PSYCO-MOTOR DEVELOPMENT									
1	Course Title:	PSYCO-MOTOR DEVELOPMENT							
2	Course Code:	AEB1009							
3	Type of Course:	Compulsory							
4	Level of Course:	First Cycle							
5	Year of Study:	1							
6	Semester:	1							
7	ECTS Credits Allocated:	4.00							
8	Theoretical (hour/week):	3.00							
9	Practice (hour/week):	0.00							
10	Laboratory (hour/week):	0							
11	Prerequisites:	none							
12	Language:	Turkish							
13	Mode of Delivery:	Face to face							
14	Course Coordinator:	Prof. Dr. Şenay Şahin							
15	Course Lecturers:	Dr okan gültekin							
16	Contact information of the Course Coordinator:	sksahin@uludag.edu.tr , 0 224 294 06 99 Uludağ Üniversitesi antrenörlük eğitimi Bölümü							
17	Website:								
18	Objective of the Course:	Psychomotor behavior, resulting in age-related changes, the similarities and differences between individuals, concepts, principles, factors influencing psychomotor development, institutional approaches, physical development, perceptual motor skills, and self-concept the relationship between evaluation of psychomotor behaviors in children.							
19	Contribution of the Course to Professional Development:								
20	Learning Outcomes:								
		1	Explain the principles and stages of development.						
		2	Explain the principles and stages of development.						
		3	To be aware of the importance of motor development stage while teaching skills related to his/her field.						
		4	To be aware of the importance to individual differences on motor development.						
		5	To use the motor development skill classification while teaching skills.						
		6	To be aware of the importance of sport and physical activity for healthy motor development.						
		7	To be aware of the importance of sport and physical activity for healthy motor development.						
		8	To follow up to new trends in the age for professional implementation to support motor development.						
		9	. Explain the movement categories and concepts of movement educatio						
		Prepare exercise programs for children through developmental theories. Explain the motor development models.							
21	Course Content:								
		Co	ourse Content:						
Week	Veek Theoretical Practice								

1	General information of the course abogeneral description, importance, subjective distribution					
2	Basic concepts related to developmer motor development	nt and				
3	Development theories and theorists					
4	Prenatal and postnatal growth and development?					
5	Factors affecting motor development					
6	Movement skill classification					
7	Models of motor developments					
8	Phases of Motor Development (Reflex rudimentary movement phase)					
9	Phases of Motor Development (Reflex rudimentary movement phase)					
	Basic motor skills phases and observations	ation				
	Measurement of motor development					
12	Perceptual motor development / Moto development and self concept	r				
13	Presentation of group projects					
14	Presentation of group projects					
22	Textbooks, References and/or Other Materials:		Gallahue, D.L. and Ozmun, J.G. 2006. Understanding motor development: Infants, children, adolescents, adults. 6th Ed. International Edition, McGraw-Hill Companies, 524 p., New York. EnglishCratty 1978. Perceptual and motor development in infant and chilren. 2nd ed. Prentice-Hall, Inc., New Jersey. English Gabbord, C. P. 1996. Lifelong motor development. Second ed. Brown and Benchmark Publishers, 458 p., USA. English Payne, V.G. ve Isaacs, L.D. 2005. Human motor development: A life span approach. 5th ed., 497 p., McGraw-Hill. Boston. English Adams, F.J. 2001. Ergenliği anlamak. (Çeviri B. Onur). İmge Kitabevi Yayınları, 393 s. Ankara. TürkçeGander, J.M. and Gardiner, W.H. 2001. Çocuk ve ergen gelişimi. (Çeviri: B. Onur) 4. baskı. İmge Kitabevi Yayınları, 618 s. Ankara. Türkçe Hurlock, E.B. 1978. Child development. Altıncı Baskı. McGraw-Hill Book Comp., New York. English Kluka, Darlene A. (1999) Motor Behavior: From Learning to Performance. Englewood, Colorado: Morton Publishing Company. English Haywood, K.M. and Getchell, N. 2005. Life span motor development. Fourth Edition, Human Kinetics, 326 p., USA. EnglishMagill, R. A. 2004. Motor learning: Concepts and applications. 7th ed. McGraw-Hill Co., 400 p., New York. Santrock J.W. 1989. Life-span development – third edition. Wm.C. Brown Publishers, 627 p., Dubuque, Iowa. English			
23 TERM I	Assesment EARNING ACTIVITIES	NUMBE	WEIGHT			
		R				
Midterm Exam 1			40.00			
Quiz 0		0	0.00			
		0	0.00			
Final E		1	60.00			
Total	:	2	100.00			

Contribution of Term (Year) Learning Activities to Success Grade	40.00
Contribution of Final Exam to Success Grade	60.00
Total	100.00
Measurement and Evaluation Techniques Used in the Course	
24 ECTS / WORK LOAD TABLE	

Activites	Number	Duration (hour)	Total Work Load (hour)
Theoretical	14	2.00	28.00
Practicals/Labs	0	0.00	0.00
Self study and preperation	15	2.00	30.00
Homeworks	14	2.00	28.00
Projects	0	0.00	0.00
Field Studies	0	0.00	0.00
Midterm exams	1	2.00	2.00
Others	0	0.00	0.00
Final Exams	1	3.00	3.00
Total Work Load			91.00
Total work load/ 30 hr			2.87
ECTS Credit of the Course			4.00

25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ1 0	PQ11	PQ12	PQ1	PQ14	PQ15	PQ16
ÖK1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ÖK2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ÖK3	0	0	4	4	0	0	0	0	0	0	0	0	0	0	0	0
ÖK4	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
ÖK5	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0
ÖK6	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0
ÖK7	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0
ÖK8	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0
ÖK9	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0
ÖK10	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0
LO: Learning Objectives PQ: Program Qualifications																
Contrib 1 very low ution Level:		2 low			3	3 Medium		4 High			5 Very High					