Description: Teaching and Learning in Physical Education

<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>
</tr>
</thead>
<tbody>
<tr>
<td>EDU</td>
<td>2461</td>
<td>40981</td>
<td>1, 2005</td>
<td>ONC</td>
<td>1.00</td>
<td>Toowoomba</td>
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</tbody>
</table>

Academic group: FOEDU
Academic org: FOE002
Student contribution band: National Priority Teaching
ASCED code: 070100

STAFFING

RATIONAL

There is an expectation that all HPE teachers in Queensland are familiar with the Queensland 1-10 Health and Physical Education syllabus. These teachers are required to demonstrate an understanding of the core learning outcomes, and how these may be achieved. In doing so, teachers must fully grasp the language of skilled performance and be able to differentiate between, skill, technique, learning and performance. More than ever, this understanding must develop through an engagement with physical activity to develop a logical coherence between the language of movement, skilled performance and skill learning. Such physical activity needs to be undertaken in a variety of movement environments. The implications for teaching are paramount. Moreover, teachers need an understanding of the social and political conditions that affect the pedagogical practices in which they engage. This course examines the practical application of such physical activity in contemporary times.

SYNOPSIS

This course seeks to develop a more detailed understanding of how certain physical activities occurs in school settings. It seeks to build a knowledge of the practical application of certain physical activities through which the core learning outcomes expressed in the Queensland 1-10 Health and Physical Education syllabus may be demonstrated. Students will be encouraged to challenge the traditional practical applications of aquatics, outdoor education, sport and health-based physical activity, and in the process have a basic introduction to models of skill acquisition drawing principally from information processing and dynamical systems to perceptual motor development. 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 physical activity component. 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.

**OBJECTIVES**

On successful completion of this course students will be able to:

1. define and distinguish between technique, skill, learning and performance
2. understand the various models of motor development, skill acquisition and motor control at a beginning level
3. perform, analyse and explain skills within a range of movement environments
4. conduct motor behaviour experiments at a basic level of sophistication
5. understand the link between knowledge of how skill is acquired and various models of instruction in physical activity
6. understand how narrative and personal journals might contribute to improved skill learning
7. display an understanding of the playing requirements of both traditional and modified versions of nominated ball games
8. evaluate a range of physical activity contexts through the pedagogical self-reflection process.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using the language - understanding the concepts</td>
<td>10.00</td>
</tr>
<tr>
<td>2. Introduction to models of motor learning and control</td>
<td>10.00</td>
</tr>
<tr>
<td>3. Some factors affecting skill learning and skill performance</td>
<td>10.00</td>
</tr>
<tr>
<td>4. Motor programs, self organisation and learning</td>
<td>10.00</td>
</tr>
<tr>
<td>5. Learning skills</td>
<td>10.00</td>
</tr>
<tr>
<td>6. Organising the environment</td>
<td>10.00</td>
</tr>
<tr>
<td>7. More on practice</td>
<td>10.00</td>
</tr>
<tr>
<td>8. Providing feedback</td>
<td>10.00</td>
</tr>
<tr>
<td>9. Further work on feedback</td>
<td>10.00</td>
</tr>
<tr>
<td>10. Applying the principles</td>
<td>5.00</td>
</tr>
<tr>
<td>11. Over to you</td>
<td>5.00</td>
</tr>
</tbody>
</table>

**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 Bookshop.

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.

STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>10.00</td>
</tr>
<tr>
<td>Directed Study</td>
<td>40.00</td>
</tr>
<tr>
<td>Private Study</td>
<td>55.00</td>
</tr>
<tr>
<td>Tutorials</td>
<td>60.00</td>
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</table>

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILL ACQUISITION PORTFOLIO</td>
<td>100.00</td>
<td>60.00</td>
<td>01 Mar 2005</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(see note 1)</td>
</tr>
<tr>
<td>EXAMINATION</td>
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<td>40.00</td>
<td>END S1</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>(see note 2)</td>
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</tbody>
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NOTES

1. Course delivery and assessment submission arrangements will be different for Wide Bay campus students. The examiner will advise the submission arrangements for the skill acquisition portfolio. Tutorial time in this course will be devoted to practical physical activity classes, laboratory and classroom based discussion.

2. Students will be advised of the examination date for this course when the official timetable for semester 1 2005 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 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 receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for each item.

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 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:
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/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.

5 The Faculty will NOT accept submission of assignments by facsimile.

6 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.

7 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.

8 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).

9  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.

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

11 Each assessment item must be submitted and passed.

12 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 examiner.

3  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
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