

Course Title	MOTOR LEARNING AND MOTOR BEHAVIOR			
Course Code	SSMOT301-1			
Course Type	MANDATORY			
Level	BSc (Level 1)			
Year / Semester	3rd / Fall			
Teacher's Name	Dr Anthi Xenofontos & Dr Dimitris Patikas			
ECTS	6	Lectures / week	2	Laboratories / week / 1
Course Purpose	The aim of the course is to provide students with a thorough understanding of the behavioral, physiological, and psychological principles that guide motor control and motor learning. It examines specific topics such as the classification and measurement of motor control performance, the role of sensory processes, perception, memory, attention, and feedback and the learning experience's structure.			
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. To understand the basic principles of motor learning and performance. 2. Develop skills in information manipulation and decision-making. 3. Understand the contribution of sensory systems to the performance of skills. 4. Become familiar with motion production processes and the development of kinetic programs. 5. Understand the principles of motor control and precision of movement. 6. Assess individual differences and movement skills. 7. Prepare the learning experience effectively. 8. Support the learning process in appropriate ways. 9. Organize the learning experience effectively. 10. Develop critical thinking skills on motor learning and performance. 			
Prerequisites	No	Corequisites	No	
Course Content	<ul style="list-style-type: none"> • Introduction to motor learning and performance • Information Methods and Decision Making • Sensory Contributions to Performance of Skills • Movement Production and Kinetic Programs • Principles of Motor Control and Precision of Movement • Individual Differences and Movement Skills • Preparation of the Learning Experience • Supporting the Learning Experience 			

	<ul style="list-style-type: none"> • Organizing the Learning Experience • Critical reflection
Teaching Methodology	<p>For the teaching methodology aimed at achieving the learning objectives, monological, dialogical and exploratory-active teaching methods will be integrated. Suggestions will be used to convey critical information and theories, while individual study will promote self-exploration and understanding. Dialogue and Q&A will encourage brainstorming and critical thinking, while brainstorming will facilitate creativity and innovation. Experiential learning, through practical exercises and simulations, will allow students to apply theory in practice, enhancing understanding and acquired knowledge. The exploratory method will guide them to active discovery through exploration and research, promoting self-learning and independence. Finally, critical reflection will be integrated into all activities for students to regularly assess their progress and develop a deeper understanding of the material. This holistic approach to teaching enhances active participation, autonomy, and continuous learning, providing a comprehensive and interactive educational experience.</p>
Bibliography	<ul style="list-style-type: none"> • Schmidt, R., & Weisberg, C. (2009). <i>Κινητική μάθηση και απόδοση: Μια εφαρμοσμένη προσέγγιση</i>. Αθήνα: Αθλότυπο. • Τζέτζης, Γ., Λόλα, Α. (2015). <i>Κινητική μάθηση και ανάπτυξη</i>. Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: http://hdl.handle.net/11419/329 <p><u>Additional bibliography:</u></p> <ul style="list-style-type: none"> • Angelakopoulos, G., Davids, K., Bennett, S. J., Tsoaratzoudis, H., & Grouios, G. (2005). <i>Postural stability and hand preference as constraints on one-handed catching performance in children</i>. <i>Journal of Motor Behavior</i>, 37, 377-385. • Angelakopoulos, G., Tsoaratzoudis, H., & Grouios, G. (2014). <i>Children's catching performance when the demands on the postural system is varied</i>. <i>Motor Control</i>, 18, 244-262. • Kandel, E. R., Schwartz, J.H., & Jessell, T. M. (1995). <i>Νευροεπιστήμη και συμπεριφορά</i>. Πανεπιστημιακές Εκδόσεις Κρήτης. • Rose, D. J. (1998). <i>Κινητική Μάθηση και Κινητικός Έλεγχος</i>. Θεσ/νίκη: University Studio Press.
Assessment	<p>The assessment of the course includes both a continuous assessment (50%) and a final exam (50%).</p> <ul style="list-style-type: none"> • The continuous evaluation consists of the workshops (25%) and the critical reflection report (25%). Laboratory reports will examine the student's performance in the reported learning practical outcomes of the current lecture. The critical reflection report will examine the student's ability to process the learning experience gained in this course (new or revised interpretation). • The final assessment consists of a written final exam (two stage test) - 50%: In the first stage, students answer questions individually (30%) and then discuss their answers in groups before resubmitting



	it (20%) (stage 2).
Language	Greek / English