

# SPORTS TRAINING FOR ALL

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|-----------|--|--|---|
| <b>1</b>  | Course Title:  | SPORTS TRAINING FOR ALL  |   |
| <b>2</b>  | Course Code:   | BED5113  |   |
| <b>3</b>  | Type of Course:  | Optional   |   |
| <b>4</b>  | Level of Course:   | Second Cycle   |   |
| <b>5</b>  | Year of Study:   | 1  |   |
| <b>6</b>  | Semester:  | 1  |   |
| <b>7</b>  | ECTS Credits Allocated:  | 3.00   |   |
| <b>8</b>  | Theoretical (hour/week):   | 2.00   |   |
| <b>9</b>  | Practice (hour/week):  | 0.00   |   |
| <b>10</b> | Laboratory (hour/week):  | 0  |   |
| <b>11</b> | Prerequisites:   | none   |   |
| <b>12</b> | Language:  | Turkish  |   |
| <b>13</b> | Mode of Delivery:  | Face to face   |   |
| <b>14</b> | Course Coordinator:  | Prof. Dr. Şenay Şahin  |   |
| <b>15</b> | Course Lecturers:  |  |   |
| <b>16</b> | Contact information of the Course Coordinator:                                   | sksahin@uludag.edu.tr  |   |
| <b>17</b> | Website:   |  |   |
| <b>18</b> | Objective of the Course:   | To present the benefits of sport for everyone, its expansion, its understanding and structuring of sport for everyone in Turkey and the world. |   |
| <b>19</b> | Contribution of the Course to Professional Development:                          |  |   |
| <b>20</b> | Learning Outcomes:   |  |   |
|           |  | 1  | Know is emphasize the importance of continuous and lifelong education                   |
|           |  | 2  | Know is incorporate physical activiity into daily life at all ages                      |
|           |  | 3  | Creating awareness that a healthy and safe environment will improve the quality of life |
|           |  | 4  | knows the philosophy of sport for allh  |
|           |  | 5  | Know is incorporate physical activiity into daily life at all ages                      |
|           |  | 6  | The tir for everybody can explain the purpose of the sport                              |
|           |  | 7  | Discussing sport for everyone in the world and in Turkey                                |
|           |  | 8  | Explains sports benefits as a development tool  |
|           |  | 9  | He will be able to explain sports activities for everyone                               |
|           |  | 10   | Know WellnessExplain yoga and Hemsball  |
| <b>21</b> | Course Content:  |  |   |
|           |  | <b>Course Content:</b>   |   |
| Week      | Theoretical  | Practice   |   |
| <b>1</b>  | The Goal Of Sport For All;<br>What is the sense of Sport (feeling) for everyone? |  |   |
| <b>2</b>  | Why, How was sport born for everyone?  |  |   |
| <b>3</b>  | Spread and organization of the concept of Sports for everyone in Turkey          |  |   |

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| 4  | The foundation of the Sports Federation for all in Turkey and legal grounds        |   |
| 5  | The mission and vision of the Sports Federation for all:                           |   |
| 6  | His perspective and application examples in the world                              |   |
| 7  | Philosophy of sports for everyone in the world and lifelong sports practices       |   |
| 8  | Effects of regular life-long sports practices on human health                      |   |
| 9  | Basic goals of exercise and sport at all ages                                      |   |
| 10   | Sport For All Activities: Wellness, yoga   |   |
| 11   | For children young and old , for sports and practices                              |   |
| 12   | Sports and applications for disabled people and those in need of special education |   |
| 13   | Sports and practices for women, pregnant families                                  |   |
| 14   | Application examples<br>Sport For All Leader;                                      |   |
| 22   | Textbooks, References and/or Other Materials:                                      | hedlin, H. ve Lieberman, L. (2011). Sports for Everyone: A Handbook for Starting Sports Camps for Children with Visual Impairments. Perkins School for the Blind, US. |
| 23   | Assesment  |   |
| <b>TERM LEARNING ACTIVITIES</b>                                  |  |   |
|  | <b>NUMBE<br/>R</b>   | <b>WEIGHT</b>   |
| Midterm Exam   | 1  | 40.00   |
| Quiz   | 0  | 0.00  |
| Home work-project  | 0  | 0.00  |
| Final Exam   | 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   | <b>ECTS / WORK LOAD TABLE</b>  |   |

| 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     |        |                 | 3.03                   |
| ECTS Credit of the Course  |        |                 | 3.00                   |

| 25   | CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS |     |     |              |     |     |                 |     |     |               |      |      |                    |      |      |      |
|--|---|-----|-----|--------------|-----|-----|-----------------|-----|-----|---------------|------|------|--------------------|------|------|------|
|  | PQ1   | PQ2 | PQ3 | PQ4          | PQ5 | PQ6 | PQ7             | PQ8 | PQ9 | PQ10          | PQ11 | PQ12 | PQ13               | 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    |
| <b>LO: Learning Objectives    PQ: Program Qualifications</b> |   |     |     |              |     |     |                 |     |     |               |      |      |                    |      |      |      |
| <b>Contribution Level:</b>                                   | <b>1 very low</b>   |     |     | <b>2 low</b> |     |     | <b>3 Medium</b> |     |     | <b>4 High</b> |      |      | <b>5 Very High</b> |      |      |      |