

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Doctor of Education (EdD)
Programme QF Level	:	7
Course Title	:	Historical Perspectives of Physical Education Curricula
Course Code	:	PES7192
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

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 (CILOs)

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

- CILO₁ critically analyse the history of physical education curricula and PE teacher education programmes in Hong Kong and in overseas countries;
- CILO₂ synthesise knowledge related to historical elements of sports, physical activities, physical education and PE teacher education programmes both from the local and global perspectives;
- CILO₃ 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;
- CILO₄ 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;
- CILO₅ 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 _{1,2}	To be prescribed by individual lecturers.
2. Contemporary trends and issues in the study of physical education curriculum.	CILO ₃	To be prescribed by individual lecturers.

3. Physical education curriculum design and innovative/effective teaching strategies.	CILO _{4,5}	To be prescribed by individual lecturers.
4. Research methodology/ approaches in physical education research.	CILO _{4,5}	To be prescribed by individual lecturers.
5. Critical appraisal and evaluation of studies on historical physical education curriculum.	CILO _{1,2,3,4,5}	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	CILO _{1, 2, 3}
(b) A critical review of historical sport and PE curriculum (1000-1500 words)	25	CILO _{1, 2, 3}
(c) A proposal in PE-related research under teaching and learning perspective with the focus of student learning (1800-2500 words)	50	CILO _{1, 2, 3, 4, 5}

5. Required Text(s)

Nil

6. Recommended Readings

- Education Bureau. (2017). *Physical Education Key Learning Area Curriculum Guide (Primary 1- Secondary 3)*. Hong Kong: The Government Printer, Hong Kong.
- Education Bureau. (2018). *A Holistic Review of the Hong Kong School Curriculum Proposed Reforms*. Retrieved from <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*. (8th ed.) Burlington, MA : Jones & Bartlett Learning.
- Ha, A. S., & Wang, L. (2009). A critical review of Hong Kong Schools' Physical Education – 1984-2009. *Educational Research Journal*, V24, (1), 71-94.
- Hallal, P.C., Andersen, L.B., Bull, F.C., et al. (2012). Global physical activity levels: surveillance progress, pitfalls and prospects. *The Lancet*, 380 (9838), 247-57.
- Light, R. (2012) *Game Sense: pedagogy for performance, participation and enjoyment (Routledge Studies in Physical Education and Youth Sport)*. Routledge.
- Majumdar, B., Mangan, J.A. (2009) *Sport in South Asian Society: Past and Present (Sport in the Global Society)*. Routledge.

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

7. Related Web Resources

Promoting Quality Physical Education Policy (UNESCO)

<http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/policy-project/>

UNICEF (2013). Sustainable Development Starts and Ends With Safe, Healthy and Well-educated Children. Retrieved from

https://www.unicef.org/socialpolicy/files/Sustainable_Development_post_2015.pdf

IOM (2013). Educating the student body: Taking physical activity and physical education to school. Washington, DC, The National Academies Press. Retrieved from

<https://www.nap.edu/read/18314/chapter/1>

World Health Organization (2018). *Physical activity*. Retrieved from

http://www.who.int/topics/physical_activity/en/

8. Related Journals

Journal of Teaching in Physical education

European Physical Education Review

Journal of Physical Education and sport

Asia-Pacific Journal of Health, Sport and Physical Education

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