

課程手冊

Certificate in Professional Development Programme on New Paradigm of Learning and Teaching in Physical Education

教師專業進修課程證書 (體育學與教之新發展範例)

2023 - 2024

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本「課程手冊」內容以 2024 年 5 月為準。

Faculty of Liberal Arts and Social Sciences
博文及社會科學學院

Department of Health and Physical Education
健康與體育學系

**Certificate in Professional Development Programme on New Paradigm
of Learning and Teaching in Physical Education**
教師專業進修課程證書（體育學與教之新發展範例）

PDP (PE) (課程編號：BWP092)
2023-2024

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注意：

有關本大學之教務架構、溝通渠道、學員學務事宜、投訴機制、教學支援服務介紹、膳食服務、校園設施、校園及校園安全、常用電話/傳真號碼、地圖、香港教育大學版權政策等資料，請瀏覽以下網址：[互聯網教務處網頁內的「學生手冊」](https://www.eduhk.hk/re/student_handbook/)（https://www.eduhk.hk/re/student_handbook/）或到大學辦事處或諮詢中心查詢。

第一部份：課程資料

| | |
|-----------------------|--|
| 1. 課程目標 | <p>本課程旨在探討香港學校體育當前的議題，教授相關理論、實務知識及技巧予現職體育教師，以設計創新體育課程和教學法，從而促進學生的智能、社交、心理動作能力和文化學習能力。</p> <p>於本課程完結時，參加者應能：</p> <ul style="list-style-type: none">➤ 批判性地瞭解全球學校體育的發展；➤ 根據香港學校體育當前的議題，辨識學校體育的優點和缺點；➤ 嘗試於體育課程發展中採用不同課程設計及教學模式，以培育學生的智能、社交、心理動作能力和文化學習能力；➤ 針對現時香港學校體育的情況，批判地評估各種創新教學模式的可行性；➤ 具備體育教學所需的正向態度和全球與多元文化視野，實踐專業教學。 |
| 2. 授課語言 | <p>本課程主要以粵語授課，適時輔以英語。</p> |
| 3. 修讀時間 | <p>本課程是一項「全日整段時間給假制」課程，每學年開辦一期。本學年修讀日期為2024年5月27日至6月28日。詳情請參見：https://www.eduhk.hk/acadprog/program/ch_bwp092.htm</p> |
| 4. 課程結構 | <p>學員須修讀以下三個學術單元，合共9個學分：</p> <p>科目一、體育學與教之新發展範例 科目二、香港學校體育的當前議題 科目三、體育素養與學校體育</p> <p>各科目的課時分別為三十小時的課堂理論與實踐及九小時的課後研習，本課程的總上課時數為一百一十七小時，另有三十三小時的建議研習活動。課程主要學習活動包括授課、討論、實習工作坊、試教、課堂分析及課程策劃，學員可能被要求返回所屬學校作出試教。課程評核內容包括反思報告、教案及單元大綱設計、分組匯報等。</p> |
| 5. 學業評核及獲取證書資格 | <p>學員必須於所有評核習作中獲得及格成績，並達到課程所要求的出席率，方可獲</p> |

| | |
|----|--|
| | <p>頒授畢業證書。</p> <p>在校方現行的課業評核制度下，課業評核結果均由有關考試委員會負責審核，並向準畢業生頒授學歷。</p> <p>委員會議決的評核成績會於內聯網 The Portal (https://portal.eduhk.hk) 公布，學員可於 The Portal 列印成績單或向教務處申請由校方簽發之正式「成績報告表」，每份申請費用為港幣五十元正，其內詳錄學生於課程內每一科目的名稱及考取的成績等級。</p> <p>學員若要求覆核經審核之成績，須於成績公布後十四天內致函博文及社會科學學院院長提出申請。詳情請瀏覽教務處網頁 (www.eduhk.hk/re)，逾期申請，恕不受理。</p> <p>本課程的考試委員會會議暫定於 2024 年 8 月 16 日舉行。學員將於此期間收到有關成績公布及覆核成績詳情的電郵通知，並須定時檢閱學員之電子郵件戶口。</p> |
| 6. | <p>科目概要</p> |
| | <p>科目一 體育學與教之新發展範例 New Paradigm of Learning and Teaching in Physical Education 編號：PES5241</p> <p>本科目旨在透過裝備學員體育相關理論、實習知識及技巧以設計創新體育課程和教學法，促進第二、三及四學習階段學生的運動技能、認知能力、社交和文化學習。本科目會介紹、應用、研究及實踐不同認知、社會，文化和體驗式學習為本的教學模式，從以滿足學校學生的不同需求和能力。在課程中，亦會研討另類教學課程和體育教學模式，如領會教學法、促進學習的評估、問題導向學習，合作學習，健身體適能教育，競技體育教育模式以及 Mosston 的體育教學光譜等。</p> <p>科目二 香港學校體育的當前議題 Current Issues and Controversies in Hong Kong Physical Education 編號：PES5242</p> <p>本科目將以論壇形式認真審視香港學校體育的當前議題和爭議，及其對體育專業發展及社會的影響。本科目旨在提供各種體育概念及其趨</p> |

勢，以確認或抗衡既定的規範和態度，使學員能夠體會發展學校體育教學的重要思想和趨勢。當中主題包括體育的理念、創新課程、評估、特殊教育需要、學校競技體育的發展、安全和法律相關議題，器材與設施等。課程參與者將有機會參與所選主題相關的研究、撰寫文章、計劃活動、報告以及實踐工作坊。

科目三

體育素養與學校體育

Physical Literacy and Physical Education

編號：

PES5243

體育素養是基於個人所具備的能力及信心，在各種場合參與不同的體力活動。這樣不但能促進個人全人的健康發展，亦有助於建立積極而有活力的生活模式。本科目旨在介紹及評論世界性的體育學與教之發展，提供基於體育素養的實務元素及理論基礎，應用於體育教學的實踐中。透過裝備學員體育相關理論、實習知識及技巧以設計創新體育課程和教學法，以基礎活動促進香港學校課程第一學習階段，並延伸至第二，三和四學習階段學生的運動技能、認知能力、社交和文化學習。課程內容將介紹、應用、研究及實踐體育素養的概念，由基礎活動擴展至其他體育技能，從而討論體育素養的特性對學習階段的貢獻，並會討論不同階段達致及維繫終身體育素養的關係。

