Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Learning Through Movement in Health and Physical Education
Unit ID:	EDHPE4003
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070199

Description of the Unit:

This unit explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport, and exercise. Particular attention is directed toward building the capacity of students to identify opportunities for assessment for, as, and of learning within a movement context. Students will examine strategies for obtaining high-quality data, and how this can be applied to improve student learning, inform classroom practice, and evaluate teaching and learning programs in Health and Physical Education.

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						
Intermediate						
Advanced			✔			

Learning Outcomes:

Knowledge:

K1. Critically evaluate the key anatomical, biomechanical, physiological and skill acquisition principles associated with a variety of physical activities and sports

K2. Review pedagogical approaches and techniques to teach and analyse movement skills identified in the health and physical education curriculum.

K3. Explain strategies for obtaining high-quality movement-based data, and how this can be applied to improve student learning and ensure valid reporting

K4. Appraise a range of resources, including ICTs and teaching approaches that engage students in learning through movement.

Skills:

S1. Critically examine pedagogical approaches and plan learning experiences using resources that engage learners and enhance learning.

S2. Implement appropriate assessment approaches to reliably analyse, interpret and report on student learning/performance of movement skills.

S3. Design assessment rubrics and construct explicit criteria for assessing learner achievement in physical activity and sport.

S4. Read for meaning, critically evaluate research and make thoughtful connections between theory, practice, and experience.

Application of knowledge and skills:

A1. Apply anatomical, biomechanical, physiological and skill acquisition principles when conducting a qualitative and/or quantitative analysis of human movement.

A2. Design appropriate learning environments and experiences relevant to skill/task analysis demands.

A3. Consolidate and synthesise pedagogical and content knowledge and apply evidence-based high-impact teaching strategies in professional practice.

Unit Content:

- Key concepts concerning the sub-disciplines of anatomy and physiology, biomechanics, and motor learning.
- Pedagogical approaches and techniques to teach and analyse movement skills.
- Movement analysis principles.
- Influences on movement including individual, task and environmental constraints on motor skill development.
- Biomechanical principles for analysis of human movement.
- Sociocultural factors that influence skill development, and the characteristics of the three stages of learning (cognitive, associative and autonomous).
- Assessment approaches to reliably analyse, interpret and report on student learning/performance of

movement skills.
- Assessment rubrics and construct explicit criteria for assessing learner achievement in physical activity and sport.
- Practice strategies to improve movement skills including amount, distribution (massed and distributed) and variability (blocked and random).
- Feedback including type (intrinsic, augmented, knowledge of results and knowledge of performance) and frequency.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1 – K4 S1 – S4 A1 – A3	Investigate biophysical principles associated with physical activities and sports. Design assessment tasks to measure student learning/performance within these activities/sports.	Written task	40-60%
K1 – K4 S1 – S4 A1, A2.	Students will conduct a qualitative and/or quantitative video analysis of a physical activity and create valid and reliable tools to measure student learning/performance.	Video analysis	40 - 60%

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool