

Ze-phir



Sommer 2008

Main Topic

“Going Global”: International Opportunities for Young Sport Scientists

dvs-Kommission
Wissenschaftlicher
Nachwuchs

Verein zur Förderung des
sportwissenschaftlichen
Nachwuchses e.V.



Main Topic: “Going Global”: International Opportunities for Young Sport Scientists

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Editorial

Internationalisation is an important topic within our discipline. For instance, just in reviewing back issues of *Ze-phir*, *internationalisation in sport science* was discussed eight years ago, with the issue reporting various study and research opportunities outside of Germany. In a later issue, entitled “*Internationalisierung*” published in winter 2005/06, Raab, Tielemann and Arnold (2006) explained how reading, writing, speaking and presenting in English at international conferences was valuable during early stages of an academic career. Further, one year later, Holzweg, Tielemann, Arnold and Gerlach (2007) indicated how three particular conferences provided possibilities for scholarly engagement in an international arena of sport science. In this present issue, we return and expand upon the theme of *internationality in sport scientific research*. Let us briefly explain why.

If you strive for an academic career at a University, you will have to fulfil a number of employment criteria. One criterion includes a significant amount of publications within the field of research interest, as well as an informed understanding of contemporary and previous research (locally and internationally). When applying for a job at a German University, you generally should be known within the German scientific community (e.g., via presentation at German conferences). However, apart from these aspects, you will need to demonstrate that you are able to contribute (and have a profile of contribution) at an international level. If you just review recent University job postings in all sub-disciplines of sport science, you will notice that many posts have internationally related criteria for applicants. On these criteria, local researchers have to compete against international colleagues. Conversely, German researchers who are seeking out international opportunities will have to demonstrate their qualities and contributions.

In light of these requirements, it is important to develop and keep ‘a pace’ with international research in sport science. Moreover, as contributions to this issue will show, young researchers need to begin their developmental journey early, with internationalisation being a key component. Besides the inevitable task of reading and writing papers in English and attending international conferences, one should become familiar with “*what is going on*” internationally. Conferences help to expand not only personal knowledge, but help establish international contacts and collaborations, providing a solid starting point for establishing scientific networks. To supplement and assist young and/or emerging scientists, coming to know more about the structure and opportunities at international Universities can also facilitate future directions and planning (e.g., when looking for a research fellowship). Thus, the present issue of *Ze-phir* aims to provide some additional knowledge and support to assist you in “*Going Global*”. The issue achieves this aim by providing exclusive and assistive reports on qualifications and job opportunities outside of Germany.

In congruence with recommendations made by Raab et al. (2006), and present issue aims, all articles and contributions are written in English (*We are sure the practice will help!*). But as important, this shows that *Ze-phir* itself, and German Sport Science research in general, is attempting to become, and be, more global in its outlook. By the same token, international scientists will be able to read and understand what is going on

in German Sport Science. Hopefully, and in the longer term, international readers will be able to learn more about German Sport Science, its unique *Young Investigators Association* as well as the research possibilities in other countries. International interest becomes obvious when considering that one of the editors of this issue is from Leeds Metropolitan University (UK), and due to the fact that many contributing authors of this issue have requested *Ze-pher* to be distributed globally either by mail or email (www.sportwissenschaftlicher-nachwuchs.de). Besides personal contribution, you may ask how come international colleagues are showing interest? Well, maybe it has something to do with the topics of the present issue, which examines international participation and funding opportunities, along with the requirements for working and studying abroad.

In the following articles, authors have provided varied contributions related to the topic of *internationality*. Specifically, articles consider the different methods and ways of “*Going Global in Sport Science*”. The first three articles examine funding and participatory opportunities for young German sport scientists. Florian Loffing and Anne Brüggemann highlight the programs offered by the German Research Foundation (DFG), with a focus on research funding. Andreas Bund takes a look at the opportunities afforded by the German Academic Exchange Service (DAAD), including the promotion of both research and academic study. Martin Holzweg’s article highlights how *internationality* can be facilitated by the Socrates/Erasmus teaching mobility programme.

On the premise that knowledge of local systems helps, maybe even for subsequent applications, another collection of articles in the current issue describes the job and qualification systems of Universities across several countries. For instance, Johan Wikman and Anne-Marie Elbe (Denmark), Thomas Korff and Florian Fath (UK) provide insights of local systems within a European context. Meanwhile, Harald Barkhoff (Hawaii), Gustavo Ramón Suarez, Stella Crescente and Andreas Bund (Argentina and Colombia) present perspectives from North and South America respectively. Lastly, a culmination of perspectives from three continents are compared and contrasted within interviews conducted with David Mann (Australia), Duarte Araújo (Portugal) and Joseph Baker (Canada).

Finally and not wanting to part from tradition, the latter pages of this issue provides a review of recent events, and previews upcoming workshops being provided to “*The Association for the Promotion of Young Research in the field of Sport Science*”. To all colleagues, whether local or global, we hope you enjoy the reading and find the content beneficial.

Florian Loffing, Steve Cobley & Jörg Schorer

Promotion of International Scientific Activities for Young Researchers in Sport Science by the German Research Foundation (DFG)

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Creating scientific networks, contacts and collaborations is a substantial task for upcoming scientists in establishing themselves successfully within a scientific society. This process should be performed both on a national as well as an international level, with the latter becoming progressively more important. The German Research Foundation (DFG) is acutely aware of this importance for young scientists and consequently offers a wide variety of promotions for the creation and maintenance of international contacts. The sport science sector is also familiar with this, although there are comparatively few funding applications compared to other science fields. Nonetheless, the chances of funding approval are generally equal for sport scientists and scholars in other scientific fields. In 2007, the DFG approved 53% of the applications for single promotion (incl. applications for research scholarships), or 38% of grant applications received. This article aims both to present the promotional programs and to close an information gap in the sport science area.

In contrast to the German Academic Exchange Service (DAAD; cf. article in this journal), which offers promotions to both undergraduates and postgraduates, the DFG almost exclusively offers promotions to doctors (two exceptions will be presented below). Doctoral theses or research study periods abroad are not granted any funding. Here, the DFG-

funded (international) Research Training Groups are worth mentioning. Moreover, doctoral candidates are, of course, being funded as employees in DFG research-projects. Due to the extensive application and review procedures it is especially advisable to familiarise oneself with the funding opportunities of institutions such as the DFG at an early stage. This is also true when considering that employment is not guaranteed, even though a successful doctoral thesis may have been completed. Here, a precocious look into the funding programs can come in handy.

In the following, three examples of internationally orientated funding areas are presented. These outline the requirements for applicants, the aims connected to the funding, and the offerings that come with the funding package. Since most readers do not have a doctoral degree (yet) or have received it recently, the areas of funding presented here are:

1. Research scholarships
2. Funding of congress and lecture-trips
3. International vacation courses.

A complete overview of the DFG offerings to promote young academics is given in Figure 1. For further information, the DFG homepage (<http://www.dfg.de>) provides downloadable leaflets for each respective category. Furthermore, you can find information on the programs which are not presented here.

Fellowships	Staff Positions	Independent Junior Research Groups	Prizes / Miscellaneous
Postdoctoral Phase			
Research Fellowship	Temporary Positions for Principal Investigators	Emmy Noether Programme	Heinz Maier-Leibnitz Prize
Postdoctoral Fellowship in a Research Training Group	Research Assistant in a Research Project	Independent Junior Research Group in a Collaborative Research Centre	Albert Maucher Prize
	Heisenberg Fellowship	Heisenberg Professorship	Conference, Lecture and Information Trips
NIH/DFG Research Career Transition Award			Scientific Events
Doctorate			
Doctoral Fellowship in a Research Training Group	Doctoral Student in a Research Project		Bernd Rendel Prize
University Studies			
	Student Assistant		Bernd Rendel Prize

Fig. 1. Overview of the DFG offerings to promote young academics. Please note: International vacation courses as one of the funding instruments are not included in this overview.

Research scholarships

Research scholarships aim to give young scientists the opportunity to go abroad and conduct a temporary and contextually limited research project at a particular location(s). Usually such scholarships are granted for up to a two year duration. The project has to be performed either independently or under the supervision of a qualified hosting scientist. Further, the time abroad can or should be used to familiarise oneself with new scientific techniques, complete extensive research projects (e.g., habilitation), and to make new scientific contacts. To be able to complete these tasks, scholarship holders should not be obligated to work in normal scholarship activities as well. However,

certain requirements are expected for applicants to be granted funding. DFG research scholarships are open to both German and international young academics of all scientific fields who have a doctoral degree. For international applicants, it is further required that they have already been living in Germany for several years (not specified by the DFG), and that they are committed to residing and working in Germany in the near future. In case of a research task of distinctive importance, more experienced scientists are also eligible to apply. Even though a doctoral degree is required, the application can be submitted as soon as the doctoral thesis has been completed. Any documents missing in such cases have to be filed subsequently as soon as possible.

In addition to these personal criteria, the project application has to be considered worthy of promotion. Indices considered important here relate to whether the proposed research is of a sufficient quality and originality at an international level. Therefore, the presentation of a proposed project needs to include references representing the latest state of knowledge on a given subject. The proposal needs to provide an overview of previous research and literature; outline an understanding of preferred methods and procedures; and, provide a schedule for the planned project across the funding period. Further, justification of the importance and value of the research project, at a personal and scientific level has to be explained, along with justification for why the project needs to be conducted abroad. These aspects aside, there are no rules with regard to the timing of application. A research scholarship can be applied for at all times.

The funding, as part of a scholarship, includes several categories of payment to consider. In addition to the monthly payment, which is determined by the age of the scholarship holder, a monthly € 103 additional allowance is granted for covering travel and/or similar expenses. The categories for the monthly payment are currently as follows:

- up to 30 years of age: € 1.365
- 31 to 34 years of age: € 1.416
- 35 to 39 years of age: € 1.467
- 39 years of age and older: € 1.518

What's more, additional payments for spouses, child care, commuting and publishing are available. Also, after longer time periods abroad which have been supported at least partly by the DFG, applications for return scholarships can be submitted. These domestic scholarships are limited to a six-month period of promotion and are intended to help with the re-integration into the German scientific system. For further information on this type of scholarship visit the DFG homepage.

With the acceptance of a DFG scholarship, the holder not only receives services but also is obligated to fulfil contractual requirements, specifically:

- compliance with the rules of proper scientific practice (cf. DFG, 1998),
- full commitment to the research project,
- detailed reports on the latest state of the project and its progress,
- no additional funding through similar scientific foundations

International conference and lecture trips¹

Besides long time periods abroad, the DFG also supports short-term visits to build up and maintain international contacts and scientific collaborations. This includes participation in international scientific events (e.g. congresses, symposia) as well as giving lectures abroad. In contrast to research scholarships, doctoral candidates can also apply. Again, as long as they are either committed to living in Germany, are integrated in the German scientific system, or hold existing academic positions as part of a German research centre abroad, then applications will be considered. To gain funding for congress/conference trips, active participation is required. This may include giving a lecture, short-presentation or presenting a poster. For congress trips, the application deadline ends four months before the first day of the event. An application for lecture-trips abroad has to be submitted to the DFG one month prior to the first day of the trip. In both cases, applications will only qualify for further consideration, if costs incurred exceed the sum of currently € 300. Since both congress and lecture-trips are promoted through special funds, generally of the

1 Please note that the DFG Joint Committee has just decided to reform its funding instruments for international collaboration. Applications for international conference and lecture trips can be handed in until December, 31 in 2008 to fund trips until June, 30 in 2009. Afterwards, the DAAD will offer a successor for this program.

foreign ministry, the DFG explicitly states that only a fraction of the applications submitted can be approved. Therefore, travel plans should be made independently of the DFG decision. What's more, costs for accommodation are not included in the funding of lecture-trips, since it is expected that the hosting institution would cover these expenses.

Within this funding option, a further funding opportunity is worth mentioning. Scholarship holders of the DFG, who stay for 18 months (or more) abroad, can apply for funding to maintain scientific contact with the Federal Republic of Germany. Such trips can be covered by a scholarship only after a minimum of six months abroad. This extra application allows part coverage of travel costs associated with two such trips. Further expenses such as accommodation, congress fees etc, are not covered.

International vacation course

This opportunity is directed at both doctors and doctoral candidates. The DFG grants travel and education allowances. It also covers, if necessary, course fees for scientific and technical workshops or academic summer courses in Germany, or studies abroad. To be considered worthy in one of these awards, the course to attend has to fulfill the following requirements:

- It has to provide information on the latest research results or methods in important topical fields.
- Be acknowledged by domestic and international experts.
- Should target highly qualified young academics whose research will benefit from the course.
- Participants should be selected in national or international assessment procedures.

The applicants should be qualified young academics who are intensively working, or intend to work, on a research project.

Furthermore, the DFG also organises and finances such events. Their aim is to bring new international research methods to Germany, improving theoretical and practical approaches to current research topics for young domestic academics.

Chances and perspectives of the (international) sports sciences from a DFG viewpoint

The DFG offers several forms of support to those in their early stages of an academic career. These forms of support are designed to encourage experiences on an international level. Scholarships and vacation courses can be used specifically to improve qualifications; such as to become familiar with new research methods. Further, time periods abroad can be requested to provide opportunities for networking with other scientists, which can be an asset for future academic work. Through contributions to international congresses, one's own work becomes especially accessible to an international academic community. At the same time, these occasions permit insights on the work of colleagues who are interested in the same subject matter. Sport scientists should use this opportunity, since going international with one's own research and publishing at an early stage improves the chances of local and global employability.

Altogether, the programs offered by the DFG represent a very helpful tool for young scientists in the field of sports sciences. Therefore, these opportunities should be seriously considered in the planning of one's own future academic career.

References

Deutsche Forschungsgemeinschaft (1998). *Vorschläge zur Sicherung guter wissenschaftlicher Praxis*. Weinheim: Wiley-VCH.