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

| | | |
|------------------------------|---|--|
| Programme Title | : | Certificate in Professional Development Programme on New Paradigm of Learning and Teaching in Physical Education |
| Programme QF Level | : | 6 |
| Course Title | : | New Paradigm of Learning and Teaching in Physical Education |
| Course Code | : | PES5241 |
| Department | : | Health and Physical Education |
| Credit Points | : | 3 |
| Contact Hours | : | 30 hours (lecture, workshop, lesson for analysis) + 9 hours (Blended learning) |
| Pre-requisite(s) | : | In-service Primary and Secondary School PE teachers |
| Medium of Instruction | : | Chinese |
| Course Level | : | 5 |

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills

2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course aims to acquaint serving PE teachers with knowledge and skills in developing relevant curriculum and carry out effective and innovative pedagogies for promoting cognitive, social, psychomotor as well as cultural learning for students at Key Stage 2, 3 and 4. A variety of cognitive, social, cultural and experiential based models of learning and teaching for catering the diverse needs and abilities of students in schools will be introduced, applied, researched and practised. Within the course, alternative curricular and pedagogical PE models like Teaching Games for Understanding, Assessment for Learning, Problem Based Learning, Co-operative Learning, Fitness and Health Education, Sport Education as well as Mosston’s Spectrum of Teaching Styles and so on will be studied.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ show critical understanding of the rationales behind pedagogical and curricular innovations and advancement in PE worldwide;
- CILO₂ develop and test curricular plans for the application of alternative curricular and pedagogical PE models: Teaching Games for Understanding, Assessment for Learning, Problem Based Learning, Co-operative Learning, Fitness and Health Education, Sport Education as well as Mosston’s Spectrum of Teaching Styles and so on for cultivating students’ cognitive, social, psychomotor and cultural learning through PE; and
- CILO₃ appraise critically the feasibility of promoting and implementing various innovative models for teaching PE in Hong Kong.

3. Content, CILOs and Teaching and Learning Activities

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|---------------------------|-------|--|
| 1. Critical review on the | | Lectures and group discussion |

| | | |
|--|---------------------------|--|
| rationales behind pedagogical and curricular advancement in PE | <i>CILO₁</i> | |
| 2. Teaching Games for Understanding | <i>CILO_{2,3}</i> | Lecture, online discussion, practical workshop and curriculum planning |
| 3. Assessment for Learning | <i>CILO_{2,3}</i> | |
| 4. Problem-based Learning in PE | <i>CILO_{2,3}</i> | |
| 5. Cooperative Learning | <i>CILO_{2,3}</i> | |
| 6. Fitness and Health Education Model | <i>CILO_{2,3}</i> | |
| 7. Sport Education Model | <i>CILO_{2,3}</i> | |
| 8. Mosston's Spectrum of Teaching Styles in PE | <i>CILO_{2,3}</i> | |

4. Assessment

| Assessment Tasks | Weighting (%) | CILO |
|---|---------------|---------------------------|
| Individual portfolio comprising critical evaluation of rationales on respective programme designs, content development, planning for teaching, and the selection of teaching resources related to learning and teaching activities and safety precautions. (Not less than 1600 words) | 60 | <i>CILO₁₋₃</i> |
| A group presentation on the application of alternative curriculum and pedagogical models to design and develop a school-based PE curriculum. | 40 | <i>CILO₁₋₃</i> |

5. Required Text(s)

NIL

6. Recommended Readings

- Araujo, R., Mesquita, I., & Hastie, P. A. (2014). Review of the status of learning in research on sport education: Future research and practice. *Journal of Sports Science and Medicine, 13*, 846-858.
- Barba-Martín, R. A., Bores-García, D., Hortigüela-Alcalá, D., & González-Calvo, G. (2020). The application of the Teaching Games for Understanding in physical education: Systematic review of the last six years. *International Journal of Environmental Research and Public Health, 17*(9), 3330.

