

## General Movement Didactics and Didactical Exercises (D001765)

Due to Covid 19, the education and assessment methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

**Course size** *(nominal values; actual values may depend on programme)*  
**Credits 5.0**                      **Study time 150 h**                      **Contact hrs**                      46.5h

### Course offerings and teaching methods in academic year 2021-2022

A (semester 2)	Dutch	Gent	lecture	23.75h
			practicum	0.0h
			self-reliant study activities	0.0h
			microteaching	23.75h

### Lecturers in academic year 2021-2022

Hellebaut, Silke	GE30	staff member
Permentier, Veerle	GE30	staff member
Van Doren, Nele	GE30	staff member
Vanlommel, Gladys	GE30	staff member
De Cocker, Katrien	GE30	lecturer-in-charge
Haerens, Leen	GE30	co-lecturer

### Offered in the following programmes in 2021-2022

	<b>crdts</b>	<b>offering</b>
<a href="#">Bachelor of Science in Physical Education and Movement Sciences</a>	5	A

### Teaching languages

Dutch

### Keywords

Movement didactics. Planning, micro-teaching, assessing and reflecting, coöperation. Designing learning and movement activities.

### Position of the course

This course prepares for:

- 1 Sport Pedagogy (3BA)
- 2 Methods of interactive movement and sports activities (3BA)
- 3 Methods of individual and artistic movement and sports activities
- 4 Specialisation in Movement and Sport Activities

This course also prepares for

1. the internship in physical education, physical activity fitness and health, sports training and coaching and sport management (MA)
2. Specific Teaching Methodology in Physical Education (MA).

### Contents

Theory:

How can you develop, guide and evaluate a movement or sports activity?

The following topics are part of this course, which are applied to the context of movement and sports.

- Goal setting and planning.
- Designing movement-based learning situations.
- Feedback.
- Class management.
- Instruction.
- Didactical working forms.
- Reflection.
- Differentiation.
- Assessment.

- Teaching conversation.
- Didactical exercises
- Application of theoretical principles through microteaching with colleague students.

### Initial competences

This course builds further on:

- Basic movement and sport competencies in a wide range of sport and movement areas.
- Experiences with being taught PE, sport or other movement activities at university, in school or in a sport club.

### Final competences

- 1 This course contributes to the program specific learning results of the bachelor in physical education and movement sciences through the realization of the following attainment goals: Applying key concepts, methods and techniques, and recent developments in the domain of didactics of physical education, movement and sport when designing learning activities in physical education or sport--
- 2 Applying key concepts, methods and techniques, and recent developments in the domain of didactics of physical education, movement and sport in guided microteaching settings
- 3 Explaining and illustrating key concepts, relevant theories, methods, and techniques, and recent developments in the domain of didactics of physical education, movement and sport.
- 4 Implementing elementary artistic, individual and interactive movement competencies when teaching other students through guided microteaching
- 5 Applying principles of safe and responsible engagement in movement and sport in a guided microteaching setting
- 6 Collaborative learning in a microteaching setting by taking on the roles of teacher, learner, observer and provider of feedback
- 7 Reflecting on components of one own's didactical approaches and actions and that of other students
- 8 Adjusting one own's didactical approaches and actions based on reflections
- 9 Leading and applying communication and coaching techniques in a microteaching setting

### 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

Practicum, Microteaching, Lecture, Self-reliant study activities

### Extra information on the teaching methods

This course exists of a combination of lectures and practical exercises that include microteaching. Students need to prepare independently based on the guidelines given in the lectures and syllabus. Reflecting on own teaching and that of others is a crucial aspect of this course.

In a competence-based electronic portfolio, students prove the competencies they acquired throughout this course by means of documents, video's, observations or feedback from the teachers.

This course is open for incoming exchange students. The theory is studied by means of self-study. Exchange students can engage in all practical exercises.

### Learning materials and price

Aelterman, De Mynck, Haerens, Van de Broeck, Vansteenkiste (2017) Motiverend coachen in de sport. Leuven, België: Acco.

