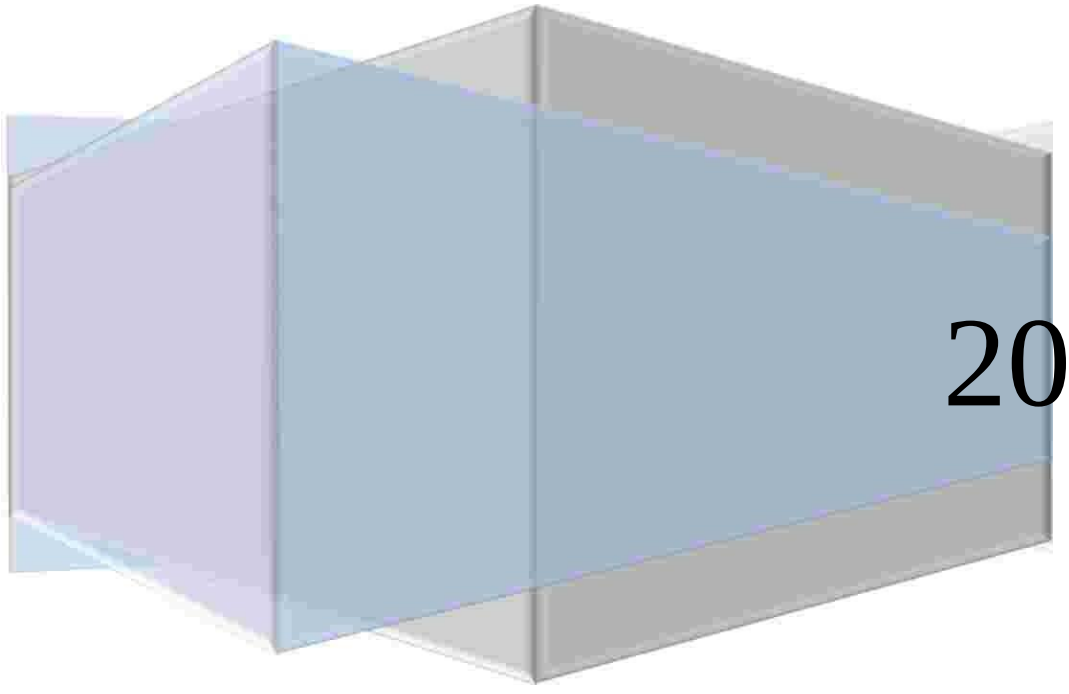
**University of Thessaly**

# Study Guide and Offered Courses for the International Students within the Erasmus Programme

**School of Physical Education, Sport Science and Dietetics**
**Department of Physical Education and Sport Science**



2023-2024

# Table of Contents

# 1. UNIVERSITY OF THESSALY

The University of Thessaly was founded in 1984. Despite its short history, it demonstrates a remarkable course and great work, operating with four schools and sixteen undergraduate departments, and offering many post-graduate programmes 18 years since its inception. All administration services are in the city of Volos, where the Faculties of Humanities, Engineering, and Agronomy also reside. Additional Schools and Departments are also located in other cities in the Thessaly region, such as the School of Health Sciences, which was founded in Larissa and operates along with the University Hospital. Furthermore, the Department of Physical Education and Sport Science is active in Trikala city, whereas the Veterinary Department is in Karditsa.

Throughout its years of operation, the University of Thessaly has put great emphasis on the cultivation and promotion of the values that underpin science, to contribute to the promotion of better living standards and higher quality of life for all. The emphasis is also placed on a qualitative academic environment, modern equipment, and innovative facilities, resulting in the presence of an apparent quality that is more distinctive each year. Our effort is ongoing and focusses on expanding scientific knowledge, providing continuous high-standard research, and promoting interdisciplinarity, mobility, and versatility in all areas, including developments in IT facilities and the Internet, digital libraries, and financial support for the transfer of students and teachers in many universities abroad.

The University of Thessaly is a dynamic organisation that continuously evolves, adapts, and transforms its essence to achieve and maintain its position at the front line of innovation, drawing new cognitive paths. To this end, the actions adopted include using research and teaching as the main keystones of academic development, seeking cooperation with other universities and public or private institutions, and improving practical training (internships) of students. Additionally, the University aspires to remain open to free expression of ideas and maintains optimal organisation and functioning at the administrative level and other services provided to students related to accommodation, catering, and health care issues. 85ssential features of civil operation and provide clear evidence of the larger social and cultural impact of the university.

The University of Thessaly has set high goals and, with the help and support of all its members, successfully meets the international challenges and expectations and deals with all developments. It is true indeed that the University of Thessaly has the potential to create the academics of tomorrow, the researchers of the future, and the competent executives of organisations and businesses who can participate equally, effectively, and dynamically and meet the very demanding needs and challenges of the new millennium era.

## *University Organization*

As an Institution of Higher Education, the University of Thessaly is an autonomous legal entity of public law. It is supervised and financed by the Greek state through the Ministry of Education and Religious Affairs. According to the Higher Education framework, the university is administered by the Senate, the Rector's Council, and the Rector.

## *Location and Premises*

The university premises are spread over the four towns of Thessaly prefecture, namely Volos, Larissa, Karditsa, and Trikala.

# 2. THE DEPARTMENT OF PHYSICAL EDUCATION AND SPORT SCIENCE

## *Brief History*

The Department of Physical Education and Sport Science was founded in 1993 and the first students were admitted during the Academic year 1994-1995; DPESS now is part of the School of Physical Education, Sport Science, and Dietetics. The Department is on the 150 $km^2$ Karies campus, Trikala. The total surface area of the infrastructure is 3000 m2 consisted of fully equipped laboratories, library, teaching classrooms, teleconferencing facilities, IT and staff offices. Furthermore, the campus includes outdoor sports facilities and courts, while a velodrome, a new sports complex, an amphitheatre and 1000 m2 teaching classrooms, and an indoor facility are under construction.

## *Mission and Objectives*

DPESS objectives are a) to cultivate and promote Physical Education and Sports Science through theoretical and applied teaching and research, b) to provide graduates with all the knowledge and skills necessary for their scientific and career development, and c) to contribute to the advancement of Greek sports and to promote the ideals of sportsmanship, ethical behaviour, and fair play. d) To promote public awareness of the importance of exercise as an important contributor to improving health and quality of life.

**Our Vision**
***'To transform the lives of those who engage us through knowledge, education, research, and innovation and to be the Greek agent of excellence in sport science, exercise, health, and quality of life."***

## *Characteristics*

The Department of Physical Education and Sport Science operates within the School of Physical Education, Sport Science, and Dietetics of the University of Thessaly and is based in Trikala. After 26 plus years of operation, the Department has 27 academic faculty members, 15 teaching staff, three technical support staff, and five administrative staff. The department also hosts several adjunct academics, teaching, and research fellows. *Brief research results of academic faculty members (up to 2022) are presented in the tables and figure below.*

*Table 1. Production and recognition of the DPESS research work of DPESS.*

| | | Publications (Source: Scopus) | | Citations (Source: Scopus) | | h-index (Source: Scopus) |
|---|---|---|---|---|---|---|
| Year | Faculty members | Σ | Papers per faculty member | Σ | Citations per faculty member | h-index per faculty member |
| 2007 | 26 | 310 | 12 | 2045 | 78 | 3.8 |
| 2008 | 25 | 454 | 18 | 3946 | 158 | 5.9 |
| 2009 | 25 | 485 | 19 | 4691 | 187 | 7.0 |
| 2010 | 23 | 558 | 24 | 6610 | 287 | 7.1 |
| 2011 | 22 | 582 | 27 | 7530 | 342 | 7.8 |
| 2012 | 22 | 620 | 28 | 9225 | 419 | 8.3 |
| 2013 | 21 | 693 | 33 | 11150 | 530 | 9.0 |
| 2014 | 23 | 810 | 35 | 14366 | 624 | 10.7 |
| 2015 | 24 | 964 | 40 | 17885 | 745 | 12.9 |
| 2016 | 24 | 1042 | 43 | 21116 | 880 | 13,8 |
| 2017 | 24 | 1247 | 52 | 26348 | 1098 | 15,2 |
| 2018 | 24 | 1382 | 58 | 30422 | 1268 | 16,4 |
| 2019 | 23 | 1227 | 54 | 28784 | 1251 | 16,6 |
| 2020 | 24 | 1359 | 57 | 34952 | 1456 | 17,5 |
| 2021 | 26 | 1576 | 61 | 39399 | 1515 | 18 |
| 2022 | 27 | 1773 | 66 | 48218 | 1786 | 19 |

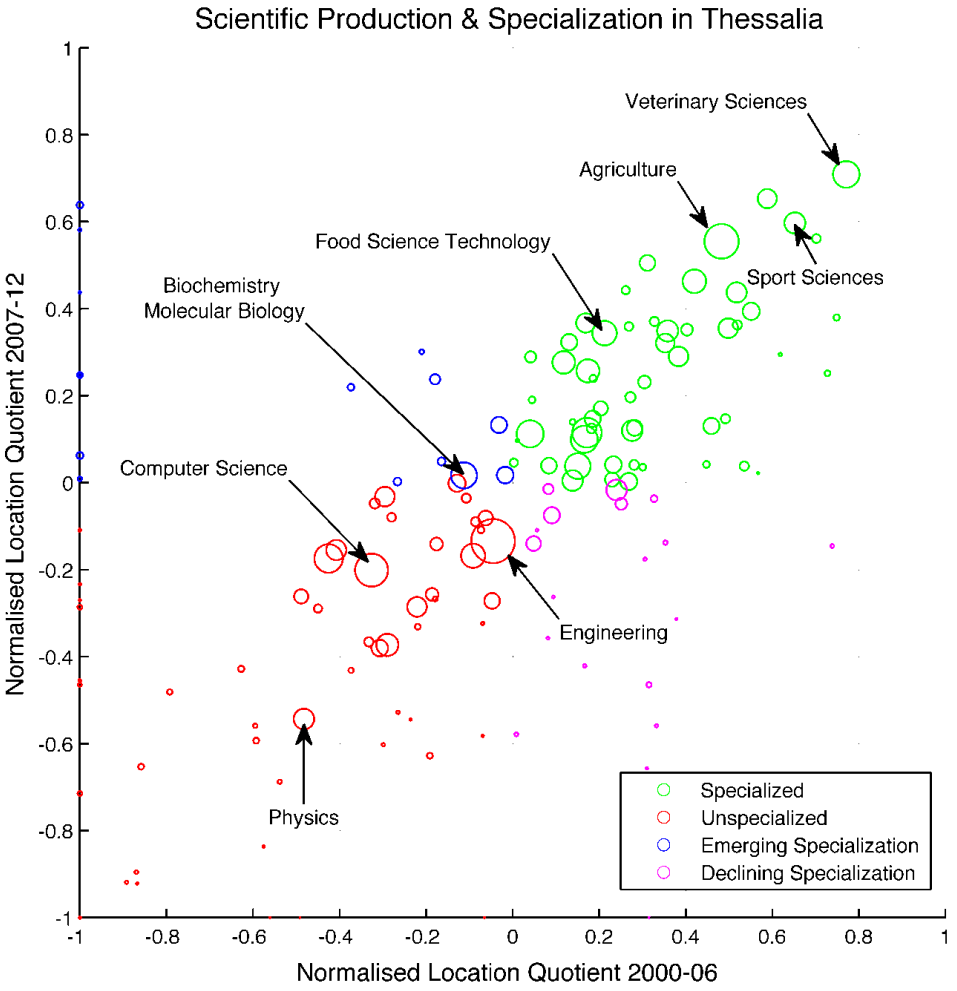



*Figure 1. Scientific Production and Specialisation in Thessalia Prefecture.*

*Table 2. Rankings of Greek Physical Education and Sport Science Departments According to Shanghai's List, September 2019. UTH was ranked within 100-150 places in the world.*

| ***Criteria*** | ***Indicators*** | ***UTH*** | ***EKPA*** | ***AUTH*** | ***DUTH*** |
|---|---|---|---|---|---|
| Research Output | Papers indexed in Web of Science between 2013 and 2017 | 15.4 | 17.4 | 20 | 9.8 |
| Research Quality | Citations to papers between 2013 and 2017 to papers published by an institution between 2013 and 2017 | 8.9 | 8 | 11.4 | 5 |
| | Citations per paper | 32.8 | 26.3 | 32.6 | 29 |
| | Papers published in top 25% journals according to Journal Citation Report, 2017 | 8.3 | 6.4 | 9.6 | 3.8 |
| International Collaboration | Percentage of papers with international co-authorship | 67.3 | 43.5 | 48.7 | 37.7 |

Note: Based on http://www.shanghairanking.com/Special-Focus-Institution-Ranking/Sport-Science-Schools-and-Departments-2018.html

## *Postgraduate Studies*

In addition to undergraduate studies, the Department is particularly active in organizing postgraduate programs. The Department organizes autonomously or participates together with other relevant Departments in the following postgraduate programmes of studies (visit http://www.pe.uth.gr/index.php/en/studies/postgraduate-studies)**:**

- MSc in "Exercise and Health: Evaluation & Prescription".
- Msc in Military Fitness & Wellbeing.
- MSc in Psychology of Physical Education and Sport [initially implemented within the framework of the European Union Erasmus-Mundus program of excellence (in collaboration with the University of Jyväskylä, Finland, and Leipzig University, Germany)].
- MSc in "Exercise, Ergo-spirometry and Rehabilitation" (joint with the Department of Medicine at the University of Thessaly).
- MSc in "Ergonomics – Occupational Physiology and Health – Quality of Life".
- MSc in "Lifestyle Medicine" (joint with the Departments of Medicine and of Nutrition and Dietetics, at the University of Thessaly).

