

# Transilvania University of Brașov, Romania

## Study program: School physical education and leisure motor activities

Faculty: Physical Education and Mountain Sports

Study period: 2 years (master)

1<sup>st</sup> Year 2025-2026

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Psychology of the ages and specific psychopathologies	EF.DF.I.01.01	Romanian	4	1	1	-	-

**Course description (Syllabus):** The course provides a comprehensive analysis of the psychology of age stages, presenting the fundamental definitions of the field, the object and content of psychopathology, and the specific characteristics of psychological development across the lifespan. It addresses the defining features of the young schoolchild, including the dominant developmental transformations of this period and potential deficiencies in adaptive behavior.

A significant part of the course is dedicated to the study of addiction psychopathology in preadolescence and adolescence, examining various forms of addictive behavior such as alcoholism, drug addiction, and other types of dependency. The course explores the causes, mechanisms, manifestations, and implications of these disorders for psychological and behavioral development.

The content further covers the psychological characteristics of the young person, the adult, and the elderly, highlighting the affective and motivational dimensions specific to each stage. It examines the changes in motivation and affectivity in old age, as well as the organic disorders characteristic of the third age and their impact on overall psychological functioning.

By integrating these topics, the course offers a coherent perspective on psychological development across the lifespan, the vulnerabilities associated with different age stages, and the forms of psychopathology commonly encountered throughout human development.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Theory of motor actuating learning	EF.DF.I.01.02	Romanian	5	2	1	-	-

**Course description (Syllabus):** The course examines the fundamentals of the learning process by presenting the concepts, types, and general mechanisms underlying the development of motor and academic competencies. It addresses the objectives and outcomes of school learning, as well as the main pedagogical models of learning applied in motor contexts. The theoretical component includes the study of definitions, characteristics, and typologies of motor learning, the general motor program, memory and retention, transfer, and the specific stages involved in learning motor skills.

The course explores current classifications of motor skills and the relationships among motor learning, perception, and memory development. It also investigates the mechanisms and structure of the learning process, the neurophysiology of motor behavior, and the stages of motor maturation in ontogenesis. Particular emphasis is placed on the student's cognitive structure, the cognitive-motivational interaction during learning, and the influence of teacher personality, group dynamics, and educational relationships on the motor learning process.

Course content includes the analysis of motor perception through visual and sensorimotor information, the characteristics of effective motor actions, and the study of motor and psychomotor abilities. Strategies and methods

for facilitating motor learning—global and analytical practice, blocked or variable scheduling—are examined together with the principles of efficient learning, common errors and distortions, and the methods used for evaluating the level of motor learning.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Techniques of kinesiotherapy intervention in the school environment	EF.DC.I.01.03	Romanian	3	1	-	1	-

**Course description (Syllabus):** The course addresses the learning of behaviors necessary for the prevention and correction of congenital and/or acquired physical deficiencies, with the objective of supporting the harmonious development of the student. It examines the functional and postural characteristics associated with various conditions, such as torticollis, kyphosis, scoliosis, lordosis, thoracic deformities, deficiencies of the upper limbs (separated and winged scapulae), deviations of the knee axis (valgum/varum, flexion/hyperextension), and flat foot. The course includes the study of akinetic techniques—mobilization for rest, containment, and correction—along with methods of antalgic, corrective, and facilitation posturing. Furthermore, it explores static and dynamic kinetic techniques used in postural and functional re-education.

The practical component focuses on designing and applying exercise programs specific to primary and secondary prophylaxis (prevention of aggravation) for each type of deficiency: at the level of the head and neck, kyphotic, lordotic, and scoliotic deviations, thoracic deformities and upper-limb deficiencies, knee misalignments, and flat foot. Emphasis is placed on identifying contributing factors, selecting appropriate exercises, and correctly applying motor intervention techniques to prevent the onset or worsening of physical deficiencies.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Management and marketing in formal and nonformal motor activities	EF.DC.I.01.04	Romanian	4	1	1	-	-

**Course description (Syllabus):** The course provides an in-depth overview of the concept of management and the main leadership styles applied in formal and non-formal motor activities. It examines the functions and principles of management in the field of physical education and motor activities, along with modern leadership methods used to optimize organizational processes.

A key component of the course focuses on the management of human, material, and financial resources, as well as the marketing of services specific to motor activities. The role of communication and the importance of information systems in enhancing managerial efficiency are addressed, together with development policies and strategies applicable to both formal and non-formal motor activity settings.

The course also explores management and marketing in the organization of sports competitions, including the planning, coordination, promotion, and evaluation of events. Practical applications involve implementing managerial and marketing strategies in real or simulated contexts, culminating in the development and presentation of a professional portfolio demonstrating the competencies acquired.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Methodologies for assessing and optimizing physical condition by age groups	EF.DF.I.01.05	Romanian	4	1	1	-	-

**Course description (Syllabus):** The course examines the concept of physical fitness and its fundamental components, together with the stages and methods of assessment used to evaluate an individual's functional level. It explores the relationships between physical fitness and health status, as well as the connections between motor activity practice,

physical development, and quality of life. The content includes defining and interpreting the concept of quality of life, identifying relevant indicators, and understanding physical fitness as a key determinant of quality of life.

A significant part of the course focuses on the processes of physical growth and development, presenting specific parameters and indicators, effort-induced changes, and associated evaluation tests. The principles of practicing physical activities in correlation with age are discussed, alongside the acute and chronic effects of motor activities on the human organism.

The course also addresses the objectives, content, and specific features of health recovery programs tailored to the requirements of various professional activities. The practical component involves designing programs to optimize physical fitness in relation to health status, developing fitness programs differentiated by types of effort, and evaluating and interpreting programs aimed at improving physical fitness and supporting functional recovery.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Internship in formal training environment	EF.DS.I.01.06	Romanian	4	-	-	-	3

**Course description (Syllabus):** The course provides a comprehensive overview of the organization and implementation of pedagogical practicum. It begins with the introductory briefing, which includes the presentation of the practicum syllabus, guidelines for structuring and completing the practicum notebook, and the formation of practicum groups. Students are informed about their responsibilities, the allocation to schools and mentors, and each mentor's schedule for practicum days.

A significant component of the course involves documenting and analyzing the culture of the school organization, as well as examining curricular and administrative documents such as the grade book, medical certificates, psychopedagogical files, and other relevant school records. Students learn to correctly compile their practicum notebook, which includes the attendance sheet, records of assisted lessons using observation–analysis–evaluation forms, lesson plans for trial and final lessons, plans for educational activities, and the evaluation forms for the final lesson and advisory/counseling session.

