

KINESIOLOGY 456
LEADERSHIP EDUCATION FOR PHYSICAL ACTIVITY, SPORT, AND HEALTH
Term 2 January-April 2019
Field Experiences in Physical Education Settings

INSTRUCTOR: Gail Wilson, Room 204, Osborne Centre, Unit II

CONTACT NUMBERS: Telephone: 822-9602, Fax: 822-9451 Email: gail.wilson@ubc.ca

CLASS MEETINGS TIMES: Tuesdays 12:30-1:50pm Osborne Centre, Unit I, Room 203A/B

COURSE WITHDRAWAL DATES: *to avoid a W on transcript-Jan.14; to avoid an F on transcript-Feb.08*

COURSE DESCRIPTION: Analytical observations and supervised professional practice in physical activity settings.

The School of Kinesiology recognizes field experiences as an integral phase of the entire educational process and as an ideal opportunity to gain practical experiences for careers in leadership in physical education and other physical activity settings. The purpose of Kin 456 field work is to provide the student with a practical learning experience, in 'real world' environments, in which opportunities for professional growth are broad and inclusive. It also provides an opportunity for UBC students to provide leadership and support, as appropriate, for practising teachers, coaches, and physical activity leaders. The fieldwork placements for the course will be selected elementary and secondary schools and community Physical Activity programs from diverse regions within the lower mainland.

COURSE OBJECTIVES

Upon successful completion of this course, students will have:

1. though interaction, and experiential learning, had an opportunity to apply, and reflect on, the pedagogical skills acquired in Kinesiology 369 in real world settings
2. acquired theoretical and practical knowledge about learners and leaders in diverse physical activity learning environments
3. expanded and enhanced professional attributes and interpersonal communication skills necessary for effective interactions with individuals and groups in a variety of physical activity settings
4. developed, through reflection, and demonstrated through seminar interactions, professional curiosity and creativity in the application of knowledge in pedagogy related to physical activity
5. made a responsible commitment to support, through the fieldwork experiences, physical activity leaders and programs
6. demonstrated an ability to work fairly, collaboratively, and productively, with peers, to identify, and address, selected issues and challenges facing physical activity leaders and school physical educators.
7. gained an understanding of the goals and principles of Community Service Learning.

SUMMATIVE EVALUATION

All evaluation components must be completed before a course grade can be submitted.

Components	Mark Value	Notes
1. FIELDWORK	Satisfactory completion	30 hours of field work. Each student will provide their sponsor with a Performance Feedback form at the beginning of their placement. This form is to be faxed by the sponsor to G. Wilson at the completion of the placement.
2. FIELDWORK JOURNAL	35	Refer to Guidelines for Journals, Journal Writing, and Professional Journal Assessment Pages. The Journal must be professionally prepared and is due April 09, 2019
3. INTERACTIVE SEMINAR PRESENTATION	20	See Interactive Seminar Guidelines for grading criteria. A maximum of 20 marks, based on instructor, and self evaluation, will be allocated to the seminar presentation.
4. SEMINAR PARTICIPATION	10	Students are expected to actively engage and participate in each seminar. See Appendix III for grading criteria. A grade of 0 will be assigned for any unauthorized absence from seminar.
5. PROFESSIONAL DEVELOPMENT	10	See scoring rubric in Appendix ? Note, professionalism, including attendance, punctuality, reliability, and respectfulness, as assessed by the sponsor teacher , will be considered in determining the Professional Development grade
5. FINAL EXAM	25	This will be a take home, open book exam. The submission date will be determined through collaborative decision making within the class no later than March 27. Exam content will require reflection on, and application of; fieldwork experiences, seminar discussions, and readings.
TOTAL	100 marks	

DESCRIPTION OF FIELDWORK

Students must spend a minimum of 30 hours in their placement. Each visit to the placement should last a minimum of 2 hours.

The expectation is to maximize opportunities to teach and lead. If, by the third week of the placement, such opportunities have not occurred, please contact the Kin 456 course instructor. It may be necessary to gently remind the sponsor that teaching and leading are important outcomes of the course. The more teachers, leaders, and classes that are observed, and taught, the more valuable this course will be. If opportunities for involvement in classrooms or in administration are available, take advantage of these opportunities but remember that 2/3 of the placement hours must be in a physical activity setting. Any time that is spent at the placement site, can be included in the accumulated total of the required placement hours.

Community Placements please be aware that no financial reimbursement can be received..

FOR ALL FIELD WORK EXPERIENCES, KIN 456 STUDENTS MUST BE UNDER THE SUPERVISION OF THE SPONSOR, OR THEIR DESIGNATE, AT ALL TIMES

The University of British Columbia
School of Kinesiology
Kinesiology 456
FIELDWORK PLACEMENT DETAILS

(To be **COMPLETED** by the student; **SIGNED** by the sponsor;
SUBMITTED to Gail Wilson **PRIOR** to the commencement of field work)

STUDENT NAME: _____

STUDENT TELEPHONE: _____ E-MAIL: _____

PLACEMENT SCHOOL/COMMUNITY CENTRE: _____

PLACEMENT ADDRESS (complete with postal code)

PHONE NUMBER: _____ FAX NUMBER: _____

DAYS AND SPECIFIC HOURS YOU
WILL BE AT YOUR PLACEMENT

CONFIRMATION: Sponsor Signature _____ Date: _____

DATE FORM SUBMITTED TO HKIN 456 INSTRUCTOR _____

**To the Sponsor : Please indicate your preferred method of communicating with Gail
Wilson, the Kinesiology 456 course instructor:**
Phone Fax E mail School Visit

SPONSOR'S NAME: _____

POSITION: _____

WORK TELEPHONE: _____ E MAIL: _____

FAX #: _____

GUIDELINES FOR COMMUNITY SUPERVISORS

The School of Kinesiology is hopeful that the field experience of our student(s) in your program will be a mutually beneficial relationship for our students, your program, the participants in your programs, program leaders, and your staff. In order to ensure that these benefits are maximized, we have prepared a list of placement guidelines that should be useful to the placement supervisor.

Possible Roles for the UBC Kinesiology Students

- **MENTORS:** serve as mentors for youth leaders in physical activity sessions. In this role, they can help the youth leaders acquire the pedagogical skills required to implement effective physical activity environments.
- **INSTRUCTORS:** Kinesiology students have the skills and knowledge necessary to lead, instruct, or coach a variety of physical activities to different age groups.

Timelines

The placements begin the second week in January and end the first week of April. Kinesiology students are required to spend a minimum of 30 hours in their placement spread over the length of the term. Ideally, the students should spend at least two hours each time they are at their placement although this will depend on the needs of your programs.

Because the university is closed for mid term break from Feb. 19-23, the Kinesiology students are not obligated to attend their field placements during this period.

The Role of the Community Placement Supervisor

- Coordinate the duties, roles and responsibilities for the UBC student that is assigned to their program
- Provide the Kin 456 Course Instructor with the following information: the name and contact information of the person who is responsible for supervising the UBC student
- Complete the placement evaluation form (see below) and submit it to the course instructor at the end of the placement
- **Interview:** At some time during the placement, at a time to be determined by the placement supervisor, the UBC Kinesiology student is required to conduct a brief interview with the supervisor. The purpose of this interview is to provide an opportunity for the UBC students to gain some insight into the nature and challenges of community sports instruction and programming.

SCHOOL OF KINESIOLOGY KIN 456 COURSE INSTRUCTOR CONTACT INFORMATION:

Gail Wilson gail.wilson@ubc.ca Phone: 604-822-9602 Fax: 604-822-9602

The University of British Columbia, School of Kinesiology Kin 456
**FIELDWORK PLACEMENT GUIDELINES FOR THE SCHOOL
SPONSOR TEACHER**

The School of Kinesiology is hopeful that the field experience of our student(s) at your school will be a mutually beneficial relationship for our students, your students, your school, and your staff. To this end, the School has prepared a list of guidelines that should help ensure the success of the program for all concerned. The School of Kinesiology is grateful for the opportunities that you are providing for our students.

