

General Information

Course # EDKP-342
Section # 001, 002, 003
Term Fall
Year 2021

**Course schedule
(day and time of class)**

Lectures (Sect 001):
 Tuesday & Thursday 10:05 a.m.-11:25 a.m.
 In-Person: Currie 305/6 and/or Online

Labs:
 Tuesday (**Sect 002**)
 8:35 a.m. - 9:55 a.m.
 In-Person: Currie 124/1 and/or Online

Thursday (**Sect 003**)
 8:35 a.m. - 9:55 a.m.
 In-Person: Currie 124/1 and/or Online

Number of credits 3 credits

Instructor Information

Name and Title	William Harvey, Ph.D.	Mathieu Michaud, M.A.
Office	Currie A-220.	Currie A-232
Email	william.harvey@mcgill.ca	mathieu.michaud@mcgill.ca
Virtual office hours	Wednesday: 10:30a.m.-11:30 a.m.	
Communication plan	We have provided available time for general course questions on Wednesday (10:30 a.m.- 11:30 a.m.). We will provide a waiting room for students to ask questions individually during this time. Please send an email to set up individual virtual or phone meetings. Please expect a 24–48 hour anticipated response time.	

TA Information

Name & Email	Vanessa Da Fonte
Email	vanessa.dafonte@mail.mcgill.ca
Name	Christiana Patrinos
Email	christiana.patrinos@mail.mcgill.ca

Prerequisites

This course is only for students in the B.Ed. Physical and Health Education program. Successful completion of “Games Principles and Practice 1” (EDKP 223) is a course requirement.

Course Overview and Content

This course is a prerequisite for all field experience courses. It is one of the cornerstone pedagogical content knowledge and practice courses in your journey to becoming a Physical Education and Health Professional. The course will prepare students for a teaching/leadership role in physical and health education. We will examine instructional effectiveness as it relates to observation and organization techniques, planning, classroom management, and evaluation of physical activity.

This course is also a prerequisite for Physical Education Pedagogy (EDKP 442) and builds on Games Principles and Practice 1 (EDKP 223). Topics to be covered include personal and professional characteristics of the teacher, communication, positive behaviour management, teaching activities, the learning environment, learning cues, planning, and discussion of the 13 Exit Teaching Competencies of the Ministère de l'Éducation et de l'Enseignement supérieur (MÉES).

Special emphasis will be placed on the 13 Exit Teaching Competencies required by the MEES. Specific attention will be paid to the following competencies:

Exit Competency 1: Act as a cultured professional who is at once an interpreter, facilitator and critic of culture when carrying out duties;

Exit Competency 2: Communicate appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties;

Exit Competency 3: Design and plan teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives;

Exit Competency 4: Implement and supervise teaching and learning situations appropriate to the students and the educational aims;

Exit Competency 6: Organize and manage a class in such a way as to maximize student development, learning and socialization;

Exit Competency 7: Implement, as part of an inclusive teaching approach, strategies for differentiating teaching practices so as to support the full participation and success of all students;

Exit Competency 8: Cultivate the students' natural desire to learn, their sense of discovery and their curiosity by bringing together the conditions required to help them all thrive;

Exit Competency 9: Situate own activities in a collective framework, at the service of the complementarity and continuity of teaching activities as educational acts;

Exit Competency 10: Promote and encourage parental involvement in their children's learning and school life, and contribute to sustainable partnerships between the school and its community;

Exit Competency 11: Continuously analyze, evaluate and develop all facets of one's professional practice and promote the status and recognition of the teaching profession by fostering a shared professional culture based on mutual support and co-operation;

Exit Competency 12: Use digital technologies in order to benefit students and all education stakeholders;

Exit Competency 13: Adopt and promote ethical and responsible behaviours in order to create respectful and trusting relationships with students, members of the school team and the wider education community.

Learning Outcomes

At the completion of this course, the students will be prepared and confident to enter initial field experiences at the elementary and secondary school levels. With the guidance of a cooperating teacher and support of a peer(s), students will be able to:

1. Analyze and evaluate the inclusion of physical education within the elementary and secondary school contexts, identify health-related benefits, and make direct links to the Québec Education Program (QEP).
2. Describe how teaching and performance skills are acquired and refined within an expertise approach.
3. Create and evaluate appropriate material for students of different age levels.
4. Describe and implement appropriate adjustments for different learning contexts and content.
5. Establish and maintain basic class management and organization of content sequence, equipment, people, time, and space via thorough reflection, preparation, planning, and performance.
6. Describe and evaluate routines and strategies for developing self-control and using positive behaviour management techniques.
7. Plan written lesson plans at the elementary school level that will assist students in acquiring appropriate movement skills, as well as the social and emotional development needed at different grade levels. Thus, the three main student-centered competencies of the MEES are specifically targeted.
8. Create and analyze the selection and organization of learning cues.
9. Describe and evaluate the various forms of teacher assessment in physical education.
10. Describe and analyze the learning situation as a foundation for effective reflection and decision-making for future action.
11. Assess their own teaching effectiveness by completing written evaluations and analyzing video presentations of their lessons.

