

UNIVERSITY OF PHYSICAL
EDUCATION

Doctoral School of Sports Sciences

PROGRAMME

October 2021



TABLE OF CONTENTS

I. Factsheet	2
II. The training system	4
III. The curriculum.	14
IV. Methods for acquiring and applying professional competences	41

I. Fact sheet

- 1. Name of the doctoral school: Doctoral School of Sports Sciences**
- 2. The level of qualification obtainable at the doctoral school and the designation of the qualification on the degree certificate:**
 - level of qualification: Doctor of Philosophy (PhD)
 - Field of study: medical and health sciences
 - discipline: sports sciences
 - English designation of the discipline: Sport Sciences
- 3. Field of study: sports science**
- 4. Duration of study: 2+2 semesters**
- 5. Number of credits required to obtain the degree: 240 credits**
- 6. Aims of the doctoral programme and professional competences: Aims of the programme:**

The doctoral programme is the highest level of university education, the highest level of training, the aim of which is to prepare doctoral students to obtain their first academic degree, the doctoral degree. During the doctoral programme, doctoral candidates acquire the ability to practise the discipline of sports science; by expanding their academic knowledge, they attain a high level of academic expertise

and become capable of applying independent scientific methods, as evidenced by scientific publications, lectures and the doctoral thesis itself.

The aim of the doctoral programme is to train highly qualified specialists and researchers who are capable of conducting independent research, producing new scientific findings and applying them in practice.

6.1 The professional competences to be acquired:

a) Knowledge

- Is familiar with the general principles of sports science
- Is familiar with the general and specific characteristics, findings, trends and interrelationships within their own field of research in sports science
- Is familiar with the key theories in related fields
- Is familiar with the domestic and international specialist literature in their field of research
- Is familiar with the research methodology of their field
- Is familiar with the interrelationships, theories and conceptual framework of their field
- Is familiar with the handling of data and findings obtained during research, and possesses the knowledge required for evaluation and dissemination

b) Skills

- Is capable of creative analysis within their field of research, of formulating new perspectives on interrelationships, and of model-building
- Is capable of evaluation and critical analysis
- Is able to independently organise and implement work processes within their field of specialisation
- Is able to apply problem-solving methods specific to their field
- Is able to identify professional problems within their field and to process the practical and theoretical background necessary for their resolution
- Is able to link information from seemingly unrelated fields and discover the connections between them
- Is able to identify key considerations
- Is capable of professional critical analysis and evaluation
- Is able to convey specialist knowledge to both professionals and laypeople
- Is able to communicate professionally in writing and orally, including in an international context
- Able to present and communicate their professional findings

c) Attitude

- Creative, proactive, able to identify and solve problems
- Decisive
- Seeks to formulate scientific questions
- Open to learning about new methods and new areas of research, and to incorporating these into their own research
- Open-minded and free from professional bias
- Accepts valid criticism and the professional arguments of others
- Is open to professional collaboration
- Complies with and ensures compliance with the rules of research ethics

d) Autonomy and responsibility

- Demonstrates a high degree of independence in developing professional issues and forming professional views
- Takes responsibility for addressing the ethical issues raised by professional matters
- Responsible, ethical thinking, grounded in their specialist knowledge, underpins all their activities

8. Foreign language requirements for the doctoral programme:

The minimum entry requirement is at least a 'C' grade in a state-recognised intermediate-level (B2 level) general language proficiency examination in one foreign language, or an equivalent qualification; For applicants to programmes taught in a foreign language, the requirement is a level of English proficiency necessary for the successful completion of the programme and research. Proficiency in English is assessed by the admissions committee, which issues an opinion on the appropriate level. To submit a doctoral thesis (and obtain a doctoral degree), knowledge of two foreign languages necessary for research in the relevant field is required.

II. The structure of the programme

1. The programme structure

Applications are open to those holding a university degree (a Master's – MSc degree in a programme organised into cycles), as well as to doctoral candidates enrolled in the final year of other Master's-level programmes who, based on their academic progress, are no more than six months away from the expected date of obtaining their MSc or degree. Even if the admission interview is successful, enrolment in the Doctoral School (DI) is only possible after the degree qualifying for the programme has been obtained.

During the admissions process, but no later than at the time of enrolment, candidates must specify the languages required for the programme and to be mastered by the time of thesis submission. The first foreign language must be one of the world languages specified by the University Doctoral Council (EDT). Proof of language proficiency requires at least a B2-level comprehensive state-recognised language examination or an equivalent certificate. Applicants for programmes taught in a foreign language are required to have a level of English proficiency necessary for the successful completion of their studies and research, which is assessed by the admissions examination board.

During an admissions period, applicants may apply by specifying a published supervisor or a topic approved by the prospective supervisor's signature.

During the admissions process, assessment is based on the applicant's previous academic achievements, as well as the knowledge and aptitude demonstrated during the admissions interview. The following are considered advantages: experience gained through academic work, presentations, publications, a suitable research proposal, a high level of proficiency in the foreign language required for professional work, and outstanding academic results.

The admissions interview – including the notification of applicants – is organised by the Head of the DI. Each programme, as well as the Student Union (DÖK), must be represented on the admissions committee. The admissions committee consists of at least three members. The admissions committee assesses the applicants' performance and ranks them accordingly. Minutes are taken of the admissions interview, which the head of the DI forwards to the EDT, together with a ranked list of those recommended for admission and a list of rejected applicants along with their admission scores.

During the admissions process, the assessment is based on the applicant's previous results, as well as the knowledge and aptitude demonstrated during the admissions interview. Further advantages include experience gained in academic work, presentations, publications, a suitable research plan, a high level of proficiency in a foreign language necessary for professional work, and outstanding academic results.

During the assessment, applicants may score a maximum of sixty (60) points in total, as follows:

A maximum of twenty-eight (28) points may be awarded in total for the assessment of previous academic, professional, scientific and foreign language proficiency, which consists of three parts:

- i. average marks from university studies,
- ii. assessment of previous academic work,
- iii. other achievements (language examinations, academic study visits abroad, outstanding subject-specific performance).

A maximum of thirty-two (32) points may be awarded in total during the assessment of the admissions interview (covering general professional knowledge and aptitude, as well as specialised, subject-specific knowledge and aptitude). At the end of the fourth semester, the doctoral student takes a comprehensive examination; successful completion of this examination is a prerequisite for commencing the second phase of the programme (the research and dissertation phase (degree award procedure)). The doctoral student must submit a doctoral thesis in accordance with the provisions of the doctoral regulations within three years of taking the comprehensive examination. The award of the doctoral degree forms part of the second two-year phase (the so-called research and dissertation phase) of the doctoral programme.

The *minimum* number of academic publications required for the award of the degree has been determined on a discipline-by-discipline basis and in accordance with participation in the programme. The publication requirements must be met by academic publications on the topic of the thesis. Instead of publications with an acceptance letter, only printed, already published works or those with a DOI identifier retrievable via dx.doi.org may be listed. Fulfilment of these conditions does not in itself guarantee the award of the degree; the decision of the thesis assessment committee and the EDT is based on the findings revealed during the review and assessment process.

2. Organisation of the programme

At the Doctoral School of the University of Physical Education, organised study programmes are available to students receiving Hungarian state scholarships, other scholarships, or self-funded students, on a full-time basis (full-time and part-time programmes).

Students admitted to the organised programme (doctoral candidates) enter into a doctoral candidate status with the University, and the provisions of the University's regulations apply to them accordingly. The doctoral candidate's work is supervised by a supervisor appointed by the EDT.

The main form of the organised programme is a course comprising lectures and practical sessions. Courses must be publicly advertised on the <http://tf.hu/> website and made accessible to all doctoral students at the DI. The volume of work completed on a course is measured in study credits.

Upon fulfilling their academic obligations, doctoral students receive a certificate of completion (absolutorium) at the end of their final active semester, certifying that the candidate has met the academic requirements of the doctoral programme. Doctoral students participating in the organised programme – whether recipients of Hungarian state scholarships, non-state scholarship holders or self-funded students – must meet the same conditions to be awarded the final certificate (absolutorium).

In the DI's organised programme, the 2+2-year (8-semester) duration of study refers to the period required to fulfil academic requirements, carry out research work and receive the doctoral scholarship. The programme may be shorter than 5 semesters only in exceptionally justified cases. The legal status of a doctoral student participating in the organised programme – excluding the duration of any suspension as defined in the Doctoral Regulations – shall cease:

- a) if the doctoral student fails to pass the comprehensive examination, on the day of such failure or non-fulfilment of this obligation;
- b) upon obtaining the certificate of completion in the doctoral programme;
- c) at the end of the eighth active semester of the doctoral programme for which the doctoral student has registered;
- d) on the date of transfer, in the event that the doctoral student has been transferred to another higher education institution;
- e) on the date of notification, in the event that the doctoral student notifies the institution that they are terminating their doctoral status;
- f) if the doctoral student is unable to continue their studies on a programme funded by a Hungarian state scholarship and does not wish to continue on a self-funded programme;
- g) if they have failed to register for the following semester for the third consecutive time;
- h) on the date on which the decision on termination becomes final, in the event that the EDT terminates the doctoral student's status due to arrears in payment, following a fruitless reminder to the doctoral student and an assessment of the doctoral student's social circumstances;

- i) on the date on which the disciplinary decision on expulsion becomes final, in the event that the doctoral student fails to fulfil their obligations regarding academic progress as set out in these regulations or in the curriculum.

