

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	Π302	SEMESTER	3rd
COURSE TITLE	LITERACY AND EVALUATION IN PHYSICAL EDUCATION		
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/PHYED5A103/		

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 regarding the fundamental attitudes, knowledge, skills and behaviors (physical literacy) that all students in all levels and grades should develop in order to successfully participate in the Physical Education lesson, in the school environment but also in physical activity out of school for a lifetime. At the same time, the aim is to develop participants' skills in multifaceted evaluation of the progress and achievements of the pupils.</p> <p>Theoretical concepts and examples related to literacy and the different types of student assessment in physical education in all areas of development will be presented.</p> <p>Upon successful completion of the course students will be able to:</p> <ol style="list-style-type: none"> 1. understand the relationship between physical literacy and lifelong learning. 2. know what learners should know and be able to do at any age. 3. select the most appropriate methods and means of assessment, depending on the objectives to be achieved, the nature of the activities, the interests and needs of all learners. 4. assess performance and improvement of learners in motor, cognitive, emotional/social skills, physical fitness-health as well as their attitudes and opinions. 5. plan/implement activities, incorporating a variety of assessment methods, aiming at personal, overall improvement of all students. 6. create tools for multifaceted assessment of students in physical education.
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 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>
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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 the 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
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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></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

Description of the evaluation process

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

Please indicate all relevant information about the course assessment and how students are informed

Formative

Midterm exam/quiz and in class assignments (50%)

Final examination/assignment (50%)

5. SUGGESTED BIBLIOGRAPHY

1. Cooper Institute. Fitnessgram. Διαθέσιμο στο <http://www.cooperinstitute.org/fitnessgram>
2. Christodoulides, E., Derri, V., Tsvitanidou, O. & Kioumourtzoglou, E. (2012). Differences in social skills of Cypriot students in the Physical Education Class. *Journal of Physical Education and Sport*, 12(3), 371-380. doi:10.7752/jpes.2012.03055.
3. Derri, V., Kouli, O., Tsalis, E., & Kioumourtzoglou, E. (2015). Preparing Physical Education Pre-Service Teachers for Student Evaluation Through a Constructivist Pedagogical Course. *Journal of Physical Activity, Nutrition and Rehabilitation*.
4. Derri, V., Sparris, D., Bebetos, E., Kouli, O., & Filippou, E. (2014). Hostile behaviors in preschoolers' physical play: gender effects. *Procedia - Social and Behavioral Sciences*, 152, 772-777.
5. Δέρρη, Β. και συν (2017). Η Φυσική Αγωγή στην αρχή του 21ου αιώνα: Σκοποί-στόχοι-επιδιώξεις στην πρωτοβάθμια εκπαίδευση. Θεσσαλονίκη: Εκδόσεις Κυριακίδη.
6. Δέρρη, Β., Εμμανουηλίδου, Κ. & Βασιλειάδου, Ο. (2014). Το Νέο Πρόγραμμα Σπουδών για το μάθημα της Φυσικής Αγωγής στο δημοτικό. Οδηγός για τον εκπαιδευτικό 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
7. Δέρρη, Β. & Αυγερινός, Α. (2006). Βιβλίο Εκπαιδευτικού - Ενότητα «Ανθρώπινα Δικαιώματα» & Αυγερινός, Α., Δέρρη, Β. & Ζήση, Β. (2006). Τετράδια δραστηριοτήτων μαθητών. In Υ.Π.Ε.Π.Θ. (Ed.), *Σχεδίαση και υλοποίηση προγραμμάτων επιμόρφωσης εκπαιδευτικών φυσικής αγωγής/Ολυμπιακής Παιδείας. Ανάπτυξη/εκπόνηση προγράμματος σπουδών, επιμορφωτικού, εκπαιδευτικού υλικού και σχεδίου δράσης σχολικών πιλοτικών προγραμμάτων (Πρόγραμμα Καλλιπάτειρα)*. Διαθέσιμα: http://www.ypepth.gr/docs/olimpiak_paideia_vivlio_ekpaid_070129.pdf,
8. http://www.ypepth.gr/el_ec_page7841.htm
9. Kellis I., Vernadakis, N., Albanidis, E., Derri, V., & Kourtesses, T. (2010). The development of a student's behaviors' self-evaluation scale (SBSS) in multicultural physical education class settings. *Educational Research and Review*, 5(11), 637-645.
10. Masadis, G., Filippou, F., Derri, V., & Papaioannou, A. (2016). Reliability and validity of the Matson evaluation of social skills with youngsters (Messy II) in Greek context. *Sport Science* 9(2), 92-96.
11. Schiemer, S. (2000). *Assessment Strategies for Elementary Physical Education*. USA: Human Kinetics.
12. Ulrich, D. A. (2000). *Test of gross motor development (2nd ed.)*. Austin, TX: Pro-ED.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

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