Instructional Methods

This course will be conducted through the use of lectures, small individual and group class-based activities, guest lectures, and micro-teaching. All classes will be taught in person each week unless the provincial government, McGill University or the course instructors indicate otherwise.

Expectations for Student Participation

All students are **expected to attend** each one of our classes. We will address the following issues in our first class so we can develop our supportive learning environment:

- appropriate behaviours in each class
- mask wearing requirements for all students during in-person classes and associated university policies
- the issues of how video, audio, and chat will be used during online classes
- checking emails and myCourses on a regular basis for course updates.

It is **your responsibility** as a student to be aware of times and locations of all lectures and lab sessions. For example, read your section schedule at the end of the syllabus and further note that you are **required** to check your emails on MyCourses on a regular basis for course updates.

Instructor Message on Course Delivery

Tuesday and Thursday classes will be taught online for the start of the winter 2022 semester as indicated by the Québec provincial government and McGill University. Classes will be held in-person when the course instructors indicate so.

Each online lecture will be recorded through Zoom (fixed) and placed on our course platform for each student's viewing. 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.

We strongly encourage you to attend online class regularly in order for you and your classmates to interact together and learn all about teaching in our department's strong pedagogical tradition.

We will **take attendance for every class** whether it is held online or in-person.

We have all been experiencing challenges due to the current pandemic and our teaching team will do our best to provide a supportive learning environment to facilitate your academic success and specific needs. Please consult the McGill University's Teaching and Learning Services (TLS) links to assist you in your online learning needs. Please see <https://www.mcgill.ca/tls/students/remote-learning-resources> for helpful TLS tips on remote learning and student success. Further, please discuss any online course delivery issues with the course instructors and teaching assistants in order to facilitate their understanding of your learning needs.

Required Course Materials

- Readings placed online on MyCourses.
 - **Please note that these copyrighted readings are for your own academic use solely and not to be downloaded and shared with anyone else.**
- Lavay, B.W., French, R., & Henderson, H.L. (2016). *Positive Behavior Management in Physical Activity Settings (3rd edition)*. Human Kinetics.
(Available for purchase from the McGill University bookstore: [the McGill Bookstore Web site](#))

EDKP-342 Physical Education Methods
Tentative “Course” Schedule - Winter 2022

Please note that in the event of extraordinary circumstances beyond the University’s control, the method of course delivery, course content and/or course evaluation scheme in this course is subject to change.

	Thursday, January 6 Lesson Focus: Physical Education Methods Course Introduction
Tuesday, January 11 Lesson Focus: <i>Successful Teaching (Graham, Chap. 1)</i>	Thursday, January 13 Lesson Focus: Teacher Identity Timeline
Tuesday, January 18 Lesson Focus: <i>Creating a Teacher Identity (Fletcher, Temertzoglou & Forsberg)</i>	Thursday, January 20 Lesson Focus: <i>Fundamental Movement Skills (Burton & Miller)</i>
Tuesday, January 25 Lesson Focus: <i>Teacher Expertise</i>	Thursday, January 27 Lesson Focus: Understanding Learners <i>Positive Behavior Management (Lavay et al., Chapter 1)</i>
Tuesday, February 1 Lesson Focus: Understanding Learners <i>Preventing Inappropriate Behaviors and Promoting Positive Behaviors (Lavay et al., Chapter 2)</i>	Thursday, February 3 Lesson Focus: Understanding Learners <i>Bullying of Children and Youth (Lavay et al., Chap.8)</i>
Tuesday, February 8 Lesson Focus: The Instructional Process <i>Content Analysis, Development (Rink, Chap 6)</i>	Thursday, February 10 Lesson Focus: The Instructional Process <i>Content Analysis, Development (Rink, Chap 6)</i>
Tuesday, February 15 Lesson Focus: The Instructional Process <i>Teaching Strategies (Rink, Chap 9)</i>	Thursday, February 17 Lesson Focus: The Instructional Process <i>Planning to Maximize Learning (Graham, Chap.2)</i>
Tuesday, February 22 Lesson Focus: Lesson Planning	Thursday, February 24 Lesson Focus: Lesson Planning and Virtual Teaching <u><i>Lesson Planning Assignment provided</i></u>
Tuesday, March 1 Reading Week	Thursday, March 3 Reading Week
Tuesday, March 8 Lesson Focus: Physical Education, Safety and the Law (<i>Young</i>)	Thursday, March 10 Lesson Focus: Peer Teaching preparation
Tuesday, March 15 Lesson Focus: Peer Teaching preparation	Thursday, March 17 Peer Teaching OR Lesson Plan Walkthrough and Virtual PE Video

<p align="center">Tuesday, March 22 Peer Teaching OR Lesson Plan Walkthrough and Virtual PE Video</p>	<p align="center">Thursday, March 24 Peer Teaching OR Lesson Plan Walkthrough and Virtual PE Video</p>
<p align="center">Tuesday, March 29 Peer Teaching OR Lesson Plan Walkthrough and Virtual PE Video</p>	<p align="center">Thursday, March 31 Peer Teaching OR Lesson Plan Walkthrough and Virtual PE Video</p>
<p align="center">Tuesday, April 5 Peer Teaching OR Lesson Plan Walkthrough and Virtual PE Video</p>	<p align="center">Thursday, April 7 Peer Teaching OR Lesson Plan Walkthrough and Virtual PE Video</p>
<p align="center">Tuesday, April 12 Final class Peer Student Teaching Assignment due</p>	

