COURSE OUTLINE INTRODUCTION TO GROUP AEROBIC PROGRAMS

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY		
DEPARTMENT	PHYSICAL EDUCATION AND SPORT SCIENCE		
LEVEL OF STUDIES	ISCED level 6 – Bachelor's or equivalent level		
COURSE CODE	C004	**SEMESTER**	3RD and 4TH
COURSE TITLE	INTRODUCTION TO GROUP AEROBIC PROGRAMS		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	SCIENTIFIC AREA SKILL DEVELOPMENT
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	GREEK ENGLISH (ERASMUS STUDENTS)
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	https://eclass.duth.gr/courses/1021376/

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon successful completion of the course, students will be able to:

- *Know and understand the basic principles and skills required to design and organize group dance aerobics programs.*
- *Can perform at a satisfactory level the basic steps of dance aerobics programs with music.*
- *They know the basic principles of teaching methods and techniques for guiding integrated aerobics programs.*
- *Organize and design an integrated aerobics program/course for healthy exercisers.*

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

- *Search, analysis and synthesis of data and information, ICT Use*
- *Adaptation to new situations*

- *Decision making*
- *Autonomous work*
- *Teamwork*
- *Working in an interdisciplinary environment*
- *Project design and management*
- *Equity and Inclusion*
- *Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
- *Critical thinking*
- *Promoting free, creative and inductive reasoning*

3. COURSE CONTENT

1. *Introduction to aerobics. Types of aerobics in terms of intensity and equipment. Terminology, analysis of basic step techniques.*
2. *Basic principles for the use of music in group dance aerobics programs. Separation: musical phrase-musical block. Technical analysis of steps within music.*
3. *Design of group aerobics programs. Parameters - basic principles of warm-up and cool-down - safety rules. Choreography structure - design of a complete motor block.*
4. *Teaching methods, choreography development technique for guiding group aerobics programs in the gym (theory). Analysis of teaching methods and practical training in teaching and guiding participants (practice).*
5. *Basic principles for designing a mainly aerobic part (pre cardio-cardio-post cardio) (theory). Block combination in low/moderate/high and mixed workout programs using music (practice). Modification - enrichment - choreography.*
6. *Basic principles of muscle strengthening with body weight in group aerobic programs. Safety rules - variations (theory). Practical practice with ground exercises for all muscle groups (practice).*
7. *Swiss balls (Fit-Bosu) Aerobic: Analysis of basic movements - Technical analysis of the exercises. Basic principles of muscle strengthening using Fit Balls & Bosu. Teaching dance steps block design within music.*
8. *Swiss Balls (Fit-Bosu) Aerobic: Analysis of the technique of complex exercises from different positions. Practical practice in movement analysis using Fit-Balls & Bosu (safety rules).*
9. *Introduction to STEP aerobics group programs, effects-advantages-adaptations. Terminology-Technical analysis of basic steps - Safety rules (theory). Creating simple movement combinations using music in STEP group aerobics programs (practice).*
10. *Teaching methods and guidance of basic combinations in group STEP aerobics programs using music. Injury prevention (theory). Variety of steps*

and combinations in low/moderate STEP aerobics blocks (practice).

11. *Design and organization of a complete group STEP aerobics program - choreography structure (theory). Muscle strengthening with body weight and the use of STEP platform.*
12. *Creation of complex combinations (blocks) using music in Step aerobics programs. Teaching methods and techniques for guiding combinations in Step aerobics.*
13. *Design of a complete Step aerobics program (warm-up - pre cardio - cardio - post cardio - muscle strengthening - recovery). Basic principles of muscle strengthening in Step aerobics using additional equipment.*

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face Lectures and practical applications as well as distance learning
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in Teaching and Communication with Students • digital slides • video • MsTeams/ e-class, webmail
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures	26
Practical exercises - practice	15
Analysis and commentary of digital material	10
Study and preparation of individual assignments	10
Practical teaching of individual assignments	11
Exams	3
Total Course	**75**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam,* *Presentation in audience, Laboratory Report,* *Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	• Final written examination (40%) • Practical examination (two advances / 8 hours of teaching): 40%. • Individual and in groups, design of combinations, practical training in teaching and mentoring, rhythm, communication: 10% • Written assignments: 10%

5. SUGGESTED BIBLIOGRAPHY

1. *Mavridou-Rokka, Stella & Kouli, Olga (2011). Fitness through Aerobics. Jan Galen Bishop. Editing Greek Edition, Athens, Ref. Eudoxus 59365807.*

2. *Endakot, Tzan (2010). Balance exercises with the Fit ball. S. PATAKIS PUBLISHING AND DISTRIBUTION COMPANY, Code Eudoxos 12532874*
3. *Sara James (2014). Step Aerobics & Aerobic Dance. Mason Crest Publishers*
4. *Lesson's Lectures from the e-class, https://eclass.duth.gr/courses/KOM02389/*

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	STELLA ROKKA
Contact details:	srokka@phyed.duth.gr
Supervisors:	YES
Evaluation methods:	Homework (35%). Written remote exam (65%)
Implementation Instructions:	Homework must be submitted via eclass on a specified date.