

COURSE OUTLINE

MASTER PROGRAM	CREATIVE AND ADAPTED PHYSICAL EDUCATION
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1. GENERAL

SCHOOL	SCHOOL OF PHYSICAL EDUCATION & SPORT SCIENCES		
DEPARTMENT	DEPARTMENT OF PHYSICAL EDUCATION & SPORT SCIENCES		
LEVEL OF STUDIES	POSTGRADUATE - LEVEL 7		
COURSE CODE	Π202	SEMESTER	2 nd
COURSE TITLE	THE CULTURE OF PHYSICAL EDUCATION IN THE GREEK EDUCATIONAL SYSTEM		
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 <i>Background, General Knowledge, Scientific Area, Skill Development</i>	MANDATORY SPECIALIZATION: CREATIVE PHYSICAL EDUCATION		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK ENGLISH FOR ERASMUS+ STUDENTS		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/PHYED5A101/		

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 aim of the course is to highlight in a thorough way the social, cultural, political and economic conditions that influenced the process of shaping and developing physical education in the educational system. In addition, it intends to make the role, influence and importance of Physical Education more widely recognized in the contemporary Greek society and education.</p> <p>After successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> • know and understand the processes of the evolution physical education had in different historical periods • understand the social, political and economic conditions that influenced the evolution of Physical Education per period • to be aware of the social conditions and historical evolution of social roles of the two sexes that affected the Physical Education of girls • distinguish the conceptual relationships between the concepts: Bodily activities (<i>Somaskiai</i>), Gymnastics, Corporal Education, Physical Education • understand the role, influence and importance of Physical Education in modern Greek
General Skills

<i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information, ICT Use</i>	<i>Project design and management</i>
<i>Adaptation to new situations</i>	<i>Equity and Inclusion</i>
<i>Decision making</i>	<i>Respect for the natural environment</i>
<i>Autonomous work</i>	<i>Sustainability</i>
<i>Teamwork</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Working in an international environment</i>	<i>Critical thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Production of new research ideas</i>	

- Promotion of critical thinking about the importance, national and political dimension of Physical Education.
- Ability to analyze and connect data regarding the social importance and impact of Physical Education in Greek society and education
- Promoting critical thinking about how to use Physical Education to promote and cultivate specific behaviors and attitudes

3. COURSE CONTENT

- Gymnastics, history and national ideology. The contribution of European and modern Greek Enlightenment to the promotion of Gymnastics.
- From Gymnastics to bodily activities (*Somaskiai*). Educational Policies and Gymnastics in the 19th Century.
- Physical Education and military thought. The military exercises in Physical Education
- Relationship between sports and gymnastics until the end of the interwar period. The contribution of sports and gymnastics to the formation of national identity in the new countries. The promotion of team sports
- The Gymnastic Systems in the Greek educational system.
- Female Education and Gymnastics (19th – 20th cent.)
- The law BXKA of 1899 and its contribution to the evolution of Physical Education
- Physical Education during the totalitarian regime of Metaxas 1936-1940 and its influence by the relevant European regimes of the interwar period.
- The Physical Education Teachers' Schools and the contents of their education.
- Gymnastic shows and school games in the Greek educational system.
- The evolution of Curriculum - Milestones in the course of Physical Education - Greek traditional dances and traditional games in Greek education
- The educational reform of 1964 - , Physical Education during the Colonels dictatorship (1967-1974)
- The "prestige" of the Physical Education teacher in education and in society

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Distance Learning
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching and Communication with students

TEACHING ORGANIZATION																		
<p>The ways and methods of teaching are described in detail.</p> <p>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.</p> <p>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</p>	<table border="1"> <thead> <tr> <th data-bbox="676 226 1015 232"><i>Activity</i></th> <th data-bbox="1015 226 1345 232"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="676 232 1015 262">Lectures</td> <td data-bbox="1015 232 1345 262">50</td> </tr> <tr> <td data-bbox="676 262 1015 291">Literature review</td> <td data-bbox="1015 262 1345 291">70</td> </tr> <tr> <td data-bbox="676 291 1015 320">Individual project</td> <td data-bbox="1015 291 1345 320">45</td> </tr> <tr> <td data-bbox="676 320 1015 349">Group project</td> <td data-bbox="1015 320 1345 349">47</td> </tr> <tr> <td data-bbox="676 349 1015 378">Project presentation</td> <td data-bbox="1015 349 1345 378">35</td> </tr> <tr> <td data-bbox="676 378 1015 407">Examen</td> <td data-bbox="1015 378 1345 407">3</td> </tr> <tr> <td data-bbox="676 407 1015 436">Total</td> <td data-bbox="1015 407 1345 436">250</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Workload/semester</i>	Lectures	50	Literature review	70	Individual project	45	Group project	47	Project presentation	35	Examen	3	Total	250
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Total	250																	
<p>STUDENT EVALUATION</p> <p>Description of the evaluation process</p> <p>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</p> <p>Please indicate all relevant information about the course assessment and how students are informed</p>	<ul style="list-style-type: none"> • 1st written commentary (10%) • 2nd written commentary (10%) • Semester assignment (30%) • Written final exams (50%) 																	

5. SUGGESTED BIBLIOGRAPHY

- Tsoumas, A. (2016). *Physical Education in Primary Education – From Bodily activities to Physical Education (1834-1936)*, Athens, Opportuna.
- Koulouri, C. (1997). *Sports and aspects of civil socializing : Sports and athletic unions 1870-1922*, Athens, Historical Archives of Greek Youth, General Secretariat of Youth
- Albanidis, E., Ioannidis, P. (2014) The role of sports in the totalitarian regime of Metaxas in Greece (1936-1941) compared to National Socialism in Germany (1933-1945). *Aloma: Revista de Psicologia, Ciències de l'Educació i de l'Esport* , 32 (2), 15-23.
- Karadaidou, M. (2000). *Physical Education in Greek secondary education (1862-1990) and Physical Education teachers' institutes (1882-1982)*, Thessaloniki, Kyriakidis.
- Giatsis, S. & Karadaidou, M. : “Turning points in Physical Education during the 20th century : reformation attempts”, *Pedagogical Review*, 22(1995) 21-42.
- Fournaraki, E. (1998). “Physical Education of both sexes in Greece during the 19th c.” Proceedings of the International Symposium “*Time in History for the history of childhood and youth*, Historical Archives of Greek Youth, General Secretariat of Youth 33, KNE/EE, Athens 1998, p.293-315.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Evangelos Albanidis, Professor
Contact details:	valbanid@phyed.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Written exams with distance methods through the platforms: Microsoft Teams and E-class
Implementation Instructions: (3)	The exams are held remotely and it is necessary for the students to connect to Microsoft Teams on the one hand (by selecting the relevant link), and on the other hand to E-class, in the course entitled: "Π202: The Culture of Physical Education in the Greek Educational System" Candidates must log in through their institutional account. In Microsoft Teams, there will be a data check - identification. After completing the identification, the written exam will follow in the e-class, which will last 120 minutes. Students are asked to give answers in critical questions.

(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.