For more information on several international programs offered by the DFG visit:

<http://www.dfg.de/en/international/index.html>.

Sport Science Worldwide: DAAD Programs and Scholarships

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Introduction

If you intend to study, research or lecture abroad, then the DAAD (German Academic Exchange Service) and its website (www.daad.de) should be one of the first sources to consult. The DAAD is a joint German Universities service that promotes international relations through the exchange of students and scientists, or via participation in international projects and programs. “Exchange” implies bilaterality, therefore programs and scholarships are offered to both foreign scientists (including those in sport) to work in Germany, and likewise German scientists interested in working abroad. The following will deal exclusively with programs and scholarships for German sport scientists.

Scholarship Database

An ideal starting point to look for the appropriate promotion program or scholarship is the DAAD’s database. It is located at “www.daad.de/ausland/foerderungsmoeglichkeiten/stipendiendatenbank” and includes not only DAAD programs, but also outlines others offered by organisations such as the German Research Foundation (DFG), the EU, and the Alexander von Humboldt-Foundation. By entering your personal subject, destination of choice, and academic status, the database will give you a high number of promotion programs to review. For example, if you want to leave your home

country as a postgraduate sport scientist (i.e., holding a Bachelor, Master or other degree) you can choose from 16 programs associated with the US, 15 for China, 14 for Australia and 13 for Brazil. If you prefer warmer climates, then there are also 13 programs for the Seychelles on offer. If you already have a PhD, the number of options reduces to: US 9, China 10, Australia 9, Brazil 10, and – good to know – Seychelles 9.

The relatively high number of options is due to the fact that the majority of programs are not bound to a specific subject or country, but are open to any scientific discipline worldwide. The following will focus on programs appropriate for sport science and the destination of the US. All which can be found in the scholarship database. The US is chosen here as it is an attractive destination for sport scientists. Another reason, there is a high number of scholarship programs offered, most of which apply to search results for other destinations.

Programs and Scholarships for Postgraduates in the US

Entering “Sport science US Postgraduate” leads to a total amount of 16 programs, which, except for the final two, are of interest to several sub-discipline groups within sport science.

The different DAAD programs relevant to sport science in the US are listed below:

(1) DAAD scholarships for postgraduate MBA studies

These scholarships are primarily of interest to those who have already majored in sport economics or sport management and who want to establish themselves in this field. This scholarship allows postgraduates to complete a MBA study course. For all successful applications a scholarship of € 975 per month is granted for 10 months. An extension of the scholarship has to be applied for separately and its approval depends on study results obtained during study. Additionally, a maximum of € 10.200 per academic year is granted for tuition fees and travel expenses. The DAAD recommends to contact a US University and then to complete the application process prior to applying for a scholarship. Further, applicants have to achieve a minimum score both on the Test of English as a Foreign Language (TOEFL) and the Graduate Management Admission Test (GMAT).

(2) DAAD increase of federal state postgraduate promotion

This scholarship option is exclusively for sport scientists who already hold a postgraduate or doctoral scholarship from a federal state of Germany. If the doctoral thesis requires a time period abroad (e.g., for literature research or data collection), then the DAAD can approve a scholarship to support this period. The time period has to involve a minimum of 30 days to a maximum of 12 months. The federal state scholarship is then increased to match the DAAD scholarship for the intended destination. For example, the postgraduate scholarship for the federal state of Hessen, currently amounts to € 1.000 per month. The promotion of the DAAD for doctoral candidates going to the US currently totals € 1.200. This increased scholarship would therefore cover the € 200 difference. Further, a lump sum for travel expenses, research costs and congress fees would be granted.

(3) DAAD: Carlo-Schmid-Program: Internships in international organisations

As part of the Carlo-Schmid-Program, the DAAD offers scholarships for internships in international organisations. Since there are plenty of international sport organisations, this is also an option for sport scientists. An internship lasting 3-6 months has to be arranged independently, possibly with the help of the Ministry of Foreign Affairs, before an application should be made. The chances of successful application are probably higher if the internship is related to organisations such as the IOC or the EU Sport Unit. The amount of funding provided depends on the destination and academic status of the applicant. However, the figures presented in Table 1 do not apply. There is a travel expenses grant of € 260 for Europe and € 520 for overseas. Further, the DAAD provides health, accident and liability insurance for the internship period.

(4) DAAD: Group travel and student internships for German students abroad

Group travel and student internships are also subject to DAAD promotion as long as they impart expert knowledge, or enable exchange with foreign students and scientists. Group travel can fulfil that criterion through surveys and consultations with experts. Student internships refer to participation in specialised or intensive courses/workshops abroad. The DAAD covers a maximum 50% of the total costs. For example, if a seminar on "Sport in Germany and the US – a comparison of the systems", is coordinated, and a successful application is made, then participants of the seminar travelling to the US could receive approximately € 45 per day (EU-countries € 30) for 7 to 12 days.

(5) DAAD: International studies and training partnerships

Promotion through this DAAD program requires a long-term partnership between

your home institution or faculty and an international University (e.g., an integrated study course). If such a course is arranged, then German students who have completed their basic studies or who are in the second year of their bachelor studies can apply for a partial scholarship of € 425 per month. This will support continuation of their studies at the partner University. Further, a lump sum for health insurance and travel expenses is granted. The scholarship is awarded for one or two semesters. The application has to be submitted by a German University, so students who are interested have to apply at their home institution.

(6) DAAD: Short- and long-term scholarships for doctoral candidates

The different short and long-term scholarships are probably the most important promotion instrument of the DAAD. These are highly relevant for sport scientists. The long-term scholarships for doctoral candidates are especially designed for research periods abroad. The study period abroad has to be directly connected to the doctoral thesis. This scholarship is generally granted for one year, but it is possible to apply for an extension. In contrast, short-term scholarships are limited to a maximum duration of 6 months and are intended to support study periods involving literature searching, data archiving or actual data collection or field research. The scholarship amounts to € 1,200 per month for the US. Further benefits include a travel expenses allowance, a lump sum (€ 102) for research and congress costs, as well as health, accident and liability insurance. In contrast to many other scholarships, an age limit applies for short and long-term scholarships for doctoral candidates. Applicants must not be older than 28 years of age.

(7) DAAD: Long-term scholarships for postgraduates and doctors

In contrast to the long-term scholarships for doctoral candidates, the scholarships for postgraduates and doctors are directed to those wanting to conduct further studies abroad (i.e., supplementary, additional or advanced research). For this scholarship, there are deadlines which depend on the destination (e.g., July 15, 2008, for the US). The scholarship again amounts to € 1,200 per month. Since it is a study period abroad, sufficient language proficiency is mandatory. The results of the TOEFL-Test should be submitted as part of the application.

(8) DAAD: Short-term spells for writing a Master thesis

The DAAD also provides awards for short-term scholarships (i.e., 1-4 months, and in some special cases 6 months) for writing a Master thesis abroad. Obviously, the topic of the thesis has to justify a time period of study abroad. For instance, a thesis on "The history of American working class sport" may require on-site research. The scholarship provides € 975 per month, a travel expenses allowance, and insurance. Postgraduate applicants have to prove their above average qualification (i.e., an exceptional bachelor degree), demonstrate competence in their ability to complete their Master exam, and their ability to conduct the planned work.

(9) DAAD: Semester spells at a foreign University as part of Master studies

This is another promotion program which is exclusively designed for students in their Master studies. Scholarships are granted for one semester (i.e., a minimum 3 month period) to allow applicants to participate in Master level study at a University abroad. However, Universities in Western Europe are excluded (e.g.,

EU-countries, Iceland, Switzerland, Norway, etc.). The scholarship provides € 975 per month for the US, and provides allowances to cover tuition fees and travel expenses. The DAAD recommends an agreement between the home and international University. The agreement sets the schedule for the student and guarantees the acceptance of compatible credit points to complete Master level study, equivalent to home institution requirements.

(10) DAAD: Summer language courses for postgraduates

The DAAD awards scholarships to post-graduates and doctoral candidates to complete 3-4 week language courses at some Western European (e.g., Denmark, Norway, Ireland) Universities in the summer months. Many of these courses occur at Eastern European universities (e.g., Poland, Slovenia, Hungary). The scholarships cover fees for food, accommodation and tuition. Additionally, the DAAD grants a travel expenses allowance. Language courses at non-European universities are promoted only in special cases. As part of the application, applicants have to prove basic knowledge of the respective foreign language, for example, by attending courses at their home institution.

Finally, the search results also identify programs offered by other organisations; however, they will not be reported in the following. Readers interested in the offerings of the DFG are recommended to read the article of Loffing and Brüggemann in this issue.

Scholarship Categories of the DAAD

The figures of the DAAD programs mentioned previous are relevant to study or work conducted in the US. However, there are different categories of scholar-

ships depending on the destination as well as the academic status of the applicant. In table 1 the different scholarship categories according to continent and country are shown. You can find a full list at www.daad.de/ausland/foerderungsmoeglichkeiten/stipendiendatenbank/00648.de.html

Table 1. Scholarship funding of the DAAD for exclusive countries (in €).

	Partial scholarship for students	Scholarships for graduates	Scholarships for PhD students
Europe			
France	300	875	1.125
Great Britain	325	900	1.150
Poland	275	825	1.075
Spain	250	750	975
North America			
Canada	350	850	1.075
USA	425	975	1.200
Latin America			
Argentina	300	800	1.000
Brazil	375	850	1.050
Mexico	325	775	975
Africa			
Egypt	300	800	1.025
Cameroon	425	925	1.125
South Africa	275	825	1.050
Asia			
China	325	750	925
India	325	775	950
Japan	550	1.275	1.575
Australia	350	850	1.075

Programs and Scholarships for Doctors in the US

For doctors this scholarship databank lists 9 promotion programs for the US as a destination (see Figure.1). However, only three are offered by the DAAD, namely the group travel scholarship, student internships and long-term scholarships as well as the DAAD postdoctoral program. The remaining 6 promotion programs derive from foundations or the DFG. Five of these programs will be presented in the following.

Stipendiendatenbank

Hier finden Sie die Ergebnisse Ihrer Suche nach Förderprogrammen für Promovierte mit dem Zielland Vereinigte Staaten von Amerika und der Fachrichtung Sportwissenschaften.

Bitte beachten Sie, dass die Stipendiendatenbank zur Zeit aktualisiert wird. Detaillierte Angaben zu den DAAD-Programmen erhalten Sie auch beim Akademischen Auslandsamt Ihrer Hochschule.

Bitte wählen Sie nun ein Stipendium aus, über das Sie ausführliche Informationen erhalten wollen.

Gefundene Förderprogramme: 9

Seite 1 von 1

Förderprogramm

[DAAD: Gruppenreisen und Studienpraktika für deutsche Studierende im Ausland](#)

[DAAD: Jahresstipendien für Graduierte u. Promovierte aller Fächer](#)

[DAAD: Postdoc-Programm - Forschungsstipendien für promovierte Nachwuchswissenschaftler](#)

[Alexander von Humboldt-Stiftung \(AvH\): Feodor Lynen-Programm](#)

[Deutsche Forschungsgemeinschaft \(DFG\): Emmy Noether-Programm](#)

[Deutsche Forschungsgemeinschaft \(DFG\): Forschungsstipendien](#)

[Deutsche Forschungsgemeinschaft \(DFG\): Kongress- und Vortragsreisen](#)

[Fritz Thyssen Stiftung: Förderung des wissenschaftlichen Nachwuchses](#)

[Studienstiftung: Wissenschafts- und Auslandsjournalismus](#)

Figure 1. Promotional programs for post-doctoral sport scientists in the US.

(1) DAAD: Research scholarships for young postdoctoral scientists

The post-doctoral program of the DAAD is designed for especially qualified young postdoctoral scientists, who intend to conduct research abroad. Scholarships are granted to support a time period of 3-24 months abroad. However, it is expected that after the first year the international University covers a component cost of the scholarship. Funding provided is higher than scholarships associated with undergraduate or postgraduate students. Typically, scholarship funding consists of a monthly payment of € 1,365 (married: € 1,416), and an additional allowance for living expenses. For the US it is currently at € 1,208, or € 1,692 when accompanied by a spouse. There are further allowances available. An application requires a doctoral degree at least *magna cum laude*, which has been received before the age of 30, and within the last two years of submission. The application must provide a detailed outline and rationale for the current research project. This should be supported by letters of recommendation from two professors.

(2) Alexander von Humboldt-Foundation: Feodor Lynen Program

The Feodor Lynen Program promotes research periods abroad for highly qualified young German academics. Besides the requirements mentioned above, the host at an international University has to be a former scholarship holder of the Alexander von Humboldt-Foundation. The scholarship consists of a standard base amount of funding, along with an international allowance. Several other lump sums and allowances can also be requested. Overall, a single scholarship holder can expect to receive € 2,600-2,900 for work conducted in the US.

(3) DFG: Emmy Noether Program

The Emmy Noether Program awards long-term scholarships for 5-6 years to support especially qualified young academics. During a first phase, funding supports a research scholarship for two years abroad. In the second phase, funding can be used to support the establishment of a group of young scientists as well as a research project where up to 4 years of funding is provided. The scholarship covers the personal salary

(BAT 1a/b) and costs for required staff/materials.

(4) DFG: Research scholarships

The research scholarships of the DFG are awarded for specific research projects which are to be undertaken independently, or under supervision by a postdoctoral young scientist. The scholarship is not bound to a period of study or work abroad. A 30 year old scholarship holder can receive € 1,365 per month for up to 2 years. In case of a time period abroad, an international allowance and several related applications for separate funding can be made.

(5) Fritz Thyssen Foundation: Promotion of young scientists

One year scholarships are available from the Fritz Thyssen Foundation. These are intended to support young scientists as soon as they have received their doctoral degree. The scholarship consists of a base amount (i.e., € 1,000 per month), an allowance toward voluntary health insurance, as well as an allowance to support international work. The research project has to be specified in detail as part of the application process.

Short and Long-Term Lectureship Abroad

If a lectureship abroad is intended, it is also possible to apply for a short or long-term lectureship at the DAAD. However, this is an exclusive offer for professors only. Doctoral candidates or research assistants cannot apply. Therefore, these programs will only be briefly mentioned.

A short-term lectureship allows a German professor to visit and work at an international University for a 4 week to 6 month period. The promotion of a short-term lectureship requires an invitation from the host University, which also has

to cover some of the costs. This may include the provision of food and accommodation for example. The DAAD scholarship takes care of travel expenses and provides a daily expenditure from € 47-188 depending on living costs at the destination. Benefits received from the host University such as bonuses, free board and lodging etc. can lead to a reduction in the provision of funding support related to daily expenditures. Within the application, information outlining a personal scientific career (i.e., a CV or bibliography) has to be provided. Also, a planned outline of the teaching, lectures, seminars and work to be conducted should be provided. This should outline topic areas, content, and target groups if possible. A long-term lectureship can last from 1-5 years at an international University. The application has to be submitted by the host University. Further, the host University has to provide the required infrastructure (i.e., working place, customary salary, access to scientific resources) to support the applicant. To support the move abroad, the lectureship covers removal costs, rent allowance, as well as health and accident insurance.

Conclusion

The DAAD offers a variety of programs which enable young scientists to conduct research or spend a time period of study abroad. The majority of these programs (e.g., the short and long-term scholarships) are relevant for postgraduates, doctoral candidates and doctors working in the discipline of sport science. Further, the requirements for applicants, compared to the DFG or other foundations, are not so demanding. What is essential – but then again self-evident – is the requirement to have a good to fair knowledge of language at the intended destination.

SOCRATES/ERASMUS Programmes to Support Teaching Mobility within the European Universities

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With this article the author, who is responsible for International Relations and International Exchange (ERASMUS) at the Institute of Sport Science of the Humboldt University of Berlin, wants to provide young University teaching staff an overview of teaching mobility within the SOCRATES/ERASMUS Programme. As ERASMUS is primarily associated with mobility for students, young researchers and teaching staff might not know enough about the possibilities of teaching mobility within Europe. Like the article "Why International?" (Holzweg et al., 2007), this article aims to improve international capabilities, by encouraging young researchers and staff to participate in internationally oriented Sport Science teaching and research.

SOCRATES/ERASMUS Programme

The SOCRATES II programme supports European cooperation in eight areas, including higher education. The higher education section of SOCRATES II, named "ERASMUS", aims to continue and extend the European Community Action Scheme for the mobility of University Students (i.e., ERASMUS programme). SOCRATES and its ERASMUS actions fit into the mobility policy promoted by the Bologna Process, which aims at the creation of a European Higher Education Area by 2010 (see European Commission, 2007a).

ERASMUS is open to all types of higher education institutions (in general

summed up with the term 'Universities'). It includes all academic disciplines and all levels of higher education study up to and including the doctorate level of study. The ERASMUS programme is open for all people in higher education institutions, located within the 31 participating countries. Specifically, these include the 25 Member States of the European Union, the 3 European Economic Area countries of Iceland, Liechtenstein and Norway, as well as the 3 present candidate countries of Romania, Bulgaria and Turkey.

All SOCRATES/ERASMUS higher education activities aim to develop a "European Dimension" (see European Commission, 2006b) within the entire range of participating University academic programmes. Financial support is provided to Universities as an incentive to add "European perspectives" to their courses through various ERASMUS activities (compare European Commission, 2006d).

For University staff, ERASMUS provides funded opportunities to teach in Europe, in exchange with partnered institutions. In support of teaching mobility, teaching activity periods abroad, at a partnering institution, can be arranged for a one week to six month duration, with the stipulation that both institutions are part of the Erasmus University Charter. Likewise, there are ERASMUS activities and exchange programmes for students. Partnering institutions can also generate

Intensive Programmes (IPs) which permit coordinated student exchange, or come together to create a Thematic Network (compare European Commission, 2006a).

Teaching Mobility for University Teaching Staff

Permitting teaching mobility for University teaching staff is seen as an essential facilitator in bringing a University closer to Europe and vice versa. Teaching mobility of University staff can also generate a first step towards further European co-operation and collaboration. Furthermore, mobility can offer international experiences to those students who cannot participate in the student mobility.

The aims and spirit of teaching mobility in ERASMUS programmes at present are captured in the following quote “More emphasis is consequently placed on teaching staff exchanges, transnational curriculum development and pan-European thematic networks” (see European Commission, 2006b). Therefore, several present strategies aim to more widely disseminate the aims and purpose of ERASMUS to promote University and staff participation. ERASMUS seeks to facilitate this outcome through improved support and financial aid. ERASMUS also now encourages Universities to associate other public and private bodies from their surrounding regions with their transnational cooperation activities. Thereby enhancing opportunities for inter-regional cooperation between participating countries (see European Commission, 2006b).

Objectives of Teaching on ERASMUS related Programmes

ERASMUS sets out several objectives for teaching on their supported programmes. These include:

- Allowing students, who are not able to participate in a mobility scheme, to benefit from the knowledge and exper-

tise of academic staff from Universities in other European countries

- Promotion of exchange in expertise and experience on pedagogical methods
- Encouragement of Universities to broaden and enrich the range and content of courses they offer (see, European Commission, 2007b).

Teaching Mobility and Possible Benefits for University Teaching Staff

The SOCRATES/ERASMUS programme offers possibilities to participate and to make a contribution to the development of a European dimension within and among Universities in Europe (compare European Commission, 2006c). The participation of University teaching staff in such programmes is described to positively impact in several ways. By undertaking a teaching period abroad, counterparts at the host institution will be introduced to alternative methods of teaching and learning, methods will be shared, while cultural experiences and awareness will be enriched. For staff, teaching abroad can provide the opportunity to enhance create and/or reinforce existing contacts, develop research collaboration or future activities in cooperation with the host institutions (compare European Commission, 2006c). Likewise, the impact of teaching mobility abroad is perceived to positively influence student mobility at the host institution.

The experience of teaching abroad for a short-time is also assumed to benefit the home institution. The courses taught at home can be enriched by including the experiences and teaching methods experienced when having been abroad (European Commission, 2006c). Likewise, those staff returning from visits can help promote student mobility as well as the development of a “European and International Dimension” within a home University (European Commission, 2006c).

University staff involved in teaching mobility can inform students of international opportunities to study abroad. They might also be involved in the process of selecting students who will go abroad as ERASMUS students.

Often, teaching mobility programmes for University staff consist of bilateral agreements between two institutions. While the duration of visit to a host institution is variable and can be generally self-determined (i.e., 5 days to 6 months), the minimum number of hours in contact teaching time is set at 5 hours per week. To support agreements between institutions, usually all travel costs (i.e., flight tickets, train tickets) are covered by the International Centre at a home University, who are in turn funded by the ERASMUS programme. Principally, there is also a general daily/weekly rate for consumable spending (e.g., food expenses, accommodation). However, the amount varies according to the country location of the host institution. It is recommended that all financial costing is

pre-planned and agreed in negotiation with the home institution prior to any teaching mobility.

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Forum Sportwissenschaft, Band 16

BARBARA HALBERSCHMIDT

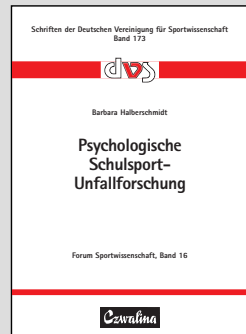
Psychologische Schulsport-Unfallforschung.

(Schriften der Deutschen Vereinigung für Sportwissenschaft, 173)

Hamburg: Czwalina 2008. 188 S. ISBN 978-3-88020-500-0. 20,00 €.*

Unfälle gehören zum Alltag an deutschen Schulen: Im Jahr 2003 sind den Unfallversicherungsträgern der öffentlichen Hand in Deutschland ca. 1,36 Mio. Unfälle im Rahmen der gesetzlichen Schülerunfallversicherung gemeldet worden. Davon waren allein 47 % Sportunfälle. In Anbetracht des gleichzeitig rückläufigen Umfangs an erteiltem Sportunterricht und den sinkenden Schülerzahlen stellt sich die Frage, ob die dennoch als rückläufig zu bezeichnenden Unfallzahlen überhaupt als Erfolg von bisher vorgenommenen Maßnahmen zu bewerten sind. Es steht zu bezweifeln, dass die Ergebnisse der bisher vorgenommenen Studien zum Unfallgeschehen angesichts der nach wie vor hohen Unfallzahlen Eingang in die Unterrichtsplanung der Lehrer gefunden haben. Es muss also weiterhin ein wichtiges Ziel sein, die Ursachen für Schulsportunfälle zu untersuchen und daraus sicherheitsfördernde Maßnahmen zu formulieren. Die vorliegende Arbeit ist im Rahmen einer Längsschnitt-Studie über 1 ½ Jahre mit knapp 1.700 Schüler/innen und Lehrer/innen in Nordrhein-Westfalen entstanden. In ihr wird versucht, bisherige Forschungslücken zu schließen. Anhand des Stress-Verletzungs-Modells von Williams und Andersen (1998) wird von einer stressbehafteten Situation im Sportunterricht ausgegangen, die kognitive Prozesse der Schüler/innen in Gang setzt, die, je nach Verlauf, zu einem Unfall im Sportunterricht führen.

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Study, Research and Careers at the Department of Exercise and Sport Sciences, University of Copenhagen, Denmark

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Copenhagen, the capital of Denmark is beautiful. The city is supported by an excellent public transportation system and a good infrastructure for cyclists. In addition, most Danes speak English very well, making it easy for guests and tourists to feel welcome, comfortable and find their way around. A disadvantage, however, is that Copenhagen is an expensive city. Taxes are high, and it is difficult for students to find affordable living accommodation. Nonetheless, our department resides within this popular location.

The Department

The University of Copenhagen's Department of Exercise and Sport Sciences is divided into two sections, the section of human physiology (i.e., biomechanics, physiology, sports medicine) and the section of human and social sciences (i.e., pedagogy, history, sociology, psychology). The department has around 400 enrolled students, with an added 100 (approx) who take courses as non-University students. In addition to these, the department enrolls 200-300 (approx) per annum on short courses. Currently, the department employs 27 PhD students, 6 'Post-Docs', 1 Assistant Professor, 16 Associate Professors and 7 Full Professors. A further 50 additional staff are employed as either teaching assistants, research assistants, secretaries, laboratory staff, IT-staff or PR-staff. The department has the most modern multi-

purpose gymnasium in Denmark with its own weight room, indoor pool (including sauna), excellent lab facilities and a staff meeting room. To add, the department has a very strong research culture, acquiring close to € 2,5 million of external funding in 2007.

The Qualification Process

To qualify and work as an academic at a University in Denmark, one needs to complete a bachelor's degree (three years of full-time study) and a Master's degree (two years of full-time study). The bachelor's program in sport science bridges the gap between theory and practice, providing students with a foundation to teach Physical Education in schools. There is mandatory participation in all practical courses of a bachelor's program. The academic year is divided into four blocks with separate courses and exams in each block. There are theoretical exams in all courses at the end of each block that are evaluated according to a 7-point scale (5 passing grades and 2 failing grades). The bachelor's program is followed by a two-year Master's program (called 'Candidate' in Denmark). This program can be completed in either the section of human physiology or the section of human and social sciences. The Master's program focuses on in-depth analysis of academic subjects and research. Following completion of a Master's program, most

students go into work for some time prior to initiating a PhD. Most present PhD students followed this route. The cultural expectation of having to complete a PhD by 30-32 years of age does not exist in Denmark.

For EU/EEA citizens, there are no fees for studying at a University in Denmark. For non-EU/EEA citizens tuition fees vary, depending on whether the student is on an exchange program (so home University fees apply) or is a guest (fees ranging between € 6,500 and € 13,000 for a full year apply). Furthermore, Danish and international students who fulfil certain requirements can receive government funding of around € 700 per month, regardless of parent income for the duration of their program, as long as it does not extend by more than a year. If one wants to work as a research assistant in Denmark, the completion of a Master's degree is required. If you would eventually like to work as a professor, the successful completion of a PhD is necessary.

PhD students in Denmark have a full-time position at the University (i.e., 37 hours / week for three years) and are expected to perform a total of 840 teaching/administration hours for the department during that time. Most PhD students fulfil their PhD requirements by submitting three peer-reviewed articles. These articles have to be accepted by the PhD committee, but not necessarily published in peer reviewed journals. As part of their studies, all PhD students are required to take courses corresponding to half a year of full-time studies and to participate in other research environments, for example, by working and collaborating internationally. Each year the Department of Exercise and Sport Science offers two PhD grants, while other PhD positions are generally externally funded. An externally funded PhD costs approximately € 200,000, covering the

expected three year period of training and work. The average PhD student generally earns between € 3,000-3,500 per month (including pension contributions). However, it is worthy to note that this figure is before taxes, which vary and can be as high as 59% depending on the level of income.

A Career in Academia

To remain in academia after having completed a PhD, applying for a 'post-doc' position on a funded research project is one possibility. In addition, Universities in Denmark offer the position of assistant professor (called 'adjunkt' in Danish). This position is not tenured and terminates after six years. However, it provides an opportunity to conduct research, publish, acquire external funding and then apply for the position of associate professor. Associate or full professor are the only two tenured positions in Danish higher education. Following PhD completion, there is no further formal educational training in Denmark. Generally, professorships do not include assistants (e.g., secretary) or further academic staff as is common in Germany. It is therefore up to the professor to acquire external funding for academic support staff, such as research assistants or PhD students.

Generally speaking, the job market in Denmark at present could be described as 'quite good'. If an applicant has a number of peer-reviewed publications, has obtained external funding and has good command of the English language, then employment opportunities are available. Furthermore, the Danish government is working hard to recruit international researchers. One of their ways has been to promote grant applications and tax reductions specifically for international researchers. At present, there are particular fields in sport science where there are few young researchers, and often advertised positions remain

unfilled. However, some Universities do not publicly post available positions, until they are sure that suitable candidates are available. In Denmark it is not uncommon that potential candidates already work within the University (something which is unheard of in Germany).

At Universities within Denmark there is a fixed salary structure. Only a small percentage of a salary can be negotiated with the Head of Department. A full professor can earn around € 7,000 a month (before taxes). However, it should be mentioned that salaries outside of the University are generally higher. There are opportunities to earn additional income through lectures, workshops, being on evaluation committees or serving as external examiner. In Scandinavia, it is common practice that such additional work is not done for 'honour' or under the label of 'service'. Further, sport scientists can establish jobs in many other areas (e.g., local communities, businesses,

sport organizations etc). Independent projects with public funding or consultancies, where salaries are definitely higher, are additional options. For example, team building and coaching activities are quite popular, becoming realistic additional career opportunities for sport scientists.

Summary

In general, study and academic job opportunities are quite good in Denmark. The Danish government is promoting research and trying to attract international researchers into the country. Currently, there are also very good opportunities for acquiring external research funding. Doing your PhD in Denmark allows you to fully concentrate on your research topic for three years, and to receive a full salary during this time. This should be weighted against options in most other European countries, the cost for conducting PhD research, and the associated living expenses.

Forum Sportwissenschaft, Band 15

TIM BINDEL

Soziale Regulierung von informellen Sportgruppen

(Schriften der Deutschen Vereinigung für Sportwissenschaft, 171)

Hamburg: Czwalina 2008. 280 S. ISBN 978-3-88020-495-9. 25,00 €.*

Informelles Sportengagement ist gekennzeichnet dadurch, dass den Aktiven gleich drei sportliche Handlungsrollen zukommen. Sie sind Sporttreibende, Sportorganisatoren und Sportvermittler zugleich. Gerade für Jugendliche entsteht somit ein besonderer Sportraum, der fern der Kontrolle Erwachsener stattfindet. Da es, anders als in Schule und Sportverein, keine offiziell leitende Instanz für das Sportengagement gibt, stellt sich vor allem mit Blick auf die informelle Sportgruppe die Frage, wie ein solcher Sportraum reguliert wird. Dieses Buch ist das Ergebnis einer ethnographischen Bearbeitung dieser Grundfrage nach der sozialen Regulierung, wo die Interessen Einzelner zu kollektiven Praktiken verschmelzen. Kern der Forschung ist die dauerhafte Begleitung zweier Sportgruppen (Fußball, Streetball) mit dem Ziel soziale Regulierungspraktiken der Gruppen und daraus folgende Zugangsmöglichkeiten für Einzelne zu beschreiben. Das Ergebnis ist die Darstellung von informellen Sporträumen, die sich als subtil regulierte Sozialräume präsentieren. Integration und spezifisches Wissen über die sportlichen und sozialen Praktiken der Gruppe werden zu wertvollen Ressourcen für Zugangssuchende. Praktiken des Wissenserwerbs, der Identitätsarbeit und des Autointegrativen Handelns sind die zentralen „Jobs“ der Jugendlichen und jungen Erwachsenen, die sich dauerhaft im subtilen Machtgefüge informeller Sportgruppen, die immer auch soziale Gruppen sind, platzieren möchten.



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Research Opportunities for Young Academics at Brunel University, UK

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Degrees and Qualifications

The subject area of Sport Science is housed within the School of Sport and Education at Brunel University. The subject area currently employs 22 academic and 13 administrative members of staff which provide various Sport Science degrees.

The subject area of Sport Science offers a Bachelor of Science (BSc), typically a three year programme. Currently, 550 students (approx) are enrolled in this course. Tuition is £ 3000 per student for each academic year. Full time students are typically enrolled in 6 modules per academic year, which is run from September to May. Each module is worth 20 credits and a student has to achieve 120 credits (i.e., via the 6 modules) to progress from year to year. In their first year, students are enrolled in modules related to sports biomechanics, physiology, sociology, physical education, sports management and coaching. While in their second and third year, students have the opportunity to specialise in certain areas of interest by electing onto specific modules. Within the BSc course, students can choose to continue their studies in one of five pathways following their first year. These pathways are entitled Sport Sciences; Exercise and Fitness; Administration and Development; Physical Education or Coaching. In their

third and final year, students are required to write an undergraduate dissertation. This typically requires them to conduct a scientific experiment or a literature based study. This final dissertation is highly valued and used as an indicator of knowledge and understanding acquired by the student during their three years of study.

The subject area of Sport Science also offers a Master of Science (MSc), which is typically a one year course. Currently, approximately 50 students are enrolled. Tuition fees for the MSc course are £ 3300 per student. Students on the course can choose one of three general pathways in which to study, notably Sport Sciences, Human Performance or Sport Psychology. To graduate with an MSc, students have to achieve a total of 180 credits. This includes the successful completion of taught courses (120 credits) and the submission of a Masters thesis (60 credits), which is typically a scientific experiment. Students are actively encouraged to write their theses in journal format to facilitate the process of publishing their work in a peer-reviewed journal.

Personal Tutoring for BSc and MSc Students

At Brunel University every undergraduate and Masters student is allocated an academic member of staff, to act as a personal tutor. The personal tutor acts as a first point of contact if any personal or

academic difficulties are experienced. Thus, the personal tutor acts as a form of neutral pastoral care, besides that of direct supervision or mentoring which may occur within modules, dissertation or thesis writing processes. In the subject area of Sport Science, Dr. Korff holds the position of Senior Tutor. So, one of his responsibilities is to oversee the personal tutoring system within the subject area. He also chairs the "Staff Student Liaison Committee", which consists of both Sport Science students and academic members of staff. The purpose of this committee is to discuss student issues and concerns related to students as well as seek to improve their experience. The "Staff Student Liaison Committee" meets four times per academic year.

Research Degrees

At present 25 students are enrolled in the PhD programme in Sport Science. These students study and specialise in areas related to cardiovascular and respiratory physiology, biomechanics of human performance, motor development, sociological aspects of sport and psychological determinants of performance. For example, Florian Fath's main area of study is related to developmental biomechanics. In particular, his goal is to determine how changes in tendon stiffness affect muscular force generation in children. A PhD programme of study typically takes three years to complete full-time. To be awarded a PhD, students are required to submit a written doctoral thesis. This thesis is usually evaluated both internally (i.e., by advisors and related staff) as well as an external examiner. The external is typically an expert in the field of study who cannot be a local member of staff at the University, and who has not been involved in the PhD process related to the student. The process of evaluation usually occurs through PhD students having to pass a PhD viva. The viva typically consists of an oral defence of their thesis

in the presence of examiners (i.e., the internal and external).

PhD students are encouraged to write their doctoral thesis in journal format, again to facilitate the publication process. Typically, a PhD thesis can result in 3-4 peer-reviewed publications in local and international journals. In addition to providing a supervisor, the University supports PhD students by setting up workshops on various relevant topics such as academic writing, ethical considerations or statistics.

The tuition fee for PhD students is £ 3300 per academic year. However, there are several ways to obtain funding which may assist PhD study. The School of Sport and Education offers a number of PhD bursaries. These bursaries pay for student tuition and provide a basic salary. In return, students are expected to contribute to teaching and administration within the School (i.e., 150 hours per academic year). Additionally, the School pays for one conference attendance per year to support the development of PhD students. Alternatively, PhD students can obtain funding through external funds. Florian Fath, for example, is supported by an external research grant that was awarded to Dr. Korff by the Engineering and Physical Sciences Research Council (EPSRC¹). Similar to the School bursary, the grant covers costs associated with tuition, basic salary and conference attendance. However, the additional benefit of externally funded PhD students is that they are not required to teach or complete administrative obligations.

Positions and Academic Ladder

To be appointed to an academic position, Brunel University requires applicants to hold a PhD in a corresponding area of study. The "academic ladder" starts on

1 The EPSRC is the UK Government's leading funding agency for research and training in engineering and the physical science.

the Lecturer level. Based on excellence in teaching and research, academics can get promoted to Senior Lecturer, Reader and finally Full Professor. Teaching excellence is based on peer-reviews and student evaluations. Research excellence is based on the amount and quality of peer-reviewed publications, the generation of external research income, number of PhD completions and esteem factors such as international awards, invited (keynote) conference presentations or external examining responsibilities. The decision as to whether a member of staff is promoted to the next level of the academic ladder is also based on evaluations made by 2-3 external professionals in the academic area.

If appointed as a lecturer, the member of staff is typically appointed on a probationary basis. For example, Dr. Korff's appointment was subject to a three-year probationary period, during which he was

expected to fulfil certain requirements related to excellence in teaching and research. If initial probationary targets are met, the member of staff is typically awarded a permanent contract.

Summary

The subject area of Sport Science at Brunel University offers a variety of prospects for young academics. Young academics are given the opportunity to be appointed on permanent contracts straight after completing their PhD. They are able to climb the "academic ladder" provided they attain specific indicators aforementioned. Ensuring that quality teaching and research occurs is done through rewarding and recognising the efforts of staff members. Brunel University also offers good prospects for potential PhD students, providing a variety of funding sources and support mechanisms so as to encourage students to celebrate and publish their work in international peer-reviewed journals.

Forum Sportwissenschaft, Band 14

MARION BLANK

Dimensionen und Determinanten der Trainierbarkeit konditioneller Fähigkeiten

Eine theoretisch-methodische Konzeptualisierung am Beispiel der maximalen Sauerstoffaufnahme

(Schriften der Deutschen Vereinigung für Sportwissenschaft, 167)

Hamburg: Czwalina 2007. 192 S. ISBN 978-3-88020-487-4. 20,00 €.*

Zielsetzung der vorliegenden Arbeit ist es, den Gegenstand Trainierbarkeit theoretisch-methodisch zu konzeptualisieren. Es wird ein dreidimensionales Trainierbarkeitsmodell vorgestellt, welches zusammen mit den Determinanten Geschlecht, Alter und sportliche Vorgeschichte sowie einigen methodischen Kriterien in einer Befundintegration zur Trainierbarkeit der maximalen Sauerstoffaufnahme geprüft wird. Dabei kommen quantitative und qualitativ orientierte Analysemethoden zum Einsatz. Die zentralen Ergebnisse lauten: Es kann angenommen werden, dass es sich bei der Trainierbarkeit der maximalen Sauerstoffaufnahme um ein mehrdimensionales Konstrukt handelt, wobei insbesondere die Dimensionen Anpassungsgeschwindigkeit und Reservekapazität unterschieden werden müssen. Geschlecht und Alter stellen wichtige Determinanten der Trainierbarkeit dar; sie beeinflussen in erster Linie die Anpassungsgeschwindigkeit. Für die Reservekapazität scheinen weder Geschlecht oder Alter noch die sportliche Vorgeschichte eine bedeutsame Rolle zu spielen.

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In the fall of 2004, I started my tenure-track position as Assistant Professor at University of Hawai'i at Hilo, located in the Department of Kinesiology and Exercise Sciences (formerly Health & Physical Education) with a focus on Sport Psychology and Motor Learning. The University of Hawai'i at Hilo (UHH) is a state University with a private college atmosphere. It offers undergraduate, graduate, and professional programmes.

UH Hilo's *mele* (song), Pulelo Ha'aeo, represents the mission statement of UHH: "*E ku a'e e Hilo, lei i ka na'auao; Ho'okahi ka umauma, ho'okahi pu'uwai*," which means, "Rise up, O Hilo, wear proudly the mantle of enlightenment; Let us stand united in purpose, mind and heart." It also refers to the 'Aloha Spirit' of our community. The general advantages of UHH are smaller than average classes, close interaction with professors, hands-on learning, as well as the opportunity to experience the fascinating island of Hawai'i as a learning laboratory. We have a richly diverse student population, with a blend of local, mainland and international students.

However, the Department of Kinesiology and Exercise Sciences (KES) is one of the fastest growing departments on campus; since it was established in 2002. Currently we are serving about 145 undergraduate students in KES (B.A. degree), run an Exercise Laboratory, and are working closely with the

Athletic Department at UHH. Current research projects are conducted in the main areas of Sport Physiology and Sport & Exercise Psychology (for more information related to our department see <http://www.uhh.hawaii.edu/academics/hpe/>).

If you apply for a tenure-track Assistant Professor position at UHH – which also applies for most of US Universities – you must hold a Ph.D. and have a competitive curriculum vitae. If you make the "short list" (which usually contains up to three people), you receive an invitation to give a (public) talk, meet with the search committee, as well as the Dean and/or Vice-Chancellor. Once you receive an offer letter you can negotiate certain terms. However, you are expected to teach three classes (each three credits) each semester on your nine-month contract. For any additional classes (e.g. during the summer month) you obtain additional contracts and salaries. However, after an initial two year contract you will be evaluated for another two year contract. After another (positive) evaluation you receive a one year contract. The evaluations are performed by the DPC (Division Personal Committee), Division Chair, and Dean. Finally, after a successful five years and another subsequent evaluation you generally become eligible to apply for "tenure" (which is comparable to the German "Verbeamtung"), and promotion from Assistant to Associate Professor. The whole evaluation process is

comprehensive and is conducted by the DPC, Division Chair, Dean, TPRC (Tenure and Promotion Review Committee), Vice-Chancellor, and Chancellor in combination.

Although the evaluation process seems intensive and time consuming, it provides advantages in terms of constructive feedback to improve your performance. Each time you submit a dossier, the submission requires the information related to your performance in the areas of teaching, research, and service. Besides your student evaluation, you provide your teaching philosophy, syllabi, and possible evaluation about your teaching from senior faculty you can invite to your class for observation. Your research effort is evaluated mainly by publications in peer-reviewed journals and through attracting external grant money. Although publications such as book, book chapter and invited articles are appreciated, peer-reviewed publications are of most value. While some might perceive this as an enforced pressure, you have to take into account the support you receive from the University. For instance, each and every year you can apply for a travel award (worth \$ 2400) which is competitive, but mostly given to new, non-tenured faculty to attend conferences. You can also apply for a seed-money grant (up to \$ 15,000) to help you initiate your new research program. It should also be stated that the underlying attitude is to help new faculty during the five years of "probation", so that tenure can be obtained in the end. What I appreciate about this system is the fact that once you have the position it is really up to YOU to ensure your job in the long run. Efforts and performances are directly rewarded – if shown. And this is not ending with tenure but continues. A professor who has not published for several years cannot for example serve on committees of doctoral students, nor is he/she eligible for certain

support systems from the University. While service is taking a back seat to teaching and research in your evaluation, it is expected that you serve on University committees, serve your department and the community (e.g. give talks and/or consultations), as well as serve your profession (e.g. reviewer and/or editor of journals).

However, for all three areas UHH offers substantial support for you to improve your performance. Furthermore, UHH emphasizes on efforts to make it a HAWAII University. A current project called Uluakea, funded by the US Department of Education and conducted by Kipuka Native Hawaiian Student Center at UHH, aims to enable faculty to teach and research out of a Hawaiian worldview. Therefore, concepts of Hawaiian culture are studied and applied into concepts of modern sciences. I feel very grateful to have been picked to be part of the first cohort which started about two years ago with a comprehensive "training" and experience in the Uluakea process.

The Uluākea process focuses upon the cyclical relationship that lies in the interdependence between process and outcome, by taking a holistic approach toward observation, participation, and adaptability, with a focus on accountability to the environment. Ka Ho'okua 'Āina – stands for a holistic focus on place, space, and energy. It sees its foundation in Hawai'i's environment and ecology; a recognition of and commitment to the relationships that exist between the natural and social phenomena in our environment. Furthermore, it presents a learning environment imbued with social and cultural contexts that draw on awareness and alignment with the natural settings, and personal experiences that encompass Hawai'i.

Uluākea is engaged in the modification of current courses and the development of new courses which will act as the

model and catalyst for curricular change at UHH. These courses are based on a Hawaiian worldview that is conducive to the acceptance and value of traditionally marginalized perspectives. Hawai'i has a particular and unique geography that continues to engender a unique character in its human residents. The traditional Hawai'i native's relationship with the geography of Hawai'i has engineered over many generations a non-exploitive system of environmental oneness that has defined not only a lifestyle, but also a balanced, living system founded on environmental knowledge. In the face of the rapid deterioration of Hawai'i's natural geography, a threat to all that is Hawai'i, environmental and human, is looming. UHH, as the main educational and research institution on this island, is trying to influence island-wide efforts to mitigate the deterioration of our environment. However, Uluākea is engaged in

educating us faculty, not simply as an academic exercise but rather in a long-term commitment toward embracing a Hawaiian worldview and incorporating it as a part of our own. Through this perspective, we will develop curriculum, teach, advise, do research, and serve the community. It is important to note that this is not a rejection of Western theory, knowledge, and perspectives. Rather, it is about centering Hawaiian beliefs, ways of knowing, and worldviews and coming to know and understand theory, research, and other knowledge from Hawaiian perspectives and in promotion of the health of the Hawaiian environment.

This serves as just one example for an explanation for why my job at UHH is a very special and unique working experience, with so many personal and professional benefits in the short and long term for my career in academia.

Forum Sportwissenschaft, Band 12

THOMAS FRITZ

Stark durch Sport – stark durch Alkohol?

(Schriften der Deutschen Vereinigung für Sportwissenschaft, 160)
Hamburg: Czwalina 2006. 216 S. ISBN 978-3-88020-477-5. 20,00 €.*

„Gelungener Doppelpass zwischen Fußball und Suchtprävention“. Unter diesem Titel informierten die Bundeszentrale für gesundheitliche Aufklärung (BZgA) und der Deutsche Fußball-Bund (DFB) die Presse im Jahr 2005 über ihre Vereinbarung, auf dem Gebiet der Suchtprävention zusammenzuarbeiten. Unter welchen Bedingungen kann der Doppelpass gelingen? Das ist die zentrale Frage dieses Buches. Riskante Formen des Alkoholkonsums nehmen gegenwärtig bereits unter Heranwachsenden zu. Angesichts der Gefahren für die Persönlichkeitsentwicklung der Betroffenen stellt sich die Frage, ob das Engagement in einem Sportverein in diesem Zusammenhang einen protektiven Beitrag leisten kann oder nicht vielmehr selbst eine Gefahrenquelle ist. Im Rahmen dieses Buches wird das Verhältnis von Sportengagement und Alkoholkonsum vor dem Hintergrund eines sozialisationstheoretischen Ansatzes analysiert. Der aktuelle Forschungsstand wird in einem Beziehungsgefüge von Sozialisationsbedingungen, Stress und Bewältigungskapazitäten interpretiert. Nach dem theoretischen Modell gelingt Jugendlichen die Auseinandersetzung mit alltäglichen Anforderungen, ohne auf Alkohol zurückzugreifen, sofern sie über ausreichende psychosoziale Ressourcen verfügen. Ein Engagement im Sportverein kann diese Ressourcen stärken. Die empirische Untersuchung an jungen Vereinsfußballern, die quantitative und qualitative Verfahren miteinander verbindet, zeigt, dass diese Annahmen in wesentlichen Punkten differenzial werden müssen. So schützt z. B. eine starke Selbstwirksamkeitserwartung nur vor riskanten Praxen, wenn Jugendliche über Problembewusstsein verfügen. Auf der Grundlage solcher Untersuchungsergebnisse lassen sich Ansatzpunkte für effektive Interventionsmaßnahmen gewinnen.

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Band 160



Thomas Fritz

Stark durch Sport – stark durch Alkohol?

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Educación Física y Deporte Sport Science in South America – Insights from Argentina and Colombia

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Introduction

In most countries of South America, sports science is a well-established scientific discipline. The following article explains sport science training and working conditions within two South American countries, specifically Argentina and Colombia. This article aims to help inform junior scientists of research and academic life in these countries, and help determine whether a visit or period of study would be beneficial to their development.

Sports Science in Colombia **(G. R. Suarez & A. Bund)**

Facts about Colombia

Colombia is situated in the North-West of South America. Three foothills of the Andes Mountain range called *Cordilleras* cross the country. The climate is moderate to tropical and there are no real seasonal variations. The country has slightly more than 40 million inhabitants and the largest cities are the capital Bogota (con-

taining approximately 6 million people) Medellín and Cali (who both reside 3-4 million people). In terms of politics, Colombia is a stable democracy. However, there have been several armed conflicts between guerrilla fighters, paramilitary units and the federal army over the last decades. The former are mainly financed by drug trafficking and hijacking. Most of the conflicts are restricted to certain areas of the country and the large cities are safe. In contrast, Colombians are well known in South America for their extraordinary kindness and hospitality.

Training of junior sport scientists

Colombia has both state-run and a private University sector. The private Universities demand relatively high tuition fees but are respected for their high level of training. Graduates have good prospects in finding a job. The diversity of Universities in Colombia is remarkable. For instance, one can find more than ten

Universities; with some only focusing on specific subject areas. The academic term generally starts in February and ends in December. Academic achievements are measured with the help of credit points called Unidades Labor Académica (ULA).

Only state Universities are in charge of training sport scientists in respective institutes of sport science or institutes of physical education (Instituto de la Educación Física). There are other officially recognized institutions in which degrees in sport science, mostly in a particular sub-discipline, can be achieved, although these are rare. Following five years of study at a University, students generally receive the title "Licenciado en Educación Física". This title in sport science qualifies students to work as a teacher in physical education at public or private schools. Further, it enables them to work as a coach for sport clubs or within sports administration. Sport pedagogy usually exhibits an exceptional position. However, other disciplines of sport science are also taught. In many institutions sport sociology and sport philosophy are not represented, and kinesiology is often reduced to biomechanics. The practical training comprises half of the academic study required and focuses on swimming, track-and-field, and the popular team games. Altogether, there are approximately 12-20,000 students studying the undergraduate equivalent of sport science in Colombia.

Related to post-graduate study, the course often lasts for two years and involves study and qualification for a specific vocational field. For example, the Universidad de Antioquia currently offers three alternative fields, namely in physical activity and health, administration and coaching. Students receive either the title of "Especialista" or a magister degree ("Maestría") following a successful two year course. Since the majority of

the students are usually already employed, classes regularly take place in late afternoon, evening or on the weekend. It is not possible to receive a PhD in sport science at the present time. The lecturers normally are Especialistas or Maestrías and only a few staff members have attained a PhD, often through a University in Spain.

Working conditions for sport scientists

As in Germany, sport scientists at a University have duties in the areas of teaching, research and administration. The amount of teaching varies between four to six 2-hour classes per week. Research projects are exclusively conducted in research groups. These often consist of several local lecturers and students working together at an institute. An elected committee decides how financial grants to support the projects are distributed. Also, the national science organization (COLCIENCIAS) finances research projects. Depending on an evaluation and categorization of the research projects, this organization provides financial support ranging from complete funding to partial absorption of special costs (e.g., for literature or symposia).

The salary of a lecturer, for example working at the Universidad de Antioquia, is based on a point system according to qualification, years of service and the amount of publications. The average salary is € 700-800 per month. Other Universities may pay slightly more. However, a lecturer with a PhD and having more than 10 international publications can earn more than € 2,000 per month. In Colombia the cost of living is far lower than Germany. Many lecturers still work in other educational institutions (e.g., private Universities, or regional branches of their own University) to improve their salary.

Working conditions for German sport scientists

In the 1970s, many German sport scientists were involved in establishing sport science in Colombia. Many of the institutes were founded during this time. This explains why German sport scientists are still highly credited in Colombia. On this basis, German scientists are widely appreciated and welcomed to stay. However, few are financially supported by the Colombian administration. In Colombia, there is no organization like the DAAD that supports international research or teaching activity at the University. Academic visits can be organized between the different institutes and research groups. These may also determine the level of financial support provided. For example, the Colombian institute can cover the costs for living and accommodation for a particular period of time. Nonetheless, it is generally recommended that financial support from the DAAD should be targeted (e.g., short-term or long-term grants; see Bund in this issue). To add, the DAAD does cooperate with a scientific organization in Colombia, which makes a bilateral exchange of scientists possible. To assist with organizing such an exchange, proficiency in Spanish is the basic requirement, as the majority of students and Faculty staff does not speak English.

Sports Science in Argentina
(S. Crescente & A. Bund)*Facts about Argentina*

Argentina spans almost 3500 kilometres in a North-South direction on the South-American continent. In the West, the Andes Mountains create a natural border with Chile. In the North-East the climate is almost tropical, whereas in the other parts of the country the climate is mild (except for the Andes Mountains). Almost 40 million people live in Argentina, which is considered the most European

country in South America. Buenos Aires, with approximately 14 million inhabitants, is the political, cultural and economic capital of the country. Other important University cities in Argentina are Cordoba and Mendoza. Following several military dictatorships, Argentina has developed into a stable democracy. In recent years, the country has recovered from financial crises which occurred in 2001-02.

Training of junior sport scientists

At a general estimate there are 40 'state-run' and 50 private Universities in Argentina. The academic terms generally occur from March to December. This time is divided into two semesters, which run from March to July, and August to December. The systems within a University are typically regimented. Students generally study only one specific subject area.

The tradition of sport science in Argentina is remarkable. As early as the beginning 20th century, the "Instituto Nacional de Educación Física" (INEF) was founded as the first of its kind. In 1938, the scientific essentials for the training of physical education teachers were established by developing the "Sistema Argentino de Educación Física". Today, there are three national institutes (all in Buenos Aires) beside the Universities. Also, there are approximately 100 mostly private "Instituciones terciarias". These institutes train physical education teachers ("Professor de Educación Física"). Graduates from here can generally teach physical education both in elementary (Nivel inicial) and secondary schools (Nivel primario and secundario). The period of academic study required often takes three to four years to complete full-time. Afterwards, students may gain access to postgraduate programs, although within specific fields of research.

Sport science and the training of physical education teachers is not a growing discipline, or an aspect of core business at

the Universities. Only seven Universities started to offer courses in sport science over the last few decades. Those which have been initiated are integrated into the institutes of the human sciences. Independent institutes or Faculties dedicated toward sport science do not exist. Following four years of study, students can obtain the title of "Professor Universitario de Educación Física" and, after one more optional year at University, the title "Licenciado en Educación Física". This latter degree is mandatory, if you are to work at Universities or other institutions involved in higher education provision. At some Universities, the degree is associated with special research areas. For instance, competitive sports (Universidad de San Martín); administration (Universidad Abierta Interamericana) or outdoor sports (Universidad de Comuhue). Additionally, one can achieve coaching licenses for track-and-field and volleyball (e.g., Universidad de la Matanza). Similar to Colombia, it is possible to gain the title "Especialista" after completing postgraduate studies. The period of post-graduate study often comprises 360 hours, examining a special field of research such as physiology (Universidad Nacional de la Plata) or rehabilitation (Universidad Católica de la Plata). Only the Universidad Nacional de la Plata offers a magister degree in sports science ("Maestría en Deporte"). To attain this degree, a study period of 540 hours is required. It is also possible to obtain a PhD in sport science at the institutes of social and educational sciences. However, these are rare and an uncommon pathway for students.

