

SENSORVEILEDNING- TI 200- UTSATT

Sensorveiledning utarbeides av den/de som lager oppgavesettet til den aktuelle eksamen og utarbeides samtidig med eksamensoppgaven.

Sensorveiledningene skal være tilgjengelige for studentene etter at karakterer er fastsatt, jf. UH-loven § 5-3 (3) - <https://lovdata.no/lov/2005-04-01-15/§5-3>.

Generell info

Emneinformasjon	The course is an introduction to coaching children and youth with a special emphasis on barriers and opportunities for sports participation and development.
Emnekode	TI200
Emnenavn	Sport Coaching 1: Coaching Children and Youth
Studieår semester	2.år BATI, første semester
Studiepoeng	10
Emneansvarlig	Siv Gjesdal
Eksamenstype	1 ukes hjemmeeksamen

Malen tilpasses eksamenstype/vurderingsform.

Dokumenter som skal være tilgjengelig for sensor

X Eksamensoppgave (dersom den ikke følger i WISEflow)

X Emneplan eller fagplan

Læringsutbytte

Hvilke læringsutbyttebeskrivelser er eksamensoppgaven knyttet til?

The following learning outcomes are relevant regardless of the task chosen:

- Being able to reflect upon how the context shape and enable sport activities for children and youth.
- To identify the potential outcomes of sport participation for children and youths and explain how these can be achieved.
- To consider aspects related to maturation, psycho-social and motivational aspects when designing sport activities for children and youths.

These following learning outcomes may be more relevant for one task over the other:

- Be able to critically discuss dropout, also related to marginalized groups in sports coaching and athlete development, such as athletes with disabilities and girls.
- Be able to critically evaluate systems of athlete and talent development in children and youth sport settings.

Pensum/fagstoff

The chapters serve as the main curriculum for the course, supported by articles relevant for the topics, also those read for the seminars. The most relevant will depend on the task chosen, and how the students choose to complete the task.

Undervisning

Forelesningsplan og/eller timeplan følger vedlagt. Hvis aktuelt, kan kommentere vektleggingen av ulike deler av pensum i undervisningen, hvilke undervisningsmetoder som er brukt, og ev. annen informasjon om gjennomføringen av undervisningen/emnet som er relevant for å kunne vurdere besvarelsene på en best mulig måte. Ved selvstendige oppgaver, har studentene fått veiledning underveis?

The students have received a lecture on each topic, followed by a seminar on each topic. During the seminar the students have had the opportunity to discuss relevant questions regarding the topics, and to ask any questions to the lecturer. This has given them the space to delve deeper into the topics, however these were not mandatory so many students choose not to make use of this opportunity.

The students have received detailed feedback on three written assignments, all relevant to how we structure the exam.

Fasit/Løsningsforslag/ Vurderingskriterier

Ved konkrete svaralternativ, definer hva kandidaten må ha med i svaret sitt for å svare på hver oppgave, f.eks. i form av fasit, eller moment fra pensum i disiplinbaserte eksamener/muntlige eksamener. Ved individuelt utformede oppgaver, definer punkt/moment oppgaven bør inneholde. Hvilke forventninger er det til et A-svar, et godt gjennomsnittlig svar (altså C-svar) og et E-svar? Ved karakterskala bestått/ikke bestått, hva må være med for å bestå eksamen?

The exam should have a logical structure, with an introduction and a conclusion. However, the students are allowed to be creative beyond this. The formal requirements should be followed, such as referencing, and not doing so can lead to a while grade deduction. The students should center their exam on one specific sport and include some information about this context. The students are encouraged to write about their own experiences, and use their knowledge about their specific sport, yet the basis for their arguments and knowledge should be research literature. An exam based only on personal experiences, or non-research-based literature, will not receive a good grade. An exam at the A-level is able to write in a scientific manner, shows good understanding for topics, referring a broad range to literature, are able to connect different topics, and presents a critical viewpoint throughout. A C exam shows a good overview over the topics and are able to connect them in a good way and refers to some research literature presented in the course. A E-level exam is based on personal experience, refers to little research literature and does not show in-depth knowledge of the topics or how they relate to each other.

In addition, the national guidelines for gradings apply:

symbol	description	General, qualitative description of valuation criteria
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.