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Digital victimization experiences in Iceland in 2016-2022¹

Helgi Gunnlaugsson & Jónas Orri Jónasson
(*University of Iceland*)

Abstract

The web has increasingly been used as a source to target suitable victims all over the globe. By using the internet we can all be connected offering all kinds of new opportunities for deviant activities and crime. The first study in Iceland examining cybercrime victimization among the Icelandic public was conducted online in 2016 and was repeated every other year 'till 2022. According to the findings in 2016, about 13 percent of the respondents reported having been victimized by cybercrime in the past three years prior to the survey. In 2018 and 2020 close to 20% of the respondents admitted cybercrime victimization. Slightly fewer respondents admitted cybercrime victimization in 2022 compared to 2020 and 2018, or about 16%. In the paper it is shown that both the me-too movement starting in 2017, and the pandemic during 2020-2022, might have had some impact on sexual harassment victimizations and slander experiences respectively.

Key words

Cybercrime, Me-too, Covid-19 Pandemic

Introduction

Crime control agencies such as the police have in recent years detected a shift of criminal activity from the “real world” to the internet. The web has increasingly been used as a source to target victims all over the globe. Through the internet, people worldwide can be connected, giving rise to all kinds of new opportunities including deviant activities and crime. Several internet-related threats are regularly being reported

¹ An earlier version of this paper (Cybercrime victimization in Iceland) was presented at a research seminar organized by the Scandinavian Research Council for Criminology (NSfK) in Hameenlinna, Finland May 8–10, 2023.

in the mass media, e.g. consumer fraud, ID thefts, sexual harassment, cyberbullying and, more recently, cyberwarfare; all of these indicate a new type of threat to public safety in postmodernity.

Today, daily life increasingly involves online activity, particularly in Western societies. Routine tasks more frequently take place online: we pay bills, communicate with friends and family, order food, plan holidays, and book flights and hotels. According to Eurostat (2023), approximately 98% of Icelandic households had internet access in 2022, the highest share in Europe alongside Norway and Denmark; Luxembourg and the Netherlands followed closely at 97%. Icelandic users are also among the most likely to use the internet regularly: Sigurðsson (2015) reported that roughly 97% of Icelandic internet users accessed the internet at least once a week, the highest rate in Europe in 2014.

The increasing time people spend online has created numerous opportunities for criminal and deviant activities. Such risks have become part of everyday life and are increasingly recognized by the public. Reports of digital crime now occur daily. The social media team at the Reykjavík Metropolitan Police has repeatedly posted warnings on Facebook about online scams and other cybercrime-related activity (Metropolitan Police, 2025). Similarly, a local bank advisory warned customers about fraudulent offers purporting to be from the bank (Landsbankinn, 2023). Digital crime is expected to overtake drug-related offenses as perpetrators adopt increasingly sophisticated methods.

Making sense of digital crime is challenging for criminologists, primarily because there is no consistent definition. The term digital crime does not appear in the penal code, yet it is widely used in political, criminal-justice, media, public, and academic discourse (Yar & Steinmetz, 2019). Digital crime is also largely absent from official statistics: few offences are reported to the Icelandic police, and research indicates that a substantial proportion remain unreported for various reasons. Victims may be unaware that an offence has occurred, may regard the incident as insufficiently serious to contact

the police, may believe the police will not respond, or may feel embarrassed.

Another challenge of defining cybercrime is that targets can range from governments and multinational corporations to individuals. Therefore, it can be difficult to grasp digital crime as a single phenomenon, it should rather be understood as a range of illegal activities. A typical definition for different forms of digital crimes is that it has been committed using computers or other online platforms (Holt, Leukfeldt, & van de Weijer, (2020). Instead of considering digital crime a single phenomenon, it should be viewed as an umbrella term used to describe two closely related criminal activities: digital-dependent and digital-enabled crimes. As is apparent from the term, digital-dependent crimes depend on computers, computer networks, or other forms of information communications technology (ICT). Digital-dependent crimes can therefore only exist online and cannot be committed without the use of computer technology. These types of offences include hacking or spreading viruses, which are directed against computers or network resources from other computers. Digital-enabled crimes, on the other hand, are traditional crimes which are amplified in their scale with the aid of computers or computer networks. Unlike digital-dependent crimes, they can be committed without the use of the internet or computers, for example fraud, data theft, and sexual offence (Sarre, Yiu-Chung & Chang, L.Y.C., (2018).

In a recent criminological textbook (Siegel, 2023) different types of digital crime types are identified. First is *cybertheft* which involves the use of cyberspace to defraud people for quick profits such as illegal copyright infringement, identity theft, phishing, and fraud. Second is *cyber deviance* which includes distribution of illegal goods and services such as pornography and drugs. *Cyber vandalism* is the third type, involving the use of cyberspace for revenge, destruction, and to achieve malicious intent. Examples include website defacement, viruses, slander, harassment, image-based sexual abuse, cyberstalking, and cyberbullying. Finally, there is *cyberwar*, involving efforts from enemy forces to disrupt the intersection at which the virtual electronic

reality of computers meets the physical world. Logic bombs used to disrupt secure systems or networks are examples of cyberwar.

The focus in this study is on individual victims, examining victimization among the Icelandic public. Our focus is on experiences considered digital-enabled crimes and deviant activity online that can have an impact on the victim. Not much is known about how widespread digital crime is in Iceland apart from a previous study by the authors including the time range 2016-2018 (Gunnlaugsson and Jónasson, 2020). According to the findings approximately 13 percent of the respondents reported having been victimized by different types of digital crime in the past three years prior to the survey in 2016. Slander and consumer fraud were the most common types of victimization. Respondents aged 30–44 years old were most likely to have been victimized. In 2018 the number of victims had increased to 19 percent of the respondents with slander and consumer fraud again the most common types of victimization. However, respondents aged 18-29 admittedly had experienced most of the victimizations.

The objective of this study is to provide updated information concerning internet use in Iceland and perceived exposure to digital crime victimization. What is the actual scope and scale of such crimes in Iceland during the entire period 2016-2022? What social groups are most likely to be victimized, and what is the most common type of digital victimization in Iceland? Furthermore, we inquired survey participants about their own illegal and risky behavior online during the last three months prior to the survey. How many admitted to knowingly breaking the law by downloading illegally copyrighted material? How many admitted to visiting pornographic websites online? Does risky behavior of this type have any impact on digital crime victimization? And most importantly, has there been any change in online victimization since the 2016-2018 study mentioned above, measuring these different types of activities?

Previous Research and Theoretical Framework

According to prior research, identity theft, phishing, sexual offences, and fraud are among some of the most common types of digital crime

(e.g. Oksanen & Keipi, 2013; Wolak, Mitchell, & Finkelhor, 2006; Yar, 2013; Ybarra, 2004, and Zandt, 2023). Digital victimization tends to be low among the general population but higher among younger online users when compared to older age groups (e.g. Norton, 2016; Wolak et. al, 2006). It has also been reported that children who use social media to a great extent are more likely to be victimized than children who do not use social media as much (Staksrud, Ólafsson, & Livingstone 2013). Residents living in rural areas have also been shown to be less likely to become victims of digital crime than those living in larger cities (Glaeser & Sacerdote, 1999).

One study showed that more than three million new malicious software such as viruses and Trojans appeared in the first half of 2015 alone (G Data Securitylabs, 2015). Furthermore, data from the US indicate that approximately 10 percent of internet users in 2012 reported being victims of online scams or phishing (Norton, 2012), and in 2014, more than 348 million identities were exposed by hackers (Norton, 2016). Data from a recent National Crime Victimization survey in the United States showed that about 17 million citizens had been victims of identity theft in 2018 (IIE, 2019). In a survey by Näsi et al., (2015) about 6.5 percent of young people aged between 15 and 30 years living in Finland, the USA, Germany and UK, reported having been victims of cybercrime during the past three years. A recent US study (Fried, 2023) showed online hate and harassment increasing with more than half of Americans admitting to such an experience in the last 12 months.

Patchin and Hinduja (2016), leading experts on cyberbullying, have conducted yearly surveys using large samples of high school youth in the USA. Approximately one-third of high school and middle school students surveyed reported having been the target of some form of internet harassment. On average, approximately 25 percent of the students reported that they had been victims of cyberbullying at some point in their lifetime. It was also found that girls are just as likely, if not more likely, than boys to experience cyberbullying as a victim or an offender. Other more recent survey results also seem to support these findings. According to the data compiled by the

National Center for Education Statistics (2019), approximately 20 percent of the total student body reported being bullied during the school year. In the US the figure of bullying among teens had risen even more, to almost half of them admitting being bullied or harassed online (Vogels, 2023).

Previous research has shown that gendered communication patterns may make women more likely to experience sexual harassment online than men because of their gender (Herring, 1999; Taylor, 2003). Gender-based violence online has repeatedly been confirmed in different studies. Image based sexual abuse among youth has been examined in Denmark (Harder, Jørgensen, Gårdshus & Demant, 2020) and social media disclosures of sexual violence in Iceland (Sigurvinsdóttir, Ásgeirsdóttir & Arnalds, 2020). In this respect, women have been shown to be disproportionately more affected by online abuse than men (UN Women Broadband Commission, 2015). The same tendency has also recently been shown in Iceland with more women MP's and journalists admitting to online abuse than male MP's and male journalists (Markúsdóttir, 2022).

In 2017, the Me-too movement began as a global phenomenon sweeping through every aspect of society including Iceland. Women from different walks of life shared their stories of sexual abuse and sexual misconduct they had experienced in their professional life. While sexual abuse is not new, computer technology and social media have become new platforms for this abuse, in addition to providing new media to openly reveal these victimization experiences. Non-consensual exchange of digital sexual images online has, in this respect, repeatedly been a leading topic in the local news in Iceland (Bernharðsdóttir, 2019; Jónsson, 2021 and Helgadóttir, 2024). Politics is no exception to online sexual victimization. More than 40 percent of female MPs in Europe reported, in a recent study conducted by the Parliamentary Assembly (2019), being victims of sexual harassment online during their political tenure in parliament. Of specific interest in the wake of the Me-too confessions in 2017, it was interesting to detect in our earlier survey (Gunnlaugsson and Jónasson, 2020) that these public revelations might have had some relationship with sexual

victimization experiences reported by women in the 2018 survey. In this study we explore whether any signs of the Me-too movement can possibly still be detected in our survey results in 2020 and 2022, or how gender patterned victimization experiences play out in the findings.

The covid-19 pandemic, with its lockdowns and social distancing during 2020 and 2021, undeniably had a profound impact on the lives of those impacted. Schools, like universities, predominantly took place online and on the general labor market as well. Social isolation became the new norm for a couple of years preceding our survey in 2022. Even though it is difficult to show with certainty whether covid restrictions had any impact on victimization experiences online, it is still interesting to examine the 2022 survey results with the covid-19 social distancing measures in mind. Nevertheless, recent research has shown that cybercrime increased after the pandemic (Monteith et. al., 2021; Sorrentino, et. al., 2023).

Research in the field of digital crime often employs the routine activity theory (RAT) introduced by Cohen and Felson in 1979. RAT has been used to analyze various forms of criminal behavior including burglary and violent behavior, but also to shed light on patterns of online victimization (Leukfeldt & Yar, 2016). This theory has been shown to have a relationship with digital victimization and the likelihood of becoming a victim of deviant behavior online (e.g. Näsi et al., 2015; Marcum, Higgins, & Ricketts, 2010; Pratt, Holtfreter, & Reisig, 2010, Cook et. al., 2023). Prior social behavior is believed to influence the likelihood of victimization according to RAT. Those who engage in risky behaviors, are poorly guarded, or are exposed to groups of motivated offenders, are more likely to be victimized than others (Holt and Bossler, 2008).

In this study, one element of RAT will be examined, i.e. prior online social behavior and online victimization. Those who report using the internet frequently, according to the theory, are more likely to become victims of deviant or illegal behavior online than users who use the internet less (e.g. Reyns & Henson, 2015; Näsi et al. 2014; 2015). Moreover, according to RAT, we expect those who use the

internet for risky activity such as using pornographic material or illegally downloading copyrighted material to be more likely to become victims of digital crime (e.g. Buzzell, Foss, & Middleton, 2006). However, not all scholars agree. Yar (2005) has, for example, argued that digital crime is substantively different from traditional victimization in that virtual environments are spatially and temporally disconnected and relatively unstable unlike physical space. In this study, an empirical opportunity will be provided to analyze the extent to which the concepts of an established theory (RAT) can be used to understand the new reality of online victimization in Iceland.

Data and Methods

The data of this study was derived from web-based surveys with participants older than 18 years old from Iceland. The questionnaire was only available in Icelandic thus only Icelandic-speaking participants could take part in the research. Data collection was administrated by the Social Science Research Institute affiliated with the University of Iceland and the data was collected in April and May in 2016, 2018, 2020 and 2022. All participants had agreed to be members of the institutes' panel. We used a stratified sample mirroring for the population in terms of basic socio-demographic variables of age, gender, residence, education level, and income. The sample size was 1800 members of the panel and the response rate was satisfactory or between 40 to 50 percent on all occasions.

First, we examined how many had knowingly broken the Icelandic law by downloading copyrighted material or visited pornographic websites during the last three months prior to the survey. The primary purpose was to distinguish between legal and illegal online activity. According to RAT, we would expect those who engage in risky activities online to be more likely to become victims of cybercrime in general.

The second objective of the study was to examine how many of the respondents had been victims of digital crime. This was measured by asking the respondents the following question: "Have you been the victim of any of the following offences online in the past three years?"

The options given were slander or defamation of character, threat of violence, identity theft, sexual harassment, blackmail, consumer fraud, or photos being shared online without permission. With the last question, we wanted to grasp the extent of sexual harassment in Iceland. As noted above, it was interesting to detect in our earlier survey (Gunnlaugsson and Jónasson, 2020) that these public revelations might have had some relationship with sexual victimization experiences reported by women in the 2018 survey. Therefore, an intriguing question for the two surveys conducted in 2020 and 2022 is whether this relationship still holds or not. Similarly, we explore if any changes in victimization experiences in 2022 from previous measurements might have anything to do with the socially restrictive measures following the covid-19 pandemic.

The period under investigation covers three years prior to the survey in 2018 like the first study in 2016. Therefore, in part, the surveys in 2018, 2020 and 2022 might include victimization experiences occurring during the same time-period as the previous survey. If respondents had been victims of multiple victimization crime experiences, they could mark more than one crime type.

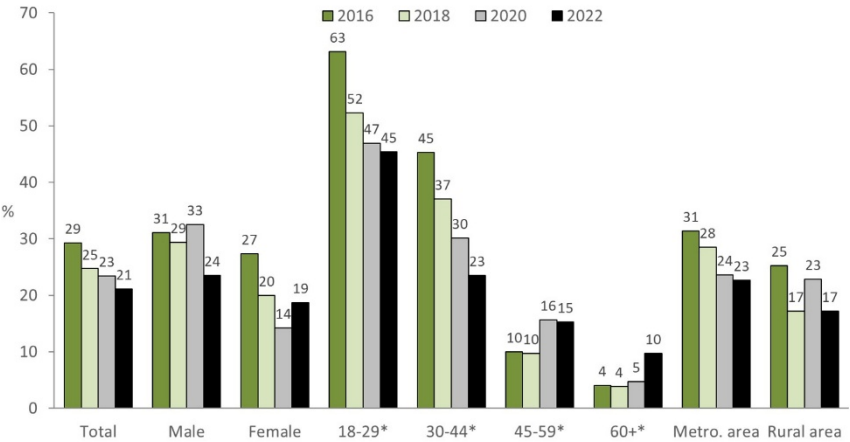
Finally, it was examined how different background variables influenced the likelihood of becoming a victim of online crime. Several different independent variables were included such as gender, age, and residency, i.e., if participants lived in or outside the Reykjavik capital area. Participants were divided into four age groups, 18–29 years old, 30–44 years old, 45–59 years old, and 60 years old and older. Slightly fewer younger members of the panel answered the survey and more participants with university degrees also participated. Therefore, the data had to be weighted for age, gender, education level, and residency to satisfactorily reflect the Icelandic population.

Results

Figure 1 shows that fewer respondents admitted to downloading copyrighted material in 2022 than in previous years. Approximately one-fifth of the participants reported doing so in 2022, compared to around one-third in 2016. Males consistently had a higher likelihood

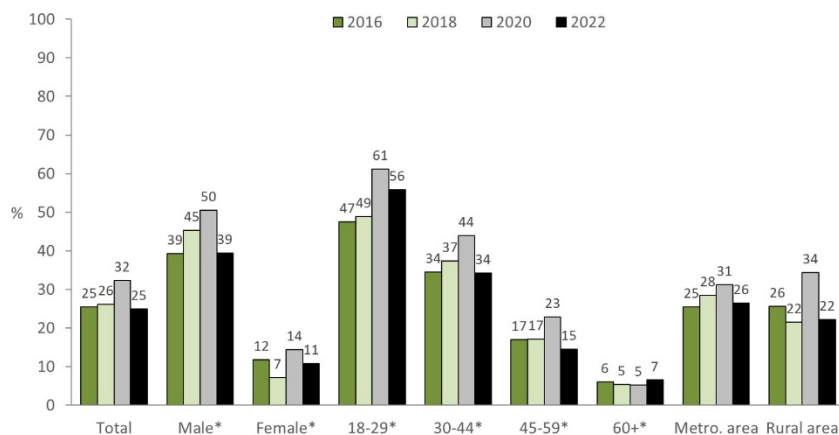
of admitting to downloading copyrighted material than females, although the gender gap has narrowed over time. However, there was no significant difference between the two genders in the 2022 survey. Younger respondents are much more likely to admit to downloading copyrighted material than older respondents, but even in the youngest age group (18-29), the percentage has decreased over time. In 2022, there was a significant difference between the age groups, with around 45% of the youngest group admitting to downloading copyrighted material, compared to only about 23% of participants aged 30 to 44 years old. Interestingly, about 10% of the oldest group admitted to downloading copyrighted material in 2022, compared to only 5% in 2020. Respondents from rural areas consistently have a lower likelihood of admitting to downloading copyrighted material than those from metropolitan areas. However, the gap between the two groups has narrowed during the time-period in question 2016-2022.

Figure 1. *Percentage of participants who reported having downloaded copyrighted material in the past three months based on gender, age, and residency in 2016, 2018, 2020 and 2022.*



* marks significant difference between groups (p < 0,05)

Figure 2 This figure shows the percentage of participants who have deliberately visited adult websites in the past three months in 2016, 2018, 2020 and 2022.



