

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

Programme Title	: Bachelor of Education (Honours) (Physical Education)
Programme QF Level	: 5
Course Title	: Theory and Practice of Team Ball Games
Course Code	: PES2174
Department	: Health and Physical Education
Credit Points	: 3
Contact Hours	: 54 (Practical learning experience with post-course skill practice)
Pre-requisite(s)	: NIL
Medium of Instruction	: English
Course Level	: 2

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### 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 equips students with critical understanding and practices of tactics, skills, history and development, rules and regulations and pedagogical content knowledge in basketball, football, handball, rugby, and volleyball (any 4) team sports. Particular attention will be placed on the understanding and application of safety precautions and

different of teaching approaches for implementing the team game curricula.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> demonstrate critical understanding of knowledge, skills, tactics, history and development, and rules and regulations in different ball games.
- CILO<sub>2</sub> apply knowledge and understanding of ball games in teaching and learning process for students with learning diversities.
- CILO<sub>3</sub> perform the skills and tactics in ball games up to intermediate level of proficiency.
- CILO<sub>4</sub> develop pedagogical content skills and knowledge for learning ball games in a safe and creative manner with different teaching approaches.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Knowledge and terminology of ball games including tactics, skills, rules and regulations, and history and development	CILO <sub>1</sub>	Lectures, eLearning and Reading
Teaching and learning strategies, and safety precautions in ball games	CILO <sub>1,2,4</sub>	Skill practice, competition and independent tasks
Skill proficiency, latest teaching strategies and tactics in international and match analysis	CILO <sub>3</sub>	Skill practice, competition and independent task
Critical analysis of skills, teaching strategies and safety precautions while practicing, performing and coaching games	CILO <sub>2,4</sub>	Micro-teaching, lesson analysis and independent task

## 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Students are required to complete a series of performance assessments demonstrating proficiency in the application of skills and tactical awareness in all the 5 team sports.	70	CILO <sub>1,3</sub>
(b) Students are required to submit a written report consisting of both individual and group components ( $\geq 1,000$ words) for	30	CILO <sub>2,3,4</sub>

demonstrating critical analysis of teaching, learning and safety precautions in one of the selected team sports.		
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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 acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

Nil

## 7. Recommended Readings

### Physical Education

Brusseau, T. A., Erwin, H., Darst, P. W., & Pangrazi, R. P. (2021). *Dynamic physical education for secondary school students* (9<sup>th</sup> ed.). Human Kinetics.

The Physical Education Section, Education Bureau, HKSAR. (2016). *Safety guidelines on physical education key learning area for Hong Kong Schools*. [http://www.edb.gov.hk/attachment/en/curriculum-development/kla/pe/references\\_resource/safety-guidelines/Safe\\_e.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/kla/pe/references_resource/safety-guidelines/Safe_e.pdf)

### Basketball

Breed, R., & Spittle, M. (2020). *Developing game sense in Physical Education and Sport*. Human Kinetics.

Cañadas, M., Gómez, M. Á., García-Rubio, J., & Ibáñez, S. J. (2018). Analysis of training plans in basketball: gender and formation stage differences. *Journal of Human Kinetics*, 62(1), 123-134.

Goodson, R. (2016). *Basketball essentials*. Human Kinetics.

Koh, K. T., & Keng Wang, J. C. (2020). *Basketball : a guide for physical education teachers and coaches*. World Scientific.

Krause, J. V., & Nelson, C. (2018). *Basketball skills and drills-4th Edition*. (4<sup>th</sup> ed.). Human Kinetics.

Zuccolotto, P., Manisera, M., Sandri, M., & Messina, E. (2020). *Basketball data science : With applications in R*. CRC Press

### Football

Ade, J., Fitzpatrick, J., & Bradley, P. S. (2016). High-intensity efforts in elite soccer matches and associated movement patterns, technical skills and tactical actions. Information for position-specific training drills. *Journal of Sports Sciences*, 34(24), 2205-2214.

