School of Education

EDUC4203: Extended Studies in Health and Physical Education

Callaghan
Semester 2 - 2023

OVERVIEW

Course Description

This course builds on the premise that beginning teachers need to be reflective practitioners and inquirers. Through engagement with the new national Health and Physical Education curriculum, this course builds on curriculum concepts, theories, issues and practices introduced in previous teaching and learning courses, to further develop students theoretical and practical skills in program and assessment development in HPE. Furthermore, the course intends to provide students with the opportunities to understand group processes in curriculum development and management skills in enacting such development. As a result of engagement in seminar style presentations and problem-based assessment tasks, students should develop contemporary understandings of curriculum and assessment issues in HPE, as well as be introduced to professional issues and organisations pertinent to their work as a beginning HPE teacher.

Requisites

For students who commenced in the program in 2016 onwards, enrolment in this course is dependent on successful completion of the teacher education admission milestone:
 - Three HSC band 5s (including one in English) or
 - 80 units of UON courses or
 - Regulatory authority approved comparable pathways.

To enrol in this course students must be active in one of the following programs:
- B Teaching (Secondary) / Bachelor of Health and Physical Education [12370],
- B Teaching (Secondary) / Bachelor of Health and Physical Education [12218],
- B Education (Secondary) [40107],
- B Education (Secondary) (Hons) [40108]

Contact Hours

Callaghan
Forum – Conference Day
Face to Face on Campus
8 hour(s) per Term Full Term
Full day student conference. Forum will be delivered face to face.

Lecture
Face to Face On Campus
8 hour(s) per Term Full Term

Tutorial
Face to Face On Campus
16 hour(s) per Term Full Term

Unit Weighting

10

Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator	**Callaghan** Dr Tracey Kelty Tracey.Kelty@newcastle.edu.au 49216227 Consultation: contact via email
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	**School of Education** V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	The following content will be introduced during face-to-face events and online: • Problem based learning tasks to solve contemporary problems • Review of NSW Years 7-10 PDHPE Curriculum and the National HPE Curriculum • Curriculum reform and innovation: managing the change process • Contemporary systemic curriculum issues in HPE educational contexts • Professional teaching standards: how to maintain and demonstrate high standards of professionalism • Ongoing professional development processes including planning for employment and preparing beginning teachers to be life-long researchers to improve teaching practice • Drug education, risk taking and child protection
Course Learning Outcomes	**On successful completion of this course, students will be able to:** 1. Work as both independent and collaborative, self-motivated problem solvers 2. Demonstrate knowledge and understanding of a wide range of issues relevant to PDHPE in New South Wales and its delivery in school settings 3. Refine skills in evaluating and synthesizing information/knowledge from curriculum documents and other relevant literature in terms of quality programming, assessment and teaching practice 4. Clarify the value orientations that underpin teaching and learning in PDHPE during lower Secondary School, and be equipped with the knowledge and skills to defend those values.
Course Materials	**Other Resources:** There is no set textbook for this course. All students will be required to access resources online as outlined in Canvas Resources and Course Readings. AIHW. (2022). *Australia's Health 2022* https://www.aihw.gov.au/reports-data/australias-health: Canberra. Alfrey, L., & Brown, T. D. (2013). Health literacy and the Australian Curriculum for Health and Physical Education: a marriage of convenience or a process of empowerment? *Asia-Pacific Journal of Health, Sport and Physical Education, 4*(2), 159-173. doi:10.1080/18377122.2013.805480

Australian Drug Foundation (2022) Drug Facts. Canberra;

Department of Health & Aging (2023) Education and Prevention; Sydney.
https://www.aihw.gov.au/reports-data/australias-health

Corcoran, T., & Renwick, K. (2014). Critical health literacies? Introduction. *Asia-Pacific Journal of Health, Sport and Physical Education, 5*(3), 197-199. doi:10.1080/18377122.2014.940807

NESA (Ed.) (2018). New South Wales Syllabus for the Australian Curriculum: Personal Development, Health and Physical Education 7-10 Syllabus Sydney: NESA (Modified by T.Kelty).