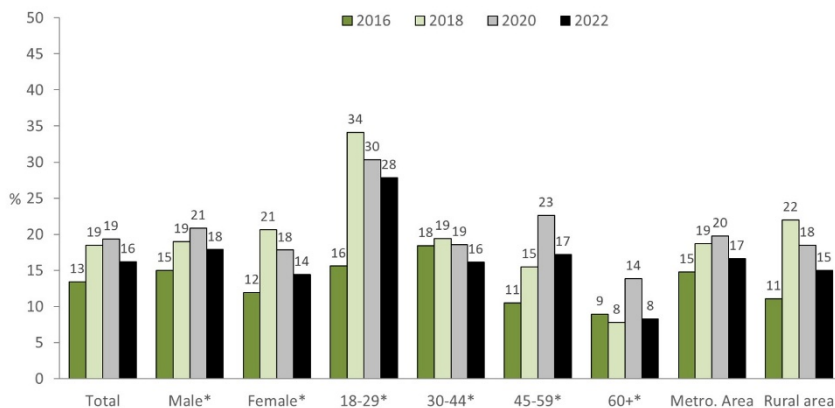
* marks significant difference between groups ($p < 0,05$)

As shown in Figure 2, the percentage of all respondents who admitted to having visited websites containing adult material has remained relatively stable over the years. About one in four admitting to doing so in the past three months, except in 2020, when one-third of the participants admitted to visiting adult websites. Males are consistently more likely to admit to having visited websites containing adult material than females, and the difference is statistically significant. However, the gap between the two genders has fluctuated somewhat. With the men's percentages decreasing after 2020 after a steep increase while women's percentages have remained more or less stable the whole time. Yet, noteworthy to see the decrease among women in 2018 compared to 2016. In 2022, around 39 percent of men admittedly visited adult websites compared to 11 percent of women. Younger respondents were significantly more likely to admit to having visited websites containing adult material than older respondents. However, even among the youngest age group (18-29), the percentage of respondents admitting to this behavior has decreased slightly over

time. In 2022, around 56 percent of the youngest respondents admittedly had visited these websites compared to 34 percent of respondents aged 30 to 44. The difference between urban and rural areas in Iceland was not significant and has been similar for all the years.

As shown in Figure 3, cybercrime victimization rates were lowest in our first survey in 2016 with 13 percent admitting victimization. Since then, the rate increased and has remained relatively stable in 2018, 2020 and 2022. In 2022, 16% of respondents reported being victims of cybercrime within the previous three years. This represented a slight decrease from 19% in 2018 and 2020. Males are more likely than females to report being victims of cybercrime, with a statistically significant difference in 2022. Around 18% of men reported being victims of cybercrime in the past three years prior to the study, compared to around 14% of women. Younger respondents are also more likely to report victimization than older respondents, with the highest percentage among the 18-29 age group on all occasions except for the first survey in 2016. The difference has always been statistically significant. Respondents aged 60 and older were the least likely to have been victimized in 2022 as on previous occasions. In most years, respondents living in the Reykjavik Metropolitan area have been more likely to have been victimized by cybercrime than those living outside the metropolitan area, except for 2018, when more respondents living outside the metropolitan area reported being victims. However, the difference in 2022 was not statistically significant.

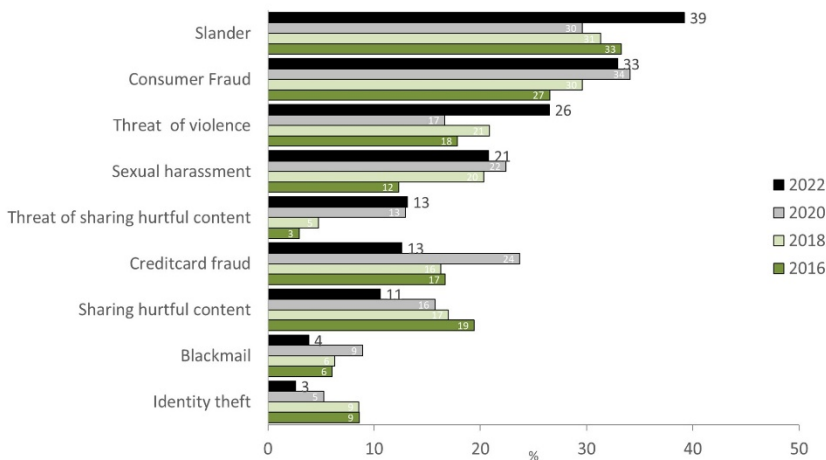
Figure 3. *Percentage of participants who reported having been victimized by digital crime in the past three years, based on gender, age and residency in 2016, 2018, 2020 and 2022.*



* marks significant difference between groups ($p < 0,05$)

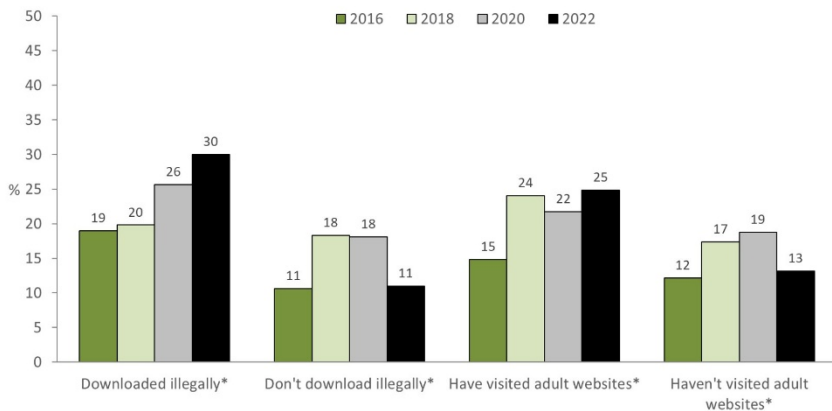
According to the results shown in Figure 4, the most common type of cybercrime reported by victims was slander or defamation, in total 39% of all of the victim reports in 2022, which represents a steep increase from previous years. Consumer fraud, such as receiving the wrong product or unauthorized credit card charges, was the second most frequently reported type of victimization, with one-third of the offenses reported falling into this category. Sexual harassment was reported by approximately one in five of victim respondents in 2022, with an increase from 12% in 2016. About 13% of respondents reported being threatened with the sharing of hurtful content about them, while 11% had actually experienced hurtful content being shared. Although the numbers rose between 2018 and 2020, there was a decrease in the sharing of hurtful content in 2022. Furthermore, fewer respondents reported being victims of credit card fraud in 2022 than in 2020. Only 13% reported being victims of credit card fraud in 2022 compared to 24% in 2020. Similarly, reports of blackmail and identity theft have decreased from previous years.

Figure 4. *The percentage of digital crime types reported by victims for a period of three years prior to the surveys in 2016, 2018*, 2020 and 2022.*



*it was possible to mark more than one crime
** marks significant difference between groups ($p < 0,05$)

Figure 5. *The percentage of participants who reported having been victimized by digital crime in the past three years based on illegal and risky behavior activities online in 2016, 2018, 2020 and 2022.*



* marks significant difference between groups ($p < 0,05$)

Figure 5 shows that participants who illegally downloaded copyrighted material in the past three months were more likely to have been victims of cybercrime. The difference between those who downloaded illegally and those who did not was statistically significant. Around one in three participants who downloaded copyrighted material had been victimized, compared to about one in ten who had not. Cybercrime victimization among those who downloaded copyrighted material increased from around 19% in 2016 to 30% in 2022. In Figure 5, we can also observe a significant difference between those who visited adult websites and those who did not. In 2022, around 25 percent of those who visited adult websites had been victimized, compared to around 13% of those who did not.

Summary and concluding remarks

The number of households with internet access has increased drastically in the past few years. Currently, almost every Icelandic household is connected to the internet (Eurostat, 2023). With increased internet use, online victimization, apparently, has also increased from the first survey in 2016. Previous research had shown that roughly 10 percent of internet users in the US have reported to have been victims of online scams or phishing (Norton, 2012). Our data showed that approximately 16-19 percent of Icelandic internet users had been victimized by digital crime of some sort during the last three years before the three surveys conducted in 2018, 2020 and 2022. However, these figures cannot be fully compared because our survey inquired about a wider range of victimization experiences than the US survey.

The figures for the Icelandic surveys conducted a total of four times during 2016-2022 are all comparable. Here, we see an increase in online victimization between 2016 and 2018, but the rates have apparently levelled off since then. Only about 13 percent of respondents admit to digital victimization in 2016, increasing significantly to 19 percent in 2018, and has remained close to that figure since. The relative share of each victimization type remained

similar on all occasions, with slander and consumer fraud being the most frequent victimization types. However, notable differences can be detected. Fewer respondents admit being a victim of credit card fraud in 2022 compared to previous years, possibly due to more cautious use of credit cards and to actions taken by banks to prevent fraud. Similarly, fewer admit being victim of blackmail, hurtful content being shared and identity theft in 2022 than in previous years. However, more respondents admit to being threatened with violence and hurtful content being shared in 2022 than before.

The percentage of sexual harassment victimization experiences has apparently increased substantially after 2016. Up to a total of 20 percent of such victimization reports surfaced in 2018, 2020 and 2022 compared to only 12 percent in 2016. This statistically significant increase of sexual harassment reporting comes mostly from women. In 2016, fewer women admitted to digital victimization than men. In 2018, more women, or 21 percent, admitted to victimization with 19 percent men. Gender difference is however not statistically significant. On the other hand, it is noteworthy that the percentage of women reporting victimization increased from 12 percent in 2016 to 21 percent in 2018, while the increase for males was somewhat less, or from 15 percent to 19 percent.

How can this almost twofold increase in women reporting online victimization and the increase of those reporting sexual harassment be explained? A plausible explanation, as was discussed in our earlier research (Gunnlaugsson and Jónasson, 2020), might have to do with different social circumstances in 2018 compared to 2016. New social movements appeared after 2016 in which experiences of women played a central role. More specifically, a movement linked to Me-too emerged in Iceland in 2017. Women in different professional groups stepped forward in Iceland with stories of sexual harassment they had experienced in their professional life. These women came from different walks of life such as arts, academia, sports, banks, restaurants, immigrants, etc. Thousands of anonymous stories were accumulated and published online (Beck, 2017). Understandably, these confessions created an uproar in the public discourse and the

sheer volume came as a surprise to many. A social revolt against sexual discrimination became prominent in Icelandic public life and social awareness of this behavior both increased and deepened. Possibly, this movement has something to do with how more women came forward in our study in 2018 and again in 2020 and 2022, admitting to digital victimization, especially sexual harassment. Not necessarily reflecting an actual increase for this type of victimization but perhaps suggesting more social awareness among women with respect to recognizing certain unwanted behavior as sexual harassment than before. Harassing communications previously perceived as nothing more than a nuisance, increasingly being interpreted more as sexual harassment in the aftermath of Me-too, and its impact apparently has continued in the years following (see also Fontaine, 2021). However, this aspect needs to be explored further in new studies. Similar studies in the US have in this respect shown that hate and sexual harassment toward women in particular has increased as well (Friar, 2023) as was pointed out in the literature review here above.

The Me-too confessions might also be linked to why fewer women admitted to visiting pornographic websites in 2018 compared to 2016. In 2016, a total of 12 percent of the women admitted to this use during the last three months before the survey was conducted; dropping to seven percent in 2018. Thus, this behavior was probably not as accepted anymore among women immediately after the Me-too movement confessions, pornography being considered more as a sexist expression of male dominance and sexual objectification of women. In 2020 and 2022 however, the use of porn online by women apparently had returned to similar levels as in 2016. Interestingly, this shift in behavior toward pornographic material did not appear to have the same impact on males and their use of porn online in 2018. Their use of porn online moved to a different direction, increasing markedly from 39 percent admitting to visiting pornographic websites in 2016, to 45 percent in 2018. Since 2018 however use of porn online has apparently levelled off among men.

Another notable change in 2022 compared to previous surveys can also be observed regarding slander. Even though total

victimization rates have remained relatively stable during the time-period in question, slander victimization experiences in 2022 are an exception. More respondents admitted slander victimization online in 2022 than ever before. A total of 39 percent of the victimizations included slander in 2022 compared to earlier surveys around 30 percent. A possible explanation might perhaps have something to do with the covid-19 pandemic restrictions between our two surveys in 2020 and 2022. Various preventive measures were put in place in both 2020 and 2021, mass public gatherings for example were forbidden (Reuters, 2020). Many social activities on the labor market including schools were transferred to the internet and face to face interactions only allowed with your close ones. Being isolated for a long period of time with only online communication with others possible, might have triggered some frustration, resulting in more aggressivity online, for instance in slander toward others. Increased polarization has in this respect been detected in recent years in Iceland (Egilsson, 2023), with less tolerance felt toward minorities (Hjaltadóttir, 2023). Thus, maybe not surprising to see more slander victimization experiences in our 2022 survey, compared to previous years. However, this impact is suggestive at best and more studies need to be conducted to back up this observation.

The finding that one in three respondents who downloaded copyrighted material had been victimized in 2022 appears to support the Routine Activity Theory's (RAT). The proposition that illegal downloading makes individuals more vulnerable to cybercrime can accordingly be shown in the results. The same is true for individuals who visit adult websites. The possible explanations for this vulnerability include a higher likelihood of malware being present on such websites, less cautious online security practices among those engaging in this type of behavior, and targeting by cybercriminals, due to the perceived stigma associated with adult content. Therefore, as Holt and Bossler (2008) have previously shown, we found support for the RAT proposition. Risky behavior online seems to be correlated with digital crime victimization. Engaging in deviant lifestyles online may expose individuals to motivated offenders, thereby increasing the

risk of victimization. More online activity, especially online visits of pornographic sites, tends to increase online victimization according to this study.

The number of respondents admitting illegally downloading copyrighted material decreased in 2022 compared to previous years. In 2016, one-third admitted illegal downloading but in 2022 the rate was only about one-fifth. The downward trend may be attributed to the increased enforcement of copyright laws, including the shutdown of illegal sites, as well as the availability of legal streaming options such as Netflix and Spotify. More males admitted illegal downloading in 2016-2022, yet the data does not show a significant gender difference, unlike the 2016 findings, when the gender difference was statistically significant.

The findings in this study clearly demonstrate the need for including both age and gender in the analysis of cybercrime victimization. Young people appear to be most vulnerable to cybercrime victimization and women more so than men. Previous research has shown women to experience more sexual harassment than men as revealed in this study. In countering cybercrime preventive measures therefore need to especially target younger age groups and including women's vulnerability to harassment. Still cybercrime concerns all age groups and different genders and needs to be tackled on a broad societal level. For this task, the research community must regularly update the nature and volume of online crime and victimization experiences in general. Equally important is tracking down online perpetrators and curbing this harmful behavior resulting in cybercrime victimization.

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Argentine Cinema Between Ice and Mountains: Patagonia and Antarctica as Landscape, Theme, and Motivation

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Abstract

This brief article examines the relationship between Argentine cinema and the country's southern territories, focusing specifically on Patagonia and Antarctica. It analyzes both fiction and documentary film production, highlighting recurring themes, aesthetic styles, and the logistical challenges associated with these extreme, inhospitable, and circumpolar locations.

Indeed, these regions function not only as powerful visual settings but also as symbolic elements that determine and condition Argentine audiovisual narrative and poetics.

Keywords

Argentine cinema, Patagonia, Antarctica, documentary, fiction, extreme landscapes, audiovisual production.

1. Introduction*

Argentine cinema was born with cinema itself. Just a few years after its creation by the Lumière brothers, cinema arrived in Argentina thanks to pioneers such as Eugenio Py, Federico Figner, Max Glücksmann, Enrique Lepage, Mario Gallo, and the Valle brothers, among other adventurers.

National cinema has established a particular relationship with the country's southern territories, especially Patagonia and Antarctica. These extreme regions not only provide visually striking landscapes but also allow for the exploration of issues related to identity, historical memory, isolation, and confrontation with nature. Patagonia, with its vast mountains, glaciers,

and lakes, and Antarctica, with its inhospitable climate, function as symbolic spaces where adventure and reflection on the human condition converge.

This article analyzes the relationship between Argentine cinema and the southern territories from three perspectives: representation in fiction and documentary films; recurring themes associated with these regions; and the aesthetic and logistical challenges of audiovisual production in extreme locations. It explores the deep and multifaceted relationship between Argentine cinema and the regions of Patagonia and Antarctica, analyzing how these vast and enigmatic territories have served not only as cinematic settings but also as influences on narratives, themes, and aesthetics in both fiction and documentary works. Key filmmakers, films, and documentaries addressing geography, culture, history, and human complexity in these extreme environments are examined, identifying recurring thematic patterns that define a distinctive and unique cinematic subgenre.

* Las películas mencionadas en este artículo están hipervinculadas a los respectivos trailers

Extreme Landscape as Emotional Architecture in Argentine Cinema

In Argentine cinematography set in Patagonia and Antarctica, the extreme landscape functions as a true emotional architecture that shapes and conditions the characters' subjective experience. It is not merely a majestic or inhospitable backdrop, but a dramatic device that affects emotional states, narrative decisions, and the internal rhythm of the story. Southern geography—its open spaces, exposure to the elements, oblique light, constant wind, the presence of ice or steppe—acts as an extension of the inner world, intensifying sensations of uprootedness, introspection, mourning, or revelation. This approach links Argentine southern cinema to aesthetic traditions that conceive territory as a vector of meaning, from poetic naturalism to certain strands of contemporary realism. Consequently, the landscape ceases to be merely a physical background and becomes an active agent organizing the drama, enabling symbolic and emotional readings that transcend geography and reveal how these extreme territories integrate into the narrative identity of national cinema.

2. Historical and Geographic Context

Patagonia has historically been a frontier territory marked by permanent conflict, both with Indigenous peoples and with colonial forces and the Argentine state. This past is reflected in cinema, where the vastness of the

territory, its extreme nature, and sparse population create ideal settings for stories of resistance, isolation, and confrontation with nature.

In Antarctica, Argentine presence is linked to scientific research and geopolitics, consolidating an imaginary of discipline, solitude, and international cooperation. Fiction filmmaking in Patagonia allows for a wide diversity of cinematic genres, while Antarctica—due to its logistical difficulty—is primarily represented through documentary cinema.

Argentine cinematography has found in Patagonia and Antarctica inexhaustible sources of inspiration. Characterized by immensity, untamed nature, and extreme climatic conditions, these regions offer a unique backdrop for exploring the human condition, relationships with the natural environment, and the construction of identities. From early cinema pioneers to contemporary productions for film and streaming platforms, the bond between the camera and the southernmost part of the continent has generated a cinematic corpus worthy of detailed analysis. This work seeks to unravel the particularities of this relationship, highlighting selected significant works—an exhaustive overview would require a broader proposal—and the thematic constants emerging from this dialogue between cinema and territory.

3. Patagonia in Argentine Cinema

3.1 Recurring Themes

Argentine Patagonian cinema presents recurring themes that articulate landscape, narrative, and social reflection:

I. **Nature as protagonist:** mountains, glaciers, lakes, and forests act as active characters.

II. **Adventure and isolation:** stories of exploration or survival reflect confrontation with a hostile and inhospitable environment.

III. **Social conflict and historical memory:** repression, colonization, and political tensions intertwine with narrative.

IV. **Marginality and resilience:** characters adapting to extreme conditions demonstrate human resistance.

3.2 Selected Productions

(Whenever possible, links to trailers or feature films are provided.)

Fiction cinema has used Patagonia as a canvas to explore a wide range of genres and themes. The immensity of the landscape often mirrors the characters' inner states.

La Patagonia Rebelde (1974, Héctor Olivera): based on Osvaldo Bayer's historical investigation of the same name, it portrays the rural workers' strike of 1921–1922, with the Patagonian landscape as a silent witness. Wide shots reinforce the characters' vulnerability in the face of nature and history. Considered a classic of Argentine cinema, the film won the *Silver Bear* at the Berlin Film Festival in 1974.

Nieve Negra (2017, Martín Hodara): a thriller in which snow and isolation heighten narrative tension and character psychology. Starring Argentina's most popular actor, Ricardo Darín, it became an immediate box-office success. Although set in Patagonia, it was filmed in the region (Bariloche, Río Negro) as well as in Andorra.

