

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	FUNDAMENTALS OF MOVEMENT, SKILL ACQUISITION AND INSTRUCTION
<b>Unit ID:</b>	EDHPE1000
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070199

## Description of the Unit:

This unit is designed to provide students with an understanding of various factors underlying and influencing performance, learning and acquisition of skilled human movement. A range of topics related to fundamental motor skills and sport specific skills, including classification and critical components will be covered. In addition, this unit covers teaching strategies and skills necessary for developing an effective teaching and learning environment. Students will have the opportunity to develop lesson plans and apply their knowledge of movement and instruction in practical teaching experiences.

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

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Explain the fundamental teaching skills and strategies to ensure an inclusive, safe and effective fundamental motor skill (FMS) class.
- K2.** Describe and evaluate different approaches to teaching FMS in order to meet the specific learning needs of students across a range of abilities.
- K3.** Relate the concept of learning to motor skill production.
- K4.** Discuss the various methods of promoting learning and enhancing performance.
- K5.** Review and evaluate the variables of instruction and feedback that affect learning.
- K6.** Identify the potential for implementation of ICT within teaching practices/strategies.

#### Skills:

- S1.** Proficiently perform the FMS that are considered to be important for participating and instructing in many activities in sport and physical education.
- S2.** Plan an inclusive, safe and effective lesson which incorporates knowledge of students learning and effective learning strategies.
- S3.** Analyse FMS proficiency and design interventions to address movement errors.
- S4.** Work collaboratively with peers.
- S5.** Design appropriate learning environments which reflect understanding of skill/task analysis demands.

#### Application of knowledge and skills:

- A1.** Deliver, assess and reflect on an inclusive, safe and effective lesson highlighting understanding of differentiation to meet the needs of students across a full range of abilities.
- A2.** Readily and confidently provide accurate corrective feedback to peers.
- A3.** Use ICT to record, review and evaluate motor skill performance.
- A4.** Apply the principles of practice and feedback to various teaching/coaching settings.

#### Unit Content:

The following topics will be covered as principles and applied to a variety of practical settings:

- Teaching strategies for effective teaching and learning specific to learning needs of students across a range of abilities:
  - Voice care and projection
  - Safe participation
  - Providing clear instructions, demonstrations, cues and feedback that support student engagement.
  - Verbal and non-verbal communication.
- Practical lesson planning:
  - Learning objectives
  - Teaching goals

- Skill sequencing and progression
- Session and group organisation - organising classroom activities
- Maximising participation.
- Fundamental motor skills:
  - Classification and components
  - Analyses - identification of common faults
  - Intervention strategies and feedback
  - Incorporating ICT as a method of enhancing learning opportunities for students.
- Motor learning:
  - Stages of learning
  - Practice a range of teaching strategies to improve learning and movement.
  - Type and frequency of feedback to enhance learning.

### Graduate Attributes

The Federation University Federation 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 Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

**One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		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.	K2, K5, K6	AT4
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.	NA	NA
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.	A1	AT2, AT3
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.	K4, S4, A1, A2, A4	AT2, 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.	K3, K4, K5, S3, A1, A2, A3	AT2, AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K6, S1, S2, S3, S4, S5, A1, A2, A3, A4; APST: 2.6	Active participation in practical sessions, successfully demonstrating key performance requirements.	Active participation at key sessions and demonstration of key performance requirements	S/U

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5; APST: 1.2, 1.5	Complete presentation on motor learning strategies and processes	Presentation	20-40%
S1, S2, S3, S4, A1, A2, A4; APST: 2.1, 2.2, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 5.2	Plan, present, assess and reflect on a student teaching experience.	Student teaching experience lesson plan, delivery and reflection	20-40%
K1, K2, K3, K4, K5, K6; APST: 1.1, 1.2, 1.5, 2.1, 4.3	Participation in lectures, practical sessions, prescribed readings and self-directed study.	Theory examination	30-50%

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)