

**(Table 5.2) Course unit description**

<b>Study program: Teacher</b>
<b>Type and level of studies: Bachelor Studies</b>
<b>Course unit: Methodology of Teaching Physical Education 2</b>
<b>Teacher in charge: Goran Sekeljic, PhD, Regular Professor</b>
<b>Language of instruction: English</b>
<b>ECTS: 4</b>
<b>Prerequisites: /</b>
<b>Semester (Winter or Summer Semester)</b>
<b>Course unit objective</b> Training of students in order to hold physical education classes and other forms of physical education for younger children.
<b>Learning outcomes of Course unit</b> Students will master the necessary knowledge of theory and methodology of physical education that will enable them to work in school physical education with the experience acquired in pedagogical practice.
<b>Course unit contents</b> Theoretical classes The goal of physical education is concrete through certain teaching units. Teaching content for first, second, third and fourth grade. An actual period of physical education. Physiological, emotional and intellectual time load. Types of classes. Organizational forms of exercise. Methods in teaching. Planning (annual, monthly, preparation for the class period). After class activities. Physical education in the extended after class stay. Save and help. Evaluation. Premises, equipment and requisites. Problems in the realization of teaching. Practical classes Realization of physical education in schools. Analysis of the classes held.
<b>References</b> Centers for Disease Control and Prevention (1997). Guidelines for school and community programs to promote lifelong physical activity among young people. <i>Morbidity and Mortality Weekly Report</i> ; 46 (6), 1–36. Council of Europe, Committee of Ministers, Recommendation Rec (2003). 6 of the Committee of Ministers to member states on improving physical education and sport for children and young people in all European countries, Strasbourg. Flintoff, A. & Scraton, S. (2001). Stepping into Active Leisure? Young Women's Perceptions of Active Lifestyles and their Experiences of School Physical Education, <i>Sport, Education and Society</i> , 6(1), 5–21. Forsyth, S., Lowry, R., Mutrie, N., & Deuchar, R. (2009). Factors that Impact on Participation in Physical Education. <i>Proceedings of Fourth Physical Education, Physical Activity and Youth Sport Forum</i> . pp. 49–58. Garcia, A.W, Broda, M, Frenn, M., Coviak, C., Pender, N.J. & Ronis, D.L. (1995). Gender and developmental differences in exercise beliefs among youth and prediction of their exercise behavior. <i>Journal of School Health</i> , 65, 213–219. Godin, G, Shephard, R.J. (1986): Psychosocial factors influencing intentions to exercise of young students from grades 7 to 9. <i>Research Quarterly for Exercise and Sport</i> , 57, 41–52.

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<b>Number of active teaching hours</b>				Other classes
Lectures: 2	Practice: 1	Other forms of classes: 1	Independent work	
<b>Teaching methods</b>				
Interactive classes and practical application of knowledge acquired; verbal-textual and analytical; popular lectures, discussion, method of practical activities, workshops, role playing, e-teaching, presentations and mentoring.				
<b>Examination methods</b> (maximum 100 points)				
<b>Exam prerequisites</b>	<b>No. of points:</b>	<b>Final exam</b>	<b>No. of points:</b>	
Student's activity during lectures	<b>20</b>	oral examination	<b>30</b>	
practical classes/tests	<b>30</b>	written examination		
seminars/homework	<b>20</b>	.....		
Project				
Other				
<b>Grading system</b>				
Grade	<b>No. of points</b>	<b>Description</b>		

<b>10</b>	<b>91-100</b>	<b>Excellent</b>
<b>9</b>	<b>81-90</b>	<b>Exceptionally good</b>
<b>8</b>	<b>71-80</b>	<b>Very good</b>
<b>7</b>	<b>61-70</b>	<b>Good</b>
<b>6</b>	<b>51-60</b>	<b>Passing</b>
<b>5</b>	<b>Less than 51</b>	<b>Failing</b>