

Course Outline (Higher Education)

School:	School of Education
Course Title:	GAMES PEDAGOGY 1
Course ID:	HMALS3016
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	70303

Description of the Course :

Students will explore and understand the pedagogical theory underpinning teaching and learning of games. They will examine the philosophical foundations of learning theory with a focus on epistemology and the contemporary theories of learning that underpin game based approaches (GBA) for teaching games. They will undertake a thematic exploration of games, particularly looking at invasion games from a sociological and wellbeing perspective. Students will participate in a range of invasion games, developing relevant sport skills and tactical awareness. They will gain knowledge and skills in developing curriculum, and teaching invasion games through a Games sense approach, focussing on key features of GBA including questioning; game design and teacher-student relationships; and the challenges involved in adopting GBA pedagogy.

Grade Scheme: Graded (HD, D, C, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	<input type="checkbox"/>	<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"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

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- K1.** Construct tactical awareness and understanding in a range of invasion games
- K2.** Identify and discuss the ways in which learning theories inform contemporary invasion games pedagogy.
- K3.** Compare traditional 'sports skills' approaches to teaching invasion games to game based approaches (GBA) and evaluate their respective capacity to contribute toward deep learning, student engagement and learning that is relevant beyond health and physical education (HPE) classes.
- K4.** Express in writing and practice a thorough understanding of the core features and learning outcomes of the Game Sense approach
- K5.** Express orally and in writing an appropriate understanding of the use and student learning outcomes of Game Sense pedagogy for teaching invasion games.
- K6.** Explain informal and formal, diagnostic, formative and summative approaches to assess student learning in, and teaching and program effectiveness of a practical games class.
- K7.** Explore and discuss the place and impact of invasion games in society and the school curriculum from an historical, cultural, sociological and wellbeing perspective

Skills:

- S1.** Critically reflect upon and analyse teaching experience and feedback to make effective adjustments and modifications.
- S2.** Work effectively as a member of a team in designing sequential GBA curriculum that incorporates relevant numeracy and literacy initiatives and meets curriculum guidelines

Application of knowledge and skills:

- A1.** Apply fundamental and sport skills and tactical awareness and understanding in a range of invasion games
- A2.** Design, implement and reflect on invasion game lesson, using an authentic Game Sense approach that shows a good understanding of how to design progressively sequenced, modified, practice games.
- A3.** Demonstrate the ability to effectively design and use questioning techniques that stimulate critical thinking, dialogue, cooperation, interaction and a safe learning environment between learners and provide timely feedback.

Course Content:

Topics may include:

- Learning theory - revised

Philosophical foundations of learning theory with a focus on epistemology

Contemporary theories of learning that underpin teaching approaches; in particular GBAs for teaching invasion games

Learning outcomes of a GBA approach

- Pedagogical theory

Definitions of pedagogy - revised

Learner/student centred, inquiry-based pedagogy

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History of the development of GBA

Tactical learning and overlap within the four game categories

Game Sense, TGfU, Tactical Games, Play Practice

Features of GBA including questioning, game design and teacher-student relationships

Challenges involved in adopting GBA pedagogy

Authentic assessment in GBA

Informal and formal, diagnostic, formative and summative approaches to assess student learning and effectiveness of teaching and learning.

- Historical, sociological, cultural and wellbeing perspective on invasion games

How have these games developed?

Who plays these games?

What messages do these games send?

What are the health benefits of playing these games?

- Practical experiences

Invasion games themes

Major invasion games

Experiences of Game Sense as learners

Experiences of teaching using Game Sense

Values:

V1. Exhibit a positive and supportive attitude toward learners when teaching.

V2. Display empathy in interactions with peers in teaching teams and with peers as learners

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

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Attribute	Brief Description	Focus
Knowledge, skills and competence	Through a constructivist teaching approach, students will be guided to develop knowledge from prior games learning experiences and pedagogical knowledge, and research new areas of knowledge. This experience will set an expectation and establish behaviour patterns to construct new meaning and skill application to adapt to different settings.	High
Critical, creative and enquiring learners	Students will develop self reliance through constructing their own meaning to learning and successfully adapting to independent and team, learning situations, and student-centred informal assessment strategies. Students' ability to meet these expectations and challenges will provide them with the confidence and assurance to be successful as learners and teachers.	Medium
Capable, flexible and work ready	Students will engage with their peers through peer teaching and learning experiences	Low
Responsible, ethical and engaged citizens	Students will understand their responsibilities as a teacher of invasion games, including safety requirements. They will also question from an historical, well-being and sociological critical perspective, the place and meaning of invasion games in a school program, and explore inclusive teaching practices appropriate for different populations.	Medium

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1,S1,A1,V1,V2	Active participation in practical sessions	Active Participation in learning activities	S/U
K2,K3,K4,K5,K7,	Research and understand how learning theories inform teaching approaches; in particular inquiry-based pedagogies. Examine and explain the learning outcomes of a Games Sense approach.	Essay based on literature	20-30%
K2,K3,K4,K5,K6,K7,S2,A2, A3	Design an effective unit of work that teaches invasion games and authentically assesses student learning and the effectiveness of the unit.	Unit plan	30-40%
K4,K5,S1,S2,A2,A3,V1,V2	Develop appropriate planning and teaching and reflective skills for successful teaching of a Game Sense invasion game lesson	Lesson plan, delivery and reflection	10-30%

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K4,K7,A2,A3,V2,	Critically reflect upon and analyse own experiences of the Game Sense approach to teaching games, and the place of invasion games in society and the school curriculum from a sociological and wellbeing perspective	Critically reflect upon and analyse own experiences of the Game Sense approach to teaching games, and the place of invasion games in society and the school curriculum from a sociological and wellbeing perspective	10-30%

Adopted Reference Style: