



## Course syllabus

Faculty of Social Sciences

Department of Sport Science

1IV564 Specialidrott och vetenskaplig teori och metod, 7,5 högskolepoäng

1IV564 Special sport and science theory and method, 7.5 credits

### **Main field of study**

Sport Science

### **Subject Group**

Sport Science

### **Level of classification**

First Level

### **Progression**

G1F

### **Date of Ratification**

Approved 2019-01-30

Revised 2019-05-16 by Faculty of Social Sciences. Revision of examinations.

The course syllabus is valid from spring semester 2020

### **Prerequisites**

General entry requirements, completed 30 credits in Special Sport or in an equivalent course, and one of the below stated requirements must be met:

- 400 upper secondary school credits at RIG/NIU.
- Three years of documented experience in sports at elite level, within a special sport federation.
- Three years of documented training/coaching experience at the elite level within a special sport federation.

## Objectives

Upon completion of the course, students shall be able to:

- account for various scientific traditions, knowledge approaches and scientifically related perceptions of reality,
- account for various epistemological traditions and their application,
- account for various research methodological traditions, the associated conditions and fields of application as well as be able to apply these,
- develop research designs.

## Content

One important factor in being able to enhance your scientifically based knowledge in sports is being able to use and understand the traditions within the theory of science. The course emphasizes and discusses how students may use varying scientific traditions, knowledge approaches and scientifically based perceptions of reality to create the foundation of new innovative thoughts, ideas and solutions in relation to issues within the field of sports. In order to be able to enhance these aspects, students must acquire knowledge of research methodological traditions and techniques as well as learn how to apply the same. The students will also learn how to develop research designs and implement these in practice. This means that the students must be able to prepare and conduct data collections and develop databases, analyse data in a scientific manner and evaluate and critically reflect on the scientific knowledge development.

## Type of Instruction

Teaching consists of lectures, group work, practical sessions, supervision and seminars.

## Examination

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

Examination of the course takes place by means of a written assignment. In order to receive a grade of Pass, the student must attain the course objectives. For a grade of Pass with Distinction, it is required that the student in the written assignment is able to demonstrate that they have attained the course objectives in an informed and advanced manner.

## 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 as well as to new students at the following course date. The course evaluation is conducted anonymously.

## Required Reading and Additional Study Material

Bryman, Alan (2011). *Samhällsvetenskapliga metoder*. (2nd [rev.] ed.) Malmö: Liber, (877 p.) ISBN: 9789147112067

Esaiasson, Peter (2002). *Metodpraktikan: konsten att studera samhälle, individ och marknad*. Stockholm: Norstedts juridik omfång: (460 p. Selected parts). ISBN: 9789139115151

Kvale, Steinar (1997). *Den kvalitativa forskningsintervjun*. Studentlitteratur, Lund, (412 p.) ISBN: 9789144101675

Stråhlman, Owe (2005). *Idrott – mål eller medel. Några kritiska nedslag i idrottsforskningen*. Göteborgs universitet: Idrottshögskolan

Wahlgren, Lars (2012). *SPSS steg för steg*. (3rd ed.) Lund: Studentlitteratur, (198 p.) ISBN: 9789144083407

Åsberg, Rodney (2001). *Det finns inga kvalitativa metoder och inga kvantitativa heller för den delen: Det kvalitativa-kvantitativa argumentets missvisande retorik*. Pedagogisk Forskning i Sverige, Institutionen för pedagogik och didaktik, Göteborgs universitet.