



Course Outline

Code: SPX362

Title: Physical Education Studies B

School: Health & Sport Science
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Rob Buhmann Tel: 5459 4667 Email: rbuhmann@usc.edu.au
Course Moderator: Adam Gorman

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

This course introduces you to the skills, teaching progressions and organisational aspects associated with teaching activities that are present in many physical education programs. It provides you with a knowledge and understanding of skill acquisition and development, the management of students for their safety, as well as rules, strategies. You will participate in practical sessions which will introduce micro teaching of your peers and will involve planning, organising, implementation and evaluation through self-reflection and peer feedback of lessons.

1.2 Course topics

The Role of the Physical Education Teacher

1. Professional and ethical conduct
2. Practical student management strategies
3. Lesson / Activity Preparation and Planning

Game Skills (Focus; Striking and Hitting)

1. Modifying Lessons, Equipment, Facilities and Rules
2. Skill Development and progression
3. Modified Games

Athletics

1. Track and Field events
2. Progression of Skills
3. Safety conducting activities
4. Knowledge of rules, measurement
5. Carnival Organisation, Timing and Officiating

Volleyball (SEPEP)

1. Basic Skills (Dig, Set Spike and Serve)
2. Basic grids and drills
3. Rules and safety
4. Defensive drills and games
5. Offensive drills and games
6. Team tactics and play
7. Student conduct competition

Dance

1. Socio-cultural influences in Dance
2. Dance Styles
3. Selection of sequences in Bush Dance, Rock and Roll, Jive, Cha Cha, Waltz, Creative Dance
4. Common formations, steps and figures
5. Teaching strategies and progressions for Dance, including;
 - Large group management
 - Mixed gender and single gender groups
 - Sequencing of steps
 - Choosing appropriate music
 - Explanation and demonstration
 - Cue calls and timing
 - Feedback
6. Basic Choreography

2. What level is this course?

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th year of an undergraduate program

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes	Assessment Tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course you should be able to:	You will be assessed on the learning outcome in task/s:	Completing these tasks successfully will contribute to you becoming:
Understand and demonstrate the game sense approach to the teaching of physical activities	Task 1 and 2	Engaged.
Identify and understand appropriate teaching strategies and management techniques to meet the developmental needs of the learner	Task 1 and 2	Knowledgeable.
Utilise constructive peer review to critically analyse your own teaching performances and identify strategies to improve your teaching	Task 1 and 2	Engaged.
Demonstrate teaching competency and creativity through the design of a physical activity lesson.	Task 1 and 2	Engaged.
Demonstrate effective communication skills through teaching practice, group activity and the successful completion of lesson plans and outlines and learning portfolios	Task 1 and 2	Engaged.

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

Nil

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

N/A

6. How am I going to be assessed?**6.1 Grading scale**

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

The students will be provided with feedback from supervisor, peers and students when presenting in each lesson of each module. This feedback will be both written and verbal and give formative feedback on their teaching successes and areas for improvement.

6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	PE Studies teaching logs	Individual	50%	500 words each	Week 4, 7, 10 and 13	Blackboard
2	PE Studies Competency Evaluations	Individual	50%	Approx. 15 minutes each	Weeks 4 to 10	In class
			100%			

Assessment Task 1: PE Studies Teaching Logs

Goal:	You will develop and demonstrate critical reflection of the learning and teaching of specific physical education studies skill sets. You will produce a teaching log of observations and activities undertaken during class to assist in planning for your professional practice.
Product:	The teaching log should consist of specific activities with complete lessons for each activity
Format:	A written report of 500 words for: <ul style="list-style-type: none"> • Dance Teaching log • Game Skills Teaching log • Athletics Teaching log • Volleyball Teaching log
Criteria:	The teaching log is to document class participation and ensure students have knowledge and understanding of the Rules, Progressions and Strategies emphasised during the course

Assessment Task 2: PE Studies Competency Evaluations

Goal:	You will develop competency in four areas of PE Studies and demonstrate that mastery through conducting practical based activities in each area.
Product:	Students will be asked to create a scenario whereby they are conducting a physical activity with students in a class room
Format:	Students will conduct a practical activity with a small group of students in the class: <ul style="list-style-type: none"> • Dance Teaching • Game Skills Teaching • Athletics Teaching • Volleyball Teaching
Criteria:	Students will be assessed on their ability to conduct one or more parts of: an introduction and warm up, explanation of rules and procedures, equipment handling and safety aspects, drills and modified activities, skill development and progressions or closure and cool down

7. What are the course activities?

7.1 Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
USC Sunshine Coast	1 x 2 hour practical session each week 1 x 2 hour tutorial each week

7.2 Course content

Week # / Module #	What key concepts/content will I learn?
1	Course Overview, Expectations and Assessment - Warm Up Games and Energisers and Introduction to Game Skills- striking and hitting focus
2	Game Skills - striking and hitting variety of bat, ball shapes and sizes
3	Game Skills - striking and hitting variety of bat, ball shapes and sizes
4	Athletics: track and field, safety
5	Athletics-Track and Field, safety)
6	Athletics-Track and Field, safety
7	Volleyball -skills and drills - ball games
8	Volleyball - in class activities - rules test
9	Volleyball - event conduct
10	Dance- in class activities
11	Dance- in class activities
12	Dance Making activities by students
13	Course summation, feedback and Discussion

Please note that the course activities may be subject to variation.

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s)

N/A

8.2 Specific requirements

It is compulsory for all students to wear suitable exercising clothing and covered footwear appropriate for physical activity in practical classes and for all practical sessions. Appropriate sun protection and hydration strategies for all outdoor and practical activities are also the responsibility of the student

9. Risk management

There is moderate health and safety risk in this course.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a. The final mark is in the percentage range 47% to 49.4%
- b. The course is graded using the Standard Grading scale
- c. You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au