

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Understanding Movement in Health and Physical Education
<b>Unit ID:</b>	EDHPE1004
<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 introduces students to the biophysical foundations of movement in health and physical education. Students will explore the sub-disciplines of anatomy and physiology, biomechanics, and motor learning to provide an understanding of the principles on which movement is based in preparation to teach movement education experiences. Students will build an understanding of the relationships between the body systems and physical activity, sport, and exercise and identify how the capacity and functioning of each system acts as an enabler or barrier to movement. The unit will examine and apply an interdisciplinary perspective to teaching about movement and will provide opportunities for students to develop pedagogical approaches and practices to effectively teach, organise and facilitate educational movement 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.** Discuss biophysical factors that influence individual and community health, wellbeing, and physical activity.
- K2.** Identify and describe the structure and function of specific body systems including the Musculoskeletal, Central and Peripheral Nervous, Circulatory, and Respiratory systems of the human body.
- K3.** Examine and critically evaluate the key biomechanical principles associated with a variety of physical activities and sports
- K4.** Demonstrate knowledge and understanding of research into how students learn through movement and the implications for teaching
- K5.** Describe strategies and pedagogies that support learner participation and engagement in movement experiences.

### Skills:

- S1.** Perform, observe, and analyse a variety of movements used in physical activity, sport, and exercise to explain the interaction between bones, muscles, joints, and joint actions responsible for movement
- S2.** Engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement.
- S3.** Develop efficient and effective organisational and instructional techniques that meet individual student learning needs and strengths.

### Application of knowledge and skills:

- A1.** Demonstrate and apply correct anatomical terminology to the working of the musculoskeletal system in producing human movement.
- A2.** Produce a safe and effective learning environment by planning, delivering, and reflecting on physical activity sessions.

### Unit Content:

Key concepts concerning the sub-disciplines of anatomy and physiology, biomechanics, and motor learning. Structure and function of specific body systems including the Musculoskeletal, Central and Peripheral Nervous, Circulatory, and Respiratory systems of the human body and how they relate to human movement. Major biomechanical factors involved in movement, with a specific focus on physical activity, sports technique, and analysis.

Motor learning and motor development concepts and how they relate to sport and everyday living.

Multi-disciplinary and cross-disciplinary approaches to teaching, and instructional approaches relevant to human movement.

## 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"> <li>Using effective verbal and non-verbal communication</li> <li>Listening for meaning and influencing via active listening</li> <li>Showing empathy for others</li> <li>Negotiating and demonstrating conflict resolution skills</li> <li>Working respectfully in cross-cultural and diverse teams.</li> </ul>	K4, K5, S3, A2	AT2 AT3
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"> <li>Creating a collegial environment</li> <li>Showing self-awareness and the ability to self-reflect</li> <li>Inspiring and convincing others</li> <li>Making informed decisions</li> <li>Displaying initiative</li> </ul>	K1, K5, A2	AT1, AT2, AT3
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"> <li>Reflecting critically</li> <li>Evaluating ideas, concepts and information</li> <li>Considering alternative perspectives to refine ideas</li> <li>Challenging conventional thinking to clarify concepts</li> <li>Forming creative solutions in problem solving.</li> </ul>	K3, S1, S2, S3	AT1, AT3
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"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	S3, A2	AT2

#### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S3, A1, A2	Critical analysis of material covered in both practical and online settings.	Online tests	30-50%
K4, K5, S3, A1, A2	Develop, plan, and evaluate a lesson/activity.	Written task	20-40%
K2, K3, K5, S1, S2, A1, A2	Review and evaluate physical activities to identify key systems that contribute to performance.	Activity analysis	20-40%

#### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)