



**Department of Kinesiology & Physical Education Fall 2020I**

**EDKP-100 Introduction to Physical Education in Québec (3 Credits)**

### **COURSE OUTLINE**

**Lecturer: Johanne Vaillant, Room A202**

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**e-mail:**

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**Office hours are: TBA**

**Before and after class by appointment**

**Classroom: online weekly meetings on ZOOM : T-Th 10-11 am** (*opens early and possibility to ask questions after*)

**Course Description:** This course is a base in physical education and health. It is one of the foundations in curriculum content knowledge and practice courses in your journey to becoming a Physical Education and Health Professional. The course will prepare students for their future role as physical and health educators.

Special emphasis will be placed on 4 of the **12 Core Professional Competencies** required by the *Ministère de l'Éducation et de l'Enseignement supérieur*.

Specific attention will be paid to the following competencies: **Competency 1:** To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students, **Competency 2:** To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching, **Competency 4:** To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study, **Competency 8:** To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.

**Instructional Method: (attention online for 2020)**

Students will have a 1-hour lecture and a 1-hour lab online on ZOOM; however, these times are subject to variation during the semester. It is **your responsibility** as a *student to be aware of times changes*. You are **required** to check on *MyCourses* on a regular basis for course updates and subscribe to NOTIFICATION.

**Course Objectives:**

After the completion of this course, the students will acquire knowledge pertaining to:

The history and the future of physical education in Québec and Canada

MELS<sup>1</sup>- Québec Education Program (QEP<sup>2</sup>)

Detailed analysis of the 3 PEH<sup>3</sup> Competencies:

- Competency 1: Perform Movement Skills in different physical activity settings.
- Competency 2: Interact with others in different physical <sup>1</sup>activity settings.
- Competency 3: Adopt a healthy and active lifestyle.

Students will also participate in a practical application of a Learning and Evaluation Situation (e.g. peer teaching of a given “complex task” from Learning and Evaluation Situation).

<sup>1</sup>MEES : *Ministère de l'Éducation, de l'Enseignement supérieur*

<sup>2</sup>QEP: Québec Education Program -2001

<sup>3</sup>PEH: Physical Education and Health

**Course Content:** Topics to be covered include detailed analysis of all MEES's curriculum documents covering kindergarten, elementary, and secondary school levels. The prescribed documents are:

- the QEP: Quebec Education Program, chapter 9.1 for physical education and health
- the POL: Progression of Learning for all levels
- the Frameworks for Evaluation of Learning

Discussion and analysis of the 12 Core Professional Competencies of the MELS also called the Exit Teaching Competencies.

An overview of the entire physical and health education program, with links to all courses in the four-year B.Ed. program at McGill

## **Course topics**

- The role of the professional educator today in physical education and health
- MEES 12 Core Professional Competencies for the teacher in training
- MEES Quebec Education Program Physical Education and Health  
*5 Broad Areas of Learning*  
*4 Other Competencies (formerly 9 Cross Curricular Competencies) Subject-Specific 3 Competencies for Physical Education and Health*
- The 3 Subject-Specific PEH Competencies for elementary and secondary school are:  
*C 1: Perform Movement Skills in different physical activity settings.*  
*C 2: Interact with others in different physical activity settings.*  
*C 3: Adopt a healthy and active lifestyle*
- Curriculum content: essential knowledge and concepts to be learned.
- Progression of Learning for all levels K-secondary 5
- Overview and active learning of some of the LES (*Learning and Evaluation Situations*) from the MEES
- Brief overview of the Frameworks for Evaluation of Learning
- Overview of requirements and links to course content of the 4-year physical education program at McGill, discussion format.

## **Required Course Materials:**

None – The full QEP document can be found on their website and in the content section on *My Courses*  
 Additional required readings will be posted on *MyCourses*

**THE QUEBEC EDUCATION PROGRAM** Preschool, Elementary and High School Education  
*MELS 2001*

<http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/>

Also posted in *MyCourses* readings from the following textbook\* (chapter 1):

\*Additional readings may be posted to ensure adequate coverage of course content.  
 Robinson D.B. & L. Randall (2014). *Teaching Physical Education Today: Canadian perspectives* Thomson Educational Publishing, Inc.

### ***SECTION 1: INTRODUCTION TO TEACHING PHYSICAL EDUCATION***

1. *Physical Education: Looking Back, Looking Forward* (Forsberg, N. & Chorney, D.)
2. *Becoming a Teacher of Health and Physical Education* (Fletcher, T., Temertzoglou, C. & Forsberg, N.).

### **Evaluation:**

40%	<i>In-Class Labs</i>	<i>Each is <b>due one</b> week after lab completion unless otherwise specified</i>
25%	<i>LES Presentation</i>	<i>Team presentation – complex task –from L.E.S</i>
15%	<i>Final Quiz</i>	<i><b>Last day of classes Tuesday Dec 1st.</b></i>
20%	<i>Discussion/Participation</i>	<i><u>Participation and discussion on Mycourses.</u></i>

### **Additional information**

No late assignments accepted

Two unexcused absences resulting in more than 280 minutes will result in a ‘F’ for this course

Classes end: Tuesday December 1<sup>st</sup>

Course content for EDKP 100 is entirely ONLINE on MyCourses.

Students are expected to check daily all course notes, PowerPoints, announcements, discussion boards and forum

### **Furthermore**

*All written assignments should adhere to APA format and must be typed (Times New Roman, 12-point font, double-spaced, 1 -inch margins on all sides), be fully secured when submitted, have a title page, and be properly referenced (including Internet items).*

*Please consult the library website and content on MyCourses for guidance in literature searches, citation management software, and APA format:*

<https://flash1r.apa.org/apastyle/basics/index.htm>

### **Caveat:**

Attendance for all assigned matters is mandatory. A missed test / assignment will result in a grade of zero for that evaluation. Students expecting to miss an assignment / test must contact the instructor as soon as possible, provide documentation to support the reason for absence, and be given permission to miss the assignment. Acceptability for missing an assignment may be limited to medical and personal emergencies, but will be evaluated on a case-by-case basis.

*All written assignments must be typed (Times New Roman, 12 point font, double spaced, 1 inch margins on all sides), be fully secured when submitted, have a title page, and be properly referenced (including Internet items). The format for paper structure and preparation will be from the 6<sup>th</sup> edition of Publication Manual (American Psychological Association, 2009). Please consult the library website for guidance in literature searches, citation management software and APA format:*

<https://flash1r.apa.org/apastyle/basics/index.htm>

**Please note that each student will be always be assessed on content, grammar, coherency, clarity, and writing techniques as this evaluation procedure will assist you in the development of Exit Comtency #2.**

**McGill University Policy on Academic Integrity, Written Work & Accommodation of Religious Holy Days**

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures .

*L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telle actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site*

*<http://www.mcgill.ca/integrity/>*

**In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.”**  
(Approved by Senate on 21 January 2009) (not applicable to courses in which acquiring proficiency in a language is one of the objectives) **Les étudiants peuvent écrire et présenter tous les examens et travaux en français.**

**Students who because of religious commitment cannot meet academic obligations, other than final examinations, on certain holy days are responsible for informing their instructor, with two weeks' notice of each conflict.** Possible solutions include: a) rescheduling the evaluation, or b) preparing an alternative evaluation for that particular student, or c) shifting the weight normally assigned to the evaluation to the weight assigned to the remaining evaluation. When the instructor and student are unable to agree on suitable accommodation, the matter will be referred to the Associate Dean, who may request official documentation confirming the student's religious affiliation. The Associate Dean will convey the decision to the instructor and student.