

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Dario Novak, Ph.D.	1.6.Year of the study programme	4
1.2.Name of the course	INTRODUCTION TO TEACHING IN PHYSICAL EDUCATION	1.7.Credits (ECTS)	6.0
1.3.Associate teachers		1.8.Type of instruction (number of hours L + S + E + e-learning)	75 (45P+30V)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	200
1.5.Status of the course	Mandatory	1.10.Level of application of e-learning (level 1, 2, 3), % of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1.Course objectives	<p>To empower the students for the application of theoretical and practical knowledge of the teaching in physical education methodology.</p> <p>To empower the students for the differential application of general teaching methods knowledge at various levels of the physical and health-related educational-upbringing area.</p> <p>To enable the students to comprehend importance of the physical and health-related educational-upbringing area in the entire system of upbringing and education.</p>		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3.Learning outcomes at the level of the programme to which the course contributes	<p>To comprehend the mission of kinesiological theoretical and practical education in the physical and health-related educational-upbringing area.</p> <p>To apply the adopted knowledge to the written preparation for a Physical Education (PE) class.</p> <p>To comprehend meaning of theoretical and practical knowledge in the PE class execution.</p> <p>To know the purpose and directives of work in the physical and health-related educational-upbringing area.</p>		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will:</p> <ul style="list-style-type: none"> - know the structure of the PE lesson/class; - understand the process of planning and will be able to apply it to physical exercise organization; - be eligible to discriminate and know how to select adequate organizational formations; - be able to plan work loads in PE classes; - acquire knowledge about the process and dynamics of motor skills learning; - be eligible to determine appropriate work methods for physical exercise execution; - know kinesiology-specific features of education and upbringing; - be familiarized with premises and equipment necessary for work in the physical and health-related educational-upbringing area. 		
2.5.Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures (2 contact hours are allocated to each topic except for the topic number 23 which is delivered in 1 hour)</p> <p>1. INTRODUCTION INTO THE KINESIOLOGICAL TEACHING METHODOLOGY. The notion, definition and subject of general kinesiological teaching methodology. The development and structure of kinesiological teaching</p>		

methodology in Croatia. The objectives of kinesiological teaching methodology. Tasks of kinesiological teaching methodology. Interdisciplinarity of kinesiological teaching methodology.

2. THE PHYSICAL AND HEALTH-RELATED EDUCATIONAL-UPBRINGING AREA IN THE SYSTEM OF UPBRINGING AND EDUCATION. The structure of the educational-upbringing system in the Republic of Croatia. Educational system management. Areas of education and upbringing. The mission and work directives in the physical and health-related educational-upbringing area (educational, kinanthropological, pedagogical directive). Plans and programmes of work.

3. A CLASS OF PHYSICAL EDUCATION (PE). The structure and duration of one PE class. Introduction into the organization of physical exercise (basic positions and distribution of pupils/students over the exercise area). Organizational formations (general and limitation factors in physical exercise organization).

4. SIMPLE ORGANIZATIONAL FORMATIONS. Formations of individuals. Formations of pairs. Formations of threes. Formations of fours. Parallel formation.

5. COMPLEX ORGANIZATIONAL FORMATIONS. Parallel-alternative formation. Successive-alternative formation. Alternative formation. Supplementary exercises.

6. COMPLEX ORGANIZATIONAL FORMATIONS. Circle formation. Station formation.

7. COMPLEX ORGANIZATIONAL FORMATIONS. Lane course formation. Obstacle course (polygon) formation.

8. INTRODUCTION PART OF A PE CLASS. Organization of the introductory part of the class. Execution.

9. PREPARATORY PART OF A PE CLASS. The determination of the number of preparation drills. Components of the preparation drill implementation. Organization of the preparatory part of the class. Its execution.

10. MAIN A PART OF A PE CLASS. Organization of the main A part of the PE class. Its execution (contents acquisition, perfection of the acquired contents, evaluation of the contents acquired).

11. MAIN B PART AND CLOSING PART OF A PE CLASS. Organization and execution of the main B part of the PE class (sports games, relay elementary games, team elementary games). Organization and execution of the PE class closing part.

12. LOADS IN PE CLASSES. Physiological load. Psychological load.

13. KINEZIOLOGICAL EDUCATION. Theoretical kinesiological knowledge. Motor knowledge/skills (biotic, non-kinesiological, kinesiological motor knowledge/skills).

14. MOTOR LEARNING PROCESS. Motor learning stages (acquisition, initial mastering, advanced mastering, stabilization, automatization). Motor skills learning dynamics. Procedures for the improvement (perfection) of motor knowledge/skills.

15. WORK METHODS. Methods of motor tasks presentation (verbal presentation, problem setting and solving, imitation and dramatization, demonstration).

16. WORK METHODS. Learning methods (synthetic, analytic, combined, situational learning methods and method of visualization).

17. WORK METHODS. Training methods (acquisition/training of the yet unknown motor task, mastering/training of the already known motor task).
Exercise methods (interval, variable, continuous exercise methods).