A doctoral student's status shall be terminated if the doctoral student is barred from continuing their studies as a disciplinary measure.

A doctoral student may also participate in the programme under an individual study plan.

3. Transferability

Transfer from another doctoral school is possible in all cases subject to a recommendation from the Doctoral School of Sports Sciences Council and a decision by the University Doctoral Council.

4. Quality policy of the programme

The most important outcome of the Doctoral School's operations is the standing of the academic degree that doctoral students can obtain. For this very reason, the assessment of the thesis and the academic publications on which it is based is perhaps the most important quality assurance procedure. Given the importance of this task, the DI operates a Review and Quality Control Committee (VMB), whose primary role is to establish scientometric requirements that take disciplinary specialisms into account, to lay down formal guidelines for the thesis, and then to consistently monitor compliance with this set of requirements for every candidate. To ensure consistent assessment, the VMB thoroughly reviews and evaluates the submitted theses and accompanying publications even before they are sent to the officially appointed examiners, and provides its opinion on the appointed examiners and the members of the examination committee. The formal assessment and subsequent defence may only take place if the VMB issues a positive preliminary opinion, with the assistance of the Library's verification process.

At the University of Physical Education, the authenticity and impact of the publications are verified by the University of Physical Education Library and Archives, which is an organisation independent of both the candidate and the programme; it can therefore provide an objective and assessable picture of the candidate's publication record.

The preliminary assessment may, of course, be negative; in such cases, the candidate is obliged to rewrite the thesis in accordance with the recommendations, or possibly produce further publications. In some cases, the VMB identifies minor shortcomings which can be rectified

. As a result of the practice followed for many years, we protect our doctoral candidates from facing serious criticism during the public defence procedure and from receiving negative reviews from the examiners.

Another important factor in ensuring the quality of theses and publication activity is the internal defence. An internal defence must be held for every thesis, and the minutes must be attached to the materials submitted to the VMB. The narrower professional community, namely colleagues at the candidate's immediate research institution, can generally provide the candidate with valuable assistance in finalising the thesis, allowing criticism to be expressed and identified shortcomings to be rectified without the risk of public embarrassment. The professional rigour of the internal defence is further enhanced by the presence of an expert who holds at least a fifth-class degree. In order to speed up the procedure, calls to abolish the institution of the internal defence arise regularly; however, we must not allow the significance of this long-standing tradition to be undermined. A dissertation may only be submitted for preliminary assessment with the supervisor's confirmation (that the corrections recommended at the internal defence have been carried out).

We have introduced a discipline-specific system of requirements, which differentiates between individual academic disciplines and fields of study. In the social sciences, where scientometric evaluation based on the impact factor is not relevant, we have introduced publication points. However, confusion often arises as to whether the requirement should be interpreted on the basis of the programme's name or the actual academic work carried out. It is clear that the requirement can only be assessed on the basis of the classification of the research work actually carried out, as this is the only way to take into account the specific publication opportunities available in each field. For this very reason, the actual content of the thesis and the publications must be scrutinised carefully during the preliminary review; otherwise, in the case of candidates working in interdisciplinary fields, we would be assessing their achievements on the basis of requirements that are either unfairly stringent or, conversely, unjustifiably lenient.

The DI relies on the preliminary opinion of the Review and Quality Control Committee when assigning opponents, which examines all formal and administrative requirements (including compliance with publication criteria). The opponents' role is thus primarily limited to assessing the academic merit of the content set out in the thesis. It is no longer the opponent's task to carry out a scientometric evaluation of the publications. (Of course, it may be the opponent's task to identify publications based on false or fabricated data, or which may be plagiarised.)

The defence of the doctoral thesis is public, and the outcome of the defence is also announced. The Doctoral Council's decision on the award of the degree is likewise made public to the University community.

The doctoral student's work is assessed on numerous occasions. Some form of assessment is inevitable during course visits; otherwise, credit points cannot be awarded. If performance is below 'satisfactory', academic credit points cannot be awarded. The doctoral student and their supervisor are required to report on the progress of the work carried out every semester.

As the selection of supervisors is key to a doctoral student's work, we take particular care in accrediting new supervisors. Researchers who already hold a degree may only apply for the role of supervisor if they meet a number of requirements simultaneously. The most important of these is active publication activity, at a level at least equivalent to that which we can expect from the doctoral students entrusted to the supervisor's care. In addition, it must be demonstrated that the prospective supervisor possesses the academic support underpinning the doctoral student's research, as well as a precisely formulated research proposal and research description. The accreditation procedure is first conducted by the Doctoral School Council (DIT) and then by the EDT. These same bodies are authorised to withdraw topic accreditation from a researcher who consistently fails to demonstrate an adequate level of academic activity or who does not participate effectively in the training of doctoral students. Topic accreditation primarily takes place prior to admission, but the DIT and the EDT are available throughout the year to assess submitted applications.

The accreditation and quality assurance of programmes are the responsibility of the DI and the EDT. An important task of the Council is to strike a balance between expanding the range of research topics and increasing the number of training centres. Therefore, the procedure for establishing a new programme is that the proposer must first outline the academic staff involved and the possible research topics. The Head of the DI examines the material submitted in this way, and detailed development of the new programme may only proceed once the Head has confirmed in a statement of acceptance that there are no overlaps between the new programme and those previously approved. Thereafter, the Chair of the EDT appoints reviewers, who subject the new programme to a thorough examination in terms of its academic merit, training capacity and originality. The EDT decides on the approval of the new programme in the light of these opinions. If the names of supervisors or lecturers appear in the new programme who are already involved in other programmes, they must be asked to withdraw from the older programme in order to be included in the new one.

The quality assurance criteria relating to the admission of students, the formal assessment of theses and the conduct of the defence procedure are set out in detail in the Doctoral Regulations of the University of Physical Education, and are as follows:

The University may award a doctoral (PhD) degree as its highest qualification. This degree attests to a high level of knowledge in a given discipline, the pursuit of that discipline enriched by new findings, and, consequently, the ability to undertake independent research. The University serves as a base for the training of academic researchers, the implementation of which involves organised preparation within the framework of the DI.

When establishing the quality assurance system for doctoral training, it is necessary to apply principles and methods which – in accordance with the requirements set out by the Nftv. and the MAB – provide sufficient assurance that the doctoral candidate's academic performance meets the standard of those awarded a doctoral (PhD) degree in leading international centres of excellence within the relevant discipline. To this end, the following principles should be applied in the operation of the quality management system.

The principle of professional oversight. The oversight of the international and domestic professional and academic community must be upheld throughout the doctoral programme.

a) The principle of compliance with scientific ethics requirements. In the development and operation of the quality management system, the resolutions of the Hungarian Academy of Sciences' Committee on Scientific Ethics

Committee must be upheld.

b) The principle of benchmarking. Throughout the quality management process as a whole, continuous monitoring must be carried out of doctoral training taking place in leading foreign and domestic institutions with a similar profile, as well as the academic performance of the doctoral students studying there.

The principle of transparency. Efforts must be made to ensure that, within the framework of the quality management system, the professional and academic community is kept fully informed.

The principle of feedback. A further objective of establishing and operating the quality management system is to ensure that lecturers, supervisors and members of the DIT involved in doctoral training receive continuous feedback on the standard of their work.

The principle of quality focus. By establishing and operating the quality management system, the University aims to ensure that the standards expected of both doctoral students and lecturers continually rise in relation to themselves and their environment, whilst at the same time

humility towards science an integral part of their values, and initiative and creativity a cornerstone of their thinking. The fundamental requirement for doctoral theses is the achievement of new scientific results.

The principle of intellectual property protection. The development of the quality management system must also contribute to ensuring that university doctoral programmes remain fully in line with the European Union's and Hungary's efforts to protect intellectual property in the future.

The principle of individual accountability. The design and operation of doctoral programmes can only be successful if roles and responsibilities are clearly defined.

The principle of documenting processes. Documentation must be prepared for all decision points relating to doctoral programmes. The verification of this documentation is a fundamental task of the quality management system. Within the framework of doctoral programmes, it is an important objective that the administrative burden on the academic staff involved in the programmes should not increase during the establishment and operation of the quality management system

The principle of efficiency. Guided by the objective of concentrating the resources available to the University, the University must ensure that doctoral students are able to conduct their studies under the supervision of the most qualified academic staff in the relevant subject area and at the best-equipped research facilities. Cost-effectiveness must also be pursued in doctoral training. This involves the continuous monitoring of costs and the analysis of the cost-benefit ratio.

