

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (Physical Education)
Programme QF Level	: 5
Course Title	: Physical Education for Children with Special Needs
Course Code	: PES3167
Department	: Health and Physical Education
Credit Points	: 3
Contact Hours	: 39 (26 hours lecture & 13 hours tutorial)
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 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 provides an overview of adapted physical education provision and issues in the Hong Kong context. It focuses on physical and mental disabling conditions, innovative methods, selection of appropriate activities and teaching strategies for adapting physical education programmes for mainstream and special physical education classes.

2. Course Intended Learning Outcomes (CILOs)

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

CILO₁: demonstrate an understanding of and develop a positive attitude towards the concept of inclusive education and the importance of physical education for children with special needs in mainstream and special schools;

CILO₂: demonstrate knowledge and understanding of the causes of various disabling conditions and the motor characteristics, behaviours and developmental sequences associated with these disabilities in relation to normal motor development; and

CILO₃: demonstrate abilities to adapt and modify teaching methods, materials and skills to meet children with special needs and / or ethnic minority background.

CILO₄: write and trial out teaching appropriate exercise/activity programmes based on assessment information and justify it with up-to-date evidence.

3. Content, CILOs and Teaching & Learning Activities (2/3 F2F -- 1/3 online)

Course Content	CILOs	Suggested Teaching & Learning Activities
Overview of the nature of adapted physical education and the current need of adapted physical education in Hong Kong (e.g., inclusive education); Characteristics and behaviours of various disabling conditions	CILO _{1,2}	Lecture, reading articles, school visit, and/or online discussions
Assessment and identification of children with special needs; Writing an inclusive physical education lesson plan based on disability	CILO _{2,3}	Lecture and/or online discussion
Appropriate teaching strategies for different learning diversities	CILO _{3,4}	Lecture and/or practice of teaching
Appropriate modification techniques	CILO ₄	Lecture and/or practice demo of teaching

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Inclusive physical education lesson plan (450 ± 25 words)	15	CILO _{2,3}
b. Group presentation	35	CILO _{1,2,4}
c. Final exam on major concepts and skills learnt	50	CILO _{1,2}

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.

5.6. Required Text(s)

Nil

6.7. Recommended Readings

- Block, M. E. (2016). *A teacher's guide to including students with disabilities in general physical education* (4th ed.). Paul H. Brookes Publishing.
- Haegele, J. A., Hodge, S. R., & Shapiro, D. R. (2020). *Routledge Handbook of Adapted Physical Education (1st ed.)*. Routledge.
- Hodge, S. R., Lieberman, L. J., & Murata, N. M. (2017). *Essentials of teaching adapted physical education : diversity, culture, and inclusion*. Routledge.
- Lieberman, L. J., & Houston-Wilson, C. (2018). *Strategies for inclusion: physical education for everyone* (3rd ed.). Human Kinetics.
- Physical Education Section. (2013). *An overview of the learning topics in the six strands physical education key learning area*. Hong Kong: Education Bureau.
- Physical Education Section. (2016). *Safety guidelines on physical education key learning area for Hong Kong schools*. Hong Kong : Education Bureau.
- Stubbs, B., & Rosenbaum, S. (2018). *Exercise-Based Interventions for Mental Illness: Physical Activity As Part of Clinical Treatment*. Elsevier Academic Press.
- The Curriculum Development Council. (2017). *Physical education key learning area curriculum guide (primary 1-secondary 6)*. Hong Kong: The Curriculum Development Council.
- Winnick, J. P., & Short, F. X. (2014). *Brockport physical fitness test manual: A health-related assessment for youngsters with disabilities* (2nd ed.). Human Kinetics.
- Winnick, J. P. (2017). *Adapted physical education and sport* (5th ed.). Human Kinetics.
- 李春曉，張夢格和甘偉強 (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，香港教育大學特殊學習需要與融合教育中心。

7.8. Related Web Resources

Centre for Special Needs and Studies in Inclusive Education
International Paralympic Committee (IPC)
Special Olympics International
The International Federation of Adapted Physical Activity (IFAPA)

8.9. Related Journals

Adapted Physical Activity Quarterly

9.10. 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/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10.11. Others

NIL