

**MCGILL UNIVERSITY**  
**Department of Kinesiology and Physical Education**

**EDKP 204 Health Education**

**Fall 2018**  
**Course Outline**

**Prof. Jordan Koch, PhD**

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**Office:** Currie Gymnasium Building, A212

**Office Hours:** Upon Appointment

**Lecture:**

T/Th 8:35~9:55am (Currie, 305/6)

**Seminar Experiences:**

Th 10:05~10 :55am

**Teaching assistants**

Lauren Hennig

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Physical Education Pedagogy Master's Program

Office: EPHECS Lab

McGill University is on the traditional territory of the Anishinaabeg and Kanien'keha:ka Nations and a place which has long served as a site of meeting and exchange amongst various Indigenous nations.

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**Course description:** This course endeavours to provide students with a critical framework for understanding health and wellness concepts, health-related issues and health education in Canada. Special attention will be paid to the teacher's role in the development of a total school health program at both elementary and high school levels.

**Course Format:** This course is formatted in a way that allows for both classroom experiences as well as seminar experiences related to the content of the course. The seminar experiences will take place in the gymnasium and other alternative environments.

**Learning Outcomes:** At the end of the course students should be able to:

1. Understand the value of kinesthetic learning;
2. Explore and demonstrate possibilities for kinesthetic teaching;
3. Understand the history of health and wellness movements in Canada;
4. Examine health-related issues and health education in Canada;
5. Critically analyze how peoples' health and wellness connects to broader structural issues;
6. Research and discuss the role(s) that community organizations play in the promotion of health and wellness in Montréal.

**The MELS professional teaching competencies and Course Learning Outcomes:**

Although the twelve professional competencies endorsed by the MELS are interrelated, this course will help students to develop the following competences in particular:

**Competency 1:** *To act as a professional 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 3:** *To develop teaching/ learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.*

**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 11:** *To engage in professional development individually and with others.*

### Course content:

The content for this course will be disseminated in a variety of different ways. For example, you will be expected to participate in class discussions, read peer-reviewed research articles, watch videos, listen to podcasts and connect with local health and wellness organizations. You will also be required to scrutinize these resources and, when necessary, challenge and replace inadequate content with more sophisticated arguments rooted in evidence.

\*All of the required content will be posted on MyCourses.

### Participation & attendance policy

I see you as colleagues. As far as I am concerned, one day you and I may be teaching side-by-side in the same place. My expectations for you, and for myself, are extraordinarily high. I expect that we conduct ourselves as professionals would in a school setting. Therefore, your attendance and active engagement during lectures is required. Proper attire and active participation is also strongly encouraged during our seminar experiences. Attending classes, being on time and well-prepared, is a given. Although I don't feel I should have to, I provide specific expectations below.

### An email to myself and your group prior to a missed class or seminar experience is required

After two missed classes, we will have a conversation to see if further work needs to be completed to meet course requirements. Assignments are expected to be prepared for the beginning of class. Late assignments will be docked 10% per day late.

### Opportunities to Demonstrate Learning:

#### Team teaching demo ~ 20%

#### Creating the kinesthetic classroom:

The physical body as a “tool of inquiry” and “vector of knowledge” (Wacquant, 2004) is largely marginalized in today's schools. Although the body figures prominently in both physical and health education curriculum, there exists a strained relationship between health education and physical education in the sense that both employ the body in vastly different ways. However, you are in a unique position to challenge this dichotomy as physical and health educators invested in liberating the physical body from the fringes of school curriculum.

|                           |            |
|---------------------------|------------|
| Reflections:              | 20%        |
| Team teaching demo:       | 20%        |
| Mid-term exam:            | 20%        |
| Team poster presentation: | 20%        |
| <u>Final exam:</u>        | <u>20%</u> |
| Total:                    | 100%       |

In groups of three, you will prepare and present a lesson to your peers that is based on an identified health content area (pre-approved by me). Here's the rub... You will be expected to teach this content kinesthetically; i.e., in a manner that illustrates how ‘embodied learning’ can be utilized to advance student knowledge in a subject area that has traditionally privileged ‘disembodied’ pedagogy.

