

## General Movement Didactics and Didactical Exercises (D001765)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

<b>Course size</b>	<i>(nominal values; actual values may depend on programme)</i>		
<b>Credits</b> 5.0	<b>Study time</b> 150 h	<b>Contact hrs</b>	46.5 h

### Course offerings and teaching methods in academic year 2020-2021

A (semester 2)	Dutch	Gent	microteaching	23.75 h
			lecture	23.75 h
			self-reliant study activities	0.0 h
			practicum	0.0 h

### Lecturers in academic year 2020-2021

Hoebeker, Kris	GE30	staff member
Permentier, Veerle	GE30	staff member
Van Doren, Nele	GE30	staff member
Vanlommel, Gladys	GE30	staff member
Wintein, Stijn	GE30	staff member
De Cocker, Katrien	GE30	lecturer-in-charge
Haerens, Leen	GE25	co-lecturer

### Offered in the following programmes in 2020-2021

	<b>crdts</b>	<b>offering</b>
<a href="#">Bachelor of Science in Physical Education and Movement Sciences</a>	5	A

### Teaching languages

Dutch

### Keywords

Movement didactics. Planning, micro-teaching, assessing and reflecting, coöperation. Designing learning and movement activities.

### Position of the course

This course prepares for:

- 1 Sport Pedagogy (3BA)
- 2 Methods of interactive movement and sports activities (3BA)
- 3 Methods of individual and artistic movement and sports activities
- 4 Specialisation in Movement and Sport Activities

This course also prepares for

1. the internship in physical education, physical activity fitness and health, sports training and coaching and sport management (MA)
2. Specific Teaching Methodology in Physical Education (MA).

### Contents

Theory:

How can you develop, guide and evaluate a movement or sport activity?

The following topics are part of this course, which are applied to the context of movement and sports.

- Goal setting and planning.
- Designing movement based learning situations.
- Instruction and feedback.
- Didactical working forms.
- Developing learning materials.
- Class management.

- Teaching conversation.
  - Assessment.
  - Differentiation.
  - Reflection.
  - Motivation.
- Didactical exercises
- Application of theoretical principles through microteaching with colleague students.

### Initial competences

This course builds further on:

- Basic movement and sport competencies in a wide range of sport and movement areas.
- Experiences with being taught PE, sport or other movement activities at university, in school or in a sport club.

### Final competences

- 1 This course contributes to the program specific learning results of the bachelor in physical education and movement sciences through the realization of the following attainment goals:  
Applying key concepts, methods and techniques, and recent developments in the domain of didactics of physical education, movement and sport when designing learning activities in physical education or sport--
- 2 Applying key concepts, methods and techniques, and recent developments in the domain of didactics of physical education, movement and sport in guided microteaching settings
- 3 Explaining and illustrating key concepts, relevant theories, methods, and techniques, and recent developments in the domain of didactics of physical education, movement and sport.
- 4 Implementing elementary artistic, individual and interactive movement competencies when teaching other students through guided microteaching
- 5 Applying principles of safe and responsible engagement in movement and sport in a guided microteaching setting
- 6 Collaborative learning in a microteaching setting by taking on the roles of teacher, learner, observer and provider of feedback
- 7 Reflecting on components of one own's didactical approaches and actions and that of other students
- 8 Adjusting one own's didactical approaches and actions based on reflections
- 9 Leading and applying communication and coaching techniques in a microteaching setting

### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

### Conditions for exam contract

This course unit cannot be taken via an exam contract

### Teaching methods

Lecture, microteaching, practicum, self-reliant study activities

### Extra information on the teaching methods

This course exists of a combination of lectures and practical exercises that include microteaching. Students need to prepare independently based on the guidelines given in the lectures and syllabus. Reflecting on own teaching and that of others is a crucial aspect of this course.

In a competence based electronic portfolio students prove the competencies they acquired throughout this course by means of documents, video's, observations or feedback from the teachers.

This course is open for incoming exchange students. The theory is studied by means of self-study. Exchange students can engage in all practical exercises.

### Learning materials and price

Aelterman, De Mynck, Haerens, Van de Broeck, Vansteenkiste (2017) Motiverend coachen in de sport. Leuven, België: Acco.

Different chapters are addressed through handouts

### References

Cardon, G., Verstraete, S., De Clerq, D. & De Bourdeaudhuij, I. (2004). Physical activity

(Approved)

levels in elementary-school physical education: A comparison of swimming and nonswimming classes. *Journal of Teaching in Physical Education*, 23(3), 252-263.

