

Course Title	DIDACTIC OF RACKET SPORTS - TENNIS				
Course Code	SSTEN309-1				
Course Type	MANDATORY				
Level	BSc (Level 1)				
Year / Semester	2nd / Fall				
Teacher's Name	Stella Demetriou				
ECTS	6	Lectures / week	1	Laboratories / week	2
Course Purpose	The aim of the course is to equip students with knowledge concerning the teaching of basic strokes in tennis for beginner players, to know the correct technique and recognize mistakes, as well as to be able to properly structure a training unit.				
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. They know and describe the peculiarities of tennis as a sport and its history. 2. Understand and explain the regulations and their applications and emphasize the differences between genders, surfaces, boarding, leaderboards, tournaments, etc. 3. They demonstrate key tennis strikes and identify errors in technique. 4. They analyze the technique of all strikes but also the basic tactics and strategy of the game. 5. They choose teaching methods and teaching styles from the sports of classical sports and apply them both in physical education lessons and in the training of athletes at the collegiate level. 6. They organize the lessons in the context of teaching the subject of Tennis in the subject of physical education at school. 7. Evaluate the theoretical units and practical subjects of the Tennis curriculum 8. Demonstrate individual tennis skills with a technique based on principles of biokinetics 				

	9. Create and demonstrate lesson plans for learning the sport of tennis		
Prerequisites	No	Corequisites	No
Course Content	<ol style="list-style-type: none"> 1. Introduction to the history, evolution and special presence of Tennis as a sport. Acquaintance with the court and the instruments (rackets, balls, etc.). Learning racket grips with exercises. 2. Introduction to the basics of the sport of tennis and understanding them. (ball observation, foot movement – footwork, body balance, racket head control, racket face control). 3. Learning exercises with racket and ball. Mini-tennis game. 4. Organization of the training unit (preparation, organization, execution, completion, evaluation). 5. Learning readiness position, posture during contact with the ball, point of contact with the racket, learning to move. 6. Practice in performing basic strikes (forehand, backhand) and its phases (preparation – opening, movement to the ball, point of contact, completion of hit – follow through). Basic engineering concepts to understand the technique of exercises. 7. Demonstration of all tennis hits and categorization (Ground – swing hits, volley – punch hits, overhead-throw hits). 8. Teaching service. Methodology exercises. 9. Learning volley – punch hits. Demonstration of all kinds of volleyball (stop, drop, etc.). 10. Learning drop shot and lob hits. 11. Teaching smash technique and playing in service boxes. 12. Repetition of all the blows they have been taught. Play all over the pitch. 13. Mini tournament with students with themselves as organizers and performers (ball boys, line judges, referees, referees, etc.). 		
Teaching Methodology	<p>Theory</p> <p>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</p>		

	<p>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>Practical 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 also describes and presents how each exercise/program for the sport is taught using a trainee model.</p>
Bibliography	<p>Γρίβας, Ν. (2015). <i>Αντισφαίριση</i>. Τεχνική-τακτική-ασκησιολόγιο-κανονισμοί. Εκδόσεις Κάλλιπος. Αθήνα. Διαθέσιμο και σε ηλεκτρονική μορφή στο: http://hdl.handle.net/11419/3771</p> <p>Δουβής, Σ. (2006). Το τένις. Εκδότης Artwork.</p> <p>Scholl, P. (2007). Σωστό τένις. Εκδότης Σάλτου Ελισάβετ.</p>
Assessment	<ul style="list-style-type: none"> • Theoretical Intermediate Exam (20%) It focuses on the assessment and understanding of theoretical knowledge and understanding acquired by students. The exam may include various types of questions, such as multiple choice, synthetic questions, development questions, case studies, or other structures. • Lesson plan (15%): 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. • Practical examination (35%) Includes A) Microteaching 25%: The candidate presents a short teaching session, following the prepared lesson plan. This includes course objectives, exercises, teaching methods and training materials. B) Basic Skills of the Sport 10%: 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. • Final Theory Exam: (30%) 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



	<p>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.</p>
Language	Greek / English