EDKP-342 Physical Education Methods
Tentative “Video Labs”
Schedule - Winter 2022

Date	Seminars & Assignments
Wednesday, Jan. 26th Asynchronous – Video	Assignment #1: Teacher Visioning (10%)
Friday, Feb. 4 th Asynchronous – Video	Assignment #2: Positive Behaviour Management/Ant-Bullying Resource (10%)

Evaluation

Assignments and Evaluation:

20% Video Lab Assignments

15% Lesson Plan Assignment

30% Peer Student Teaching Report

OR in the case of cancellation of Microteaching

Lesson Plan Walk Through and Virtual PE Video

35% Final Exam

All assignments must be typed (Times New Roman, 12-point font, double-spaced, 1-inch margins on all sides), be stapled when submitted, have a title page, and be properly referenced (including internet items). The format for paper structure and preparation will be from the 7th edition of Publication Manual (American Psychological Association, 2019). Please do not hesitate to contact Dr. Harvey, Mr. Michaud, and our teaching assistants for additional questions about APA preparation.

Please note that each student will be assessed on content, grammar, coherency, clarity, and writing techniques as this evaluation procedure will assist you in the development of Exit Competency #2.

Video Lab Assignments 20%

Students are required to watch each video lab and then complete the assignment that will be provided by the teaching team. All video lab information may appear on the final exam. Throughout the semester, students will be expected to complete and submit two assignments based on instruction during both the video lab and classroom teaching sessions. Instructions will be given separately for each assignment (i.e., content, length, etc.).

Lesson Plan Assignments 15%

Each student will submit a detailed McGill lesson plan and it will be assessed on a number of components taught for this very important instructional tool.

A. Peer Student Teaching Reports 30%

Each student will be assigned to a small teaching team in order to perform microteaching, also known as peer student teaching, during the second half of the course. Peer teaching will occur in gyms one and two. Each student will create their own individual teaching report based on this work. This report will include:

- 1) A table of contents
- 2) Typed lesson plans with appropriate diagrams
- 3) Individual teaching reflections
- 4) Student-participant observation & analyses of peer teaching

More information will be provided prior to the beginning of the peer student teaching experience. This virtual document, complete with a title page and table of contents, **is due on April 12th by 4:00p.m.** Assignments submitted afterwards will be considered late.

Please note that all lesson plans will be compared between students to ensure that each individual performs their own work and does not copy others. As per McGill University's policies on Academic Integrity (please see note on page 9 of this course outline), **any copying of lesson plans will be considered as plagiarism** and appropriate measures will be taken if such a case, or cases, occur(s). *Please further note that a Notification of Concern procedure will be used if a student is identified as needing more support in order to succeed in the class.*

OR IN THE CASE OF CANCELLATION DUE TO COVID-19 CONDITIONS

B. Lesson Plan Walkthrough and Virtual PE Video: 30%

Microteaching may get cancelled in the gymnasium this semester. If this cancellation occurs this semester, then this replacement assignment will allow each student to present a lesson plan that will be based upon an activity that will be selected for you by the teaching team. You will create the lesson plan, rationalize your instructional approach, and then create a live presentation to chronologically walk the teaching team and your classmates through your lesson plan by following provided talking points. You will also be asked to create and present a video where you teach a part of your lesson as if you were teaching students virtually. Further details will be provided.

Online Final Exam

35%

An online final exam will be held during the final exam period and will cover all of your assigned readings as well as information presented in both your lectures and virtual lab videos during the entire semester (i.e., the final exam is cumulative).

Policy Regarding Late Assignments:

- No assignments will be accepted late without penalty.
- All late assignments (including peer student teaching reports) will be devalued by 10% per day late to a maximum of 5 days (including weekend days).
Example: 1 day late = $80/100 - 10\% = 70/100$.
- Assignments will not usually be accepted after the 5-day maximum.

Caveat:

This is one of your required professional courses and as such students are expected to attend every in-person class. Attendance will be recorded for each class. Repeated absences during microteaching will result in a meeting with the course instructors to discuss support options (e.g., Notification of Concern).

University Grading Scale

(a grade of C or better is needed to fulfill program requirements)

<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

** The course is on MyCourses. You are required to regularly check MyCourses for course updates and information**.

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

- Furthermore, *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.*

McGill Policy Statements

Language of Submission

“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. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009).

« Conformément à [la Charte des droits de l’étudiant](#) de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue. »

Academic Integrity

“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](#)” (Approved by Senate on 29 January 2003) (See [McGill’s guide to academic honesty](#) 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 [guide pour l’honnêteté académique de McGill](#)).»

Please note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software (e.g., formula-, equation-, and graph-matching).

Additional Statements

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

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McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.