## *Highlights of the Contributions of the DPESS in Greece*

### Official Physical Education Books

Most of the new physical education books published by the Ministry of Education and published on behalf of the Greek Pedagogical Institute in schools in our country were written by members of our Department's academic faculty. More specifically, since the academic year 2006-2007, the following books have been used in our nation's schools. High School Student Handbook (written by Yiannis Theodorakis, Athanasios Jamurtas, et al.), High School First Grade Teacher Handbook (by Marios Goudas, Mary Hassandra, Vasileios Papaharisis, and Vassilios Gerodimos), Elementary Fifth and Sixth Grade Student and Teacher Handbook (by Nikos Digelidis, Yiannis Theodorakis, Eleni Zetou, and Yannis Dimas) and High School Second and Third Grade Teacher Handbook (by Athanasios Papaioannou et al.).

### Olympic Education and Kallipateira Programs

During the school years 2000-2006, the Department had the responsibility for the Olympic Education programme; a nationwide programme that educated PE teachers to focus on Olympic values in school settings. During 2006 - 2008, the Department of Physical Education and Sport Science had scientific responsibility for the implementation of the Kalipateira educational programme in Greece, having *'From sports to everyday life - All Different, All Equal'* as its central motto. The purpose of the programme was the active participation of students in exercise programmes to promote values of equality in society, respect for human rights, tolerance for diversity, and intercultural communication. The programme trained 1870 male and female physical education teachers who were recruited into schools to implement the implementation of the programme. The duration of training was 40 hours and was carried out in 7 cities, with relative educational and training material also developed that consisted of a teacher's book and three student activity handbooks.

### New Programme of Studies in Physical Education

In 2001, DPESS faculty members, Professors Papaioannou Athanasios and Nikolaos Digelidis (along with collaborators), were responsible for writing the implementation guide of the new curriculum of physical education, as it is applied since the 2011-2012 school year in approximately 170 schools throughout Greece by the Ministry of Education, Lifelong Learning and Religious Affairs within the framework of the 'NEW SCHOOL' ACT (School of the 21st century – toward a new curriculum). Furthermore, the two faculty members contributed within the same ACT framework to the training of teachers from the 170 schools that participated in the pilot programme. Lastly, Athanasios Papaioannou, Nikolaos Digelidis, and Mary Hassandra were the scientific coordinators of the new physical education curriculum for elementary, middle, and high school seniors.

## *International Relations and Student Mobility Programs (Erasmus Programme)*

The Department has signed more than 42 active bilateral exchange agreements with students under the Erasmus programme. Following the completion of the first academic year, the students of the Department can study with a scholarship for one or two semesters at one of the European universities with which they have signed relevant agreements. In addition, the department hosts Marie Slodowska Curie actions that promote mobility of postgraduate students and senior academics and leads or contributes to externally funded research actions that include fellowship programmes and scholarships.

## *Career Opportunities*

The Undergraduate curriculum of the Department has been designed to prepare exercise scientists able to cope with complex problems in the field of physical education, sport, and exercise science. The Department of Physical Education and Exercise Sciences of the University of Thessaly covers the following important sectors:
- Physical Education Primary School Teachers (PE11).
- Secondary school teachers (PE11).
- Physical Education School Teacher for Adapted PE (PE11.01) after specialised training.
- Establishment and operation of private gyms and private sports clubs.
- The establishment and operation of training and conditioning programmes for all.
- The Trainer/Coach profession.

Furthermore, depending on their choices, graduates are prepared to meet the requirements of relative job vacancies available, as seen in the examples below.

- Coaches in different sports settings.
- Fitness specialists in professional clubs.
- Physical educators in sports camps.
- Staff in the laboratories of exercise physiology, psychology, and biomechanics.

Depending on the knowledge and skills acquired, graduates can work in the following places/areas:
- Sport clubs, associations, and federations.
- Sports centres, stadiums, gyms.
- Sport organisations of local authorities.
- Hotels offering sport programmes – animation.
- Private sport clubs.
- Dance schools, traditional dance associations, gymnasiums.
- Special schools and institutions, rehabilitation centres, adapted sports.
- Exercise programmes for all (community sports).
- Sports management, marketing, and commercial enterprises.
- Sports product companies.
- Adventure sports, recreation programmes, and sport tourism businesses.

## *The Alumni Association*

The Department has already established a unique service for effective communication with all of its graduates by publishing an online newsletter aimed at the dissemination of the department's activities and news (eg graduation days, conferences, seminars, and future events of relative interest) to its alumni.

All graduates can update their personal, social, and professional information and send their questions about postgraduate studies, research, and professional opportunities and career development via email to the following address: ptixiouxoi@pe.uth.gr. Moreover, any ideas or useful information that graduates may wish to share with each other is always welcome.

# *Laboratories*

## The Centre for Research and Evaluation of Human Performance (CREHP)

CREHP has been operating since 1999 within the DPESS's premises and consists of core facilities to support laboratory teaching, student, and staff research, as well as houses specialised laboratories and advanced research activities. CREHP hosts all laboratory practicals related to 'biological' modules such as physiology, exercise physiology, exercise biochemistry, biomechanics, environmental physiology, exercise for health, fitness, etc. through which students experience, hands-on, the related measurement and evaluation procedures that can be applied to athletes, special populations, or the public.

Research interests pursued within the CREHP laboratories include mechanisms of muscle fatigue, the effects of muscle injury in movement engineering, the influence of external loads on gait analysis, the effects of oxidative stress after exercise-induced muscle damage, the effects of muscle dysfunction in everyday human activity, development of measures to prevent sarcopenia, optimisation of exercise programmes in special populations, etc. (visit CREHP). At the same time, research is also conducted that examines the effect of nutritional supplements such as green tea on sport participants.

CREHP members enjoy international recognition in teaching, research, and service provision actions. The Centre provides scientific support to competitive athletes, e.g., football teams (such as AEL), basketball teams (like AST), and many individual athletes of different sports as well as recreational athletes. Testing includes indices of aerobic capacity, anaerobic capacity, muscle strength, and other aspects of human performance. Evaluation of physical performance highlights the relevance of everyone for specific activities / events and the degree of improvement after a coaching course. Furthermore, the Centre participates in competitively funded research programmes and collaborates with local and international partners, national SMEs, and other organisations.

## Exercise Psychology and Quality of Life Laboratory

The laboratory has as a purpose to serve educational, advisory, and research needs in the areas of sport and exercise psychology and health education programmes, aiming to provide scientific support to sport and educational organisations to promote their efficiency and effectiveness in relation to performance and quality of life.

*The Laboratory's mission is to:*

α. Cover the teaching and research needs of the Department of Physical Education and Sport Science at the undergraduate and postgraduate level.

b. Develop programmes related to health education, quality of life, and performance improvement.

c. Implement research programmes in relevant fields.

d. Organise seminars, symposiums, conferences, lectures, and other scientific events and contribute to articles and journal publications.

e. Provide services in the educational community, sports and clubs, businesses, private institutions,
amateur and professional teams, etc.

## Applied Leisure Sciences Laboratory: Outdoor, Sports, Arts

This laboratory is involved in research, education, and support with respect to recreation, the use of the arts, the promotion of outdoor activities, tourism, and culture.

*The laboratory has a mission to:*

- Cover at the undergraduate and postgraduate level the teaching and research needs of the Department of Psychology, Physical Education, and Sport Science in relative subjects.
- Develop teaching programmes and conduct basic and applied research.
- Cooperate and exchange scientific knowledge with other academic and research institutions in Greece,
- and abroad.
- Organise seminars, symposiums, conferences, lectures, and other scientific events, contribute to articles and journal publications, and invite recognised national and international scientists.
- Provide services in the educational community, sport organisations and clubs, businesses, private institutions, amateur and professional teams, etc.

## Laboratory of Informatics

The DPESS Laboratory of Informatics was founded in 2015 to provide an academic environment to cover the educational and research needs of the Department of Informatics and its applications in education and physical education.

Regarding education, the Informatics Laboratory aims at:

- Design and organisation of courses, educational programmes, and training programmes on topics relevant to information technology and information and communication technology (ICT).
- Design and organisation of courses, educational programmes, and training programmes on the information technology and ICT in Physical Education.

With respect to research, the Informatics Laboratory aims at:

- Design, development, and evaluation of digital environments for learning topics relevant to the subjects of Informatics and ICT
- The design, development, and evaluation of digital environments for learning topics relevant to Physical Education
- The design, development, and evaluation of digital environments to promote health and physical activity.
- Design, development, and evaluation of digital educational games.
- The study of the effects of existing digital environments on the knowledge, motor skills, and physical activity of young people with diverse capabilities.

# 3. SERVICES

## *Secretariat*

The Secretariat is responsible for the secretarial services of the students and the administrative support of the Department. The Secretariat is open to student requests every day from 11:00 to 13:00. Provision of simple student identity certificates needed for the various insurance institutions, funds, and Organisations (e.g., I.K.A., Tax, employment agencies, etc.), require no application form filling but only the demonstration of the student ID card to the Secretariat of the Department. Provision of certificates including full student details for registration and military conscription purposes requires filling in an application form, which students may acquire from the Secretariat of the Department (or download online). Such evidence is granted only to the interested students in person along with the simultaneous demonstration of the student ID card, in accordance with the 2472/97 law of the Hellenic Data Protection Authority (HDPA).

## *Online Course Management System*

***All students should renew their registration at the beginning of each semester and state the courses they are about to attend and the courses on which they will take exams.***

Following their registration, students receive a code (**username & password**) to have access to the electronic services of the University of Thessaly. This access code is used to:

- Make online statements of the courses in the w ebpage of the University (http://euniversity.uth.gr/unistudent/).
- Purchase books for free through the system of ' EYDOXOS ' (see below).
- Receive the student ID card (see below).

## *Distribution of books through the system of 'EUDOXOS'*

According to F 1/76244/B3 Ministerial FEK 957/issue b/30-6-2010, selection and distribution of literature for the academic year 2011-12 to all Universities and Technological Institutes in Greece, is made through the Internet service of EYDOXOS (http://www.eudoxus.gr/). All students are required to select their books at the beginning of each semester through the EUDOXOS system.

Undergraduate university students have the right to choose from the full list for proposed literature of the EUDOXOS system, one (1) book for each compulsory and elective course included in the programme of studies. Each student is entitled to a textbook for each (core or elective) course included in the department's programme of studies.

The process of selecting the literature is done through the EUDOXOS information system. The running of the process requires students to enter the central information system (CIS) of EUDOXOS, where they are certified through the Academic Federation lists of the National Research and Technology Network (AFNRT) and choose one book for each stated (compulsory or elective) course.

Along with literature selection, students are required to assert to the Central Information System (CIS) that the chosen book corresponds to the course they have stated to the Secretariat of the University Department. Students in the second (and plus) semester are also required to declare the number of courses for which they have already received teaching literature.

The selection of teaching literature for each compulsory or elective course is made separately from the syllabus course statement, which is done by students in accordance with the relevant procedures mentioned on the official Web site or the Department of Education Programme of Study.

Following the completion of the selection of the teaching literature, each student receives by email or SMS a PIN code with the presentation which the student can receive from the distribution points (bookshops) the chosen literature.

## *Student ID card*

All university students in Greece receive a student ID card (student pass) after completing a statement online. The online request for receiving a student ID card requires the access code information (username password) provided to registered students by the Department that is used for the online services of the University. The link to the student ID application is: https://en-academicid.minedu.gov.gr/ (see details for the procedure below).

**Applying and Collecting the Student ID Card**

Before submitting the application form, the student should read and accept the terms and conditions carefully. Following the induction of personal data, all students should follow the following steps:

a) Loading of an individual photo.

b) Name of the selection point to receive student ID card. There are selection points throughout Greece in each city that has a university.

c) Overview of the application and final submission. Following the submission of the application form, the student waits for the relevant checking and final approval given by the Secretariat of the Department. d) Notification of the student via email or SMS or through his/her personal online system account to receive the student ID card from the selected selection point, as soon as this is obtainable.

e) Acquisition of the student ID card. Following notification, the student goes in person to the selection point and receives the student ID card showing his ID card or passport and mentioning the unique number of the student ID card that was sent via email or SMS.

If the studentship ends for any reason, this automatically implies the cessation of the student's right to study, to hold the special ticket card which in this case should be returned to the Secretariat of the Department.

It should be noted that, in the event of a loss of the special ticket card, the application for resubmission should be made after the approval provided by the Secretariat of the Department. Following approval, the above-mentioned procedure is repeated.

## *The Diplome Supplement*

The University of Thessaly since June 2012 awards the Diplome Supplement to all undergraduate, postgraduate, and PhD level. The Diplome Supplement is awarded automatically to all students without application, and it consists of all details in the Greek and English language concerning elements of the Programme of Studies (e.g., number of courses successfully attended by the student etc.). The Diplome supplement provides students the opportunity to apply to every national or international University to attend postgraduate studies without the need for official translation services. In many European Universities, the 60 ECTS units of the fourth year of studies constitute an important qualification tool for the graduates of our Department.

## *IT Lab*

The lab was formed to meet the needs of the students and academic staff of the Department.

***Purpose***

The support of academic teaching and evaluation, the facilitation of students in their learning and preparation of coursework and the provision of Internet access for educational purposes.

