



Lehrkonzept

Nominierungsunterlage für den Lehrpreis der Universität Graz 2016/17

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(1) SEMINAR SPORTPÄDAGOGIK, 403.986
(2) SCHULPRAKTISCH METHODISCHE ÜBUNGEN, BSL.03857UB

Angaben zur LV: Pflicht- oder Wahlfach, BA / MA / Doktorat

Pflichtfächer im Unterrichtsfach Bewegung und Sport

Bitte beachten Sie:

- Die Zeichenzahl jedes Feldes ist beschränkt. Sie sind aufgefordert, alle wichtigen Punkte kurz und präzise darzustellen.
- Anhänge (z. B. Syllabus) sind möglich, aber die wesentlichen Informationen sollten hier enthalten sein.
- Senden Sie die vollständig ausgefüllte Nominierungsunterlage an lehrpreis@uni-graz.at.

Description of the lectures (content, process, conditions, examination modalities)

CONTENTS, PROCESS

- 1) Teaching theoretical fundamentals: body/physics, movement, play and sports as media of socio-cultural practice and tools for inclusion, concepts and methods of inclusion within intercultural context
- 2) Practice (developing relationships and trust): sports activities of students and the young unaccompanied refugees (YUR) next to their accommodations/homes (soccer, basketball, volleyball, slacklining, juggling, power workouts, stretching)
- 3) Connecting of the room for manoeuvre to enlarge the integration potentials
 - a. positive appearance of the young refugees in public, f.i. ice skating in public ice rinks, climbing and bouldering in public climbing centers
 - b. integration into lectures and practical exercises directly at the institute
 - c. buddy system: 2 refugees cooperate with 2 students as buddies in regular university lectures and practical exercises of the Institute for Sports Science which creates a wider pool of contacts with other students (swimming, health techniques, acrobatic exercises, soccer, volleyball, basketball, martial arts) and work out for and compete in mixed groups (2 refugees and 2 students) in the most important sports event of the University of Graz, the Kleeblattlauf (2016: 9 relays)
- 4) Sustainable integration offers: The students provide the refugees with training sessions and work out possibilities within their sports clubs or at private sports organisations
- 5) Reflection and securing contents: discussions about experience, challenges, best-practice examples, the students learn how to integrate their experience into school contexts

DEMANDS AND EXAMINATION MODALITIES

Planning of teaching units, active participation and didactical support of the refugees, seminar papers

Competences (Which competences should be gained throughout the process? How will those competences be assured?)

- Insight into the challenges and methods of pedagogical work in an intercultural context via movement and sports
- Knowledge of fundamental terms and notions (f.i. interculturality, multipluralism, diversity) and their practical use, insights in cultural diversity and questions of sports education (f.i. wearing a burka, participating in winter sports excursions, swimming lessons with pupils with migrant-background, culturally (not) accepted or supported movement practices)
- Knowledge of living conditions of refugees from a variety of home countries, also out of the perspective of supporting institutions (Diakonie, Caritas, ...)
- Knowledge of contemporary didactical concepts and methods fulfilling the conditions of diversity (f.i. team plays)
- Competences to motivate accompanying young refugees, inclusive care of groups, the organisation of sustainability and the connection with sports clubs and private sports organisation to integrate those young men
- Competences to reflect common and uncommon patterns (strange) of action

Self management, organisational abilities, load-bearing capacity, flexibility, communicative strengths – like the strength to build and sustain relationships, empathy and cooperative approach - are preconditions to work with YUR. Risk: If relationships would not work properly those young men would not proceed to join the sports activities anymore. Coaching competence has been evident with and through the buddy system, the competence to connect has been evident when students involve their sports clubs and other students/friends into the project, systematic scientific knowledge has become transparent in and through the final session (world cafe) and the seminar papers.

Connection to/Relevance of the Teaching Award of the University of Graz (Describe the relation of the lecture to the focus of the teaching prize)

The lectures initiated that students contribute to sustainable development of our society by not only creating conscience für their own responsibilita to create an intercultural dialogue but also by gaining valuable experience for their future teacher's work regarding refugees.

Didactical experience and recognitions are supposed to lead to a better understanding for each other and therefore a better intercultural being and living together.

Sports and movement realize a meaningful contribution

- because sports is a global phenomenon and therefore builds connectability for many cultures in a world's sphere where much is absolutely new (language, habits). In sports many aspects are familiar no matter where you come from.
- because in sports communication very often takes place non-verbally and a coming together is not prohibited by language barriers.
- because sports creates a positive development of identity through performance and not through origin or religion.

Sports

- supports health-related stability (essential for trauma, distress- and anxiety processes of refugees)
- enables the reduction of tensions for adolescents and the development of life quality
- incorporates an experimental laboratory for social awareness according rules and behaviour, fairness, (self)discipline, preparedness and endurance
- offers sustainable connectivity and integration opportunities into social groups and therefore determines a counterbalance to religiously fanatic groupings

Students centering (How are the different needs of students in regard of the teaching organisation as well as the individual and collective students' support guaranteed? In which ways are the students' feedback gathered and how will be taken care of the feedback by the lecturers?)

Involvement of different students' needs:

- > Consideration of various diverse pre-knowledges and demands of students concerning the supply of sports for YUR: students actively participate in planning processes and choose between a variety of support and coaching possibilities
- > Selforganisation of students concerning the individual contents and their realization while being supervised and supported by their lecturers
- > Contact with students during the project: in partnership with the lecturers – carried by mutual respect – in a recurring spiral regarding students' and lecturers' perspectives

Students feedback in 3 ways:

- 1) Anonymous questionnaire for students before the first contact with YUR and after the project's finish. Aim: assessment of the integration process of the dialogue group out of the perspectives of our students based on the experience of the students. First results show a significant difference in the assessment before and after the project.
- 2) Informal exchange after individual teaching units and on the way to and from the events or via email
- 3) Final discussion (world cafe): reflection regarding the aims of the project, the process per se and the experience made with defined questions

Teaching-learning philosophy & general didactic concept (Why are you teaching the way you are teaching? By which aims and ideas are you generally lead concerning your teaching? How is your contact with students arranged? Which experience is integrated into your teaching?)

Our aim is the construction of personally valuable relationship of each individual student regarding the opportunities of her/his studying subject. On the one hand students are supposed to become aware of needs, meanings, life practices and development potentials of human beings coming from different backgrounds. Students are also supposed to create a better understanding and - on the other hand – to find ways to relate to these divergent and diverse needs and potentials by the help of the students' box of tools – sports.

Therefore we do not only focus on motoric/physical potentials but mainly on potentials to form identity and social integration. The daily contact with students is based on non-hierarchical, respectful partnership spiraling around learners' and teachers' perspectives.

Helpful & non-helpful conditions (Which conditions were helpful regarding the realization of the project? Which were not?)

Existentially necessary was the support of the project by the Vicerectorates (integration of our YUR into our lectures directly at the University, ensurance, legal protection), the Deaneries (GeWi and NaWi), the University Sports Institute (Kleeblatt Running Event), further on helpful were the successful cooperation with the mangements of the refugees' homes in Deutsch-Feistritz, Söding, Wildon and the support by external sponsors (part-financing of sports gyms, ice rinks).

Extremely helpful was the extraordinary engagement of all our students which often climaxed in self organised follow-ups.

As a limiting factor we consider financial means. This projects needs financial support as far as the rental fees for sports gyms or entrance fees for swimming, ice skating or the acquisition of sports devices (balls, slacklines, soccer goals an further on is concerned.

