COURSE OUTLINE

MASTER PROGRAM	CREATIVE AND ADAPTED PHYSICAL EDUCATION

1. GENERAL

SCHOOL	PHYSICAL EDUUCATION & SPORT SCIENCE		
DEPARTMENT	PHYSICAL EDUUCATION & SPORT SCIENCE		
LEVEL OF STUDIES	POSTGRADUATE -LEVEL 7		
COURSE CODE	**ΠΕ04**	**SEMESTER**	2nd or 3rd
COURSE TITLE	MOTOR ASSESSMENT-DIAGNOSIS OF MOVEMENT DIFFICULTIES		

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*	ELECTIVE 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/PHYED5D102/

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 aim of the course is to present the basic principles of psychometry and to introduce students to issues of motor assessment. In addition, students will become familiar with the most important tools of kinetic assessment of international literature that are also used in Greece.

Upon successful completion of the course, students will be able to:

- **know and understand**
  - the theoretical background of psychometry and motor assessment
  - the methodology for selecting assessment tools
  - the ways in which the motor assessment tools are administered
- **assess the suitability of a kinetic assessment tool**
- **design** the appropriate kinetic assessment environment and
- **carry out** rough kinetic assessments.

General Skills

Name the desirable general skills upon successful completion of the module

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
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

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

3. COURSE CONTENT

1. A. Acquaintance – General instructions & B. Introduction to the concept of Motor Assessment & Diagnosis-Definitions – Terminology 2. Principles of psychometry I 3. Principles of psychometry II 4. Categorization of Methodologies/Tools for Identification, Evaluation, Diagnosis: Choosing the Appropriate Method 5. Tool Presentation: Bruininks-Oseretsky Test of Motor Proficiency-2 6. Tool Presentation: Test of Gross Motor Development-2 7. Tool Presentation: DEMOKRITOS-Motor Detection Tool for Preschool Children 8. Assessment of Cognitive Abilities-Relationship with motor difficulties-Cognitive Assessment System 9. Evaluation of Non-Motor Factors Affecting Motor Behavior 10. Tool Presentation: Movement Assessment Battery for Children-2 11. Atypical & formal identification and assessment: The importance of observation 12. Writing-Interpretation Report/Report of Motor Assessment I 13. Writing-Interpretation Report/Report of Motor Assessment II

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 *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.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

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*	Written assignment (40%) (Topics and instructions for bibliographic needs are announced online, at ECLASS) Formative or Concluding (20%) (Includes participation in the course during the lessons) Portfolio (Assessment Results & Report) delivery in the last teaching week (40%) (The format and instructions for the bibliographic needs are announced online, at ECLASS)

5. SUGGESTED BIBLIOGRAPHY

BOOKS

1. Horvat, M., Block, M.E., & Kelly, L.E. (2007). *Μέτρηση και Αξιολόγηση στην Προσαρμοσμένη Φυσική Αγωγή.* Μετάφραση Ε.Κ. Σκορδίλης και Ε.Π. Γραμματοπούλου. Εκδόσεις Τελέθριο, Αθήνα,
2. Johnson, B, & Hagger-Johnson, G. (2013). *Psychometric Assessment and Report Writing.* Pearson Assessment, London.

