The image features a stack of papers on a light brown wooden surface. The top paper is white with a dark blue border and contains the text 'HOW TO WRITE A THESIS' in a large, bold, black, rounded font. To the left of the stack, a green notepad with diagonal lines and three punch holes is partially visible. In the bottom left corner, two blue pencils with yellow erasers are shown. In the bottom right corner, a blue pen with a green band and a green eraser is positioned. Three paper clips are in the top right: a blue one, a green one, and a pink one.

# HOW TO WRITE A THESIS





HOW TO WRITE THE INTERNSHIP...

Internship Reflective Repor...

LD Internship financial...

Academic recognition ...

Testimonials and oppo...

▼ **Final Exam and Graduati...**

LD Thesis meeting 2023 / 1...

▼ **EVALUATION FORMS**

Evaluation form | 2nd YEA...

Evaluation form | 1st YEAR...

## Final Exam and Graduation

### Terms and Periods for the Graduation

Manual for graduation procedure ([2022 version, in Italian](#))

To graduate, students must have completed and registered all exams involved in their study plans (including internship and KOS) at least 15 days prior to the start date of the graduation exam session. Remember that:

the Almalaurea questionnaire must also be completed online;

at the confirmation step of the procedure, you will receive a payment request via Uniweb to be paid within 24 hours.

We recommend students who fail to finish their thesis on time, to promptly cancel the registration (see <https://www.unipd.it/en/graduation> "How to change your application" section).

Students must carefully evaluate for which call they should register considering their career status (exams, internship, thesis).

**GRADUATION CALENDAR 2024/25 FOR MASTER'S DEGREE PROGRAMMES**



**GRADUATION CALENDAR 2024/25 FOR MASTER'S DEGREE PROGRAMMES**

First period	Second period	Third period A	Third period B
<b>Single call</b> <b>Graduation date: 26/03/25</b> Registration: 18/11/24-21/01/25 Exam grade record deadline: 08/03/25 Thesis submission deadline: 10/03/25	<b>1st call</b> <b>Graduation date: 19/06/25</b> Registration: 24/02/25-06/05/25 Exam grade record deadline: 03/06/25 Thesis submission deadline: 03/06/25	<b>Third period A</b> <b>1st call</b> <b>Graduation date: 16/09/25</b> Registration: 18/06/25-15/07/25 Exam grade record deadline: 30/08/25 Thesis submission deadline: 01/09/25	<b>Third period B</b> <b>Single call</b> <b>Graduation date: 10/12/25</b> Registration: 18/08/25-07/10/25 Exam grade record deadline: 15/11/25 Thesis submission deadline: 24/11/25
	<b>2nd call</b> <b>Graduation date: 17/07/25</b> Registration: 24/02/25-06/05/25 Exam grade record deadline: 28/06/25 Thesis submission deadline: 30/06/25	<b>Third period A</b> <b>2nd call</b> <b>Graduation date: 21/10/25</b> Registration: 18/06/25-15/07/25 Exam grade record deadline: 04/10/25 Thesis submission deadline: 06/10/25	



# THINGS TO DO TO BE ABLE TO GRADUATE

- COMPLETION EXAMS, LAB & INTERNSHIP
- FEES
- SUBMITTING YOUR WORK

DIFFERENT UNITS, DIFFERENT EMAILS, BUT DON'T FORGET  
MASTER.LOCALDEVELOPMENT@UNIPD.IT IS ALWAYS THERE TO HELP





## Fees payment

All enrolment fees must be paid before starting the graduation procedure. Please check that you have followed the **payment procedures** correctly.

If you enrolled before the A.Y. 2022/23, the fees to be paid equal those planned for EU citizens who enrolled starting from the A.Y. 2023/24.

### Call for applications for tuition fees and fee waivers AY 2024-25

#### **Fee structure for students enrolled starting from the a.y. 2023/24**

##### **– EU and equated citizens and non-EU citizens with family unit legally residing in Italy**

If you are an EU or an EU-equated citizen (Island, Norway, Liechtenstein, San Marino, and Switzerland) or a non-EU citizen residing in Italy with your family unit, the total maximum amount to be paid depends on your degree programme.

- › Group A - Humanistic: € 2,700.00
- › Group B - Scientific and Primary teacher education: € 2,900.00

The above amounts can be significantly waived based on your “Equivalent Economic Status Index – ISEE”. For further information on how to obtain your ISEE and apply for the economic benefits, [see the Guide](#).

A simulator to calculate the estimated tuition fee [is available here](#).

##### **+ Non-EU citizens residing abroad**



## Dissertation - Title page

The title pages of the bachelor and master's degree thesis must include the name of the department of the course of study and the name of the course itself. If the thesis supervisor doesn't belong to the department of reference, both the name of the Department of reference and the name of the Department of the supervisor should be written.

See the official document [Circolare 25/01/2013 sui frontespizi delle tesi](#)

Download the [template for title page of the Master Degree in Local Development a.a. 2024/25](#)



UNIVERSITÀ  
DEGLI STUDI  
DI PADOVA

Università degli Studi di Padova

Dipartimento di Scienze Storiche, Geografiche e dell'Antichità

[Second Department name, if the supervisor doesn't belong to DiSSGeA]

Corso di Laurea Magistrale in Local Development|

[ Thesis Title ]

Supervisor: Prof. [supervisor name and surname]

Candidate: [name and surname]

Registr. number: [matricola]



## Useful documents

LD Guidelines for thesis and discussion

LD Thesis cover page

LD declaration of originality

Padua@thesis

Thesis upload to Uniweb



## LOCAL DEVELOPMENT THESIS GUIDELINES

### GENERAL INFORMATION

To graduate, students must have completed and registered all exam grades as in their study plans (including internship, language courses, seminars, etc.) at least 15 days prior to the start date of the final exam/graduation session.

Students are expected to choose a supervisor (normally a permanent member of the LD teaching staff), proposing a subject among those included in the Welcome Book. A research proposal (see the details below) could be helpful to focus on the subject and development of the thesis. Upon agreeing with the supervisor(s) on the topic and deadlines, students must [register for the final exam/graduation via Uniweb](#).

Students will be required to write an original dissertation, preferably based on their internship, under the guidance of the chosen supervisor. The dissertation shall be written in English. An extended summary, in Italian and English, of the student's work or activity must be included (see further information on the thesis structure and format below).

The dissertation shall be discussed before a Committee. The discussion will be held in English.

**We recommend students who fail to finish their theses on time, to promptly cancel the registration (see <https://www.unipd.it/en/graduation> “How to change your application” section).**



# THESIS FORMAT

- **PAPER: A4**
- **PRINTING: FRONT/BACK**
- **LENGTH: AROUND 80-120 PAGES**
- **FONT: TIMES NEW ROMAN OR ARIAL 12**
- **LINE SPACING: 1.5**
- **MARGINS: 3CM (INTERNAL), 2CM (EXTERNAL), 2CM (UPPER), 2CM (LOWER)**
- **PAGE NUMBERING: CENTRE BOTTOM**
- **CHAPTERS NUMBERING: 1 (CHAPTER), 1.1 (SECTION), 1.1.1 (SUBSECTION)**
- **REFERENCING: HARVARD STYLE (IN TEXT: NAME, YEAR, PAGE)**

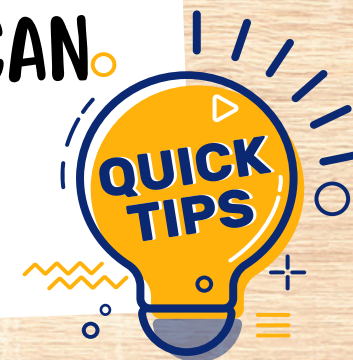


# THESIS TOPIC

EXPLORE CAREFULLY THE RESEARCH  
EXPERTISE AND THESIS TOPICS OF YOUR  
PROFESSOR (UNIPD WEBSITE, THEIR  
ARTICLES, ETC.)

