Didactics

Term originating from the Greek noun ‘teaching’ and stemming from the German tradition of theorizing classroom learning and teaching. It is a singular noun spelt in the plural form, indicating that connotations to the somewhat pejorative English word ‘didactic’ (e.g. text overburdened with instructive matter or oversimplifying way of teaching) are not intended. Didactics serves as a major theory in teacher education and curriculum development, especially in the German-speaking and Scandinavian countries, as well as in the Russian Federation. (Source: Seel 2012).

In a simplified way, the concern of didactics can be described as follows: what should be taught and learned (the content aspect); how do we teach and learn (the aspects of transmitting and learning); and to what purpose or intention should something be taught and learned (the goal/aims aspect). (Source: Kridel 2010).

Kinanthropology

Kinanthropology focuses on the interdisciplinary study of human movement, with respect to Physical Education, sport, recreation, rehabilitation and physiotherapy. The various sub-disciplines and related fields of kinanthropology are: Anthropology, Anthropomotorics, History of Sport, Philosophy of Sport, Pedagogy of Sport, Psychology of Sport, Sociology of Sport, Physical Education, Applied Physical Education, Physiology of Sport and Exercise, Physiotherapy, Human Biomechanics, Sports Training and Coaching, Sport Management, etc. It develops themes such as, for example, values and ethics of sport as a part of the quality of life, psycho-social functions of physical activities, biological aspects of the investigation of human movement, training of top athletes, and diagnostics of movement performance predispositions. (Source: web FTVS 2020)

„Citius, Altius, Fortius“

Henri Didon, 1894 