



Course Outline (Higher Education)

School:	School of Education
Course Title:	FUNDAMENTALS OF MOVEMENT, SKILL ACQUISITION AND INSTRUCTION
Course ID:	EDHPE1000
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070199

Description of the Course :

This course 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 course 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, etc.)

Program Level:

Level of course in Program	AQF Level of Program					
	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.

Course 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.

Values:

- V1.** Recognise the contribution of motor learning research to the development of effective coaching/teaching environments
- V2.** Appreciate their role as advocates, leaders and motivators in the field of exercise and physical activity in both educational and non-educational settings.

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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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	B	AT4	NA
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	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	B	AT2, AT3	B
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	A	AT2, AT3	A
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	A	AT2, AT3	A

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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
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