La reconstrucción (Dir. Juan Taratuto, 2013) constitutes one of the most singular approaches to Patagonia in contemporary Argentine fiction. The film shifts the gaze away from landscape as mere visual spectacle, transforming it into an emotional dimension accompanying the protagonist's mourning. Set in Ushuaia, Tierra del Fuego, Taratuto uses southern geography—changing skies, harsh climate, winter light—as a dramatic device reflecting the inner process of emotional reconstruction. The city, forests, and Fuegian coastline function simultaneously as spaces of containment and estrangement, articulating a narrative in which the environment catalyzes relationships, silences, and retrospection. In this sense, the film expands the expressive possibilities of Patagonian cinema, demonstrating how the region can sustain intimate and psychological narratives without losing symbolic power.

Miss Carbón (Dir. Agustina Macri, 2025): based on a true story, it tells the story of Carlita, a trans woman who becomes the first female miner to work specifically inside the tunnels of the *Río Turbio mines* in Santa Cruz. Filmed on real locations in the namesake city during the harsh Patagonian winter.

Al desierto (Dir. Ulises Rosell, 2017) immerses the viewer in a story of survival and transformation in Patagonian desolation.

El faro de las orcas (Dir. Gerardo Olivares, 2017), an Argentine–Spanish co-production, presents a moving narrative about the connection between humans and marine wildlife, filmed in striking locations in Chubut province, particularly on the Valdés Peninsula.

A notable example is **Wakolda** (Dir. Lucía Puenzo, 2013), which explores the hypothetical presence of Josef Mengele in Patagonia, weaving

a suspenseful historical drama in an apparently peaceful setting. Filmed in mid-winter in Bariloche, Río Negro province.

Other films addressing the region include **Cerro Bayo** (Dir. Victoria Galardi, 2010), an exploration of family ties and secrets in a Patagonian town, and **Una muerte silenciosa** (Dir. Sebastián Schindel, 2025), a thriller set in the southern landscapes of San Martín de los Andes, Neuquén.

The Malvinas War and its aftermath have also been frequently portrayed, as in **Iluminados por el fuego** (Dir. Tristán Bauer, 2005), which addresses the conflict and its repercussions on veterans, partially connected to Patagonian geography. Identity and memory are explored in films such as **Palabra por palabra** (Dir. Edgardo Cabeza, 2008). The war is also present in **Los chicos de la guerra** (1984, Dir. Bebe Kamin), **Soldado argentino sólo conocido por Dios** (2016, Dir. Rodrigo Fernández Engler), **El visitante** (1999, Dir. Javier Olivera), as well as the short films in the series **Malvinas 30 Miradas** (2014), among many others.

Themes of marginality and the struggle for justice appear in **Infierno grande** (Dir. Alberto Romero, 2019) and **El sacrificio de Neuquén Puyelli** (Dir. José Celestino Campusano, 2016). Introspection and personal conflict in hostile environments are central to **Temporada de caza** (Dir. Natalia Garagiola, 2017) and **El invierno** (Dir. Emiliano Torres, 2016), where icy landscapes underscore the coldness of human relationships.

Stories of outlaws and local legends also find their place, as in **Fuga de la Patagonia** (Dir. Francisco D'Eufemia and Javier Zevallos, 2016), about a cartographic expedition led by Francisco “Perito” Moreno, and the iconic **Forajidos de la Patagonia** (Dir. Damián Leibovich, 2013). The series **Reinas** (Dir. Mariano Benito, 2016), **Estepa** (Dir. Mariano Benito, 2019), and **Lejano sur** (Dir. Mariano Benito, 2019) demonstrate the expansion of Patagonian narratives into television formats, exploring the region’s cultural and geographic richness. The series **Atrapados** (2025, available on *Netflix*, Dir. Miguel Cohan and Hernán Goldfrid), filmed in Bariloche, Río Negro, also joins this corpus, using Patagonia’s extreme landscapes for a suspenseful mystery about the disappearance of a young violinist.

Patagonia—with its endless steppe, imposing mountains, and wild coasts—has been a privileged space for the development of cinematic narratives, portrayed from perspectives ranging from survival epics to personal introspection.

3.3 Relevant Documentaries

Patagonia in Argentine Cinema: A Setting of Myths and Realities

Argentine documentaries about Patagonia highlight the relationship between nature, culture, and science, constituting testimonies of an untamed land. Documentary cinema has been fundamental in capturing the essence of Patagonia. Works such as **Troperos** (Dir. Nicolás Detry, 2020) offer an intimate look at the lives of drovers, revealing the hardship and beauty of an ancestral trade, while **Miró, las huellas del olvido** (Dir. Franca González, 2018) delves into the relationship between humans and landscape, exploring rural life and local traditions. History and heritage are also present in **Leyendas del tren patagónico** (Dir. Sebastián Deus, 2018), which rescues the memory of infrastructure vital to the region's development.

The documentary **Jaime de Nevares: Último viaje** (1995, Dir. Marcelo Céspedes and Carmen Guarini) is another notable example, exploring the figure of the Patagonian bishop and his commitment to human rights. Other documentaries such as **1247: La carretera austral** (Dir. Andrés Calla and Jimena Sánchez, 2017) and **Legado del mar** (Dir. Gastón Klingensfeld, 2016) broaden the scope, showing diverse landscapes and human stories tied to them.

In the realm of adventure, documentaries such as **A Line Across the Sky** (2015) and **Mountain of Storms** (1968) highlight climbers' feats on *Cerro Fitz Roy*, consolidating Patagonia as a global epicenter of mountaineering. In **Comparsa** (2018, Dir. Luciana Radeland), the director reflects various experiences and anecdotes of those involved in carnival troupes during the shearing season.

Also noteworthy is the feature documentary **El Buque** (2011, Dir. Enrique del Acebo Ibáñez), filmed aboard the oceanographic vessel *Puerto Deseado*—belonging to CONICET—during a twenty-day scientific voyage between Ushuaia and the vicinity of Antarctica. Presented at film showcases and international scientific conferences in Europe and the United States, the film explores both intersubjective relationships during navigation and the relationship between humans and the ocean from a socio-anthropological perspective.

3.4 The Cinema of Carlos Echeverría

Carlos Echeverría's documentary work occupies a fundamental place in the cinematic representation of Patagonia, both for its investigative rigor and its

critical view of history and social life in the southern territory. Based for many years in Bariloche, Echeverría has built a body of work that links memory, identity, and conflict, articulating Patagonian landscape with complex political and cultural processes.

Emblematic documentaries such as Juan, como si nada hubiera sucedido (1987), about the disappearance of a young man during the last military dictatorship, and Pacto de silencio (2006/2007), about the complicity of part of Bariloche society with Nazi hierarchs who took refuge there—including the presence in the 1940s of Erich Priebke, a former SS commander—stand out.

His powerful documentaries include Chubut, Libertad y Tierra (2019) and Querida Mara, cartas de un viaje por la Patagonia (2008), about a group of shearers traveling south across the Pampas, dealing with harsh working conditions driven by the need to support their families.

Echeverría's documentaries reveal his ability to intertwine territories, histories, and testimonies with singular ethical sensitivity. His approach to the Patagonian environment avoids romanticization: geography becomes a living matter where social tensions, communal silences, and struggles over memory are inscribed. Echeverría has thus become one of the key documentary filmmakers for understanding Patagonia not only as a natural landscape but as a political and human space under constant interrogation.

4. Antarctica in Argentine Cinema

4.1 Recurring Themes

Argentine Antarctic cinema focuses on:

- **Scientific exploration and logistics:** life at research bases and expeditions.
- **Solitude and isolation:** human cooperation and reflection on the human condition.
- **Environmental awareness:** climate change, species conservation, and documentation of natural phenomena.

4.2 Notable Productions

Antarctica in Argentine Cinema: The White Continent as Universal Symbol

Antarctica—the southernmost and least explored continent—represents a logistical and narrative challenge for cinema. Its pristine purity and status as a “domain of all” under the Antarctic Treaty make it a powerful symbol.

Argentine Antarctic cinema has focused predominantly on documentary formats. **Antártida – Dominio Uno** (2025), narrated by Ricardo Darín, is a standout example. This documentary not only explores the majesty of the white continent but also advocates for its conservation and the creation of a marine protected area. The film emphasizes the phrase “Antarctica is the only place in the world that belongs to us all,” encapsulating the vision of a shared and vulnerable territory. Antarctic productions often combine scientific exploration with adventure, showcasing the extreme beauty and fragility of this unique ecosystem.

4.3 Preservation and Restoration of Antarctic Cinematic Heritage

The rescue and preservation of audiovisual heritage are fundamental tasks for understanding a nation’s history and culture. In the context of Argentine cinema and its relationship with polar regions, the Pablo Ducrós Hicken Film Museum of the City of Buenos Aires has led a significant project dedicated to 20th-century Argentine Antarctic audiovisual production.

Archivists such as Leandro Listorti and Andrés Levinson—under the direction of museum director Paula Félix Didier—have been key figures in this project, describing the challenges and criteria involved in preserving these unique materials. Among the most notable achievements is the rescue and preservation of the documentary film **Entre los hielos de las Islas Orcadas** (1928), made by Juan Manuel Moneta. This valuable document of Argentine scientific activities on the white continent is the oldest surviving film shot in Antarctica.

Collaboration extends to institutions such as the Argentine Antarctic Institute for the recovery of Antarctic films. These joint efforts are crucial for gathering, organizing, and analyzing the large amount of material that has recorded various aspects of the Antarctic continent for over a century, ensuring access for researchers and the general public.

4.4 **Cromo** (Series by Lucía and Nicolás Puenzo)

The series **Cromo**, directed by Lucía Puenzo (XXY, *Wakolda*), constitutes one of the most ambitious contemporary approaches to Antarctica in Argentine audiovisual production, both in narrative scale and aesthetic treatment. Partially filmed on Antarctic locations, the series exploits the radical nature of the environment—endless light, unpredictable climate, trackless vastness—to construct a scientific and human thriller where research, international cooperation, and ecosystem fragility intertwine with

ethical and geopolitical tensions. Puenzo uses Antarctica not merely as a setting but as a dramatic catalyst, emphasizing the sense of limit, isolation, and permanent risk that conditions every character's decision. In doing so, *Cromo* reaffirms the symbolic power of the Antarctic continent in contemporary Argentine fiction and expands the audiovisual repertoire devoted to this extreme territory.

5. Patagonia and Antarctica: Recurring Themes

The recurrence of certain themes in films set in Patagonia and Antarctica reveals an ongoing dialogue between filmmakers and these geographies.

- **Immensity and solitude:** vast, isolated, sparsely populated landscapes induce reflection on human smallness and introspection; solitude becomes a character in itself.
- **Struggle for survival:** extreme environments serve as natural settings for stories of resilience, endurance, and confrontation with physical and psychological limits.
- **Human–nature relationship:** conservation, human impact, and celebration of wild, pristine beauty are central concerns.
- **Exploration and adventure:** cinema reflects historical fascination with the unknown through epic journeys and discoveries.
- **Identity and belonging:** particularly in Patagonia, themes of regional identity, Indigenous cultures (Mapuche, Yámana, Selk'nam/Onas, among others), migration, and uprootedness recur.
- **Mystery and the unknown:** remoteness and unexplored zones create atmospheres of mystery and suspense.

6. Cinematic Style and Aesthetics

Extreme landscapes impose a characteristic style:

- **Extreme natural lighting:** contrasts of light and shadow on ice and snow create unique aesthetics.
- **Landscape as character:** actively influences narrative, decisions, and emotions.
- **Documentary vs. fiction:** documentaries emphasize observation; fiction uses landscape as dramatic and symbolic resource.

Wide shots, aerial views, camera movements, and visual composition reinforce isolation, adventure, and sublimity—recurring elements of Argentine southern cinema.

7. Production and Logistical Challenges

Filming in Patagonia and Antarctica involves numerous technical challenges:

- **Patagonia:** equipment transport, adaptation to extreme climate, greater narrative flexibility—but significantly increased production costs.
- **Antarctica:** coordination with official agencies, permits, limited infrastructure, and strict safety protocols. These factors condition production duration, resources, and narrative structure, encouraging creative solutions and poetic approaches.

7.1. The filming of *The Revenant* in Ushuaia: extreme production and landscape as a limit

The filming of *The Revenant* (Dir. Alejandro G. Iñárritu, 2015) constitutes a paradigmatic case for examining the relationship between cinema, extreme territory, and audiovisual production in the far south. Although the film is set in the northern regions of nineteenth-century North America, a significant portion of its shooting took place in Ushuaia, Tierra del Fuego, where the production relocated in search of specific climatic and lighting conditions, particularly the presence of snow, ice, and natural winter light.

The decision to film in Ushuaia responded to both aesthetic and production-related reasons. Iñárritu and cinematographer Emmanuel Lubezki opted for an almost exclusively natural-light shoot, which required working within extremely limited time windows, sub-zero temperatures, and complex logistics for transporting equipment and personnel. In this context, the Fuegian landscape ceased to function merely as a geographical stand-in and instead became a narrative and production device: cold, wind, and climatic instability shaped not only the *mise-en-scène* but also work rhythms and creative decisions.

The presence of an international blockbuster in Ushuaia highlighted the capacity of Argentina's southernmost territory to host large-scale productions, while simultaneously exposing the material and human limits of filmmaking in extreme environments. From an industrial perspective, the experience of *The Revenant* resonates with many of the defining traits of Argentine Patagonian cinema: the outdoors as a dramatic condition, the actor's body subjected to the environment, and the landscape understood as an active force that imposes resistance.

In this sense, the filming of *The Revenant* in Ushuaia serves as a case study that broadens the reflection on Patagonia and the far south not only

as spaces of cinematic representation, but also as territories that transform modes of production, radicalize aesthetic choices, and reaffirm the centrality of landscape as a narrative agent.

8. Argentine Film Shoots and Films in the Malvinas Islands

Argentine audiovisual presence in the Malvinas Islands is scarce but significant, marked by historical value and geopolitical limitations. One of the most important records is the medium-length film Nuestras Islas (1966), footage shot by the iconic revolutionary filmmaker Raymundo Gleyzer—later disappeared by the military dictatorship—for *Noticiero Panamericano* on Channel 13. Today of enormous historiographic relevance, this document is one of the few Argentine audiovisual records made in the islands before the 1982 conflict and reveals Gleyzer's critical and humanistic gaze.

Decades later, the independent film Fuckland (Dir. José Luis Marqués, 2000) placed the Malvinas back on the Argentine cinematic map from a radically different perspective. Shot clandestinely on the islands and blending fiction, improvisation, and documentary elements, the film explores identity, political provocation, and performativity, becoming a controversial object within contemporary Argentine cinema. Though limited in number, these works form a corpus that allows Malvinas to be understood as a filmic territory where history, sovereignty, and representation intersect.

9. Carlos Sorín and Patagonia: Landscape as Human Experience

Carlos Sorín's work occupies a singular place in contemporary Argentine cinema for its ability to transform Patagonia into a narrative character. From La película del rey (1985), Eterna sonrisa de New Jersey (1989), Historias mínimas (2002), to El perro (2004), La ventana (2008), and Días de pesca en Patagonia (2012), Sorín has developed a cinematic universe where southern territory becomes a space of introspection, silence, and humanity.

His gaze avoids landscape spectacularization, leaning toward intimate realism: wide shots revealing vastness and solitude; non-professional actors embodying the quiet dignity of everyday life. Patagonian sublimity—endless horizons, wind, desolation—translates into a poetics of the minimal, where simple gestures acquire existential density.

Sorín's cinema stands at the crossroads of documentary and fiction, anthropological record and moral fable. Patagonia appears as a territory of waiting and searching, where displaced or solitary characters rediscover

meaning in the face of emptiness. In this tension between immensity and intimacy, Sorín redefines the relationship between humans and nature in Argentine cinema, showing that the South is not only a geographic destination but also a condition of the soul.

10. Jorge Prelorán and Patagonia

To speak of Patagonian cinema necessarily means engaging with the figure of **Jorge Prelorán** (1933–2009), one of the most influential documentary filmmakers in Argentine and Latin American cinema. His work not only constructed a singular way of seeing Patagonian territory but also established an ethical and aesthetic approach to documentary filmmaking that remains central today.

Prelorán and Ethnobiographical Cinema

Prelorán developed what he called ethnobiographical documentary, a form that moves away from classical anthropological recording to focus on the lived experience of specific individuals. Rather than explaining culture from the outside, his films are structured around the voices, gestures, and life rhythms of the social actors filmed.

In this sense, Patagonia appears not as a spectacular landscape or epic frontier, but as inhabited territory shaped by memories, trades, beliefs, and silent forms of resistance to modernization and oblivion.

The Seven Patagonian Chapters – “*Patagonia in Search of Its Remote Past*”

Within his filmography, Prelorán made a series of seven films centered on Patagonia, readable as a coherent corpus. These works explore different Patagonian zones and communities, emphasizing anonymous characters whose everyday lives condense broader historical processes.

They include portraits of:

- rural and creole Patagonian inhabitants,
- Indigenous communities and cultural transformations,
- territory-based trades (transhumance, animal work, isolated life),
- intimate relationships between humans and extreme geography.

Rather than constructing a totalizing vision, Prelorán proposes a constellation of micro-histories, each chapter autonomous yet part of a sensitive map of southern Argentina.

An Intimate and Political Patagonia

Prelorán's cinema is deeply political, though rarely explicit. His commitment to listening, extended time, and the dignity of those portrayed becomes a political gesture against hegemonic discourses portraying Patagonia as emptiness, promise, or mere resource reserve.

In his films, Patagonia is not background—it is lived experience, its own temporality resisting industrial cinema speed and extractivist progress logic.

Influence and Legacy

Prelorán's Patagonian work left a profound mark on contemporary Argentine documentary cinema. His method—based on coexistence, trust, and implicit co-authorship with subjects—remains a key reference.

Within Patagonian cinema, Prelorán is not only a historical precedent but an ethical and aesthetic foundation, a way of conceiving cinema as encounter, memory, and care for the other.

Regarding the seven chapters *Patagonia, in Search of Its Remote Past*, Prelorán himself questioned whether it constituted a single work or seven one-hour films. See the insightful interview with Prelorán in this publication edited by the Fundación Universidad del Cine (FUC) at the following link: <https://www.ucine.edu.ar/media/src/preloran.pdf>

Among his Patagonia-related films, in addition to *Patagonia, en busca de su remoto pasado* (1992/1993), are the medium-length **Damacio Caitruz** (*Araucanos de Ruca Choroy*, 1970–1971), **Manos pintadas** (1971) about the Cave of the Painted Hands in Santa Cruz, **Los Onas, Vida y Muerte en Tierra del Fuego** (1977), **Costa(s) patagónica(s)** (1962), and **Costumbres neuquinas** (1962–1963).

11. Conclusion

Argentine cinema has forged an indissoluble bond with Patagonia and Antarctica, transcending their mere use as backdrops. Through a rich variety of fiction and documentary works, filmmakers have captured the essence of these territories, exploring landscapes, cultures, and the profound implications of inhabiting or traversing them. Recurring themes—from survival and human–nature relationships to identity and mystery—consolidate a cinematic subgenre that enriches Argentine audiovisual culture while offering a unique global window onto extreme geographies and their impact on human experience.

