

## 1. IDENTIFICATION DATA

**COURSE:** MASTERS IN HUMAN MOVEMENT SCIENCES

**SUBJECT:** SPECIAL TOPICS ON HUMAN MOVEMENT II

**CODE:** TERI

**SEMESTER:** 2026/1

**CREDITS:** 2

**TIME:** see in schedule

**DAYS OF THE WEEK:** concentrated

**PROFESSOR:** Jorn Fricke (Breda, Holanda)

## 2. SUMMARY

This intensive course explores the transformative potential of leisure and sports in building resilient communities. Drawing on cutting-edge international research and practice, students will examine how leisure spaces, particularly sports facilities and activities, serve as catalysts for social connection, community development, and collective wellbeing. The course bridges theoretical frameworks with practical methodologies, offering participants tools to design and implement community-centered leisure interventions.

Through a combination of interactive lectures, case study analysis, and experiential activities, this course challenges traditional deficit-based approaches to community development. Instead, it emphasizes asset-based methodologies that recognize and mobilize existing community strengths, particularly relevant in addressing contemporary urban challenges such as social isolation and loneliness.

## 3. OBJECTIVES

**Critical Analysis:** Examine sociocultural dimensions of leisure and sports contexts through multiple theoretical lenses, particularly asset-based and systems thinking frameworks

**Methodological Competence:** Apply participatory research methodologies, including ABCD and Living Lab approaches, to real-world community challenges

**Practical Design Skills:** Develop evidence-informed interventions that promote leisure participation, community connection, and social resilience

**International Perspective:** Contextualize Brazilian leisure and sports initiatives within broader international movements in community development and social innovation

**Professional Communication:** Engage with international scholarship and practice through English-language academic discourse - Encourage potential students to have future international experiences.

## 4. PROGRAM CONTENT

**Asset-Based Community Development in Sports and Leisure Contexts**

**Format:** Two-part intensive workshop

## **Part I: ABCD Foundations and Principles**

- Understanding the paradigm shift from needs-based to asset-based approaches
- Identifying community assets: individual capacities, associational life, and institutional resources
- Mapping leisure and sports assets within community contexts
- The role of sports spaces as community anchors and social infrastructure

## **Part II: Application and Practice**

- Asset mapping exercises specific to leisure and sports environments
- Connecting individuals through shared leisure interests
- Mobilizing community capacities for collective action
- Case studies from Dutch and international contexts
- Addressing urban loneliness through sports-based community initiatives

## **Beyond ABCD – The Living Lab Methodology**

**Format:** Interactive workshop

This session extends ABCD principles into participatory research practice through the Living Lab methodology. Students will explore how communities can serve as sites of collaborative knowledge production, where academic researchers, practitioners, and community members work together to address real-world challenges.

### **Key Topics:**

- Living Labs as platforms for community-engaged research
- Co-creation and participatory design in leisure contexts
- The Urban Living Lab Breda as a practical model
- Building sustainable university-community partnerships
- Translating research insights into actionable community interventions
- Interventionist research methodologies for social innovation

Participants will examine concrete examples of how Living Lab approaches enable communities to experiment, innovate, and develop solutions grounded in local knowledge and lived experience, while maintaining rigorous research standards.

## **Experiencescapes and Resilience through Leisure**

**Format:** Case study analysis and interactive activities

The final session explores how designed leisure experiences contribute to individual and community resilience. Moving beyond traditional notions of leisure as mere recreation or escape, this session examines leisure as a fundamental resource for social connection, identity formation, and collective problem-solving.

### **Core Content:**

- Understanding experiencescapes: how leisure environments shape social interactions
- Embodied experiences in sports and leisure settings
- (Body image, inclusivity, and participation barriers in leisure contexts)

- Leisure as a tool for building social resilience
- Systems thinking applied to community leisure networks

Through guided activities and case study discussions, students will develop frameworks for analysing how different leisure contexts foster (or hinder) community connections, and how professionals can design more inclusive, resilience-building leisure experiences.

## 5. METHODOLOGY

**Dialogued Lectures:** Interactive sessions that build on participants' existing knowledge and experience

**Collaborative Discussion:** Structured engagement with readings and case materials

**Experiential Activities:** Hands-on exercises that simulate asset mapping, community engagement, and participatory design processes

**Student Presentations:** Opportunities to share research interests and receive constructive feedback

**International Exchange:** Connections with students and faculty at Breda University, fostering potential future collaborations

## 6. ASSESSMENT

- Participation in classroom discussions.
- Punctuality and attendance in classes.
- Completes in class presentation

## 7. BASIC AND COMPLEMENTARY BIBLIOGRAPHIES

This selection of six peer-reviewed sources provides a robust theoretical and methodological foundation for students exploring the intersections of asset-based development, participatory research, and leisure-based community building. The readings progress from foundational frameworks to applied contexts, with particular relevance to Brazilian and Global South settings.

### Basic reading

#### Session 1: Asset-Based Community Development

Kretzmann, J., & McKnight, J. P. (1996). Assets-based community development. *National Civic Review*, 85(4), 23–29. <https://doi.org/10.1002/ncr.4100850405>

This foundational article by the originators of ABCD methodology presents the philosophical shift from deficit-based to strengths-based community development. The authors outline core principles of asset mapping - identifying individual gifts, local associations, and institutional resources - and

explain how communities can build capacity from within rather than relying solely on external interventions. Essential reading for understanding how sports and leisure programming can leverage existing community assets rather than impose external solutions, this article establishes the theoretical groundwork for participatory approaches to community resilience.

