



STUDY GUIDE Nicaragua Spring 2018

PED 1: Positive Psychology and Learning

Updated 1.12.2017
Changes will occur

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Dates and Deadlines

Week	Dates	Academic activity	Exams and deadline Papers	
1	15 Jan - 11 Feb	Self-studies	Self-study papers Ped and Latam 2 Feb	
2		Self-Studies and pre-course Spanish		
3				
4				
1	12 Feb - 25 May	Lecture, seminars, workshops, writing papers	Diagnostic test Spanish	
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				Exam Ped1 11 May
14				Spanish writing skills 18 May Paper Latam 18 May
15			Spanish grammar 25 May	
16	28 May - 1 June		Oral Spanish Paper PED2 1 June	

1. Introduction

This Study Guide is a supplement to the Course Descriptions and is developed by Kulturstudier. It will give information about the courses in Nicaragua and advice on how best to study and carry out the different tasks.

If you have any academic questions, please contact Torkjell Winje (torkjell@lent.no).

All other inquiries, please contact our office in Oslo, mail@kulturstudier.no or tel: +47 22358022.

2. Course Content

Positive psychology has become an academic buzzword the last decade, widely mentioned in areas like management, leadership development, coaching, teaching, schools and education. Despite the new interest in positive psychology, followed by an astonishing amount of published research, this perspective is not new. Anyhow, positive psychology has become a vital re-discovery of this important understanding of healthy human living and institutions, and given this field a momentum that is continuously broadening our knowledge about the good life. Building on ideas and work by thinkers and researchers like Aristotle, Abraham Maslow and Carl Rogers amongst others, positive psychology has deep roots in the humanistic tradition. The field also rest on the shoulders of earlier academic practices like solution focused therapy, resilience research and Appreciative inquiry, to mention some.

Positive psychology is not one thing or one movement, it is rather an umbrella term covering all research and practices aiming at understanding and enhancing quality of life and human growth by looking at the positive key factors rather than identify and avoiding the negative. This focus on the healthy aspects of human living and development has shown to be a potent way to boost learning in children, and elevate quality of individual lives and group performance.

By using knowledge from research in positive psychology through practical interventions, it is now evidently possible to increase the well being and flourishing in individuals and groups. Positive emotions, positive functioning and social functioning can be practiced to get optimal functioning, higher quality of life and more learning. Through this course the students will gain insight in relevant research and understand how to implement positive education and practice in schools (or other relevant contexts). Students will also understand the importance of group dynamics and how important communication is in how we create identity, feeling of safety and a positive psychosocial climate in a group to maximize well being, learning and development.

The course will touch upon three levels:

Personal level – how can you increase level of well-being by trying out interventions in you own life

Professional level as a teacher or other profession – how to apply positive psychology interventions in schools or other work areas?

Political level – be able to discuss the purpose and contents in today´s school

Target group:

Teacher students, kindergarten students and others that are interested in how to create a positive environment and facilitate optimal functioning in all students through the use of practical strength based tools.

Prerequisite to join the course:

None. But students that have no former education within pedagogy/educational science will have to read an introductory book in education since we will mostly be working with schools and children as our main focus area, e.g. the free download: <http://www.e-booksdirectory.com/details.php?ebook=5421> or similar.

Language:

English.

General objective:

The purpose of the course is to raise students competence in applying positive psychology in the contexts they will work in, e.g. schools, kindergartens and other organizations. Insights from positive psychology can help students to increase both their own and other persons´ level of well-being.

Learning objectives:

The students will come away with:

- An understanding of the field of positive psychology and positive pedagogy, with focus on well-being, strengths and positive psychology interventions in the classroom.
- Practical skills in implementing positive educational processes by using practical tools based on research in positive psychology to enhance students well-being and learning.
- An understanding of how strength based perspective on development and growth can increase social skills and love of learning, and reduce conduct problems and school bullying.
- Skills in applying methods and insights from using signature strength in different ways, for personal growth and better team processes.

- Students will be able to teach positive education, embedding it and living positive education in the class and in the schools they will work in during and after the program.
- Get the understanding on how positive emotions and positive actions are different in how they make people thrive and feel good about their lives. Here we will tap into concepts as emotional well-being, Functional well-being and Social well-being is also crucial to create the foundation for optimal functioning and growth.

