

## EDPK 494 Physical Education Curriculum Development Winter 2022

### Course Outline

**Lecturer: Johanne Vaillant, office # 202**  
email: [johanne.vaillant@mcgill.ca](mailto:johanne.vaillant@mcgill.ca)

**Lecture: Wednesday 8:35 – 11:25 AM Currie-room 305/6**

**TA: Bobby Angelini**  
email: [bobby.angelini@mail.mcgill.ca](mailto:bobby.angelini@mail.mcgill.ca)

**Office Hours:** time will be available for office hours through zoom and will allow students timeframes to book appointments

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**Prerequisite:** EDFE 373 or equivalent (most students will also have completed Physical Education Pedagogy EDKP 442 and the 3<sup>rd</sup> year field experience EDFE 360, which serve as foundations for this course.

**Course description:** Principles, and personal, educational and societal issues that influence current physical and health education curricula with references to the Québec curriculum for Physical Education and Health. Exploration of issues with curriculum during Field Experience and group work in detailed planning and learning situations.

**Course Format:** The course will be presented in lecture/discussion and seminar format. Active and informed participation in discussions is expected, and debate on critical issues is encouraged. 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. This course is on Mycourses. You are required to regularly check Mycourses for course updates and information.

*Due to COVID situation this course might be delivered in asynchronous with ONE hour a week live ZOOM for questions, discussions, presentations.*

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

1. Critically analyze and discuss physical education curricula, aims, principles and program content in the educational setting.
2. Understand the basis on which, and the means by which, physical education curricula in educational institutions are derived.
3. Work effectively within the guidelines of the current Québec curriculum for Physical Education and Health.

4. Develop a realistic yearly and detailed planning in physical education, incorporating innovative ideas and approaches, for a given educational setting.
5. Discuss current issues in education and physical education and solve problems in a sound educational manner.

## **REFERENCE FRAMEWORK FOR PROFESSIONAL COMPETENCIES\* FOR TEACHERS:**

*(Focus is on 6/13 Competencies)*

### **AREA 1**

#### **Working with and for the students**

#### **Competency 3**

##### **Plan teaching and learning situations**

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

#### **Competency 4**

##### **Implement teaching and learning situations**

Implement and supervise teaching and learning situations appropriate to the students and the educational aims. (Peer teaching, small group teaching)

#### **Competency 5**

##### **Evaluate learning**

Develop, choose and use different methods for evaluating knowledge acquisition and competency development.

#### **Competency 8**

##### **Support students' love of learning**

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.

### **CROSS-CURRICULAR COMPETENCIES**

#### **Competency 12**

##### **Mobilize digital technologies**

Use digital technologies in order to benefit students and all education stakeholders.

### Required Readings:

- **ONLINE course pack:** all MEES documents available for download on *mycourses*
- QUEBEC EDUCATION PROGRAM Preschool, Elementary and High School Education MELS 2001
- The Progression of Learning Elementary cycle 1,2,3 Secondary cycle 1, 2
- The Evaluation Frameworks Elementary cycle 1,2,3- Secondary cycle 1, 2
- MEES Reference Framework for Professional Competencies for Teachers
- <http://www.education.gouv.qc.ca/en/teachers/programs-of-study/>  
Additional documents and readings as required

### Evaluation:

BLOG (5 questions bi -weekly)	10%
Value Orientation Inventory	10%
Seminar leadership (curriculum model)	20%
Seminar leadership (comparative curriculum)	20%
Curriculum design: Global planning and LES	40%

### Attendance policy:

You are responsible for content when missing a class. A medical note will be required for any absence. An active participation in discussion, presentation and peer-evaluation is expected of all students.

**\*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.**

**\* All assignments must be handed in and completed for you to pass the course**

### ***McGill University Policy on 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 (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/) ).

***“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)

*Use of Text-matching software: "Instructors who may adopt the use of text-matching software to verify the originality of students' written course work must register for use of the software with Educational Technologies ([support.ist@mcgill.ca](mailto:support.ist@mcgill.ca)) and must inform their students before the drop/add deadline, in writing, of the use of text-matching software in a course."* (approved by Senate on 1 December 2004).

\*\* The course is on the MyCourses portal at McGill. You are strongly encouraged to check for course updates and information. In fact, this will be our main communication tool outside of class. As well, you are encouraged to read and print a copy of each day’s lecture prior to class.

\*\* 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.

**Recommended Readings** (these books can be found at the McGill Library):

1. Robinson, D., & Randall, L. (2014). *Teaching Physical Education Today: Canadian Perspectives*. Toronto: Thompson Educational Publishing, Inc. (Hardcopy Book)
2. Dowling, F., Fitzgerald, H., Flintoff, A. (2014). *Equity and Difference in Physical Education, youth sport and health*. London: Routledge. (Hardcopy Book)