EINSATZ EINES LERNMANAGEMENTSYSTEMS (LMS)
MOODLE-PLATTFORM

http://schulmoodle-saar.lpm.uni-sb.de/gar-sb/
FILMANALYSE
TITELAUSWAHL
AN EINEM BEISPIEL GEZEIGT …

<table>
<thead>
<tr>
<th>Film</th>
<th>Gegen jede Regel</th>
</tr>
</thead>
</table>
| Buch: | Kap. 8 Zusammenhalt  
       | Kap. 9 Führung |
| Analyse: (Leitfragen) homogen | Gruppenentwicklung: Modell von Tuckman  
                                   | Führungsverhalten |
| Gruppenarbeit: heterogen | GEQ (group environement questionnaire) mit Mannschaft  
                           | Textanalyse |
VORBEREITUNG UND TRAINING – WIE GEHT DAS ÜBERHAUPT?…

1. Projektjahr

- **Workshop Powerpoint Deutschland**
  - 7 Tage
  - 18 Schüler
  - 6 Lehrer
  - Impuls 2 h Kollegium
  - Sprachkurse intensiv Deutsch/Englisch

- **Workshop Rhetorik Finnland**
  - 7 Tage
  - 18 Schüler
  - 6 Lehrer
  - Impuls 2 h Kollegium
  - Sprachkurse intensiv Deutsch/Englisch

- **Workshop Videoarbeit England**
  - 7 Tage
  - 18 Schüler
  - 6 Lehrer
  - Impuls 2 h Kollegium
  - Sprachkurse intensiv Deutsch/Englisch
VERBREITUNG – AUCH ANDERE KÖNNEN LERNEN?

2. Projektjahr

Lehrer-Workshop “Working with films”
englisch
England
7 Tage
15 Teilnehmer
Impuls
1 Tag
30 TN
Sprachkurse
intensiv
Deutsch/Englisch

Lehrer-Workshop “Das gute Webinar”
englisch/deutsch
Deutschland
7 Tage
15 Teilnehmer
Impuls
1 Tag
30 TN
Sprachkurse
intensiv
Deutsch/Englisch
STRUKTUR DER ARBEITSPLATTFORM
About

This site is for students of ERASMUS+ project – SportPsychoMovies – taught by Oskar Dawo. You can contact Oskar at oskar.dawo@gmx.de or 00491795305125 (mobile).

The Instructor

Oskar Dawo is a member of the German Sportpsychologist Registry (since 1989) – one of 40 mental training consultants approved to work with German National and Olympic Teams and athletes. Oskar obtained his examination in psychology and physical education at University of Saarbrücken. Since 15 years he works as teacher and mental coach with the elite students of the Elite School of Sport Gymnasium am Rotenbühl.

The majority of his consulting has been with German elite badminton and handball athletes. He has also conducted mental training workshops and written coaching education materials for the German Handball Association and the University of Saarbrücken.

In addition to his sport psychology credentials and experience, Oskar has finished his European Handballcoach Master Degree in Göteborg this year. He coached various handball teams during the last few years.

Location & Time

The course this year will be taught on Friday from 11.45 to 13.20 in the Classroom 143 in Saarbrücken.

Prerequisite

No prerequisite but having taken the ERASMUS+ - workshops 2016 would be extremely useful. A sport background while not essential, will facilitate understanding of the material. Those without a sport background should be prepared to do additional reading.

Syllabus

Text & Materials

Students are responsible for obtaining and viewing films. There will be an DVD made available for using by registered workgroups. A Netflix membership (or Blockbuster, etc.) is recommended as you will be able to obtain the films in the course.
Modul 1: Bent it Like Beckham

- intro
- Bent it Like Beckham
- literature
- theory
- Topics (german)
- Topics
- references
- worksheets
- Groups
- Short Presentations (Motivation Theory)
- Interviews with Coaches
- Interview with Students
- Group work
- Ch. 6 - Intrinsic Motivation & Flow
SPEICHERN VON DATEIEN

SportPsychoMovies

Home  ▶  Seminarfach  ▶  SportPsychoMovies  ▶  Modul 1: Bent it Like Beckham  ▶  references

references

- 2003_MageauVallerand.pdf
- deci19933.pdf
- Vallerand 2012.pdf
- vallerand-2004-overview.pdf

NAVIGATION

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  - Workshop: Powerpoint
SPEICHERN VON PRÄSENTATIONEN
SPEICHERN VON AUDIODATEIEN
COHESION

TALENT WINS GAMES, BUT TEAMWORK AND INTELLIGENCE WINS CHAMPIONSHIPS

Michael Jordan
Sport Psychologie Topics:

- Innatenis and Extrinsic Motivation
- Coach-Athlete Relationship
- Cultural Studies Approach to Sport Psychology

Text Readings:

1. Ch. 9

References for Paper:


Complete Valerand’s Sport Motivation Scale (SMS). The issues for each scale provide you with examples for each type of motivation.

Other Reading (Optional):

One article from the Athletic Insight: Open Journal of Sport Psychology special issue on a cultural studies approach to sport psychology or you will need to reference at least one of these articles in your paper.

