

University of British Columbia  
School of Kinesiology

**KINESIOLOGY 366**  
**Movement Experiences for Young Children**  
Term 2, January-April, 2019

**We acknowledge that our course gathers to learn on the traditional, ancestral, and unceded territory of the Musqueam people.**

**INSTRUCTOR:**

Dr. Shannon S.D. Bredin

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Office: Indigenous Studies in Kinesiology, Rm 210, Lower Mall Research Station (LMRS), 2259 Lower Mall  
General Office Hours: by appointment (specific office hours will be posted in accordance with approaching course deadlines)

**LECTURE TIME AND LOCATION:**

Woodward 2

Tuesday/Thursday, 9:30 am to 11:00 am

From 03Jan2019 to 04Apr2019 (Midterm Break from 18Feb2019 to 22Feb2019)

**COURSE DESCRIPTION**

KIN 366 examines current issues and research related to the movement experiences of children from infancy through to the late childhood period and early years of youth with the overall goal of formulating strategies to facilitate the motor development and performance of children across a wide range of environments (e.g., the home, school, sport organizations). Importantly, a main focus of the course is on gaining an increased understanding and competency in effective knowledge translation and dissemination in the area of movement and children utilizing an evidence-based and multi-disciplinary perspective.

**COURSE THEMES AND GENERAL LEARNING OBJECTIVES**

The course content will be presented around 4 thematic discussions:

Theme 1: Knowledge Mobilization and Evidence-Based Messaging

Theme 2: Toys, Affordances, and the Early Years of Skill Acquisition

Theme 3: Contemporary Issues and Approaches in Childhood Movement Experiences

Theme 4: Contemporary Issues in Sport Development

At the conclusion of this course, successful students will be able to:

1. Discuss the basic foundations of effective knowledge translation and the dissemination of evidence-based research as it relates to movement experiences for young children.
2. Create various knowledge translation products for the synthesis and dissemination of evidence-based information for optimizing childhood movement to a target end-user.
3. Explain the importance of early movement experiences for the development of the individual across the lifespan, especially as it relates to long-term health and wellness.
4. Explain the importance of play in childhood development, as well as be able to identify contemporary issues surrounding childhood play.
5. Critically analyze the effectiveness of common childhood toys and play environments in the development of the individual.
6. Identify and discuss general strategies to enhance movement experiences for young children.
7. Identify and discuss contemporary issues in sport development at the grassroots level utilizing evidence-based information from the field of kinesiology (e.g., motor learning, motor development, and exercise physiology).

8. Explain the conceptual approach to skill acquisition and apply it to the learning environment.
9. Formulate minimal movement competencies during the childhood period, as well as practitioner competencies and training approaches in occupations designing childhood movement experiences.
10. Formulate evidence-based responses to problem-based questions in the area of childhood movement.

#### **COURSE FORMAT**

Students will receive a 75-minute seminar-styled learning environment utilizing flexible models of learning. This course will use a variety of presentation formats, including (but not limited to) a traditional presentation format, case studies, guest presentations, use of videos (e.g., video analysis), panel discussions, and in-class and on-line problem-solving activities, discussions, and student presentations requiring critical analysis of contemporary issues for movement experiences in young children. Given that this course incorporates self-directed learning techniques and a blended learning approach, it is the student's responsibility to take ownership of his or her learning experience and demonstrate an active role in the problem-solving and critical analysis activities presented throughout the course. To assist in the dissemination of course material, a variety of content materials will be accessible through the course's UBC Canvas site.

**\*Our classroom is meant to be an environment that is conducive to learning, challenges the learner, and encourages intellectual curiosity. As such, students should feel comfortable, supported, and respected in the classroom environment. Any behaviours compromising the environment and/or well-being of others will not be tolerated.**

#### **COURSE TEXTBOOK AND REQUIRED READINGS**

Due to the diverse nature of the course content and the problem-solving/applied format of the class, various resources and readings will be utilized during the course. Where applicable, select reading material from licensed electronic resources available on the University of British Columbia's library website ([www.library.ubc.ca](http://www.library.ubc.ca)) will be identified by the instructor. These references are provided to enhance the content of the course and should be utilized for the various tasks presented throughout the course. If a reading is assigned, it is important that the student completes it in a timely manner and before it is scheduled for class discussion as problem-solving activities.

#### **UBC CANVAS AND COPYRIGHT**

**This course follows strict copyright legislation.**

Course information and materials are available through UBC Canvas. All materials posted on the course site are for noncommercial and educational purposes only. It is intended that materials are used for the sole purpose of acquiring course content knowledge by students currently registered in KIN 366. This content **may not be photocopied, distributed, and/or used in any other manner (e.g., posted to the web) without expressed written permission from the instructor and/or respective copyright holder.** It is advised that all students make themselves aware of copyright restrictions at UBC, especially as it relates to written work.

#### **COURSE ASSESSMENT**

Assessment of the course learning objectives will be conducted primarily via a series of learning assignments completed as an individual, as well as in a small ( $n = 2$ ) and a large peer group ( $n = 5$ ) setting. The assignments emphasize the development of practical and knowledge translation competencies.