The main elements in the course:

Introduction to positive psychology and Appreciative Inquiry (AI)

We start with a short overview of the research field of positive psychology and positive education. How does these two fields overlap and distinguish themselves from “normal psychology” and “normal education”. The students will learn about different ways to increase their own and other's subjective well-being. We will focus on Martin Seligman´s research on positive emotions, engagement, personal strengths, meaning, positive relations and accomplishment. We will also use practical methods from the research field Appreciative Inquiry to create and optimal learning environment, both in theory and practice. Appreciative Inquiry take a stance and say that it is more efficient to focus on things that work well than the opposite. The students will learn about “positive deviance”, “positive core” and how to work with and action learning cycle called the 4D-model.

Cross-cultural psychology and cultural dimensions

Positive psychology focuses on optimal human functioning, but how we interpret what optimal human functioning is, will to some extent vary across cultures. So how important is culture for the way we see the world and others? How can methods and insights from positive psychology help us to understand more about what we can do in order to create optimal learning environment when people from different cultures meet? We will study some different cultural dimensions (e.g. Hofstede´s dimensions) as a background to dig deeper into the concept of cross-cultural psychology. We will also raise the students´critical view on this kind of research as it can be quite ethnocentric.

Self psychology, human development and identity formation.

This part is about how our identity develops and how we are becoming persons; how others define and co-create who we are through communication and interactions. Identity is not a fixed “thing”, but something that i co-created all the time. As teachers, leaders, parents, friends, colleagues and human beings we will everyday have an impact on other persons´ lives. So how can we foster learning and growth through strength based communication? How can we spot the strengths in ourselves and other so that we become who we thrive to become? What can we do to have a good impact on pupils, students and employees by using exercises and insights from positive psychology?

Collaborative and strength based methods.

Applied positive psychology to enhance learning and create a collaborative classroom. Practical training and theory behind the interventions. In this part we prepare for the practice period and learn practical methods that could be used in the schools or other organizations to enhance well-being amongst the students. We will focus on small steps that could be taken by a teacher or a leader to create a positive environment. Theory and practice from part 1-3 will be used to work on concrete actions that can be taken by the students when they carry through their practice period (part 5).

Teaching methods

Through personal experience with positive psychological interventions the students will co-create a classroom atmosphere of acceptance, safety and a positive psychosocial climate that will elevate their well-being, learning and personal development.

There will be a combination of self-study, lectures, seminars, excursions and practice periods. We will aim to use dialogue-based methods to foster collaborative and social constructionist ways of learning. We recommend the students use the surroundings actively by visiting schools, projects, and museums in León. There will be a one week practice period (may be adjusted to individual needs) with visits and preparation before and debrief and learning seminars afterwards. The practice period will be carried through in León.

Part 1 – Self Study Period

The lectures and seminars take place in Leon, but the learning process will start before that as the program begins with four weeks of self study. It is vital that you use these weeks well in order to follow the program once the classes start in Nicaragua. You should make yourself well acquainted with the curriculum during this period. You will get more out of the lectures if you have looked at the material beforehand, and a slow start to the semester will make your stay in Nicaragua unnecessary overloaded with work later on.

Self-studies can be a challenge. It requires discipline to spend the time needed to both read and reflect on material of the course, but it will also help you develop an individual understanding of your curriculum.

If you have questions, lecturers will be available to answer them via e-mail during these four weeks. Please contact Torkjell Winje (torkjell@lent.no) if you have any academic questions.

Self Study Task

Read (and enjoy!) the following chapters book:

Seligman, M. E. P. (2011). Flourish: a visionary new understanding of happiness and well-being. New York, NY: Free Press. Chapter 1, p1-29, Chapter 2, p30-40, Chapter 4, p63-77 Chapter 5, p78-100

Norrish, J. (2015). Positive education: the geelong grammar school journey. New York, NY: Oxford University Press. Chapter 2. [ISBN13: 9780198702580](https://www.oxfordup.com/9780198702580)

Hopefully you will get an idea about what Positive Psychology is and how it could be applied in schools and other contexts.

Choose at least one of the exercises in Seligman's book (there are several in chapter two, e.g. p.33 "what went well" or other exercises like strengths survey, gratitude visit etc) and try it out in your own life.

This will be an individual report on interventions the students will test on their own. The students can choose amongst different types of activities from which they can carry out one or more in their own life. They should write a short paper (1000 words +/- 10%) on the effect the activity they carried through. These activities can be found in the main literature of the course, e.g. thankfulness exercise, strength spotting, what went well-exercise (see e.g. Seligman 2011) etc. The paper should contain:

- Which intervention was chosen and why (refer to literature)
- Short description of the intervention and how it was carried through
- The students own reflections: What did I learn? Which effect did the activity have on me (or not have...)? How can I use this kind of activity in the future?
- References to books or articles used in the paper.