USE UNIPD THESIS ARCHIVE TO KNOW  
MORE

REMEMBER: ANY UNIPD PROFESSOR CAN  
BE A SUPERVISOR





# PROPOSING A THESIS TO YOUR SUPERVISOR

## STRUCTURE OF A RESEARCH PROPOSAL

The purpose of the proposal is to show how you intend to tackle the study and whether or not you have thought through the practicalities.

The thesis proposal to the supervisor should contain the following information:

- An introduction to your topic
- A clear statement of what you intend to argue (thesis statement) and possibly obtain (expected outcome)
- A clear sense of how you intend to accomplish your goal, which most often includes a preliminary outline of your essay or final product
- Any information that is crucial to understanding the significance of the topic
- A preliminary bibliography that you intend to consult (optional)

Once your thesis supervisor approves your proposal (topic, content, objectives, methods, goals, etc.), stay in touch, as they will continue to help you sharpen your argument.



# RESEARCH QUESTIONS

**RESEARCH  
TOPiC**

A research topic is a subject or issue that a researcher wishes to study.

i.e. HEALTH  
PSYCHOLOGY AND  
DIABETES STUDIES

**AiM OF THE  
RESEARCH**

Research aims state the purpose of a study.

i.e. AiM TO EXAMiNE THE  
EXPERiENCES OF YOUNG  
PEOPLE WITH TYPE 1  
DIABETES IN LiViNG WiTH  
AND MANAGiNG THEIR  
CONDiTiON.

**RESEARCH  
QUESTiONS**

Research questions present a study's aims in the form of questions that the research seeks to answer.

i.e. 'HOW DO YOUNG PEOPLE  
WiTH TYPE 1 DIABETES  
RESPOND TO THE  
CHALLENGES ASSOCIATED  
WiTH MANAGiNG THEIR  
CONDiTiON?'



# TABLE OF CONTENTS

Abstract (250 words in english)

Extended summary (1 page in italian)

Preface

Introduction

Research Questions

1. Literature review

2. Methodology

3. Case study

4. Results

5. Discussion of the Results

Conclusions and recommendations for future research

Bibliography

Annexes

AFTER YOU HAVE IDENTIFIED YOUR RESEARCH QUESTIONS AND AIM, STRUCTURE YOUR TABLE OF CONTENTS. THE STRUCTURE MAY CHANGE OVER TIME, BUT IT WILL BE AN IMPORTANT GUIDE FOR KEEPING THINGS ORGANIZED.





# PREFACE

A yellow spiral binding is on the left side of the white box.

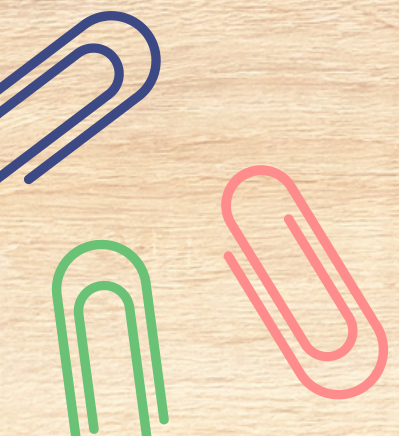
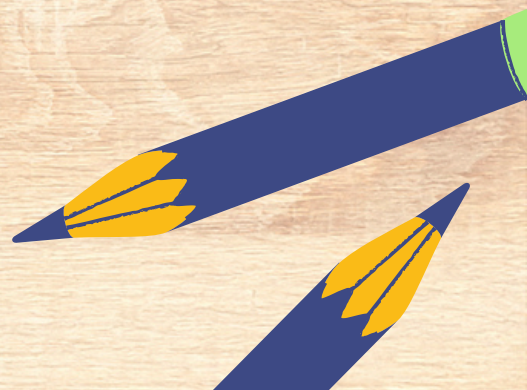
The topic of the thesis  
(what): present a clear  
argument to your reader.

WHAT IS THE MOTIVATION FOR EXPLORING  
THIS TOPIC?

WHY THIS TOPIC?

WHAT WE DON'T KNOW? (GAP IN  
KNOWLEDGE) AND WHAT WE WANT TO DO?

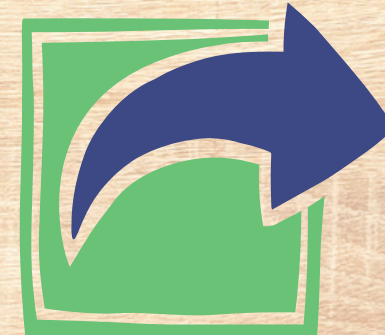
WHAT WE ARE NOW SHOWING?





# INTRODUCTION

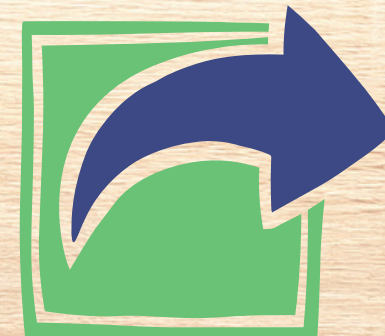
- What we know about the topic? why this topic?
- What we don't know? (gap in knowledge) and what we want to do?
- What we are now showing?



GENERAL BACKGROUND  
AND MOTIVATION



PROBLEM STATEMENT, AIM OF THE  
RESEARCH AND RESEARCH QUESTIONS

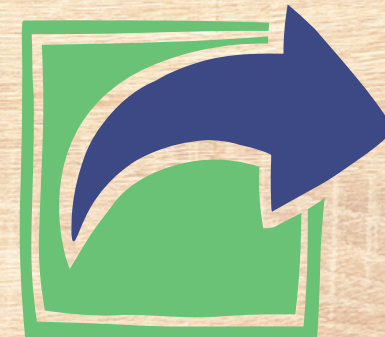


STRUCTURE OF THE RESEARCH

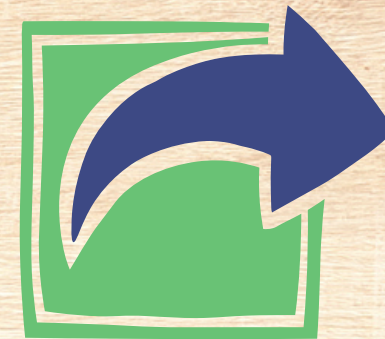


# 1. STATE OF THE ART/ LITERATURE REVIEW/ THEORETICAL FRAMEWORK

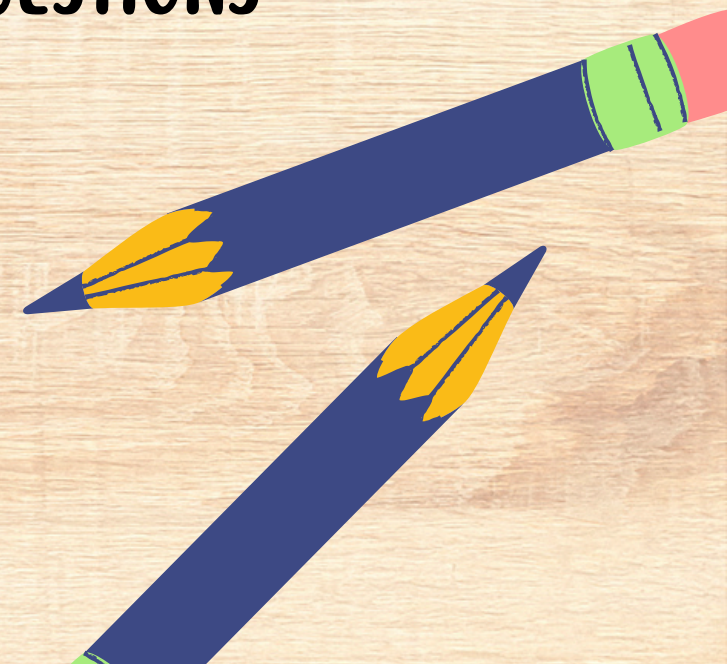
- Synthesis and interpretation of published work
- Understanding the broader context of a research topic and identify where your research fits into the existing body of work.



