



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2017/2018		
MASTER'S DEGREE (MSC)	PRIMARY EDUCATION		
SUBJECT	MOTORIAL AND PSYCHOMOTORIAL ACTIVITIES - METHODS AND TEACHING METHODOLOGIES FOR PRIMARY AND CHILDREN'S SCHOOL		
TYPE OF EDUCATIONAL ACTIVITY	B		
AMBIT	70012-Metodi e didattiche delle attività motorie		
CODE	16030		
SCIENTIFIC SECTOR(S)	M-EDF/01		
HEAD PROFESSOR(S)	SORTINO ANNA MARIA	Professore a contratto	Univ. di PALERMO
	DANIELA ZANGLA DANIELE	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	9		
INDIVIDUAL STUDY (Hrs)	156		
COURSE ACTIVITY (Hrs)	69		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	4		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	ZANGLA DANIELE		
	Tuesday 16:00 17:00 via Pascoli o via teams previa comunicazione		

DOCENTE: Prof. DANIELE ZANGLA- *Lettere A-L*

PREREQUISITES	Knowledge of anatomy and physiology of exercise
LEARNING OUTCOMES	Knowledge and understanding: have demonstrated knowledge of biomechanics and motor control of human movement, and of the educational methods of motor and sports activities. Applying knowledge and understanding: acquisition of the basic terms and principles in biomechanics and of motor and sports skills description in different educational contexts. Making judgments: have the ability to identify goals in the short, medium and long term to achieve a result in the biomechanics and motor context. Communication: ability to communicate clearly and unambiguously the knowledge to both expert and non-expert movement audience. Lifelong learning skills: have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy, taking particular care of the issue of the movement.
ASSESSMENT METHODS	The exam is an oral exam aimed at verifying the competences and skills to be acquired at the end of the course. The purpose of the questions is to verify knowledge of contents to be acquired at the end of the course, as well as analytical and expository skills. Knowledge check includes scrutiny of the capability to establish relationships between contents, theories, patterns and methodologies which have been an object of study during the course. As far as analytical skills are concerned, check will aim at verifying that the student has achieved at least one of the following goals: - make judgements and opinions about the disciplinary contents - understand applications and/or implications of the disciplinary contents within the specific discipline of reference - set the disciplinary contents within the professional, technological and sociocultural setting of reference. The student will have to answer at least two/three questions in the oral form about aspects of the syllabus with reference to the suggested textbooks. The exam aims at verifying knowledge and understanding of topics, interpretative competence and autonomy of judgement of concrete cases. The passing grade threshold will be considered reached if the student shows to have acquired the topics of the specific subject matter and is able to solve specific concrete cases as well as to correctly convey knowledge with satisfactory expository skills. Below the above-mentioned threshold, the exam will be considered unsatisfactory. The more the student can interact with his examiner showing mastery of language, of the specific subject matter and ability to convey his/her knowledge of the topics of the specific field of reference, the more the assessment will be positive. The latter will be expressed by 18 to 30-30 with honours marks.
EDUCATIONAL OBJECTIVES	The course aims to provide theoretical and practical knowledge on the motor learning and the human movement. At the end of the course the student must have the basic knowledge to plan, lead and manage an annual and multi-annual planning of physical activities with primary school and early childhood school, directing it to the development, maintenance and recovery of motor and psychomotor skills.
TEACHING METHODS	Frontal and practical lessons
SUGGESTED BIBLIOGRAPHY	Schidt Richard, Lee Timothy (2012) Controllo motorio ed apprendimento - K. Meinel - Teoria del movimento - Edizioni stampa sportiva Roma Casolo Francesco: Lineamenti di teoria e metodologia del movimento umano, V&P Università; 2002. - Dispensa messa a disposizione degli studenti preparata dal docente

SYLLABUS

Hrs	Frontal teaching
4	Movement functions. Stages of evolution of motricity
6	Classification and evaluation of the reflex movement
4	Voluntary and controlled motricity
3	Automated motricity and movement structures
4	Examples of technical and practical exercises on stations and positions
2	Glossary of gymnastic and sports terms
8	Conditional and Coordination skills.
8	basic motor patterns
4	Examples of technical and practical exercises on coordination skills
4	Examples of technical and practical exercises on conditional skills
2	Motor control theory
4	Didactic methods and programming of the activities

Hrs	Practice
16	Technical and practical exercises on postures and postural patterns. Technical and practical exercises on motor patterns. Technical and practical exercises on coordination skills. Technical and practical exercises on conditional skills.

