

B. Sc. Ed. Human Kinetics/Physical Education

Overview

The Bachelor of Education in Physical/Human kinetics education degree has evolved in an exciting new way to take account of critical developments in the physical/human kinetics education and sport industry. The industry currently recognizes the growing importance of health and wellbeing in promoting the physical, mental, and socio-economic development of the global population. This Physical/Human kinetics education degree programme will allow students to acquire a high level 21st Century academic and practical knowledge skills of physical education and sport in all ramifications and appreciate the content issues and operational contexts. Every critical component of this programme gives the students the focus needed to be at their best in the classroom as teachers of Physical /human kinetics education and practitioners in the sport industry after graduation.

Philosophy

The philosophy of physical/human kinetics education and sport programme is for the students to be engaged in the pursuit of quality academic and highly viable enterprise programme content that can develop a critical and practical understanding of physical education and sport and work towards a career in teaching and practice sport in an immersive, inspiring environment in Nigeria and beyond.

Objectives

Physical/Human kinetics education programme is specifically designed to:

1. develop intellectual skills and knowledge, understanding and application of the academic disciplines that promote the teaching and practice of physical education and sport in schools;
2. develop the creative and innovative skills in students for problem-solving in sport Industry;
3. evaluate the needs of programme users from different population taking cognizance of their age, ability and levels of physical attainment in sport, physical activity, health and wellbeing;
4. provide students with skills and competencies needed to function effectively as coaches in schools, colleges and sport organisations; and
5. sufficiently develop graduates for effective employment or as entrepreneur in sport products and fitness industry, public relation, marketing, advertising and journalism in sport.

Unique Features of the programme

1. development of pragmatic skills for effective teaching of physical education and sports in schools;
2. production of graduates in business of sport product and services;
3. development of basic core cognitive skills and attributes in specialised areas of relevance to sport as options;
4. development of monitoring and evaluation mechanisms essential for performance enhancement in the components of physical /human kinetics education and sports; and

5. development of career in Fitness Instruction, Personal training and Fitness Management.

Employability Skills

1. innovative skills for effective teaching of pragmatic physical education and sports in schools;
2. effectively manage human performance laboratory for research and health/ wellness centre;
3. engage in the promotion of activities in sport products, public relations, marketing, advertising and journalism in sports;
4. practice as coaches and officials in different sport codes; and
5. engage as sport performance analysts.

21st Century Skills

Skills-Based Human kinetics education and sport programme

1. collaboration;
2. communication and advocacy;
3. autonomy;
4. critical thinking;
5. cultural awareness;
6. creativity and innovation; and
7. digital literacy

Admission and Graduation Requirements

Admission Requirement

4 Year Programme

In addition to appropriate UMTE score, five Senior Secondary Certificate (SSC)(or its equivalent) credit passes including Mathematics, English Language, Biology or Physical Education and at least one Science subject at not more than two sittings is eligible for admission.

Direct Entry

Five SSC-credit passes including English language, Mathematics, any relevant subject and two of which must be at the advanced level in any of the following:

1. NCE in Physical and health education;
2. GCE A/levels, (IJMB) Diploma in Physical education;
3. Coaching and Sport science related discipline;
4. Registered Nursing Certificate;
5. Diploma in Public Health; and
6. Health-related areas are admitted into the programme through direct entry mode.

Graduation Requirements

In addition to the general requirements for graduation at the University, students of Human Kinetics/Physical Education must offer and pass courses of at least 120 credit units for the four-year programme. They must also complete and receive a pass grade

in teaching practice, and a research project report on a topic approved by the department.

Global Course Structure

100-Level Courses

Course Code	Course Title	Units	Status	LH	PH
GST111	Communication in English	2	C	15	45
GST112	Nigerian Peoples and Culture	2	C	30	
EDU102	Introduction to Teaching and Education Foundation	2	C	30	
PED/HKE 101	Foundations of Physical Education, Exercise and Sport Development	2	C	30	
PED/HKE 102	Skill development and Techniques of (Track and Field Events)	2	C	15	45
PED /HKE103	Fundamentals of Human Anatomy and Physiology	2	C	15	45
PED/HKE 104	Skill development and Techniques in Gymnastics	2	C	15	45
PED/HKE 105	Introduction to Psychology and Sociology of Sport and Exercise	2	C	30	
PED /HKE106	Inclusive Physical Education and Sport	2	C	15	45
	Student will have an option to select from any choice related to any of these areas mentioned below: Sports Economics, Sports Accounting, Sports Marketing, Business administration, Physiology, Communications and Language Arts, History, Social Work and Psychology.	4	C	60	
Total		22			

