



Health and Sports Science Module Handbook
Faculty of Sports Science Universitas Negeri Makassar

Module designation		<i>Sport Pedagogy</i>				
Semester(s) in which the module is taught		3				
Person responsible for the module		Dr. Syahrudin, M.Kes. Muh. Zulfikar, S.Pd., M.Pd.				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 3 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	130 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	42	42	42	4	130
	Practical class	-	-	-	-	-
	Total					130
Credit points		3 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>This course will provide an introduction of sport pedagogy from a multidimensional and disciplinary perspective that specifically identified and addresses the needs of the learner from a developmental perspective.</p> <p>Through this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Define sport pedagogy and apply a variety of effective communication and instructional strategies in diverse physical activity contexts. 2. Examine ways in which learning theories supports effective communication. 3. Apply appropriate strategies for overcoming barriers to effective communication and dissemination of information. 4. Demonstrate an extensive and up to date critically informed knowledge of theoretical concepts relating to sport pedagogy. 5. Synthesize literature regarding sport pedagogy. 6. Apply and integrate theories of learning and health promotion within diverse contexts.
<p>Content</p>	<ul style="list-style-type: none"> • Definitions of sport pedagogy (What and why sport pedagogy). • Learning theory for effective learning in practice (Behaviourism, cognitivism, constructivism, and social theories of learning). • Critical health pedagogy. • Young learners in sport (Learning to play, physical, affective, and cognitive domains, and integrated learning). • Becoming an effective youth sport coach (Coaching behaviours, coaching knowledge, coaching frameworks, coach development, and coaching context). • Mentoring as a professional learning strategy (Mentoring attributes, mentoring model, implication for practice).



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<p>Exams and assessment formats</p>	<p>Quizzes There will be quizzes for each major topic covered in the course. The quizzes will be based on the assigned readings and lectures. Weight: 25%</p> <p>Mid and Final Exams Students will take two exams during the course. These exams will be based on assigned readings and lecture materials. The exams will contain a variety of questions (e.g., multiple choice questions, matching, short answers, short essays, essays, or interpretation of charts or graphs). Weight: 75%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their participation in quizzes, and their scores in the mid and final semester examinations.</p>
<p>Reading list</p>	<p>Armour, K. (2013). Sport Pedagogy: An Introduction for Teaching and Coaching. Routledge.</p> <p>Siedentop, D., Hasti, P. A., van der Mars, H. (2011). Complete Guide to Sport Education 2nd Edition. Human Kinetics.</p>