

MCGILL UNIVERSITY
Department of Kinesiology and Physical Education

EDKP 204 Health Education

Fall 2021
Course Outline

Prof. Jordan Koch, PhD

Email: jordan.koch@mcgill.ca

Office Hours: Upon Appointment

Lecture: T/Th 2:35~3:55pm in Currie 305/6

Lab: Th 10:35~11:25am in Currie 124/3

Teaching Assistant:

Tayah Liska

tayah.liska@mail.mcgill.ca

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst many First Nations including the Kanien'kehà:ka of the Haudenosaunee Confederacy, Huron/Wendat, Abenaki, and Anishinaabeg.

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 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 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, and listen to podcasts about health and wellness. 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 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 required. Proper attire and active participation are 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.

Opportunities to Demonstrate Learning:

Choose your own adventure...

TEAM TEACHING DEMO ~ 25%

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 curricula, the relationship between ‘health education’ and ‘physical education’ remains strained in the sense that both employ the body in vastly different ways. As physical and health educators, you are in a unique position to challenge this dichotomy by liberating the physical body from the fringes of school curricula.

Team Teaching Demo:	25%
Peer Teaching Reflections:	5%
Team Video Presentation:	20%
MELS PC Assessment:	10%
Midterm Exam:	20%
Final exam:	20%
Total:	100%

In groups of four, you will prepare and present a teaching demonstration to your peers on an identified health content area (pre-approved by me **at least two weeks prior** to your teaching demo). The content you present can be either general or specific (e.g., mental health or schizophrenia). However, here's the rub... You must 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. Your lesson should last approx. 40 minutes to ensure adequate time for constructive peer-feedback. Presenters must also ensure that

ALL equipment needed to teach your lesson is ready for the start of class and returned to the equipment room in a timely fashion.

All presentations will take place during lab time on Thursdays at the Currie Gym (10:35-11:25am).

*Other assignment details posted on myCourses.

Peer-Teaching Reflections ~ 5%

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 the ‘quality’ of their work. Thus, to democratize this course’s evaluations, you and your classmates will be required to provide short (but insightful) feedback to your peers about the quality of their teaching demos. Your feedback should focus on how the various teachers/presenters could have enhanced their demonstration. A total of six team teaching demos are scheduled throughout the semester and you will be free to use your top five reflection scores (graded on a scale of 0-5 each week).

TEAM VIDEO PRESENTATION ~ 20%

In groups of four, 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 TA **by no later than October 5th, 2021**.

Your pre-recorded video will be shown in-class during the last 2 weeks of class (**Nov. 23rd, 25th, 30th, & Dec. 2nd**), followed by a 5-minute Q & A in which **all team members must be present**, unless otherwise pre-approved by your instructor.

Structurally, your video will include:

- 1) A short 12-15-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 scholarly references are 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 while engaging your audience visually.

*Other assignment details posted on myCourses.

MELS PC ASSESSMENT ~ 10%

During your teaching practicums, your MELS professional competencies are assessed by both your CT and your university facilitator. These competencies will also be used in your post-graduation teaching assessments and include proficiencies such as: *To engage in professional development individually and with others*. In EDKP 204, you will also be expected (and evaluated upon your ability) to

demonstrate PCs by: arriving to class on-time, being well-prepared, and by engaging your peers in respectful and thought-provoking dialogue.

- See rubric posted on myCourses for further information.

MITERM AND FINAL EXAMS ~ 20% each

Your mid-term and final exams (*conceptually 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

In-class: Thursday October 7th, 2021 @ 2:35pm.

Final Exam

In-class: Thursday November 18th, 2021 @ 2:35pm.

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/ 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/).

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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.

I. Health and safety guidelines

Please note that this format for the delivery of this course is unusual and must respect the guidelines of health and safety ([General health guidelines | Coronavirus information - McGill University](#)). It is explained by our current extraordinary circumstances, and aims to allow you, as students, to complete this term with the requisite knowledge for this course, and to succeed in your assessments. I ask for everyone's collaboration and cooperation in ensuring that these guidelines are respected. On August 6, the Government of Quebec announced the government directives for the start of the Fall term, including no distancing in classrooms. Based on this announcement and our previous planning, McGill developed directives, which are detailed on the University's Coronavirus website. Please note that these conditions may change following new directives from the government or the University.

DISTANCING

The status of physical distancing is now:

- No distancing in classrooms,
- One metre in common areas, including shared research spaces, laboratories, offices, and other workplaces.
- Two metres required when eating or drinking, working out in fitness centres.

MASKS

Procedural masks **are required in all indoor spaces at McGill**, including classrooms.

However, Professors do not need to wear a mask if they are teaching and remain at least two metres away from others. When students are in class on campus, i.e., in person, they are required to wear masks.

DAILY HEALTH CHECK FORM

The daily health check form is still a requirement for all McGill staff before you come to campus. Students are strongly encouraged to assess their health using the self-assessment found in [General health guidelines | Coronavirus information - McGill University](#)

CLASSROOM VENTILATION

- All centrally booked classrooms that are being used in the Fall 2021 term have been assessed to ensure ventilation follows the Government's COVID-19 guidelines.

VACCINATION

- Proof of vaccination is not required for students and instructors to engage in teaching activities on our campuses.
- McGill have been promoting vaccination to the members of our community, including through regular emails and a social media campaign, and will host a walk-in vaccination clinic on the downtown campus at the start of term.
- Information on vaccinations (booking appointments, registering vaccines received outside of Quebec, resources) can be found on the Get Vaccinated webpage.