Working conditions for sport scientists

Sport scientists are generally in charge of both their teaching and research. Research is however only possible at the larger Universities within the capital (i.e., Universidad de Buenos Aires; Universidad Nacional de la Plata; Universidad Nacional de La Matanza). The most

common areas of research relate to anthropometry, motor learning and the social study of sport. Financial support for research is very problematic and rarely exists. Moreover, it is often difficult to obtain scientific literature, particularly specific journals, due to the limited resources available within the Universities.

To add, sport scientists are poorly paid. Their state salary is even below the average salaries of physical education teachers in schools. Instead, considerably more money can be earned through working as a sport scientist for a popular sport association in Argentina such as in soccer, tennis, or field hockey.

Working conditions for German sport scientists

In Argentina there is no national organization such as the DAAD. Therefore the financial support of research and teaching activity locally or internationally does not occur. Agreements related to the possible exchange of researchers and students only exist with other Latin-American countries (e.g., Chile, Mexico, and Cuba) and the exception of Spain. For German sport scientists, the relevance of DAAD grants again comes into question (see Bund in this issue). A period of research or study for German sport scientists is possible if bilateral exchange programs are established. The DAAD does cooperate with a scientific organization in Argentina which bears the expenses of a period of stay for a period not exceeding three months. Further in 2004, the DAAD established a German-Argentine centre alongside the Universidad de Buenos Aires. If student exchange does occur with a state University partner in Argentina, then students will have to pay a fee of \$ 150-500 (US) per semester. At a private University this fee may be considerably higher. The prerequisite for an academic period of stay is proficiency of the Spanish language, since all lectures and seminars are held in Spanish.

Sport Science around the World: Comparing Perspectives from Three Different Continents

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Ze-phir: Can you please give us an overview of the University in which you work. Is there an institute of sport science, what about sport related research activities? What is the average number of undergraduate and PhD students?

D.M.: Unfortunately there is no institute of sport science. Institutes in Australia are typically government run and funded, and are separate to the University system. Universities may engage with the Institutes to perform research, but they are typically not involved with direct servicing of elite sports. We do however have a number of different centres in the University which work in sport related areas. We have a School of Health and Exercise Science located in the Faculty of Medicine which works extensively in Physiology and Exercise Science. There are approximately 250 undergraduate students enrolled in this school, who

complete a four year degree. This qualifies students to work as Exercise Physiologists and allow them to claim benefits from the government for seeing clients. This school has about 5 PhD students. Otherwise, there is a Biomechanics lab which works in injury prevention with 2 PhD students at present. This lab particularly works with Rugby and Gymnastics. There is also an Injury Research Centre which looks at the epidemiology of injury in a wide variety of sports contexts. The centre also contains 4 PhD students at present. I presently work within the School of Optometry and Vision Science, examining vision in sport. The main sport science related reasons for visiting our University related are for exercise prescription, healthy lifestyle and well-being reasons, or due to injury risk management. Unfortunately there isn't a specific over-riding centre to manage all of the work in sport.

D.A.: At the Technical University of Lisbon several fields of sport science such as physical education, coaching, sports management, health and exercise, and sports physiotherapy are provided. All of these areas are also open for Master and PhD students. Currently, in the sport sciences we have about 30 faculty staff members and about 800 undergraduate students. On average, 8-10 students initiate their PhD within sport science each year.

J.B.: Currently at York University, there are several opportunities for sport science researchers in the School of Kinesiology & Health Science. Although there is no specific institute of sport science, there is a small dedicated group of researchers doing work in this area. My lab explores the acquisition and maintenance of sport expertise across the lifespan. In addition, Dr. Jessica Fraser-Thomas conducts work on optimal youth development through sport and Dr. Francis Flint conducts research on the psychology of sports injury. Finally, Dr. Norm Gledhill and Dr. Veronica Jamnik have an extensive program of research exploring the physiological determinants of performance in several sports. There are also several cognitive neuroscientists doing work in perceptual-motor skill acquisition but not in the area of sport specifically.

The research and education culture in Canada today emphasizes the role of exercise and sport as it applies to human health. Although there is no specific degree in sport science at York, it is possible to study the sub-disciplines of sport science at a very high level. Graduate student opportunities are available in 3 streams: integrative physiology of exercise; neuroscience and biomechanics; as well as health and fitness behaviours. Study is possible at the Masters and PhD level. Currently there are approximately 2500 undergraduate students in the School of Kinesiology & Health Science and 120 graduate students (with

approximately 10 doing work in sport). The University is located in Toronto, which is the home to 5 professional sport teams (in ice hockey, baseball, soccer, basketball and lacrosse). York's campus contains the Tennis Canada high performance centre as well as a high performance centre in track and field.

Ze-pher: What are the main characteristics within the qualification process from being a 'normal' student to becoming a sport scientist? What about aspects like levels/academic grades, exams, financing, costs, course work vs. independent research, and the average duration of this process?

D.M.: In Australia there is a large government focus on health and well-being as a preventative method against obesity and illness. Hence, the government subsidizes exercise physiologists to test clients and prescribe appropriate exercise programs to enhance public health. This may include those at risk of developing diabetes and high cholesterol. At our University the Health and Exercise Science degree is particularly designed for graduates to be fully qualified exercise physiologists who can perform such services and receive medicare benefits from the government. The four-year degree includes practical experience in the school's own lifestyle clinic and to my knowledge is the only degree at present in Australia where graduates are fully qualified at the end of their degree. Gaining admission to the degree is quite competitive, with high-school leavers needing to be the top 10% (approx) of high school graduates to gain admission. The degree costs in the vicinity of \$ 6000 per year for local students. However, this is typically taken as a long-term interest free loan from the government, with graduates paying for their degree with higher tax payments once they begin employment (post-graduation). International students can enrol on to the degree, although I'm

not sure of the costs. I think it is in the vicinity of \$15-20000/year. It is worth checking with the University. Throughout each year of the degree, exams occur twice yearly at the end of each session/semester. A fourth year practicum program also occurs where students need to complete two 1-month practicums or placements in any area relating to their degree. For example, for my practicum, I spent one at the Australian Institute of Sport and another in the University of New South Wales Biomechanics Lab. As mentioned, students perform work in the University of New South Wales Lifestyle Clinic, along with a fourth year research project encouraged as an elective. However, the majority of the degree is via course work.

D.A.: In Portugal three types of academic grades can be achieved within a specific range of time. For example, a common graduation occurs after three years, while Master students spend two more years specifying within a certain field of sport science. Qualifications range from physical education teacher (at Undergraduate/Master level), sports manager, exercise instructor, and coach (sport scientist). On average, PhD students finish their work within three years full-time study. During the qualification process, there is mostly a balance between independent research and compulsory course work. Most of the courses are conducted in Portuguese, although there are also some alternatives in English. Finding some sources of funding to support PhD study is possible, but not so easy to obtain. Students can apply for scholarships, but the majority finances their studies with part time jobs in addition to University work. Luckily, compared to most countries in Europe, living costs are somewhat comparatively lower in Portugal.

J.B.: Designation as a sport scientist is primarily through research. There is no official qualification in this field at pre-

sent. However, it is possible to tailor your course work as a graduate student to emphasize an interest in a particular sports field. Graduate studies at York typically take 2 years for a Masters degree, or 4 for a PhD.

Ze-phir: In climbing up the 'academic ladder', what are – from your point of view – the most important aspects to successfully reach the top level?

D.M.: As the sport science disciplines grow at such a rapid rate, the attainment of a PhD is becoming essential not only in an academic setting, but also as a sport scientist in the vast majority of institutes in Australia. There are academics and sport scientists in these settings without PhDs, however, any new recruitment now typically require a PhD. The majority of students wanting to become a professor will complete a post-doctoral period of study and then move into an academic position. Performing a 'post-doc' or research position overseas is looked upon extremely favourably in terms of recruitment to a University position. It is not necessarily preferred that a person remains with one institution, following a more simplified path through the system from undergraduate to academic. On the upward journey, duties in teaching and admin are part and parcel of life as an academic. However, the majority of credit one receives as an academic is due to the research work and research grants attained. An academic in a typical post can expect 6-12 hours of teaching per week, plus at least this commitment again in administrative duties. Unfortunately, performance in these tasks counts only a fraction as much towards performance as research output, and so there is little in the way of extrinsic motivation to perform such duties.

D.A.: Besides the previously mentioned qualifications, which are all in an equal position at Portuguese universities, students must bring along high competence

and motivation. Moreover, University itself naturally needs to offer opportunities for those students interested in an academic career. Being employed at a University generally involves the duty of 12 hours teaching per week. Moreover, administration tasks need to be completed. These are necessary for every faculty staff and can range from 1-12 hours a week, depending on other commitments. Research is at the basis of faculty staff evaluation. The quantity of research conducted, obviously tends to depend on personal investment. So the more you immerse yourself and spend time in scientific research, the more you might profit in the future. Further, it is considered highly valuable to develop your work connections and collaborations within the scientific community. Likewise, this also depends on your personal investment; however its relevance should not be underestimated.

J.B.: In order to climb the 'academic ladder', new professors must demonstrate a strong research record. Although teaching and service to the University (i.e., administration) are important, the current climate of most schools in Canada emphasizes research and the ability to publish articles in the top peer-reviewed journals as well as attract external funding. These are generally the key measures or indicators by which your performance is evaluated as you climb the academic ladder.

Ze-pher: Once you have left behind the biggest part of the qualification process and apply for new positions in sport science, how is the interview process arranged?

D.M.: Generally it is quite straight forward. Once you are through to the interview process for a standard academic position, there is a single interview in front of a panel of approximately 5 invited staff. The University of New South Wales internal rules require that the

same questions be presented and asked to all interviewees to ensure standardization across applicants. These questions range across numerous topics and include questions on equal opportunity and occupational health and safety.

D.A.: For the majority of the positions in Portugal, the selection and recruitment process is generally based on a Curriculum Vitae (CV) evaluation.

J.B.: Generally, a review committee coordinated by the faculty considers each applicant's CV. They then rank the applications based on how they fit the job description. Members who make the 'short list' (usually around 3 people) are then contacted and interviews are arranged. Here at York University the interview process takes 2 days with applicants asked to provide both a presentation for class teaching and research. During the two days, applicants will also spend some time with the search committee at informal dinners, meeting other members of the University. They will also be more formally interviewed, with questions directed to examining their previous experiences and qualifications.

Ze-pher: Some young scientists are interested in working outside of Germany. How is the job situation at your University with respect to related research fields in sport science? What are the job requirements and probability of being employed and being in a secure position?

D.M.: Sport Science is a growth industry in Australia. So, there are quite good opportunities, particularly in my field of skill acquisition. The job situation at University of New South Wales is relatively good, particularly in exercise physiology and injury risk management. It is a bit limited outside of these areas with few posts available. The probability of getting a job at an Australian University is quite high, although it may not be at one of the more prestigious universities until one has built up a good CV. A research track

record, potentially including a post-doc overseas, will obviously increase the chances of obtaining such a post. Achieving a professorial position in Australia is quite difficult. This is due to the distinguished research track record required. At this level you would typically be highly sought after by several University departments.

D.A.: Unfortunately, there are no positions available at the present time at our University. In general, sport psychology, sport physiotherapy, exercise and health, physiology, and the biomechanics of swimming are interesting fields for young scientists at present. To secure a position in the University, you need to be actively writing as a researcher and require a finished PhD. However, at several universities in Portugal, positions are occupied by people who have not obtained a PhD. Once you do have the title of professor and are employed at a Portuguese University, then you are pretty much secure in your position.

J.B.: There are good opportunities for jobs in kinesiology and physical education in Canada at the present time. The largest obstacle for applicants coming from Germany is that they will have to demonstrate clear superiority to the Canadian applicants, since Canadian applicants are given preference for jobs in Canada.

Ze-phir: After having finished the dissertation (or habilitation) in sport sciences, what can I do with my qualification besides job opportunities at a University? Are there any fields of work accessible on the "outside"?

D.M.: Absolutely. The Australian Institute of Sport along with regional state institutes have regular opportunities for those with or without a PhD. In addition, professional sporting teams are increasingly employing sport scientists with specialized areas of expertise. This is a large growth area with many opportunities for an individual who wants to work on the

"outside". A professor will often have priced themselves out of conducting applied or consultancy work outside the University. It is unlikely that a professional sporting team will pay such money for their expertise on a full-time basis. Nonetheless, there are limited opportunities for individuals of this level in sporting institutes.

D.A.: There are not that much job opportunities outside the University setting for sport scientists. This counts both for PhDs and professors, respectively. To date, one of the rare exceptions is the field of personal business like weight management.

J.B.: There are job opportunities for sport scientists in Canada and at York University in particular. This applies to top applicants having a well-defined research program that applies and can benefit not only to sport but also to societal health in general. There are also opportunities for sport scientists outside of the University. Sport Canada is a government agency focused on the application of sport and sport policy across Canada. They provide infrastructure support to the high performance athlete program and also provide support for 'grassroots' initiatives to increase physical activity in general across all age groups. These may be potential opportunities for individuals.

Ze-phir: In Germany, it is rather impossible to earn much money with sport scientific research. The decision of (young) scientists to work outside of Germany will also depend on the opportunities to earn money. Can you give us a brief overview about the salary structure at the Universities in your country?

D.M.: The standard PhD scholarship in Australia is just short of \$ 20000 (Australian). This is tax free, but also many schools may offer a \$ 5000 tax free top up. Students typically need Distinction-High Distinction averages to obtain such

scholarships. Individuals in post-doctoral positions would typically command \$ 50-70000. This is why adverts we receive from Germany are perhaps less appealing! Entry level academics with a PhD can expect to receive around \$ 70-100000 at a reputable University. Meanwhile, professors can expect to earn \$ 100-150000. However, salaries certainly can vary across universities, often reflecting the quality and reputation of the University. Not many people in Australia become rich as a sport scientist. Rarely, and only if they move into elite coaching does this occur, however this is unusual. Earnings in professional sport may be slightly higher than that in an institute or University. However, this is often at the expense of job security and academic freedom. Their schedule is often externally dictated and intensive. Salaries across institutes and universities are relatively similar on the whole.