Students will receive 60% of their final grade prior to the last official day of class. The final 40% of the student's final grade (funding proposal and presentation) will be submitted/presented in the last week of class for grading.

The following weightings will be used to convert raw marks to a final grade percentage at the completion of the course.

**1. Video Vignette Concept Library  
(Total Value: 25%) (Small group)**

Each student is required to form a small group (with one or two of his/her class peers) to create an evidence-based **video vignette** for the effective presentation of a select concept relevant to the course. All video vignettes must demonstrate foundational knowledge and focus on translating content material for optimizing movement experiences in the childhood years. Each group's work will make a contribution to the creation of a larger collective course "Video Vignette Concept Library"; therefore, each concept must be unique to the group and requires instructor approval at the start of the assignment (Vignette Value: 15% of grade). With the video vignette, the group must also prepare a 1-page study guide (Value: 5% of grade) to accompany the video vignette, and 5 test questions (with answers) that could be used in a class quiz based on the video vignette content (Value: 5%).

**Due Date: all components completed on or before 11:59 pm, Friday, February 8<sup>th</sup>, 2019.**

**Video Presentations: 9:30 am, 12Feb2019 and 14Feb2019.**

**2. Conceptual Approach to Movement: Observation, Analysis, and Recommendations  
(Total Value: 25%) (Individual)**

Each student will be required to observe a session within the School of Kinesiology's Active Kids Program and complete an associated analysis assignment using concepts from a conceptual approach of movement (Value: 10%). An end product of the assignment will be creation of an infographic to disseminate to target end-users (e.g., parents), which provides activity recommendations based on the student's observations. Each student's individual work will make a contribution to the creation of a larger collective course "Infographic Library" for practitioners (Value: 15%).

**Due Date: completed on or before 9:30 am, Thursday, March 7<sup>th</sup>, 2019.**

**3. Quiz  
(Total Value: 10%) (Individual)**

A course content quiz will be administered on **Thursday, March 21<sup>st</sup>, 2019**. Students will receive 75 minutes to complete the quiz.

**4. Funding Proposal and Presentation  
(Total Value: 40%) (Large Group)**

Each student will form a large group (with five of his/her class peers) to develop a short proposal and budget in response to a mock funding call with the objective of improving childhood movement experiences (Value: 25%). The group will also be required to present a summary of their proposal and budget in poster format in a class forum at the end of the term (Value: 15%).

**Due Date: completed on or before 9:30 am, Tuesday, April 2<sup>nd</sup>, 2019.**

**Poster presentations: 9:30 am, 02Apr2019 and 04Apr2019.**

**FINAL GRADING**

In accordance with the University of British Columbia's academic calendar (see IV. Academic Regulations, Grading Practices), this course will be graded as follows:

Percentage (%)	Letter Grade	Percentage	Letter Grade
90-100	A+	64-67	C+
85-89	A	60-63	C
80-84	A-	55-59	C-
76-79	B+	50-54	D
72-75	B	0-49	F (Fail)
68-71	B-		

## COURSE SCHEDULE

A course schedule will be available on UBC Canvas and updated throughout the semester. While class thematic discussions will be adjusted in accordance with the progress of the class, dates assigned to the assessment components of the course will not change (except in extenuating circumstances) (also see Course Policies).

## COURSE POLICIES

- 1. Course Attendance and Participation.** The content of this course will be delivered in a blended learning format, will utilize storytelling, and blended, learner-centered, inquiry-based techniques, as well as incorporate visual media. Therefore, it is assumed that students who have registered for this course do so with integrity and commitment. While attendance is not formally taken during the semester, full attendance and full participation is a standard expectation of the class. Moreover, students are responsible for all material and information disseminated during course (including any changes and updates to the course schedule and content), whether one is in attendance or not. Students who plan to be absent for varsity athletics, family obligations, and/or other similar commitments cannot assume they will be accommodated, and should discuss their commitments with the instructor before the withdrawal date of the course as there are several assignments that student's are responsible for and will be working in both small and large group settings.
- 2. E-mail Correspondence.** Whenever, e-mailing the course instructor and/or teaching assistant, you should use your UBC e-mail account and include 'KIN 366' in the subject heading. Use appropriate salutations and professional grammar in all e-mail correspondence. During the school week, it is our aim to respond to your e-mail within 24 hours. Please know that e-mails are generally not checked and/or responded to over the weekend (i.e., 5:00 pm Friday until 9:00 am Monday). Asking course content questions through e-mail are welcome; however, question quantity should be limited in nature. In fact, many questions are better discussed in person and you will be directed to make an appointment with the course instructor and/or teaching assistant if this is the case. Therefore, please manage your time appropriately throughout the semester and keep abreast of approaching course deadlines.
- 3. Classroom Technology.** Laptops and Related Devices: While laptops (and tablets) will be permitted in the lecture hall, use of such devices for verbatim transcription is counterproductive to learning and highly discouraged. Moreover, surfing the web and checking/sending e-mails is strictly prohibited during class time. Students may be asked to turn off their computer or leave the room if their computer use is a distraction for the instructor and/or other students. Cell Phones: Cell phones should not be visible with phone operations placed in a mode that cannot be discerned by others. Cell phones are only permitted inside the lecture hall for use in the event of an emergency. Recording Devices: Recording of class lectures (via video and/or audio methods) and **photographing class lecture materials** (e.g., by using your phone) in any manner is strictly prohibited except in extenuating circumstances, which must be discussed and pre-arranged with the course instructor. Failure to respect this policy (recording/photographing of class content) will be treated as academic misconduct and managed accordingly.
- 4. Posting of Grades.** At no time will a student's grade for an evaluative component of the course be posted in an open forum. For written assignments, a student's individual, unofficial raw score will be released to their personal Canvas account. If a student does not want a grade posted in Canvas, the student must contact the instructor to make an alternative arrangement. Please note that raw scores posted in a student's Canvas account are considered unofficial. Individual raw scores on the final assessment (proposal/poster) **will not** be posted to Canvas. Following the end of the official examination period, student's can view their official final course grade via the Student Service Centre.

