



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

Office: Currie Gymnasium Building, A211

Office Hours: Upon Request

Lecture:

T/R 12:35 – 1 :55 (Currie, 304)

Movement Seminar Experiences:

T – 2:05-2:55 (Currie 123/4)

Teaching assistants:

Melissa Daoust

melissa.daoust2@mail.mcgill.ca

Dr. Schaefer will be available for office hours through zoom and will allow students timeframes to book appointments

Prerequisite: EDFE 373 or equivalent (most students will also have completed Physical Education Pedagogy EDKP 442 and the 3rd 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:** Sessions will vary between direct instruction, group work, experiential opportunities and small group and large group discussions.
- 2) **Lab:** Sessions will be led by teaching group for that day. All equipment is expected to be set up and ready to go for 3:05.

- 3) **As of March 30, all students need to be available Tuesday Thursday 12:30-1:55 to attend to course material that will take place through zoom, online and mycourses.**

Course Policies:

All lectures, and content, will be provided through zoom, online, or using Mycourses after March 30 due to the Covid19 Virus

- 1) Please turn cell phone to silent prior to beginning class. Cell phones may be used at times for pedagogical purposes, but if you need to text or call someone please leave the classroom space.
- 2) Lap tops may also be used for pedagogical purposes during the class. When they are not being used for pedagogical purposes lap tops can be closed.
- 3) Respect of all people in the classroom space and professional conduct is expected
- 4) Active participation during group work, class discussions and lab experiences is also expected
- 5) Please wear proper attire during lab sessions in the gymnasium space so you can fully participate.
- 6) If participation during a lab time is not possible (injury, illness) please discuss the alternative with the teaching group for that day

Attendance/Assignment policies:

- 1) **An email, to myself and your group, prior to a missed class or seminar experience is required. After 3 missed classes or labs we will have a conversation to see if further work needs to be completed to meet course requirements.**
- 2) A hard copy of Assignments is expected to be handed in at the beginning of class. Late assignments will be docked 10% per day late. If extenuating circumstances arise, please discuss with me as soon as possible.

Mental health statement:

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% (Date: February 4) (Completed prior to disruption)

- 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% (~~Date: March 31~~) **New Due Date: April 14th. Please submit to Mycourses anytime that day. You can also hand it in any time prior to this date.**

- 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% (~~Date: April 1~~) **New Due Date: April 16th. Please submit to Mycourses anytime that day. You can also hand it in any time prior to this date. Also – due to the disruption in our face to face course which may make group work extremely difficult if you would like to complete the assignment individually please let me know no later than March 31.**

- 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) Practical Application of Theoretical Content: 15% (Date: Ongoing) **Given that practical face to face labs are no longer an option the lab work that has been handed in up to this point will make up the mark for this assignment.**

- The labs will include various assignments that will be based on the practical application of the theoretical content that is being taught in class. This is to allow more time to apply learning

that takes place in the classroom for students to develop an embodied understanding of their individual pedagogical ideologies and professional skills, simultaneously.

5) Professional Identity and Competencies: 15% (Date: Ongoing) **Your self-assessment completed after our reading week break as well as my own assessment will make up your mark for this assignment. If there are discrepancies between your self-assessment and my assessment a one on one zoom meeting will be organized to discuss the final mark.**

- 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/ 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/).

"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) 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 (4th 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 (2nd 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* (2nd ed.). Champaign, IL.: Human Kinetics.

Course Calendar

#		Description	Readings	Assignments Due
	NO LAB			
1	Jan 7	<ul style="list-style-type: none"> • Introductions • Syllabus • Expectations • Professional Competencies • Carousel Brainstorming 	n/a	
2	Jan 9	<ul style="list-style-type: none"> • Purpose of EDKP 494 with regards to the scope and sequence of the program • Brief History of curriculum of PE • PE in Quebec <p>For next class: Review assignments, come with questions</p>		
	NO LAB			
3	Jan 14	<p>Curriculum Theory: Constructivism and its implications for physical education</p> <p>Students Review Quebec curriculum front matter</p>	Munaf, C. (2016). The role of social constructivism in physical education (Mycourses)	
4	Jan 16	<p>Ideology and Curriculum: Michael Apple's take on schools. They are working.</p>	Apple, M. (2004) Ideology and Curriculum. Chapter 4 (Mycourses)	

5	Jan 21	Quebec Curriculum Review and Midterm Material	Penny, D. & Chandler (2010). Physical education? What futures? (Mycourses) (Optional)	
6	Jan 23	<ul style="list-style-type: none"> • Paradigms “where we stand depends on where we sit” • Dewey’s model of experience • Engaging in autobiographical narrative inquiry • Begin timeline assignment 		
	LAB 1	Movement Patterns and Performance Cues		
7	Jan 28	Guest Speaker: IEP’s and practical application		
8	Jan 30	Curriculum Orientations with Ennis	Ennis, C. & Chen, A. (1993). Domain specifications and content representativeness of the revised value orientation inventory (Mycourses)	Come prepared with one narrative from timeline
	LAB 2			
9	Feb 4	QEP Curriculum Exam		

10	Feb 6	Models based practice— Theories behind why they may be useful	Kirk, D (2013) Education value and models based practice in physical education. (Mycourses)	Share 3 narratives from your autobiographical assignment
	LAB 3			
11	Feb 11	<ul style="list-style-type: none"> Models based practice—what are the particular models we might choose from 		
12	Feb 13	<ul style="list-style-type: none"> Planning—discussion around resources on mycourses and your own experiences Curriculum and it's links to: Yearly planning—as a class Unit planning Lesson planning <p>Introduce unit planning assignment</p>	Robinson, D. & Randall, L. (2014). Teaching Physical Education Today. Planning for Instruction (Chapter 4)	
	LAB 4			
13	Feb 18	Equity and difference in physical and health education	Dowling, F. Fitzgerald, H. & Flintoff, A. (2012). Theorizing difference and (in) equality in physical education, youth sport and health (Chapter 1)	

14	Feb 20	Equity and difference in physical and health education	Dowling, F. Fitzgerald, H. & Flintoff, A. (2012). A narrative approach to research in physical education, youth sport and health (Chapter 2)	Inquiry into your story fragments
	LAB 5			
15	Feb 25	Assessment theories – why do we assess, what do we assess and how do we assess students?	Robinson, D. & Randall, L. (2014). Teaching Physical Education Today. Assessment and Physical Education (Chapter 6) Kohn, A. (1994) The role of rewards (Mycourses)	
16	Feb 27	Guest Speaker: Alex McComber Indigenous Health, Physical Activity and Physical Education		*Halas, J., McRae, H., & Carpenter, A. (2013). Aboriginal people and sport in Canada
	LAB 6			
17	Mar 10	TBA		
18	Mar 12	Equity and difference in physical and health education	Dowling, F. Fitzgerald, H. & Flintoff, A. (2012). A narrative approach to research in physical education, youth sport and health (Chapter 2)	
	LAB 8	No Lab today		

19	Mar 17	Curriculum enrichment through the outdoors (bring proper clothing for outside) Cancelled	Louve (Mycourses)	
20	Mar 19	Curricular enrichment through the out of doors (bring proper clothing for outside) Cancelled	Louve (Mycourses)	
	LAB 9	Lab will be outdoors Cancelled		
21	Mar 24	Curricular enrichment through the out of doors (bring proper clothing for outside) Cancelled		
22	Mar 26	Assessment theories – why do we assess, what do we assess and how do we assess students? Cancelled	Robinson, D. & Randall, L. (2014). Teaching Physical Education Today. Assessment and Physical Education (Chapter 6) Kohn, A. (1994) The role of rewards (Mycourses)	
	LAB 10	Assessment options Cancelled		
23	Mar 31	LES Plan fine tuning Zoom Lecture – Response to the virus, new course outline, assignment due dates and any other questions		Bring 1-2 of the best LES's from Quebec you can find

				Autobiographical narrative inquiry due today
24	April 2	Share autobiographical process with larger group – illustrate links to what you have learned about how this will shape PE curriculum Zoom lecture – Assessment theories why we assess, and what we assess.		LES and Assessment due today
	NO LAB			
25	April 7	Optional Zoom Question period between 12:30-1:30. I will be available to answer any questions regarding final assignments		
26	April 9	Zoom lecture – course review and final assignment clarification.		