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Doctoral (PhD) dissertation theses

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**The possibility of renewing sports game teaching in physical education
classes through experiential pedagogy with ultimate frisbee**

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INTRODUCTION

Physical education in the 21st century has to deal with a previously unknown challenge. In the past decade, generations have entered school whose favorite leisure activities are no longer physical activities, but rather online. As a result, the main task of everyday physical education has become to make young people fall in love with physical exercise again and to develop in them a lifelong need for activity. Possible tools for this are physical education lesson content and methodologies based on the theory of experiential pedagogy. Within this, ultimate frisbee and its small-game educational model both help physical educators achieve the above goals. In order to establish the basis for its widest possible application, it is necessary to: 1) examine the knowledge of the theoretical pedagogical possibilities inherent in sports in physical education teacher training and school physical education, 2) examine the methodological possibilities inherent in sports in practice.

Regulatory documents for physical education teacher training do not show a uniform direction based on values, and there is a discrepancy between the requirements, expectations and guidelines defining teacher training and the public education system (Bognár, 2020). One of the greatest legacies of Hungarian pedagogy is the subject of physical education, however, its previously developed curriculum, methodology, and theoretical background are now difficult to adapt to the changed circumstances. The introduction of everyday physical education and the National Core Curriculum (2012) have brought about significant changes

in the subject of physical education. In practice, a more distant approach has developed towards the traditional military teaching style, the cumbersome nature of formality, assessment, and the relationship between physical education and certain sports. Part of the steps of the reforms was that the rule makers did not agree with the coaching-oriented pedagogical practice of physical education teachers (Gombocz, 2019). The complex analysis and examination of the relationship between the subject of physical education and physical education teacher training is crucial for the implementation of modern, practice-oriented and value-centered physical education teacher training, in which the experience and opinions of the participants in the training and practice are decisive (Molnár, 2025).

Sports game content plays a prominent role in Hungarian physical education. The legal background requires sports game instruction in about half of physical education classes in upper secondary and high schools. Although the legal framework makes recommendations for the method of teaching sports games, it is still up to practicing physical educators to decide with what methods they teach the given invasive sports games. "Experience-based physical education" has become one of the most frequently voiced terms in education policy in our country in the post-COVID years. One of the supporting tools for this paradigm shift is the so-called reform method of teaching sports games. In our country, this primarily means the "small game" method, while in the international literature, "game and/or tactic-based" methods are included here (Kovács, 2019).

We examined the pedagogical possibilities inherent in the sport of ultimate frisbee and its (small) game-based education from two perspectives. On the one hand, the specific rules of the sport encode experiential pedagogical values that other invasion sports games can only transmit indirectly. On the other hand, we examined the possibilities inherent in the game-based methodology itself: the indirect strategy and through it constructive pedagogy (Nahalka, 1997); and through transfer effects, the preparatory nature of the sport in the teaching of ball invasion games. Physical education is the most complex school subject in terms of educational possibilities (Csányi, Révész, 2015). Thus, by utilizing it properly, we can achieve the most pedagogical impact through the subject of physical education, on several social levels (Bognár, 2023).

OBJECTIVE

The aim of the research is to demonstrate how ultimate frisbee and its small-game methodology can help renew the teaching of sports games in physical education classes based on experiential pedagogy.

RESEARCH QUESTIONS AND HYPOTHESES

Research questions

1. How important do university leaders of physical education teacher training consider the experiential pedagogy-based reform of sports game education?
2. To what extent do university leaders of physical education teacher training consider the renewal of NAT 2020 and its Framework

Plans important in the goal system of experience-based sports game education?

3. What do school physical education teachers consider to be the experiential pedagogical values of the ultimate frisbee sports game?
4. What constructive pedagogical values do teachers who teach the sport within physical education classes recognize in the teaching methodology of the ultimate frisbee small game?
5. What difficulties does the application of the small-game ultimate frisbee educational model we have developed cause for teachers who have not previously taught other sports using the small-game method?
6. In what measurable ways does the small-game ultimate frisbee educational model we have developed help prepare for the ball invasion team sports included in the Framework Plans?

Hypotheses

(H1): We assumed that university leaders of physical education teacher training are open to the experiential pedagogy-based reform of sports game education.

