



Course syllabus

Faculty of Social Sciences

Department of Sport Science

1IV569 Undervisning i specialidrott 1 – mål, innehåll och lärarroll,
15 högskolepoäng

1IV569 Teaching in special sports 1 - goals, contents, and teacher's
role, 15 credits

Main field of study

Sport Science

Subject Group

Sport Science

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved by Faculty of Social Sciences 2023-01-23

The course syllabus is valid from autumn semester 2023

Prerequisites

General entry requirements for university studies.

Objectives

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

- account for the growth in national elite sports gymnasiums and the development and content of special sports,
- describe the role and qualifications of a special sports teacher and discuss the differences between the role as a special sports teacher and a sports coach,
- explain and evaluate the need for learning and leadership related knowledge in relation to special sports,
- describe and analyse the role of the special sports teacher at the trials for the subject special sports, and evaluate the process of selection and discuss how this may be developed,
- account for the role of the elite sports gymnasiums for the dual careers of young athletes still at school,
- describe and discuss ethical dilemmas and justifiable approaches in learning in sports within the subject of special sports.

Content

The aim of the course is to introduce the students to the subject of special/performance sports, its growth and development. Based on these aspects, the content of the subject and the competence required for a teacher in special sports are looked into. Similarities as well as differences between the role as a teacher in sports and a sports coach are discussed, as well as the need for learning and leadership related knowledge within the subject special sports. Furthermore, the role of the sports teacher in connection with the selection process prior to admission in the subject special sports at upper secondary school is also looked into. This is followed by a discussion of the role of the elite sports gymnasiums in relation to enabling a combination of pursuing a career in elite sports while studying in upper secondary school. This is related to the increasing national and international research into dual careers. Moreover, learning in sports in relation to teaching aimed at developing the athlete is looked into in relation to an ethical perspective. Special emphasis is placed on ethically justifiable learning and leadership based on current research into the field of special sports.

Type of Instruction

Teaching takes place in the form of lectures, seminars and field studies.

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 three individual written assignments.

In order to receive a grade of Pass in the course, the course objectives must be attained.

For a grade of Pass with Distinction in the course, in addition to the requirements stipulated for a grade of Pass, it is required that at least two of the three individual examination assignments are assessed as Pass with Distinction.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

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

Ferry, Magnus & Andersson, Malin (2011). *En fördjupningsstudie av elevenkäten Specialidrott*. FoU-rapport 2021:2. Stockholm: Riksidrottsförbundet, (101 p.) ISBN: 978-91-87385-32-2

Jones, Robyn L. (2006). *The Sports Coach as Educator Reconceptualising Sports Coaching*. Oxford: Routledge, (selected parts, ca. 208 p.) ISBN: 9780415367608

Larsson, Håkan & Meckbach Jane (ed.) (2012). *Idrottsdidaktiska utmaningar*.

Stockholm: Liber, (100 p.) ISBN 97-89147106578

Schenker, Katarina (2022). *Idrottsdidaktik för lärar- och tränarutbildningar*. Stockholm: Liber, (264 p.) ISBN 97-89147146789

Skolverket (2011). *Läroplan och ämnesplaner för gymnasieutbildning*. Stockholm: Skolverket. Available on the Internet.

Skolverket (2020). *Att planera, bedöma och ge återkoppling. Stöd för undervisning*. Stockholm: Skolverket, (66 p.)

Stambulova, Natalia, Engström, Cecilia, Franck, Alina & Linnér Lukas (2013). *På väg mot att bli ”vinnare i långa loppet”. Riksidrottsgymnasieelevers upplevelser av dubbla karriärer under sitt första läsår*. FoU-rapport 2013:3. Stockholm: Riksidrottsförbundet, (111 p.) ISBN: 978-91-87385-06-3

Storm, Louise K., Henriksen, Kristoffer, Stambulova, Natalia, Cartigny, Emily, Ryba Tatiana V., De Brandt, Koen, Ramis, Yago & Cecic Erpic, Saša (2012). Ten essential features of European dual career development environments: A multiple case study. *Psychology of Sport of Exercise* 54 (2012) 101918

Scientific journals, approx. 300 pages.

Regulatory documents, approx. 100 pages.