

Course Title	PEDAGOGY OF PHYSICAL EDUCATION AND SPORT			
Course Code	SSPED105-1			
Course Type	MANDATORY			
Level	BSc (Level 1)			
Year / Semester	1st / Fall			
Teacher's Name	Dr Garyfallos Anagnostou, Dr Panos Constantinides			
ECTS	6	Lectures / week	3	Laboratories / week
Course Purpose	<p>The course's objectives are for students to understand the conceptual framework of pedagogy in physical education. In addition, it aims to enable them to apply pedagogical knowledge in practice in physical education lessons at school. The course also promotes the search, analysis, and synthesis of data and information, using the necessary information technologies. The contents are structured to cultivate respect for diversity and multiculturalism, exercise criticism and self-criticism, and demonstrate social, professional, and moral responsibility and sensitivity to gender and equality issues.</p>			
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Know the framework and axes of Pedagogy, physical education and sports, and the relationship between the science of Pedagogy and Didactics. • Understand and understand basic concepts, such as education, education, education, development, learning, socialization, and physical education pedagogy. • They describe the pedagogical role that physical education plays in various institutions and organizations. • They illustrate the various forms, styles and teaching methods that can be applied to physical education. • They distinguish motivation, motivation and factors that affect performance in physical education class. • Develop pedagogical intervention skills to create a positive climate of motivation and learning. • They express theoretical proposals and applied models regarding the body and physical substance, co-education, health education, play, competition and performance. 			

	<ul style="list-style-type: none"> They appreciate the conditions, requirements, and problems of the profession of pedagogue. 		
Prerequisites	No	Corequisites	No
Course Content	<ol style="list-style-type: none"> The science of pedagogy, the disciplines and areas of occupation. Pedagogy of Physical Education. Basic concepts of PE Pedagogy (education, education, (motor) learning, education, play, etc.). Physical education lesson planning Education systems and the role of the PE teacher in the pedagogical process. Forms, styles, and methods of teaching. Reinforcement and standardization of natural gas. Motivation, motivation, and attribution of causes in the PE course. Pedagogical interventions to promote motivation and learning in PE. Physical education models promote lifelong exercise and exercise for health. Play as pedagogy and as a teaching process. Theoretical approaches, research, and applications. Programs to promote self-efficacy and interest in physical education. Models of ethical development in physical education and sports. Issues of pedagogy, leisure, and recreation. Grading and evaluation as a pedagogical process 		
Teaching Methodology	<p>Theory</p> <p>The teaching of the course includes lectures on the offer of the theoretical background. The teaching uses detailed notes with PowerPoint and material rich in images and videos. Methods like case studies, clinical scenarios, discussion, questions/answers are used in teaching methodology depending on the course's nature. Relevant material published in international scientific journals is also used to follow the latest developments related to the subject of the course.</p>		
Bibliography	<p>Tzorbatzoudis, C. (2016). Introduction to teaching physical education at school. Thessaloniki. ZYGOS</p> <p>Hatzopoulos, D. (2012). Physical education teaching. Thessaloniki: University of Macedonia.</p>		

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Additional bibliography:

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Χατζηδήμου, Δ. (2007). Εισαγωγή στη θεματική της Διδακτικής-Συμβολή στη θεωρία και στην πράξη της διδασκαλίας. Θεσσαλονίκη: Κυριακίδης.

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<p>Assessment</p>	<ul style="list-style-type: none"> • Written midterm exam (25%) and consists of multiple choice, short answer, open-ended questions and/or essay questions, which are aligned with the learning outcomes, in order to assess the theoretical knowledge acquired. The questions ensure that students demonstrate a deep understanding of the subject and apply their knowledge to solve problems or analyze scenarios. • The assignment concerns the submission of a daily lesson plan (25%) and provides opportunities for students to apply their theoretical knowledge in a practical way. The task is individual and must be aligned with learning outcomes. This should include at least the description of success indicators (objectives), teaching methods and practices, course organization, appropriate exercises and student assessment. Students are assessed on the quality of their work, the depth of understanding they demonstrate and their ability to explain their ideas effectively.

	<ul style="list-style-type: none"> • Final exam (50%): Comprehensive final exam to assess students' overall theoretical knowledge. These assessments cover a wider range of topics and learning outcomes from across the curriculum, to assess students' understanding and integration of knowledge in various areas.
Language	Greek / English