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| **Course title: Hiking camp** | **Code:**  | **Credits: 2** |
| Type (lecture/seminar/practice/consultation) and number of contact hours: 2 hours of practice / week |
| Evaluation method (end-term exam mark/ term mark / other): term mark |
| Suggested semester: 2nd semester |
| Frequency of availability:  |
| Language: english |
| Prerequisites *(if any)*: - |
| **Description** |
| **Aims:** Students gain knowledge and practical experiences in touring, hiking and camping lifestyle. Know its role in relation to recreation. The goal of the students' camp is to make them aware of the importance of tourism and it’s forms during recreational activities.During the course, students will become familiar with the tourist map and the orienteering map signs, learn the basics of map reading, learn the terrain and the map comparison, learn estimate the distance, learn the orientation of the map, learn the use of thumb technique, learn the use of gyro-compass and learn how to determine the direction. In addition to the theoretical part they will learn the basic skills of map use within the practice-oriented framework.**Competences to develop:** *Knowledge:** Know the sports practiced in the nature and familiar with their key features.
* Know the importance of hiking and orienteering as recreational activities.
* Know the stages of planning and management of touring.
* Know the signs for tourists, tourist objects, map symbols, planimetric, hydrographic, vegetation, terrain objects, stones and boulders representated in the map.
* Know the technique of terrain and the map comparison, know the importance of turning the map into direction
* Know the use of the compass, orientation, steps of determinating the direction

*Attitude:* * Accept the forms of outdoor activity "green activity" and support it’s dissemination.
* Sensitive to the forms of recreational activities that can be practiced in nature.
* Identify oneself with hiking, orienteering values found in nature.

*Ability:** Able to apply the acquired knowledge to realize them in planned tours.
* Able to use the map and the basic knowledge to orientate.
* Able to realize the importance of nature tourism and orienteering. Able to realize it’s developing effects.

**Course content and schedule:**1. The significance of sports can be practiced in nature (methods and forms). Sports that require orientation.
2. The role of touring in Hungary nowdays. The relation between recreational activities, hiking and orienteering
3. Basic knowledge of tour planning and managing.
4. Tourist signs, tourist objects.
5. Map reading and map symbols (hiking and orienteering map)
6. Planimetric, hydrographic, vegetation, terrain map symbols, stones and rocks.
7. The terrain. Watershed and water-parting terrain profiles.
8. Comparison of the terrain and the map, turning the map into direction.
9. Use Compass - orientation, determine the direction and location.
10. The orienteering opportunities.
11. The basic equipment of the runners and hikers.
12. The rules of safe hiking and guided tours. Basic health care and accident prevention skills.
13. Sources of danger in the forest (animals, plants, weather - other emergencies)
14. Modern orientation tasks: geocatching, mobile-O, Nordic walking tours.

**Education management:*** lecture
* discussion
* group and individual tasks

**Assessment:**1. Active participation in the classes (according to the Education and Examination Regulations)
2. Succesful performance tour.
3. Successful individual and team orienteering competition
4. Successful night tour

Successful written test based on the theoretical knowledge of the course. |
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| **Compulsory reading:** * Carol McNeill, Jean Cory-Wright, Tom Renfrew: **Teaching Orienteering**. Britain: Human Kinetics Publishers, Inc., 1998. ISBN: 0880118040
* Björn Kjellström: **Be Expert with Map&Compass**. Wiley, 2009. ISBN: 978-0-470-40765-3
* Andrew Skurka The Ultimate Hiker's Gear Guide. National Geographic, 2012. ISBN-13: 978-1426209208

**Optional reading:*** Ian Bratt: **Orienteering (Essential Guides).** Stackpole Books, 2002. ISBN: 0811720543
* Charles Ferguson, Robert Turbyfill**: Discovering Orienteering: Skills, Techniques, and Activities**. Human Kinetics, 2013. ISBN: 0736084231
* Rick Curtis: The Backpacker's Field Manual, Revised and Updated: A Comprehensive Guide to Mastering Backcountry Skills. Three Rivers Press, 2005. ISBN13: 9781400053094

**Supporting (compulsory/optional) digital materials:**<http://np.netpublicator.com/netpublication/n91829191>  |
| **Person in charge of program:**  |
| **Person in charge of the course:**  |
| **Instructor:** Herpainé Lakó Judit, senior lecturer; Váczi Péter, assistant lecturer, Boda Eszter, assistant lecturer  |
| **Instructor’s office hours:**  |
| **Preferred contact details: e-mail** |
| **Online communication method: http://tanitlap.uni-eger.hu/lako/** |