The practicum includes both observational activities and active teaching practice. Students conduct 1–2 trial lessons, one final lesson, and one advisory or counseling session. For each activity, they prepare the corresponding teaching plans, complete the evaluation sheet for the final lesson and the advisory session, and develop a psychopedagogical profile and developmental map for one student. The practicum concludes with the mentor teacher's evaluation and written characterization of the student's work, followed by the finalization of practicum records by the university practicum coordinator.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Methodologies for teaching football in high school	EF.DS.I.01.07	Romanian	3	1	-	1	-

**Course description (Syllabus):** The course provides a systematic introduction to the game of football, highlighting its essential characteristics and its importance within school-based motor activities. It presents the technical skills used in attack and defense, as well as the fundamental tactical elements expressed through simple individual and collective actions specific to both phases of the game. The theoretical component includes the analysis of commonly used game systems in football, in both defensive and offensive play, and the interpretation of the rules of the game in relation to their applicability in school settings.

The course details the preparation of football lessons in schools by presenting appropriate teaching methods and instructional tools, emphasizing the importance of student evaluation and self-evaluation from pedagogical and methodological perspectives. The methodological component focuses on teaching the main technical procedures: preparatory games for football, passing with the inside of the foot from a stationary position and on the move, striking the ball with the full instep, the inner instep, and the outer instep, shooting at the goal from a stationary position and while moving, receiving the ball with the inside of the foot, dribbling and dribbling in relation to an opponent, the

throw-in, heading the ball from a stationary position and on the move, tackling the opponent from the front and from the side, marking with and without the ball, getting free, beating an opponent and penetrating, as well as interception. Regarding collective tactics, the course addresses the methodology of teaching the tactical action "one-two" and the teaching of the 1-3-2 game system and its variants. By integrating technical, tactical, methodological, and pedagogical elements, the course develops the competencies required for organizing and teaching effective football lessons in school environments.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Methodologies for teaching handball in high school	EF.DS.I.01.08	Romanian	3	1	-	1	-

**Course description (Syllabus):** The course addresses the organization and teaching of handball in high school by analyzing the technical-tactical content specific to each grade level. It presents the criteria and stages for forming school handball teams, including player selection, methodological recommendations for team composition, and the main fundamental strategic variants used in the game. The content covers both individual and team play models, as well as instructional methods for teaching offensive and defensive phases. The national competition system organized under the authority of MECS is also examined.

The practical component focuses on designing and implementing instructional models for teaching technical procedures and tactical actions in both attack and defense. Operational models are developed for teaching offensive tactical actions such as counterattack and sustained fast break, as well as defensive tactical actions such as retreating and organizing temporary zone defenses. The course also includes instruction in individual tactical actions in attack — getting free, beating the opponent, penetrating, and ball recovery — as well as in defense — marking, tracking the opponent with the ball, blocking the throwing arm, and repositioning within the defensive system.

The methodological content extends to the teaching of technical procedures and collective tactical actions, including passing systems, player movements, and algorithms for teaching offensive systems with one pivot. Defensive instruction covers specific defensive movements, switching and handing over opponents, doubling, covering, closing penetration lanes, and the characteristics of the 6:0 and 5+1 defensive systems. By integrating these elements, the course develops the competencies required to design and conduct effective handball lessons in school settings.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Ethics and academic integrity	EF.DC.I.02.09	Romanian	4	1	1	-	-

**Course description (Syllabus):** The course provides a comprehensive introduction to ethics, moral values, and professional deontology in the context of sports and physical education, clarifying fundamental concepts and the purpose of sports ethics. It examines the dimensions of ethics in sports, the values promoted by the International Fair Play Committee and the International Olympic Committee, as well as the stakeholders involved in supporting and guiding ethical practices in sports.

A central component of the course is the study of the Sports Ethics Code, the commitment to ethical conduct, and the specific responsibilities of coaches and athletes. The content includes an in-depth analysis of sportsmanship—its importance, core pillars, illustrative examples, and methods for developing sportsmanlike behavior in both school settings and competitive sports.

The course highlights the role of physical education teachers in preventing conflicts and promoting ethical values across all educational stages. Common ethical issues in sports are explored, along with strategies for addressing moral dilemmas such as athlete overtraining, selection pressures, favoritism, or unethical coaching practices. Real ethical codes (e.g., Romanian Olympic and Sports Committee, sports federations, Ministry of Education) are analyzed, including their practical enforcement and the sanctions associated with violations.

The course also addresses the European perspective on sport, presenting the vision of the European Commission, European-level policies for the development of grassroots sport and physical activity, and Erasmus+ Sport opportunities available to teachers, coaches, and young athletes. Additional topics include character education in sport, ethical considerations in school and performance sport, and case studies illustrating how physical education

teachers help prevent and resolve conflicts among students. The course concludes with a comparative analysis of Romania's sports policies and those of other European countries, emphasizing the role of sport as a tool for social inclusion and the promotion of shared European values.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Methodologies for teaching basketball in high school	EF.DS.I.02.10	Romanian	3	1	-	1	-

**Course description (Syllabus):** The course addresses the fundamental technical-tactical elements of team sports, focusing on individual and collective actions used in both offense and defense. It examines procedures such as getting free, penetrating, beating the opponent, and ball recovery, along with the tactical action "give-and-go" (one-two), which is essential for effective offensive cooperation between two players. On the defensive side, the course explores marking and interception, emphasizing their role in preventing opponent progression and regaining possession.

The course also analyzes the fast break (counterattack) as a key transitional phase from defense to offense, examining its principles, sequence of actions, and conditions for effectiveness. The content is complemented by the study of defensive and offensive game systems, highlighting how team structure and collective organization influence performance. By integrating these technical-tactical components, the course provides a solid foundation for understanding, managing, and optimizing game play in educational and sports contexts.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Methodologies for teaching volleyball in high school	EF.DS.I.02.11	Romanian	3	1	-	1	-

**Course description (Syllabus):** The course provides a detailed overview of volleyball, including its description, technical-tactical structure and content, and the analysis of the school curriculum for grades IX–XII. It examines the teaching methods and instructional tools appropriate for volleyball instruction at the high school level, along with the methodology for learning the technical elements and procedures specific to the game.

The methodological component covers teaching off-the-ball movement and the main technical skills: overhead and forearm passing, serving and receiving, the attack hit from zones 4, 3, and 2, as well as diving and blocking techniques. Instructional methods for teaching offensive tactical actions — including attacking combinations — and defensive tactics are also addressed, highlighting their contribution to collective team organization.

The course analyzes the game systems used in volleyball, presenting their structural variants and the criteria for applying them according to students' skill levels and lesson objectives. The official volleyball rules are explained with reference to the adaptations required for school settings. By integrating technical, tactical, methodological, and regulatory elements, the course develops competencies for effective teaching and the development of motor skills specific to volleyball at the high school level.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Practical motor activities in mountain environments	EF.DS.I.02.12	Romanian	3	1	-	-	1

**Course description (Syllabus):** The course introduces students to motor practices in mountain environments, defining the concept, objectives, and characteristics of these activities. It presents the classification criteria for mountain practices and examines their role as tools for social cohesion, personal development, and the enhancement of motor competence. The theoretical component includes an analysis of the main forms of mountain movement—Nordic walking, hiking, and trekking—through definitions, specific techniques, particular execution aspects, health benefits, and their impact on motor abilities.

The course addresses breathing adaptation techniques, equipment differences, and principles of sustainability and safety. Students explore methods of moving on varied mountain trails, tourist orientation, light climbing, and crossing natural obstacles, while also learning strategies for managing physical effort at altitude or on difficult terrain.

Mountain camping is examined through the lens of organizing a camp, setting up tents, and ensuring sustainable and safe outdoor practices.

The curriculum also covers techniques for adapting movement to adverse weather conditions—rain, strong wind, snow, fog, or reduced visibility—as well as strategies for navigating unstable or difficult surfaces. Key topics include risk management in mountainous environments, group management, collective responsibility, and measures for preventing mountain accidents.

The practical component provides opportunities to apply theoretical knowledge in real settings. Activities include orientation exercises on mountain routes using compasses, maps, and GPS devices; practical sessions of Nordic walking focused on posture, rhythm, and coordination; mountain trekking with strategies for adapting to variable meteorological conditions and managing risks; mountain camping activities involving tent setup and camp organization in safe and sustainable ways; and indoor wall climbing emphasizing climbing techniques and accident prevention. The course concludes with a student-designed mountain activity, including selection of the area, a marked route, objectives, and the stages of conducting the hike.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Designing motor programs for active leisure time	EF.DS.I.02.13	Romanian	4	1	1	-	-

**Course description (Syllabus):** The course provides a comprehensive overview of the concept of active leisure, defining its fundamental notions, characteristics, purpose, objectives, and strategies used to promote physical activity as part of a healthy lifestyle. It examines the importance of active leisure in physical education and sport, its role in general physical development, and its applicability in everyday life. The theoretical content includes the study of the effects and benefits of motor physical activities practiced during active leisure—physical and mental relaxation, physical rehabilitation, psychological and emotional balance, recreation, and reduction of intellectual, professional, and daily stress.

The course presents principles for the efficient organization of work time and personal active leisure time, emphasizing its optimal use for maintaining and improving health. Techniques for educating individuals in the proper use of active leisure time are explored, along with methods for designing and planning personalized motor programs aimed at health promotion. The relationship between sports activity, national strategies, and youth policies is addressed, including adaptation to new standards in physical activity. Social integration through active leisure motor activities is analyzed in connection with quality-of-life indicators and the sociology of leisure. The course highlights the development of correct habits for maintaining an active lifestyle, the importance of consistency and discipline, and strategies for preventing sedentary behavior.

Content also includes stress-management techniques through active leisure, the design of integrated motor programs, tools for evaluating leisure time and physical fitness, and the body's adaptation to various types of physical effort (aerobic, anaerobic, mixed). The physical and mental gains associated with active leisure physical training are examined.

The course explores how leisure time is perceived, types of leisure activities, and their evolution with respect to geographical context, productive activities, and social changes. Long-term benefits of physical activities are studied, along with their effects on health, behavior, communication, and socialization. The content includes an analysis of the causes of inefficient time management and proposes strategies for improvement.

Current strategies and orientations regarding physical activity are presented, alongside barriers to participating in unorganized sports activities, solutions for increasing physical activity at the workplace, and the role of education through sport in developing a healthy lifestyle. The course also discusses the institutions responsible for promoting sports activities and the mechanisms of socialization through physical activity.

The final section addresses the factors contributing to the diversity of active leisure activities, types of stress and their characteristics, and the final outcomes sought through motor programs: reducing tension, increasing concentration, acquiring new knowledge and skills, and maintaining a high level of physical and mental well-being.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Recreational motor activities – theory and practice in non-formal training settings	EF.DS.I.02.14	Romanian	5	1	-	-	2

**Course description (Syllabus):** The course provides a comprehensive introduction to the concepts of leisure, recreational sport, and mountain tourism by defining the fundamental terms and analyzing the main types and forms of tourism. It examines the functions of leisure, its traditional and contemporary forms, indoor and outdoor activities, as well as the role of leisure within tourism. The course also explores the interdisciplinary nature of outdoor leisure activities, particularly in mountain environments.

The status, role, and objectives of extracurricular sport-tourism activities are analyzed, along with the procedures for their approval at the school board level. The course presents the planning documents required for organizing sport-tourism and leisure activities and highlights specific organizational aspects depending on whether the activities are sport-based or tourism-oriented.

Students study the principles for designing leisure programs for both summer and winter seasons, focusing on the planning process in relation to resources, objectives, and participant characteristics. Safety measures for preventing accidents and procedures for providing first aid in sport-tourism activities are also addressed.

The practical component includes the planning and simulation of a non-formal motor leisure activity, as well as the evaluation of its impact on participants. The course covers strategies for designing outdoor leisure activities, the Romanian model of tourism and leisure, outdoor facilities for itinerant recreation, and the typology of mountain recreational sports. By integrating these elements, the course develops competencies for planning, organizing, and evaluating sport-tourism activities in educational and leisure contexts.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
The holistic paradigm in physical and sports education	EF.DS.A.02.15.1	Romanian	3	1	-	1	-

**Course description (Syllabus):** The course provides a holistic perspective on personality, examining major theories of personality and the debate between atomistic and holistic approaches. It explores systemic-psychosocial perspectives on understanding students' personalities and presents personality traits within the synthetic-integrative model of personality. The content includes stages of personality development from childhood to early adolescence, with particular attention to the relationship between motor behavior, bodily activity, the individual's own body, and self-knowledge processes (postural model, body schema, body image).