COURSES	SEMESTER	LECTURER(S)
PED/HKE 101	First Semester	Dr O. N. Ifeta and F. A. Olatomirin
PED/HKE 102	First and Second Semester	Prof. I. O. Oladipo and Dr Oluwatoyin M. Jaiyeoba
PED /HKE103	First Semester	Prof. I. O. Oladipo and F. A. Olatomirin
PED/HKE 104	First and Second Semester	Dr Oluwatoyin M. Jaiyeoba and Dr B. A. Iyanda
PED/HKE 105	First Semester	Prof. M. A. Ajayi
PED /HKE106	Second Semester	Dr O. N. Ifeta and Dr K. D. Benson

Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigeria People and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights

7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of selfreliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Reorientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession, ethics of the teaching profession. Pedagogical content knowledge, intellectual and practical competencies required by the teacher. Link between education and development. Educational development and institutions, from

ancient times to the present with particular reference to the evolution of modern education in Nigeria. Brief treatment of learning from the behaviourist, cognitive and sociocultural perspectives, child and adolescent development, learner characteristics, intelligence, creativity, motivation. Values in education, major tenets of Idealism, Realism, Neo-Thomism, Experimentalism and Existentialism and their applications in education. Sociological approaches to learning, social context and social structure and their roles in education.

PED/HKE 101: Foundations of Physical Education, Exercise and Sport Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. describe the nature, structure, and scope of physical education, exercise and sport;
2. identify the foundations, careers and professional considerations and opportunities therein; and
3. explain the goals, principles and objectives of physical education, sport and exercise.

Course Contents

Definitions and scope of physical education, sport and exercise. Structure and principles, goals and objectives. Philosophy of health and physical activity in our society. Historical foundations, motor behavior and biomechanical foundations. Exercise physiology and fitness, sociological foundations, sport and exercise psychology. Physical education and pedagogy, career and professional development, teaching and coaching careers as they contributes to sports development.

PED/HKE 102: Skill development and Techniques (Track and Field Events) (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. effectively analyze and demonstrate the skills and techniques for the execution of the sprint in track athletics;
2. demonstrate the skills and techniques for the execution of the middle and long distance events in track athletics;
3. apply the rules and regulations in the officiating of the events;
4. be familiar with the dimension of a standard track;
5. demonstrate the skills and techniques in long jump, high jump and triple jump;
6. demonstrate the skills and techniques in javelin throw, shot put throw and discuss throw;
7. explain the rules and regulations of for each of the athletic field events; and
8. use the facilities and implements for participation.

Course Contents

Dimension of a standard athletics track. Basic skills in track events athletics (Sprints,100m, 200m, 400m), (Middle,800m,1500m), (Long distance 3000m,5000m

and 10,000 races) and (Relay 4x100 and 4x400). Components of athletics, nature of athletics, strategies and conditions of athletic skills learning. Endurance, pacing, speed and recovery skills. Rules and regulations. Implements used in different aspects of athletics track events. Basic skills in athletics field events long-jump.

The approach-stance, fast-off-the-board drill, In-the-air mechanics, PALO (postural awareness limbering option). Short approach jumps, elongation, one-step pop-up drill, determining proper starting point and hang and hitch-style pop-up. Triple jump-approach run, hop, step, jump and landing phase), and (High Jumps-the approach phase, the plant and takeoff phase, and the flight phase). Throws (Javelin- start, carry, withdrawal, transition, predelivery stride, delivery and recovery). Shot Put-preliminary, glide, power, and release combined with follow through. Discuss-preparation phase or starting position and turning entry, entry or rotation, flight phase or aerial phase, transition phase and Release phase or final phase. Components of and nature of these field events, strategies and skill practice. The rules and regulations. Implements used in different aspects of athletics field events.

PED/HKE 103: Fundamentals of Human Anatomy and Physiology (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify the characteristics of the anatomy and physiology systems to sport performance and health related activities of human;
2. describe the anatomical structure of human in relation to sport performance and health related activities;
3. identify the various components of the anatomy and physiology systems in relation to sport performance and health related activities of human; and
4. explain the functions of the physiology systems to sport performance and health related activities of human.

