



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

**EDPK 494 Physical Education Curriculum Development**

**Winter 2020**  
**Course Outline**

**Prof. Lee Schaefer, Ph.D**

**Email:** [lee.schaefer@mcgill.ca](mailto:lee.schaefer@mcgill.ca)

**Office:** Currie Gymnasium Building, A211

**Office Hours:** Upon Request

**Lecture:**

Tuesday 11 :35-12:55

**Movement Seminar Experiences:** TBA

**Teaching assistants:**

Vanessa Da Fonte

[vanessa.dafonte@mail.mcgill.ca](mailto:vanessa.dafonte@mail.mcgill.ca)

**Office Hours:**

Dr. Schaefer 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 348, which serve as foundations for this course)

**Course description:** Analysis of important philosophies, 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

**Course Format:** This course is formatted in a way that allows for both classroom experiences as well as movement experiences related to the content of the course. The movement experiences will take place in the gymnasium and other alternative environments

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

1. Critically analyze and discuss theories that influence education and in turn shape both the *planned* and *lived* curriculum in physical education and health
2. Understand the history of physical education and how enduring notions continue to shape both physical education content, curriculum and physical education research
3. Comprehend contemporary issues surrounding physical education and health and analyze how these issues have and will continue to impact physical education and your teacher identity
4. Demonstrate a theoretical and practical understanding of the current Québec curriculum for physical education and health

5. Create a purposeful long term plan that draws on the three competencies included in the Québec curriculum for physical education and health

### **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 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 (and to build these activities into a long-term plan).*

**Competency 5:** *To evaluate student progress in learning the subject content and mastering the related competencies.*

**Competency 9:** *To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school.*

**Competency 11:** *To engage in professional development individually and with others.*

### **Required Readings:**

- 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)
- 3) Québec Education plans for Physical Education and Health; Elementary (2001) and Secondary (2003). (Online)
- 4) Québec Education Program. Progressions of Learning. Physical Education and Health (2009). (Online)
- 5) QEP- Frameworks for Evaluation MELS (2010) (Online)

\* Additional documents and readings will be posted on Mycourses

### **Tentative Course Structure:**

- 1) **Classroom:** Tuesdays will be synchronous and students are expected to virtually attend the Tuesday classes as there will be interactive activities planned to allow for dialogic engagement with Thursdays asynchronous lectures. Weekly Thursday lectures can be watched anytime between Thursday and Tuesdays class. It is expected that you have watched the asynchronous lecture prior to attending Tuesdays synchronous lecture.

- 2) **Lab:** The labs for this course were face to face opportunities to make the theoretical course material more practical. The hope is to incorporate face to face opportunities in the second half of the course once COVID measures have, hopefully, been downgraded. Therefore at this point in time the lab portion of this class is uncertain.

**\*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.**

**Course Policies** (some policies don't apply if face to face opportunities do not become a reality)

All lectures will be recorded and posted on Mycourses. However due to Tuesdays interactive nature it will be more difficult to ensure that all material is available online. i.e. breakout room discussion, case studies, etc will not be able to be posted for later consumption. Therefore it is strongly encouraged that you attend all Tuesday lectures.

- 1) I am encouraging students to please leave their video on during synchronous lectures. These lectures will be far less of me talking. The hope is that they are interactive which is difficult if folks are not utilizing their video option
- 2) Please mute your microphone anytime you are not either in a breakout room or talking.
- 3) The chat option can be used to ask questions during the lecture. I will have Vanessa monitor the chat option so that I can ensure I am answering questions in real time. Please keep chat room professional at all times. Whatever is written in the chat is also saved and can be retrieved at any time.
- 4) Respect of all people in the classroom space and professional conduct is expected
- 5) Active participation during group work, class discussions and lab experiences is also expected
- 6) Please wear proper attire during lab sessions in the gymnasium space so you can fully participate. (pertains to face to face only)
- 7) If participation during a lab time is not possible (injury, illness) please discuss the alternative with the teaching group for that day (pertains to face to face only)

**Attendance/Assignment policies:**

- 1) Given McGills move to "remote" learning attendance of classes is a somewhat gray area. Although we cannot make attendance mandatory, it is strongly encouraged that students virtually attend all Tuesday lectures or any face to face opportunities provided.
- 2) 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.