- The required length of the field placement is 30-40 hours. This time should be spread over the full term (January-April) in a manner which best suits the sponsor teacher, the placement school, and the School of Kinesiology student.
- The placement school agrees to provide opportunities for our Kinesiology students to gain practical, applied, '**hands-on**' teaching experiences during their placement to enhance their on-going professional development. While it is not the purpose of this placement to have our students take over the teaching responsibilities of the sponsor teacher, as occurs in the Faculty of Education practicum, our students will appreciate the opportunity to be regularly engaged with individual students, small groups, and full classes under the supervision of the sponsor teacher. Ideally, during weeks 1 and 2, students will observe other teachers and become familiar with the school and its culture, and the students, and assist with tasks such as attendance and equipment distribution. *However, as soon as possible, the UBC students should become engaged with your students by instructing parts of lessons and full classes, as well as helping with intramurals and after school programs, as timetables permit. The School of Kinesiology emphasizes that, for liability reasons it is imperative that KIN 456 students not be left solely in charge of participants at any time.*
- Sponsor teachers are encouraged to communicate with the Kin 456 Course Instructor, Gail Wilson, by telephone, e-mail, or fax...which ever method is most convenient.
- Interview: at some time during the placement, at a time to be determined by the sponsor teacher, the Kinesiology student is required to conduct a brief interview with the placement sponsor. The purpose of this interview is to provide an opportunity for our students to gain some insight into the nature of the teaching profession and the unique reward and challenges of school environments with particular reference to physical education.
- Paperwork: It is our hope to minimize the administrative work required by the sponsor teacher. The following forms will be given by the UBC students to the sponsor:

i) Description of the Placement---requires only the signature of the sponsor teacher once the UBC students' schedules in the school have been determined.

ii) Fieldwork Evaluation Form- to be given to the sponsor teacher by the Kinesiology students, **AT THE COMMENCEMENT OF THE PLACEMENT** and faxed, or sent via email, by the sponsor to Gail Wilson at the end of the placement.

This form lists several behavioural criteria with four columns. Sponsors are asked to check the boxes that apply to the placement and rate according to student's performance and contribution throughout the placement.

Instructor Contact: Gail Wilson Tel: 604-822-9602/ Fax: 604-822-9451 E-mail:
gail.wilson@ubc.ca

KINESIOLOGY 456

LEADERSHIP EDUCATION FOR PHYSICAL ACTIVITY SPORT AND HEALTH

FIELD WORK EVALUATION FORM

(To be GIVEN to the sponsor at the COMMENCEMENT of the placement and RETURNED BY THE SPONSOR TO G. WILSON, at the CONCLUSION of the placement).

Kin 456 Student's Name _____

Sponsor's Name _____ Placement Location _____

Total Hours Student in attendance at placement _____

Signature of Sponsor: _____ Date: _____

COMMENT	Expectations Not Met	Meets Expectations	Exceeds Expectations	Not applicable
Attendance				
Punctuality				
Professionalism				
Appearance – appropriate to fieldwork placements				
Interpersonal relationship skills with staff and physical activity leaders)				
Interpersonal relationship skills with students				
Resourcefulness (ie. contribution to placement)				
Initiative				
Adaptability				
Enthusiasm/energy				
Reliability				
Sensitivity				
Respectfulness				
Use of developmentally appropriate language				
TEACHING and LEADERSHIP SKILLS				
Preparation				
Organization of equipment & students				
Fosters inclusion of students				
Content Knowledge				
Ability to motivate students				
Class management				
Teaching potential				
Leadership potential				
Other				

COMMENTS

To the Sponsor : At the conclusion of the student placement, please send to G Wilson by fax (attention G. Wilson 604-822-9451), or send by email (gail.wilson@ubc.ca). Thank you

KIN 456 INTERACTIVE SEMINAR GUIDELINES

1. PURPOSE: The purpose of the seminars is to provide interactive opportunities for our class to engage in ‘learner-centered’ activities’ which focus on critical content from topics and issues related to leading and learning in both physical education and physical activity settings.