D.A.: Full-time scholarships are generally worth around € 1000 per month on average. To my knowledge, there is no real fixed salary for post-doctoral positions in Portugal. Professors' earnings may vary between € 2000-3500 per month. Overall, there is a fixed salary structure across Portuguese universities. There are no such job positions outside of University in sport science per se. For sure, there are positions related to sports. There are many other jobs which also earn more money. For example, a high level soccer coach (e.g., Jose Mourinho) can earn huge sums of money. These examples however are rare.

J.B.: The extent to which students are funded during their graduate studies is very dependent upon the University a student attends. Currently, the graduate program in Kinesiology and Health Science at York University provides between \$ 14,000 and \$ 22,400 (Canadian) per year (dependent on incoming qualifications such as grade point average).

Starting professor salaries are usually around \$ 70,000 (Canadian). This salary is similar to, or above, other opportunities in sport science in Canada.

Ze-phir: After all, and with your experience in mind, would you recommend talented students to go for their PhD and enter into a research career?

D.M.: I recommend that talented students do *what interests them*. If they have an interest in answering questions which fascinate them, then doing a PhD and subsequent research may be a fantastic choice for them. Research is a long, and at times challenging pathway, hence you really need to be motivated to do it. If you are interested in answering questions and advancing our theoretical knowledge, then a University may be a great opportunity. If your interest lies in directly improving and working with athletes then working at an institute may be a more suitable option. Unfortunately because of the increasing number of people studying Sport Science, many jobs in the area now require PhD's. This means that people who want a good job but otherwise may have had no interest in doing a PhD now have to do them. My strong recommendation is to only do it if you are really interested in doing so!

D.A.: If students like research and bring along high competence and motivation, then I would encourage them to go on for an academic career at a University. The University setting is the only place to do research in sport science within Portugal.

J.B.: Surely you have to weigh up the advantages and disadvantages of working at a University. However, an academic career provides a high degree of personal freedom, job security in the form of tenure and the opportunity to interact with a vibrant and diverse student body.

“Forum Sportwissenschaft”: Series and Publication Award in German Sport Science

The series entitled “Forum Sportwissenschaft” publishes postdoctoral lecture qualifications as well as excellent (i.e., *summa cum laude* or *magna cum laude*) doctoral thesis that are located in sport science. This scientific series acts to promote young German researchers in sport science. It is released by “The Association for the promotion of prospective candidates in sport scientific research” (Verein zur Förderung des sportwissenschaftlichen Nachwuchses e.V.) and is a component of the general scientific series by the “German Society of Sport Science” (Deutsche Vereinigung für Sportwissenschaft, dvs) called “Schriften der Deutschen Vereinigung für Sportwissenschaft”.

The publication award is jointly posted by the dvs and the “Association for the promotion of prospective candidates in sport scientific research”. By posting the publication award, two associations are attempting to promote the work of young German researchers. Considerate of specific designated dates, authors may apply for the publication award, if their thesis is published or accepted in the scientific series “Forum Sportwissenschaft”.

The first application dates are from 1st October 2006, until 30th June 2009. Young investigators interested in the competition may submit their thesis (including a bibliography summarising their scientific expertise) to the “Association for the promotion of prospective candidates in sport scientific research”. Theses focusing on problems in the natural scientific areas of sport science should be sent to Dr. Daniel Memmert: (daniel.memmert@issw.uni-heidelberg.de),

while those related to the humanities or social sciences in sport should be addressed to Dr. Erin Gerlach (erin.gerlach@unibas.ch). The scientific advisory board of this series will appraise theses submitted for application. Besides Dr. Memmert and Dr. Gerlach, the board comprises the following individuals: Prof. M.-L. Klein (Bochum); Prof. D. Kurz (Bielefeld); Prof. M. Lames (Augsburg), Prof. B. Strauß (Münster); Prof. A. Thiel (Tübingen); and Prof. J. Wiemeyer (Darmstadt).

The board will evaluate each of the received applications. Afterwards, ranking position will be determined by another jury on whether the thesis is published in the scientific series “Forum Sportwissenschaft”, and on the evaluation process conducted by the advisory board. This jury comprises the chairmen both of the dvs and “The association for the promotion of prospective candidates in sport scientific research”, as well as two other experts invited by the dvs-board. Prizes are awarded to the theses which are ranked in the highest three positions. The publication award in German sport sciences is endowed with a monetary prize of € 5,000. The prize money is donated by the “Steinbeis Beratungszentrum *Competence in Organization*”.



For the first time, the award ceremony will take place during the dvs-Hochschultag 2009 in Münster (16th to 18th of September 2009). For further information please visit the website: www.sportwissenschaftlicher-nachwuchs.de.

The Association for the Promotion of Young Research in the Field of Sport Science: Clarifying Who We Are

Structure and Organisation: Who we are

In the field of sport science there are two organisations that are committed to the interests of young researchers. These are the commission for "Young Researchers", which is organised under the auspices of the "German Society of Sport Science" (dvs) and the "Association for the Promotion of Young Researchers in the Field of Sport Science" ("Verein zur Förderung des sportwissenschaftlichen Nachwuchses e.V."). Both organisations work together closely. The speaker's board of commission (9-11 persons) as well as the board of the association (president, vice-president, and finance manager) are elected during the member assembly at the biennial congress of the German Society of Sport Science. The council of speakers and the board meet together once every semester to discuss and co-ordinate the objectives, activities, and main interests listed below.

The "Association for the Promotion of Young Researchers in the Field of Sport Science" (founded June 3rd, 1985 in Augsburg)

The constitutive bodies of the association are the member assembly, the board (consisting of four members), and the editor of the book series. The aim of the association is to support and promote young researchers in the field of sport science. Since the association is a non profit organisation, it can independently support young researchers in a direct and effective manner. In cooperation with the dvs, the association provides assistance toward the publication of original and exceptional dissertations as well as post doctoral qualifications in the field of sport science. These works are published in the book series of the asso-

ciation, provided they obtain positive reviews from the advisory board. So far, 25 volumes have been published by the publisher Harri Deutsch, while 11 volumes have been published under the title "Forum Sport Science" ("Forum Sportwissenschaft") by the publisher Karl Hofmann. Since 2006, the series is released under the same title in the "Publications of the German Society of Sport Science" ("Schriften der Deutschen Vereinigung für Sportwissenschaft"), publishing 6 volumes to date of the Edition 'Czwalina' by Feldhaus Publishers (Hamburg).

The journal *Ze-pher* is issued twice a year jointly by the association as well as the dvs commission for "Young Researchers". *Ze-pher* acts to inform members about current developments and issues concerning young researchers, such as grant programs, job vacancies, as well as activities of the association and commission.

Objectives and Services in brief: What we Offer

We continually offer the following services (listed below) in order to promote the work of young researchers, and to protect their rights. These are:

- Organisation and co-ordination of functions for young researchers in cooperation with the dvs commission, especially dvs-summer academies and dvs-workshops for young researchers.
- Publication, financing and distribution of the journal "*Ze-pher*", providing information for young researchers in the field of sport science.
- Representation of young researchers in committees (e.g., dvs-main committee).

- Advice on public relations, especially during conferences.
- Co-operation with other organisations.
- Discussion of University policy and politics that is relevant for young researchers.
- Publication of original and exceptional dissertations/postdoctoral work in the series of the association "Forum Sportwissenschaft".
- Financial support of events for young researchers in the field of sport science (e.g., workshop attendance).
- Financial support of meetings of the board and the council of speakers of the dvs commission "Young Researchers".

The following are present senior Board Members:

Ass.Prof. Dr. Karen Roemer
(Michigan Tech, President)

Dr. Erin Gerlach
(University of Basel, Vice-President)

Miriam Kehne
(University of Paderborn, Treasurer)

The organisation can be found using the following address and contact details:

Verein zur Förderung des sportwissenschaftlichen Nachwuchses e.V.

c/o Dr. Erin Gerlach
Universität Basel
Institut für Sport und Sportwissenschaften
Brüglingen 33
4052 Basel, Switzerland

phone: +41 (0)61 377 8783
fax: +41 (0)61 377 8787
e-mail: erin.gerlach@unibas.ch
Homepage: www.sportwissenschaftlicher-nachwuchs.de

Association Membership:

Membership is granted upon written application. The main target groups are young researchers in the field of sport science, sport science institutions themselves, or those with a commitment to the development of young researchers. Membership can be cancelled at the end of each calendar year. The membership fees are € 22 for individual/regular or supporting members, and € 55 for institutions. If you would like to become a member, please download and print out the membership form. Complete the required information, including your payment details, and send a signed copy to:

Miriam Kehne
Universität Paderborn
Department "Sport & Gesundheit"
Warburger Str. 100
33098 Paderborn, Germany

Banking details:
Verein zur Förderung des Sportwissenschaftlichen Nachwuchses
Sparkasse Heidelberg
Kontonummer: 0009050736
BLZ: 672 500 20

Membership fees and donations are the basis of our work, so your participation and involvement are fundamental to the success of the association.



Informationen für den wissenschaftlichen Nachwuchs:

www.sportwissenschaftlicher-nachwuchs.de

New entries: Association for the promotion of prospective candidates in sport scientific research (2007/08)

Individuals

Günther Blumhoff	Vechta		
Henrike Adler	Hamburg		
Katrin Albert	Leipzig		
Darko Jekauc	Konstanz		
Esther Kiewit	Vechta		
Inga Krauß	Tübingen		
Jochen Mayer	Tübingen	Marie-Otilie Schneider	Heidelberg
Mareike Pieper	Heidelberg	Markus Stroß	Darmstadt
Florian Pochstein	Kiel	Thomas Teubel	Berlin
Torsten Schlesinger	Chemnitz	Julien Ziert	Hannover



Forum Sportwissenschaft, Band 13

GORDEN SUDECK

Motivation und Volition in der Sport- und Bewegungstherapie

Konzeptualisierung und Evaluierung eines Interventionskonzepts zur Förderung von Sportaktivitäten im Alltag (Schriften der Deutschen Vereinigung für Sportwissenschaft, 163) Hamburg: Czwalina 2006. 320 S. ISBN 978-3-88020-481-2. 30,00 €.*

Ein körperlich-aktiver Lebensstil zählt zu den wichtigsten Rehabilitationszielen bei kardiologischen Patienten. Mit ihm können die zahlreichen evidenzbasierten Gesundheitswirkungen körperlich-sportlicher Aktivitäten genutzt werden. Nicht selten aber scheitern Patienten daran, regelmäßige Sportaktivitäten in ihren Alltag zu integrieren. So lassen sich für die Rehabilitationspraxis Phänomene beschreiben, die als „Handlungsloch im Alltag“ oder als „Intentions-Verhaltens-Lücke“ bezeichnet werden und durch das Misslingen der Umsetzung von gesundheitsförderlichen Absichten zu kennzeichnen sind. Angesichts eines Optimierungsbedarfs von (kardiologischen) Rehabilitationsprogrammen im Hinblick auf die Veränderung des bewegungsbezogenen Lebensstils wurde das Interventionsprogramm VIN-CET (Volitional Interventions within Cardiac Exercise Therapy) für die Sport- und Bewegungstherapie entwickelt. Es handelt sich um ein theoriegeleitetes Interventionsprogramm, das auf der Grundlage handlungspsychologischer Erkenntnisse auf die Förderung sportlicher Aktivitäten im Alltag abzielt. Dabei werden die in der kardiologischen Rehabilitation üblichen motivierenden Maßnahmen (z.B. Wissensvermittlung, Vermittlung von Bewegungskompetenzen und positiven Körpererfahrungen) durch so genannte volitionale Interventionsformen ergänzt, die Aspekte der häufig schwierigen Umsetzung von „guten“ Absichten zur Veränderung der inaktiven Lebensgewohnheiten fokussieren. In einer ersten Problemstellung wird die theoriegeleitete Entwicklung des Interventionsprogramms eingebettet in wissenschaftstheoretischen Reflexionen technologischer Forschung dargestellt. In einer zweiten Problemstellung wird eine Evaluationsstudie vorgestellt, in der das Interventionsprogramm VIN-CET einer kardiologischen Standardrehabilitation gegenübergestellt wird. Ein zentrales Ergebnis der Evaluation ist, dass die Patienten durch das Interventionsprogramm VIN-CET insbesondere bei einem (Wieder-)Einstieg in einen sportlich-aktiven Lebensstil unterstützt werden. Zudem lassen sich theoriegeleitete Annahmen über Wirkmechanismen des Interventionsprogramms empirisch fundieren und positive Auswirkungen auf die Gesundheitswahrnehmung der Patienten feststellen.



Richten Sie Ihre Bestellung an (* Mitglieder der dvs und des Vereins zur Förderung d. sportwiss. Nachwuchses erhalten 25% Rabatt auf den Ladenpreis):
dvs-Geschäftsstelle · Postfach 73 02 29 · 22122 Hamburg · Tel.: (040) 67941212 · eMail: info@sportwissenschaft.de

Review: 12th Workshop of the German Association of Sport Psychology for Junior Scientists: An “All Inclusive Package”

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**JOHANNES JOSEF NIESEN
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In 2008, the 12th “Nachwuchsworkshop“ of the German Association of Sport Psychology (ASP), was held before the 40th main congress of ASP in Bern (Switzerland; April 29th – May 1st). The core of constant participants over many years was supplemented by a group of 28 “newcomers“ who expected a manifold and interesting programme over the days.

Due to the fact that everything was perfectly organized before, the participants soon talked about an “all inclusive package deal“ relating to the meeting. Katrin Lehnert and her team did a fantastic job. After a warm welcome at the Institute of Sport, participants were guided from the check-in to the accommodation which was similar to a modern fort. As a consequence of the Cold War, the Swiss law postulates that every citizen has to have an air raid shelter near his home. Therefore, nearly every big building has a functional shelter, even the Institute of Sport. It was a comfortable and secure sleeping place for everyone. However, we hope that no one of us has to live in such a shelter in future.

