

EDUC 460.08/460.16 Specialization I –Physical Education, Elementary and Secondary**Winter, 2021**

Section	Instructor	Location	Email
S01	Gavin Peat	On-line	peat@ucalgary.ca

Class Dates: January 11 – March 12**Office Hours:** By arrangement**ZOOM SESSIONS:**

1. Monday January 11 (12.30-14.00)
2. Monday January 25 (12.30-14.00)
3. Monday February 8 (12.30-14.00)
4. Monday March 1 (12.30-14.00)

Optional Zoom on ‘empty’ Monday’s. Same time.

Links to be sent out closer to the time and posted in D2L.

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.**Pre-requisite:** Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.**Email:** Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.**Weekly schedule:** A weekly schedule of readings and podcasts/audio files along with course requirements & assignments will be posted in D2L, well in advance of each week.**COURSE DESCRIPTION:**

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specialization of Physical Education theory as connected to an understanding of practical classroom/gym/outdoor experiences will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.

LEARNER OUTCOMES:

Students will be knowledgeable about: Over the course of the semester, students will:

- 1) Develop a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts and terminology.
- 2) Understand the teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
- 3) Explore and apply introductory theory related to the teaching of the discipline with an emphasis on: designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today’s diverse learners.

- 4) Successfully design short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

COURSE DESIGN AND DELIVERY:

This online course is delivered through a design-based and inquiry-focused approach. Student participation is crucial to the knowledge building in this course. Students are expected to participate in synchronous meetings organized as whole-class ZOOM sessions and in asynchronous conversations via the discussion forums in Desire2Learn (D2L). Assessment is both formative and summative based on rubrics for the three Learning Tasks. D2L will be used to post class information and for submitting assignments. You will need a device that supports online audio (and preferably video) communication.

Required Reading:

Alberta Education. (2011). *English as a Second Language Proficiency Benchmarks*. Retrieved from:
<http://www.learnalberta.ca/content/eslapb/>

Alberta Education. (2000). Program of Studies for Physical Education. Retrieved from
<https://education.alberta.ca/media/160191/phys2000.pdf>

Alberta Learning. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction*. Retrieved from: https://education.alberta.ca/media/384968/makingadifference_2010.pdf

Friesen, S. (2009). *What did you do in school today? Teaching effectiveness: A framework and rubric*. Toronto: Canadian Education Association. Retrieved from: <https://www.edcan.ca/articles/what-did-you-do-in-school-today-teaching-effectiveness-a-framework-and-rubric/>

Alberta Teachers' Association. (2015). *The state of inclusion in Alberta schools*. Edmonton, AB: Author.
<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-101-5%20The%20State%20of%20Inclusion%20in%20Alberta%20Schools.pdf>

Whitehead, M. (2010). *Physical Literacy, Throughout the life-course*. Routledge. UK.
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=515409>

**E-book licence permits only nine(9) simultaneous online users; per day, a user may print to PDF up to 63 pages*
[BookShelf \(VitalSource\)](#) ; [Amazon Kindle](#) ; [Google Play Books](#) ; [Kobo](#)

Resources:

For books under Resources, interested students may avail of library's contactless pick-up service
<https://library.ucalgary.ca/guides/covid-19/contactless-book-pickup>

EverActive Schools. <https://everactive.org>

ATA. Health and Physical Education Council. <https://www.hpec.ab.ca>

Ontario Physical Education. <https://www.ophea.net>

Alberta Education. (2000). Program of Studies for Physical Education. Retrieved from
<https://education.alberta.ca/media/160191/phys2000.pdf>

Alberta Education. (2009). Framework for Kindergarten to Grade 12 Wellness. Retrieved from
https://education.alberta.ca/media/160218/framework_kto12well.pdf

ParticipAction. (2015). *The biggest risk is keeping kids indoors: The ParticipACTION report card on physical activity for children and youth*. Toronto: ParticipAction.

https://participaction.cdn.prismic.io/participaction%2F61cf55e8-c1c0-42c7-ba6b-1480fd2c29b9_participaction-2015-report-card-full.pdf

ParticipACTION. Are Canadian kids too tired to move? The 2016 ParticipACTION Report Card on Physical Activity for Children and Youth. Toronto: ParticipACTION.