2. TOPICS: Topics will be assigned in class during the second seminar of the term.

3. SEMINAR CONTENT: For each seminar, presenters will complete a literature review and select one journal article related to their assigned topic. The contents of this article will form the framework for the seminar. This article must be pre- approved by the course instructor. It is the responsibility of the presenters to find other resources (online, hard copy journal, texts, teaching resources) that provide additional insight into the topic, and present the results of their research in an interactive seminar. Seminars should include the following elements:

- a) a clear, concise, motivating, creative introduction to the seminar, including identification of learning outcomes in the presentation
- b) ‘learned-centered’ activities which lead the class to discussions and reflections related to the topic and the application of the content to fieldwork placements as well as to more general physical education and physical activity settings.
- c) integration of relevant literature and professional resources pertinent to the topic
- d) a closing summary which highlights important content and themes

4. SEMINAR TIME FRAME: Each seminar will be a maximum of 40 minutes in length. Presenters will be graciously ‘clapped out’ should time expire before the conclusion of the seminar.

5. SEMINAR PRESENTATION ELEMENTS: The following criteria will be used to evaluate the presentation aspect of the seminars

- a) **Communication skills:** oral (use of professional, inclusive language, voice quality, and projection), visual (eye contact), body-language, demonstration of effective listening skills
- b) **Organization;** well-prepared (equipment, resources, room setting, group organization), adherence to time frame; logical sequencing of topics and supportive activities
- c) **Learning environment:** creative and stimulating; audience thoughtfully engaged e.g., asking and answering questions, small group work, case studies, think/pair share activities, minimal time spent by presenter reading from notes (power point slides, overheads, evidence that presenters have a thorough knowledge and understanding of the readings and has prepared questions, and anticipated responses, in advance,
- d) **Professionalism:** presentation is delivered with a high degree of professionalism including appropriate body language, correct use of grammar, gender neutral language, minimal use of slang, colloquialisms, and ‘verbal fillers’, clear enunciation and articulation, appropriate deportment.

6. SEMINAR CLASS HANDOUT: an outline summary of the seminar which includes; learning outcomes, a detailed bibliography, description of seminar activities (eg., case studies, problems). Seminar presenters should provide enough copies for the class and one for the instructor. The instructor copy should include an outline of the organization of the seminar (including time management frameworks and planned format) and should be given to the instructor prior to the seminar. Power point slides, and/or other audio-visual support should be forwarded to the instructor, via email, following the seminar. These resources will then be distributed to the class. **It is the responsibility of the presenters to provide a copy of the seminar reading to each member of the class.**

7. SEMINAR EVALUATION:

- i) **Presenters:** Following their seminar, the presenters will: a) review the videotape of the seminar; b) prepare a collaborative, one page critique of the seminar; c) complete the Seminar Presentation Self Evaluation Form, (see Appendix I); complete the Group Task Allocation Form (see Appendix IV) and forward an e copy of their presentation and their article to the instructor .The above forms must be completed and brought to the Seminar Debriefing Meeting to be chaired by the course instructor. The time of this meeting will be determined, and agreed upon, immediately following the presentation.
- ii) **Participants:**
 - a) At the conclusion of each seminar, each member of the audience will complete a Seminar Evaluation Form (see Appendix II). These forms will be handed in to the instructor and given to the Presenters at the Seminar Debriefing Meeting
 - b) Audience Participation: all members of the class are expected to support the seminar through active participation and involvement. Audience participation will be graded, by the instructor, according to the criteria listed in Appendix III.

