



Course syllabus

Faculty of Social Sciences

Department of Sport Science

1GN246 Idrott och hälsa - för grundlärare med inr mot arbete i åk 4-6 och grundlärare med inr mot arbete i fritidshem, VI-profil, 30 högskolepoäng

1GN246 Physical Education and Health I, Year 4-6 and in Leisure Time Centres, Teaching Practice Profile, 30 credits

Subject Group

Educational Sciences/Theoretical Subjects

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2016-02-08

Revised 2017-10-05 by Faculty of Social Sciences. Changes made to the entry requirements.

The course syllabus is valid from autumn semester 2018

Objectives

After completing the course, students shall be able to:

- apply the subject and subject didactic knowledge, including insight into current research and development work, required for the professional practice
- independently and together with others plan, implement, evaluate and develop teaching with the aim to stimulate and assess each child's/pupil's learning and development within physical education and health.

Module 1 Body, movement and health, 15 credits

After completing the module, students shall be able to:

- describe and reflect on children's and young people's physical, psychological, motor and social development
- exercise and analyse various forms of movement, play, movement qualities, physical education and physical activity in various contexts
- account for the fundamental theories and basic concepts relevant to the field of physical education and health

- discuss and problematize body, movement and health on the basis of natural scientific as well as social scientific perspective

Module 2 Didactic perspectives on physical education and health in primary school, 15 credits

After completing the module, students shall be able to:

- identify and discuss children's living conditions in relation to gender, class, ethnicity and disability as well as reflect on and analyse the importance to learning within physical education and health
- structure learning environments in various contexts that promote motor development and health
- account for children's learning and development in relation to movement, play, physical education and health
- reflect on, argue for and communicate the choices made with regard to content, forms of instruction, assessment methods and structure based on current research and backed by current policy documents
- observe, analyse and discuss their own teaching and teaching abilities as well as that of others
- reflect on the role as a teacher in physical education and health

Content

The course begins with studies in the group of subjects and scientific perspectives within the field of physical education and health. In module 1, the basic areas of knowledge are emphasized, such as body, movement, physical education and health, on the basis of a natural scientific, humanist as well as social scientific perspective. Theories and concepts of significance to the knowledge base of the subject are presented and problematized. Students are also introduced to a practical movement base related to various theoretical perspectives. The link to the professional practice is strengthened through student placement training.

In module 2, didactic and learning theories are put in relation to the field of knowledge within the subject physical education and health, with the aim that students shall develop the ability to describe and reflect on the choice of content, forms of instruction and structure. The module includes advanced studies in subject theory in relation to subject didactics and general didactics, with emphasis on body, movement and health in various contexts, as well as assessment and grading. The link to the professional practice is strengthened through student placement training.

Professional Basis and Professional Progression

Subject didactics is studied in parallel and is thus integrated with the subject studies, strengthening the students in their future role as teachers. The course problematizes the complexity of the teaching profession in relation to the subject physical education and health. Students are given the opportunity to develop their subject didactic knowledge by means of the content illustrating and problematizing the aspects of teaching in the subject physical education and health. Students are also given the opportunity to develop their knowledge and awareness of the importance of policy documents to the structure of the subject and how the content of the subject and teaching may be adapted to the diverse conditions of the pupils. Students are introduced to the conditions of the profession through student placement training.

Scientific Approach and Scientific Progression

The course is intended to contribute to the development of a scientific approach, so that

the students as a part of their teaching skills also may be able to critically review their own teaching. In relation to previous studies, the students deepen their knowledge with regard to making use of current and relevant research publications. The course emphasizes the importance of offering a teacher education based on scientific grounds and which by a built-in research perspective shall qualify the future teachers for didactic development work at several levels. Being able to observe, analyse, evaluate and adopt a reflective approach to practice and theory as well as various types of texts is also included.

Type of Instruction

Teaching consists of lectures, case-based studies, literature studies, group projects, practical sessions, supervision and seminars. Practical sessions and seminars are compulsory.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Module 1 Examination of various forms of movement, play, physical education and physical activity takes place by means of didactic application assignments within four thematic areas, each worth 2 credits, i.e. a total of 8 credits. A written exam on the motor, perceptual and social development in children and young people (2.5 credits) is also included. Examination of the field of body, movement and health takes place by means of a seminar including a written assignment (1.5 credits), and examination of children's and young people's physical development is carried out through a written presentation (1.5 credits). The seminar assignment and the presentation are assessed by the grades Fail or Pass, and the other assignments (one written exam, four didactic application assignments) are assessed by the grades Fail, Pass or Pass with Distinction. To be awarded a final grade of Pass with Distinction in the module, in addition to the grade of Pass for all the examination assignments it is required that at least two thirds of the examinations that may be assessed as Pass with Distinction receive this grade, i.e. at least 8 credits of 12 credits.