The course analyzes the integration of personality development requirements into the physical education curriculum, with reference to general and specific competencies, curricular standards, and educational objectives. Methods for evaluating personality traits in physical education and techniques for diagnosing interpersonal behavior are examined in detail. Current trends in personality research are discussed, including methodologies for determining personality types and the shift from descriptive models (personality topography) toward concepts such as optimal personality.

A key focus is placed on the Big Five model, viewed as a major contemporary trend in personality research, as well as on the connections between positive psychology and its conception of personality development. The course addresses procedures for analyzing interpersonal behavior and explores different representations of the body in psychosocial contexts — the performing body, the doped body, the body as laboratory, the body as subject, and others.

The practical component includes applying personality theories within the framework of school curricula and EU key competences, as well as techniques for operationalizing learning competencies into assessment competencies within the unit "Personality Traits." By integrating these dimensions, the course develops an advanced understanding of personality in educational contexts and equips students with skills for evaluating and supporting interpersonal development among learners.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Motor activity and personal development	EF.DS.A.02.15.2	Romanian	3	1	-	1	-

**Course description (Syllabus):** The course provides an in-depth introduction to the concept of personality and to systemic-psychosocial perspectives on understanding the student's personality. It examines personality traits within the synthetic-integrative model and outlines the stages of personality development from early childhood to early adolescence. The content highlights the relationship between personality development and motor activities, emphasizing the potential of motor games to foster traits such as cooperation, responsibility, perseverance, autonomy, and interpersonal skills.

The course includes the classification of motor activities based on games and the principles for programming, organizing, and evaluating them within curricular and extracurricular contexts. Methods and tools for assessing personality traits are explored, along with techniques for diagnosing interpersonal behavior, providing the necessary framework for formative observation and the development of specific evaluation sheets.

The practical component addresses categories of motor games used to develop personality traits and interpersonal relationships, as well as methodologies for programming and planning these activities in physical education classes. Strategies for implementing and evaluating motor games in educational settings are discussed, with a focus on organizing and leading activities, the role of leadership, and the management of review-evaluation moments. By integrating these dimensions, the course develops essential competencies for designing, coordinating, and evaluating motor activities that contribute to the formative development of students' personalities.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Psychomotor intervention methodologies in early childhood – formal and non-formal approaches	EF.DS.A.02.16.1	Romanian	5	1	2	-	-

**Course description (Syllabus):** The course provides a comprehensive overview of early childhood education, defining the concept, legislative framework, and institutional and non-institutional forms of organization. It examines early childhood education systems across the European Union and the main curricular directions specific to this developmental stage. The course explores the developmental stages of children aged 0–3 years, including the physical, cognitive, and socio-emotional domains, and identifies the windows of opportunity for motor development during the early years of life.

It presents the objectives and content of the psychomotor domain from a curricular perspective, along with teaching methodologies specific to early childhood education. Methods for holistic assessment, such as the Portage method, are analyzed as tools for monitoring child development. The role of physical education as a fundamental component of early childhood education is discussed, together with the ways in which motor activities can be organized for children aged 0–3 years.

The practical component includes video studies illustrating examples of physical exercises, procedures, and practice variations adapted to developmental levels. Students explore organizational models for motor activities in early childhood and strategies for involving educators and parents in supporting children's engagement in physical exercise. The course integrates research findings on the benefits of early childhood education and highlights the importance of educator-parent collaboration in fostering the child's harmonious development.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Psychomotor aspects of early childhood education	EF.DS.A.02.16.2	Romanian	5	1	2	-	-

**Course description (Syllabus):** The course provides a comprehensive overview of psychomotority, emphasizing its importance, role, and educational value in early childhood education. It examines the components of psychomotority,

focusing on the development of the body schema between ages 0–7, the formation of laterality, manifestations of ideomotor behavior, and appropriate methods for stimulating these processes in educational settings. Motor intelligence is addressed through the child's coordination, reaction, and adaptation in various learning contexts.

The course explores techniques for stimulating psychomotor development and the mechanisms of psychomotor learning in young children, offering criteria for designing psychomotor educational contexts both in kindergarten and at home. Forms of psychomotor expression in children aged 0–7 are analyzed, together with basic tools for psychomotor observation such as the observation sheet and progress chart.

The practical component includes age-appropriate psychomotor stimulation activities — games, sensorimotor exercises, symbolic activities, and coordination tasks. Methods and tools for evaluating psychomotor development are presented through adapted scales such as Portage, Denver, and Bayley. Case studies are used to analyze psychomotor progress and to develop individualized support strategies.

The course highlights the essential role of the educator–child–family relationship in supporting psychomotor development and includes the design of a psychomotor activity sheet for younger and middle kindergarten groups. By integrating these dimensions, the course develops the competencies required for assessing, stimulating, and enhancing psychomotor development in early childhood.

## 2<sup>nd</sup> Year 2026-2027

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Strategies for building the group through formal and non-formal motor activities	EF.DS.I.03.01	Romanian	5	2	1	-	-

**Course description (Syllabus):** The course provides a comprehensive perspective on the relationship between society, norms, and education by defining the concepts of formal, non-formal, and informal education, as well as the process of socialization and its role in shaping group identity. It examines the mechanisms of cohesion as a psychosocial group phenomenon and the functions of micro-groups in educational contexts. The theoretical content addresses general issues of social learning in school settings and explores the relationship between human motor activity, social learning, and the role of physical education in socialization.

National and international theories of social learning through movement are discussed, along with methods and means used in motor activities that foster social development. The course analyzes the organization of motor activities in formal and non-formal environments, the typology of team-building programs, and the stages of team formation. Sociometric techniques and methods for small groups are presented, as well as the use of reflection as an evaluation method in motor activities and group-cohesion processes.

A significant practical component focuses on designing and applying sociometric questionnaires in educational groups, calculating cohesion indices and interpreting results, and analyzing preferential status using tools such as sociomatrixes, sociograms, and social networks. Educational interventions based on these analyses are also developed. The course explores the relationship between the teacher and the informal leader, emphasizing the leader's role in maintaining group cohesion and strategies for effective collaboration.