**THEORY: CITING ALL KEY STUDIES FOR YOUR TOPIC (FOCUSED)**



**CLEAR INDICATION OF HOW THE REVIEW LINKS TO YOUR RESEARCH QUESTIONS**





# 1. STATE OF THE ART/ LITERATURE REVIEW/ THEORETICAL FRAMEWORK

<b>2. Literature Review .....</b>	<b>12</b>
2.1 The concept of spatial accessibility .....	12
2.1.1 Definition of spatial accessibility .....	12
2.1.2 Components of spatial accessibility .....	14
2.1.3 Person-based perspective of spatial accessibility .....	16
2.1.4. Individual spatial accessibility constraints across social groups .....	17
2.1.4 Gender-based differences in spatial accessibility .....	20
2.2 The concept of mobility of care .....	22
2.2.1 The umbrella concept of mobility of care .....	22
2.2.2 Modes of transport of the mobility of care .....	24
2.2.3 Spatial context of mobility of care .....	26
2.3 Gender equity in spatial accessibility and mobility of care .....	28
2.3.1 Definition of equity .....	28
2.3.2 Distributive justice.....	28
2.3.3 The need for gender equity .....	29

**WHEN WRITING A LITERATURE REVIEW SECTION, IT IS IMPORTANT TO DRAW CONNECTIONS AMONG MULTIPLE SOURCES AND FOCUS ON SYNTHESIZING INSIGHTS INTO A COHERENT NARRATIVE OR SERIES OF ARGUMENTS.**





# 2. METHODOLOGY

Detailed methodology  
used to conduct research  
- research design -  
(quantitative/qualitative/  
creative/mixed  
methods)

PARTiCiPANTS

PHOTOVOiCE

FOCUS GROUP

DATA  
COLLECTION

SEMi-  
STRUCTURED  
INTERViEWS

SURVEY

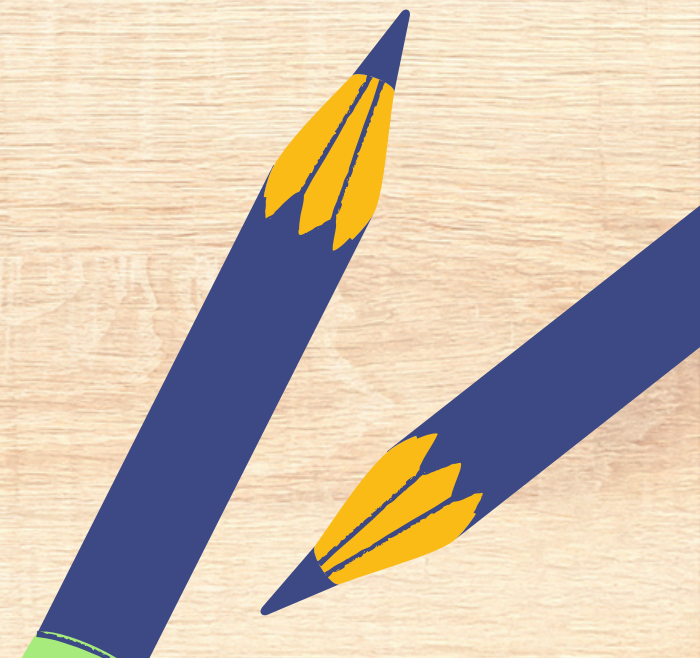
ETHiCS /  
POSiTiONALiTY

ETHNOGRAPHY




## 2. METHODOLOGY

DISCUSS IT IN  
ADVANCE WITH  
YOUR SUPERVISOR  
AND BE REALISTIC!

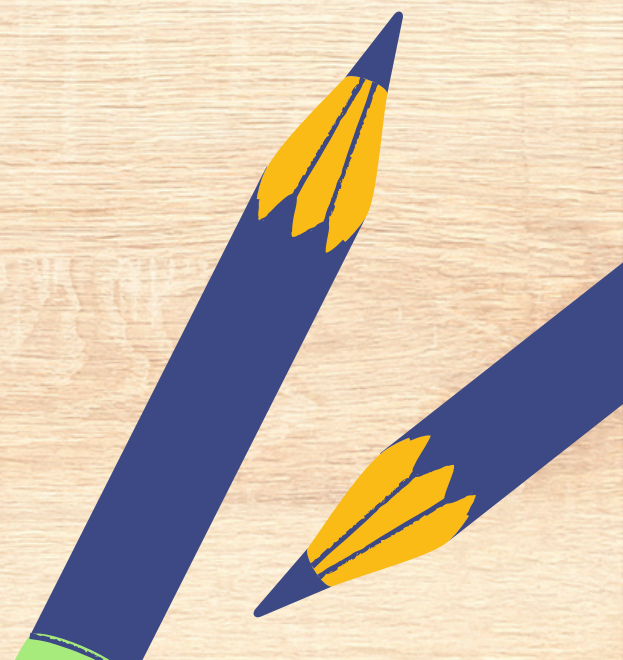




# 3. CASE STUDY (OPTIONAL)



**Describe your case study  
(i.e. population of the  
area, the economy of the  
area, the geo-politics of  
the area..)**





# 3. RESULTS / DATA ANALYSIS

Describe the results of the research in a manner consistent with the literature review and methodology.

DO NOT USE LITERATURE THAT IS NOT IN THE STATE OF THE ART OR METHODS THAT YOU HAVE NOT DISCUSSED IN THE METHODOLOGY SECTION.

BUT ALSO DON'T USE REFERENCES THAT ARE NOT REFLECTED IN THE EMPIRICAL SECTION.





