

COURSE OUTLINE COMPETITIVE TAEKWONDO – SPECIAL TRAINING ISSUES

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	C678	SEMESTER	6
COURSE TITLE	COMPETITIVE TAEKWONDO – SPECIAL TRAINING ISSUES		
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
<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, SKILL DEVELOPMENT SPECIALIZATION		
PREREQUISITES:	YES		
TEACHING & EXAMINATION LANGUAGE:	GREEK ENGLISH (ERASMUS STUDENTS)		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSEURL:			

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, participants will be able to:

- *complete the basic competition techniques and tactics of spin strikes in connection with the punch and their conjunction with different kinds of movements.*
- *acquire the skills related to the fifth and sixth levels of Poomse, as well as the methodology in teaching the basic self-defense techniques at the stage of red belt.*
- *Self-defense exercises [Habon – kirugi] with free style confrontation.*
- *Self-defense exercises [self-protection] with free style confrontation.*
- *Programmed training with emphasis on the individuality of the corresponding age.*

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. *Analysis of techniques that emanate from the simulated confrontation of the 5th Poomse.*
2. *The learning of the 5th Poomse.*
3. *Development of self-defense exercises [Habon – kirugi].*
4. *Development of self-defense exercises [self-protection].*
5. *Consolidation and correction of errors in the simulated confrontation of the 5th Poomse.*
6. *Analysis of techniques that proceed from the simulated confrontation of the 6th Poomse.*
7. *The learning of the 6th Poomse.*
8. *Self-defense exercises [Habon – kirugi] with free style confrontation.*
9. *Self-defense exercises [self-protection] with free style confrontation.*
10. *Programmed training with emphasis on the individuality of the corresponding age.*
11. *Programmed training with emphasis on the individuality of the corresponding body weight.*
12. *Programmed training with emphasis on the individuality of the corresponding physical ability.*
13. *Programmed training with emphasis on the individuality of the corresponding training period.*
14. *Confluence of the muscular distention in the technical and tactical preparation [Exercise programme].*
15. *The psychological preparation of the athlete.*
16. *The post – fighting phase of the athlete.*
17. *The pre-fighting phase of the athlete.*
18. *The fighting phase of the athlete.*
19. *Preparation plans [daily – weekly- monthly – annual].*
20. *Children's Taekwondo.*
21. *Adolescent Taekwondo.*
22. *Adult Taekwondo.*
23. *Talent selection.*
24. *Testing of the technical and physical condition of the athletes.*
25. *Trainers practical implementation at children's friendship.*

26. Trainers practical implementation at adolescent's friendship competitive.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face Lectures and practical applications as well as distance learning	
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	
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	39
	Field Exercise	41
	Study and individual works	30
	Interactive learning and analysis of digital material	40
	TOTAL	150
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>	1. Practical examination 50% 2. Theory examination 40% 3. Essay 10%	

5. SUGGESTED BIBLIOGRAPHY

1. Kechagias Dimitris. Taekwondo competition. Telethron. Athens, 2004.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Dimitris Kechagias E.E.P., D.P.E.S.S. – D.U.T.H.
Contact details:	dkechagi@phyed.duth.gr
Supervisors: (1)	NO

Evaluation methods: (2)	Written examination with distance learning methods
Implementation Instructions: (3)	<p>The examination in the course will be carried out in subgroups of users in the e-class, depending on the number of participants in the course, on the day according to the examination program announced by the Secretariat.</p> <p>The exam will be conducted through Teams. The link will be sent to students via e-class exclusively to the institutional accounts of those who have registered for the course and have learned the terms of distance methods.</p> <p>Students will have to log in to the examination room through their institutional account, otherwise they will not be able to participate. They will also take part in the examination with a camera, which they will have open during the examination. Before the start of the exam, students will show their identity to the camera, so that they can be identified.</p> <p>Each student should answer multiple choice questions, free text development, critical thinking. Each of the questions is graded from 0.5 to 2.0 points depending on the question category.</p>