- Bores-García, D., Hortigüela-Alcalá, D., Fernandez-Rio, F. J., González-Calvo, G., & Barba-Martín, R. (2021). Research on Cooperative Learning in physical education: Systematic review of the last five years. *Research Quarterly for Exercise and Sport*, 92(1), 146-155.
- Casey, A., & Goodyear, V. (2015). Can cooperative learning achieve the four learning outcomes of physical education? A review of literature. *Quest*, 67(1), 56-72.
- Casey, A., & Kirk, D. (2020). *Models-based practice in physical education*. Routledge.
- Casey, A., & MacPhail, A. (2018). Adopting a models-based approach to teaching physical education. *Physical Education and Sport Pedagogy*, 23(3), 294–310.
- Chatoupis, C. C. (2018). Physical education teachers' use of Mosston and Ashworth's teaching styles: A literature review. *The Physical Educator*, 75(5), 880-900.
- Chng, L. S., & Lund, J. (2018). Assessment for learning in physical education: The what, why and how. *Journal of Physical Education, Recreation & Dance*, 89 (8), 29-34.
- Curriculum Development Council. (2017). *Physical education curriculum and assessment guide (primary 1- secondary 6)*. Hong Kong: Curriculum Development Council.
- Egan, C. A., Webster, C. A., Stewart, G. L., Weaver, R. G., Russ, L. B., Brian, A., & Stodden, D. F. (2019). Case study of a health optimizing physical education-based comprehensive school physical activity program. *Evaluation and Program Planning*, 72, 106-117.
- Franco, E., Tovar, C., González-Peño, A., & Coterón, J. (2021). Effects of a sport education model-based teaching intervention on students' behavioral and motivational outcomes within the physical education setting in the COVID-19 scenario. *Sustainability (Basel, Switzerland)*, 13(22), 12468.
- Harvey, S., Pill, S., Hastie, P., & Wallhead, T. (2020). Physical education teachers' perceptions of the successes, constraints, and possibilities associated with implementing the sport education model. *Physical Education and Sport Pedagogy*, 25(5), 555-566.
- Houston, J., & Kulinna, P. (2014). Health-related fitness models in physical education. *Strategies*, 27(2), 20-26.
- Koekoek, J., Dokman, I. & Walinga, W. (2022). *Game-based pedagogy in physical education and sports: Designing rich learning environments*. Routledge.
- McKenzie, T. L., Sallis, J. F., Rosengard, P., & Ballard, K. (2016). The SPARK programs: A public health model of physical education research and dissemination. *Journal of Teaching in Physical Education*, 35(4), 381-389.
- Memmert, D., Almond, L., Bunker, D., Butler, J., Fasold, F., Griffin, L., Hillmann, W., Huttermann, S., Klein-Soetebier, T., König, S., Nopp, S., Rathschlag, M., Schul, K., Schwab, S., Thorpe, R., & Furley, P. (2015). Top 10 Research Questions Related to Teaching Games for Understanding. *Research Quarterly for Exercise & Sport*, 86(4), 347-359.
- Metzler, M. W., & Colquitt, G. T. (2021). *Instructional models for physical education (4th ed.)*. S. I.: Routledge.
- Mosston, M., & Ashworth, S. (First online edition, 2008). *Teaching physical education*. (Retrieved from Spectrum of Teaching Styles dated 20 April 2018).
- Moura, A., Graça, A., MacPhail, A., & Batista, P. (2020). Aligning the principles of assessment for learning to learning in physical education: A review of literature. *Physical Education and Sport Pedagogy*, 26(4), 388-401.
- Østergaard, L. (2016). Inquiry-based learning approach in physical education: Stimulating and engaging students in physical and cognitive learning. *Journal of Physical Education, Recreation & Dance*, 87(2), 7-14.
- Pill, S., Gambles, E., & Griffin, L. (2023). *Teaching games and sport for understanding*. N. Y.: Routledge.

SueSee, B., Hewitt, M. & Pill, S. (2020). *The spectrum of teaching styles in physical education*. Routledge.

甘偉強、李宗、高達倫、周佩瑜、潘凱琳、歐陽效章 (2014)：《「競技運動教育模式」在香港的推展與研究》，香港：香港教育學院健康與體育學系。

李宗、甘偉強、高達倫、周佩瑜、歐陽效章(2013)：《Mosston教學光譜在香港的研究與推展》，香港：香港教育學院健康與體育系。

7. Related Web Resources

Education Bureau Website

<http://www.edb.gov.hk/>

PE Summer School

<http://www.eduhk.hk/pesummerschool/>

8. Related Journals

Journal of Teaching in Physical Education

Physical Educator

Other PE related journals

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

| | | |
|------------------------------|---|--|
| Programme Title | : | Certificate in Professional Development Programme on New Paradigm of Learning and Teaching in Physical Education |
| Programme QF Level | : | 6 |
| Course Title | : | Current Issues and Controversies in Hong Kong Physical Education |
| Course Code | : | PES5242 |
| Department | : | Health and Physical Education |
| Credit Points | : | 3 |
| Contact Hours | : | 30 hours (lecture and workshop) + 9 hours (Blended learning) |
| Pre-requisite(s) | : | In-service Primary and Secondary School PE teachers |
| Medium of Instruction | : | Chinese |
| Course Level | : | 5 |

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills

6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

The course provides a forum for participants to critically examine current issues and controversies in Hong Kong school physical education that impact the profession and society. It aims to provide participants with wide exposure to a variety of ideas and trends that confirm or confront established norms and attitudes in the discipline, so that they can appreciate the importance of developing informed approaches to teaching physical education in schools. An overview of the following topics will be provided as well including, philosophy, curriculum, evaluation, special educational needs, school sport programme development, safety and legal issues, equipment and facilities, and so on. Course participants will be involved in research, journal writing, project and/or presentations, and practical workshop that are related to the topic selected.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO₁ : reflect critically on current issues in physical education;

CILO₂ : review, integrate and debate current issues from a variety of perspective in school physical education;

CILO₃ : develop informed opinions about the impact of selected issues in the field; and

CILO₄ : consider the impact of their informed opinions on these current issues in their own teaching and learning in physical education.

3. Content, CILOs and Teaching and Learning Activities

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|---|-------------------------|---|
| 1. The changing conception and current areas of concern of physical education in school in the global and local context | CILO ₁ | Lecture and article reading |
| 2. Reflection on current issues and controversies that impact on curriculum | CILO _{1&2} | Lecture, forum discussion and online reflection |

| | | |
|---|-------------------------------|--|
| development and assessment practices in school physical education | | |
| 3. Content development and selection of current issues in physical education concerning sports, health and culture | <i>CILO_{3&4}</i> | Lecture, collaborative tasks |
| 4. Physical education in the 21 st century, planning for innovative teaching units for addressing the changing conceptions, teaching content, methods and assessment in physical education | <i>CILO_{3&4}</i> | Lecture, workshop, collaborative tasks |
| 5. Group presentation and discussion on selected topic on the current issues in physical education | <i>CILO₁₋₄</i> | Group presentation and discussion |

4. Assessment

| Assessment Tasks | Weighting (%) | CILO |
|--|---------------|---------------------------|
| Group project to design an innovative teaching package for tackling a current issue in physical education with class presentation on selected current issue chosen for detailed investigation. | 50 | <i>CILO₁₋₄</i> |
| Written essay with not less than 1500 words on the chosen current issue in physical education | 50 | <i>CILO₁₋₄</i> |

