

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	1 ali 2
Doctoral study program		1	1 or 2

Vrsta predmeta / Course type

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:

Jeziki / Languages:

Predavanja / Lectures:

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:

Content (Syllabus outline):

<ul style="list-style-type: none"> – Definicije in klasifikacije kompetentnosti in kompetenc. – Koncept ključnih in specifičnih znanj in kompetenc učiteljev športne vzgoje, vzgojiteljev, razrednih učiteljev, trenerjev in športnih menedžerjev. – Primerjalne študije kompetentnosti učiteljev športne vzgoje v različnih državah. Vpliv različnih dejavnikov (spol, starost, izobraževalna raven, država, materialni pogoji ...) na zaznavanje kompetentnosti. – Gibalna kompetentnost posameznika. 	<ul style="list-style-type: none"> – Definitions and classification of competency and competences. – Concept of key and specific knowledge and competences of physical education teachers, kindergarten teachers, general teachers, coaches, and sport managers. – Comparative studies of competence of physical education teachers in different countries. – The impact of different factors (gender, years, educational level, state, working conditions ...) on beliefs of actual competences. – Motor competence of an individual.
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Temeljni literatura in viri / Readings:

Asún, S., Chivite, M. T., & Rosario Romero, M. (2020). Perceptions of Professional Competences in Physical Education Teacher Education (PETE). *Sustainability*, MDPI, Open Access Journal, 12(9), 1-13, May.

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].

European Commission (2013). *Supporting teacher competence development for better learning outcomes*. Pridobljeno iz: http://ec.europa.eu/education/policy/school/doc/teachercomp_en.pdf.

European Commission. (2019). *Key competences for lifelong learning*. Luxemburg: European Commission. Pridobljeno iz: <https://doi.org/doi:10.2766/569540>

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.

Jankauskiene, R. & Pajaujiene, S. (2018). Professional competencies of health and fitness instructors: do they match the European standard? *Kinesiology*, 50(2), 269-276.

Jenko Miholić, S. (2017). *Kineziološke kompetencije učitelja primarnog obrazovanja u Republici Hrvatskoj*. Doktorska disertacija. Zagreb: Kineziološki fakultet.

Key competencies : A developing concept in general compulsory education (2003). Pridobljeno iz: http://www.mszs.si/eurydice/pub/eurydice/survey_5_en.pdf

Key competences for lifelong learning. (2019). Luxemburg: European Commission. <https://doi.org/doi:10.2766/569540>

Kolenc, N., Erčulj, F., & Pavlin, S. (2020). Izzivi razvoja kompetenc glede na razlike v delovnem okolju: primer košarkarskega trenerja. *Teorija in praksa*, 57(2), 646-663.

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.

Kovač, M., Leskošek, B., Marinšek, M., Jurak, G., & Tul, M. (2021). Differences in Subject-specific Competences between Slovenian and Italian Physical Education Teachers. *Montenegrin Journal of Sports Science and Medicine*, 10(2), 53-58. doi: 10.26773/mjssm.210908

Marinšek, M. & Kovač, M. (2019). Beliefs of Slovenian early childhood educators regarding the implementation of physical education. *European Physical Education Review* 25(3), 659-674.

Marinšek, M., Jurak, G., & Kovač, M. (2019). Differences in beliefs regarding physical education between

Slovenian in-service and pre-service early childhood educators. *Journal of research in childhood education*. DOI: 10.1080/02568543.2019.1676333

- 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.
- Peklaj, C., Kalin, J., Pečjak, S., Puklek Levpušček, M., Valenčič Zuljan, M., & Ajdišek, N. (2009). *Učiteljske kompetence in doseganje vzgojno-izobraževalnih ciljev v šoli* (Zbirka Razprave FF). Ljubljana: Znanstvena založba Filozofske fakultete.
- Retar, I. (2014). *Razvoj modela strukture kompetenc športnega menedžerja kot izhodišče za vseživljenjsko učenje*. Doktorska disertacija, Univerza na Primorskem: Pedagoška fakulteta.
- Ryegård, Å., Apelgren, K., & Olsson, T. (2010). *A Swedish Perspective on Pedagogical Competence*. Uppsala University: Division for Development of Teaching and Learning. Pridobljeno iz: https://mp.uu.se/documents/432512/1163536/NSHU+Eng_inlaga%5B1%5D.pdf/353a7746-fd1a-678a-f0f9-8cffe89036ad
- Schmidt, R., & Lee, T. (2013). *Motor Learning and Performance, 5E With Web Study Guide: From Principles to Application*. Human Kinetics.
- Tul, M. (2016). *Primerjava kompetentnosti učiteljev športne vzgoje iz Slovenije in severo-vzhodne Italije*. Doktorska disertacija, Univerza v Ljubljani, Fakulteta za šport, Ljubljana.
- Tul, M., Leskošek, B., & Kovač, M. (2019). The professional competencies of physical education teachers from North-Eastern Italy. *CEPS journal*, 9(1), 103-120.
- Tul, M., Leskošek, B., Jurak, G., & Kovač, M. (2015). Perceived importance of Slovenian physical education teachers' professional competencies. *Haceteppe Üniversitesi Eğitim Fakültesi Dergisi (H. U. Journal of Education)*, 30(1), 268-28.
- 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.
- Winterton, J., Delamare-Le Deist, F. in Stringfellow, E. (2006). *Typology of knowledge, skills and competences: clarification of the concept and prototype*. Luxemburg: Office for Official Publications of the European Communities.

Cilji in kompetence:

Študenti dobijo temeljna teoretična in praktična znanja ter spretnosti za raziskovalno preučevanje kompetentnosti na področju športne vzgoje in športa tako v javni (edukacija) kot civilni sferi (društva). Spoznajo se z različnimi koncepti kompetentnosti učiteljev / trenerjev.

Objectives and competences:

Students gain basic theoretical and practical knowledge and skills for researching of competency in physical education and sport in the public (educational) and civil spheres (sport societies). They learn about the different concepts of teacher/coach competences.

Predvideni študijski rezultati:

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

Intended learning outcomes:

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

Metode poučevanja in učenja:

Learning and teaching methods:

Predavanja, raziskovalni seminar.	Lectures, research seminar.
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		Delež (v %) / Weight (in %)	Assessment:
Načini ocenjevanja:			
Predstavitev seminarja.			Type (examination, oral, coursework, project): Presentation of the seminar.

Reference nosilca / Lecturer's references:

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.

Kovač, M., Strel, J., & Jurak, G. (2007). Competences of general teachers for teaching physical education – contrasts between implicit and explicit. V: I. Prskalo, J. Strel in V. Findak (ur.), *Pre-conference proceedings of the 1st Special Focus Symposium on Kinesiological Education in Preschool and Primary Education*, (str. 27-38). Zadar, Croatia, October 25-26, 2007. Zadar: Faculty of Teacher Education of the University of Zagreb and ECNSI The European Advanced and Systematic Research Centre.

Kovač, M., Starc, G., Strel, J., & 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., Leskošek, B., Marinšek, M., Jurak, G., & Tul, M. (2021). Differences in Subject-specific Competences between Slovenian and Italian Physical Education Teachers. *Montenegrin Journal of Sports Science and Medicine, 10*(2), 53-58. doi: 10.26773/mjssm.210908

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Tul, M., Leskošek, B., Jurak, G., & Kovač, M. (2015). Perceived importance of Slovenian physical education teachers' professional competencies. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi (H. U. Journal of Education), 30*(1), 268-28.

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