# 4. DISCUSSION OF THE RESULTS

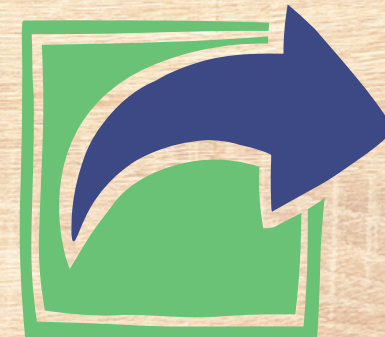
- Discuss the results obtained and how they dialogue with our research questions.
- Limits



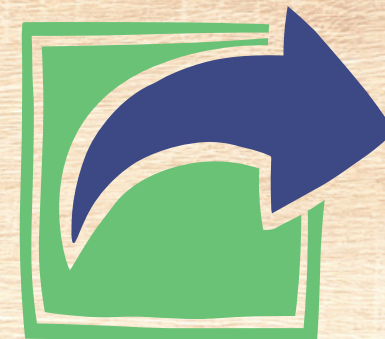


# CONCLUSIONS

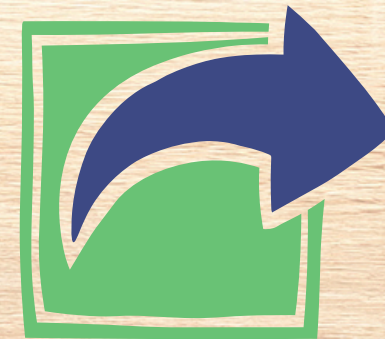
- What we know about the topic?
- What did we do and in what way?
- What conclusions?



GENERAL BACKGROUND



PROBLEM STATEMENT, THE AIM,  
YOUR RESEARCH AND RESULTS



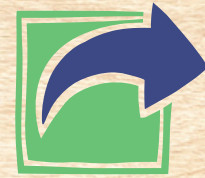
FURTHER RESEARCH



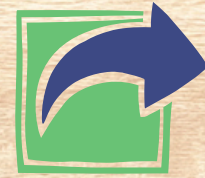


# INTRODUCTION / CONCLUSIONS

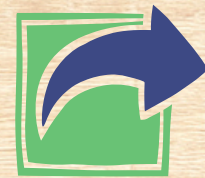
- What we know about the topic? why this topic?
- What we don't know? (gap in knowledge) and what we want to do?
- What we are now showing?



GENERAL BACKGROUND  
AND MOTIVATION



PROBLEM STATEMENT AND AIM OF  
THE RESEARCH



CONNECTING PROBLEM  
STATEMENT TO THE AIM AND  
STRUCTURE OF THE RESEARCH

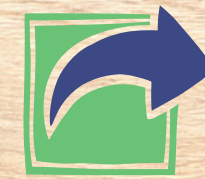
- What we know about the topic?
- what did we do and in what way?
- What conclusions?



GENERAL BACKGROUND



PROBLEM STATEMENT, THE  
AIM, YOUR RESEARCH AND  
RESULTS



FURTHER RESEARCH



**WRITE  
INTRODUCTION  
AND CONCLUSION  
AT THE END!**





# ABSTRACT

BACKGROUND/  
LITERATURE REVIEW

METHODOLOGY

CONCLUSIONS

## Abstract

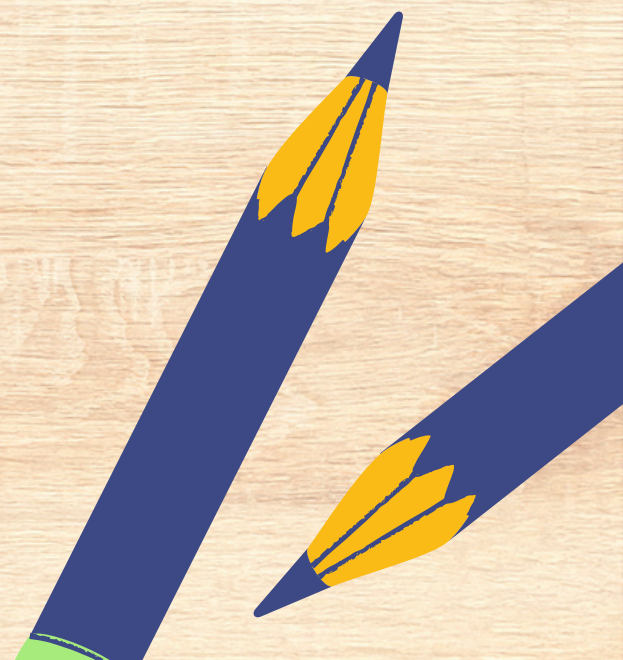
Spatial accessibility and daily mobility are influenced by various constraints such as spatial, temporal, and transport factors. Each individual faces their own. Men and women exhibit distinct travel behaviours. However, these gender differences are often overlooked in transportation policies, leading to unequal access to essential services, especially for women. Indeed, women have more spatial constraints, they often rely on public or active transport for shorter, more frequent trips related to unpaid work like shopping or childcare, namely the mobility of care. Research on spatial accessibility and mobility tends to overlook gender disparities, further perpetuating the exclusion of women's experiences. So, this thesis aims to address these gaps by examining gender dynamics in spatial accessibility and *mobility of care* in rural areas, considering the specific case of South Tyrol (Italy), considering several rural municipalities.

This research is based on a mixed-method approach, combining quantitative analysis of gender disparities in spatial accessibility and mobility of care with qualitative exploration of caregivers' experiences. The former relies on a sample of 119 individuals, tailored to the analysis of either spatial accessibility or mobility of care, while the latter is derived from 12 conducted interviews. Findings reveal significant correlations between spatial-temporal constraints and gender disparities in spatial accessibility, with women bearing a disproportionate burden of care-related travel. Furthermore, the care-related trips present physical, psychological, and social challenges that cannot be overlooked.

To promote a more equitable distribution of care responsibilities and address accessibility disparities, there is a need for a comprehensive approach involving balanced employment practices, age- and child-oriented urban planning, and gender-inclusive perspectives in transportation planning. This transformation should extend across various disciplines to create a more inclusive society.

AIMS

RESULTS

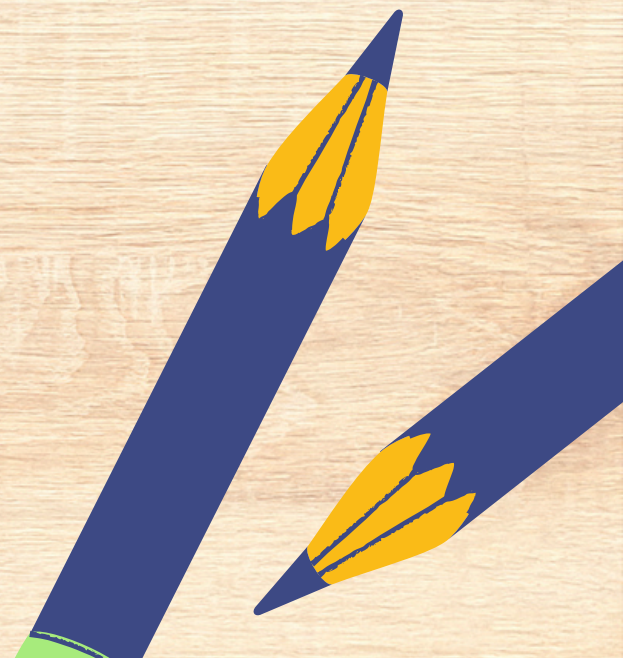




# ABSTRACT



- **WRITE CLEARLY AND CONCISELY**
  - **A GOOD ABSTRACT IS SHORT BUT IMPACTFUL, SO MAKE SURE EVERY WORD COUNTS. EACH SENTENCE SHOULD CLEARLY COMMUNICATE ONE MAIN POINT.**
- TO KEEP YOUR ABSTRACT OR SUMMARY SHORT AND CLEAR:**
- **AVOID LONG SENTENCES: SUBSTITUTE LONGER EXPRESSIONS FOR CONCISE EXPRESSIONS OR SINGLE WORDS**
  - **AVOID OBSCURE JARGON: THE ABSTRACT SHOULD BE UNDERSTANDABLE TO READERS WHO ARE NOT FAMILIAR WITH YOUR TOPIC.**
  - **AVOID REPETITION AND FILLER WORDS**
  - **AVOID DETAILED DESCRIPTIONS: AN ABSTRACT IS NOT EXPECTED TO PROVIDE DETAILED DEFINITIONS, BACKGROUND INFORMATION, OR DISCUSSIONS OF OTHER SCHOLARS' WORK. INSTEAD, INCLUDE THIS INFORMATION IN THE BODY OF YOUR THESIS OR PAPER.**