SIENTIFIC ARTICLES

3. D'Hondt, E., Venetsanou, F., Kambas, A., (2019). Motor Competence Levels in Young Children: A Cross-Cultural Comparison Between Belgium and Greece. *Journal of Motor Learning & Development, 7*(3), 289-306.
4. Δημητροπούλου, Δ., Ευαγγελινού, Χ., Κουρτέσης, Θ., Ελληνούδης, Θ. (2018). Οι Λίστες Παρατήρησης ως εργαλεία αξιολόγησης της Αναπτυξιακής Διαταραχής Κινητικού Συντονισμού: Η καταλληλότητα τους για χρήση από τους εκπαιδευτικούς. *Journal of Physical Activity, Nutrition and Rehabilitation*, *21*, https://www.panr.com.cy/?p=1739.
5. Skafida, F., Koutsouki, D. (2017). Use of Motor Skills Assessment Tools in Greek Preschoolers: A review of literature. *Journal of Physical Activity, Nutrition & Rehabilitation*, *16*, https://www.panr.com.cy/?p=1625.
6. Kambas, A., Venetsanou, F. (2016). Construct and Concurrent Validity of the Democritos Movement Screening Tool for Preschoolers. *Pediatric Physical Therapy*, 28: 94–99.
7. Asonitou, K., Tsiganos, G., Kourtessis, T., Strofylla, G., & Koutsouki, D. (2014). Assessment of Cognitive Abilities in Preschool Children with and without Developmental Coordination Disorder. *International Journal for Cross-Disciplinary Subjects in Education, 5*(1), 1571 – 1576.
8. Kambas, A., Venetsanou, F. (2014). The Democritos Movement Screening Tool for preschool children (DEMOST-PRE): Development and factorial validity. *Research in Developmental Disabilities* 35, 1528–1533.
9. Asonitou, K., Koutsouki, D., Kourtessis, T. & Charitou, S. (2012). Motor and cognitive performance differences between children with and without Developmental Coordination Disorder (DCD). *Research in Developmental Disabilities, 33*(4)*,* 996–1005**.** https://www.scopus.com/authid/detail.uri?origin=resultslist&authorId=6603307865&zone=
10. Ellinoudis, T., Evaggelinou, C., Kourtessis, T., Konstantinidou, Z., Venetsanou, F. & Kambas, A. (May-June 2011). Reliability and Validity of Age Band 1 of the Movement Assessment Battery for Children – Second Edition. *Research in Developmental Disabilities, 32*(3), 1046-1051.
11. Venetsanou, F., Kambas, A., Ellinoudis, T., Fatouros, I., Giannakidou, D. & Kourtessis, T. (January-February 2011). Can the Movement Assessment Battery for Children-Test be the "gold standard" for the motor assessment of children with Developmental Coordination Disorder? *Research in Developmental Disabilities, 32*(1), 1-10.
12. Ellinoudis, T., Kourtessis, T., Kiparissis, M., (2008). Suitability of the Movement Assessment Battery for Children in Greece: Comparison between a Greek sample and a North-American normative sample of 9 and 11 year-old children. *International Journal of Health Science, 1*(4), 132-137.
13. Ellinoudis, T., Kourtessis, T., Kiparissis, M., Kampas, A. & Mavromatis, G. (2008). Movement Assessment Battery for Children (MABC): Measuring the construct validity for Greece in a sample o elementary school aged children. *International Journal of Health Science, 1*(2), 56-60.
14. Kourtessis, T., Tsiggilis, N., Tzetzis, G., Kapsalas, Th., Tserkezoglou, S., & Kioumourtzoglou, E. (2003). Reliability of the "Movement Assessment Battery for Children Checklist" in Greek school environment. *European Journal of Physical Education, 8, 202-210.*

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Antonis Kambas, Professor
Contact details:	akampas@phyed.duth.gr
Supervisors:	NO
Evaluation methods:	Written assignment (50%) (Topics and instructions for bibliographic needs are announced online at ECLASS) Portfolio (Assessment Results & Report) delivery in the last teaching week (50%) (The format and instructions for the bibliographic needs are announced online, in ECLASS)
Implementation Instructions:	In the ECLASS Section ASIGNMENDS, the topics and instructions for the bibliographic needs of work and file (portfolio) are announced in detail. Delivery deadlines are also announced in the ASIGNMENDS section of ECLASS. Students upload their files in Word or PDF format. If needed, a written remote exam via ECLASS & Microsoft TEAMS is conducted as follows: • Through ECLASS, the day, time, and Exam Link in Microsoft Teams will be announced. • The exams will take place in the EXERCISES section of ECLASS. They will include multiple choice questions with one or multiple correct answers, matching questions, and "right-wrong" questions. • The time limit for each student will be 90 minutes. Upon completion of the 90 minutes, the system will be closed and will ensure that the student has completed by then.Ten minutes before the exams "open" in ECLASS, students will enter Microsoft TEAMS (in the Link announced) with their Institutional Accounts, otherwise they will not be able to participate. They will have an open camera and microphone and when requested they will turn off their speakers! • Before the beginning of the examination, students will show their identity card to the camera, so that they can be identified.