

Course Title	<b>DIDACTIC OF GYMNASTICS</b>				
Course Code	SSGYM108-1				
Course Type	MANDATORY				
Level	BSc (Level 1)				
Year / Semester	1st / Spring				
Teacher's Name	Dr Elpida Michael				
ECTS	6	Lectures / week	1	Laboratories / week	2
Course Purpose	The course aims to provide students with the necessary theoretical, practical, and methodological knowledge of didactics to teach the basics of gymnastics at school.				
Learning Outcomes	<p><b>Upon completion of the course, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know the morphology, terminology, and categories of motor skills related to gymnastic sports and their connection with developmental data.</li> <li>• They name and explain the regulations in gymnastics according to the respective men's and women's grading codes.</li> <li>• Demonstrate the basic skills required in gymnastics and analyze the technique in various exercises in gymnastics in men's and women's events</li> <li>• They choose teaching methods and teaching styles from the gymnastics disciplines and apply them to daily plans in the context of Physical Education lessons.</li> <li>• Organize an artistic gymnastics lesson as part of the teaching of Physical Education at school.</li> <li>• Create and demonstrate lesson plans for learning the disciplines of artistic gymnastics.</li> </ul>				
Prerequisites	No	Corequisites	No		
Course Content	<ul style="list-style-type: none"> <li>• Basic concepts of pedagogy. Reminder of teaching methods and planning. Effective teaching practices. The teaching of gymnastics at school and in the club.</li> </ul>				

- Introduction to the concepts of motor skills and general dexterity. Forms of movement and support of the body. Forms of equilibrium and programs for their cultivation.
- Exercises of sensation and acquaintance with the body. Exercises of sense and perception of space. Perception and understanding of rhythm through movement.
- Direct and indirect forms of teaching exercises and skills. Reciprocal style of teaching exercises. Programs of exercises and cooperative learning. Programs for the promotion of manipulative skills. Teaching acrobatics and falls skills.
- Exercises and games to get acquainted with the instruments used in gymnastics. Introduction to the sport of artistic gymnastics. The equipment of the hall. The terminology of the exercises and the training systems. Learning to move and basic positions and postures. Practicing rotations around the axes of the body.
- Basic engineering concepts to understand the technique of exercises. Teaching cubisms forward and backward, cubisms in coiling, dimensioning and folding. The technique of vertical support and wheel. Exercises and help models.
- How we provide assistance and safety in gymnastics. Assistance in reversing and vertical support. Implementation of the mutual aid model.
- Teaching the technique for organ dependencies. The basic technique of swings and swings. How and when we give feedback on execution.
- Teaching vertical support and handlifting on the ground. Analysis of technical and methodical principles for learning. Implementation of collaborative learning style. Lesson plan to promote moral development.
- Teaching the learning of jumping and handlifting on the horse. Analysis of techniques and application of the progressive teaching method for learning.
- Teaching the wheel and wheeling on the ground. The "catapult" movement. Analysis of techniques and exercises for learning. Execution of movement from dependence, posture and support.
- The passage of legs from support to the horse. Teaching variations of the exercise to various instruments. Teaching the movement of ascents. Forms of giant ascents and ways of providing help. The ascent, the rotations and the catapult in the asymmetrical tandem. Technical characteristics and methodical didactics. The exit from the

