

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	:	Doctor of Education (EdD)
<b>Programme QF Level</b>	:	7
<b>Course Title</b>	:	Historical Perspectives of Physical Education Curricula
<b>Course Code</b>	:	PES7192
<b>Department</b>	:	Health and Physical Education
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	39
<b>Pre-requisite(s)</b>	:	Nil
<b>Medium of Instruction</b>	:	English
<b>Course Level</b>	:	7

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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 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

From a historical perspective, the course encompasses theoretical and practical aspects of sports science, physical activities, and school physical education. Specifically, the course will critically examine the history of the development of sport and physical education in both the local Hong Kong context and in countries where sport sciences and physical education (PE) are well developed and popular, in particular the United States, the United Kingdom, and Australia. The course will also examine critically how attitudes towards health, physical activity and physical education affected the PE curricula and PE teaching in schools in the respective contexts.

## 2. Course Intended Learning Outcomes (CILO<sub>s</sub>)

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

- CILO<sub>1</sub> critically analyse the history of physical education curricula and PE teacher education programmes in Hong Kong and in overseas countries;
- CILO<sub>2</sub> synthesise knowledge related to historical elements of sports, physical activities, physical education and PE teacher education programmes both from the local and global perspectives;
- CILO<sub>3</sub> understand the context of significant events in the history of physical education and sport sciences, and be able to relate this information to contemporary school physical education curricula and issues;
- CILO<sub>4</sub> critically analyse the heritage of past and present physical education programmes through investigations of how sports events influenced the existing PE curricula and student growth;
- CILO<sub>5</sub> develop a concern on pertinent issues confronting the profession, thus contributing to a greater degree of interest in professional problems in relation to PE curriculum.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. An overview of the traditional roles of sports and physical activities, as well as physical education programmes in Hong Kong, as compared to western countries such as Australia, the United Kingdom, and the United States.	CILO <sub>1,2</sub>	To be prescribed by individual lecturers.
2. Contemporary trends and issues in the study of physical education curriculum.	CILO <sub>3</sub>	To be prescribed by individual lecturers.

3. Physical education curriculum design and innovative/effective teaching strategies.	<i>CILO</i> <sub>4,5</sub>	To be prescribed by individual lecturers.
4. Research methodology/ approaches in physical education research.	<i>CILO</i> <sub>4,5</sub>	To be prescribed by individual lecturers.
5. Critical appraisal and evaluation of studies on historical physical education curriculum.	<i>CILO</i> <sub>1,2,3,4,5</sub>	To be prescribed by individual lecturers.

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Annotated bibliography of references (50 references) related to historical perspectives of sports and PE in both the Hong Kong and global contexts	25	<i>CILO</i> <sub>1, 2, 3</sub>
(b) A critical review of historical sport and PE curriculum (1000-1500 words)	25	<i>CILO</i> <sub>1, 2, 3</sub>
(c) A proposal in PE-related research under teaching and learning perspective with the focus of student learning (1800-2500 words)	50	<i>CILO</i> <sub>1, 2, 3, 4, 5</sub>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

Curriculum Development Council (2017). *Physical Education Key Learning Area. Curriculum Guide (Primary 1 – Secondary 6)*. <https://www.edb.gov.hk/en/curriculum-development/kla/pe/curriculum-doc/index.html>.

Education Bureau. (2018). *A Holistic Review of the Hong Kong School Curriculum Proposed Reforms*. <http://www.edb.gov.hk/en/curriculum-development/cs-curriculum-doc-report/holistic-review/index.html#1>

Freeman, W.H. (2015). *Physical Education, exercise and sport science in a changing society*. (8<sup>th</sup> ed.) Jones & Bartlett Learning.

Mitchell, S. A., & Walton-Fisette, J. (2021). *The Essentials of Teaching Physical Education: Curriculum, Instruction, and Assessment* (2<sup>nd</sup> ed.). Human Kinetics.

Petry, K., & de Jong J. (2022). *Education in Sport and Physical Activity: Future Directions and Global Perspectives*. (1<sup>st</sup> ed.). Taylor & Francis Group.