The principle of practical applicability. When evaluating doctoral programmes, consideration must be given to whether the choice of topics for doctoral theses and the results of the research contribute to formulating answers to socio-economic issues.

Elements of the quality management system in the doctoral training and degree award process:

- a) the announcement of the programme,
- b) the selection of supervisors and tutors,
- c) preparation for the entrance examination,
- d) the conduct of the entrance examination, the assessment of applicants for a degree through individual preparation,

- e) the development of the programme structure,
- f) developing the course syllabuses and assessment procedures,
- g) guiding doctoral students in their choice of modules,
- h) monitoring doctoral students' academic progress,
- i) developing and operating a record-keeping system,
- j) evaluation of teaching by doctoral students,
- k) the relationship between the doctoral student and their supervisor,
- l) the relationship between the doctoral student and the host teaching and research unit (research centre),
- m) study visits abroad,
- n) regular progress reports from doctoral students,
- o) the supervisor's reporting,
- p) the preparation and conduct of the comprehensive examination,
- q) the internal defence of the doctoral thesis,
- r) the submission and public defence of the doctoral thesis,
- s) the assessment of doctoral students' publications,
- t) the awarding of doctoral (PhD) degrees,
- u) the provision of the necessary infrastructure,
- v) surveying the views of those who have obtained a doctoral (PhD) degree,
- w) the registration of PhD graduates and maintaining contact with them after graduation.

6. Policy on the development of the programme

The DI regards the continuous renewal of training programmes, research topics and courses as an important task.

We consider it desirable to strengthen the international visibility of the doctoral training offered at the University of Physical Education and the achievements of the doctoral students and PhD candidates participating in the programme (through English-language publications, the website and participation in international PhD events).

A key task for the coming period is to further increase the number of international students enrolled on the English-language doctoral programme. The DI is best placed to achieve this through the Stipendium Hungaricum scholarship programme. A task of paramount importance is to emphasise R&D&I elements in the programme, as well as to further strengthen international relations with prestigious European higher education institutions.

DI aims to continuously develop its quality assurance system and attaches the utmost importance to all activities that help achieve its objectives by improving quality and quality assurance.

III. The programme's curriculum

Social Sciences Programme (Programme 3)

Course title	Course Leader	Compulsory (C)/Compulsory Elective (CE)/Elective (E)	Number of hours/c redits
Topic-centred literature review, publication strategy, academic social networks	Dr Livia Vasas	K	45/3
Literature searching, efficient publishing strategy	Dr Livia Vasas	K	45/3
Sport in Contemporary Society I.	Dr Gyöngyi Földesiné Szabó and Dr Tamás Tamás	K	30/2
Sport in Contemporary Society II.	Dr Gyöngyi Szabó Gyöngyi and Dr Tamás Dóczi	K	30/2
Sport in Contemporary Society I.	Dr Szabó, née Földes Gyöngyi and Dr Tamás Dóczi	K	30/2
Sport in Contemporary Society II.	Dr Szabó Földesiné Gyöngyi and Dr Tamás Dóczi	K	30/2
Sports Pedagogy I–II.	Dr János Gombocz	SzV	30-15/2-1
The Theoretical and methodological foundations of physical education curricula	Dr Pál Hamar	SzV	26/2
The Scientific Approach to Sport Management	Dr Gábor Géczi	SzV	30/2
Sport and Gender	Dr Gáldiné Dr Gál	SzV	30/2
	Andrea		

Physical activity, sedentary behaviour and quality of life from a pedagogical-psychological perspective	Dr István Soós	SzV	26/2
Physical activity, sedentary behaviour, quality of life from a pedagogical-psychological perspective			
The European Union's sports policy	Dr Péter Farkas	SzV	15/1
Economics	Dr Tamás Sterbenz	SzV	15/1
Organisational Theory	Dr Tamás Sterbenz	SzV	15/1
Sports Psychology	Dr László Tóth	SzV	30/2
Sportpsychology	Dr László Tóth	SzV	30/2
Methodological Skills Development (SPSS) I–II.	Dr Johanna Takács	SzV	28/2-2
SPSS – English – I, II	Dr Johanna Takács	SzV	28/2-2
Research Methodology	Dr Johanna Takács	K	28/2
INTASS	Dr Zsombor Lacza	SzV	32/2

Natural Sciences Programmes (1, 2)

Course title	Course Leader	Compulsory (C)/Compulsory elective (CE)/Elective (E)	Number of hours/c redits
Topic-centred bibliography, publication strategy, academic social networks	Dr Lívia Vasas	K	45/3
Literature searching, efficient publishing strategy	Dr Lívia Vasas	K	45/3
Sports Physiology I–II.	Dr Gábor Pavlik	K	21/1.5–1.5
Sports Physiology I–II.	Dr Gábor Pavlik	K	21/1.5–1.5
Biometrics	Dr Bence Kopper	K	24
Research methods	Dr Bence Kopper	K	26/2

Molecular Exercise Science	Dr Zsolt Radák	SzV	16/1
Free radicals, exercise physiology and pathology of ageing	Dr Zsolt Radák	SzV	15/1
Molecular Methods I.	Dr Zsolt Radák	SzV	45/3
Endocrinology and Exercise	Dr Csaba Nyakas	SzV	26/2
Sports Nutrition	Dr Csaba Nyakas	SzV	14/1
Human Biology	Dr Márta Szmodis	SzV	26/2
Methodological Skills Development (SPSS) I-II.	Dr Johanna Takács	SzV	28/2-2
SPSS – English – I-II.	Dr Johanna Takács	SzV	28/2-2
Research Methodology	Dr Johanna Takács	SzV	28/2
INTASS	Dr Zsombor Lacza	SzV	32/2

COURSE DESCRIPTIONS



COURSE DESCRIPTION

UNIVERSITY OF PHYSICAL EDUCATION

BASIC COURSE INFORMATION

Course title:	Research Methodology	Code:	DIKUTMODISM
Course credit value:	2 credits	Date Date:	2021
Number of hours for the course:	28 hours	Type:	compulsory in social sciences, elective
Semesters in which the course is offered:	2021/22/I		
Date of first lecture (in the event of an offering), and notes	11 October 2021 at 14:00, followed by every Monday from 14:00 to 16:00, in room B202		
Department responsible for the module unit:	TEDI Doctoral School		
Language of instruction:	Hungarian		
Name of the course coordinator:	Dr Johanna Takács		
Name of lecturer:	Dr Johanna Takács		
Prerequisites:			
Nature of the course:	Theory	MKKR level:	Level 8
Exam type (end-of-term assessment):	Written		
Aims of the course:	To enable students to acquire knowledge of the process of scientific research, its main strategies and methods. Furthermore, they will master basic concepts of research methodology and statistics that will assist them in planning research, providing critical evaluation of research, and the practical implementation of research plans.		
CONTENTS OF THE SYLLABUS: theory + practice (where applicable)			

The research process – or, how do we try to find answers to the questions that interest us so much?

What is research?

Everyday and scientific knowledge

A brief history of scientific thinking The characteristics and process of scientific research

The research cycle; common mistakes in the research process The hallmarks of good research

Research strategies and methods

The four characteristics of research

Classifications of research strategies

Research objectives and data sources

Qualitative and quantitative research

strategies Types of research according to the time dimension Data collection methods

Sampling strategies

About variables – Types of variables

What is a variable?

Conceptualisation and operationalisation

Types of variables: by function, level of measurement, range of values and quantifiability

Levels of measurement of variables

The theory of measurement scales

Nominal scale, Ordinal scale, Interval and ratio scales On

measurement, Definition of measurement, Theories of measurement What constitutes good measurement? Reliability and validity

Measurement errors

A brief overview of distributions – Probability in a nutshell

The beginnings of probability theory

Basic concepts of probability theory A random variable

Probability distribution, distribution function and density function Notable distributions

A brief look at estimation

Types of estimation

What makes a good estimate?

