Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	GAMES PEDAGOGY
Unit ID:	EDHPE4000
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070199

Description of the Unit:

Students will explore and understand the pedagogical theory underpinning teaching and learning of a variety of games.

They will compare the direct (traditional) and the constraints-based approach to instruction, taken in the physical education and sport coaching settings. Students will participate in a range of games, developing relevant sport skills and tactical awareness. They will gain knowledge and skills in developing curriculum, including authentic assessment, and the teaching of games through a variety of approaches, which may include direct, Games Sense, Teaching Games for Understanding (TGfU) and Sport Education in Physical Education (SEPEP).

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

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory						
Intermediate						
Advanced			✔			

Learning Outcomes:

Knowledge:

K1. Construct tactical awareness and understanding in a range of games.

K2. Express an appropriate understanding and appreciation of the theories that inform a variety of approaches to the teaching of games.

K3. Explain informal, formal and diagnostic formative and summative approaches to assess student learning in a practical games class.

K4. Demonstrate an understanding of the variety of teaching approaches used in game education.

K5. Explore and discuss the place and impact of games in society and the school curriculum from an historical sociological and well being perspective

Skills:

S1. Design effective questioning techniques that can stimulate critical thinking, dialogue and cooperative interaction between learners, and provide timely feedback.

S2. Design tasks to assess student tactical awareness in games.

S3. Critically reflect upon and analyse teaching experience and feedback to make effective adjustments and modifications to learning experiences.

Application of knowledge and skills:

A1. Apply fundamental and sport skills and tactical awareness and understanding in a range of games.

A2. Design, implement, assess and reflect on lessons for games using a variety of teaching approaches that show an understanding of how to design safe, progressively sequenced, modified, practical games/activities based on curriculum guidelines.

A3. Develop, deliver and analyse appropriate assessment approaches.

Unit Content:

Topics may include:

- Pedagogical theory and rationale.
  - Organising effective teaching sequences.
  - Establishing learning goals in a games setting for a variety of students in respect to ability and characteristics.
- Various instructional approaches/teaching strategies for the teaching games.
  - Communication strategies to support student learning.
  - Organization for effective learning environments.
  - Role and nature of effective feedback.
- Differences between physical education and sport coaching when using Game Based Approaches.
- SEPEP Model
- Effective assessment approaches to assess student learning.
  - including informal and formal, diagnostic, formative and summative approaches
- Historical, sociological and wellbeing perspective for a variety of games
- Experiences of a variety of games as learners

- Development of sport specific skills
- Development of tactical awareness
- Experiences of a variety of teaching approaches in a game setting as both student and teacher

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, K5, S,1 S2, S3	AT1, AT2, AT3
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.	K3, S1, A1, A2	AT1, 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.	K4, K5, S1, S3, A2	AT1, 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.	K1, K2, K4, K5, S1, S3, A1, A2, A3	AT1, 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.	S1, S2, S3, A1, A2, A3	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K5, A1, A2	Attendance at key sessions and those linked to assessment tasks	Attendance and Participation	S/N
K1,K2,K3,K4,K5 S1,S2,S3, A1,A2	The purpose of this task is to demonstrate knowledge and understanding of the key concepts covered in the unit through critically reflecting on questions relating to the theory, creation and application to Game Based Approaches in HPE and community settings.	Written and Visual / Media Assessment	20-40%
K1, K2, K3, K4, S1, S2, S3, A2, A3 APST 2.1, 2.2, 3.1, 3.2, 3.3, 5.2	Design an effective unit of work that teaches an allocated game and authentically assesses student learning and the effectiveness of the unit. Provide justification of the pedagogical education approach used.	Written document Unit plan	30-50%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, K4, S1, S2, S3, A1, A2, A3 APST 2.1, 2.2, 3.1, 3.2, 3.3, 3.5, 4.2, 5.1, 5.2	Design, deliver and reflect on a practical game based lesson to peers, including student specific modifications/adaptations as required. Provide appropriate assessment of the student learning outcomes and reflection/evaluation on professional practice.	Lesson plan, delivery and reflection	30-50%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)