

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Doctor of Education (Physical Education and Sports Science)
Programme QF Level	:	7
Course Title	:	Adapted Physical Activity for Individuals with Disabilities
Course Code	:	PES7191
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	39 (5 contact hours, 34 hours of direct learning)
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	7

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 Undergraduate, Taught Postgraduate 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

This course intends to prepare adapted physical education leaders through critically examine historical, theories, issues and practices on how physical activities have been adapted for individuals with various disabilities in both special/inclusive school and community settings. Participants in the course will be guided to examine in depth the current body of research in this area, focusing on how government policies, societal awareness, and cultural attitudes towards special populations have shaped the inclusion and exclusion of persons with disabilities. A comparison in adapted physical activities between Asian and Western countries will be discussed.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ understand the history, theories, issues and practices of including individuals with disabilities in main stream physical education classes and community settings;
- CILO₂ compare policies and legal mandates of educating individuals with disability between Asian and Western Countries;
- CILO₃ critically identify, recognize and appraise curricular and instructional approaches for individuals with disabilities in schools and community settings;
- CILO₄ demonstrate ability to compare and contrast the curricula and approaches of educating individuals with special needs between Asian and Western countries in school and community settings.
- CILO₅ design appropriate study project concerning Adapted Physical Activity for Individuals with Disabilities.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. History, theories, issues, practices and current status of physical activity for individuals with disabilities both in Asian and western countries.	CILO _{1,4}	To be prescribed by individual lecturers.
2. Curricula and instructional approaches of educating individual with special needs; and how to match Adapted Physical Activity (APA) curriculum and Recreational Physical Education (RPE) curriculum for inclusion.	CILO _{1,4}	To be prescribed by individual lecturers.

3. Comparisons of policies and legal mandates for educating individuals with disabilities in Asian and Western countries.	<i>CILO</i> ₂	To be prescribed by individual lecturers.
4. Analysis of quality teaching, community instruction, and APA/recreational programmes for people with disabilities.	<i>CILO</i> _{1,2,4}	To be prescribed by individual lecturers.
5. The application of Study Design in a special education.	<i>CILO</i> _{1,2,3,4,5}	To be prescribed by individual lecturers.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) A case study review of APA policies/practices/ curricula in either an Asian or global context (2,000 to 2,500 words)	40	<i>CILO</i> _{1, 2, 4, 5}
(b) Design a small research project in Adapted Physical Education	50	<i>CILO</i> ₅
(c) Presentation of the small research project in Item #(b) above	10	<i>CILO</i> _{1, 2, 3, 4, 5}

5. Required Text(s)

Nil

6. Recommended Readings

- Auxter, D., Pyfer, J., Zittel, L., Roth, K. (2010). *Principles and methods of adapted physical education and recreation* (12th ed.). New York : McGraw-Hill Higher Education.
- Casey, A., Fletcher, A., Schaefer, L., & Gleddie, D. (2017). *Conducting practitioner research in physical education and youth sport: Reflecting on practice*. UK: Routledge.
- Heller, K.W., Forney, P.E., Alberto, P.A., Best, S.J., Schwartzman, M.N. (2008). *Understanding Physical, Health, and Multiple Disabilities* (2nd ed.). Pearson.
- Hodge, S.R., Lieberman, L., & Murata, N. (2017). *Essentials of teaching adapted physical education*. UK: Routledge.
- Tannehill, D, Macphail, A., Halbert, G, & Murphy, F. (2013). *Research and practice in Physical Education*. UK: Routledge.
- Winnick J.P., & Porretta, D.L. (2017). *Adapted physical education and sport* (6th ed.). Champaign, IL: Human Kinetics.

7. Related Web Resources

1. Centre for Special Needs and Studies in Inclusive Education <http://www.ied.edu.hk/csnsie>
2. National Library Service for the Blind and Physically Handicapped (NLS/BPH) <http://www.lweb.loc.gov/nls/>
3. 香港殘疾人奧委會暨傷殘人士體育協會
<http://www.hksam.org.hk/chi/home/index.asp>
<http://www.hkparalympic.org/>
<http://www.pecentralstore.com/>
<http://www.pecentral.org/assessment/assessmentresearch.html>
4. EDB Gift education
<https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/gifted/index.htm>
5. EDB Special Education needs
<https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/special-educational-needs/index.html>
6. EDB Special Education Resource Centre
<https://www.edb.gov.hk/mobile/en/edu-system/special/resources/serc/index.html>
7. UNESCO Inclusion education
<https://en.unesco.org/themes/inclusion-in-education>
8. UNESCO Universal Declaration on Cultural Diversity
http://portal.unesco.org/en/ev.php-URL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201.html

8. Related Journals

To be prescribed by individual lecturers.

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Other

Nil