5. Required Text(s)

NIL

6. Recommended Readings

- Block, M. E., & Heck, S. (Eds.). (2019). *Inclusive physical education around the world: Origins, cultures, practices*. Routledge.
- Bodsworth, H., & Goodyear, V. A. (2017). Barriers and facilitators to using digital technologies in the Cooperative Learning model in physical education. *Physical Education and Sport Pedagogy*, 22(6), 563–579.
- Borawski, E. A., Jones, S. D., Yoder, L. D., Taylor, T., Clint, B. A., Goodwin, M. A., & Trapl, E. S. (2018). We run this city: Impact of a community-school fitness program on obesity, health, and fitness. *Preventing Chronic Disease*, 15(5), E52–E52. <https://doi.org/10.5888/pcd15.160471>
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- Casey, A., Goodyear, V. A., & Armour, K. M. (2017). *Digital technologies and learning in physical education: Pedagogical cases*. Routledge.
- Casey, A., & Kirk, D. (2020). *Models-based practice in physical education*. Taylor and Francis. <https://doi.org/10.4324/9780429319259>
- Donnelly, F.C., Mueller, S.S. & Gallahue, D.L. (2017). *Developmental physical education for all children: Theory into practice*. Human Kinetics.
- Krause, J. M., Franks, H., & Lynch, B. (2017). Current Technology Trends and Issues Among Health and Physical Education Professionals. *The Physical Educator*, 74(1), 164–180. <https://doi.org/10.18666/TPE-2017-V74-I1-6648>
- Koekoek, J., & van Hilvoorde, I. (2018). *Digital technology in physical education: global perspectives*. (Routledge Studies in Physical Education and Youth Sport). Routledge.
- Lacy, A. C., & Williams, S. M. (2018). *Measurement and evaluation in physical education and exercise science* (8th ed.). Routledge. <https://doi.org/10.4324/9781315312736>
- MacPhail, A., & Lawson, H. A. (Eds.). (2020). *School physical education and teacher education: Collaborative redesign for the 21st century*. Routledge.
- Meier, S., Rode, D., & Ruin, S. (2023). Digitalization challenging physical culture and education – Current issues in sport pedagogical research. *Current Issues in Sport Science*, 8(3), 1-. <https://doi.org/10.36950/2023.3ciss001>
- Pang, B., & Rossi, T. (2022). *Diversity, difference and social justice in physical education: Challenges and strategies in a translocated world*. Routledge.
- Petry, K., & Jong, J. de (Eds.). (2022). *Education in sport and physical activity: Future directions and global perspectives*. Routledge.
- Pringle, R., Larsson, H., & Gerdin, G. (Eds.). (2019). *Critical research in sport, health and physical education: How to make a difference*. Routledge.
- Schwanenflugel, P. J., & Tomporowski, P. D. (2017). *Physical activity and learning after school: The PAL program*. Guilford Publications.
- 課程發展處 體育組 (2013)：《六大學習範疇課題概覽：體育學習領域》，香港，課程發展處。
- 課程發展議會 (2017)：《體育學習領域課程指引(小一至中六)》，香港，課程發展議會。
https://www.edb.gov.hk/attachment/tc/curriculum-development/klc/pe/curriculum-doc/PE_KLACG_c.pdf

李春曉、張夢格、甘偉強、冼權鋒、Cruz, A.和林鎮威 (2018)：《自閉症學生融合體育教學指引》，香港，香港教育大學健康與體育學系和香港教育大學特殊學習需要與融合教育中心。 <https://www.lib.eduhk.hk/permalink/record/alma991017924831803410>

7. Related Web Resources

Education Bureau Website

<http://www.edb.gov.hk/>

PE Summer School

<http://www.eduhk.hk/pesummerschool/>

香港教育文獻數據庫

<https://bibliography.lib.eduhk.hk/tc>

體育 - 課程文件 - 小學體育建議學習範圍

https://cd1.edb.hkedcity.net/cd/pe/tc/scope_of_learning/pri_c.htm

體育 - 課程文件 - 中學體育建議學習範圍

https://cd1.edb.hkedcity.net/cd/pe/tc/scope_of_learning/sec_c.htm

香港學校體育學習領域安全措施指引

https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/references_resource/safety-guidelines/Safe_c.pdf

8. Related Journals

International Journal of Special Education

Journal for the Education of the Gifted

Journal of Teaching in Physical Education

Physical Educator

Teaching Elementary Physical Education

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

| | | |
|------------------------------|---|--|
| Programme Title | : | Certificate in Professional Development Programme on New Paradigm of Learning and Teaching in Physical Education |
| Programme QF Level | : | 6 |
| Course Title | : | Physical Literacy and Physical Education |
| Course Code | : | PES5243 |
| Department | : | Health and Physical Education |
| Credit Points | : | 3 |
| Contact Hours | : | 30 hours (lecture, workshop, lesson for analysis) + 9 hours (Blended learning) |
| Pre-requisite(s) | : | In-service Primary and Secondary School PE teachers |
| Medium of Instruction | : | Chinese |
| Course Level | : | 5 |

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Physical Literacy is based on the concept that individuals who are physically literate, will move with more competence and confidence in a wide variety of physical activities in various settings. This will benefit the healthy development of the person as a whole, and ultimately, be more likely to be active for life. Considerable changes in school physical education (PE) have been initiated to cater for learners with diversity worldwide and developed a variety of physical activities to participate regularly in contributing to healthy and active lifestyles. The course provides solid underpinnings for practical units with a theoretical framework based on the concept of physical literacy in teaching physical education. It aims to acquaint course participants with theoretical and practical knowledge and skills in the design of high-quality PE curriculum and pedagogies for promoting Key Stage 1 with Fundamental Movement and extension to Key Stage 2, 3 and 4 students' cognitive, social, psychomotor as well as cultural learning in schools in Hong Kong. Within the course, the physical literacy concept will be introduced, applied, researched and practised. With the extension from Fundamental Movement to some sports skills, attributes in physical literacy including "physical competencies; the ability to read and respond to the environment and to others in interaction; the ability to use the body as an instrument of expression/communication and; the ability to articulate/demonstrate knowledge, skills and understanding of health." (Whitehead & Murdoch, 2006, p. 6-9) will be contributed to other Key Stages of learning. Its relationship to attain and maintain lifelong physical literacy in different stages will be discussed.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ : show critical understanding of the development of school PE worldwide;
- CILO₂ : identify the strength and weaknesses of school PE in Hong Kong;
- CILO₃ : develop and test curricular plans for the application of Fundamental Movement Concept for cultivating Key Stage 1 students' social, psychomotor and cultural learning through PE; and
- CILO₄ : observe and analyse critically the practical aspect of learners' development in physical literacy for teaching PE in Hong Kong
- CILO₅ : appraise critically the feasibility of promoting and implementing physical literacy for teaching PE in Hong Kong.