Different chapters are addressed through handouts

### References

- Aelterman N, Vansteenkiste M, Haerens L. (2019). Correlates of students' internalization and defiance of classroom rules: A self-determination theory perspective. *British Journal of Educational Psychology* 89(1):22-40.
- Aelterman N, Vansteenkiste M, Van Keer H, Van den Berghe L, De Meyer J, & Haerens L. (2012). Pupils' Objectively Measured Physical Activity Levels and Engagement as a Function of Between-Class and Between-Pupil Differences in Motivation towards Physical Education: A Self-Determination Theory Approach. *Journal of Sports and Exercise Psychology*, 34, 457-480.
- Behets, D. (2006). *Didactiek van het bewegingsonderwijs*. Leuven: Acco.
- Bijkerk L & van der Heide W. (2006). *Het gaat steeds beter! Activerende werkvormen voor de*

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- Bru E, Stephens P, Torsheim T. (2002). Students' Perceptions of Class Management and Reports of Their Own Misbehavior. *Journal of School Psychology*, 40 (4), 287-307.
- Cardon G, Verstraete S, De Clerq D & De Bourdeaudhuij I. (2004). Physical activity levels in elementary-school physical education: A comparison of swimming and nonswimming classes. *Journal of Teaching in Physical Education*, 23(3), 252-263.
- Coubergs C, Struyven K, Engels N, Cools W, De Martelaer K. (2013). Binnenklasdifferentiatie: leeransen voor alle leerlingen. *Praktijkgerichte literatuurstudies*. Acco Leuven.
- De Meester A, Van Duyse F, Aelterman N, De Muynck G, Haerens L. (2020). An experimental, video-based investigation into the motivating impact of choice and positive feedback among students with different motor competence levels. *Physical Education and Sport Pedagogy*, 25(4):361-378.
- Delrue J, Mouratidis A, Haerens L, De Muynck G, Aelterman N, Vansteenkiste M. (2016). Intrapersonal achievement goals and underlying reasons among long distance runners: their relation with race experience, self-talk, and running time. *Psychological Belgica* 56(3):288-310.
- Henderlong J, & Lepper MR. (2002). The effects of praise on children's intrinsic motivation: A review and synthesis. [Review]. *Psychological Bulletin*, 128(5), 774-795.
- Haerens L, De Meulenaer K, De Meyer J. Didactische werkvormen. (2011). Thema & videobeelden uitgewerkt in het kader van het project getiteld Ontwikkelen van didactisch materiaal voor professionele ontwikkeling van leraren in opleiding en beroepsleraren gefinancierd door het expertisenetwerk van de lerarenopleiding AUGent. Het resultaat van een samenwerking tussen de lerarenopleiding Lichamelijke Opvoeding aan de Universiteit Gent, De Hogeschool West-Vlaanderen, Arteveldehogeschool en Hogeschool Gent.
- Krijgsman C, Vansteenkiste M, van Tartwijk J, Maes J, Borghouts L, Cardon G, Mainhard T, Haerens L. (2017). Performance grading and motivational functioning and fear in physical education: a self-determination theory perspective. *Learning and Individual Differences* 55: 202-211.

#### **Course content-related study coaching**

Course-related study-coaching: Prof. Dr. Katrien De Cocker ([Katrien.DeCocker@ugent.be](mailto:Katrien.DeCocker@ugent.be))

#### **Assessment moments**

end-of-term and continuous assessment

#### **Examination methods in case of periodic assessment during the first examination period**

Written examination, Portfolio, Oral examination

#### **Examination methods in case of periodic assessment during the second examination period**

Written examination, Participation, Portfolio, Oral examination

#### **Examination methods in case of permanent assessment**

Participation, Portfolio

#### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

#### **Extra information on the examination methods**

A combination of Periodic (65%) and non-periodic (35%) evaluations.

##### **Periodic (65%)**

Theory: written examination with three open questions (50%).

Final version competence-based portfolio which is evaluated in an oral examination (15%).

##### **Non-periodic (35%)**

Microteaching (20%) and first version competence-based portfolio (15%).

Remark: The competence-based portfolio is judged based on predefined quantitative and qualitative criteria that are communicated through the syllabus of the didactical exercises.

The competence-based portfolio consists of lesson plans, corrected lesson plans, reflections, observation reports, demonstration videos, reflection tasks and tasks that are made during the lectures.

**Participation in microteaching during the academic year is a prerequisite to taking part in the second change examination period.**

#### **Calculation of the examination mark**

The theoretical part (50%) and the practical part (=microteaching + competence-based portfolio: 15% + 20% + 15%) constitute two different parts. Students who do not attain 50% on one of these parts can not succeed. The final score is not a mathematical average if the

student does not succeed on one of both parts. In case the average is higher than 10/20 and the student failed for one or both parts, the mark is reduced corresponding to the highest attained score for the parts that the student failed on (e.g. 9/20). Special conditions: Participation in the practical sessions is obligatory. The competence-based portfolio is to be submitted on the date that is communicated during the first lesson. When students do not reach the deadline, the portfolio is not read and the student cannot succeed.

**Addendum**

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