Accuracy and precision

Statistical hypothesis testing

Effect size – Statistical and practical significance

MID-TERM REQUIREMENTS

MID-TERM ASSESSMENT PROCEDURES AND CRITERIA FOR DETERMINING COURSE GRADES

Mid-term requirements (attendance rate, completion of tests and other requirements)	80% attendance (3 absences) research proposal (research strategy and data collection methods to be employed, nature of the variables to be examined, formulation of hypotheses) OR a critical evaluation of a published paper (evaluation of the research methods used, the variables examined and the hypotheses formulated)
Consequence(s) of failing to meet the mid-term requirements	In accordance with the Doctoral Regulations
COMPULSORY READING	
RECOMMENDED READING	
Babbie, E. The Practice of Social Research. Budapest: Balassi Kiadó, 2008. Szokolszky, Á. The Methodology of Psychological Research. Budapest: Osiris Kiadó, 2020. Descartes, R. Discourse on Method. Budapest: Kossuth Publishing House, 1991. (several editions) Bacon, F. *Novum Organum I*. Budapest: Nippon Publishing House, 1995. (several editions) Popper, K.R. The Logic of Scientific Discovery, Budapest: Európa Publishing House, 1997. Obádovics, J. Gyula: Probability Theory and Mathematical Statistics, Budapest: Scholar Kiadó Kft, 2016. Shaughnessy JJ, Zechmeister EB, Zechmeister JS. Research Methods in Psychology, 9th edition. New York, NY, US: McGraw-Hill, 2012. Discussion L. (2011) The statistical trials . Statistical Review, 89(10–11): 1130–1149. https://www.ksh.hu/statszemle_archive/2011/2011_10-11/2011_10-11_1130.pdf Ellis PD. The Essential Guide to Effect Sizes. Statistical Power, Meta-Analysis and the Interpretation of Research Results. Cambridge, UK: Cambridge University Press, 2010.	



COURSE DESCRIPTION

UNIVERSITY OF PHYSICAL EDUCATION

BASIC INFORMATION ABOUT THE COURSE

Course title:	Methodological Skills Development 1 – Basic Statistical Methods (SPSS)	Code:	DISPSSI.
Course credit value:	2 credits	Date Date:	2021
Number of hours for the course:	28 hours	Type:	elective elective
Semesters in which the course is offered:	2021/22/I		
Date of first lecture (for the autumn 2021 intake), or remarks	expected to start in October 2021		
Department responsible for the course unit:	TEDI Doctoral School		
Language of instruction:	Hungarian		
Name of the course coordinator:	Dr Johanna Takács		
Name of lecturer:	Dr Johanna Takács		
Prerequisites:			
Type of course:	Theory + practice	MKKR level:	Level 8
Exam type (end-of-term assessment):	Written		
Aims of the course:	To enable students to acquire knowledge of the process and practice of scientific research. Particular emphasis is placed on the processes of data analysis and data processing. In addition to the fundamentals of mathematical statistics, students will become familiar with the process of selecting statistical methods and the application of univariate statistical methods. Finally, they will learn how to interpret results and the fundamentals of scientific communication.		

CONTENTS OF THE SYLLABUS: theory + practice (where applicable)

Characteristics of scientific inquiry and research. How to conduct research; the research process. Formulating research questions and theory. Quantitative and qualitative research; methodological options for data collection. SPSS functions (Data View, Variable View) Variables and levels of measurement. Practical data processing and analysis. Fundamentals of mathematical statistics. Distributions, the normal distribution and its analysis. Measures of central tendency and measures of dispersion. Distribution indices and their graphical representation. The theory and practice of statistical hypothesis testing. SPSS functions (Split File, Select Cases, Compute and Recode). Descriptive statistical analyses, normality tests in SPSS (Descriptive Statistics). Citation of statistical results	
(APA). The process of selecting the appropriate statistical procedure. Tests of difference 1: t-tests in SPSS (Compare Means) – one-sample, independent and paired t-tests. Citing statistical results (APA). Tests of differences 2: t-tests in SPSS (Compare Means) – one-sample, independent and paired t-tests. Effect size. Citation of statistical results (APA). Comparisons 3: One-way analysis of variance (Compare Means). Tests of differences 4: Non-parametric tests of differences (Nonparametric Tests). Citing statistical results (APA). Correlation analyses 1: cross-tabulation (Crosstabs), measures of association. Citing statistical results (APA). Association Tests 2: Correlation procedures and regression analyses (Regression). Simple linear regression. Citing statistical results (APA). Summary. SPSS basics and database operations. Revision and practice of statistical procedures, interpretation and citation of results.	
MID-TERM REQUIREMENTS	
Mid-term homework assignments	
MID-TERM ASSESSMENT METHOD, CRITERIA FOR DETERMINING THE COURSE GRADE	
Mid-term requirements (attendance, completion of tests and other requirements)	Completion of 90% of mid-term homework assignments OR a written test if less than 90 per cent of mid-term homework assignments are completed
Consequence(s) of failing to meet the mid-term requirements	In accordance with the Doctoral Regulations
COMPULSORY READING	
RECOMMENDED READING	

Babbie, E. The Practice of Social Research. Budapest: Balassi Kiadó, 2008.
 Landau S, Everitt BS. A Handbook of Statistical Analyses Using SPSS. Washington, D.C., USA: Chapman & Hall/CRC Press LLC, 2004.
 Field A. Discovering Statistics Using IBM SPSS Statistics. Thousand Oaks, CA, USA: SAGE Publications Inc., 2018.
 Ellis PD. The Essential Guide to Effect Sizes: Statistical Power, Meta-Analysis and the Interpretation of Research Results. Cambridge, UK: Cambridge University Press, 2010.



COURSE DESCRIPTION

UNIVERSITY OF PHYSICAL EDUCATION

BASIC COURSE INFORMATION

Course title:	Methodological Skills Development 2 – Advanced Statistical Methods (SPSS)	Code:	SPSS II.
Course credit value:	2 credits	Date Date:	2021
Number of hours for the course:	28 hours	Type:	elective elective
Semesters in which the course is offered:	2021/22/II.		
Subject coordinator's organisational unit:	TEDI Doctoral School		
Language of instruction:	Hungarian		
Name of the course coordinator:	Dr Johanna Takács		
Name of lecturer:	Dr Johanna Takács		
Type of course:	Theory + practice	MKKR level:	Level 8
Exam type (end-of-term assessment):	Written		
Aims of the course:	To enable students to acquire knowledge of multivariate statistical methods and to master the appropriate application of these modelling techniques. Prerequisite: Methodological Skills Development 1 – completion of basic statistical procedures.		

CONTENTS OF THE SYLLABUS: theory + practice (if applicable)

Multivariate statistical methods and the basics of modelling Multivariate linear regression
 Analysis of variance with repeated measures – related design
 Factorial analysis of variance 1 – effects of multiple independent variables, main effects and interactions
 Factorial analysis of variance 2 – conditions of application, model building
 Factorial analysis of variance 3 – covariance analysis and factorial repeated-measures ANOVA/COV Binary logistic regression, ROC curve
 Regression models: Examination of moderating and mediating effects (Hayes – PROCESS macro) Principal component analysis and factor analysis
 Cluster analysis and discriminant analysis
 Scientific reporting of results from multivariate statistical procedures

MID-TERM REQUIREMENTS

Mid-term assignments

METHOD OF MID-TERM ASSESSMENT, CRITERIA FOR DETERMINING THE COURSE GRADE

Mid-term requirements
 (attendance, completion of tests and other requirements)

Completion of 90% of mid-term homework assignments OR
 a written test if less than 90 per cent of mid-term homework assignments are completed

Consequence(s) of failing to meet the mid-term requirements

In accordance with the Doctoral Regulations

COMPULSORY READING

RECOMMENDED READING

Babbie, E. The Practice of Social Research. Budapest: Balassi Kiadó, 2008.
 Landau S, Everitt BS. A Handbook of Statistical Analyses Using SPSS. Washington, D.C., USA: Chapman & Hall/CRC Press LLC, 2004.
 Field A. Discovering Statistics Using IBM SPSS Statistics. Thousand Oaks, CA, USA: SAGE Publications Inc., 2018.
 Ellis PD. The Essential Guide to Effect Sizes: Statistical Power, Meta-Analysis and the Interpretation of Research Results. Cambridge, UK: Cambridge University Press, 2010.



COURSE DESCRIPTION

UNIVERSITY OF PHYSICAL EDUCATION

BASIC COURSE INFORMATION

Course title:	Sport in Contemporary Society I.	Code:	SPORTJEL2017KV
Course credit value:	2 credits	Date Date:	2021
Number of hours per week:	2 hours per week	Type:	compulsory
Semesters in which the course is offered:	2022/23/I		
Course coordinator's organisational unit:	TEDI Doctoral School		
Language of instruction:	Hungarian		
Name of the course coordinator:	Dr Gyöngyi Földesiné Szabó and Dr Tamás Dóczi		
Lecturers:	Dr Gyöngyi Szabó Földesiné and Dr Tamás Dóczi		
Prerequisites:	-		
Nature of the course:	Theory	MKKR level:	Level 8
Exam type (end-of-term assessment):	Oral		
Aims of the course:	- To broaden students' knowledge of contemporary social phenomena, processes and social behaviour within and beyond the field of sport. - To support students in understanding and being able to critically assess the trends shaping contemporary global sport. - To help students apply what they have learnt to their own research topics.		

