



Course syllabus

Faculty of Social Sciences
Department of Sport Science

2KP130 Ämnesdidaktik och digitala verktyg för ämneslärare i idrott och hälsa (KPU), 7,5 högskolepoäng

Subject-specific didactics and digital tools for secondary- and upper secondary school teachers of physical education, 7.5 credits

Main field of study

Didactics

Subject

Educational Sciences/Practical Subjects

Level

First cycle

Progression

G2F

Date of Ratification

Approved 2019-03-13.

Revised 2026-01-16. Rewording of objectives, examination and examination components.

The course syllabus is valid from autumn semester 2026.

Prerequisites

Specialisation in secondary education, year 7-9:

Subject knowledge in at least one teaching subject in secondary education, equivalent to subject studies with a specialisation comprising at least 90 credits, in accordance with the study requirements established by the Board of Teacher Education. The qualifications comprising 240 and 270 credits require that the subject studies include a degree project comprising at least 15 credits.

Specialisation in upper secondary education:

Subject knowledge in at least one teaching subject in upper secondary education,

equivalent to subject studies with a specialisation comprising at least 120 credits, in accordance with the study requirements established by the Board of Teacher Education. The qualifications comprising 300 and 330 credits require that the subject studies include a degree project comprising at least 15 credits.

General entry requirements and specific eligibility for studies in the Supplementary Teacher Education Programme (90 credits) or the Supplementary Teacher Education Programme (60 credits).

Objectives

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

- identify and formulate subject didactic issues in relation to the teaching subject of sports and health
- plan and implement teaching and describe and reflect on the choice of content, teaching methods and formative assessment with support in current policy documents and subject didactic theory and research.
- motivate and implement teaching methods anchored in subject didactics and provide suggestions on how relevant digital tools can be used in teaching

Content

Professional Basis and Professional Progression

In this course, students are introduced to fundamental subject-specific didactics and methodology. The course and subject-specific syllabuses are analysed on the basis of subject-specific traditions and subject didactic theories, giving the students the tools required to reflect on the tradition and function of the subject in school and society. Didactic and learning theories are discussed in relation to the fields of knowledge in the subject physical education and health, in order for the students to develop the ability to describe and reflect on the choice of content, forms of instruction and formative assessment. Students practice planning teaching sessions as well as longer teaching sequences. In this context, ICT is also considered, with reference to the specific conditions and requirements of the subject as well as diversity issues from a subject-specific perspective.

Scientific Approach and Progression

On the basis of curriculum theoretical studies completed in the previous courses, the students will in this course learn about subject-specific didactic theories and concept formation. The course also includes reading subject-specific didactic scientific publications.

Type of Instruction

Teaching takes place in the form of lectures, seminars and practical exercises.

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 an individual oral presentation as well as an individual and a group practical assignment.

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

of Pass with Distinction in the course, it is required that two of the 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

Brolin, Magnus (latest edition). *Perspektiv på hälsa – att bredda vägen*. Stockholm: Liber AB, (232 p.).

Jastrow, F., Greve, S., Thumel, M. et al. (2022). Digital technology in physical education: a systematic review of research from 2009 to 2020. *Ger J Exerc Sport Res* 52, 504–528. DOI: [10.1007/s12662-022-00848-5](https://doi.org/10.1007/s12662-022-00848-5)

Karlsson Isgren, A., Alatalo, T., Nyberg., G & Backman, E. (2023). Exploring physical education teachers' perceptions and attitudes towards digital technology in outdoor education. *Journal of Adventure Education and Outdoor Learning*, 23:4, 510-524, DOI: [10.1080/14729679.2022.2054835](https://doi.org/10.1080/14729679.2022.2054835)

Larsson, Håkan (latest edition). *Idrott och hälsa – i går, i dag, i morgon*. Stockholm: Liber AB, (320 p.).

Larsson, Håkan, Lundvall, Suzanne, Meckbach, Jane, Peterson, Tomas & Quennerstedt, Mikael (Eds.). (2016). *Hur är det i praktiken? Lärare utforskar ämnet idrott och hälsa*. Stockholm: Gymnastik- och idrottshögskolan, (148 p.). ISBN: 978-91-980862-8-7. Available on the Internet.

Modell, Nina & Gerdin, Göran (2022) 'But in PEH it still feels extra unfair': students' experiences of equitable assessment and grading practices in physical education and health (PEH), *Sport, Education and Society*, 27:9, 1047-1060, DOI: [10.1080/13573322.2021.1965565](https://doi.org/10.1080/13573322.2021.1965565)

Modell, Nina, & Gerdin, Göran (2022). 'Why don't you really learn anything in PEH?' – Students' experiences of valid knowledge and the basis for assessment in physical education and health (PEH). *European Physical Education Review*, 28(3), 797- 815, DOI: [10.1177/1356336X221084514](https://doi.org/10.1177/1356336X221084514)

Nyberg, Gunn & Larsson, Håkan (latest edition). *Rörelseförmåga i idrott och hälsa: en bok om rörelse, kunskap och lärande*. Lund: Studentlitteratur, (176 p.).

Svendsen, J. T., & Svendsen, A. M. (2021). Not for Free! An Analysis of Two Digital Tools Recommended as Learning Resources for Physical Education in Upper

Secondary Schools in Denmark. *Scandinavian Journal of Educational Research*, 65 (2), 331–344. DOI: [10.1080/00313831.2019.1705896](https://doi.org/10.1080/00313831.2019.1705896).

Current policy documents for compulsory school and upper secondary school, (50 p.). Available on the Internet.

Additional scientific publications, (50 p.).