

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	:	Philosophical and Historical Foundations of PE and Sports
Course Code	:	PES3160
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	39 (2/3: face-to-face lecture and 1/3 tutorial and presentations)
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	3

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 acquaints students with essential concepts and skills of philosophical inquiry and historical development of PE and sports locally and internationally including the Olympic Movement. Particular attention will be placed promoting students' critical understanding and judgement of contemporary, developmental and ethical issues concerning PE, sports and teaching, and their relationship with a caring society.

2. Course Intended Learning Outcomes (CILOs)

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

CILO₁ demonstrate a critical understanding of the key concepts and principles of history and philosophy in PE and sports;

CILO₂ apply critical thought, creative imagination and rationality in relation to the current issues of PE, sports and related professions, and their relationship with a caring society;

CILO₃ develop personal philosophy concerning the PE and sports in schools

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The nature, branches and concepts of philosophic process including metaphysical, epistemological, axiological and logics considerations for the study of PE and sports	CILO ₁	Lecture & Group Discussion
Ethics and aesthetics of PE, sports and related professions, and its relationship of developing a caring society;	CILO _{2 & 3}	Lecture & group presentation & problem-based activities
History and development of modern PE, sports and kinesiology;	CILO ₁	Lecture, Group Discussion & Film Show
Development of PE and sports in Hong Kong	CILO _{1 & 3}	Lecture & Group Discussion
Development of the Olympic movement and Ideals	CILO _{1 & 3}	Lecture & Group Discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Short quizzes on the theoretical foundations of philosophy and history of PE and sports	50	CILO ₁₋₃
Group project and presentation showing critical appreciation of the issues concerning PE, sports and related professions, and their relationship with developing a caring society.	30	CILO ₁₋₃
Short essay with not less than 600 words concerning individual reflection on any one of philosophical or historical issues identified.	20	CILO ₂₋₃

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

Experiential Learning and Outdoor Education: *Traditions of practice and philosophical perspectives*. (2019). Routledge. <https://doi.org/10.4324/9780429298806>

Gems, G. R. (2021). *Sport history: the basics*. Routledge.

Girginov, V. (2015). *Olympic studies*. Routledge.

Harvey, S., & Light, R. L. (2013). *Ethics in youth sport: Policy and pedagogical applications*. Routledge.

Holt, J. (2014). *Philosophy of sport: Core readings*. Broadview Press.

Kretchmar, R. S., & Hopsicker, P. M. (2015). *Philosophy of sport: Critical concepts in sports studies*. Routledge.

Kretchmar, R. S., Dyreson, M., Llewellyn, M., & Gleaves, J. (2024). *History and philosophy of sport and physical activity* (Second edition.). Human Kinetics.

Lenskyj, H. J. (2020). *The Olympic Games: A Critical Approach* (1st ed.). Emerald Publishing Limited. <https://doi.org/10.1108/9781838677732>

Louie, H.T. (2018). Positive youth development through sports in Hong Kong. *Journal of Youth Studies*, 21(1), 20-30.

Mechikoff, R. A. (2019). *A history and philosophy of sport and physical education: from ancient civilizations to the modern world* (7th ed.). McGraw-Hill.

Naul, R., Binder, D., Rychtecký, A., & Culpan, I. (2017). *Olympic education: An international review*. <https://doi.org/10.4324/9781315678610>

O'Mahony, M. (2012). *Olympic visions: Images of the games through history*. Reaktion Books

Ryall, E. (2016). *Philosophy of sport: Key questions*. Bloomsbury.

Ryall, E. (Ed.). (2020). *Philosophical issues in sport science*. MDPI - Multidisciplinary Digital Publishing Institute.

Schulkin, J. (2016). *Sport: a biological, philosophical, and cultural perspective* (1st ed.). Columbia University Press. <https://doi.org/10.7312/schu17676>

Stolz, S. A. (2014). *The Philosophy of physical education [electronic resource]: a new perspective*. Routledge.

Zajda, J., & Vissing, Y. (2023). *Discourses of globalisation, human rights and sports* (1st ed., Vol. 38). Springer. <https://doi.org/10.1007/978-3-031-38302-1>

國家隊運動員文化教育中心組織 (2015):《體育與哲學(第1版.)》，北京，北京體育大學出版社。

鍾芝憶(2019):《運動場上的哲學家：高中體育課裡的哲學思考(初版)》，台灣，開學文化事業股份有限公司。

8. Related Web Resources

International Olympic Committee

<https://olympics.com/ioc/overview>

Physical Education, Education Bureau, HKSAR

<https://www.edb.gov.hk/en/curriculum-development/kla/physical-education/index.html>

Sports Federation and Olympic Committee of Hong Kong, China

<https://www.hkolympic.org/>

General Administration of Sport of China

<https://www.sport.gov.cn/>

9. Related Journals

European Physical Education Review

Journal of Sports Philosophy

Journal of Teaching in Physical Education

Physical Educator

Quest

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