

COURSE OUTLINE

MASTER PROGRAM	CREATIVE AND ADAPTED PHYSICAL EDUCATION
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1. GENERAL

SCHOOL	PHYSICAL EDUCATION AND SPORT SCIENCE		
DEPARTMENT	PHYSICAL EDUCATION AND SPORT SCIENCE		
LEVEL OF STUDIES	POSTGRADUATE - LEVEL 7		
COURSE CODE	Π201	SEMESTER	2nd
COURSE TITLE	EFFECTIVE TEACHER		
TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
<i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		3	10
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE	MANDATORY		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>	SPECIALIZATION: CREATIVE PHYSICAL EDUCATION		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK ENGLISH FOR ERASMUS+ STUDENTS		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	eclass.duth.gr/courses/KOM02473/		

2. LEARNING OUTCOMES

Learning Outcomes
<i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>
<p>The purpose of the course is the acquisition of specialized knowledge and skills for the analysis, evaluation and improvement of the characteristics of the effective teacher in order to address effectively the education demands in the 21st century.</p> <p>Theoretical concepts related to the evolution of the characteristics of the Physical Education teacher linked to quality and effectiveness in the modern education system will be presented.</p> <p>Relevant examples of the characteristics/criteria of the effective teacher as well as assessment tools and methods from multiple sources will be presented, in combination with practical applications.</p> <p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> • know and understand concepts related to teacher effectiveness in modern education • know and evaluate the suitability of methods, sources and tools for evaluating various characteristics of the teacher. • design and use tools for evaluating elements/characteristics of teacher effectiveness.
General Skills
<i>Name the desirable general skills upon successful completion of the module</i>

<p>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas</p>	<p>Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning</p>
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<p>Autonomous work Teamwork Adaptation to new situations Decision making Search, analysis and synthesis of data and information, ICT Use Exercise criticism and self-criticism Promotion of free, creative and inductive reasoning Demonstration of social, professional and moral responsibility and sensitivity to gender issues</p>
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3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Elements of effective teacher: Historical review 2. Effective teacher using ICT 3. The Physical Education Educator as a Coach of everyday life 4. Effective teaching in an environment of heterogeneity in the school and the P.E. 5. Modern teacher evaluation: self-evaluation and systematic observation 6. Multifaceted heteroevaluation: other sources and methods 7. Evaluation of teaching effectiveness & suggestions for improvement: practical application I 8. Evaluation of teaching effectiveness & suggestions for improvement: practical application II 9. Practical applications in an environment of diversity 10. Management of students with motor learning difficulties in the school environment 11. Effective teaching and professional development 12. Summary and presentation of tasks 13. Presentation of tasks
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4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	Distance Learning	
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	Use of ICT in Teaching and Communication with students	
<p>TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<p>Activity</p>	<p>Workload/semester</p>
	Lectures	50
	Literature review	70
	Individual project	45
	Group project	47
	Project presentation	35
	Examen	3
	Total	250

STUDENT EVALUATION	
<p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Formative</p> <p>Midterm exam/quiz and in class assignments (50%)</p> <p>Final examination/assignment (50%)</p>

5. SUGGESTED BIBLIOGRAPHY

1. Avgerinos, G. A. Derri, V., & Kotsiani, A. (2011). Information and Communication Technology serving Physical Education: Design and contents of an intervention program aiming to promote high school students' active lifestyle. *European Psychomotricity Journal*, 4(1), 4-16.
2. Chase, M., Lirgg, M., Miami, C., & Sakelos, T. (2003). Teacher efficacy and effective teaching behaviors in physical education (Pedagogy). *Research Quarterly for Exercise and Sport*, 6, 102-112.
3. Cripps-Clark, J., & Walsh, J. (2002). Elements of a model of effective teachers. www.aare.edu.au/02pap/wal62220.htm
4. Derri, V., Emmanouilidou, K., Vassiliadou, O., Tzetzis, G., & Kioumourtzoglou, E. (2008). Relationship between Academic Learning Time in Physical Education (ALT-PE) and Skill Concepts Acquisition and Retention. *The Physical Educator*, 65(3), 134-145.
5. Derri, V., Papamitrou, E., Vernadakis, N., Koufou, N., & Zetou, E. (2014). Early professional development of physical education teachers: effects on lesson planning. *Procedia - Social and Behavioral Sciences*, 152, 778-783.
6. Derri, V., Vasiliadou, O., Aggeloussis, N., & Kioumourtzoglou, E. (2013). Examining the Validity of an Extended QDITC Version for Assessing the Physical Education Teacher's Behavior. *Journal of Physical Education and Sport*, 13(2), 244-249. doi: 10.7752/jpes.2013.02040.
7. Derri, V., Vassiliadou, O., & Kioumourtzoglou, E. (2015). The effects of a short-term professional development program on physical education teachers' behavior and students' engagement in learning. *European Journal of Teacher Education*, 38(2), 234-262.
8. Dunne, R., & Wragg, T. (2003). Αποτελεσματική διδασκαλία. Αθήνα: Σαββάλας.
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10. Herold, F. (2013). Becoming an effective secondary school physical education teacher. In K. Armour, Ed. *Sport Pedagogy. An Introduction for Teaching and Coaching*. NY: Routledge.
11. Hickson, C., & Fishburne, G. (2004). What is effective physical education teaching and can it be promoted with generalist trained elementary school teachers? Paper presented at the Australian Association for Research in Education conference, Melbourne. <http://www.aare.edu.au/04pap/hic04158.pdf>
12. Jess, M. (2013). Becoming an effective primary school physical education teacher. In K. Armour, Ed. *Sport Pedagogy. An Introduction for Teaching and Coaching*. NY: Routledge.
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14. Κυργυρίδης, Π., Δέρρη, Β. & Κιουμουρτζόγλου, Ε. (2006). Παράγοντες που συμβάλλουν στην αποτελεσματική διδασκαλία της φυσικής αγωγής: ανασκοπική μελέτη. *Αναζητήσεις στη Φυσική Αγωγή και τον Αθλητισμό*, 4(3), 409-419.
15. Rink, J. E. (2006). *Teaching physical education for learning* (5th ed.). Boston, MA: McGraw-Hill.
16. Rink, J. E. (2013). Measuring teacher effectiveness in physical education. *Research Quarterly for Exercise and Sport*, 84, 407-418.
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19. Vassiliadou, O, Derri, V., Zisi, V., Goudas, M., & Kioumourtzoglou, E. (2004). Qualitative aspects of teaching and manipulative skill enhancement: is there any relationship? *Journal of Human Movement Studies*, 46, 259-273.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	THOMAS KOURTESSIS, Professor
Contact details:	tkourtes@phyed.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Oral examination by distance methods
Implementation Instructions: (3)	<p>The examination in the course will take place in groups of 5 people on the day of the examination of the course according to the examination schedule starting from 9.00 in the morning and every half hour according to the order in which the names of the students appear in the list of participants.</p> <p>The exam will be conducted through MS Teams. The link will be sent to students via eclass exclusively to the institutional accounts of those who have registered for the course and have been informed of the distance learning terms.</p> <p>Students must log in to the exam room through their institutional account, otherwise they will not be able to participate. They will also participate in the examination having their camera opened during the examination. Before the initiation of the exam, students will show their ID to the camera so that they can be identified.</p> <p>Each student will have to answer four questions. Each question is graded by 2.5 points.</p>

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

- *written assignment* or/and exercises
- written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and **any other necessary information**.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.