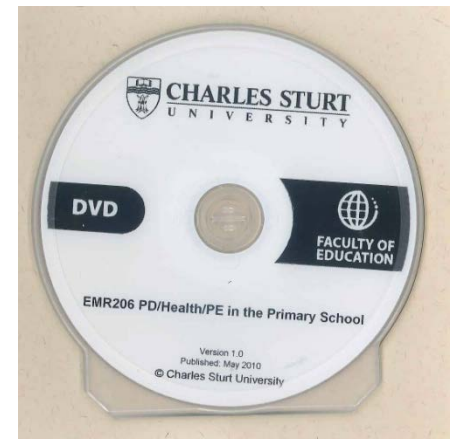
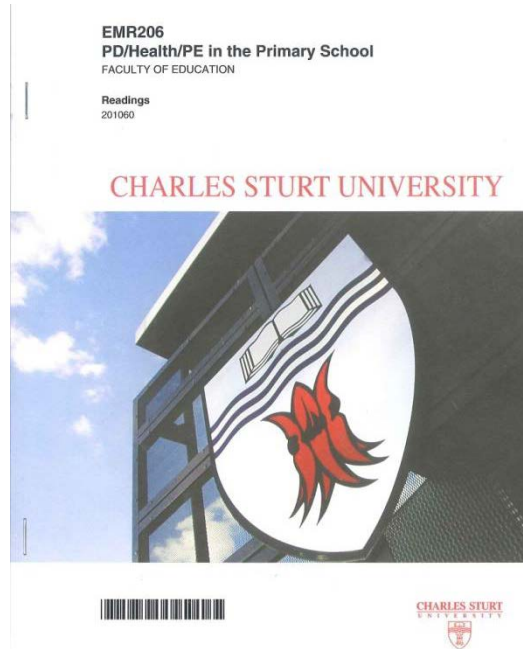


Applying systematic design frameworks to the development of online health and physical education subjects in a regional NSW university

Dr Deb Clarke

Where we've come from: bricks



Where we're going: clicks



The Big Question: How do I go from BRICKS to CLICKS?



Use a design framework

Subject Code	Subject name	Subject coordinator	Session/s offered
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Subject Outcomes:

The subject outcomes are taken directly from your subject outline and are the driving elements of the content delivered in the subject. Students demonstrate their **standard of achievement** of outcomes by completing formal and informal assessment.

Module No.	Module theme	Module outcomes	Topics in modules	Learning strategies
1	Select a title for the Module that encompasses the topics and content for the module. This relates to the study schedule in your subject outline.	The module outcomes are selected from the subject outcomes that relate directly to this module.	This section requires you to list the individual topics in the Module. What key concepts are you trying to teach in this module?	Once the assessment task is designed it is important that the learning pathway is planned to allow students to develop the knowledge, skills and values needed to complete the task. A learning pathway is the sequence of lessons/strategies that provides students with the opportunity to develop, practice and refine their knowledge and skills during class time. These lessons need to be sequential (increasing in difficulty) and scaffold (build on) students' knowledge and skills.

Resources:

This section requires you to list the resources that will be required for students to engage with in order to complete the learning strategies you have created. Some of this may already exist in your current internal subject. Create a list of the resources you have such as readings, Power Points, YouTube Clips, Photographs, etc. Further, this section also requires you to detail the resources you may want to include but **DO NOT** currently have. These may need to be created or located with the assistance of your Educational Designer. Flagging these resources allows for forward planning of the module during both the creation and production phase.






Subject code	Subject name	Subject coordinator	Session/s offered
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Subject outcomes:

1. debate the efficacy of current theories, discourses and practices that contribute to the critical position of health and physical education as disciplines;
2. justify the inclusion of the Health and Physical Education Learning Area in the broader school curriculum;
3. apply health and physical education discipline metalanguage in dialogue with their professional community;
4. describe the structure and content of the NSW Stage 4 and 5 Health and Physical Education syllabus and apply to the design of Stage and Year programs;
5. be able to differentiate content, learning processes, learning products, and the learning environment to cater for the needs, interests, academic abilities, cultural and social differences of their learners including Indigenous Australians, Life Skills learners, and students from non-English speaking backgrounds;
6. critique, select and apply a range of learning and teaching strategies to unit and lesson design;
7. explain and apply current theories and practices relating to assessment and reporting in NSW secondary schools;
8. design authentic assessment strategies that engage learners in tasks of significance and intellectual quality, and support learner diversity;
9. prepare standards-referenced marking criteria that reflects the principles of constructive alignment;
10. construct reporting strategies that are theoretically-informed and communicate student achievement to a range of key stakeholders.

