

METHODOLOGY OF THE AEHESIS PROJECT

Starting from the inspiration and the methodological thrust derived from the Bologna declaration and the following process, the AEHESIS Thematic Network Project has especially paid attention to the methodologies and results of the “Tuning Project”. Through this connection, the AEHESIS project has the ambition to set innovative guidelines specific for the sport sector for the development of curricula, quality assurance systems for study programmes able to combine the academic quality and the European dimension with relevance to the market labour. *Target groups* are primarily sport science students and teachers and policy makers at universities and institutions dealing with education in the four main areas: Sport Management, Physical Education, Health & Fitness and Sport Coaching. The basic educational approach of the project is life-long-learning with a high impact of interactivity between the education and the training providers and the employers. The model curricula, which will be designed at the end of the project period will specifically pay attention to the implementation of new learning technologies. One intention of the project is also to test the actual implementation of sector specific E-Learning knowledge management tools and to create new forms of synergies between professional experience in the working field and formal learning.

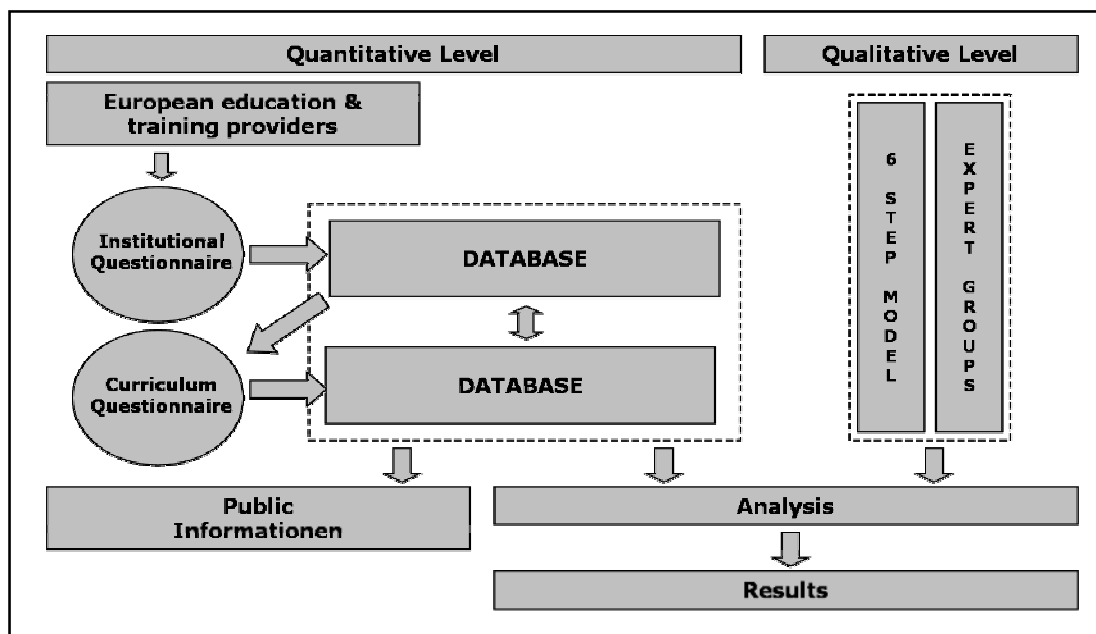


Figure 1: The AEHESIS project model

The used and further developed *tools*, especially the two compiled electronic questionnaires and the database are core elements of the project (figure 2). The effectiveness regarding the mapping through the organisational questionnaire is very high and the extension of the mapping can be seen as one of the main results. It can also be stated, that – through the existing webstructure – the already existing dissemination activities has been advanced.

The developed *Six-Step-Model* in order to collect information of a model curriculum structure for each area including examples of good practice has also been a main tool – especially for the area groups. Each area has been following this guideline, which includes a common approach: 1. Professional Area, 2. Standard Occupation, 3. Activities, 4. Competences, 5. Learning Outcomes, 6. Model Curriculum.

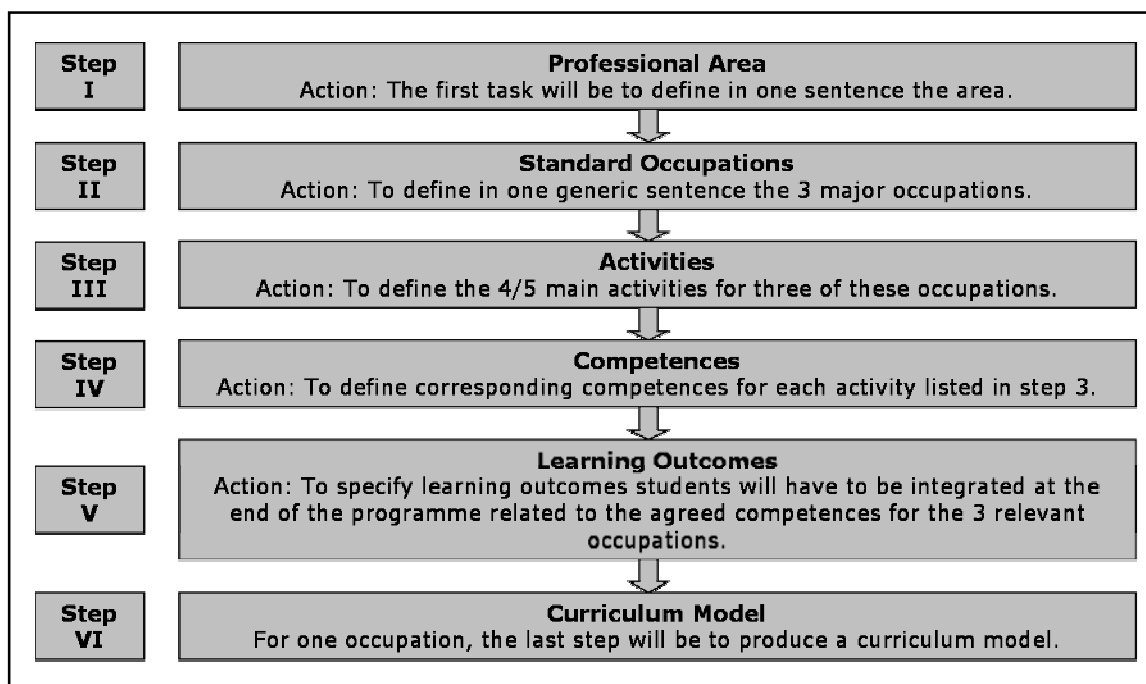


Figure 2: The AEHESIS Six-Step-Model

Further information can be found in the AEHESIS publications “Report of the First Year” as well as “Report of the Second Year”.