

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

Programme Title	:	Bachelor of Science (Honours) in Sports Science and Coaching and Bachelor of Education (Honours) (Physical Education)
Programme QF Level	:	5
Course Title	:	Theory and Practice of Individual Physical Activities
Course Code	:	PES2164
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	54 (face to face lecture)
Pre-requisite(s)	:	Nil
Medium of Instruction	:	Chinese
Course Level	:	2

#### 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

This course is designed to provide an opportunity for students to develop their personal skill in athletics, swimming and gymnastics to a competence level. Through participation in workshops and practical sessions, students will acquire the knowledge and skills to teach these activities in schools.

### 2. Course Intended Learning Outcomes (CILOs)

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

CILO<sub>1</sub> perform up to competent level in athletics, swimming and gymnastics events.

CILO<sub>2</sub> demonstrate knowledge and understanding of the history, development, safety requirement, officiating and organizing athletics, swimming and gymnastics activities.

CILO<sub>3</sub> teach athletics, swimming and gymnastics effectively and safely with appropriate progression of the basic skills and tactics.

CILO<sub>4</sub> appreciate the aesthetic of movement in athletics, swimming and gymnastics.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Judging procedures and safety measures for athletics, swimming, and gymnastics. Understand the development trend of the Olympic Games and World Championships.	CILO <sub>2</sub>	Lecture, group discussion, on-line self-learning
Execution and critical analysis of essential skills in athletic, swimming and gymnastics events.	CILO <sub>1,3</sub>	Skills demonstration & practice, individual & group games
Teaching progression and teaching methods in athletics, swimming and gymnastics.	CILO <sub>3</sub>	Skills demonstration & practice, individual & group games
Organization of athletics, swimming and gymnastics competitions.	CILO <sub>1,2,4</sub>	Lecture, group discussion & self-practice

### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Skill proficiency test in athletics, swimming and gymnastics.	70%	CILO <sub>1,3,4</sub>
(b) Students will work in groups to design a series of teaching activities of either athletics, swimming or gymnastics for primary and secondary schools in a unit plan. (The teaching package will be video-taped and submitted via a multimedia links. (Not less than 1450 Chinese words per student) Each student are required to write not less than 600 Chinese words out of 1450 Chinese words in the reflection, which includes the following elements:	30%	CILO <sub>2,3,4</sub>

1. The learning differences between primary and secondary school students 2. The difference in teaching methods for primary and secondary school students 3. The importance of physical activities in contributing to healthy and active lifestyles 4. The evaluation of physical activities in contributing to healthy and active lifestyles		
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## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

Nil

## 7. Recommended Readings

### Athletics

Ekler, J.H. (2015). Learner-centred teaching methods in PE. Processing athletics teaching material in project method. *Journal of Human Sport and Exercise*. 10 (Proc1). <https://doi.org/10.14198/jhse.2015.10.Proc1.11>

Freeman, W. (Ed.) (2015). *Track & field coaching essentials*. Human Kinetics.

Leininger., D. (2023). *Breaking down the wall: Training the high school 400 meter runner*. Independently published.

Magill, P. (2018). *SpeedRunner: 4 weeks to your fastest leg speed in any sport*. VeloPress.

Struder, H. K., Jonath, U., & Scholz, K. (2023). *Track & field: Training & movement sciences - theory and practice for all disciplines*. Meyer & Meyer Sport (UK) Ltd.

Télléz, T., Lewis, C., & Arellano, C. J. (2021). *The science of speed: the art of the sprint* (AAU edition.). Winning Dimensions Sports.

劉剛、孫吉成 (2017)：田徑教學訓練與改革研究 (第一版.)，新華出版社。

李愛國 (2017)：田徑運動教學研究 (第 1 版)，武漢大學出版社。

楊世模、彭冲 (2022)：《燃燒吧田徑魂：香港田徑百年的足跡與傳承》(第 1 版)，香港，商務印書館香港有限公司。

### Swimming

Bay, S. (2016). *Swimming: steps to success*. Human Kinetics.

Ekler, J. H. (2015). Learner-centred teaching methods in PE. Processing athletics teaching material in project method. *Journal of Human Sport and Exercise*. 10 (Proc1). <https://doi.org/10.14198/jhse.2015.10.Proc1.11>

Lepore, M., Columna, L., & Litzner, L. F. (2015). *Assessments and activities for teaching*

*swimming*. Human Kinetics.

### **Gymnastics**

高希彬（2017）：《快樂體操教學指導手冊》，中國，人民體育出版社。

金達（2022）：《校園快樂體操教學指導》，北京體育大學出版社。

## **8. Related Web Resources**

課程發展處體育組（2013）：《體育學習領域六大學習範疇課題概覽》，香港，教育局，檢自 [https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/curriculum-doc/scope\\_of\\_learning\\_pri/E\\_LT\\_SS.pdf](https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/curriculum-doc/scope_of_learning_pri/E_LT_SS.pdf)

Education Bureau

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

The Schools Sports Federation of Hong Kong, China

<http://www.hkssf-nt.org.hk>

### **Athletics**

Asian Athletics

<https://www.asianathletics.com/council/>

Chinese Athletics Association

<https://www.athletics.org.cn/>

Hong Kong, China Association of Athletics Affiliates Limited

<https://hkaaa.com/en/index.php>

World Athletics

<https://worldathletics.org/>

### **Swimming**

Hong Kong China Swimming Association

<https://www.hkgswimming.org.hk/en/>

World Aquatics

<https://www.worldaquatics.com/>

### **Gymnastics**

The Gymnastics Association of Hong Kong, China

<http://www.gahk.org.hk>

## **9. Related Journals**

Nil

## **10. 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/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **11. Others**

Nil

*Jul 2025*