Course: Challenge dedicated knowledge credits: 5

Course code	SKVP23CK
Name	Challenge dedicated knowledge
Study year	2026-2027
ECTS credits	5
Language	English
Coordinator	G. van Dalfsen

Modes of delivery	Guest lecture Lecture Problem-based learning Tutorial
Assessments	Challenge dedicated knowledge - Professional product

Learning outcomes

By the end of this course, students will have developed the ability to tackle complex, multidisciplinary challenges with an academic perspective within the realm of sport and health. They will gain specific knowledge related to their chosen challenges and learn to apply this knowledge through dialogue, fieldwork, and practical problem-solving. Students will enhance their skills in knowledge management, enabling them to create, share, and utilize information effectively to achieve organizational objectives.

LILO 1: Professionalism of the sports professional (Competency level 1)

LILO 2: Design (Competency level 1)

Sport and physical activity research

13. Research methods

14. Research capabilities

Content

Content of the course component: Challenge dedicated knowledge 1 is directly linked to the challenge chosen: "International Event" and "Blue zones and healthy lifestyle" and European Vital City". The complex world of today consists of an enormous amount of challenges and wicked problems. These complex problems are problems that are beyond the scope of any single organisation, both in terms of understanding and response. Additionally, there is often disagreement about the cause of the problems and how to address them. Wicked problems lack clarity in both their aims and solutions and are subject to real-world constraints. This means that risk-free attempts to find a solution are highly unlikely. Within the sport studies program, students will work on challenges and wicked problems and will try to solve a part of the complex issues that exist.

All existing challenges require, alongside the general body of knowledge, specific information (challenge dedicated knowledge) focussed on the specific part of the challenge that needs to be solved. Through dialogue, learning by doing and field work, students will gain information from different areas in and outside the domain of sport and health, enabling them to combine information to solve part of the challenges. Sources therefore can be experts from different fields but also literature etc.. Students can also follow other modules within the Hanze university and at partner universities. If a student chooses to follow other modules, approval of the study coach is required.

The level of complexity therefore depends on the level of available knowledge, the amount of multi-disciplinarity, the existing knowledge of people involved and the need for adaptivity, the number of stakeholders and interests involved, the fast changing and developing context, the end-user being part of the design cycle, an unclear end-result, the design process to be concentric and non-linear, and the unique process that is non-repeatable. The challenge dedicated knowledge therefore requires a personalised approach as each student will be involved in different parts of the challenge and will bring an individual level of personalised knowledge and experience.

The challenge dedicated knowledge is part of the Knowledge Management (KM) of each challenge. KM concerns the collection of methods relating to creating, sharing, using and managing the knowledge and information of the organisations involved with the challenge. It refers to a multidisciplinary approach to achieve organisational objectives by making the best use of that knowledge.

Knowledge management efforts typically focus on organisational objectives such as improved performance, competitive advantage, innovation, the sharing of lessons learned, integration and continuous improvement of the organisation. These efforts overlap with organisational learning and may be distinguished from that by a greater focus on the management of knowledge as a strategic asset and on encouraging the sharing of knowledge. KM is an enabler of organisational learning and learning within the challenge specifically.

Various frameworks that address different 'types of' knowledge already exist. One proposed framework for categorising the dimensions of knowledge is the Knowledge Spiral (as shown below) which distinguishes tacit knowledge from explicit knowledge. Tacit knowledge represents internalised knowledge that an individual may not be consciously aware of, such as the knowledge required to accomplish particular tasks. Conversely, explicit knowledge represents knowledge that the individual holds consciously in mental focus, in a form that can easily be communicated to others.

The Knowledge Spiral (1995) as described by Nonaka & Takeuchi.

Course structure: The course consists of guest lectures, regular lectures, and tutorials led by your instructor.

Assessment structure: The assignment consists of finding and summarizing journal articles regarding information related to the challenge you are enrolled for. Think about a topic (that is suitable to your challenge) and a central theme that your articles are related to. All sources need to be unique. It is an individual assignment in which APA style and 3rd person professional writing are used. Specific requirements will be communicated during the course.

Literature and any costs: -

Included in programme(s)

Sport Studies

School(s)

Well-being, Education & Sport

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