Patagonia and Antarctica occupy a central place in Argentine cinema not only as settings but as active narrative agents. The former offers landscape diversity and historical conflict; the latter, isolation, science, and contemplation. Together they shape an audiovisual imaginary combining landscape, narrative, and reflection on the human condition.

Within this constellation, the works of Jorge Prelorán, Carlos Sorín, and Carlos Echeverría are fundamental for understanding Patagonia as not merely geography but human, ethical, and political experience. Prelorán inaugurates a cinematic inhabitation of territory through listening, intimacy, and shared time; Sorín transforms southern vastness into introspective space; and Echeverría inscribes landscape within history, memory, and silenced political tensions. Together, their filmographies define an essential lineage of Argentine southern cinema, where territory is not decoration but lived, contested, and thought—affirming that filming Patagonia is always an aesthetic, ethical, and human stance.

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Constructivist Approaches and Pedagogical Reform in Icelandic Financial Education

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Abstract

This study reconceptualizes a comparison of traditional versus active learning methods in a university finance course through a constructivist theoretical framework. We conduct a randomized controlled trial in a *Finance I* course at the University of Iceland, contrasting a conventional lecture-based review session with an active learning session using the Think-Pair-Share (TPS) technique. Grounded in constructivist pedagogy and Nordic education reform ideals, we hypothesize that the collaborative, student-centered approach will enhance learning. Students were randomly assigned to a 40-minute exam review delivered either as a traditional lecture or via TPS-based active learning, under blinded conditions. Learning outcomes were measured by performance on subsequent exam questions. Contrary to expectations from constructivist theory and prior active-learning research, results show no significant difference in exam performance between the active learning and lecture groups. We discuss these findings in the context of constructivist learning theory, implications for educational innovation, and curriculum development within Iceland's higher education system. The study contributes to the dialogue on pedagogical reform in Nordic financial education by highlighting both the potential and challenges of implementing constructivist-aligned teaching practices.

Keywords

Constructivist learning theory; Active learning; Think-Pair-Share; Financial education; Curriculum reform; Nordic education

Introduction

In recent years, educational reform movements worldwide have increasingly advocated for a shift from traditional, teacher-centered instruction to active, student-centered learning approaches grounded in constructivist theory (Bada, 2015; Saarsar, 2018; Shah, 2019). Constructivist pedagogy holds that

learners actively construct knowledge by integrating new information with their existing cognitive frameworks, rather than passively receiving content (Piaget, 1970; Vygotsky, 1978; Bada, 2015). This theoretical framework has given rise to a range of active learning strategies that emphasize learner engagement, peer collaboration, and reflective thinking to enhance deeper understanding (Anthony, 1996; Grijpma et al., 2023). Think-Pair-Share (TPS) and similar interactive learning techniques exemplify how classroom practices can support the development of understanding through structured peer dialogue and collaborative problem-solving, consistent with the principles of social constructivism (Lyman, 1981; Johnson, Johnson, & Smith, 1991). These methods foster student agency and allow learners to articulate and refine their thinking through interaction with peers, aligning with Vygotsky's (1978) view of knowledge construction within a social context. The broader literature on active learning strongly supports its efficacy. A comprehensive meta-analysis by Freeman et al. (2014) found that students in active learning environments outperformed those in traditional lecture-based classes, both in terms of examination scores and course completion rates. These outcomes substantiate the constructivist perspective that deeper cognitive processing, especially when combined with peer engagement, enhances student learning outcomes.

The push for constructivist-aligned pedagogy is also evident in contemporary education policy and practice across the Nordic region. Iceland, in particular, has cultivated a strong tradition of educational progressivism, emphasizing inclusive practices, autonomy in teaching, and responsiveness to student needs (Saarsar, 2018; Jóhannesson et al., 2002). Over recent decades, Icelandic educational discourse has increasingly promoted active learning, collaborative pedagogies, and school-based curriculum development, signaling a clear shift toward constructivist teaching and learning approaches (Jóhannesson et al., 2014). These priorities are formally embedded in strategic documents such as Iceland's Education Policy 2030, which outlines the goal of developing a "dynamic and flexible education system" that fosters economic and social development through critical thinking, lifelong learning, and student engagement (OECD, 2021). Within higher education, this agenda translates into growing interest in pedagogical reform aimed at making instruction more interactive, student-centered, and aligned with global innovations in active learning (European Educational Research Association [EERA], 2023).

Despite robust theoretical and policy support for active learning, there remains a need for more empirical evidence regarding its effectiveness across specific academic disciplines and institutional contexts (Prince, 2004; Bada, 2015). This is particularly true in business and finance education, which has traditionally relied on lecture-based teaching and quantitative problem-solving methods (Thomas, 2009; Harris & Bacon, 2019). These domains often emphasize content coverage and numerical accuracy, potentially creating tension with the dialogic, student-driven practices promoted in active learning frameworks. As such, business and finance classrooms provide a critical testing ground for evaluating the feasibility and impact of constructivist-inspired pedagogical innovations. In the University of Iceland's *Finance I* course (an introductory finance class), we identified an opportunity to rigorously compare traditional lecturing with an active learning intervention using TPS. By embedding this comparison in a randomized controlled trial (RCT) under real classroom conditions, our aim is to evaluate whether the constructivist-inspired approach measurably enhances student learning outcomes in a Nordic higher education setting. The study also speaks to the broader agenda of curriculum development: if active learning proves beneficial (or at least not detrimental) to learning in finance, it can inform course design and faculty development initiatives, both in Iceland and internationally.

This article is in some sense related to a prior study on traditional vs. active learning methods in financial education, but this research is framed explicitly through the lens of constructivist pedagogy and educational reform. We first review relevant literature on constructivist learning theory, active learning strategies, and their implementation in higher education, especially within Nordic contexts. We then describe the methodology of the RCT conducted in the finance course, followed by the results of the intervention. In the discussion, we interpret the findings in light of constructivist principles and consider implications for teaching practice, policy, and ongoing pedagogical innovation. Our goal is to contribute to scholarly and practical conversations about how best to align teaching methods with contemporary theories of learning and the needs of 21st-century learners.

Literature Review

Constructivist Learning Theory and Active Learning

Constructivist learning theory provides the foundational framework for this study. Emerging from the works of Piaget (1970) and Vygotsky (1978), constructivism posits that knowledge is not passively received but actively constructed as learners integrate new concepts with existing cognitive structures. Within a constructivist classroom, the instructor's role evolves from that of a knowledge transmitter to a facilitator who designs learning environments that support inquiry, critical thinking, and reflective engagement (Bada, 2015; Bonwell & Eison, 1991). Social constructivism further emphasizes that learning is a socially mediated process in which dialogue and collaboration with peers and teachers help students co-construct understanding, particularly within what Vygotsky termed the Zone of Proximal Development (Vygotsky, 1978; Johnson, Johnson, & Smith, 1991). Accordingly, the use of language, peer discussion, and collaborative activities is regarded as essential to promoting deeper, more meaningful learning experiences (Anthony, 1996; Saarsar, 2018).

Active learning pedagogies are a natural extension of constructivist learning theory, which emphasizes that students learn best by actively engaging in constructing meaning rather than passively receiving information (Piaget, 1970; Vygotsky, 1978; Bada, 2015). Rather than positioning students as recipients of knowledge, active learning strategies require them to participate in doing, discussing, and reflecting as central mechanisms for constructing understanding (Bonwell & Eison, 1991). Bonwell and Eison (1991) define active learning as “instructional activities involving students in doing things and thinking about what they are doing,” emphasizing both physical activity and cognitive engagement. Such approaches focus on developing critical skills—such as analysis, synthesis, and evaluation—over simple content delivery, often encouraging learners to explore their own attitudes and values in the learning process (Prince, 2004). Examples of active learning range from brief discussion breaks and pair work to structured case studies and problem-based learning sessions. A cross these strategies, the unifying theme is the promotion of higher-order thinking and student autonomy (Anthony, 1996; Johnson, Johnson, & Smith, 1991).

Empirical research strongly supports the efficacy of active, constructivist-aligned pedagogies in higher education. In a widely cited meta-analysis of 225 studies across science, technology, engineering, and

mathematics (STEM) disciplines, Freeman et al. (2014) found that average exam scores were approximately 6% higher in courses using active learning compared to traditional lecture-based instruction. Moreover, students in lecture-only classes were found to be 1.5 times more likely to fail than their peers in active learning environments. These findings provide compelling evidence that engaging students in interactive, cognitively demanding tasks enhances academic outcomes. From a theoretical perspective, active learning reinforces knowledge retention and understanding by requiring students to retrieve, apply, and explain concepts—processes that align with constructivist views of learning as an active, meaning-making endeavor (Bonwell & Eison, 1991; Prince, 2004). Active methods also often incorporate collaborative learning structures, enabling students to articulate reasoning, confront misconceptions, and refine understanding through peer interaction. This dynamic reflects Vygotsky's (1978) theory of socially mediated learning, in which knowledge is co-constructed through language and guided interaction within the learner's zone of proximal development.

Think-Pair-Share (TPS) is a representative technique that exemplifies the principles of constructivist, active learning. Originally introduced by Frank Lyman in 1981, TPS involves a structured sequence in which students first reflect individually on a question or problem, then engage in peer discussion, and finally share their insights with the larger class (Lyman, 1981). This method fosters active participation and encourages all learners to process and articulate their thinking, thereby supporting both individual reflection and social construction of knowledge (Johnson, Johnson, & Smith, 1991; Vygotsky, 1978). TPS has been found to increase cognitive engagement, improve verbal expression, and enhance conceptual understanding across diverse learning contexts (Abiodun et al., 2022; Crouch & Mazur, 2001). Research on TPS and related cooperative learning techniques consistently indicates multiple educational benefits, including improved retention, motivation, and collaborative skills—outcomes that align with the goals of learner-centered pedagogy rooted in constructivist theory (Bonwell & Eison, 1991; Prince, 2004).

The Think-Pair-Share (TPS) strategy incorporates structured “think time,” which has been shown to enhance the quality of student responses by allowing learners sufficient cognitive space to formulate and refine their ideas (Lyman, 1981; Bonwell & Eison, 1991). This structure fosters individual accountability, as each student is expected to contribute to the peer discussion and be prepared to articulate their understanding. The

collaborative phase enables students to clarify concepts, confront misunderstandings, and connect new information to prior knowledge through socially mediated dialogue (Johnson, Johnson, & Smith, 1991; Vygotsky, 1978). In this way, TPS operationalizes core elements of constructivist pedagogy by engaging students in active processing and using peer interaction as a vehicle for constructing knowledge (Anthony, 1996; Abiodun et al., 2022). It illustrates how even modest adjustments to instructional technique can transform a traditionally passive review session into a participatory, student-centered learning experience aligned with contemporary theories of learning.

Educational Reform and Nordic Context

The movement toward active, student-centered learning is grounded not only in educational theory but also increasingly reflected in policy frameworks, particularly within the Nordic countries. Iceland's education system—like those of its regional counterparts—has undergone significant reform over the past several decades, emphasizing egalitarianism, inclusion, and pedagogical innovation (Jóhannesson et al., 2002; OECD, 2021). Since the late 20th century, Icelandic educational discourse has promoted themes such as mixed-ability grouping, hands-on learning, project-based work, peer collaboration, and thematic instruction—all of which align with constructivist learning principles and active pedagogical approaches (Jóhannesson et al., 2014). A key feature of this reform has been the transition toward school-based curriculum development and away from highly centralized content mandates, thereby empowering educators to tailor instruction to local needs and student diversity (Saarsar, 2018). These developments mirror a broader international recognition that traditional lecture-based models are insufficient for fostering the higher-order thinking, problem-solving, and adaptability required in contemporary societies (Prince, 2004).

A notable recent development in Icelandic education is the introduction of the *Education Policy 2030*, a strategic vision endorsed by the Icelandic Parliament in 2021. According to an evaluation by the OECD, this policy aims to foster a “dynamic and flexible education system to drive economic and social change,” underpinned by values such as resilience, courage, knowledge, and happiness (OECD, 2021; EERA, 2023). Realizing such a vision necessitates ongoing pedagogical innovation. For an education system to be both dynamic and flexible, it must adopt instructional methods

that can respond to diverse learner needs and an evolving knowledge economy. Constructivist and active learning approaches are well-suited to meet this challenge, as they promote adaptability by encouraging students to learn how to learn—developing metacognitive skills, critical thinking, and collaborative competence rather than merely absorbing static content (Bonwell & Eison, 1991; Prince, 2004). In line with this policy direction, Icelandic universities are increasingly encouraged to move beyond the traditional lecture model toward more interactive, student-centered teaching that reflects these values and goals (Jóhannesson et al., 2014).

Despite strong theoretical and policy support, the implementation of constructivist pedagogy in higher education presents several challenges. Faculty members—particularly in content-heavy disciplines such as finance—are often accustomed to traditional lecturing methods and may be hesitant to adopt new approaches without compelling evidence of improved learning outcomes (Henderson et al., 2011). Similarly, students may resist active learning strategies, especially when these deviate from their expectations of conventional classroom instruction that prioritizes passive note-taking and instructor-led explanations (Weimer, 2002). Practical considerations such as class size and instructional resources also influence implementation. Although active learning has demonstrated effectiveness across various educational contexts, its strongest effects are often observed in smaller class settings, where instructors can more readily facilitate meaningful peer interaction and monitor engagement (Freeman et al., 2014). Nonetheless, educational practice in the Nordic countries—including Iceland—is steadily evolving toward more constructivist, learner-centered models, driven by supportive policy frameworks and a broader cultural emphasis on educational equity and student autonomy (OECD, 2021).

Within the discipline of finance and economics education, empirical research on active learning has begun to emerge, though it remains less extensive than in the STEM fields where such pedagogies are most studied (Prince, 2004; Freeman et al., 2014). Nevertheless, recent studies in business education have shown promising results. Active learning techniques have been found to improve student engagement and often result in learning outcomes that are equal to or superior to those achieved through traditional lectures (Harris & Bacon, 2019; Thomas, 2009). For example, Harris and Bacon (2019) reported that incorporating active learning strategies into economics instruction produced results “at least as good as” conventional approaches, while also fostering both lower-order and higher-order

cognitive skills. Importantly, even when gains in test performance are modest, active learning has been shown to offer ancillary benefits such as improved student attitudes, greater classroom participation, and reduced attrition rates (Weimer, 2002). These broader outcomes are especially relevant to educators and policy-makers, as success in higher education is increasingly being evaluated not only through assessment scores but also through student motivation, retention, and the cultivation of lifelong learning competencies. Evaluating active learning in the context of a finance course at the University of Iceland therefore contributes not only to the evidence base for pedagogical reform but also to its alignment with the long-term goals of Icelandic education policy.

In summary, the literature and policy context provide strong motivations for experimenting with active, constructivist teaching methods in financial education. Constructivist theory suggests that approaches like TPS should deepen learning by engaging students actively in the construction of knowledge. Education reforms in Iceland and similar contexts encourage such innovations to create a more effective and responsive education system. The mixed evidence about the impact of active learning in higher education—ranging from significantly positive results to occasional null findings—underscores the importance of context-specific research. This study builds on these foundations to examine, in a rigorous way, what difference a constructivist-aligned teaching approach might make in an Icelandic finance classroom.

Methods

Course Context and Participants

The study took place in an undergraduate *Finance I* course at the University of Iceland, during the academic year 2024–2025. The course is a core requirement for business and economics students, covering fundamental concepts in corporate finance and financial analysis. Enrollment in the course was approximately 120 students, primarily second-year undergraduates.

All students enrolled in the course were eligible to participate in the study. Students were informed that a special review session would be held prior to an upcoming exam and were invited to attend, but they were not initially aware that two different teaching methods would be used as part of a research experiment (to minimize performance bias). Participation in the review and study was voluntary, and students provided informed consent for their exam data to be used in research analysis, with assurances of confidentiality.

Experimental Design

We employed a randomized controlled trial (RCT) design to compare two instructional methods for delivering an exam review session: **Traditional Lecture** and **Active Learning (Think-Pair-Share)**. Students were randomly assigned to one of two groups. Randomization was done at the individual level using a random number generator, stratified by prior course performance (based on continuous assessment scores) to ensure that each group had a similar distribution of academic ability. The two groups were scheduled to attend review sessions in separate classrooms at the same time, with the same instructor (one of the authors) involved in both sessions. Importantly, the experiment was conducted under **blinded conditions** in the sense that students did not know that alternative teaching methods were being studied (they only knew they were attending a review), and the teaching assistant who helped grade the exams was not informed which students had experienced which review method.

The content covered in both review sessions was identical, focusing on key topics likely to appear on the exam (e.g., time value of money calculations, basic stock and bond valuation problems, and conceptual questions from recent lectures). The total duration for each session was 40 minutes, consistent with the typical length of a class period. The only difference was the mode of instruction:

- **Traditional Lecture Session (Control):** In this session, the instructor delivered a conventional lecture-style review. This involved summarizing important concepts, walking through example problems on the board, and reviewing key formulas. The instructor led the session talking approximately 90% of the time, with occasional brief opportunities for students to ask clarification questions. Students in this condition mainly listened, took notes, and responded to a few direct questions from the instructor, but there were no structured interactive activities among students.
- **Think-Pair-Share Session (Active Experiment):** In this session, the instructor facilitated an active learning review using the TPS method. At the start, students were presented with a finance problem or concept question and given a short period (about 1–2 minutes) to **think** individually and jot down their approach or answer. Next, students were instructed to **pair** up with a neighbor to discuss their thoughts and compare answers for a few minutes. During this time the instructor circulated around the room, listening to discussions and providing hints or prompts as needed. Finally, the instructor called on several pairs to **share** their answers or reasoning

with the whole class, leading to a full-class discussion. The instructor clarified any misconceptions revealed during sharing and provided the correct solutions or explanations. This TPS cycle was repeated multiple times (covering different topics or problem types) within the 40-minute session. Through this process, every student had the opportunity to articulate their understanding and learn from a peer, making the session highly interactive.

Both sessions were conducted on the same day, one immediately after the other, to avoid any advantage of timing (e.g., one group receiving the review earlier and having more study time). Students only attended the session to which they were assigned and were asked not to discuss the session content with peers from the other group until after the exam, ensuring that each group's learning experience was contained.

Measures and Data Collection

The primary outcome measure was student performance on the exam, specifically on the content areas that were emphasized during the review session. The exam was a comprehensive test covering all recent topics in the course, administered to all students in *Finance I* (regardless of whether they attended the review). It included a combination of multiple-choice questions and quantitative problem-solving task. Within this exam, we identified a subset of questions (both quantitative problems and conceptual questions) that directly corresponded to the material reviewed in the sessions.

After the exam, students' answer sheets were collected and graded. To preserve the blind conditions of the study, the exam papers were coded anonymously such that the grader (a teaching assistant) did not know which review session each student had attended. The primary researchers later matched the codes to the experimental groups for analysis. The grading followed the course's standard rubric, and both the instructor and teaching assistant cross-checked a sample of answers to ensure consistency in scoring.

Data Analysis

To determine the impact of the teaching method on exam performance, we compared the exam scores between the two groups. The primary analysis focused on the subset of exam questions related to the review topics. For each student, we calculated the percentage of points earned on these targeted items. We then computed the mean percentage score for the Lecture group and the TPS group. An independent-samples t-test was conducted to assess

whether the difference in means between the two groups was statistically significant. We checked assumptions of the t-test (normality and homogeneity of variances) by examining score distributions and using Levene's test for equality of variances.