# ABSTRACT (ARTICLE)

[Home](#) ▶ [All Journals](#) ▶ [Gender, Place & Culture](#) ▶ [List of Issues](#) ▶ [Latest Articles](#) ▶ [Making homes survival places: the experi ....](#)

[Submit an article](#) [Journal homepage](#)

15  
Views

0  
CrossRef  
citations to date

0  
Altmetric

Research Article

## Making homes survival places: the experience and practice of young women living alone in Seoul

Jaewon Jang & Hyunjoo Jung 

Received 20 Oct 2023, Accepted 08 Dec 2024, Published online: 14 Jan 2025

 Cite this article  <https://doi.org/10.1080/0966369X.2024.2445616> 

[Full Article](#) [Figures & data](#) [References](#) [Citations](#) [Metrics](#) [Reprints & Permissions](#) [Read this article](#)

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Global Development  
Journals

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to the latest two volumes for 14 days

METHODOLOGY

RESULTS

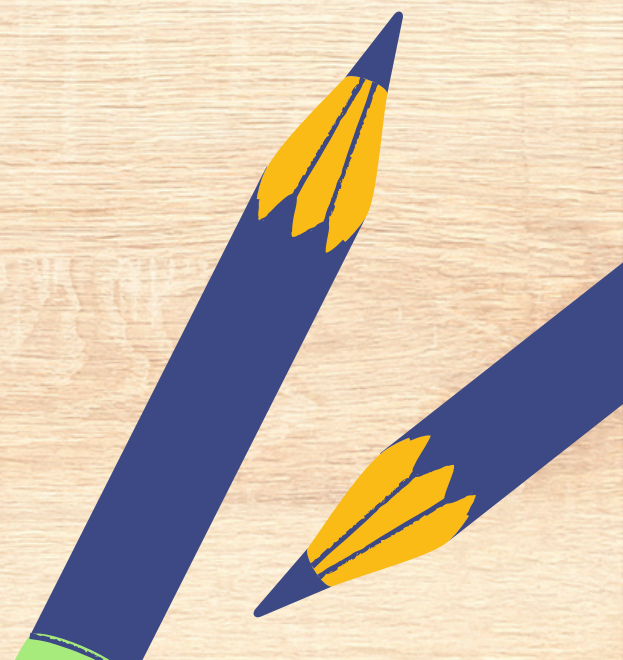
CONCLUSIONS

### Abstract

This study examines the vulnerability of young women living alone in Seoul, South Korea, to crime and their fear of victimization. It investigates how their experiences shape their perception of home and explores their strategies to create a sense of security within their living spaces. By conducting in-depth interviews with nine participants aged 26–31 in Gwanak-gu, Seoul, the study identifies key factors contributing to their experience and recognition of fear at home. It further highlights these women's strategies to protect their homes and practices to alleviate anxiety and establish safety. The findings reveal that for single young women in Seoul, the concept of homes plays a significant role as a site of survival, where they strive to protect themselves and their homes from various fears and potential crime victimization. This research contributes to the interdisciplinary discourse on housing and gender studies, shedding light on the unique challenges faced by young women living alone and emphasizing the importance of understanding their experiences and developing supportive policy interventions.

**Keywords:** Fear of crime gender home place survival strategies young women living alone

BACKGROUND/  
LITERATURE REVIEW  
AIMS

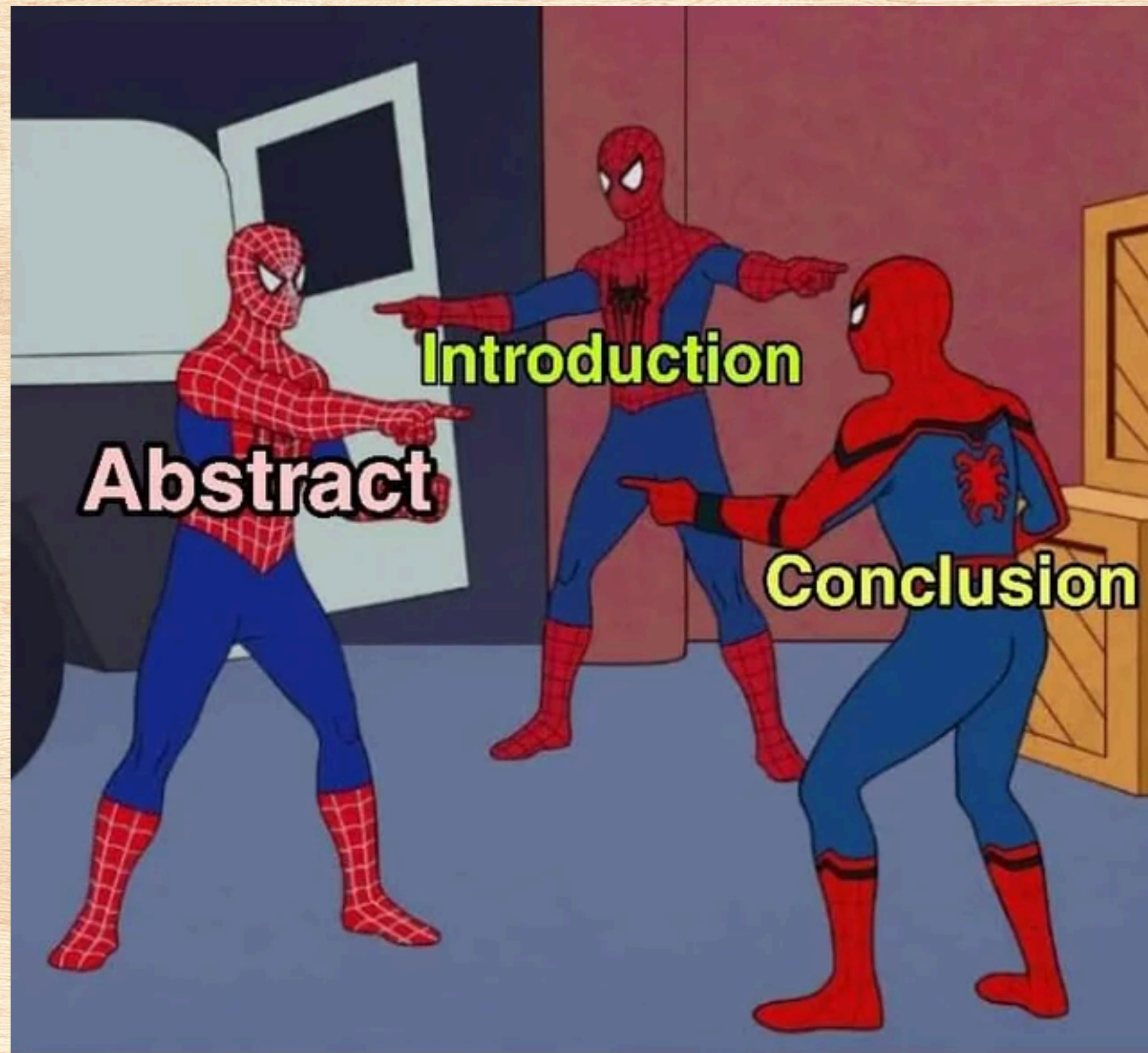




ABSTRACT: IN THIS PAPER I WILL ARGUE X.

