Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Introduction to Games Pedagogy
Unit ID:	SHPOE2000
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 contemporary approaches to instruction, taken in the physical education and sport coaching settings. Students will participate in a range of games, developing strategic, tactical and technical skills through a game sense approach. They will gain knowledge and skills in thematic curriculum design, including authentic assessment, and the teaching of games through a spectrum of teaching and coaching styles. Students will learn to lead and collaborate through a professional learning community approach using online technology and also through participation in a sport education in physical education program (SEPEP).

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Student is undertaking work experience in industry where learning and performance is not directed by, and support is not received from, the provider. No Fees (unit of study is contribution and tuition fee exempt).

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. Describe teaching/coaching strategies for developing tactical and strategic skills in a range of games, and how these strategies can be used to engage diverse learners.

K2. Comprehend pedagogical theories and research that inform a variety of inclusive approaches to the teaching of games.

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

K4. Demonstrate an understanding of the spectrum of teaching and coaching styles used in game-based health and physical education.

K5. Explore and discuss the place and impact of games in society and the school curriculum for physical literacy and lifelong participation in physical activity.

K6. Explain the thematic approach to game-sense based curriculum design in health and physical education.

Skills:

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

S2. Design activities that demonstrate the correct application of strategies for assessing students tactical and strategic skills in games.

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

Application of knowledge and skills:

A1. Effectively apply contemporary approaches to teaching/coaching to enhance movement capacities such as fundamental and sport skills and tactical awareness in a range of games.

A2. Design, implement, assess and reflect on lessons for games using a variety of teaching/coaching 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.

- Thematic planning of curriculum using game sense.

- Organising effective teaching sequences.

- Establishing learning goals in a game setting for a variety of students in respect to ability and characteristics.

- Spectrum of teaching and coaching styles for the teaching of 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.

- Leadership and collaboration through SEPEP Model.

- Effective assessment approaches to assess student learning including informal and formal, diagnostic, formative and summative approaches.

- Impact of quality HPE and game sense experiences on lifelong wellbeing and positive outcomes for community and society.

- Experiences of a variety of games as learners.

- Development of sport specific skills.

- Development of strategic, tactical and technical skills through game sense.

- 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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: • 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, K3, K4, K6, S1, S2, S3, A2, A3	AT1, AT3, AT4
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: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	K1, K2, K3, K4, K5, K6, S1, S2, S3, A1, A2, A3	AT1, AT2, AT4
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: • 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, K4, K5, K6, S1, S2, S3, A1, A2	AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • 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.	K1, K2, K3, K4, K6, S1, S2, S3, A2, A3	AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: • 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.	K1, K3, K4, S1, S2, S3, A1, A2, A3	AT4

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K5, A1, A2	Attendance at key sessions including productive participation and leadership through SEPEP roles, and those linked to assessment tasks.	Attendance, Leadership and Participation	S/N
K1, K2, K3, K4, K5, K6, S1, S2, S3, A1, A2	The purpose of this task is to demonstrate knowledge and understanding through persuasive argument for the key concepts covered in the course through critically reflecting on questions relating to the theory, creation and application to Game Based Approaches in HPE and community settings.	Written Assessment: Persuasive argument.	20-40%
K1, K2, K3, K4, K6, S1, S2, S3, A2, A3	Collaborate via Microsoft Teams to create a thematic game sense based curriculum. Provide explanation and justification of the pedagogical education approach used, including introduction, schedule and formative and summative assessment rubric.	Collaborative written document: Thematic Curriculum Design	30-50%
K1, K3, K4, S1, S2, S3, A1, A2, A3	Design and deliver a detailed lesson plan that teaches an allocated game from the thematic curriculum design from assessment task 3. Authentically assesses student learning and the effectiveness of the unit. Provide justification of the pedagogical education approach used.	Student Teaching Experience: Collaborative Lesson Plan Delivery and reflection.	30-50%

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool