Vocationally oriented Intensive Program on
"Health related Physical Education"

9 – 28 May 2016 Shkodra University "Luigj Gurakuqi"

COURSE SIZE
15 ECTS

SPECIFIC CONDITIONS
The teaching language is English. The attendance to the lessons is mandatory for all students in mobility.

COURSE PERIOD
The course is structured as an Intensive Program (IP) with a condensed teaching period for 3weeks in May 2016. Course period is 9th– 28th May 2016, hosted by the University of Shkodra "Luigj Gurakuqi"

COURSE BACKGROUND AND AIMS
Background
This Intensive Program has been designed as Pilot Course from the new VO Professional Master in Health related Physical Education developed by the Tempus SPEED Consortium (JPCR 544362/2013) to be also implemented for the continuous education and training of PE and sport science.

The IP in Health, Sedentary behaviour , Nutrition , Motor Control ,to provide state-of-the-art knowledge and training on four academic subjects, fundamental for Physical Activity ,that experienced relevant scientific and technology development in recent years: "Advance in Biology of Physical Activity", "Critical issues of Health", "General methodology of teaching in physical education and curricula", "Motor Control and Learning". The seminars will be offered on specific topics from additional fundamental subjects, like Sport Medicine, Physiological and Psychological influence, Nutrition, Advance of Pyhisal Activity, ICT Technology.

Objectives and Contents
The course aims to give knowledge and training on:

a) **Advance in Biology of Physical Activity *(4 ECTS)* –** This course will examine the physiological and biochemical adaptations to acute and chronic exercise with specific emphasis placed upon the oxygen transport system. A variety of factors that can affect performance and alter the adaptations to exercise will also be considered including: age, gender, environmental stressors and certain disease conditions. The therapeutic benefits of exercise prescription for special populations will also be discussed. Various methods of quantifying functional capacity will be examined in the laboratory setting.

b) **Critical issues of Health *(3 ECTS)*** – Preparing students with general knowledge and special training on promotion and health education and creating the basic standards on Critical Issues of Health. Through this subject students are formed and trained to know the basic concepts of Education, role of Prevention of major risks on Health according Physical training and sports, Public Health and Health Promotion . We tend to recognize elements of health promotion as an effective way for risk limiting factors on e better and full health. Promotion methods that improve the health and the promotion of sports culture remain a priority for a sustainable health

General methodology of teaching in physical education and curricula (*4 ECTS*)- One of the challenges of the process of teaching physical education is the way to describe a process that is intertwined, complex and nonlinear. When the teaching skills are not realized, it is the tendency to simplify their use, because they are removed from

the dynamic context of a lesson. Confessions on DVD and questions for reflection will restore a sense of context and the complexity of skills used to create stimulating lessons for children. . It provides an overview of the knowledge that successful teachers of physical education should have and how it is translated into practice. The important message of this subject is how to achieve learning (that is, the process); this is not a description of the activities and games that teachers can use in teaching children.

c) **Motor Control and Learning (*4 ECTS*)** One of the central question in the field of Motor Control is to understand how our motor goals are translated into actions. The subject Motor Control and Learning provides students with an overview of the primary concepts of motor control, motor learning and motor development across the lifespan. The classification, presentation, processing, learning and measurement of motor skills will be examined and related to specific aspects of instruction in sport and exercise. Students will also be provided with an understanding of how the maturation/ageing process may affect motor control and learning and the optimal teaching and coaching strategies that should be implemented to facilitate the development of motor learning and skill acquisition in specific populations.

Learning outcomes and competences

Students completing this program will be able to:

- Demonstrate an understanding of how the contemporary motor control theories explain how humans across the lifespan perform motor skills; and how this may be affected by differences in a variety of sensorimotor and cognitive processes as well as the environmental and task constraints under which the skill is performed.
- Basic Health Definitions and general considerations on Health Education and Health Promotion
- To understand which are the mostly health risk factors
- The role of exercise and what it represents on Health
- To create ideas for planning, learning sequences and also for the development of annual plans that is a necessary condition for the appropriate lessons
- To present observation and analysis techniques to children as they move, stating that the physical education teacher should be able to observe accurately and interpret children's movement and then adopt lessons accordingly.
- To emphasize that, as a teacher of future physical education focus in affective and suggested ways in which it can help children feel good about themselves and physical activities, and provides a contemporary perspective to the assessment (testing) of children in schools
- Gain an understanding of central motor structures and their interaction with the cerebellum, basal ganglia and cerebral cortex.
- Develop in depth knowledge of motor learning and control through reading, writing, and discussion of selected current theoretical and empirical scholarship.
- Develop articulate thoughts and engage in critical thinking about motor learning and control through written and verbal assignments.
- Develop a base of knowledge from which to draw application for the workplace involving teaching, design, prevention, and rehabilitation of motor skills.

TEACHING AND LEARNING METHODS

The students will have opportunity to experience a wide a range of learning and teaching strategies. It has a practice based focus underpinned by academic knowledge and understanding. It will employ a variety of approaches including visiting lectures from local professionals to keep it rooted in practice. Teaching and learning methods are used to engage students in the learning process and to support student achievement of the programme aims including:

Group Lectures

Subject introduced and delivered by the teacher in a specific time which transmits information

Case Studies

A group of people, or an individual, engaged in study or work, based on a „real life" situation in a practical field.

Group Discussions

A focus group (normally between 6-8 people) work together to discuss opinions and gauge their responses to specific stimuli.

Practical sessions

Student activity learning a skill or group work. This can also include laboratory sessions, coaching sessions and conditioning sessions in the fitness suite.

Workshops

A group of people engaged in intensive study or work in a creative or practical field.

Seminar groups

A group of about 8-12 people following up something that has already been introduced on the course – involves reading of an essay or paper by one member followed by discussion.

Guest Speakers/ Presentations

Using specialists from the field to present to students. Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture

Independent learning

Activities where an individual learner conducts research, or carries out a learning activity, on their own.

Work based tasks

Learning events which take place within a working environment enabling learners to develop „real" skills and practices.

Observation methods

Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.

EXAM

The assessment strategy uses a holistic approach incorporating formative and summative assessment. Students will be required to reflect on their own practice within assignments and therefore they will be personal to their own circumstances.

STUDENTS' WORKLOAD (HOURS)

- 40 Preparation to the course (basic and introductory reading)
- 60 Lectures,
- 30practical teaching in working environment,
- 55 preparation and study.
- 120 Individual study,
- 70exam

Total: **375**