

## Liverpool John Moores University

Title: Applied Pedagogy 1  
Status: Definitive  
Code: **4501SPOSCI** (129560)  
Version Start Date: 01-08-2021

Owning School/Faculty: Sport and Exercise Sciences  
Teaching School/Faculty: Portobello Institute

Team	Leader
Ceriann Magill	Y

**Academic Level:** FHEQ4  
**Credit Value:** 20  
**Total Delivered Hours:** 40  
**Total Learning Hours:** 200  
**Private Study:** 160

### Delivery Options

Course typically offered: Semester 2 and Summer

Component	Contact Hours
Lecture	20
Practical	20

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	Case Study, 3 lesson plans, Detailed and safe lesson plans consistent with the theory. Critical discussion that considers pedagogical theory and practice.	100	

### Aims

*This module will enable students to consider and appreciate how physical education can provide a positive learning environment for the development of a wide range of skills and attributes. These include movement, sport-specific skills, leadership, and teamwork. This module will allow for reflection on how pedagogy can impact on the physical, affective, cognitive, and social development of individuals.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Examine how people learn and identify the factors that influence the learning process.
- 2 Apply pedagogical theories to varied Physical Education learning environments
- 3 Identify safe practice conventions to practical activities

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Laboratory Report	1	2	3
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## Outline Syllabus

*Theories of learning e.g., behaviourist, cognitivist, constructivist perspectives.  
Pedagogical approaches e.g., Mosston's Spectrum.*

*Planning delivery and evaluation of safe practical activities e.g., games, aesthetic activities, and individual activities.*

## Learning Activities

Theoretical and practical concepts and principles will be introduced and developed through a combination of lectures, seminars, and practical learning activities. Opportunities will be available, where appropriate, for individual tutorials. Online and in person lectures will be scheduled throughout the semester.

Students will also be involved in a range of directed tasks which will be completed as independent study, including but not limited to planning and using individual and group discussions as an aid to learning and presenting information in a variety of ways.

Students will be required to complete background reading and preparations before lecture and workshop sessions, in order to aid their contribution to discussions and debates from an informed point of view

Practical teaching of peers and experience in a range of practical activities will be delivered through practical tutorials. Study skills techniques including note-taking, active reading, planning for an assignment and information searches will be integrated through guided learning activities.

## Notes

This module is delivered in semester 2. This module provides students an opportunity to develop their theoretical knowledge and applied skills in physical education. The module will include guided learning through fundamental pedagogical principles relevant to PE. Students will also develop their curriculum specific knowledge and practical skills in lesson planning, delivery, feedback and assessment. This module will enable individuals to consider and appreciate how physical education can provide a positive learning environment for the development of a wide range of skills and attributes. These include movement, sport specific skills, leadership and teamwork. This module will allow for reflection on how pedagogy can impact on the physical, affective, cognitive, and social development of individuals. This module will primarily focus on traditional activities associated with physical education such as games, aesthetic activities and individual activities. Students will develop their applied skills through small-group tutorials, supplemented by their work-place based learning. Students' knowledge and skills will be assessed through completion of individual assignments. Students are presented with opportunities to gain peer and lecturer formative feedback on their assessment within small group seminar sessions and individual tutor meetings that take place throughout the semester.