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| Subject | Sport Games | | |
| Type | Type | Semester | ECTS |
| | ELECTIVE (E) | 2 | 3 |
| Lecturer | Dr. .Avdi Pireva | | |
| Goals and objectives | The purpose of this course is to express through sports games the feeling of pleasure, fun and entertainment. These games, activities and sports are not only spiritual pleasures but also important in gaining good health and wellness. This course can also integrate games which characterise social, dramatic and traditional games. | | |
| Learning outcomes | <p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> • Have knowledge regarding sport games. • Be able to analyze and differentiate between games with a competitive character and popular-traditional ones. • Be able to organize different types of sport games in different settings and seasons. • Demonstrate and practice competitive sport games. | | |
| Content | Java | Topics | |
| | 1 | Syllabus Presentation | |
| | 2 | Introduction to Sport Games and Their Classification <ul style="list-style-type: none"> ○ Definition and importance of sport games. ○ Classification of games: traditional, recreational, competitive, and educational. ○ Characteristics and purposes of each type of game. | |
| | 3 | Pedagogical Aspects of Games <ul style="list-style-type: none"> ○ Role of games in education and development. ○ Games as a tool for teaching values, teamwork, and social skills. ○ How to adapt games for different age groups and abilities. | |
| | 4 | Methods and Organization of Work in Games <ul style="list-style-type: none"> ○ Strategies for organizing and structuring game-based activities. ○ Teaching methods: direct instruction, guided discovery, and peer coaching. ○ Creating inclusive and engaging environments for all participants. | |
| | 5 | Seasonal Games – Spring and Summer <ul style="list-style-type: none"> ○ Characteristics of games suitable for spring and summer seasons. ○ Outdoor activities promoting physical activity and social interaction. ○ Examples: scavenger hunts, water-based games, and park games. | |
| | 6 | Seasonal Games – Autumn and Winter <ul style="list-style-type: none"> ○ Characteristics of games suitable for autumn and winter seasons. ○ Adapting games to indoor environments or cold weather conditions. ○ Examples: snow games, modified indoor versions of outdoor games. | |
| | 7 | The Social Impact of Sport and Play <ul style="list-style-type: none"> ○ The emergence of play and its role in human development. ○ Social benefits of games: inclusion, diversity, and cultural appreciation. ○ Promoting traditional and popular games in the community. | |
| | 8 | Mid-exam – 1 | |
| | 9 | Traditional Approaches to Teaching Games <ul style="list-style-type: none"> ○ Historical perspectives on game teaching. ○ Strengths and limitations of traditional methods. ○ Incorporating tradition into modern pedagogy. | |
| | 10 | Skill Development in Games <ul style="list-style-type: none"> ○ Motor control and skill acquisition: theories and stages. ○ Strategies for teaching and improving skills in games. ○ Incorporating drills and practice scenarios. | |
| | 11 | The Game Sense Model and Thematic Approaches <ul style="list-style-type: none"> ○ Introduction to the game sense model. | |

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| | | <ul style="list-style-type: none"> ○ Teaching games through thematic approaches: invasion games, striking and fielding games, net and wall games. ○ Developing decision-making, strategy, and teamwork. | |
| | 12 | Developing Physical Literacy and Fundamental Movement Skills <ul style="list-style-type: none"> ○ Importance of physical literacy for lifelong physical activity. ○ Fundamental movement skills: balance, coordination, agility, and strength. ○ Integrating physical literacy into game-based activities. | |
| | 13 | Assessment of Learning Outcomes in Game-Based Learning <ul style="list-style-type: none"> ○ Methods for assessing learning outcomes in games: skill, knowledge, and behavior. ○ Using rubrics, observations, and peer feedback. ○ Reflecting on game performance and improvement. | |
| | 14 | Traditional-Popular Games and Course Wrap-Up <ul style="list-style-type: none"> ○ Exploring traditional and popular games from different cultures. ○ Adapting traditional games for modern settings. ○ Summary of key concepts, final discussions, and course evaluation. | |
| | 15 | Mid-exam – 2 | |
| Teaching/learning methods | Activity | | Weight (%) |
| | Lectures | | 30% |
| | Laboratory | | 25% |
| | Research | | 25% |
| | Independent and group learning | | 20% |
| Methods of Evaluation | Methods of evaluation: | | % |
| | Participation | | 10% |
| | a) Med-term exam-1 | | 30% |
| | b) Med-term exam - 2 | | 30% |
| | Practical Skill Assessment | | 15% |
| | Assignments and Projects | | 15% |
| ECTS Workload | Activity | Weekly hours | Workload |
| | Lectures | 2 | 24 |
| | Lab | n/a | 12 |
| | Independent learning | n/a | 29 |
| | Examination preparation | n/a | 10 |
| Literature | <ol style="list-style-type: none"> 1. Launder, R. (2001). Play Practice- The Games Approach to Teaching and Coaching Sports. Human Kinetics. 2. Breed, R., Spittle, M. (2020). Developing Game Sense in Physical Education and Sport. Human Kinetics. 3. Gréhaigne, J., Richard, F.J. Griffin, L.L. (2004). Teaching and Learning Team Sports and Games. Routledge. 4. Koritnik, M. (1980). 2000 lojra. ETMM. | | |
| Ethical standards | This course follows the UBT College Code of Ethics, requiring all students to behave accordingly. Any instance of academic misconduct, including but not limited to fraud, plagiarism, or other forms of dishonesty, will lead to significant penalties like failure of specific assessment or the entire course, as well as further disciplinary measures in line with UBT College's academic integrity policies. | | |
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