

## **MES807 – Current Issues and Trends in Physical Education & Sport**

### Description

This is an advanced subject where readings and discussions of current problems in physical education and sport are expected of the students. The focus will be on critically analyzing issues and trends in the field of physical education and sport, with an emphasis on understanding the impact of the field to education and society. Implications for the future are also explored.

The importance of physical education has never been emphasised more than it is today. It is widely recognised that physical education is relevant and important in developing an active and healthy lifestyle and the solution to rising obesity rates worldwide. In the school context, there is a need therefore to fully understand the theoretical basis behind curriculum planning, development and innovation. This course also addresses other issues and challenges facing physical education especially in the light of developing 21st century competencies and skills in students as well as the advent of new media and how they can be used to engage students more effectively.

On the sporting front, specifically in the local scene, the development of the Sports Hub, setting up of the Singapore Sports Institute, and recent announcements such as the Goal 2016 and Vision 2030 signal a greater emphasis on sports in Singapore. The aim of making Singapore the world's foremost Sports City means developing the sports industry, sports medicine and sports science fields. The course looks at these developments and examine how they have implications for Physical Education and Sport in Singapore in the future.

### Learning outcomes

On completion of this course, participants will be able to:

- Identify current trends, issues and challenges facing physical education and sport.
- Develop strategies to tackle the identified issues and challenges.
- Identify concepts and principles of effective teaching & learning, curriculum and programme planning and its application in schools
- Understand assessment and related issues, and develop an assessment framework for physical education.
- Understand talent detection, identification and development in sport and how a sound system can be developed in schools or clubs
- Appreciate the roles of a coach and how these can be effectively managed in schools

### **Content**

- Current Trends, Issues and Challenges in School PE & Sport
- Developing 21st Century Skills and Competencies in PE and Sport

- Developmentally appropriate practices in PE and Sport
- Understanding active and effective **teaching & learning**
- Developing a learning community
- Curriculum development in physical education
- Assessment and evaluation in PE
- ICT in PE and Sport– **The Way Forward**
- Talent Detection, Identification and Development in Sport
- Coaching Development - **Effective Strategies**

### Resources

Aplin, N. Editor (2009). Perspectives on physical education and sports in Singapore. An eye on the Youth Olympics 2010. McGraw Hill Education (Asia).

Darling-Hammond, L. & Bransford, J. Editors (2005). Preparing teachers for a changing world. Josey-Bass, San Francisco, California.

Darst, P.W., & Pangrazi, R.P. (2006). Dynamic physical education for secondary school students. San Francisco: Benjamin Cummings.

Kelly, L.E., & Melograno, V. (2004) Developing the physical education curriculum: an achievement based approach. Human Kinetics

Lauder, A. (2001) Play practice. The games approach to teaching and coaching sports. Human Kinetics.

Metzler, M.W. (2005). Instructional models for physical education. Scottsdale, Arizona: Holcomb Hathaway.

Mitchell, S.; Oslin, J. & Griffin, L. (2006). Teaching sports concepts and skills. A tactical games approach. Human Kinetics.

Siedentop, D., & Tannehill, D. (2000). Developing teaching skills in physical education. Mountain View, CA:Mayfield.

Siedentop, D., Hastie, P., & Mars, H. (2004). Complete guide to sport education. Champaign, Illinois: Human Kinetics.

Stillwell, J. L., & Willgoose, C. E. (2006). The physical education curriculum. Long Grove, Illinois: Waveland Press.

Journals: JOPERD, JTPE, Quest, Sports, Education and Society, PE and Sport Pedagogy

### Delivery

Lectures, discussions, individual and small group presentation.

### Assessment

Assessment will be based on participation in and contribution to class learning, written assignments and class presentation.

### Weekly Topics

Week 1 – Introduction to Trends and Issues in Physical Education & Sport

Week 2 – Olympic Education for Values Education

Week 3 – Developmentally Appropriate Practices

Week 4 – Achieving Quality Physical Education in Schools – Developing a Good Curriculum

Week 5 – Achieving Quality Physical Education in Schools – Active Teaching & Learning

Week 6 – Assessment in Physical Education – Trends and Issues

Week 7 – Talent Identification & Development in Sport

Week 8 – Talent Identification & Profiling in Sport

Week 9 – Sports Coach Appraisal in Singapore Schools

Week 10 – ICT in PE & Sport

Week 11 – Break – Research Week

Week 12 – Group Presentation

### Assessment Details

#### **Professional qualities (10%)**

Based on attendance, general attitude, and active participation/contributions to class discussions.

#### **Assignment – Mini Research**

Participants in this course will form groups of 4 or 5 members and undertake a mini research project on one of the topics covered in this module. The specific research topic/area should be one that will benefit physical education and sport in the local school scene.

Critical in the grading of this are evidence of research into topic, selecting a good specific research area, sound methodology and well discussed results and conclusions.

### **Presentation of Mini Research (30%)**

Each group is given 20 minutes to present their research and will field questions from other participants at the end of the presentation.

All members of the group should be given opportunities to present.

### **Written Report (60%)**

The report shall include an introduction, literature review, methodology, results and findings, and discussion and conclusions. Grading is based on the quality of the above.

All members shall be given the same grade.