***Equipment***

All classrooms and, of course, the IT lab of the Department have access to the local Ethernet 100/1000 Mbps network and the internet. The Department is connected to the University in Volos through the National Network of Research and Technology with an ultra-high-speed line of 1 Gbps. The IT lab has 20 PCs to meet the needs of the students, two servers for the teaching staff and network administrators, and two laser printers for the teaching staff. PCs are part of a local LAN network and have a permanent high-speed connection (1 Gbps) to the Internet. Additionally, there is a wireless network connection available to all Department premises.

***Operation Hours***

The IT lab operates from 6 to 12 hours every day, depending on the teaching schedule. The lab is also open from 10:00-16:00 (Monday to Friday) for student purposes and use of available laboratory equipment.

***Provision of Services***

- All DPESS students have the right to obtain a departmental email account and access to the University of Thessaly network after filling an application form. The application is available and provided daily by the laboratory staff responsible, while all benefits of using IT services are available until the completion of studies (8 semesters).
- All users can surf freely on the internet and save their work on the hard disk of the PC or transferable disks (CD-ROM, USB stick).

- Email users can send and receive mails up to 10 Mb size and receive information about the activities organised by the University of Thessaly via their email account.
- All users have access to articles appearing in more than 12.000 electronic journals offered by the central library database. There is also an optional VPN connection service for home use and equal access opportunity.
- All students have free access to the IT lab except during classroom hours.
- **No food or drink is allowed on the premises of the IT lab or in the classrooms.**

## *Library*

The Department library has provided its services since 1994-1995 and is a part of the University of Thessaly Central Library (http://www.lib.uth.gr). The Library's data base includes books, scientific journals, conference proceedings, master and doctoral theses, and audio-visual material (i.e. CD-ROMS, DVDs) that fully cover the areas of psychology, physical education, fitness, medical sciences, sports management, nutrition, and literature as well. The main rights of the library members are summarized as follows:

- Borrowing of books, journals, BSc, MSc and Ph.D. theses, CD-ROMs etc.
- Renewal of loan duration by phone or by personal visit to the library.
- Use of the library's reading room and information sources (encyclopedias, dictionaries etc.).
- Access to internet and online databases.
- Access to national and international journals.
- Ordering of articles with debit from other Greek or international libraries as well as books from other national libraries.
- Copying of library's material solely, in accordance with applicable laws protecting intellectual property rights.

*Note:* Journals, dictionaries, and books that bear a distinctive mark (a purple colour tag) cannot be borrowed. The number of borrowed items allowed, as well as the duration is presented in the next table.

| ***Member Status*** | ***Maximum number of items*** | ***Loan duration*** |
|---|---|---|
| Undergraduate students | 10 | 21 days |
| MSc Students | 10 | 28 days |
| PhD candidates | 15 | 28 days |
| General public | 5 | 14 days |

Library members have the responsibility to:

- Meet the terms of loan duration (otherwise a fine is charged depending on the days of delay that is equal to 30 cents per overdue item for this academic year)
- Respect the library premises and equipment
- Keep quiet

Library opening hours are:

Monday to Friday 09:00 am - 15:00 pm

The library opening schedule during holiday periods is determined according to available personnel.

## *Accommodation*

The School does not own any student residences at Trikala. Therefore, students are guided to arrange their accommodation by themselves.

# 4. UNDERGRADUATE PROGRAMME OF STUDIES: STRUCTURE AND PHILOSOPHY

The purpose of the programme is to introduce students to the full (theoretical and practical) range of sports science during the first two years, followed by the specialization of students in a particular knowledge area of sports science. Thus, the first two years (four semesters) are basic training years that are the same for all students, whereas the next two years (four semesters) represent the years of pathways and specialisation.

The structure of the programme of studies is generally based on compulsory core courses and elective courses the students choose, formatting, to an extent, each their own curriculum. Students have a variety of options in determining the curriculum that best meets their needs and potential.

Students should pay attention to the understanding of the system concerning the gravity distribution of courses and amount of work per semester that is determined by ECTS units corresponding to each course, as on these options issues such as statement and selection of courses, selection of speciality etc. are based.

## *Learning Outcomes*

| | ***Upon completion of their studies, students are expected to achieve the following learning outcomes:*** |
|---|---|
| ***Knowledge and understanding*** | 1. They know and can apply specific scientific and theoretical concepts about Physical Education and Exercise Science, which play a decisive role in the development of educated people.<br>2. They have been trained in a variety of aspects related to physical education and exercise science and have the knowledge and skills necessary to teach and train specific movement patterns and techniques to improve the health and fitness status as defined by modern scientific evidence. |
| ***Applying knowledge and understanding*** | 3. They can design and implement developmental-specific learning patterns to meet the diverse needs of every single student, training person, or athlete.<br>4. They can plan, implement, and evaluate exercise regimes for a broad spectrum of types of exercise |
| ***Formulate appropriate judgments and making appropriate choices*** | 5. They can analyse specific human movements and patterns using their knowledge in exercise science, detecting and correcting characteristics related to motor control and performance.<br>6. They can use evaluation procedures and critical thinking to shape their decisions about teaching approaches to promote the learning process. |
| ***Communicating acquired knowledge and understanding*** | 7. They can effectively use communication and pedagogical skills or strategies to increase the participation of students, exercised people or athletes in various sport related activities. |
| ***Lifelong learning attitude and skills*** | 8. They can show the mentality and behavior to become effective professionals and continue to improve themselves throughout the years. |

## *Importance of ECTS Units*

Each course corresponds to several ECTS units, since the University of Thessaly follows the European Credit and Accumulation Transfer System (ECTS) applied to all European Universities. Each unit of teaching is equal to ~25-30 hours of work per semester. As an example, a course with five teaching units requires 125 hours of work per semester for each student, a workload that includes hours of lectures, the time required for carrying out the examinations, the hours the student devotes to study for the exams, the time required for the appropriate preparation of lessons, etc.

The acquisition of the BSc (Hons) in P.E. and Sport Science requires students to obtain a total of 240 credits, for which each student is proposed to distribute equally per semester. Thus, in each semester, the student is recommended to select courses of a total gravity that is equal to 30 ECTS units (i.e., 30 x 25 = 750 hours of work per semester).

## *Courses Offered for the Erasmus Students*

There are two types of courses offered: a) courses offered per semester with six ECTS credits each, and b) courses offered throughout the whole year (both semesters) with four ECTS credits each. International students should accumulate 30 ECTS credits (approximately) per semester; therefore, they can choose 5 courses with 6 ECTS credits or 3 courses from each type, based on their learning agreement.

# 5. THE PROGRAMME OF STUDIES FOR THE ERASMUS STUDENTS AT A GLANCE

**The following tables briefly present the courses of each semester offered to our incoming Erasmus students[1]. Students can make the appropriate choices to take 30 ECTS credits (maximum) per semester.**

## *Courses offered during the Winter Semester*

| **Winter Semester** | | | | |
|---|---|---|---|---|
| **Course Code** | **Courses** | **Hours/Week** | **ECTS** | **Course Supervisor/ (teaching** |
| INT-101 | Physical Conditioning in Basketball | 2 | 6 | Gerodimos V., Ioakimidis P. |
| INT-102 | Teaching in Physical Education | 2 | 6 | Kolovelonis A., Natsis P. |
| INT-104 | Adapted Physical Education | 2 | 6 | Kokaridas D., Magouritsa G. |
| INT-105 | Exercise for the Elderly | 2 | 6 | Zisi V. |
| INT-106 | Sport Psychology | 2 | 6 | Comoutos N., Hatzigeorgiadis A. |
| INT-107 | Health Education | 2 | 6 | Hassandra M. |
| INT-108 | Writing Research | 2 | 6 | Zisi V. |
| INT-109 | Motor Learning | 2 | 6 | Pollatou, E. |
| INT-110 | Sociology of Education | 2 | 6 | Bekiari A. |
| INT-111 | Sports Physiotherapy | 2 | 6 | Tsaklis, P. |

## *Courses Offered During the Spring Semester*

| **Spring Semester** | | | | |
|---|---|---|---|---|
| **Course Code** | **Courses** | **Hours/Week** | **ECTS** | **Course Supervisor/ (teaching** |
| INT-203 | Biomechanics | 2 | 6 | Giakas Y., Tsiokanos A., Tsaklis P. |
| INT-204 | Sport Pedagogy | 2 | 6 | Bekiari A. |
| INT-205 | Clinical Nutrition | 2 | 6 | Jamurtas A. |
| INT-206 | Exercise and Chronic Diseases | 2 | 6 | Flouris, A. |
| INT-207 | Ergonomics | 2 | 6 | Tsaklis, P. |
| INT-208 | Information Technology Applications in Sport and Physical Education | 2 | 6 | Papastergiou M. |
| INT-209 | Ergogenics | 2 | 6 | Karatzaferi C., Sakkas G.K. |
| INT-210 | Applied Sport Physiology | 2 | 6 | Voutselas V. |

[1] There are also a limited number of places for Greek students too, depending on course availability.

### *Courses Offered During Both Semesters*

| All Year Long | | | | |
|---|---|---|---|---|
| **Course Code** | **Courses** | **Hours/Week** | **ECTS** | **Course Supervisor/ (teaching** |
| INT-301 | Traditional Greek Folk Dances | 2 | 4 | Dimas Y. |
| INT-302 | Football | 2 | 4 | Batsilas, D. |
| INT-303 | Track and Field | 2 | 4 | Voutselas V. |
| INT-304 | Volleyball | 2 | 4 | Patsiaouras A. |
| INT-305 | Basketball | 2 | 4 | Tsimeas P. |
| INT-306 | Artistic Gymnastics | 2 | 4 | Mellos V. |
| INT-307 | Yoga-Pilates Dance | 2 | 4 | Zafiroudi, A. |
| INT-308 | Outdoor Activities | 2 | 4 | Kouthouris, C. |
| INT-309 | Tennis | 2 | 4 | Comoutos N. |
| INT-310 | Swimming | 2 | 4 | Blanti A. |
| INT-311 | Motor Creativity | 2 | 4 | Pollatou, E. |
| INT-312 | Aerobic Dance | 2 | 4 | Pollatou, E. |

# 6. CONTACTS

***At the university level***
(e.g., to arrange paperwork and whole application) International Relations Office-Larissa: oep@uth.gr
Erasmus Student Mobility Officer: Ms Areti Bania, aretibania@uth.gr
Tel.+30 2410 684727

***At the Departmental Level***
(e.g., for module enquiries, accommodation enquiries, and general departmental enquiries).

**General Secretariat Enquiries:** info-pe@pe.uth.gr
Tel.+30 24310 47000
Secretariat Contact for Erasmus students: Mrs A. Hlinou, ahlinou@pe.uth.gr
Departmental Erasmus Programme Committee: Dr G., Sakkas, Dr G.K. Voutselas, Ms A. Blanti

**Departmental Academic Coordinator**: Dr Nikolaos Comoutos, erasmus-pe@uth.gr
Erasmus Committee Member for Hospitality: Dr Vassilios Voutselas, vvouts@pe.uth.gr , Mrs Anastasia Blanti, ablanti@pe.uth.gr
**Special Liaison for MSc students**: Dr Comoutos, nzourba@pe.uth.gr

# 7. DESCRIPTION OF MODULES OFFERED DURING THE WINTER SEMESTER

## *INT-101 Physical Conditioning in Basketball*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-101 |
| **COURSE TITLE** | Physical Conditioning in Basketball |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area, General knowledge, Lab, Skills' development |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Vassilis Gerodimos, Professor |
| **PHONE/EMAIL** | 2431047005/bgerom@pe.uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| After the completion of the course, students will be able to:<br>design and implement training programs for developing physical conditioning in Basketball. |

**COURSE CONTENT**

Physiological demands in basketball.
Strength and Power in basketball.
Designing and Implementation of strength and power training programs.
Speed and agility in basketball.
Designing and Implementation of speed and agility training programs.
Endurance in basketball.
Designing and Implementation of endurance training programs.
Flexibility in basketball.
Designing and Implementation of flexibility training programs.
Evaluation of physical condition in basketball.
Long term planning: planning, implementation, guidance of plans about strength, flexibility, speed and endurance in developmental ages.
Yearly training plan for elite basketball teams.

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | | |
|---|---|---|
| **VENUE** | Class, Sport Hall | |
| **USE OF TECHNOLOGY** | E-class | |
| **TEACHING ORGANISATION** | ***Activity*** | ***Working load hours per semester*** |
| | Lectures | 26 |
| | Individual assignment | 24 |
| | Team assignment. | |
| | Educational event/excursion | |
| | Case study | |
| | Project | 25 |
| | Internship | |
| | Self-study | 25 |
| | ***Total working hours (~25 hours per credit)*** | ***100*** |

| | |
|---|---|
| **STUDENTS' ASSESSMENT** | I. Written assignment (100%) |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**

Class notes.

Tudor O. Bompa (Author), Carlo Buzzichelli (2019) Periodization: Theory and Methodology of Training (Sixth Edition). HK.

David Joyce, Daniel Lewindon (2014). High-Performance Training for Sports. HK.