INTRODUCTION: X.

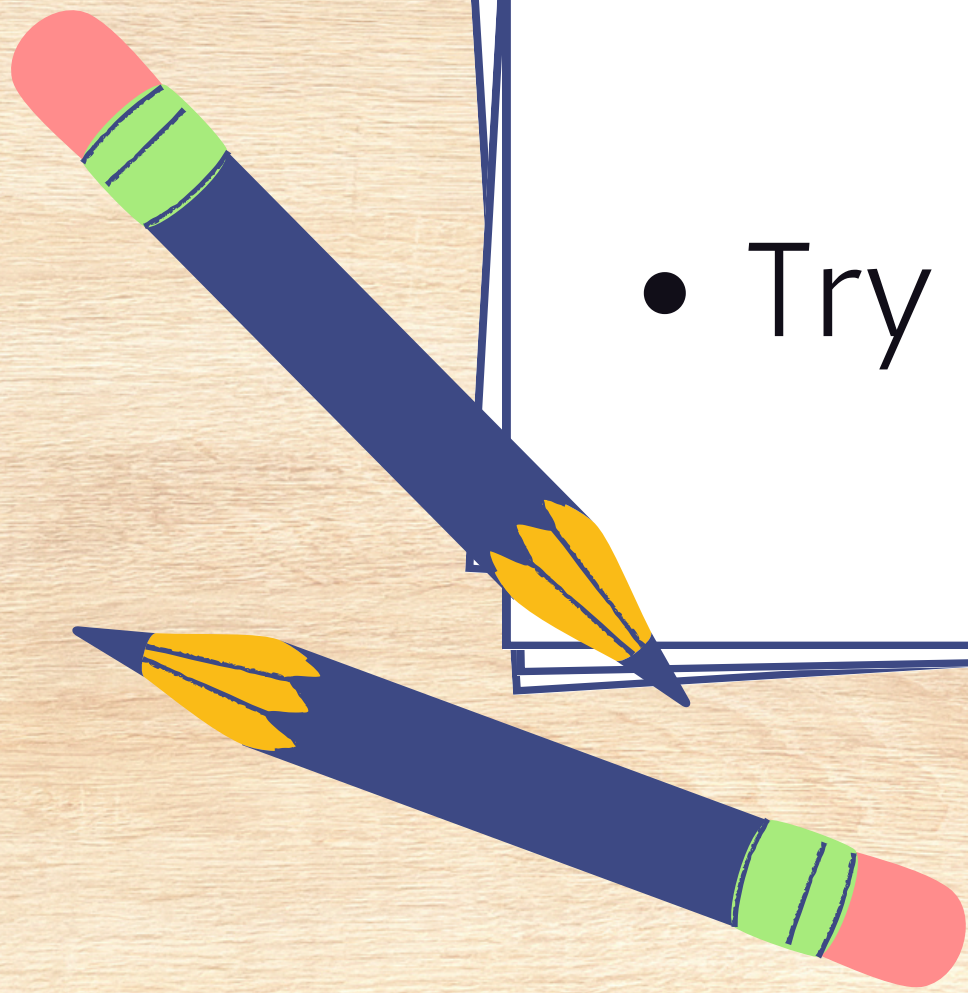
CONCLUSION: I ARGUED X.





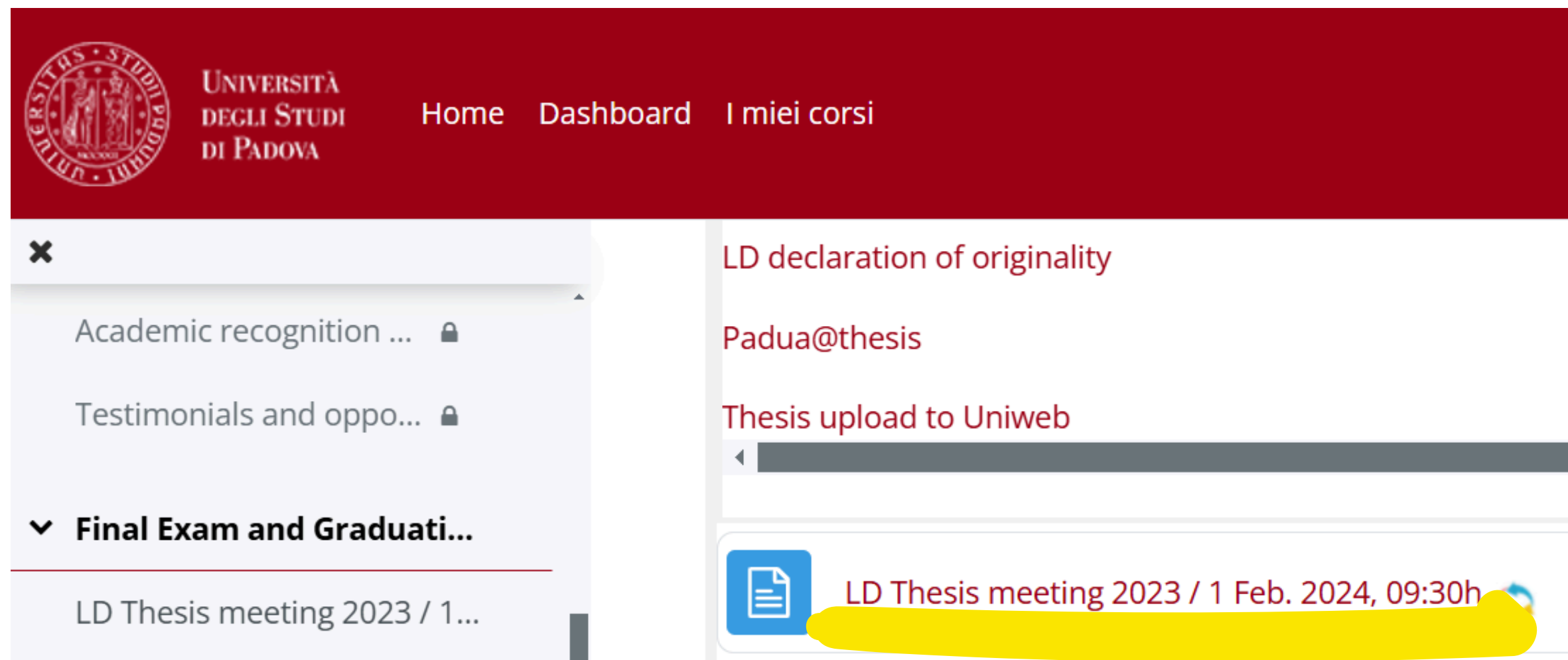
# TODAY WE Will:

- Try to write question research, aim of the research, abstract of our thesis  
or
- Try to write an article abstract





# FOR THE NEXT TIME:



The screenshot shows the University of Padua thesis portal. The top navigation bar is dark red with the university logo and text: "UNIVERSITÀ DEGLI STUDI DI PADOVA", "Home", "Dashboard", and "I miei corsi". On the left, a sidebar menu is open, showing options like "Academic recognition ...", "Testimonials and oppo...", and "Final Exam and Graduati...". The main content area on the right lists tasks: "LD declaration of originality", "Padua@thesis", and "Thesis upload to Uniweb". At the bottom, a notification bar displays "LD Thesis meeting 2023 / 1 Feb. 2024, 09:30h" with a document icon and a yellow highlight.

