

Educating sport professionals: A defense of *Bildung*

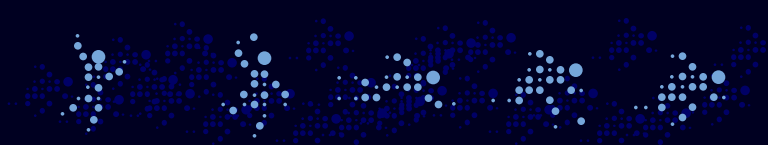
Sigmund Loland

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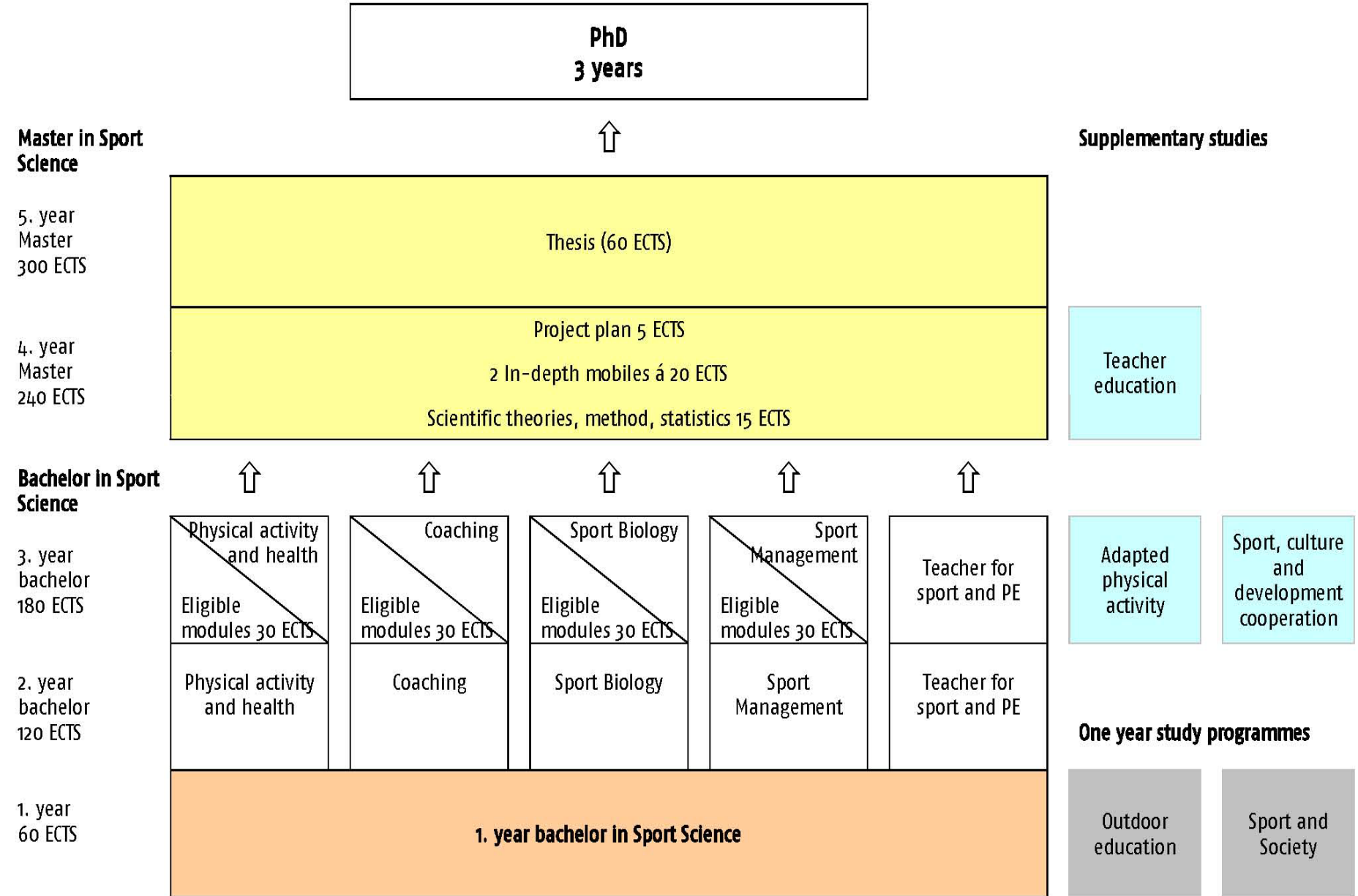
Sport: the expanding circle

- Physical education
- Organized sport
- Outdoor recreation
- Diversity of play and dance
- Physical activity & health
- Everyday movement

- The study of intentional human movement
- Kinesiology/kinanthropology (Renson)/movement culture

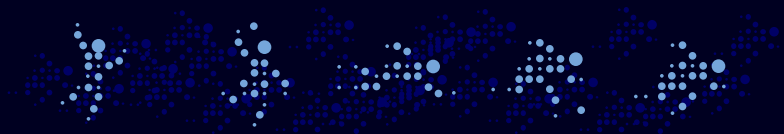


Norwegian School of Sport Sciences – Studies 2010–2011



Aims and learning outcomes?