<https://www.participaction.com/en-ca/thought-leadership/report-card/2016>

ParticipACTION. Better with Age The 2019 ParticipACTION Report Card on Physical Activity for Children and Youth. Toronto: ParticipACTION. <https://www.participaction.com/en-ca/resources/children-and-youth-report-card>

Whitehead, M. (2010). Physical Literacy, Throughout the life-course. Routledge. UK.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=515409>

Ratey, J. (2008). **SPARK**. The revolutionary new science of exercise and the brain. Little, Brown & company. New York

Ratey, J. (2014). **GO WILD**. Eat fat, Run free, Be social, and follow evolutions other rules for total health and well-being. Little, Brown & company. New York

Robinson, D.B. & Randall. L (2016). Social justice in Physical Education. Canadian Scholars Press Inc. Toronto

Ryan,T. (2005) The Reflexive Physical Educator. Detselig Enterprises. Calgary.AB.

Physical & Health Education Canada. (PHE Canada). *Health and Physical Education in the Midst of a Pandemic. 2020*

<https://phecanada.ca/connecting/blog/health-and-physical-education-midst-pandemic>

Additional readings will be allocated at appropriate times to address grade level (elementary or secondary) and discipline practicalities.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Assignment 1. Why study Physical Education?	Emergent Conceptual Understanding of the Discipline. The why, how and what of ' Physical Education '. <i>Multi-modal response.</i>	Individual	30%	January 29, 2021
Assignment 2. Learning Task/lesson Plan critique	Critical analysis of a Physical Education lesson-plan.	Individual or pairs.	30%	February 12, 2021
Assignment 3 Short-term Learning & Assessment Plan	Creation of a short term/lesson learning and assessment plan.	Individual	40%	March 12, 2021

LEARNING TASKS AND ASSESSMENT

There are **THREE** required Learning Tasks for this course.

I. LEARNING TASK 1: Why study Physical Education? (30%) DUE: January 29, 2021**MULTIMODAL RESPONSE TO: “WHY STUDY PHYSICAL EDUCATION?”**

Choose one of the following questions:

Why study Physical Education?

What counts as Physical Education?

Why teach Physical Education?

What are the big ideas or questions in Physical Education teaching and learning?

The purpose of the assignment is for you to respond to one of these questions as way of reflecting thoughtfully on the pedagogical content knowledge in your subject area. Your response may take a number of forms. It could be a conventional academic essay, an imagined Socratic dialogue between a teacher and student, an illustrated story, an animation, a short video or a podcast. However, all responses must be persuasive – that is, you must fashion a personal stand on the question(s), and then set out to prove your interpretation using **relevant and varied evidence**.

All responses must refer to at least two of the following sources (available through the UCalgary library unless otherwise noted):

- Alberta Education Programs of Study
<https://education.alberta.ca/physical-education/program-of-studies/>
- Health & Physical Education. ATA specialist Council
<https://education.alberta.ca/physical-education/program-of-studies/>
- Coe,D., Pivarnik.C., Womack,M., Reeves.M., Mailina.R.. (2006) Effect of Physical Education and Activity Levels on Academic Achievement in Children. *Med. Sci. Sports Exerc.*, Vol. 38, No. 8, pp. 1515–1519, 2006.
<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00005768-200608000-00022&LSLINK=80&D=ovft>
- Carlson,S., Fulton,J., Lee.s., Maynard.M., Brown.D., Kohl,III.H., Dietz.W. (2008) Physical Education and academic Achievement in elementary school: Data from the early childhood longitudinal study. *American Journal of Public Health*. April 2008. Vol.98, No.4, pp721- 727
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2377002/pdf/0980721.pdf>
- Bailey,R., Armour.K., Kirk.D., Jess.M., Pickup.I. & BERA Physical Education and Sport Special Interest Group (200) The educational benefits claimed for physical education and school sport: an academic review. *Research Papers in Education* Vol. 24, No. 1, March 2009, 1–27
<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/02671520701809817>
- Morgan.P. Physical education in primary schools: Classroom teachers' perceptions of benefits and outcomes. *Health Education Journal* 67(3) 2008 196–207
<http://hej.sagepub.com.ezproxy.lib.ucalgary.ca/content/67/3/196.full.pdf+html>
- Carse,N., (2015) Primary teachers as physical education curriculum change agents. *European Physical Education Review* August 1, 2015 21: 309-324
<http://epe.sagepub.com.ezproxy.lib.ucalgary.ca/content/21/3/309.full.pdf+html>

You may also want to draw upon:

- Discussions in your inquiry groups
- Readings from this course and previous courses
- Observations made during your field experience

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Criteria by which rubric will be co-constructed in our first zoom class

Your response should:

- *Articulate a clear, insightful and persuasive argument*
- *Draw upon relevant evidence from the readings to support the argument*
- *Demonstrate an emerging understanding of concepts and theories related to the teaching of Physical Education*
- *Use an appropriate mode of expression in a way that is sophisticated, clear and accurate.*
- *Include at least 2 peer reviewed references, and cited in APA 6. (check with instructor regarding citation requirements in multimodal formats).*

LEARNING TASK 2: Critical analysis of a Physical Education lesson-plan. (30%) Due: February 12, 2021

For this assignment, individually or in pairs, students will analyze a learning design and assessment plan (aka lesson plan) that they have found online. The purpose will be to: foster professional learning conversations and build knowledge about the features of well-designed discipline-based learning and assessment plans. Students will provide a **four - six** page critical review of the learning design and assessment plan, by addressing (questions established by the instructor)

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Criteria rubric:

Assignment 2 Criteria	A	A-/ B+	B / B-	C+ / lower
Assessment of Learning Plan (50%) -addresses the elements of a learning plan as listed in the assignment description	<i>All elements of a learning plan are addressed in a thorough, detailed and well-supported assessment.</i>	<i>Some elements of a learning plan are addressed in a thorough, detailed and well-supported assessment. Others require strengthening.</i>	<i>Some elements of a learning plan are addressed, however the assessment is vague and examples are inappropriate, unspecific or few.</i>	<i>Some of the elements of a learning plan are missing or addressed in a cursory manner.</i>
Grounding with theory (30%) -makes connections to theories of learning and Programs of Studies -explains these connections	<i>Grounding with theories makes multiple connections to the literature, including the Program of Studies, is highly effective, and well-explained.</i>	<i>Grounding with theories makes some connections to the literature, sometimes including the Program of Studies, is usually effective, and well-explained. Some connections require strengthening.</i>	<i>Grounding with theories makes few connections to the literature or Program of Studies, is sometimes inappropriate, and under-explained.</i>	<i>Connections to theory and/or Program of Studies are missing, incomplete, or made in a cursory manner.</i>

Presentation of ideas (20%) -4-6 pages double-spaced -academic writing style -APA in-text citations and reference list -attention to form (grammar, spelling, etc.)	<i>Paper is 4-6 pages. Writing style is academic. In-text citations and reference list uses correct APA 6th edition style. Paper demonstrates superior attention to form.</i>	<i>Paper is 4-6 pages Writing style is primarily academic. Most in-text citations and reference list use correct APA 6th edition style. Paper demonstrates attention to form.</i>	<i>Paper is 4-6 pages Writing style is sometimes academic, sometimes informal. Some in-text citations and reference list use correct APA 6th edition style. Paper requires some attention to form.</i>	<i>Paper exceeds 6 pages or is less than 4. Writing style is informal. In-text citations and reference list are missing or not in APA style. Paper requires extensive editing in order to attend to form.</i>
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LEARNING TASK 3: Creation of Short-term Learning and Assessment Plan. (30%) Due: March 12, 2021

For this assignment, students may work collaboratively, **but must submit individual assignments**. Each student will design a short-term learning and assessment plan. The plan will be comprised of **ONE** lesson plan for an 80-minute class (for Secondary) or **TWO/THREE** lessons of 35- 40 minutes (for Elementary or Junior High). Your plan should follow a clear and comprehensive template (of your choice) and include a plan for learning and assessment that promotes deep understanding of a key concept or competency in your discipline.

Drawing on your Pragmatics and Field Experience courses in Semester I, in this final assignment, you will be asked to prepare an annotated lesson plan related to your teachable subject area. To this end you will be asked to record your thoughts and decision-making processes while creating the lesson plan. This may be done in a variety of ways and will be discussed in class by your instructor. Simply put, however, you will record on the lesson plan the reasons for the choices that you have made, how this lesson plan fits into the broader context of a unit as described in the Programs of Study, and the intended results of creating the lesson in the manner in which you have done.

