

EDUC 535.08/535.16 Specialization II –Physical Education, Elementary and Secondary

AB

Fall, 2020

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

Class Dates: September 8 – October 30, 2020

Office Hours: By arrangement

ZOOM SESSIONS:

1. Monday September 14, 9.30-11.00am
2. Monday September 28, 9.30-11.00am
3. Monday October 5, 9.30-11.00am
4. Monday October 26, 9.30-11.00am

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.

COURSE DESCRIPTION:

The intent of the Specialization Seminar II is to deepen students' understanding of the practical aspects of teaching within Physical Education and to connect this practice with specific theoretical concepts most relevant to teaching. While this second specialization course focuses more on practical knowledge, students will also refine their knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom/gym/outdoor context. Students will additionally become familiar with any relevant Ministry documents associated with the Alberta Curriculum and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with a vision for their own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

LEARNER OUTCOMES:

Students will:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline of Physical Education*, and relate this to curriculum planning in the specialization area;
- 2) Identify and critique the *key learning perspectives* (as outlined in the front matter of the Programs of Study) and *intentions* (learning objectives) across the units in a grade(s) from the Alberta Programs of Study;
- 3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

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:

Paakkari, L., & Paakkari, O. (2012). Health literacy as a learning outcome in schools. *Health Education*, 112(2), 133-152. doi:10.1108/09654281211203411
<https://www-emeraldinsight-com.ezproxy.lib.ucalgary.ca/doi/full/10.1108/09654281211203411>

Webster, C. (2020) theconversation.com. (2020). Kids need physical education – even when they can't get it at school
https://theconversation.com/kids-need-physical-education-even-when-they-cant-get-it-at-school-139166_

Resources:

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://participation.cdn.prismic.io/participation%2F61cf55e8-c1c0-42c7-ba6b-1480fd2c29b9_participation-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.participation.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.participation.com/en-ca/resources/adult-report-card>

ParticipACTION. Family Influence The 2020 ParticipACTION Report Card on Physical Activity for Children and Youth. Toronto: ParticipACTION.
<https://www.participation.com/en-ca/resources/children-and-youth-report-card>

Friesen, S. (2009) What did you do in school today? *Canadian Education Association*. Retrieved from
<http://www.galileo.org/cea-2009-wdydist-teaching.pdf>

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	PERCENT OF FINAL GRADE
Individual Inquiry Design Plan Due Sept 25th	Individual Inquiry Design Plan	40%
Unit Plan Due Oct 21st	Unit Plan	40%
Group Project Due Oct 30th	Group Project (Multi modal response or Celebration of Learning)	20%

LEARNING TASKS AND ASSESSMENT PLANS:
Learning Task 1: Individual Inquiry Project – Value 40% of final grade – Due date September 25, 2020

For this assignment, students will develop a topic of inquiry/key question to be explored within their discipline. This question should emerge from class discussion and readings and should be connected to the development of your final longer-term unit plan (Assignment 2) and the larger Celebration of Learning (Assignment 3). This inquiry project should help you progress towards the unit plan through investigation of a related component. Individually, you will investigate this topic through research into resources within the discipline and through group discussion of personal experiences and observations. Findings of the inquiry project will be shared electronically via a digital folder to be uploaded on D2L on the date due. This folder can include text, visuals, media, and links. (Be aware that any videos may need to be shared via a link, rather than through direct uploading onto D2L). We will endeavor to share these in groups in Zoom. Be creative in the development of this folder. Required elements of this project include:

1. Overarching question of inquiry
2. Text and visual presentation of findings/responses, as well as questions and concerns that remain.
3. List of resources used in the project completion and ways to find them. (This should be presented as a reference page).

Grading Criteria for Learning Task 1

Inquiry projects will be assessed on the following criteria:

1. Quality and meaningfulness of research question and resources used in investigation
 - Clarity of presentation of the inquiry question
 - Fullness of rationale for the question
 - Meaningfulness to pre-service teachers within the discipline
 - Significance and relevance of resources; correct citation
2. Overall Presentation of findings
 - Organization, clarity, and succinctness of digital folder
 - Specificity of references made to resources
 - Effectiveness of writing to convey the brainstorming and key findings
 - Strength of summary of findings
3. Digital folder design elements used in representation of group inquiry question and findings
 - Effectiveness of visuals in depicting issues raised in inquiry
 - Clear, relevant, and striking use of visuals and/or technology and media
 - Connectedness between inquiry question, supporting text, and use of visual content

Learning Task 2: Design a Unit and Assessment Plan: Individual submission - Value 40% of final grade
Due October 21, 2020

For this assignment, students will work individually to design a unit learning plan, illustrative of key aspects of theory introduced in the course. The learning design and the theoretical framework supporting it will be (posted online for analysis and “feedforward” suggestions from members of the class using the *Teaching Effectiveness Framework and Rubric* and the 5 key strategies of formative assessment (Leahy et al) as lenses).

1. Designing a unit-plan for learning and assessment plan to sponsor deep understanding of a key disciplinary concept and/or competency.
2. Including a rationale for the learning plan, as supported by theory and discipline.
3. Discussion of practicalities of enacting this learning and assessment plan: fitting it into a larger context/concept, integration of effective formative assessment strategies for scaffolding and adapting to the needs of diverse learners.