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| **Course title:** Theory and practice of swimming and water sports | **Code:** NOT\_TE163G3 | **Credits:** 3 |
| Type (lecture/seminar/**practice**/consultation) and number of contact hours: 26 hours/semester |
| Evaluation method (end-term exam mark/ term mark / other): practice |
| Suggested semester: not relevant |
| Frequency of availability: 2 hours/weak |
| Language: english |
| Prerequisites *(if any)*: - |
| **Description** |
| **Aims:** The students learn about the positive effects swimming and water sports have on one’s organism, the basics of the theory and the movements of swimming and the rules of competitive swimming. They learn about the basic techniques of swimming sport, and also its preliminary, targeted and leading exercises.Theory of the history, techniques, starts and turnings of freestyle swimming, backstroke and breaststroke.They learn the competition rules, starts and turnings of the three swimming strokes. They gain practical command of arm and leg movements, breathing and the coordination of arm and leg movements in freestyle swimming.They practice the technique-development exercises and the preliminary out and in water tasks of the two swimming styles.They acquire the flip turn in freestyle swimming and backstroke.They learn the jumps that lead up to dive start and they also acquire the techniques of dive and backstroke start.They gain both theoretical and practical knowledge of the recent techniques of breaststroke, its technique development and out and in water leading exercises. Breaststroke start, turning and their characteristics.They learn the biomechanical basics of the acquired swimming styles (breaststroke, backstroke and freestyle). **Competences to develop:** *Knowledge:** The students know the beneficial effects swimming has on one’s organism
* the techniques of the acquired swimming strokes
* biomechanics of swimming and the phisyological and mechanical features of water affecting one’s organism
* the competitions and organizations of swimming
* the rules of competitive swimming
* the technique-development exercises and the preliminary out and in water tasks of the swimming styles.
* the theory of the techniques of the learned swimming styles, the steps of performing the techniques.

*Views and attitudes:** The students accept the recent pedagogical methods and are ready to use them in their own professional work
* recognise the health benefits of swimming and its significance in health improvement, prevention, rehabilitation and recreation
* are receptive to meet and apply the pedagogical methods needed to control water activities

*Abilities:** The students have professional knowledge of the benefitial effects swimming has on one’s organism
* of the learned swimming styles
* are able to perform the arm and leg movement, breathing and the coordination of arm and leg movement of freestyle swimming
* are well-prepared for the technique-development exercises and the preliminary out and in water tasks of breaststroke, backstroke and freestyle swimming, they know and are able to use them
* are able to do the flip turns of freestyle and backstroke, and the normal turn of breaststroke
* can do the jumps preparing for dive start and are able to perform them using the right techniques
* can plan, work out and evaluate animation programmes in water
* are engaged and take responsibility for their pupils’ health

**Course content and schedule:**1. Positive effects of swimming on one’s organism. Benefits of sauna and water therapies.
2. The tecnniques of the acquired swimming styles.
3. Biomechanics of swimming, its laws, phisyological and mechanical features of water affecting one’s organism.
4. Swimming competitions and the national and international organizations of swimming.
5. The rules of competitive swimming.
6. Learning the techniques, start and turns of freestyle swimming.
7. Learning the techniques, start and turns of backstroke.
8. Learning the techniques, start and turns of breaststroke.
9. The technique-development and leading exercises of the acquired swimming styles.
10. Preliminary out and in water tasks
11. The theory of the techniques of the learned swimming styles, the steps of performing the techniques.
12. Competitions, water competition.
13. Animation programmes in water.

**Education management:*** lecture
* small group project work
* practice

**Assessment:**1. ***Active participation in the course*** (see the Study and Examination Rules)
2. ***Completing practical requirements*** (50 m freestyle, 50 m backstroke, 50 m breaststroke and, 200 meter permanent swimming – assessed for technique) (both with a minimum result of ’pass’).
3. ***Organizing an animation programme in water related to the topics of the course and the student’s personal interest.***

***Test paper on the history, techniques and rules of the acquired swimming styles.***  |
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| **Compulsory reading:**Scott A. Riewald, Scott A. Rodeo (2015): Science of swimming faster.  Human Kinetics, Champaign, IL, United States.**Optional reading:*** Toussaint, Huub M., and A. Peter Hollander. "Energetics of competitive swimming." Sports Medicine 18.6 (1994): 384-405.
* Kato, Naomi, and Shinji Kamimura. Bio-mechanisms of swimming and flying: fluid dynamics, biomimetic robots, and sports science. Springer Science & Business Media, 2008.
* Ahrendt L. Baby swimming. Meyer and Meyer Sport, 2004a: 5-60
* Ahrendt L. Toddler swimming. Meyer and Meyer Sport, 2004b: 5-22

