as you're on today. As it was found though out the disk-research was, that over around 230,000 young people each year travel in a gap year.

This investigation found that the young generation of respondents travel mostly around Europe and Scandinavia, but if they were giving a choice of their own to find a destination, the picture of destination around the world spread exponentially to all over the world. This can here by also concluded that even though the research can detect a new generation of ecofriendly and environmental aware youngster. Then there still a desire to travel and become contributor to one of the most pollution machines in the world, the aeroplane. One of the respondents also mention that she hopes that the new generation would help, making the world more ecofriendly and environmentally sustainable.

It can also be concluded that there are few to non-alternatives to the airplane today. And even though a potential can be a year travelling, then the slow mobility is not the most desirable, hence it takes a lot longer to get around and due to the fact, that it is like a lifestyle.

Coping strategies

Finally the narratives of the respondents travel trails, allowed me as a researcher to see the participants in a certain light. This has been the founding of the coping strategies. Originally is the two identities of coping strategies from (Lassen, 2010) article, where the coping strategies for deniers and bystanders is determined.

Today in this thesis it can be concluded that the main section of the analyzed empirical data, is mostly supported by the role of the bystander, a role an individual which is battling the identity and attitude and behavior. How we are supposed to be represented and how we are represented. However, it is also significant, the debate and interest in the topic of environmental awareness and the connection that young people show to this protection of the environment today.

Finally for the hypothesis of the thesis research:

“Are young people more environmental aware in their daily mobility vs when they take a gap-year.”

It can be concluded that young people today choose transportation and lifestyle after their identity of environmental awareness. But when it come to travelling, it can be concluded that young people treat this as their guilty pleasure, hence they close their eyes for their environmental awareness.

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