3. Content, CILOs and Teaching and Learning Activities

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|--|-------------------------------|---|
| 1. Worldwide Development of School PE | <i>CILO₁</i> | Lecture and article reading |
| 2. Critical Appraisal of the Development of School PE in Hong Kong | <i>CILO₂</i> | Lecture and online discussion |
| 3. Concepts and design of physical literacy for school PE | <i>CILO_{4&5}</i> | Lecture and online discussion |
| 4. Concepts and design of Fundamental Movements for Junior Primary School PE Curriculum | <i>CILO_{3&5}</i> | Lecture, group discussion, practical workshop and curriculum planning |
| 5. Practical aspects of physical literacy on developing the values and beliefs of PE Teachers in Hong Kong | <i>CILO_{4&5}</i> | Lecture, group discussion, practical workshop and project |

4. Assessment

| Assessment Tasks | Weighting (%) | CILO |
|--|---------------|---------------------------------------|
| Individual portfolio comprising critical evaluation of rationales on respective programme designs, content development, planning for teaching, and the selection of teaching resources related to learning and teaching activities and safety precautions on physical literacy. (Not less than 3300 words for Chinese portfolio / 2100 for English portfolio) | 60 | <i>CILO_{1, 2, 3 & 5}</i> |
| Group Project involving review current PE curriculum of two selected schools. Discussion and recommendation are made through presenting the project on power point. | 40 | <i>CILO₁₋₄</i> |

5. Required Text(s)

Nil

6. Recommended Readings

- Battaglia, G., Alesi, M., Tabacchi, G., Palma, A., & Bellafiore, M. (2019). The development of motor and pre-literacy skills by a physical education program in preschool children: A non-randomized pilot trial. *Frontiers in Psychology*, 9:2694. [https://doi:10.3389/fpsyg.2018.02694](https://doi.org/10.3389/fpsyg.2018.02694)
- Curriculum Development Institute. (2013). *An overview of the learning topics in the six strands: Physical education key learning area*. Hong Kong: Curriculum Development Institute, Education Bureau.
- Donnelly, F. C., Mueller, S. S., & Gallahue, D. L. (2017). *Developmental physical education for all children*. (5th ed). Champaign, IL: Human Kinetics.
- Ellerton, H. (2018). *What is physical literacy and why is it important for children today?*. Human Kinetics. <https://humankinetics.me/2018/06/27/what-is-physical-literacy/>
- Gallahue, D. L., Ozmun, J. O., & Goodway, J. D. (2019). *Understanding motor development: Infants, children, adolescents, adults* (8th ed.). Burlington: Jones & Bartlett.
- Gilbert, A.G. (2015). *Creative dance for all ages: A conceptual approach* (2nd ed). Champaign, IL: Human Kinetics.
- Graham, G., Holt/Hale, S. A., & Parker, M. (2013). *Children moving: A reflective approach to teaching physical education* (9th ed.). New York: McGraw-Hill.
- Pangrazi, R. P., & Beighle, A. (2016). *Dynamic physical education for elementary school children* (18th ed.). Harlow, Essex, England: Pearson.
- Physical Education Section. (2016). *Safety guidelines on physical education key learning area for Hong Kong schools*. Hong Kong: Education Bureau. http://www.edb.gov.hk/en/curriculum-development/kla/pe/references_resource/safety-guidelines/index.html
- Rink, J. (2014). *Teaching physical education for learning* (7th ed.). New York: McGraw-Hill.
- Wellington-Dufferin-Guelph Public Health. (2017). *Six ways to help your child develop physical literacy (and why it matters)*. <https://www.wdgppublichealth.ca/blog/six-ways-help-your-child-develop-physical-literacy-and-why-it-matters>
- 課程發展處體育組 (編輯) (2013) : 《六大學習範疇課題概覽-體育學習領域》, 香港, 教育統籌局。
- 課程發展處體育組 (編輯) (2013) : 《新高中課程體育》, 香港, 教育統籌局。
- 課程發展處體育組 (編輯) (2016) : 《體育科基礎活動教學資源》, 香港, 教育統籌局。

7. Related Web Resources

Fundamental Movement Learning Community

<https://intranet.skhsjs.edu.hk/edbpefmlc/>

Healthy Lifestyle – Physical Activity

https://www.edb.gov.hk/tc/curriculum-development/kla/pe/references_resource/active_heal

[thy_lifestyle/index.html](#)

