

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Certificate in Professional Development Programme on New Paradigm of Learning and Teaching in Physical Education
Programme QF Level	:	6
Course Title	:	New Paradigm of Learning and Teaching in Physical Education
Course Code	:	PES5241
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	30 hours (lecture, workshop, lesson for analysis) + 9 hours (Blended learning)
Pre-requisite(s)	:	In-service Primary and Secondary School PE teachers
Medium of Instruction	:	Chinese
Course Level	:	5

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 aims to acquaint serving PE teachers with knowledge and skills in developing relevant curriculum and carry out effective and innovative pedagogies for promoting cognitive, social, psychomotor as well as cultural learning for students at Key Stage 2, 3 and 4. A variety of cognitive, social, cultural and experiential based models of learning and teaching for catering the diverse needs and abilities of students in schools will be introduced, applied, researched and practised. Within the course, alternative curricular and pedagogical PE models like Teaching Games for Understanding, Assessment for Learning, Problem Based Learning, Co-operative Learning, Fitness and Health Education, Sport Education as well as Mosston's Spectrum of Teaching Styles and so on will be studied.

2 Course Intended Learning Outcomes (CILOs)

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

- CILO₁ show critical understanding of the rationales behind pedagogical and curricular innovations and advancement in PE worldwide;
- CILO₂ develop and test curricular plans for the application of alternative curricular and pedagogical PE models: Teaching Games for Understanding, Assessment for Learning, Problem Based Learning, Co-operative Learning, Fitness and Health Education, Sport Education as well as Mosston's Spectrum of Teaching Styles and so on for cultivating students' cognitive, social, psychomotor and cultural learning through PE; and
- CILO₃ appraise critically the feasibility of promoting and implementing various innovative models for teaching PE in Hong Kong.

3 Content, CILOs and Teaching and Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Critical review on the rationales behind pedagogical and curricular advancement in PE	CILO ₁	Lectures and group discussion
2. Teaching Games for Understanding	CILO _{2, 3}	Lecture, online discussion, practical workshop and curriculum planning
3. Assessment for Learning	CILO _{2, 3}	
4. Problem-based Learning in PE	CILO _{2, 3}	
5. Cooperative Learning	CILO _{2, 3}	
6. Fitness and Health Education Model	CILO _{2, 3}	
7. Sport Education Model	CILO _{2, 3}	
8. Mosston's Spectrum of Teaching Styles in PE	CILO _{2, 3}	

4 Assessment

Assessment Tasks	Weighting (%)	CILO
Individual portfolio comprising critical evaluation of rationales on respective programme designs, content development, planning for teaching, and the selection of	60	CILO ₁₋₃

teaching resources related to learning and teaching activities and safety precautions. (Not less than 1600 words)		
A group presentation on the application of alternative curriculum and pedagogical models to design and develop a school-based PE curriculum.	40	CILO ₁₋₃

5 Required Text(s)

NIL

6 Recommended Readings

- Araujo, R., Mesquita, I., & Hastie, P. A. (2014). Review of the status of learning in research on sport education: Future research and practice. *Journal of Sports Science and Medicine, 13*, 846-858.
- Barba-Martín, R. A., Bores-García, D., Hortigüela-Alcalá, D., & González-Calvo, G. (2020). The application of the Teaching Games for Understanding in physical education: Systematic review of the last six years. *International Journal of Environmental Research and Public Health, 17*(9), 3330.
- Bores-García, D., Hortigüela-Alcalá, D., Fernandez-Rio, F. J., González-Calvo, G., & Barba-Martín, R. (2021). Research on Cooperative Learning in physical education: Systematic review of the last five years. *Research Quarterly for Exercise and Sport, 92*(1), 146-155.
- Casey, A., & Goodyear, V. (2015). Can cooperative learning achieve the four learning outcomes of physical education? A review of literature. *Quest, 67*(1), 56-72.
- Casey, A., & Kirk, D. (2020). *Models-based practice in physical education*. Routledge.
- Casey, A., & MacPhail, A. (2018). Adopting a models-based approach to teaching physical education. *Physical Education and Sport Pedagogy, 23*(3), 294–310.
- Chatoupis, C. C. (2018). Physical education teachers' use of Mosston and Ashworth's teaching styles: A literature review. *The Physical Educator, 75*(5), 880-900.
- Chng, L. S., & Lund, J. (2018). Assessment for learning in physical education: The what, why and how. *Journal of Physical Education, Recreation & Dance, 89* (8), 29-34.
- Curriculum Development Council. (2017). *Physical education curriculum and assessment guide (primary 1- secondary 6)*. Hong Kong: Curriculum Development Council.
- Egan, C. A., Webster, C. A., Stewart, G. L., Weaver, R. G., Russ, L. B., Brian, A., & Stodden, D. F. (2019). Case study of a health optimizing physical education-based comprehensive school physical activity program. *Evaluation and Program Planning, 72*, 106-117.
- Franco, E., Tovar, C., González-Peño, A., & Coterón, J. (2021). Effects of a sport education model-based teaching intervention on students' behavioral and motivational outcomes within the physical education setting in the COVID-19 scenario. *Sustainability (Basel, Switzerland), 13*(22), 12468.
- Harvey, S., Pill, S., Hastie, P., & Wallhead, T. (2020). Physical education teachers' perceptions of the successes, constraints, and possibilities associated with implementing the sport education model. *Physical Education and Sport Pedagogy, 25*(5), 555-566.
- Houston, J., & Kulinna, P. (2014). Health-related fitness models in physical education. *Strategies, 27*(2), 20-26.
- Koekoek, J., Dokman, I. & Walinga, W. (2022). *Game-based pedagogy in physical education and sports: Designing rich learning environments*. Routledge.
- McKenzie, T. L., Sallis, J. F., Rosengard, P., & Ballard, K. (2016). The SPARK programs: A public health model of physical education research and dissemination. *Journal of Teaching in Physical Education, 35*(4), 381-389.
- Memmert, D., Almond, L., Bunker, D., Butler, J., Fasold, F., Griffin, L., Hillmann, W., Huttermann, S., Klein-Soetebier, T., König, S, Nopp, S., Rathschlag, M., Schul, K., Schwab, S., Thorpe, R., & Furley, P. (2015). Top 10 Research Questions Related to

- Teaching Games for Understanding. *Research Quarterly for Exercise & Sport*, 86(4), 347-359.
- Metzler, M. W., & Colquitt, G. T. (2021). *Instructional models for physical education* (4th ed.). S. I.: Routledge.
- Mosston, M., & Ashworth, S. (First online edition, 2008). *Teaching physical education*. (Retrieved from Spectrum of Teaching Styles dated 20 April 2018).
- Moura, A., Graça, A., MacPhail, A., & Batista, P. (2020). Aligning the principles of assessment for learning to learning in physical education: A review of literature. *Physical Education and Sport Pedagogy*, 26(4), 388-401.
- Østergaard, L. (2016). Inquiry-based learning approach in physical education: Stimulating and engaging students in physical and cognitive learning. *Journal of Physical Education, Recreation & Dance*, 87(2), 7-14.
- Pill, S., Gambles, E., & Griffin, L. (2023). *Teaching games and sport for understanding*. N. Y.: Routledge.
- SueSee, B., Hewitt, M. & Pill, S. (2020). *The spectrum of teaching styles in physical education*. Routledge.
- 甘偉強、李宗、高達倫、周佩瑜、潘凱琳、歐陽效章 (2014)：《「競技運動教育模式」在香港的推展與研究》，香港：香港教育學院健康與體育學系。
- 李宗、甘偉強、高達倫、周佩瑜、歐陽效章(2013)：《Mosston 教學光譜在香港的研究與推展》，香港：香港教育學院健康與體育系。

7 Related Web Resources

Education and Manpower Bureau Website
<http://www.emb.gov.hk/>
PE Summer School
<http://www.eduhk.hk/pesummerschool/>

8 Related Journals

Journal of Teaching in Physical Education
Physical Educator
Other PE related journals

9 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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10 Others

Nil