

Kinesiology & Physical Education - EDKP-342

Physical Education Methods (3 Credits)

Winter Semester 2020

Lectures: T/TH (10h35-12h25; Currie 305/6)

Labs: T/TH (08h35-10h25; Currie 124/3, 124/1)

General Information:

Instructor: William Harvey, Ph.D.

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Office hours: by appointment

Instructor: Lee Schaefer, Ph.D.

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Office hours: by appointment

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 both Tuesday and Thursday, 8:30 – 12:30, for the entire semester to accommodate seminars, lectures and activities held jointly with both sections: As of March 30, all students need to be available Tuesday Thursday 10:30-12:30 to attend to course material that will take place through zoom, online and mycourses.

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 after March 30 due to the Covid19 Virus.**

Required Course Materials:

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

Assignments and Evaluation:

- 20% Seminar Assignments
 30% Peer Student Teaching Reports
 15% Mid-Term Exam
 35% Final Exam

All seminar 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 6th edition of Publication Manual (American Psychological Association, 2009). Please do not hesitate to contact Dr. Harvey, 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.

Seminars and Seminar Assignments 20%(Completed prior to disruption)

Students are required to attend all seminars. All seminar information may appear on the midterm and the final exams. Throughout the semester, students will receive three assignments based on their work during both the seminar and classroom teaching sessions. Each assignment is due at the start of class one-week after being assigned, unless otherwise noted on MyCourses. Instructions will be given separately for each assignment (i.e., content, length, etc.). Pedagogical content knowledge will be taught and evaluated for exit competencies 1, 2, 6, 7 and 8.

Peer Student Teaching Planning Reports 30%(Updated)

~~Each student will be assigned to a small teaching team in order to perform 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:~~
This assignment has been adapted due to the fact that you did not have a chance to peer teach or observe peer teaching. Given that the outcome is reflecting on practice here is what will now be required:

You and your partner will still create the lesson plan, as prescribed within the lesson planning lecture as if you were going to teach it. This lesson plan will be included within the report. You will also create a 1 page **individual** rationale responding to the question of “Why did you choose to plan your lesson the way you did.” More specific questions will be provided on Mycourses to help guide your rationale. You will then provide a 2 page **individual** reflection on the planning process with your partner. While specifically attending to how you used what was learned within the class to prepare your lesson. More specific questions will be provided on Mycourses to help guide the reflection. Please pay close attention to the rubric that is provided on Mycourses.

- ~~1) A table of contents~~
- ~~2) Typed lesson plans with appropriate diagrams~~
- ~~3) Individual teaching reflections~~
- ~~4) Student participant observation & analyses of peer teaching~~
- 1) A table of contents
- 2) Types lesson plan with appropriate diagram
- 3) Individual rationale page
- 4) Individual planning reflection response

More information will be provided prior to the beginning of the peer student teaching experience. This fully secured document, complete with a title page and table of contents, **is due any time on April 14th**. Assignments submitted afterwards will be considered late.

Please note that all lesson plans will be compared within and between seminar/teaching groups 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 5 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.

Mid-term Exam 15% (Completed prior to disruption)

The mid-term exam will be held on Thursday, February 13th and it will cover all information presented in seminars and lectures to that point.

Final Exam 35% (Revised)

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.

- No assignments will be accepted late without penalty. Seminar assignments are due at the start of class one week after being assigned (unless otherwise stated). Seminar assignments will be considered late if they are submitted after the class is over.

- 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.

Policy Regarding Missed Exams:

- If you miss the mid term 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 (william.harvey@mcgill.ca, lee.schaefer@mcgill.ca). Students without acceptable documentation will be given a mark of zero for the mid-term exam.

