



# SPORTS EDUCATION

SUBJECT STRAND INTRODUCTION



## ARE YOU IN THE CORRECT ROOM?

- BA (Hons) Education Studies and Sports Education
- BA (Hons) Sports Education and Psychology
- BA (Hons) Sports Education and Special and Inclusive Education

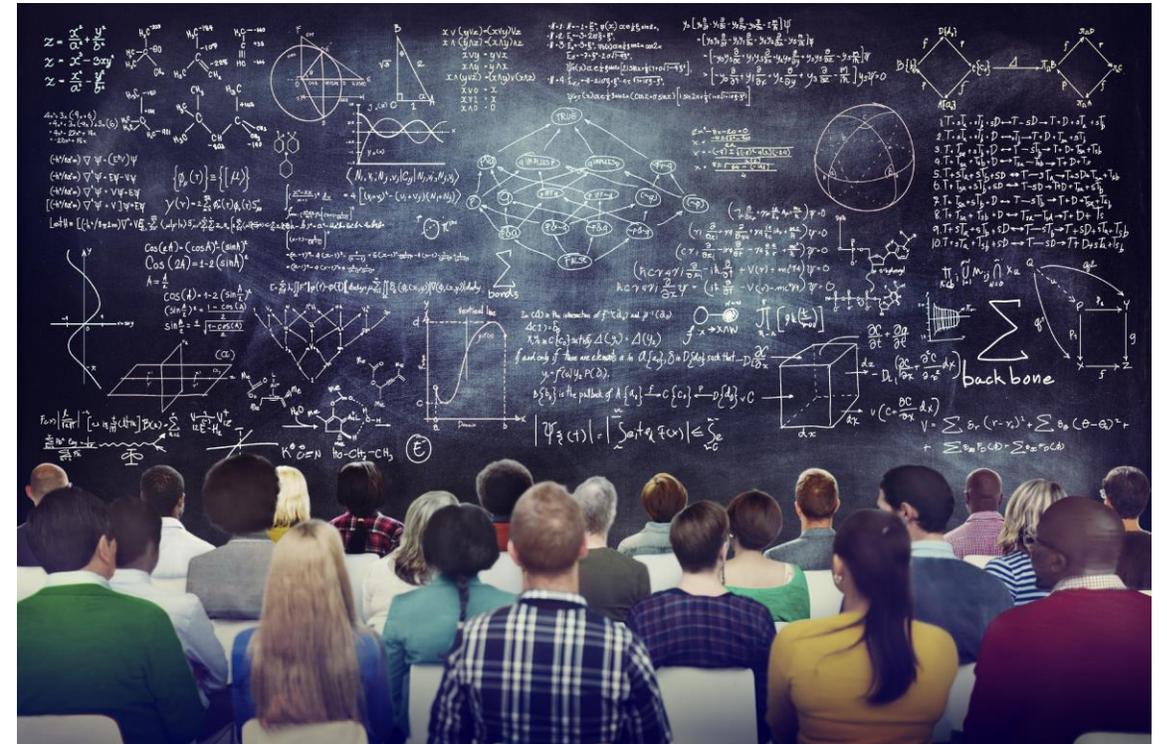
# INDIVIDUAL ACTIVITY



- What would you like to find out from this session?
- Please write down at least one question (NB one question per post-it)

# SESSION AIMS

- Meet the Sports Education team
- Overview of the Sports Education subject strand
- Module outlines
- Expectations
- Recommended reading
- Student subject representatives



# MEET THE TEAM ...

- Dr David Hindley
- Subject Leader for Sports Education
- Erasmus Darwin 257
- E-mail: [david.Hindley@ntu.ac.uk](mailto:david.Hindley@ntu.ac.uk)
- Tel: 01 15 848 3319



# MEET THE TEAM ...



- Dr Carla Silva
- Lecturer/Senior Lecturer in Sociology of Sport
- Erasmus Darwin 257
- E-mail: [Carla.silva@ntu.ac.uk](mailto:Carla.silva@ntu.ac.uk)
- Tel: 01 15 848 3308

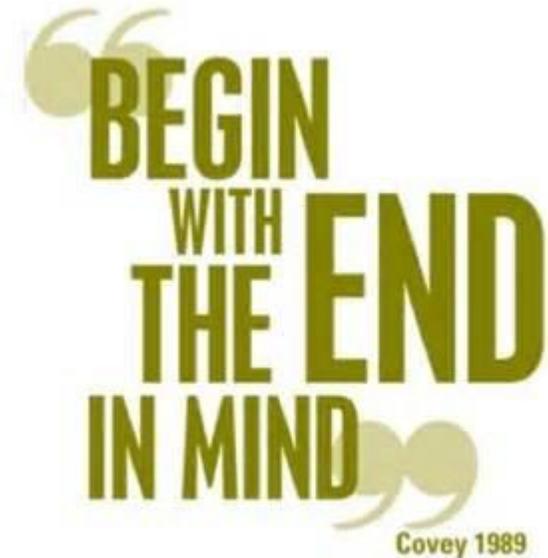


## MEET THE TEAM ...

- Dr Gavin Weedon
- Lecturer/Senior Lecturer in Sociology of Sport
- Erasmus Darwin 135
- E-mail: [gavin.weedon@ntu.ac.uk](mailto:gavin.weedon@ntu.ac.uk)
- Tel: 0115 848 3167

