



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: Teaching and Learning in Physical Education

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDO	2461	87513	1, 2009	ONC	1.00	Fraser Coast

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070303

### STAFFING

Examiner: Helmut Geiblinger

Moderator: Alice Brown

### 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

There is an expectation that all teachers, and particularly HPE teachers, in Queensland schools are familiar with the Queensland 1-10 Health and Physical Education syllabus. Unfortunately however, there is an ever expanding chasm evolving between theoria, poiesis and praxis of this Key Learning Area. 'Teaching and Learning in Physical Education' is specifically designed to help pre-service teachers construct tangible links between theory and practice by formulating dynamic practices by synthesising practical knowledge through a processes of poiesis - action that transforms and continues the evolution of Health and Physical Education. Engaging in a systematic analysis of core learning outcomes, and the productive pedagogies that enhance these outcomes pre-service teachers will be exposed to the language of skilled performance and be able to differentiate between participation, skill, technique, learning and performance. More than ever, this understanding must develop contextually, through an engagement with physical activity to develop a logical coherence between the language of movement, skilled performance and skill learning.

### SYNOPSIS

This course delivers a thorough understanding of how certain dominant discourses in Health and Physical Education are positioned. It seeks to build a knowledge of the practical application of pedagogies that underpin core learning outcomes expressed in the Queensland 1-10 Health and Physical Education syllabus. Students will be encouraged to challenge the traditional practical applications of a range of physical experience in multiple contexts such as aquatics, outdoor education, sport and health-based physical activity. Students will use the medium of movement

to explore the processes of skilled performance and skill learning. Students will investigate and analyse the links between the processes of skill acquisition as they are understood under different theoretical models and models of teaching physical activity from direct to indirect methods. This course will include a compulsory physical activity component. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

## 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. define and distinguish between technique, skill, learning and performance (Practical, Portfolio and Examination)
2. understand the various models of motor development, skill acquisition and the contribution of Information Processing systems in motor control in the early years (Examination)
3. perform, analyze and elucidate on various teaching practices that enhance movement control (Practical and Portfolio)
4. conduct motor behaviour experiments that reflect tenets of motor skill acquisition and principles of practice (Portfolio and Practical)
5. understand the link between knowledge of how skill is acquired and various models of instruction in physical activity (Portfolio and Examination)
6. understand how 'Professional Reflective Practices' through the use of narratives and personal journals can contribute to improved skill learning (Portfolio)
7. demonstrate an understanding of the intricacies of Traditional Indigenous Games, Australian Pastimes Games and modified versions of nominated ball games (Portfolio, Practical and Examination)
8. evaluate a range of physical activity contexts through the pedagogical self-reflection process (Portfolio and Examination).
9. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (All assessments)

## TOPICS

	Description	Weighting (%)
1.	Introduction to Models of Motor Control and Motor Learning	15.00
	1.1. Teaching and Learning in Physical Education	
	1.2. Individual Differences and Motor Ability	

2.	Principles of Skilled Performance	35.00
	2.1. Processing Information	
	2.2. Making Decisions	
	2.3. Sensory Contribution	
	2.4. Motor Programs	
	2.5. Production of Movement	
3.	Principles of Skill Learning	35.00
	3.1. Structuring the Learning Experience	
	3.2. Feedback during Learning Episodes	
4.	Integration & Application for Motor Learning & Performance	15.00
	4.1. Facilitating Learning	
	4.2. Applying the Principles of Motor Learning	

### **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).

A course workbook is available through the USQ Book Store.

### **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>

Honeybourne, J 2006, *Acquiring skill in sport*, Routledge, New York.

Pangrazzi, RP 2006, *Dynamic physical education for elementary school children*, 15th edn, Benjamin Cummings, San Francisco.

Schmidt, RA & Lee, TD 2005, *Motor control and learning: a behavioural experience*, 4th edn, Human Kinetics, Champaign.

Schmottlach, N & McManama, J 2006, *Physical education activity handbook*, 11th edn, Pearson Education, Sydney.

Wilmore, JH & Costill, DL 2004, *Physiology of sport and exercise*, 3rd edn, Human Kinetics, Champaign.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	10.00
Directed Study	50.00
Independent Study	37.00
Laboratory	10.00
Lectures	13.00
Practical Classes	10.00
Tutorials	10.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
PRACTICAL TEACHING	20.00	20.00	04 Mar 2009 (see note 1)
PORTFOLIO	30.00	30.00	04 Mar 2009 (see note 2)
EXAMINATION	50.00	50.00	END S1 (see note 3)

### NOTES

1. The due date for the Practical Teaching Proficiency component will be staggered. Students will select their submission dates from a suite of available dates that will be available between weeks 7 and 15.
2. The examiner will advise students of the submission timelines for the skill acquisition portfolio. These dates will be published in the course workbook.
3. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. [http://www.usq.edu.au/library/help/ehelp/ref\\_guides/apastyle/default.htm](http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm) Students will be advised of the examination date for this course when the official timetable for the semester has been finalised.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities 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 satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
- 3 Penalties for late submission of required work:

Penalties for late submission of 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 and satisfactorily complete the practical component/s and the combined academic component/s.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
Closed Examination: Candidates are allowed to bring only writing and drawing instruments into the Closed examination.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
Any Deferred or Supplementary examinations for this course will be held during the next examination period.
- 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>

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and have Internet access to USQConnect for this course.
  - 2 **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.
-