

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

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| Programme Title | : Bachelor of Education (Honours) (Physical Education) |
| Course Title | : Theory and Practice of Lifelong Physical Activities |
| Course Code | : PES3178 |
| Department | : Health and Physical Education |
| Credit Points | : 3 |
| Contact Hours | : 54 (Lecture) |
| Pre-requisite(s) | : NIL |
| Medium of Instruction | : Chinese |
| 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 is designed to introduce lifelong physical activities to the students in order to meet the challenge of education reform. In this course, the benefits of lifelong activities such as aerobics, tai chi, and golf will be introduced as activities that promote a healthy lifestyle. It provides students opportunity to develop the knowledge, skills and ability to perform and teach different lifelong activities in school sectors.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ demonstrate some skills (techniques) in aerobics, tai chi and golf or other newly emerged sports;
- CILO₂ appreciate and evaluate the aerobics, the beauty of Tai Chi, and the correct skills of golf or other newly emerged sports;
- CILO₃ reflect critically on teaching and learning methodologies appropriate aerobics, tai chi and golf or other newly emerged sports;
- CILO₄ design and provide safe and effective learning experiences through clear articulation of the points and notes of the action
- CILO₅ acquire the knowledge of observation and communication skills related to aerobics, tai chi and golf or other newly emerged sports issues. Critical analysis of literature on the acquired observation and communication skills related to aerobics, tai chi and golf issues forms;
- CILO₆ understand the aerobics, tai chi, golf or other newly emerged sports rules, judge requirements, respect the judges, teammates.

3. Content, CILOs and Teaching & Learning Activities

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|---|-------------------------|--|
| Theory of three selected activities (included | CILO _{1,2,3,4} | Lecture, |

| | | |
|--|---------------------|---|
| aerobics, tai chi , golf or other newly emerged sports activities). | | skill training, teaching practicum sessions, tutorial |
| Fundamental and basic movement of the three selected activities. | | |
| Application of rules and regulations in the three selected activities. | <i>CILO 4,5,6</i> | |
| Safety precautions of the three selected activities. | <i>CILO 4,6</i> | |
| Relationship between health concept and lifelong activities. | <i>CILO 1, ,4,5</i> | |

4. Assessment

| Assessment Tasks | Weighting (%) | CILO |
|---|---------------|--------------------------------|
| Individual Skill Performance Test Students will be required to complete Individual Skill Performance Test on the three selected lifelong physical activities, aerobic dance, tai chi, golf or other newly emerged sports activities. | 50% | <i>CILO_{1, 2,3,4}</i> |
| Group Project Students will be required to produce an electronic teaching package with a written critique on skill analysis, illustrating the teaching procedures together with the safety measures, rules and officiating in one of the demonstrated activities from the three selected lifelong physical activities Peer assessment on specific criteria, such as responsibility, contributing ideas, finishing tasks, etc. will be conducted in the process of production on the teaching package. (2400 words in Chinese per student) | 50% | <i>CILO_{2,5,6}</i> |

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

NIL

7. Recommended Readings

AEROBICS

Baldwin, C. (2012). *How to land a top-paying aerobics instructors job: Your complete guide to opportunities, resumes and cover Letters, interviews, salaries, promotions, what to expect from recruiters and more*. Emereo Publishing.

Bishop, J. (2014). *Fitness through aerobics* (9th ed.). Pearson Benjamin Cummings.

Watson, B., Lashua, B., & Trevorrow, P. (2017). What difference does dance make? Critical conversations across dance, physical activity and public health. *International Journal of Sport Policy and Politics*, 8(4), 681–693.

<https://doi.org/10.1080/19406940.2016.1238404>

黃美蘭 (2019) 高校健美操教學開展現狀與對策研究 [J]. 當代體育科技. 2019 (03)

任麗萍 (2019) 大學體育健美操與舞蹈素養內在價值及教學優化策略思考 [J]. 當代體育科技. 2019 (04)

李莉 (2018) 高校體育教學中健美操創新教育研究 [J]. 中國新通信. 2018 (24)

翟娜娜 (2018) 論現代教育技術在健美操教學和訓練中的應用 [J]. 當代體育科技. 2018 (35)

TAI CHI

李雅軒和凌網科技有限公司 (2014): 《楊氏太極拳一代宗師李雅軒珍貴遺著: 太極拳學論》, 臺北, 金大鼎文化。

李德印 (2008): 《二十四式太極拳: 教與學》, 北京, 北京體育大學出版社。

GOLF

Fronske, H. A., & Heath, E. M. (2015). *Teaching cues for sport skills for secondary school students* (6th ed.). Pearson.

Uschan, M. V. (2014). *Golf*. Detroit: Lucent Books, a part of Gale, Cengage Learning.

黎湧明(2015): 高強度間歇訓練對不同訓練人群的應用效果體育科學, 《體育科學》, 35 (8), 頁59-75。

Newly Emerged Sports

黃國豪、吳兆欣、鍾潤華和葉丁嘉(2015): 躲避飛盤教練領導行為與團隊凝聚力之研究, 《運動研究》, 24(2), 頁 15-30

8. Related Web Resources

AEROBICS

中國香港體操總會

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

第二套大眾健美體操三級動作

<http://www.youtube.com/watch?v=TMNAZ3zMEow>

<https://www.youtube.com/watch?v=jVRlQFSsODg>

TAI CHI

24 式太極拳視頻

<https://www.youtube.com/watch?v=90WYI-Pys-c>

GOLF

Golf Europe

<http://www.golfeurope.com>

Golf Association of Hong Kong, China

<http://www.hkga.com>

PGA

<http://www.pga.com>

滙西洲高爾夫球場

<http://www.kscgolf.org.hk/index-c.asp>

TABATA 與 HIIT 有什麼差異

<https://www.sportsplanetmag.com/article/desc/18113015463801615>

Newly Emerged Sports

香港躲避盤總會

<https://hk Dodge Bee.org/>

香港手綿球總會

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

中國香港木棋總會

<https://www.molkky.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/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy

11. Others

NIL