SPORT AND HUMANISM

ORGANIZATIONAL MODELS AND FORMS OF UNIVERSITY SPORT

* IN CROATIA AND SLOVENIA

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SLO = Sport Education (Complementary activities);

CRO = Physical and health culture =PE (university competion)

In June 1999, higher education ministers from twenty-nine European countries, including Slovenia, gathered in Bologna to sign the Bologna Declaration outlining the course of development in the European higher education system until 2010

Tuning Educational Structures in Europe started in 2000. This is to link the political objectives of the Bologna Process, and at a later stage, the Lisbon Strategy to the higher education. This movement has developed into a constant process to re-designing, re-develop, re-implement, re-evaluate and enhance higher quality degree programmes. The Bologna Process is a political decision to converge the different national systems in Europe. For higher education institutions, these reforms create the platform for discussion of the comparability of curricula in terms of structures, programmes, and delivery. The main aim of the Bologna Process is to allow more opportunities for students and staff in European and international higher education institutions to cooperate and exchange. The Bologna process is named after the Bologna Declaration, which was signed in the Italian city of Bologna on 19 June 1999 by 29 European ministers in charge of higher education. Today, there are 47 countries altogether in the European Cultural Convention and committed to the goals of the European Higher Education. As part of the Tuning Project, a methodology has been designed to understand curricular and make it comparable. First, reference points for generic and subject specific competences are created. In addition, a European Credit Transfer System (ECTS) has been developed as an accumulation system by linking credits to learning outcomes.

UNIVERSITY OF ZAGREB

The University of Zagreb has begun implementing revised study programs, in accordance with European guidelines in academic year 2005/2006. First they changed the Statute and enacted mandatory physical education.

*Article 69: Instruction and extra-curricular activities of students concerning physical and health culture shall be conducted outside the schedule provided by section 4,as compulsory in the first and second year of undergraduate study, and as optional in other years of study. For this type of instruction credits shall not be granted.*

Physical Education is a mandatory part of higher education with no ECTS credits

In June 2006 they also supplemented The Law of Sport with forms of integration. In September 2008 they draw up a curriculum called Standards- based Physical Education Curriculum Development

In that year University Senate adopted the new curriculum of the course PE in higher education recommending that members of the University use this curriculum in teaching the course PE in accordance with their capabilities

In July 2009 the Council of the Faculty of Humanities and Social Sciences has adopted a detailed curriculum of the *PE* course respecting the recommendations of the Senate and seeking to take account of the existing work conditions. The detailed curriculum based on the results of an eleven years long tradition of research on students analysing status (personal, family, social, health), preferences, current and prior engagement in physical activity, knowledge of swimming, healthy lifestyle habits, motivation, attitudes and needs

Nevertheless the obligation of teaching PE, there is still an unsystematic approach to solving crucial problems related to the courses in PE and sports at the level of University, Ministry and Faculty. Possible solutions to improve the situation of subject are to give appropriate ECTS credits and to structure the course in the form of exercises combined with lectures. There is also missing transparent funding of sports system by the University, the Ministry and the Faculty. The most important is to have quality sports infrastructure: facilities, equipment, resources. We must working on the project of teaching PE for students with special needs and implementing special programs for the handicapped in practice The following steps will be directed towards taking more account of the quality and less of the quantity of program contents, the connection and collaboration with other similar departments, and organizations in Croatia and abroad and KINNET - Kinesiological network: associate kinesiology with interdisciplinary sciences.

UNIVERSITY OF LJUBLJANA

FACULTY OF ARTS

Physical education exists at the University of Ljubljana since 1963 as a compulsory subject, as at most other eastern European universities.

With the Bologna Process, the status of sport programmes changed. The following recommendations and conclusions were adopted by the University of Ljubljana Senate on 28th of June 2005:

1. In the process of reforming the study programmes, physical education shall be included as a subject. The subject can be, in view of the specific properties of the study programme, included as a compulsory or optional, carrying ECTS credit points or not.

The Senate of the University of Ljubljana further recommends to the member faculties, that they include the Physical Education as a general optional subject.

2. The subject Physical Education shall be credited 3 ECTS points and can be, depending on the decision of a member faculty, a part of the study programme. Further, all students of the University of Ljubljana can choose a credited subject Physical Education within the framework of general optional subjects. The content is formed by a member faculty itself.

