Course Specifications
Valid as from the academic year 2019-2020

Diagnostics of Movement Difficulties and Basic Concepts of Movement
(D012040)

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.

Course size
Credits 3.0  Study time 90 h  Contact hrs 20.0 h

Course offerings and teaching methods in academic year 2020-2021
A (semester 1)  Dutch  Gent  lecture 8.75 h
PDE tutorial 5.0 h
seminar: coached exercises 6.25 h

Lecturers in academic year 2020-2021
Coppens, Eline  GE30  staff member
Deconinck, Frederik  GE30  lecturer-in-charge

Offered in the following programmes in 2020-2021

<table>
<thead>
<tr>
<th>Programme</th>
<th>Credits</th>
<th>Offering</th>
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<tbody>
<tr>
<td>Master of Science in Physical Education and Movement Sciences (main subject Physical Activity, Fitness and Health)</td>
<td>3</td>
<td>A</td>
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<tr>
<td>Master of Science in Physical Education and Movement Sciences (main subject Physical Education Teacher Education)</td>
<td>3</td>
<td>A</td>
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<tr>
<td>Master of Science in Physical Education and Movement Sciences (main subject Sports Policy and Sports Management)</td>
<td>3</td>
<td>A</td>
</tr>
<tr>
<td>Master of Science in Physical Education and Movement Sciences (main subject Sports Training and Coaching)</td>
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<td>A</td>
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Teaching languages
Dutch

Keywords
Motor development - motor competence - motor disorder - diagnostics - remedial teaching - protocol for diagnostics

Position of the course
This course builds upon certain competences linked to the course "Motor learning and motor control", "Physical and motor development", "General movement didactics and didactical exercises" and "Methodology of movement and sports activities".
This course aims to:
• Acquaint students with the role of motor competence within the general development
• Introduce the motor competence and deficits of several populations with motor problems
• Offer guidelines and methodologies for the assessment of motor problems
• Offer insight into movement activities to facilitate motor development in children with motor problems.
• Introduce the principles of "Movement school", a concept for the development of motor skills.
To achieve these aims we refer extensively to international and own research.

Contents
1 Motor competence - definition and terminology
2 The role of motor competence within general development
   1 Motor competence and physical fitness
   2 Motor competence and physical activity
   3 Motor competence and cognitive development
   4 Motor competence and psycho-social development
3 Atypical motor development in special population (children)
4 Asssessment of motor competence

(Approved)
5 Movement school

Initial competences
Students have successfully completed the courses: “Motor control and motor learning”, “Physical and motor development”, and “General didactics and didactical exercises”, or have obtained the competences linked to these courses elsewhere.

Final competences
1. To explain the role of motor competence within the general development of the child.
2. To have insight into the atypical motor development in children with a developmental disorder or other deficit.
3. To know the most common motor test batteries.
4. To interpret the results obtained with a motor test battery correctly.
5. To develop innovative movement activities to facilitate motor development in children.
6. To be conscious of their role within the structures that are set up to provide care for all in education and other contexts.
7. To know the different phases involved in diagnostics of movement problems within education.
8. To have a critical and evidence-based perspective on diagnostics of movement problems.

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, PDE tutorial, seminar: coached exercises

Extra information on the teaching methods
Theoretical background and basic principles will be provided in general lectures. Introduction to specific populations with disorders or deficits will be provided in interactive seminars. A pertinent problem related to the field will be approached using problem solved learning (PSL) in small groups, resulting in an essay.

Learning materials and price
Syllabus (in Dutch) with hand-outs of the slides + papers (estimated cost: 10 euros).

References
See syllabus for an extensive list of international research papers.

Course content-related study coaching
by appointment via e-mail (frederik.deconinck@ugent.be)

Evaluation methods
end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period
Oral examination, assignment

Examination methods in case of periodic evaluation during the second examination period
Oral examination, assignment

Examination methods in case of permanent evaluation
Participation, report

Possibilities of retake in case of permanent evaluation
Examination during the second examination period is possible

Extra information on the examination methods
Periodical: An oral exam + presentation of the essay based on the PSL tutorials.
Non periodical: participation in seminars and PSL + report

(Approved)
It is impossible to reorganise the seminars, so in case of resit the non periodical assessment will consist of the report only. Attendance of the seminars and PSL tutorials is compulsory.

Calculation of the examination mark

- The total mark is the mean of the periodical (50%) and non-periodical assessment (50%).
- To successfully pass this course, the student should pass both assessments. If this is not the case, and the total mark is >10/20, the final score is adjusted to 9/20.

Facilities for Working Students

n/a

Addendum

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