Hanze

Vak: Challenge 4 Blue zones — credits: 10

Vakcode	SKVH22BHL3
Naam	Challenge 4 Blue zones
Studiejaar	2026-2027
ECTS credits	10
Taal	Engels
Coördinator	B.J. van Holland

Werkvormen	Action learning Excursie Internationaal Gastcollege Hoorcollege Probleem gestuurd onderwijs Stage, werk Werkcollege
Toetsen	Blue zones and Healthy Lifestyle - Portfolio assessment

Leeruitkomsten

LILO 1. Professionalism of the sports professional. (Competency Level 3)
LILO 2. Design (Competency Level 3)
LILO 3. Implementing (Competency Level 3)
LILO 4. Advising (Competency Level 3)

Inhoud

Content of the course component: The complex world of today consists of an enormous number of challenges and wicked problems. These complex problems are problems that are beyond the scope of any single organization, 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. The current course will be separated into two parts. Part 1 will consist of the use and collection of conceptual and empirical data. Part 2 consists of developing the sport/health concept/Blue zone.

In part 1 of the Blue Zone/Healthy Lifestyle (BZ/HL) challenge students will work from a multidisciplinary perspective. The students acquire knowledge of and about the field of Healthy Ageing by taking part in a (international) Blue Zone/Healthy lifestyle project. The focus lies on prerequisites and different variables that influence the adoption of a healthy lifestyle (diagnostic research). These will be based on an ecological approach (Sallis 2006) and derived from evidence-informed models, such as the model of Positive Health (Huber 2011).

The following questions need to be answered in Part 1: What are key determinants influencing healthy behaviour? What is the role of sport and movement in healthy behaviour? How does this relate to other determinants? How could healthy behaviour be stimulated using sport and movement? Which target groups can be distinguished and what proven and possible strategies exist to activate these people? After answering these questions, advice is given to enhance and develop the field.

In part 2 of the Blue Zone/Healthy Lifestyle Part 2 students will work from a multidisciplinary perspective. The student builds further on knowledge and discoveries from BZ/HL part 1; that is, the student takes part in the development and execution of health interventions in Blue Zones, using the knowledge gained in part 1 to innovate the field. Emphasis will be placed on critical thinking, with the aim of creating impact while working together with different stakeholders from several disciplines.

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

Assessment structure: Students will receive formative feedback for all in between reports delivered and receive 1 grade (summative assessment) at the end.

Level 2 consists of: program-based, applying new technology, intervention/program: long-term legacy

Literature and any costs: -

Opgenomen in opleiding(en)

Sport Studies

School(s)

Welzijn, Educatie & Sport

share your talent. move the world.

De ECTS onderwijscatalogus van de Hanzehogeschool Groningen wordt met de grootst mogelijke zorg samengesteld. Het is echter mogelijk dat de inhoud van de catalogus -en de daarin vervatte informatie- verouderd, incompleet of onjuist is. Aan de inhoud van de catalogus kunnen dan ook geen rechten worden ontleend.