

**DISCLAIMER:** The course outline below serves as a general informational guide for students. Course content and assessment modes may vary for different lecturers. Actual course outlines will be made known to students on GeNIEus by the individual lecturers. **DO NOT** purchase textbooks based on the information contained in this document.

## **IPE3113 INSTRUCTIONAL STRATEGIES IN PHYSICAL EDUCATION**

### **COURSE DESCRIPTION**

This course, second in a series, builds on foundation pedagogical knowledge and skills appropriate for primary school students.

It develops competence in a variety of teaching styles evolving from Mosston and Ashworth's spectrum including inquiry, problem solving, group work and peer-teaching. A concept approach to teaching games is emphasized. The focus is on planning, teaching and evaluating situationally relevant lessons.

Student teachers will be encouraged to refine their own teaching through systematic observation. Instructional strategies will include lectures, seminars, peer- and/or micro-teaching and assignments.

### **COURSE OBJECTIVES**

At the completion of this course, student teachers will be able to:

1. Identify and explain the characteristics of effective teaching
2. Understand and apply different teaching styles (with a focus on production cluster of teaching styles) in a primary school learning environment
3. Present learning tasks effectively and efficiently and provide appropriate feedback
4. Understand and apply games concept, problem-solving and peer- teaching in physical education
5. Use 'systematic observation' to assess instructional practice.

### **COURSE CONTENT**

1. Creating a learning environment for effective teaching and learning
2. Mosston's teaching styles (focus on production cluster)
3. Teacher's role in planning, teaching, and evaluating
4. The reflective practitioner

## COURSE ASSESSMENT

	Component weightage	Due Dates
Planning	40 %	dd-mm-yr
<ul style="list-style-type: none"><li>• Lesson resource planning</li></ul>		
Microteaching and Evaluation	50 %	dd-mm-yr
<ul style="list-style-type: none"><li>• Self Evaluation (Summative) – 20%;</li><li>• Peer Evaluation – 20%;</li><li>• Teaching – 10%</li></ul>		
Professional Qualities	10 %	dd-mm-yr

Participation in all classes is compulsory.

## COURSE REFERENCES

### Recommended Texts

1. Bailey, R. (2001). *Teaching physical education: A handbook for primary and secondary school teachers*. London: Kogan Press.
2. Griffin, L.L., Mitchell, S.A., & Oslin, J.L. (1997). *Teaching sport concepts and skills*. Champaign, IL: Human Kinetics.
3. Mitchell, S.A., Oslin, J.L., & Griffin, L.L. (2003). *Sport foundations for elementary physical education: A tactical games approach*. Champaign, IL: Human Kinetics.
4. Mosston, M., & Ashworth, S. (2002). *Teaching physical education* (5th ed.). New York: Macmillan
5. Rink, J.E. (2014). *Teaching physical education for learning* (7th ed.). Boston: W.C. Brown-McGraw-Hill.

### Additional References

1. Ministry of Education. (2006). Physical Education Syllabus (Primary, Secondary, Pre-university). Singapore: CPDD. Download from: <http://www.moe.gov.sg/cpdd/syllabuses.htm#HUMANITIESxxxx>
2. Ministry of Education. (2014). Physical Education Syllabus (Primary, Secondary, Pre-university). Singapore