

## COURSE OUTLINE

<b>MASTER PROGRAM</b>	CREATIVE AND ADAPTED PHYSICAL EDUCATION
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### 1. GENERAL

<b>SCHOOL</b>	PHYSICAL EDUCATION & SPORT SCIENCE		
<b>DEPARTMENT</b>	PHYSICAL EDUCATION & SPORT SCIENCE		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE -LEVEL 7		
<b>COURSE CODE</b>	ΠΕ08	<b>SEMESTER</b>	3rd
<b>COURSE TITLE</b>	MOVEMENT LEARNING DIFFICULTIES - DEVELOPMENTAL COORDINATION DISORDER IN SCHOOL ENVIRONMENT		
<b>TEACHING ACTIVITIES</b> <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>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		3	10
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	ELECTIVE COURSE SPECIALIZATION: CREATIVE PHYSICAL EDUCATION		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK ENGLISH FOR ERASMUS+ STUDENTS		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/PHYED1C102/">https://eclass.duth.gr/courses/PHYED1C102/</a>		

### 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 aims of the course are:

- Description of the phenomenon of Developmental Coordination Disorder (MLR, motor clumsiness) and motor learning difficulties during childhood and adolescence.
- To cover important topics such as: terminology, characteristics, etiology and comorbidity.
- Emphasis, theoretically and practically, is given on the issues of identification, assessment, and diagnosis of the phenomenon
- Also, emphasis, theoretically and practically, is given on the issue of interventional management of the daily movement of children with DCD (inside and outside school environment).

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

- **know and understand** all dimensions of Developmental Coordination Disorder and motor learning difficulties during childhood and adolescence.
- **Identify and assess** motor learning difficulties during childhood and adolescence
- 3. **design and implement basic approaches to interventional management of the motor life** of the daily movement of children with DCD (inside and outside school environment).

#### 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*

*Project design and management*

*Equity and Inclusion*

*Respect for the natural environment*

Decision making	Sustainability
Autonomous work	Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Teamwork	Critical thinking
Working in an international environment	Promoting free, creative and inductive reasoning
Working in an interdisciplinary environment	
Production of new research ideas	

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

#### 4. COURSE CONTENT

1. A. Acquaintance – General instructions & B. Introduction to the concept of Developmental Coordination Disorder (DCD) - definitions – terminology.
2. Characteristics of the child with DCD-Etiology-Comorbidity
3. DCD & everyday life
4. Atypical & typical identification of children with DCD: The importance of observation
5. Motor & Cognitive characteristics of children with DCD
6. DCD in adolescence & adulthood
7. Informal and formal assessment of motor difficulties & specific assessment topics
8. Interventional Management: Task—or Process-Oriented Approach?
9. Interventional Management in special & typical school environment: The importance of teaching style
10. Psychomotor Approach in Interventional Management
11. Ecological Intervention
12. Interventional Management: the idea of the "Movement Coach"!
13. Interventional Management in School Environment: a Case Study

#### 5. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Distance Learning	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching and Communicating with students	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i>  <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures	50
	Literature review	70
	Individual project	45
	Group project	47
	Project presentation	35
	Examen	3
	<b>Total</b>	<b>250</b>

STUDENT EVALUATION	
<p><i>Description of the evaluation process</i></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>Written assignment (40%) (Topics and instructions for bibliographic needs are announced online, at ECLASS)</p> <p>Formative or Concluding (20%) (Includes participation in the course during the lessons)</p> <p>Portfolio (Essay / Report) delivery in the last teaching week (40%) (The format and instructions for the bibliographic needs are announced online, at ECLASS)</p>

## 6. SUGGESTED BIBLIOGRAPHY

### BOOKS

1. Κουτσούκη, Δ., Ασωνίτου, Α., & Χαρίτου, Σ. (2022). *Γνωστική και Κινητική Εξέλιξη* [Μεταπτυχιακό εγχειρίδιο]. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις, <https://dx.doi.org/10.57713/kallipos-142>
2. Barnett, A.L. & Hill, E.L. (2020). *Κινητική Συμπεριφορά & Αναπτυξιακή Διαταραχή του Κινητικού Συντονισμού*. Ε. Καταρτζή (Μετάφραση-Επιμέλεια). Θεσσαλονίκη: University Studio Press.
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8. Ball, M. F. (2002). *Developmental Coordination Disorder: Hints & Tips for the Activities of Daily Living*. London: Jessica Kingsley Pubs.
9. Gallahue, D. L. (2002). *Αναπτυξιακή Φυσική αγωγή για τα Σημερινά Παιδιά*. Χ. Ευαγγελινού και Α. Παππά (Μετάφραση-Επιμέλεια). Θεσσαλονίκη: University Studio Press.
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### SCIENTIFIC ARTICLES

1. Samara, S., Tsanaktisidis, K., Katartzi, E.S., Kontou, M.G., Kourtessis, T., Tzetzis, G. (2022). Health and Skill Related Physical Fitness in Adolescents with Motor Difficulties Compared to their Peers without Motor Difficulties. *Journal of Advances in Sports and Physical Education*, 5(4), 58-67, DOI: 10.36348/jaspe.2022.v05i04.001
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3. Monastiridi, S.G., Katartzi, E., Kontou, M.G., Kourtessis, T., & Vlachopoulos, S.P. (2020). Positive Relations of Physical Fitness and Exercise Intervention Programs with Motor Competence and Health-Related Quality of Life in Developmental Coordination Disorder: A Systematic Review. *European Journal of Physical Education and Sport Science*, 6(2). Available on-line at: [www.oapub.org/edu](http://www.oapub.org/edu).
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- normative sample of 9 and 11 year-old children. *International Journal of Health Science*, 1(4), 132-137.
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- NON-SCIENTIFIC ARTIICLESS**
1. Κουρτέσης, Θ. (2009, Σεπ.-Νοε.). Παιδιά με αναπτυξιακή διαταραχή της κίνησης στο σχολικό περιβάλλον: «Θύματα» ενός ιδιότυπου ρατσισμού! *Οκ.Πε.*, 36, 16-17.
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## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	Ermioni Katartzi, Associate Professor
<b>Contact details:</b>	<a href="mailto:noni@phed-sr.auth.gr">noni@phed-sr.auth.gr</a>
<b>Supervisors:</b>	NO
<b>Evaluation methods:</b>	<p>Written assignment (50%) (Topics and instructions for bibliographic needs are announced online at ECLASS)</p> <p>Portfolio (Essay / Report) delivery in the last teaching week (50%) (The format and instructions for the bibliographic needs are announced online, in ECLASS)</p>
<b>Implementation Instructions:</b>	<p>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.</p> <p>If needed, a written remote exam via ECLASS &amp; Microsoft TEAMS is conducted as follows:</p> <ul style="list-style-type: none"> <li>• Through ECLASS, the day, time, and Exam Link in Microsoft Teams will be announced.</li> <li>• 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.</li> <li>• 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!</li> <li>• Before the beginning of the examination, students will show their identity card to the camera, so that they can be identified.</li> </ul>