Deadline: 2 February 2018

- Email to borghild@lent.no
- 1000 words (+/- 10%)
- Language: English

Part 2 – The study in Nicaragua

When studying Pedagogy with Kulturstudier at the university in León, you will experience that we have an academic approach to the studies. This does not mean it is not a practical course, on the contrary, we wish to develop your skills so you can use the theory in different social settings.

Theory and practical examples will dominate the teaching and the students' own work, and we will use personal experiences from both students and teachers. The teaching methods will alternate between lectures, seminar groups, individual study, guidance, written and oral presentations.

Practice period PED 1

PED 1 students will carry through their practice period in kindergartens, schools or social projects in León. The students will work in groups and try out different exercises from positive psychology and positive education. The students will implement strength based approaches from positive psychology and positive education. The practice period will last 5 days, approximately 3-4 hours per day. In the seminars afterwards, there will be time to reflect upon the experiences in seminar groups. We will discuss which effects the interventions had on both the "target group", e.g. pupils and children in schools and kindergartens, and the students themselves while trying to implement various actions in the organizations they visited.

Exams and evaluation PED 1: Positive Psychology and Learning

Your grade in this course will be set from the following activities:

1. Individual assignment (the self study task) (20 % of final grade): "Approved" or "not approved".

This will be an individual report on interventions the students will test on their own. The students can choose amongst different types of activities from which they can carry out one or more in their own life. They should write a short paper (1000 words +/- 10%) on the effect the activity they carried through. These activities can be found in the main literature of the course, e.g. thankfulness exercise, strength spotting, what went well-exercise (see e.g. Seligman 2011) etc. The paper should contain:

- Which intervention was chosen and why (refer to literature)
- Short description of the intervention and how it was carried through

- The students own reflections: What did I learn? Which effect did the activity have on me (or not have...)? How can I use this kind of activity in the future?
- References to books or articles used in the paper.

2. Group presentation (20 % of grade): “Approved” or “not approved”.

Each practice group (meaning the students that have done the practice period together) will make a 20 minutes presentation from their practice period. The rest of the students and teachers will listen to the presentation and comment or ask questions after the presentation is finished. The presenting group can use powerpoint, whiteboards, roleplay, photos or just talk about their experience. The presentation should touch upon the following points:

- What was the focus of the interventions and observations the students did?
- What did the students want to investigate?
- How was the interventions and observations done? How was the interventions received by the school or institution they visited?
- What were the main learning the practice group came away with (their own reflections)? Relate to theory.

3. Three hours written exam (60 % of grade): Grades 60-100 points (under 60 points is not approved).

The students can choose between 3 different topics and should write an essay with a focus question they discuss by using theory from the literature. When writing the essay the students should try to discuss the theory and research they use, not merely present theory. By doing this they show that they have understood the contents and how to apply the theory and be able to criticise it as well. The students are allowed to bring the course literature and own notes to the exam. You can also use computer or digital sources, as long as it is not connected to Internet. The exam paper itself must be written by hand, not on a computer. Cheating will be reported and the student will fail the exam.

PS: To be able to take the final written exam, both the individual report and the group presentation must be done. In addition, the students must be present at minimum 80 % of the classes and practice. If the students have been ill or have other relevant excuses, they will be given an assignment (academic essay) of minimum 3600 words +/- 10%, based on all the relevant literature. The student can choose their own topic for the essay (guidelines for writing academic paper can be found here - Henrik put in the link). This assignment must be delivered by e-mail at a given date agreed with the seminar leader, and students get 5 days to do it.

The qualification for the exams are as follows:

- 90-100 points – Excellent
- 80-89 points - Very good
- 70-79 points – Good
- 60-69 points – Approved
- 0 - 59 points - Not approved

3. Reading List

NB: There may come more articles during the semester. Articles or books marked with * are common in Ped 1 and Ped 2.

