

COURSE MODULE OUTLINE

General information

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
PROGRAM COURSE	SPORTS STUDIES: SOCIOLOGY, HISTORY, ANTHROPOLOGY (ASK)		
LEVEL OF STUDY	POSTGRADUATE PROGRAMME – MASTER OF SCIENCE (M.Sc.)		
COURSE UNIT CODE	ASK52	SEMESTER	FIRST (1st)
COURSE TITLE	HISTORY OF PHYSICAL EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>		HOURS	CREDITS
Hours per week (20 hours) x 14 weeks		280	10 ECTS
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>			
COURSE TYPE Compulsory, Optional, Optional mandatory	COMPULSORY		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://www.eap.gr/en/sports-studies-sociology-history-anthropology/topics/#as52 Each module has its own space in the Learning Management System of EAP (https://courses.eap.gr/login/index.php), with controlled access (use of code) for students and teaching staff.		

(2) LEARNING OUTCOMES

Learning Outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:</i>
It is expected that upon successful completion of the module, students will be able to: <ul style="list-style-type: none"> - connect the processes of physical education evolution with different historical periods - examine the role, influence and importance of physical education and sport in modern Greek society and education

- recognize the close interconnection of Physical Education with the educational, social and political processes of each period
- distinguish the multiple and complex conceptual relationships between the meanings of "Gymnastics", "Physical Education" and "Physical Education"
- evaluate and exploit research findings.

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

<i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for diversity and multiculturalism</i>
<i>Decision-making</i>	<i>Environmental awareness</i>
<i>Individual/Independent work</i>	<i>Social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Group/Team work</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Development of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social</i>	<i>.....</i>
<i>Introduction of innovative research</i>	<i>awareness, altruism etc.)</i>

Search for, analysis and synthesis of data and Project planning and management information by the use of appropriate Respect for diversity and multiculturalism technologies
 Project planning and management
 Respect for diversity and multiculturalism
 Social, professional and ethical responsibility and sensitivity to gender issues
 Critical thinking
 Development of free, creative and inductive thinking

(3) COURSE CONTENT

General description of the Thematic Unit:

The development of gymnastics and sport, despite their parallel course, had a different ideological and social scope. The values of discipline and collectivity, which exercising promoted as opposed to the liberal ideology and individualism promoted by sport, gave it a quick acceptance by lower classes, and it was used primarily as a means of moral education.

Goal of the T.U is to make students understand how prevailing social, cultural, political and economic conditions have influenced the processes of shaping Physical Education in education. With the term Physical Education we refer to physical exercise-gymnastics as a distinct cognitive subject and part of the educational process at all educational levels, but also at educational institutions training gymnasts.

The T.U. focuses mainly on the theoretical and methodological approaches that highlight the multiplicity of the field and the interdisciplinary nature of the central epistemological issues, terms and concepts that concern the history of Physical Education. In order to approach these multi-aspect dimensions, the module develops into two corresponding thematic axes. The first axis begins with the introduction to historiographical approaches to the evolution of physical education. The second attempts a historical review of the forms and conditions of integration of physical education into Greek educational system.

Cognitive Objects of the Thematic Unit:

- Historiographical Approaches to Physical Education
- History of Physical Education in Educational system

(4) TEACHING METHODS--ASSESSMENT

<ul style="list-style-type: none"> • MODES OF DELIVERY • Face-to-face, in-class lecturing, distance teaching and distance learning etc. 	Distance education with three Group Counseling Meetings (OSS) during the academic year on weekends.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	We use : Remote meetings tools (webex) Presentation software (e.g. power point) Additionally, the students use office automation tools, web browsers and e-reader for digital books.	
COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i> <i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i>	Activity/Method	Semester workload
	3 OSS (4 hours)	12
	2 Short Written Assignments	2*10
	1 Semester Assignment	40
	Examination	3.5
	Individual Study	190-210
	Total	265.5 - 285.5
STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <i>Detailed description of the evaluation procedures:</i> <i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i> <i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i>	Two (2) Short Written Assignments, with weighting factor of 10% each in the final grade of the module. a2. One (1) Semester Assignment with weighting factor of 20% at the final grade of the unit. a3 Eligibility for the final examination is secured by accumulating at least 50% of the sum of the potentially excellent marks out of the total number of assessed assignments, i.e. 20 marks in total out of 100, on the basis of the weighting factors mentioned in a1 and a2. a4. The written assignment (SWA and SEA) score is activated only with a score equal to or above the pass mark (≥ 5) in the final or re-examinations. All criteria are posted in each module's webpage, as well as in the programme's general page: https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf	

(5) SUGGESTED BIBLIOGRAPHY:

- Koselleck R., (2006). «Ιστορία των εννοιών και κοινωνική ιστορία». Στο Α. Σφοίνη (επ.), *Ιστορία των εννοιών. Διαδρομές της ευρωπαϊκής ιστοριογραφίας*. Αθήνα: ΕΜΝΕ – Μνήμων, σσ. 65-96.
- Αθανασιάδης, Χ. και Πατρικίου, Α. (2017). «"Προς την οδόν αρτίας παιδαγωγίας της νεότητος του έθνους". Οι σχολικοί αγώνες στη δημόσια σφαίρα (1900-1901)». *Θέματα Ιστορίας της Εκπαίδευσης*, 15-16:100-123.
- Καγκαλίδου Ζ. (1999). *Εκπαίδευση και πολιτική. Η περίπτωση του καθεστώτος της 4ης Αυγούστου*. Θεσσαλονίκη: Αφοί Κυριακίδη.
- Κουλούρη, Χ. (1997). *Αθλητισμός και όψεις της αστικής κοινωνικότητας: Γυμναστικά και αθλητικά σωματεία 1870-1922*. Αθήνα: Ιστορικό Αρχείο Ελληνικής Νεολαίας (Ι.Α.Ε.Ν.).
- Λιάκος, Α. (1999). «Δοκίμιο για μια ποιητική της Ιστορίας». *Τα Ιστορικά*, τχ. 31 (1999): 259-290.
- Τσούμας, Θ. (2016). *Η γυμναστική στην πρωτοβάθμια εκπαίδευση: Από τις σωμασκίες στη σωματική αγωγή (1834-1936)*. Πάτρα: Opportuna.