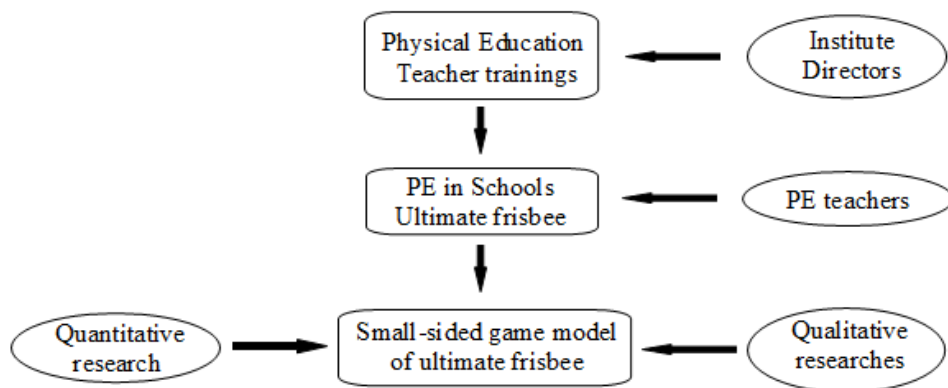
(H2): We assumed that university leaders of physical education teacher training consider it necessary to renew sports game education in the Framework Plans in line with the goals of NAT 2020.

(H3): We assumed that teachers teaching the sport within physical education classes recognize the experiential pedagogical values of ultimate frisbee.

(H4): We assumed that teachers teaching the sport within physical education classes recognize the constructive pedagogical values inherent in the ultimate frisbee small-game teaching methodology.

(H5): We assumed that the ultimate frisbee educational model developed based on our research could be used by teachers who were previously unfamiliar with the small-game method.

(H6): We assumed that the ultimate frisbee educational model developed based on our research measurably helps the preparation of ball invasion sports games through certain tactical elements.



1. Figure: Research flow chart

MATERIAL AND METHOD

We divide our research into three parts. First, we interviewed the leaders of the PE teacher training program, then we interviewed PE teachers who teach ultimate frisbee in PE classes. Finally, we examined the sports education model we developed using quantitative and qualitative methods.

Samples

In the first research shown in the figure, the interviewees were the responsible managers and mentors/supervisors of the domestic physical education teacher training universities and training school instructors (N=7). We aimed for a complete sample, and we finally reached five representatives from the eight physical education teacher training institutes in our country. Of these, one was a church-run, two state-run and two foundation-run universities.

In our second research, we conducted semi-structured interviews with ultimate frisbee teachers (N=8) during physical education classes. All of them have several years of experience as physical education teachers, and in addition to their school work, all of them, with one exception, also work as coaches.

Our third research was based on a 20-lesson intervention. During the 2022/2023 school year, seven physical education teachers taught the sport in a total of eight (N=8) classes. In the case of schools and students, the selection criteria were:

1. It is not a sports school type primary school.
2. 5th grade coeducational classes.
3. Minimum 24, maximum 32 people.
4. School classes that haven't even learned any invasive sports games in physical education class.
5. None of the students had encountered the sport of ultimate frisbee at the club level.

Following the intervention, we conducted in-depth interviews with four participating physical education teachers (N=4). Two followed the so-called traditional, technique-based curriculum, and two followed the so-called reform, tactic-based curriculum. Another consideration in their selection was that each of them had been teaching physical education for at least 10 years, but had different experiences in teaching and coaching ultimate frisbee.

The third part of our research was a supplementour questionnaire study. We asked physical educators (N=107) about their knowledge and practice of sports game teaching methodology. The questionnaire was distributed to upper secondary and secondary school teachers using the snowball method, 80% of whom taught in state-run schools. In order to ensure the objectivity of our results, we specifically wanted to avoid a predominance of physical educators who had already participated in advanced training courses in ultimate frisbee in the sample. Therefore, we did not distribute the questionnaire on our own internal and federal mailing lists.

Data collection and processing

In our first qualitative research, we conducted semi-structured interviews with the seven invited respondents online between March and June 2025. In accordance with the goals of the research, we asked questions on four topics, and the interviews lasted 45-50 minutes. The interviews were audio-recorded and transcribed; we looked for accents, similarities, and differences.

In our second, qualitative research, Semi-structured interviews were conducted online with each instructor in the spring of 2022 at a pre-arranged time. The interviews with each instructor lasted 60-90 minutes. Both written notes and audio recordings were taken from the interviews; the transcripts of the interviews highlight the main points.