# *INT-102 Teaching in Physical Education*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-102 |
| **COURSE TITLE** | Teaching in Physical Education |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area, General knowledge, Lab, Skills' development, Supervised internship |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Nikolaos Digelidis, Professor |
| **PHONE/EMAIL** | 2431047052/nikdig@pe.uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| After completion of the course, students will be able to:<br>To introduce the undergraduates to basic methods and style of teaching in physical education, with consideration to other aspects like motivation, discipline, rewards etc. |

**COURSE CONTENT**

Spectrum of teaching styles (Command style of teaching, Practice style of teaching. Reciprocal teaching. Self-check teaching style, Inclusion teaching style, Guided discovery, Convergent though, Divergent thought, Student-initiated teaching style, Self-teaching)
Organizing for teaching (signals, rules, protocols, using space and athletic equipment, grouping, stations).
Developing and teaching PE content (fitness/team sports/health-related etc)
Appropriate feedback.
Lesson design through a variety of different teaching approaches

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | |
|---|---|
| **VENUE** | Class, Sport Hall |
| **USE OF TECHNOLOGY** | E-class |

**TEACHING ORGANISATION**

| ***Activity*** | ***Working load hours per semester*** |
|---|---|
| Lectures | 26 |
| Individual assignment | 52 |
| Team assignment. | |
| Educational event/excursion | 10 |
| Case study | |
| Project | *26* |
| Internship | |
| Self-study | 36 |
| ***Total working hours (~25 hours per credit)*** | ***150*** |

**STUDENTS' ASSESSMENT**

I. Oral final exams (60%) that may include:
- Questions and answers
- Case study
- Problem solving
- Comparing theories and/or approaches

II. Written assignment (40%) on the Spectrum of teaching styles in Physical Education

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**

Digelidis N. (2007). The spectrum of teaching styles: From theory to praxis. Thessaloniki, GR: Kiriakidi Publishers.

Mosston M. & Ashworth S. (2008). Teaching physical education (5th edition). San Fransisco, CA: Benjamin Cummings

## *INT-103 Exercise Physiology*

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-103 |
| **COURSE TITLE** | Exercise Physiology |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area, General knowledge, Lab, Skills' development, |
| **PREREQUISITES** | Introductory Human Physiology or Anatomy (or equivalent) |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | **C. Karatzaferi**, Professor in Exercise Physiology |
| **PHONE/EMAIL** | 2431047015-office/ck@pe.uth.gr<br>2431047020-laboratory |

| **Learning Outcomes** |
|---|
| After completion of the course, students will be able to:<br>a) demonstrate a deeper understanding of the mechanisms of physiological human function and how these are modulated by the acute and chronic effects of exercise,<br>b) discuss the parameters that contribute to the development and/or maintenance of fitness, general health and specialised sports performance,<br>c) consider how fitness parameters can be evaluated (using available field or laboratory testing approaches). |

**COURSE CONTENT**

The theoretical contents of the course are:
1 Introduction in Exercise Physiology – components of fitness
2 Skeletal Muscle– morphological and functional properties
3 Skeletal muscle & Training Adaptations- morphological and functional changes
4 Cardiovascular system & Exercise
5 Cardiovascular system & Training Adaptations
6 Respiratory system- maintenance & improvement
7 Mid-term review & quiz- assignment of paper (physiological demands of sport of choice)
8 Body composition – modern challenges
9 Physiological demands of extreme sports
10 Disuse and overuse
11 Aging and the senior athlete
12 Development and the child athlete
13 End of term review & preparation for exams/ presentation of assignment

The practical/laboratory components of the course can be adapted on needs and availability. In case of covid restrictions we will use mostly online seminars or laboratory exercises, self-study on assignments and distance skills development. Otherwise, seminar & lab sessions*, delivered in a small group or self-study mode, usually include:
1 Muscle assessment, micro- and macro-dynamomentry techniques overview
2 F-v, l-t graphing and interpretation
3 Body composition- low and hi-tech methodologies
4 Testing and discussion of results
5 Cardiorespiratory testing- field and lab methodologies
6 Testing and discussion of results
7 Fatigue profile – criteria of testing
8 Testing and discussion of results
9 Exercise under thermoregulatory challenges
10 Testing and discussion of results
* seminars and lab sessions are available to students who attend the linked theoretical classes.

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | |
|---|---|
| **VENUE** | Class, Sport Hall, Laboratory |
| **USE OF TECHNOLOGY** | E-class, MS Teams, MS Forms, Share Point, Kahoot |
| **TEACHING ORGANISATION** | |

| ***Activity*** | ***Working load hours per semester*** |
|---|---|
| Lectures | 26 |
| Individual assignment | 52 |
| Team assignment. | 10 |
| Educational event/excursion | |
| Case study | |
| Project | 26 |
| Lab Internship (instead of Project) | (26) |
| Self-study | 36 |
| ***Total working hours (~25 hours per credit)*** | ***150*** |

| | |
|---|---|
| **STUDENTS' ASSESSMENT** | I. Written final exams (50%) that may include:<br>- Questions and answers<br>- Case study<br>- Problem solving<br>- Comparing theories and/or approaches<br>II. Written assignment (20%) on physiological demands of the sport of choice and presentation of the assignment (10%)<br>III. Quiz (20%) |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**

Physiology of Sport and Exercise, Kenney W.L., Wilmore J., Costill D. (6th or 7th Edition)
Performing in Extreme Environments, Laurence Amstrong, Human Kinetics, 2000
Other equivalent Exercise Physiology textbook
Lecturer's notes
Guided reading from the scientific literature (to be provided by lecturers as per session).

## *INT-104 Adapted Physical Education*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **COURSE CODE** | INT - 104 |
| **COURSE TITLE** | ADAPTED PHYSICAL EDUCATION |
| **HOURS PER WEEK** | 2 |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | General Knowledge |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Dimitrios Kokaridas, Associate Professor<br>Georgia Maggouritsa, Teaching Staff |
| **PHONE/EMAIL** | 2431047008/dkokar@pe.uth.gr |

**LEARNING OUTCOMES**

| **Learning outcomes** |
|---|
| After completion of the course, students will be able to: |
| • Design and develop Individualized Education programming (I.E.P.), adaptations of exercise and inclusion strategies within school and sport settings |

**COURSE CONTENT**

- Introduction, basic terminology and definitions
- Psychomotor development
- Individualized Education Program (I.E.P.).
- Adapted PE, inclusion and students with:
- Learning difficulties
- Autism spectrum disorders
- Intellectual disabilities
- Cerebral palsy
- Wheelchair conditions
- Sensory disabilities
- Behavior disorders

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | | |
|---|---|---|
| **VENUE** | Class | |
| **USE OF TECHNOLOGY** | E-class | |
| **TEACHING ORGANISATION** | ***Activity*** | ***Working load hours per semester*** |
| | Lectures | 26 |
| | Individual assignment | 26 |
| | Team assignment. | 52 |
| | Educational event/excursion | |
| | Case study | |
| | Project | |
| | Internship | 21 |
| | Self-study | |
| | ***Total working hours*** | ***150*** |

| | |
|---|---|
| | ***(~25 hours per credit)*** |
| **STUDENTS' ASSESSMENT** | I. Written final exams (70%) that include written and multiple choice questions<br><br>II. Team and individual assignment (30%) |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**

Readings:

Kasser, S.L. & Lytle, R. (2005). *Inclusive physical activity: a lifetime of opportunities.* Champaign, IL: Human Kinetics.

Kokaridas, D. (2016). Exercise for people with disabilities: Individualization, adaptations and inclusion aspects. Thessaloniki: Kyriakidis Publishers.

Lieberman, L. J., Houston-Wilson C. (2002). *Strategies for Inclusion, a handbook for Physical Educators*.Champaign, IL: Human Kinetics.

Sherrill, C. (2004). *Adapted physical activity, recreation and sport: Crossdisciplinary and lifespan* (6th Ed). Dubuque, IA: Brown & Benchmark.

Winnick, J. (Ed.) (2000). *Adapted physical education and sport*. Champaign, IL: Human Kinetics.

Webpages:

http://www.pe.uth.gr/efa/, *www.ncpad.org*

# *INT-105 Exercise for the Elderly*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-105 |
| **COURSE TITLE** | Exercise for the Elderly |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area, General knowledge |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Vasiliki Zisi, Associate Professor |
| **PHONE/EMAIL** | 2431047017/vzisi@pe.uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| Upon completion of the course, students will gain basic theoretical knowledge about the effects of exercise on the physiological and functional changes of older people, their mental well-being and generally on ensuring their quality of life. They will gain practical knowledge for the design and application of exercise programs to improve the functional ability and physical condition of older adults. |

**COURSE CONTENT**

1. Aging process, physiological changes & benefits of exercise
2. Exercise and psychological parameters in old age
3. Motor control and cognitive function of the elderly
4. Exercise, quality of life and functional ability in old age
5. Whole person wellness for seniors.
6. Basic principles for exercise training programs for older adults
7. Flexibility training for older adults
8. Resistance training for older adults
9. Aerobic Endurance Training for older adults
10. Balance and mobility training for older adults

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | |
|---|---|
| **VENUE** | Class, Sport Hall |
| **USE OF TECHNOLOGY** | E-class |
| **TEACHING ORGANISATION** | |

| ***Activity*** | ***Working load hours per semester*** |
|---|---|
| Lectures | 26 |
| Individual assignment | 26 |
| Team assignment. | 52 |
| Educational event/excursion | |
| Case study | |
| Project | |
| Internship | |
| Self-study | 46 |
| ***Total working hours (~25 hours per credit)*** | ***150*** |

| | |
|---|---|
| **STUDENTS' ASSESSMENT** | I. On line midterm and final exams (50%) that include:<br>- Book exam<br>II. Individual assignment (10%)<br>III. Team assignment (40%) on the design and application of exercise programs for older adults |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**


Rose, D. (2019). Physical activity instructions for older adults. Champaign IL: Human Kinetics.

Chodzko-Zajko, W.J. (1998). Physiology of aging and exercise. In T. Cotton, Ch. J. Ekeroth & H. Yancy (Eds), *Exercise for older adults: ACE's guide for fitness professionals* (pp 1-23). Champaign, IL: Human Kinetics.

Clark, C. (1998). Older adult exercise techniques. In T. Cotton, Ch. J. Ekeroth & H. Yancy (Eds), *Exercise for older adults: ACE's guide for fitness professionals* (pp 128-181). Champaign, IL: Human Kinetics.

Spirduso, W.W. (1995). *Physical dimensions of aging*. Champaign, IL: Human Kinetics.

## *INT-106 Sport Psychology*

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-106 |
| **COURSE TITLE** | Sport Psychology |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area, General knowledge |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Comoutos Nikos, Professor, Hatzigeorgiadis Antonis, Professor |
| **PHONE/EMAIL** | 2431047027/nzourba@uth.gr<br>2431047009/ahatzi@uth.gr |

**Description under preparation**

**FOR MORE INFORMATION, PLEASE CONTACT THE LECTURER**

## *INT-107 Health Education*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-107 |
| **COURSE TITLE** | Health Education |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area, General knowledge |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Mary Hassandra, Assistant Professor |
| **PHONE/EMAIL** | 2431047000/mxasad@uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| After completion of the course, students will be able to:<br>… define health, health education and health promotion<br>… define terms of health behavior determinants<br>… explain the role of theory on health education and promotion<br>… describe the main health education theories and their components<br>… summarize the existing knowledge from published research on a specific health behavior for a specific target group or context<br>… develop a plan for a health education program at school or sport setting for a chosen behavior |

**COURSE CONTENT**

- Introduction to health education
- Psychological health / Stress
- Exercise
- Healthy eating
- Alcohol, Tobacco, Drug addiction
- Healthy choices
- Health behavior change

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | | |
|---|---|---|
| **VENUE** | Class, students group meetings | |
| **USE OF TECHNOLOGY** | E-class | |
| **TEACHING ORGANISATION** | ***Activity*** | ***Working load hours per semester*** |
| | Lectures | 26 |
| | Individual assignment | 52 |
| | Team assignment | |
| | Educational event/excursion | |
| | Case study | |
| | Project | *36* |
| | Internship | |
| | Self-study | 36 |
| | ***Total working hours (~25 hours per credit)*** | ***150*** |
| **STUDENTS' ASSESSMENT** | I. Written final exams (60%) that include:<br>- Book exam<br>II. Individual assignment (40%) (topic after agreement) | |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**

Readings:

Health Education Compiled by Garrett Rieck, MA, ACSM-CPT & Justin Lundin, MA

Health Education: creating strategies for school and community health. Gilbert, Glen G. Boston : Jones and Bartlett, c1995.

# *INT-108 Writing Research*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-108 |
| **COURSE TITLE** | Writing Research |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area, Lab, Skills' development, |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Vasiliki Zisi, Associate Professor |
| **PHONE/EMAIL** | 2431047017/vzisi@pe.uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| Upon completion of the course, Students will acquire knowledge on using effectively the APA style and will develop their skills to write essays, research papers, dissertations effectively. |

**COURSE CONTENT**

1. Parts of a manuscript. Headings & Series
2. Reducing Bias in Language
3. Grammar
4. Punctuation
5. Spelling and Hyphenation. Capitalization.
6. Italics. Abbreviations. Quotations.
7. Reference Citations in Text
8. Reference List

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | |
|---|---|
| **VENUE** | Class, computer lab |
| **USE OF TECHNOLOGY** | E-class |
| **TEACHING ORGANISATION** | |

| ***Activity*** | ***Working load hours per semester*** |
|---|---|
| Lectures | 26 |
| Individual assignment | 78 |
| Team assignment. | |
| Educational event/excursion | |
| Case study | |
| Project | |
| Internship | |
| Self-study | 46 |
| ***Total working hours (~25 hours per credit)*** | ***150*** |

| | |
|---|---|
| **STUDENTS' ASSESSMENT** | I. On line midterm and final exams (40%) that include:<br>- multiple choice questions<br>- matching pairs<br>- filling gaps<br>- correct/erroneous answers<br>II. Eight weekly individual assignments (60%) |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**


American Psychological Association (2010). Publication Manual, 6th ed. Washington, DC: American Psychological Association.

