

CLASS CARD**Methodology of Physical Education**

Basic classes	Code in the study plan	ECTS
Advanced Methodology of Physical Education	WFI_15	6

Education profile	Practical
Faculty and field of study	Faculty of Physical Education
Studies program in which the subject is realized	Curriculum of PE course Curriculum of Sport course
Professor's name	Dr Zuzanna Mazur
Level of studies (eg. bachelor, master)	Bachelor
Study year and semester	Second year, first semester
Language	English
Method of realization (stationary/ distance learning)	Stationary
Lectures/classes hours	30
Form of passing classes	Credit for tasks, exam
Type of subject (obligatory/ facultative)	Obligatory
Prerequisites	-

DETAILED INFORMATION**Course aims and objectives**

C1	Preparing students for the comprehensive implementation of physical education tasks in schools at all educational levels, with particular emphasis on primary education.
C2	Improving the ability to apply methods, forms, and means necessary for the effective implementation of the goals and tasks of physical education in schools.
C3	Developing students' competencies in planning, effectively implementing, and evaluating the physical education process.
C4	Fostering attitudes of innovative and reflective practice in their future professional work.

LEARNING OUTCOMES IN KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES FOR CLASSES

Learning outcome	Subject's learning outcomes
KNOWLEDGE	
P_W01	Possesses basic knowledge of the principles of designing educational and upbringing processes in the context of developing key competences of

	students and ensuring their safety. Understands the importance of selecting appropriate strategies, forms, resources, and teaching methods, as well as the conditions necessary for achieving the objectives and tasks of physical education. Knows the principles of preparing and maintaining educational documentation and understands the principles of didactic procedures aimed at modifying students' social competences, skills, knowledge, and physical fitness at various stages of development, taking into account differences in health and fitness levels.
P_W02	Knows the principles for safely organizing physical activities and the procedures to follow in the event of an accident. Understands the legal basis for providing first aid.
SKILLS	
P_U01	Is able to operationalize basic educational objectives and design and evaluate simple educational-upbringing programs.
P_U02	Can apply the principles of education and upbringing in pedagogical work and select appropriate teaching and upbringing methods according to the intended learning outcomes in primary schools.
P_U03	Is capable of independently and collaboratively analyzing, interpreting, and evaluating social phenomena.
P_U04	Is able to design, implement, and document educational and upbringing activities aimed at developing key competences of students at the second stage of education. Can correctly select strategies, forms, resources, and teaching methods, and use available conditions and resources to achieve the objectives and tasks of physical education in primary school. Is capable of preparing and maintaining the necessary documentation and assessing students' progress. Knows how to maintain safety during physical activities.
SOCIAL COMPETENCES	
P_K01	Independently and collaboratively engages in achieving set goals and tasks.
P_K02	Demonstrates an approving attitude towards students with individual needs and capabilities. Is ready to adapt work methods to students' needs and different learning styles, and to foster students' curiosity, activity, cognitive independence, and logical and critical thinking skills.
P_K03	Independently undertakes actions related to self-education and continuous professional development. Is ready to popularize knowledge among students and within the school and broader community, to promote habits of systematic learning, to encourage the use of various sources of information, including the Internet, and to stimulate lifelong learning through independent work. Also encourages students to engage in research attempts and regular physical activity.

P_K04	Establishes social relationships with individuals and groups in an appropriate manner, effectively using available communication channels. Is capable of acting effectively in difficult situations and resolving conflicts. Is ready to foster students' cooperation skills, including group problem-solving, build their value system, develop ethical attitudes, and cultivate their communication skills and cultural habits.
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SUBJECT PROGRAM CONTENT DIVISION BY FORMS OF IMPLEMENTATION

FORM OF CLASSES – LECTURE/CLASSES - subject	Reference to subject-specific learning outcomes
The course is delivered in the form of an interactive lecture that actively engages students in developing subjects knowledge and practical skills. The second part of the course is practical and involves conducting physical education lessons.	P_W01, P_W02, P_U01-04, P_K01-04

PLANNED METHODS/FORMS/TEACHING MEANS

Program content	Teaching methods/forms
LECTURE/CLASSES	Auditorium-based, practical classes
Teaching resources: computer, multimedia projector, thematic presentations, scientific journals, educational films and other multimedia materials.	

METHODS OF VERIFYING THE EXPECTED LEARNING OUTCOMES ACHIEVED BY THE STUDENT

Learning outcomes for classes	Assessment methods
P_W01, P_W02, P_U01-04, P_K01-04	Presentation Lesson scenario Conducting the lesson Exam

CONDITIONS FOR PASSING CLASSES:

Obtaining positive evaluations for all assigned tasks is required. Passing the course also requires regular attendance and making up for any absences and passing the final exam.

SAMPLE ASSESSMENT/EXAMINATION TOPICS

1. Describe the organizational model of physical education.

2. Formulate the lesson topic and specific objectives in the areas of knowledge, skills, social competences, and motor abilities to be developed.
3. List the principles of structuring a physical education lesson.
4. List the tasks and responsibilities of a physical education teacher.
5. Discuss safety issues during physical education classes. List the causes of accidents during lessons due to teacher or student error.
6. Characterize the psychomotor development of a student aged 10–12 years or during adolescence.
7. Provide methodological guidelines for working with students during physical education lessons in adolescence.
8. Present the classification of methods and forms for implementing movement tasks during a physical education lesson.
9. List the competences of a physical education teacher.
10. Physical Literacy Concept.

ENGLISH BIBLIOGRAPHY

Basic	<ol style="list-style-type: none"> 1. Pangrazi R.P., Beighle A. (2019); Dynamic Physical Education for elementary school children, Human Kinetics Publishers, 18e or previous editions. 2. Pangrazi R.P., Beighle A. Pangrazi D. (2009); Promoting physical activity and health in the classroom, Pearson. 3. Kirk, D. (2010). Physical Education Futures. Routledge.
Additional	<ol style="list-style-type: none"> 1. Siedentop, D. (2009). Introduction to Physical Education, Fitness, and Sport. McGraw-Hill Education.

SELF STUDY

Full-time studies		Type of activity
Number of hours to complete the activity	ECTS	
30	6	Contact classes
30		Students' preparations of the presentations
35		Self study as preparation to the task
30		Self study as reading text prepared by the teacher
25		Preparation to the test

Number of ECTS points that a student obtains in classes developing practical skills: 6

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