CONTENT OF THE SYLLABUS: theory + practice (where applicable)

- Sport as a social phenomenon – a sociological approach to sport. Sport as a social subsystem.
- Sport and social change: the emergence of modern sport
- Sport and globalisation
- The contributions of the state, the civil sector and the business sector to the functioning of sport as a social subsystem
- Models of sport across the five continents

• Sport and politics. Sport policy as an applied policy area • Sport in the European Union • The impact of the political and economic transition of 1989–1990 on sport • Sport and the economy. The impact of the economic crisis on the sporting sector • The role of the media in the sports industry • Sporting values in theory and practice. Sport socialisation; sport as a medium of socialisation. • Sport, lifestyle, quality of life, standard of living • Sport and the law, sport and human rights, sports law. Sport, sustainable development, environmental protection • Sport in education, education in sport	
MID-TERM REQUIREMENTS	
A written test on the concepts covered during the term. An oral presentation on one of the topics.	
MID-TERM ASSESSMENT METHOD, CRITERIA FOR DETERMINING THE COURSE GRADE	
Mid-term requirements (attendance, completion of tests and other requirements)	• Regular attendance and active participation in class • Oral presentation • Minimum 80% in the written test • Oral examination on selected readings and course topics.
Consequence(s) of failing to meet the mid-term requirements	
COMPULSORY READING	
• Földesiné Sz. Gy. Gál, A. Dóczi, T. (2010) <i>Sociology of Sport</i>. Semmelweis University, Faculty of Physical Education and Sports Sciences, Budapest. • Földesiné Sz. Gy. Gál, A. Dóczi, T. (2008): <i>A Social Report on Sport</i>. ÖM-MSTT, Budapest. • Földesiné Sz. Gy., Gál A., Dóczi T. (2016): The Stepchild of Two Disciplines: Half a Century of Hungarian Sociology of Sport in Search of Its Path, <i>Szociológiai Szemle</i> 26(3), 78–98. • Gál, A., Dóczi, T., Sáringerné, Sz. Zs. (2014) <i>Social inclusion in and through sport (social inclusion)</i>. http://sportmenedzsment.hu/wp-content/uploads/2014/06/T%C3%A1rsadalmi-befogad%C3%A1s-a-sportban-%C3%A9s-a-sport-%C3%A1ltal-tanulm%C3%A1ny.pdf Relevant studies from the 2016–2019 issues of the journal TST Relevant articles from the 2015–2019 issues of the journal <i>*Magyar Sporttudományi Szemle*</i> Selected articles from the following international journals: • International Review for the Sociology of Sport • Sociology of Sport Journal • European Journal for the Sociology of Sport • Physical Culture and Sport. Studies and Research	

+ Three selected articles on the topic of the PhD research (may be included in the recommended reading list)

RECOMMENDED READING

- Bardocz-Bencsik M., Garamvölgyi B. & Dóczi T. (2018): Sport for Peace and Development – the role of the United Nations. *Civil Szemle*, 15(1), 47–65.
- Bardocz-Bencsik M., & Dóczi T. (2019): International trends and domestic opportunities in the field of ‘Sport for Development and Peace’ as reflected in the literature. *Culture and Community*, 10(2), 85–91.
- Coakley, J. (2011) Youth Sports: “What Counts as Positive Development”? *Journal of Sport and Social Issues* 35(3), 306–324.
- Coakley, J. (2015) *Sport in Society: Issues and Controversies*. McGraw-Hill, New York.
- Dunning, E. (1994) Sport in Space and Time: “Civilising Processes”, Trajectories of State-Formation and the Development of Modern Sport. *International Review for the Sociology of Sport*, 4, 331–347.
- Eichberg, H. (1984) Olympic Sport: Neo-colonialism and Alternatives. *International Review for the Sociology of Sport*, 1, 98–108.
- Földesiné Sz. Gy. (2009) Class or Mass: (Sport for All) Policy at a Crossroads. *Physical Culture and Sport. Studies and Research*, Vol. 46, 147–156.
- Földesiné Szabó Gy. (2010) Social Exclusion/Inclusion in the Context of Hungarian Sport. *Physical Culture and Sport. Studies and Research*, Vol. 50, 44–59.
- Földesiné Sz. Gy. – Gál A. (eds.) (2003): *Sport and Society*. Hungarian Society for Sport Sciences, Budapest.
- Földesiné Sz. Gy., Dóczi T. (2011) (eds.): *The Interaction of Sport and Society in the V4 Countries*. Hungarian Society for Sport Sciences, Budapest
- Gál A. (2008) Equality without a Chance(?) *Kalokagathia* 46: (1) pp. 30–47
- Gál, A., Dóczi, T. (eds.) (2015) Pearls: A commemorative volume for the 75th birthday of Dr Gyöngyi Földesiné Szabó. Budapest, University of Physical Education.
- Gál, A., Kosiewicz, J., Sterbenz, T. (eds.) 2017: Sport and Social Sciences with Reflection on Practice. AWF-ISSSS, Warsaw
- Giulianotti, R. (1999) *Football: a sociology of the global game*. Cambridge, Polity Press.
- Guttmann, A. (1995 [1978]) From Ritual to Record. In Fóti, P. (ed.) *Introduction to the Sociology of Sport*. Vol. I. Miskolc, Miskolc University Press.
- Henry, I. (2009) European models of sport: governance, organisational change and sports policy in the EU, *Journal of Policy for Physical Education and Sport* 18, 1–22.
- Kelly, L. (2011) ‘Social inclusion’ through sports-based interventions? *Critical Social Policy* 31(1), 126–150.
- Keszti, M., Dóczi, T. (2014) Sport in the service of social goals: the Homeless World Cup. *Hungarian Journal of Sports Science*, 1, 17–23.
- Kovács Á., Dóczi T. (2015) Changes in sports media from the 1990s to the present day: an examination of the role of the media and the impact of globalisation on the relationship between elite athletes and the media. *Hungarian Journal of Sports Science* 16(3), 35–42.
- Kovács, Á. & Dóczi, T. (2018): The relationship between Olympians and media professionals in Hungary: motivations, attitudes, rejection. *Physical Culture and Sport. Studies and Research*, 78(1), 5–12.
- Nicholson, M., Hoye, R., Houlihan, B. (eds) (2011): *Participation in Sport. International Policy Perspectives*.

Routledge, London and New York.

- Perényi, Sz. (2013) A trend of stagnation at a low level: the reproduction of physical inactivity. In Székely, L. (ed.) *Hungarian Youth 2012: A Collection of Studies*. 229–249.
- Pólusné Thiry, É. (2013) Experience or wealth – the experience orientation of extreme sports enthusiasts. *Hungarian Journal of Sports Science* 14, (53): 35–39.
- Sam, M. P. (2009) The public management of sport: Wicked problems, challenges and dilemmas. *Public Management Review* 11, 499–513.
- Velencei, A. (2012) *Social inequality of opportunity amongst junior athletes participating in state-funded programmes*. PhD thesis, Budapest: Semmelweis University.
- Urbán Á. (1997) The business of sport, the media and society. *Jel-kép*, 1. 15–22. <http://ebooks.gutenberg.us/Wordtheque/hu/AAACJV.TXT>
- Várhegyi, F. (2016) The relationship between sport and television. *Physical Education, Sport, Science* 1(2): 20–29.



COURSE DESCRIPTION

UNIVERSITY OF PHYSICAL EDUCATION

BASIC COURSE INFORMATION

Course title:	Sport in Contemporary Society II.	Code:	SPORTJELKOLL2021
Course credit value:	2 credits	Date Date:	2021
Number of hours per week:	2 hours per week	Type:	compulsory
Semesters in which the course is offered:	2022/23/II		
Course coordinator's organisational unit:	TEDI Doctoral School		
Language of instruction:	Hungarian		
Name of the course coordinator:	Dr Gyöngyi Földesiné Szabó and Dr Tamás Dóczi		
Lecturers:	Dr Gyöngyi Szabó Földesiné and Dr Tamás Dóczi		
Prerequisites:	Sport in Contemporary Society I		
Nature of the course:	Theory	MKKR level:	Level 8
Exam type (end-of-term assessment):	Oral		
Aims of the course:	- To broaden students' knowledge of contemporary social phenomena, processes and social behaviour within and beyond the field of sport. - To support students in understanding and being able to critically assess the trends shaping contemporary global sport. - To help students apply what they have learnt to their own research topics.		

