

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	ASK53	SEMESTER	SECOND (2nd)
COURSE TITLE	SOCIAL AND POLITICAL FUNCTION 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/#as53 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"> - Examine the role, influence and importance of physical education and sport in modern Greek society and educational system - Recognize the close interconnection of the field of physical education with the educational,

social and political processes of each historical period - Research and critically analyze the processes of shaping policies for physical education and sport - Evaluate research findings	
General Competences <i>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> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Individual/Independent work</i> <i>Group/Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social Introduction of innovative research</i> </div> <div style="width: 48%;"> <i>Project planning and management</i> <i>Respect for diversity and multiculturalism</i> <i>Environmental awareness</i> <i>Social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Critical thinking</i> <i>Development of free, creative and inductive thinking</i> <i>Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i> </div> </div>	
- 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

<p><i>General description of the Thematic Unit:</i></p> <p>Analyzing the social role of physical education highlights its important political functions, contributing to the definition of social values and standards in modern society. The TU purpose is to make students understand how the prevailing social, cultural, political and economic conditions have functioned so as to shape physical education in school.</p> <p>In order to comprehend these multifaceted dimensions, the module develops along two thematic axes. The first axis examines physical education in the context of educational reforms (education policy, legislation, curricula, modernization and teacher education). The second axis examines the ideological influences that shaped educational practices in physical education.</p> <p><i>Cognitive Objects of the Thematic Unit:</i></p> <ul style="list-style-type: none"> - Physical education and educational reforms - Physical education: construction of identities

(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.
---	---

<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</p> <p><i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>We use :</p> <p>Remote meetings tools (webex)</p> <p>Presentation software (e.g. power point)</p> <p>Additionally, the students use office automation tools, web browsers and e-reader for digital books.</p>	
<p>COURSE DESIGN</p> <p><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></p> <p><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></p>	<p>Activity/Method</p>	<p>Semester workload</p>
	<p>3 OSS (4 hours)</p>	<p>12</p>
	<p>2 Short Written Assignments</p>	<p>2*10</p>
	<p>1 Semester Assignment</p>	<p>40</p>
	<p>Examination</p>	<p>3.5</p>
	<p>Individual Study</p>	<p>190-210</p>
	<p>Total</p>	<p>265.5 - 285.5</p>
<p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p> <p><i>Detailed description of the evaluation procedures:</i></p> <p><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></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<p>Two (2) Short Written Assignments, with weighting factor of 10% each in the final grade of the module.</p> <p>a2. One (1) Semester Assignment with weighting factor of 20% at the final grade of the unit.</p> <p>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.</p> <p>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.</p> <p>All criteria are posted in each module's webpage, as well as in the programme's general page:</p> <p>https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf</p>	

(5) SUGGESTED BIBLIOGRAPHY:

- Goellner, S. V. (2014). "Body, Eugenics and Nationalism: Women in the First Sport and Physical Education Journal Published in Brazil (1932–1945)". *The International Journal of the History of Sport*, 31 (10): 1278-1286.
- Grant, S. (2014). "Bolsheviks, Revolution and Physical Culture". *The International Journal of the History of Sport*, 31 (7): 724-734.
- Krüger, M. & Hofmann, A. R. (2015). "The Development of Physical-Education Institutions in Europe: A Short Introduction". *The International Journal of the History of Sport*, 32 (6): 737-739.
- Martschukat, J. (2011). "The Necessity for Better Bodies to Perpetuate Our Institutions, Insure a Higher Development of the Individual, and Advance the Conditions of the Race." Physical Culture and the Formation of the Self in the Late Nineteenth and Early Twentieth Century USA". *Journal of Historical Sociology*, 24 (4): 472-493.
- Zhang, H. (2015). "Christianity and the Rise of Western Physical Education and Sport in Modern China, 1840–1920s". *The International Journal of the History of Sport*, 32 (8): 1121-1126.
- Αβδελά, Ε. (1995). «Η κοινωνική τάξη στη σύγχρονη ιστοριογραφία: από το οικονομικό δεδομένο στην πολιτισμική κατασκευή». *Τα Ιστορικά*, τ. 22/1995: 173-204.
- Αυλάμη, Χ. (1990). «Η χρήση της ιστορίας από τους θεωρητικούς της 4ης Αυγούστου». *Ίστωρ*, τ. 2 (1990): 121-149.
- Δαλακούρα, Αικ. (2015). «Ιστορία της εκπαίδευσης και φύλο στη σύγχρονη ελληνική ιστοριογραφία». Στο Γλ. Γκότση, Αν. Διαλεκτή, Ελ. Φουρναράκη (επιμ.). *Το φύλο στην Ιστορία: αποτιμήσεις και παραδείγματα*. Αθήνα: Ασίνη, σσ. 53-77.
- Ζαϊμάκης, Γ. (2010). «Κρατικός παρεμβατισμός, νεολαία και αθλητισμός στη μεταξική περίοδο. Η περίπτωση της ΕΟΝ στο Ηράκλειο». Στο Β. Καραμανωλάκης, Ε. Ολυμπίτου, Ι. Παπαθανασίου (επιμ.). *Η ελληνική νεολαία στον 20ό αιώνα. Πολιτικές διαδρομές, κοινωνικές πρακτικές και πολιτιστικές εκφράσεις*. Αθήνα: Θεμέλιο.
- Ζιώγου-Καραστεργίου, Σ. (1986). «Ψρονίμους δεσποινίδας και αρίστας μητέρας'. Στόχοι παρθεναγωγείων και εκπαιδευτική πολιτική στον 19ο αιώνα». Πρακτικά του Διεθνούς Συμποσίου *Ιστορικότητα της παιδικής ηλικίας και της νεότητας*, τόμος 2ος. Αθήνα: Ιστορικό Αρχείο Ελληνικής Νεολαίας / Γενική Γραμματεία Νέας Γενιάς, σσ. 479-496.
- Καγκαλίδου, Ι. Ζ. (1999). *Εκπαίδευση και πολιτική. Η περίπτωση του καθεστώτος της 4ης Αυγούστου*. Θεσσαλονίκη: Αφοί Κυριακίδη.
- Καποδίστριας, Α. (2003). «Πρόχειροι πατριώται: ο σωματικός πολιτισμός της γυμναστικής και των αγώνων στην Ελλάδα του 19ου αιώνα». *δοκίμες*, τ. 11-12: 269-313.
- Κονδύλης, Π. (1990). «Η καχεξία του αστικού στοιχείου στη νεοελληνική κοινωνία και ιδεολογία». *Τα Ιστορικά*, 12-13/1990: 3-28.
- Κουλούρη Χ. (1997). *Αθλητισμός και όψεις της αστικής κοινωνικότητας. Γυμναστικά και αθλητικά σωματεία (1870-1922)*. Αθήνα: Ιστορικό Αρχείο Ελληνικής Νεολαίας – ΙΝΣΤΙΤΟΥΤΟ ΝΕΟΕΛΛΗΝΙΚΩΝ ΕΡΕΥΝΩΝ (Ε.Ι.Ε./Ι.Ν.Ε.).
- Λέκκας, Π. (2011). *Η εθνικιστική ιδεολογία: πέντε υποθέσεις εργασίας στην ιστορική κοινωνιολογία*. (σσ. 123-144, κεφάλαιο «Η εθνική ταυτότητα»). Αθήνα: Παπαζήσης.
- Μαχαίρα, Ι. Ε. (1987). *Η Νεολαία της 4ης Αυγούστου: φωτογραφίες*. Αθήνα: Ιστορικό Αρχείο Ελληνικής Νεολαίας.
- Τζάρτζας, Γ. (2008). «Αλληλοδιδασκτικό σχολείο: το σώμα στην εκπαίδευση». Στο Μ. Πουρκός (επιμ.). *Ενσώματος νους, πλασιοθετημένη γνώση και εκπαίδευση*. Αθήνα: Gutenberg-Δαρδανός, σσ. 327-336.
- Τσούμας, Θ. (2016). *Η γυμναστική στην πρωτοβάθμια εκπαίδευση: από τις "Σωμασκίες" στη "Σωματική αγωγή"*. Πάτρα: Ορportuna.
- Φουρναράκη, Ε. (1998). «Σωματική αγωγή των δύο φύλων στην Ελλάδα του 19^{ου} αιώνα». Πρακτικά του διεθνούς συμποσίου *Οι χρόνοι της ιστορίας: για μια ιστορία της παιδικής ηλικίας και της νεότητας*. Αθήνα: ΙΑΕΝ-ΓΓΝΓ, σσ. 293-315.
- Φουρναράκη, Ε. (2015). «Κατασκευάζοντας το ελληνοπρεπές σώμα: έμφυλες και ταξικές σημασιοδοτήσεις της άθλησης και της εθνικής ταυτότητας στη συγκυρία των ολυμπιακών αγώνων του 1896». Στο Γλάυκη Γκότση, Ανδρονίκη Διαλεκτή, Ελένη Φουρναράκη (επιμ.). *Το φύλο στην Ιστορία: αποτιμήσεις και παραδείγματα*. Αθήνα: Ασίνη σσ. 303-338.