# FIRST YEAR THEMES

- Sociological imagination
- Conceptual and theoretical toolkit
- Thinking critically about sport and PE
- Blending theory and practice
- Coaching knowledge, skills and philosophies
- Reflective practice in sports coaching

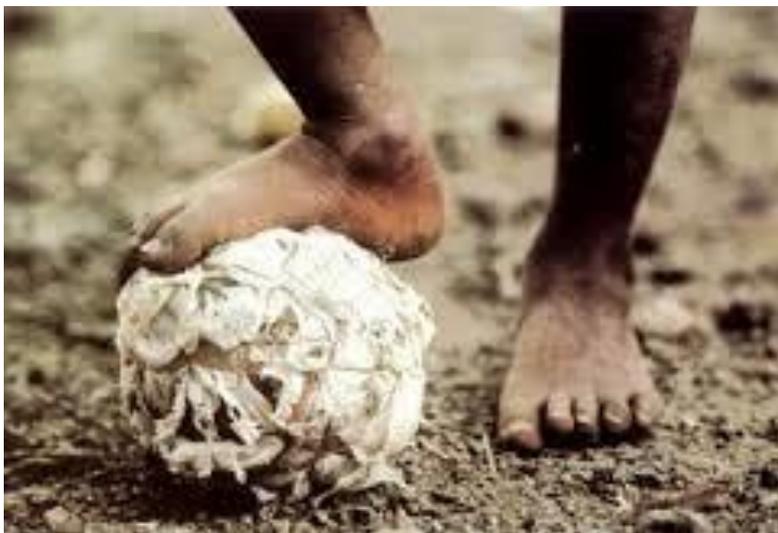


# SPORTS COACHING PEDAGOGY

- Coaching as a “craft” and an holistic process
- Reflective practice
- Coaching knowledge and skills
- Social context of coaching
- Inclusive practice
- Improved practice through knowledge and reflection
  
- **ACTIVE** learning pedagogies



# UNDERSTANDING THEORIES AND PRACTICE



- Thinking sociologically
- Socio-historical perspectives
- Embodying gender in sport and PE
- Violence, aggression and deviance in sport
- Essay writing and feedback

## SECOND YEAR THEMES

- Inclusive practice in sport and PE
- Sport's presumed impact on tackling a range of social issues
- Community sport development
- Sport policy and practice
- Researching issues in sport and PE

# CRITICAL REFLECTIONS ON INCLUSION IN SPORT AND PHYSICAL EDUCATION

- Equity and inclusion: Meanings and practices
- Is “Sport for All”? Categories of exclusion
- Does Sport have the power to “include”?
- Evaluating and examining sport cultures, projects
- Shaping the future: how to do more and better?



# THE POLITICS OF SPORTS DEVELOPMENT



- The increasing politicisation of sport
- Mapping the sporting landscape
- Community sports development
- Elite sports development
- Are mega-events an effective way of increasing mass participation?

# RESEARCH METHODS IN SPORT AND PE (ELECTIVE)

- Research design and methods
- Ethical considerations
- Developing a research question
- Collecting and analysing data
- Reporting your research
- Being reflective



# WORK BASED LEARNING



HARLEQUINS



NOTTINGHAM  
RUGBY



Nottingham  
Forest in the  
Community



# THIRD YEAR THEMES

- International perspectives on sport and PE
- How do nation-states differ when it comes to their approaches to sport and PE?
- Cultural representation of sport
- Issues and controversies within global sport

# INTERNATIONAL PERSPECTIVES ON SPORT AND PE

- National sporting cultures
- Participation levels in organised sport
- The impact of government policy
- Global transformations



# CONTEMPORARY ISSUES IN SPORTS PRACTICE



- Sport, media and commercialisation,
- Social justice and ethics
- Identity and new lifestyles,
- Sport policy and healthism,
- Develop your own sports blog

# EXAMPLES OF PAST RESEARCH TOPICS (CAPSTONE PROJECT)

- Does the level of physical activity carried out by parents influence their adolescent child's level of physical activity?
- Do the Paralympics' make the world a better place? Impact on social attitudes towards disability, disability sport...in different social groups
- Rio 2016's discourse: globalisation and the development implications on Brazil's soft power
- A critical evaluation of the London 2012 Olympics' Education Programme 'Get Set' through a case study investigation
- An examination of how NTU promote and market wheelchair basketball to able-bodied and disabled participants



# PAST GRADUATES

- Sports Development Officer
- Sports Lecturer
- Events Coordinator
- Gymnastics Coach
- Corporate Events Manager
- Inclusion Manager – DCFC
- Youth Inclusion worker
- Professional Clubs Regional Officer – Kick it Out
- Director of Player and Coach Development
- Personal Trainer
- PE Teacher
- Senior Leisure Assistant
- Basketball Development Officer
- Funding and Monitoring Officer - NCFITC

# GETTING INTO GOOD HABITS

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It's freshers week!



