

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 (5 weeks) 教師專業進修課程證書（體育學與教之新發展範例）[五星期]
Programme QF Level	:	6
Course Title	:	Current Issues and Controversies in Hong Kong Physical Education
Course Code	:	PES5242
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	30 hours (lecture and workshop) + 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 provides a forum for participants to critically examine current issues and controversies in Hong Kong school physical education that impact the profession and society. It aims to provide participants with wide exposure to a variety of ideas and trends that confirm or confront established norms and attitudes in the discipline, so that they can appreciate the importance of developing informed approaches to teaching physical education in schools. An overview of the following topics will be provided as well including, philosophy, curriculum, evaluation, special educational needs, school sport programme development, safety and legal issues, equipment and facilities, and so on. Course participants will be involved in research, journal writing, project and/or presentations, and practical workshop that are related to the topic selected.

2 Course Intended Learning Outcomes (CILOs)

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

CILO₁ : reflect critically on current issues in physical education;

CILO₂ : review, integrate and debate current issues from a variety of perspective in school physical education;

CILO₃ : develop informed opinions about the impact of selected issues in the field; and

CILO₄ : consider the impact of their informed opinions on these current issues in their own teaching and learning in physical education.

3 Content, CILOs and Teaching and Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. The changing conception and current areas of concern of physical education in school in the global and local context	CILO ₁	Lecture and article reading
2. Reflection on current issues and controversies that impact on curriculum development and assessment practices in school physical education	CILO _{1&2}	Lecture, forum discussion and online reflection
3. Content development and selection of current issues in physical education concerning sports, health and culture	CILO _{3&4}	Lecture, collaborative tasks
4. Physical education in the 21 st century, planning for innovative teaching units for addressing the changing conceptions, teaching content, methods and	CILO _{3&4}	Lecture, workshop, collaborative tasks

assessment in physical education		
5. Group presentation and discussion on selected topic on the current issues in physical education	<i>CILO</i> ₁₋₄	Group presentation and discussion

4 Assessment

Assessment Tasks	Weighting (%)	CILO
Group project to design an innovative teaching package for tackling a current issue in physical education with class presentation on selected current issue chosen for detailed investigation.	50	<i>CILO</i> 1-4
Written essay with not less than 1500 words on the chosen current issue in physical education	50	<i>CILO</i> 1-4

5 Required Text

NIL

6 Recommended Readings

- Block, M. E., & Heck, S. (Eds.). (2019). *Inclusive physical education around the world: Origins, cultures, practices*. Routledge.
- Bodsworth, H., & Goodyear, V. A. (2017). Barriers and facilitators to using digital technologies in the Cooperative Learning model in physical education. *Physical Education and Sport Pedagogy*, 22(6), 563–579.
- Borawski, E. A., Jones, S. D., Yoder, L. D., Taylor, T., Clint, B. A., Goodwin, M. A., & Trapl, E. S. (2018). We run this city: Impact of a community-school fitness program on obesity, health, and fitness. *Preventing Chronic Disease*, 15(5), E52–E52. <https://doi.org/10.5888/pcd15.160471>
- Capel, S. & Blair, R. (2020). *Debates in physical education* (2nd ed.). Routledge.
- Cardinal, B. J., Cone, S. L., Erwin, H., Fernandez-Rio, J., Lieberman, L., Lorenzi, D. G., ... Sibley, B. (2017). Physical activity education: The new name for our field. Comments from the JOPERD Editorial Board. *The Journal of Physical Education, Recreation & Dance*, 88(1), 5. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=120566336&site=ehost-live&scope=site>
- Casey, A., Goodyear, V. A., & Armour, K. M. (2017). *Digital technologies and learning in physical education: Pedagogical cases*. Routledge.
- Casey, A., & Kirk, D. (2020). *Models-based practice in physical education*. Taylor and Francis. <https://doi.org/10.4324/9780429319259>
- Donnelly, F.C., Mueller, S.S. & Gallahue, D.L. (2017). *Developmental physical education for all children: Theory into practice*. Human Kinetics.
- Krause, J. M., Franks, H., & Lynch, B. (2017). Current Technology Trends and Issues Among Health and Physical Education Professionals. *The Physical Educator*, 74(1), 164–180. <https://doi.org/10.18666/TPE-2017-V74-I1-6648>
- Koekoek, J., & van Hilvoorde, I. (2018). *Digital technology in physical education: global perspectives*. (Routledge Studies in Physical Education and Youth Sport). Routledge.
- Lacy, A. C., & Williams, S. M. (2018). *Measurement and evaluation in physical education and exercise science* (8th ed.). Routledge. <https://doi.org/10.4324/9781315312736>

- MacPhail, A., & Lawson, H. A. (Eds.). (2020). *School physical education and teacher education: Collaborative redesign for the 21st century*. Routledge.
- Meier, S., Rode, D., & Ruin, S. (2023). Digitalization challenging physical culture and education – Current issues in sport pedagogical research. *Current Issues in Sport Science*, 8(3), 1-. <https://doi.org/10.36950/2023.3ciss001>
- Pang, B., & Rossi, T. (2022). *Diversity, difference and social justice in physical education: Challenges and strategies in a translocated world*. Routledge.
- Petry, K., & Jong, J. de (Eds.). (2022). *Education in sport and physical activity: Future directions and global perspectives*. Routledge.
- Pringle, R., Larsson, H., & Gerdin, G. (Eds.). (2019). *Critical research in sport, health and physical education: How to make a difference*. Routledge.
- Schwanenflugel, P. J., & Tomporowski, P. D. (2017). *Physical activity and learning after school: The PAL program*. Guilford Publications.
- 課程發展處 體育組 (2013)：《六大學習範疇課題概覽：體育學習領域》，香港，課程發展處。
- 課程發展議會 (2017)：《體育，學習領域課程指引(小一至中六)》，香港，課程發展議會。
- https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/curriculum-development/PEKLACG_c.pdf
- 李春曉、張夢格、甘偉強、冼權鋒、Cruz, A.和林鎮威 (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和香港教育大學特殊學習需要與融合教育中心。
- http://libdr1.eduhk.hk/imgdata/arch00/link/archive/1/ref/Guidebook_HPE.pdf

7 Related Web Resources

Education and Manpower Bureau Website

<http://www.edb.gov.hk/>

PE Summer School

<http://www.ied.edu.hk/pesummerschool/>

香港教育文獻數據庫

<http://bibliography.eduhk.hk/chi/>

體育 - 課程文件 - 小學體育建議學習範圍

https://cd1.edb.hkedcity.net/cd/pe/tc/scope_of_learning/pri_c.htm

體育 - 課程文件 - 中學體育建議學習範圍

https://cd1.edb.hkedcity.net/cd/pe/tc/scope_of_learning/sec_c.htm

香港學校體育學習領域安全措施指引

https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pe/references_resource/safety-guidelines/Safe_c.pdf

8 Related Journals

International Journal of Special Education

Journal for the Education of the Gifted

Journal of Teaching in Physical Education

Physical Educator

Teaching Elementary Physical Education

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/000000000016336798924548BbN5>).
should familiarize themselves with the Policy.

Students

10 Others

Nil