

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Kompetentnost na področju športa
Course title:	Competences in Sport

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Doktorski študijski program		1	1 ali 2
Doctoral study program		1	1 or 2

Vrsta predmeta / Course type Izbirni/elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15	45			65		5

Nosilec predmeta / Lecturer: prof. dr. Kovač Marjeta

Jeziki / Predavanja / Lectures: Slovenščina/Slovene
 Languages: Vaje / Tutorial:

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Izpolnjevanje pogojev za vpis na doktorski študij Kineziologija

Prerequisites:

General conditions for enrolment into the Doctoral Programme of Kinesiology

Vsebina:

- Modeli kakovosti edukacijskega (šolskega / trenažnega) procesa)
- Dejavniki doseganja in zagotavljanja kakovosti.
- Klasifikacije kompetenc.
- Koncept ključnih in specifičnih znanj in kompetenc učiteljev športne vzgoje in trenerjev.
- Primerjalne študije kompetentnosti učiteljev športne vzgoje v različnih državah.
- Vpliv implicitnih teorij na bodoče učitelje / trenerje.
- Gibalna kompetentnost posameznika.

Content (Syllabus outline):

- Quality models of the education (school/training) process
- Factors in the achievement and assurance of quality
- Competence classification
- Concept of key and specific knowledge and competencies of physical education teachers and coaches
- Comparative studies of competence of physical education teachers in different countries
- Impact of implicit theories on future teachers/coaches
- Motor competence of an individual

Temeljni literatura in viri / Readings:

Chen, W. (2006). *Teachers' knowledge about and views of the national standards for physical education. Journal of Teaching in Physical Education, 25*, 120–142.

Eurydice (2002). *Key competencies – a developing concept in general compulsory education*. Brussels: Eurydice.

Eurydice (2003). *Defining competencies and curriculum. European reference points for the teaching profession*. Prepared by Eurydice for study visit (England, April 2003).

Eurydice (2011). Key data on Learning and Innovation through ICT at School in Europe 2011. [Dostopno na: http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/134EN.pdf].

Flintoff, A. (2010). The school sport co-ordinator programme: Changing the role of the physical education teacher? *Sport, Education and Society, 8*(2), 231–250.

Gallardo, A. M. (2006). Evaluating professional competencies for labor placement of the physical education teacher. *Electronic Journal of research in Educational Psychology, 10*(3), 469–492.

González, J., & Wagenaar, R. (2003). *Tuning Educational Structures in Europe. Final Report*. Bilbao: Universidad de Deusto.

Hardman, K., Klein, G., Patriksson, G., Rychtecky, A., & Da Costa, F. C. (2008). Implementation of the Bologna Process and Model Curriculum Development in Physical Education. In K. Petry, K., Froberg, A. Madella & W. Tokarski (Eds.), *Higher Education in Sport in Europe. From labour Market demand to Training Supply* (pp. 56–79). UK: Meyer & Meyer Ltd.

Hardman, K. (2008). Physical education in schools and PETE programmes in the European context: Quality issues. In G. Starc, M. Kovač & K. Bizjak (Eds.), *4th International Symposium Youth Sport 2008 – The Heart of Europe. Book of Abstracts* (pp. 9–26). Ljubljana: Faculty of Sport.

Kovač, M., Jurak, G., Starc, G., & Strel, J. (2011). The importance of research-based evidence for political decisions on physical education. In K. Hardman & K. Green (Eds.), *Contemporary issues in physical education: International perspectives* (pp. 47–68). Maidenhead, UK: Meyer & Meyer Sport.

Kovač, M., Sloan, S., & Starc, G. (2008). Competencies in physical education teaching: Slovenian teachers' views and future perspectives. *European Physical Education Review, 14*(3), 299–323.

Napper-Owen, G. E., Marston, R., Volkinburg, P. V., Afeman, H., & Brewer, J. (2008). What constitutes a highly qualified physical education teacher? *Journal of Physical Education, Recreation & Dance (JOPERD), 79*(8), 26–32. [Available online at: <http://www.csuchico.edu/kine/documents/TroutHighlyQualifiedTeacher016.pdf>].