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SCHEDULE

Week	Week Begins	Topic	Learning Activity	Weekly Task
1	17 Jul 2023	Introduction to the course. Future focused learning and managing change in PDHPE Curriculum.	Overview of assessment and Task 2 organisation. PDHPE 7-10 Future Focus teaching and learning & PBL	Attend the lecture and tutorial as required.
2	24 Jul	PDHPE Curriculum review. Advanced Programming and Assessment in PDHPE	Year 7-10 future focused challenges for the next generation. Program progression.	Assess Task 2: Confirm group and Conference focus area.
3	31 Jul	Personal best PDHPE pedagogy. Curriculum priorities and content integration.	PDHPE – Propositions for Learning. Cross Curriculum Priorities Content integration in PDHPE	Assessment 1 - Quiz 1 In class assessment Bring a device to use for this assessment.
4	7 Aug	PDHPE ethical, moral and values education.	Teaching sensitive and controversial issues in PDHPE. 21st Century skills	Assessment 1 - Quiz 2 In class assessment Bring a device to use for this assessment.
5	14 Aug	NESA Graduate and Proficient Teacher Accreditation	PDHPE Accreditation and teacher appraisal.	Assessment 1 - Quiz 3 In class assessment Bring a device to use for this assessment.
6	21 Aug	Professional Development to support PDHPE teacher philosophy and career trajectory.	Professional Development for Graduate teachers. Assessment Task 2 - HPE conference preparation and organisation	Assessment 1 - Quiz 4 In class assessment Bring a device to use for this assessment.
7	28 Aug	The PDHPE teaching profession: Career development in PDHPE and/or Special Education	PDHPE workload, self-promotion, and interview skills. Teacher well-being	Draft CV and Resume
8	4 Sept	Success in the field of PDHPE. School/staff relations, collaboration and support in the school setting.	Micro-politics in the PDHPE staff room and beyond. Working relationships	Assessment Task 2 Presentation overview submit to Canvas on 8th September 2023.
9	11 Sept	PDHPE CONFERENCE DAY Friday 15th September 2023 9am to 5pm	Conference Presentations	Assessment Task 2 ALL DAY – PDHPE CONFERENCE
10	18 Sept	Students who miss a quiz attend Tutorial time this week	Complete make up Quiz missed.	Assessment 1 – Quiz
11	13 Oct	ASSESSMENT TASK 3	Evaluation of the Conference	Submit to Canvas

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online Quiz 40%	Weeks 3 to Week 6	Individual	40%	1, 3, 4
2	Conference submission and presentation 30%	PART 1 - Friday 8th September 2023 Conference Presentation due submit to Canvas PART 2 - Friday 15th Sept 2023 Attend all day conference.	Individual	30%	1, 2
3	Individual Evaluation 30%	Friday 13th October 2023	Individual	30%	2, 4

Late Submissions   The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Online Quiz 40%

Assessment Type   Quiz
Description   This task consists of one quiz each week over four weeks, each worth 10% weighting. Students will complete an online quiz at the start of each tutorial during weeks 3, 4, 5 and 6. Each quiz will be conducted via Canvas Assessment and supervised in a class setting by the tutor. Each quiz will assess knowledge and understanding of the previous weekly work surrounding program, assessment and PDHPE teaching and learning requirements.
Weighting   40% (10% each quiz)
Due Date   Weeks 3 to Week 6
Submission Method   Online
Assessment Criteria   Students will be marked according to their knowledge and understanding of PDHPE pedagogy and contemporary issues in 21st Century teaching and learning.
Return Method   Online
Feedback Provided   Online – Canvas