During our quantitative study, we videotaped all eight classes. Before the start of the 20 lessons, teams of four (2 girls + 2 boys) in each class played two five-minute matches against each other on a 10x20m pitch according to the rules of ultimate; first with a ball, then with a disc. The teams were assigned by the PE teachers, and the videotaped matches featured players with “average” ball skills, according to the PE teacher. Before the matches, the PE teacher briefly explained the basic rules of the game. After that, the PE teacher could only stop the match if he or she observed a serious violation of the rules. He or she did not instruct the players. In the twentieth lesson, the teams with the same personnel composition played the five-minute matches again. This time, the PE teacher was not allowed to “intervene” in the game either. During both the initial and the videotaping after the 20th lesson, all children from each class played, and a video recording was made of everyone. The physical education teachers did not tell the students which two teams' matches would be analyzed, so the students participated in the lessons with the same motivation between the 0th and 20th hour.

The in-depth interviews following the intervention took place online, lasting 80-120 minutes.

The online questionnaires were anonymous and took an average of 12 minutes to complete.

RESULTS

1. Research - Physical Education Teacher Training

All seven interviewees explained that the emphasis on prevention/recreation/active lifestyle education as a goal of the NAT 2020 is to be welcomed. There is also agreement that the NAT contents should be further expanded with different movement patterns and sports. There was also agreement that the framework curriculum contents do not adequately serve the goals set in the NAT. It is in vain that the NAT defines active lifestyle education if the Framework Plan regulation recommends a relatively narrow range of sports for physical educators. There was complete agreement that the current graduation does not reflect the goals of the NAT, it measures a momentary state, mainly of technical knowledge. They all consider this to be one of the biggest problems, from several perspectives.

All interviewees were aware of the appearance of ultimate frisbee in the core curriculum. All interviewees knew the basics of ultimate frisbee and there was also complete agreement in judging the optimal place of the sport, i.e. they all consider the preparation of invasion games to be the main methodological advantage, the main reason for which is the lack of ball control and contact. Among the pedagogical values of the sport, most of them highlighted cooperation. Since in ultimate frisbee it is not possible

to move with the tool (there is a pass requirement), the involvement in the offensive game is much higher than in other invasion sports games. In terms of methodological values, they uniformly highlighted that the sport can be played almost immediately, no technical pre-training is required. This also lays the foundation for the experience and (therefore) motivation for students from the beginning of education. Ultimate frisbee appears to different degrees in the training of physical education teachers at individual universities. The interviewees agree that there is currently no more ultimate frisbee content than necessary in their own institution. Most of them would be happy to see the sport as content in even more classes, but due to considerations that take precedence over their personal opinions, this is not possible.

2. Research – Ultimate frisbee in school physical education

Among the characteristics of the sport, most mentioned the lack of physical contact and referee(s). Several also noted the forced passing and the lack of free play. The majority of interviewees experienced transfer effects between invasion sports and they also see elements in ultimate frisbee that help in mastering the elements of other team ball games. Another respondent noted that due to the lack of ball control and (tactical) fouls, not only does cooperation become a prominent element of ultimate frisbee, but it is also excellent for developing speed endurance, and the experience-based game is also a unique tool for increasing motivation levels.

3. Research – Small-sided ultimate frisbee model

The overall picture of the quantitative results shows an outstanding novelty for us. We were the first on an international level to assess the transfer effects of ultimate frisbee with a ball instead of a disc.

Tested item	Tool	Group	Input (Hr 0.)	Output (20 th hr)	t	p	Sig. p<0.05
Good throw-technique	Ball	Tactical	99/150	70/129	5,388	0.013	*
		Control	80/120	83/147	0.493	0.656	NS
	Disc	Tactical	21/118	44/137	-3.962	0.029	NS
		Control	16/127	30/165	-0.911	0.430	NS
Good decision-making	Ball	Tactical	115/150	101/129	-0.878	0.445	NS
		Control	84/120	104/147	0.180	0.869	NS
	Disc	Tactical	84/118	107/137	-0.738	0.514	NS
		Control	88/127	93/165	1.147	0.335	NS

1. Table: Data from videotaped matches in lessons 0 and 20 of the 20-lesson intervention.

While in the control group no significant change was observed ($p=0.656$), while in the game-focused group the degree of deterioration during the ball game was significant ($p=0.013$), meaning that the students definitely passed unsuccessfully more often. Since the students played with a comfortable tool, a ball, the deterioration of technical execution did not mean that they could not throw or hurl the ball by the end of the intervention. The deterioration of the values in this case means that they had to hit a much more difficult target. In other words, their peers were in an empty position much less often, since the opponent's man-following defense improved by the end of the intervention. This finding was also confirmed by in-depth interviews with the physical educators.

The experience resulting from the rules of the sport is that it is the easiest invasion game to teach in any age group. In their own words, all

four interviewees stated that ultimate frisbee is very easy to teach. They all highlighted that, due to the rules, children are able to play matches from the very first lesson. They all spoke about the benefits of this. In addition to the children's motivation for the sport and the experience of the game, they considered cooperation and the opportunity to form a community to be important. Physical educators teaching according to the reform theme expressed the effectiveness of the game-based indirect method.

During the questionnaire research The majority of physical education teachers (80%) consider the tactics-based method to be effective, however, in practice only 22-25% of respondents use this option. 37% of respondents incorrectly identified invasive ball games. The number of errors among colleagues teaching in upper grades was higher (46%) than among their colleagues teaching in secondary schools (28%).

Proof of hypotheses

(H1): As a result of the interviews with university leaders, we can say that the leaders identify with the experience-based paradigm shift in physical education. They agree that the primary goal of the physical education subject for the newest generations should be to instill a love of physical exercise. They agree with the formulation of lifelong active lifestyle education as a fundamental goal in the National Core Curriculum. Within this, they also agreed with the need for an experience-based reform of sports game teaching in physical education classes.

The first hypothesis, that university leaders of physical education teacher training are open to the experiential pedagogy-based reform of sports game education, was confirmed.

(H2): During the interviews, university leaders expressed their dissatisfaction with the content of the Framework Plans related to the National Core Curriculum. Most of them also see a problem in the lack of transparency in the development of the Framework Plan itself. There was complete agreement on the criticism that the five sports currently written in the topic of sports games offer little room for maneuver, especially in relation to the high number of hours of the topic. The interviewees described the solution in two ways. Either the topic of sports games should be expanded and/or a new topic should be created with recreational sports and forms of movement. In both cases, keeping in mind experience-based methods and the goal of educating for recreational needs.

The second hypothesis, according to which university leaders of physical education teacher training consider it necessary to renew sports game education in the Framework Plans in line with the goals of NAT 2020, was confirmed.

(H3): The results of the interviews with university lecturers and physical educators working in public education showed that teachers who already teach the sport recognize the values of cooperation, assertive communication, and independent game organization in the sport of ultimate frisbee. Teachers with more experience in teaching the sport listed more pedagogical values. At the same time, those physical educators and

teachers who encountered the sport for the first time during our interventions were also able to mention pedagogical values. We can say about every teacher participating in the study that they recognized the experiential pedagogical potential inherent in the sport of ultimate frisbee, namely that due to its rules that are similar to physical education games, students can play from the beginning of education.

The third hypothesis, that teachers teaching the sport within physical education classes recognize the experiential pedagogical values of ultimate frisbee, was confirmed.

(H4): The results of the interviews showed that the teachers teaching sports in physical education classes are aware of cooperative values. They recognize that the passing requirement resulting from the prohibition of dribbling and the independent play resulting from the non-contact rules enable the application of the small-game methodology from the beginning of the education. In their own words, they all stated that thanks to this, students can play on several fields in several groups at the same time, and the teacher can play an organizing role in the lessons, rather than a controlling one. This means that students are constantly in decision-making situations during the game and construct the content of the curriculum themselves.

The fourth hypothesis, that teachers teaching the sport within physical education classes recognize the constructive pedagogical values inherent in the ultimate frisbee small-game teaching methodology, was confirmed.

(H5): The 20-lesson educational model prepared with a series of interventions – which forms an appendix to the textbook, first published in 2021 and then in an expanded edition in 2025 – was used in a quantitative study by physical educators who were not familiar with the game before. In addition, more than a thousand teachers and tutors completed our teacher training course accredited by the Office of Education in 2021, who provided feedback on the application of the model as a condition for obtaining a certificate. Both the physical educators who participated in the quantitative study in our in-depth interview study and the teachers who completed the training reported in their feedback that they had no difficulty using the model. This was also stated by respondents who, by their own admission, had not previously used the small-game method when teaching physical education classes in other team sports. Many of them highlighted that they look at the teaching of sports games in the classroom with completely new eyes after completing the training.