UNIVERSITÀ DEGLI STUDI DI PADOVA

Home Dashboard I miei corsi

LD declaration of originality

Padua@thesis

Thesis upload to Uniweb

LD Thesis meeting 2023 / 1 Feb. 2024, 09:30h

watch this



# BIBLIOGRAPHY

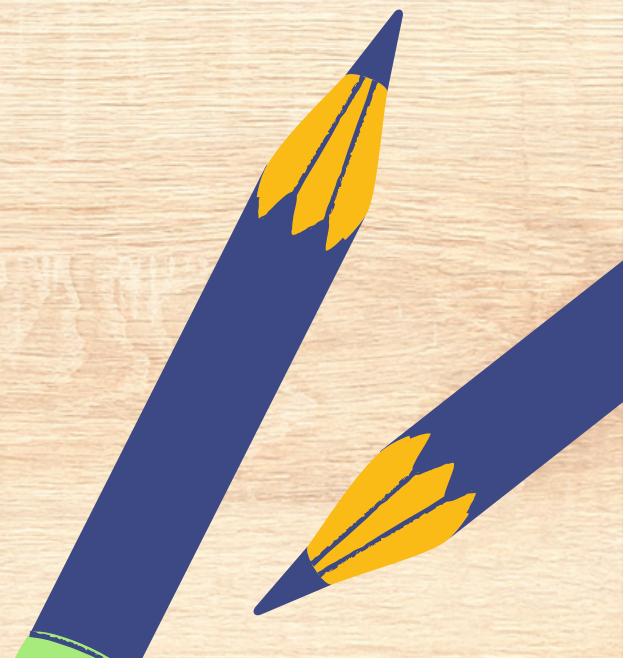
- IN ALPHABETICAL ORDER
- CONSISTENCY OF STYLE IN THE BIBLIOGRAPHY
- CONSISTENCY OF STYLE WITH NOTES
- DIFFERENT WAYS OF BIBLIOGRAPHISING ARTICLES, BOOKS, CHAPTERS...
- WEBIBLIOGRAPHY IS SEPARATE FROM THE FINAL BIBLIOGRAPHY
- INCLUDE ACCESS DATES (FOR SITES)
- INCLUDE DOI IF AVAILABLE FOR ARTICLES

- Books: Surname, Name initials (year), *Book title*, City of publication: Publisher, Number of pages (only if a section is quoted)

Pallino, P. (2012), *A hard life*, Timbuktu: Brousse édit.

- Articles: Surname, Name initials (year), 'Article title,' *Journal title*, issue/volume/section, number of pages

Pallino, P. (2012), 'Life is Beautiful,' *Cahiers du Sahel*, LX, p. 12-18.





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- Datta, A. (Ed.). (2020). *Routledge handbook of gender and feminist geographies*. London: Routledge.
- de Madariaga, I. S., & Zucchini, E. (2019). 'Measuring Mobilities of Care, a Challenge for Transport Agendas' In C. L. Scholten & T. Joelsson (Eds.), *Integrating Gender into Transport Planning: From One to Many Tracks*, New York: Springer International Publishing.
- Dean, L., Churchill, B., & Ruppanner, L. (2021), 'The mental load: Building a deeper theoretical understanding of how cognitive and emotional labor overload women and mothers', *Community Work & Family*, 25, <https://doi.org/10.1080/13668803.2021.2002813>

## Webibliography

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- Istat, Il numero delle vittime e le forme di violenza <https://www.istat.it/statistiche-per-temi/focus/violenza-sulle-donne/il-fenomeno/violenza-dentro-e-fuori-la-famiglia/il-numero-delle-vittime-e-le-forme-di-violenza/> (last consultation 02/10/2025 4.30 p.m.)





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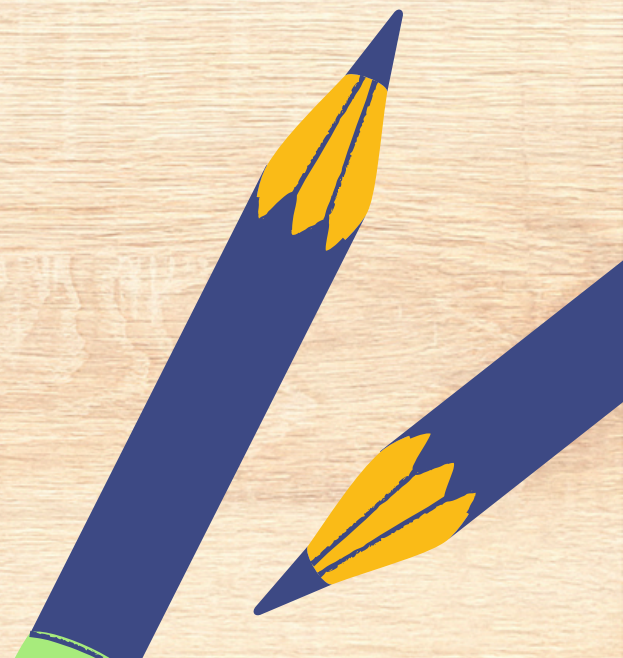
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## **(AUTHOR, YEAR, PAGE)**

"Hello everyone" (Acetino, 2025, p. 4).  
..when she welcomes people at the seminar  
(Acetino, 2025, p.4).

As Acetino (2025, p.4) said: "hello everyone".  
Acetino (2025) wrote about welcoming practices.

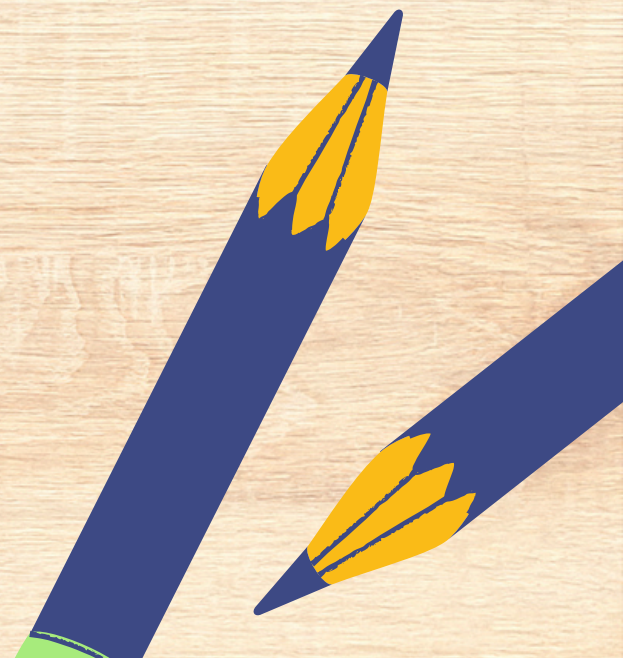




# NOTES AND REFERENCES: PLAGIARISM

"THE PROCESS OR PRACTICE OF USING ANOTHER PERSON'S IDEAS OR WORK AND PRETENDING THAT IT IS YOUR OWN"  
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- AGAINST THE UNIVERSITY RULES
- POSSIBLE CONSEQUENCES AS IT IS LEGALLY SANCTIONED
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2 | Theoretical Background

2.1 | Transportation Challenges at Rural Tourism Areas

Authors (e.g., Curtale, Sarman, and Evler 2021; Dickinson and Robbins 2007; Poltimäe et al. 2022; Szymanska 2022) have highlighted car-dependence (Newman and Kenworthy 2015; Jeekel 2016) as a key transportation challenge in rural tourism areas. In his landmark publication, *The Car-dependent Society: a European Perspective*, Jeekel (2016) argues that car dependence increases when travellers lack alternatives or perceive that alternatives are unavailable. Accordingly, Jeekel defines car dependency as “the situation in which a journey can be impossible or only with difficulty be made by another transport mode” (p. 2).