CONTENT OF THE SYLLABUS: theory + practice (where applicable)

• Sport and social stratification. • Sport and equal opportunities: active participation in sport. • Passive participation in sport: fan behaviour, fan identity. • Sport and national identity. • Sport and social mobility. • Sport and migration.	
• Sport and social inclusion: disadvantaged groups, minorities, migrants. • Sport for people with disabilities. • Sport and gender. • Homosexuality in sport. HIV infection. AIDS. • Sport and deviant behaviour (gambling addiction, cheating, crime). • Sport and doping. • Violence, aggression and sport. • Prejudice, discrimination and sport. • Xenophobia, racism and sport.	
MID-TERM REQUIREMENTS	
A written test on the concepts covered during the term.	
MID-TERM ASSESSMENT PROCEDURE AND CRITERIA FOR DETERMINING THE COURSE GRADE	
Mid-term requirements (attendance, tests and fulfilment of other requirements)	• Regular attendance and active participation in class • Minimum 80% in the written test • Oral examination on selected readings and course topics.
Consequence(s) of failing to meet the mid-term requirements	
COMPULSORY READING	

- Földesiné Sz. Gy. Gál, A. Dóczi, T. (2010) *Sociology of Sport*. Semmelweis University, Faculty of Physical Education and Sports Sciences, Budapest.
- Földesiné Sz. Gy. Gál, A. Dóczi, T. (2008): *A Social Report on Sport*. ÖM-MSTT, Budapest.
- Földesiné Sz. Gy., Gál A., Dóczi T. (2016): The Stepchild of Two Disciplines: Half a Century of Hungarian Sociology of Sport in Search of Its Path, *Szociológiai Szemle* 26(3), 78–98.
- Gál, A., Dóczi, T., Sáringerné, Sz. Zs. (2014) *Social inclusion in and through sport (social inclusion)*. <http://sportmenedzsment.hu/wp-content/uploads/2014/06/T%C3%A1rsadalmi-befogad%C3%A1s-a-sportban-%C3%A9s-a-sport-%C3%A1ltal-tanulm%C3%A1ny.pdf>

Relevant studies from the 2016–2019 issues of the journal TST

Relevant articles from the 2015–2019 issues of the journal **Magyar Sporttudományi Szemle** Selected articles from the following international journals:

- International Review for the Sociology of Sport
- Sociology of Sport Journal
- European Journal for the Sociology of Sport

- Physical Culture and Sport. Studies and Research

+ Three selected papers on the topic of the PhD research (may be included in the list of recommended reading)

RECOMMENDED READING

- Coakley, J. (2015) *Sport in Society: Issues and Controversies*. McGraw-Hill, New York.
- Dóczi T. (2011): *System Change, Globalisation and National Identity in Sport in Hungary at the Beginning of the 21st Century*. PhD thesis, Budapest, Semmelweis University.
- Dunning, E. (1994) Sport in Space and Time: “Civilising Processes”, Trajectories of State-Formation and the Development of Modern Sport. *International Review for the Sociology of Sport*, 4, 331–347.
- Eichberg, H. (1984) Olympic Sport: Neo-colonialism and Alternatives. *International Review for the Sociology of Sport*, 1, 98–108.
- Földesiné Sz. Gy. (2009) Class or Mass: (Sport for All) Policy at a Crossroads. *Physical Culture and Sport. Studies and Research*, Vol. 46, 147–156.
- Földesiné Szabó Gy. (2010) Social Exclusion/Inclusion in the Context of Hungarian Sport. *Physical Culture and Sport. Studies and Research*, Vol. 50, 44–59.
- Földesiné Sz. Gy. – Gál Andrea (eds.) (2003): *Sport and Society*. Hungarian Society for Sport Sciences, Budapest.
- Földesiné Sz. Gy., Dóczi T. (2011) (eds.): *The Interaction of Sport and Society in the V4 Countries*. Hungarian Society for Sport Sciences, Budapest
- Gál A: (2008) Equality without a chance (?) *Kalokagathia* 46: (1) pp. 30–47
- Gál, A. (2014) Deviance and Violence in Sport. In Laczkó, T. & Rétsági, E. (eds.) *The Social Aspects of Sport*. Pécs: University of Pécs, 154–164. www.etk.pte.hu/files/tiny_mce/File/..
- Gál, A., Dóczi, T. (eds.) (2015) Pearls: A commemorative volume for the 75th birthday of Dr Gyöngyi Földesiné Szabó. Budapest, University of Physical Education.
- Gál, A., Kosiewicz, J., Sterbenz, T. (eds.) 2017: *Sport and Social Sciences with Reflection on Practice*. AWF-ISSSS, Warsaw
- Giulianotti, R. (1999) *Football: a sociology of the global game*. Cambridge, Polity Press.
- Kelly, L. (2011) ‘Social inclusion’ through sports-based interventions? *Critical Social Policy* 31(1), 126–150.
- Keszti, M., Dóczi, T. (2014) Sport in the service of social goals: the Homeless World Cup. *Hungarian Journal of Sports Science*, 1, 17–23.
- Nicholson, M., Hoye, R., Houlihan, B. (eds) (2011): *Participation in Sport. International Policy Perspectives*. Routledge, London and New York.
- Perényi, Sz. (2013) A trend of stagnation at a low level: the reproduction of physical inactivity. In Székely, L. (ed.) *Hungarian Youth 2012: A Collection of Studies*. 229–249.
- Pólusné Thiry É. (2013) Experience or wealth – the experience orientation of extreme sports participants. *Hungarian Journal of Sports Science* 14, (53):35–39.
- Velencei, A. (2012) *Social inequality of opportunity among junior athletes participating in state-funded programmes*. PhD thesis, Budapest: Semmelweis University.



COURSE DESCRIPTION

UNIVERSITY OF PHYSICAL EDUCATION

BASIC COURSE INFORMATION

Course title:	Sport in Contemporary Society I.	Code:	DISPORTINCONTSOC_I_2021
Credit value of the subject:	2 credits	Date:	2021.
Number of hours of the course:	24 hours	Type:	compulsory
Semesters:	2021/22/I		
First lesson:	21 September 2021		
Subject unit responsible for the subject:	Doctoral School		
Language of the course:	English		
Course leader:	Dr Gyöngyi Földesiné Szabó and Dr Tamás Dóczi		
Lecturers:	Dr Gyöngyi Szabó Földesiné and Dr Tamás Dóczi		
Prerequisites:	-		
Type of course:	theoretical	HuQF/EQF level:	Level 8
Exam type (end-of-semester):	oral		
Aim of the course:	- To broaden students’ knowledge of contemporary social phenomena, social processes and social behaviour in the field of sport and beyond. - To enhance students’ ability to understand and critically analyse the trends that define contemporary global sport. - To develop students’ skills to creatively apply their newly acquired knowledge in their research work.		
CONTENT ELEMENTS OF THE CURRICULUM: theory + practice (if applicable)			
- Sport as a social phenomenon – sociological approaches to sport. Sport as a social subsystem. - Sport and social change – the evolution of modern sport. - Sport and globalisation - The role of the state, the civil sector and the business sector in the functioning of sport as a social subsystem - Sport models across the five continents - Sport, politics and policy - Sport in the European Union - The impact of political and economic transitions in Eastern Europe on sport			
- Sport and the economy. The impact of the global economic crisis on sport - Sport and the media - The values of sport in principle and in practice. Sport as a means of socialisation; sport as a setting for socialisation. - Sport as a way of life, lifestyle, quality of life - Sport and the law, sport and human rights, sports law. Sport, sustainable development, environmental protection. - Sport in education, education in sport			
INTERMEDIATE REQUIREMENTS			

Written test on the key terms used in relation to the new topics covered in the semester. Oral presentation on one of the topics.	
METHOD OF SEMI-CLOSED ASSESSMENT, ASPECTS OF DETERMINING THE SUBJECT MARK	
Semester requirements (class attendance rate, completion of examination papers and other requirements)	Attendance at the majority of classes. Active participation in classes. Oral presentation. Achieving a mark of at least 80 per cent out of 100 per cent in the written test. Oral examination on the three selected papers and the topics covered during the course
The main prerequisites must be met; failure to do so will result in	
MANDATORY READING	
- Coakley, J. (2015) <i>Sport in Society: Issues and Controversies</i>. McGraw-Hill, New York. Relevant articles from the following international journals: - International Review for the Sociology of Sport - Sociology of Sport Journal - European Journal for the Sociology of Sport - Physical Culture and Sport. Studies and Research + Three papers related to the topic of the PhD student's thesis (may be from the list of recommended readings)	
RECOMMENDED READING	
- Coakley, J. (2011) Youth Sports: "What Counts as Positive Development"? <i>Journal of Sport and Social Issues</i> 35(3), 306–324. - Dóczi, T. & Gál, A. (2016): Sociology of Sport: Hungary. In Young, K. (ed.) <i>Sociology of Sport: A Global Subdiscipline in Review</i>. Bingley, Emerald, 207–225. - Dunning, E. (1994) Sport in Space and Time: "Civilising Processes", Trajectories of State-Formation and the Development of Modern Sport. <i>International Review for the Sociology of Sport</i>, 4, 331–347. - Eichberg, H. (1984) Olympic Sport: Neo-colonialism and Alternatives. <i>International Review for the Sociology of Sport</i>, 1, 98–108.	