The following elements are required:

1. A thorough lesson plan for the lesson(s) **on a lesson plan template of your choice** illustrating clearly your vision for the lesson(s) and making clear the comprehensive vision you have to achieve the objectives. Your plan must include (although is not limited to) the following: objectives, options for inclusion/differentiation, and formative assessment strategies that link to your objectives.
2. Annotations to the lesson plan. Through discussion with your instructor, record the choices you made, the ideas you chose to include, and how this lesson fits into the curricular objectives as stated in the Alberta Programs of Study. Justify the pedagogical choices you have made by adding references to the literature you have discussed in class.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

	A	A- / B+	B / B-	C+ / lower
DESIGN (40%) 1. Curricular Outcomes -links to Program of Studies (PoS)	<i>Appropriate links to PoS for chosen level; clear understanding of curricular outcomes as expressed in POS</i>	<i>Some links to PoS for chosen level are clear and appropriate; some PoS curricular outcomes are represented in lesson plan</i>	<i>Links to PoS for chosen level not clear or appropriate; curricular outcomes present but not clearly articulated; little effort to integrate</i>	<i>Few if any links provided between PoS and lesson elements; curricular outcomes not present</i>
2. Selected ESL benchmarks (level 3) with rationale	<i>Appropriate selected ESL benchmark objectives for level 3</i>	<i>Appropriate selected ESL benchmark objectives for level 3</i>	<i>Selected ESL benchmark objectives for level 3</i>	<i>Inappropriate or missing selected ESL benchmark</i>

	<i>students with specific rationale.</i>	<i>students with general rationale.</i>	<i>students not clearly articulated or rationale not articulated.</i>	<i>objectives for level 3 students.</i>
3. Instructional Delivery -plan demonstrates disciplinary knowledge, engagement, student-centeredness, organization, integration across lesson sections	<i>Plan well Informed by disciplinary knowledge; lesson highly engaging; lesson is clearly student-centered; lesson clear and well-ordered; easy to envision how lesson will unfold; all important elements included; high degree of integration among lesson sections and excellent links</i>	<i>Good evidence of carryover of disciplinary knowledge to lesson plan; lesson is somewhat engaging mostly student-centered; good attempt to integrate parts of the lesson; lesson plan mostly clear and logical flow; most important elements included</i>	<i>Some evidence that disciplinary knowledge informed creation of lesson plan; lesson is somewhat student-centered but needs to be strengthened; lesson plan flow is neither clear nor logical and is hard to follow; several important elements of good lesson plan are missing</i>	<i>Little evidence that disciplinary knowledge informed creation of plan; lesson is teacher-centred; lesson plan is missing important elements and does not flow well (hard for reader to imagine how the lesson would unfold)</i>
4. Deep Understanding -learning opportunities for deep understanding of curriculum objectives	<i>Lesson design is highly effective for encouraging deep understanding of content objectives by students</i>	<i>Lesson design provides good opportunities to encourage deep understanding by students</i>	<i>Lesson design shows awareness of importance of encouraging deep understanding by students but not effective in achieving that understanding</i>	<i>Absence of evidence of attempt to encourage deep understanding by students</i>
ASSESSMENT (20%) 1. Integrated formative assessments -statement of how assessment will improve practice	<i>Appropriate assessments are clearly integrated into lesson; clearly communicates to students how individual tasks fit in. Uses a variety of effective formative assessments to inform instructional decisions and to improve practice; strong statement of how assessment will improve practice</i>	<i>Good effort to integrate appropriate and effective assessments; Shows some variety in choices for formative assessment – most are effective; clear statement of how assessments will improve practice</i>	<i>Some attempt made to include appropriate assessment opportunities; shows lack of understanding of what constitutes effective assessment; no communication to students of how to situate their work. Formative assessment options are limited and not particularly effective; does not address how assessment will lead to improved practice</i>	<i>Assessment lacking; no understanding shown of importance of appropriate and effective assessment; clear lack of direction for students. Unclear vision of how to include assessment; discussion of importance of assessment or how it can be used to improve practice needs to be strengthened/ revised</i>
ANNOTATIONS (40%) 1. Depth of analysis	<i>Annotations display a sophisticated and elegant understanding and analysis of the role of</i>	<i>Annotations display a competent understanding, if not analysis, of the role of planning in lesson design.</i>	<i>Annotations display some understanding of the role of planning in lesson design, but lack analysis.</i>	<i>Annotations display little understanding of the role of planning in lesson design and lack analysis.</i>

2.Writing quality	<i>planning in lesson design.</i> <i>The annotated lesson plan is clearly written and stands as a superior example free of errors.</i>	<i>The annotated lesson plan is relatively clearly written and contains few errors.</i>	<i>The annotated lesson plan is somewhat unclearly written and contains errors that impede understanding.</i>	<i>The annotated lesson plan is unclearly written and contains many errors that impede understanding.</i>
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LATE ASSIGNMENTS

It is strongly recommended that students complete and submit each assignment on or before the day it is due. Late work will be accepted without penalty only if special arrangements are made with the instructor prior to the assignment due date. Students must pass each assignment in order to successfully complete the course.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.