

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	PERSPECTIVES ON HEALTH, OUTDOOR AND PHYSICAL EDUCATION
Unit ID:	EDHPE1003
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070199

Description of the Unit:

Students will explore the integrated learning area of health, outdoor and physical education in terms of its past, present and future and the discourses and theoretical foundations which underpin the learning area. They will explore traditional area specific pedagogies and will participate in practical activities to gain an introduction to more contemporary approaches. Understanding of personal teaching disposition, philosophy, values and socialisation process will be gained through guided reflection. Students will explore issues that impact on health, outdoor and physical education outcomes in a global, national or local context. Participation in team student teaching experiences will develop planning, delivery and reflective teaching skills. Foundation academic skills required of a health, outdoor and physical education teacher education student, such as research, reporting, and referencing using ICT will also be obtained.

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 teacher socialisation process
- K2.** Understand the discourses and perspectives which have shaped and justified health, outdoor and physical education
- K3.** Recognise that educational outcomes are constrained by organisational structures which vary according to global, national and local context in the past and present and from this knowledge, predict the future
- K4.** Compare traditional and contemporary Health, Outdoor and Physical Education (HOPE) pedagogical approaches
- K5.** Explore a range of ICT options for enhancing student learning experiences, concentrating on strategies to support and enhance safe, ethical use in learning environments.Â

Skills:

- S1.** Source, review and reference research literature
- S2.** Display a professional approach to a student teaching and presentation experience
- S3.** Demonstrate, and participate in, a range of experiential learning methods and activities
- S4.** Demonstrate a range of verbal and non-verbal communication strategies to support student engagement

Application of knowledge and skills:

- A1.** Complete a written assignment appropriate to a higher education academic standard
- A2.** Prepare, justify and deliver an ICT presentation
- A3.** Plan, deliver and reflect on an effective and safe learning activity
- A4.** Work collaboratively to achieve goals within appropriate timeframes

Unit Content:

Topics may include:

- Exploration of personal teaching disposition and educational philosophy and related values
- The teacher socialisation perspective
- Health, outdoor and physical education influences and constraints from an historical, cultural, global, and local perspective
- Discourses which shape and justify the integrated learning area of health, outdoor and physical education
- Traditional health, outdoor and physical education curriculum and pedagogies and their inclusiveness
- Contemporary pedagogical models
- Teaching skills and strategies - creating a safe and effective learning environment
- Experiential learning activities
- Teaching strategies and resources to enhance learning, including ICT approaches.
- Strategies to support student engagement
- Different learning settings and pedagogical impact
- Working collaboratively in a teaching team

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.	K1; K2; K3; K4; K5; S1; S3; A1; A2; A3	AT1; AT2; AT3; A4
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.	K2; K5; S3; S4; A2; A3; A4	AT2; AT3
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.	K2; K3; S4; A3; A4	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.	K5; S2; S3; S4; 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.	K5; S2; S3; S4; A2; A3	AT2; AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
S2, S3, APST 2.1,2.2, 2.6, 3.1,3.2,3.3,3.5, 4.2, 5.2	Active participation in learning activities	Hurdle	S/N
K1,K4, K5,S2, S4, A2 APST 2.1, 2.6, 3.3, 3.4, 3.5, 4.2, 4.5	Design a relevant presentation using ICT skills to expand curriculum learning opportunities for students and justify the safe and ethical use of this medium.	Presentation	20-40%
K4,S2, S3, S4,A3, A4 APST 2.1, 3.3, 3.5, 4.2, 5.2,	Create, plan and deliver a student teaching experience using a range of teaching strategies	Practical Teaching Activity	20-40%
K1,K2,K3,K5, S1, A1 APST 2.1	Research, design and compile a textual response that demonstrates understanding of unit concepts and substance	Written formal assessment	40-60%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)