International Physical Literacy Association

<https://www.physical-literacy.org.uk/>

PE Summer School

<http://www.eduhk.hk/pesummerschool/>

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10. Others

Nil

第二部份：學員須知

| | |
|------------------|--|
| 1. 學生編號 | 每一位學員在註冊時均獲發一個八位數字的學生編號(首兩位數字為第一次註冊年份)。從未註冊入讀本校課程的新學員，其學生編號即其申請編號。過往曾註冊入讀本校課程的學員，其學生編號即其第一次註冊時本校所發的學生編號。在此情況下，其學生編號則有別於申請編號。註冊後，學員與本校的一切聯絡及通訊，均請引述學生證上的學生編號而非申請編號。 |
| 2. 「教大通」卡 | <p>入學註冊手續辦妥後，學員將免費獲發「教大通」卡，卡上載有持卡人之個人資料及相片，是本校學員之身份證明。使用校內設施或參加校內考試及與課程有關的活動時，學員或須出示「教大通」。「教大通」的有效期至持卡人註冊修讀之課程完結為止。如有遺失，應盡快通知教務處，並繳付港幣一百元補領費。</p> <p>有關「教大通」之使用說明，請參閱學生手冊 第四章「條例與規例」的第八節「學生證『教大通』使用說明書」：https://www.eduhk.hk/re/student_handbook/tc/Rules-And-Regulations/Edu-Card-Users-Guide.html</p> <p>中途退學或學生證有效期屆滿者，均須在離校前將證件交回教務處，否則教務處可從其保證金中扣除港幣一百元。</p> |
| 3. 圖書證 | 「教大通」卡可作圖書證，學員可在指定的有效日期內使用圖書館資源。在課程完結後，學員可申請「教大校友圖書證」以繼續享用圖書館之借閱服務。申請辦法可瀏覽圖書館網頁 (https://www.lib.eduhk.hk/zh/information-for-alumni) 或到圖書館服務台 (C-G/F) 查詢及索取申請表格。 |
| 4. 電子郵件戶口 | 電子郵件為本校主要的溝通渠道。學員須定時檢閱其電子郵件戶口(如： s0312345@s.eduhk.hk) 以獲得最新的資訊，有關查詢請致電資訊科技服務處 2948 6601。 |
| 5. 更改個人資料 | 學生在註冊時所申報的個人資料將存於學生紀錄內。如欲在修讀本校課程期間，更改任何個人資料如地址、電話號碼，應立即通知教務處。學生可登入 The Portal (http://portal.eduhk.hk/) [<i>Navigation: The Portal > e-SIS > e-SIS > Main Menu > Personal Information</i>] 隨時使用網上自助服務更改其個人地址及/或聯絡電話，或於諮詢中心 (A-G/F-11)、各學院事務處或市區分校事務處索取「申請更改個人資料」表格或於此網址下載 (https://www.eduhk.hk/re/Current-Students/Useful-Forms/General.html)，並填妥交回。 |

| | <p>如更改的個人資料為香港身分證號碼、姓名、出生日期，則須隨申請表附上法律證明文件佐證。</p> <p>若學生已完成有關課程或已退學，更改個人資料的申請，將不獲受理。</p> | | | | | | |
|---|---|------|------|---|---|--|--|
| 6. | <p>出席率及請假</p> | | | | | | |
| | <p>同學因特殊情況未能出席課堂而需要請假，必須向課程統籌主任遞交請假申請及需附上請假證明（如醫生紙或學校信等），並獲課程統籌主任批准，才為有效的請假。學員的每科出席率不得低於 80%，否則會被評為不合格。</p> | | | | | | |
| 7. | <p>惡劣天氣期間之上課及考試安排</p> | | | | | | |
| | <p>有關惡劣天氣期間之特別考試安排，同學請參閱學生手冊 第十五章「惡劣天氣期間之上課及考試安排」(https://www.eduhk.hk/re/student_handbook/tc/Class-Examination-Arrangements-During-Bad-Weather.html) 或可致電教務處熱線 2948 6196。</p> <p>遇有熱帶氣旋或暴雨警告時，所有學員應注意以下上課和考試的應變安排。下列安排適用於大埔校園及市區分校。學員亦可致電教務處熱線 2948 6196，查詢本校的特別措施。學員應注意教育局於電視台／電台宣布之安排並不適用於本校。校方或會就上課／考試作出特別措施，同學應留意本校「大學網站」(The Portal) 的教大公布。</p> <p>除非校方另行公布，否則於三號熱帶氣旋或紅色暴雨警告生效期間，所有課堂和考試將如常舉行。</p> <p>當天文台預告將於未來兩小時內發出八號或以上熱帶氣旋警告訊號，本校將因應當時的天氣狀況而就上課及考試作出特別安排（包括停課）。學員應留意電台／電視台的廣播或致電教務處熱線 (2948 6196) 查詢有關的應變措施。</p> <p>八號或以上熱帶氣旋或黑色暴雨警告生效時，所採取之措施如下：</p> <p>7.1 上課或考試前</p> <table border="1" data-bbox="229 1563 1422 2002"> <thead> <tr> <th data-bbox="229 1563 877 1619">天氣狀況</th> <th data-bbox="877 1563 1422 1619">應變措施</th> </tr> </thead> <tbody> <tr> <td data-bbox="229 1619 877 1865"> <p>上午課堂或考試 八號或以上熱帶氣旋警告訊號、「極端情況」或黑色暴雨警告於早上六時或以後仍然生效</p> </td> <td data-bbox="877 1619 1422 1865"> <p>所有在<u>下午一時三十分前</u>開始的上午課堂和考試將會取消。原定的考試將按已訂之應變考試措施另日進行。</p> </td> </tr> <tr> <td data-bbox="229 1865 877 2002"> <p>下午課堂或考試 於上午六時一分至上午十一時期間：</p> </td> <td data-bbox="877 1865 1422 2002"> <p>所有在<u>下午一時三十分至五時三十分</u>開始的下午課堂和考試</p> </td> </tr> </tbody> </table> | 天氣狀況 | 應變措施 | <p>上午課堂或考試 八號或以上熱帶氣旋警告訊號、「極端情況」或黑色暴雨警告於早上六時或以後仍然生效</p> | <p>所有在<u>下午一時三十分前</u>開始的上午課堂和考試將會取消。原定的考試將按已訂之應變考試措施另日進行。</p> | <p>下午課堂或考試 於上午六時一分至上午十一時期間：</p> | <p>所有在<u>下午一時三十分至五時三十分</u>開始的下午課堂和考試</p> |
| 天氣狀況 | 應變措施 | | | | | | |
| <p>上午課堂或考試 八號或以上熱帶氣旋警告訊號、「極端情況」或黑色暴雨警告於早上六時或以後仍然生效</p> | <p>所有在<u>下午一時三十分前</u>開始的上午課堂和考試將會取消。原定的考試將按已訂之應變考試措施另日進行。</p> | | | | | | |
| <p>下午課堂或考試 於上午六時一分至上午十一時期間：</p> | <p>所有在<u>下午一時三十分至五時三十分</u>開始的下午課堂和考試</p> | | | | | | |

