

<b>Subject</b>	<b>Physical Activity and Lifestyle in Growth and Development</b>		
<b>Type</b>	Type	Semester	ECTS
	MANDATORY (M)	3	4
<b>Lecturer</b>	Dr. Blerta Abazi		
<b>Aims and Objectives</b>	<p>The objective of the course is to help students gain general knowledge about motor development. Being able to make differences between age and gender from a motor development perspective. Being able to make connections between sport branches and motor development periods. Thus, making possible the connection between motor development and age of the development of certain motor or psychological abilities. In addition, the course aims to help students gain awareness about appropriate and inappropriate exercises and sports branches based on age, gender, activity type, etc.</p>		
<b>Learning Outcomes</b>	<p>Upon completion of this module, students shall be able to:</p> <ul style="list-style-type: none"> <li>• Describe the basic concepts related to Psychomotor development.</li> <li>• Explain factors that affect motor development.</li> <li>• Explain the developmental periods and their characteristics.</li> <li>• Make differences in motor development from gender perspective.</li> <li>• Being able to connect the motor development and exercises type and load levels.</li> <li>• Discover nerve-muscle coordination disorders that may occur during psychomotor development.</li> <li>• Apply the tests used to evaluate motor development.</li> </ul>		
<b>Content</b>	<b>Week</b>	<b>Topics</b>	
	1	<b>Syllabus presentation</b>	
	2	Introduction to Psychomotor Development <ul style="list-style-type: none"> <li>• Basic concepts of psychomotor development</li> <li>• Overview of motor skills, coordination, and physical growth in development stages</li> </ul>	
	3	Factors Influencing Motor Development <ul style="list-style-type: none"> <li>• Biological, environmental, and socio-cultural factors</li> <li>• Impact of nutrition, physical activity, and genetics on motor development</li> </ul>	
	4	<b>Developmental Periods in Motor Growth</b> <ul style="list-style-type: none"> <li>• Characteristics of motor development across life stages (infancy, childhood, adolescence)</li> <li>• Key milestones and age-specific developments</li> </ul>	
	5	<b>Gender Differences in Motor Development</b> <ul style="list-style-type: none"> <li>• Examining motor skill variations based on gender</li> <li>• Impact of physiological and hormonal differences on motor development</li> </ul>	
	6	<b>Age-Related Changes in Motor Skills</b> <ul style="list-style-type: none"> <li>• Changes in motor skills through aging</li> <li>• Specific considerations for children, adolescents, and young adults</li> </ul>	
	7	<b>Physical Activity and Motor Development</b> <ul style="list-style-type: none"> <li>• Correlation between activity levels and motor skills</li> <li>• Types of physical activity beneficial for different developmental stages</li> </ul>	
	8	<b>Mid-term exam – 1</b>	
	9	<b>Exercise Types and Load Levels for Different Ages</b> <ul style="list-style-type: none"> <li>• Appropriate exercise intensity, duration, and types by age group</li> <li>• Customizing training for motor development improvement</li> </ul>	
	10	<b>Neuromuscular Coordination in Development</b> <ul style="list-style-type: none"> <li>• Role of nerve-muscle coordination in psychomotor skills</li> <li>• Identifying and managing common coordination issues in development</li> </ul>	
	11	<b>Disorders of Nerve-Muscle Coordination</b> <ul style="list-style-type: none"> <li>• Types of coordination disorders (e.g., dyspraxia, developmental coordination disorder)</li> <li>• Techniques for diagnosis and early intervention</li> </ul>	

	12	<b>Motor Development Testing and Assessment</b>	
		<ul style="list-style-type: none"> <li>• Overview of tests to evaluate motor skills and physical growth</li> <li>• Introduction to standardized motor assessment tools</li> </ul>	
	13	<b>Practical Application of Motor Development Tests</b>	
		<ul style="list-style-type: none"> <li>• Hands-on application of motor development tests</li> <li>• Interpreting test results to inform activity recommendations</li> </ul>	
	14	<b>Lifestyle, Physical Activity, and Long-Term Development</b>	
		<ul style="list-style-type: none"> <li>• Importance of a physically active lifestyle for optimal growth and motor development</li> <li>• Strategies for promoting lifelong physical activity and healthy habits</li> </ul>	
	15	<b>Mid-term exam – 2</b>	
<b>Teaching/Learning Methods</b>	Activity		Weight (%)
	Lectures		30%
	Lab		40%
	Research		20%
	Independent learning		10%
<b>Assessment Methods</b>	<b>Methods of assessment:</b>		
	Participation and engagement in lectures and practical sessions		10%
	a) Mid-term exam -1		30%
	b) Mid-term exam - 2		30%
	Course Project, independent and group work		30%
<b>ECTS Workload</b>	<b>Activity</b>	<b>Weekly hours</b>	<b>Workload</b>
	Lectures	2	24
	Lab	1	12
	Course project	n/a	20
	Independent learning	n/a	46
<b>Literature</b>	<ol style="list-style-type: none"> <li>1. Liddle, T.L. ve Yorke, L. (2005). Why Motor Skills Matter: Improve Your Child's Physical Development to Enhance Learning and Self-Esteem. McGraw-Hill, US.</li> <li>2. Sport England, 2004 – Modified and adapted by Higgs &amp; Way, 2013</li> <li>3. Berisha, M., Çilli, M., (2020). Physical Fitness Norms In Students Aged 8-17 In Kosovo, ISBN: 978-620-0-78866-5, p 256, Lampert Academic Publishing, Latvia.</li> <li>4. Gallahue, D.L. ve Ozmun, J.G. (2006). Understanding motor development: Infants, children, adolescents, adults. 6th Ed. International Edition, McGraw-Hill Companies, New York.</li> <li>5. Kluka-Darlene, A. (1999). Motor Behavior: From Learning to Performance. Englewood, Colorado: Morton Publishing Company.</li> </ol>		
	Beside the indicated books, scientific publications relevant to the field will be used to prepare the lectures, which will be made available for students through the Moodle platform.		
<b>Ethical standards</b>	This course follows UBT College's Code of Ethics, requiring all students to behave accordingly. Any case of academic misconduct, including but not limited to cheating, plagiarism, or other forms of dishonesty, will lead to significant punishment such as failure of the specific assessment or the entire course, as well as further disciplinary measures in accordance with UBT College's academic integrity policies.		
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