



## Course syllabus

Faculty of Social Sciences  
Department of Sport Science

11V535 Sports and Physical Education - Swedish and International Perspectives, 30 högskolepoäng

Sports and Physical Education - Swedish and International Perspectives, 30 credits

### **Main field of study**

Sport Science

### **Subject Group**

Sport Science

### **Level of classification**

First Level

### **Progression**

G1N

### **Date of Ratification**

Approved 2012-01-09

Revised 2013-03-19 by Faculty of Social Sciences. Revision of module 1.

The course syllabus is valid from autumn semester 2013

### **Prerequisites**

General entry requirements. English course B

## Objectives

The purpose of this course is to provide students with theoretical and practical understanding of sport and physical education in a Swedish context, and to compare and reflect upon the corresponding fields in an international perspective. Particular emphasis is placed on leadership in sports and school physical education.

### **Module 1 Swedish culture, leisure and sports 7.5 hp**

After completing the course, students should be able

- describe the Swedish cultural tradition in sports and outdoor activities and its fundamental values
- at a basic level use their skills to portray the different types of sports and outdoor activities carried out in Sweden
- describe and compare different perspectives on sports and outdoor activities in different cultures

### **Module 2 Sport and Physical Education in a Cultural Perspective 7.5 hp**

After completing the course, students should be able

- explain and compare how sport, recreation and school physical education are

- conducted in different countries
- define and explain various concepts such as age, gender, ethnicity and class in relation to sport, recreation and school physical education and its role in a globalized world
- describe and exemplify the sport from an international perspective

### **Module 3 Coaching in sport and Physical Education 7.5 credits**

After completing the course, students should be able

- identify the concept of coaching and be able to relate it to the training and education
- identify and describe different coaches and teachers' leadership
- demonstrate practical skills in coaching and teaching in different contexts, especially intercultural groups

### **Module 4 Fieldwork / internship in sports organizations and schools 7.5 cr**

After completing the course, students should be able

- evaluate and compare various sporting activities in voluntary sporting and school in different countries
- plan and organize sporting activities in voluntary sports and in school
- in writing compare, illustrate and summarize the experiences of sporting activities in their home country and in Sweden

## **Content**

### ***Module 1 Swedish Culture, Leisure and Sports 7.5 credits***

This course briefly introduces typical values that characterise Swedish and Scandinavian Culture and are related to traditions in the Swedish society. The focus is on experiencing typical Swedish Sport and Leisure activities and to discuss these experiences by comparing the different cultural perspectives within the student group. Typical and traditional sports, outdoors activities and wildlife experiences will be integrated with team building exercises. The module also provides an introduction to Globalization and Culture and central concepts such as commercialism, cultural values, ethnocentrism and subcultures are discussed.

### ***Module 2 Sports and Physical Education in a Cultural Perspective 7.5 credits***

The main objective of the course is to relate sports, physical education and physical activity to social class, age, gender and ethnicity. Another objective is to gain an insight into the organization and understanding of sports in Sweden as well as the role and the aims of physical education in the Swedish school system. From this insight we will discuss and reflect on sports and physical education in different countries.

### ***Module 3 Coaching in Sports and Physical Education 7.5 credits***

This course deals with coaching in sports and physical education. Significant issues in leadership and coaching are in focus, such as communication, motivation and feedback. Different coach and teacher leadership styles and theories are analysed, especially from a cultural perspective. A special topic will be the management of multicultural groups. The module also includes practical applications of coaching in different situations.

### ***Module 4 Study/Practise in Sport Organizations and Schools 7.5 credits***

The main content in the course is field practise, either in any sports organization or school (physical education). This provides an opportunity both to gain a deeper understanding of sports / physical education, and to develop the ability to teach in sport activities in school or in voluntary sports. Specific areas of cross-cultural research will be discussed, for example, around training perspectives on leadership and the teaching of physical education. The module also includes a written work.

## **Type of Instruction**

Besides lectures and seminars, the course is heavily based on experiential learning with participation in sports and leisure activities, especially the module on Swedish Culture, Leisure and Sports. These experiences are compared between students in seminars where they are related to the cultural backgrounds represented in the student group and to theoretical issues regarding culture as presented in lectures and in the literature. Learning methods also includes group activities, visits to schools and sports organizations and teaching practice.

### Examination

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

The course is assessed through participation in lectures and activities, group assignments, and written and oral presentations. The grading is based on the student's ability to perform analysis of arguments and events, and presentations of studies and activities. More information about the examinations is found in the study guide. No matter how the course is examined it is the individual student who is assessed. For the Pass grade the expected learning outcomes should be fulfilled.

### Course Evaluation

Course evaluation is performed in oral and/or written form throughout the course. A written course evaluation is performed and compiled into a report to be kept in the university school archives. The result and any measures taken are communicated to the course co-ordinator and presented to the students participating the next time the course is offered.

### Other

Any costs due to assignments or the like are paid by the student.

### Required Reading and Additional Study Material

**List of references Module 1 - Swedish Culture, Leisure and Sports 7.5 credits**

#### Required reading

Gannon, Martin. "The Swedish Stuga" in *Understanding Global Cultures*. SAGE. (10 p.) Latest edition.

