

Community-based learning during physical education lessons to engage learners with mild intellectual disability in special education school in Singapore

Michelle Tan Mei Sze

Wanda Chan Yee Seen

Abstract

The evolution of information technology has resulted in hyper-connectivity and at the same time, job redundancy in the 21st Century. Our students today find themselves in a world that is characterized with the acronym of V.U.C.A. (volatility, uncertainty, complexity, and ambiguity).

Therefore, the teaching pedagogy of physical educators need to evolve to enable our students to acquire the necessary 21st century skills for survival. Drawing on relevant literature, we examine the effectiveness of imparting 21st century skills through the inclusion of community-based learning in our physical education curriculum for our students with special needs.

Our findings from the quantitative and qualitative results show that providing community based learning opportunities during physical education classes does allow our students to acquire and practice the identified 21st century skills and broaden their “world view” and increases their community exposure.

Besides sharing of knowledge on the community-based learning elements during fitness and health lessons, this paper will also highlight and discuss the areas for improvements to enhance the current curriculum and student outcomes.