SENSORVEILEDNING MA531 2023

Generell info

Emneinformasjon	This course offers an in-depth in psychology of exercise and physical activity, leading to an understanding of antecedents, experiences and outcomes of such activities.
Emnekode	MA531
Emnenavn	Psychology of exercise and physical activity
Studieår semester	First semester, 2023
Studiepoeng	10 ECTS
Emneansvarlig	Siv Gjesdal
Eksamenstype	An individually written literature review based on the curriculum. Graded A-F.

Malen tilpasses eksamenstype/vurderingsform.

Dokumenter som skal være tilgjengelig for sensor

X Eksamensoppgave (dersom den ikke følger i WISEflow)

X Emneplan eller fagplan

X Informasjon som er gitt til studentene om den konkrete eksamen

Læringsutbytte

The exam is connected to the following learning outcomes, somewhat depending on the topics chosen by the student:

- reflect critically on potential antecedents, barriers and outcomes of exercise and physical activity
- explain and apply models of behavior change in relation to exercise and physical activity behavior
- communicate scientific knowledge on topics related to exercise and physical activity

Pensum/fagstoff

The most relevant curriculum is dependent on the topic chosen by the students, and this can be easily found by looking to the course outline on the NIH webpage, where it is presented for each topic.

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 traditional lectures, with specific task that they have worked on independently for each topic. This has allowed them to work more in-depth with the subjects.

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?

It is expected that the students follow the guidelines outlines (attached), including word limit, structure and referencing. The following questions should guide the evaluation:

Content

- Has the candidate properly defined and operationalized the exam question?
- Has the candidate shown sufficient insight into and overview over the problem domain?
- Has the candidate answered the exam/assignment question by properly taking into account the work of others? The references and bibliography to other work within the domain are important in this context.
- Has the candidate critically reviewed and discussed the chosen literature in the process of
- answering the exam question?

Presentation

- Is the exam paper written in a manner that makes it easy for the reader to get an overview over starting point/objectives, what is done and the conclusions/results, and to maintain this overview throughout the reading?
- Does the exam paper contain the necessary elements as abstract/summary, table of contents, introduction, etc. in an appropriate form?
- Clarity: Is it easy/possible/difficult/impossible to follow and understand what is written? Are proper references given, and is the reference list complete and according to bibliographical standards?
- Information density: Is the relation between content and volume satisfactory?

- Style: Does the candidate make a distinction between essentials and details?
- Is there an overview chapter/section (cf. structure) which makes the work more available?
- Language: Is the language used in a grammatically correct manner and with a good flow?
- Eventual Illustrations and tables: Are illustrations and tables clear, reasonably self-explanatory and informative? Is there unnecessary duplication between text and eventual illustrations/tables?

In order to gain a good grade, it is expected that the candidate is able to show an in-dept understanding for the literature and the topic and can critically reflect around the research preciously conducted. It is also good if the candidate refers to literature outside of the curriculum, if it is relevant to the topic.

The national guidlies 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.