

COURSE OUTLINE

MASTER PROGRAM	CREATIVE AND ADAPTED PHYSICAL EDUCATION
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1. GENERAL

SCHOOL	SCHOOL OF PHYSICAL EDUCATION AND SPORT SCIENCE		
DEPARTMENT	DEPARTMENT OF PHYSICAL EDUCATION AND SPORT SCIENCE		
LEVEL OF STUDIES	POSTGRADUATE - LEVEL 7		
COURSE CODE	ΠΕ06	SEMESTER	3 rd
COURSE TITLE	MOVEMENT AND LEARNING IN PRESCHOOL AGE		
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	ELECTIVE COURSE		
<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:	https://eclass.duth.gr/courses/PHYED5D103/		

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 postgraduate students, to train on issues related to the movement, learning and developmental characteristics of pre-school children. As well as dealing with theoretical concepts concerning the importance of movement and learning, the role of a pedagogue, as well as the importance of shaping the appropriate environment in pre-school age.</p> <p>After the completion of the course the students will be able to:</p> <ol style="list-style-type: none"> 1. understand and understand concepts relating to the importance of movement and learning, the role of educator, and the importance of shaping the right environment in preschool age. 2. evaluate the relevance of programs and modules relating to the movement and developmental characteristics of preschool children. 3. design and implement traffic-related units, preschool children, and the school environment in which they operate.
General Skills
<i>Name the desirable general skills upon successful completion of the module</i>

<p><i>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</i></p>	<p><i>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</i></p>
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<p>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an interdisciplinary environment Production of new research ideas Equity and Inclusion Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning</p>

3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Physical activity and movement in preschool age 2. Motor skills in preschool age 3. Encouraging the motor activities of preschool children 4. Emotional Intelligence in preschool age 5. Motor creativity in preschool age 6. Planning educational interventions in preschool learning environments 7. The role of the educator in the movement of preschool children 8. Designing educational games in preschool I 9. Creation and use of equipment for motor play and learning in preschool age 10. Organization of a motor lesson in preschool age 11. Evaluation of an environment for the promotion of physical activity in preschool age 12. Designing educational games in preschool age II 13. Interdisciplinary programs and experiential teaching in preschool age

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	Distance
<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 in communication with students

TEACHING ORGANIZATION	Activity	Workload/semester
<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>	Lectures	50
	Literature review	70
	Individual project	45
	Group project	47
	Project presentation	35
	Examen	3
	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>	<p>Formative</p> <p>Midterm Progress - Activity (on a specific date within the semester) (30%)</p> <p>Final Thesis (40%) (presentation in predetermined courses)</p> <p>Attendance/Participation/Group collaboration during class (30%)</p>	

5. SUGGESTED BIBLIOGRAPHY

- Pickup, I. & Price, L. (2007). *Teaching Physical Education in the Primary School. A Developmental Approach*. Continuum International Publishing Group. New York.
- Gregoriadis, A., Grammatikopoulos, V. & Zachopoulou, E. (2018). *Professional Development and Quality in Early Childhood Education. Comparative European Perspectives*. Palgrave, Macmillan.
- Taguchi, L.H. (2010). *Going Beyond the Theory/Practice Divide in Early Childhood Education. Introducing an intra-ative pedagogy*. Routledge Publications.
- Archer, C., & Siraj, I. (2015). *Encouraging Physical Development through Movement-Play*. LondonUK: Sage Publications.
- Zachopoulou, E. & Kouli, O. (2017). *Physical Education at the Beginning of the 21st Century. Aims-Goals-Aims in Preschool Age*. Thessaloniki, Publications: Kyriakidi Brothers S.A. [In Greek language]
- Zachopoulou, E., Liukkonen, J., Pickup, I. & Tsangaridou, N. (2010) *Early Steps Physical Education Curriculum. Theory and Practice for Children under 8*. Human Kinetics.
- Gallahue, D.L. (2002). *Developing Physical Education for Today's Children* (Translation & Editing of Greek Version: Evaggelinou, Chr., & Pappa, A.) Thessaloniki: University Studio Press.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Olga Kouli, Associate Professor
Contact details:	okouli@phyed.duth.g
Supervisors: (1)	NO
Evaluation methods: (2)	Oral by distance examination methodology
Implementation Instructions: (3)	The examination in the course will be held in groups of 5 students, on the day of the course examination, according to the examination schedule. The exam will start at 9 a.m. and every half hour according to the order in which the names of the students appear in the list of participants. The on-line exam will take place via Microsoft Teams platform. The link will be sent to students via eclass exclusively to the institutional accounts of those who have registered for the course and have taken note of the distance learning terms. 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 with a camera which they will have open during the examination process. Before the start of the exam, students will show their ID to the camera so that they can be identified. Each student will have to answer 4 questions. The separate question value equals to 2.5 points.

(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.