The fifth hypothesis, that the ultimate frisbee educational model developed based on our research can be used by teachers who were previously unfamiliar with the small-game method, was confirmed.

(H6): We assumed that the ultimate frisbee educational model developed based on our research would measurably assist in the preparation of ball invasion sports games.

Video analysis of the 20-lesson educational model developed based on the interventions. We examined the GPAI method, which is the basis of the study, in a domestic environment, through an interview research. As a

result of the video analysis, it can be said that the model has a value that has not been measured internationally so far. It has already been shown in the ultimate frisbee sport that students who learn with the playful method and the students' perception and throwing technique also improve to a greater extent than those of students learning with the technical method. The novelty of our model is that thanks to the ultimate frisbee games played with the ball, continuous play takes place even from the first time, and thanks to the continuous offensive game, it is necessary for the students to understand the man-following defense from the very beginning. However, the instrumental method of invasion and man-following defense are the basis of ball invasion games.

The sixth hypothesis, that the ultimate frisbee educational model developed based on our research measurably helps in the preparation of ball invasion sports games, was confirmed.

CONCLUSIONS – PRACTICAL UTILIZATION

Based on our results, further research can be suggested in two directions. On the one hand, it would be worthwhile to examine the professional relationship between educational policy makers and physical education teacher training universities, and the possibilities for expanding this relationship. On the other hand, it would be worthwhile to examine whether the ultimate frisbee sports game as a content for physical education classes through what professional and administrative channels could it come into the sights of those creating the Framework Plan?

Due to the advantages of the sport's specificities, it would be worthwhile to include ultimate frisbee in the curriculum as a starting invasion team game in primary school physical education; as a connecting content between lower-grade physical education games and ball invasion sports games to be taught from the upper grades. The transfer effect experienced by physical educators may later facilitate the teaching of team games, which could increase the effectiveness of physical educators due to the limited number of hours per sport. In addition to the framework curriculum recommendation, it would be useful to monitor a fifth-grade school year by measuring the transfer effects.

Due to its complexity, the GPAI method is currently difficult to apply in physical education, but the development of a simplified version could change the perception of the tool. Monitoring student performance is definitely necessary for effective work, and transforming the teaching of sports games could fundamentally change their popularity, which could also effectively lay the foundation for lifelong movement in the long run.

In ultimate frisbee, following the attacker moving into the void is more important than in any ball game, because if the attacker catches the disc, it is no longer allowed to take it away from him. Partly for the same reason, defending against an attacker with a tool is less important, because you cannot take the tool away from him, but you cannot start dribbling the ball anyway. If students understand this when learning ultimate frisbee in the 5th grade, it can greatly help the teaching of (defense) ball games. In addition, teaching ultimate frisbee defense also represents a

methodological renewal, since, due to the rules of the sport, the 2:2 game is the lowest number of players. In which, following the attacker moving into the void is already implemented in the first phase of education. (In contrast to ball games, where this tactical role cannot even arise during the 1:1 game.)

The measured results can be said to be of practical use. As we have seen in the international literature (Chow, 2023), the possibility of teaching individual invasion ball games in a specific order by physical educators, according to a tactical methodology, has already been raised, based on the principle of vertical transfer. With our results, we can state that ultimate frisbee is worth teaching before invasion sports games, since it is easy to understand for students with a tactical model and excellently prepares man-catching defense for team ball games (Kovács et al., 2025). With our research, we would like to draw the attention of both rule makers and practicing physical educators to a new approach. It may be worth teaching ultimate frisbee as the first invasion team game, even at the same time as the physical education games used in the lower grades, thus preparing for the teaching of invasion ball games that require a larger technical (and tactical) repertoire.

During our research, no special emphasis was placed on lower-grade physical education education. However, based on the feedback from teachers and physical educators who participated in teacher training courses, we consider it worthwhile – and plan – to conduct studies in both lower-grade and teacher training in the future (Erdősi, 2025). On the one

hand, teachers with a background in physical education – and sometimes even teachers without a background in physical education – reported that they were able to apply the sport smoothly in lower grades after the training. On the other hand, in the ultimate frisbee student olympics competitions – which we started in 2016 – competitions are held separately in the lower-grade (age groups I-II) age group every year. This also indicates to us that ultimate frisbee can prepare the sports games to be taught in upper grades even in previous grades.

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