

Course Outline

Physical Education Pedagogy/EDKP 442

General information

Term and year: Winter 2024

Course prerequisite(s): EDKP 342, EDFE 246, EDFE 373

Course schedule (class day(s) and time): Tuesday & Thursday, 8:35 – 11:25

Number of credits: 3 credits

Instructor information

Name: Mathieu Michaud

E-mail: mathieu.michaud@mcgill.ca

Office location: Currie A-233

Office hours: Tuesdays and Thursdays, 8:00 – 8:30 a.m., please send an email to set up a meeting outside of regular office hours.

Communication plan: During office hours or by email.

Teaching assistants information

Name: Adam Pilotte

E-mail: adam.pilotte@mail.mcgill.ca

Name: Jinan Saboune

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Communication plan: By email, please expect a 24–48 hour response time.

Course overview

This pedagogy course builds on physical education methods and field experiences. It focuses on the developing teacher, the establishment of the learning environment, and the implementation of the varied teaching strategies. Principles of research on teaching in physical education are translated into practical techniques for application in the field.

Learning outcomes

By the end of this course, the student will be able to:

1. Critically analyze dominant PE pedagogies.
2. Discuss how inequalities linked to class, race, gender, sexuality, and dis/ability are (re)produced in the school and PE environment.
3. Describe and implement appropriate adjustments for different learners, learning contexts and content.
4. Link research and theory to teaching practices.
5. Develop a professional presentation style.
6. Collaborate with professional peers on team-oriented projects.
7. Understand culturally relevant physical education.

MELS Professional Teaching Competencies

Competency 1: To act as a cultural professional who is at once an interpreter, facilitator, and critic of culture when carrying out duties.

Competency 2: To communicate appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties.

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

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

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

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.

Competency 11: Commit to own professional development and to the profession.

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.

Instructional methods

This course will be conducted primarily through the use of lectures, group class-based activities as well as student presentations.

This course will begin at 8:35 a.m. and will generally involve a 60-minute small-group activity based on the class readings followed by a 10-minute break. Afterward, there will be an interactive lecture lasting approximately 45 minutes. After a 10-minute break, we will proceed with a student presentation.

The students are responsible for completing the assigned readings before class, showing up to the course on time, and contributing to the group discussions with questions and feedback.

The course is on MyCourses. Students are expected to regularly check MyCourses for course updates and information, especially the calendar.

Expectations for student participation

The expectations I hold for both you and me are high. Professionalism is paramount, requiring regular attendance, active participation, and punctuality during class. If you must miss a class due to illness or personal reasons, please email both TAs and me beforehand. After two absences, we will meet in person to assess if additional work is needed to meet the course expectations. Your grade may also be impacted by your absence from class, as discussed below.

Required course materials

January 9: Dominant discourse in PE

Gerdin, G., & Pringle, R. (2022). Towards more equal power relations in physical education: Power, resistance and social transformation. *Sport in Society*, 25(6), 1193–1210.
<https://doi.org/10.1080/17430437.2022.2064108>

January 11: Transformative pedagogy

Lynch, S., & Curtner-Smith, M. (2019). 'You have to find your slant, your groove:' One physical education teacher's efforts to employ transformative pedagogy. *Physical Education and Sport Pedagogy*, 24(4), 359–372. <https://doi.org/10.1080/17408989.2019.1592146>

January 16: Pre-service teachers' self-identity

Hennig, L. C., Schaefer, L., & Gleddie, D. (2020). In(di)visible: Inquiring into being 'othered' as a means to teach social justice in PHETE. *Physical Education and Sport Pedagogy*, 25(6), 666–680.
<https://doi.org/10.1080/17408989.2020.1789573>

January 18: Learned helplessness

González-Calvo, G. (2020). Experiences of a teacher in relation to the student's feelings of learned helplessness. *International Journal of Environmental Research and Public Health*, 17(21), 8280.
<https://doi.org/10.3390/ijerph17218280>

January 23: Bullying

O'Connor, J. A. & Graber, K. C. (2014). Sixth-grade physical education: An acculturation of bullying and fear. *Research Quarterly for Exercise and Sport*, 85(3), 398–408.
<https://doi.org/10.1080/02701367.2014.930403>

January 25: Race, ethnicity, and religion

Flintoff, A. & Dowling, F. (2019) 'I just treat them all the same, really': Teachers, whiteness and (anti) racism in physical education. *Sport, Education and Society*, 24(2), 121–133.
<https://doi.org/10.1080/13573322.2017.1332583>

January 30: Indigenous Knowledge

Kalyn, B. (2014). Indigenous knowledge and health and physical education. In L. Randall & D. B. Robinson (Eds.), *Teaching physical education today: Canadian perspectives*. Thompson Educational Publishing.

February 1: Body image

Barker, D., Varea, V., Bergentof, H. & Schubring, A. (2023) Body image in physical education: A narrative review. *Sport, Education and Society*, 28(7), 824–841. <https://doi.org/10.1080/13573322.2022.2076665>

February 6: Gender stereotypes

Preece, S. & Bullingham, R. (2022) Gender stereotypes: The impact upon perceived roles and practice of in-service teachers in physical education. *Sport, Education and Society*, 27(3), 259–271.
<https://doi.org/10.1080/13573322.2020.1848813>

February 8: Hegemonic masculinity

Landi, D. (2018) Toward a queer inclusive physical education. *Physical Education and Sport Pedagogy*, 23(1), 1–15. <https://doi.org/10.1080/17408989.2017.1341478>

February 13: Disability and ableism

Tanure Alves, M. L., van Munster, M. A., Alves, I. dos S., & Souza, J. V. de. (2022). The 'normal' physical education classes: The ableism facing the inclusion of disabled students. *Disability & Society*, 1–16.
<https://doi.org/10.1080/09687599.2022.2071679>

February 15: Intersectionality in PE

Azzarito, L. (2020). Re-thinking disability and adapted physical education: An intersectionality perspective. In J. A. Haegele, S. R. Hodge, & D. R. Shapiro (Eds.), *Routledge handbook of adapted physical education* (pp. 252–265). Routledge.

Course content

Week	Date	Description	Course materials	Assignments due
1	Jan. 4	Course introduction	Course outline	
2	Jan. 9	Dominant discourse in PE	Gerdin & Pringle (2022)	<i>Discussion Post 1</i>
2	Jan. 11	Transformative pedagogy <i>Presentation by Education Career Advisor</i>	Lynch & Curtner-Smith (2019)	<i>Discussion Post 2</i>
3	Jan. 16	Pre-service teachers' self-identity	Hennig et al. (2020)	<i>Discussion Post 3</i>
3	Jan. 18	Learned helplessness	González-Calvo (2020)	<i>Discussion Post 4</i>
4	Jan. 23	Bullying	O'Connor & Graber (2014)	<i>Discussion Post 5</i> <i>Seminar Presentation Group 1</i>
4	Jan. 25	Race, ethnicity, and religion	Flintoff & Dowling (2019)	<i>Discussion Post 6</i> <i>Seminar Presentation Group 2</i>
5	Jan. 30	Indigenous knowledge	Kalyn (2014)	<i>Discussion Post 7</i> <i>Seminar Presentation Group 3</i>
5	Feb. 1	Body image	Barker et al. (2023)	<i>Discussion Post 8</i> <i>Seminar Presentation Group 4</i>
6	Feb. 6	Gender stereotypes	Preece & Bullingham (2022)	<i>Discussion Post 9</i> <i>Seminar Presentation Group 5</i>
6	Feb. 8	Hegemonic masculinity	Landi (2018)	<i>Discussion Post 10</i> <i>Seminar Presentation Group 6</i>
7	Feb. 13	Disability and ableism	Tanure Alves et al. (2022)	<i>Discussion Post 11</i> <i>Seminar Presentation Group 7</i>
7	Feb. 15	Intersectionality in PE	Azzarito (2020)	<i>Discussion Post 12</i> <i>Seminar Presentation Group 8</i> <i>Lesson Plan & Pedagogical Approach Reflection</i>

In italics: Completed during class time
In bold and italics: To be uploaded on myCourses

Evaluation

Student evaluation will be based on five components. Most assignments will be completed in class. The due dates are listed below. Assignments that are not completed during class time are **due by the end of the day (11:59 p.m.)**. **Late assignments will be penalized at a rate of 10% per day, starting at 12:00 a.m.**

Assignment descriptions will be posted on myCourses.

Name of assignment or exam	Due date	% of final grade
Pop quizzes (5 quizzes; 4 × 5%)	Varied	20%
Discussion posts (12 posts; 10 × 2.5%)	Every class	25%
Seminar presentation	Starting January 23	30%
Lesson plan assignment	February 15	15%
Pedagogical approach reflection	February 15	10%

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 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. » (Énoncé approuvé par le Sénat le 21 janvier 2009)
- 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 procédures disciplinaires](#). » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le [guide pour l’honnêteté académique de McGill](#).)

Additional statements

- **Content warning:** Please be aware that some of the content in this course may be challenging for some students. It is included in this course because it directly relates to the objectives of this course to (1) critically analyze dominant PE pedagogies and (2) discuss how inequalities linked to class, race, gender, sexuality, and dis/ability are (re)produced in the school and PE environment.
- **Copyright:** Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that copyright infringement can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.
- **EDI statement:** In this course, we embrace the principles of Equity, Diversity, and Inclusion (EDI). We recognize the diverse backgrounds and experiences of the students and we strive to create a learning environment that is inclusive and respectful. Through open dialogue, mutual understanding, and active engagement with diverse perspectives, we aim to foster an atmosphere where every student feels valued and heard. Your unique contributions enrich our collective learning experience and we encourage thoughtful participation that promotes a culture of equity and inclusivity.
- **Extraordinary circumstances:** In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.
- **Inclusive learning environment:** 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/or [Student Accessibility and Achievement](#).
- **Intellectual property:** I ask for everyone's cooperation in ensuring that the course material is not reproduced or placed in the public domain. This means that each of you can use it for your own purposes, but you cannot allow others to use it by posting it online or giving it or selling it to others who may copy it and make it available. Thank you for your help with this.
- **Land acknowledgement:** 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.
- **Learning support resources:** Consult resources from [Teaching and Learning Services](#) (TLS) on topics such as time management, study strategies, group work, exam prep, and more. TLS also offers opportunities to connect with an academic peer mentor through [Stay on Track](#) and to attend workshops. For further individualized support check out the programs and resources from [Student Accessibility & Achievement](#).
- **Pronouns:** Please contact me if you would like the teaching team to refer to you by a different name than the [name indicated](#) in your student record or to inform me of your pronouns.
- **Respect:** The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.
- **Wellness:** Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; [wellness resources](#) are available on campus, off campus, and online.
- **Workload management skills:** If you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills, seek support from [Student Services](#).