18. WORK METHODS. Safety methods (prevention methods, keeping or guarding methods, helping or assisting methods).
Methods of monitoring the process of exercise (exercise monitoring methods, exercise directing methods, exercise interrupting methods).

19. WORK METHODS. Auxiliary procedures of verbal and non-verbal communication.

20. WORK METHODS IN THE FUNCTION OF PHYSICAL EXERCISE IMPLEMENTATION. The written preparation paper for the PE class – teaching topics for the elementary school subject type of instruction.

	<p>21. WRITING THE BIG TRIAL WORK PREPARATION. Objectives, tasks, teaching means and aids, work methods, organizational formations, type of the lesson, course of work, teaching contents selection and organization in the introductory, preparatory, main A, main B and closing part of the PE class.</p> <p>22. THE MODEL CLASS OF PE. Demonstration of the PE class. Review of the PE class. Analysis of the PE class.</p> <p>23. KINESIOLOGY-SPECIFIC FEATURES OF EDUCATION AND UPBRINGING. Normal psychological development of pupils/students. The process of socialization. Underage delinquency prevention. Addiction prevention.</p> <p>24. PREMISES AND EQUIPMENT. Premises. Equipment (teaching means and aids).</p> <p>EXERCISES (2 contact hours are allocated to each topic)</p> <ol style="list-style-type: none"> 1. Organization of the PE class beginning and organization, execution and contents of its introductory part. 2. Training of the organization and execution of the introductory part of the PE class. 3. Organization, execution and contents of the preparatory part of the PE class. 4. Training of the organization and execution of the preparatory part of the PE class (preparation drills with requisites: balls, medicine balls, ropes, sticks, dumbbells). 5. Training of the organization and execution of the preparatory part of the PE class (preparation drills with no requisites, preparation drills in pairs, preparation drills with floor ladders, preparation drills on the stall bars, bench preparation drills). 6. Simple organizational formations (individually, in pairs, in threes, in fours, parallelly). 7. Complex organizational formations (parallel-alternative, successive-alternative, alternative). 8. Complex organizational formations (alternative formation with supplementary exercises: utilitarian, compensatory, correctional, relaxing, combined). 9. Complex organizational formations (station and circle). 10. Complex organizational formations (lane courses and polygons). 11. Organization, execution and contents of the main B and closing part of a PE class. 12. Simulation of a PE class teaching delivery (parallel and parallel-alternative formation). 13. Simulation of a PE class teaching delivery (alternative formation and alternative formation with additional exercises). 14. Simulation of a PE class teaching delivery (station and circle formations). 15. Simulation of a PE class teaching delivery (lane course and obstacle course-polygon formation). 					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:			
2.8.Student responsibilities	Regular class attendance and active participation in work.					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	0.5
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	2.5	(other)	
	Written exam	2	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance: 15% Tests: 15% Written exam: 32% Oral exam: 38%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Neljak, B. (2011). Opća kineziološka metodika. Skripta za studente VI. semestra. (Zavod za opću i primijenjenu kineziologiju – interni nastavni recenzirani materijal). Zagreb: Kineziološki fakultet.	20	
	2. Neljak, B., Šafarić, Z., Matušan, M. (2011). Pripremne vježbe za edukaciju, sport i sportsku rekreaciju. (Zavod za opću i primijenjenu kineziologiju – interni nastavni recenzirani materijal). Zagreb: Kineziološki fakultet.	20	
	3. Markuš, D., Trstenjak, B. (2006). Program za izradu skupova opće pripremnih vježba. CD-ROM, verzija 1.2, Čakovec: Pulsar d.o.o.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Findak, V., Neljak, B. (2008). Stanje i perspektiva razvoja u područjima edukacije, sporta, sportske rekreacije i kineziterapije. u: Findak, V. (ur.) Zbornik radova 17. ljetne škole kineziologa Republike Hrvatske. Zagreb: Hrvatski kineziološki savez, 16-29. 2. Neljak, B., Milanović, D. (2007). Organizacijski, programski i materijalni uvjeti za redovito tjelesno vježbanje djece i mladeži, Zbornik radova „Kondicijska priprema sportaša“, 32-39. 3. Republika Hrvatska (2006). Nastavni plan i program za osnovnu školu. Zagreb: Ministarstvo znanosti obrazovanja i športa. 4. Neljak, B., Findak, V., Jurakić, D., Markuš, D. (2005). Primjena bežičnog mikrofonskog sustava u nastavi tjelesne i zdravstvene kulture. u: Findak, V. (ur.) Zbornik radova 14. ljetne škole kineziologa Republike Hrvatske. Suvremena tehnologija u područjima edukacije, sporta i rekreacije. Zagreb: Hrvatski kineziološki savez, 188-191. <ol style="list-style-type: none"> 1. Plan i program tjelesne i zdravstvene kulture za gimnazije, tehničke škole i srednje stručne škole (1992). Zagreb: Ministarstvo prosvjete, kulture i športa. 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		