Students learn to design motor activities using the pre-impact–impact–post-impact model, to sequence experiential units within the school curriculum, and to assess the applicability of group-building strategies in both formal and non-formal contexts. Preparation for evaluation is supported through case studies and review activities. By integrating these elements, the course develops competencies for using movement as a tool for socialization, group cohesion, and socio-emotional skill development.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Methodology of teaching physical education and sport in high school	EF.DS.I.03.02	Romanian	5	2	1	-	-

**Course description (Syllabus):** The course examines the goals of upper secondary education and the essential role of physical education in achieving them by developing students' health competencies, physical development, and personal responsibility. It analyzes the somatic and motor characteristics of students aged 15–19 and the ways in which physical education promotes health through movement. The content includes methodological strategies for optimizing physical development and specific methods for developing speed, endurance, strength, and coordination. The course covers the methodology of teaching the main categories of exercises and sports events included in the high school curriculum, such as athletic jumps and throws, running events, gymnastics exercises, and team sports. The structure of the physical education lesson in secondary education is examined, along with the particularities of lessons in vocational education and the adaptations required for special education. The interdisciplinary applicability of physical education within the high school curriculum is also highlighted.

The practical component includes the analysis of the stages and operations specific to instructional design in high school physical education, the formulation of operational objectives using a correct taxonomic structure, macro-design (semester and unit planning), and micro-design (lesson planning adapted to the secondary level). Adaptations for vocational and special education lessons are addressed, as well as the critical analysis of instructional approaches through the evaluation of planning quality.

The course promotes modern teaching methods — gamification, project-based learning, and flipped classroom — and their integration into physical education lessons to diversify instructional strategies and enhance student engagement. By combining theoretical and practical components, the course develops the competencies necessary for effectively designing, implementing, and evaluating physical education lessons in upper secondary education.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Kinematic and functional analysis of guided motor activities	EF.DS.I.03.03	Romanian	4	1	1	-	-

**Course description (Syllabus):** The course provides the fundamental principles of kinematics and functional analysis applied to motor contexts, examining general movement principles and their manifestations in human motion. It explores the biomechanics of the skeletal and joint systems, with direct implications for mobility, as well as the biomechanics of the muscular system and the functioning of kinetic chains involved in movement execution.

An essential component of the course focuses on anthropometry and segmental analysis used in motor evaluation, along with kinematic analysis of walking and running as basic forms of human locomotion. The course includes the analysis of guided movements in individual sports such as athletics and gymnastics, emphasizing execution technique and identification of relevant biomechanical elements. Kinematic and functional analyses specific to winter sports are also explored, integrating modern applications and digital evaluation technologies.

Practical activities include conducting anthropometric measurements and segmental analysis of subjects, recording and interpreting walking patterns using basic kinematic analysis methods, and modeling movement in functional exercises to assess kinetic chains. Students analyze guided movements in athletics using video feedback and complete a case study on a chosen winter sport. The course integrates mobile applications and software for functional analysis, and culminates with the development of a mini-project involving the kinematic analysis of a directed motor exercise.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
School athletic polyathlon	EF.DS.I.03.04	Romanian	3	1	-	1	-

**Course description (Syllabus):** The course examines the role of athletic polyathlon in school physical education, highlighting its formative value in developing diverse motor abilities through varied, engaging, and motivating activities. It emphasizes the educational benefits of polyathlon—fair play, perseverance, competitive spirit—and its contribution to increasing students' active participation. The course presents the specific criteria for selecting students for school polyathlon and the principles for adapting demands to their developmental level.

It details the structure of an athletic polyathlon and the particularities of preparing students for this complex form of competition, including team formation, role assignment, and responsibility-building. The course analyzes the elements involved in designing and planning instruction within school polyathlon programs, as well as the development of a learning unit centered on polyathlon. Safety considerations, logistical organization, and adaptation of events to school conditions are also discussed in relation to student participation in polyathlon competitions.

The practical component includes creating operational models for the physical preparation required in school polyathlon, planning and conducting training lessons for lower secondary students, and refining technical execution of polyathlon-specific events. Students learn to adapt training sessions to the needs of different student groups and work on performance improvement strategies. The course also explores polyathlon as an extracurricular activity through internal competitions (class vs. class, school vs. school), integration into programs such as the "Green Week," and the involvement of parents or other teachers in the organizational process. By combining theoretical and practical perspectives, the course develops the competencies needed to design, implement, and evaluate athletic polyathlon activities in school physical education.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
School gymnastics ensemble	EF.DS.I.03.05	Romanian	3	1	-	1	-

**Course description (Syllabus):** The course provides a comprehensive introduction to school gymnastics ensembles by defining their concept, role, and purpose within physical education. It analyzes the educational and formative values of gymnastics—such as coordination, expressiveness, discipline, and teamwork—and highlights the differences between school gymnastics ensembles and performance gymnastics in terms of objectives, technical demands, and composition complexity.

The course examines the structure of a gymnastics ensemble, the fundamental elements used, and the criteria for selecting exercises according to students' age and abilities. It explores the methodological principles for developing a school ensemble: stages of work, organization of space and student groups, techniques for synchronization and movement coordination, as well as the integration of artistic and musical components essential for creating a coherent and expressive routine.

Students study the organization, execution, and judging of school gymnastics competitions. The practical component focuses on coordinating and leading the ensemble, emphasizing the teacher's role in guiding students, maintaining rhythm, and harmonizing movements. Evaluation criteria—synchronization, technical execution, and expressiveness—are presented alongside practical methods for assessing performance during lessons and competitions.

Practical activities include participation in school events, involving students in choreography design, and working in pairs, trios, or larger formations, fostering creativity and collaboration. The course also addresses safety rules for performing gymnastics exercises within the ensemble, ensuring that activities take place in a controlled and secure environment. Through these integrated elements, the course develops the theoretical and practical competencies required to design, coordinate, and evaluate gymnastics ensembles in school settings.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Human motor control and performance	EF.DC.I.03.06	Romanian	4	1	1	-	-

**Course description (Syllabus):** The course provides a comprehensive introduction to motor performance and motor learning, analyzing the fundamental concepts and general aspects that influence the development and optimization of motor behavior. It examines the principles, processes, and mechanisms underlying human motor performance, including information processing, decision-making, and their role in determining movement efficiency.

The course explores the essential role of the sensory system in motor performance by analyzing sensory sources, sensations, and their contribution to movement control and orientation. It presents the principles of movement production and the structure of motor programs, along with the fundamental rules of motor control and movement precision.

Individual differences and motor abilities that influence performance are addressed by examining variability in capacities and the pace of motor learning. Key topics include reaction time and its influence on performance, the role of attention in motor learning, and the use of generalized motor programs for skill acquisition.