## Degrees of freedom

Doing a degree will teach you new ways to think and learn. But just where do you start? Christina Giles explains how to cope with the academic side of university

Christina Giles  
theguardian.com, Friday 19 September 2003 02.05 BST

University, in so many ways, is not like school. That's the point, right? There are no assemblies, no uniforms and no need to ever touch an A-level maths book again (unless you end up teaching maths of course, but that's another article). Appropriate behaviour at school and university

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Article history

**Education**

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# LEARNING TO LEARN AT UNIVERSITY (WINGATE, 2007)

*TABLE 1*  
Components of 'learning to learn'

I. Understanding 'learning' and becoming an independent learner	II. Understanding 'knowledge' and becoming competent in constructing knowledge
1. Gaining awareness of conceptions of learning and knowledge in discipline	
2. Assessing one's present abilities as learner	2. Approaching information (lectures, texts) in a focused and critical manner
3. Setting short-term and long-term goals and targets	3. Evaluating existing knowledge
4. Planning action for reaching targets	4. Synthesising different sources into a coherent argument
5. Monitoring progress in reaching targets	5. Expressing own voice
6. Evaluating progress/achievements	

# GREAT EXPECTATIONS

- University is different from college
- Lectures are predominantly concerned with content and signposting
- Seminars and tutorials are more ‘hands-on’
- Turning up for sessions is only one aspect
  - Independent study
  - Extracurricular opportunities
- Develop a work strategy (and stick to it)
- You aren’t alone – support is available
- Feedback Office hours and contact system

# KEEP INFORMED

- NOW learning rooms
- NTU APP & electronic registers
- Regularly check your university e-mail
- Twitter feed @NTU\_SportsEd



NOTTINGHAM  
TRENT UNIVERSITY

## NTU Student App

- Access your timetable
- Record your attendance
- View campus maps
- See Dropbox deadlines
- Access NOW Learning Rooms & resources

support@ntu.ac.uk

NTU Service Desk

NTU Feedback



Profile picture: A group of people in a gymnasium.

Header image: A blue background with a white circular logo.

TWEETS 18 FOLLOWING 82 FOLLOWERS 15 More ▾

**NTU\_SportsEd**  
@NTU\_SportsEd

For students studying Sports Education on the Education Joint Honours course at Nottingham Trent University

📍 Nottingham  
🌐 [ntu.ac.uk/apps/pss/cours...](https://ntu.ac.uk/apps/pss/cours...)  
🕒 Joined April 2012

Tweets Tweets & replies

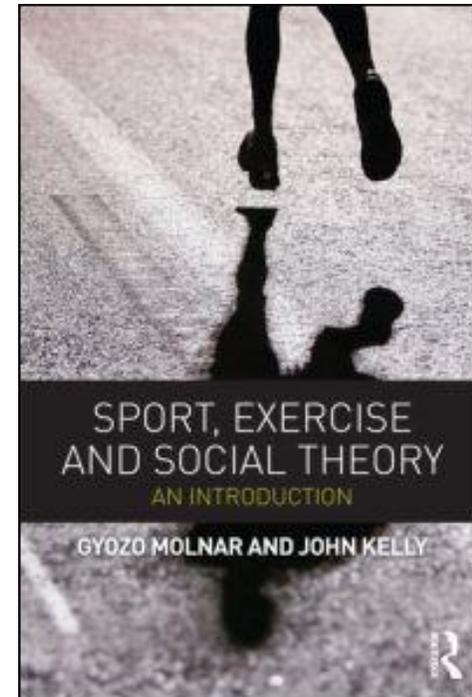
Retweeted by NTU\_SportsEd

**BBC News (UK)** @BBCNews · 19h  
Walking or cycling to work improves our wellbeing, say researchers  
[bbc.in/X7aHTz](https://bbc.in/X7aHTz)

Image: A woman in a purple shirt and white skirt riding a green bicycle on a path.

# READING

- Molnar, G. and Kelly, J. (2012). *Sport, Exercise and Social Theory: an introduction*. London: Routledge
  - Why are sport and exercise important?
  - What can the study of sport and exercise tell us about wider society?
  - Who holds the power in creating contemporary sport and exercise discourses?



## OTHER USEFUL INTRODUCTORY TEXTS

- Jarvie, G. (2012). *Sport, Culture and Society: an introduction* (2<sup>nd</sup> edition). London: Routledge.
- Houlihan, B. (ed.). (2007). *Sport and Society: a student introduction*. London: Sage.
- Malcolm, D. (2012). *Sport and Sociology* (Frontiers of Sport). London: Routledge.