- Földesiné Sz. Gy. (2009) Class or Mass: (Sport for All) Policy at a Crossroads. *Physical Culture and Sport. Studies and Research*, Vol. 46, 147–156.
- Földesiné Szabó Gy. (2010) Social Exclusion/Inclusion in the Context of Hungarian Sport. *Physical Culture and Sport: Studies and Research*, Vol. 50, 44–59.
- Földesiné Sz. Gy., Dóczi T. (2011) (eds): *The Interaction of Sport and Society in the V4 Countries*. Hungarian Society for Sport Sciences, Budapest
- Gál A., Kosiewicz J., Sterbenz T. (eds) 2017: *Sport and Social Sciences with Reflection on Practice*. AWF-ISSSS, Warsaw
- Giulianotti, R. (1999) *Football: a sociology of the global game*. Cambridge, Polity Press.
- Giulianotti, R. (2004) Human rights, globalisation and sentimental education: The case of sport. *Sport in Society*, 7, 355–369.
- Henry, I. (2009) European models of Sport: Governance, Organisational Change and Sports Policy in the EU, *Journal of Policy for Physical Education and Sport* 18, 1–22.
- Kelly, L. (2011) ‘Social inclusion’ through sports-based interventions? *Critical Social Policy* 31(1), 126–150.
- Kovács, Á. & Dóczi, T. (2019): Elite athletes and media appearances: opportunity or obligation? *Sport in Society*, in press, DOI: 10.1080/17430437.2019.1599861
- Kovács, Á. & Dóczi, T. (2018): The relationship between Olympians and media professionals in Hungary: motivations, attitudes, rejection. *Physical Culture and Sport. Studies and Research*, 78(1), 5–12.
- Maguire, J. (1999) *Global Sport: Identities, Societies, Civilisations*. Cambridge, Polity Press.
- Nicholson, M., Hoyer, R., Houlihan, B. (eds) (2011): *Participation in Sport. International Policy Perspectives*. Routledge, London and New York.
- Sam, M. P. (2009) The public management of sport: Wicked problems, challenges and dilemmas. *Public Management Review* 11, 499–513.



COURSE DESCRIPTION

UNIVERSITY OF PHYSICAL EDUCATION

BASIC COURSE DETAILS

Course title:	Sport in Contemporary Society II.	Code:	DISPORTINCONTSOC_II_2021
Credit value of the subject:	2 credits	Date:	2021.
Number of hours of the course:	2 hours per week	Type:	compulsory
Semesters:	2021/22/II		
Subject unit responsible for the subject:	Doctoral School		
Language of the course:	English		
Course leader:	Dr Gyöngyi Földesiné Szabó and Dr Tamás Dóczi		
Lecturers:	Dr Gyöngyi Szabó Földesiné and Dr Tamás Dóczi		
Prerequisites:	Sport in Contemporary Society I.		
Type of course:	theoretical	HuQF/EQF level:	Level 8
Exam type (end-of-semester):	oral		
Aim of the course:	- To broaden students' knowledge of contemporary social phenomena, social processes and social behaviour in the field of sport and beyond. - To enhance students' ability to understand and critically analyse the trends that define contemporary global sport. - To develop students' skills to creatively apply their newly acquired knowledge in their research work.		

CONTENT ELEMENTS OF THE CURRICULUM: theory + practice (if applicable)

- Sport and social stratification. Sport and equal opportunities: active participation in sport.
- Passive involvement in sport: fandom, fan behaviour, supporter identities.
- Sport and national identity.
- Sport and social mobility.
- Sport and migration.
- Sport and social inclusion: social disadvantage, minorities.
- Sport and disability.
- Sport and gender.
- Homosexuality in sport. HIV and AIDS in sport.
- Sport and deviant behaviour.

• Sport and doping. • Aggression, violence and sport. • Sport, prejudice and discrimination. Racism, xenophobia and sport.	
INTERMEDIATE REQUIREMENTS	
Written test on the key terms used in relation to the new topics covered in the semester.	
METHOD OF SEMI-CLOSED ASSESSMENT, ASPECTS OF DETERMINING THE SUBJECT MARK	
Semester requirements (class attendance rate, completion of examination papers and other requirements)	Attendance at the majority of classes. Active participation in classes. Achieving a mark of at least 80 per cent out of 100 per cent in the written test. Oral examination on the three selected papers and the topics covered during the course
The main prerequisites that have not been met due to a lack of	
MANDATORY READING	
• Coakley, J. (2015) <i>Sport in Society: Issues and Controversies</i>. McGraw-Hill, New York. Relevant articles from the following international journals: • International Review for the Sociology of Sport • Sociology of Sport Journal • European Journal for the Sociology of Sport • Physical Culture and Sport. Studies and Research + Three papers related to the topic of the PhD student's thesis.	
RECOMMENDED READING	
• Coakley, J. (2011) Youth Sports: "What Counts as Positive Development"? <i>Journal of Sport and Social Issues</i> 35(3), 306–324. • Dóczi, T. & Gál, A. (2016): Sociology of Sport: Hungary. In Young, K. (ed.) <i>Sociology of Sport: A Global Subdiscipline in Review</i>. Bingley, Emerald, 207–225. • Dunning, E. (1994) Sport in Space and Time: "Civilising Processes", Trajectories of State-Formation and the Development of Modern Sport. <i>International Review for the Sociology of Sport</i>, 4, 331–347. • Eichberg, H. (1984) Olympic Sport: Neo-colonialism and Alternatives. <i>International Review for the Sociology of Sport</i>, 1, 98–108. • Földesiné Sz. Gy. (2009) Class or Mass: (Sport for All) Policy at a Crossroads. <i>Physical Culture and Sport. Studies and Research</i>, Vol. 46, 147–156. • Földesiné Szabó Gy. (2010) Social Exclusion/Inclusion in the Context of Hungarian Sport. <i>Physical Culture</i>	

and Sport. *Studies and Research*, Vol. 50, 44–59.

- Földesiné Sz. Gy., Dóczi T. (2011) (eds): *The Interaction of Sport and Society in the V4 Countries*. Hungarian Society for Sport Sciences, Budapest
- Gál A., Kosiewicz J., Sterbenz T. (eds) 2017: *Sport and Social Sciences with Reflection on Practice*. AWF-ISSSS, Warsaw
- Giulianotti, R. (1999) *Football: a sociology of the global game*. Cambridge, Polity Press.
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- Sam, M. P. (2009) The public management of sport: Wicked problems, challenges and dilemmas. *Public Management Review* 11, 499–513.



COURSE DESCRIPTION

UNIVERSITY OF PHYSICAL EDUCATION

BASIC COURSE INFORMATION

Course title:	Sports Physiology I–II.	Code:	SPORTS PHYSIOLOGY
Course credit value:	1.5–1.5	Date Date:	2021
Number of hours per week:	21 – 21	Type:	compulsory
Semesters offered:	2021-22/I – 2021/22/II		
Department responsible for the module unit:	TEDI Doctoral School		
Language of instruction:	Hungarian		
Name of the course coordinator:	Dr Gábor Pavlik		
Name of lecturer:	Dr Gábor Pavlik		
Prerequisites:			
Type of course:	Theory	MKKR level:	Level 8
Exam type (end-of-term assessment):	Oral		
Aim of the course:	To familiarise students with the basic physiological functions of the human body at rest and under stress, in both untrained and trained individuals		

CONTENT ELEMENTS OF THE CURRICULUM: theory + practice (if any)

Topics (broken down by lesson): Sports Physiology I. 1. Lecture: The functional structure of the human body. The musculoskeletal system 2. Lecture: The structure and function of muscles 2. Lecture: Fatigue, muscle failure, muscle soreness, warm-up 3. Lecture: Strength, speed, endurance 4. Lecture: The aerobic system, breathing 5. Lecture: The composition, functions and role of blood in sport 6. Lecture: The physiology of heart function 7. Lecture: The trained heart Sports Physiology II 1. Lecture: The vascular system and the physiology of circulation 2. Lecture: The Physiology of Metabolism: Digestion and Absorption 3. Lecture: Intercellular metabolism, heat of combustion, basal metabolic rate 4. Lecture: Daily energy balance, nutritional issues 5. Lecture: Fluid balance, kidney function 6. Lecture: The nervous system 7. Lecture: Endocrine glands Lecture: Issues in sports physiology: classification of sports movements, assessment of physical condition, doping issues	
MID-TERM REQUIREMENTS	
MID-TERM ASSESSMENT PROCEDURE AND CRITERIA FOR DETERMINING COURSE GRADES	
Mid-term requirements (attendance, completion of assessment tests and other requirements)	Requirement: attendance at lectures, followed by performance of an appropriate standard in the examinations Examination: oral
Consequence(s) of failing to meet the mid-term requirements	Retaking the module
COMPULSORY READING	
Gábor Pavlik: Physiology – Sports Physiology. Medicina 2019	
RECOMMENDED READING	
R. Frenkl: <i>Sports Physiology</i>. Sport, Budapest, 1983 Lajos Ángyán: Fundamentals of Sports Physiology, Duplex-Rota, Pécs 1993 H.-H. Dickhuth: Sports Physiology, Sports Medicine, Dialóg Campus Publishing, 2005 Zs. Radák: Exercise Physiology, Budapest, 2016.	