SEMINAR EVALUATION INSTRUCTOR GRADING CRITERIA

PRESENTATION ELEMENTS	MAX VALUE	YOUR SCORE
Introduction:	2	
Motivating, creative, clear, concise, learning outcomes included		
Communication	3	
Communication Skills: voices clear, loud		
eye contact made with the whole audience		
enthusiastic, confident, professional		
audio-visual aids clear, audible and visible to all		
Listened to and acknowledged audience responses and questions		
Organization:	3	
completed within allotted time		
natural flow within and between topics		
space and equipment prepared and functional		
Learning Environment:	12	
audience engaged and actively involved throughout the presentation		
minimal time spent by presenter reading from overheads, power point, notes		
interactive activities required critical thinking and participation by audience(asking and answering questions, t.p.s., case studies, small group work etc.)		
Presenter demonstrated a thorough knowledge of the topic		
Seminar was appealing, interesting, and creative		
CONTENT: Introduction presented an accurate overview of the topic	12	
Focus of seminar on critical content and fieldwork reflections		
Evidence that presenter had prepared, in advance, audience questions and anticipated answers		
appropriate literature references and professional resources were cited and integrated		
closing summary highlighted important content and themes		
HAND-OUT	1	
CONTRIBUTION AS EVALUATED BY CO-PRESENTERS	2	

TOTAL= 35

Name: _____

Presentation Date: _____

Topic: _____

1. Introduction

i) Detailed school and community placement profile: cultural, social climate; number of students, description of learner characteristics and diversity, number of instructional staff, place of physical education in the school, physical education instructor or coach/leader qualifications, value of physical education, frequency and duration, description of other opportunities for children to be physically active in schools and communities

ii) Fieldwork diary - chronological entries: to include date, time, general description of activities, **identification of topics, issues, and challenges worthy of further* reflection and discussion.**

2. Reflection* and Discussion

i) Discuss:

a) The relationship between each of the Kin 456 seminar topics to your placement.

b) The **topics, issues and challenges identified in your fieldwork diary.**

Provide examples of **positive applications and, where appropriate, provide recommended alternative pedagogical strategies to addresses challenges and weaknesses.** Support your discussion and recommendations with references from the literature, from other specific Kinesiology courses, or from professional journals and resources.

ii) As part of your fieldwork and journal requirements, you are asked to interview your sponsor. Some examples of questions, which may be relevant to your placement, are provided below. These questions are not meant to be all encompassing, but should provide you with a start, particularly in the initial period when you may be mainly 'observing' activity. You are encouraged to ask further questions, dependent upon your placement. Reflect on the implications of this interview for your future career.

3. Critical Analysis

i) Analyse the **teaching style** of your sponsor (s) and comment on the effectiveness of the style.

ii) Reflect on your personal performance and growth during your fieldwork. Were your personal goals achieved? What did you learn about yourself that will help you become an effective educator in physical activity settings? What contribution did you make to the learners, to the teachers or leaders, to the school or community placement? Did you make a difference? If you had the opportunity to repeat this fieldwork, explain what you might do differently and provide a rationale. Reflect and comment on your own teaching during your fieldwork. Critique your teaching, analyse your strengths and weaknesses, and suggest ways to improve your effectiveness as a leader in physical education and physical activity settings

4. Journal Style and Required Components.

i) Journal Style: professional presentation, typed, well-organized, minimum spelling, grammatical, or typing errors, professional language and formal writing style (the chronological description in the diary may be in point form)

ii) Required Components: in addition to addressing the above requirements, your journal must have: a cover page, a table of contents, a copy of the formally prepared thank you letter you will send to your placement school; a correctly formatted bibliography including all references used to support your observations, discussions, and recommendations', a copy of the summative evaluation form; a copy of the professional journal assessment form.