| | |
|--|---|
| <ul style="list-style-type: none"> • 當八號或以上熱帶氣旋警告訊號除下，及沒有發出「極端情況」公布；或 • 當「極端情況」取消；或 • 當黑色暴雨警告取消 • 八號或以上熱帶氣旋警告訊號、「極端情況」或黑色暴雨警告於早上十一時或以後仍然生效 | <p>將如常進行。</p> <p>所有在<u>下午一時三十分至五時三十分</u>開始的下午課堂和考試將會取消。原定的考試將按已訂之應變考試措施另日進行。</p> |
| <p><u>晚間課堂或考試</u> 於下午三時或之前：</p> <ul style="list-style-type: none"> • 當八號或以上熱帶氣旋警告訊號除下，及沒有發出「極端情況」公布；或 • 當「極端情況」取消；或 • 當黑色暴雨警告取消 <p>於下午三時一分至下午四時期間：</p> <ul style="list-style-type: none"> • 當八號或以上熱帶氣旋警告訊號除下，及沒有發出「極端情況」公布；或 • 當「極端情況」取消；或 • 當黑色暴雨警告取消 • 八號或以上熱帶氣旋警告訊號、「極端情況」或黑色暴雨警告於下午四時或以後仍然生效 | <p><u>下午五時三十分</u>及以後開始的晚間課堂和考試將如常進行。</p> <p><u>下午六時三十分</u>及以後開始的晚間課堂和考試將如常進行。</p> <p>所有晚間課堂和考試將會取消。原定之考試將按已訂之應變考試措施，另日進行補考。</p> |
| <p>7.2 上課或考試中</p> | |
| <p style="text-align: center;"><u>天氣狀況</u></p> | <p style="text-align: center;"><u>應變措施</u></p> |
| <p>八號或以上熱帶氣旋警告訊號生效</p> | <p>所有課堂將立刻終止。除非首席監考決定暫停考試，所有考試（除戶外之考試外）將繼續進行，直至該考試完結為止。</p> |
| <p>黑色暴雨警告生效</p> | <p>除非講師或首席監考決定暫停有關課堂或考試，所有課堂和考試（除戶外課堂和考試外）將繼續進行，直至該課堂或考試完結為止。</p> |

| | |
|-----|--|
| | <p>7.3 惡劣天氣期間之應變考試安排</p> <p>由教務處統籌之考試若因天氣惡劣而取消，學員可即時查看內聯網所載之「應變安排時的考試時間表」，有關資料亦會於考試日期前三星期於教務處網頁公佈。而其他非由教務處安排之考試，學員須向有關講師或學系查詢。</p> <p>「應變安排時的考試時間表」網址： https://www.eduhk.hk/re/modules/content/item.php?categoryid=9&itemid=23</p> |
| 8. | <p>列印及影印服務</p> |
| | <p>學員可到資訊科技服務處列印功課，而每位學員會獲發價值港幣一百二十元的免費列印配額。詳情請瀏覽資訊科技服務網頁 (www.eduhk.hk/ocio)。另外，學員可在圖書館或學生會休息室利用八達通卡享用自助影印服務。</p> |
| 9. | <p>學員巴士（校車）服務</p> |
| | <p>本校學員校車服務，由強記旅運有限公司（港鐵大學站來往教大）承辦。服務詳情請參閱校內布告板或內聯網上通告。遇有熱帶氣旋或暴雨警告，服務將有特別安排，學員可於內聯網 (The Portal) 或物業處網頁 (https://www.eduhk.hk/eo/transportation/types-transport) 下載並保存有關資料，以備參考。如有查詢，請於辦公時間致電物業處，電話 2948 6714，或聯絡強記旅運有限公司（2396 2088）。</p> |
| 10. | <p>車位安排</p> |
| | <p>學員可向物業處申請車位，詳情及申請表格可瀏覽以下網頁 (https://www.eduhk.hk/eo/service-forms/students)或致電物業處（電話：2948 6120）查詢。</p> |
| 11. | <p>學員保健服務</p> |
| | <p>校園保健中心 (A-1/F-09) 為學員提供西醫門診服務。所有全職及兼讀制課程學員的普通科門診收費每次為港幣二十元。學員宜預約診症以免費時輪候。中心開放時間、聯絡電話、各項服務及收費之詳情，請參閱學生事務處網址 (https://www.eduhk.hk/sao/info/campus_life/health_care_services/on_campus_health_centre/)。</p> |
| 12. | <p>運動及康樂設施</p> |
| | <p>請參閱學生手冊 第十七章「校園設施及安全」： https://www.eduhk.hk/re/student_handbook/tc/Campus-Facilities-And-Safety.html</p> |
| 13. | <p>布告板</p> |
| | <p>校園內設有布告板以展示重要資訊包括政策改動、重要公布等訊息。如欲查看上課時間和與本系相關等訊息，歡迎學員瀏覽本系網頁(https://www.eduhk.hk/hpe)。</p> |
| 14. | <p>課程及科目教學評估</p> |
| | <p>每期課程完結前，學員均須填寫科目及課程評估表，以表達對本課程整體運作的意見。</p> |

第三部份：附錄

1. 課程學務政策及規則

1.1 學分制度

- 1.1.1 教師專業進修課程證書（體育學與教之新發展範例）採用科目學分制，相關的學習組合成一個科目，以學分來表示。
- 1.1.2 每個學分相等於十三個授課小時。學員另須利用課外時間閱讀。
- 1.1.3 學員必須達至課程手冊規定的學分要求，方可畢業。