Course Contents

Structure and functions of the human body. Circulatory system: Blood and lymphatic systems. Blood type. Cardiovascular system. Anatomy of heart and cardiac conduction system. Cardiac cycle, blood vessels, blood pressure, exercise and the heart. Cardio-Pulmonary-resuscitation and heart attacks. Nervous systems. Overview of central nervous system, peripheral nervous system, and autonomic nervous systems. Nervous tissue and organs and neural reflexes. Neural transmission concussion, brain injury, nerve regeneration. Bones and joints of the axial and appendicular skeleton, bone formation, bone injury and fractures. Joint replacements and reconstructions. Cells, tissues and organs of the following systems: endocrine, respiratory, digestive, urinary, reproductive system. The emphasis of the concept of both anatomy and physiology in this course is the relevance in sport, exercise and physical fitness.

PED/HKE 104: Skill development and Techniques in Gymnastics (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. demonstrate activities such as hand balance, head stand, hand stand, vaults, and uneven bars;
2. demonstrate the balance beam and floor exercise events, pommel horse, still rings, parallel and high bars;
3. demonstrates the forward and backward roll, cartwheel, crab walk, and spring exercises;
4. explain the rules and regulations of gymnastics; and
5. use the facilities and equipment for participation.

Course Contents

Performance of skills in gymnastics activities such as hand balance, head stand, hand stand, vaults, uneven bars, balance beam and floor exercise events. Pommel horse, still rings, parallel and high bar. Forward and backward roll, cartwheel, crab walk, and spring exercises. The theoretical and practical skills and techniques of gymnastics. The rules and regulations of gymnastics. The facilities and equipment for participation.

PED/HKE 105: Introduction to Psychology and Sociology of Sport and Exercise (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the concept of sport and exercise psychology;
2. describe the behavioral responses and adaptations to sport and exercise;
3. explain the various theories used to describe behavior in sport and exercise psychology;
4. discuss factors causing stress and anxiety in sport skill learning and performance;
5. demonstrate the knowledge of group and individual behaviour in sport and exercise environment;
6. define the concept of sociology;
7. describe the basic sociological theories;
8. explain the concept of sociology of sports and goals of sociology of sport;
9. describe the social values and sports, socialization agents in sport;
10. explain the common social problems in sports, drugs use and violence in sports;
11. demonstrate the knowledge of stratification and social mobility, sports, race and ethnicity; and
12. analyze sports and gender, the future of sports and leisure participation in the society.

Course Contents

Concept of sport and exercise psychology. Behavioral responses and adaptations to sport and exercise. (Personality-psychological core, typical responses and role-related). Theories (Trait, situational and interactional approach, psycho-dynamic, social learning). Performance and exercise adherence to promote health, motivation (intrinsic and extrinsic), self-confidence, achievement-motivation. Arousal-theories drive, inverted-U hypothesis, the catastrophe theory, individual zone of optimal

functioning). Stress and causes of stress and anxiety learning and performance process, feedback techniques, attention and concentration, aggression and violence in sport. Social facilitation, cohesion and factors affecting cohesion and audience effects. Definition of sociology, application of basic sociological theories (functionalist theory, conflict theory, interactionist theory and feminist theory) concept of sociology of sports, goals of sociology of sport, social values and sports, socialization agents and sport. Social problems and sports, drugs use and violence in sports. Stratification and social mobility, sports, race and ethnicity. Sports and Gender, Future of Sports and Leisure participation.

PED/HKE 106: Inclusive Physical Education and Sport (2 Units C: LH15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the nature and principles of adapted physical education and sport;
2. describe the sport, games and exercise activities common with people with disabilities in visual, auditory, orthopedic and cerebral palsy;
3. explain the goals of adapted physical education and sport;
4. use the types of equipment and facilities in adapted physical education, sports and games;
5. demonstrate the knowledge of safety precautions in adapted physical, sport and games;
6. explain the various rules and regulations;
7. describe the causal factors of disabilities and the psychological and sociological impacts; and
8. develop appropriate skills to provide instructions and services for individual and group adaptive exercise, games and sports programming in two or more components of fitness for people with disabilities.

Course Contents

Sport, games and exercise activities adapted to disabilities in visual, auditory, orthopaedic and cerebral palsy. Goals of adapted physical education and sport. Cardiorespiratory conditioning, muscular strength and endurance, flexibility, and body composition in adapted sport and games. Individual and group exercise programming utilizing two or more components of fitness muscular strength and endurance, cardiovascular fitness, flexibility, body composition for games and sport activities. Types of equipment and facilities in adapted sports and games. Safety precautions, rules and regulations. Causal factors of disabilities and the psychological and sociological impacts.