COURSE OUTLINE

MASTER PROGRAM	CREATIVE AND ADAPTED PHYSICAL EDUCATION

1. GENERAL

SCHOOL	PHYSICAL EDUCATION AND SPORT SCIENCES		
DEPARTMENT	PHYSICAL EDUCATION AND SPORT SCIENCES		
LEVEL OF STUDIES	POSTGRADUATE – LEVEL 7		
COURSE CODE	Π205	SEMESTER	2nd
COURSE TITLE	PHYSICAL EDUCATION FOR STUDENTS WITH DEVELOPMENTAL AND EMOTIONAL DISORDERS		

TEACHING ACTIVITIES *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.*	TEACHING HOURS PER WEEK	ECTS CREDITS
	3	10
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	MANTATORY COURSE SPECIALIZATION: SPECIAL 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/GYM122/

2. LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The purpose of this course is to provide students with information and knowledge regarding
a. a conceptual approach of development and emotional disorders, their characteristics in the cognitive, emotional and kinetic sector and their impact on the individuals' natural and functional abilities , as well as
b. methods of evaluation, designation and application of personalized physical education programs in school units of general and special education and of the leisure time of people with development and emotional disorders.
After the successful completion of the course , the students will be able to :
- Know the cause and characteristics of development and emotional disorders in cognitive, emotional and kinetic areas
- Distinguish contemporary educational approaches concerning the designation and application of personalized physical education and exercise programs for people with development and emotional disorders in scholar units of special education.
- Distinguish contemporary educational approaches concerning the designation and application of personalized physical education and exercise programs for people with development and emotional disorders in mixed classes.

General Skills
Name the desirable general skills upon successful completion of the module

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

Search, analysis and synthesis of data and information, using the necessary technologies

Autonomous work

Teamwork

Demonstration of social, professional and ethical responsibility and sensitivity to gender issues

Exercise of criticism and self-criticism

Promotion of free, creative and inductive thinking

Respect of diversity and multiculturalism.

3. COURSE CONTENT

1. Pervasive Developmental Disorders (definition, Characteristics)
2. Physical Education for students with pervasive developmental disorders.
3. Students with learning difficulties (LD), with attention deficit hyperactivity disorder (ADHD).
4. Principal of planning and implementation of physical education programmes for students with LD or ADHD
5. Intelligence- Intellectual disability.
6. Principal of planning and implementation of physical education programmes for students with intellectual disability
7. Teaching methods and strategies in the physical education students with intellectual disability in special and general school units
8. Children with behavioural problems and/or emotional disorders
9. Formation for an individualized educational program for students with disability and/or special educational needs.
10. Experiential approach (workshop) individualized educational program
11. Communication Information Technologies (CIT) in adapted physical education in primary and secondary education.
12. Literature and theatre- pedagogical techniques: help in understanding diversity and disability.
13. Presentation of projects

4. LEARNING & TEACHING METHODS - EVALUATION

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

TEACHING ORGANIZATION	*Activity*	*Workload/semester*
The ways and methods of teaching are described in detail.	Lectures	50
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.	Literature review	70
	Individual project	45
	Group project	47
	Project presentation	35
	Examen	3
The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.	**Total**	**250**

STUDENT EVALUATION	
Description of the evaluation process	Formative
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	Progress (online exam on a specific date within the semester) (30%)
	Individual assignments (60%)
	Assignment presentation 10 (will take place in the last class) (10%).
Please indicate all relevant information about the course assessment and how students are informed	

5. SUGGESTED BIBLIOGRAPHY

Course Outline v.2 14-5-2021

1. Alessandri, S.M. (2002). Attention, play, and social behavior in ADHD preschoolers. *Journal of Abnormal Child Psychology*, 20, 289-302.

2. Bryl, W., Matuszak, K., & Hoffman, K., (2013). Physical activity of children and adolescents with intellectual disabilities – a public health problem. *Hygeia Public Health*, 48(1): 1-5.

3. Casey, A., (2012). Using digital technology to enhance student engagement in physical education. *Asia-Pacific Journal of Health, Sport and Physical Education*, 2:2, 51-66

4. Cook, A., Ogden, J., & Winstone, N. (2016). The experiences of learning, friendship and bullying of boys with autism in mainstream and special settings: a qualitative study. *British Journal of Special Education*, 43(3), 250-271.

5. De Boer, A., Pijl, S. J., Minnaert, A., & Post, W. (2014). Evaluating the Effectiveness of an Intervention Program to Influence Attitudes of Students towards Peers with Disabilities. *Journal of Autism and Developmental Disorders*, 44, 572-583.

6. Garrote, A., Dessemonte, R.S., Opitz, E.M. (2017). Facilitating the social participation of pupils with special educational needs in mainstream schools: A review of schoolbased interventions. *Educational Research Review,* 20, 12-23.

