

INSTRUCTIONAL TECHNOLOGY IN HEALTH & PHYSICAL EDUCATION

Course Code:EDBES357

Credit hours:3

Course Description

This course is designed to acquaint students with the Learning Outcomes to make them understand the basic concepts of physical education and its relation to Health Education, and provide preliminary awareness about physical, mental and social developments; interpretation of biological, psychological effects on physical activities. This course is designed with the purpose to acquaint students with basic concepts, theories and types of Health & Physical Education Curriculum related to development process and strategies adopted for evaluation and changes in curriculum as required. This course will bring awareness in students about the general sociological perspectives and understanding about the various levels of interactions in society through sports. Further, they will understand the interaction occur in sports activities and further will help in the origination of sports and in the resolution of various conflicts. In addition to the various other Learning Outcomes, this course will specifically improve the moral and ethical background and will help in better socialization and personality development.

LEARNING OUTCOMES

1. Students actively engage in class activities and devise appropriate training programs for the sport activities.
2. Students can assess fitness levels and devise appropriate fitness plans.
3. It will benefit to develop awareness and learning for good health maintenance of students
4. It will help students to cooperate with each other in sense of Communication, Fair play, Leadership and Team work
5. It will help to implement developmentally appropriate units of instruction in physical education.
6. It will facilitate to plan developmentally appropriate physical education lessons.
7. It will help to plan developmentally appropriate units of instruction in physical education.
8. Apply academic concepts of the professional discipline to promote healthy lifestyles through physical activity, fitness, wellness, and sports
9. Apply principles, analytical methods, and best practices for designing, implementing, and evaluating health promoting activity and programs.
10. Demonstrate personal behaviours that exemplify professionalism.

CONTENTS

1) PHILOSOPHY AND PHYSICAL EDUCATION

- 1.1 Basic definitions related to Physical Education
- 1.2 Components of Philosophy of Physical Education
- 1.3 Relationship of Physical Education with Naturalism, Idealism, Realism, Pragmatism, Existentialism

2) MOVEMENTS THE KEY STONE OF PHYSICAL EDUCATION

- 2.1 Origins of Movement Education
- 2.2 Nature of Movement Education
- 2.3 Schools of Thought
- 2.4 Theories of Movement

3) **LEARNING OF SELECTED FUNDAMENTAL MOVEMENTS**

- 3.1 Locomotor Movement
- 3.2 Walking – Running
- 3.3 Jumping – Hopping
- 3.4 Sliding – Leaping
- 3.5 Rolling – Gliding

a. **Non-Locomotor Movements**

- 1. Curling & Stretching → Turning & Twisting
- 2. Pushing & Pulling → Lifting & Lowering
- 3. Swimming & Circling → Stillness & Balancing

b. **Other Areas**

- 1. Movement Sequence
- 2. Partner & Group Work
- 3. Small Area Games & Lead-Up Activities.

4) **PHYSICAL ACTIVITY AND READINESS**

- 4.1 What is physical activity
- 4.2 Warm up and Cool Down
- 4.3 Health benefits of physical activity
- 4.4 Physical activity Pyramid

5) **PHYSICAL EDUCATION AND RECREATION**

- 5.1 Definition of Recreation
- 5.2 Types of Recreation
- 5.3 Principles of Leisure
- 5.4 Outdoor pursuits

6) **PHYSICAL EDUCATION TEACHER FOR SPECIAL POPULATION**

- 6.3 Attributes of Physical Education Teacher
- 6.4 Qualifications of Physical Education Teacher

7) **PLANNING THE PHYSICAL EDUCATION CURRICULUM**

- 7.1 Curriculum Development, Tasks in curriculum planning
- 7.2 Coeducation planning, Curriculum opinion, Structuring for quality

8) **ORGANIZATION FOR INSTRUCTION**

- 8.1 Determining Scope, Sequence and scheduling the curriculum
- 8.2 Flexible Scheduling in Physical Education curriculum
- 8.3 The need for multiple teaching stations
- 8.4 Time Allotment for program Elements, Correlation and Integration
- 8.5 Organizational Design of the curriculum.

9) **THE PHYSICAL EDUCATION PROGRAMME**

- a. The physical education curriculum for Kindergarten, primary, Middle Grade, Secondary & Higher Secondary levels

10) **EVALUATING THE CURRICULUM**

- 10.1 The intent of Measurement and Evaluation
- 10.2 Measuring progress in Elementary School
- 10.3 Secondary School Evaluation,
- 10.4 Appraising the Total Curriculum

Assessment and Examinations

The students will be assessed according to the following criteria

Examination	Marks Distribution
Sessional Work	25%
Mid-Semester	35%
Final Semester	40%

Suggested Readings

Carl, E. W. (1974). *The curriculum in physical education*. NJ: Prentice Hall, Inc, Englewood Cliffs.

Charles, A. B., (1979). *Foundations of Physical Education*. St. Louis: The C.V. Mosby Company.

Dr. Abdul Whaeed Mughal, *Athletics Skill and Officiating*, Islamabad: _____.

Anwar Alam, A. (2005). *Principles of Sociology*, Department of Sociology, University of Peshawar.

Jain, A, (2003). *Adapted Physical Education*, New Delhi: Sports Publication.

Jain, A. (2003). *Adapted Physical Education*, New Delhi: Sports Publication.

Kelly, L. E., (2006). *Adapted Physical Education national standards (2nd ed)*. London: Human Kinetics Pub.

Misra, B., (2002). *Handbook of Teaching Disabled*, New Delhi: Mohit.

Paul, B. H., & Chesler, L. H. (1994). *Sociology*. Singapore: McGraw Hill.

Shekar, K.C. (2005). *Adapted Physical Education*, New Delhi: Khel Sahitya Kendra.

Shekar, K.C. (2005). *Adapted Physical Education*, New Delhi: Khel Sahitya Kendra.

Zanden, J. W. V. (1995). *The Social Experience*. New York: McGraw Hill.