

MPHY102 Critical Pedagogy in Physical Education and Implementing a Novel Curriculum Model

ECTS Value: 2 ECTS
Self-Study Hours: 24

Contact Hours: 10
Assessment Hours: 16

Overall Objectives and Outcomes

As outlined in the Learning Outcomes Framework, this module will lead participants to critically value PE as a learning area with meaning embedded in applied and authentic setting as opposed to a multi-activity curriculum composed of short unrelated units characterised by shallow learning. This shift places more emphasis on the teaching and learning process where learners are not regarded as passive participants but as active learners who recognise the purpose behind tasks. This approach affirms physical and sport literacy and gives a monist dimension to PE. This unit will help the participants develop a critical mind-set to ensure that the learning area does not lose value and contributes to the learning outcomes.

By the end of this module, the learner will be able to:

Competences:

- a) Critically review the nature and values of Physical Education and relate them to the learning outcomes framework;
- b) Transform current practices into more innovative methods considering the process and specific learner needs.
- c) Identify the required changes that need to be made to PE to make more in-depth learning that leads to the acquisition of sports and physical literacy.

Knowledge:

- a) Comprehensively identify the key components of critical pedagogies in PE;
- b) Systematically recognise the changes that are required at the curriculum structure, content and pedagogical approaches and learning outcomes.

Skills:

- a) Display a pedagogical process that manifests high learner engagement that empowers the learner to be immersed in more deep learning and take control of own learning;
- b) Devise learning within a highly contextualised and situated learning environments;
- c) Transform pedagogical approaches and physical activities to reflect more innovative pedagogies which reflect the learning outcomes.

Assessment Methods

This module will be assessed through: Portfolio.

Suggested Readings

Core Reading List:

1. Almond, L. with Whitehead, M.E. (2012) Translating physical literacy into practice for all teachers. *Physical Education Matters* 7, (3), 67-70 and *attainment European Physical Education Review* 12, (1), 31-50
2. Barreiros, J., Figueiredo, T. & Godinho, M. (2007) the contextual interference effect in applied settings. *European Physical Education Review* 13, (2), 195-208
3. Burriss, C.C. and Garrity D.T. (2008) *Detracking for Excellence and Equality*. Association for Supervision & Curriculum Development
4. Chow, J.Y., Davids, K., Button, C., Shuttleworth, R., Renshaw, I., Araujo, D. (2007) The role of non-linear pedagogy in Physical Education. *Review of Educational Research* 77, (3), 251-278.
5. Fazey, J.A. & Marton, F. (2002) Understanding the space of experiential variation. *Active Learning in Higher Education* 3, (3), 234-250.
6. Kim, J., Penney, D., Cho, M., Choi, H. (2006) Not business as usual: sport education pedagogy in practice. *European Physical Education Review* 12, (3), 361-379
7. Kirk, D. (2003) Situated learning as a theoretical framework for sport education. *European Physical Education Review* 9, (3), 221-235
8. Kirk, D. (2005) Physical education, youth sport and lifelong participation: the importance of early learning experiences. *European Physical Education Review* 11, (3), 239-255
9. Kirk, D. (2006) Sport Education, Critical Pedagogy, and Learning Theory: Toward an Intrinsic Justification for Physical Education and Youth Sport. *Quest*, 58, 255-264.
10. Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.
11. Ministry for Education and Employment. (2016). *Learning Outcomes Framework*. Retrievable from: <http://www.schoolslearningoutcomes.edu.mt/en/subjects/pe--sports>
12. Newell, K.M. (1986) Constraints on the development of coordination. In M.G. Wade & H.T.A. Whiting (Eds.), *Motor Development in children: Aspects of coordination and control*, 341-360. Dordrecht, Netherlands: Martinus, Nijhoff.
13. Pill, S., Penney, D., & Swabey, K. (2012). Rethinking Sport Teaching in Physical Education: A Case Study of Research Based Innovation in Teacher Education. *Australian Journal of Teacher Education*, 37(8).
14. Roberts, J. & Bolstad, R. (2010) Better than a professional? Students as co-contributors to educational design. New Zealand Council for Educational Research. Available at <http://www.nzcer.org.nz/research/publications/better-professional-students-co-contributors-educational-design>. [Accessed on 8 January 2018]
15. Romar, J., Henriksson, J., Ketomäki, K. (2016) Teachers' Learning Experiences with the Sport Education Model in Physical Education. *Scandinavian sport studies forum*, 7, 1-26.

16. Sicilia-Camacho, A. & Brown, D. (2008) Revisiting the paradigm shift from the versus to the non-versus notion of Mosston's Spectrum of Teaching styles in physical education pedagogy: a critical pedagogical perspective. *Physical Education & Sport Pedagogy*, 13, (1), 85-108.
17. Waring, M. & Almond, L. (1995) Game-centred Games – A Revolutionary or Evolutionary Alternative for Games Teaching? *European Physical Education Review* 1, (1), 55-66.
18. Wenger, E. (2003) *Communities of Practice: Learning, Meaning & Identity*. Cambridge University Press.

Supplementary Reading List:

1. Clarke, G & Quill, M. (2003) Researching sport education in action: A case study. *European Physical Education Review* 9, (3), 253-266
2. Garrett, R. (2006) Critical storytelling as teaching strategy in physical education teacher education. *European Physical Education Review* 12, (3), 339-360
3. Mitchell, S. A., Oslin, J. L., & Griffin, L. L. (2005). *Teaching sport concepts and skills. A tactical games approach*. Champaign, IL: Human Kinetics.
4. Ovens, A. (2016). A quest for a pedagogy of critical theorising in physical education teacher education: One physical educator's journey. In J. Williams, & M. Hayler, (Eds.), *Professional learning through transitions and transformations: Teacher educators' journeys of becoming*, (pp.123-135). London: Springer