



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at  
<<http://www.usq.edu.au/coursespecification/current>>.  
Please consult the web for updates that may occur during the year.

### Description: Physical Education and Health Education - New Agendas

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	1461	74963	1, 2008	ONC	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070301

## STAFFING

Moderator: Stephen Smith

## OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

## RATIONALE

Since the Hobart Declaration on Schooling in 1988, Health and Physical Education (HPE) has been acknowledged as one of the key learning areas on school curricula. One of the major problems in HPE has been the lack of syllabus and curriculum work at the systemic level. In Queensland for example, it is 1972 since the last formal physical education document was written. More recently, the Queensland 1-10 health and physical education syllabus was released as a potential working document for teachers in this key learning area. The syllabus has emerged from a national Statement on Health and Physical Education and a major Senate Inquiry (1992). It is a bold document, which takes this area of schoolwork in new directions. The syllabus and the discipline more generally, have called for and now promote a social model of health, meaningful movement experiences and an exploration of the self as a social participant. It is important for primary teachers and lower secondary teachers to understand the philosophical tenets of the syllabus, the directions it seeks to take and for dominant discourses of sport, fitness, exercise and health to be challenged. Closer scrutiny of this thing we call health reveals that it means different things to different people. Based on Evans and Clarke's (1989) premise that physical education makes as many enemies of children as it does friends, the course explores why it is important to understand just how physical education is experienced by children and how our actions as teachers influences this. Research points to how the physical education experience has a profound experience on health and health related exercise behaviour in the post compulsory school period. Hence it is crucial that the delivery of curriculum health and physical education is undertaken with sensitivity, compassion and with the development a positive sense of self as a priority.

## SYNOPSIS

Like the Queensland 1-10 health and physical education syllabus, this course takes a social model of health as its point of departure. Students will be encouraged to challenge what they know about health and physical activity and to seek solutions to the problems and engage the key issues that surround this key learning area. The major themes of the syllabus are explored, health as a curriculum organiser is analysed, and physical activities through which the syllabus might be delivered are undertaken. Further, this course develops and builds on the idea that physical education and health play a role in self-identity formation in young children. It makes consideration of health behaviour and health choices in the period Giddens (1991) has labelled late modernity. There is an attempt to build a picture of health and health related exercise as a deeply personalised issue and that there is a problematic relationship between 'being healthy', 'being well' and 'being fit'. These popular discourses are exposed as being framed by inappropriate cultural conventions that often emerge in teachers' work as de-facto objectives in the key learning area.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. have developed an understanding of the physical and health education area (Examination)
2. understand how the key learning area has changed to incorporate social models of health and to be cognisant of the dominance of bio-medical notions of health (Assignment)
3. be comfortable in a range of experience movement settings and environments (Assignment)
4. recognize the relationship between physical activity, physical education and sport (Assignment and Examination)
5. have developed further skills and competencies in a range of movement settings and environments (Assignment)
6. have an understanding of how every day language can be used to create meaning in movement (Assignment)
7. understand how physical and health education can be integrated across the curriculum (Examination)
8. have developed skills and competencies in movement education in aquatic environments (Aquatic Workshop).

## TOPICS

Description	Weighting (%)
1. Foundations of health and physical education	30.00
1.1. understanding health	
1.2. being physically educated	
1.3. what this means for schools, with specific relevance to Queensland	

2.	Movement as the medium for learning	30.00
	2.1. understanding movement: experience, observation and analysis	
	2.2. being literate in HPE	
	2.3. other learning through movement	
3.	Models of instruction in physical education	40.00
	3.1. approaches to pedagogy	
	3.2. fundamental motor skills	
	3.3. teaching games for understanding	
	3.4. sport education	

### **TEXT and MATERIALS required to be PURCHASED or ACCESSED**

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

To be advised.

### **REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/> . The gateway to education resources is here... <http://www.usq.edu.au/library/faculties/education/default.htm>

Almond, L 1997, *The place of physical education in schools*, 2nd edn, Kogan Page, London.

Arnold, P 1997, *Sport, ethics and education*, Cassell, London.

Colquhoun, D, Goltz, K & Sheehan, M 1997, *The health promoting school: policy, programmes and practice in Australia*, Harcourt Brace, Sydney.

Hardy, C & Mawer, M 1999, *Learning and teaching in physical education*, Falmer Press, London.

Kirk, D 1993, *The body, schooling and culture*, Deakin University Press, Geelong.

Mawer, M 1995, *The effective teaching of physical education*, Longman, London.

Mosston, M & Ashworth, S 2002, *Teaching physical education*, 5th edn, Merrill, New York.

Siedentop, D 2000, *Developing teaching skills in physical education*, 4th edn, Mayfield Pub, Mountain View.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	30.00
Examinations	2.00
Laboratory or Practical Classes	13.00
Lectures	13.00
Private Study	98.00
Tutorials	13.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT	50.00	50.00	03 Mar 2008 (see note 1)
AQUATIC WORKSHOP	1.00	1.00	03 Mar 2008 (see note 2)
EXAMINATION	50.00	50.00	END S1 (see note 3)

### NOTES

1. The course examiner will advise the due dates for all assessment items.
2. A mark of one (1) indicates you have passed the Aquatic Workshop component. A mark of zero (0) indicates you have not passed the Aquatic Workshop component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course.
3. Students will be advised of the examination date for this course when the official timetable has been finalised.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:

- To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the grades obtained for each of the summative assessment items in the course.
  - 6 Examination information:  
In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination.
  - 7 Examination period when Deferred/Supplementary examinations will be held:  
Any Deferred or Supplementary examinations for this course will be held in the first two weeks of the semester 1 of the following year and the examiner will advise students involved of the date time and location of any such examination.
  - 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the Examiner of the course to negotiate such special arrangements.
- 5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
- 7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
  - 2 Students are to use a recognised referencing system as specified by the course examiner.
  - 3 Students will require a further text which will be made available for purchase from their swimming tutor.
  - 4 **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:  
<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.
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