

## EDUC1014: PE Studies 1: Motor Development and Skill Acquisition

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

**Course Description** This course provides students with an opportunity to gain knowledge, understanding and skills in movement skill acquisition to facilitate the planning, assessment, implementation and evaluation of a fundamental movement intervention program in a primary school setting.

Students will gain valuable theoretical and practical experience while attending lectures and participating in tutorials as well as learn a variety of planning, assessment and teaching techniques for the implementation and evaluation of a fundamental movement skills program in a primary school setting.

**Requisites** This course is only available to students enrolled in B Teaching (Health & Phys Ed) (Honours)[12370], B Education (Primary) [40106], B Education (Primary) (Honours) [40110], B Education (Secondary) [40107], B Education (Secondary) (Honours) [40108], B Teaching (Primary) (Honours) [12367], Undergraduate Certificate in Teacher Preparation [40307], and Diploma in Education Studies [40316] programs.

**Contact Hours** **Callaghan**  
**Field Study \***  
Face to Face Off Campus  
10 hour(s) per Term Full Term

**Lecture**  
Zoom  
12 hour(s) per Term Full Term

**Tutorial \***  
Face to Face On Campus  
14 hour(s) per Term Full Term

\* This contact type has a compulsory requirement.

**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.

# COURSE OUTLINE

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# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan</b> Dr Angus Leahy <a href="mailto:Angus.Leahy@newcastle.edu.au">Angus.Leahy@newcastle.edu.au</a> (02) 4921 6242 Consultation: via canvas and email in the first instance
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Education</b> V Building Callaghan <a href="mailto:Education@newcastle.edu.au">Education@newcastle.edu.au</a> +61 2 4921 6428

# SYLLABUS

<b>Course Content</b>	<ul style="list-style-type: none"><li>• Growth and developmental stages in children and adolescents.</li><li>• Principles of motor skill acquisition.</li><li>• Nature and classification of motor skills.</li><li>• Research and trends of motor development of Australian children.</li><li>• The learning process - attention, practice, memory and feedback.</li><li>• Measurement and analysis of motor skills.</li><li>• Practical performance of motor skills and pedagogy for motor skill development.</li><li>• School-based motor skill assessment, programming and evaluation in a primary school setting.</li></ul>
<b>Course Learning Outcomes</b>	<p><b>On successful completion of this course, students will be able to:</b></p> <ol style="list-style-type: none"><li>1. Demonstrate knowledge and understanding of the processes of motor skill acquisition in children and adolescents;</li><li>2. Demonstrate knowledge and understanding of the principles of growth, development and motor behaviour in children and adolescents;</li><li>3. Gain knowledge, understanding and skills to detect motor skill deficiencies and design programs to correct and evaluate the motor skills of children in a primary school setting;</li><li>4. Demonstrate skills, knowledge and understanding of relevant content and pedagogy enabling the application of content in ways that are responsive to the particular characteristics of learners, curricula and teaching environments;</li><li>5. Document the progress of the learners, the process of implementation and complete an evaluation of the intervention program; and</li><li>6. Become familiar with recent research and understand the implications for motor skill acquisition in children and adolescents.</li></ol>
<b>Course Materials</b>	<p><b>Lecture Materials:</b></p> <ul style="list-style-type: none"><li>- Lecture materials will be made available on Canvas</li></ul> <p><b>Other Resources:</b></p> <ul style="list-style-type: none"><li>- Tutorial materials will be made available on Canvas</li></ul>

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**Recommended Reading:**

All recommended / required readings will be made available on-line through the UoN library

**Week 1**

Hulteen, R. M., Morgan, P. J., Barnett, L. M., Stodden, D. F., & Lubans, D. R. (2018). Development of foundational movement skills: A conceptual model for physical activity across the lifespan. *Sports medicine*, 48, 1533-1540.

**Week 2**

Fowweather, L., & Rudd, J. R. (2020). Fundamental Movement Skill Interventions. In *The Routledge Handbook of Youth Physical Activity* (pp. 715-737). Routledge

**Week 3**

Anson, G., Elliott, D., & Davids, K. (2005). Information processing and constraints-based views of skill acquisition: Divergent or complementary? *Motor Control* 9(3), 217-241.

**Week 4**

Hardy, L. L., et al. (2017). NSW Schools Physical Activity and Nutrition Survey (SPANS) 2015: full report. Sydney, NSW Department of Health: 1-740.

**Week 5**

Landin, D., & Herbert, E. P. (1997). A comparison of three practice schedules along the contextual interference continuum. *Research Quarterly for Exercise & Sport*, 68(4), 357-361.

**Week 6**

Wulf, G., Gaertner, M., McConnel, N., & Schwarz, A. (2002). Enhancing the learning of sport skills through external-focus feedback. *Journal of Motor Behavior* 34(2), 171-182.

**Week 7**

NSW Education Standards Authority. (2018). *Personal Development, Health and Physical Education K-10 Syllabus*. Sydney: NSW Education Standards Authority

Source: <https://educationstandards.nsw.edu.au/wps/wcm/connect/2f657694-dc52-48ba-a440-9256e92c00e3/pdhpe-k-10-syllabus-2018-pdf.pdf?MOD=AJPERES&CVID=>

ACARA (2014). Australian Curriculum Health and Physical Education. Australian Curriculum Assessment and Reporting Authority: 1-68.

Lubans, D. R., Morgan, P. J., Cliff, D. P., Barnett, L. M., & Okely, A. D. (2010). Fundamental movement skills in children and adolescents: Review of associated health benefits. *Sports Medicine*, 40(12), 1019-1035.

**Week 9**

Salmon, J., Ball, K., Hume, C., Booth, M., & Crawford, D. (2008). Outcomes of a group-randomized trial to prevent excess weight gain, reduce screen behaviors and promote physical activity in 10-year-old children: Switch-Play. *International Journal of Obesity*, 32, 601-612.

**Week 10**

Ashford, D., Davids, K., & Bennett, S. J. (2007). Developmental effects influencing observational modelling: A meta-analysis. *Journal of Sports Sciences*, 25, 547-558.

**Week 11**

Keller, B. A. (2008). Development of fitness in children: Influence of gender and physical activity. *American Journal of Lifestyle Medicine*, 2, 58-74.

**Week 12**

Robinson, L. E., Rudisill, M. E., & Goodway, J. D. (2009). Instructional climates in preschool children who are at-risk. Part II: perceived physical competence. *Research Quarterly for Exercise & Sport*, 80(3), 543-551.

# COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

## Contact Hour Requirements:

- Field Study (Weeks 8-12): there is a compulsory attendance requirement in this course. Students must attend all field study components to pass the course.
- Tutorial (Weeks 1-7): there is a compulsory attendance requirement in this course. A minimum of 80% attendance is required to pass the course.

## Pre-Placement Requirements:

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# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	20 Feb	Introduction and classification of motor skills	Classification of motor skills	
2	27 Feb	Motor development from birth to adolescence	Motor skill transfer of learning	
3	6 Mar	Processing information and learning motor skills	Processing information and learning motor skills	
4	13 Mar	Feedback to improve motor performance	Feedback to improve motor performance	
5	20 Mar	Movement skill competency in Australian youth	Assessing movement skill competency in youth	Assessment 1
6	27 Mar	Using games to improve movement skills	Using games to improve movement skills	
7	3 Apr	Structuring the learning experience for primary school students	Structuring the learning experience for primary school students	Assessment 2 (Part A): Online exam
<b>Mid Term Break</b>				
<b>Mid Term Break</b>				
8	24 Apr	Introduction to Basic Motor Movement	Basic Motor Movement - Schools	
9	1 May	Fitness changes from childhood to adolescence	Basic Motor Movement - Schools	
10	8 May	Supplementing the learning experience	Basic Motor Movement - Schools	
11	15 May	Case study / application	Basic Motor Movement - Schools	
12	22 May	Self-concept and motor development	Basic Motor Movement - Schools	Assessment 2 (Part B): Online exam
13	29 May	FMS report	*Wet weather/school closure alternative	
<b>Examination Period</b>				Assessment 3:

# 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	Essay	Friday (Week 5) 5:00 PM	Individual	25%	1, 2, 3, 6
2	Online test	Part A: (Week 67) Part B: (Week 12) Exam open 9:00 AM-5:00 PM	Individual	50%	1, 2, 3, 4, 5, 6
3	Reports	Friday (Week 14) 5:00 PM	Individual	25%	1, 2, 3, 4, 5, 6

**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 - Essay

**Assessment Type** Essay

**Purpose** The purpose of this assignment is to assess a student's ability, at an introductory level, to work independently and respond in writing to questions regarding fundamental skill competency through a review of current research, and to assess basic knowledge of the underlying principles and concepts of fundamental movement skill proficiency in young people.

**Description** Students demonstrate that they are insightful scholars by reviewing, critically analysing, synthesising and discussing the effectiveness of school-based interventions in written format using the material provided in this course, and resources from the library and internet.

All details regarding this assessment will be provided on Canvas.

