



Course Outline (Higher Education)

School:	School of Education
Course Title:	LEARNING THROUGH MOVEMENT IN HEALTH AND PHYSICAL EDUCATION
Course ID:	EDHPE4003
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070199

Description of the Course:

This course 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)

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	<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"/>	<input type="checkbox"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
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.

Course 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.

Values:

- V1.** Recognise and appreciate the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles and their role in producing and refining movement.
- V2.** Appreciate the range of tools and techniques that are available to analyse movement skills.
- V3.** Recognise that diverse pedagogical approaches and practices are required to effectively teach, assess and report on 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, K4, S1, S2, S3	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.	K3, K4, S1	AT2
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.	K2, S2, A2, A3	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.	K2, K3, K4, S1, S2, S3, A2	AT1, AT2
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.	K2, K3, K4, S1, S2, S3, A2	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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](#)