Caveat:

This is one of your required professional courses and as such students are expected to attend every class/lab. Attendance will be recorded for each class and seminar. Repeated absences (e.g., miss two classes) 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 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)

EDKP-342 Physical Education Methods
Tentative Lecture Schedule-Winter 2020

Tuesday, January 7 Lesson Focus: Physical Education Methods Course Introduction	Thursday, January 9 Lesson Focus: Becoming a Professional Educator <i>Successful Teaching (Graham, Chap. 1)</i>
Tuesday, January 14 Lesson Focus: <i>Creating a Teacher Identity</i> (Fletcher, Temertzoglou & Forsberg)	Thursday, January 16 Lesson Focus: <i>Fundamental Movement Skills</i> (Burton & Miller) <i>Basketball Jamboree Preparation</i>
Tuesday, January 21 Lesson Focus: Understanding Learners <i>Positive Behavior Management</i> (Lavay et al., Chapter 1)	Thursday, January 23 Lesson Focus: Understanding Learners Preventing Inappropriate Behaviors and Promoting Positive Behaviors (Lavay et al., Chapter 2)
Tuesday, January 28 Lesson Focus: Understanding Learners <i>Bullying of Children and Youth</i> (Lavay et al., Chap.8)	Thursday, January 30 Lesson Focus: The Instructional Process <i>Content Analysis, Development</i> (Rink, Chap 6)
Tuesday, February 4 Lesson Focus: Basketball Jamboree practice	Thursday, February 6 Lesson Focus: Basketball Jamboree
Tuesday, February 11	Thursday, February 13

Lesson Focus: The Instructional Process <i>Content Analysis, Development</i> (Rink, Chap 6)	<u>MIDTERM EXAM</u>
Tuesday, February 18 Lesson Focus: The Instructional Process <i>Teaching Strategies (Rink, Chap 9)</i>	Thursday, February 20 Lesson Focus: Physical Education, Safety and the Law (Young)
Tuesday, February 25 Lesson Focus: The Instructional Process <i>Planning to Maximize Learning</i> (Graham, Chap.2)	Thursday, February 27 Lesson Focus: Lesson Planning
Tuesday, March 3 Reading Week	Thursday, March 5 Reading Week
Tuesday, March 10 Lesson Focus: Lesson Planning	Thursday, March 12 Peer Teaching
Tuesday, March 17 Cancelled	Thursday, March 19 Cancelled
Tuesday, March 27 Cancelled	Thursday, March 26 Cancelled
Tuesday, March 31 Zoom conference (10:35 – 12:00) Fielding any questions. Lecture surrounding assignment changes and expectations for the rest of the semester	Thursday, April 2 Sir. Ken Robinson Keynote address (posted on Mycourses) 1 page reflective response around his transformative pedagogy. Submitted on my courses April 7 th anytime.
Tuesday, April 7 No formal classtime. I am available for a zoom drop in from 10:30-12:30 to discuss any questions regarding assignments	Thursday, April 9 Zoom conference (10:30-11:30) – Class wrap up as well as discussion surrounding Stage and other aspects of disrupted semester. Final exam (or assignment) review.

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Tentative Seminar Schedule-Winter 2020

Date	Seminars & Assignments
Tuesday, Jan 14 th Thursday, Jan 16 th (09h05-10h25)	Seminar #1: Assignment #1: Understanding the Teaching Environment (5%)
Tuesday, Jan 21 th Thursday, Jan 23 th (09h05-10h25)	Seminar#2: Basketball Jamboree Lesson Planning
Tuesday, Jan 28 th Thursday, Jan 30 th (09h05-10h25)	Seminar #3: Positive Behavior Management For All
Thursday, Feb 6 th (08h00-14h00)	Seminar #4: Assignment #2 Basketball Jamboree (10%)

Tuesday, February 19 th Thurs, February 21 st (09h05-10h25)	Seminar #5 Your responsibilities as a student teacher from McGill University
Tuesday, Feb. 25 th , Thursday, Feb. 27 th (09h05-10h25)	Seminar #6 Assignment #3 Lesson Planning (5%)