American Psychological Association. (2010). *Mastering APA style: Student's workbook and training guide* (6th ed). American Psychological Association.

## *INT-109 Motor Learning*

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate (WINTER ONLY) |
| **COURSE CODE** | INT-109 |
| **COURSE TITLE** | Motor Learning |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area, General knowledge, Skills' development, Supervised internship |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Elizana Pollatou, Associate Professor |
| **PHONE/EMAIL** | 2431047068/epolatou@uth.gr |

**Description under preparation**

**FOR MORE INFORMATION, PLEASE CONTACT THE LECTURER**

# *INT-110 Sociology of Education*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate (2nd year) |
| **COURSE CODE** | INT-110 |
| **COURSE TITLE** | Sociology of Education |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area, General knowledge, Skills' development |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Alexandra Bekiari, Assistant Professor |
| **PHONE/EMAIL** | 2431047040/sandrab@uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| - To analyze social structures and factors influencing the education system and pedagogic practice at macro- and micro-level.<br>- To analyze the pedagogical effect as well as the coactions of school, family and wider social structures.<br>- To analyze the interaction between students and (social-institutional) environment. |

**1. COURSE CONTENT**

- Basic concepts and approaches: dimensions of social power, cultural capital, social construction of knowledge, basic theoretical areas of social sciences. Sociological consideration of class typology, pedagogic "schools" and teaching models, types of intelligence and self-fulfilled prophecy.
- Methodology of social research (data sources, qualitative and quantitative methods, social network analysis- consideration of education system and class as a structure).
- Sociology of education and other specific fields of sociology (sport sociology, industrial sociology, literature sociology, gender analysis etc).
- Comparative discussion of European inter-country experiences and applying theory in case studies via films.

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | |
|---|---|
| **VENUE** | Class |
| **USE OF TECHNOLOGY** | E-class |
| **TEACHING ORGANISATION** | |

| ***Activity*** | ***Working load hours per semester*** |
|---|---|
| Lectures | 26 |
| Individual assignment | 52 |
| Team assignment | - |
| Educational event/excursion | - |
| Case study (e.g. film analysis, interview) | 10 |
| Project | 26 |
| Internship | - |
| Self-study | 36 |
| ***Total working hours (~25 hours per credit)*** | ***150*** |

| | |
|---|---|
| **STUDENTS' ASSESSMENT** | Written assignment (100%) on Sociology of Education that may include:<br>- Questions and answers/ analysis-discussion<br>- Case study |

| | |
|---|---|
| | - Problem solving<br>- Comparing theories and/or approaches |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**


- Bekiari, A. & Hasanagas, N. (2016). *Sociological insights in the education system: Unlocking the power relations.* Thessaloniki, GR: Kyriakidi Publishers.
- Bekiari, A. & Hasanagas, N. (2016). *"Educating" in physical education. Theoretical approaches and practical inquiries.* Thessaloniki, GR: Kyriakidi Publishers.
- Blackledge, D., & Hunt, B. (2004). *Sociology of Education* (Deligianni, M.). Athens, Ed. Metaihmio.
- Fontana, D. (1996). *The classroom teachers* (Lotis, M.). Publications Savalas.
- Lamnias, K. (2002). *Sociological Theory and Education. Distinct approaches*. Athens, Ed. Metaihmio.
- Matsagouras, H. (2008). *Theory and Practice of Teaching: The classroom*. Athens, GR: Gregory Publishers.

## *INT-111 Sports Physiotherapy*

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate (WINTER ONLY) |
| **COURSE CODE** | INT-111 |
| **COURSE TITLE** | Sports Physiotherapy |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area, General knowledge, Skills' development |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Tsaklis Panagiotis, Professor |
| **PHONE/EMAIL** | 24310470006/tsaklis@pe.uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** | **LO** |
|---|---|
| After completion of the course, students will be able to: | |
| To understand the loads which act and human body sustain during the sport activities and their contribution on the initiation and progress of an injury and pathology | 1.5,1.6, 2.7 |
| To get know the kind, types and procedures of the healing from sport injuries | 1.5,1.6,2.7 3.2 5.1,5.2 |
| To recognize the aetiological factors of the sport injuries kai apply techniques for their prevention during the activities | 1.5,1.6, 2.5,2.6,2.7 3.2 |
| To get know the general principles of the Physical Therapy science, for common types of injury (muscle, ligaments, tendinous, bone and cartilage, neuro etc) and with the health experts (MDs and Physios) to organize the team for the safe return back in the field and sport activities | 1.5,1.6, 2.5,2.6,2.7 3.2 5.1,5.2 |
| **General and Specific Skills** | |

| | |
|---|---|
| • The lesson intent to evolve the following general skills:<br>• Critic and self-critic skills<br>• Problem solving skills<br>• Collaboration skills<br>• Interrelations skills<br>• Communication with no-experts (in the field) | • The lesson intent to evolve the following specific skills:<br>• Abilities concerning the specific knowledge<br>• Ability to overcome in different skill levels<br>• Ability for applying of practices for individuals with special educational needs, special populations and/or handicaps<br>• Ability to evaluate<br>• Ability to use technology |

**COURSE CONTENT**

1. Sport injury: Aetio-pathogenesis of injuries, types (acute and overuse)
2. Sport injury: Inflammation, pathophysiology, healing process
3. Physical Therapy means I, (means and technologies)
4. Physical Therapy means II, (natural means and therapeutic techniques)
5. Techniques for ROM, strength and power regain
6. Techniques for the neuromuscular control and plyometrics in sports
7. General principles for muscle injuries treatment, return to sport
8. General principles for ligament injuries treatment, return to sport

9. General principles for tendons injuries treatment, return to sport
10. General principles for bone and cartilage injuries treatment, return to sport
11. Head and nerves injuries, return to sport
12. Vertebral column injuries, return to sport
13. Athletic taping techniques

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | |
|---|---|
| **VENUE** | Class |
| **USE OF TECHNOLOGY** | Support of the teaching through the electronic platform e-class |
| **TEACHING ORGANISATION** | |

| ***Activity*** | ***Working load hours per semester*** |
|---|---|
| Lectures | 78 |
| Individual assignment | |
| Team assignment. | 10 |
| Educational event/excursion | |
| Case study | |
| Project | |
| Internship | |
| Self-study | 12 |
| ***Total working hours (~25 hours per credit)*** | ***100*** |

| | |
|---|---|
| **STUDENTS' ASSESSMENT** | I. Written final exams (70%) that include:<br>- Multiple choice questions<br><br>II. Team assignment (30%) |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**

*-Suggested literature:*

1. Wade R.M. (2009). Sports Injuries: A Unique Guide to Self-Diagnosis and Rehabilitation, Churchill Livingstone.
2. Norris Christopher M. (2004). Sports Injuries: Diagnosis and Management, Butterworth-Heinemann
3. Perrin D.H. (1993). Isokinetic exercise and assessment, Human Kinetics.
4. McAtee R.E. (1999). Facilitated stretching, Human Kinetics
5. Ellenbecker TS, Davies GJ. (2001). Closed kinetic chain exercises: a comprehensive guide to multiple joint exercise, , Human Kinetics.
6. Radcliffe J, Farentinos J. (2007). High powered plyometrics.
7. White M. (1995). Water exercise. Human Kinetics
8. Donatelli R. (2007). Sports specific rehabilitation, Churchill Livingstone.
9. Landry G, Bernhardt D. (2003). Essentials of primary care sports medicine, Human Kinetics.
10. Corrigan B, Maitland GD (1994). Musculoskeletal and Sports Injuries, Elsevier.

*-Relevant journals:*

- Journal of Sports Physiotherapy
- British Journal of Sports Medicine
- American Journal of Sports Medicine
- Journal of Science and medicine in Sports
- Journal of Sports Physical therapy

## *INT-311 Motor Creativity*

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate (WINTER ONLY) |
| **COURSE CODE** | INT-311 |
| **COURSE TITLE** | Motor Creativity |
| **ECTS CREDITS** | 4 |
| **COURSE TYPE** | Scientific area, General knowledge, Skills' development, Supervised internship |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Elizana Pollatou, Associate Professor |
| **PHONE/EMAIL** | 2431047068/epolatou@uth.gr |

**Description under preparation**

**FOR MORE INFORMATION, PLEASE CONTACT THE LECTURER**

# 8. DESCRIPTION OF MODULES OFFERED DURING THE SPRING SEMESTER

## *INT-203 Biomechanics*

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate (3th Year) |
| **COURSE CODE** | INT-204 |
| **COURSE TITLE** | Biomechanics |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area, General knowledge, Skills' development |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Giakas Giannis, Professor, Tsiokanos Athanasios, Professor |
| **PHONE/EMAIL** | 2431047040/ggiakas@uth.gr , atsiokan@uth.gr |

**Description under preparation**

**FOR MORE INFORMATION, PLEASE CONTACT THE LECTURER**

## *INT-204 Sport Pedagogy*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate (3th Year) |
| **COURSE CODE** | INT-204 |
| **COURSE TITLE** | Sport Pedagogy |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area, General knowledge, Skills' development |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Alexandra Bekiari, Assistant Professor |
| **PHONE/EMAIL** | 2431047040/sandrab@uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| After completion of the course, students will be able to:<br>- understand possible ways to apply the general education models and tools in sport<br>- practically adjust mainstream pedagogic theories to the physical education needs considering social structures. |

**COURSE CONTENT**

- Examples of social power theory and use of intelligence types and self-fulfilled prophecy, pedagogic "schools", teaching and training models, discipline and self-discipline models, gender analysis issues and aggression theories in sport.
- Discussing the influence of cultural capital and social structures on sports (internalized value system and family influence, materialistic values, institutionalization and certification of skills, "aristocratic"/"superior" and "people"/"inferior" sports).
- Allegoric method and system-theoretical approach to education. Examples from ancient philosophy in modern reality.
- Cases studies via film analysis and comparative discussion of European inter-country examples.

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | | |
|---|---|---|
| **VENUE** | Class | |
| **USE OF TECHNOLOGY** | E-class | |
| **TEACHING ORGANISATION** | ***Activity*** | ***Working load hours per semester*** |
| | Lectures | 26 |
| | Individual assignment | 52 |
| | Team assignment. | - |
| | Educational event/excursion | - |
| | Case study (e.g., film analysis, interview) | 10 |
| | Project | 26 |
| | Internship | - |
| | Self-study | 36 |
| | ***Total working hours (~25 hours per credit)*** | ***150*** |
| **STUDENTS' ASSESSMENT** | Written assignment (100%) on Sport Pedagogy that may include:<br>- Questions and answers/ discussion- analysis<br>- Case study<br>- Problem solving<br>- Comparing theories and/or approaches | |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**


- Bekiari, A. & Hasanagas, N. (2016). *"Educating" in physical education. Theoretical approaches and practical inquiries.* Thessaloniki, GR: Kyriakidi Publishers.
- Bekiari, A. & Hasanagas, N. (2016). *Sociological insights in the education system: Unlocking the power relations.* Thessaloniki, GR: Kyriakidi Publishers.
- Matsagouras, H. (2008). *Theory and Practice of Teaching: The classroom*. Athens, GR: Gregory Publishers.
- Papaioannou, A., Theodorakis, I., & Goudas, M. (1999). *For a better teaching of physical education.* Thessaloniki, GR: Salto Publishers.

## *INT-205 Clinical Nutrition*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT- 205 |
| **COURSE TITLE** | Clinical Nutrition |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area, General knowledge |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Athanasios Jamurtas, Professor |
| **PHONE/EMAIL** | 2431047054/ajamurt@pe.uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| After completion of the course, students will be able to:<br>To know the basics about the nutrients and the energy they supply<br>To know the basic nutritional principles to combat diseases through nutrition |

**COURSE CONTENT**

1. Energy needs
2. Carbohydrates
3. Fat
4. Protein
5. Vitamins
6. Minerals
7. Alcoholism
8. Allergies
9. Anemia
10. Cancer I
11. Cancer II
12. Diabetes

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | | |
|---|---|---|
| **VENUE** | Class, Lab, Sport Hall | |
| **USE OF TECHNOLOGY** | E-class | |
| **TEACHING ORGANISATION** | ***Activity*** | ***Working load hours per semester*** |
| | Lectures | 26 |
| | Individual assignment | 62 |
| | Team assignment. | |
| | Educational event/excursion | |
| | Case study | |
| | Project | *26* |
| | Internship | |
| | Self-study | 36 |
| | ***Total working hours (~25 hours per credit)*** | ***150*** |
| **STUDENTS' ASSESSMENT** | I. Written final exams (80%) that include:<br>- Multiple choice questions<br>- Case study<br>- Problem solving | |

| | |
|---|---|
| | - Comparing theories and/or approaches<br><br>II. Team assignment (20%) |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**

Readings:

Insel, Ross, McMahon, Bernestein (2019). Discovering Nutrition 6th Ed., JBLearning Publications

Guidelines For the Nutritional Management of Diabetes Mellitus in the New Millennium: A position statement by the Canadian Diabetes Association, Canadian Journal of Diabetes Care, 23(3): 56-69.

## *INT-206 Exercise and Chronic Diseases*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-206 |
| **COURSE TITLE** | Exercise and Chronic Diseases |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area, General knowledge, Lab, Skills' development |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Andreas Flouris, Associate Professor |
| **PHONE/EMAIL** | 2431047072/aflouris@pe.uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| After completion of the course, students will be able to:<br>understand the pathophysiology of the major chronic diseases and the difficulties experienced by patients with chronic diseases, as well as prescribe and administer exercise programs in these patients. |

**COURSE CONTENT**

1. Exercise in obese individuals
2. Exercise in patients with hypertension
3. Exercise in patients with diabetes mellitus
4. Exercise in patients with cardiovascular disease I
5. Exercise in patients with cardiovascular disease II
6. Exercise in patients with osteoporosis
7. Exercise in patients with kidney disease
8. Exercise in patients with Parkinson's disease
9. Exercise in patients with Alzheimer's disease
10. Exercise in patients with multiple sclerosis

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | |
|---|---|
| **VENUE** | Class |
| **USE OF TECHNOLOGY** | E-class |
| **TEACHING ORGANISATION** | |

| ***Activity*** | ***Working load hours per semester*** |
|---|---|
| Lectures | 26 |
| Individual assignment | 26 |
| Case study | 20 |
| Project | 26 |
| Self-study | 52 |
| ***Total working hours (~25 hours per credit)*** | ***150*** |

| | |
|---|---|
| **STUDENTS' ASSESSMENT** | I. Oral final exams (60%) that may include:<br>- Questions and answers<br>- Case study<br>- Problem solving<br>- Comparing theories and/or approaches<br><br>II. Written assignment (40%) based on a case study |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**

- ACSM's Exercise Management for Persons With Chronic Diseases and Disabilities. 2016. 4th Edition.
- Saxton J.M. (2011). Exercise and chronic disease. An evidence-based approach. Routledge

# *INT-207 Ergonomics - Occupational Physiology and Health*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION SPORT SCIENCE AND DIATETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate- ERASMUS |
| **COURSE CODE** | **INT - 207** |
| **COURSE TITLE** | ERGONOMICS - OCCUPATIONAL PHYSIOLOGY AND HEALTH |
| **WEEKLY TEACHING HOURS** | 2 |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | ENGLISH |
| **COURSE CODE IN ECLASS** | PE_U_134 (materials in English and in Greek) |
| **HEAD LECTURER** | Professor PANAGIOTIS TSAKLIS |
| **PHONE/EMAIL** | 24310470006/tsaklis@pe.uth.gr |
| **OTHER LECTURERS** | n/a |

**LEARNING OUTCOMES**

| **Learning Outcomes** | **LO** |
|---|---|
| After completion of the course, students will be able to: | |
| To get know of the human Mechanics and Physiology, sustain under intrinsic and external forces during working activities | 1.5,1.6, 2.7 |
| To know the methods of the Work Safety Analysis and the methodology of the design for prevention of the overloads and for relevant ergonomic interventions | 1.5,1.6,2.7<br>3.2<br>5.1,5.2 |
| To know the technical methods and the equipment of the biomechanical assessment and other tools and scales of ergonomic analysis, through simulation of working activities and stances | 1.5,1.6, 2.5,2.6,2.7<br>3.2 |
| To be able to differentiate the data between ergonomic and not-ergonomic situations and be able to do in-site Ergonomic analysis and occupational risk analysis | 1.5,1.6, 2.5,2.6,2.7<br>3.2<br>5.1,5.2 |
| **General and Specific Skills** | |

| The module intents to evolve the following general skills (commensurate to the level): | The module intents to evolve the following specific skills (commensurate to the level): |
|---|---|
| • Critical and self-awareness skills<br>• Problem solving skills<br>• Collaboration skills<br>• Interrelations skills<br>• Communication with no-experts (in the field) | • Abilities concerning the specific knowledge<br>• Ability to overcome challenges in different skill levels<br>• Ability to apply best practices for employees in the workplace<br>• Ability for ergonomic assessment and design<br>• Ability to use technology |

**COURSE CONTENT**

1. Introduction to Ergonomics
2. Occupational Risk factors
   - Physical
   - Environmental
3. General principles of Anthropometrics
4. Ergonomic Analysis
   - Strategies for analysis and research
   - Methodology for analysis
5. Ergonomics and OHS at the workplace I

- Manual handling

6. Ergonomics and OHS at the workplace III
   - Sitting position and loads
   - Workstation
7. Lighting and Displays – Visual pathologies
   - Lighting leveling at the workplace
   - PC displays and workplace adjustments
8. Ergonomics and OHS at the workplace III
   - Work and risks for the health sector professionals
   - Carpal Tunnel Syndrome
   - Biological hazards at the workplace
9. Means for self-protection at the workplace
   - The role of the Safety technician and Occupational Doctor
   - The relevant national and EU legislation for OHS
10. Psycho-Social factors at the working environment
    - Stress
    - Mobbing syndrome
    - Burnout
    - Sort and long-term fatigue syndrome
11. Ergonomic EMG
12. Review/ remedial session

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | |
|---|---|
| **VENUE** | Class |
| **USE OF TECHNOLOGY** | Support of the teaching through the electronic platform e-class |
| **TEACHING ORGANISATION** | |

| ***Activity*** | ***Working load hours per semester*** |
|---|---|
| Lectures | 78 |
| Individual assignment | |
| Team assignment. | 10 |
| Educational event/excursion | |
| Case study | |
| Project | |
| Internship | |
| Self-study | 12 |
| ***Total working hours (~25 hours per credit)*** | ***100*** |

| | |
|---|---|
| **STUDENTS' ASSESSMENT** | I. Written final exams (70%) that include:<br>- Multiple choice questions<br>II. Team assignment (30%) |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**


1. S. Kumar & A. Mital, « Electromyography in Ergonomics», Taylor & Francis Publishers, USA 1996
2. A.R.Tilley, «The measure of Man and Woman- Human factors in design», John Wiley& Sons, Inc. 2002
3. Ch. Vaughan, B. Davis, J C. O'Connor, «Dynamics of Human Gait», Human Kinetics Publishers, Illinois 1992
4. S. Kumar & A. Mital, « Electromyography in Ergonomics», Taylor & Francis Publishers, USA 1996
5. F. Kendal, K. Mcreary, (1993), Muscles testing and function, 4th edition, New YorkWilliamw & Wilkins.
6. Donald A. Neumann,PT, Phd, (2010), Kinesiology of the Musculoskeletal System, Foundations for Physical Rehabilitation, Mosby.


*Relevant journals:*

- Ergonomics
- IIETI TES

# *INT 208 Information Technology Applications in Sport And Physical Education*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-208 |
| **COURSE TITLE** | Information Technology Applications in Sport and Physical Education |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Marina Papastergiou, Professor |
| **PHONE/EMAIL** | 2431047028/mpapas@pe.uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| After completion of the course, students will be able to:<br>Know the various applications of Information and Communication Technologies in physical education and sports, as well as the various types of hardware and software that can be used by coaches, athletes, physical education teachers, students, gymnasts, trainees.<br>Design and develop interactive websites. |

**COURSE CONTENT**

Fitness assessment software.
Training software.
Motion analysis and video motion analysis systems and software.
Mobile applications to promote exercise and health.
Digital games to promote exercise and health.
Virtual reality in physical education and sport
Website design and development

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | | |
|---|---|---|
| **VENUE** | Class, Computer Room | |
| **USE OF TECHNOLOGY** | E-class | |
| **TEACHING ORGANISATION** | ***Activity*** | ***Working load hours per semester*** |
| | Lectures | 26 |
| | Individual assignment | 90 |
| | Team assignment | |
| | Educational event/excursion | |
| | Case study | |
| | Project | |
| | Internship | |
| | Self-study | 34 |
| | ***Total working hours (~25 hours per credit)*** | ***150*** |
| **STUDENTS' ASSESSMENT** | Individual assignment (100%) | |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**

Mohnsen, B. (2012). Using technology in physical education. Cerritos, CA: Bonnie Mohnsen.
International Journal of Computer Science in Sport

## *INT-209 Ergogenics*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-209 |
| **COURSE TITLE** | Ergogenics |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | C. Karatzaferi/ G.K. Sakkas |
| **PHONE/EMAIL** | 2431047015/ck@pe.uth.gr / gsakkas@uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** | **MA** |
|---|---|
| After completion of the course, students will be able to: | |
| 5. Demonstrate appropriate professional behaviour as well as willingness to keep improving. | 5,1<br>5,2 |
| 1. Know and be capable of applying scientific and theoretical principals specific to Sport Science and PE, reflecting their growth into intellectual and cultured individuals. | 1,4<br>1,5<br>1,7<br>1,8 |
| 4. Design, implement and critically appraise exercise programmes for all age groups. | 4,1<br>4,2<br>4,3 |
| 6. Use critical thinking and appraisal in furthering their knowledge. | 6,1 |

**General and Specific Skills**

| | |
|---|---|
| The aim of this course is to develop the following general skills:<br>• Critical thinking and self-appraisal<br>• The ability of generating new ideas (Creativity)<br>• The ability of communicating your views on non-experts (in the field) | The aim of this course is to develop the following specific skills:<br>• Abilities reflecting your knowledge gained from this course<br>• The ability for practical application of your knowledge for people with learning difficulties, special populations and/or disabilities<br>• The ability of using technology |

**COURSE CONTENT**

In thematics and

1. The concepts and use of ergogenic and other supplements to aid physical performance.
2. Important parameters in Exercise Physiology and links to Pharmacology and Pharmacokinetics
3. World Andi-Doping Agency: Regulations and banned substances
4. Ergogenic Aids I
5. Ergogenic Aids II – seminar
6. Chemical Pharmachological Ergogenic Aids: I
7. Chemical Pharmachological Ergogenic Aids: II – seminar
8. Mechanical Ergogenic Aids
9. Psychological Ergogenic Aids
10. Genetic Doping
11. Rehabilitation following anabolic substance use

| | |
|---|---|
| 12. | Pathophysiology: side effects and chronic health conditions |
| 13. | Recap |

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | |
|---|---|
| **VENUE** | Class, Lab, Sport Hall |
| **USE OF TECHNOLOGY** | E-class |
| **TEACHING ORGANISATION** | |

| ***Activity*** | ***Working load hours per semester*** |
|---|---|
| Lectures | 28 |
| Seminars or Practicals focusing on methodological application and analysis of case studies in smaller groups | 22 |
| Individual assignment / self – learning (incl quizzes) | 50 |
| ***Total working hours (~25 hours per credit)*** | ***100*** |
| | |
| | |
| | |
| | |
| | |
| | |

| | |
|---|---|
| **STUDENTS' ASSESSMENT** | I. Written final exams (80%) that include:<br>- Multiple choice questions<br>- Case study<br>- Problem solving<br>- Comparing theories and/or approaches<br><br>II. Active participation during seminars (20%) |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**

Readings:


**1.** Class notes

**2.** Bird SR, Goebel C, Burke LM, Greaves RF. Doping in sport and exercise: anabolic, ergogenic, health and clinical issues. Ann Clin Biochem. 2016 Mar;53(Pt 2):196-221. doi: 10.1177/0004563215609952. Epub 2015 Sep 17. Review.

**3.** Angell PJ, Chester N, Sculthorpe N, Whyte G, George K, Somauroo J. Performance enhancing drug abuse and cardiovascular risk in athletes: implications for the clinician. Br J Sports Med. 2012 Nov;46 Suppl 1:i78-84. doi: 10.1136/bjsports-2012-091186. Review.

**4.** Mather LE. Anatomical-physiological approaches in pharmacokinetics and pharmacodynamics. Clin Pharmacokinet. 2001;40(10):707-22. Review. PubMed PMID: 11707059.

**5.** Malve HO. Sports Pharmacology: A Medical Pharmacologist's Perspective. J Pharm Bioallied Sci. 2018 Jul-Sep;10(3):126-136. doi: 10.4103/jpbs.JPBS_229_17. Review.

**6.** Sansone A, Sansone M, Vaamonde D, Sgrò P, Salzano C, Romanelli F, Lenzi A, Di Luigi L. Sport, doping and male fertility. Reprod Biol Endocrinol. 2018 Nov 12;16(1):114. doi: 10.1186/s12958-018-0435-x. Review.

**7.** Siebert DM, Rao AL. The Use and Abuse of Human Growth Hormone in Sports. Sports Health. 2018 Sep/Oct;10(5):419-426. doi: 10.1177/1941738118782688. Epub 2018 Jun 22. Review.

**8.** Puchowicz MJ, Mizelman E, Yogev A, Koehle MS, Townsend NE, Clarke DC. The Critical Power Model as a Potential Tool for Anti-doping. Front Physiol. 2018 Jun 6;9:643. doi: 10.3389/fphys.2018.00643. eCollection 2018. Review.

**9.** Sgrò P, Sansone M, Sansone A, Romanelli F, Di Luigi L. Effects of erythropoietin abuse on exercise performance. Phys Sportsmed. 2018 Feb;46(1):105-115. doi: 10.1080/00913847.2018.1402663. Epub 2017 Nov 13. Review.

**10.** WADA resources library https://www.wada-ama.org/en/resources/search?f%5B0%5D=field_resource_collections%3A190

## *INT-210 Applied Sport Physiology*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-210 |
| **COURSE TITLE** | Applied Sport Physiology |
| **ECTS CREDITS** | 6 |
| **COURSE TYPE** | Scientific area, General knowledge, Skills' development, Supervised internship |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Voutselas Vasileios, Teaching Staff |
| **PHONE/EMAIL** | +30 2431047065 / vvouts@pe.uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| After completion of the course, students will be able to:<br>Develop the necessary skills to work as practitioners in sport performance |

**COURSE CONTENT**

Physiology of physical performance
Seasonal monitoring of physical conditioning
Measurement of physical performance abilities
Training methods for improving physical performance components as strength, endurance and speed
Applied practice in the field (stadium, gym, etc.)

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | | |
|---|---|---|
| **VENUE** | Class, Field | |
| **USE OF TECHNOLOGY** | E-class | |
| **TEACHING ORGANISATION** | ***Activity*** | ***Working load hours per semester*** |
| | Lectures | 26 |
| | Individual assignment | 50 |
| | Team assignment. | |
| | Educational event/excursion | |
| | Case study | 50 |
| | Project | |
| | Internship | |
| | Self-study | 24 |
| | ***Total working hours (~25 hours per credit)*** | ***150*** |
| **STUDENTS' ASSESSMENT** | Written assignment (50%)<br>Student contribution in applied practice (50%) | |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**


- Fragala, Maren S. Cadore, Eduardo L. Dorgo, Sandor. Resistance Training for Older Adults: Position Statement From the National Strength and Conditioning Association. The Journal of Strength & Conditioning Research. 33(8):2019-2052, 2019.
- Maarten Lievens, Jan G. Bourgois and Jan Boone Periodization of Plyometrics: Is There an Optimal Overload Principle? J Strength Cond Res. 2019 .
- Inigo Mujika, Sabino Padilla, David Pyne and Thierry Busso. Physiological Changes Associated with the Pre-Event Taper in Athletes. Sports Med. 34 (13): 891-927, 2004.
- Rumpf, Michael C. Lockie, Robert G. Cronin, John B. Effect of Different Sprint Training Methods on Sprint Performance Over Various Distances: A Brief Review. The Journal of Strength & Conditioning Research. 30(6):1767-1785, 2016.

## *INT-312 Aerobic Dance*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate (SPRING ONLY) |
| **COURSE CODE** | INT-312 |
| **COURSE TITLE** | Aerobic Dance |
| **ECTS CREDITS** | 4 |
| **COURSE TYPE** | Scientific area, General knowledge, Skills' development, Supervised internship |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Elizana Pollatou, Associate Professor |
| **PHONE/EMAIL** | 2431047068/epolatou@uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| After completion of the course, students will be able to:<br>To introduce the undergraduates to basic methods and style of teaching in aerobic dance, with consideration to other aspects like aerobic training, choreography, music compilation etc. |

**COURSE CONTENT**

Introducing aerobic dance as a method of aerobic training
Terminology of basic steps
Music compilation and use of the music
Teaching procedures in aerobic dance
Training principals in aerobic dance
Interval and circuit training in aerobic dance
Step aerobics
Practice in class

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | | |
|---|---|---|
| **VENUE** | Class, Sport Hall | |
| **USE OF TECHNOLOGY** | E-class | |
| **TEACHING ORGANISATION** | ***Activity*** | ***Working load hours per semester*** |
| | Lectures | 26 |
| | Individual assignment | 26 |
| | Team assignment. | |
| | Educational event/excursion | |
| | Case study | |
| | Project | |
| | Internship | *24* |
| | Self-study | 24 |
| | ***Total working hours (~25 hours per credit)*** | ***100*** |
| **STUDENTS' ASSESSMENT** | I.Practice (70%)<br>2.Theory (30%) | |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**


- Jan Galen Bishop (9th edition).(2013) Fitness through Aerobics, Pub: Pearson.
- C.B. Corbin, R. Lindsey, G. Welk, Concepts of physical fitness: Active lifestyles for wellness (10th ed.), McGraw-Hill Companies, Inc, United States, 2000.

- Garber, C. E., Blissmer, B., Deschenes, M. R., Franklin, B. A., Lamonte, M. J., Lee, I. M., Swain, D. P. (2011). American College of Sports Medicine position stand. Quantity and quality of exercise for developing and maintaining cardiorespiratory, musculoskeletal, and neuromotor fitness in apparently healthy adults: guidance for prescribing exercise. Med Sci Sports Exerc, 43(7), 1334-1359.
- O'Donovan, G., Blazevich, A. J., Boreham, C., Cooper, A. R., Crank, H., Ekelund, U., Stamatakis, E. (2010). The ABC of Physical Activity for Health: a consensus statement from the British Association of Sport and Exercise Sciences. J Sports Sci, 28(6), 573-591.

# 9. DESCRIPTION OF MODULES OFFERED DURING BOTH SEMESTERS

## *INT-301 Traditional Greek Folk Dances*

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-301 |
| **COURSE TITLE** | Traditional Greek Folk Dances |
| **ECTS CREDITS** | 4 |
| **COURSE TYPE** | Scientific area, General knowledge, Skills' development, Supervised internship |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Batsilas Dimitrios, Teaching Staff<br>Loules George, Adjunct Staff |
| **PHONE/EMAIL** | +30 2431047065 / batsilas@pe.uth.gr |

**Description under preparation**

**FOR MORE INFORMATION, PLEASE CONTACT THE LECTURER**

## *INT-302 Football*

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-302 |
| **COURSE TITLE** | Football |
| **ECTS CREDITS** | 4 |
| **COURSE TYPE** | Scientific area, General knowledge, Skills' development, Supervised internship |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Batsilas Dimitrios, Teaching Staff<br>Loules George, Adjunct Staff |
| **PHONE/EMAIL** | +30 2431047065 / batsilas@pe.uth.gr |

**Description under preparation**

**FOR MORE INFORMATION, PLEASE CONTACT THE LECTURER**

# *INT-303* Track and Field

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-303 |
| **COURSE TITLE** | Track and Field |
| **ECTS CREDITS** | 4 |
| **COURSE TYPE** | Scientific area, General knowledge, Skills' development, Supervised internship |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Voutselas Vasileios, Teaching Staff |
| **PHONE/EMAIL** | +30 2431047065 / vvouts@pe.uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| After completion of the course, students will be able to:<br>know the basic technique of the track and field events<br>know the rules and regulations of the track and field events |

**COURSE CONTENT**

Rules and regulations of track and field events
Technical analysis of track and field events
Teaching track and field events
Physical conditioning in track and field events

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | |
|---|---|
| **VENUE** | Class, Field |
| **USE OF TECHNOLOGY** | E-class |
| **TEACHING ORGANISATION** | |

| ***Activity*** | ***Working load hours per semester*** |
|---|---|
| Lectures | 26 |
| Individual assignment | 25 |
| Team assignment. | |
| Educational event/excursion | 25 |
| Case study | |
| Project | |
| Internship | |
| Self-study | 24 |
| ***Total working hours (~25 hours per credit)*** | ***100*** |

| | |
|---|---|
| **STUDENTS' ASSESSMENT** | Written assignment (50%)<br>Student contribution in applied practice (50%) |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**

- Track and Field Coaching Manual. LA84 FOUNDATION, Los Angeles. https://la84.org/wp-content/uploads/2016/09/LA84trackfield.pdf
- Mark Guthrie (2003) Coaching Track & Field Successfully. Human Kinetics

# *INT-304 Volleyball*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-304 |
| **COURSE TITLE** | Volleyball |
| **ECTS CREDITS** | 4 |
| **COURSE TYPE** | Scientific area, General knowledge, Skills' development, Supervised internship |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Asterios Patsiaouras, Teaching Staff |
| **PHONE/EMAIL** | 2431047060/spats@pe.uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| After completion of the course, students will be able to:<br>To introduce the undergraduates to basic methods and style of teaching in volleyball, with consideration to other aspects like teaching the techniques and tactics in order to be able to teach volleyball in the elementary, high school and novice players in teams |

**COURSE CONTENT**

History of the game
Technique of stands & movements
Teaching the pass -setting
Underhand pass
Service
The composition - play system 6:0
Service perception
Spike
The composition - play system 4:2
Bloch
The composition -play system 2:2: & 5:1
Rules of the game

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | | |
|---|---|---|
| **VENUE** | Class, Sport Hall | |
| **USE OF TECHNOLOGY** | E-class | |
| **TEACHING ORGANISATION** | ***Activity*** | ***Working load hours per semester*** |
| | Lectures | 26 |
| | Individual assignment | 26 |
| | Team assignment. | |
| | Educational event/excursion | |
| | Case study | |
| | Project | |
| | Internship | *24* |
| | Self-study | 24 |
| | ***Total working hours (~25 hours per credit)*** | ***100*** |
| **STUDENTS' ASSESSMENT** | I.Practice (40%)<br>2.Theory (30%) | |

| | |
|---|---|
| | 3. Presentations (20%)<br>4. Presence of student (10%) |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**

Papageorgiou , A., Spitzley, W. (1994). Handbuch fuer Volleyball. Patsiaouras, Asterios & Kokaridas Dimitrios (2019). Technical skills predictive of winning at CEV Volleyball Men's Champions League: Identification and importance. *TRENDS in Sport Sciences,* 2(26), 71-76. DOI: 10.23829/TSS.2019.262-5.

Becky Schmidt: Volleyball Steps to Success: Human Kinetics Publishers.

## *INT-305 Basketball*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-305 |
| **COURSE TITLE** | Basketball |
| **ECTS CREDITS** | 4 |
| **COURSE TYPE** | Scientific area, General knowledge, Skills' development, Supervised internship |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Tsimeas Panagiotis, Teaching Staff |
| **PHONE/EMAIL** | 2431047067/ptsimeas@pe.uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| After completion of the course, students will be able to:<br>1. Understand and perform basic methods and style of teaching in Basketball,<br>2. Perform a range of motor skills like basketball techniques and tactics in order to be able to teach basketball in the elementary, high school and novice players.<br>3. implement demonstrations and types of feedback, trying to connect concepts of science with appropriate learning experiences.<br>4. Display behaviors that are in line with the professional ethics of highly qualified professionals in whatever workplace they are tested in. |

**COURSE CONTENT**

1. Historical background, Basketball Regulations,
2. Match Sheet
3. Basic Stances-Movements, Running-jumps-change of direction, stops (jump-stop, stride-stop), Pivot.
4. Dribbles.
5. Handle of the ball-Reception Passes (Chest pass, Bounced pass, Overhead pass, Handoff pass, baseball pass).
6. Fakes without a ball (In-out cut, V-cut, Back-door cut).
7. Shot (Standing, Free Shot).
8. Shot (jump-shoot, lay-up).
9. Recovery of the ball (Rebound) – Defensive - Offensive - block out.
10. Fakes with Ball (fake for penetration-shot, fake for shot-penetration, fake for penetration-shot Cross-fake-penetration).
11. Individual defense of external players (defensive attitude, defensive shifts)
12. Defense to a player with a ball (defense to a player who dribbles, defense to a player who does not have the right to dribble).
13. Defense to a player without a ball (Defense on the strong side).
14. Defense to a player without a ball (Defense on the weak side, Assistance on defense).
15. Defense to the central player (In low post, In high post).
16. Offensive collaborations of 2 players (Screen, Screen Defense).
17. Offensive collaborations of 3 players (Opposite screen, Give and Go).
18. Zone defense 2-1-2.
19. Attack on a 2-1-2 zone defense.
20. Fast Break.

21. Lead-up games in basketball.
22. Evaluation test.

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | |
|---|---|
| **VENUE** | Class, Sport Hall |
| **USE OF TECHNOLOGY** | E-class MS-Teams |
| **TEACHING ORGANISATION** | |

| ***Activity*** | ***Working load hours per semester*** |
|---|---|
| Lectures | 26 |
| Individual assignment | 24 |
| Team assignment | 20 |
| Educational event/excursion | |
| Case study | |
| Project | |
| Internship | *8* |
| Self-study | 22 |
| ***Total working hours (~25 hours per credit)*** | ***100*** |

| | |
|---|---|
| **STUDENTS' ASSESSMENT** | I. Practice (35%)<br>2.Theory (35%)<br>3. Assignments (25%)<br>4. Presence of student (5%) |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**


1. Gerodimos V., Perkos S., Tsimeas P., Krommidas Ch., Karatrantou K., Ioakeimidis P. (2020). The teaching of basketball. Thessaloniki: Kyriakidis.
2. Griffin, L. L., Mitchell, S. A., & Oslin, J. L. (1997). *Teaching sports concepts and skills: A tactical games approach*. Human Kinetics Publishers (UK) Ltd.
3. Krause, J., Meyer, D., & Meyer, J. (2008). *Basketball skills and drills*. Human Kinetics.
4. Lieberman-Cline, N., Roberts, R., & Warneke, K. (1996). *Basketball for women: becoming a complete player*. Human Kinetics 1.
5. Paye, B., & Paye, P. (2001). *Youth basketball drills*. Human Kinetics Publishers.
6. Wissel, H. (2011). *Basketball 3rd Edition: Steps to Success*. Human Kinetics.