Nieminen, P., Takizawa, K., Goulimaris, D., & Sakashita, R. (2008). PE students' perception of the importance of the competencies of quality physical education teacher: A cross-cultural study. AIESEP 2008 World Congress—Sport pedagogy research, policy & practice: International perspectives in physical education and sports coaching. Sapporo, Japan.

Official Journal of the European Union (28.5.2009). Council – Notices from European Union institutions and bodies. Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (“ET 2020”) (2009/C 119/02). Dostopno na: <http://eur->

lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:en:PDF].

Schmidt, R., & Lee, T. (2013). *Motor Learning and Performance, 5E With Web Study Guide: From Principles to Application*. Human Kinetics.

Turner-Bisset, R. (2001) *Expert Teaching: Knowledge and Pedagogy to Lead the Profession*. London: David Fulton.

Wang, C., & Ha, A. (2008). The teacher development in physical education: A review of the literature. *Asian Social Science*, 4(12), 3–18.

Weinert, F. E. (2001). Concept of Competence: A Conceptual Clarification. In L. H. Salganik & D. S. Rychen (Eds.), *Defining and Selecting Key Competencies*. Seattle: Hogrefe & Huber Publishers.

Cilji in kompetence:

Študenti dobijo temeljna teoretična in praktična znanja ter spretnosti za raziskovalno preučevanje kakovosti na področju športne vzgoje tako v javni (edukacija) kot civilni sferi (društva). Spoznajo se z modeli kakovosti šolskega / trenažnega procesa, vplivom implicitnih teorij in različnimi koncepti kompetentnosti učiteljev / trenerjev.

Objectives and competences:

Students gain basic theoretical and practical knowledge and skills for researching of quality in physical education in the public (educational) and civil spheres (sport societies). They learn about the models of quality of school/training process, the impact of implicit theories and different concepts of teacher/coach competence.

Predvideni študijski rezultati:

Znanje in razumevanje:
Študenti razumejo vplive različnih dejavnikov na kakovost edukacije/treninga, študijske programe in kompetentnost strokovnega kadra.
Razumejo nujne razlike v kompetentnosti različnih poklicnih profilov v športu.
Usposobijo se za raziskovalno spremljanje omenjenih pojavov.

Intended learning outcomes:

Knowledge and understanding:
Students understand the impacts of different factors on the quality of education/training, study programmes and competence of expert staff.
They understand crucial differences in the competence of different professional profiles in sport.
They are trained for research monitoring of the abovementioned phenomena.

Metode poučevanja in učenja:

Predavanja, raziskovalni seminar.

Learning and teaching methods:

Lectures, research seminar

Načini ocenjevanja:

Predstavitev seminarja.

Delež (v %) /

Weight (in %)

Assessment:

Type (examination, oral, coursework, project):
Presentation of the seminar.

100 %

Reference nosilca / Lecturer's references:

Kovač, M. (2000). Kakovost v šolskem športu. V B. Škof, T. Kogovšek, A. Rot in M. Kovač (ur.), *Zbornik 13. strokovnega posveta Zveze društev športnih pedagogov Slovenije »Športna vzgoja za novo tisočletje«* (str. 24-57). Rogaška Slatina, 26.-28. 10. 2000. Ljubljana: Zveza društev športnih pedagogov Slovenije.

Kovač, M., Starc, G., Strel, J. in Jurak, G. (2005). Kompetence učiteljev športne vzgoje in študentov Fakultete za šport. [Competences of the Sports Education Teachers and of the Students at the Faculty of Sport]. *Šport* 53(3), 2-7 - priloga Športna didaktika.

Kovač, M., Sloan, S. in Starc, G. (2008). Competencies in physical education teaching: Slovenian teachers' views and future perspectives. *European Physical Education Review*, 14(3), 299–323.

Tul, M., Leskošek, B. in Kovač, M. (2013). Struktura kompetenc slovenskih učiteljev športne vzgoje. V: Kovač, M. in Plavčak, M. (ur.). *Zbornik 26. mednarodnega posveta športnih pedagogov Slovenije, [Postojna, 15. in 16. november 2013]*. Ljubljana: Zveza društev športnih pedagogov Slovenije, 2013, str. 11-22, ilustr. <http://www.zdsps.si/images/zbornik/26zbornik.pdf>.