Assessment 2 - Conference submission and presentation 30%

Assessment Type   Presentation
Description   In groups of 3 or 4 students will assist in organising a HPE Conference. Students will also present an informative presentation with a career and/or professional development focus on the allocated conference assessment due date. The topic/focus area of each presentation will be exclusive and organised during tutorial time. Therefore, each presentation must be different to others so that no area is repeated. The components of this task include the following guidelines:
(1) Each group will be randomly allocated a conference duty to assist in the organisation of the HPE conference. E.g. Announcer or timer etc.
(2) Students will work individually and collaboratively to prepare an ICT resource to complement their presentation and provide a HARD COPY of this presentation to the tutor on the day of the conference as well as submit it to Canvas.
(3) Each group member will present individually for a maximum of 5 minutes each.
(4) It is expected that all group members will dress and present in a professional manner.
(5) Evidence based research is to be included in each presentation so that accurate and significant information is communicated.
(6) Literacy and numeracy, technology, equity, diversity and cultural understanding should be considered in the group and individual presentation where appropriate.
(7) Each student will also provide written feedback to peers on the day of the conference (randomly allocated on the day) and it is expected that this feedback will be utilised in Assessment Task 3 to evaluate and improve personal performance.

Weighting   30%

Due Date	Friday 15th September 2023 – All day conference assessment task
Submission Method	ICT Presentation due to Canvas Friday 8th September 2023 before the conference
	Hand a hard copy of presentation to your tutor on the day before presenting.

Assessment Criteria	Individual students will be marked according to the following criteria:
	1.Contribution to implement a duty to contribute to the conference, as well as provide peer feedback
	2.Deliver an informative, accurate and well-formatted presentation including use of ICT for the conference.
	3.Accuracy of information that is well researched, significant, and referenced.
	4.Collaboration and negotiation with group members to prepare and present.
	5.Individual professional preparation, delivery, and timing of the presentation.
	6.Academic skills in literacy and numeracy, technology, equity, diversity, and cultural understanding are considered where appropriate.

Return Method	In Class
Feedback Provided	Immediate verbal feedback is provided by tutor and peers.

Assessment 3 - Individual Evaluation 30%

Assessment Type	Written Assignment

Description	CONTEXT:
	Students will plan and deliver a presentation at a HPE student conference (Assessment Task 2 above). On the day of the Task 2 conference students will receive feedback and write a reflection and evaluate their performance at the HPE conference.
	Students will write an 800-word academic evaluation to reflect on the value of professional development in PDHPE and provide constructive feedback about the HPE Conference experience. The evaluation should consider peer and tutor feedback, utilise critical reflection and address the challenges and triumphs faced by individuals and groups.
	Students will also discuss the structure and organisation of the conference and use academic literature/references to justify the value of participating in a professional development conference.
	To conclude students will put forward suggestions to improve personal performance as well as proposed improvements for future conference events based on their experiences at this year's HPE conference.

Weighting	30%
Due Date	Friday 13th October 2023 at 11:55pm
Submission Method	Online
	Online submission through Canvas.
Assessment Criteria	Students will be marked according to the following criteria:
	1.Explain the value of a professional development focused conference with reference to literature.
	2.Evaluation of the conference experience to reflect on the value of group and peer performances during the conference.
	3.Refer to peer feedback received and also use critical self-reflection to evaluate their personal performance.
	4.Suggest strategies for personal improvement of future performance and propose strategies for overall improvement for a future HPE conference. Academic skills in literacy and numeracy, format and referencing.
Return Method	Online
Feedback Provided	Online - . via Canvas.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded by the Course Coordinator in the following components:
Tutorials and conference participation. It is highly recommended that students attend at least 80% of all face-to-face events to fulfill course requirements. Students who are absent for Assessment Tasks will be required to submit Adverse Circumstances and organise a time with the tutor to complete set tasks.

Communication Methods

Communication methods used in this course include:
- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
The final task is an evaluation of the conference experience and will be used to inform future events.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s).

Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1.   the assessment item is a major assessment item; or
2.   the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3.   you are requesting a change of placement; or
4.   the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

https://policies.newcastle.edu.au/document/view-current.php?id=236

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

EDUC4203 - Assessment Task 2: HPE CONFERENCE Marking Rubric - 2023 (Weighting 30%)

SUMMARY OF CRITERIA	Fail	Pass	Credit	Distinction	High Distinction	Mark out of:
MARK OUT OF 15	(0- 7)	(7.5 to 9)	(10-11)	(12-13)	(14 - 15)	
1. Conference Tasks Contribution to the organisation and peer feedback for the HPE conference.	Preparation and contribution to the duties was poor & lacked organisation to contribute to the conference. Peer feedback was minimal or not delivered effectively.	Preparation and contribution to the duties was limited or minimal in organisation to contribute to the conference. Peer feedback was delivered effectively.	Preparation and contribution to the duties was completed and organised to contribute to a successful part of the conference. Peer feedback was delivered effectively.	Preparation and contribution to the duties was well done and organised to contribute to a successful part of the conference. Peer feedback was delivered effectively.	Preparation and contribution to the duties was outstanding and highly organised to contribute to a successful part of the conference. Peer feedback was delivered effectively.	15
2. ICT Resource Professional ICT resource developed.	The conference resource was not adequately developed and did not align with the presentation delivery or focus area.	The conference resource was adequately developed and had minimal alignment with the presentation delivery and/or focus area.	The conference resource was satisfactorily developed and aligned with the presentation delivery and focus area.	The conference resource was well-developed, professional and aligned well with the presentation delivery and focus area.	The conference resource was very well-developed, professional and aligned extremely well with the presentation delivery and focus area.	15
3. Research Information is researched, significant and referenced.	A lack of research is evident and/or may not be current, not evidence based or legitimated by the organisation. It is not clearly significant and/or referenced accurately in work.	Adequate research is evident, relatively current for teaching purposes. Research seems legitimated by a valid organisation. Is somewhat significant and/or referenced satisfactorily.	Adequate research is evident, current, evidence based and/or legitimated by the government/organisation to be significant and adequately referenced.	Well-developed research is evident, current, evidence based or legitimated by the government/organisation to be significant and well referenced.	Exemplary research is evident, current, evidence based or legitimated by the government/organisation to be highly significant and very well referenced.	15
4. Collaboration Collaboration with peers to prepare and present at the HPE conference.	The group cohesion throughout the presentation was not evident. The group did not present well together and/or seem organised.	The group cohesion throughout the presentation was somewhat evident. The group seemed to present with minimal collaboration and adequate organisation.	The group cohesion throughout the presentation was evident. The group seemed organised and presented well together.	The group cohesion throughout the presentation was clearly evident. The group seemed very well organised and presented very well together.	Collaboration and cohesion with the group throughout the preparation and presentation was excellent and cooperation highly evident.	15
MARK OUT OF 25	(0- 5)	(6-11)	(12-16)	(17-21)	(22-25)	
5. Performance Individual preparation, delivery and timing of the presentation.	The conference presentation was not engaging, informative or professionally delivered.	The conference presentation was somewhat engaging/ informative and somewhat professionally delivered	The conference presentation was, at times, engaging, informative and professionally delivered with a good level of confidence.	The conference presentation was engaging, informative and professionally delivered with a great level of confidence.	The conference presentation was extremely engaging, informative, and professionally delivered with a high level of confidence and professionalism.	25
6. Academic Skills Literacy/Numeracy, technology, equity, diversity, and cultural understanding.	Unsatisfactory academic skills are evident for this assessment. Literacy/Numeracy, technology, equity, diversity, and/or cultural understanding are not well considered, and support should be sought to improve.	Adequate academic skills are evident across this assessment. Literacy/Numeracy, technology, equity, diversity, and/or cultural understanding are somewhat considered.	Satisfactory academic skills are evident across this assessment. Literacy/Numeracy, technology, equity, diversity, and cultural understanding are all considered where applicable.	Well-developed academic skills are evident across this assessment. Literacy/Numeracy, technology, equity, diversity, and cultural understanding are all well considered.	Excellent academic skills are evident across this assessment. Literacy/Numeracy, technology, equity, diversity, and cultural understanding are all very well considered.	15
					TOTAL	100