**Weighting** 25%

**Length** Length ( $\pm 10\%$ ): 1200 words

**Due Date** Friday (Week 5) 5:00 PM

**Submission Method** Online  
A coversheet is required for this assignment.  
This assignment must be submitted to Turnitin  
Assignment will not be marked until any and all submission requirements are met.

**Assessment Criteria** Students are assessed on the basic quality of their writing and depth of discipline specific understanding demonstrated, the volume and quality of literature reviewed, and on the quality of formatting and referencing used in the essay.  
A marking criteria will be provided on Canvas.

**Return Method** Online

**Feedback Provided** Online - Within three weeks of submission.

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## Assessment 2 - Online test

<b>Assessment Type</b>	In Term Test
<b>Description</b>	The purpose of this assessment is to assess students' application of a body of knowledge, skills and understanding of course content and to apply this to problem-based scenarios. Two online tests will take place during Weeks 7 and 12 of semester (25% each), on the day the lecture is scheduled. Examinable content will cover material from readings, lectures, and tutorials.
<b>Weighting</b>	50%
<b>Due Date</b>	Part A: (Week 7)  Part B: (Week 12)  Exam open 9:00 am – 5:00 pm
<b>Submission Method</b>	Online
<b>Return Method</b>	Not returned
<b>Feedback Provided</b>	No feedback

## Assessment 3 - Reports

<b>Assessment Type</b>	Report
<b>Purpose</b>	The purpose of this assignment is for students, at an introductory level, to write a detailed written report describing the development, implementation, and evaluation of a fundamental movement skills (FMS) program suitable for use in the primary school setting.
<b>Description</b>	Students independently demonstrate that they are insightful scholars by applying discipline specific knowledge and understanding of effective intervention design, implementation, and evaluation.  All details regarding this assessment will be provided on canvas.
<b>Weighting</b>	25%
<b>Length</b>	Approximately 1500 words plus appendices
<b>Due Date</b>	Friday (Week 14) 5:00 PM
<b>Submission Method</b>	Online A cover sheet is required for this assignment. This assignment must be submitted to Turnitin Assignment will not be marked until any and all submission requirements are met.
<b>Assessment Criteria</b>	Students are assessed on their ability to critically analyse data using technical skills in assessing student performance, to write a detailed report using basic knowledge and understanding of FMS and program development, and on their ability to use academic literacy. A marking criteria will be provided on Canvas. skills in writing a coherent and suitably referenced report.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - work will be returned within 3 weeks of submission.

# 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 in the following components:

- Field Study (Weeks 8-12). Method of recording: roll will be taken. 100% Compulsory requirement to pass the course.
- Tutorial (Weeks 1-7). Method of recording: roll will be taken. Compulsory attendance (minimum 80%) to pass this course.

Full attendance is expected in all components of the course to pass. Failure to attend may result in an additional task to meet course requirements. An adverse circumstance application will be required for non-attendance at the in-school teaching experience.

## 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.

Students are expected to check Blackboard and email systems daily. Posts will be placed regarding prior readings, preparation for lectures and tutorials, changes to schedules, meeting points and important information regarding this course.

## 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.

Informal evaluation of the course will be conducted (including surveys and focus groups).

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<b>Oral Interviews (Vivas)</b>	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 <a href="#">Oral Examination (viva) Procedure</a> . 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 <a href="#">Student Conduct Rule</a> .
<b>Academic Misconduct</b>	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. Please see the <a href="#">Student Academic Integrity Policy</a> for more information.
<b>Adverse Circumstances</b>	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: <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>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;</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> Before applying you must refer to the <a href="#">Adverse Circumstance Affecting Assessment Items Procedure</a> .
<b>Important Policy Information</b>	The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, <a href="#">policies and procedures</a> .
<b>Other Information</b>	This course involves 5 in-school visits at a time and location TBC (traditionally the visits have been during normal tutorial times at a local primary school in weeks 8-12). Full-attendance during Weeks 8-12 is required to pass the course.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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**THE UNIVERSITY OF NEWCASTLE - SCHOOL OF EDUCATION**  
**EDUC1014 - Motor Development and Skill Acquisition**

