

EDUC90378 Health and Physical Education

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| Credit Points: | 6.25 |
| Level: | 9 (Graduate/Postgraduate) |
| Dates & Locations: | This subject is not offered in 2014. |
| Time Commitment: | Contact Hours: 18 hours Total Time Commitment: 62.5 hours total commitment. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject. |
| Prerequisites: | None |
| Corequisites: | None |
| Recommended Background Knowledge: | None |
| Non Allowed Subjects: | None |
| Core Participation Requirements: | For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison website: http://www.services.unimelb.edu.au/disability |
| Contact: | Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352) |
| Subject Overview: | This subject engages primarily with the two VELS domains Health and Physical Education, and Interpersonal Development. Teacher candidates will work through a Physical education unit that embraces five models of teaching in physical education as detailed in Quay and Peters (2012). They will be expected to comprehend the pedagogy and content encompassed in this unit and evaluate it via their written work. Teacher candidates will design a unit of work in Health Education based on analysis of both student need and curricular content. They will present this unit in class and provide a written unit plan that details the underpinning theory. |
| Learning Outcomes: | On completion of this subject, teacher candidates will be able to: <ul style="list-style-type: none"> # Articulate ways in which they can confidently address the major aspects of the PE curriculum in their future teaching; # Explain how many of the challenges of teaching physical education can be satisfactorily overcome; # Design a health education unit grounded in analysis of student need as well as relevant curriculum content and policy information, and communicate this unit to other teachers via a presentation and resource book. |
| Assessment: | There are two assessment tasks: Analysis of Teaching PE, 1000 words, due 3/4 of way through semester, 50% Design and construction of a Health Unit , 1000 words, end of semester, 50% There is one hurdle task: Group design of a Health Unit and 15 minute presentation in class All tasks must be satisfactorily completed for the subject to be passed. |
| Prescribed Texts: | Collection of Readings. Quay and Peters (2012). Creative Physical Education. Human Kinetics. |
| Breadth Options: | This subject is not available as a breadth subject. |
| Fees Information: | Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees |
| Generic Skills: | On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: |

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| | <ul style="list-style-type: none"># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes in both curriculum and pedagogy relevant to health and physical education;# Be flexible and able to adapt to change through knowing how to learn and therefore how students learn in health and physical education, where knowledge is closely entwined with practice;# Understand the significance of developing their practice on the basis of research evidence gathered in the teaching setting;# Work in teams with skills in cooperation, communication and negotiation and to teach these same skills;# Be independent of mind, responsible, resilient, self-regulating, and to engender these same skills in students;# Have a conscious personal and social values base and to explicitly incorporate the achievement and maintenance of such a values base with students. |
| Related Course(s): | Master of Teaching (Primary) |