Research shows several possible explanations of high car dependency in rural tourism areas, including the car’s ability to provide perceived individual control and the sense of freedom (Hannam, Butler, and Paris 2014). Indeed, cars offer tourists wishing to transfer their own personal equipment (e.g., skis or mountain bikes) to rural destinations (Poltimäe et al. 2022; Smith, Robbins, and Dickinson 2019) the flexibility to choose when to travel and what to bring along. Furthermore, since cultural and ecological resources in rural regions, which are attractive to tourists are often dispersed over sizeable geographical territories, this means longer trips to access these (Saroli 2015). Thus, private cars tend to be the most effective mobility solution for tourists travelling within rural destinations.

3.2 | Data Collection and Analysis

To achieve our study aim, we conducted interviews to explore the multiple subjective perspectives (Creswell and Poth 2017; Pernecky 2012) of practitioners. We included participants who were well familiar and involved with transport issues in the respective study areas. Thus, the first interviewees were experts (Bogner, Littig, and Menz 2009) working in tourism and/or transportation and with whom we collaborated in two research projects aimed at exploring transportation challenges in the study areas. Then, through a snowball sampling approach, we recruited additional participants (Veal 2018). These additional participants were people in the experts’ networks with whom they collaborate (Veal 2018).

We interviewed 12 practitioners between June 2020 and March 2021 (see Table 1). The interviews were semi-structured with open-ended questions, thus allowing the participants to contribute their own perspectives as much as possible (Brinkmann and Kvale 2015). Each interview lasted around an hour. We concluded after we had conducted 12 interviews after reaching a saturation point in the collected material, whereby no additional new information would have been added through further interviews (Creswell and Poth 2017). Our interview results are admittedly biased towards Sälen since 8 of the 12 interviewees were from there. This was because it was more convenient, as the experts we were able to interview first were based in Sälen, and the subsequent interviewees they recommended (those they worked closely with) were also from Sälen. This is a limitation of the study. However, to strengthen our results, we have

4 | Results

4.1 | Transport Challenges to and Within the Destinations

4.1.1 | Transport to and From the Destinations

According to the practitioners in both destinations, the transport challenges for travel to Åre and Sälen mainly relate to, among others, overdependence on car travel, inefficient and infrequent public transport, and the lack of an integrated public transport system (see Table 2). According to the respondents, travel by car to the destinations is necessary due to their remote location. One practitioner informed us that it is challenging to increase public transport supply given the region’s low population. In addition, the provision of collective transport is also determined by the scattered distribution of the population. To illustrate this according to the current transport plan (2022–2033) for the Jämtland region (where Åre is located), the region is experiencing a decline in population in several places. Therefore, as the plan further points out, the supply and development of public transport is concentrated on the more densely populated places, including the municipality of Östersund.

Additionally, the limited public transport is indeed a challenge as it affects the commuting possibilities for all, especially people who live elsewhere and work at the destinations. Also, delays and infrequent public transport negatively impact the operations of accommodation services in Sälen during the high season. A practitioner highlighted that:

If you take a Sunday in the high season, you leave the cabin at eleven and I have access to the cabin at three. That’s four hours cleaning time ...So, we need a lot of staff, we have people coming all the way from



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Grothe, B.; Park, T. J. Microsc Res Tech 2000

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10.1002/1097-0029(20001115)51:4<382::AID-JEMT7>3.0.CO;2-7 11071721

<https://www.ncbi.nlm.nih.gov/pubmed/11071721>

The superior olivary complex (SOC) is a mammalian auditory brainstem structure that contains several nuclei. Some of them are part of the ascending system projecting to higher auditory centers, others belong to the descending system projecting to the cochlear nuclei or the cochlea itself. The main nuclei

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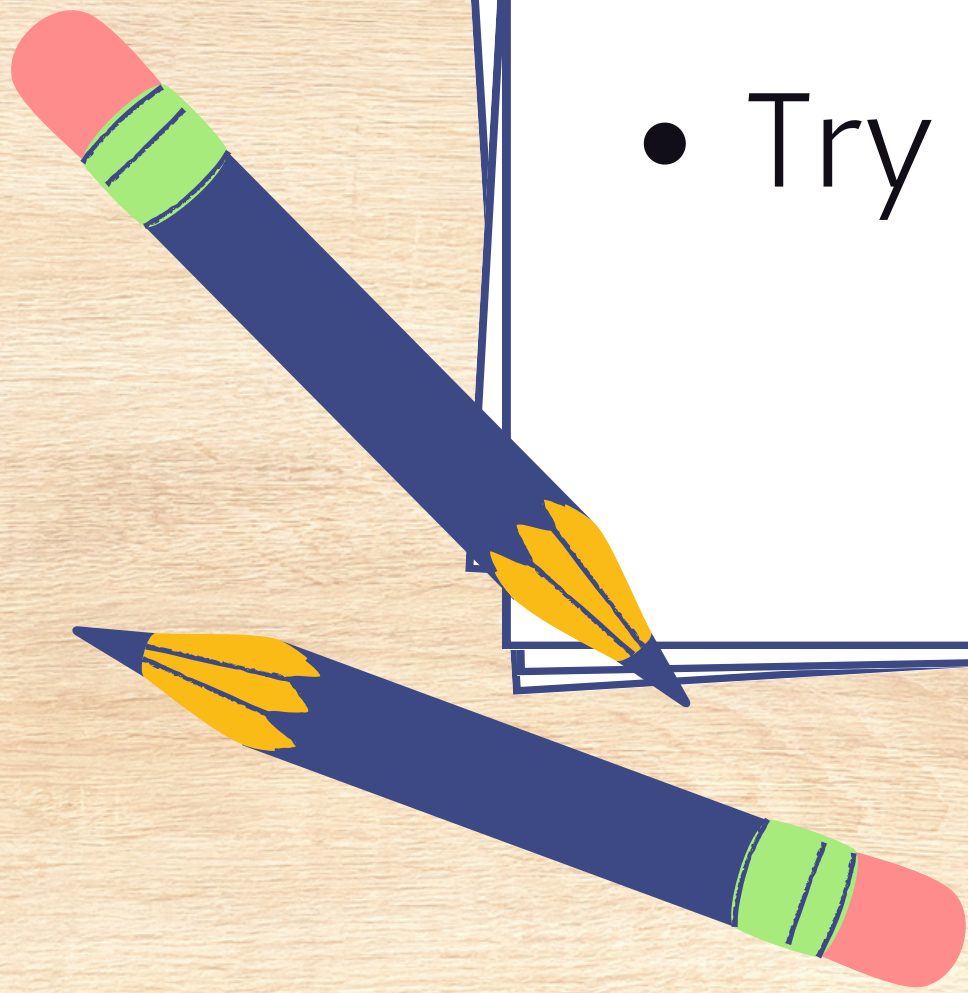


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