Sample Questions for Sponsor Teacher Interview

1. How long have you been in this job? Who set the requirements for it? How much power do you have in determining how you perform your job? Approximately how many hours per week do you spend on the job? How do you apportion your time?
2. How adequate was your preparation in higher education for your work role? What were the major strengths of your professional education? What were the major weaknesses? In your view, what is the ideal relationship between higher education and the work organization, i.e. what responsibilities are linked to each agency?
3. What degree(s) do you possess? Are you currently involved in an education degree program? Are you currently involved in a form of continuing education or professional development? Why, or why not?
4. Suppose that you have the responsibility to hire people to perform your work: What would you look for in the candidates for your job?
5. In the course of your work, have you identified some questions or problems which require research? What are some of these questions? Have you tried to communicate these to researchers? In what ways should research be communicated to practitioners like you?
6. How do you know when you are successful in your work? What criteria do you use? What are the major barriers to your effectiveness?
7. Are you a member of a professional association? Do you receive professional journals? How much time do you have for reading and staying abreast of new developments in your field? How helpful is the research literature in the performance of your role?
8. Are you subject to the supervision of another professional? Are you satisfied with the quantity and quality of supervision? What criteria are used to evaluate your effectiveness?
9. What are your views on the needs and problems of your clients (students)? Are there identifiable types, or groups, of clients? What are they?
10. To what extent does your professional life affect your personal life? Explain. Do you find that there are conflicts between different parts of your job? Do you see yourself in this same job five years from now. Ten years from now? Explain. What will the future bring for jobs like yours?
11. What are the most significant challenges facing teachers in school based physical education classes .or programmers and instructors in community –based physical activity
12. What actions need to be taken (can be taken) to improve the profile of physical education in your school and in society in general?.
13. What can be done to encourage more students to take physical education in grades 11 and 12.
14. What can be done to increase participation by youth in community programs.

THE INTERVIEW SHOULD BE CONDUCTED AT THE CONVENIENCE OF YOUR SPONSOR

PROFESSIONAL JOURNAL ASSESSMENT

Name: _____

1. Introduction:

i) Detailed Placement Profile: 1, 2, 3, 4, 5

ii) Fieldwork Diary: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15,

Comments:

2. Reflection and Discussion:

ia) Applications of Seminar Topics: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,

ib) Discussion of issues and challenges that you identified in your diary:

1,2,3,4,5,6,7,8,9,10,11,12,13,14,15

Comments:

3. Critical Analysis:

i) Observed teaching styles: 1,2,3,4,5,6,7,8,9,10

ii) Personal Reflections: 1,2,3,4,5,6,7,8,9,15

4. Journal Style and Required Components:

i) Journal Style: 1,2,3,4,5

ii) Required Components: 1,2,3,4,5

General Comments:

Grade: /85

JOURNAL WRITING

By Mike McLennehan

What is a Journal?

Through writing a person can reflect on one's thoughts, responses, learning and interactions with other people. In a journal one can focus on ideas, questions, and how to integrate newly learned skills into the teaching experience. Seminar discussions, communication with school and faculty advisors, and teaching/leadership experiences with students can be connected in a journal. You may find that something that was discussed in a seminar helped you in a practical way during your teaching that week. A situation may arise where an idea that sounded good in class or seminar group did not work as well as you would hoped in actual practice. The journal is a place where you can write about and clarify your experience.

What Do Journals Look Like?

The question is often asked "what should a journal look like?" Your journal is what you make it. A journal is a tool to help you get the most out of your practical teaching experience. The ways you put your thoughts down on paper can be as varied and creative as your want. Writing, drawing, poems, articles, quotes are some of the ways you can express your thoughts in a journal.

How Can You Benefit From Journal Writing?

Keeping a journal helps to clarify and evaluate one's thoughts, feelings, experiences and observations.

Writing in a journal can be a stimulus to creativity. Journals can help us see connections we have previously overlooked.

By writing down conflicts or challenges we often get ideas on how to work through and resolve our dilemma. They can be very useful as a problem solving tool. Journals can connect our readings to other experiences and learnings.

