

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### **Part I**

<b>Programme Title</b>	:	Certificate in Professional Development Programme on New Paradigm of Learning and Teaching in Physical Education
<b>Programme QF Level</b>	:	6
<b>Course Title</b>	:	Physical Literacy and Physical Education
<b>Course Code</b>	:	PES5243
<b>Department</b>	:	Health and Physical Education
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	30 hours (lecture, workshop, lesson for analysis) + 9 hours (Blended learning)
<b>Pre-requisite(s)</b>	:	In-service Primary and Secondary School PE teachers
<b>Medium of Instruction</b>	:	Chinese
<b>Course Level</b>	:	5

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### **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

Physical Literacy is based on the concept that individuals who are physically literate, will move with more competence and confidence in a wide variety of physical activities in various settings. This will benefit the healthy development of the person as a whole, and ultimately, be more likely to be active for life. Considerable changes in school physical education (PE) have been initiated to cater for learners with diversity worldwide and developed a variety of physical activities to participate regularly in contributing to healthy and active lifestyles. The course provides solid underpinnings for practical units with a theoretical framework based on the concept of physical literacy in teaching physical education. It aims to acquaint course participants with theoretical and practical knowledge and skills in the design of high-quality PE curriculum and pedagogies for promoting Key Stage 1 with Fundamental Movement and extension to Key Stage 2, 3 and 4 students' cognitive, social, psychomotor as well as cultural learning in schools in Hong Kong. Within the course, the physical literacy concept will be introduced, applied, researched and practised. With the extension from Fundamental Movement to some sports skills, attributes in physical literacy including "physical competencies; the ability to read and respond to the environment and to others in interaction; the ability to use the body as an instrument of expression/communication and; the ability to articulate/demonstrate knowledge, skills and understanding of health." (Whitehead & Murdoch, 2006, p. 6-9) will be contributed to other Key Stages of learning. Its relationship to attain and maintain lifelong physical literacy in different stages will be discussed.

## 2 Course Intended Learning Outcomes (CILOs)

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

CILO<sub>1</sub> : show critical understanding of the development of school PE worldwide;

CILO<sub>2</sub> : identify the strength and weaknesses of school PE in Hong Kong;

CILO<sub>3</sub> : develop and test curricular plans for the application of Fundamental Movement Concept for cultivating Key Stage 1 students' social, psychomotor and cultural learning through PE; and

CILO<sub>4</sub> : observe and analyse critically the practical aspect of learners' development in physical literacy for teaching PE in Hong Kong

CILO<sub>5</sub> : appraise critically the feasibility of promoting and implementing physical literacy for teaching PE in Hong Kong.

## 3 Content, CILOs and Teaching and Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Worldwide Development of School PE	CILO <sub>1</sub>	Lecture and article reading
2. Critical Appraisal of the Development of School PE in Hong Kong	CILO <sub>2</sub>	Lecture and online discussion
3. Concepts and design of physical literacy for school	CILO <sub>4&amp;5</sub>	Lecture and online discussion

PE		
4. Concepts and design of Fundamental Movements for Junior Primary School PE Curriculum	<i>CILO</i> <sub>3&amp;5</sub>	Lecture, group discussion, practical workshop and curriculum planning
5. Practical aspects of physical literacy on developing the values and beliefs of PE Teachers in Hong Kong	<i>CILO</i> <sub>4&amp;5</sub>	Lecture, group discussion, practical workshop and project

#### 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 teaching resources related to learning and teaching activities and safety precautions on physical literacy. (Not less than 2800 words for Chinese portfolio / 1800 for English portfolio)	60	<i>CILO</i> 1, 2, 3 & 5
Group Project involving review current PE curriculum of two selected schools. Discussion and recommendation are made through presenting the project on power point.	40	<i>CILO</i> 1-4

#### 5 Required Text(s)

Nil

#### 6 Recommended Readings

- Battaglia, G., Alesi, M., Tabacchi, G., Palma, A., & Bellafiore, M. (2019). The development of motor and pre-literacy skills by a physical education program in preschool children: A non-randomized pilot trial. *Frontiers in Psychology*, 9:2694. [https://doi:10.3389/fpsyg.2018.02694](https://doi.org/10.3389/fpsyg.2018.02694)
- Curriculum Development Institute. (2013). *An overview of the learning topics in the six strands: Physical education key learning area*. Hong Kong: Curriculum Development Institute, Education Bureau.
- Donnelly, F. C., Mueller, S. S., & Gallahue, D. L. (2017). *Developmental physical education for all children*. (5<sup>th</sup> ed). Champaign, IL: Human Kinetics.
- Ellerton, H. (2018). *What is physical literacy and why is it important for children today?*. Human Kinetics. <https://humankinetics.me/2018/06/27/what-is-physical-literacy/>
- Gallahue, D. L., Ozmun, J. O., & Goodway, J. D. (2019). *Understanding motor development: Infants, children, adolescents, adults* (8<sup>th</sup> ed.). Burlington: Jones & Bartlett.
- Gilbert, A.G. (2015). *Creative dance for all ages: A conceptual approach* (2<sup>nd</sup> ed). Champaign, IL: Human Kinetics.
- Graham, G., Holt/Hale, S. A., & Parker, M. (2013). *Children moving: A reflective approach to teaching physical education* (9<sup>th</sup> ed.). New York: McGraw-Hill.
- Pangrazi, R. P., & Beighle, A. (2016). *Dynamic physical education for elementary school children* (18<sup>th</sup> ed.). Harlow, Essex, England: Pearson.
- Physical Education Section. (2016). *Safety guidelines on physical education key learning area for Hong Kong schools*. Hong Kong: Education Bureau. [http://www.edb.gov.hk/en/curriculum-development/kla/pe/references\\_resource/safety-guidelines/index.html](http://www.edb.gov.hk/en/curriculum-development/kla/pe/references_resource/safety-guidelines/index.html)
- Rink, J. (2014). *Teaching physical education for learning* (7<sup>th</sup> ed.). New York: McGraw-Hill.

Wellington-Dufferin-Guelph Public Health. (2017). *Six ways to help your child develop physical literacy (and why it matters)*.  
<https://www.wdgpUBLICHEALTH.ca/blog/six-ways-help-your-child-develop-physical-literacy-and-why-it-matters>

課程發展處體育組 (編輯) (2013)：《六大學習範疇課題概覽-體育學習領域》，香港，教育統籌局。

課程發展處體育組 (編輯) (2016)：《體育科基礎活動教學資源》，香港，教育統籌局。

課程發展處體育組 (編輯) (2013)：《新高中課程體育》，香港，教育統籌局。

## 7 Related Web Resources

Fundamental Movement Learning Community

<https://intranet.skhsjs.edu.hk/edbpefmlc/>

Healthy Lifestyle – Physical Activity

[https://www.edb.gov.hk/tc/curriculum-development/kla/pe/references\\_resource/active\\_healthy\\_lifestyle/index.html](https://www.edb.gov.hk/tc/curriculum-development/kla/pe/references_resource/active_healthy_lifestyle/index.html)

International Physical Literacy Association

<https://www.physical-literacy.org.uk/>

PE Summer School

<http://www.eduhk.hk/pesummerschool/>

## 8 Related Journals

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>). Students should familiarize themselves with the Policy.

## 10 Others

Nil