

**MCGILL UNIVERSITY**  
**Department of Kinesiology and Physical Education**

**Physical Education Pedagogy**  
**EDKP 442**

**Winter 2021**  
**Course Outline**

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McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst many First Nations including the Kanien'kehà:ka of the Haudenosaunee Confederacy, Huron/Wendat, Abenaki, and Anishinaabeg.

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**Course description:** This course focuses on developing critically-engaged PE teachers. Special attention is paid to: problematizing dominant PE pedagogies, establishing inclusive learning environments, and reflecting on the links between education and broader social (in)equalities.

**Course Format:** This course will use a remote delivery format for the winter 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](#).

**Lecture Recordings:** 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.

**Learning Outcomes:** At the end of the course students should be able to:

1. Critically analyze dominant PE pedagogies;

2. Brainstorm the teacher’s role in nurturing ‘spaces of belonging’ within PE;
3. Discuss how inequalities linked to class, race, gender, sexuality, and dis/ability are reproduced in the school and PE environment;
4. Reimagine PE for the 21<sup>st</sup> century;
5. Collaborate with professional peers on team-oriented projects;
6. Mentor 1<sup>st</sup> year PE students.

### **The MELS professional teaching competencies and Course Learning Outcomes:**

Although the twelve professional competencies endorsed by the MELS are interrelated, this course will help students to develop the following competences in particular:

**Competency 1:** *To act as a professional 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 6:** *To plan, organize and supervise a class in such a way as to promote students’ learning and social development;* **Competency 11:** *To engage in professional development individually and with others;* and **Competency 12:** *To demonstrate ethical and responsible professional behavior in the performance of his or her duties.*

**Course content:** You will be expected to participate in class discussions, read peer-reviewed research articles, watch videos, listen to podcasts, and connect with primary resources. You will also be required to scrutinize these materials and, when necessary, replace inadequate viewpoints with more sophisticated arguments rooted in evidence.

#### Required text:

Fitzpatrick, K. (2013). *Critical pedagogy, physical education and urban schooling*. New York: Peter Lang Publishing, Inc.

- All other required content will be posted on MyCourses.

### **Participation & attendance policy**

I see you as colleagues. As far as I am concerned, one day you and I may be teaching in the same place. My expectations for you, and for myself, are extraordinarily high. I expect that we conduct ourselves as professionals would in any school setting. Therefore, your attendance and active engagement during class-time is required. Attending classes and being on time and well-prepared is a given. If you need to miss a class due to an illness or for any other personal reason, **an email to myself or the TA prior to the missed class is required.** After two missed classes, we will have an in-person conversation to see if further work is required to meet course expectations.

### **Opportunities to Demonstrate Learning:**

#### **MELS PC ASSESSMENT: 10%**

During your teaching practicums, your MELS professional competencies are assessed by both your CT and university facilitator. These competencies will also be used in your post-graduation teaching assessments, and include

MELS PC Assessment:	10%
Seminar Project:	30%
Mentorship Project:	30%
<u>Critical PE Lesson:</u>	<u>30%</u>
Total:	100%

proficiencies such as: *To engage in professional development individually and with others*. In EDKP 442, you will be expected (and evaluated upon your ability) to demonstrate PCs by: arriving to class on-time, being well-prepared, and by engaging your peers in respectful and thought-provoking dialogue.

- See rubric posted on myCourses for further information.

### **SEMINAR PROJECT: 30%**

Your seminar project is an open-invitation to both you and your classmates to facilitate a guided-discussion (**approx. 60-90mins**) on any educational-related topic of your choosing. Your seminar should embrace what Paulo Friere (1970) called ‘problem-posing education’: *“The teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach. They become jointly responsible for a process in which all grow”* (p. 80).

**In groups of four**, you must:

- Identify a seminar topic that merits discussion;
- Communicate your topic to the TA for approval (so as to avoid redundancies);
- Identify any ‘required’ resources for your peers to review in-advance of your seminar;
- Organize and lead a thought-provoking seminar aimed at engaging your peers in critical dialogue about a topic of your choosing;
- Submit a list of ‘problem-posing’ questions that you intend to use to prompt critical discussion among your peers (point form only);
  - See rubric & ‘seminar topics’ posted on myCourses for some ideas.