**MARKING RUBRIC: ANALYSIS OF SCHOOL-BASED FUNDAMENTAL MOVEMENT SKILL (FMS) INTERVENTIONS**

<b>Item details:</b>	<b>0-3 marks</b>	<b>4-7 marks</b>	<b>8-10 marks</b>	<b>Mark:</b>	<b>Possible mark:</b>
<b>Contribution of physical activity interventions for FMS development in schools</b>	Shows a general lack of application of academic literature, and/or an inability to understand the nature of FMS interventions.	Demonstrates application and engagement of relevant studies (i.e., interventions). Provides a good description of the effectiveness of FMS interventions.	Synthesises and critically engages with a range of relevant studies (i.e., interventions). Provides an excellent description of the effectiveness of FMS interventions.		<b>10</b>
<b>Item details:</b>	<b>0-1 marks</b>	<b>2-3 marks</b>	<b>4-5 marks</b>	<b>Mark:</b>	<b>Possible mark:</b>
<b>Factors impacting fundamental movement skill interventions in schools</b>	Fails to identify or discuss key contributing factors from FMS interventions delivered in schools.	Identifies some intervention factors that contribute to the effectiveness of FMS interventions delivered in schools.	Clearly identifies and discusses key intervention factors contributing to the effectiveness of FMS interventions delivered in schools.		<b>5</b>
<b>Challenges in implementation and recommendations</b>	Shows a general lack of knowledge based on the available evidence. Provides a limited range of relevant recommendations in schools.	Demonstrates a sound knowledge based on the available evidence. Provides a range of relevant recommendations in schools.	Demonstrates an extensive knowledge and understanding of the issue. Provides a range of practical and evidence-based recommendations in schools.		<b>5</b>
<b>Academic quality</b>	The overall written communication is poor. There are numerous errors in expression, spelling, grammar and/or referencing and/or a lack of cohesion.	The overall written communication is clear, cohesive, and generally well-structured. There are some errors in expression, spelling, grammar, and/or referencing	The overall written communication is excellent, highly cohesive and very well-structured. There are minimal errors in expression, spelling, grammar and/or referencing		<b>5</b>
<b>TOTAL</b>					<b>25</b>

**Please see specific feedback and comments throughout your report.**

THE UNIVERSITY OF NEWCASTLE - SCHOOL OF EDUCATION  
EDUC1014 - Motor Development and Skill Acquisition

MARKING RUBRIC – FUNDAMENTAL MOVEMENT SKILLS INTERVENTION TEACHING PROGRAM

Item details:	0-2 marks	2.5-3 marks	3.5-4 marks	4.5-5 marks	Possible mark:	Mark
<b>Introduction &amp; Methods</b>	Inadequate description of program importance. Assessment methods not clear or appropriate. Poorly written with grammatical errors.	Description of the importance of FMS program is lacking detail. Assessment methods are mentioned but not clearly outlined and/or appropriate. Soundly written with some grammatical errors.	Good description of the importance of FMS program with relevant references. Assessment methods generally clear and appropriate. Generally, well written with few grammatical errors.	Excellent description of the importance of FMS program with relevant references provided. Appropriate assessment strategies described in detail. Well written with no grammatical errors.	5	
<b>Results</b>	A basic description of students' results. Few tables and figures used to report student progress. Poorly written with grammatical errors.	A description of students' results is provided but lacks sufficient detail. Some appropriate tables and/or figures included. Soundly written with some grammatical errors.	A good description of students' results with well-designed tables and/or figures included. Generally, well written with few grammatical errors.	Excellent description of the students' results with thoughtful and effective use of tables and/or figures to report results. Well written with no grammatical errors.	5	
<b>Conclusions</b>	A basic evaluation of the program is evident with minimal detail to aspects of the program. Poorly written with grammatical errors.	A satisfactory evaluation of the program is evident with adequate detail to some aspects of the program. Some results linked to previous research. Soundly written with some grammatical errors.	A thorough evaluation of the program is evident with adequate detail to most aspects of the program. Results linked to previous research. Generally, well written with few grammatical errors.	An excellent and insightful evaluation of the program is evident with precise detail to all aspects of the program. Results linked to previous research. Well written with no grammatical errors.	5	
<b>Appendix A (Lesson plans)</b>	Not all lesson plans provided. Minimal details regarding the objectives/aim of the	Objectives/aims are detailed but lack specificity, with a basic standard of planning that is age appropriate. Lesson	Objectives/aims clearly stated and a satisfactory standard of planning that is age appropriate with a clear and	Well written objectives/aims for the lessons. Content is well sequenced, accurate and age appropriate for the learners.	5	

	lessons. Content is not clear, nor is it age appropriate and shows a poor sequence.	content is provided in a somewhat clear and logical sequence	logical sequence of lesson content shown.	Prepared to a professional standard.		
<b>Appendix B (Student reports)</b>	Student reports not provided.	Student reports are provided but lack consistency and/or coherence. Soundly written with some grammatical errors.	Student reports are provided with a good level of consistency and coherence. Generally, well written with few grammatical errors.	All student reports are provided and well written with no grammatical errors. Prepared to a professional standard.	<b>5</b>	
<b>TOTAL</b>					<b>25</b>	

**Please see specific feedback and comments throughout your report.**