

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.

IPE3108 INSTRUCTIONAL METHODS IN PHYSICAL EDUCATION

COURSE DESCRIPTION

This course is designed to provide student teachers with the opportunity to develop foundation skills of planning, teaching and evaluating school physical education in primary schools.

Student teachers will be introduced to content selection, organisation, instructional methods, Mosston's spectrum of teaching styles, task presentation, task, time and student management systems, observation of student performance, as well as feedback provision. Course format will include lectures, discussions, practical experiences, and microteaching.

COURSE OBJECTIVES

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

1. Understand the role of the teacher in the teaching/learning process
2. Design an instructional program with appropriate unit/lesson plans lesson objectives and task progression
3. Know how to organise a class to maximise student learning
4. Develop an effective managerial task system
5. Present a learning task effectively and efficiently
6. Understand and apply different teaching styles (with a focus on the reproduction cluster of teaching styles) in a learning environment
7. Understand and execute the positive approach to teacher feedback
8. Know how to structure and maintain a learning environment

COURSE CONTENT

1. Content Development
2. Class organization and management
3. The learning environment
4. Mosston's teaching styles
5. Teacher's role in planning, teaching, and evaluating
6. The reflective practitioner

COURSE OUTLINE

Week	Outline
1	Course Introduction <ul style="list-style-type: none"> • Course overview & assessment requirements • Teacher Expectations & Management: Establishing Routines • Structure of a Lesson • Understanding the Singapore PE Syllabus
2	Class Organization and Management <ul style="list-style-type: none"> • Rules and Routines • Classroom Management & Discipline • Deterring Behavior Problems; Increasing Appropriate Behaviours
3	The Learning Environment <ul style="list-style-type: none"> • Class Organization – arranging people, time, space and equipment • Teacher Functions • Maintaining a Safe Environment
4	Mosston's teaching styles <ul style="list-style-type: none"> • Reproduction cluster – command, practice, reciprocal, self-check and inclusion teaching styles
5	Task Presentation <ul style="list-style-type: none"> • Strategies for Giving Instructions, Explanations and Demonstrations
6	Developing Content <ul style="list-style-type: none"> • Developing Progressive Content
7	Planning <ul style="list-style-type: none"> • Unit plans • Lesson plans
8	Microteaching #1 <ul style="list-style-type: none"> • Planning, teaching, observation & reflection of teaching
9	Microteaching #2 <ul style="list-style-type: none"> • Planning, teaching, observation & reflection of teaching
10	Microteaching #3 <ul style="list-style-type: none"> • Planning, teaching, observation & reflection of teaching
11	Microteaching #4 <ul style="list-style-type: none"> • Planning, teaching, observation & reflection of teaching
12	Reflection on practice

Course content will be consistent across all groups, but order and emphasis may vary according to micro-teaching and group needs.

COURSE ASSESSMENT

	Component weightage	Due Dates
Planning • Unit Plan - 15%; Lesson Plans – 25%)	40 %	dd-mm-yr
Microteaching and Evaluation • Self Evaluation (Summative) – 20%; • Peer Evaluation – 20%; • Teaching – 10%)	50 %	dd-mm-yr
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. Mosston, M., & Ashworth, S. (2002). *Teaching physical education* (5th ed.). New York: Macmillan
3. Rink, J.E. (2014). *Teaching physical education for learning* (7th ed.). Boston: W.C. Brown-McGraw-Hill.