Film Analysis Paper Description:

By analyzing the film “Road to Riches” we are seeking to answer the questions:

1. How can we explain Jess and her friend’s motivation to play soccer (how do they differ in intrinsic and extrinsic motivations)?
2. Why did her coach “culturally compete”?

Key Points:

1. Maintain that each of the two main female characters fall on Valerand’s continuum of intrinsic to extrinsic motivations (using scenes from the film as evidence to back up your opinion). Contrast the effects on their motivation to play soccer, clearly categorizing with supporting evidence how their motivations fit with Valerand’s taxonomy.

2. Jess’s relationship with her coach is complex. Use examples from the film to explain the dynamics of this relationship (e.g., the coach’s expectations, the athlete’s need for guidance, etc.).

3. The film is a rich source of cultural concepts (gender, stereotypes, ethnicity, etc.) related to the motivation of the characters. What insights does the film provide on the role of culture on motivation?

4. Find examples of the coach’s (or other) cultural competence using the continuum on p. 411 (one example for each or at least several examples).

Only for German Group:

This paper is due as a Word document named “your paper” by Tuesday, December 20th at 11:59 pm. No more than 5 pages in length.
VIDEOSCHNITTE
FILMANALYSE UND DISKUSSION

Team mates and coaches play a big part in intrinsic motivation.
Culture can play a big role in motivation.
In some sports it’s really important to not react on influences from other people.
A home crowd can give a lot of intrinsic motivation and your performance, but a passive home crowd can also be very negative.
Competitiveness can be bad for the motivation at a young age.

Chat (169)
Flo Grönewald: I saw it from the beginning
Erika: 13:21–13:30
Laura L: Are (wasure) dreams realistic? Is it a great risk to have such big dreams or is it just good fuel to reach your goals?
Oskar Dawe: Do you have your own experiences?
Laura L: The team and the coach help the girl succeed?
DIAGNOSEINSTRUMENTE

SportPsychoMovies

Diagnosis

- Cultural-competence-checklist.pdf
- Reward Preferences Questionnaire.doc
- The Sport Motivation Scale.pdf
THE SPORT MOTIVATION SCALE (SMS-28)

Luc G. Pelletier, Michelle Fortier, Robert J. Vallerand, Nathalie M. Brière, Kim M. Tuson and Marc R. Blais, 1995
Journal of Sport & Exercise Psychology, 17, 35-53

WHY DO YOU PRACTICE YOUR SPORT?

Using the scale below, please indicate to what extent each of the following items corresponds to one of the reasons for which you are presently practicing your sport.

<table>
<thead>
<tr>
<th>Does not correspond at all</th>
<th>Corresponds a little</th>
<th>Corresponds moderately</th>
<th>Corresponds a lot</th>
<th>Corresponds exactly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

WHY DO YOU PRACTICE YOUR SPORT?

1. For the pleasure I feel in living exciting experiences.  1 2 3 4 5 6 7
2. For the pleasure it gives me to know more about the sport that I practice.  1 2 3 4 5 6 7
3. I used to have good reasons for doing sport, but now I am asking myself if I should continue doing it.  1 2 3 4 5 6 7
4. For the pleasure of discovering new training techniques.  1 2 3 4 5 6 7
5. I don’t know anymore; I have the impression of being incapable of succeeding in this sport.  1 2 3 4 5 6 7
6. Because it allows me to be well regarded by people that I know.  1 2 3 4 5 6 7
Short Presentations (Motivation Theory)

- Die Selbstbestimmungstheorie der Motivation.pptx
- Motivation
- Selbstbestimmungstheorie
- Selbstbestimmungstheorie der Motivation.pptx
- Selbstbestimmungstheorie
Group 2

Question 1

1. Would the team have bonded had it not won?

No, they would have been sad and demotivated and if they had not won any single game they would not have been a feeling of success and they maybe reproach the others for the lost.

2. What do you think would have happened if the team had bonded, had lost a game in the middle of the season and the school board had tried to replace Boone as head coach?

Their ambition would be so high because of Boone who showed them already how to motivate and push each other, so that they would have finished the season with the new trainer. Maybe it would be difficult for them to correspond with their new coach because he would probably have other methods to motivate them. Another problem could be that the team may not like them privately because they are getting upset more easily with him with the reason of losing their old coach.
ERSTELLEN VON AUFGABEN

Question 1
Not yet answered
Marked out of 1.00
Flag question
Edit question

Flow is maximized when you are competing against an opponent

Select one:
- a. of equal ability
- b. of better ability than yours
- c. of worse ability than yours
- d. of the same gender
Ch. 6 - Intrinsic Motivation & Flow

Summary of your previous attempts

<table>
<thead>
<tr>
<th>Attempt</th>
<th>State</th>
<th>Marks / 8.00</th>
<th>Grade / 15.00</th>
<th>Feedback</th>
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</thead>
<tbody>
<tr>
<td>Preview</td>
<td>Finished</td>
<td>3.00</td>
<td>5.63</td>
<td>There is a chance... Re-read the chapter and try again.</td>
</tr>
<tr>
<td></td>
<td>Submitted Freitag, 19 Mai 2017, 4:58</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Highest grade: 5.63 / 15.00.

Overall feedback

There is a chance... Re-read the chapter and try again.
Vielen Dank