The University of Southern Queensland

Course Specification

Description: Curriculum & Pedagogy Studies in Health & Phy Ed

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>EDU</td>
<td>4461</td>
<td>24754</td>
<td>2, 2003</td>
<td>ONC</td>
<td>1.00</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070100

STAFFING
Examiner: Tony Rossi
Moderator: Tracey Millar

PRE-REQUISITES
Pre-requisite: EDU3461

RATIONALE
Specialist teachers of health and physical education in the primary school need to have deep understanding of curriculum and pedagogical issues associated with that key learning area. They are called upon to provide leadership within this KLA through knowledge of both subject matter and sound pedagogical practices. Moreover, specialist teachers of HPE in primary schools need a full understanding of contemporary social and political conditions under which such knowledge is shaped. This course considers these issues and takes the student beyond the view of pedagogy as purely a socially driven vehicle.

SYNOPSIS
This course is the concluding course in the physical education specialisation. It builds on curriculum and pedagogical knowledge established through the completion of previous courses in the physical education specialisation through detailed exploration of contemporary curriculum and pedagogical issues. Central to this will be a detailed investigation of curriculum issues that relate directly to the teaching of HPE in Queensland primary schools. Students will be asked to critique traditional methods of pedagogy and develop an understanding of socially just pedagogical practices that may be applied in HPE settings.

OBJECTIVES
On successful completion of this program, students will be able to:
• Analyse the nature of health and physical education in Queensland primary schools in historical, social and philosophical contexts.
• Demonstrate an advanced understanding of the Queensland 1-10 health and physical education syllabus and its relationship to the national statement on health and physical education.
• Display knowledge of contemporary socially just pedagogical practices that may be applied to HPE activities in the primary school setting.
• Recognise, synthesise and utilise knowledge for, of and about health and physical education for the professional setting.
• Plan, assess and evaluate HPE curricula in the 1-10 setting.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. What is this thing called physical education?</td>
<td>5.00</td>
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<tr>
<td>2. Choosing to become a PE teacher: Teachers lives in physical education</td>
<td>5.00</td>
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<td>3. Sport, physical activity and physical education</td>
<td>15.00</td>
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<td>4. Teaching and learning in physical education: towards an emancipatory agenda</td>
<td>15.00</td>
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<tr>
<td>5. Pedagogical models within HPE, including Mosston's Spectrum; Thorpe and Bunker's Games for understanding model; Kirk's Situational Learning Model</td>
<td>15.00</td>
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<td>6. Curriculum development in Queensland HPE, including the National Statement and the Queensland 1-10 health and physical education syllabus, The New Basics Agenda</td>
<td>15.00</td>
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<tr>
<td>7. Whole-school planning: Where HPE fits in a multiliteracies agenda</td>
<td>10.00</td>
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<td>8. Assessment and evaluation - Locating the difference</td>
<td>10.00</td>
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<td>9. Becoming a reflective practitioner in HPE: beyond the Technocratic</td>
<td>5.00</td>
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<tr>
<td>10. Preparing for a career in HPE</td>
<td>5.00</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY                  HOURS
Assessment                20
Directed Study            40
Private Study             40
Tutorial                  60

ASSESSMENT DETAILS

<table>
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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tr>
<td>MICRO-TEACHING</td>
<td>20.00</td>
<td>20.00</td>
<td>Y</td>
<td>31 Oct 2003</td>
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<tr>
<td>PRESENTATION</td>
<td>(see note)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>MAJOR ASSIGNMENT</td>
<td>80.00</td>
<td>80.00</td>
<td>Y</td>
<td>31 Oct 2003</td>
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NOTES:
. These activities will be ongoing and students will be advised of the date for their presentation.

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 then a
   penalty of 10% of the total marks available for the assignment will apply for each
   working day late.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of a passing grade, students must demonstrate, via the summative
   assessment items, that they have achieved the required minimum standards in
   relation to the objectives of the course by satisfactorily completing all summative
   assessment items (the examination and assignments).

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 marks (or grades) obtained for each of the summative assessment items in
   the course.

6 Examination information:
There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
   There will be no Deferred or Supplementary examinations in this course.

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/SECARIAT/calendar/Part5/ or in the printed version of the
   current USQ Handbook.

ASSESSMENT NOTES

1 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.

2 Marking criteria are provided in course material as mark sheets/guides or as part
   of assignment specifications.

3 All assessment items must be attempted/submitted and passed.