PREREQUISITES	
LEARNING OUTCOMES	Conoscenza e capacità di comprensione -Comprendere l'importanza delle attività del le attività motorie e psicomotorie con particolare riferimento all'età dell'infanzia -Comprendere la motricità come aspetto importante per lo sviluppo e la formazione dell'uomo -Conoscere e comprendere le diverse fasi delle competenze motorie in relazione alle varie fasi dello sviluppo Capacità di applicare conoscenza e comprensione Sapere diversificare le proposte didattiche ed applicarle alle fasi dello sviluppo per consolidare specifiche tipologie di intervento attraverso il movimento Autonomia di giudizio -Il corso vuole approfondire gli aspetti teorici, metodologici e didattici che devono essere posseduti dagli studenti per padroneggiare nelle diverse situazioni dinamiche le capacità di scelta e di applicazione di tecniche e di metodologie delle attività motorie e psicomotorie -Sapere mostrare di avere raggiunto una visione critica complessiva del rapporto tra corpo e movimento Abilità comunicative -Essere in grado di descrivere e commentare le conoscenze acquisite adeguando i canoni comunicativi agli interlocutori e agli scopi Capacità d'apprendimento -Acquisizione dei fondamenti di teoria, metodologia e didattica del movimento umano -Conoscenza e uso appropriato della terminologia propria della disciplina -Capacità di approfondimento personale dei temi trattati a lezione attraverso la consultazione di testi
ASSESSMENT METHODS	-Prova orale -Realizzazione di un elaborato/attività progettuale Voto in trentesimi
EDUCATIONAL OBJECTIVES	Il corso si propone, attraverso il ciclo di lezioni e le attività di laboratorio, di fornire: - competenze didattiche e metodologiche funzionali al processo di insegnamento-apprendimento dell'educazione motoria nella scuola dell'Infanzia e primaria; - conoscenze relative ai principi epistemologici e teorici di base della motricità e dell'educazione al movimento in età evolutiva - competenze relative alla progettazione di piani di lavoro e alla gestione di percorsi specifici di valutazione in ambito motorio
TEACHING METHODS	lezione frontale/lezione a distanza, laboratorio
SUGGESTED BIBLIOGRAPHY	-Strategie didattiche per l'educazione motoria di Simona Nicolosi edizione FrancoAngeli -Educazione motoria per l'età Evolutiva-Teoria,metodologia e didattica edi.ermes -materiale messo a disposizione degli studenti (slides,ecc)

SYLLABUS

Hrs	Frontal teaching
53	Movement as an effective learning and communication tool -Human development and motor learning -The educational and formative value of the game -Our body: elements of body morphology -nomenclature of axes and planes of the body - the fundamental positions and specific terminology -The role of motor skills in the development of the child - The laterality - The benefits of motor activity in the developmental age The main references to the conceptions of the body in the history of philosophical thought, from antiquity to the present day - Didactics in the motor field -Gymnastics and introduction to sports activities - Methodological aspects in teaching motor activity for a multilateral and polyvalent training -The methodology of educational motor activities: analysis of the various methodological aspects and evolution of the various addresses from the origins to the present day -The didactics of motor activity related to the age group of primary school and kindergarten -Cooperative learning The importance of recreational and motor activity - From psychophysical development to the characteristics of movement -The complexity of movement: from reflex movement to movement control - the movement aimed -The perceptive and coordinative sense skills -The psychomotor practice: educational, preventive and therapeutic - Inclusive motor activity -Psychomotor activity in children aged 3/6 years