Grading Criteria Checklist for Learning Task 2

The checklist of specific items for your unit plan folder are:

1. Unit Title, Subject Area, and Topic – The theme of your unit.
2. Reference to the Alberta Education Programs of Study – Applied to ECE. Identify how your unit fits within Alberta program mandates. Provide an explanation if it does not fit explicitly.
3. Grade Level – The grade for which this Unit is intended.
4. Unit Rationale – A paragraph explanation where the value of the unit is presented. This rationale should support your choice to create a full unit on this topic.
5. Learning Outcomes – The learning outcomes for the overall unit (longer term). In your lesson plan, describe the learning outcomes or goals for that specific lesson (shorter term). One or more of these may overlap. Five or six learning outcomes should define what the students should know/be able to do by the end of the unit and lesson.
6. Key Instructional Practices Procedures – Details about the main methods for teaching through the unit. This is specifically about how you will teach the content. Will the students work as a whole class, in groups, or individually? How will you transition into different activities? How will you scaffold activities? How will materials be used?
7. List of Sources – A list of all sources consulted in preparation of the unit. Note: multiple sources are expected. Present a reference page in APA format.
8. List of Materials – A list of all materials needed to teach the unit that are not readily available to the teacher every day. Be specific!
9. Learner Differentiation/Explanation of how the unit plan addresses all students’ needs – A demonstration of how your plan addresses the interests and needs of a range of students. Show how you will teach inclusively. For example, how will you address: students with special needs, English- as-a-second-language learners, gifted students, and students who excel at group work or at independent time?
10. Creativity and Innovation – A detailed account of how your unit will include a variety of teaching methods. Make specific reference to creative teaching that engages all students. Discuss inclusion of technology and ways to incorporate an inter-disciplinary approach.
11. Key Instructional Practices Procedures – Details about the main methods for teaching through the unit.

Assessment Criteria for Learning Task 2

	Emergent	Satisfactory	Good	Outstanding
Build and deepen understanding Help develop strong learning tasks that focus students on issues, questions and problems central to the discipline.				
Informed by disciplinary knowledge/Programs of Study Makings meaningful connections to ways of thinking about the discipline, and in alignment with the Programs of Study in your disciplinary area.				
Authentic and engaged learning Learning is meaningful and relevant to students and to the broader community, and that are of real concern and central to the discipline.				
Balanced assessment Assessment of learning provides a comprehensive and holistic picture of student learning and competencies.				
Differentiated learning Addresses the diversity and range of students' needs (must include three ways in which your plan addresses the diverse needs of students, one of which must include ELL strategies or integration).				

Learning Task 3: Either Celebration of Learning *or* Multimodal Response (Group) Due: October 30th (20% of final grade)
CELEBRATION OF LEARNING

The purpose of the assignment is to complete the inquiry cycle and experience planning and implementing a community-engaged exhibit of student work. Facilitating and participating in your team's units (for assignment 2) will result in a number of projects that connect to the overall topic of inquiry (these may require time to complete outside of class). Working with your teaching team, you will curate as an exhibit, (for example a 'Cirque de Soleil' type performance), or other way of sharing the final products as part of an overall celebration of learning planned with your class. You will work together, as a class, to discuss the overall celebration, co-delegate responsibilities, and work on subcommittees just as you would if you were on a teaching staff curating class work within a school-wide celebration. Use your artistic talents *to engage your audience and support students in sharing their process and new knowledge as it is reflected in drafts, documentation, and resulting works of physical performance.*

1. Your celebration may take a number of forms and may integrate many elements. It can be within the classroom space, gym, outdoors and presented such as a gallery exhibit or performance art; digital, such as a short movie, or webpage, or anything else that highlights knowledge and ideas that emerged through the inquiry. This is meant to be artistic, creative, informative (making learning visible) and provocative (in the sense that physical activity can be a provocation for dialogue that ignites more inquiry). Your audience will be the other students in your class. **We will work in groups for this assignment**
2. Please seek instructor approval of your suggested format for your exhibit or performance.
3. In terms of division of labor, each team member is responsible to curate works resulting Phys Ed. based unit (from Assignment 2), while the team and class collaborate on the overall celebration of learning, so it has a sense of unity.
4. This final assignment allows you to experience and share the degree of synthesis and appropriateness offered between your classes related inquiry projects, your team's **BIG question** and the specificity of the unit developed in Assignment 2. The ability to curate and celebrate student work is an essential aspect of all inquiry. It is a required skill of Phys Ed. teachers. The ability to accurately and honestly assess student work based on criteria, (not collegiality or preference), is a requirement of all teachers. As such you are also required to complete a summative assessment for each team's contribution to the celebration on that day. Forms will be provided.

Criteria

This team's contribution to the celebration:

- Engaged me in their topic of inquiry and shared new knowledge
- Highlighted student creativity
- Documented process and made learning visible
- Evoked engaged and enthusiastic response in audience
- Demonstrated professionalism in presentation, timing, inclusiveness, etc.

OR

MULTIMODAL RESPONSE TO:

“How has your conceptualization of Physical Education changed?”

The purpose of the assignment is for you to respond to the above question 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*. ***THIS IS A GROUP project.***

All responses must refer to at least two of the following sources:

- Physical Education K-12 Alberta Education Program of Study, Career and Technology Studies, and the K- 12 Wellness Framework.
- Presentations from peer groups, guest speaker contributions, class activities, and course lectures.
- Readings from this course and previous courses
- Observations made during your field, volunteer, or professional experiences related to Physical Education.
- Alberta Education Programs of Study
- One of the ParticipACTION reports.

Criteria

Your response should:

- Be 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 the discipline
- 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.

Assessment for Learning Task 3

We will discuss a potential rubric together in class that will clarify criteria expectations *Your scores will be aggregated for a team final score; however, your actual grade for this assignment will also reflect peer contribution weightings. The instructor reserves the right to adjust individual scores up or down depending on peer scores. Discrepancies will be mediated.*

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

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.