

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Doctor of Education (EdD)
Programme QF Level	:	7
Course Title	:	Contemporary Trends in Physical Education Teacher Education
Course Code	:	PES8194
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	:	8

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

The course contents will focus on recent developments on and current trends in Physical Education Teacher Education (PETE) in relation to physical activities, and school physical education curriculum. PETE curricula in several exemplar PETE institutions globally will be described and analysed. In addition, the course will also critically examine the role of PETE on the promotion of physical activities as an integral part of lifelong programmes of health and well-being in modern societies.

2. Course Intended Learning Outcomes (CILO_s)

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

- CILO₁ demonstrate an in-depth understanding of current standards and global trends in Physical Education Teacher Education (PETE) by comparing and contrasting the curricula of several exemplar institutions in Hong Kong, Australia, the United States and other countries;
- CILO₂ critically examine how the heritage of physical activity and sports programmes influence the development of PETE programmes;
- CILO₃ critically analyse current issues and trends in school health, physical education and sport programs and develop personal teaching approaches in PE;
- CILO₄ identify the role of PETE and physical activity in the promotion of personal and community health and wellbeing.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. An overview of the underlying philosophy and development of physical education and PETE in Hong Kong and other countries.	CILO ₁	To be prescribed by individual lecturers.
2. A comparison of current PETE programmes, including teaching approaches, in Hong Kong, China, Australia, United Kingdom, United States and other selected countries.	CILO ₂	To be prescribed by individual lecturers.
3. An analysis of PETE trends, especially its relationship with global issues in health and wellbeing, as well as national and international practices on physical activities.	CILO ₃	To be prescribed by individual lecturers.
4. The relationship between PETE and sports, physical activities, and school physical education curriculum.	CILO ₄	To be prescribed by individual lecturers.

5. The role of PETE and physical activities in the promotion of personal and community health and wellbeing.	<i>CILO₄</i>	To be prescribed by individual lecturers.
--	-------------------------	---

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Literature review of contemporary trends in PETE (800-900 words)	15	<i>CILO_{1,2}</i>
(b) Describe the PETE program in Hong Kong and identify the similarity and difference between PETE program in China or other country (e.g. Australia, Canada, United Kingdom and United States) (1,000-1,500 words)	35	<i>CILO_{2, 3}</i>
(c) Critical review the teaching of PE under curriculum in the local primary/secondary schools. (1,800-2,200 words)	50	<i>CILO_{1, 2, 3, 4}</i>

5. Required Text(s)

Nil

6. Recommended Readings

- Armour, K. (2011) *Sport Pedagogy: An Introduction for Teaching and Coaching*. Routledge.
- Curriculum Development Council and Hong Kong Examinations and Assessment Authority (2007). *Physical education curriculum and assessment guide. (Secondary 4-6)*. Hong Kong: Government Logistic Department.
- Freeman, W.H. (2015). *Physical Education, exercise and sport science in a changing society*. (8th ed.) Burlington, MA : Jones & Bartlett Learning.
- Harris, J., Cale, L., and Musson, H. (2012). The predicament of primary physical education: a consequence of ‘insufficient’ ITT and ‘ineffective’ CPD? *Physical Education and Sport Pedagogy*, 17, 367-381.
- Jones, R. L., & Kingston, K. (2013) (Eds.). *An introduction to sports coaching: connecting theory to practice*. London and New York: Routledge.
- Light, R. (2012) *Game Sense: pedagogy for performance, participation and enjoyment (Routledge Studies in Physical Education and Youth Sport)*. Routledge.
- National Association for Sport and Physical Education (NASPE), and American Heart Association (AHA) (2012). 2012 Shape of the Nation Report: Status of Physical Education in the USA. Reston, VA, American Alliance for Health, Physical Education, Recreation and Dance.
- Physical Education Section, Curriculum Development Institute, Education Bureau, The Hong Kong Administrative Region. (2008). *Physical education learning outcomes framework*. Hong Kong: Government Logistic Department.

7. Related Web Resources

<http://www.pecentral.org/websites/websitesmenu.html> <http://www.pecentralstore.com/>
<http://www.pecentral.org/assessment/assessmentresearch.html>

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>

8. Related Journals

Journal of Teaching in Physical Education

Physical Education and Sport Pedagogy

European Journal of Physical and Health 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