

BPHY310 Sports Psychology

ECTS Value: 4 ECTS
Self-Study Hours: 48

Contact Hours: 20
Assessment Hours: 32

Overall Objectives and Outcomes

This module aims to support teachers with a set of psychological skills which they can impart to their learners so that the latter could avail of such skills in their physical activities both within and outside school in cooperative and competitive situations that are both age and level appropriate. Main skills include: goal setting, physical activity and adherence, self-efficacy / mind-set, information processing, stages of learning, emotions, problem solving and decision-making, feedback, and positive self-talk.

By the end of this module, the learner will be able to:

Competences

- a. negotiate and plan a goal setting strategy with the learners;
- b. create a classroom environment whereby learners can learn from their own mistakes;
- c. ensure that all learners are committed to the task at hand which falls within their zone of proximal development;
- d. monitor the learner's emotions and self-efficacy as they go through the stages of learning.

Knowledge

- a. value each of the main psychological skills within a physical education setting;
- b. determine how the psychological skills can be applied in specific situations.

Skills

- a. use a goal setting strategy for a self- or teacher-assigned task and work to achieve the goal that is set with the guidance of the teacher and peers;
- b. manifest resilience and self-efficacy throughout most of the situations and show how more control is required in some situations;
- c. create and enhance emotions in the learning process;
- d. apply problem solving and decision making to a host of physical activities

Assessment Methods

This module will be assessed through: Applied Tasks, Assignment and Self-Reflection

Suggested Readings

Core Reading List:

1. Weinberg, R. S., & Gould, D. (2015) *Foundations of Sport & Exercise Psychology*. 6th edition. Human Kinetics.

2. Matthew, Y.W. Kwan M.Y.W. and Faulkner G. (2010) *The need for a Physical Education*. *The Psychologist*, 23 (2) 116-118. Available at <https://thepsychologist.bps.org.uk/volume-23/edition-2/need-physical-education> [Accessed on 20 Decemeber 2017].
3. Furley, P.A. & Memmert D. (2010) *The role of working memory in sport* *International Review of Sport and Exercise Psychology* 3, (2,) 171-194. Available at [https://www.dshs-koeln.de/fileadmin/redaktion/Institute/Kognitions-und Sportspielforschung/Publikationen/Paper/Furley_2010_The-role-of-working-memory-in-sport.pdf](https://www.dshs-koeln.de/fileadmin/redaktion/Institute/Kognitions-und_Sportspielforschung/Publikationen/Paper/Furley_2010_The-role-of-working-memory-in-sport.pdf) [Accessed on 20 december 2017]
4. Nicaise, V., Bois,J.E., Fairclough S.J., Amorose A.J & Cogérino G. (2007) *Girls' and boys' perceptions of physical education teachers' feedback: Effects on performance and psychological responses*. *Journal of Sports Sciences* 25 (8) 915-926.
5. Lu, C. & Buchanan, A. (2014) *Developing Students' Emotional Well-being in Physical Education*. *Journal of Physical Education, Recreation & Dance* 85, (4), 28-33.
6. Erturan-İlker, G. (2014) *Effects of feedback on achievement goals and perceived motivational climate in physical education*. *Issues in Educational Research*, 24(2), 152-161.
7. Voerman, L., et al., *Types and frequencies of feedback interventions in classroom interaction in secondary education*, *Teaching and Teacher Education* (2012), <http://dx.doi.org/10.1016/j.tate.2012.06.006>

Supplementary Reading List:

1. Brain Boost: how sport and physical activity enhance children's learning. Department of Sport and Recreation. Government of Western Australia <https://www.dsr.wa.gov.au/docs/default-source/file-support-and-advice/file-research-and-policies/brain-boost-how-sport-and-physical-activity-enhance-children%27s-learning.pdf?sfvrsn=4>
2. Warner LM, Schüz B, Wolff JK, Parschau L, Wurm S, Schwarzer R (2014) Sources of Self-Efficacy for Physical Activity. *Health Psychol.* Nov;33(11):1298-308
3. Complex Learning Theory— Its Epistemology and Its Assumptions About Learning: Implications for Physical Education <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.457.9365&rep=rep1&type=pdf>