We also computed effect size (Cohen's d) for the difference between the lecture and TPS groups on the targeted questions, to evaluate the practical significance of any observed differences. In addition, as a secondary analysis, we compared the overall exam scores between groups (covering all questions on the exam) to see if the review method had any general influence on performance beyond the specific reviewed content.

Survey responses were analyzed descriptively. We compared the average engagement and usefulness ratings between the lecture and TPS groups, and we read through the open-ended feedback to identify common themes or notable comments. We did not perform statistical tests on the survey data, given the small scale and the qualitative nature of much of it, but we use it in the Results and Discussion to provide context.

All quantitative analyses were performed using standard statistical software (e.g., Excel and SPSS). A significance level of $\alpha = 0.05$ was used for hypothesis testing. The following section reports the results of the experiment, integrating both the objective exam performance data and relevant observations from the surveys and classroom.

Results

Exam Performance Outcomes

A total of 110 students attended one of the two review sessions and took the mid-term exam (out of 120 enrolled in the course, reflecting a high participation rate in the study). Of these, 55 students were in the **Traditional Lecture** group and 55 in the **TPS Active Learning** group (some students who initially signed up did not attend, resulting in equal final group sizes). The key finding from the exam data is that **there was no significant difference in learning outcomes between the two teaching methods**. In other words, students who received the review via active learning performed **about the same** on the exam as those who received a traditional lecture review.

For the subset of exam questions that pertained to the reviewed topics, the mean score in the Lecture group was $M = 78.4\%$ ($SD = 12.1$), while the mean score in the TPS group was $M = 79.6\%$ ($SD = 11.3$). This difference of about 1.2 percentage points in favor of the TPS group was not statistically

significant ($t(108) = 0.52, p = 0.604$). The 95% confidence interval for the difference between means was approximately $[-3.6\%, +6.0\%]$, indicating that any true difference in performance could be slightly negative or positive, but is likely small. The effect size was Cohen's $d = 0.10$, which is considered **negligible** in educational research terms. Essentially, both groups demonstrated very similar levels of achievement on the material that was reviewed, despite the divergent teaching methods used.

Looking at **overall exam scores** (not just the targeted questions), the results were consistent. The Lecture group's average total exam score was $M = 74.1\%$ ($SD = 15.0$), and the TPS group's average was $M = 75.3\%$ ($SD = 14.5$). This ~ 1.2 percentage point difference was not statistically significant ($p > 0.5$). The distribution of grades (e.g., the percentage of students achieving A, B, C, etc.) was virtually the same in both groups. Approximately 90% of students in each group passed the exam, and the top 10 scores on the exam included students from both conditions in roughly equal measure.

These quantitative findings support the conclusion that the TPS-based active review session did **not** lead to a measurable improvement in short-term exam performance compared to the traditional lecture review in this context. Notably, however, the active approach did not *hurt* performance either; the outcomes were essentially equivalent by the metrics of the exam.

Student Engagement and Perceptions

While exam scores capture the end result of learning, the experience of the sessions and students' perceptions provide additional insight into the impact of each method. Key observations and feedback in engagement include that the TPS session was far more interactive and participatory by design. Observation during the active session indicated that the vast majority of students (roughly 90%) were actively talking during the pair discussions at some point. The classroom buzzed with conversation as students worked through problems together. In contrast, during the lecture session, student engagement was mostly passive; only a handful of students (estimated at under 10%) spoke up to ask or answer questions in the whole-class format. Most lecture participants listened quietly and took notes, as is typical in a lecture environment.

In summary, even though the **exam outcomes** were similar, the **process** of learning in the two conditions was markedly different. The TPS active learning approach achieved much higher student engagement and was

perceived as more interactive and confidence-building, whereas the traditional lecture was familiar, efficient in coverage, but largely passive for learners. The experiential and participatory nature of active learning is often cited as a key contributor to improved classroom dynamics and student motivation. Such qualitative dimensions are increasingly viewed as critical indicators of educational success, particularly in systems that emphasize holistic development and lifelong learning. The implications of these observations are further explored in the discussion section of this study.

Discussion

Interpretation of Findings through a Constructivist Lens

The absence of a significant performance difference between the TPS-based active learning session and the traditional lecture session in our study is an intriguing finding, especially in light of strong theoretical reasons to expect an advantage for active learning. From a constructivist perspective, one might hypothesize that the TPS method, by actively engaging students in processing information and articulating their understanding, would lead to superior learning outcomes compared to a passive lecture. Our results did not show this superiority in terms of exam scores. Several potential explanations emerge:

- **Depth versus Breadth of Learning:** It is possible that the TPS session promoted deeper conceptual understanding among students that was not fully captured by the exam questions, which focused on obtaining correct answers to specific problems. Constructivist theory suggests that active engagement should facilitate deeper learning. However, the benefits of that depth might not translate into higher scores if the exam primarily tests procedural knowledge or if both groups could reach the correct answers by different paths. In other words, the TPS students might have developed a richer understanding or greater confidence, even if the lecture students managed to get the same questions right by memorizing procedures. If we had assessed higher-order thinking or the ability to explain concepts in writing, perhaps differences would have emerged.
- **Duration and Intensity of the Intervention:** Our active learning intervention was brief – a single 40-minute session – embedded in a course that otherwise was primarily lecture-based. Students in both groups had the same prior instruction throughout the semester; we only varied the method for the review. It may be that one isolated active learning experience is insufficient to produce measurable gains in performance. Many of the

benefits associated with constructivist pedagogy—such as the development of critical thinking, metacognitive awareness, and self-regulated learning—are cumulative and may not fully manifest in short-term assessments. Instead, these outcomes are more likely to accrue over time through sustained engagement and repeated practice within active, student-centered environments (Weimer, 2002; Prince, 2004). This temporal dimension highlights the importance of integrating constructivist approaches consistently across courses and curricula to foster durable learning gains and deeper intellectual growth. Consequently, short-term performance metrics may underestimate the transformative potential of constructivist pedagogy, especially in higher education settings where long-term competence and adaptability are key educational goals (Bonwell & Eison, 1991). Thus, if active learning were implemented throughout the course (rather than just once), the cumulative effect might have led to differences in outcomes. Our study's result might reflect the reality that enduring change in learning often requires sustained pedagogical innovation, not one-off activities.

- **Content Difficulty and Novelty:** The review covered content that students had already learned (to some degree) in prior classes. Both groups were reviewing and practicing known topics. Active learning tends to yield its strongest effects when students are introduced to new concepts or actively working to resolve misconceptions, as these contexts demand deeper cognitive engagement and facilitate conceptual change (Freeman et al., 2014; Prince, 2004).

- In our case, students had been exposed to the material before, and the review was more about reinforcement. It could be that by the time of the review, many students in both groups had already constructed a basic understanding of the topics. The lecture might have been sufficient to jog their memory and highlight key points, while TPS provided practice and clarification. If we had introduced entirely new content in these sessions, the active approach might have had a clearer edge, as it could facilitate the initial construction of knowledge more effectively than lecture.

- **Assessment Alignment:** There is a known principle in education that alignment between teaching methods and assessment type is crucial. Our exam was a traditional one with quantitative and short-answer questions that had definitive correct answers. The lecture session was well-aligned with this format: the instructor essentially worked through similar problems and solutions. The TPS session, on the other hand, emphasized student discussion and reasoning. It's possible that the active session would have

better prepared students for an assessment that required explanation of reasoning or application of concepts to novel scenarios, while the lecture directly prepared students for solving routine problems like those on the test. In other words, both groups might have been well-prepared *for the type of exam they were given*, resulting in similar scores. If we consider broader learning outcomes (like ability to communicate financial reasoning or collaborate on solving a complex problem), those were not measured by our exam but could be areas where the active group gained more.

- **Student Adjustment and Buy-in:** The novelty of the Think-Pair-Share (TPS) method may have influenced its effectiveness in this study. For many students, this may have been their first experience with structured peer discussion in a university setting, which could have led to initial uncertainty about how to collaborate effectively or hesitancy in fully engaging due to shyness or unfamiliarity. While survey feedback generally reflected positive attitudes toward the method, it is plausible that not all students participated actively, thereby attenuating the potential benefits of the approach. In contrast, the lecture format is well-established and culturally familiar; students understand its norms and are accustomed to strategies such as note-taking and passive listening to extract key information (Weimer, 2002). Over time, with increased exposure to active learning, students may develop the confidence, skills, and metacognitive strategies necessary to thrive in more participatory environments, potentially resulting in greater learning gains (Henderson et al., 2011). These observations underscore that pedagogical innovation also entails a cultural shift in higher education—both instructors and students must adapt to new roles and expectations in an active learning classroom (Prince, 2004).

- **Random Variation and Sample Size:** Finally, we must consider the possibility that there truly is little or no difference in this specific context, or that our study was not large enough to detect a subtle difference. With 55 students per group, our statistical power was sufficient to detect a moderate effect, but a very small benefit (e.g., a 2-3 percentage point improvement) could go undetected. The fact that the TPS mean was slightly higher (79.6% vs 78.4%) suggests if there is any trend, it leans towards active learning, but it is so small that we cannot be confident it's a real effect and not just chance. It is worth noting that prior research has occasionally reported no significant differences in exam performance between students in active learning and traditional lecture-based sections, particularly in short-term interventions or single-topic instructional comparisons (Deslauriers et al., 2019; Prince,

2004). These findings suggest that the benefits of active learning may depend on the duration of exposure, the nature of the material, and the degree of student familiarity with the instructional format. Our findings add to those cases, underlining that the impact of active learning can vary and is not universally large in every instance.

In sum, our results do not overturn the premises of constructivist learning theory, but they do suggest that the translation of constructivist advantages into quantifiable exam gains is complex. The TPS method clearly succeeded in engaging students actively (as intended by the theory), and yet that engagement did not manifest as superior test performance in the conditions of our study. This indicates that **active learning can perform at least as well as lecturing** in terms of traditional academic outcomes, which is an important point: even when it doesn't boost scores, it maintains them while providing other benefits. This observation aligns with research syntheses that conclude active learning typically results in student performance that is either equivalent to or better than that achieved through traditional lectures—and only rarely worse (Freeman et al., 2014; Prince, 2004). These consistent findings across disciplines reinforce the pedagogical value of active engagement, even when performance gains are modest or context-dependent. In our case, equivalence is not a negative result; it means instructors can adopt a constructivist approach like TPS without fear of harming short-term achievement, and potentially gain benefits in student engagement and satisfaction.

Implications for Educational Innovation and Policy

Situating these findings in the context of educational innovation and policy, particularly within Iceland and similar educational systems, yields several insights:

- **Curriculum and Course Design:** The lack of a performance difference suggests that simply inserting an active learning session into an otherwise traditional course may not be enough to see measurable gains. For curricular reformers, this underscores the need for a more holistic integration of constructivist methods. If the goal is to improve learning outcomes through active learning, courses might need to be redesigned so that interactive engagement is a regular feature, not an isolated event. For instance, the Finance I course could incorporate TPS or other active techniques in every class or weekly recitation sessions, gradually building students' collaborative problem-solving skills alongside content knowledge. Such sustained

implementation of active and constructivist pedagogy may better align with the objectives articulated in Iceland's *Education Policy 2030*, which emphasizes the creation of a dynamic and flexible education system designed to foster innovation, adaptability, and lifelong learning (EERA, 2023). Embedding these pedagogical practices as a consistent feature of instruction—rather than as isolated interventions—ensures that educational innovation becomes a core component of the learning process.

- **Faculty Development and Support:** The experiment highlights that while active learning is promising, its success depends on effective execution and teacher confidence. University instructors who are used to lecturing might need training and support to implement methods like TPS effectively. Institutional policies could encourage or require faculty development programs focused on active learning strategies, possibly drawing on the expertise of teaching and learning centers. Additionally, sharing of best practices among faculty (for example, finance professors exchanging tips on how to run a successful discussion on complex problem sets) can help improve outcomes. If an instructor's first attempt at active learning doesn't produce evident gains, they should be encouraged to refine the approach rather than abandon it. Here, policy can play a role by incentivizing innovative teaching and recognizing efforts through teaching awards or consideration in promotion criteria.

- **Student Orientation and Expectations:** For educational innovation to work, students might also need orientation. Many university students have spent their prior education mostly in teacher-directed environments. Introducing constructivist approaches at the university level may require explaining *why* these methods are being used and how they benefit student learning. Orientation sessions or course syllabi could include statements about the importance of active participation, and first-class activities could acclimate students to speaking up and collaborating. If students see active learning as an intentional, research-backed approach rather than an anomalous classroom experiment, they may engage more earnestly, which in turn would likely improve the efficacy of the method.

- **Assessment Practices:** Our findings raise the question of whether traditional assessment methods are adequately capturing the learning that constructivist approaches aim to foster. Education reform efforts may need to target not just teaching methods but assessment alignment. For example, if a course uses active learning to develop problem-solving and critical thinking, the assessments should perhaps include open-ended problems,

case analyses, or oral presentations, rather than relying solely on closed-form exams. In a finance curriculum, aside from quantitative exams, one could incorporate projects (like analyzing a real company's financial statements in teams) or reflection essays on decision-making processes. Such assessments would likely better reflect the benefits of constructivist learning experiences. Policy-makers and accreditors might support more diverse assessment strategies as part of a comprehensive improvement in educational quality.

- **Scaling and Policy Implementation:** For Iceland and other Nordic countries that are actively pursuing educational innovation, our study provides a cautious tale: not every innovation will immediately translate into higher test scores, but that doesn't mean the innovation lacks value. Policy documents often emphasize evidence-based methods (e.g., Iceland's education policy referencing quality and effectiveness). Our evidence suggests that implementing active learning requires commitment and possibly multiple iterations to bear fruit in measurable outcomes. Education leaders should take a long-term view. They can use findings like ours to refine their strategies—perhaps promoting active learning initially for its engagement benefits (which we clearly observed), while continuing to evaluate its impact on learning outcomes over time. Since our results show no harm and potential ancillary benefits, policies could confidently encourage active learning as part of a modern pedagogy, with the understanding that its full impact might be realized gradually.

- **Nordic Education Values:** The Nordic education model values not only academic achievement but also student well-being, cooperation, and democratic participation in learning. In this regard, the increase in engagement and the positive feedback from students in the TPS group is a success on its own. Students felt more involved and enjoyed the learning process. This aligns with the broader aims of fostering *lifelong learners* who are curious and capable of working with others. Thus, even if test scores remain the same, an active learning approach can be justified in policy terms by these qualitative improvements. Our findings can be used to reassure stakeholders that active methods do not sacrifice academic rigor; students can achieve the same results while gaining a more engaging and perhaps more meaningful classroom experience.

Limitations and Future Research

While our study offers valuable insights, it is important to acknowledge its limitations and suggest directions for future research:

First, the scope of this study was limited to one course (Finance I at a single institution) and one specific implementation of active learning. The generalizability of the results is therefore constrained. Different courses (even within finance, such as an advanced investments course or an economics theory class) might yield different results. Additionally, outcomes could vary at other universities or in other countries. Further studies could replicate this experiment in varied contexts to see if the pattern holds or if certain conditions produce a clear active learning advantage.

Second, our measure of learning was based on an exam conducted shortly after the intervention. This captures immediate learning of content. We did not assess long-term retention or the ability to transfer knowledge to new problems (beyond what the exam tested). Constructivist theory would predict that active engagement should improve retention and transfer. It would be insightful to include a follow-up assessment (for example, a surprise quiz a month later, or a component in the final exam covering the same material) to see if the TPS group retains knowledge better over time. If active learning's benefits are more evident in long-term retention, that could strongly argue for its adoption despite short-term parity in scores.

Third, we primarily used quantitative exam data to judge effectiveness. As our discussion highlighted, there are other educational outcomes of interest, such as student motivation, confidence, ability to communicate, and teamwork skills. Future research could employ a broader set of outcomes, perhaps including standardized concept inventories (to measure conceptual understanding independent of course exams) or qualitative assessments of student reasoning. For instance, interviewing students about a finance concept could reveal deeper understanding differences that a multiple-choice question might not show.

Fourth, the fidelity and quality of implementation of active learning can greatly influence results. Although we carefully planned the TPS session and observed high participation, there is always room to analyze *how* the interactions went. Were the peer discussions on-topic and accurate? Did every student truly engage or were some just passively listening to their partner? Detailed analysis of student conversations (perhaps by audio recording discussions with consent, or by having multiple observers) could shed light on the micro-level processes that lead to learning. Understanding these could help refine the technique (e.g., by training students how to effectively collaborate or by structuring the peer interaction more).

Additionally, while our instructor was experienced and tried to deliver both sessions effectively, instructors vary. Future studies might involve multiple instructors teaching parallel sections with lecture vs active methods, to see if instructor differences play a role or if results replicate across different teaching styles. This would enhance the robustness of the conclusions and provide insight into whether certain instructor traits (like enthusiasm or clarity) interact with teaching method.

Finally, connecting back to educational policy, it would be worthwhile to study how scaling up active learning (beyond a single classroom experiment) impacts a department or institution. For example, if an entire program in a business school shifted to active learning pedagogies, would we see improvements in overall student success, graduation rates, or satisfaction? Such large-scale studies are challenging but align with the interests of policymakers who must decide on broad reforms. Our study can be a starting point that informs these bigger efforts by highlighting the conditions under which active learning thrives or faces obstacles.

Conclusion

Reframing an investigation of teaching methods in financial education through a constructivist and policy-oriented perspective has allowed us to explore not just whether active learning *works*, but how it fits into the evolving landscape of education. In our randomized trial at the University of Iceland, we found that a constructivist-aligned approach (TPS active learning) led to **equivalent performance** on an exam when compared to a traditional lecture, despite providing a very different learning experience. This outcome underscores a critical point for educators and reformers: **innovations in pedagogy may demonstrate their value in ways beyond immediate test score gains**. In our case, the value came in the form of heightened student engagement, enthusiasm, and confidence—ingredients that are essential for cultivating effective, lifelong learners in accordance with modern educational goals.

From an academic standpoint, our findings contribute to a more nuanced understanding of the impact of active learning. They align with previous research suggesting that, at a minimum, active learning performs comparably to traditional lecturing, and at best, it yields superior outcomes in student engagement and achievement (Freeman et al., 2014; Prince, 2004). This reinforces the pedagogical argument for incorporating active strategies into higher education, even in fields traditionally dominated by lecture-based instruction. We did not witness a dramatic improvement in quantitative outcomes, which is a reminder that context matters. The benefits of

constructivist methods may emerge more strongly with different assessments, over longer durations, or in different subjects. For the domain of finance education, our study suggests that instructors can adopt interactive, student-centered techniques without fear of harming student achievement—and potentially gain much in student engagement.

For the Icelandic/Nordic educational context, this study offers practical insights aligned with the region's progressive ethos. It shows that simply adopting a trendy pedagogical approach is not a magic bullet; careful implementation and alignment are key. However, it also validates the direction of ongoing reforms: moving towards active, learner-centered classrooms is a sound strategy that can enrich education. Iceland's vision for a dynamic and flexible education system is supported by pedagogical approaches that foster more interactive and participatory classrooms—an aim exemplified by the use of Think-Pair-Share (TPS) in this study (EERA, 2023). By engaging students actively in dialogue and collaborative reflection, TPS operationalizes key elements of this policy framework and demonstrates how constructivist methods can contribute to national education goals. Achieving systemic change will involve scaling such practices, learning from each iteration, and continuously adapting—the very process of constructivist learning, but at the institutional level.