### **MENTORSHIP PROJECT: 30%**

Your mentorship project breaks down into three distinct yet interrelated phases:

1. **Reflection:** Your task is to write a short (max. 750 words) reflexive letter that describes and analyzes an issue and/or incident that you have encountered during one of your teaching practicums at McGill (ideally, this will be an issue that pushed your growth beyond any in-class training). The issue can be either real or imagined (i.e., one that you’ve encountered or are concerned about encountering in the future). Here’s the rub... Your letter must be addressed to a group of U1 PE students from our program. They will be tasked with reading and responding to your letter by way of crafting various ‘problem posing’ questions aimed at facilitating additional critical thinking about the issue. **Please be sure to anonymize the names of any people, schools, etc., involved in the incident.**
2. **Communication:** Your reflexive letter will serve as the point of departure for the communication phase of your mentorship project. On the morning of Jan. 30<sup>th</sup>, you will meet with a group of U1 PE students who have all read your letter (meetings will take place either in-person or online, COVID-19 restrictions permitting). Your goal will be to mentor group members by sharing with them your experiences and lessons-learned over 4+ years at McGill, while also fielding any questions they may have developed based on your letter and/or that they harbor in-advance of their 1<sup>st</sup> teaching practicum.
3. **Knowledge translation:** You have no-doubt amassed a repertoire of innovative teaching activities over 4+ years at McGill. You have also enjoyed recent opportunities to apply these

activities in a school-based setting (learning what works, what doesn't work, etc.), making you the perfect mentor for our U1 students (far eclipsing the mentorship capacity of our professorial team, I'm happy to say). **In groups of four**, you will be tasked with organizing and demonstrating an interactive group activity aimed at helping U1 PE students prepare for their upcoming practicums. U1 PE students stand to benefit greatly from your wisdom and guidance with respect to how to approach their 1<sup>st</sup> teaching practicums this Spring.

A few things to consider...

- Your activity can be an illustration of something that worked or, alternatively, something that failed miserably in the classroom (both outcomes are pedagogically valuable!);
- Your demonstration must also be accompanied by a guided-discussion that both explains and prompts critical reflection about why your activity worked (or didn't work);
- **All presentations will be cut-off after 20minutes (including discussion-time!) in order to ensure sufficient time for other presenters.**
- Lessons will be presented on Saturday January 30<sup>th</sup> to U1 PE students (either in person or via Zoom, depending on COVID-19 restrictions as well personal comfort-levels).
- Remember, you are trying to help our U1 students to prepare for their first-ever teaching practicums, so why not share with them a lesson that has helped you along the way?

**Our TA (Bobby A.) must formally approve each activity by no later than Tuesday January 26<sup>th</sup>** in order to ensure that no two groups present identical lessons. Please email your formal lesson plan to [bobby.angelini@mail.mcgill.ca](mailto:bobby.angelini@mail.mcgill.ca) by that same date.

In terms of evaluation, the 442-teaching team (i.e., TAs, Tomlinson fellows, and myself) will evaluate all three components of your mentorship project holistically, while also considering any U1 student feedback. U1 students will also craft a short reflexive letter addressed to you following your initial communication with the aim of facilitating ongoing mentorship.

#### **Project Timelines & Due Dates:**

Reflexive letter: due Tuesday January 19<sup>th</sup>, 2021 at the **start** of class.

Communication: due Saturday January 30<sup>th</sup>, 2021, **beginning at 9am**.

Knowledge translation:

- TA approval and Lesson Plan due Tuesday January 26<sup>th</sup> at the **start** of class.
- Teaching demonstration due Saturday January 30<sup>th</sup>, **beginning at 11am**.

#### **CRITICAL PE LESSON: 30%**

The book *Critical Pedagogy, Physical Education and Urban Schooling* (Fitzpatrick, 2013) is full of examples of applied critical pedagogy within a PE setting. The book pushes back against dominant (i.e., technocratic) approaches, while also inviting the reader to consider the wide range of potential life lessons that may be imparted through PE—a subject that has historically emphasized physical literacy over more critical dimensions of health, wellness, and physical (in)activity.