*Related scientific journals*
*http://journals.plos.org*
*https://www.tandfonline.com/toc/rspb20/current*

*-Other sources:*
*https://www.basketballmanitoba.ca*
*http://www.basketballforcoaches.com*
*https://www.breakthroughbasketball.com*
*https://www.coachesclipboard.net*

## *INT-306 Artistic Gymnastics*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-306 |
| **COURSE TITLE** | Artistic Gymnastics |
| **ECTS CREDITS** | 4 |
| **COURSE TYPE** | Scientific area, General knowledge, Skills' development, Supervised internship |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | Greek, English |
| **LECTURER** | Vasilios Mellos, Teaching Staff |
| **PHONE/EMAIL** | +30 2431047062 / billmellos@uth.gr |

**LEARNING OUTCOMES**

| **Learning Outcomes** |
|---|
| Upon successful completion of the course the student will be able to: |
| • To understand and perform a range of basic motor skills in Artistic Gymnastics.<br>• To design and implement short-term and long-term exercise plans within a variety of application areas, aligned with the goals set.<br>• To design and adapt given instructions in such a way so as to meet their different needs, adding special facilities and/or modifications in order to meet students'/athletes'/and of those being involved in sports needs.<br>• Uses management rules and protocols to create and maintain a safe and efficient environment.<br>• Selects and creates the appropriate evaluation methods that will effectively measure the achievement of the objectives set each time.<br>• Evaluates the level of physical condition and its parameters in a range of ages.<br>• Uses the appropriate assessment method in order to assess learning before, during and after the teaching process.<br>• Communicates in ways that express respect and sensitivity.<br>• Effective use of verbal and non-verbal communicative skills in a wide range of activities.<br>• Provides adequate feedback to a wide range of ages (students, athletes/to those playing sports) to promote the learning of skills, Physical Education and sports sciences concepts.<br>• Demonstrates behaviors that are consistent with the professional ethics of highly qualified professionals in any workplace, no matter what is tested. |

**COURSE CONTENT**

1. General (Apparatus, Specifics of apparatus (particular functions of each apparatus), safety, protection)
2. Floor exercises I
• Methodical teaching: Forward rolls, Backward Rolls, Handstand, gymnastic elements connections, steps, turns, salto fwd or bwd with or without twist, assistance, safety).
3. Floor exercises II
• Methodical teaching of the Cartwheel, Round-off, balances, acrobatic elements connections, assistance, safety).
4. Vault
• Characteristics, types of vaults, learning technique and methodology (assistance, safety).
6. Horizontal Bar - Uneven Bars.
• Mounts, swings, circles, grips, dismounts.
• Kip, hip circle, Giant circle bwd or fwd (methodology, training skills, assistance).
7. Parallel Bar

• Basic training exercises (supports, starting in upper arm position, swings, dismounts).
• Methodical, technical, and teaching learning Forward uprise to support, glide kip one or two rails.
8. Balance beam
• Basic training exercises (balances, turns, jumps, leaps, hops).
• Methodical, technical, and teaching learning forward /backwards rolls, handstand cartwheel.
9. Rings
• Basic training exercises (kips, swings, supports, strength)
• Methodical, technical, and teaching of kip and swings.
10. Pommel horse
• Movements: Travel type exercises, swings.
• Methodical, technical, and teaching "scissor front, scissor back".
11. Basic elements of regulations (from the Code of Points), Composition of programs,
12. Basic elements of biomechanics of simple exercises.
13. Auxiliary apparatus, Specifics of apparatus, Trampoline - Basic training exercises.

**TEACHING METHODS AND STUDENTS' ASSESSMENT**

| | |
|---|---|
| **VENUE** | Class, Artistic Gymnastics Hall |
| **USE OF TECHNOLOGY** | E-class |
| **TEACHING ORGANISATION** | |

| ***Activity*** | ***Working load hours per semester*** |
|---|---|
| Lectures | 30 |
| Individual assignment | |
| Team assignment | |
| Educational event/excursion | 20 |
| Case study | |
| Project | |
| Internship | |
| Self-study | 50 |
| ***Total working hours (~25 hours per credit)*** | ***100*** |

| | |
|---|---|
| **STUDENTS' ASSESSMENT** | I. Oral final exams (60%) that may include:<br>- Questions and answers<br>- Case study<br>- Problem solving<br>- Comparing theories and/or approaches<br>II. Written assignment (40%) on the Spectrum of teaching styles in Physical Education |

**SUGGESTED LITERATURE, WEBPAGES AND READINGS**

Books

- THE SCIENCE OF GYMNASTICS, Advanced Concepts, Second Edition, Edited by Monèm Jemni, ISBN: 978-1-138-70192-2 (hbk)

Gymnastics Journal:

- Science of Gymnastics Journal
- Journal of Science and Medicine in Sport
- Science of Gymnastics

# *INT-307 Introduction to Yoga, Pilates, Dance*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | School of Physical Education, Sport Science and Dietetics |
| **DEPARTMENT** | Department of Physical Education and Sport Science |
| **LEVEL OF STUDIES** | UNDERGRADUATE PROGRAM OF STUDIES |
| **COURSE CODE** | **INT 307** |
| **COURSE** | **INTRODUCTION TO YOGA, PILATES, DANCE** |
| **HOURS/WEEK** | 2 |
| **ECTS** | 4 |
| **SCIENTIFIC AREA** | LEISURE SCIENCES & ARTS |
| **PREREQUISITES** | |
| **LANGUAGE:** | GREEK, ENGLISH |
| **THE LESSON IS OFFERED TO ERASMUS STUDENTS** | YES |
| **COURSE CODE ECLASS** | |
| **COURSE SUPERVISOR** | ZAFEIROUDI AGLAIA, Teaching Staff |
| **CONTACT NUMBER/EMAIL** | aglaiazaf@hotmail.com |
| **OTHER TEACHING STAFF** | |

**LEARNING OUTCOMES**

| **Learning Outcomes** | **MA** |
|---|---|
| Upon successful completion of the course the student will be able to: | |
| Perform a range of basic motor skills in Yoga, Pilates, Modern Dance | 1,1 |
| Use specific principles, tips for students / teachers and basic equipment to create and maintain a safe and effective learning environment | 2,7 |
| Understand, analyze and transmit the basic principles / philosophy of Yoga, Pilates, Modern Dance, and connect them with leisure & Recreation theories, Sports, Culture, Arts | 3,2 |
| Use verbal and non-verbal communication skills, acquire information about the qualifications, perspective and professionalism on the field of Yoga, Pilates, Dance | 4,2 |
| Participate in motor, creative & artistic practices that promote satisfaction, wellness, wellbeing, aesthetic experience, positive self-image, artistic expression, through movement | 5,1 |

**General and Special Abilities**

| | |
|---|---|
| The course aims to develop the following general skills:<br>• Positive self-image<br>• Self-expression<br>• Confidence<br>• Self-esteem<br>• Motor activity<br>• Expression through body language<br>• Production of new ideas (creativity)<br>• Cooperation<br>• Communication<br>• Perception of motor, cultural, artistic expression and value<br>• Enrichment of leisure and motor leisure programs for lifelong engagement and exercise. | The course aims to develop students following special abilities:<br><br>• Recognize the different types of programs that combine body-mind-soul<br>• Know how to combine movement, breathing, mind.<br>• Know Yoga's philosophy and basic techniques<br>• Know the philosophy and basic techniques of Pilates<br>• Knows the philosophy and basic techniques in Modern Dance<br>• Apply the basic principles / tips for safety during the lesson<br>• Adequate use of basic equipment in Yoga, Pilates<br>• Analyze the relationship between movement, expression, sports, leisure and art<br>•Practice in breathing techniques, self-concentration, relaxation |

**CONTENTS**

- Basic principles / benefits of programs that combine body-mind-soul (Mind -Body).

- Introduction to the philosophy of Yoga.
- Basic principles / tips for students & teachers. Standard equipment.
- Basic principles & techniques in Yoga practice.
- Introduction to the philosophy of Pilates.
- Basic principles & techniques in Pilates practice.
- Breathing - Awareness - Relaxation.
- Connection of movement - breathing - mind.
- Leisure, Recreation, Sports Theories. Yoga, pilates, Dance
- Introduction to the philosophy of Dance (Modern, Contemporary, Classical, Gas).
- Basic principles & techniques in the practice of Dance (Modern).
- The Yoga, Pilates, Dance Market. Qualifications, Professionalism, Perspective.
- Yoga, Pilates, Dance as a means of Active Leisure.
- Yoga, Pilates, Dances practices.

**TEACHING AND LEARNING METHODS - EVALUATION**

| | |
|---|---|
| **AREA OF IMPLEMENTATION** | In gym |
| **USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES** | Learning process support through e-class platform |
| **ΟΡΓΑΝΩΣΗ ΔΙΔΑΣΚΑΛΙΑΣ** | |

| ***Teaching through*** | ***Workload Semester*** |
|---|---|
| Lectures | 30 |
| Practice exercises that focus on the application of methodologies | 50 |
| Teamwork in a case study. | |
| Educational trip | |
| Small individual practice tasks | |
| Preparation of project management plans | |
| Traineeship | |
| Independent Study / Practice | 20 |
| ***Course Total*** ***(25 hours of workload per credit unit)*** | ***100*** |

| | |
|---|---|
| **EVALUATION** | **1.** Attendance of courses 10%<br>**2.** Practice 30%<br>**3.** Homework: 60% |

**RECOMMENDED-REFERENCES**

Class notes

## *INT-308 Outdoor Activities*

**GENERAL**

| | |
|---|---|
| **SCHOOL** | School of Physical Education, Sport Science and Dietetics |
| **DEPARTMENT** | Department of Physical Education and Sport Science |
| **LEVEL OF STUDIES** | UNDERGRADUATE PROGRAM OF STUDIES |
| **COURSE CODE** | INT 308 |
| **COURSE** | **OUTDOOR ACTIVITIES** |
| **HOURS/WEEK** | 2 |
| **ECTS** | 4 |
| **SCIENTIFIC AREA** | LEISURE SCIENCES & OUTDOOR RECREATION ACTIVITIES |
| **PREREQUISITES** | |
| **LANGUAGE:** | GREEK, ENGLISH |
| **THE LESSON IS OFFERED TO ERASMUS STUDENTS** | YES |
| **COURSE CODE ECLASS** | |
| **COURSE SUPERVISOR** | KOUTHOURIS CHARILAOS , Professor |
| **CONTACT NUMBER/EMAIL** | kouthouris@pe.uth.gr |
| **OTHER TEACHING STAFF** | ZAFEIROUDI AGLAIA |

**LEARNING OUTCOMES**

| **Learning Outcomes** | **MA** |
|---|---|
| Upon successful completion of the course the student will be able to: | |
| Perform a range of basic motor skills in skiing or hiking | 1,1 |
| Use special rules, tips for students / teachers and basic equipment to create and maintain a safe and effective learning environment | 2,7 |
| Understand, analyze and transmit the basic principles / philosophy of skiing, and connect them with leisure & Recreation theories | 3,2 |
| Use verbal and non-verbal communication skills, have information about the qualifications, perspective and professionalism on the field of Outdoors | 4,2 |
| Participate in motor practices that promote knowledge to winter outdoor activities | 5,1 |

**General and Special Abilities**

| | |
|---|---|
| The course aims to develop the following general skills:<br>• Critical ability & self-criticism ability<br>• Ability to produce new ideas (creativity)<br>• Ability to solve problems<br>• Ability to collaborate<br>• Ability to interpersonal relationships<br>• Leadership ability<br>• Ability to communicate with non-experts (in the field)<br>• Ability to manage work plans (projects | The course aims to develop the following special skills:<br>1)To be is familiar with the methodology of learning the basic technique and the basic principles for safe behavior in outdoors<br>2) To be aware of the requirements of a recreation resort for the provision of environmentally friendly services.<br>3) To design a daily program with 'games-activities for recreation in the snow' for students of Primary and Secondary Schools outdoors<br><br>In case of skiing:<br>Performing outdoors comfortably on a track of low difficulty by performing parallel turns of medium & small radius (green track rating) |

**CONTENTS**

1. Introduction to outdoor activities
2. Equipment, Safety
3. Basic technique, methods and teaching in outdoors
4. Outdoor Recreation Actions with School students

| |
|---|
| 5. Environmental behavior and management skills. |

**TEACHING AND LEARNING METHODS - EVALUATION**

| | | |
|---|---|---|
| **AREA OF IMPLEMENTATION** | In class and outdoors | |
| **USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES** | Learning process support through e-class platform | |
| **ΟΡΓΑΝΩΣΗ ΔΙΔΑΣΚΑΛΙΑΣ** | ***Teaching through*** | ***Workload Semester*** |
| | Lectures | 10 |
| | Practice exercises that focus on the application of methodologies | 80 |
| | Teamwork in a case study. | |
| | Educational trip | |
| | Small individual practice tasks | |
| | Preparation of project management plans | |
| | Traineeship | |
| | Independent Study / Practice | 10 |
| | ***Course Total (25 hours of workload per credit unit)*** | ***100*** |
| **EVALUATION** | 2. Attendance of courses 10%<br>3. Practice 70%<br>4. Homework: 20% | |

**RECOMMENDED-REFERENCES**

| |
|---|
| Class Notes<br>Assignment notes |

## *INT-309 Tennis*

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-309 |
| **COURSE TITLE** | Tennis |
| **ECTS CREDITS** | 4 |
| **COURSE TYPE** | Scientific area, General knowledge |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Comoutos Nikos, Associate Professor |
| **PHONE/EMAIL** | 2431047027/nzourba@uth.gr |

**Description under preparation**

**FOR MORE INFORMATION, PLEASE CONTACT THE LECTURER**

## *INT-310 Swimming*

| | |
|---|---|
| **SCHOOL** | PHYSICAL EDUCATION, SPORT SCIENCE AND DIETETICS |
| **DEPARTMENT** | PHYSICAL EDUCATION AND SPORT SCIENCE |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | INT-310 |
| **COURSE TITLE** | Swimming |
| **ECTS CREDITS** | 4 |
| **COURSE TYPE** | Scientific area, General knowledge |
| **PREREQUISITES** | - |
| **TEACHING LANGUAGE** | English |
| **LECTURER** | Blanti A, Teaching Staff, Hatzigeorgiadis Antonis, Professor |
| **PHONE/EMAIL** | 2431047016/ablanti@uth.gr<br>2431047009/ahatzi@uth.gr |

**Description under preparation**

**FOR MORE INFORMATION, PLEASE CONTACT THE LECTURER**