In conclusion, *Constructivist approaches and pedagogical reform in Icelandic financial education* represent both a challenge and an opportunity. The challenge lies in bridging the gap between high-level educational ideals and on-the-ground classroom outcomes. The opportunity is that, in doing so, we can create learning environments that not only convey knowledge, but also inspire and empower students. Our study's journey—from theoretical rationale to classroom experiment to reflective analysis—mirrors the path that many educators will traverse as they transform their teaching. It is our hope that this work will inform and encourage that journey, ensuring that future innovations in teaching are guided by evidence, contextual understanding, and a steadfast commitment to students' growth.

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Reports

Íslenska þjóðfélagið (Icelandic Society)

Conferences in Iceland

An annual social-sciences conference examining Iceland from a comparative perspective. The conference is organized by different social-sciences faculties at universities outside the Reykjavík capital region and typically convenes in April–May. The venue rotates among towns and university centres beyond the capital area.

Recent and forthcoming meetings:

- 31 May–1 June 2023 — Akureyri, North Iceland.
- 24–25 May 2024 — Borgarnes, West Iceland.
- 23–24 May 2025 — Hólar in Hjaltadalur, Northwest Iceland.
- 16–17 April 2026 (scheduled) — Höfn in Hornafjörður, Southeast Iceland.

The conference included the following presentations 2023-2025, among others:

Magnússon, M.Á., (2025). Between sovereignty and integration: Iceland's long road to the EU. Presented at Icelandic Society May 24, at the University of Hólar.

Ólafsdóttir, G.Á., (2025). *Þorskur og þjóðfélag* (Cod and society). Presented at Icelandic Society at the University in Hólar May 23.

Gunnlaugsson, H., (2025). Brot eða breik frá fangelsi: Strok úr íslenskum fangelum í alþjóðlegu samhengi (Prison escapes in Iceland in comparative perspective). Presented at Icelandic Society at the University in Hólar Hjaltadal, May 23.

Gunnlaugsson, H., (2024). Bjórbannið sáluga (1915-1989): Ys og þys út af engu? (Beer ban what was all the fuss about?). Presented at Icelandic Society organized by Bifröst University in Borgarnes, May 24.

Hoffmann, L.W., Wojtyńska, A., Sigmarsdóttir, D., (2024). Where are we meeting? The role of cultural institutions in creating community in rural areas of Iceland. Presented at Icelandic Society organized by Bifröst University in Borgarnes, May 24.

Kristinsson, K., (2023). Ageism in the Icelandic Labor Market. Presented at the Icelandic Society conference organized by University of Akureyri, June 2.

Gunnlaugsson, H., (2023). Réttarfélagsfræðileg greining á uppruna löggjafar um áfengi og kannabisefni: Dómar Hæstaréttar í hundrað ár. (Sociological analysis of alcohol and cannabis legislations: Supreme Court decisions in 100 years). Presented at the Icelandic Society conference organized by University of Akureyri, June 2.

***Frændafundur* (Cousin Reunion)**

Conference in Iceland and the Faroe Islands (29-31 May 2025)

The Kinsmen's Meeting is the name of a research collaboration between the University of Iceland and the Faroe Islands Knowledge Centre.

The history of the collaboration goes back at least three decades, when the first collaboration agreement between the two universities was signed and the conference series *Frændafundur* was established. The name *Frændafundur* was chosen to emphasize the special ties that exist between Iceland and the Faroe Islands, but the word *Frændafundur* (Cousin Reunion) is good and valid in both Icelandic and Faroese.

Since the first Kinsmen's Conference in 1992, the conference has been held every three years, alternating between Iceland and the Faroe Islands, with the last Kinsmen's Conference being held in Þórshöfn in the Faroe Islands on 29-31 May 2025.

Humanities have long been a major focus at the fraternity meetings, but the goal is for the conference to best reflect the diverse research being conducted in different fields of study at the University of Iceland and at the Center for Knowledge.

Increased research cooperation between Iceland and the Faroe Islands is important for both countries. From an Icelandic perspective, there are many interesting things about the Faroe Islands, whether you look at the country's nature, society, history, culture or language. There are many things in common with the two countries but also many things that separate them. For example, the Faroe Islands are still in a state union with Denmark and do not have full control over all their affairs, such as law enforcement and the legal system. Then the country has one electoral district (as of the 2008 elections) and personal votes determine which individuals get into parliament.

Among others, the following presentations have been given at this conference, in 2022 and 2025:

Gunnlaugsson, H. (2022). Crime and punishment in four Nordic island nations: Greenland, Iceland, the Faroe Islands and Aland islands. Presented at *Frændafundur* 11 at University of Iceland in Reykjavík August 17.

Schram, K., (2022). Performances of identity through tradition. Presented at *Frændafundur* at University of Iceland August 16.

Gunnlaugsson, H. (2025). Attitudes of Icelanders toward crime and punishment: A public cry for tougher sentencing practices? Presented at *Frændafundur* in Torshavn, Faroe Islands May 29.

Holm, A.E. and Hoffmann, L.W., (2025). ‘Guardians of the Language’: Language ideologies and migrants’ Language learning experiences in Iceland and the Faroe Islands. Presented at *Frændafundur* in Torshavn, Faroe Islands May 29.

Breiðfjörð, H., (2025). Travel stories, kindred nations, and sustainability. Presented at *Frændafundur* in Torshavn, Faroe Islands May 30.

Institutional information

International Association of Circumpolar Sociocultural Issues (IACSI)

What is the IACSI?

IACSI is an international scientific association devoted to the study of different socio-cultural aspects related to the Arctic and Antarctic regions. The Association is integrated mainly by scholars from Social Sciences, Anthropology and Humanities, and also from individuals with different backgrounds but interested in these perspectives and themes. As a new association which looks for integration and cooperation, we are also looking for new members in both circumpolar regions.

What are we after?

Assuming the importance that the socio-cultural approach has for a holistic understanding of the circumpolar phenomenon, we have also considered the need to study the "circumpolar theme" in its bi-polar dimension: the Arctic and the Antarctica, in order to look for convergences and divergences under the debates "local/global",

"North/South", "development/sustainability", and also looking for the production and transference of knowledge. In this sense, we privilege scientific investigation with reference to:

- Local Communities in Extreme Environments
- Social Problems and Human Well-being
- Participation and Community Attachment
- Habitat and Identity
- Minorities and Native people
- Migration
- Environment and Sustainable Development

What do we do?

- Generate scientific and academic projects bound up with circumpolar socio-cultural issues.
 - Organize once a year an international seminar on the circumpolar socio-cultural issues.
 - Organize cultural events, such as Films and Documentary Festivals related to these issues.
 - Support academically the "Arctic & Antarctic International Journal of Circumpolar Socio-cultural Issues", published annually.
 - Encourage relationships and academic collaboration between Universities and Research Centres sited in one or both circumpolar regions.
 - Promote international workshops, seminars, and conferences.
- Contribute and award prizes to investigations, and activities concerning to solve problems in one or both circumpolar regions.
- Establish nets with national and international institutions, associations and NGOs linked to the matters which are the interest of the IACSI.

According to the aims of the International Association, were organized different scientific meetings where papers from different countries and regions were submitted:

- a) In April 26th, 2005, was run the ***1st International Workshop on Circumpolar Socio-Cultural Issues***, at the University of Jyväskylä (Finland), organized by the Department of Social Sciences and Philosophy of this University and the IACSI.

- b) In April 7th, 2006, was run the ***2nd International Workshop on Circumpolar Socio-cultural Issues***, at the University of Iceland, organized by the Faculty of Social Sciences of this University, the Icelandic Sociological Association, and the IACSI.
- c) On November 30, 2007, was run the ***3rd International Workshop on Circumpolar Socio-cultural Issues***, at the University of Oulu (Finland), organized by the Thule Institute of this University and the IACSI.
- d) On November 16-18, 2010, was run the ***I International Meeting on Northern and Southern Circumpolarities: Socio-economic and Socio-cultural Approaches***, under the auspices of the CICLOP, School of Economics, University of Buenos Aires and the International Center for the Patrimony and Heritage (CICOP).
- e) On September 25-26, 2014, was run the ***4th International Workshop on Circumpolar Sociocultural Issues*** at the University of Iceland, organized by the Faculty of Social and Human Sciences of the University of Iceland and the International Program on Circumpolarity, Antartica and Extreme Environments (PIECA, Faculty of Social Sciences, Universidad del Salvador), and under the auspices of the IACSI. During the 4th Int'l Workshop one session will include oral presentations while the other one will be devoted to the screening and discussion of documentary and experimental films from both northern and southern circumpolarities. This second session will receive collaboration from the Reykjavík International Film Festival (RIFF).
- f) For the last conferences organized from 2015 on, please see www.iacsi.hi.is

The IACSI has also organized several ***Circumpolar Film Exhibitions***, such as: one devoted to the Icelandic cinema (Universidad del Salvador, Buenos Aires, 2005), another devoted to Argentine cinema (University of Iceland, Reykjavík, 2007), a third one devoted to Northern and Southern Circumpolarity (University of Buenos Aires, Buenos Aires, 2010), the fourth one -under the auspices of the RIFF (Reykjavík International Film Festival) devoted to fiction and documentary films related to circumpolar sociocultural and anthropological issues (University of Iceland, Reykjavík, 2014); and the fifth was also developed in Reykjavík organized by the Faculty of Human and Social Sciences of the University of Iceland, in parallel with the ***ICO International Workshop on Circumpolar Sociocultural Issues***, April 1-3, 2019.

[For more information about audiovisual projects and workshops, please see www.iacsi.hi.is]

Membership

The members can be individuals or institutions:

Individual membership: € 30 (thirty Euros), including one printed copy of the annual issue of "*Arctic & Antarctic...*".

Institutional membership: € 100 (one hundred Euros), including two (2) printed copies of the annual issue of "A&A-IJCSCI". To apply for membership (individual and/or institutional) please address to:

Contact

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Universidad del Salvador (Argentina)

Founded in 1956, is the first private university in Argentina, and one of the largest in the country. It has different locations, namely: headquarters in the city of Buenos Aires, in Pilar and Mercedes (province of Buenos Aires), and Virasoro (province of Corrientes).

The main objectives of the Universidad del Salvador are: a) to emphasize academic excellence, b) to value diversity and pluralism, c) to form competent professionals and researchers with a critical judgement, d) to promote the development of knowledge through teaching and research, e) to impact the society as a whole not only through the theoretical analysis of the problems but also providing the possible solutions, f) to foster the internationalization of the students and staff.

The Universidad del Salvador has international joint programs in both undergraduate and graduate levels. It has different Faculties, namely: Administration Sciences; Economic Sciences; Education and Social Communication Sciences; Law; Social Sciences; Philosophy, History and Literature; Medicine; Psychology and Psycho-pedagogy; Science and Technology. The University also includes the Graduate Schools of Agronomy, Veterinary Medicine, and Food Technology, and the Schools of Theatre & Arts and of Oriental Studies.

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Vice-Rectorship of Academic Issues

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Vice-Rectorship of Economics

Dr Fernando Lucero-Schmidt

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The Faculty of Social Sciences includes graduate and postgraduate studies on Sociology, Political Science, International Relations and Social Service.

The *Institute of Research on Social Sciences (IDICSO)* is a unit of the Faculty that promotes interaction between different disciplines, carries out high quality research in the field of Social Sciences and publishes *Miríada*, a peer-reviewed journal on Social Sciences.

Under this University framework, the *International Program of Studies on Circumpolarity, Antarctica and Extreme Environments (PIECA)* –directed by Dr Enrique del Acebo Ibáñez- develops comparative studies and research between the Northern and Southern circumpolarities, some of them in collaboration with different researchers and scientists from Northern and Arctic universities (Iceland, Finland, Canada, France, etc.), and publishes the *Arctic & Antarctic – International Journal on Circumpolar Sociocultural Issues*, a peer-reviewed publication, together with the Foundation of High Studies on Antarctica & Extreme Environments (FAE) and the Faculty of Social Sciences of the University of Iceland.



UNIVERSITY OF ICELAND

(Reykjavík, Iceland)

The University of Iceland was established in 1911. The university is organized into 5 academic schools, and 25 faculties. The university offers diverse program on all levels. The University of Iceland is the only university in Iceland offering undergraduate and graduate studies in all the main disciplines. In addition, the University of Iceland is an internationally renowned research university and our academics have received a great deal of international recognition for their scientific work.

The University operates around 40 research institutes, and research-based graduate studies are also offered. The number of students is currently around 15,000. Most academic disciplines are pursued, closely linked with the professional sector and Icelandic society in general. The university employs a group of well-educated and experienced teachers and scientists; it has a standing tradition for research and collaborates actively with universities and institutions abroad. The University is at once a national scientific and educational institution and a part of the international academic community. Year after year surveys have shown that the Icelandic people have more confidence in the University of Iceland than any other institution; the university enjoys the confidence of more than 90% of the Nation.

School of Social Sciences

The School of Social Sciences at the University of Iceland is the largest and most robust institution of its kind in Iceland. The Faculty has been a leader in educating managers and experts in the field of social sciences and research in these fields in Iceland for many decades. The Faculty's role is to increase and impart exemplary and internationally recognized knowledge in the field of social sciences through scientific research, teaching and services to the Icelandic labour market. The School has been a leader in this field from its establishment in 2008.

The School is divided into six departments: Faculty of Sociology, Anthropology and Ethnology, Faculty of Political Science, Faculty of Business Administration, Faculty of Economics, Law Department, and Department of Social Work.

School of Humanities

The School of Humanities has a lot to offer both exchange and regular international students. One of the main attractions for international students is the studies that are unique to Iceland. Examples of those are Icelandic Studies for International students and Medieval Icelandic Studies.

Department of Languages, Literatures and Linguistics

The Faculty offers diverse academic programs in Asian studies, Nordic languages, the major European and American languages in addition to classical languages. Programs covering the following subjects are offered:

- Asian studies: Japanese and Chinese
- Nordic languages: Danish, Finnish, Norwegian and Swedish
- Major European and American languages: English, French, German, Italian, Russian and Spanish
- Classical languages: Greek and Latin (a key to European culture from the beginning)

Programa de Español

Spanish and Hispanic Studies have been taught at the University of Iceland since the early nineteen-eighties. The instruction takes place in Spanish, the study program is demanding, and students are required to acquire excellence in academic work methods. Students are expected to have completed a matriculation exam from an Icelandic secondary school (or its equivalent), have completed two years of Spanish as a foreign language, and/or be near to fluent speakers of Spanish when entering the program.

First year students refresh their knowledge of the language and exercise writing and reading skills in Spanish. Simultaneously they survey the cultural and political history of Spain and Latin America and are introduced to the study of literature. During the second and third years, students enhance their fluency and knowledge of literary history and theory, literature and cinema, as well as linguistics, language history and translation.

The study of Spanish can be combined with other program within (and/or outside) the School of Humanities. After a B.A.-degree has been obtained, the postgraduate degrees of M.A. and M.Paed are now on offer in

the Faculty of Foreign Languages. An M.Paed degree grants a qualification for the teaching of a foreign language within the Icelandic secondary school system, while an M.A. degree is aimed to further the student's knowledge within the field of language and literature, as well as in other fields of Hispanic and Latin American Studies.

The Department of Spanish at the University of Iceland collaborates with a number of Universities in different countries of Latin America and in Spain. Students are urged to complete a semester or a year of their study abroad, to further merge themselves into a Spanish-speaking cultural environment. A good knowledge of foreign languages has proven to serve many fruitful practical purposes and a proficiency in foreign languages becomes ever more valuable on the international scene. Knowledge of Spanish can serve as a passport into an ever more international job market in the field of tourism, business, mass media, politics, teaching and science, as well as for diplomatic posts.

Furthermore, an excellent knowledge of a foreign language opens many opportunities within the fields of translation, interpretation and cultural communication.

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For comments and/or questions about the University of Iceland web site please contact: webmaster@hi.is



Imaginaire du Nord

The International Laboratory for the Comparative Multidisciplinary Study of Representations of the North.

University of Québec in Montréal (Canada)

The *Laboratoire International d'étude multidisciplinaire comparée des représentations du Nord* is a centre for research, documentation, publication and expertise on the Nordic and Winter imaginary in literature, film, the visual arts and popular culture. It is intended primarily to encourage comparison of the different Nordic cultures as exemplified by Québec, the Inuit community, Scandinavia (Iceland, Norway, Denmark and Sweden) and Finland. The Laboratory was founded by Daniel Chartier and is directed by him.

The Laboratoire has led to the creation of an open, multidisciplinary research network, based on a decentralized yet collective work plan and supported by advanced information technologies. The research objectives of the Laboratory are three-fold:

- (a) To study Québec literature and culture from a northern perspective by examining the aesthetic use of the North as a component and the underlying issues, while bearing in mind a more general and dialectic objective, which is the establishing of the parameters for a definition of northern culture.
- (b) To carry out a comparative study of the different literary and cultural forms produced by Québec, the Inuit community, Sweden, Norway, Iceland, Denmark, Greenland, English Canada and Finland.
- (c) To determine how representations of the North operate and are received both diachronically and synchronically: how the North, from the myth of Thule to popular representations in the visual arts and film today, constitutes

an aesthetic and discursive system that maintains constant tension between the representation of the real and the creation of an imaginary world.

Research and Projects

Since it was set up in 2003, the Laboratory has brought together some 15 researchers from about 10 universities (in Québec, Sweden, Denmark, Iceland, France, Israel, Canada, Germany, England, and Spain) who have used the infrastructure developed at UQAM to study the Nordic imaginary. The Laboratory is a research infrastructure that brings together, in a free and open manner, researchers interested in studying the Nordic and Winter imaginary. In addition to projects directed by associated researchers and dissemination activities, a number of funded research projects are being carried out at the Laboratory on the theory of the imaginary and representations, cultural and literary history, comparative studies, as well as popular and media-based culture.

Teaching

Students may enroll in a research group in the Laboratory. Research groups receive credit in the M.A. and Ph.D. programs of the Département d'études littéraires at the Université du Québec à Montréal. A B.A.-level seminar is offered periodically. Depending on the semester, individual and group work may involve establishing the corpus and analyzing literature and film; it may take the form of a student symposium.

About 10 students from different universities work at the Laboratory as paid research assistants. Graduate students are welcome to participate in the Laboratory's research activities. All activities are part of a universal framework in which students contribute as researchers.

Lecturers are invited by the Laboratory to come and speak. Postdoctoral researchers also participate in the Laboratory's activities.

Documentary Collection

The Laboratory has one of the largest specialized libraries on the Nordic imaginary and the issues related to its study. Its documentary collection includes 6,000 literary works, essays, films and articles.

Its researchers have developed an innovative series of data banks (containing works, illustrations and quotations) which are continually updated. As of May 1st, 2007, these banks contained some 35,000 records, including:

- An annotated bibliography of more than 6,000 literary works with a Nordic component written by the Inuit community or in Québec, Finland and Scandinavia.

- An annotated bibliography of more than 8,000 studies on the Nordic imaginary and Nordic cultural issues

- An annotated filmography of more than 1,000 films

- A bank of more than 11,000 citations related to the Nordic imaginary, classified according to elements, figures, constructs and themes

- A bank of more than 8,000 illustrations of a Nordic nature, described and annotated.

