



Course Outline (Higher Education)

School:	School of Education
Course Title:	UNDERSTANDING MOVEMENT IN HEALTH AND PHYSICAL EDUCATION
Course ID:	EDHPE1004
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070199

Description of the Course:

This course introduces students to the biophysical foundations of movement in health and physical education. Students will explore the sub-disciplines of anatomy and physiology, biomechanics, and motor learning to provide an understanding of the principles on which movement is based in preparation to teach movement education experiences. Students will build an understanding of the relationships between the body systems and physical activity, sport, and exercise and identify how the capacity and functioning of each system acts as an enabler or barrier to movement. The course will examine and apply an interdisciplinary perspective to teaching about movement and will provide opportunities for students to develop pedagogical approaches and practices to effectively teach, organise and facilitate educational movement experiences.

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

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:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Discuss biophysical factors that influence individual and community health, wellbeing, and physical activity.
- K2.** Identify and describe the structure and function of specific body systems including the Musculoskeletal, Central and Peripheral Nervous, Circulatory, and Respiratory systems of the human body.
- K3.** Examine and critically evaluate the key biomechanical principles associated with a variety of physical activities and sports
- K4.** Demonstrate knowledge and understanding of research into how students learn through movement and the implications for teaching
- K5.** Describe strategies and pedagogies that support learner participation and engagement in movement experiences.

Skills:

- S1.** Perform, observe, and analyse a variety of movements used in physical activity, sport, and exercise to explain the interaction between bones, muscles, joints, and joint actions responsible for movement
- S2.** Engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement.
- S3.** Develop efficient and effective organisational and instructional techniques that meet individual student learning needs and strengths.

Application of knowledge and skills:

- A1.** Demonstrate and apply correct anatomical terminology to the working of the musculoskeletal system in producing human movement.
- A2.** Produce a safe and effective learning environment by planning, delivering, and reflecting on physical activity sessions.

Course Content:

Key concepts concerning the sub-disciplines of anatomy and physiology, biomechanics, and motor learning.

Structure and function of specific body systems including the Musculoskeletal, Central and Peripheral Nervous, Circulatory, and Respiratory systems of the human body and how they relate to human movement.

Major biomechanical factors involved in movement, with a specific focus on physical activity, sports technique, and analysis.

Motor learning and motor development concepts and how they relate to sport and everyday living.

Multi-disciplinary and cross-disciplinary approaches to teaching, and instructional approaches relevant to human movement.

Values:

- V1.** Understand the importance of a sound knowledge of the sub-disciplines of anatomy and physiology, biomechanics, and motor learning for teaching movement education.
- V2.** Appreciate the relationships between the body systems and physical activity, sport, and exercise and how the capacity and functioning of each system acts as an enabler or barrier to movement.
- V3.** Develop pedagogical approaches and practices to effectively teach, organise and facilitate educational movement experiences.

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K3, S1, S2	AT1
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S3	AT1, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	S3, A2	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K4, K5, S3, A2	AT2 AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K5, A2	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1-5 S1, S3 A1, A2	Critical analysis of material covered in both practical and online settings.	Online tests	30-50%
K4-K5 S3, A1, A2.	Develop, plan, and evaluate a lesson/activity.	Written task	20-40%
K2, K3, K5 S1, S2. A1, A2	Review and evaluate physical activities to identify key systems that contribute to performance.	Activity analysis	20-40%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)