



Course outline: EDKP 494 - 001

Physical Education Curriculum Development - 2384

General information

Term and year: Winter 2024

Course pre-requisite: EDFE 373 or equivalent.

Course co-requisite: None.

Course schedule:

Class days: Mondays and Wednesdays

Class time: 10:05 am - 11:25 am

Class place: Leacock Building, Room 110

Lab day: Wednesday

Lab time: 11:35 am - 12:25 pm

Lab place: Currie 124/3 or 152

Number of credits: 3

Instructor information

Instructor: Bruno da Costa, Dr.

E-mail: bruno.dacosta@mcgill.ca

Office location: Office A212

Office hours: Mondays and Wednesdays, 14:00 - 15:00, or by request.

Office hours are times when you can meet with your professor to discuss the material being presented in class or other related interests you have. Course-related discussions include seeking clarification of material presented in class and following up on aspects of the class you find compelling.

It is recommended that students log in to myCourses frequently to monitor discussions and new contents.

Students may also contact the instructor in Microsoft Teams or by email. Response times vary.

Teaching assistant information

Name: Bobby Angelini

E-mail: bobby.angelini@mail.mcgill.ca

Course overview

Analysis of important philosophies, principles, and personal, educational, and societal issues that influence current physical and health education curricula with particular emphasis on the Québec curriculum for Physical Education and Health.

Learning Outcomes

At the end of the course students should be able to:

- Critically analyze and discuss physical education curricula, aims, principles, and program content in the educational setting.
- Understand the basis on which, and the means by which, physical education curricula in educational institutions are derived.
- Work effectively within the guidelines of the current Québec curriculum for Physical Education and Health.
- Develop a realistic yearly and detailed planning in physical education, incorporating innovative ideas and approaches, for a given educational setting.
- Discuss current issues in education and physical education and solve problems in a sound educational manner.

Instructional methods

Unless otherwise specified, all activities and assessments will be in person. The activities for the classes in the course will include lectures, seminars, group projects, and labs.

Students are expected to access myCourses to view course material, participate in discussions, and submit assignments. The myCourses [Pulse mobile app](#) can help students stay connected and on track, and is available for iOS and Android.

If students anticipate they cannot take part in certain course components, they should contact the instructor as soon as possible.

Expectations for student participation

Students are expected to actively participate in classes and other course activities. This includes interacting with the instructor and TA by asking or responding to questions, interacting with peers in small group activities, contributing to whole-class discussions, coming to class on time, being prepared to engage in learning activities, be they graded or not, and participate in discussions in myCourses.

It is important to note that students are expected to be respectful in their interactions and communications.

It is responsibility of the students to come to class or to obtain lecture and class discussion materials from a classmate should they miss a class.

Course information, including this document, will be posted on myCourses. It is the students' responsibility to regularly check myCourses for course materials and important announcements.

Students must use their McGill e-mail address when emailing the course instructor and TA. E-mails received from other addresses (i.e., @hotmail.com, @gmail.com, etc.) will not be read or responded to. All emails should be worded professionally and should include the student's full name.

We will have two encounters per week, a lab meeting once a week, and students are expected to engage with course material. This includes reading the material; taking notes; studying the notes; preparing assignments and projects; engaging in discussions in myCourses; preparing for class; and reflecting on the materials covered, their experiences and their practice in physical education.

We will use the McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates as the professional guidelines for our course. We will review the relevant points in class from the following link: <https://www.mcgill.ca/isa/student/principles>.

Attendance Policy

Students are expected to attend all class meetings, including lectures and labs, for the entire duration of each session. Each lecture and lab is considered a separate class meeting. If a student has two unexcused absences, they are encouraged to visit my office to discuss their absences, as I am here to support your learning journey.

If a student is unable to attend due to illness or injury, they must provide a medical note stamped with the date and time to the course instructor. Varsity athletes needing to miss class due to a game must submit the necessary signed documentation from Athletics.

Attendance will be taken at the beginning of each class. Students arriving late should inform the instructor of their presence at the end of the session. To minimize disruption, it's recommended that students entering late do so quietly.

Class recordings

Unless otherwise specified, classes will not be recorded. Unauthorized recording or transmission of class activities, lecture slides, or other class content is not permitted. This includes taking audio and/or video recording, taking photographs, or using any other form of video conferencing or streaming.

Transmission of pictures or audio/visual recordings on the internet (e.g., Facebook, YouTube, email) constitutes publication.

Required course materials

References, links, and or files for the required readings will be made available in myCourses.

Additional materials may be used throughout the term. In such cases, students will be notified in class and in myCourses.

Documents

Québec Education Program | Ministère de l'Éducation. Accessed December 21, 2023.

https://www.education.gouv.qc.ca/fileadmin/site_web/documents/PFEQ/educprg2001.pdf

l'Éducation M de. Physical Education and Health (Secondary) | Ministère de l'Éducation. Accessed December 21, 2023. <https://www.education.gouv.qc.ca/en/teachers/quebec-education-program/secondary/personal-development/physical-education-and-health>

l'Éducation M de. Physical Education and Health (Elementary) | Ministère de l'Éducation. Accessed December 21, 2023. <https://www.education.gouv.qc.ca/en/teachers/quebec-education-program/elementary/personal-development/physical-education-and-health>

PECAT | Physical Education Curriculum Analysis Tool | Healthy Schools | CDC. Published September 1, 2022. Accessed December 29, 2023. <https://www.cdc.gov/healthyschools/pecat/index.htm>

Articles

Hao X, Yang Y. Healthy physical education curriculum model and students' extracurricular sports participation — test based on the trans-contextual model of motivation. *BMC Public Health*. 2022;22(1):2079. doi:[10.1186/s12889-022-14483-0](https://doi.org/10.1186/s12889-022-14483-0)

Chen A, Zhang T, Wells SL, Schweighardt R, Ennis CD. Impact of Teacher Value Orientations on Student Learning in Physical Education. *J Teach Phys Educ*. 2017;36(2):152-161. doi:10.1123/jtpe.2016-0027

Banville D, Marttinen R, Kulinna PH, Ferry M. Curriculum decisions made by secondary physical education teachers and comparison with students' preferences. *Curriculum Studies in Health and Physical Education*. 2021;12(3):199-216. doi:[10.1080/25742981.2021.1893124](https://doi.org/10.1080/25742981.2021.1893124)

Zhang T, Wang Y, Yli-Piipari S, Chen A. Power of the Curriculum: Content, Context, and Learning in Physical Education. *Research Quarterly for Exercise and Sport*. 2021;92(4):689-700. doi:10.1080/02701367.2020.1768202

Stevens SR, Culpan I. The joy of movement: the non-participant in physical education curriculum design. *Curriculum Studies in Health and Physical Education*. 2021;12(1):80-93. doi:10.1080/25742981.2021.1878918

Scorrige A, Philpot R, Bruce T. Bringing socially-critical pedagogies to life through stories. *Curriculum Studies in Health and Physical Education*. 2021;12(3):217-231. doi:10.1080/25742981.2021.1906725

Optional course materials / Recommended readings

Optional course materials may be used as reference in lectures, slides, and/or discussions. Reading them is not required, but it is encouraged.

Journal

Curriculum Studies in Health and Physical Education aims and scope. Taylor & Francis.

<https://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=rasp21>

Books

Kelly A. *The Curriculum: Theory and Practice*. 6th edition. Sage Publications; 2009.

Kirk D. *Physical Education and Curriculum Study (Routledge Revivals): A Critical Introduction*. 1st edition. Routledge; 2013. McGill Library link: <https://mcgill.on.worldcat.org/oclc/879291310>

Kirk D, Tinning R. *Physical Education, Curriculum, and Culture: Critical Issues in the Contemporary Crisis*. Falmer Press; 1990.

Articles

Philpot R. 'Sometimes unfair is fair': New Zealand HPE teachers' perceptions of social justice. *Curriculum Studies in Health and Physical Education*. 2023;0(0):1-19. doi:[10.1080/25742981.2023.2270464](https://doi.org/10.1080/25742981.2023.2270464)

Ngene NC. Teaching Philosophy in a Teaching Portfolio: Domain Knowledge and Guidance. *Adv Med Educ Pract*. 2023;14:1231-1248. doi:10.2147/AMEP.S428897

McEvoy E, Heikinaro-Johansson P, MacPhail A. Physical education teacher educators' views regarding the purpose(s) of school physical education. *Sport, Education and Society*. 2017;22(7):812-824. doi:10.1080/13573322.2015.1075971

Wallace J, Scanlon D, Calderón A. Digital technology and teacher digital competency in physical education: a holistic view of teacher and student perspectives. *Curriculum Studies in Health and Physical Education*. 2023;14(3):271-287. doi:[10.1080/25742981.2022.2106881](https://doi.org/10.1080/25742981.2022.2106881)

Deng C, Philpot RA, Legge M, Ovens A, Smith W. Should primary school PE be outsourced? An analysis of students' perspectives. *Curriculum Studies in Health and Physical Education*. 2023;14(3):357-374. doi:[10.1080/25742981.2022.2140594](https://doi.org/10.1080/25742981.2022.2140594)

Ennis CD. The Influence of Value Orientations in Curriculum Decision Making. *Quest*. 1992;44(3):317-329. doi:10.1080/00336297.1992.10484058

Reference suggestions for curriculum models in physical education

- Cone, T.P., Werner, P., Cone, S.L., & Woods, A.M. (1998). *Interdisciplinary teaching through physical education*. Champaign, IL: Human Kinetics.
- Corbin, C. B. & Lindsay, R. (2005). *Fitness for life*. Champaign, IL: Human Kinetics.
- Gallahue D. L. & Clelland Donnelly, F. (2003). *Developmental physical education for all children (4th ed.)*. Champaign, IL: Human Kinetics.
- Graham, G., Holt/Hale, S., & Parker, M. (1998) *Children moving: A reflective approach to teaching physical education*. Boston: McGraw Hill.
- Hellison, D.R. (2011). *Teaching personal and social responsibility through physical activity*. Champaign, IL.: Human Kinetics.
- Jewett, A.J., Bain, L.L., & Ennis, C.D. (1995). *The curriculum process in physical education (2nd ed.)*. Madison, WI: WCB Brown & Benchmark.
- Kelly, L.E., & Melograno, V.J. (2004). *Developing the physical education curriculum: An achievement-based approach*. Champaign, IL.: Human Kinetics.
- Lund, J. & Tannehill, D. (2010). *Standards-based physical education curriculum development*. Sudbury, Mass: Jones & Bartlett.
- Martinek, J., & Hellison, D.R. (2009). *Youth leadership in sport and physical education*. New York: Palgrave Macmillan.
- National Association for Sport and Physical Education (2005). *Physical education for lifelong fitness: The physical best teacher's guide*. Champaign, IL.: Human Kinetics.
- Pickup, I., & Price, L. (2007). *Teaching physical education in the primary school: A developmental approach*. New York: Continuum.
- Siedentop, D., Hastie, P. A., & Van der Mars, H. (2004). *Complete guide to Sport Education*. Champaign, IL.: Human Kinetics.
- Siedentop, D. (2007). *Introduction to physical education, fitness, and sport*. Boston: McGrawHill, 20
- Silverman, S.J., & Ennis, C.D. (Eds.). (2003). *Student learning in physical education: Applying research to enhance instruction (2nd ed.)*. Champaign, IL.: Human Kinetics.
- Stillwell J. L., & Willgoose, C. E. (2006). *The physical education curriculum*. Long Grove, IL: Waveland.

Course content

The contents of this course will include the different concepts of curriculum, what it is and what it is not, different types of curricula, what factors influence and are influenced by curriculum. Curriculum studies will be briefly introduced.

More specifically, curriculum in physical education and health and its contents will be critically reviewed. Models for curriculum development that are specific for physical education will be covered as well.

With a background in curriculum studies and physical education and health curriculum, the Québec Education Program will be presented and analyzed.

Scientific studies investigating content, context, and other elements of curriculum design will be analysed.

Discussions and assignments are proposed to stimulate a critical analytical skill required for developing a proper understanding of the role of curriculum development.

Class Schedule

The course schedule outlined below is tentative and subject to change.

| Week | Date | Description | Course materials | Assignments due |
|------|---------------|--|--|--------------------------------------|
| 1 | Jan 08 Mon | Presentation of the course outline, assessments, and policies. | Course Outline | |
| | Jan 10 Wed | Lecture 01: Introduction to curriculum & curriculum studies. | Chapter 1, Kelly 2009. | |
| 2 | Jan 15 Mon | Lecture 02: Curriculum studies. | Chapter 1, Kelly 2009. Chapter 1, Kirk 2013. | |
| | Jan 17 Wed | Lecture 03: Curriculum Studies. | Chapter 2, Kirk 2013. Chen et al., 2016. | |
| 3 | Jan 22 Mon | Lecture 04: Curriculum in Physical Education & Health. | Ngene, 2023. Chapter 4, Kirk 2013. | |
| | Jan 24 Wed | Lecture 05: Curriculum in Physical Education & Health. | McEvoy et al., 2017. Chapter 1, QEP. | |
| 4 | Jan 29 Mon | Lecture 06: Curriculum Models & Assignment. | Chapters 3 & 4, Kelly 2009. Chapter 1, Kirk 2013. | |
| | Jan 31 Wed | Lecture 07: The Content of Physical Education Curricula | Chapter 4, Kirk 2013. Banville et al., 2021. | Assignment I: Teaching Philosophy |
| 5 | Feb 05 Mon | Lecture 08: Curriculum development, change, and control. | Chapter 5, Kelly 2009. | |
| | Feb 07 Wed | Presentation of seminar I | | Seminar I: Curriculum Models |
| 6 | Feb 12 Mon | Lecture 09: Curriculum change in Physical and Health Education | Chapter 5, Kirk 2013. PECAT document. | |
| | Feb 14 Wed | Presentation of seminar I | | Seminar I: Curriculum Models |
| 7 | Feb 19 Mon | Lecture 10: The QEP | Chapters 2 & 3, QEP. | |
| | Feb 21 Wed | Presentation of seminar I | | Seminar I: Curriculum Models |
| 8 | Feb 26 Mon | Lecture 11: The QEP and Physical Education. | Pages 271-285, QEP. | |

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| | | | Programs: elementary, cycles one and two of secondary education. | |
| | Feb 28 Wed | Lecture 12: The QEP and Physical Education. | Pages 271-285, QEP. Progressions of learning documents. Framework for the evaluation of learning. Report card weightings and wording. | |
| 9 | Mar 04 Mon | Winter reading break | | |
| | Mar 06 Wed | | | |
| 10 | Mar 11 Mon | Lecture 13: Assessments and evaluations. | Report card weightings and wording documents. Chapter 6, Kelly 2009. | |
| | Mar 13 Wed | Presentation of seminar II | | Seminar II: Comparison of Curricula |
| 11 | Mar 18 Mon | Lecture 14: Ideology and Hidden Curriculum in Physical Education | Chapter 7, Kirk 2013. | |
| | Mar 20 Wed | Presentation of seminar II | | Seminar II: Comparison of Curricula |
| 12 | Mar 25 Mon | Lecture 15: The Politicization of the school curriculum. | Chapter 7, Kelly 2009. Zhang et al., 2020. | |
| | Mar 27 Wed | Presentation of seminar II | | Seminar II: Comparison of Curricula |
| 13 | Apr 01 Mon | Easter Monday: no activities. | | |
| | Apr 03 Wed | Presentation & Overview of assignment II | | Assignment II |
| 14 | Apr 08 Mon | Lecture 16: Current issues in Physical and Health Education. | Chapter 8, Kirk 2013. Scorrige et al, 2021. | |
| | Apr 10 Wed | Presentation & Overview of assignment II | | Assignment II |
| | Apr 11* Thu | Lecture 17: Current issues in Physical Education and Health, part 2. Course Review. | Deng et al, 2023. Stevens Gulpan, 2021. | |
| *Makeup day. | | | | |

Key academic dates

For reference, the key dates for the academic calendar can be found in full at

<https://www.mcgill.ca/importantdates/key-dates>.

Evaluation

There will be five graded assessments for this course: two seminars, two assignments, and participating in blog posts of various topics in myCourses. In addition, 5% of the final grade will be related to participation in course activities.

A summary of the assessments is presented in the table below with their proportional contribution to the final grade of the course.

Summary of the evaluations

| Item | Brief description | Proportion of final grade |
|---|--|---------------------------|
| Participation | Students are expected to actively participate in classroom and lab activities. This can take form in asking questions, participating in discussions, attending activities on time, and interacting with course materials. | 5% |
| Blog Posts Discussion | Posts regarding content relevant to Physical Education will be accessible on MyCourses. Students are expected to comment on these posts, sharing their opinions and experiences. They may discuss how each post's content relates to their professional development or teaching practices. | 10% |
| Assignment I: Teaching Philosophy | Students are expected to write a document describing their teaching philosophy. | 15% |
| Seminar I: Curriculum Models | In groups, students will present different models that can be used as references for curriculum development. | 20% |
| Seminar II: Comparison of Curricula | Students will work in groups to present the Physical Education curriculum from a country, state, or province, and compare its similarities and differences with the Québec curriculum. | 20% |
| Assignment II: Curriculum design, Learning and Evaluation Situation | In groups, students will develop a Learning and Evaluation Situation. | 30% |

Electronic assignments should be submitted via myCourses.

Link to the [FAQs for students using myCourses: Assignments](#).

A more detailed description of each evaluation item and the criteria for grading will be made available in myCourses.

Late submissions

Late submissions will be penalized 10% per day for each day that they are late (including weekend days) and will not be graded if they are submitted 1 week or more after the due date.

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

- **Artificial Intelligence (AI) Tools:** students may use of technology tools that can help them learn and can contribute to their understanding of the materials. It is important to note that any product of AI has the potential to be inaccurate, and students are ultimately accountable for the work they submit. If any AI tool is used for assignments, students must submit an appendix describing which tool was used, the date, and any prompts and output generated by the AI platform. The use of any AI tool must be acknowledged.
- **Assessment:** The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads.
- **Charter of Students' Rights:** Additional policies governing academic issues that affect students can be found in the [McGill Charter of Students' Rights](#).
- **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 endeavor 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 materials (e.g., lecture slides, assignments) are 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.
- **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](#).
- **Mercury course evaluations:** [Mercury course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

- **Mobile devices:** Mobile computing and communications devices are permitted in class for specified uses, such as note taking, consulting online resources, manage presentations, etc.
- **Pronouns:** Please send an email or indicate on the start of the course if you would like me to refer to you by a different name than the name in your student record or to inform me of your pronouns.
- **Recording privacy:** I will notify you if part of a class is being recorded. By remaining in classes 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. Please consult me if you have concerns about privacy and we can discuss possible measures that can be taken.
- **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.
- **Sustainability:** McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. See the [Office of Sustainability](#).
- **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, don't hesitate to seek support from [Student Services](#).
- **Land acknowledgement:** McGill University is on land which long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.