



Department of Kinesiology & Physical Education Fall 2022

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

COURSE OUTLINE

Lecturer: Michael Creamer, Room A211

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Teaching Assistant: Laura Holman

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Office hours: Tuesday 1-2 pm

Classroom: Currie 305/306

Weekly classes: T-Th 10:05-11:25 am

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 5 of the **13 Core Professional Competencies** required by the *Ministère de l'Éducation et de l'Enseignement supérieur*.

Instructional Method:

Students will typically have a 90-minute lecture and 90-minute lab in class or in the gym each week; however, these times are subject to variation during the semester. It is **your responsibility** as a *student to be aware of times and locations of all lectures and lab sessions*. You are **required** to check on *MyCourses* on a regular basis for course updates.

Prerequisites: This course is only for students in the B.Ed. Physical and Health Education program.

Evaluation:

50% *In-Class Labs*

Each is due one week after lab completion

20%	Quizzes	3 quizzes given throughout the semester
20%	Final Project	Due last day of classes Thursday Dec 2nd.
10%	Participation	Participation during in-class activities-See Rubric below and on myCourses.

Course Specific Application of Professional Competencies



Department of Kinesiology and Physical Education

Methods of Evaluation and Learning Activities:

In class labs and activities: Students will collaborate to plan and perform a specific task that relates to their learning. Students will build a deeper understanding and knowledge of the material through peer feedback and dialogue.

In class quizzes: Students will demonstrate their knowledge and understanding of the curriculum through short written quizzes.

Group Project: Students will collaborate to share their knowledge and understanding of an existing learning and evaluation situation.

Targeted Professional Competencies within EDKP 100

PC1	PC2	PC3	PC4	PC5	PC6	PC7	PC8	PC9	PC10	PC11	PC12	PC13
✓	✓	✓	✓								✓	

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

MELS¹- Québec Education Program (QEP²)

Detailed analysis of the 3 PEH³ Competencies:

- Competency 1: Perform Movement Skills in different physical activity settings.
- Competency 2: Interact with others in different physical 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).

¹MELS : *Ministère de l'Éducation, de l'Enseignement supérieur*

²QEP: Québec Education Program -2001

³PEH: 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 13 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 13 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 coursepack and QEP document can be found on their website and in the content section on MyCourses

Additional required readings may 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/>

Additional information

No late assignments accepted

Three unexcused absences resulting in more than 280 minutes may result in a 'F' for this course

Classes end: December 1st

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 6th 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 Competency #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.

Current Covid Protocols:

This course includes in-person teaching and learning activities. As of Fall 2022, the previous Covid accommodation will no longer be available. This change in policy has been implemented across the University.

Masks will no longer be required during class activities. However, it is still strongly recommended that you wear one. If you have been exposed to someone who has tested positive or is symptomatic, you should wear a mask to class. For additional information please see the following site: (<https://www.mcgill.ca/coronavirus/self-evaluation-form>).

Please note that everyone has different sentiments toward mask wearing. Please feel comfortable exercising your judgment and preference and be respectful to others.

CLASS PARTICIPATION RUBRIC

Name:

	Criteria				Points
	5	4	3	2	
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and/or asks questions more than once per class and/or works consistently on group project the entire time.	Student proactively contributes to class by offering ideas and/or asks questions once per class and/or works on group project for most of the allotted time.	Student rarely contributes to class by offering ideas and asking questions and/or works on group project only some of the allotted time.	Student never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time.	—
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	—
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	—
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	—
Instructor Comments:				Total 20 pts. total	—