



Department of Kinesiology & Physical Education Fall 2021

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

COURSE OUTLINE

Lecturer: Johanne Vaillant, Room A202

e-mail: johanne.vaillant@mcgill.ca

Phone: PEH office (514) 398-4184

Teaching Assistant: Bobby Angelini

e-mail: Bobby.angelini@mail.mcgill.ca

Office hours: 3-4 pm

Classroom: Currie 305/306

Weekly classes: T-Th 9:35-11:25 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*.

Specific attention will be paid to the following competencies: **Competency 1:** To act as a cultural facilitator when carrying out duties, **Competency 2:** To master the language of instruction, **Competency 3:** To plan teaching and learning situations, **Competency 4:** To implement teaching and learning situations, **Competency 12:** To mobilize digital technologies

Instructional Method:

Students will have a 3-hour lecture and a 1-hour 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.

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).

¹MEES : *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 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 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 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:

50%	<i>In-Class Labs</i>	<i>Each is due one week after lab completion</i>
20%	<i>Quizzes</i>	<i>5 quizzes given throughout the semester</i>
20%	<i>Final Exam</i>	<i>Last day of classes Thursday Dec 2nd .</i>
10%	<i>Participation</i>	<i>Participation during in-class activities.</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: December 2nd

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.

EQUITY, DIVERSITY AND INCLUSION:

Professor statement: I absolutely support equity, diversity and inclusion in the academic setting (well, actually, all settings but academic pertains here). Having said that, there is no way that I can know all of your individual experiences and backgrounds but I will try my best. If I have unintentionally offended you, please come and talk to me about it. Education is the best way to solve situations and to ensure that everyone has an opportunity for a safe space during your time at McGill and, specifically, in my classes. Open discussion is how we will improve our understanding of each other... and isn't this what university should be about? Please do not be hesitant to approach me on this topic as I feel very strongly about this. Thank you in advance for your co-operation.

COVID-19 Policy

This course includes in-person teaching and learning activities have been planned in accordance with public health directives and McGill's protocols. It is important, however, to ensure you have read and abide by the following:

- Please review and follow the [Health Guidelines for Students](#), and it is imperative that you understand when to stay home if, for example, you are [experiencing COVID-19 symptoms](#).
- If you develop COVID-19 symptoms while on campus, please follow the [required guidelines](#), which include ensuring you have a mask on, isolate in a closed, private room, immediately call 1-877-644-4545 (Info-Santé) for instructions, and notify the University by calling 514-398-3000.
- **Masks are required in classrooms settings**, at all times, and masks will be available for you on campus. Masks are also to be worn when entering and circulating in buildings and classrooms.
- If you are in a situation that might require you to miss some lectures or assignments because of short-term absences due to COVID-19, you are to request an academic accommodation using the online form found under the "Personal" menu in Minerva; the form is called "**COVID-19 Academic Accommodations Request Form**". You are asked to use this form instead of requesting accommodations directly from your instructor.
- Finally, the context of attending University during a pandemic will bring on additional stress and may impact your wellbeing. Please do not hesitate to reach out for support if necessary, and access the many resources available, including, for example, [Student Services](#), the [Office of the Dean of Students](#), and your Faculty's Student Affairs Office.