

# Syllabus

## *Course Description*

<b>Course Title</b>	Didactic strategies in the field of motor skills, movement and sport - LAB Primary School
<b>Course Code</b>	80897
<b>Course Title Additional</b>	
<b>Scientific-Disciplinary Sector</b>	MEDF-01/A
<b>Language</b>	German
<b>Degree Course</b>	Specialisation course for the teaching of children with special educational needs - German section
<b>Other Degree Courses (Loaned)</b>	
<b>Lecturers</b>	Mag. Kirsten Hergit Beier-Marchesi, KirstenHergit.BeierMarchesi@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/39251">https://www.unibz.it/en/faculties/education/academic-staff/person/39251</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	First semester
<b>Course Year/s</b>	2
<b>CP</b>	1
<b>Teaching Hours</b>	0
<b>Lab Hours</b>	20
<b>Individual Study Hours</b>	5
<b>Planned Office Hours</b>	0
<b>Contents Summary</b>	<p>The course includes a critical examination of theoretical/practical concepts in sports education with regard to their potential for inclusion-related quality requirements in movement, play and sport in primary schools and the development of specifically inclusion-pedagogically suitable play and sport pedagogical, sport pedagogy and specifically psychomotor concepts.</p> <p>Suggestions for the independent development of suitable play and sport pedagogical and movement-related inclusive learning arrangements for primary schools are given and reflected upon,</p>

	and their concrete planning, practical testing and reflection are discussed.
<b>Course Topics</b>	<p>Everyday vs. pedagogical understandings of inclusion in movement, play, and sports in primary education</p> <p>Reflection on one's own movement biography</p> <p>Identification, analysis, and didactic classification of various forms of movement relationships:</p> <ul style="list-style-type: none"> <li>- competitive-differentiated</li> <li>- cooperative-differentiated</li> <li>- cooperative-compensatory</li> <li>- cooperative-additive (with and without competition)</li> <li>- coexistent (without direct interaction)</li> </ul> <p>Developing a range of methods for achieving inclusive objectives in physical education and applying them to movement-related practice</p> <p>Exploring psychomotor materials and their possible applications, analysing their potential for inclusive learning environments</p> <p>Experiencing movement from multiple perspectives and reflecting on its didactic and methodological significance, including dimensions such as:</p> <ul style="list-style-type: none"> <li>- expression and creativity</li> <li>- communication and cooperation</li> <li>- competition and performance</li> <li>- health and well-being</li> <li>- body awareness and physical experience</li> </ul> <p>Analyzing and adapting movement domains in relation to inclusion-related quality standards in primary schools:</p> <ul style="list-style-type: none"> <li>- discovering play and engaging with diverse play spaces</li> <li>- fundamental athletic skills (running, jumping, throwing)</li> <li>- apparatus-based movement</li> <li>- expressive movement, dance, and performance</li> <li>- wrestling and combative games</li> </ul> <p>Creating movement environments and selecting materials that promote exploration, communication, and inclusive participation</p>
<b>Keywords</b>	<p>Inclusion in physical education</p> <p>Movement relationships</p> <p>Perspectives of meaning</p> <p>Fields of movement</p> <p>Psychomotor materials</p>

<b>Recommended Prerequisites</b>	
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	<p>Interactive laboratory in the movement room</p> <p>Development of solutions for inclusive movement tasks individually and in small groups.</p>
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>Students reflect on their own attitudes and actions with regard to the educational field of movement and sport in the context of inclusive primary school practice. They acquire skills in concept development, realisation and reflection of inclusive learning arrangements in and with movement, play and sport.</p> <p><b>Knowledge and understanding</b> Students know and understand the importance and function of human movement in childhood and can relate this to inclusive school practice.</p> <p><b>Application of knowledge and understanding</b> Students can make a well-founded selection of (differentiated) goals, didactic and methodological strategies and materials for inclusive physical activity promotion in primary school.</p> <p><b>Judgement</b> Students can observe, analyse and assess movement and reflect on play and sports-pedagogical concepts and learning arrangements in relation to inclusion</p> <p><b>Communication</b> Knowledge of the specialised language of movement education, speaking about movement in specialist/scientific contexts and in inclusive movement lessons with children.</p> <p><b>Learning strategies</b> Acquisition and reflection of inclusive strategies for one's own pedagogical and teaching activities in the field of movement, play and sport with the aim of expanding professional competences.</p>
<b>Specific Educational Objectives and Learning</b>	

<b>Outcomes (additional info.)</b>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Written examination: Documentation of the planning, implementation and reflection of an inclusive educational activity in the field of sport, play and movement in primary school</li> <li>- Oral examination: Presentation and discussion of the written work</li> </ul> <p>The completion of practical work assignments during the laboratory is included in the final grade. Assignment of a single final grade</p>
<b>Evaluation Criteria</b>	Ability to critically reflect on own experiences and learning processes, establish links between knowledge from the laboratory and didactic-methodological and (sports) pedagogical concepts in inclusive contexts.
<b>Required Readings</b>	S. Ruin, S. Meier, H. Leineweber, D. Klein & C. & G. Bühren (Hrsg.) (2016). <i>Inklusion im Schulsport</i> . Weinheim: Beltz
<b>Supplementary Readings</b>	Giese, M. (2016). Inklusive Sportpädagogik. Kritische Überlegungen zu einer anthropologischen Fundierung. <i>Sportwissenschaft</i> , 46(2), 102–109.
<b>Further Information</b>	
<b>Sustainable Development Goals (SDGs)</b>	Peace, justice and strong institutions