

# Syllabus

## *Descrizione corso*

<b>Titolo insegnamento</b>	Metodi e tecniche delle attività motorie - LAB SP
<b>Codice insegnamento</b>	80897
<b>Titolo aggiuntivo</b>	
<b>Settore Scientifico-Disciplinare</b>	MEDF-01/A
<b>Lingua</b>	Tedesco
<b>Corso di Studio</b>	Percorso di specializzazione per il sostegno agli alunni e alle alunne con disabilità della scuola dell'infanzia, della scuola primaria e della scuola di I e II grado - Sezione in lingua tedesca
<b>Altri Corsi di Studio (mutuati)</b>	
<b>Docenti</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>Assistente</b>	
<b>Semestre</b>	Primo semestre
<b>Anno/i di corso</b>	2
<b>CFU</b>	1
<b>Ore didattica frontale</b>	0
<b>Ore di laboratorio</b>	20
<b>Ore di studio individuale</b>	5
<b>Ore di ricevimento previste</b>	0
<b>Sintesi contenuti</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</p>

	<p>arrangements for primary schools are given and reflected upon, and their concrete planning, practical testing and reflection are discussed.</p>
<p><b>Argomenti dell'insegnamento</b></p>	<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>
<p><b>Parole chiave</b></p>	<p>Inclusion in physical education</p> <p>Movement relationships</p> <p>Perspectives of meaning</p> <p>Fields of movement</p>

	Psychomotor materials
<b>Prerequisiti</b>	
<b>Insegnamenti propedeutici</b>	
<b>Modalità di insegnamento</b>	Interactive laboratory in the movement room Development of solutions for inclusive movement tasks individually and in small groups.
<b>Obbligo di frequenza</b>	In accordance with the regulation
<b>Obiettivi formativi specifici e risultati di apprendimento attesi</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>Knowledge and understanding Students know and understand the importance and function of human movement in childhood and can relate this to inclusive school practice.</p> <p>Application of knowledge and understanding 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>Judgement Students can observe, analyse and assess movement and reflect on play and sports-pedagogical concepts and learning arrangements in relation to inclusion</p> <p>Communication Knowledge of the specialised language of movement education, speaking about movement in specialist/scientific contexts and in inclusive movement lessons with children.</p> <p>Learning strategies 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>Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)</b>	
<b>Modalità di esame</b>	<p>- 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</p> <p>- Oral examination: Presentation and discussion of the written work</p> <p>The completion of practical work assignments during the laboratory is included in the final grade.</p> <p>Assignment of a single final grade</p>
<b>Criteri di valutazione</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>Bibliografia obbligatoria</b>	S. Ruin, S. Meier, H. Leineweber, D. Klein & C. & G. Bühren (Hrsg.) (2016). <i>Inklusion im Schulsport</i> . Weinheim: Beltz
<b>Bibliografia facoltativa</b>	<p>Giese, M. (2016). Inklusive Sportpädagogik. Kritische Überlegungen zu einer anthropologischen Fundierung.</p> <p><i>Sportwissenschaft</i>, 46(2), 102–109.</p>
<b>Altre informazioni</b>	
<b>Obiettivi di Sviluppo Sostenibile (SDGs)</b>	Pace e giustizia