- Competence: General and specific knowledge and skills
- *Bildung*: Critical reflection, contextual sensitivity, normative energy
- *Review of three understandings of the value and meaning of sport*
- *An integrated understanding*
- *Implications for program aims and curricula*



Sport builds character

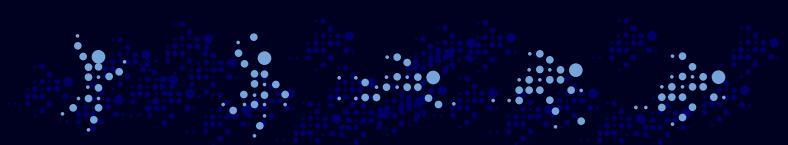


Fridtjof Nansen (1861-1930)

- Ancient Greece: sport as moral education
- 19th century England: *Muscular Christianity*
- Fridtjof Nansen: *Unngå sport og øv idræt!*
- Coubertin's Olympism: the great(?) synthesis integrating sport for all and elite sport

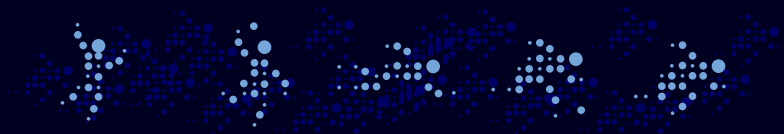
but...

- Sport: a powerful sphere of socialization
- Ambiguity: 'bracketed morality' (Bredemeier & Shields 1995)
- Boxing as case (Endresen and Olweus 2005)
- Narrow instrumentality
- Need for competence and *Bildung*



Sport and health

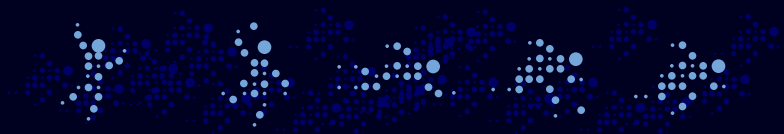
- Development of modern bio-medicine
- Enlightenment and the French *Encyclopedie* (de Wachter 1984)
- Worker's sport in the mid war period - public health (Krüger & Riordan 1996)



Health



- From ideology to epidemiology
- High activity levels, inactive life style
- Norwegian data (Directory of Health 2011) – health enhancing activity levels
 - Age 9: 4/5
 - Age 15: approx. 50%
 - 20+: 1/5
 - 67+: 1/10
- Public health problem



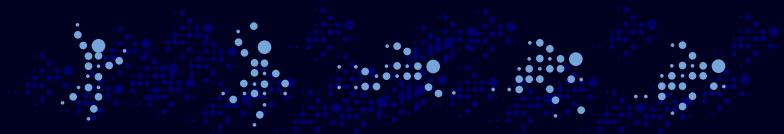
but...

- Medicalization (Zola 1978)
- Individualization and visualization
- Commodification of the body
- “Misnøyens logikk” (Johansson 1998)
- Narrow instrumentality
- Need for competence and *Bildung*



Experiential values

- Direct and sensual
- Pleasure and pain
- Innovation and routine
- Joy and disappointment
- Community and conflict
- Freedom and obligation



Meaning

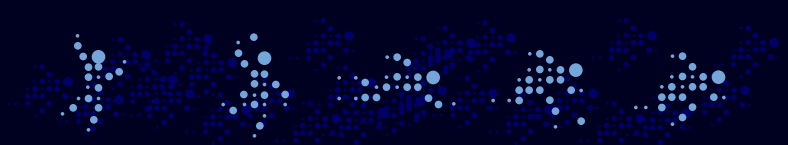


- Diverse traditions
- “The whole human being”
- Play and culture (*homo ludens*) (Huizinga 1954)
- Meaning in movement (Metheny 1968): autotelic values
- ‘The humanity of movement’ (Anderson 2002)
- Who am I? With whom do I belong? What can I become?


but...



- From instrumentality to autotelic values
- Need of actuality
- Need of practical implications
- Integrated understanding facilitating *Bildung*?



Two normative paradigms



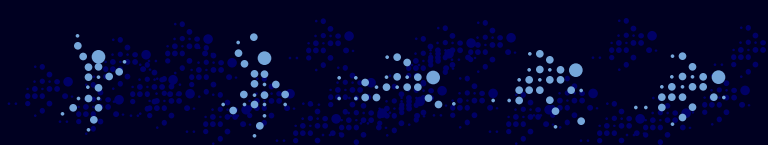
Disposition for
immorality and
laziness:
instrumental values

Disposition for play
and a quest for
meaning: autotelic
values

Weak

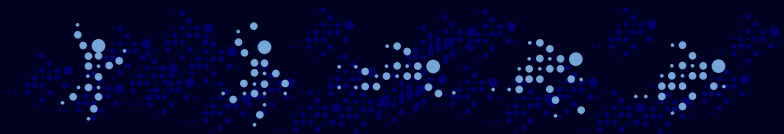


Strong



Educating sport professionals: A defense of *Bildung*

- *Bildung* ought to be reflected in core curricula in all educational programs in sport
- Movement practice: The experiential (and existential) dimensions of sport
- Contextualization: What is sport for? Interpretations of meaning and value in diverse societies
- Normative energy: Visions of sport as integrated elements of good lives in good societies
- The normative dimension of the idea of education



Thank you!