

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

Course Level:

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

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, interact 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. 	K1, K2, K4, K5, S1, S3, A1, A2, A3	AT1, 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"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	S1, S2, S3, A1, A2, A3	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"> • 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 	K1, K2, K3, K5, S,1 S2, S3, A1, A2	AT1, AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks.</p> <p>Students will be required to display skills in:</p> <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	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions.</p> <p>Students will be required to display skills in:</p> <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 	K4, K5, S1, S3, A2	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%
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%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)