The practical component focuses on organizing practice within the motor learning process, studying methods of structuring, distributing, and adapting learning tasks based on individual levels and characteristics. By integrating these dimensions, the course provides a strong theoretical and practical foundation for understanding and optimizing motor learning processes and human motor performance.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Organizing extracurricular activities at high school level - mountain sports	EF.DS.A.03.13.1	Romanian	3	1	-	1	-

**Course description (Syllabus):** The course presents the role of extracurricular activities within the educational process, highlighting their contribution to students' personal, motor, and social development. It examines the specific features of mountain sports as a component of non-formal education and introduces the main technical–tactical contents and instructional methodology for four representative disciplines: climbing, mountain running, mountain biking, and orienteering.

For climbing, the course covers organizational formats for practice, the required equipment, basic technical content, and instructional methods. It discusses the specific effort involved in climbing and methods for evaluating it, emphasizing safety and motor progression. In the case of mountain running, the course addresses general and specific physical preparation, adaptation to varied terrain, effort organization, and participation in school competitions. The section dedicated to mountain biking includes technical details regarding sport equipment, principles for grading participation in specific effort, training planning, and competition characteristics for school-aged participants. Orienteering content covers navigational instruments (compass, map, natural landmarks), general and specific physical preparation, and the structure of school competitions.

By integrating these disciplines, the course develops competencies for organizing, conducting, and evaluating mountain-based extracurricular activities, contributing to the diversification of educational opportunities and the promotion of an active and responsible lifestyle.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Organizing extracurricular activities at high school level – winter sports	EF.DS.A.03.13.2	Romanian	3	1	-	1	-

**Course description (Syllabus):** The course examines the role of extracurricular activities in the educational process, emphasizing students' motor, social, and personal development through winter sports disciplines. It introduces the technical-tactical content and instructional methodology for winter activities commonly practiced in schools and extracurricular settings, including alpine skiing, cross-country skiing, sledding, snowboarding, acrobatic skiing, and skating (speed skating, figure skating, ice hockey).

For alpine skiing, acrobatic skiing, and cross-country skiing, the course details the technical content specific to the winter season and principles of general physical preparation during the off-season. It examines organizational formats for practice, the structure of physical effort, and methods for evaluating performance. The section dedicated to sledding includes techniques for steering and cornering, the physical preparation of the athlete, and strategies for organizing and assessing effort during extracurricular activities.

For snowboarding and skating (speed, figure, ice hockey), the course presents the technical content, practical lesson organization, effort demands, and assessment criteria adapted to school contexts. The curriculum highlights the importance of planning and conducting winter camps, training sessions, excursions, and hikes as complex forms of nonformal education that integrate physical preparation, social development, and autonomy-building.

A significant component focuses on recovery and regeneration in winter sports, addressing injury prevention, methods of physical recovery, and strategies for managing effort in mountain and ice-specific environments. Through these integrated elements, the course develops the competencies required to organize, instruct, evaluate, and manage extracurricular winter sports activities within educational settings.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Experiential and adventure - based learning	EF.DS.A.03.14.1	Romanian	3	1	-	1	-

**Course description (Syllabus):** The course explores experiential learning as a fundamental component of outdoor education, presenting the main theories and models that explain how participants learn through direct action, reflection, and the integration of lived experiences. It examines the concept of adventure learning, defined by features such as challenge, exploration, risk management, and a focus on personal and interpersonal development. The course details the principles of organizing adventure activities, setting objectives, and applying effective facilitation strategies. A major emphasis is placed on experiential pedagogy and its impact on socio-emotional development, enhancing relationship skills, cooperation, self-awareness, and emotional self-regulation. The course discusses developmental stages in youth, characteristics of the adult learner, and how these influence the design of outdoor programs. It also analyzes cooperation models, teamwork dynamics, and the types of interactions that naturally emerge in experiential contexts.

Debriefing is presented as a central component of the experiential learning cycle, with explanations regarding its role, structure, and techniques that help participants derive meaning, insights, and learning outcomes from the activities. Additional topics include group dynamics, the transition from play to learning, and the constructive integration of competition in adventure contexts.

The practical component includes designing an activity plan for experiential or adventure programs, applying modern experiential techniques (learning interviews, mind maps, reflection sheets, SQ3R methods), decision-making in challenging situations, and time management in outdoor activities. The course highlights the facilitator's responsibilities, pedagogical roles, and the importance of ensuring participant safety.

Through this integrated approach, the course provides a solid foundation for designing, implementing, and evaluating experiential and adventure learning programs in both formal and nonformal educational settings.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Mountain survival techniques	EF.DS.A.03.14.2	Romanian	3	1	-	1	-

**Course description (Syllabus):** The course provides a comprehensive overview of survival in mountain environments, defining the concept and examining the main causes of mountain accidents. It presents general survival rules, including the 18 fundamental principles that guide behavior in critical situations, as well as correct procedures for providing first aid. Emphasis is placed on developing appropriate responses in dangerous situations and strengthening preventive abilities through safety measures adapted to natural settings.

The course addresses key risk factors in mountain environments, such as wildlife encounters, insect hazards, water scarcity and purification techniques, hypothermia, fires, lightning, and other natural threats. It examines group organization in emergency situations, strategies for cooperation and communication, and techniques for building safe mountain shelters, including numerous structural variations adapted to different terrain conditions.

Orientation skills are developed through the study of terrain navigation and recognition of meteorological signals, while movement techniques are analyzed according to terrain characteristics and weather conditions. A practical component focuses on preparing for mountain travel, managing resources, preparing and preserving food in nature, and identifying alternative food and water sources in extreme situations.

The course also covers natural disasters specific to mountainous areas and appropriate measures for maintaining biological integrity in survival scenarios. It concludes with practical aspects related to planning a mountain trip, selecting transportation, and ensuring logistical preparedness for safe and efficient activity in the outdoors.

By integrating these themes, the course builds essential competencies for risk prevention, critical incident management, and responsible behavior in mountain environments.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Scientific publishing and dissemination in physical education and sport	EF.DC.I.04.07	Romanian	4	1	1	-	-

**Course description (Syllabus):** The course provides a systematic overview of the typology of scientific papers and the fundamental principles that govern academic writing. It examines the main forms of scientific output—articles, theses, dissertations, research reports—and presents the rules of structure, argumentation, and composition that ensure rigor and coherence in scholarly work.

The structure of scientific papers is analyzed in detail, covering all essential components (title, abstract, introduction, methodology, results, discussion, conclusions, references) and their contribution to clarity and scientific validity. Special emphasis is placed on the correct use of bibliography and on understanding international citation styles (APA, MLA, AMA, Chicago, Harvard, Vancouver, etc.) to ensure academic compliance.