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EDUC4203 - Assessment Task 3: HPE CONFERENCE EVALUATION Marking Rubric 2023 (Weighting 30%)

SUMMARY OF CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION	Mark
MARK OUT OF 20	**(0- 9)**	**(10-12)**	**(13-15)**	**(16-18)**	**(19 - 20)**	
1. Value of professional development	The value of a professional development conference is not clearly explained or justified with reference to appropriate academic literature.	The value of a professional development conference is outlined and is justified with reference to academic literature.	The value of a professional development conference is sufficiently explained and is justified with reference to academic literature.	The value of a professional development conference is well explained and is well justified with reference to academic literature.	The value of a professional development conference is outstanding, explained in detail and is very well justified with reference to exemplary academic literature.	20
2. Evaluation of the conference experience.	Evaluation of the value and performance of individual and group presentations is not clear with minimal or no insight into the dynamics of individuals and groups.	Evaluation of the value and performance of individual and group presentations is evident with minimal insight into the dynamics of individuals and groups.	Evaluation of the value and performance of individual and group presentations is thoughtfully structured with a good level of insight into the dynamics of individuals and groups.	Evaluation of the value and performance of individual and group presentations is thoughtfully structured with a high level of insight into the dynamics of individuals and groups.	Evaluation of the value and performance of individual and group presentations is outstanding, thoughtfully structured with a very high level of insight into the dynamics of individuals and groups.	20
MARK OUT OF 25	**(0- 12)**	**(13-16)**	**(17-19)**	**(20-22)**	**(23 - 25)**	
3. Critical self-reflection to evaluate personal performance.	The critical reflection does not demonstrate an adequate level of academic writing skill. Constructive criticism of personal performance is minimal or non-existent and attempts to demonstrate challenges and triumphs is not well articulated.	A satisfactory critical reflection that demonstrates an adequate academic writing skill. Constructive criticism of personal performance is minimal and attempts to demonstrate some challenges and triumphs.	A good critical reflection that demonstrates a good level of academic writing skill. Constructive criticism of personal performance is articulated to a good standard to demonstrate challenges and triumphs.	An excellent critical reflection that demonstrates a high level of academic writing skill. Constructive criticism of personal performance is well articulated to demonstrate challenges and triumphs.	An outstanding critical reflection that demonstrates an exemplary level of academic writing skill. Constructive criticism of personal performance is very well articulated to demonstrate challenges and triumphs.	25
4. Suggest strategies for future improvement.	Strategies suggested for overall and/or personal improvement are not well articulated with a view to strive for improved future performance and need to be reconsidered.	Some adequate strategies suggested for overall and/or personal improvement are articulated with a view to strive for improved future performance.	Some strategies suggested for overall and personal improvement are proposed and mostly well founded with a view to strive for achievable improved future performance.	Strategies suggested for overall and personal improvement are excellent and well founded with a view to strive for achievable improved future performance.	Strategies suggested for overall and personal improvement are exemplary, well founded with a view to strive for achievable improved future performance.	20
MARK OUT OF 20	**(0- 7)**	**(7.5 - 9)**	**(10-11)**	**(12-13)**	**(14-15)**	
5. Academic skills in literacy and numeracy, format and referencing.	Inadequate academic skills in literacy and numeracy, format and full APA 7th referencing style are evident in all areas of this paper. Support needed.	Satisfactory academic skills in literacy and numeracy, format and full APA 7th referencing style are evident in all areas of this paper.	Good academic skills in literacy and numeracy, format and full APA 7th referencing style are evident in all areas of this paper.	Well-developed academic skills in literacy and numeracy, format and full APA 7th referencing style are evident in all areas of this paper.	Exemplary academic skills in literacy and numeracy, format and full APA 7th referencing style are evident in all areas of this paper.	15
					TOTAL	100