

COURSE OUTLINE

MASTER PROGRAM	CREATIVE AND ADAPTED PHYSICAL EDUCATION
-----------------------	---

1. GENERAL

SCHOOL	PHYSICAL EDUCATION AND SPORT SCIENCE		
DEPARTMENT	PHYSICAL EDUCATION AND SPORT SCIENCE		
LEVEL OF STUDIES	POSTGRADUATE - LEVEL 7		
COURSE CODE	Π203	SEMESTER	2nd
COURSE TITLE	PROGRAM AND TEACHING DESIGN		
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/PHYED5A102/		

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 the acquisition of specialized knowledge and skills related to the models and methods of PE lesson planning (long term to daily), in all levels and grades of general education.</p> <p>Theoretical concepts related to models of lesson planning, their connection with teaching and the general objectives of the school and the educational system, as well as their evaluation will be presented.</p> <p>Relevant examples will be presented, and various lesson plans of PE will be created/implemented by the participants.</p> <p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. know and understand the models and planning methods of PE (long term - daily) lessons in all levels and grades of general education. 2. plan and implement the lesson in terms of annual planning, quarterly planning - unit planning, and daily lesson planning for the achievement of motor, cognitive, fitness and social objectives. 3. evaluate the appropriateness of programs, teaching units and daily lesson plans in terms of their connection to instruction and the overall goals of the school and the educational system.
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>
---	---

<p>Autonomous work Teamwork Decision making Adaptation to new situations 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>
--

3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Planning and designing teaching: Models, principles and criteria 2. Annual and Unit Planning of Physical Education 3. Lesson Planning 4. Programme and teaching planning in secondary education 5. Practical application of programme design in secondary education 6. Curriculum and instructional design in early childhood 7. Designing instruction with web-based explorations 8. Managing students with motor learning difficulties in the school environment: the importance of teaching style 9. Managing students with motor learning difficulties in the school environment: a case study 10. Physical Education Curriculum Models I 11. Physical Education Curriculum Models II 12. Practical application of early childhood program design 13. Summary
--

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></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	Activity	Workload/semester
	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. Νέα Προγράμματα σπουδών 2021-2022. ΙΕΠ/ΥΠΑΙΘ <http://iep.edu.gr/el/nea-ps-provoli>
2. Δέρρη, Β., Εμμανουηλίδου, Κ. & Βασιλειάδου, Ο. (2014). Νέο Σχολείο. Νέα Πιλοτικά Προγράμματα Σπουδών. Οδηγός για τον εκπαιδευτικό της Φυσικής Αγωγής στο δημοτικό σχολείο. http://repository.edulll.gr/edulll/bitstream/10795/1892/3/1892_%ce%9f%ce%94%ce%97%ce%93%ce%9f%ce%a3_%ce%a6%ce%a5%ce%a3%ce%99%ce%9a%ce%97_%ce%91%ce%93%ce%a9%ce%93%ce%97_%ce%94%ce%97%ce%9c%ce%9f%ce%a4%ce%99%ce%9a%ce%9f%ce%a5.pdf
3. 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
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. Available at <http://js.sagamorepub.com/pe/article/view/2137>
5. Derri, V., Emmanouilidou, K., Vassiliadou, O., Kioumourtzoglou, E., & Loza Olave, E. (2007). Tiempo de aprendizaje académico en educación física (Academic learning time in physical education-alt-pe): ¿tiene que ver con la adquisición y aprendizaje de habilidades motrices fundamentales? *Revista Internacional de Ciencias del Deporte (International Journal of Sport Science)*, 6(3), 12-23. [on line] <http://www.cafyd.com/REVISTA/ojs/index.php/ricyde/article/view/53/41>
6. Δέρρη, Β. και συν (2007). *Η Φυσική Αγωγή στην αρχή του 21^{ου} αιώνα: Σκοποί-στόχοι-επιδιώξεις στην πρωτοβάθμια εκπαίδευση*. Θεσσαλονίκη: Εκδόσεις Χριστοδουλίδη.
7. Gallahue, D. G. & Cleland, F. (2005). *Developmental physical education for all children*. USA: Human Kinetics.
8. Rink, J. (2002). *Teaching Physical Education for Learning*. U.S.A: Mc-Graw-Hill.
9. Ζαχοπούλου, Ε. & Κούλη, Ο. (2017). *Η Φυσική Αγωγή στην Αρχή του 21^{ου} Αιώνα. Προσχολική Ηλικία. Τόμος 2. Σκοποί στόχοι και επιδιώξεις*. Θεσσαλονίκη, Εκδόσεις: Αφοί Κυριακίδη Α.Ε.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	VASILIKI DERRI, Professor
Contact details:	vaderri@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.