Since the banks are interconnected, they can be queried by means of multiple criteria and keywords; these criteria enable users to link thousands of representations of the North derived from literature, the visual arts, popular culture and film.

To perform its work, the Laboratory has premises equipped with 12 computers, 2 servers and a variety of video, photographic, digitization and viewing equipment. All researchers are welcome to use the Laboratory's resources. Access to the collections and data banks is based on the principle of collective and reciprocal contribution.

Publications

The Laboratory disseminates works on the Nordic imaginary through its own print series and other publications.

The "*Jardin de givre*" series reissues significant, out-of-print works on the Québec and circumpolar imaginary for research and education purposes.

The “*Droit au pôle*” series disseminates literary and cultural studies and analyses that enable readers to understand and interpret the Nordic imaginary.

The works published by the Laboratory are distributed by Presses Universitaires du Québec (www.puq.ca). To contact the Laboratory, please refer to its website: www.imaginairedunord.uqam.ca, or email: imaginairedunord@uqam.ca



LAPIN YLIOPISTO
UNIVERSITY OF LAPLAND

Arctic Centre
(Rovaniemi, Finland)

The Arctic Centre is Finland’s national research institute and science centre for Arctic expertise. It is based at the University of Lapland, the northernmost University in Finland and the EU. The Arctic Centre is also an international, multidisciplinary and multicultural institute of top quality research, and it provides science centre exhibitions and science communication. The Arktis Graduate School of the Arctic Centre leads the international Barents Arctic Network of Graduate Schools. The Arctic Centre provides an undergraduate multidisciplinary Arctic Studies Program (ASP) that includes Arctic Governance and Arctic Indigenous Studies programmes.

Multidisciplinary research is currently implemented by three research groups:

The *Sustainable Development* group draws on perspectives from the social sciences in order to address international environmental politics, human dimension of climate change, community adaptation and vulnerability to climatic and social changes, social impact assessment. The research focuses also on indigenous and local knowledge, indigenous and non-indigenous identities, concept of the North in politics, economics and culture, mobility and viability in industrial northern communities. The group participates in three IPY pan-Arctic research initiatives: DAMOCLES (Developing Arctic Modelling and Observing Capabilities for Long-term Environmental Studies), BOREAS – MOVE, and CAVIAR (Community Adaptation and Vulnerability in Arctic Regions).

The *Global Change* group encompasses the biological and physical sciences, with emphasis on applied socio-ecological and geographical studies. It addresses the impacts of land use, the use of renewable and non-renewable natural resources, tourism, long and short-term climate change, and UV radiation. Special emphasis is placed on the cumulative impacts of resource and industrial development and related infrastructure. An international glaciology group specialises in climate change and modelling its impacts on Arctic and Antarctic ice masses, extreme events and global sea level (IPY project KINNVKA, Change and Variability of the Arctic Systems).

The *Environmental and Minority Law* group focuses on legal issues, such as international environmental treaties on Arctic conditions, regulations and the implementation of environmental, social and strategic impact assessments, the environmental rights of Arctic indigenous peoples and indigenous peoples' participation in environmental management. NIEM (The Northern Institute for Environmental and Minority Law) as a unit of the Arctic Centre has human rights and environmental law as its two focus areas of law from the Arctic perspective.



Université de Versailles Saint-Quentin-en-Yvelines (UVSQ), France

Founded in the early 1990s, the University of Versailles Saint-Quentin-en-Yvelines (UVSQ) is now the largest institution for higher education, research and technology in the administrative district of Yvelines, west of Paris.

UVSQ spans five campuses. It has a student body of approx. 17,000 enrolled in over 200 programs in all major scientific domains: Faculty of Science in Versailles, Faculty of Law and Political Science, Faculty of Medicine, Faculty of Social Science, Institute of Management, Institute of Cultural and International Studies, as well as the Observatory of Versailles Saint-Quentin, all located in the agglomeration of Saint-Quentin-en-Yvelines, just a few kilometres from Versailles + a school of engineering and two university institutes of technology in three other cities of the region, offering higher education programmes from bachelor to doctorate level.

UVSQ is the leading university in France in terms of student success at bachelor level and ranks third for the number of apprentices in the Île-de-France region, reflecting a strategy that prioritizes educational innovation and professionally-focused international programs.

In 2016, UVSQ entered the so-called ARWU or Shanghai ranking (401-500 group) and is currently 4th in the CRWU ranking as far as atmosphere science and meteorology are concerned.

UVSQ's excellence in research concerns notably space observation, climatology and the environment, heritage and Arctic studies, health (esp. handicap and ageing), innovative materials, sociology, public administration. UVSQ's laboratories foster innovative, cross-disciplinary research that anticipates societal concerns, informs citizens and supports decision-makers.

As one of the founding members of the excellence cluster Université Paris-Saclay, UVSQ is well positioned to meet the twin challenge

of economic and technological competition combined with the acceleration of scientific developments worldwide.

University website: www.uvsq.fr

Masters2 programme in Arctic Studies at UVSQ/University of Paris-Saclay

UVSQ initiated an original, interdisciplinary masters 2 programme in Arctic Studies entirely taught in English (French-language classes excepted) in 2010, now offered through the excellence cluster of the University of Paris-Saclay.

More than 50 French and international students coming notably from Greenland, the USA, Russia, Norway, Latvia, Macedonia, Armenia, India, Nepal, Ghana, Cameroun, etc. have successfully graduated from this programme dedicated to integrated approaches to problems facing the Arctic.

Pedagogical objectives:

The aim of the Master is twofold: help future decision-makers and facilitators working in the Arctic or in relation to the Arctic to develop tools for integrated analyses thanks to in-depth knowledge of the fragile balance between ecosystems and the human ecology of the Arctic.

At the same time, the Master have been designed to provide students interested in research with the opportunity to develop a project that will be pursued in the form of a doctoral dissertation after the validation of the *Master*. Such Ph.D. work may be co-directed with one of our international partners.

The master covers three complimentary fields of competence: studies in all of the major areas essential for decision making:

- environmental and natural science as well as technology, economics and governance, geopolitical aspects and questions of law, Arctic societies and their culture
- scientific competence therefore reinforced by intercultural competence
- an international dimension with courses in English and colleagues of international reputation

Perspectives:

The Arctic Studies programme trains decision makers capable of piloting the process of expertise, facilitation and governance by relying on a method of eco-efficiency and global performance (environmental,

economic, social and societal), of identifying and erasing obstacles to a respectful development of ecosystems and human ecology in an Arctic context.

The year of Arctic Studies will allow a student to develop the following fields of competence:

- piloting of a project by using special tools and management techniques : research team, international cooperation
- management of organisational change relying on a pluri-disciplinary approach
- autonomous conduct of an Arctic project or enquiry
- reflect on and mediation of social, technical and technological aspects
- economic and environmental evaluation of technological, financial, commercial and organisational risk

Prerequisites and organisation of studies:

Students from any academic field can apply provided they have validated four years of higher education (four-year B.A. programme or a three-year B.A.+ first year of a Masters programme), English language skills should be fluent (however, no special language test score is required).

Teaching starts in mid-September and ends in early February, followed by a three-month internship that the students choose themselves in France or abroad.

Students then write a detailed report on this experience and/or a long research paper/ dissertation. The report or dissertation is defended during a viva that can be organized by Skype in certain cases.

Applications

Applications are submitted electronically via the Paris-Saclay website:

<https://www.universite-paris-saclay.fr/en/apply-to-master-programs>

Contacts:

Prof. Dr. Jan Borm, co-director of the programme: Jan.Borm@uvsq.fr

Dr. Alain Sarkissian, co-director of the programme:

Alain.Sarkissian@latmos.ipsl.fr



(Finland)

The University of Oulu in Finland was founded in 1958. It is one of the largest universities in Finland with an exceptionally wide scientific base. There are 17 000 students and 3 000 employees at the University and research is done in more than 70 fields of science in six faculties. The faculties are humanities, education, science, medicine, economics and business, and technology.

In 2008, 1932 Master's and Bachelor degrees and 123 Doctoral degrees were taken. Scientific publications numbered 2238. 84 invention disclosures and 3 patent applications were realized.

There are three research focus areas at the university:

- Information Technology and Wireless Communications
- Biotechnology and Molecular Medicine
- Northern and Environmental Issues

In addition, new initiatives are advanced steel research, international business, and geo- and mining engineering.



The Thule Institute is a unit of the University of Oulu that promotes interaction between different disciplines and carries out high quality research in the field of Northern and Environmental Issues, one of the University's focus areas. Thule Institute's activities focus around research programmes, graduate schools and Master's programmes. The Institute also operates in

national and international networks in the field of Northern and Environmental Issues.

The research programmes are titled Global Change in the North, Northern Land Use and Land Cover, and Circumpolar Health and Wellbeing. Research is also done in the fields of Environmental and Resource Economics, Environmental Technology and in the programme Human- Environment Relations in the North - resource development, climate change and resilience. The research programmes include academic education and research training. In 2008, the number of staff working at the Institute was 38 and the number of researchers, PhD students and graduate students working on research projects supported by the Institute was approx. 210.

For more information:

<http://www oulu.fi/english/>

<http://thule oulu.fi/englanti/index.html>



(Finland)

Master's and Doctoral Programme in Cultural Policy

The Master's Degree Program in Cultural Policy is a social science based study program, connected to many disciplines via teaching and research both in Finland and abroad. The key areas of education are:

- Actors, instruments and impacts
- Access and participation
- Cultural economy and creative industries
- Cultural diversity and citizenship
- Relationship between art and technology
- Geography and cultural policy

The multidisciplinary master's and doctoral programs in cultural policy develop students' preparedness to:

- analyze the historical development and future of cultural policy in various geographical and sectoral contexts
- compare and explore international and national systems of cultural policy and questions of cultural economy
- evaluate the position of culture and cultural policy in societal transformation processes in public, private and third sectors
- critically apply theoretical, methodological and empirical know-how in working creatively in internationalizing branches of culture

The program is aimed both at Finnish and international students with a bachelor's degree (majoring in social policy, political science, sociology, philosophy, art history, art education, literature, music science, ethnology or history), offering them the opportunity to complete a master's degree. It is possible to continue from the master's program into the Doctoral Program in Cultural Policy. As a unit, Cultural Policy collaborates with the Foundation for Cultural Policy Research [CUPORE](#).

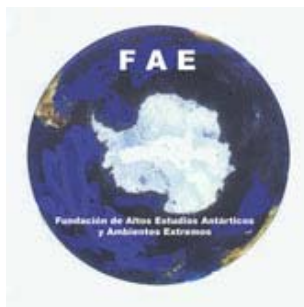
The Doctoral Program in Cultural Policy leads to a Doctorate (PhD) in Social Sciences. The program collaborates with the Finnish Doctoral Program in Social Sciences (SOVAKO). Research and teaching within the master's program are part of the multidisciplinary "Centre for Research on Multicultural Issues and Interaction", and the program participates in the U40 capacity building program 'Cultural Diversity 2030', organized by the German Commission for UNESCO. In addition, the unit of Cultural Policy coordinated the organization of the 6th International Conference on Cultural Policy Research (2010) and the 4th Nordic Conference on Cultural Policy Research (2009).

For more information check our website:

<http://www.jyu.fi/ytk/laitokset/yfi/oppiaineet/kup/en>

Contact:

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Foundation for High Studies on Antarctica & Extreme Environments (FAE, Argentina)

The Foundation for High Studies on Antarctica and Extreme Environments (FAE) is an NGO devoted to know and divulge everything about local community problems in extreme environments as well as Antarctic and circumpolar matters in a broad sense. This task is carried out through an holistic approach – a process of integration that includes a great variety of combined factors: social, cultural, territorial, psychological, economic and environmental ones.

The notion of extreme environment is considered from a point of view which tries to go beyond an ethnocentric notion of “extreme”, namely:

a) Environments with “determining geographic factors” which turn difficult the community life and human settlement, although these native populations develop significant socio-cultural adaptations.

b) Environments with “determining social economic factors” which in some cases lead big population sectors further the “resilience phenomena” (survival in spite of serious determining effects) that could happen responding to the demands of the moment or structurally.

Every environmental issue is considered inside “local/ global”, natural/ built-up” and “sustainable /non sustainable” dialectic. For this reason the Foundation attaches great importance to environmental assessment and socioeconomic impact of any human undertaking either local, national or regional.

Teamed up by a body of professionals and scientists from different areas with broad experience on sociological, psycho-sociological,

educational, anthropological, and environmental issues, the Foundation tries to find production and transference of knowledge with reference to Extreme Environments in general terms and Circumpolar Regions in particular ones, by means of:

a) Scientific Research and transference of the results to public and private institutions either national or international with reference to: Natural and Built-up Environment, Local communities, Social Problems, and Sustainable Development.

b) Drawing up educational & cultural programs for the different levels emphasizing the use of multimedia distance education modality.

Main activities

a) Generate academic- scientific projects bound up with extreme environments, either natural or built-up as well as convergences and divergences between different circumpolar regions.

b) Publish books and Journals about issues bound to the subjects the Foundation deal with.

c) Design, develop and assess seminars, intensive academic programs, tertiary and university syllabus for presential and distant education modalities.

d) Design general policies in areas the Foundation is interested in, both in the academic/scientific and the cultural/artistic themes.

e) Carry out environmental impact assessment on socio-cultural and socio-economic undertakings.

f) Promote national and international workshops and/or scientific conferences.

g) Contribute and award prizes to investigations, and activities concerning to solve problems taken into account by the objectives of the Foundation.

h) Tend to establish nets with national, foreign and international institutions and NGOs linked to matters which are the interest and purpose of the Foundation.

Contact

Fundación de Altos Estudios Antárticos & Ambientes Extremos

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University of Greenland (*Ilisimatusarfik*)

Ilisimatusarfik is situated in the small but bustling capital city of Nuuk.

Ilisimatusarfik educates for both the private and public labour market, and does research and programmes within humanities, social sciences and health science.

Ilisimatusarfik highly prioritises cooperation with the outside world, locally as well as internationally. *Ilisimatusarfik* wishes to bridge the university world with the business community and the public sector, because with collaboration between the sectors, everyone is contributing strong professionalism and combining new thinking and innovation in a fruitful system.

Ilisimatusarfik is an Arctic university that creates knowledge and innovation in a region developing rapidly. Broadly, deeply and across: *Ilisimatusarfik* is shaping the Arctic through research, education and cooperation.

Ilisimatusarfik has four institutes: *Institute of Culture, Language and History*, *Institute of Social Science, Economics and Journalism*; *Institute of Learning*; and *Institute of Nursing and Health Science*.

Institute of Culture, Language and History

Theology: How did Christianity emerge and how has it developed through the ages, and what is its role in modern Greenlandic society? Those are some of the questions that the Theology degree programme engages in. As a theology student, you will learn about the origins of Christianity, its history and contemporary issues. Thereby you will be able to independently and qualitatively decide your attitude to, and work with, the Christian religious tradition in relation to the contemporary situation.

Culture and Social History: The Culture and Social History degree is available as a Master degree. The degree provides a broad and versatile historic understanding of cultural and social conditions focused on the arctic world.

Language, Literature & Media: Language, Literature & Media is a university graduate programme. Some of the initial telling things about a country's cultural peculiarities are the spoken language, news, debate and cultural media, and, finally, the literature that mirrors or challenges the national identity. You are at the centre of cultural life when you are studying Language, Literature & Media.

Translation & Interpreting: Professional Bachelor in translation and interpreting is a relatively new professionally targeted Bachelor degree at Ilisimatusarfik. Translators are not only necessary for Greenlandic language and culture to be able to survive in a globalised world, but also serve to improve the public service level.

Institute of Social Science, Economics and Journalism

Social Science: The degree programme in Social Science provides thorough knowledge about Greenlandic and international social conditions. The programme is broadly based and covers important subject areas within social science, such as political science, sociology, economy and law. With knowledge about these subject areas, you will be able to form an overview of the tasks facing a public administration, for example.

Business Economy: The Bachelor degree in Business Economy is a three-year degree that is targeted towards making students ready to work as business economy specialists in a public or private company, or as generalists looking holistically at business operations and scope for development. The degree programme is developed in close cooperation with Greenland's business community.

Social Work: The Social Work degree is a broad, professionally targeted degree programme within social science. The programme comprises four subject areas: social work, social science, psychology and law. The aim of the degree is to educate social workers who are able to prevent and remedy social issues in today's society.

Journalism: The journalism degree is a professionally targeted degree in a profession that carries many privileges and a great responsibility. It takes courage, cooperative skills and discipline to be a journalism student. This is true both during the programme and work placement and as a fully qualified Bachelor in Journalism.

Institute of Learning

Teacher: The Teacher degree is a professionally targeted Bachelor degree. The purpose is to train teachers for the Greenlandic “folkeskole” (public primary and lower secondary school) and as a basis for other teaching. At the same time, the degree is a qualification for further education at graduate and Master programme level.

Institute of Nursing and Health Science

Nurse: A professional Bachelor degree as a nurse provides you with many opportunities. People’s perception of a nurse is typically someone working in a hospital, but that is a too narrow perception. Trained nurses also work with information about general health, teaching and many other things. What these many jobs available for trained nurses have in common is that, as a nurse, your main task is to secure the best possible health for the population. ‘

Ilisimatusarfik: From Inuit Institute to Arctic University

1974: GrønlandsLandsråd/The Greenlandic Council proposes the creation of a university-like institution - an Inuit Institute.

1981 The decision is made at the local parliament, the “Landsting”, in autumn 1981.

1983 Professor Robert Petersen is hired as head. Other staff is hired during summer.

1984 The first students at Ilisimatusarfik are taken in for study start in the spring.

1987 Master programmes are introduced. The three-year Theology programme is merged with Ilisimatusarfik/Inuit Institute. The name is changed to Ilisimatusarfik (University of Greenland). The celebration of the opening of own buildings in the newly restored mission station, NyHerrnhut, takes place 10 September 1987.

1989 The statute for the university is passed. With this, Ilisimatusarfik has formal status as a university. The date for the foundation of Ilisimatusarfik as a university is 1 September 1989.

1995 The Bachelor programme is introduced.

1996 A new statute is passed in Parliament.

1997 The Bachelor programme in Theology is introduced.

2003-2005 A separate programme in Theology, ”exam theol”, followed by pastoral college, is introduced.

2007 A new statute is passed in the parliament after which the university is merged with other institutions for further education, and a new structure with board and rector is introduced. The law comes into force 1 January 2008.

2008 Ilisimatusarfik is moving to new premises in the newly built Ilimmarfik. Ilisimatusarfik now comprises nine institutes.

2009 Tine Pars is hired as new rector, 1 January 2009.

2010 A new institute structure with three institutes is introduced: The Ilimmarfik Institute Institute of Learning Institute of Nursing and Health Science.

2015 A new institute structure with four institutes is introduced: Institute of Learning Institute of Nursing and Health Science Institute of Social Science, Economy and Journalism Institute of Culture, Institute of Nursing and Health Science.

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The University of the Faroe Islands

The University of the Faroe Islands is an autonomous educational and research institution which overall purpose is to strengthen the scientific expertise at the University and in the Faroese community in general.

The University has two Faculties: Faculty of Humanities, Social Sciences and, education, and Faculty of Natural and Health Sciences, and six Departments: Language and Literature, History and Social Sciences, Science and Technology, Education, Nursing, Research Center for Social Development.