Geert, Hofstede. Dimensionalizing cultures: The Hofstede model in context. In Online Readings in Psychology and Culture: International Association for Cross-Cultural Psychology. (Unit 2 Ch. 14)

Available on Internet:

[scholarworks.gvsu.edu/orpc/](http://scholarworks.gvsu.edu/orpc/)

Jarvie, Grant. *Sport, Culture and Society. An introduction*. London: Routledge. (selected parts) (15 p.) Latest edition.

Shirayev, Eric B & Levy, David A. *Cross-Cultural Psychology*. Third edition. (provided by the dep. of Sport Science) (selected parts) (15 p.) Latest edition.

Sussman, Nan M. Sojourners to another country: The psychological roller-coaster of cultural transitions. In Online Readings in Psychology and Culture. International Association for Cross-Cultural Psychology. (Unit 8, Chapter 1)

Available on Internet: [scholarworks.gvsu.edu/orpc/](http://scholarworks.gvsu.edu/orpc/)

Swedish Sports Confederation. *Sports in Sweden*.

Available on Internet:

[rf.se/ImageVault/Images/id\\_166/scope\\_128/ImageVaultHandler.aspx](http://rf.se/ImageVault/Images/id_166/scope_128/ImageVaultHandler.aspx) (24 p.)

Triandis, Harry, C. Subjective culture. In Online Readings in Psychology and Culture. International Association for Cross-Cultural Psychology. (Unit 15, Chapter 1).

Available on Internet:

[orpc.iaccp.org/index.php](http://orpc.iaccp.org/index.php)

Additional articles (provided by the dep. of Sport Science) about 50 p.

**List of references Module 2 - Sports and Physical Education in a Cultural Perspective 7.5 credits**

**Required reading**

Annerstedt, Claes. (2008) Physical education in Scandinavia with a focus on Sweden: a comparative perspective. *Physical education and Sport Pedagogy* Vol 13, No 4 October 2008, pp. 303-318 (15 p.)

Bairner, Alan. *Sport, Nationalism and Globalization: European and North American Perspectives*. State University of New York Press. (selected parts)(100 p.) Latest edition.

Jarvie, Grant. *Sport, Culture and Society. An introduction*. London: Routledge. (selected parts) (200 p.) Latest edition.

Skolverket (2011). *Curriculum for the compulsory school, preschool class and the leisure-time centre 2011*. Stockholm: Fritzes. (selected parts)(25 p.)

Swedish Sports Confederation. (2002) *Sports in Sweden*. Stockholm. (24 p.) Available on Internet:  
[rf.se/ImageVault/Images/id\\_166/scope\\_128/ImageVaultHandler.aspx](http://rf.se/ImageVault/Images/id_166/scope_128/ImageVaultHandler.aspx)

Swedish Sports Confederation. (2008). *Swedish Sport - International Policy*. Stockholm. (10 p.) Available on Internet:  
[rf.se/ImageVault/Images/id\\_870/scope\\_128/ImageVaultHandler.aspx](http://rf.se/ImageVault/Images/id_870/scope_128/ImageVaultHandler.aspx)

**Articles:**

Breivik, Gunnar (2010). Trends in adventure sports in a post-modern society. *Sport in Society* 13:2, p. 260-273 (13 p.)

Evans, John. (2004). "Making a difference? Education and 'ability' in physical education." *European Physical Education Review*. vol. 1, nr.1 s. 95-108 (13 p.)

Lundvall, Susanne. (2006). "It's really about understanding human beings"... – exploring PE-teachers perception of working in multicultural schools. (12 p.) Available on Internet:  
[www.idrottsforum.org/articles/lundvall/lundvall060517.pdf](http://www.idrottsforum.org/articles/lundvall/lundvall060517.pdf)

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. *Sport, Education and Society*. 14 (2) (16 p.)

Webb, Louisa, Quennerstedt, Mikael & Öhman, Marie (2008). "Healthy bodies: construction of the body and health in physical education." *Sport, Education and Society*. vol. 4, nr. 13, s. 353–372 (19 p.)

Wright, Jan & Burrows, Lisette. (2006). Reconceiving ability in physical education: a social analysis. *Sport Education and Society*. 11 (3) (16 p.)

Additional articles (provided by the dep. of Sport Science) about 50 p.

**List of references Module 3 - Coaching in Sports and Physical Education 7.5 credits**

**Required reading**

Cassidy, Tania, Jones, Robyn & Potrac, Paul. *Understanding Sports Coaching: the social, cultural and pedagogical foundations of coaching practice* Routledge. (216 p.)

p.) Latest edition.

Jones, Robyn L. *The sports coach as educator: re-conceptualising sports coaching*. Routledge. (185 p.) Latest edition.

Lyle, John. *Sports Coaching Concepts - a framework for coaches behaviour*// Routledge. (343 p.) Latest edition.

Additional articles (provided by the dep. of Sport Science) about 50 p.

***List of references Module 4 - Study/Practise in Sport Organizations and Schools  
7.5 credits***

**Required reading**

Cohen, Louis, Manion, Lawrence & Morrison, Keith. *Research Methods in Education*. Routledge. (selected parts) 638 p. Latest edition.