3. The area of sport can be offered to students as complementary activity available to all students who so choose. It shall be carried out at selected member faculties or in compliance with the decision of the University Senate within the framework of the University Sports Centre.

This paper focuses on the subject of Sport and Physical Education in the University Curriculum. The Bologna Process gives a new opportunity to enrich Physical Education and Sport with the theoretical contents ranged from basic humanistic, sociological to natural sciences. At the Faculty of Arts, University of Ljubljana, we designed a curriculum model for a subject called Sport and Humanism, which contains theoretical frameworks from Philosophy, Sociology, Medicine and Prevention and History with a wide selection of sports and is unique in European higher Education space. To form those subjects took three years of research work, collaboration with different experts, discussions and coordination.

The subject Sport and Humanism represents a link between theoretical sciences and physical practices and shows the interdisciplinary of sport, which is very popular among our students. For our aim we have got the great approval from the students. We formed five independent subjects, associated to the study programme of History, which were accredited with the Council for Higher Education of Republic of Slovenia

The subjects Sport and Humanism – selected chapters from the Philosophy of sport, Sport and Humanism- selected chapters from the sociology of sport, Sport and Humanism - Physical practices with selected chapters from Medicine and Prevention are available for the students of first cycle of study and the subjects Sport and Humanism – selected chapters from Sociology II and Sport and Humanism – selected chapters from History are available for the second cycle of study. Each individual ECTS evaluated programme consists of 70 hours and includes10 hours of theoretical lectures and 60 hours of practical sport activities. In order to receive 5 ECTS points students have to successfully pass theoretical and practical knowledge test.

Introduction of subjects

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| NAME OF THE SUBJECT | CP | DESCRIPTION |
| SH – sports and humanism – selected chapters from the philosophy of sport | 5 | The subject represents a link between basic humanistic sciences and physical activities, and aims to enlighten the interdisciplinary nature of sport, which in itself represents an important component of the quality of life. By selecting chapters on the subject of philosophy of sport, the ethics and modern dilemmas of sport are brought into light. The array of sports available for the practical exercises features sports which focus on the emotional and intellectual understanding of sport and the sensation of a body in motion and in interdependence with nature. Students are taught the technical skills of a selected sport to the extent that they are able to practice that sport on their own in all periods of life.  Practical sports: all types of aerobics, pilates, yoga, fitness, oriental dance, magical movements, outdoor activities, mountaineering, skiing, swimming. |
| SH – sports and humanism – selected chapters from the sociology of sport | 5 | The subject aims to bring into light the phenomenon of modern sport, to present the significance of its social role, to explain the significance and extent of top sport, the role of females in sport, the role of media in sport, the role of sport in forming an identity of a nation. The array of sports available for the practical exercises features sports which focus on the interaction between individuals. Available sports are: all ball sports, martial arts, dances. It is possible to enlist a curse to obtain a license in compliance with National Sport Associations: ski teacher, swimming teacher or instructor, mountain guide. Top athletes can institute their competitive activity. |
| SH – sports and humanism – physical practices with selected chapters from medicine and prevention | 5 | The subject is comprised by theoretical courses of anatomy and physiology, where students learn the structure and working of a human body, the influence of a stress on the ability of the body to adapt, medical criteria for correct choice of a sport, principles of a healthy diet, and body weight regulation, limitations on sport activities during certain common pathological conditions such as high blood pressure, cardiovascular diseases, obesity. The array of sports to choose from is very wide. It is possible to choose one sport for the length of the academic year and two sports, each in the length of one semester. Sports available: all sorts of aerobics, yoga, fitness, pilates, swimming, oriental dance, reggaeton, jazz ballet, magical movements, tai chi, cross country running and walking, trekking, outdoor activities, skiing, skating, rolling; courses in golf, sailing or skiing |
| SH2 – sports and humanism – selected chapters from the history of sport (second cycle of study) | 5 | The subject is comprised from theoretical content and practical exercises in the form of courses or classes that can last for the whole academic year or just one semester. The selected chapters from the history of sport familiarize the students with the Olympic games of antiquity, gymnastics movements that were the foundation for modern physical exercise with the genesis and organization of the Olympic movement and modern Olympic games, the development of Sokolstvo and Orlovstvo( domestic historical sport movements) and sport in general in Slovenia, practical part features the following sports: all kinds of aerobics, swimming, skiing, outdoor activities, all kinds of dance. It is possible to enlist a curse to obtain a license in compliance with National Sport Associations: ski teacher, swimming teacher or instructor, mentor of mountaineering groups, instructor of orientation for MAS. Top athletes can institute their competitive activity |
| SH – Sports and Humanism – selected chapters from the sociology of sport II (second cycle of study) | 5 | Aim of this subject is to broaden the understanding of social role of sport and familiarize students with the phenomenology of modern sport, its social role and influence on diminishment of social, racial and religious segregation, role of sport in the process of globalization, and sociological aspects of top sport. Practical activities feature all ball sports, dance and advanced course of salsa, swimming, advanced course of alpine skiing, mountaineering. Practical part can be done in one semester if activity takes place twice a week, or during the whole academic year if the practice takes place once a week |