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International Colour Association (AIC)

The International Colour Association (*Association Internationale de la Couleur* (AIC), or *Internationale Vereinigung für die Farbe*) is a learned society whose aims are to encourage research in all aspects of color, to disseminate the knowledge gained from this research, and to promote its application to the solution of problems in the fields of science, art, design, and industry on an international basis. AIC also aims for a close cooperation with existing international organizations, such as, for example, the International Commission on Illumination (CIE), the International Organization for Standardization (ISO), and the International Commission for Optics (ICO), regarding issues concerned with color.

AIC was founded June 21, 1967, in Washington DC, USA, during the 16th Session of the CIE (Commission Internationale de l'Éclairage). AIC Foundation Document was signed in by eight national colour associations. AIC's executive committee is comprised of eight members: President, Past president, Vice President, Secretary/Treasurer and four Ordinary members. Elections are held every two years. At present AIC is comprised of over twenty-eight color associations from around the world. Annual conferences and meetings have become the event of the year where the multidisciplinary color community meets to exchange knowledge and research. Book of Abstracts and Proceedings are freely available on the website. An Annual

Review is published to showcase AIC members' colour events, activities, and outcomes. The *Journal of the International Colour Association* (JAIC) is a double-blind peer-reviewed journal and publishes multi-disciplinary work about colour. The current issue and also past issues dating back to 2007 are available online with free-access. AIC recognizes excellence in color with three awards: the Judd Award founded in 1973 with twenty-seven awardees to date; the CADE Award celebrating outstanding color work in art, design, and the environment; and, the most recent Student Paper Awards encourage color research by students.

In 2009 the AIC agreed on the creation of an International Colour Day March 21, which is celebrated in many countries around the world.

Five study groups are active at AIC: Art and Design (AD); Colour and Vision and Psychophysics (CVP); Colour Education (CE); Language of Colour (LC); and, Environmental Colour Design (ECD).

<https://aic-color.org>



AIC Study Group on Environmental Colour Design (ECD)

Chairs: Verena M. Schindler (Switzerland), Yulia A. Griber (Russia)

The SG ECD is an international group of colour designers, architects, urban designers, landscape architects, interior architects, artists, lighting designers, philosophers, historians, psychologists, sociologists, scientists, ecologists, educators, and other professionals with a specific interest in colour as a means of environmental design in interior and exterior space. It is a broad field of study that includes colour in the natural, built and sociocultural environments. The research in this field also include the investigation of the effects of colour upon human behaviour, cognition, and emotion.

The aims of the SG ECD include: (1) dissemination of knowledge among its members; (2) exchange of experience gained in the process of integrating colour in planning, designing, and realizing the built environment; (3) propagation of knowledge and evaluative experience

through congresses, seminars, workshops, publications, and exhibitions; (4) and, stimulation of research and teaching. The goal is to promote a deeper understanding of the relevance of colour in the overall design process and to establish a theoretical and practical basis for a trans-national discussion concerning a cross-cultural appreciation of environmental colour design. A report on its activities is published in the AIC Annual Review. The SG ECD was consolidated in 1982. At present the Study Group on Environmental Colour Design (ECD) of the International Colour Association (AIC) includes 270 members from forty-three countries.

Website: www.aicecd.org

Notes for Contributors

a) Submission of Papers

Authors should submit an electronic copy of their paper in Word format file with the final version of the manuscript by e-mail by attached file to the Editor-in-chief and the co-Editors:

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Submission of a paper implies that it has not been published previously, that it is not under consideration for publication elsewhere, and that if accepted it will not be published elsewhere in the same form, in English or in any other language, without the written consent of the publisher.

b) Manuscript Preparation

General: Manuscripts should not exceed 35 pages (including references and illustrations), and must be typewritten, double-spaced with wide margins on one side of white paper. The corresponding author should be identified (include a Fax number and E-mail address). Full postal addresses must be given for all co-authors. The Editors reserve the right to adjust style to certain standards of uniformity. A cover page should give the title of the manuscript, the author's name, position, institutional affiliation and complete address, telephone, fax and/or E-mail numbers. An acknowledgement may also be included on the cover page if so desired. The title but not the author's name should appear on the first page of the text.

Abstracts: An abstract of not more than 120 words and a list of up to 10 keywords should accompany each copy of the manuscript.

Text: Follow this order when typing manuscripts: Title, Authors, Affiliations, Abstract, Keywords, Main text, Acknowledgements, Appendix, References, Vitae, Figure Captions and then Tables. Do not import the Figures or Tables into your text, but supply them as separate files. The corresponding author should be identified with an asterisk and footnote. All other footnotes (except for table footnotes) should be identified with superscript Arabic numbers.

References: All publications cited in the text should be presented in a list of references following the text of the manuscript. In the text refer to the author's name (without initials), year of publication and possible page number(s) (e.g. Torpey 2000, 18). For more than three authors, use the first three authors followed by *et al.*

The list of references/bibliography should be arranged alphabetically by author's names. Names of the articles in edited volumes or journals are written inside the quotation marks. Journal titles and book names are italicised. Examples:

Torpey, John (2000): *The Invention of the Passport: Surveillance, Citizenship and the State*. New York: Cambridge University Press.

Levy, Jacob T. (2000): "Three Modes of Incorporating Indigenous Law". In: Kymlicka, Will & Norman, Wayne (eds.): *Citizenship in Diverse Societies*. Oxford: Oxford University Press, pp. 297–325.

Gilroy, Paul (1999): "Between Camps: Race and Culture in Postmodernity". In: *Economy and Society*. Vol. 28, no. 2, pp. 183–198.

Smith, Jane & Korsakofsy, Sacha (eds.) (1998): *Post-Capitalist Economies*. Anchorage: Alaska University Press.

Illustrations: All illustrations should be provided in camera-ready form, suitable for reproduction (which may include reduction) without retouching. Photographs, charts and diagrams are all to be referred to as "Figure(s)" and should be numbered consecutively in the order to which they are referred. They should accompany the manuscript, but should not be included within the text. All illustrations should be clearly marked on the back with the figure number and the author's name. All figures are to have a caption and source. Captions should be supplied on a separate sheet.

Photographs: Original photographs must be supplied as they are to be reproduced (e.g. black and white or color). If necessary, a scale should be

marked on the photograph. Please note that photocopies of photographs are not acceptable. All photographs are to have a caption and source.

Tables: Tables should be numbered consecutively and given a suitable caption and each table typed on a separate sheet. Footnotes to tables should be typed below the table and should be referred to by superscript lowercase letters. No vertical rules should be used. Tables should not duplicate results presented elsewhere in the manuscript (e.g. in graphs).

(Authors are responsible for obtaining permissions from copyright holders for reproducing any illustrations, tables, figures or lengthy quotations previously published elsewhere. Permission letters must be supplied to FAE and A & A Journal).

c) Electronic Submission

Please specify what software was used, including which release, and what computer was used (IBM compatible PC or Apple Macintosh). Always keep a backup copy of the electronic file for reference and safety. Send text-files in Microsoft Word (.doc) file form, or as .rtf-files.

d) Copyright

Authors are required to assign copyright to *A&A IJCSCI* and *Fundación de Altos Estudios Antárticos & Ambientes Extremos*, subject to retaining their right to reuse the material in other publication written or edited by themselves, and to be published at least one year after initial publication in the Journal, mentioning where it was published first.

g) Book reviews

We welcome book-reviews of academic or non-academic books concerning circumpolar socio-cultural issues. Book-reviews should not exceed three pages, and must be typewritten, double-spaced with wide margins on A4 paper. In addition to information about the writer of review (name, title and institutional affiliation) review should include full information about the reviewed book: Author(s), name, publisher, place of publishing and the number of pages.

e) Other contents

Articles, notes, information about international conferences and seminars, and items of general circumpolar interest are also published.

f) Peer-review

The Journal operates a blinded peer review process. The reviewers may at their own decision opt to reveal their name to the author in their review, although our policy practice is to remain both identities concealed. In general, Editors will seek advice from two or more expert reviewers about the scientific content and presentation of manuscripts. However, all submitted articles are reviewed at first by the Editors so that only those works that fit the editorial standards, and aims and scope of the Journal, will be sent for outside review.

The authors will be notified in case an article will not be published. Nonetheless, the Editors will not be held responsible for the return of the manuscripts.

Arctic & Antarctic

INTERNATIONAL JOURNAL OF CIRCUMPOLAR SOCIOCULTURAL ISSUES

CALL FOR PAPERS

The *Foundation for High Studies on Antarctica and Extreme Environments* (FAE, Argentina), the *Universidad del Salvador* (USAL, Argentina) and the University of Iceland, with the auspices of the *International Association of Circumpolar Socio-cultural Issues* (IACSI), publishes the annual, international, peer-reviewed journal called ***Arctic & Antarctic – International Journal of Circumpolar Socio-cultural Issues***. The language of the journal is English.

This journal is created to provide a forum for the socio-cultural analysis of both circumpolar regions. Articles in the Journal will be devoted to promote an international and interdisciplinary dialogue concerning the following subjects: Local Communities and Extreme Environments; Habitat, Social Interaction and Identity; Social Problems and Policies; Minorities and Aboriginal Cultures; Migration and Socio-cultural Integration; Prehistory and History; Literature and Arts; Geopolitics and International Relations; Arctic and Antarctic Comparative Studies; and other issues related to socio-cultural themes concerning circumpolar areas.

The first issue of volume 1 of the Journal was published in November 2007. You can find the table of contents of each issue, and instructions for subscription from here: www.iacsi.hi.is. The issue 19 will be published in November 2025. **Deadline for the manuscripts addressed to this coming issue is September 15, 2025.**

We encourage authors to send manuscripts that are within the areas of interest of both the Association and Journal. Furthermore, we also accept book reviews and commentaries on current research and societal/institutional affairs.

UNIVERSITY OF BUENOS AIRES
FACULTY OF ECONOMIC SCIENCES



**INSTITUTE FOR RESEARCH IN ADMINISTRATION,
ACCOUNTING, AND QUANTITATIVE METHODS FOR
MANAGEMENT**

The Institute for Research in Administration, Accounting, and Quantitative Methods for Management (IADCOM) has established itself as a leading center for research in actuarial science, finance, quantitative methods, accounting, and management sciences, applying rigorous methodological approaches to the study of the various fields within the Faculty of Economic Sciences. The Institute coordinates projects focused on financial modeling and planning, actuarial analysis, risk management, and the application of statistical and econometric tools to administration and accounting.

Since its inception in 2007, its accreditation in 2009, and its definitive approval as an Institute of the University of Buenos Aires in 2010 (Superior Council Resolution No. 1671/2010), IADCOM has built a track record that positions it as a center of excellence in scientific output and the transfer of quantitative knowledge to both the public and private management sectors.

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**Center for Research on Local Community, Participation and Social Policy
(Institute for Research in Administration, Accounting, and Quantitative
Methods for Management, IADCOM)
Faculty of Economic Sciences, University of Buenos Aires**

Established at the Faculty of Economic Sciences (UBA) by resolutions (C.D.) N° 4351/09 and (C.D.) N° 3844/13, CICLOP promotes national and international comparative interdisciplinary studies, dissemination, social knowledge transfer, and researcher training. It was included as Research Center of the IADCOM (resolution (C.D.) N° 3500/17).

It fosters the organization of national and international workshops and conferences, as well as the publication of books and scientific reports.

Its objective is to strengthen scientific research and comparative studies. Since its inception, distinguished researchers and academics from abroad have been invited, particularly from the Universities of Iceland, Québec-Montréal (Canada), and Versailles-Paris (France).

In 2010 it was organized the *International Workshop on Circumpolar Sociocultural Issues* under the umbrella of the ECON Conference FCE-UBA.

The CICLOP has published the following books:

- a) E. del Acebo Ibáñez & Helgi Gunnlaugsson (Directors, 2010): *The Circumpolarity as a Sociocultural Phenomenon (Past, Present, Future)*, Edic.Ciclop, FCE-University of Buenos Aires. 472 pages (ISBN 978-905-29-1239-4).
- b) E. del Acebo Ibáñez, J.M. Galeano & P.A.Mazurier (2013): *Sociology of the Metropolitan Life (Social networks, Participation, Individualism)*, Edic. Ciclop, FCE-University of Buenos Aires. 133 pages (ISBN 978-950-29-1460-2)
- c) E. del Acebo Ibáñez & Fernando Álvarez Alvarez (2016): *Sociology of Local Community (Theoretical Approaches and Case Studies)*, Edic.Ciclop, FCE-University of Buenos Aires. 362 pages (ISBN 978-950-29-1570-8).

From 2009 to 2012, CICLOP also published the journal *Organizational Analysis. Latino American Journal of Social Sciences*, directed by E. del Acebo Ibáñez & J. Walter (annual publication) (ISSN 1852-872). Articles written in Spanish, Portuguese, English and French were accepted.

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Arctic Circle is an organization founded by former President of Iceland Ólafur Ragnar Grímsson, founder and former CEO of CargoMetrics Scott Borgerson, former Alaska Dispatch Publisher Alice Rogoff, former Premier of Greenland Kuupik Kleist and other partners. The organization's mission is to facilitate dialogue among political and business leaders, environmental experts, scientists, indigenous representatives, and other international stakeholders to address issues facing the Arctic as a result of climate change and melting sea ice. The Arctic Circle styles itself as an international organization with a Secretariat based in Reykjavik, Iceland.

The Arctic Circle Assembly is the largest annual international gathering on the Arctic, attended by up to 2500 participants from over 70 countries. The Assembly is held every October in Harpa Concert Hall and Conference Center and the Reykjavik EDITION, Iceland.

Arctic Circle Forums are held all over the world on specialized subjects. Organized in collaboration with Governments, Ministries and Organizations of the host countries.

Arctic Circle Mission Councils deepen engagement with a designated theme of particular relevance and importance to the Arctic.

The Councils bring together various experts that identify and address these pressing issues from a multi-dimensional perspective.

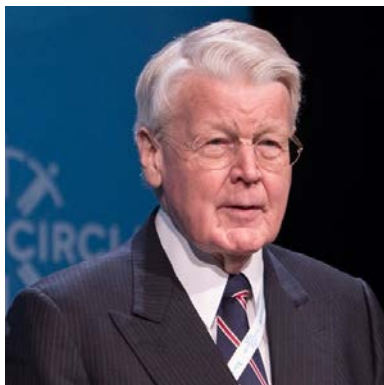
The Polar Dialogue unites global experts and policymakers to address scientific challenges and foster collaboration on the Arctic, Antarctic and Himalaya - Third Pole region.

Ólafur Ragnar Grímsson served as President of Iceland for twenty years, 1996-2016, elected five times in nationwide elections. Previously, he was Minister of Finance, Member of Parliament, Member of the Parliamentary Assembly of the Council of Europe, and the first Professor of Political Science at the University of Iceland. He now serves as Chairman of the Arctic Circle, which he founded in 2013 with various Arctic partners.

President Grímsson served on the International Advisory Board for COP28. For decades, President Grímsson has been an active participant in the global climate dialogue and, during his Presidency and in recent years,

initiated and promoted clean energy projects in Asia, Africa, the Middle East, Europe, the United States and the Americas; especially using Icelandic achievements and technologies as a model. Cooperation with Sinopec has led to the largest geothermal projects in the world, building clean energy urban heating systems in a multitude of Chinese cities. He was the Chairman of a commission established by IRENA on the new geopolitics emerging from global renewable energy transformation and served on the Advisory Board of Sustainable Energy for All, created by the United Nations and the World Bank. In addition to devoting his post-presidential efforts to the three areas of climate, the Arctic, and clean energy, Grímsson is also involved in international cooperation on the oceans and the evolution of sustainable use of marine resources.

President Grímsson has received many international awards, including the Nehru Award for International Understanding, presented to him by the President of India, and the First Class Order of Zayed II, bestowed to him by UAE President His Highness Sheikh Mohamed bin Zayed Al Nahyan for his efforts and role at COP28.



Ólafur Ragnar Grímsson

President of Iceland 1996-2016, Chairman of Arctic Circle



Milena Caserola Editorial

Milena Caserola is an independent, self-managed publishing house dedicated to narrative fiction, poetry, and social science essays—as well as themes of feminism and diversity—with a catalog of over 500 titles. Emerging sometime around 2005–2006—when the first titles appeared amidst the fervor of the FLIA (Independent Book Fair)—Milena evolved into a constellation encompassing publishing, gatherings, and the alternative circulation of books. Our eclectic catalog brings together works by ultra-contemporary authors alongside research-based publications. Since 2015, we have participated in the Buenos Aires Book Fair as part of the *Todo libro es político* (Every Book Is Political) collective. There are many "Milenas" around the world: following the occupation of a stand at the Frankfurt Book Fair in 2010, the Milena Berlin and Milena Paris projects were developed, followed by Milena Pergamino in 2015. Milena has published bilingual (Icelandic-Spanish) anthologies of flash fiction, poetry, and essays, paving the way for the launch of the Milena Reykjavík Project in 2025.

Since 2014, Milena has published bilingual (Icelandic-Spanish) anthologies of flash fiction, poetry, and essays by Icelandic authors, paving the way for the launch of the Milena Reykjavík Project in 2025.



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The **Arctic & Antarctic International Journal of Circumpolar Socio-Cultural Issues*** (A&A-IJCSCI), is an international, peer-reviewed, scholarly journal published annually on behalf of the Foundation of High Studies on Antarctica and Extreme Environments (FAE, Argentina), Universidad del Salvador (Faculty of Social Sciences, Argentina), the University of Iceland (Faculty of Social Sciences) under the auspices of the International Association of Circumpolar Socio-Cultural Issues (IACSI) University of Iceland (Department of Sociology), the University of Jyväskylä (Department of Social Sciences and Philosophy, Finland), the University of Oulu (Thule Institute, Finland), , and the University of Québec at Montréal (International Laboratory for the Comparative Interdisciplinary Study of Representations of the North, "*Imaginaire du Nord*", Canada).

The **A&A-IJCSCI** has been created by scholars from Social Sciences, Anthropology and Humanities, and also from individuals with different backgrounds but interested in these perspectives and themes, to provide a forum for the study and discussion of the different and interdependent socio-cultural aspects of both circumpolar regions, promoting an international and interdisciplinary dialogue concerning the subjects thereof. In this sense, we privilege articles in the Journal with reference to:

- Local Communities and Extreme Environments
- Habitat, Social Interaction and Identity
- Social Problems and Policies
- Minorities and Aboriginal Cultures
- Migration and Socio-cultural Integration
- Prehistory and History
- Literature and Arts
- Geopolitics and International Relations
- Arctic and Antarctic Comparative Studies
- Other issues related to socio-cultural themes concerning circumpolar areas.

Thinking of the importance of a holistic understanding of the circumpolar phenomenon, we have also considered the need to study the "circumpolar theme" in its bi-polar dimension: the Arctic and the Antarctica, in order to look for convergences and divergences under the debates Local/Global, and North/South, and also looking for the production and transference of knowledge.

* *Logo and name legally registered.*

latindex

The next issue of *Arctic & Antarctic - International Journal of Circumpolar Socio-Cultural Issues* will be published in November 2025. Contributions must be sent before the end of September, 15 2025. Besides articles, the issues can include seminar and conference reports, book reviews, comments or discussions.

The views and perspectives expressed in this journal do not necessarily represent those of the Editors and/or the Scientific Editorial Board.

© Fundación de Altos Estudios Antárticos y Ambientes Extremos (FAE, Argentina) and E. del Acebo Ibáñez.

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