Module 2 Examination of the objective focusing on children's living conditions in relation to gender, class, ethnicity and disability and the importance to learning in physical education and health takes place by means of an oral presentation (1.5 credits) and a seminar (1.5 credits). Examination of children's and young people's learning and development in relation to movement, play, physical education and health, as well as reflection and reasoning on the choice of content and forms of instruction takes place by means of didactic application assignments within three thematic areas worth 1.5 credits each, i.e. a total of 4.5 credits. Examination of structuring learning environments promoting motor development and health takes place by means of giving a teaching session that also includes a written presentation of the planning and structure, and an oral analysis and reflection (1.5 credits). Examination of the objectives focusing on reflection on the role as a teacher and the choice of content, forms of instruction and structure, as well as observation and analysis of teaching and teaching abilities takes place by means of a seminar including a written assignment (1.5 credits). Examination is also carried out through a teaching session that includes a public discussion and examination of other fellow students' teaching (2.5 credits), and a take-home exam (2 credits).

Four of the examination assignments - oral presentation, seminar, teaching session and one of the didactic application assignments - are assessed by the grades Fail or Pass. The other five assignments (two didactic application assignments, seminar incl. written assignment, teaching incl. take-home exam) are assessed by the grades Fail, Pass or

Pass with Distinction. To be awarded a final grade of Pass with Distinction in the module, the following is required: a grade of Pass for all the examination assignments and a grade of Pass with Distinction for at least two thirds of the examinations that may be assessed as Pass with Distinction, i.e. at least 6 credits of 9 credits.

Final grade in the course In order to receive a final grade of Pass, all the course objectives must be attained. For a final grade of Pass with Distinction in the entire course, this grade is required for both modules.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course and to the students at the following course date. The course evaluation is conducted anonymously. The results are presented to the departmental bodies and the programme council concerned.

Other

Any additional costs in the form of renting equipment or travel expenses to educational environments are paid for by the students themselves.

Required Reading and Additional Study Material

Module 1

Other study material

Dahlgren, Lars Owe, Sjölander, Sverre, Strid, Jan Paul & Szczepanski Anders (red) (2007). *Utomhuspedagogik som kunskapskälla. Närmiljö blir lärmiljö*. Lund: Studentlitteratur, (200 p.). ISBN: 978-91-44-04559-7

Lango Jagtoien, Greta, Hansen, Kolbjørn & Annerstedt, Claes (2002). *Motorik lek och lärande*. Göteborg: Multicare Förlag Gyldendal undervisning, (150 p.) selected parts. ISBN:9197139882 (Provided by the department of sport science)

Larsson, Håkan, Fagrell, Birgitta & Redelius, Karin (2005). *Kön-Idrott-Skola*. Idrottsforum, (28 p.). Available on the Internet

Larsson, Håkan & Redelius, Karin (Eds.) (2004). *Mellan nytta och nöje – Bilder av ämnet idrott och hälsa*. Stockholm: Idrottshögskolan, (150 p.) selected parts. ISSN:1652-2869 (Provided by the department of sport science)

Larsson, Håkan & Fagrell Birgitta (2010). *Föreställningar om kroppen – kropp och kroppslighet i pedagogisk praktik och teori*. Stockholm: Liber, (200 p.) selected parts. ISBN:13:9789147084432

Lundvall, Suzanne (Ed.) (Latest edition). *Lärande i friluftsliv – Perspektiv och ämnesdidaktiska exempel*. Stockholm: Gymnastik- och idrottshögskolan, (141 p.).

Wirhed, Rolf (2007). *Anatomi med rörelselära och styrketräning*. Uppsala: Harpoon Publications AB, (50 p.) selected parts. ISBN:9789197078115

Module 2

Didactic literature

Annerstedt, Claes (2007). *Att (lära sig) vara lärare i idrott och hälsa*. Göteborg: Multicare Förlag AB, (100 p.) selected parts. ISBN:9789197459020

Hammar, Lena & Johansson, Inger (2008). *Visst kan alla vara med! – i idrott, lek och spel*. Örebro:Varsam AB, (178 p.). ISBN:978-91-633-2590-8

Larsson, Håkan & Meckbach Jane (Eds.) (2007). *Idrottsdidaktiska utmaningar*. Stockholm: Liber, (150 p.) selected parts. ISBN:9789147084371

Skolinspektionen (2010). *Mycket idrott och lite hälsa. Skolinspektionens rapport från den flygande tillsynen i idrott och hälsa*. Dnr: 2010:2037 (14 p.). Available on the Internet.

Skolverket (2011). *Aktuella styrdokument och kommentarmaterial för grundskolan*. Available on the Internet.

Additional study material

Applemo, Elisabet (2007). "Shit, jag kan också lyckas". *Om genus, funktionshinder och idrottande kroppar*. Available on the Internet.

Quennerstedt, Mikael (2006). *Att lära sig hälsa*. Diss. Örebro: Örebro universitet, (75 p.). Available on the Internet.

Redelius, Karin, Fagrell, Birgitta & Larsson, Håkan (2009). Symbolic capital in physical education and health: To be, to do or to know?" That is the gendered question", i *Sport, Education and Society* vol 14, no. 2 pp. 245-260 (15 p.).

Skolverket (2010). *På pojkarnas planhalva? Ämnet idrott och hälsa ur ett jämställdhets- och likvärdighetsperspektiv*. (90 p.). Available on the Internet.

Skolverket (2011). *Bedömning och betyg*. (45 p.). Available on the internet.

Webb, Louisa, Quennerstedt, Mikael & Öhman, Marie (2008). "Healthy bodies:construction of the body and health in physical education." i *Sport, Education and Society*, vol 4, no. 13, pp. 353–372 (19 p.).

Scientific articles also included, approximately 50 pages.