This is an excellent method for documented learning - a way of asking and answering questions that have personal relevance. What teaching techniques and leadership styles have you found to be effective and which ones do not work as well?

Build yourself up and write down what you have done well and comment on why you feel the activity worked.

You can relate and connect past personal experiences, present learning situations, and future aspirations (setting goals and putting down what you want to accomplish). Setting your goals down on paper helps to give you a clear vision of where you are going.

APPENDIX I

SEMINAR EVALUATION

PRESENTER'S SELF - EVALUATION FORM

NAME: _____

DATE _____ Topic: _____

Evaluate your personal contribution and general perceptions of the seminar by completing this form with thoughtfulness and integrity. On the back of the page please provide a brief summary of the rationale for your rankings. Your comments will help determine the final grade of this presentation.. Bring this form with you to the 'debrief' session.

	Poor	Good	Excellent			
PRESENTATION ELEMENTS	0	1	2	3	4	5
Introduction: motivating, creative, clear, concise						
Communication Skills: voices clear, loud						
eye contact made with the whole audience						
enthusiastic, confident, professional						
audio-visual aids clear, audible and visible to all						
listened to and acknowledged audience responses and questions						
Organization: completed within allotted time						
natural flow within and between topics						
space and equipment prepared and functional						
Learning Environment: audience engaged and actively involved throughout the presentation						
minimal time spent by presenter reading from overheads, power point, notes						
interactive activities required critical thinking and participation by audience(asking and answering questions, t.p.s., case studies, small group work etc.)						
Presenters demonstrated a thorough knowledge of the topic						
seminar was appealing, interesting, and creative						
CONTENT: introduction presented an accurate overview of the topic						
Focus of seminar on critical content fieldwork reflections						
Evidence that presenter had prepared, in advance, audience questions and anticipated answers						
appropriate literature references and professional resources were cited and integrated						
closing summary highlighted important content and themes						
LEARNING: select the ranking (1-5 with 5 being highest) that best indicates how much you think that your audience learned from the seminar)						

COMMENTS:

APPENDIX II
SEMINAR EVALUATION
PEER (AUDIENCE) EVALUATION FORM

Date _____ Time _____ Topic: _____
 Presenter _____

Please complete the table below with thoughtfulness and integrity.. On the back of the page please provide a brief summary of the rationale for your rankings. Your comments will help determine the final grade of this presentation and will provide valuable feedback to the presenters. Thank you.

	Poor	Good		Excellent		
PRESENTATION ELEMENTS	0	1	2	3	4	5
Introduction: motivating, creative, clear, concise						
Communication Skills: voices clear, loud						
eye contact made with the whole audience						
enthusiastic, confident, professional						
audio-visual aids clear, audible and visible to all						
listened to and acknowledged audience responses and questions						
Organization: completed within allotted time						
natural flow within and between topics						
space and equipment prepared and functional						
Learning Environment: audience engaged and actively involved throughout the presentation						
minimal time spent by presenters reading from overheads, power point, notes						
interactive activities required critical thinking and participation by audience(asking and answering questions, t.p.s., case studies, small group work etc.)						
Presenter demonstrated a thorough knowledge of the topic						
seminar was appealing, interesting, and creative						
CONTENT: introduction presented an accurate overview of the topic						
focus of seminar on critical content and fieldwork reflections						
evidence that presenters had prepared, in advance, audience questions and anticipated answers						
appropriate literature references and professional resources were cited and integrated						
closing summary highlighted important content and themes						
LEARNING: select the ranking (1-5 with 5 being highest) that best indicates how much you learned from the seminar)						

Additional Comments:

APPENDIX III
SEMINAR AUDIENCE PARTICIPATION
INSTRUCTOR GRADING CRITERIA

Audience members will enhance the seminar presentations by demonstrating the following attributes: leadership, critical insight, positive support, willingness to contribute, punctuality, attendance

