ECH 332

PDHPE: Wellness and Wellbeing

S2 External 2015

Institute of Early Childhood

Contents

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General Information

Unit convenor and teaching staff
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Raewyn Burden
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X5B, 264
Tuesday 1pm - 3pm

Convenor
Jane Frazer
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Credit points
3

Prerequisites
39cp

Corequisites

Co-badged status

Unit description
This unit addresses the eight strands that cover knowledge and understanding of personal development, health and physical education (PDHPE). The five skills are also examined to ensure the pre-service teacher unpacks strategies for developing positive healthy attitudes in children. The unit develops the pre-service teacher's interpersonal skills and skills in human movement and sports, and growth and development. It involves participation in active movement, dance and games experiences. Skills and knowledge in planning, teaching and evaluating PDHPE programs are examined, including modifications to the curriculum to meet the needs of diverse learners.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate developing knowledge of content for the PDHPE Key Learning Area.

Integrate PDHPE with other Key Learning Areas.

Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.

Critically evaluate educational resources and link them to appropriate learning outcomes.

Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Assessment Tasks

Name	Weighting	Due
Online quiz	25%	19 August 2015
Task 2 Part A	20%	Week 6 or Week 7 in class time
Task 2 Part B	20%	1 September 2015
Task 2 Part C	5%	1 week after Part A completed
Multiple Choice & Short Answer	30%	Friday 6 November

Online quiz

Due: **19 August 2015**
Weighting: **25%**

This assessment provides students with the opportunity to demonstrate their understanding of lectures, tutorials and module readings from Weeks 1- 4 of the unit.

- This is an open book quiz, notes, slides and textbooks permitted.

- It is completed on line through the unit web site.

- Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the IEC Academic Honesty Handbook for more information.

- Students will have 90 minutes to complete the quiz once the quiz is opened. Once this time elapses, you will not be able to access the quiz again. Extra time is permitted for students with a disability and who have had approval from the University to allow extra time.

On successful completion you will be able to:
- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Task 2 Part A

Due: **Week 6 or Week 7 in class time**
Weighting: **20%**

Part A: Warm or Cool Down Peer Teaching (group task) (20 %)

Due date: In tutorials, Weeks 6 & 7 (external students during on campus session).

Students will be organised into groups of two or three students for this assessment. Groups to be randomly allocated in Week 2 for internal students and for external students prior to your on campus session.

The groups will prepare either a warm up or a cool down session of approximately 10 minutes duration, which they will teach to their peers. The use of equipment is not permitted. Each group will teach half the class. Groups will be randomly assigned a theme for the warm up or cool down activity.

A typed outline must also be presented to the tutor on the day of the presentation to indicate planning.

The warm up/cool down taught to peers will be assessed according to the following criteria

- organisational strategies
- use of appropriate teaching methods
- selection of appropriate warm-up OR cool down activities relevant to the sport specified
- presentation of task

On successful completion you will be able to:
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
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Task 2 Part B

Due: **1 September 2015**

Weighting: **20%**

Part B: Full Lesson Plan on Nominated Sport (individual assignment) (20%)

Due date: Tuesday 1 September by midnight (Week 6)

Each individual is required to submit, via Turnitin the following as 'Part B' of your assessment.

A full lesson plan including:

- preparation and equipment required
- prior student knowledge and skills needed
- organisational strategies and safety information
- proposed indicators and outcomes
- exploration of possible links to other PDHPE strands and other KLA's as well as areas for further teaching and learning
- provision made for learner differentiation
- reference list

** PLEASE NOTE MAXIMUM LENGTH OF 3 PAGES

** Refer to proforma lesson plan in iLearn resources to assist you with your presentation of Part B.

On successful completion you will be able to:
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
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Task 2 Part C

Due: **1 week after Part A completed**
Weighting: **5%**

Part C: Individual Reflection (5%)

Due date: Midnight, ONE WEEK after YOUR GROUP presentation via Turnitin. (I.E. If your group presents in Week 6, Part C is due by Tuesday of Week 7. If your group presents in Week 7, Part C is due Tuesday of Week 8)

Using the reflection proforma in the iLearn resources, you will be required to submit the following as Part C of your assessment:

A reflection of your teaching, including recommendations regarding strengths and weaknesses in the delivery of your content, from teaching the warm-up/ cool-down.

On successful completion you will be able to:

- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Multiple Choice & Short Answer

Due: **Friday 6 November**
Weighting: **30%**

This assessment provides students with the opportunity to demonstrate their understanding of lectures, tutorials and module readings from Weeks 5-10 of the unit.

- This is an open book Quiz, notes, slides and textbooks permitted.

- It is completed on line through the unit web site.
- Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the IEC Academic Honesty Handbook for more information.
- Students will have 2.5 hours to complete the Quiz once it is opened. Once this time elapses, you will not be able to access the quiz again. Extra time is permitted for students with a disability and who have had approval from the University to allow extra time.

Note: Specific information in regards to the structure will be placed on iLearn closer to the exam date

On successful completion you will be able to:

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- Integrate PDHPE with other Key Learning Areas.

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- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Delivery and Resources

Lecture: iLearn pre-recorded lectures on ECHO

The iLearn website for this unit can be found at: https://ilearn.mq.edu.au To access the site students will need to use their student username and password to log in and then choose ECH332 from their My Online Units menu. Please do NOT contact the Unit Convenor regarding iLearn technical support. Contact the Macquarie University Student IT Help Desk. Phone 9850 4357. Email: help@mq.edu.au

Tutorials: Tuesday (per timetable.mq)

Practical sessions: These sessions will be held in a variety of locations including Macquarie Sports & Aquatic Centre. Please refer to the class timetable in your unit outline. Please note that there are different locations for each of the tutorial groups, so you must check the locations of your tutorial group for practical sessions.

External students on campus sessions

The on campus sessions are on both:

- Friday 18 September 2015 and (9am to 5pm)
- Saturday 19 September 2015 (9am to 5pm)

You MUST attend both days.

Failure to attend all or part of the sessions will result in failure of the unit.

Required and recommended texts and materials

Internal and external students are required to purchase the following text from the University Co-op Bookshop:

- ECH332 PDHPE Wellness and Wellbeing

Students are expected to purchase or download the **PDHPE NSW KLA syllabus and support documents**. The Board of Studies website is:

http://k6.boardofstudies.nsw.edu.au/go/personal-development-health-and-physical-education-pdhpe

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Integrate PDHPE with other Key Learning Areas.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Assessment tasks

- Online quiz
- Task 2 Part A
- Task 2 Part B
- Task 2 Part C

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Integrate PDHPE with other Key Learning Areas.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
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Assessment tasks

- Online quiz
- Task 2 Part A
- Task 2 Part B
- Task 2 Part C
- Multiple Choice & Short Answer

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Integrate PDHPE with other Key Learning Areas.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Assessment tasks

- Task 2 Part A
- Task 2 Part B
- Task 2 Part C

- Multiple Choice & Short Answer

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Integrate PDHPE with other Key Learning Areas.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Assessment tasks

- Online quiz
- Task 2 Part A
- Task 2 Part B
- Task 2 Part C
- Multiple Choice & Short Answer

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.

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- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Assessment tasks

- Online quiz
- Multiple Choice & Short Answer

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Integrate PDHPE with other Key Learning Areas.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Critically evaluate educational resources and link them to appropriate learning outcomes.

Assessment task

- Multiple Choice & Short Answer

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Integrate PDHPE with other Key Learning Areas.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.

Assessment tasks

- Task 2 Part A
- Task 2 Part B
- Task 2 Part C
- Multiple Choice & Short Answer

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.