**In groups of four**, your task will be to design and deliver a critical PE lesson that engages a social issue of your choosing. Your lesson will target **secondary cycle 2 students** with the goal of encouraging critical reflection and growth about your chosen topic. **All lessons will be cut-off after 30minutes (including discussion-time!) in order to ensure sufficient time for other**

**presenters.** Lessons will be presented to your classmates on Tuesday February 16<sup>th</sup> (either in person or via Zoom, depending on COVID-19 restrictions as well as personal comfort-levels).

Your group will also need to submit an extended lesson plan that describes *how* and *why* you intend to engage this particular social issue. One of the difficulties of teaching anything critically is that it requires careful deliberation about the social issue you intend to engage. This is especially true when engaging social issues in which students hold varying personal investments, such as those concerning race, class, gender, sexuality, dis/ability, mental health, substance abuse, etc. (Indeed, one of the reasons critical teaching is marginalized in today's PE curricula is because it requires significantly more premeditative labour than other dominant/technocratic approaches that prioritize memorization, reproduction, etc.). Hence, your lesson plan serves three interrelated purposes: 1) it describes the sorts activities, conversations, outcomes, etc., you seek to engage through your lesson; 2) it demonstrates that you've fully deliberated the social issue in advance of your lesson, and; 3) it functions as a form of 'self-defence' in the (unlikely) event that your lesson falls-flat.

On the day of your critical PE class, **you must submit the following** to your instructor:

- An extended lesson plan detailing your 30-minute class (3-5 pages max);
  - Your lesson plan may adopt any format you choose (i.e., feel free to break-free from McGill's format), but the necessary ingredients must nevertheless be present.
- A reference list that identifies any sources used to construct your lesson
  - (Please use APA formatting).
- All of the equipment needed to teach your lesson is the presenters' responsibility (and must also bear in mind the online medium through which you may have to deliver the lesson).

#### **Project Timelines & Due Dates:**

Lesson plan & teaching demo: due February 16<sup>th</sup> and 18<sup>th</sup>.

#### **NOTE ON ASSIGNMENT SUBMISSIONS**

All assignments must be submitted on myCourses unless otherwise stipulated. **Late assignments will be docked 10% per day.**

Please use your mail.mcgill.ca account for **all** correspondence with the teaching staff. I accept no responsibility for non-mcgill.ca account emails sent to me. Any class emails sent out will be sent to your mcgill.ca account. Please check MyCourses at least twice per week.

#### *University Grading Scale*

Letter Grades	Percentages
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

*McGill University Policy on Academic Conduct:* 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 [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) 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 [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)).

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The course is on MyCourses. Students are expected to regularly check MyCourses for course updates and information, especially the calendar. As well, students are encouraged to read and print out a copy of each day's lecture prior to class.

*Special Circumstances:* 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.

*Mobile Computing and Communication Devices:* Any surfing of the internet during lectures that is not directly related to the class discussion is distracting and is strictly forbidden. Additionally, the use of any electronic devices for emailing, texting, etc., is strictly forbidden.

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.

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.

The *Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates* (formerly Code of Conduct for Student Teachers) are in place to emphasize the importance of professionalism in teaching. These '*Principles*' extend to all aspects of your teacher education program including coursework and field placements. Education is premised on a fundamental moral commitment to advance and construct knowledge and to ensure human understanding and respect for individual and collective well-being and integrity. The moral imperative of respect translates into the following guiding principles that assume a student-centred perspective reflected in the Québec Education Program as well as Québec Professional Teaching Competencies.

- A. Act with Integrity
- B. Communicate with integrity

- C. Use social media and technology responsibly
- D. Demonstrate respect for equity and diversity
- E. Demonstrate respect for human dignity
- F. Demonstrate respect for confidentiality and privacy
- G. Demonstrate respect for the teaching professional
- H. Demonstrate Respect for Existing Ethical Codes and Professional Standards