

BHPY105 Adopting a Learner-centred Approach to Physical Education.

ECTS Value: 5 ECTS
Self-Study Hours: 60

Contact Hours: 25
Assessment Hours: 40

Overall Objectives and Outcomes

Through this module, the course participant will become fluent with a host of teaching skills that need to be applied in Physical Education to give more colour to the content. It will help the course participant to embrace and adapt a more learner-centred approach to Physical Education. Throughout, this module, the course participant will consider the PE curriculum and determine how this can be taught in an effective and cohesive manner to *all* students so that learning is facilitated.

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

Competences

- a. create physical education lessons with clear and cohesive methodological principles;
- b. adopt the best physical education methodological principle in any given situation;
- c. resolve the physical education outcomes through appropriate methodological principles.

Knowledge

- a. systematically identify the terminology used when referring to physical education methodology;
- b. detail the main criteria of a successful lesson in physical education;
- c. contrive the methodological process involved in the specific topic / lesson of physical education.

Skills

- a. develop specific methodological principles relative to PE outcomes;
- b. demonstrate methodological principles within a PE lesson.

Assessment Methods

This module will be assessed through: Practical Tasks

Suggested Readings

Core Reading List

1. Alcalá, D.H. & Garijo A.H. (2017) *Teaching Games for Understanding: A Comprehensive Approach to Promote Student's Motivation in Physical Education*. Journal of Human Kinetics. 59, 17-27.
2. Butler J.I. & Griffin L.L., (2010) *More Teaching Games for Understanding - Moving Globally*. Human Kinetics
3. Ericsson, I. & Karlsson, M. K (2012) *Motor skills and school performance in children with daily physical education in school – a 9-year intervention study*. Scandinavian Journal of Medicine & Science in Sport. 24, (2), 273–278.

4. Griffin L.L. & Butler J.I. (2005) *Teaching Games for Understanding - Theory, Research & Practice*. Human Kinetics.
5. Kleynen M, Braun SM, Rasquin SMC, Bleijlevens MHC, Lexis MAS, Halfens J, et al. (2015) *Multidisciplinary Views on Applying Explicit and Implicit Motor Learning in Practice: An International Survey*. PLoS ONE 10(8): e0135522. <https://doi.org/10.1371/journal.pone.0135522>
6. [Magill R.A.](#) & [Anderson D.](#) (2016) *Motor Learning and Control: Concepts and Applications 11th Edition*. McGraw Hill Education.
7. Mitchell, S.A., Oslin, J.L., Griffin L.L. (2013). *Teaching Sport Concepts and Skills: A Tactical Games Approach for Ages 7 to 18*. Human Kinetics.
8. National Association for Sport and Physical Education. (2007). *Physical education teacher evaluation tool* [Guidance document]. Reston, VA: Author.
9. [Schmidt, R.](#) & [Lee, T.](#) (2014) *Motor Learning and Performance 5th Edition with Web Study Guide: From Principles to Application*. Human Kinetics.
10. Silverman, S & Mercier, K. (2015) *Teaching for physical literacy: Implications to instructional design and PETE*. *Journal of Sport and Health Science*, 4, 150-155. Available at <https://www.sciencedirect.com/science/article/pii/S2095254615000265> [Accessed on 8 January 2018]
11. Stolz S & Pill S. (2014) *Teaching Games and Sport for Understanding: Exploring and Reconsidering its Relevance in Physical Education*. *EPER*, 20, 36-71

Supplementary Reading List

1. *Approaches to teaching Physical Education*. Available at http://www.meshguides.org/wp-content/uploads/2015/01/PE-2014.16.0-DAD_MESH_TeachingApproachesSubmitted.pdf [Accessed 2 January 2018]
2. Stidder, G. & Hayes, S. (2017) *The Really Useful Physical Education Book. Learning & Teaching across the 11-16 age range*. Second Edition