

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Fundamentals of Movement, Skill Acquisition and Instruction
Unit ID:	EDHPE1000
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	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:

No work experience

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	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.
- K7.** Identify the difference in the knowledge acquisition of novices and experts

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.
- S6.** Deliver effective demonstrations and instructions with clear explanation of what students are expected to learn.

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.

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#)
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 attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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
K6, S1, S2, S3, S4, S5, A1, A2, A3, A4	Active participation in practical sessions, successfully demonstrating key performance requirements.	Active participation at key sessions and demonstration of key performance requirements	S/U
K1, K2, K3, K4, K5, K7	Complete presentation on motor learning strategies and processes	Presentation	20-40%
S1, S2, S3, S4, S6, A1, A2, A4	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, K7	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](#)