

## Kinesiology & Physical Education - EDKP-342

### Physical Education Methods (3 Credits)

Winter Semester 2021

Lectures: T/TH (10:05-11:25)

#### General Information:

##### Instructor:

Dr. Lee Scafefer – [lee.schaefer@mcgill.ca](mailto:lee.schaefer@mcgill.ca)

##### Teaching Assistants:

Mathieu Michaud [mathieu.michaud@mail.mcgill.ca](mailto:mathieu.michaud@mail.mcgill.ca)

Mishi Papich [mikaela.papich@mail.mcgill.ca](mailto:mikaela.papich@mail.mcgill.ca)

##### Office hours:

Dr. Schaefer will be available for office hours through zoom and will allow students timeframes to book appointments.

**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.

##### Instructional Method:

Students are required to be available on Tuesdays throughout the semester from 10:05-11:20. Thursdays will be asynchronous and the content can be engaged with between Thursday and Tuesday. Thursday content needs to be engaged with prior to Tuesdays class. My hope is that Tuesday will provide us opportunities to discuss, engage with, and interact with each other through a variety of opportunities.

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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 note that you are **required** to check your emails on MyCourses on a regular basis for course updates.

**Course Description:** 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.

Special emphasis will be placed on the 12 Exit Teaching Competencies required by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES).

Specific attention will be paid to the following competencies: **Exit Competency 1:** To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students; **Exit Competency 2:** To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching; **Exit 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; **Exit 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; **Exit Competency 6:** To plan, organize and supervise a class in such a way as to promote students' learning and social development; **Exit Competency 7:** To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps; **Exit 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; **Exit Competency 11:** To engage in professional development individually and with others; and **Exit Competency 12:** To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.

**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 Quebec 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 behavior 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.
12. Effectively utilize the tools of research to learn about different aspects of effective teaching (i.e., library resources and information retrieval technologies).

**Course Content:** This course is 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, classroom management, teaching activities, the learning environment, learning cues, planning, and discussion of the 12 Exit Teaching Competencies of the MEES. All lectures, and content, will be provided through zoom, online, or using Mycourses. Please note that if you miss Tuesday's synchronous lectures it will be difficult to post the interactions that take place through breakout rooms.

### **Tentative Course Structure:**

- 1) **Classroom:** Tuesdays will be synchronous and students are expected to virtually attend the Tuesday classes as there will be interactive activities planned to allow for dialogic engagement with Thursdays asynchronous lectures. Weekly Thursday lectures can be watched anytime between Thursday and Tuesdays class. It is expected that you have watched the asynchronous lecture prior to attending Tuesdays synchronous lecture.
- 2) **Lab:** The labs for this course were face to face opportunities to make the theoretical course material more practical. The hope is to incorporate face to face opportunities in the second half of the course once COVID measures have, hopefully, been downgraded. Therefore at this point in time the lab portion of this class is uncertain.

**\*Please note that your safety is our top priority, therefore all decisions around face to face opportunities will be done in consultation with provincial health guidelines as well as McGill's guidelines.**

### **Course Policies (some policies don't apply if face to face opportunities do not become a reality)**

All lectures will be recorded and posted on Mycourses. However due to Tuesdays interactive nature it will be more difficult to ensure that all material is available online. i.e. breakout room discussion, case studies, etc will not be able to be posted for later consumption. Therefore it is strongly encouraged that you attend all Tuesday lectures.

- 1) I am encouraging students to please leave their video on during synchronous lectures. These lectures will be far less of me talking. The hope is that they are interactive which is difficult if folx are not utilizing their video option

- 2) Please mute your microphone anytime you are not either in a breakout room or talking.
- 3) The chat option can be used to ask questions during the lecture. I will have Vanessa monitor the chat option so that I can ensure I am answering questions in real time. Please keep chat room professional at all times. Whatever is written in the chat is also saved and can be retrieved at any time.
- 4) Respect of all people in the classroom space and professional conduct is expected
- 5) Active participation during group work, class discussions and lab experiences is also expected
- 6) Please wear proper attire during lab sessions in the gymnasium space so you can fully participate. (pertains to face to face only)
- 7) If participation during a lab time is not possible (injury, illness) please discuss the alternative with the teaching group for that day (pertains to face to face only)

### **Attendance/Assignment policies:**

- 1) Given McGill's move to "remote" learning attendance of classes is a somewhat gray area. Although we cannot make attendance mandatory, it is strongly encouraged that students virtually attend all Tuesday lectures or any face to face opportunities provided.
- 2) All assignments will be submitted electronically on Mycourses. Late assignments will be docked 10% per day late. If extenuating circumstances arise, please discuss with me as soon as possible.

### **Mental health statement:**

Perhaps more now than ever an attention to mental health is extremely important. *Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping have become an increasing concern in academic circles. The source of symptoms might be related to your course work or other aspects of your life; either way, please speak with me. Also note that McGill provides cost-free mental health services through Counseling and Mental Health Services <http://mcgill.ca/counselling/>*

### **Required Course Materials:**

- Coursepack
- Lavay, B.W., French, R., & Henderson, H.L. (2016). *Positive Behavior Management in Physical Activity Settings (3<sup>rd</sup> edition)*. Champaign, IL: Human Kinetics.

### **Assignments and Evaluation:**

- 35% Case Study Assignments including mentorship reflections  
 15% Lesson plan  
 15% Lesson plan walkthrough and virtual PE video  
 35% Final Exam

All case study 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 6<sup>th</sup> edition of Publication Manual (American Psychological Association, 2009). Please do not

hesitate to contact Dr. Schaefer 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.

### **Case Study Assignments 35%**

Case study assignment will help to fill the gap created by COVID that will not allow us to meet face to face. The idea is that these bi-weekly assignments will be based on Thursdays asynchronous classes and will be discussed during Tuesdays synchronous classes. These assignments will also be connected to your PE mentorship opportunity that will be provided alongside the 4<sup>th</sup> year students.

### **Lesson Plan Assignment: 15%**

You and a partner will submit a detailed McGill lesson plan and be assessed a number of aspects. The rubric will provide further detail into what is expected here.

### **Lesson Plan Walkthrough and Virtual PE Video: 15%**

Given that peer teaching in the gymnasium space will be unlikely this semester, this assignment will allow for you to present, walkthrough, your lesson plan. You will be asked to create a video of you presenting the key aspects of your lesson plan (key aspects will be provided). You will then be asked to teach your lesson as if you were teaching your classmates virtually. The realities of schools at this point are that at any point in time you may be asked to “go virtual.” Our hope is that this will help to prepare you for these opportunities. Further details will be provided.

### **Final Exam 35%**

An alternative final exam will be administered during the final exam period. You will be given 3 long answer questions that can be answered through an open book format. You will have 3 hours to complete the exam and have it submitted on Mycourses. The questions will culminate around the content provided in all of our lecture format courses, including lesson planning.

### **Policy Regarding Missed Exams:**

- If you miss final exam due to illness or due to an unexpected emergency then you must provide the appropriate medical or pertinent documentation (e.g. a medical note that provides the reason for your absence that is also date and time stamped by the treating doctor). Additionally, you must contact the course instructors immediately at their e-mail addresses (lee.schaefer@mcgill.ca). Students without acceptable documentation will be given a mark of zero.

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 e-mail address at McGill. Please be sure that you check your McGill e-mail on a regular basis\*\*

**McGill University Policy on Academic Integrity and Written Work,**

**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 <http://www.mcgill.ca/integrity/> 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 <http://www.mcgill.ca/integrity/>).**

**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) (not applicable to courses in which acquiring proficiency in a language is one of the objectives)*