

Syllabus

Course Description

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| Course Title | Didactic strategies in the field of motor skills, movement and sport - LAB High School |
| Course Code | 80980 |
| Course Title Additional | |
| Scientific-Disciplinary Sector | MEDF-01/A |
| Language | German |
| Degree Course | Specialisation course for the teaching of children with special educational needs - German section |
| Other Degree Courses (Loaned) | |
| Lecturers | Mag. Kirsten Hergit Beier-Marchesi, KirstenHergit.BeierMarchesi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39251 |
| Teaching Assistant | |
| Semester | First semester |
| Course Year/s | 2 |
| CP | 1 |
| Teaching Hours | 0 |
| Lab Hours | 20 |
| Individual Study Hours | 5 |
| Planned Office Hours | 0 |
| Contents Summary | <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 middle and secondary schools and the development of specifically inclusion-educationally suitable sports education and sports pedagogical concepts.</p> <p>Suggestions for the independent development of suitable sports pedagogical and movement-related inclusive learning arrangements for middle and secondary schools are given and</p> |

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| | reflected upon, and their concrete planning, practical testing and reflection are discussed. |
| Course Topics | <p>Expression and reflection on everyday, societal, and educational understandings of Inclusion in the context of movement, play, and sports</p> <ul style="list-style-type: none"> - Reflection on one's own movement biography - Identifying, analyzing, and designing forms of movement relationships with regard to inclusive learning processes: <ul style="list-style-type: none"> - competitive-differentiated - cooperative-differentiated - cooperative-compensatory - cooperative-additive (with and without competition) - coexistent (side by side, without direct interaction) <p>Exploring and applying inclusive methods of physical education in situational contexts, e.g., through adaptive game and movement settings, peer learning formats, differentiation via role changes, rule adaptations, or material use</p> <p>Using psychomotor materials and movement-related arrangements in a differentiated way to enable access for learners with diverse prerequisites (motor, emotional, cognitive, social)</p> <p>Enabling experiences of movement from multiple perspectives and preparing them didactically - by including the following dimensions of meaning:</p> <ul style="list-style-type: none"> - creative expression and design - communication and cooperation - competition and performance - health and well-being - bodily and self-awareness - Analyzing fields of movement, adapting them with sensitivity to inclusion, and structuring them didactically to promote equitable participation: <ul style="list-style-type: none"> - playing in variable social forms and learning environments - fundamental athletic forms (running, jumping, throwing) - apparatus gymnastics / movement on equipment - dance, expression, performative movement - wrestling and combat games <p>Creating movement spaces and selecting materials that stimulate and enable exploratory, communicative, and cooperative movement practices in heterogeneous learning groups</p> |

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| Keywords | <p>Inclusive movement relationships</p> <p>Differentiating methods in physical education</p> <p>Psychomotor material design</p> <p>Multi-perspectivity of movement</p> <p>Diversely accessible movement fields</p> |
| Recommended Prerequisites | |
| Propaedeutic Courses | |
| Teaching Format | <p>Interactive laboratory in the sports hall</p> <p>Development of solutions for inclusive movement tasks individually and in small groups</p> |
| Mandatory Attendance | In accordance with the regulation |
| Specific Educational Objectives and Learning Outcomes | <p>Students reflect on their own attitudes and actions with regard to the educational field of movement and sports in the context of inclusive practice in secondary and high school. They acquire skills in concept development, realisation and reflection of inclusive learning arrangements in and with movement and sport.</p> <p>Knowledge and understanding</p> <p>Students know and understand the importance and function of human movement in childhood and adolescence and can relate this to inclusive school practice.</p> <p>Application of knowledge and understanding</p> <p>Students can make a well-founded selection of (differentiated) goals, didactic and methodological strategies and materials for inclusive physical activity promotion in middle and high school.</p> <p>Judgement</p> <p>Students can observe, analyse and assess movement and reflect on sports education concepts and learning arrangements in relation to inclusion</p> <p>Communication</p> <p>Knowledge of the specialised language of movement education, speaking about movement in specialist/scientific contexts and in inclusive movement lessons with young people.</p> <p>Learning strategies</p> |

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| | Acquisition and reflection of inclusive strategies for one's own pedagogical and teaching activities in the field of movement and sport with the aim of expanding professional competences. |
| Specific Educational Objectives and Learning Outcomes (additional info.) | |
| Assessment | <p>Written examination: Documentation of the planning, implementation and reflection of an inclusive educational activity in the field of sport, play and movement in middle or secondary 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> |
| Evaluation Criteria | Critical reflection on own experiences and learning processes, establishing links between knowledge from the laboratory and didactic-methodological and (sports) pedagogical concepts in inclusive contexts |
| Required Readings | Giese, M. & Weigelt, L. (eds.) 2015. Inclusive physical education in theory and practice. Aachen: Meyer & Meyer. |
| Supplementary Readings | Themed issue on inclusion. Journal Physical Education 6/2012 |
| Further Information | |
| Sustainable Development Goals (SDGs) | Peace, justice and strong institutions |