Module No.	Module theme/s	Module outcomes	Topics in module	Learning strategies
1	Contemporary theories, discourses & practices The Australian Curriculum documents Discipline metalanguage	<ol style="list-style-type: none"> 1. debate the efficacy of current theories, discourses and practices that contribute to the critical position of health and physical education as disciplines; 2. justify the inclusion of the Health and Physical Education Learning Area in the broader school curriculum; 3. apply health and physical education discipline metalanguage in dialogue with their professional community. 	<p>Future Australian Citizens</p> <p>Will a National Curriculum help?</p> <p>Integrating future skills and traditional subjects</p>	<ol style="list-style-type: none"> 1. Professor Doune Macdonald's vodcast new F-10 HPE syllabus, Acrostic, Blog & peer additions (engage) 2. WWW Key curriculum documents, retrieval chart, Blog, Chapter 7 The National Curriculum Storyline Robyn Ewing The Conversation Patrick Griffin, audio response (mp3), hyperlink to Blog (explore & explain) 3. Create ppt of metalanguage regarding structure & content, Blog (explain)

The Five E Model of Inquiry

Term	Definition
Engage 	This phase of activity should do the following: <ul style="list-style-type: none"> • Make connections between past and present learning experiences • Anticipate activities and focus students' thinking on the learning outcomes of current activities. Students should become mentally engaged in the concept, process, or skill to be learned.
Explore 	This phase of the 5 E's provides students with a common base of experiences. They identify and develop concepts, processes, and skills. During this phase, students actively investigate their environment or manipulate materials.
Explain 	This phase of the 5 E's helps students articulate the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviours. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviours.
Elaborate 	This phase of the 5 E's progresses students' conceptual understanding and allows them to practice skills and behaviours. Through new experiences, the learners develop deeper and broader understanding of major concepts, obtain more information about areas of interest, and refine their skills.
Evaluate 	This phase of the 5 E's encourages learners to assess their understanding and abilities and allows teachers to evaluate students' understanding of key concepts and skill development.

Engage



Module 2 Learning Activity 1: The Australian Health & Physical Education Curriculum

Click on http://www.acara.edu.au/hpe_votcast.html and listen to Professor Doune Macdonald's presentation of the new F-10 Health and Physical Education Australian Curriculum.

From listening to the presentation and from your own perspective prepare an acrostic that represents the i) rationale for, ii) purposes of, and iii) approaches to Health and PE. An acrostic uses the first letter of a word as a signpost for creating a phrase or sentence that illustrates understanding of a concept. For example:

Letter	Phrase to illustrate understanding
P	
H	
Y	
S	
I	
C	
A	
L	earning <i>through</i> , <i>in</i> and <i>about</i> movement



Post your acrostic on your **Blog** as a representation of your initial understanding of the Australian Health and Physical Education Curriculum. Label your Blog entry as Module 2 Learning Activity 4: Version 1. Visit two other students Blog entries, read their acrostic and redraft your acrostic based on these new/additional perspectives. Make these additions in a **different colour font** so we can view the changes/growth in your responses. Post your redrafted Blog entry as Module 2 Learning Activity 4: Version 2.

Ideas for Online Strategies

Stimulus Material (Engage)



This is inserted or **hyperlinked material** that is thought provoking and **requires higher order thinking**. It could be a newspaper article, Youtube clip, use of avatars, excerpt from popular media, an audio grab that highlights key points that are controversial. The reading may contradict the stimulus material and this could be used as a focus for an online discussion in Week 1 and 2.

Ensure that you **explain the connection** between the stimulus material and professional practice.