Bangsbo, J., Krstrup, P., Riis Hansen, P., Ottesen, L., Pfister, G., & Elbe, A.-M. (2016). *Science and football VIII : The proceedings of the eighth World Congress on Science*

- and Football (1<sup>st</sup> ed.). Routledge. <https://doi.org/10.4324/9781315670300>
- Clemente, F. M. (2016). *Small-sided and conditioned games in soccer training: The science and practical applications* (1<sup>st</sup> ed.) (p. 6) . Springer Singapore Pte. Limited. <https://doi.org/10.1007/978-981-10-0880-1>
- Teoldo, I., Guilherme, J., & Garganta, J. (2021). *Football intelligence : Training and tactics for soccer success*. (1<sup>st</sup> ed.). Routledge.

### **Handball**

- Espoz-Lazo, S., Farías-Valenzuela, C., Reyes-Contreras, V., Ferrero-Hernández, P., Giakoni-Ramírez, F., Tapia-Zavala, M., Duclos-Bastías, D., & Valdivia-Moral, P. (2022). Effectiveness of teaching mini handball through non-linear pedagogy in different socioeconomic contexts: A pilot study. *International Journal of Environmental Research and Public Health*, 19(20), 13002-. <https://doi.org/10.3390/ijerph192013002>
- Musa, V. da S., & Menezes, R. P. (2022). Coaches' opinions about teaching defensive skills for youth handball teams. *International Journal of Sports Science & Coaching*, 17(5), 1009–1017. <https://doi.org/10.1177/17479541221091092>
- Menezes, R. P. (2021). Handball in school: Teaching of defensive contents. *Anais Da Academia Brasileira de Ciências*, 93(4), e20191179–e20191179. <https://doi.org/10.1590/0001-3765202120191179>

### **Rugby**

- Kam, W., Lai, M., & Yong, C. (2017). *EdU touch resource pack 201708*. [https://www.hkrugby.com/assets/downloads/20170225-edubook-print-c\\_final-sample-copy.pdf](https://www.hkrugby.com/assets/downloads/20170225-edubook-print-c_final-sample-copy.pdf)
- McKittrick, J., & Williams, T. (2020). *Rugby skills, tactics & rules* (5<sup>th</sup> ed.). Bloomsbury Sport.
- Sheryn, C., & Sheryn, A. (2018). *101 youth rugby drills* (2<sup>nd</sup> ed.). Bloomsbury Sport.

### **Volleyball**

- Reeser, J., & Bahr, R. (Eds.). (2017). *Volleyball* (2<sup>nd</sup> ed.). Wiley Blackwell.
- Pellett, T. L., & Lox, C. (2017). *Skills, drills & strategies for volleyball*. Routledge. <https://doi.org/10.4324/9781315212982>

## **8. Related Web Resources**

Physical Education  
HPE Virtual Learning Space  
<https://eduhk-pe-vls.devel.center/>

Basketball  
International Basketball Federation (FIBA)  
<http://www.fiba.com>  
Basketball Association of Hong Kong, China  
<http://www.basketball.org.hk>

Football  
International Association Football Federation (FIFA)  
<https://www.fifa.com/>

Football Association of Hong Kong, China  
<https://www.hkfa.com/>

Handball  
International Handball Federation (IHF)  
<http://www.ihf.info>  
Handball Association of Hong Kong, China  
<http://handball.org.hk>

Rugby  
Federation of International Touch (FIT)  
<https://www.internationaltouch.org/>  
Hong Kong China Touch  
<https://www.hkrugby.com/pages/touch-association>

Volleyball  
Federation Internationale de Volleyball (FIVB)  
<https://www.fivb.com/>  
Volleyball Association of Hong Kong, China  
<http://www.vbahk.org.hk>

## **9. Related Journals**

British Journal of Teaching Physical Education  
Journal of Physical Education, Recreation and Dance  
Journal of Teaching in Physical Education  
Physical Education and Sport Pedagogy Strategies

## **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