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## Session 2: Living Lab methodology

Dell'Era, C., & Landoni, P. (2014). Living Lab: A methodology between user-centred design and participatory design. *Creativity and Innovation Management*, 23(2), 137–154. <https://doi.org/10.1111/caim.12061>

This comprehensive methodological article positions Living Labs as a distinct research approach bridging user-centred and participatory design traditions. The authors analyze European Living Lab networks to define three key characteristics: **co-creative potentialities**, user awareness, and real-life settings. They propose a four-type typology based on openness of user involvement and platform technology, making this an accessible introduction for students new to participatory methodologies. The clear theoretical positioning and practical examples make it ideal for understanding how Living Labs can facilitate community-engaged research in leisure and recreation contexts.

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## Session 3: Leisure, sports, and community resilience

Schulenkorf, N. (2013). Sport for Development events and social capital building: A critical analysis of experiences from Sri Lanka. *Journal of Sport for Development*, 1(1), 25–36. <https://jsfd.org/2013/04/03/sport-for-development-events-and-social-capital-building-a-critical-analysis-of-experiences-from-sri-lanka/>

Drawing on Putnam's social capital framework, this empirical study examines how sport-for-development projects contribute to intergroup reconciliation in ethnically divided Sri Lanka. The research investigates three dimensions of social capital: a) **bonding** (intragroup connections), b) **bridging** (inter-community links), and c) **linking** (connections to institutions)—demonstrating how sport events create "fresh spaces" for networking, trust-building, and reciprocal support. The Global South context and critical analysis of both successes and limitations make this particularly relevant for Brazilian students examining leisure's role in community resilience. *Open access*.

## Complementary reading

### Sports and ABCD applied

Misener, L., & Schulenkorf, N. (2016). Rethinking the social value of sport events through an asset-based community development (ABCD) perspective. *Journal of Sport Management*, 30(3), 329–340. <https://doi.org/10.1123/jsm.2015-0203>

This article develops an innovative "Asset-Based Community Development Events" (ABCDE) model that bridges ABCD theory with sport event practice. Using a healthy lifestyle community initiative in Sāmoa as a case study, the authors identify key leverage areas including sociocultural, participatory, educational, health-related, and reputational dimensions. The article demonstrates how community sport events can mobilize existing strengths rather than attempting to "fix" social problems, offering students a **transferable framework** for designing community-driven leisure initiatives that address urban loneliness and social isolation.

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### Urban Living Labs and sustainability

Voytenko, Y., McCormick, K., Evans, J., & Schliwa, G. (2016). Urban living labs for sustainability and low carbon cities in Europe: Towards a research agenda. *Journal of Cleaner Production*, 123, 45–54. <https://doi.org/10.1016/j.jclepro.2015.08.053>

This highly-cited article examines how Urban Living Labs (ULLs) operate as forms of collective urban governance for sustainability, analyzing five JPI Urban Europe projects encompassing 22 ULL examples. The authors identify five key ULL characteristics: geographical embeddedness, experimentation and learning, participation and user involvement, leadership and ownership, and evaluation and refinement. Directly applicable to community resilience work, the article shows how participatory approaches can transform urban neighborhoods through **multi-stakeholder collaboration** and iterative experimentation-methods relevant to developing sports-based community initiatives in Brazilian urban contexts.

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### Embodied leisure and wellbeing

Mayoh, J., Prince, S., & Jones, I. (2020). Women's experiences of embodied identity through active leisure. *Leisure Sciences*, 42(2), 170–184. <https://doi.org/10.1080/01490400.2018.1458668>

Using phenomenologically-informed dwelling-mobility theory, this qualitative study explores how active leisure provides existential possibilities for empowerment and wellbeing through embodied experiences. The research demonstrates how physical leisure activities enable participants to develop embodied identities characterized by feelings of "I am my body" and "my body can" - contributing to **resilience and positive self-perception**. Essential reading for Session 3's focus on experiencescapes and body image, this article connects sensory and embodied dimensions of leisure participation to wellbeing outcomes and inclusive participation, offering theoretical tools for understanding how leisure spaces function as sites of personal and collective transformation.

### Summary table

Session	Required Reading	Complementary Reading
1: ABCD	Kretzmann & McKnight (1996)	Misener & Schulenkorf (2016)
2: Living Labs	Dell'Era & Landoni (2014)	Voytenko et al. (2016)
3: Experiencescapes	Schulenkorf (2013)	Mayoh et al. (2020)

## \* SCHEDULE

### **February 23rd (Mon):**

8:30-10:00 AM: Introductory lecture  
10:00 AM-12:00 PM: Class  
12:00 PM-1:45 PM: Lunch  
2:00 PM-5:00 PM: Class

### **February 24th (Tuesday):**

8:30-10:00 AM: Roundtable discussion about experiences at the University of Breda  
12:00 PM-1:45 PM: Lunch  
2:00 PM-5:00 PM: Visit to Laplaf (presentation of the group's research)

### **February 25th (Wednesday):**

8:30-10:00 AM: Class  
10:00 AM-12:00 PM: Presentation of student research  
12:00 PM-1:45 PM: Lunch  
2:00 PM-4:00 PM: Visit to CEDEP (extra activity)  
4:00 PM-6:00 PM: City tour (extra activity)

### **February 26th (Thursday):**

10:00 AM-12:30 PM: Presentation of student research  
1:00 PM: Visit to the rector's office (extra activity)  
2:00 PM: Lunch  
5:00 PM-7:00PM: Visit to the Ubuntu Capoeirar Project - Amora-Ratones (extra activity)  
7:00 PM-9:00 PM: Presentation/experience of a capoeira circle with masters from the island (extra activity)

### **February 27th (Fri):**

10:00 AM-1:00 PM: Final class  
1:00 PM-4:00 PM: Collective Lunch and avaluation