

**DEMOCRITUS UNIVERSITY OF THRACE**  
**DEPARTMENT OF PHYSICAL EDUCATION & SPORT SCIENCE**

*UNDERGRADUATE PROGRAM*

**COURSE TITLE:**

Acquisition of coaching skills and organizing tennis tournaments

**COURSE CODE:**

N445

**CREDITS (E.C.T.S.)**

8

**TEACHING PERSON:**

NAME	Mantis Konstantinos	
POSITION	Professor	
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OTHER INSTRUCTORS	Mavvidis A., Athanailidis I.	

**SECTOR OF THE COURSE**

Sports Training Theory and Application

**YEAR OF TEACHING:**    1ST [ ]        2ND [ ]        3RD [ ]        4TH [X ]

**SEMESTER:**            FALL [ ]            SPRING [ X ]

**COURSE TYPE:**        OBLIGATORY [X ]        ELECTIVE [ ]

**COURSE DURATION:**

PER WEEK

4

**DIRECTION**

Sports Training Theory and Application

**SPECIALIZATION**

Tennis

**LANGUAGE OF TEACHING:**

GREEK [X ]

ENGLISH [ ]

## AIM OF THE COURSE

- Acquisition of knowledge for physical training in tennis.
- Practice for teaching experience in tennis at beginners students.
- Acquire the skill of performance technique and enhancing correction methods to trainees
- Statistical observation of a tennis match
- Teaching principles and coaching at tennis
- Training for recreation tennis, adults, people with special needs
- Which factors affect performance in tennis
- Scientific research for special issues of tennis at world journal references
- Basic knowledge for sport psychology, ergophysiology and nutrition at tennis

## COURSE CONTENTS

1. Physical skills training (theory). Present the special parameters of physical training and how they affect performance (literature and videotape). Conversation with students about experiences from other sports compared to tennis
2. Training out of the tennis court. Apply a programme of physical training for explosive power away from the court, quickness at changing direction etc..
3. Training for physical condition in tennis (practice). Training basic characteristics of physical training with “racket and ball”.
4. First written test, consisted of twenty multiple-choice questions, on the particular theory issues of that period.
5. Umpiring – Score sheet. Theoretical presentation of fill in a score sheet during a tennis match and the role of umpires
6. Practice of organising a tournament. Apply a tennis tournament at the Faculty and explaining all the technical officials role.
7. Differences of singles versus doubles on real situation. Participate alternate in a singles and doubles match for one game and checking the differences for selecting each stroke, eg the serve.
8. Training at tennis people with special needs. Present the needs of the sport in compliance with the players category. Experience to play wheelchair tennis.
9. Advanced level technique from professional players. Presentation from a videotape or framed pictures strokes that are seldom used in special situations
10. Talents identification in tennis. Present the scepticism of talent identification with the special skills that are needed for tennis
11. Unit training strokes sequence. Students at pairs are training for about 20 minutes and afterwards the present it to the class. Change of pairs and maintain the same training unit.
12. Unit training strokes sequence. Students at pairs are training for about 20 minutes and afterwards the present it to the class. Change of pairs and maintain the same training unit.
13. Playing a tennis match and record the performance parameters on a datasheet.
14. Statistical analysis of a tennis match. Evaluate the data from the students and teacher. Conclusion about players performance and their training.
15. Second written test, consisted of twenty multiple-choice questions on the particular theory issues taught during that period
16. Lesson from students on special strokes. Exchange experiences through difficulties on those strokes technique. Making comparisons amongst them.

- Review of every students personal historic data.
17. Third written test, consisted of twenty questions on the particular theory issues taught during that period.
  18. Topics about tennis (presentations from students). Students present topics which they have undertaken at the start of the semester and have a conversation within the class (eg: new rules, innovative technique).
  19. Students presentation of their projects. Students present in the class a scientific research about coaching area, undertaken from a international journal literature (20 minutes/student).
  20. Students presentation of their projects. Students present in the class a scientific research about coaching area, undertaken from a international journal literature (20 minutes/student).
  21. Singles tournament (coaches perspective). Every student undertake the role of coaching one player during a tennis match (advise are permitted only during changing courts break).
  22. Written test, consisted of twenty questions on the particular theory issues taught during that period of the semester.
  23. Singles tournament (coaches perspective). Every student undertake the role of coaching one player during a tennis match (advise are permitted only during changing courts break).
  24. nutrition needs for tennis players
  25. psychological preparation by tennis players
  26. psychological interference for the tennis players

#### **TEACHING METHOD** (*lectures – labs – practice etc*)

Theoretical teaching and practical application

#### **ASSESSMENT METHOD(-S)**

1. Written examination (50%)
2. Practical assessment (50%)
3. Progress bonus: Anyone who achieves an 8 or above for at least 2 times, then he/she retains that grade both in theoretical and practical assessment
4. Coursework bonus: Anyone who obtains an “excellent” he/she gets a bonus mark ranging between 0.5 and 1

#### **LEARNING OUTCOMES**

Upon the completion of this course the student will be able to:

1. Acquisition of knowledge for physical training in tennis
2. Practice for teaching experience in tennis at beginners students
3. Statistical observation of a tennis match
4. Teaching principles and coaching at tennis
5. Training for recreation tennis, adults, people with special needs
6. Scientific research for special issues of tennis at world journal references

7. Basic knowledge for sport psychology, ergophysiology and nutrition at tennis

**LEARNING OUTCOMES – CONTINUED**

<i>Learning Outcomes</i>	<i>Educational Activities</i>	<i>Assessment</i>	<i>Students Work Load (hours)</i>
Knowledge's acquirement according to the practice of physical abilities in tennis	Lectures – practice in and out of tennis court	Written advance examination	20
Knowledge's acquirement to improve and correct the technique of participants	Pairs of participants on roles of trainer-participant	Localization's ability and error's correction	40
Knowledge's acquirement of statistics observation (video) of game in tennis	Sheet's preparation of the game	Sheet's evaluation by teacher and students	40
Knowledge's acquirement for teaching disciplines in tennis for all, adults, individuals with special requirements	Lectures – examination with practice in the court	Written advance examination	40
Update for topical researches on sections relevant to tennis	Lectures – presentations by students	Written advance examinations	40
Knowledge's acquirement for psychology and nutrition in tennis	Lectures	Written advance examinations	20
			40
		<b>TOTAL</b>	<b>240</b>

**OBLIGATORY & SUGGESTED BIBLIOGRAPHY:**

1. Mantis K., Mavvidis A., & Mavridis Th. (2003). “ Evaluation of the performance at coaching tennis”. University booklet, Komotini, DPESS, DUTH.
2. Dalosis D. & Karagiani O. (2000). “Tennis training”, translated from Ferrauti A., Majer P., Weber « Tennis Training mit System ». Thessaloniki: SALTO