

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	PHYSICAL EDUCATION CURRICULUM 1
<b>Course ID:</b>	EDBED3044
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	At least 3 Physical Education content courses
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070150

## Description of the Course:

This course is designed to guide student's questioning of the place, role, and established practices of middle years Physical Education (PE). Working closely with our partnership school, Pre-service Teachers (PSTs) will

participate in structured observations of middle years PE classes, and research, question, and propose new ways of engaging students in physical activity. Based on research frameworks, current curriculum, and

educational policies, PSTs will critique a schools PE programme and design alternative curriculum aimed at engaging students in student-centred, inquiry-based learning. PSTs will also explore contemporary PE teaching

models and associated assessment strategies, and design and apply learning and assessment tasks.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Interpret student engagement behaviours in physical education (PE) in terms of physical, social and intellectual development and other diverse characteristics.
- K2.** Research factors that affect student engagement and learning in PE and the implications for teaching.
- K3.** Review research literature to develop a deep understanding of a range of student-centred PE teaching approaches; their underpinning learning theory and implications for teaching.
- K4.** Comprehend and question the evolution and structure of, and rationale for, the health and physical education learning area (HPE).
- K5.** Articulate the concepts, content and teaching strategies of PE.
- K6.** Comprehend and classify assessment types, functions and strategies to evaluate student learning, and provide feedback in PE.
- K7.** Interpret and apply policies and processes required for safe delivery of PE and sport.

#### Skills:

- S1.** Organise PE content into an effective learning and teaching sequence.
- S2.** Apply curriculum, assessment and reporting knowledge and frameworks to design effective learning sequences, lesson plans and assessment tasks.
- S3.** Construct learning goals and activities that provide achievable challenges for students of varying abilities and characteristics.
- S4.** Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
- S5.** Analyse a range of teaching approaches and strategies.
- S6.** Identify strategies to support inclusive student participation and engagement in PE.

#### Application of knowledge and skills:

- A1.** Research and design a whole-school PE programme to increase student engagement and learning.
- A2.** Trial a range of teaching approaches and strategies.
- A3.** Model core teaching practices, including verbal and non-verbal communication strategies to support student engagement and learning.
- A4.** Coordinate classroom activities and guide student learning.
- A5.** Employ appropriate strategies that support student safety, participation and engagement in PE.

#### Course Content:

##### Topics Include:

- Middle years school PE class structured observations
- Evolution of the HPE learning area, PE and sport from an historical, cultural and political perspective
- The physical educator dispositions, knowledge and skills, values and hidden messages how do I fit?

- Physical activity behaviours and needs of young people and the role of PE and sport in their world
- Factors that affect engagement and learning in PE
- What should be taught in school and when? PE programme models
- Exploring HPE curriculum, policies and resources Connecting the H to the P
- Contemporary teaching approaches and practices in PE e.g. student-centred, strengths-based, critical inquiry, physical literacy, educative
- Developing safe, inclusive, engaging and educative PE
- Unit and lesson planning for learning in PE
- Assessment and feedback in PE.

### Values:

- V1.** Appreciate the potential impact of school based physical education and sport, and the physical educator on young peoples health and wellbeing
- V2.** Recognise the links between physical activity and health, and promote these within physical education.
- V3.** Appreciate the role and value of on-going professional development to the physical educator.

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, S1	AT1, AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K4	AT1
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K6, A4	AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K7, S4	AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K4, S6, A1, ASPT: 1.1, 1.2, 2.1, 2.2, 2.3, 4.1, 7.2	Undertake an in-depth investigation and critical analysis of an issue which commonly impacts on student engagement in PE.	Research Report	20-40%
K2, K3, K5, K7, S1, S4, A1, A3, ASPT: 1.2, 2.1, 2.2, 2.3, 3.2, 7.2	Critically analyse a school's PE programme, and redesign to increase engagement of the current school cohort. Present a revised programme plan and rationale, and an innovative unit plan.	Team Problem-based Project and Curriculum Design	20-40%
K3, K5, K6, K7, S1, A2, A3, A4, A5 ASPT 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.4, 5.1, 7.2	Research a contemporary PE teaching model. Based on the model, design and teach a lesson, and plan an assessment task for a specific cohort	Curriculum Design and Teaching Performance	20-40%

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)