	<p>organ.</p> <ul style="list-style-type: none"> <li>• Combinations of exercises on the ground, lateral horse, jump, beam, rings, asymmetrical scales, parallel tandem and monobalance. Implementation of the teaching model of mutual aid. Ways to climb the balance beam. Walking, gallop and small jumps on the balance beam. Technical characteristics and methodical didactics for exit exercises.</li> <li>• Practicing in stations. Basic connections and combinations of exercises taught (swings, rotations, supports, dependencies, twists, etc.). How is the crisis in gymnastics? Regulations in accordance with the FIG International Rating Code.</li> <li>• Recap for exercise groups, balance, safety, feedback and connection with models of learning movements and skills in physical education lessons at school. Daily teaching plans for middle and high school.</li> </ul>
Teaching Methodology	<p><b>Theory</b> The teaching of the course includes lectures to provide the theoretical background. Detailed notes with PowerPoint and material rich in images and videos are used in teaching. Methods such as case studies, clinical scenarios, discussion, questions/answers are used in the teaching methodology depending on the nature of the course. In addition, workshops and site visits with hands-on experiences are provided to deliver the practical background of course content. Relevant material published in international scientific journals is also used to follow the latest developments related to the subject of the course.</p> <p><b>Practical</b> During the practical courses, students develop the practical skills required for the sport, with emphasis on proper technique with progressive teaching and application of exercises, so that they become capable of performing and teaching the basic motor skills of the sport. It is also described and presents how each exercise/program for the sport is taught using a trainee model.</p>
Bibliography	<ul style="list-style-type: none"> <li>• Ντάλας, Γ. (2012). Ενόργανη Γυμναστική Ανδρών και Γυναικών - Μηχανική/Τεχνική/Μεθοδολογία. Αθήνα: Εκδόσεις Τελέθριον). ISBN: 978-960-8410-62-6.</li> <li>• Gallahue, D. (2002). Αναπτυξιακή φυσική αγωγή για τα σημερινά παιδιά. Θεσσαλονίκη: University Studio Press.</li> <li>• Μυλώσης, Δ. Ενόργανη Γυμναστική στην προσχολική ηλικία - Σύγχρονη παιδοκεντρική προσέγγιση. Εκδόσεις Αδελφοί Κυριακίδη</li> </ul>

	<p>A.E (2022). ISBN: 978-960-602-370-5.</p> <p><b><u>Additional bibliography</u></b></p> <ul style="list-style-type: none"> <li>• Chatzopoulos, D., Drakou, A., Kotzamanidou, M., &amp; Tsozbatzoudis, H. (2006). Girls' soccer performance and motivation: Games VS technique approach. <i>Perceptual and Motor Skills</i>, 103, 463-470.</li> <li>• Chatzopoulos, D., Tsozbatzoudis, H., &amp; Drakou, A. (2005). Combinations of the technique and games approaches: Effects on game performance and motivation. <i>Journal of Human Movement Studies</i>, 50, 157-170.</li> <li>• Καϊμακάμης, Β. (2003). Ενόργανη Γυμναστική. Εκδόσεις Μαϊάνδρος, Θεσ/νικη. ISBN: 960-7434-14-5.</li> <li>• Σιάτρας, Θ. (2003). Ενόργανη Γυμναστική - Η Μηχανική των Ασκήσεων. Εκδόσεις University Studio Press, Θεσσαλονίκη,. ISBN: 960-12-0970-0.</li> <li>• Καμπιώτης, Σ.Ι. (2012). Αρχές και στοιχεία της ενόργανης γυμναστικής. Θεωρία και πράξη: μια πολυεπίπεδη προσέγγιση. Αθήνα: Εκδόσεις Τελέθριον. ISBN: 960-8410-74-6</li> <li>• FIG Code of Points (εκάστοτε τετραετίας).</li> </ul>
<p>Assessment</p>	<ul style="list-style-type: none"> <li>• <b>Theoretical Intermediate Exam (20%)</b> It focuses on the assessment and understanding of theoretical knowledge and understanding acquired by students. The exam may include several types of questions, such as multiple choice, synthetic questions, development questions, case studies, or other structures.</li> <li>• <b>Lesson plan (15%)</b>: the written submission and evaluation of a lesson plan at a theoretical level is requested. This should include at least the description of success indicators (objectives), teaching methods and practices, lesson organisation, appropriate exercises and assessment of students.</li> <li>• <b>Practical examination (35%)</b> Includes <b>A) Microteaching 25%</b>: The candidate presents a short teaching session, following the prepared lesson plan. This includes course objectives, exercises, teaching methods and training materials. <b>B) Basic Skills of the Sport 10%</b>: The candidate demonstrates and demonstrates basic skills related to the respective sports field. This may include technical, tactical, and physical skills required to practice the specific sport.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Final Theory Exam: (30%)</b> The exam includes a wide range of topics, comprehensively reflecting the material presented during the course. This includes concepts, theoretical frameworks, and case studies, giving a complete copy of the knowledge gained. In addition, the exam focuses on the student's ability to connect various concepts, thereby creating a comprehensive perception. It considers how to apply the theoretical principles in various contexts, offering alternatives where needed, thus demonstrating one's ability to transfer the acquired knowledge in practical scenarios.</li> </ul>
Language	Greek / English