Vak: Self-regulating professional development — credits: 5

Vakcode	SKVP25SPD
Naam	Self-regulating professional development
Studiejaar	2026-2027
ECTS credits	5
Taal	Engels
Coördinator	T.T. Toering
Werkvormen	Hoorcollege Opdracht
Toetsen	Self-regulating professional development - Opdracht

Leeruitkomsten

This course contains the following learning goals:

1. The student is able to apply self-regulation in light of their personal development;
2. The student is able to apply self-regulation in light of their development as a sport professional;
3. The student is able to define and apply some transition skills relevant to their development as a sport professional.

LILO 1: Professionalism of the sports professional (Competency Level 1)
LILO 2: Design (Competency level 1)

Sport and society
4. Sport and physical activity as a tool
5. Social and ethical issues
Sport and health
9. Behavioural change
Sport and physical activity research
13. Research methods
14. Research capabilities
Forming connections within and beyond the world of sport and physical activity
16. Personal and professional development
17. (Intercultural) communication and sensitivity

Inhoud

Content of the course component: According to Vohs and Baumeister (2016), self-regulation is a process in which human beings do something they would not normally do in order to reach a desired state or outcome; that is, individuals go out of their comfort zone to positively change their behavior and/or learn something. Self-regulation of learning (SRL) is a more specific form of self-regulation which is defined as the manner in which individuals take charge of their learning process (Zimmerman, 2006). SRL consists of metacognition (thinking about your own thinking, such as planning and reflection), motivation (wanting to learn something) and behavior (take action to enable learning). An important misconception about self-regulation is that it is a purely individual process; on the contrary, it always takes place within a context, meaning that it always happens in relationship with others. This in turn means that it is important to pay attention to emotions and skills such as dealing with frustration and adversity.

The motivational climate as well as the physical environment greatly influence the self-regulation process. As an example, more self-regulation takes place in a motivational climate that allows for intrinsic motivation (motivation stems from doing an activity in itself; Deci & Ryan, 2000) compared to a situation in which extrinsic motivation is elicited (motivation stems from external sources such as rewards; Deci & Ryan, 2000). In addition, the design of the physical environment automatically influences our decisions. Relevant in this regard is the concept of nudging (Thaler & Sunstein, 2009). The concepts mentioned will be put in light of current complex societal challenges we face (e.g., mental health decrease, sedentary lifestyle, sustainability in sport) and together we'll define relevant transition skills to tackle these issues as a sport professional.

During the course, you will work on assignments in which you can research and challenge yourself when it comes to your personal and professional self-regulation. We will make use of the intercultural context found in your Sport Studies class, design and test small interventions, and define and apply some transition skills.

Sources:
Deci, E. L., & Ryan, R. M. (2000). The" what" and" why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological inquiry, 11(4),* 227-268.

Thaler, R. H., & Sunstein, C. R. (2009). *Nudge: Improving Decisions About Health, Wealth and Happiness.* Pengiun Books.

Vohs, K. D., & Baumeister, R. F. (Eds.). (2016*). Handbook of self-regulation: Research, theory, and applications.* Guilford Publications.

Zimmerman, B. J. (2006). Development and adaptation of expertise: The role of self-regulatory processes and beliefs. *The Cambridge handbook of expertise and expert performance,* 186, 705-722.

Course structure: The course consists of lectures, weekly assignments, a module assignment and work field visits.

Assessment structure: *Students will complete weekly assignments and the module assignment, and these will be presented at the end of the course.*

Literature and any costs: *-*

Opgenomen in opleiding(en)

Sport Studies

School(s)

Welzijn, Educatie & Sport

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