General information on subject

General optional subject is intended for all the students of the University of Ljubljana of first and second cycle of study programme compliant with Bologna Process. It contains theoretical content in form of selected chapters and practical exercises of the selected sports It can be carried out in one semester, in which case the practical exercises occur twice a week, or during the whole academic year; if so, the practical exercises occur once a week. The students can enlist a curse to obtain a license in compliance with National Sport Associations. It is also very important that the student’s top athletes can institute their competitive activity. The students which cannot attend theoretical lectures can pass the theoretical part of exam by seminar work.

Enrolment requirements: Status of student, adequate medical status enabling practical activities. Medical certificates shall not be taken into consideration.

Obligations of students: Written exam of the theoretical content and a practical exam of the selected sport. The students shall be required to demonstrate sufficient knowledge of the selected sport to be able to practice it on their own. Presence at lectures and exercises is mandatory.

Methods of evaluation: the final grade is comprised in 50% by the grade from theoretical exam and in 50% by the evaluation of practical exercises.

The level of technical skill of the selected sport, quality of participation and level of personal engagement shall be evaluated during the practical exam.

Evaluation scale: 6 - 10 (51% - 100%) positive grades; 1-5 (1% - 50%) negative grades

Specific competences: acquire basic knowledge of selected sport, acquire a healthy and active lifestyle, realize and understand the importance of physical exercise, to deepen and understand better the wider importance of modern sport from the philosophical, sociological, historical and health point of view.

Conclusions

The enrolment of students is increasing from year to year. Students are very satisfied with the subjects, their content and also with the system of exams. It is happening often that they choose two subjects in the same year. They are satisfied with the wide selection of practical activities. We see from the table that in the second year the number of students who passed the exam is bigger than the number of students enrolled. That is because some from the first year passed the exam later. The average grades are high which show that students like to learn.

The subjects are also very popular with the foreign students in Erasmus or other exchange programmes.

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| --- | --- | --- | --- |
| Year 2009/2010 | N of students | pass exam | average grade |
| SHP (Philosophy) | 52 | 31 | 9,16 |
| SHS (Sociology) | 90 | 69 | 8,83 |
| SHMP ( Medicine / Preventive) | 65 | 57 | 9,39 |
|  | 201 |  |  |
| Year 2010/2011 |  |  |  |
| SHP (Philosophy) | 83 | 88 | 9,77 |
| SHS (Sociology) | 128 | 130 | 9,15 |
| SHMP ( Medicine / Preventive) | 119 | 123 | 9,8 |
| SHS II ( Sociology II) | 2 | 1 | 10 |
| SHH (History) | 10 | 10 | 9,9 |
|  | 342 |  |  |
| Year 2011/2012 |  |  |  |
| SHP (Philosophy) | 164 | 149 | 9,77 |
| SHS (Sociology) | 191 | 142 | 9,42 |
| SHMP ( Medicine / Preventive) | 196 | 166 | 9,83 |
| SHS II ( Sociology II) | 15 | 15 | 9,73 |
| SHH (History) | 19 | 16 | 9,56 |
|  | 585 |  |  |

One year before we started with the subject, we made wide promotion and advertising campaign with a lot of flayers, big posters, brochures and presentation in Education fair Informativa . We also made oral presentation at the beginning of each academic year to all students including freshmen.

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