1.2 修業期限

- 1.2.1 上課周數如課程手冊所示，通常為期五星期。
- 1.2.2 要完成課程，學員須遵從各課程科目的指示，完成所有功課、專題報告、教學報告、評估、校本工作或教學實踐等活動。

1.3 科目評估與等級

1.3.1 評核方法及評級制度

科目的評核將按下列評級制度：

| 等級 | 標準 | 變換積點 |
|-----|-----|------|
| A+* | | 4.33 |
| A | 優異 | 4.00 |
| A- | | 3.67 |
| B+ | | 3.33 |
| B | 良好 | 3.00 |
| B- | | 2.67 |
| C+ | | 2.33 |
| C | 滿意 | 2.00 |
| C- | | 1.67 |
| D** | | 1.00 |
| F | 不及格 | 0.00 |

*「A+」級只給予表現超卓之學員

**「D」級為修畢科目之最低要求

請參閱學生手冊第四·一章「學務規則」的第九項「科目評核與等級」(https://www.eduhk.hk/re/student_handbook/tc/Rules-And-Regulations/General-Academic-Regulations.html#9) 及第五章「學務規則的操作指引」的第七節「與評核有關」(https://www.eduhk.hk/re/student_handbook/tc/Operationa

1.3.2 遲交習作及缺席評核活動

- i. 學生須於最後限期前呈交習作，並依時出席所有測驗、考試及其他指定之評核活動。
- ii. 學生不能在指定限期內呈交習作，須先獲得有關導師批准，惟須提交有力證明以作考慮。所有經核准申請，其副本必須呈交課程統籌主任。
- iii. 未能完成測驗、考試或其他評核活動之學生，必須經由授課導師向系主任請准，申請時須附交相關證明文件，如因患病或能力受損則須提交醫療證明。
- iv. 如系主任確信學生具有充分理由缺席課堂測驗、考試或其他評核活動，可准予學生完成附加之評核課業，其形式由系主任經諮詢授課導師後訂定。該附加評核課業之成績，視個別情況而定，可被調低最多一整個等級。
- v. 如系主任在審閱有關資料後，拒絕學生之申請，該科目內未參與評核的部分，會被評為「不及格」(F級)。

1.3.3 畢業要求

- i. 學生必須符合下列各項之畢業規定，方可獲頒授學歷：
 - 一、 達到所修課程之最低學分要求，並符合課程之其他所有規定；
 - 二、 平均積點在 2.00 或以上。
- ii. 考試委員會會根據下列的指引評定學歷等級：

| <u>學歷等級</u> | <u>最低整體平均積點</u> |
|-------------|-----------------|
| 優異 | 3.40 |
| 良好 | 2.70 |
| 及格 | 2.00 |

- iii. 學員完成指定的評核及符合出席要求，可獲頒授「結業證書」。

詳情請參閱學生手冊第四·一章「學務規則」的第十項「畢業要求」：<https://>

[//www.eduhk.hk/re/student_handbook/tc/Rules-And-Regulations/General-Academic-Regulations.html#10](http://www.eduhk.hk/re/student_handbook/tc/Rules-And-Regulations/General-Academic-Regulations.html#10)

1.4 守時、出席率、缺席及請假

1.4.1 本校十分重視學生之守時及出席率。課堂參與是學習中的重要環節，學生須培養強烈的責任感及守時習慣，以幫助建立及維繫一個有助學習的課堂環境，並為日後在社會工作作好準備。因此，學生應出席所有已編定之課堂及活動。

1.4.2 同學因特殊情況未能出席課堂而需要請假，必須向課程統籌主任遞交請假申請並獲批准。如有需要，學生也必須遵守個別課程/學系所定下的出席要求。

詳情請參閱學生手冊第四·一章「學務規則」的第十三項「請假」：http://www.eduhk.hk/re/student_handbook/tc/Rules-And-Regulations/General-Academic-Regulations.html#13

1.5 退學、終止學籍及開除學籍

請參閱學生手冊第四·一章「學務規則」的第十二項「終止學籍」(https://www.eduhk.hk/re/student_handbook/tc/Rules-And-Regulations/General-Academic-Regulations.html#12) 及第十四項「休學及退學」(https://www.eduhk.hk/re/student_handbook/tc/Rules-And-Regulations/General-Academic-Regulations.html#14)

1.6 學術誠信

請參閱學生手冊第四·一章「學務規則」的第十八項「學術誠信」：https://www.eduhk.hk/re/student_handbook/tc/Rules-And-Regulations/General-Academic-Regulations.html#18

2. 課程統籌小組聯絡方法

2.1 健康與體育學系

署理系主任：謝采揚博士

2.2 課程辦事處

地址：D4-2/F-03

查詢：2948 7617

傳真：2948 7848

電郵：hpe@eduhk.hk

辦公時間

| | |
|------------|-------------------|
| 星期一至五 | 8:30 am – 5:20 pm |
| 星期六、日及公眾假期 | 休息 |

2.3 課程統籌小組

陳靖逸先生（課程統籌主任）

地址：D3-2/F-36

電話：2948 6812

傳真：2948 7848

電郵：chingyat@eduhk.hk

3. 教學支援部門常用電話及網址

請參閱學生手冊 第二十一章「常用電話號碼及網址」：

https://www.eduhk.hk/re/student_handbook/tc/Useful-Telephone-Numbers-And-Websites.html

4. 學術著作引證系統

本校十分重視學術誠信。有關學術誠信的內容，請細閱教務處網上版學生手冊第八章「學術誠信及版權」（https://www.eduhk.hk/re/student_handbook/tc/Academic-Honesty-And-Copyright.html）及第十四章「學術著作引證」（https://www.eduhk.hk/re/student_handbook/tc/Citation-System.html）

5. 校園地圖

校園地圖：<https://www.eduhk.hk/googlemap/>