

(Table 5.2) Course unit description

Study program: Pedagogy
Type and level of studies: Bachelor Studies
Course unit: Methodology of Physical Education Teaching
Teacher in charge: Goran Šekeljić, Ph.D., Full Professor
Language of instruction: English
ECTS: 6
Prerequisites: /
Semester: Summer Semester
<p>Course unit objective</p> <p>The aim of the course is to acquire theoretical and practical knowledge about the foundations, principles, and methods of work in physical education teaching, with a particular emphasis on the planning, organization, and evaluation of children’s physical activities. Students are trained to methodically reflect on practice, critically assess programs, and create innovative models of physical education based on contemporary pedagogical, psychological, and kinesiological principles.</p>
<p>Learning outcomes of Course unit</p> <p>Understands the theoretical foundations of physical education and its role in child development and the educational process.</p> <p>Explains the structure, principles, and objectives of physical education within the context of contemporary pedagogical approaches.</p> <p>Evaluates the use of verbal, demonstrative, practical, and creative teaching methods in physical education instruction.</p> <p>Integrates knowledge from pedagogy, psychology, and kinesiology in the comprehensive planning of physical activities.</p> <p>Collaborates with educators, teachers, and parents in promoting physical activity and healthy lifestyles.</p>
<p>Course unit contents</p> <p>Theoretical Instruction</p> <p>Goals, tasks, and content of physical education (Structure and hierarchy of goals. General and specific objectives of physical education teaching).</p> <p>Methods of work in physical education (play as the fundamental methodological approach; imitation; dramatization; project and research methods; contemporary approaches – digital and interactive methods such as AR/VR, biofeedback, and movement portfolios).</p> <p>Planning of physical education in schools and activities in preschools (annual, monthly, and daily planning. Curriculum planning within modern frameworks such as “<i>Years of Ascent</i>”, <i>Te Whāriki</i>, <i>Reggio Emilia</i>, and others).</p> <p>Evaluation and monitoring of achievement in schools and preschools (physical education portfolio and formative assessment. Pedagogical documentation and data analysis).</p> <p>Modern trends and perspectives in the development of physical education (global directions of development – UNESCO, OECD, EU guidelines. Physical education in the digital and post-digital age and in the “school of the future”).</p> <p>Practical Instruction</p> <p>Analysis of a physical education class (structure and phases of the lesson – introductory, preparatory, main, and concluding parts. Analysis of video materials and examples from school and preschool</p>

practice. Discussion on the teacher's role and methodological classroom management). Evaluation and monitoring of children's progress (application of instruments for assessing motor development. Maintaining and analyzing the physical education portfolio. Observation of children during activities and pedagogical documentation). Research in the field of physical education (action research in educational practice. Program evaluation and reflective practice).

References

- Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., & Sandford, R. (2009). *The educational benefits claimed for physical education and school sport: An academic review*. *Research Papers in Education*, 24(1), 1–27. <https://doi.org/10.1080/02671520701809817>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Breneselović, D., & Krnjaja, Ž. (2019). *Pedagoške koncepcije programa „Godine uzleta”*. Zavod za unapređivanje obrazovanja i vaspitanja.
- Creswell, J. D. (2017). *Mindfulness interventions*. *Annual Review of Psychology*, 68, 491–516. <https://doi.org/10.1146/annurev-psych-042716-051139>
- Fjørtoft, I. (2004). Landscape as playscape: The effects of natural environments on children's play and motor development. *Children, Youth and Environments*, 14(2), 21–44.
- Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder*. Algonquin Books.
- OECD. (2021). *Artificial intelligence in education: Challenges and opportunities*. Organisation for Economic Co-operation and Development.
- Škeljčić, G. & Stamatović, M. (2014). *Metodika nastave fizičkog vaspitanja 1*. Učiteljski fakultet, Užice.
- Stodden, D. F., Goodway, J. D., Langendorfer, S. J., Roberton, M. A., Rudisill, M. E., Garcia, C., & Garcia, L. E. (2008). A developmental perspective on the role of motor skill competence in physical activity: An emergent relationship. *Quest*, 60(2), 290–306. <https://doi.org/10.1080/00336297.2008.10483582>
- UNESCO. (2021). *AI and education: Guidance for policy-makers*. United Nations Educational, Scientific and Cultural Organization.

Number of active teaching hours				Other classes
Lectures:	Practice:	Other forms of classes:	Independent work	
2	1	1		
Teaching methods				
Lecture method, discussion, demonstration, practical exercise, presentation and group collaboration method				
Examination methods (maximum 100 points)				
Exam prerequisites	No. of points:	Final exam	No. of points:	
student's activity during lectures	20	oral examination	30	
practical classes	30	written examination		
seminars/homework			
project	20			
other				
Grading system				
Grade	No. of points		Description	
10	91–100		Excellent	
9	81–90		Exceptionally good	
8	71–80		Very good	
7	61–70		Good	

6	51-60	Passing
5	Less than 51	Failing