

COURSE OUTLINE PHYSICAL LITERACY GAMES

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	C054	SEMESTER	5 th – 6 th
COURSE TITLE	PHYSICAL LITERACY GAMES		
TEACHING ACTIVITIES <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>		TEACHING HOURS PER WEEK	ECTS CREDITS
		2	3
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/197/		

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>
<p>After successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • <i>Determine the principles governing educational play and educational activities to serve physical literacy: all-round development and lifelong exercise for health and quality of life.</i> • <i>Modify already known games and activities to acquire an educational character and/or design new ones for various age groups, mainly school age.</i> • <i>Evaluate the suitability of educational games and activities for achieving predetermined goals, in various environments and educational physical activity programs (e.g. school classroom, KDAP, countryside, camp, local government, etc.).</i> • <i>Implement good practices (e.g. with microteachings or even teachings)</i>

with educational play as a means of achieving and evaluating the goals of physical literacy, in various environments of the lives of children and young people.

General Skills

Name the desirable general skills upon successful completion of the module

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

- *Adaptation to new situations*
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- *Promoting free, creative and inductive reasoning*

3. COURSE CONTENT

1. *The role of motor educational games/activities in the learning process*
2. *Physical literacy and movement educational games*
3. *Cognitive and emotional/social characteristics/needs of children in movement educational games.*
4. *Design and practical implementation of educational games/activities with emphasis on the development of health-related fitness*
5. *Design and practical implementation of educational games/activities with emphasis on the development of cognitive concepts, critical thinking and problem solving*
6. *Design and practical implementation of educational games/activities with emphasis on the development of the emotional skills*
7. *Design and practical implementation of educational games/activities with emphasis on the development of motor creativity and coordination*
8. *Design and practical implementation of educational games/activities with emphasis on the development of social skills and moral values*

9. Categories of movement games: Design and teaching of strategies
10. Educational adventure activities (Design and Practical Implementation)
11. Games' assessment and assessment of learning through games
12. Practical Implementation and evaluation – teaching episodes or teaching through mixed educational games I
13. Practical Implementation and evaluation – teaching episodes or teaching through mixed educational games II

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in teaching and communication with students <ul style="list-style-type: none"> • .ppt presentations • video • e-class • webmail 	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>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.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	26
	Practical implementations	13
	Writing Assignments (group & individual)	36
	Total	75
STUDENT EVALUATION <i>Description of the evaluation process</i> <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> <i>Please indicate all relevant information about the course assessment and how students are informed</i>	Attendance, participation 20% Writing group assignments (30%) Final individual assignment (50%)	

5. SUGGESTED BIBLIOGRAPHY

1. Belka, D. (1994). *Teaching Children Games: Becoming a Master Teacher*. Human Kinetics, Champaign IL
2. Gardner, H. (2017). *Physical Literacy on the Move. Games for Developing Confidence and Competence in Physical Activity*. Human Kinetics Publishers ISBN 9781492535904
3. Kieff & Casbergue (2000). *Playful learning and teaching: integrating play into preschool and*

primary programs. Allyn & Bacon.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Kyriakoula Emmanouilidou
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Supervisors: (1)	No
Evaluation methods: (2)	Written assignments (in group and individually)
Implementation Instructions: (3)	Assignments are uploaded on the e-class platform on predetermined dates