

## COURSE OUTLINE DANCE AS A PHYSICAL ACTIVITY

### 1. GENERAL

<b>SCHOOL</b>	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY		
<b>DEPARTMENT</b>	PHYSICAL EDUCATION AND SPORT SCIENCE		
<b>LEVEL OF STUDIES</b>	ISCED level 6 – Bachelor's or equivalent level		
<b>COURSE CODE</b>	C010	<b>SEMESTER</b>	3 <sup>RD</sup> and 4 <sup>TH</sup>
<b>COURSE TITLE</b>	DANCE AS A PHYSICAL ACTIVITY		
<b>TEACHING ACTIVITIES</b> <i>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.</i>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/1021376/">https://eclass.duth.gr/courses/1021376/</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b> <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• <i>identify dance as a cultural element of a cultural group.</i></li> <li>• <i>Identify dance as a recreational activity.</i></li> <li>• <i>know that dance is an attractive incentive for cultural tourism.</i></li> <li>• <i>know that dance increases physical activity and improves the physical condition of people of all ages.</i></li> <li>• <i>are aware of the effects of dance on physical and mental health.</i></li> <li>• <i>design dance exercise programmes to improve the physical and mental health of people of all ages (children, adolescents, adults, elderly). recognise dance as an effective educational tool for children with emotional disorders and learning difficulties.</i></li> </ul>	
<b>General Skills</b> <i>Name the desirable general skills upon successful completion of the module</i>	
<i>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</i>	<i>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</i>
<ul style="list-style-type: none"> <li>• <i>Search, analysis and synthesis of data and information, using the necessary</i></li> </ul>	

*technologies*

- *Adaptation to new situations*
- *Decision-making*
- *Autonomous work*
- *Teamwork*
- *Working in an interdisciplinary environment*
- *Respect for diversity and multiculturalism*
- *Demonstrate social, professional and ethical responsibility and gender sensitivity*
- *Exercise of criticism and self-criticism*
- *Promotion of free, creative and deductive thinking*

### 3. COURSE CONTENT

1. *Dance: cultural asset and physical activity - Definition of concepts*
2. *Types of dances Kinetic - musical characteristics.*
3. *Dance in the context of cultural tourism.*
4. *Physiological responses during the performance of Greek dances*
5. *Greek dance - its contribution to physical and mental health*
6. *Dance and psychomotor development*
7. *Dance in camp - A holistic approach*
8. *Greek dance in camp - A holistic approach*
9. *Designing exercise programs with Greek dance to improve aerobic capacity of people of all ages (children, adolescents, adults, elderly).*
10. *Dance as a therapeutic tool*
11. *Dance as an educational tool*
12. *Syndromes of overuse in dance*
13. *Presentation of works.*

### 4. LEARNING & TEACHING METHODS - EVALUATION

<p><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	<p>Face-to-face practical exercises, practice, lectures, demonstration and annotation of digital material, study. Distance learning where necessary.</p>	
<p><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> <li>• digital slides</li> <li>• videos</li> <li>• MsTeams/ eclass, webmail</li> </ul>	
<p><b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i>  <i>The supervised and unsupervised workload per</i></p>	<p><b>Activity</b></p>	<p><b>Workload/semester</b></p>
	Lectures	26
	Assignment	10
	Study and analysis of literature	10
	Artistic workshop	12
	Laboratory exercise	15

activity is indicated here, so that total workload per semester complies to ECTS standards.	Examinations	2
	Total Course	75
<p><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>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</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>		
	<p><i>Intermediate group work on the development and presentation of dance programs, 20% of the final grade.</i></p> <p><i>Compulsory homework (preparation and presentation), 20% of the final grade.</i></p> <p><i>Written theoretical final examination 60% of the final grade.</i></p>	

## 5. SUGGESTED BIBLIOGRAPHY

1. Wilmerding, M. V. & Krasnow, D. (2016). *Dancer Wellness*. Champaign, IL, United States: Human Kinetics.
2. Vicky Karkou, Sue Oliver & Sophia Lykouris (2023). ΧΟΡΟΣ ΚΑΙ ΕΥΕΞΙΑ. Επιστημονική Επιμέλεια Χρήστος Παπακώστας. Εκδόσεις: Δίσιγμα
3. Judith Lynne Hanna, (2006). *Dancing for Health: Conquering and Preventing Stress*. AltaMira Press, Revised edition.

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	Pitsi Athina
<b>Contact details:</b>	Through an institutional account (webmail), through the e-learning platform (DUTHNET eclass), through the electronic faculty secretariat (ClassWeb) and through the Microsoft Teams platform
<b>Supervisors:</b>	YES
<b>Evaluation methods:</b>	Intermediate individual work on the development and presentation of a dance program using technology, 20% of the final grade.  Homework (20%).  Written remote examination (60%).
<b>Implementation Instructions:</b>	Homework must be submitted via eclass on a specified date.