

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Learning Through Movement in Health and Physical Education
Unit ID:	EDCEL4003
Credit Points:	15.00
Prerequisite(s):	(EDCEL3000 or EDHPE3000)
Co-requisite(s):	Nil
Exclusion(s):	(EDHPE4003 and EEZED4711)
ASCED:	070199

Description of the Unit:

This unit explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport, and exercise. Particular attention is directed toward building the capacity of students to identify opportunities for assessment for, as, and of learning within a movement context. Students will examine strategies for obtaining high-quality data, and how this can be applied to improve student learning, inform classroom practice, and evaluate teaching and learning programs in Health and Physical Education. This unit supports the fourth year professional experience in the Bachelor of Education in which students complete 15 days in the secondary education setting as per the focus specified below for their particular program. Students are required to complete the activities outlined in Professional Experience Assessment Report (Form A). This will take place in collaboration with their school-based Mentor Teacher in the education setting in which the placement occurs (as indicated below). The students will also document their professional learning in Professional Experience Pre Service Teacher Learning Log (Form B) supported by their assigned University Mentor. They will also record reflections on their learning by completing the reflective Self-Evaluation Report (Form C). Education Setting Bachelor of Secondary Education (Health and Physical Education Teaching)

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

Work Experience:

Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or tuition fee).

Placement Component: Yes - 15 days

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this Unit.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Critically evaluate the key anatomical, biomechanical, physiological and skill acquisition principles associated with a variety of physical activities and sports
- K2.** Review pedagogical approaches and techniques to teach and analyse movement skills identified in the health and physical education curriculum.
- K3.** Explain strategies for obtaining high-quality movement-based data, and how this can be applied to improve student learning and ensure valid reporting
- K4.** Appraise a range of resources, including ICTs and teaching approaches that engage students in learning through movement.
- K5.** Connect theoretical learning with the practice of teaching in an authentic education environment
- K6.** Receive and reflect on critical and meaningful feedback
- K7.** Inquire into their own and others teaching practice appropriate to the professional experience setting

Skills:

- S1.** Critically examine pedagogical approaches and plan learning experiences using resources that engage learners and enhance learning.
- S2.** Implement appropriate assessment approaches to reliably analyse, interpret and report on student learning/performance of movement skills.
- S3.** Design assessment rubrics and construct explicit criteria for assessing learner achievement in physical activity and sport.
- S4.** Read for meaning, critically evaluate research and make thoughtful connections between theory, practice, and experience.

Application of knowledge and skills:

- A1.** Develop a Teacher Performance Assessment e-portfolio demonstrating teaching competency in five teaching practices
- A2.** Set personal learning goals and document evidence of professional practice, professional knowledge and professional engagement as articulated in the Australian Professional Standards for Teachers (Graduate Level) and as part of the Graduate Teacher Performance Assessment.

- A3.** Bring insights from school-based experiences to Federation University studies and share these in professional conversations with peers and lecturers
- A4.** Practise teaching and put into practice feedback regarding personal teaching performance
- A5.** Plan, deliver and evaluate lessons so that student learning is effectively and clearly conceptualised and organized
- A6.** Work collaboratively and communicate effectively with students, professionals, colleagues and parents.

Unit Content:

- Key concepts concerning the sub-disciplines of anatomy and physiology, biomechanics, and motor learning. Pedagogical approaches and techniques to teach and analyse movement skills.
- Movement analysis principles.
- Influences on movement including individual, task and environmental constraints on motor skill development. Biomechanical principles for analysis of human movement.
- Sociocultural factors that influence skill development, and the characteristics of the three stages of learning (cognitive, associative and autonomous).
- Assessment approaches to reliably analyse, interpret and report on student learning/performance of movement skills.
- Assessment rubrics and construct explicit criteria for assessing learner achievement in physical activity and sport.
- Practice strategies to improve movement skills including amount, distribution (massed and distributed) and variability (blocked and random).
- Feedback including type (intrinsic, augmented, knowledge of results and knowledge of performance) and frequency.
 - Complete 15 day placement

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)

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		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> Using effective verbal and non-verbal communication Listening for meaning and influencing via active listening Showing empathy for others Negotiating and demonstrating conflict resolution skills Working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> Creating a collegial environment Showing self-awareness and the ability to self-reflect Inspiring and convincing others Making informed decisions Displaying initiative 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> Reflecting critically Evaluating ideas, concepts and information Considering alternative perspectives to refine ideas Challenging conventional thinking to clarify concepts Forming creative solutions in problem solving. 	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> Finding, evaluating, managing, curating, organising and sharing digital information Collating, managing, accessing and using digital data securely Receiving and responding to messages in a range of digital media Contributing actively to digital teams and working groups Participating in and benefiting from digital learning opportunities. 	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts Committing to social responsibility as a professional and a citizen Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses Embracing lifelong, life-wide and life-deep learning to be open to diverse others Implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, S1, S3, S4	Investigate biophysical principles associated with physical activities and sports. Design assessment tasks to measure student learning/performance within these activities/sports.	Written task	40% - 60%
K3, K5, S2, S3	Students will conduct a qualitative and/or quantitative video analysis of a physical activity and create valid and reliable tools to measure student learning/performance.	Video Analysis	40% - 60%
K6, K7, A1, A2, A3, A4, A5, A6	Complete Professional Experience Assessment Report (Form A) in collaboration with mentor teacher	Hurdle	S/U
K6, K7, A1, A2, A3, A4, A5, A6	Establish, reflect and evaluate learning goals and professional learning against the Australian Professional Standards for Teachers in Pre-Service Teacher Learning Log (Form B)	Hurdle	S/U
K6, K7, A1, A2, A3, A4, A5, A6	Completion of 15 days placement in the education setting specified for their particular program	Hurdle	S/U
K6, K7, A1, A2, A3, A4, A5, A6	Complete Reflective Self-Evaluation Report (Form C)	Hurdle	S/U

Adopted Reference Style:

APA ()

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