7. Gonzalez-Aguero, A., Vicente-Rodrıguez, G., Moreno., A.L., Guerra-Balic, M., Ara, I, Casajus, A.J., (2010). Health-related physical fitness in children and adolescents with Down syndrome and response to training. *Scandinavian Journal Medicine and Science in Sports.* 1-9. doi: 10.1111/j.1600-0838.2010.01120.x

8. Horvart M., Block M., Kelly L. (2011). Μέτρηση και αξιολόγηση στην προσαρμοσμένη κινητική αγωγή.. Μετ. Σκορδίλης Εμ., & Γραμματοπούλου Ε. Εκδ. Τελέθριον, Αθήνα

9. Kastanias Th. & Tokmakidis S. (2010). Pathophysiology in people with intellectual disability: The importance of regular exercise in their health. Archives of Hllenic Medicine, 2*,* 27(5):753-76. (In Greek)

10. Kokaridas D,. (2021). Special Physical Education. Thessaloniki, Eds Kyriakidi (In Greek). .

11. Leitner, Y. (2014). The co-occurrence of autism and attention deficit hyper- activity disorder in children–what do we know? *Frontiers in Human Neuroscience*, **8**:268.

12. Makrisς, A., & Markou P., (2015). New technologies in special education Οι νέες τεχνολογίες στην ειδική αγωγή. http://www.scientific-journal-articles.org/greek/free-online-journals/education/education-articles/markou-paraskeui/paraskeui-markou-markos-athanasios.htm

13. Mannion,A. & Leader, G. (2014) Attention-deficit/hyperactivity disorder (AD/HD) in autism spectrum disorder. *Research in Autism Spectrum Disorders*, 8, 432–439

14. Μαστρογιάννης, Α., (2016). Ο υπολογιστής ειδικό, γνωστικό και υποστηρικτικό εργαλείο στην Ειδική Αγωγή: Μερικές παραδειγματικές, συνηγορικές περιπτώσεις. https://eproceedings.epublishing.ekt.gr/index.php/edusc/article/viewFile/133/101

15. Novak, D., Antala B., & Knjaz, D., (2016). Physical education and new technologies. Croatian Kinesiology Association. https://www.hrks.hr/Download/FIEP_book_2016.pdf

16. Paquet, A., Olliac, B., Golse, B., & Vaivre-Douret, L. (2016) Current knowledge on motor disorders in children with autism spectrum disorder (ASD), *Child Neuropsychology*, *22*, 7, 763-794.

17. Πολυχρονοπούλου Σ., (2001). Παιδιά και έφηβοι με ειδικές ανάγκες και δυνατότητες. Τόμος Β΄. Αυτοέκδοση, Αθήνα.

18. Rose, C., Espelage, D., Monda-Amaya, L., Shogren, K., & Aragon, S. (2013). Bullying and Middle School Students with and without specific Learning Disabilities. *Journal of Learning Disabilities*, 48(3), 239-254.

19. Sherrill, C., (2015). Adapted Physical Activity Recreation and Sport. Cross - disciplinary and Lifespan. 6th Ed. Επιμ. Ευαγγελινού Χ. Εκδ. Πασχαλίδη ,Αθήνα .

20. Smits-Engelsman, B., Schoemaker, M. Delabastita, T., Hoskens, J., & Geuze, R. (2015). Diagnostic criteria for DCD: Past and future. *Human Movement Science*, 42, 293–306.

21. Special Olympics : http://www.specialolympics.org/

22. Staples, K. L., & Reid, G. (2010). Fundamental movement skills and autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 40, 209–217.

23. Van den Heuvel, M., Jansen, D. E.M.C, Reijneveld, S.A., Flapper, B.C.T., Smits-Engelsman, B.C. (2016). Identification of emotional and behavioral problems by teachers in children with developmental coordination disorder in the school community. *Research in Developmental Disabilities 51-52,* 40–48.

24. Waninge A., (2011). Measuring physical fitness in Persons with Severe/Profound Intellectual and Multiple disabilities. https://www.hanze.nl/assets/kc-cares/transparante-zorgverlening/Documents/Public/Proefschrift%20Waninge.pdf

25. Yanardag, M., Arikan H.,Yilmaz, I., & Konukman, F., (2013). Physical fitness levels of young adults with and without intellectual disability. *Kinesiology* 45(2):233-240.

26. Yin-kum Law, Shui-fong Lam, Wilbert Law & Zoe W. Y. Tam (2017) Enhancing peer acceptance of children with learning difficulties: classroom goal orientation and effects of a storytelling programme with drama techniques, *Educational Psychology, 37*, 5, 537-549.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Sophia Batsiou, Associate Professor
Contact details:	smpatsio@phyed.duth.gr
Supervisors: (1)	Yes
Evaluation methods: (2)	Oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.
Implementation Instructions: (3)	All students will participate in the examination of this course at the same time. The examination will be realized through TEAMS. The link will be sent to the students through eclass, exclusively to the institutional accounts of those who have applied for the course and acknowledge the terms of distance evaluation. Students should connect to the examination room through their institutional account; otherwise they will not be able to participate. They will take part in the examination via camera, which must be switched on throughout the process. Before the examination starts, students will demonstrate their identity card on camera in order to complete their identification. Students must answer all three (3) questions. Each question is rated with 1 grade unit.

(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.