**Supporting (compulsory/optional) digital materials: -**  |
| **Person in charge of program:** Dr. Révész László, associate professor |
| **Person in charge of the course:** Dr. Révész László, associate professor |
| **Instructor:** Dr. Révész László, associate professor |
| **Instructor’s office hours:** Monday 10.00-11.00 |
| **Preferred contact details:** email |
| **Online communication method: -** |

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| **Title of Course Unit:** | Sport science research |
| **Classes per week:** | 2 hours (90 min) | **Credit value:** | 4 | **Type:** | theoretical  |
| **Prerequisites:** |
| none |
| **Course description:** |
| The course is designed for students in sport or PE BSc or MSc programs. The purpose of the course is to facilitate students with their understanding of research principles, theories, models, methodologies and assessment. By the end of the course students will be able to * identify their central research questions and hypotheses,
* situate their research questions into relevant models and literature,
* formulate argument (need) for their study,
* select appropriate methodology (tools) for their research questions,
* collect and analyze data (administer a test),
* assess, evaluate and interpret results,
* prepare/design a research plan.

**Course Content*** Beginning the research project: Types of research, Research process, Research questions, Hypotheses, Literature review
* Research design: Theories and hypotheses, Concepts and measurement
* Methodology: Participants, Data collection and analysis
* Results and discussion
* Ethical issues related to research
* Reports, grants and proposals
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| **Instructor:** | József Bognár, PhD |
| **Language of instruction:** | English |
| **Semester:** | Fall |
| **Readings:** |
| Thomas, J.R., Nelson, J.K, & Silverman, S. (2011). Research Methods in Physical Activity. 6th Edition. Champaign, Illinois: Human Kinetics.Suggested reading: Tenenbaum, G., & Driscoll, M.P. (2005).Methods of research in sport sciences. Quantitative and qualitative approaches. Oxford: Meyer & Meyer Sport. |

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| **Requirements and grading:** |
| **Assignments**Weekly assignments 30% Based upon readings, students expected to summarize and critique 3 research papers of a respected area, assess and evaluate research designs, provide examples for individual applications. Research Paper 40% The research paper serves as an important tool in this course, focuses on how to design a research project in a specific field/topic. It is expected that this paper forms the basis of the dissertation proposal with research questions, problems statement, literature review with theories, designs and hypotheses, methodology.Individual presentations 30%Topics and details will be discussed and negotiated with class.Grading: 91 - 100% 5 81 - 90% 4 71 - 80% 3 61 - 70% 2 60% and below 1 |
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| **Title of Course Unit:** | Theory of Physical Education |
| **Classes per week:** | 2 hours (90 min) | **Credit value:** | 2 | **Type:** | theoretical  |
| **Prerequisites:** |
| none |
| **Course description:** |
| This course is designed to integrate ideas, concepts, theories, and practices of contemporary physical education. It includes introduction and orientation to physical education as a profession and also as an academic discipline. In the course content, opportunities in the field, philosophy, scientific foundation, and communities/individuals that have influenced these trends and issues in the 21st century will be discussed.The purpose of this course is to prepare students for the profession of all-round sport expert in the broad areas of physical education. It is our aim to help prospective physical and health educators, adapted physical education teachers, coaches, human kinesiologists, recreation and sport management experts with the skills necessary to understand the complex issues of sport career, content, format, theories, terminology and concepts. Course content:Week 1: Goals and requirements of classWeek 2: Interpretation of the fields related to PE and SportWeek 3: Nature and role of family and education in sport careerWeek 4: PE and Sport as a professionWeek 5: Theory of PE and SportWeek 5: Practice of PE and SportWeek 6: The role of PE and SportWeek 7: Implications for society and family as related to PE and Sport curriculumWeek 8: Understanding PE and Sport I: family, school, and sport clubsWeek 10: Understanding PE and Sport II: society, economy and politicsWeek 11: Living actively in the 21st century: lifelong physical activityWeek 12: Future of PE and Sport: possibilities and optionsWeek 13: PE standards, quality assurance, and assessment and evaluation |
| **Instructor:** | József Bognár, PhD |
| **Language of instruction:** | English |
| **Semester:** | Spring |
| **Readings:** |
| Rink J (2014): Teaching physical education for learning. McGraw Hill EducationSilverman S. (2013): Teaching for student learning in physical education, Taylor & Francis  |

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| **Requirements and grading:** |
| **Essay**: one term/career path is defined and explained* 2-3 pages, typed
* Minimum of 3 literature should be included (cited and listed)
* Deadline: week 8

**Oral presentation**: the role of PE and sport in a country of your choice (other than yours)* 15-minute PowerPoint presentation
* Weeks 8-12

**Oral/written examination** at the end of the semester. |
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