Behets, D. (2006). *Didactiek van het bewegingsonderwijs*. Leuven: Acco.

Bijkerk, L. & van der Heide, W. (2006). *Het gaat steeds beter! Activerende werkvormen voor de opleidingspraktijk*. Houten: Bohn Stafleu van Loghum.

Chen, D. D. (2001). Trends in augmented feedback research and tips for the practitioner. *The Journal of Physical Education, Recreation & Dance*, 72(1), 32-35.

Henderlong, J., & Lepper, M. R. (2002). The effects of praise on children's intrinsic motivation: A review and synthesis. [Review]. *Psychological Bulletin*, 128(5), 774-795.

Lee, A. M., Keh, N. C., & Magill, R. A. (1993). Instructional-effects of teacher feedback in physical-education. *Journal of Teaching in Physical Education*, 12(3), 228-243.

Magill, R. A. (1994). The influence of augmented feedback on skill learning depends on characteristics of the skill and the learner. *Quest*, 46(3), 314-327.

Haerens L, De Meulenaer K, De Meyer J. Didactische werkvormen. (2011). *Thema & videobeelden uitgewerkt in het kader van het project getiteld Ontwikkelen van didactisch materiaal voor professionele ontwikkeling van leraren in opleiding en beroepsleraren gefinancierd door het expertisenetwerk van de lerarenopleiding AUGent. Het resultaat van een samenwerking tussen de lerarenopleiding Lichamelijke Opvoeding aan de Universiteit Gent, De Hogeschool West-Vlaanderen, Arteveldehogeschool en Hogeschool Gent*

Aelterman, N., Vansteenkiste, M., Van Keer, H., Van den Berghe, L., De Meyer, J., & Haerens, L. (2012). Pupils' Objectively Measured Physical Activity Levels and Engagement as a Function of Between-Class and Between-Pupil Differences in Motivation towards Physical Education: A Self-Determination Theory Approach. *Journal of Sports and Exercise Psychology*, 34, 457-480.

Bru, E., Stephens, P., Torsheim, T. (2002). Students' Perceptions of Class Management and Reports of Their Own Misbehavior. *Journal of School Psychology*, 40 (4), 287-307.

#### **Course content-related study coaching**

Course-related study-coaching: Prof. Dr. Katrien De Cocker ([Katrien.DeCocker@ugent.be](mailto:Katrien.DeCocker@ugent.be))

#### **Evaluation methods**

end-of-term evaluation and continuous assessment

#### **Examination methods in case of periodic evaluation during the first examination period**

Written examination, oral examination, portfolio

#### **Examination methods in case of periodic evaluation during the second examination period**

Written examination, oral examination, portfolio

#### **Examination methods in case of permanent evaluation**

Portfolio, participation

#### **Possibilities of retake in case of permanent evaluation**

examination during the second examination period is possible in modified form

#### **Extra information on the examination methods**

A combination of Periodic (65%) and non-periodic (35%) evaluations.

##### **Periodic (65%)**

Theory: written examination with three open questions (50%).

Final version competence based portfolio which is evaluated in an oral examination (15%).

##### **Non periodic (35%)**

Microteaching (20%) and first version competence based portfolio (15%).

Remark: The competence based portfolio is judged based on predefined quantitative and qualitative criteria that are communicated through the syllabus of the didactical exercises.

The competence based portfolio consists of lesson plans, corrected lesson plans, reflections, observation reports, demonstration videos, reflection tasks and task that are made during the lectures.

**Participation in microteaching during the academic year is a prerequisite to take part in the second change examination period.**

#### **Calculation of the examination mark**

The theoretical part (50%) and the practical part (=microteaching + competence based

(Approved)

portfolio) constitute two different parts. Students who do not attain 50% on one of these parts can not succeed. The final score is not a mathematical average, if the student does not succeed on one of both parts. In case the average is higher than 10/20 and the student failed for one or both part, the mark is reduced corresponding the highest attained score for the parts that the student failed on (e.g. 9/20). Special conditions: Participation in the practical sessions is obligatory. The competence based portfolio is to be submitted on the date that is communicated during the first lesson. When students do not reach the deadline, the portfolio is not read and the student cannot succeed.

#### **Addendum**

This course is not open for incoming mobility students (Erasmus)