The following two books must be purchased before the course starts. The rest of the reading will be available in the student library or in as course readers at www.kulturstudier.org

- Norrish, J. (2015). *Positive education: the geelong grammar school journey*. New York, NY: Oxford University Press. Chapter 2-7. [ISBN13: 9780198702580](https://doi.org/10.1017/9780198702580)
- Seligman, M. E. P. (2011). *Flourish: a visionary new understanding of happiness and well-being*. New York, NY: Free Press. Chapter 1,2,4,5. [ISBN13: 9781857885699](https://doi.org/10.1016/9781857885699)

Articles in compendium:

Cooperrider, D., & Whitney, D. (2000). A Positive Revolution in Change: Appreciative Inquiry. I D. Cooperrider, P. F. Sorensen, D. Whitney, & T. Yeager (Red.), *Appreciative Inquiry. Rethinking Human Organization Toward a Positive Theory of Change*. (s. 3–28). Illinois: Stipes Publishing. *

Csikszentmihalyi, Mihaly (1990). *Flow: The Psychology of Optimal Experience*. New York: Harper and Row. page 1-5, 143-163

Ciarrochi, J., Atkins, P. W. B., Hayes, L. L., Sahdra, B. K., & Parker, P. (2016). Contextual Positive Psychology: Policy Recommendations for Implementing Positive Psychology into Schools. *Frontiers in Psychology*, 7. <https://doi.org/10.3389/fpsyg.2016.01561>

Fredriksson, B. L. (2001). The role of positive emotions in positive psychology: The broaden and build theory of positive emotions. *American psychologist*, 56, 218-226

Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. *Online Readings in Psychology and Culture*, 2(1) *

This is Online Readings in Psychology and Culture Article is brought to you for free and open access (provided uses are educational in nature) by IACCP and ScholarWorks@GVSU. Copyright © 2011 International Association for Cross-Cultural Psychology. All Rights Reserved. ISBN 978-0-9845627-0-1

Additional literature (choose 250 pages):

Bushe, G. R. (2011). Appreciative Inquiry: Theory and Critique. I D. Boje, B. Burnes, & J. Hassard (Red.), *The Routledge Companion To Organizational Change* (s. 87–103). Oxford: Routledge. Hentet fra <http://www.gervasebushe.ca/AITC.pdf> *

Dawn Dole, Moehle, M., & Godwin, L. (Red.). (2015). Exceeding expectations. An Anthology of Appreciative Inquiry Stories in Education from Around the World. Ohio: Taos Institute Publications. Free download at www.taosinstitute.net *

Fredrickson, B. L. (2014). Love 2.0: creating happiness and health in moments of connection. New York: Plume.

Hauger, B., & Wigestrang, S. R. (2015). The memory-hunting project: Moving from bullying tendencies to joyful moments in one primary school class. I Dawn Dole, M. Moehle, & L. Godwin (Red.), Exceeding expectations. An Anthology of Appreciative Inquiry Stories in Education from Around the World (s. 194–200). Ohio: Taos Institute Publications. Free download at www.taosinstitute.net *

McAdam, E., & Lang, P. (2009). Appreciative work in schools: generating future communities. Chichester England: Kingsham Press. [ISBN: 978-1-904235](https://doi.org/10.1080/9781904235000) (this book can be purchased for downloading to Kindle/tablets) *

Peterson, C. (2006) A primer in positive psychology. Oxford. Oxford university press.
White, M. A., Murray, A. S., & Seligman, M. E. P. (2015). Evidence-based approaches in positive education: implementing a strategic framework for well-being in schools. Chapter 1, p1-25, Chapter 3, p43-64.

S. J. Lopez, C.R. Snyder (2011). The Oxford handbook of positive psychology
Second edition. Oxford. Oxford university press. (Can be borrowed at the study centre)

Schoenemaker, L. (2014). Story #10: The «I Believe In You!» Process: Creating A Collective Vision For Effective Schools In The Republic of Suriname. I D. Dole, L. Godwin, & M. Moehle (Red.), Exceeding Expectations: An Anthology of Appreciative Inquiry from Around the World (s. 100–109). Taos Institute Publications. *

Stavros, J. M. (2015). An Appreciative Inquiry with kindergarten and first grade students. I Dawn Dole, M. Moehle, & L. Godwin (Red.), Exceeding expectations. An Anthology of Appreciative Inquiry Stories in Education from Around the World (s. 190–194). Ohio: Taos Institute Publications. Free download at www.taosinstitute.net *

White, M. A., Murray, A. S., & Seligman, M. E. P. (2015). Evidence-based approaches in positive education: implementing a strategic framework for well-being in schools. Chapter 1, p1-25, Chapter 3, p43-64.

Guidance on Writing Academic Essays

There are not any long academic papers as assignments in Ped 1, but still it is worth paying attention to academic principles when writing shorter texts and the school exam. Therefore a guidance on writing academic essays and papers is presented underneath. An academic paper should show that you are able to:

- Read and understand the course literature and other relevant information
- Critically reflect on the topics that the course addresses.
- Apply academic conventions to your writing

It is not expected that you come up with original answers in the academic field on pedagogy; however there are some general guidelines on how a paper/essay should be written. These guidelines are in accordance with normal standards for University/College assignments.

