

COURSE OUTLINE PRACTICUM IN ELEMENTARY & SECONDARY SCHOOL PHYSICAL EDUCATION

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	C401	SEMESTER	7 th -8 th
COURSE TITLE	PRACTICUM IN ELEMENTARY & SECONDARY SCHOOL PHYSICAL EDUCATION		
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
		3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	BACKGROUND		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	GREEK ENGLISH FOR ERASMUS STUDENTS		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/KOM02417/		

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>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • recognize in depth the issues related to the planning, organization and evaluation of PE lessons in primary and secondary school • implement daily physical education lesson plans designed for primary and secondary school classes • explain the structure and contents of PE curricula and comment them critically • identify the operation of the school (institutional, administrative, organizational) and the role of the PE teacher in the modern school 	
General Skills <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"> • <i>Search, analysis and synthesis of data and information</i> 	

- *Adaptation to new situations*
- *Decision making*
- *Autonomous work*
- *Teamwork*
- *Working in an interdisciplinary environment*
- *Production of new research ideas*
- *Project design and management*
- *Equity and Inclusion*
- *Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
- *Critical thinking*

3. COURSE CONTENT

1. *Guidelines for student-teachers about lesson planning, instruction and their assessment according to the intended learning outcomes (ILA) of the new Physical Education curriculum for elementary school*
2. *a) Lesson planning & implementation with primary ILA from motor domain and secondary ILA from cognitive domain of PE b) Instruction with emphasis on the class organization and the learning environment*
3. *a) Lesson planning & implementation with primary ILA from motor domain and secondary ILA from social domain of PE (e.g., following the class protocols) b) Instruction with emphasis on the behaviors and rules of physical activities/games*
4. *a) Lesson planning & implementation with primary ILA from cognitive domain and secondary ILA from motor domain of PE b) Instruction with emphasis on feedback provision*
5. *Lesson planning & implementation based on ILA from Goal 3 (health related fitness: knowledge and movement) and ILA from Goal 4 (social domain). Teaching style: "Practice"*
6. *Lesson planning & implementation with primary ILA from social domain and secondary ILA from motor domain of PE using the teaching styles "Reciprocal" and/or "Inclusion"*
7. *Lesson design & implementation with ILA from different goals and objectives, using one or more student-centered teaching styles*
8. *The Curriculum of the secondary physical education.*
9. *a) Lesson planning & implementation with primary ILA from motor domain (traditional dance teaching) and secondary ILA from cognitive domain of PE b) Instruction with emphasis on positive climate learning*
10. *a) Teaching high risk content - Planning & implementation of a lesson with primary ILA from movement domain (teaching athletics or gymnastics) and secondary outcomes from social domain of PE (collaboration) b) Teaching*

style: "Inclusion"

11. a) Lesson planning & implementation with primary ILA the development of moral values b) Teaching with productive teaching styles
12. Lesson planning & implementation based on objectives from Goal 3 (health related fitness: knowledge and movement) and objectives from Goal 4 (social domain). Teaching style: Learner's Individual
13. Planning & implementation of athletics event in the context of the intramural school championship or organization of the "Health Day" in the context of the school health policy.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Practicum 12X2 h Face to face student-teachers' instruction in elementary and junior high school classes	
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 (MsTeams/ e-class, webmail)	
TEACHING ORGANIZATION <i>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.</i>	Activity	Workload/semester
	Lectures	39
	Study at home, design daily lesson plans in twos, prepare for teaching	61
	Teaching in elementary and secondary classes	30
	Preparation and delivery of student-teacher's portfolio	20
	TOTAL	150
STUDENT EVALUATION <i>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</i>	<ol style="list-style-type: none"> 1. Teaching effectiveness - 50% 2. Completeness of Daily Instruction Plans throughout the practicum - 30% 3. Participation - willingness to innovate - course portfolio - 20% 	

5. SUGGESTED BIBLIOGRAPHY

1. Derri et al., (2016). Physical education in the beginning of 21st century. Standards, Goals and objectives in Elementary School. Thessaloniki: Kyriakidis.
2. Physical Education Curriculum and the Teacher Guides (2021) for each grade respectively.

<https://iep.edu.gr/el/nea-ps-provoli>

3. Belka, D. E. (1994). *Teaching children games. Becoming a Master Teacher*.
4. Hopple, Ch. (1995). *Teaching for Outcomes in Physical Education. A guide for curriculum and assessment. USA: Human Kinetics*.
5. Schiemer, S. (2000). *Assessment Strategies for Elementary Physical Education. USA: Human Kinetics*

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

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Supervisors:	NO
Evaluation methods:	Written assignments, daily lesson plans and presentations during the semester
Implementation Instructions:	The course will take place in subgroups depending on the number of students. Presentations will take place via Teams platform with open cameras and microphones and written assignments will be delivered on the e-class platform within predetermined time limits.