The official part started with a welcome address by Prof. Dr. Achim Conzelmann, who introduced the participants to the tutors: Prof. Dr. Claudia Roebers (University of Bern), Prof. Dr. Ulrike Burrmann (University of Dortmund), Prof.

Dr. Oliver Höner (University of Tübingen) and Prof. Dr. Frank Hänsel (University of Darmstadt). A special concern of Achim Conzelmann was that everyone should just use the German word “du“, instead of the polite form “Sie“ as commonly used at German Universities. However, while most of the young researchers kept this in mind during the workshop, it was mainly the professors who seemingly enjoyed switching between the “du“ and “Sie“.

Unfortunately, due to a busy timetable, there was no time for a round of introductions between the participants at the beginning. Claudia Roebers started directly with her lecture about methodical problems in intervention research. This topic was well placed, as it was very helpful for many student research projects. With her fresh and vibrant way of talking, Claudia Roebers provided a successful start to the workshop. After this lecture, the first round of tutorials started. Here, the participants had the chance to present their projects and to receive helpful comments from the tutors and other participants. Across the whole workshop, there were eight blocks of tutorials, with always two running in parallel.

Each tutorial was lead by a pair of experts, formed by Prof. Dr. Roebers, Prof. Dr. Höner, Prof. Dr. Burrmann, and Prof. Dr. Hänsel. Within the tutorials, mainly

participants' openly asked questions and highlighted problems relating to their dissertations. Helpful feedback and even new ideas were provided by both experts and attendees. Happily, as all presented projects were interesting, discussions on the research projects were often continued during the coffee break.

At the end of day 1, Prof. Dr. Höner held his lecture about the foundations of theory building and its conflict between theory and applied research. Although it was a little bit too long and theoretical for the evening, at the dinner in the Italian Restaurant "Da Bucolo", everyone agreed that theory building is very important. Fortunately, every participant received a printout of each lecture, so it was possible to refresh on content later.

After a short night in the shelter, Prof. Dr. Hänsel opened the second day with his lecture about equivalence-tests. He gave an interesting introduction into this type of data analyses, informing about alternatives to common techniques of data analysis in sport psychology. After some further tutorials and a lunch break, Prof. Dr. Burrmann held her lecture on self concept in sports research. Her presentation was followed by a discussion about methodological questions and perspectives in this field. After the last two

tutorials, information on the new generation of German academics in sports sciences was presented by Dr. Erin Gerlach (2nd chair of the "Verein zur Förderung des sportwissenschaftlichen Nachwuchs") and by Dr. Felix Ehrlenspiel (speaker of young academics in ASP). In a final session, theory was tested in practice, as the more active ones played floorball (German "Unihockey"). The sauna was chosen by those more passive. The day was rounded up by a traditional Swiss dinner with masses of delicious cheese fondue and some nice wine.

The next morning started with rain. People were disappointed because many were looking forward to a guided mountain bike tour. However, those who started, despite the rainy weather, were rewarded with a sunny morning on the bike in fantastic Swiss nature. This included a magnificent view over the whole city and region of Bern.

To sum up, we are proud to have been part of this informative and nice workshop, with so many nice colleagues and in such a nice city surrounded by this beautiful landscape. We are looking forward to the next workshop in Leipzig (2009).



Informationen für den wissenschaftlichen Nachwuchs:

www.sportwissenschaftlicher-nachwuchs.de

Announcement: 18th dvs-Workshop for Young Sport Scientists in Natural Scientific Disciplines (9th-11th October 2008, Münster University)

JÖRG SCHORER, SIMONE LOTZ, & FLORIAN LOFFING (MÜNSTER UNIVERSITY)

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SPITZEN
LEHRE
SPORT
FORSCHUNG

The 18th dvs-workshop will be held in Münster (Westphalia) from October 9th-11th 2008. The workshop mainly targets young sport scientists (mainly PhD students) who are currently working on their doctoral thesis in the natural science disciplines. While to a less degree, it also targets those working in the humanities or social scientific aspects of sport sciences.

The presentation and discussion of young academic' research projects – within small working groups – takes centre stage of this workshop. Small group workshops will be lead by experienced sport scientists: Prof. Dr. Heiko Wagner – Biomechanics, Münster University; PD Dr. Christoph Igel – Computer Science in Sport, Saarland University; Prof. Dr. Klaus Völker – Sport Medicine, Münster University; Prof. Dr. Alfred Effenberg – Motor Activity in Sport, Hannover University; Prof. Dr. Bernd Strauß – Sport Psychology, Münster University; and PD Dr. Dirk Büsch – Human Performance and Training, IAT Leipzig.

In case of specific requested themes by participants, further experts will be asked to support the workshop. Furthermore, attendees will be given the opportunity to

obtain individual guidance and feedback in one-one interviews. The workshop is themed toward “Elite Teaching, Elite Sports, Elite Research”. Related to this theme, the following experts will provide a guest lecture on each of these strands, specifically: Prof. Dr. Nils Neuber (Elite Teaching), PD Dr. Dirk Büsch (Elite Sport), and Prof. Dr. Bernd Strauß (Elite Research).

Specific issues on the promotion of young academics will be addressed and discussed by representatives of the dvs-committee “Young Scientists”. The workshop program will be supplemented by collective sporting and/or cultural activities.

In the run-up to the workshop, attendees are asked to submit a three-sided maximum dissertation proposal (by 15th July, 2008) of their planned, or on-going, working program. These outlines will be used to provide a basis for the tutors' preparation on particular topics, and will aim to facilitate a reasonable division of the small working groups.

For more information please visit <http://www.nachwuchsworkshop.de>.

Announcement: Gender Studies Workshop (13th-15th November 2008, Oldenburg) Workshop for Young Scientists Prior to dvs-Committee Annual Conference

ANJA VOSS (UNIVERSITY OF OLDENBURG)

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Fax: +49 (0) 441 - 798-5827
✉ sport-geschlechterforschung2008@uni-oldenburg.de

In the run-up to the dvs-committee annual conference entitled "Gender in Educational Biography", a gender studies workshop for young scientists has been scheduled. This workshop targets young investigators who examine gender related issues within their thesis, dissertations and postdoctoral work. Attendees, along with the workshop organiser, will direct workshop contents by sharing and

discussing their project work. In addition, the workshop will address topics related to the promotion and mentoring of young researchers. This workshop will take place from 13th-15th November, 2008 at Oldenburg.

Please contact Dr. Anja Voss for further information.

Forum Sportwissenschaft, Band 17

YVONNE WEIGELT-SCHLESINGER

Geschlechterstereotyp – Qualifikationsbarrieren von Frauen in der Fußballtrainerausbildung?

Forum Sportwissenschaft, Band 17

(Schriften der Deutschen Vereinigung für Sportwissenschaft, 178)

Hamburg: Czwalina 2008. 172 S. ISBN 978-3-88020-508-6. 20,00 €.*

Die vorliegende Arbeit setzt sich mit der Frage auseinander, weshalb Frauen selten eine Ausbildung zur Fußballtrainerin beginnen oder eine bereits begonnene Ausbildung wieder abbrechen. Dabei interessiert insbesondere die Bedeutung von Geschlechterstereotypen bei der Ausgrenzung von Frauen aus oder der Benachteiligung während der Trainerausbildung. Ausbildungskonzepte werden auf potenziell exkludierende Wirkungen untersucht. Dabei setzt sich die Arbeit vor allem mit den organisationalen Barrieren einer Trainertätigkeit von Frauen auseinander, wobei die Tiefenstrukturen der Sportorganisationen auf deren exkludierende Wirkungen auf mikrosozialer Ebene im Fußball geradezu ausgehebelt werden. Schließlich liefern die Ergebnisse der Untersuchung Denkanstöße für die Verbände, die ihre ausschließlich auf Gleichbehandlungs- bzw. Gleichstellungsprogramme fokussierte Politik überdenken müssen, wobei Gleichstellungsprogramme durchaus nicht in allen Sektoren des Fußballs vorhanden sind. Darüber hinaus ist es wichtig, das Ausbildungspersonal zu schulen und spezifische Coachings anzubieten, die eine Integration von Frauen in die Trainertätigkeit fördern.

Schriften der Deutschen Vereinigung für Sportwissenschaft
Band 178



Yvonne Weigelt-Schlesinger

**Geschlechterstereotyp
Qualifikationsbarrieren
von Frauen in der
Fußballtrainerausbildung?**

Forum Sportwissenschaft, Band 17



Richten Sie Ihre Bestellung an (* Mitglieder der dvs und des Vereins zur Förderung d. sportwiss. Nachwuchses erhalten 25% Rabatt auf den Ladenpreis):
dvs-Geschäftsstelle · Postfach 73 02 29 · 22122 Hamburg · Tel.: (040) 67941212 · eMail: info@sportwissenschaft.de

Announcement:
**dvs-Academy “Sport Science between Practice
and Theory Orientation”**
(2nd-7th August 2009, Rantum, Sylt)

PROF. DR. OLIVER HÖNER (UNIVERSITY OF TÜBINGEN)
(dvs Vice-President Young Researchers' Promoting)

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The dvs-academies have become a tradition in helping the development of young professionals within sport science. The “Summer Academy 2009” aims to particularly assist those sport scientists in their post-doctoral phase. As presented in the “Concept Paper for the Organization of Events for Junior Scientists in the Area of Sport Science”, dvs-academies aim to supplement career training in the academic branch, by developing high levels of expertise. As such, the integration of applied knowledge into the academic, especially within a practically orientated field such as sport science is valuable, supporting an integrative approach. This academy session seeks to apply this approach and expand the knowledge spectrum of participants. Within the programme, development perspectives as well as future areas of research in sport science will be presented and discussed.

The next dvs-academy will be held on 2nd-7th August 2009 in Rantum on the beautiful Island of Sylt. The focus of this programme will be research methods, particularly the theoretical and political aspects of sport science within practice and theory. These issues will be discussed related to three contexts of applied sport science, notably Physical Education, Health Sport, and Performance Sport. Furthermore, the programme will provide the foundation for further training in related topics for young researchers (e.g., teaching in higher education, management of science, interdisciplinary and international collaboration). Participation in the workshop is limited to 25 applicants.

More information will be published in autumn 2008 and within the next issue of *Ze-phir*.

October 2008 – December 2008

<p>02.-05.10.2008, Berlin Laban Memoriam Konferenz 2008: Gestern – Heute – Morgen Tagung des AK Tanzpädagogik der GTF in Kooperation mit EUROLAB e.V.</p>	<p>Dr. Claudia Fleischle-Braun, Kastanienweg 8 70597 Stuttgart Tel. 0711 / 7654897 eMail: claudia.fleischle@arcor.de</p>
<p>09.-10.10.2008, Mainz "Differenzielles Lehren und Lernen - Vom Nachwuchs- zum Leistungstraining in der Leichtathletik" 9. Symposium der dvs-Kommission Leichtathletik</p>	<p>Hendrik Beckmann Johannes-Gutenberg-Universität Mainz Institut für Sportwissenschaft Albert-Schweitzer-Straße 22 55099 Mainz eMail: move.brain@uni-mainz.de</p>
<p>09.-11.10.2008, Münster "Spitzenlehre, Spitzensport, Spitzenforschung" 18. dvs-Nachwuchsworkshop: Naturwissenschaftliche Disziplinen</p>	<p>Dr. Jörg Schorer, Simone Lotz & Florian Loffing Westfälische Wilhelms-Universität Münster Institut für Sportwissenschaft Horstmarer Landweg 62b 48149 Münster Tel.: (0251) 83-32100, -34893, -32306 eMail: nachwuchsworkshop2008@uni-muenster.de www.nachwuchsworkshop.de</p>
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<p>30.-31.10.2008, Darmstadt "Technologies of Globalization" International Conference</p>	<p>http://www.tog08.org/</p>
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<p>06.-08.11.2008, Marburg "Bewegung der Form - Form der Bewegung" Jahrestagung der dvs-Sektion Sportphilosophie</p>	<p>Prof. Dr. Monika Roscher Universität Bremen Institut für Sportwissenschaft/Sportpädagogik Badgasteiner Str., Sportturm 28334 Bremen Tel.: (0421) 218-2329 eMail: roscher@uni-bremen.de</p>

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Impressum

Herausgeber

dvs-Kommission „Wissenschaftlicher Nachwuchs“ und
Verein zur Förderung des sportwissenschaftlichen Nachwuchses e.V.
Anschrift: Deutsche Vereinigung für Sportwissenschaft e.V. (dvs), Postfach 73 02 29, 22122 Hamburg
www.sportwissenschaft.de
Printausgabe: 15 (2008) 1; ISSN 1438-4132
Internetausgabe: 15 (2008) 1; ISSN 1617-4895 (Beide Ausgaben sind inhaltsgleich)
www.sportwissenschaftlicher-nachwuchs.de

Redaktionelle Zuschriften bitte unter

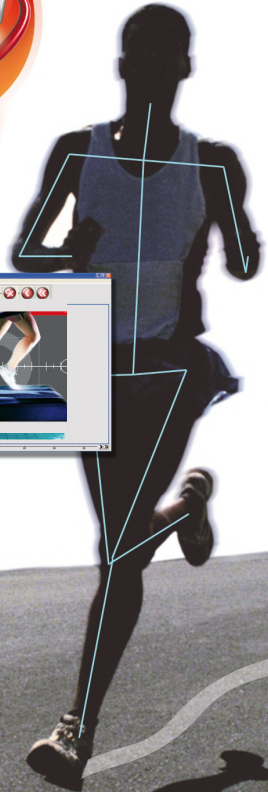
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