



Faculty of Arts and Social Sciences
Sports Science

Course Reading

Children in motion

Valid from 01/16/2023

Course Code: IDAM06

Course Title: Children in motion

Credits: 7.5

Degree Level: Master's level

Books

Centrum för idrottsforskning (2017). *De aktiva och de inaktiva: Om ungas rörelse i skola och på fritid*. Stockholm

https://centrumforidrottsforskning.se/sites/default/files/2021-05/De-aktiva-och-de-inaktiva_0.pdf

Högman, Johan (2021). *Barn i rörelse : om förutsättningar för utveckling i alternativa (?) idrottsaktiviteter*. Karlstad: Fakulteten för humaniora och samhällsvetenskap,

Pedagogiskt arbete, Karlstads universitet [http://urn.kb.se/resolve?](http://urn.kb.se/resolve?urn=urn:nbn:se:kau:diva-85588)

[urn=urn:nbn:se:kau:diva-85588](http://urn.kb.se/resolve?urn=urn:nbn:se:kau:diva-85588) Doktorsavhandling

Piggin, Joe (2019). *The politics of physical activity*. Abingdon, Oxon :: Routledge

Articles

Dovborn, C & Trondman, M (2007). Bollhegemoni och genusregim. En etnografisk fallstudie om spontanidrott i skolan?.. *idrottsforum.org*.

https://idrottsforum.org/articles/trondman/genusboll/dovborn_trondman070328.pdf

Engström, L (2011). Vem känner smak för motion?. *Svensk idrottsforskning* (2).

[/https://www.idrottsforskning.se/wp-content/uploads/2014/04/Smak-for-motion.pdf](https://www.idrottsforskning.se/wp-content/uploads/2014/04/Smak-for-motion.pdf)

Fahlén, J. (2017). The corporal dimension of sports-based interventions: Understanding the role of embedded expectations and embodied knowledge in sport policy implementation. *International Review for the Sociology of Sport*, 52 (4), p. 497-517..

<https://doi.org/10.1177/1012690215607083>

Hjelm, J. (2012). Idrott på lek och allvar. *idrottsforum.org*.
<https://idrottsforum.org/hjelm120125/>

Skille, E-Å (2007). The meaning of social context: Experiences of and educational outcomes of participation in two different sport contexts. *Sport, Education and Society*, 12 (4). <https://doi.org/10.1080/13573320701600571>

Reference material

Beltrán-Carillo et al (2012). When physical activity participation promotes inactivity: negative experiences of Spanish adolescents in physical education and sport. 44 (1). <https://doi.org/10.1177/0044118X10388262>

Evans, J (2004). Making a Difference? Education and Ability in Physical Education. *European Physical Education Review*, 10 (1), p. 95?108.
<https://doi.org/10.1177/1356336X04042158>

Rhodes et al (2018). Understanding physical activity through interactions between the built environment and social cognition: A systematic review. *Sports Medicine*, 48 (8). <https://doi.org/10.1007/s40279-018-0934-0>

Stodden, D., et al. (2020). Exploration: An overarching focus for holistic development. *Brazilian Journal of Motor Behavior*, 15 (5). <https://doi.org/10.20338/bjmb.v15i5.254>

Ward, G (2014). Learning movement culture: Mapping the landscape between physical education and school sport. *Sport, Education and Society*, 19 (5).
<https://doi.org/10.1080/13573322.2012.690342>

Weiss, M (2019). Youth Sport Motivation and Participation: Paradigms, Perspectives, and Practicalities. 8 (3). <https://doi.org/10.1123/kr.2019-0014>

Welk, G (1999). The youth physical activity promotion model: A conceptual bridge between theory and practice. *Quest*, 51 (1).
<https://doi.org/10.1080/00336297.1999.10484297>

Approved by the Faculty Board of Arts and Social Sciences 09/09/2022