The Curriculum Development Council (2014). *Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1 – 6)*.  
[http://www.edb.gov.hk/attachment/en/curriculum-development/doc-reports/guide-basic-edu-curriculum/BECG\\_2014\\_en.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/doc-reports/guide-basic-edu-curriculum/BECG_2014_en.pdf)

United Nations Children’s Fund (UNICEF) (2014). *A post-2015 world fit for children: A review of the open working group report on sustainable development goals from a child rights perspective*. <https://www.unicef.cn/media/10611/file/A%20Post-2015%20World%20Fit%20for%20Children.pdf>

UNICEF China (2019). *Working towards the sustainable development goals for children in China: Sustainable development goals postcards*.  
<https://www.unicef.cn/media/12271/file/Working%20towards%20the%20Sustainable%20Development%20Goals%20for%20children%20in%20China.pdf>

World Health Organization (2022). *Global status report on physical activity 2022*.  
<https://www.who.int/publications/i/item/9789240059153>

World Health Organization (2022). *Promoting physical activity through schools: policy brief*.  
<https://www.who.int/publications/i/item/9789240049567>

## 7. Related Web Resources

Essential Governmental / Professional Documents:

- Education Bureau – Key Learning Areas – Physical Education  
<https://www.edb.gov.hk/en/curriculum-development/kla/physical-education/index.html>  
- Curriculum Documents  
<https://www.edb.gov.hk/en/curriculum-development/kla/pe/curriculum-doc/index.html>
- Committee on Professional Development of Teachers and Principals  
<https://cotap.hk/index.php/en/sub-committee-on-teachers-professional-development-sctpd/teacher-competencies-framework-tcf-sctpd>
- SHAPE America: Society of Health and Physical Educators  
<https://www.shapeamerica.org/>
- Promoting Quality Physical Education Policy (UNESCO)  
<https://www.unesco.org/en/quality-physical-education#:~:text=It%20is%20also%20about%20whole,sport%20programme%2C%20Fit%20for%20Life.>
- World Health Organization (WHO). *Physical activity*.  
[http://www.who.int/topics/physical\\_activity/en/](http://www.who.int/topics/physical_activity/en/)

Teaching related websites:

- EdUHK Online Classes Platform  
<https://eocp2.eduhk.hk/index.html>
- Learning Network  
<http://www.funbrain.com>
- Lesson Plans and Teaching Strategies  
<http://www.csun.edu/~hcedu013/plans.html>
- PE Central  
<http://www.pecentral.org/>

- PE Teaching Enhancement Resource Network (PETERN)  
<https://ipetern.hpe.eduhk.hk/en/about-us/>
- Physical Education Teacher Conference  
<https://www.eduhk.hk/hkpetc/> for 2006 – 2011; 2017 – 2020  
<https://sspet.cuhk.topcat.hk/2021/en/index.asp> for 2012 – 2016; 2021
- Spectrum of Teaching Styles  
<https://spectrumofteachingstyles.org/>

## 8. Related Journals

Asian Journal of Physical Education and Recreation  
Curriculum Studies in Health and Physical Education  
European Physical Education Review  
Journal of Teaching in Physical education  
Journal of Physical Education, Recreation, and Dance  
Journal of Physical Education and sport  
The Physical Educator

## 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

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**Course Title** : Historical Perspectives of Physical Education Curricula  
**Course Code** : PES7192  
**Offering Unit** : Department of Health and Physical Education  
**Credit Points** : 3

Delivery mode:

**Online learning as the primary delivery mode**

<b>Range of classroom-based contact hours (0-15)</b>	<b>Range of hours for online learning (24-39)</b>	<b>Total No. of-Contact Hours</b>
		39

**Directed study mode**

<b>Range of classroom-based contact hours (4-15)</b>	<b>Range of guided independent learning hours (24-35)</b>	<b>Total No. of-Contact Hours</b>
4	35	39

*Last updated as of 8 March 2023*