

Dep. of KINESIOLOGY and PHYSICAL EDUCATION
McGill University

EDKP-261 Motor Development (3 credits)

Dr Benoit J GENTIL, rm 210

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Coordinator: Benoit GENTIL, PhD

Virtual Office Hours (Dr GENTIL): Tuesday 1:30-2:30 pm

<https://mcgill.zoom.us/j/6268950613>

in-person rdv are possible on request but are restricted.

TAs:

Crocker, Bradley: bradley.crocker@mail.mcgill.ca

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TEAM mentors:

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Course outline
Fall 2020

Lectures:

Tuesday 11:35 am-1:25pm
(virtual)

Labs:

18757	Tuesday	3:30-4:25pm	261-003 (virtual)
18759	Tuesday	4 :30-5 :25pm	261-005 (virtual)
18758	Wednesday	8:30-9:25 am	261-004 (virtual)
18760	Wednesday	11:00-12:00 am	261-006 (virtual)
18761	Wednesday	3:00-4:00pm	261-007 (virtual)

I. COURSE DESCRIPTION

The purpose of this course is to provide the student with an understanding of 1) the sequence of motor development, 2) factors influencing the sequence of motor development and, 3) theoretical explanations of motor development. As motor development is a lifelong process, this course will explore developmental change in motor behavior over the entire lifespan.

II. OBJECTIVES

1. To gain knowledge and understanding regarding:
 - Principle of motor development
 - Early acquisition of movement control
 - Developmental sequences of motor patterns
 - The influence of biological changes on motor development
 - The influence of sensory-perceptual systems on motor development
 - The information processing and motor control in development
 - The social and cultural influences on motor development
2. To analyse developmental change from major theoretical perspectives and how they influenced educational practices.

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3. To develop and/or improve observational skills of the 'common' developmental motor patterns

III. COURSE TEXT

Haywood, K.M. and Getchel, N. (2018). Life span Motor development (7th Ed) Human Kinetics, Champaign, IL.

This book contains on-line exercises and a study guide which are accessible with a key code in the paper version. The Ebook is also available (129.95 \$) at human kinetics.

The Web study guide will be used as a support for laboratories (54.95\$) and is **mandatory**.

https://canada.humankinetics.com/products/life-span-motor-development-web-study-guide-7th-edition?_pos=1&_sid=1593658b2&_ss=r

IV. COURSE REQUIREMENTS

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change

1. All prescribed Readings,
2. Mid-term quiz (20%) (online test on MyCourses)
3. Lab reports (35%) (to be uploaded on MyCourses)
 - Lab1
 - Lab2
 - Lab3
 - Lab4
4. Final comprehensive Exam in McGill exam period (45%) (online quiz on MyCourses)

Labs requiring a report are identified in the course content section as well as their weight. Please submit your report at the indicated deadline. If you cannot provide your report, please email to Dr. GENTIL (benoit.gentil@mcgill.ca) prior to lab. Reports received after class will be considered late. Late assignments will incur a penalty: 1 day late = -10%, 2 days late = -30%. Papers received > 2 days after the specified due date will be marked as a zero (0).

Grading

Grades	Grade Points	Numerical Scale
A	4.0	85 – 100%
A-	3.7	80 – 84%
B+	3.3	75 – 79%
B	3.0	70 – 74%
B-	2.7	65 – 69%
C+	2.3	60 – 64%
C	2.0	55 – 59%
D	1.0	50 – 54%
F (Fail)	0	0 – 49%

Instructional methods

Lecture: Didactic lecture with assigned readings and PowerPoint presentations available through MyCourses. Class will be delivered through zoom. Please note that the zoom classes will be recorded. (see section VIII)

Labs: Case-based workshops where problem-solving skills are practiced. Several laboratories require previous preparation.

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Exam: Mid-term and final exams are a online tests available on MyCourses

Right to write in English or in French: *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 - see also the section in this document on *Assignments and evaluation.*) Knowledge of a language is not an object of this course. However, spelling will be considered as well as quality of your writing and may influence your grade.