### **Mental health statement:**

Perhaps more now than ever an attention to mental health is extremely important. Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping have become an increasing concern in academic circles. The source of symptoms might be related to your course work or other aspects of your life; either way, please speak with me. Also note that McGill provides cost-free mental health services through Counseling and Mental Health Services <http://mcgill.ca/counselling/>

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

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

#### **1) Quebec Curriculum Evidence of Understanding 20%**

- An integral part of teaching physical education is understanding the purpose, aims, and goals of the Quebec physical education curriculum. An in-depth understanding of the competencies, as well as how these competencies will shape your methods, is an important aspect of being a purposeful physical education.
- This will be a summative assessment that will test your knowledge of the Quebec Curriculum.

#### **2) Autobiographical Narrative Inquiry and Marginalized Stories of PE 30%**

- Issues surrounding social justice in physical and health education have continued to garner attention in both internationally in programming and research. In this assignment you will engage with your own narratives surrounding physical health education and physical activity while at the same time engaging in non-dominant narratives of physical health education and physical activity.
- This process will begin with an autobiographical narrative inquiry and then will ask you to think critically about how your own stories may differ from the students you will work alongside.
- You will use the *Equity and Difference in Physical Education, youth sport and health* text to engage with the latter part of this assignment.

#### **3) LES and Assessment 20%**

- You and a partner will create an LES as well as both a formative and summative assessment strategy. You will briefly present your LES and assessment strategy to your classmates. You are expected to create a tool that can be shared electronically with your classmates for both the summative and formative assessment.

#### **4) LES Teaching PE Virtually: 15%**

- Given the realities of the pandemic, online learning, teaching, has become prevalent across the world. As an additive to the LES assignment, you will need to create a 15 minute video of you teaching a part of your LES virtually. Further expectations and requirements will be provided. These videos will serve as further course content for your classmates, and will be shared on Mycourses.

### 5) Professional Identity and Competencies: 15% (Date: Ongoing)

- During your practicum experiences you are assessed by both your CT and your university facilitator on your professional competencies. These types of assessments will also be used to assess you as you begin teaching. **It is important not only that you are aware of these competencies, but that you are embodying them throughout the program, so they are not new to you.**
- These competencies include aspects such as - behaves in a manner expected by a teaching professional, maintains engagement in class through observation, attentiveness and dialogue.
- Please see rubric *Professional Identity* for further information.

### 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)". (approved by Senate on 29 January 2003). (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 [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 have been placed on reserve at the Education Library):

1. Allison, P.C., & Barrett, K.R. (2000). *Constructing children's physical education experiences: Understanding the content for teaching*. Boston: Allyn and Bacon.
2. Cone, T.P., Werner, P., Cone, S.L., & Woods, A.M. (1998). *Interdisciplinary teaching through physical education*. Champaign, IL: Human Kinetics.
3. Corbin, C. B. & Lindsay, R. (2005). *Fitness for life*. Champaign, IL: Human Kinetics.
4. Gallahue D. L. & Clelland Donnelly, F. (2003). *Developmental physical education for all children (4<sup>th</sup> ed.)*. Champaign, IL: Human Kinetics.
5. Graham, G., Holt/Hale, S., & Parker, M. (1998) *Children moving: A reflective approach to teaching physical education*. Boston: McGraw Hill.
6. Hellison, D.R. (2011). *Teaching personal and social responsibility through physical activity*. Champaign, IL.: Human Kinetics.
7. Jewett, A.J., Bain, L.L., & Ennis, C.D. (1995). *The curriculum process in physical education (2<sup>nd</sup> ed.)*. Madison, WI: WCB Brown & Benchmark.
8. Kelly, L.E., & Melograno, V.J. (2004). *Developing the physical education curriculum: An achievement-based approach*. Champaign, IL: Human Kinetics.
9. Lund, J. & Tannehill, D. (2010). *Standards-based physical education curriculum development*. Sudbury, Mass: Jones & Bartlett.
10. Martinek, J., & Hellison, D.R. (2009). *Youth leadership in sport and physical education*. New York: Palgrave Macmillan.
11. National Association for Sport and Physical Education (2005). *Physical education for lifelong fitness: The physical best teacher's guide*. Champaign, IL: Human Kinetics.
12. Pickup, I., & Price, L. (2007). *Teaching physical education in the primary school: A developmental approach*. New York: Continuum.
13. Siedentop, D., Hastie, P. A., & Van der Mars, H. (2004). *Complete guide to Sport Education*. Champaign, IL.: Human Kinetics.

14. Siedentop, D. (2007). Introduction to physical education, fitness, and sport. Boston: McGrawHill, 20
15. Silverman, S.J., & Ennis, C.D. (Eds.). (2003). *Student learning in physical education: Applying research to enhance instruction* ( 2<sup>nd</sup> ed.). Champaign, IL.: Human Kinetics.