

Course Outline **EDKP-342 Physical Education Methods** **Winter 2024**

General Information

Course # EDKP-342
Section # 001, 002, 003
Term Winter
Year 2024

Course schedule (day and time of class) **Lectures (Sect 001):**
Tuesday & Thursday 10:05 a.m.-11:25 a.m.
In-Person: ENGTR 2120

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

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

Number of credits 3 credits

Instructor Information

Name and Title William Harvey, Ph.D. Michael Creamer, M.Ed.
Office Currie A-220 Currie A-211
Email william.harvey@mcgill.ca mathieu.michaud@mcgill.ca

Virtual office hours Thursday: 1:00 p.m.-2:00 p.m.

Communication plan We will provide available office time for general course questions on Thursday afternoons (1:00 p.m. – 2:00p.m.). Please send an email to set up an individual in-person or telephone meeting outside of our office hours. Please expect a 24–48 hour anticipated response time.

TA Information

Name Amanda Duguay
Email amanda.duguay@mail.mcgill.ca

Name Yang Ming Ma
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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 lectures and labs. We will address the following issues in our first class so we can develop our supportive learning environment:

- attendance policy
- course attire
- appropriate behaviours in each class
- mask wearing requirements for all students during in-person classes and associated university policies as advised by the Quebec government and/or McGill University.
- checking emails and myCourses on a regular basis for course updates.

*** Please take note that we will use the McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates as the professional guidelines for our course. We will review the relevant points in class from the following link (<https://www.mcgill.ca/isa/student/principles>)**

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.

Students are required to be available on both Tuesday and Thursday, 8:35a.m – 11:25a.m., for the entire semester to accommodate seminars, lectures and activities held jointly with both sections.

***** **We will take attendance for every class and lab session** *****

This is one of your mandatory professional courses and as such students are expected to attend every class meeting (e.g., lecture and lab) for its entire duration. Lectures and labs are considered as unique individual class meetings. Every student with **two unexcused absences** will be given a 5-page make-up research assignment that will involve gathering additional information. Each assignment will be evaluated and will form part of the student's final course grade. The assignments are due one week after the missed class. Failure to hand in the assignment(s) will result in a penalty of 7% off of your final course grade. Additionally, each class missed after 4 total unexcused absences (lecture and lab) will result in a penalty of 10% subtracted from your final course grade per missed class. If a student is sick or injured, then a medical note (date and time stamped) must be provided to the course instructor. Any varsity athlete, who must be absent from class because of a game, must provide the required and signed documentation from Athletics.

Required Course Materials

- **Mandatory 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.**
- **Mandatory reading:** 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](#))

Please note that we expect each student to bring the reading material for each week's lecture or lab to class.

EDKP-342 Physical Education Methods
Tentative Course Schedule - Winter 2024

	<p align="center">Thursday, January 4 Lesson Focus: Physical Education Methods Course Introduction</p>
<p align="center">Tuesday, January 9 Lesson Focus: Successful Teaching <i>(Graham, Chapter 1)</i></p>	<p align="center">Thursday, January 11 Lesson Focus: Creating a Teacher Identity <i>(Fletcher, Temertzoglou & Forsberg)</i></p>
<p align="center">Tuesday, January 16 Lesson Focus: Fundamental Movement Skills <i>(Burton & Miller)</i></p>	<p align="center">Thursday, January 18 Lesson Focus: Fundamental Movement Skill Acquisition <i>(Burton & Miller)</i></p>
Lab 1: Teacher Identity & The Gym Space	Lab 1: Teacher Identity & The Gym Space
<p align="center">Tuesday, January 23 Lesson Focus: Teacher Skill Acquisition</p>	<p align="center">Thursday, January 25 Lesson Focus: Understanding Learners <i>Positive Behavior Management</i> <i>(Lavay et al., Chapter 1)</i></p>
Lab 2A: Locomotor Skills	Lab 2A: Locomotor Skills
<p align="center">Tuesday, January 30 Lesson Focus: Understanding Learners <i>Preventing Inappropriate Behaviors and</i> <i>Promoting Positive Behaviors</i> <i>(Lavay et al., Chapter 2)</i></p>	<p align="center">Thursday, February 1 Lesson Focus: Understanding Learners <i>Bullying of Children and Youth</i> <i>(Lavay et al., Chapter 8)</i></p>
Lab 2B: Object Control Skills	Lab 2B: Object Control Skills
<p align="center">Tuesday, February 6 Lesson Focus: The Instructional Process <i>Content Analysis, Development</i> <i>(Rink, Chapter 6)</i></p>	<p align="center">Thursday, February 8 Lesson Focus: The Instructional Process <i>Content Analysis, Development</i> <i>(Rink, Chapter 6)</i></p>
Lab 3: Positive classroom management. Routines & procedures	Lab 3: Positive classroom management. Routines & procedures
<p align="center">Tuesday, February 13 Lesson Focus: The Instructional Process <i>Teaching Strategies</i> <i>(Rink, Chapter 9)</i></p>	<p align="center">Thursday, February 15 Lesson Focus: The Instructional Process <i>Planning to Maximize Learning</i> <i>(Graham, Chapter 2)</i></p>
<p align="center">Tuesday, February 20 Lesson Focus: Lesson Planning</p>	<p align="center">Thursday, February 22 Lesson Focus: Lesson Planning</p>
<p align="center">Tuesday, February 27</p> <p align="center">Physical Education, Safety and the Law <i>(Young)</i></p>	<p align="center">Thursday, February 29</p> <p align="center">Peer Teaching preparation</p>

Tuesday, March 5 Reading Week	Thursday, March 7 Reading Week
Tuesday, March 12 Peer Teaching	Thursday, March 14 Peer Teaching
Tuesday, March 19 Peer Teaching	Thursday, March 21 Peer Teaching
Tuesday, March 26 Peer Teaching	Thursday, March 28 Peer Teaching
Tuesday, April 2 Peer Teaching	Thursday, April 4 Peer Teaching
Tuesday, April 9 Final class Peer Student Teaching Assignment due	

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.

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Lab Sessions

Schedule - Winter 2023

Date	Seminars & Assignments
January 16, 18 (08:35a.m. – 09:55a.m.)	<i>Lab 1: Teacher Identity & The Gym Space</i>
January 23, 25 (08:35a.m. – 09:55a.m.)	<i>Lab 2A: Locomotor Skills</i>
January 30, February 1 (08:35a.m. – 09:55a.m.)	<i>Lab 2B: Object Control Skills</i>
February 6, 8 (08:35a.m. – 09:55a.m.)	<i>Lab 3: Positive Classroom Management. Routines & Procedures</i>

EDKP-342 Physical Education Methods
Mandatory Readings
Schedule - Winter 2024

Please note that mandatory readings are expected to be done before class. Please bring each class/week's reading materials to class. You will be asked to answer questions during class about the readings in order to assist you in learning the course materials.

	Thursday, January 4 <i>Course Outline</i>
Tuesday, January 9 <i>Successful Teaching</i> <i>(Graham, Chapter 1)</i>	Thursday, January 11 <i>Becoming a Teacher of Physical Education</i> <i>(Fletcher, Temertzoglou & Forsberg)</i>
Tuesday, January 16 <i>Assessing Fundamental Movement Skills (FMS)</i> <i>(Burton & Miller, Chapter 10)</i>	Thursday, January 18 FMS, Cont'd
Tuesday, January 23 FMS, Cont'd	Thursday, January 25 <i>Introduction to Behavior Management</i> <i>(Lavay et al., Chapter 1)</i>
Tuesday, January 30 <i>Preventing Inappropriate Behaviors and</i> <i>Promoting Positive Behaviors</i> <i>(Lavay et al., Chapter 2)</i>	Thursday, February 1 <i>Bullying of Children and Youth</i> <i>(Lavay et al., Chap.8)</i>
Tuesday, February 6 <i>Content Analysis, Development</i> <i>(Rink, Chapter 6)</i>	Thursday, February 8 Content Analysis, Cont'd
Tuesday, February 13 <i>Teaching Strategies</i> <i>(Rink, Chapter 9)</i>	Thursday, February 15 <i>Planning to Maximize Learning</i> <i>(Graham, Chapter 2)</i>
Tuesday, February 20 Planning, Cont'd	Thursday, February 22 <i>Lesson Plan Information Sheet</i>
Tuesday, February 27 Physical Education, Safety and the Law <i>(Young)</i>	
Tuesday, March 5 Reading Week	Thursday, March 7 Reading Week

Evaluation

Assignments and Evaluation:

- 20% Lab Assignments
- 15% Lesson Plan Assignment
- 30% Peer Student Teaching Report
- 35% Final Exam

* Please note that all assignments, reports and final exam must be completed in this course.

All assignments must be typed (Times New Roman, 12-point font, double-spaced, 1-inch margins on all sides), 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 the Publication Manual (American Psychological Association, 2019). Please do not hesitate to contact Dr. Harvey, Mr. Creamer, and our teaching assistants for additional questions about APA preparation.

Please note that each student's work 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.

Lab Assignments 20%

Students are required to attend each of the four lab sessions and then complete the associated assignment that will be provided by the teaching team. Each assignment will be worth 5% of your final grade. Any of the lab information may also appear on the final exam. Students will be expected to complete and submit the four assignments based on instruction during both the lab and classroom teaching sessions throughout the semester. Instructions will be given separately for each assignment (i.e., content, length, etc.).

Each lab assignment is due one week after the lab on our MyCourses platform at 11:59 p.m.

Lesson Plan Assignment 15%

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

Due on Thursday, February 29, 2024, at 11:59 p.m.

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. Attendance at peer teaching is mandatory and it 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 9, 2024, by 11:59 p.m.** Assignments submitted after this date and exact time 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 for our class will be used if a student is identified as needing more support in order to succeed in the class.

Final Exam 35%

A final exam will be held during the final exam period (April 15-30, 2024). It will cover all of your assigned readings as well as information presented in both your lectures and lab sessions during the entire semester (i.e., **the final exam is cumulative**).

Policy Regarding Late Assignments:

- No assignments will be accepted late without penalty. Hence, your assignment is considered as late immediately after the deadline date and time as indicated in each assignment or report.
- 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. Absence 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 instructors of this course, we 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 Student Accessibility & Achievement office (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](#).)»

Field Code Changed

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

We ask for everyone’s collaboration and cooperation in ensuring that any published articles made available in MyCourses, 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.