DEMOCRITUS UNIVERSITY OF THRACE
DEPARTMENT OF PHYSICAL EDUCATION & SPORT SCIENCE

UNDERGRADUATE PROGRAM OF STUDY

COURSE TITLE:

Teaching and learning Sport Skills

COURSE CODE:	**ECTS CREDITS**
N312	7

RESPONSIBLE FOR THE COURSE:

NAME	Michalopoulou Maria	
POSITION	Assoc. Professor	
SECTOR	Sports Training Theory and Application	
OFFICE	B1-9	
TEL. / E-MAIL	2531039679	michal@phyed.duth.gr
CO-INSTRUCTORS	Zetou Eleni, Ass. Professor	

SEMESTER:

1ST	[]	2ND	[]	3RD	[ ]	4TH	[ ]
5TH	[√]	6TH	[ ]	7TH	[ ]	8TH	[ ]

COURSE TYPE:

OBLIGATORY	[]
DIRECTION	[√]
SPECIALIZATION	[ ]
PREREQUISITE FOR SPECIALIZATION	[ ]
ELECTIVE (*OPEN*)	[ ]

HOURS *(per week)***:** 2

DIRECTION

(only for 3rd & 4th year courses)

Sports Training Theory and Application	

SPECIALIZATION *(only for 3rd & 4th year courses)*

LANGUAGE OF TEACHING: GREEK [√] ENGLISH [ ]

AIM OF THE COURSE *(content and acquired skills)*

Upon the completion of this course students will be able to design and implement a practice schedule that will maximize the efficiency of skill learning in sporting settings. Students will be able to use efficiently different modes of assessment, skill analysis and presentation, error correction, use of feedback and practice scheduling.

COURSE CONTENTS *(outline – titles of lectures)*

1. Responsibilities for the coach. Setting goals. Selection of content for each goal.
2. Organizing the contents. Assessing athlete's knowledge and the skill level.
3. Designing, implementing and assessing the practice schedule. Selecting assessment tools. Practicum on selected motor skills.
4. Alternative methods of skill learning assessment. Understanding the learning procedure for sport skills. Stages of learning. Characteristics of novice and expert athletes.
5. Presenting and analyzing motor skills. Organizing the athletes for presenting and analyzing a motor skill. Use of audiovisual equipment.
6. Assessing the effectiveness of motor skill presentation and analysis. Practicum application.
7. Factors affecting the effectives of practice scheduling. Massed versus distributed method of practice. Fatigue effects on motor skill learning. Use of errors in selecting practice conditions.
8. Facilitating learning complex motor skills Contextual interference effects during motor skill learning. Use of guidance and limiting the fear for injury.
9. Feedback. Different uses and application of feedback information during skill learning in sport settings.
10. Use of feedback for error corrections.
11. Analyzing motor skills. Error detection and correction procedures. Correcting errors in expert athletes.
12. Perceptual abilities and motor skill acquisition – retention of motor proficiency.
13. Arousal and performance. Factors affecting selective attention.

TEACHING METHOD *(lectures – labs – practice etc)*

This course includes 13 two-hour lectures on topics of guiding the motor skill learning process, using mainly the problem solving approach in applied sport skills.

ASSESSMENT METHOD (-S)

Mid term exams, problem solving projects and final (written) exams.

LEARNING OUTCOMES

Upon the completion of this course the student will be able to:

1. Define teaching goals related to sport skill learning.
2. Determine, generalize and apply sport skill learning assessment protocols and procedures.
3. Demonstrate and apply presentation and skill analysis procedures and provide assistance in learning complex sport skills.
4. Recognize basic feedback functions in sport skill learning in real settings.
5. Apply and combine different goal setting procedures and motivational interventions in skill learning.
6. Design, adapt and apply practice schedules in order to maximize sport skill learning.

LEARNING OUTCOMES - CONTINUED

Learning Outcomes	***Educational Activities***	***Assessment***	***Students Work Load (hours)***
Define teaching goals related to sport skill learning.	Lectures, understanding project, study	Mid term exams, final written exams.	30
Determine, generalize and apply sport skill learning assessment protocols and procedures.	Lectures, understanding project, problem solving projects and study.	Mid term exams, final written exams.	40
Demonstrate and apply presentation and skill analysis procedures and provide assistance in learning complex sport skills.	Lectures, understanding project, problem solving projects and study.	Mid term exams, problem solving project.	30
Recognize basic feedback functions in sport skill learning in real settings.	Lectures, problem solving projects, and study.	Problem solving project and final exams.	40
Apply and combine different goal setting procedures and motivational interventions in skill learning.	Lectures, problem solving projects, and study.	Problem solving project and final exams.	30
Design, adapt and apply practice schedules in order to maximize sport skill learning.	Lectures, problem solving projects, and study.	Problem solving project and final exams.	40
		TOTAL	**210**

OBLIGATORY & SUGGESTED BIBLIOGRAPHY:

1. Christina & Corcos (1993). Προπονητής & Μάθηση – Απόδοση. Εκδόσεις ΣΑΛΤΟ.
2. Magill, R A. (1998). *Motor Learning Concepts and Applications* (5th ed). Boston: McGraw-Hill.
3. Schmidt, R.A., & Wrisberg, C.A, (2009). *Κινητική Μάθηση και απόδοση. (4η Έκ.), Επιστημονική Επιμέλεια: Μιχαλοπούλου, Μ., Εκδόσεις Αθλότυπο, Αθήνα.*