- 10-9 OUTSTANDING Punctual, always willing to respond to seminar leaders questions; facilitates the learning of others, provides critical contributions where appropriate, excellent attitude and effort, demonstrates excellent interpersonal skills, demonstrates excellent leadership skills, values and acknowledges the contribution of others and provides consistent visible support and encouragement to seminar leader
- 8-7 VERY GOOD Punctual, responds to seminar leader questions most of the time, often volunteers to accept a leadership role, provides some critical insight where appropriate, demonstrates positive interpersonal skills, positive attitude and effort. Takes an active role in small group discussions most of the time
- 6-5 ADEQUATE Works well with others and makes an effort to respond to seminar leader and sometimes takes an active role in small group discussion. Little evidence of critical insight. Satisfactory effort and attitude.
- 4-3 MINIMAL Late for the seminar; little contribution or active involvement in seminar activities. Motivation low. Minimal effort,
- 2-1 UNACCEPTABLE No evidence of active involvement in seminar activities. Attitude, participation, and effort below acceptable standards.
- 0 Didn't attend the seminar

RESOURCES AND REFERENCES

PERIODICALS AND ON-LINE RESOURCES

A. The following is a list of journals that contain articles on instruction and curriculum issues related to physical education that may be useful in preparing for your seminar presentation and fieldwork.

1. Physical Health and Education Journal
2. Journal of Physical Education, Recreation and Dance (JOPERD)
3. Journal of International Council for Health, Physical Education and Recreation (ICHPER)
4. Journal of Teaching in Physical Education (JTPE)
5. Journal of Parks and Recreation
6. Journal of Recreation and Leadership
7. Research Quarterly for Exercise and Sport
8. The Physical Educator
9. Quest
10. British Journal of Physical Education
11. Teaching Elementary Physical Education
12. Strategies
13. Promotion (B.C.)
14. Canadian Children
15. Childhood Education Journal

B. OTHER SOURCES

- BC Parks and Recreation
- BCRPA. (2010). *Addressing the after school hours*. Burnaby, BC: BCRPA.
- Brown, D., Wilson, G. (2012), *A Survey of Selected Children's Physical Activity Programs and Associated Leadership Training Programs in the City of Vancouver*. A Report Submitted to the Physical Literacy Advisory Committee, Vancouver Sports Network
- Boys and Girls Club of South CoastBC. (2012). *Fraserview club*. Retrieved from <http://www.bgc-gv.bc.ca/content.asp?L=E&DocID=49>
- Canadian Sport for Life
- City of Richmond B.C., Parks and Recreation Department, Physical Literacy, Instructor's Training Manual (2016)
- MoreSports. (2012). *MoreSports programs*. Retrieved from <http://www.moresports.org/programs/index/?grade=6>.
- True Sport (2008), Retrieved from [http:// www.truesportpur.ca](http://www.truesportpur.ca)

C. The following is a list of selected web sites that may be useful in preparing for your seminar presentation and fieldwork.

1. <http://www.activeliving.ca/cahperd/index.html>
2. <http://www.activeliving.ca/activeliving/index.html>
3. <http://www.aahperd.org/>
4. <http://www.humankinetics.com/>
5. <http://www.cdc.gov/nccdphp/sgr/sgr.htm>
6. <http://canada.gc.ca/>

KIN 456 –LEADERSHIP EDUCATION FOR PHYSICAL ACTIVITY SPORT AND HEALTH

SEMINAR DATES

DATE	TOPIC	LEADERS
Jan. 8	Course Introduction, Organization, Roles and Expectations, Overview Bios/career goals Fieldwork Details	
Jan. 15	Seminar Topics and Placements Assigned, Journal Overview, Review of Course Evaluation Details	
Jan. 22	Alumni Day	
Jan. 29		
Feb.05		
Feb.12		
Feb.26		
Mar.05		
Mar. 12		
Mar. 19		
Mar. 26		
Mar. 28		
Apr.02		

Students are expected to attend and participate in all seminars.