5. **Written Assignments.** Students can submit their assignments at any time during the semester up to (and including) the identified due date for each respective assessment. There will be no extensions granted (except in extenuating circumstances). Assignments submitted after the deadline will be considered late and will be deducted an equivalent of 1% every 12 hours past the deadline, up to 14 days, at which time late assignments will no longer be accepted for grading. If an assignment is not submitted, the student(s) **will receive zero** for that course component. Any and all work submitted by a student(s) may be reviewed for authenticity and originality, which includes the potential use of software tools and third party services (e.g., internet-based services such as TurnItIn.com). By submitting the work, a student consents to such a review and/or retention of the work in a database for comparison with any other work submitted by a student. The results of such a review can be used in a University investigation or disciplinary proceedings.
6. **Course Feedback.** Students have the opportunity to provide course feedback at the end of the term, via an electronic course evaluation survey that will be sent by the University to your e-mail account. All students are highly encouraged to complete the questionnaire, as it is one method for students to provide the instructor and the School of Kinesiology input into the course. This feedback is compiled and provided to the instructor in an anonymous, summarized format, which is used to guide future development and delivery of the course.
7. **Special Accommodations.** Students, whose attendance or performance may be severely affected by medical, emotional, and/or other disabilities, should consult with the instructor early in the term to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation must be submitted to the KIN Undergraduate Advising Office, and only when appropriate, the instructor.
8. **Student Declaration.** Please be reminded that upon registering, a student has initiated a contract with the University and is bound by the following declaration:  
  
“I hereby accept and submit myself to the statutes, rules and regulations, and ordinances (including bylaws, codes, and policies) of The University of British Columbia, and the faculty or faculties in which I am registered, and to any amendments thereto which may be made while I am a student of the University, and I promise to observe the same.”  
  
The student declaration is important because it imposes obligations on students and affects rights and privileges including property rights. **By agreeing to become a student, you have made the declaration above and agree to be bound by it.**  
(<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,285,0,0#15613> )
9. **Academic Honesty.** All students are expected to behave as honest and responsible members of the academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of UBC with respect to academic honesty may result in disciplinary action. (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0#15620>)
10. **Academic Misconduct.** Serious violations such as plagiarism and cheating are considered academic misconduct and are subject to disciplinary action.  
(<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>)
11. **University Policies.** It is highly advisable that students go to the University Calendar to review current policies and regulations (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,0,0,0>).

### PROPOSED SCHEDULE

The following is a **tentative** outline for the presentation of course topics. With the exception of course assessments, this schedule is subject to change. Changes in schedule will be updated on the course calendar (found on UBC Canvas), as well as identified in class. By the end of the semester, all required content will be disseminated; however, the timing of its delivery will be adjusted to meet the pace and individual learning needs of the class.

03Jan19	Course Syllabus, Attendance
08Jan19	Knowledge Translation and Assignment Overview
10Jan19	Knowledge Translation and Assignment Overview
15Jan19	Theme 1
17Jan19	Theme 1
22Jan19	Theme 1
24Jan19	Theme 2
29Jan19	Theme 2
31Jan19 <sup>†</sup>	Theme 2
05Feb19	Theme 2
07Feb19	Theme 2
08Feb19	*Video Vignette Assignment due by 11:59 pm (online submission) (25%)
12Feb19	Video Vignette Presentations Day 1 (15%)
14Feb19	Video Vignette Presentations Day 2 (15%)
19Feb19	Reading Break – No Class
21Feb19	Reading Break – No Class
26Feb19	Theme 3
28Feb19	Theme 3
05Mar19	Theme 3
07Mar19	Theme 3, Conceptual Approach Assignment due by 9:30 am (25%)
12Mar19	Theme 4
14Mar19	Theme 4
19Mar19	Theme 4
21Mar19	Content Quiz (10%)
26Mar19	Theme 4
28Mar19	Theme 4
02Apr19	Funding Proposals due (25%); Poster Presentations Day 1 (15%)
04Apr19	Poster Presentations Day 2 (15%)