While you will prepare for an entire hour, you will only present for 30 minutes – hence, please choose only a portion of the lesson to teach your peers so that they'll be adequate time left at the end of class for constructive feedback. All of the equipment needed to teach the lesson to your peers will be the responsibility of the presenters.

\*Other assignment details posted on MyCourses

### **Reflections/Peer-feedback ~ 20%**

Offering constructive feedback to your students is important as a teacher. It is also important to acknowledge that, as teachers, we may at times hold differing opinions about 'quality' than our students (or peers). Thus, in an effort to democratize this course's evaluations, you will be required to provide short (but insightful) feedback on your peers' in-class assignments – both the team teaching demos and also the poster presentations. There will be a total of seven team teaching demos throughout the semester plus the end-of-term poster presentations. Your feedback will be graded on a scale of 0-5 each week and should provide detailed suggestions about how the various teachers/presenters could enhance their performance(s).

*New this year...* you are free to replace your lowest reflections score with the grade you receive on a short journal reflection about the Jennifer Wall Address (also graded on a scale of 0-5). The address is a tremendous annual opportunity for all of our undergraduate students to learn about recent developments in the Physical and Health Education profession from a renowned international scholar. This year's speaker is Dr. Fiona Chambers from Ireland.

### **Team poster presentation ~ 20%**

There exist numerous initiatives throughout Montréal that seek to advance the health and wellbeing of our communities. As physical and health educators, you stand to benefit from possessing a detailed understanding of the available resources to help support yourselves, your students and the broader community. You also stand to benefit from having a critical framework through which to interpret the strengths and limitations of these resources in relation to broader structural issues.

As part of the class requirements, you and one other classmate are required to construct, display, and defend a research poster demonstrating the strengths and limitations of a specific 'health or wellness' program, facility and/or initiative in Montréal. Of course, there's a rub... your poster must also demonstrate – and be grounded in literature that shows – how your health issue (and the program's response to it) is linked to at least one social determinant of health.

Your poster will include:

- 1) A short essay (with a thesis statement) that analyzes the strengths and limitations of your chosen program/facility/initiative. Again, your essay **must** be grounded in both academic (i.e., peer-reviewed) and empirical resources. You may frame/communicate your essay using bullet points in order to enhance its readability – 750 words max.
- 2) A series of creative cues (e.g., photographs, graphs, brochures, etc.) that enhance your essay's argument and that engages your audience visually.

\*Other assignment details posted on MyCourses

**Mid-term & final exams ~ 20%/per exam**

Your mid-term and final exams (\*non-cumulative) provide an important opportunity for you to demonstrate your comprehension of both in-class sessions and of other assigned materials. More specific details will be provided throughout the semester to help focus your preparation.

*University Grading Scale*

| <u>Letter Grades</u> | <u>Percentages</u> |
|----------------------|--------------------|
| A                    | 85-100             |
| A-                   | 80-84              |
| B+                   | 75-79              |
| B                    | 70-74              |
| B-                   | 65-69              |
| C+                   | 60-64              |
| C                    | 55-59              |
| D                    | 50-54              |
| F (fail)             | 0-49               |

*McGill University Policy on Academic Conduct:* 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 (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information). 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 telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)).

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The course is on MyCourses. Students are expected to regularly check MyCourses for course updates and information, especially the calendar. As well, students are encouraged to read and print out a copy of each day's lecture prior to class.

*Special Circumstances:* As the instructor of this course I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the *Office for Students with Disabilities*, 514-398-6009.

*Mobile Computing and Communication Devices:* Any surfing of the internet during lectures that is not directly related to the class discussion is distracting and is strictly forbidden. Additionally, the use of any electronic devices for emailing, texting, etc., is strictly forbidden.

To protect your privacy, the Faculty of Education will only reply to you at your official e-mail address at McGill. Please be sure that you check your McGill e-mail on a regular basis.

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.