

Course Outline (Higher Education)

School:	School of Education
Course Title:	GAMES PEDAGOGY 2
Course ID:	HMALS4009
Credit Points:	15.00
Prerequisite(s):	(EDBPE2000 or PHSED1001)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	069903

Description of the Course :

Students will explore and understand the pedagogical theory perspective underpinning teaching and learning of striking/fielding and net/wall games through a skill focus, Games Sense teaching approach and a Sport Education in Physical Education (SEPEP) model. They will compare the Game Sense approach taken in the physical education and sport coaching setting. Students will participate in a range of striking/fielding and net/wall games, developing relevant sport skills and tactical awareness. They will gain knowledge and skills in developing curriculum, including authentic assessment, and teaching striking/fielding and net/wall games through a Games sense approach and SEPEP model in a school setting. Students will also learn how to implement a Games Sense approach into a SEPEP model.

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

Work Experience:

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

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory						
Intermediate						
Advanced			✓			

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Learning Outcomes:

Knowledge:

- K1.** Construct tactical awareness and understanding in a range of striking/fielding and net/wall games
- K2.** Express orally and in writing an appropriate understanding of the use and student learning outcomes of Game Sense pedagogy for teaching striking/fielding, net/wall games.
- K3.** Explain informal and formal, diagnostic, formative and summative approaches to assess student learning in a practical games class.
- K4.** Demonstrate an understanding of the Sport Education in Physical Education Programme (SEPEP) model and evaluate its efficacy according to the student learning outcomes attributed to the model
- K5.** Synthesise Game Sense pedagogy and the SEPEP model to improve student learning
- K6.** Categorise all games into the four categories used in Game Sense and Teaching Games for Understanding (TGfU) and identify the tactical similarities within each category, and the opportunities and challenges involved in using Game Sense pedagogy for each.
- K7.** Explore and discuss the place and impact of striking/fielding and net/wall games in society and the school curriculum from an historical, sociological and wellbeing 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 striking/fielding and net/wall games
- S3.** Demonstrate the ability to guide student learning within a SEPEP unit of work.

Application of knowledge and skills:

- A1.** Apply fundamental and sport skills and tactical awareness and understanding in a range of net/wall and striking/fielding games
- A2.** Design, implement, assess and reflect on lessons for net/wall games or striking/fielding using a Game Sense approach that shows an understanding of how to design safe, progressively sequenced, modified, practice games/activities based on curriculum guidelines.
- A3.** Work effectively as a member of a team in designing and teaching a SEPEP unit of work.
- A4.** Develop, deliver and analyse authentic assessment appropriate to a Game Sense and SEPEP unit.

Course Content:

Topics may include:

- Pedagogical theory and rationale
 - Revision of Game Sense approach
 - Contextualising skill-focused learning to develop perception and decision-making
 - Differences between physical education and sport coaching when using Game Sense
 - Using Game Sense to teach striking/fielding and net/wall games
 - The Sport Education model and SEPEP

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- Authentic assessment in Game Sense and SEPEP
- Informal and formal, diagnostic, formative and summative approaches to assess student learning.
- Historical, sociological and wellbeing perspective on striking/fielding and net/wall games
 - How have these games developed?
 - Who plays these games?
 - What messages do these games send?
 - What are the wellbeing benefits of playing these games?
- Practical experiences
 - Experiences of striking/fielding and net/wall games and SEPEP as learners
 - Development of sport specific skills
 - Development of tactical awareness
 - Experiences of Game Sense and SEPEP as teachers

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.

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

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Attribute	Brief Description	Focus
Capable, flexible and work ready	Students will engage with their peers through peer teaching and learning experiences and participation in SEPEP.	Low
Responsible, ethical and engaged citizens	Students will understand their responsibilities as a teacher of net/wall and striking/fielding games delivered through a SEPEP model, including safety requirements. They will also question from an historical, well-being and sociological critical perspective, the place and meaning of games and sport in 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-K7, S1-S3, A1-A4	Participation and attendance in practical sessions	90% class attendance required	S/U
K1-K4, K6-K7, S1-S2, A1-A4	Experience and apply Game Sense pedagogy. Design, deliver and reflect on a striking/fielding or net/wall game lesson to peers, which includes authentic assessment of the student learning outcomes	Lesson plan including assessment task/tool, delivery, evaluation of student learning and post lesson reflection of teaching and learning.	30-50%
K1-K4, K6-K7, S1-S2, A1-A4	Understanding the SEPEP model and how to integrate Game Sense pedagogy into the model	In a team design a SEPEP unit on a striking/fielding or net/wall game within which Game Sense is used for student coaching	30-50%
K1-K7, S1-S3, A1-A4	Apply Game Sense teaching skills to teaching net/wall games with a focus on questioning, providing a supportive environment, learner engagement and effective interaction.	In pairs, oversee and guide student coaching of an activity from the SEPEP unit plan.	20-40%

Adopted Reference Style:

APA