The course includes rules of formatting, the use of standardized templates, and an explanation of the peer-review system as a mechanism for validating scientific quality. It addresses the definition of plagiarism and modern methods of detecting, preventing, and avoiding it through dedicated platforms and by developing ethical writing competences. A dedicated section focuses on the researcher's online profile and visibility in databases and search engines, along with strategies for effective dissemination of research results.

Practical activities include applying the rules and principles of scientific writing, structuring and composing sections of scholarly works, writing an abstract, preparing bibliographies in various citation styles, using templates, and identifying plagiarism. Students also explore effective strategies for disseminating scientific output and strengthening their academic visibility.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Recreational physical activity in adulthood and old age	EF.DS.I.04.08	Romanian	4	1	1	-	-

**Course description (Syllabus):** The course explores the physiological and psychological characteristics of adulthood and old age, highlighting the changes that influence motor capacity, health status, quality of life, and functional autonomy. It examines the mechanisms through which physical exercise contributes to maintaining and improving health, preventing functional decline, and supporting active living in later life.

The content includes an overview of recreational physical exercises suitable for adults and older adults—maintenance gymnastics, walking, postural exercises, and low-impact activities—alongside criteria for structuring, adapting, and individualizing a motor recreational program. Emphasis is placed on safety principles, injury prevention, and risk management specific to aging populations.

A significant component focuses on functional and motor assessment through simple, accessible methods for evaluating mobility, balance, strength, endurance, and coordination. The course also addresses essential communication and motivational strategies for working with adults and older adults, considering the diversity of needs, concerns, and participation levels.

Practical activities include observing and analyzing motor capacities in adults and older adults, developing a simplified functional and motor assessment sheet, designing a micro-program of adapted recreational physical exercise, practicing suitable exercise types, and analyzing risks to formulate appropriate safety measures. Students participate in a simulated recreational exercise session for seniors and reflect on motivational factors that influence adherence to physical activity programs.

Through these integrated elements, the course develops theoretical and practical competencies for planning, conducting, and evaluating recreational motor activities for adults and older adults.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Body image and personalized motor activities	EF.DS.I.04.09	Romanian	4	1	1	-	-

**Course description (Syllabus):** The course examines body image development as a complex process, outlining its conceptual boundaries and the stages through which it forms, consolidates, and evolves across the lifespan. It analyzes the characteristics of a healthy body image and the factors that may generate distortions or imbalances. Central to the course is the study of body schema and kinesthetic awareness, essential components for movement control, body perception, and spatial orientation.

The curriculum explores methodologies for individualized motor activities, highlighting the relationships between movement, self-image, and the development of bodily identity. It examines the neuroplastic mechanisms underlying body image re-education through physical activity and the ways in which motor exercise can contribute to restructuring distorted perceptions. The course also addresses the role of body perception and motor coordination in therapeutic contexts, focusing on interventions for body image disorders.

Assessment of body image and body schema is approached through tools adapted for both children and adults, offering criteria for identifying motor and perceptual difficulties. Practical activities include body-awareness exercises to enhance proprioception, intervention methods used in eating disorders associated with body image distortions, and motor activities designed to develop laterality and spatial orientation.

Special attention is given to strategies for motivating and engaging individuals in personalized motor programs, facilitating participation and individual progress. By integrating theoretical and practical components, the course provides strong competencies in assessing, intervening, and designing motor programs that support the development of a healthy body image.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Theory and practice of motor teaching styles	EF.DF.I.04.10	Romanian	4	1	1	-	-

**Course description (Syllabus):** The course explores the concept of motor teaching styles, analyzing how various pedagogical approaches influence the learning process within physical education and sport. A central reference is Muska Mosston's spectrum of teaching styles, presented alongside later developments and contemporary refinements of the model. The course highlights the role and impact of teaching styles on students' autonomy, creativity, engagement, and motor skill development.

The content emphasizes the alignment between teaching styles, instructional objectives, and lesson content, while examining the psychopedagogical mechanisms involved in motor teaching. It addresses the specific ways in which teaching styles are applied across different age groups, levels of preparedness, and educational contexts. Current challenges in physical education—such as the need for pedagogical flexibility, integration of modern methods, and adaptation to today's learner profiles—are also discussed.

Practical activities include comparative analyses of teaching styles through case studies, simulations of instructional sequences using different styles, and the design of teaching scenarios that integrate multiple styles. Students examine the impact of teaching styles on motivation and engagement, the dynamics of the teacher-student relationship, and strategies for adapting teaching approaches to developmental and skill-level differences. Through its theoretical and practical components, the course develops advanced competencies for the creative and effective use of teaching styles in physical education and sport.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Research project on age groups, in a formal motor training environment	EF.DS.I.04.11	Romanian	3	1	-	-	1

**Course description (Syllabus):** The course provides a comprehensive framework for designing, implementing, and evaluating scientific research within formal educational settings, with a special focus on the motor, physical, socio-

emotional, and cognitive development of children, pupils, and young adults. It outlines the essential stages of a research project, beginning with problem definition and hypothesis formulation based on previous studies, and continuing with the development of a research model adapted to age-specific characteristics. The methodology includes selecting and applying valid tools for assessing motor, psychosocial, and cognitive performance, as well as advanced techniques for collecting and analyzing quantitative and qualitative data.

The course covers strategies for identifying relevant research topics in didactic methodology, including exploration of scientific literature, participant selection, and use of academic databases. It examines major types of research applicable to motor studies—experimental, quasi-experimental, and longitudinal—and highlights current thematic directions such as the impact of motor activities on physical, cognitive, socio-emotional development and on mental health.

A significant component is dedicated to research project management, using tools such as Gantt charts, stage plans, work plans, and contingency plans. Students learn to organize, sequence, and monitor a project, manage resources, identify risks (e.g., absenteeism, variable engagement levels), and apply control mechanisms through checkpoints and progress reports. The course addresses the formal completion of a project, which includes analyzing findings and preparing the final research outputs.

The use of references is treated as an essential academic skill, with focus on appropriate citation standards (APA, Chicago, Harvard, etc.) and on bibliographic management software. Practical activities guide students through writing a project proposal, structuring the final document, conducting methodological review, verifying data accuracy, preparing oral presentations, and incorporating feedback.

By integrating methodological, practical, and managerial components, the course equips students with the competencies required to design, execute, and evaluate rigorous research projects that contribute to the optimization of motor activities and physical education in formal educational environments.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Research project on age groups, in a non-formal motor training environment	EF.DS.I.04.12	Romanian	3	1	-	-	1

**Course description (Syllabus):** The course presents the general model of a research project conducted in nonformal settings, highlighting its specific features compared to research carried out in formal environments. It covers the fundamental stages of research—problem definition, hypothesis construction, research model development, measurement, data collection and analysis—emphasizing the flexibility, adaptability, and participatory nature of nonformal contexts. The process of generalizing results is discussed in relation to their applicability to recreational, community-based, or motor development programs implemented outside formal structures.

Students learn strategies for identifying research topics appropriate for nonformal methodology, including exploration of community needs, direct observation, review of scientific literature, and defining participants according to the characteristics of recreational or leisure environments. The course examines various types of research used in nonformal settings—experimental, observational, participatory action research—as well as thematic directions relevant to the study of human motor behavior in recreational, mass-sport or outdoor programs.

Project management is addressed through tools such as the Gantt chart, adapted to the dynamics and fluidity of nonformal environments. Students learn to plan activities with varying degrees of structure, identify context-specific risks (fluctuating participation, environmental conditions, variable resources), and implement control and adjustment measures. Proper use of academic references and the preparation of research documents are discussed in alignment with scientific norms, while remaining sensitive to the particularities of nonformal contexts.

Practical activities include preparing a project proposal and structuring the final paper, developing flexible and staged planning documents, creating checkpoints and progress reports, and conducting review exercises based on peer feedback, self-assessment, and continuous adaptation. The presentation of research results emphasizes interactive and participatory formats suitable for diverse audiences typical of nonformal environments.

Through its integrated components, the course develops the competencies needed to design, organize, implement, and evaluate research projects in nonformal settings, with direct applicability to recreational, outdoor, community-based, and motor development programs.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Practice for preparing the dissertation in formal training environment	EF.DS.A.04.15.1	Romanian	3	-	-	-	2

**Course description (Syllabus):** The course provides the methodological framework needed to design, implement, and evaluate applied research in the field of motor activities, with a strong emphasis on integrating practical results into the dissertation. The first stage focuses on establishing a scientific research plan by formulating objectives, selecting appropriate methods, and defining the operational phases of the intervention. Students are guided in creating a coherent research design tailored to the specific context and population under study.

The course develops competencies in observing and analyzing motor activities using qualitative and quantitative evaluation tools. Based on this initial assessment, students learn to plan scientifically grounded motor interventions, select suitable methods and means, and establish individualized or group objectives.

Implementing motor interventions forms the central applied component of the course, involving the practical execution of the designed programs and the continuous monitoring of the instructional process. Students collect relevant data, analyze it in relation to their hypotheses, and evaluate the impact of the interventions on motor performance.

An essential stage involves integrating practical results into the dissertation by preparing the analysis and discussion sections, correlating findings with the scientific literature, and formulating conclusions. This process is enhanced by sessions of feedback and reflection, enabling improvement of the interventions and the development of a critical perspective on applied research.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Practice for preparing the dissertation in non-formal training environment	EF.DS.A.04.15.2	Romanian	3	-	-	-	2

**Course description (Syllabus):** The course provides students with the methodological framework required to plan, implement, and evaluate an applied research project in nonformal environments, with a focus on motor activities conducted in recreational, outdoor, or community settings. The first stage involves establishing a scientific research plan adapted to the characteristics of nonformal contexts, which are defined by flexibility, variable participation, and dynamic environments. Objectives, hypotheses, and operational stages are formulated with attention to group features and intervention conditions.

The course develops competencies in observing and analyzing motor activities in nonformal settings, using qualitative and quantitative methods appropriate for less structured situations than those found in formal education. Based on this analysis, students learn to plan nonformal motor interventions, select methods and means adapted to open environments, integrate recreational components, and set realistic, accessible objectives.

The applied component focuses on conducting motor interventions in nonformal environments, monitoring participants, and managing unpredictable variables such as environmental conditions, fluctuating attendance, and diverse skill levels. Data collection is followed by analysis aligned with the formulated hypotheses, using flexible evaluation techniques and context-adapted tools.

A key part of the course is the integration of practical findings into the dissertation, through rigorous data interpretation, correlation with scientific literature, and formulation of relevant conclusions for nonformal practice. This process is supported by structured feedback and reflection sessions that help refine interventions, improve implementation strategies, and strengthen students' critical research abilities.

Through this integrated approach, students acquire the competencies necessary to conduct applied research in nonformal settings, with direct impact on participants' motor, social, and recreational development.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Development of the dissertation, formal motor training environment	EF.DS.A.04.16.1	Romanian	5	-	-	-	4

**Course description (Syllabus):** The course aims to develop the competencies required for producing a rigorous, well-structured dissertation in the field of physical education and sport. The process begins with selecting and formulating the dissertation topic by identifying a relevant, feasible research problem supported by scientific literature. Students learn to define research objectives, formulate research questions and hypotheses, and justify the relevance of the chosen topic in relation to current trends in the field.

Planning and structuring the dissertation represent key stages, during which students outline the major components of the work: introduction, theoretical background, methodology, results, discussion, and conclusions. Emphasis is placed on realistic time management and careful organization of each stage of the writing process.

The documentation and literature review phase teaches students to identify relevant scientific sources, synthesize existing knowledge, and pinpoint research gaps. The course addresses database search techniques, criteria for selecting studies, and proper referencing styles.

The research methodology component provides practical guidance on types of research, appropriate instruments for motor and educational sciences, and the design of a valid and ethical study. The applied section includes data collection and analysis using quantitative or qualitative methods, depending on the chosen topic.

The writing stage focuses on the coherent formulation of chapters, adherence to academic standards, and the effective integration of findings into the overall argument. The course concludes with preparing for the dissertation presentation and defense, developing communication, persuasion, and visual support skills.

By completing this course, students gain a comprehensive understanding of the entire dissertation process, from topic selection to final defense.

Course title	Code	Language of instruction	No of credits	Number of hours per week			
				course	seminar	laboratory	project
Development of the dissertation, non-formal motor training environment	EF.DS.A.04.16.2	Romanian	5	-	-	-	4

**Course description (Syllabus):** The course aims to develop the competencies required for producing a rigorous, well-structured dissertation in the field of physical education and sport. The process begins with selecting and formulating the dissertation topic by identifying a relevant, feasible research problem supported by scientific literature. Students learn to define research objectives, formulate research questions and hypotheses, and justify the relevance of the chosen topic in relation to current trends in the field.

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