V. COURSE content (tentative semester schedule)

All students:

date	wk	Lecture (zoom)	Instructor
9/1	1	No class	
9/8	2	Introduction to course and motor development Introduction to course. What is expected from you Fundamental concepts (H and G, Chap.1) Introduction to motor development Theoretical perspectives (H and G, Chap.2)	Gentil
9/15	3	Physical growth and Maturation (H and G, Chap.8) Prenatal development, postnatal height, weight and signs of maturation	Gentil
9/22	4	Development and aging of body systems (H and G, Chap.9) Implication of skeletal, muscular, endocrine, adipose development	Gentil
9/29	5	Development and maturation of the nervous system (H and G, Chap.9)	Gentil
10/6	6	Early Motor development (H and G, Chap.4) Spontaneous movement, reflexes, and motor Milestones	Gentil
10/13	7	Exam 1 (Comprehensive with focus on Lectures wk 1 to 5) Thanksgiving week no class. The exam will be available on MyCourses as a quiz.	Gentil
10/20	8	Development of Locomotion (H and G, Chap.3 and 5)	Gentil
10/27	9	Development of ballistic Skills (H and G, Chap.6) Development of manipulative Skills (H and G, Chap.7)	Gentil
11/03	10	Perceptual motor development 1 (H and G, Chap.13 and 14)	Gentil
11/10	11	Perceptual motor development 2 (H and G, Chap.13 and 14)	Gentil
11/17	12	Social and Cultural constraints (H and G, Chap.15)	Gentil
11/24	13	Social and Cultural constraints (H and G, Chap.15) Psychosocial constraints (H and G, Chap.16)	Gentil
12/1	14	Normal and pathological development /Review of the year	Gentil
Exam Period		Final Exam(Comprehensive with focus on Lectures wk 1-13, Labs wk 1-13) Quiz on my courses	

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Laboratory/Conferences groups (zoom):

Date	Group 18757, 18758, 18759, 18760, 18761	
	wk	Content
9/8	2	Introduction to Motor Development (virtual meeting)
9/16	3	*Information session: Lab 1 (Motor development article) and Lab4 (Social and structural constraints essay).
9/23	4	Lab2: Growth Lab (virtual meeting) <i>Lab report (5%) individual</i>
9/30	5	Assessments of motor development (no virtual meeting)
10/7	6	Lab3: TGMD- 2 (virtual meeting) Paper selection deadline
10/12	7	Thanksgiving week (No Class)
10/21	8	Observation Lab: Lab activity 5.1, 5.2 and 5.3 (guided activities) in the web study guide <i>Lab 3: TGMD- 2 due date lab report (10%) individual</i>
10/28	9	Observation Lab: Lab activity 6.1, 6.2, and 6.3 (guided activities) in the web study guide
11/04	10	Virtual meeting <i>Lab 1: (infographic 5% and written summary 5%) group</i>
11/11	11	Work at home
11/18	12	Work at home
11/25	13	Work at home <i>Lab 4: Social and cultural constraint essay due date (10%) individual</i>

Students are assigned to a lab group: switch between groups are not allowed without instructor permission.

VI. Some questions that should be answered

1. What are the dangers of contact sport in children?
2. When can I predict final height with accuracy?
3. Which modern country produces the tallest citizens, and why?
4. Is a fat baby a healthy baby? Is a fat baby a predicting factor of obesity?
5. Gender differences: girls have brittle bones? Girls shouldn't play with boys?
6. Parents place a gate at the top of the stairs because the infant might fall down- because of difficulties with visual perception, or difficulties with motor control?
7. Why does the young child not catch the ball? Prediction or movement problem?
8. Why do 5 and 6-year-old soccer players always follow the ball?
9. Is early physical participation related too adult participation?

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VII. Academic integrity

McGill University values academic integrity. <http://www.mcgill.ca/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. <http://www.mcgill.ca/integrity> 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/)

For religious holidays please consult McGill policy. <http://www.mcgill.ca/importantdates/holy-days-0/policy-holy-days>

Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights (The Handbook on Student Rights and Responsibilities is available at www.mcgill.ca/files/secretariat/Handbook-on-Student-Rights-and-Responsibilities-2010.pdf).

VIII. Remote delivery.

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](#).

Students' consent to being recorded: *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.*

Please note that this format for the delivery of this course is unusual. 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 the videos and associated material are not reproduced or placed in the public domain. This means that each of you can use it for your own personal purposes, but you cannot allow others to use it, by putting it up on the internet or by giving it or selling it to others who will copy it and make it available. Thank you very much for your help with this.

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IX. MELS Professional Competencies for the Teaching Profession relevant to EDKP261

COMPETENCY 1

To act as a professional who is 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 8

To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.

The assessment in this theory course addresses the competencies (1,2, 8) in the following manner; All assessment methods of the theory taught in this course are designed to determine if students are able to ***understand the theory*** taught well enough to convey the pertinent knowledge to students they teach. In addition, assessments will allow us to ***determine their understanding and ability to use the appropriate terminology and vocabulary in a clear and appropriate manner*** using both verbal (oral presentation or expression of the material using ***appropriate educational media***) and written evaluation (written explanation and relevant assignments of theoretical information taught in the course).