



## Course syllabus

Faculty of Social Sciences

Department of Sport Science

2IDÄ01 Idrott och hälsa III - inriktning mot arbete i årskurs 7-9, 15 högskolepoäng

Physical Education and Health III - for Secondary School Teachers, 15 credits

### **Subject Group**

Sport Science

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved 2013-12-05

Revised 2015-11-09 by Faculty of Social Sciences. Entry requirements revised.

The course syllabus is valid from autumn semester 2016

### **Prerequisites**

Subject studies comprising at least 45 credits in Physical Education and Health (Physical Education and Health I and Physical Education and Health II), 30 credits in another subject and all the courses in the educational science core and student placement training, or the equivalent.

## Objectives

After completing the course, students shall be able to:

- problematize the teaching assignment in relation to current research into the subject and the subject didactics
- on the basis of current research, evaluate subject didactic choices in relation to the areas of practice for which the education is intended.

### **Module 1 Movement Cultures II, 7.5 credits**

After completing the module, students shall be able to:

- analyse the fundamental principles of a few different movement cultures
- discuss, analyse and implement didactically the learning potential of different movement cultures within the subject physical education and health
- practice, evaluate and critically examine the importance of different movement cultures to learning, identity formation and health as well as the importance of these factors to the teaching of physical education and health
- on the basis of different perspectives, evaluate various movement cultures in

relation to physical education and health.

## **Module 2 Assessment and Grading in Physical Education and Health, 7.5 credits**

After completing the module, students shall be able to:

- analyse and discuss assessment and grading in relation to the content of the teaching, policy documents in the subject and current research
- critically examine and develop different methods of assessment
- analyse and critically reflect on teaching of physical education and health.

### **Content**

The overall aim of the course is for students to develop their ability to adopt an examining, inquiring and broadening approach to their own profession and the school practice. The course is a specialisation in the subject theory in relation to subject didactics and general didactics, with special emphasis on learning, body awareness, identity formation, health, assessment and grading. The key content of the course concerns the ability to by the use of didactic theories critically examine the practice, as well as apply and evaluate different movement cultures based on their fundamental and value creating principles.

### **Professional Basis and Professional Progression**

The course gives the students the opportunity to further develop their ability to critically review their own choices as well as those of others, in relation to didactic issues by the use of didactic theories. The course provides the tools required for analysing ethical dilemmas. Assessment and grading are discussed on the basis of policy documents in force and current research. Planning, implementation, observation and evaluation of teaching are also included.

### **Scientific Approach and Scientific Progression**

The aim of the course is for students to develop a critical approach to the teaching role, and the emphasis is placed on being able to critically examine current research and develop the ability to communicate and exchange information at the scientific level. Students practice the ability to critically examine and comment on studied texts, and by the use of various research methods carry out and analyse empirical studies.

### ***Module 1 Movement cultures 7.5 credits***

- Movement cultures from a learning perspective
- Movement cultures and fundamental principles in relation to learning, body awareness, identity formation and health
- Research methods in the form of field observations and interviews

### ***Module 2 Assessment and grading in 'Physical Education and Health' 7.5 credits***

- Being able to observe and assess knowledge and paradigm of knowledge in physical education and health
- Research methods, assessment and grading
- Assessment and grading in physical education and health, and related ethical dilemmas
- Current research into assessment and grading

## Type of Instruction

Teaching takes place in the form of lectures, case-based studies, literature studies, group projects, practical sessions, field studies, supervision and seminars.

## Examination

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

Examination takes place by means of active participation in seminars, and through written as well as oral examinations and reports. Detailed information about the examination formats is given in a separate study guide. Irrespective of the examination format, it is the individual student's performance that is assessed and graded. In order to receive a grade of Pass in the course, the course objectives must be attained.

## Course Evaluation

At the end of the course, a course evaluation is carried out which is compiled in writing and presented to the students who have completed the course, as well as to new students at the following course date together with any measures taken. The compilation is presented to the departmental bodies and the programme council concerned, and is later filed by the course coordinating department.

## Other

Any additional costs that may arise in connection with the course are paid for by the students themselves.

## Required Reading and Additional Study Material

### *List of references Module 1 - Movement cultures 7.5 credits*

Arnegård, Johan. (2006). *Upplevelser och lärande i äventyrssport och skola*. Diss. Stockholm: Stockholms universitet, (265 p.). Available on the Internet.

Bryman, Alan (latest edition). *Samhällsvetenskapliga metoder*. Malmö: Liber, (150 p.).

Bäckström, Åsa. Spår: *Om brädsporkultur, informella lärprocesser och identitet*. Diss. Stockholm: HLS Förlag, (250 p.). Available on the Internet.

Larsson, Lena (2009). *Idrott – och helst lite mer idrott. Idrottslärostudenters möte med utbildningen*. Diss. Stockholm: Stockholms universitet, (200 p.). Available on the Internet.

Londos, Mikael (2010). *Spelet på fältet: relationen mellan ämnet idrott och hälsa i gymnasieskolan och idrott på fritid*. Diss. Malmö: Malmö högskola, (256 p.). Available on the Internet.

Regeringskansliet (2008). *Föreningsfostran och tävlingsfostran – En utvärdering av statens stöd till idrotten*, SOU 2008:59. Stockholm: Fritzes, (300 p.). Available on the Internet.

Svender, Jenny (2012). *Så gör(s) idrottande flickor: iscensättningar av flickor inom barn- och ungdomsidrotten*. Diss. Stockholm: Stockholms universitet, (174 p.). Available on the Internet.

Scientific articles also included.

### *List of references Module 2 - Assessment and grading in 'Physical Education and Health' 7.5 credits*

Gustavsson, Anders, Mähl, Per & Sundblad, Bo (latest edition). *Betygsättning: en handbok*. Stockholm: Liber, (312 p.).

Forsberg, Eva & Lindberg, Viveca (2010). *Svensk forskning om bedömning: en*

*kartläggning*. Vetenskapsrådets rapportserie 2:2010. Stockholm: Vetenskapsrådet, (140 p.). Available on the Internet.

Korp, Helena. (2011). *Kunskapsbedömning: vad, hur och varför?* Stockholm: Skolverket, (160 p.). Available on the Internet.

Nordgren, Kenneth, Odenstad, Christina & Samuelsson, Johan (Eds.) (Latest edition). *Betyg i teori och praktik: ämnesdidaktiska perspektiv på bedömning i grundskola och gymnasium*. Malmö: Gleerup, (200 p.).

Skolverket (2011). *Aktuella styrdokument för grundskola och gymnasieskola*, (50 p.). Available on the Internet.

Scientific articles also included.