

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

**EDKP 204 Health Education**

**Fall 2020**  
**Course Outline**

**Prof. Jordan Koch, PhD**  
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**Office Hours:** Upon Appointment

**Lecture:**  
T/Th 11:35~12:55pm  
**Location:** Online (see MyCourses)

**Teaching Assistant**

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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 aims 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 will use a remote delivery format for the fall semester. The remote learning context presents new challenges for all involved, and student engagement is of particular concern. This course is designed to consider the challenges that students may be experiencing due to the pandemic and is committed to providing a supportive learning environment. Please visit the following links related the remote delivery of this course: [Student-specific Guidelines for Remote Teaching and Learning](#) and [Remote Learning Resources](#).

**Lecture Recordings:** Please read the Guidelines on Remote Teaching and Learning [<https://www.mcgill.ca/tls/instructors/class-disruption/strategies/guidelines-remote>] and the course outline for this course in myCourses. You will be notified through a 'pop-up' box in Zoom if a lecture or portion of a class is being recorded. By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course.

**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 social issues;

### 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 to 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 any school setting. Therefore, your attendance and active engagement during lectures is highly encouraged.

### Opportunities to Demonstrate Learning:

*Choose your own adventure...*

#### **Option A) TEAM TEACHING DEMO ~ 20%**

#### **Creating the kinesthetic (virtual) 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 curricula, there exists a strained relationship between health education and physical education in the sense that both employ the body in vastly different ways. You are in a unique position to challenge these dichotomy as physical and health educators invested in liberating the physical body from the fringes of school curricula.

Team teaching <b>OR</b> ind. essay:	20%
Mid-term exam:	30%
Team video presentation:	20%
Final exam:	30%
<b>Total:</b>	<b>100%</b>

In groups of three, you will prepare and present an online lesson to a group of 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 adequate time will remain 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 (and must bear in mind the online medium over which you'll be teaching the class).

In addition to presenting, you and your teammates will also be responsible for attending **two** other student-led presentations in support of your classmates. All presentations will take place on Tuesday's over Zoom during class time (11:35am-12:55pm), unless otherwise communicated.

\*Other assignment details posted on myCourses

### **Option B) INDIVIDUAL ESSAY (15%) & PROPOSAL (5%) ~ 20%**

Due: Thursday November 12<sup>th</sup>, 2020 at the **start** of class.

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 social issues.

The major paper is on a topic agreed to by both of us, but must examine the strengths and limitations of a specific 'health or wellness' program, facility and/or initiative in Montréal.

Structurally, the paper must include:

- 1) a clear and concise thesis statement;
- 2) a strong understanding of the contextual issues at play;
- 3) at least FIVE peer reviewed sources;
- 4) 1,500 words (plus or minus 5%, excluding title page, footnotes, and works cited);
- 5) and it must address & effectively integrate the feedback from your paper proposal.

### **Proposal for Individual Essay: 5%**

Due: Thursday October 1<sup>st</sup>, 2020, 2020 at the **start** of class.

The proposal will be one-page in total length (plus or minus 5%) and using the following formatting guidelines (see below). The purpose of this proposal is to provide an introduction to your major paper. The proposal will include:

- **Your proposal must include:**
- a clear and concise **introduction** to your paper which includes a thesis statement, an expanded introduction, and an introduction to your empirical topic;
- A **bibliography** listing at least **THREE peer reviewed** sources that you plan to use in the final paper. **Important:** these three sources cannot come from the course pack;
- Both your proposal and final essay should be APA formatted.

### **TEAM VIDEO PRESENTATION ~ 20%**

In groups of three, you will research, construct, display, and defend a research/video presentation that analyzes a specific social/health issue linked to the COVID-19 pandemic;

- E.g., how has COVID-19 impacted mental health? Physical health (student, parent, older adult, etc.)? The environment/broader ecosystems? How has the pandemic cut differently across race, class, and/or gendered lines? Etc.
- Your topic must be pre-approved by your instructor **by no later than October 1<sup>st</sup>, 2020**.

Your pre-recorded video will be livestreamed on Zoom/MyCourses during the last 2 weeks of class (**Nov. 24<sup>th</sup>, 26<sup>th</sup>, & Dec. 1<sup>st</sup>**), followed by a 5-minute Q & A in which **all team members must be present**, unless otherwise discussed/approved by your instructor.

Structurally, your video will include:

- 1) A short 10-15-minute analysis (with a thesis statement) of the pandemic's impact upon a specific social issue linked to public health;
- 2) Your video **must** also be grounded in both academic (i.e., peer-reviewed) and empirical resources. References/work cited must also be listed in the credits of your video;
  - A minimum of **THREE** Peer Reviewed Academic/Scholarly References required;
- 3) You should frame/communicate your argument using a series of creative cues (e.g., PowerPoint slides, photographs, graphs, etc.) that enhance your team's argument and that engages your audience visually.

\*Other assignment details posted on myCourses

### **TAKE-HOME MITERM AND FINAL EXAMS ~ 30%/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.

#### **Midterm Exam**

Posted: Tuesday October 13<sup>th</sup>, 2020 @ 11:35am.

Due: Thursday October 15<sup>th</sup>, 2020 @ 11:35am.

#### **Final Exam**

Posted: Tuesday November 17<sup>th</sup>, 2020 @ 11:35am.

Due: Thursday November 19<sup>th</sup>, 2020 @ 11:35am.

#### **Late Assignments:**

Assignments are expected to be prepared for the start of class unless otherwise stated. Late assignments will be docked 10% per day late, including weekends.

#### *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.