1. Define the topic, the intention and structure of the essay in the introduction.

Whether writing a short paper or a home exam essay, the paper must have an introduction. Here the topic is first presented. Next you should explain how you understand the given assignment, and how this understanding affects your answers. Following this, the question(s) related to the topic are formulated. The question(s) and the intention must be clearly formulated and realistic. Finally, the structure to the paper/essay should be outlined. That is, how the following pages will proceed to study the question(s) of the paper. This structure must be simple and logical, normally resting on three building blocks:

- an introductory part
- a main part (normally consisting of various sub-chapters/sections) where ideas concepts and results are discussed in relation to the overall topic/s and question/s raised in the introduction
- a concluding part which summarizes the paper and provides final conclusions.

Once the topics, intention and structure have been defined in the introduction, it is important to stick to them throughout the paper/essay.

The seminar leader is available for advice during the writing of the self-study paper and the group exam. It is advisable to make use of this opportunity. However, you may not receive any guidance during the individual home-exam.

2. Organize the essay with a good structure

It is essential for the quality and readability of the text that you present and discuss your material in a systematic manner (by “your material” we mean the different views/theoretical approaches and empirical examples you use to study the topic/s in question). There is no standard way of doing this. What is important is that you give reasons in the text for why you choose to put the various elements of the

material together the way you do. Each time you introduce a new idea or example, remember to ask yourself: Is it clear to the reader (and yourself) why this idea/example is being introduced here? If your answer is not a clear “yes”, the text needs revising.

3. Discuss and bring to a conclusion

Equally vital for the quality of the paper/essay, but often forgotten, is that the material is discussed. Nevertheless, be humble towards the text you are referring to and do not give your own distinct opinions. Explain the different approaches, the theoretical viewpoints and the empirical examples and relate them to the rest of the text and the questions you posed in the introduction. Compare the different theories, explain the similarities and differences, pros and cons, and always discuss this with the help of other texts. At the end of the essay you should bring your various points together and draw some tentative conclusions based on the discussion in the paper.

4. Write clearly and understandable

While academic writing demands a formal style this does not mean using complex language. On the contrary, ideas should be communicated as clearly and precisely as possible. In addition, and this is equally important, effort should be made in establishing good flow between the elements of the text. This implies that there must be a meaningful connection between the various sections of your paper. Make sure that you always explain what a section is about and relates to what you have already written. Repetition in this context does not have to be negative.

5. Guidance on Referencing - Get the technicalities right

The Harvard System of references is used in the course. There are many different styles within the system - compare the list of references in books, journal articles or reports. The style is up to you – as long as you are consistent in its use.

The main points in referencing are:

(1) every source should have a short reference in the text (2) which links to a full reference in the bibliography (3) where you are consistent and use the same style for all references in your paper.

(1), References in the text

There must be references in the text immediately after quotations, or after specific ideas or views from particular sources. These references are to be written in parentheses in the text after the point you are referring to. Correct references consist of the author's surname/other source's name followed by the publishing year and page number where applicable. The page number should always be included for direct quotations, paraphrasing particular ideas or arguments, and statistics. You do not need a page number when you are

referring to a general point from a whole source, for example a book, article or report.

Examples:

- Whole book:
In her most recent introduction to development studies, the author covers economic aspects of development, as well as social, cultural and environmental issues (Smith 2008).
- Direct quote:
Smith concludes that “development must include tackling poverty” (Smith 2008: 22).
- Paraphrasing:
One of Smith’s arguments is that development needs to include poverty reduction (Smith 2008: 22).
- Sometimes documents do not have a date. Then the reference is:
(Smith, no date)
- Documents written by an organization with no given author should have the organization as the author:
(UNESCO 2009) or (Nicaraguan Ministry of Education and Training 2007)

(2), Bibliography: List of all sources with full details at the end of the essay

All sources referred to in the text should be presented in full at the end of the document. The list, which can be called “Literature”, must contain the full reference. The references must be organised in alphabetical order by the name of the author.

- Each reference should have the following format:

Surname of author, first name or initial/s (publishing year) *Title*, Place of publishing that is normally a town: Name of publisher.