COURSE DESCRIPTION

UNIVERSITY OF PHYSICAL EDUCATION

BASIC COURSE INFORMATION

Course title:	Sports Physiology 1–2.	Code:	DISPORTPHYS
Credit value of the subject:	1.5–1.5	Date Date:	2021
Number of hours of the subject:	21 – 21.	Type:	compulsory
Semesters:	2022/23/I – 2022/23/II		
Subject unit responsible for the subject:	Doctoral School		
Language of the course:	English		
Course leader:	Dr Gábor Pavlik		
Lecturer:	Dr Gábor Pavlik		
Type of module:	theoretical	HuQF/EQF Level:	Level 8
Exam type (end-of-semester):	oral		
Aim of the module:	To understand the essential physiological functions at rest and during exercise in sedentary and physically active individuals		

CONTENT ELEMENTS OF THE CURRICULUM: theory + practice (if applicable)

Topics (by lesson):

Sports Physiology I.

1. Lesson: Functional structure of the human body. The musculoskeletal system
2. Lesson: Structure and function of the muscles
2. Lesson: Fatigue, crisis, second wind, muscle soreness, warming up
3. Lesson: Strength, speed, endurance
4. Lesson: Aerobic system: respiration
5. Lesson: Functions of the blood, its role in sport
6. Lesson: Cardiac function
7. Lesson: The athlete's heart

Sports physiology II.

1. Lesson: The vascular system, blood circulation
2. Lesson: Metabolism: digestion, absorption
3. Lesson: Intermediate metabolism, resting metabolic balance
4. Lesson: Daily energy expenditure, nutrition
- Lesson 5: Function of the kidneys, fluid balance
6. Lesson: The nervous system
7. Lesson: Endocrine glands

Lesson 8: Special chapters in sports medicine: classification of sports movements, fitness testing, doping	
INTERMEDIATE REQUIREMENTS	
METHOD OF SEMI-CLOSED ASSESSMENT, ASPECTS OF DETERMINING THE SUBJECT GRADE	
Semester requirements (attendance rate, completion of examination papers and other requirements)	Participation in lessons and an acceptable performance in the examination Oral examination
The main prerequisites must be met; failure to do so will result in	Re-enrolment in the subject
MANDATORY READING	
RECOMMENDED LITERATURE	
Jack H. Wilmore, David L. Costill: *Physiology of Sport and Exercise*, Human Kinetics, 2004, ISBN 0736044892, 9780736044899 Nick Draper, Helen Marshall: Exercise Physiology for Health and Sports Performance Copyright 2012 ISBN 9780273778721 Published 16 November 2012 by Routledge	

IV. Methods for acquiring and applying professional competences

Study credits:

The unit of measurement for academic requirements is the credit unit (academic credit). One credit unit – as applied to courses – is equivalent to 15 hours of lectures and/or practical work, and represents a required and assessed level of performance. Courses may be organised in blocks within a single semester or across multiple semesters. One credit may also be awarded for the completion of two 8-hour courses. The credit must be awarded in the semester in which the examination was passed.

In doctoral programmes, *academic* credits may be earned upon the successful completion of subjects taken as courses. Grading is based on a three-point or five-point scale. The award of credit points is conditional upon achieving a pass mark or higher in the examination. The number of credit points available must be stated when the course is advertised or before enrolment. The mark obtained in the final examination for the course must not affect the number of credit points that can be awarded.

Doctoral students earn academic credits by completing modules, attending courses, undertaking independent study and sitting examinations (concluded with a mark). Doctoral students may primarily choose subjects from those listed in the DI's sample timetable, published in the NEPTUN study system each semester, with the credit values specified therein.

During the training and research phase, doctoral students must complete at least sixteen (16) academic credits. Doctoral students may plan their studies before commencing their programme. Before the start of the programme, the programme director may prescribe compulsory modules, and the supervisor may specify – where possible before the start of the programme – which courses the doctoral student must attend, up to a maximum of eight modules. The remaining modules may be completed by undertaking any course or lecture series approved by the EDT.

On the recommendation of the supervisor – and subject to prior consultation with the head of the DI – the doctoral student may enrol on any course advertised by the DI of any higher education institution. One academic credit is equivalent to fifteen teaching hours of lectures and/or practical work, and represents a recognised and assessed achievement.

A doctoral student may take up to 100 per cent of their academic credits at the doctoral school of another university (cross-enrolment).

Research credits:

Doctoral students may earn research credits through research work carried out under supervision in their capacity as researchers. The supervisor assesses and certifies the completion of research credits in the e-timetable and in the termly report, taking the research plan into account, using a three-point scale. Assessment by the supervisor takes the form of mid-year reviews. The number of research credits that can be earned in a given semester must be calculated by adding at least thirty (30) credits to the total number of academic and teaching credits earned. In other words, the doctoral student must earn at least as many research credits in the given semester as are required, together with the academic and teaching credits they have completed, to reach a total of at least thirty (30) credits. A maximum of two hundred and twenty-four (224) research credits may be earned during the doctoral programme.

Teaching credits:

Teaching credits may be earned through teaching duties approved in advance by the EDT upon the recommendation of the DIT.

The number of teaching hours that a doctoral student receiving a state scholarship may undertake must not exceed an average of two teaching hours per week. One teaching hour per week of teaching activity counts as two teaching credits; thus, a maximum of four credits may be earned per semester, assuming the maximum teaching workload. The total number of teaching credits throughout the entire training and research phase may not exceed sixteen (16) credits. Teaching credits must be recorded in the e-timetable. The head of the relevant teaching and research unit is responsible for certifying completion.

During the research and dissertation phase, the doctoral candidate carries out research and publishes their research findings. They must submit their doctoral thesis within three years of passing the comprehensive examination.

A total of 120 research credits must be completed over a maximum of four semesters during the research and dissertation phase. It is not necessary to earn academic credits during the research and dissertation phase.

The research and dissertation phase concludes at the end of the eighth active semester, provided that a total of at least two hundred and forty (240) credits have been completed. Students must complete 120 credits during the training and research phase and a further 120 credits during the research and dissertation phase.

Formal requirements for the doctoral thesis

The thesis is a comprehensive work presenting the candidate's knowledge of the relevant literature, their objectives, methods and new scientific findings. The author's scientific publications relating to the thesis form part of the thesis.

A workplace defence of the thesis must be held. The workplace defence is organised by the head of the DI and chaired by the appointed chair. At least five academic staff members or researchers holding an academic qualification must attend the workplace defence.

One or two preliminary examiners appointed by the DIT shall prepare an opinion on the thesis. Upon request, the examiners shall prepare a written review of the thesis within one month and state whether the thesis may be admitted to the internal defence. One copy each of the thesis and the author's own academic publications cited therein must first be sent to the VMB for preliminary review.

The official reviewers of the thesis are appointed by the Chair of the EDT, and it is also the Chair of the EDT who sends the thesis (in electronic form) to the reviewers for assessment, specifying the deadline for the review.

The thesis must be put forward for public defence within two months of the receipt of the favourable reviews, but no later than one year from the date of its submission for preliminary review. The examination committee shall consist of at least five members: a chair, two members and two official examiners.

Doctoral public defence

The date and venue of the public defence shall be announced by the Doctoral Secretariat following consultation with the members of the examination committee and the doctoral candidate.

The public defence may only take place if the chair, two committee members and – in the event of a unanimous assessment – at least one examiner are present. The opinion of any examiner not present at the defence must be presented during the defence. The presence and participation of an examiner who has rejected the thesis at the defence of the doctoral thesis is also a condition for the defence to take place. Exceptions to this rule may be made in exceptional cases with the agreement of the Chair of the EDT.

During the public defence, the candidate presents the main findings of their thesis in a free-form presentation, and then answers the examiners' written questions and any other questions raised during the defence.

Following the conclusion of the defence, the committee decides on the acceptance of the thesis in a closed session by secret ballot, using a scale of 1 to 5, for which at least two-thirds (67 per cent) of the available points are required.

Doctoral degree

The University issues the Doctoral Degree Certificate in both Hungarian and English.

(4) The Doctoral Diploma is an official document bearing the coat of arms of Hungary, which includes the name of the University of Physical Education, its institutional identification number, the serial number of the diploma, the name of the diploma holder, their birth name, place and date of birth, the title of the doctoral degree awarded, its field of study and/or discipline, its classification, the place, year, month and day of issue, and the classification of the qualification attested by the degree certificate in accordance with the Hungarian Qualifications Framework and the European Qualifications Framework. It shall also bear the signatures of the Rector of the University of Physical Education and the Chair of the EDT, as well as the University's official stamp.

Those who have obtained a doctoral degree may use the title 'doktor' or the abbreviation 'Dr.' alongside their name, as well as the designation 'PhD'.