Ideas for Online Strategies

Scholarly Reading (Explore)



Insert hyperlinked reading here. Provide explicit instructions relating to the **how** the reading is to be used in relation to professional practice. For example, a reading on interviewing a patient/client introduces students to the skills needed to establish a starting point for rehabilitation treatment. So in other words explain **WHY** students are completing this reading.

Ideas for Online Strategies

Learning Activity (Explain)



Based on your reading/viewing of the journal article, Youtube clip, cartoon, newspaper article, vodcast complete the following learning activity:

Mix and match (terms & definitions), complete the blanks, design an acrostic, prepare a flowchart of procedures, mind map (graphic organiser), dictionary of key metalanguage terms, devise an analogy for the practice (it is like a XXX), create ONE power point slide of key “take home points”, pose a question that could be asked by a client/exercise science clinician, create a table, graph, chart, diagram, design a newspaper headline that captures the essence of the key points, prepare a time line for treatment

Ideas for Online Strategies

Blog (Explain)



Complete the learning activity and post your response to the Blog (you could hyperlink the word **Blog** to the Interact Blog site). A Blog becomes a record of learning for the student that if constructively aligned could feed forward to the summative assessment task.

Ideas for Online Strategies

Review Activity (Elaborate)



This should be a simple but connected activity that **draws together the key knowledge and skills** developed in this Module. It is important that the activity is authentic: in other words it relates to a real world situation or experience for example **using** students' knowledge and relating it to a case study or scenario.

Ideas for Online Strategies

Self Reflection (Evaluate)

Complete a self reflection of your achievement of the Module outcomes by suggesting **evidence** of how you can demonstrate your achievement. For example:



Module Outcome/s

Evidence of Learning

- | | |
|--|--------------------------------|
| 1. debate the efficacy of current theories, discourses and practices that contribute to the critical position of health and physical education as disciplines; | Acrostic of Physical Education |
| 2. justify the inclusion of the Health and Physical Education Learning Area in the broader school curriculum; | Blog 6 |
| 3. apply health and physical education discipline metalanguage in dialogue with their professional community | Power point presentation |

Principle 1: Let the students do the work

- Reading
- Blogging
- Viewing
- Listening
- Creating
- Interacting
- Thinking
- Reflecting



Principle 2: Interactivity is the heart and soul of effective asynchronous learning

- Wiki



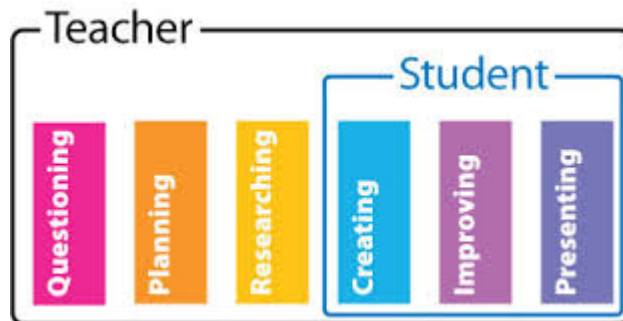
- Shared Blog



- Adobe Connect



- Project Based Learning



Principle 3: Strive for presence



- Hi Folks and welcome to EMR441 Curriculum Method 1: PDHPE. I'm Dr Deb Clarke and as your subject coordinator I encourage you to engage fully with the theory and learning activities available in the Modules tool. The Modules have been designed to assist you to achieve the learning outcomes of the subject. As a distance learner you will need to manage your time carefully so the study schedule in your subject outline suggests a week by week sequence of learning.
- If you have any questions or wish to chat please feel free to contact me via email dclarke@csu.edu.au, by phone +61 263384475 or post a question on the subject forum. Read my Blog posting to learn a little more about me, and post your own Blog so your peers/colleagues can learn a little about you too!
- In **Week 3** of the session I will arrange for an online meeting which will provide you with the opportunity to meet your colleagues (face to face albeit via camera). You will need a microphone and webcam in order to participate in this meeting.
- I wish you well in your studies this session.

My frameworks in action

EMR441 Curriculum Method: HPE