Example:

Woodward, Ralph Lee (1999) *Central America, a Nation Divided*, New York: Oxford University Press

- If the source is an article in an anthology (book with contributions from several authors), the reference in the literature list should have the following format:

Surname of author of the article, first name or initial/s (publishing year) “Title of article”, in + full name/s of the editor/s, *Title of book*, Place of publishing which is normally a town: Name of publisher.

Example:

Larrain, Jorge (1999) "Modernity and Identity: Cultural Change in Latin America", In Robert N.Gwynne and Cristobal Kay (eds.), *Latin America Transformed. Globalization and Modernity*, London: Arnold Publishers

- If the article is from a journal, the reference in the literature list should have the following format:

Surname of author, name or initial/s (publishing year) "Title of article", In + *Name of periodical*, volume/issue number x, pp. z-y.

Example:

Vilas, Carlos (1992) "Family Affairs: Class, Lineage and Politics in Contemporary Nicaragua", In *Journal of Latin American Studies Vol 24*, No 2 s 306-341.

- If you are referring to a report, the reference in the literature list should have the following format:

Name of institution/organisation (publishing year) Title, Place of publishing that is normally a town: Name of publisher.

Example:

Department of Health (2001) National service framework for older people. London: Department of Health.

- If using a text from the Internet, the reference should have the normal format used for references to books, anthologies or periodicals as described above, and add the Internet-address. If using information from the internet which is frequently updated (newspapers, magazines etc), the date when downloaded should be included in parenthesis.

Surname of author, first name or initial/s (publishing year) "Title of article". From "Name of webpage". Available at "URL" (Accessed at "date")

Example:

Sommerfelt, Axel (2009) "Etnisk gruppe". From Store Norske Leksikon. Available at: http://snl.no/etnisk_gruppe (Accessed March 15 2014)

Avoiding plagiarism

Only sources that have actually been used in the study and referred to in the text should be put on the literature list. Using facts or arguments from published materials (or previous student papers) without referencing them in your text is considered a serious breach of academic code of conduct and will normally result in failing your assignment or an entire course.

A detailed and comprehensive guide to Harvard style of referencing can be found here: <http://www.citethisforme.com/harvard-referencing>

4. Internet resources

On pedagogy and education in general:

Growth mindset: <https://www.mindsetworks.com/science/Teacher-Practices>

Positive psychology:

ViA-strengths (take the survey): <http://www.viacharacter.org/>

Facts about Nicaragua (more or less apolitical):

CIA Factbook: <https://www.cia.gov/library/publications/the-world-factbook/geos/nu.html>

Globalis: <http://www.globalis.no/Land/Nicaragua/%28show%29/indicators>

Newspapers:

La Prensa (Nicaragua's biggest newspaper): <http://www.laprensa.com.ni>

El Nuevo Diario (much the same format as La Prensa, more to the left in the political landscape): <http://www.elnuevodiario.com.ni/>

Confidencial (Weekly Nicaraguan newspaper with many political articles, politically it's in between La Prensa and El Nuevo Diario): <http://www.confidencial.com.ni/>

Envío (Nicaraguan social science magazine about current affairs in the Nicaragua, there are articles in both Spanish and English): <http://www.envio.org.ni/>

The Nicaraguan Dispatch (Nicaraguan newspaper in English): <http://nicaraguadispatch.com/>

Norlarnet (Norwegian Latin-American Research Network) <http://www.norlarnet.uio.no/>

Latinamerikagruppene (website with a collection of Latin American news): <http://www.latin-amerikagruppene.no/Medieklipp/index.html>

The Economist (Political magazine with focus on economic news, has overview of "America south of USA"): <http://www.economist.com/world/la/>

Tourist websites:

Official site: <http://www.intur.gob.ni/>

Private side: <http://www.nicaragua.com/>

Lonely Planet: http://www.lonelyplanet.com/destinations/central_america/nicaragua/

Norwegian organisations in Nicaragua:

NORAD: <http://www.norad.no/>

Redd Barna: <http://www.cedocsavethechildren.org.ni/>

Norsk Folkehjelp: <http://folkehjelp.no/>

LAG: <http://www.latin-amerikagruppene.no/>

SAIH: <http://www.saih.no>

Dictionaries:

Word Reference (English–Spanish): www.wordreference.com

Lexin (Norwegian–English): <http://decentius.hit.uib.no/lexin.html>

Lexin (Swedish–English):

Others:

UNAN-León (the university we collaborate with in León): <http://www.unanleon.edu.ni/>

Sergio Ramírez: (Website for Ramírez; lots of interesting articles about society and literature): <http://www.sergioramirez.org.ni>