

**University of British Columbia**  
**KIN 342: Creating Effective, Developmentally Appropriate Physical Activity Learning Environments**  
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Asynchronous Online Course

*UBC's Vancouver campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site. We acknowledge and thank the xʷməθkʷəy̓əm (Musqueam), Tsleil-Waututh and Skwxwú7mesh (Squamish) peoples .*

*To learn more about First Nations and Indigenous territories where you live, please visit [native-land.ca](http://native-land.ca)*

## COURSE DESCRIPTION

Kin 342 (Previously KIN 369) is the foundational course for undergraduates in the School of Kinesiology who wish to acquire the pedagogical skills and knowledge required to design and implement, developmentally appropriate physical activities learning environments in a variety of settings. This includes fitness instructors, physical and health education teachers, physical literacy instructors, specific sport coaches, and instructors of persons with special needs.

## COURSE OBJECTIVES

Upon conclusion, students will be able to

### Plan

- ✓ develop lesson plans that link instructional goals with student needs
- ✓ incorporate the principles of learning to select developmentally appropriate instructional strategies to facilitate student learning
- ✓ design safe learning opportunities that support the physical, cognitive, social, and emotional developmental of diverse populations
- ✓ utilize current disciplinary and pedagogical knowledge to design developmentally appropriate, effective learning experiences
- ✓ select effective teaching resources and curriculum materials to plan effective learning experiences

### Implement

- ✓ acquire, and demonstrate effective, developmentally appropriate, teaching skills
- ✓ use effective, developmentally appropriate, verbal and non verbal communication skills to motivate students
- ✓ use developmentally appropriate instructional cues and prompts to facilitate learning

**DIVERSITY**

**CHARACTER**

**ACADEMIC RIGOUR**

**PHYSICAL ACTIVITY**

- ✓ implement developmentally appropriate direct, and indirect, instructional strategies to facilitate student learning
- ✓ apply current pedagogical knowledge to implement effective, developmentally appropriate learning experiences
- ✓ implement safe learning opportunities that support the physical, cognitive, social, and emotional developmental of diverse populations
- ✓ incorporate pedagogical research to inform and improve the instructional process
- ✓ acquire and demonstrate the ability to manage students and the learning environment in order to maximize learning opportunities
- ✓ use a variety of resources to develop as a reflective professional
  
- ✓ **Assess**
- ✓ identify and implement developmentally appropriate authentic and traditional assessment tools to assess student learning
- ✓ identify and implement authentic tools to self assess teaching skills and physical activity learning environments

## REQUIRED COURSE TEXT

**Rink, Judith, Teaching Physical Education for Learning, 8<sup>th</sup> Edition**  
**(Please purchase either text or e-text for this course.)**

## COURSE EVALUATION - GENERAL

1. Module Chapter Review Quizzes	10%
2. Push Your Practice Assignment	20%
3. Open Book Midterm Exam	15%
4. Curriculum Position Paper	10%
5. PHE Competence Lesson Plans	15%
6. Open Book Final Exam	30 %

## COURSE EVALUATION – SPECIFIC

### 1. Weekly Module Chapter Review Quizzes 10% (Ongoing)

**For every module week, you will be involved in an online chapter review quiz.**

- ✓ This weekly chapter review quiz will assess your knowledge and understanding of the Judith Rink text information.
- ✓ Each quiz will include multiple choice and/or fill in the blank questions.
- ✓ You will be given 30 seconds for each question which will be modified if need be as the term progresses.
- ✓ You have until the end of each Module week to complete this quiz. Once you have attempted the quiz, you may not attempt the quiz again.

## 2. Weekly Push Your Practice Activities 20% (Ongoing)

For every module week, you will be involved in "PUSH YOUR PRACTICE" ACTIVITIES.

- ✓ This allows for deeper understanding of theories, ideas, and philosophies to be put into practice and discussed within the online environment.
- ✓ Some of these activities will be just handed into me for assessment and others will lead to group discussions and sharing activities.
- ✓ You might be asked to create, modify, analyze, discuss, assess and reflect on the many areas of assessment within Physical Education.

**For each assignment:**

**50%** of the available marks will be awarded for depth of understanding and relevance in applying specific ideas in the course and the associated readings. The ideas you are using should be referenced explicitly to literature and / or course modules.

**25%** of the available marks will be awarded for the depth, exploration and rigour of PE ideas used and developed in the assignment

**15%** of the marks will be awarded for clarity of expression in the text / delivery

**10%** of the marks will be awarded for explaining the rationale behind the choices you made.

## 3. Open Book Midterm Exam: 15%

**Learning Objectives Met:**

- ✓ effective teaching mechanic and the characteristics of effective physical activity learning environments
- ✓ the characteristics of effective physical activity leaders
- ✓ the development characteristics of learners
- ✓ the concept and importance of physical literacy
- ✓ the principles of motor development
- ✓ the sequential phases of selected fundamental movement skills

**What is an Open Book Exam?**

**An open book exam assumes the following:**

- ✓ I know that you have your notes and text right in front of you, so I will not ask questions that just call on you to copy information.
- ✓ Instead, open book exams tend to ask students to apply, analyze, synthesize, compare/contrast or evaluate information. I am testing whether you understand the "big picture" of the course and how course concepts work together.
- ✓ For example, you might be given a problem or a scenario and asked to apply concepts from several parts of the course to it to develop an answer.
- ✓ I will be looking for well-structured and presented arguments or solutions.
- ✓ The exam is likely to be more challenging, and I will have higher expectations for the quality of your answers and the extent of your critical and analytical thinking, knowing you have course materials available to draw upon.

- ✓ However, I respect the unprecedented circumstance Covid 19 has created and will create an equitable and fair exam for you all.

The Midterm is based on the information covered in this asynchronous class to date. This includes course information overview lectures, assigned chapter readings, articles, push your practice activities, class notes, class discussions, and any handouts.

#### **4. Curriculum Position Paper 10%**

**Your position paper will include:**

- An overview of physical education curriculum models as discussed in class and in the textbook. (1/3 of paper)
- A position, meaning choose one model or two (hybrid) and tell me why you think this would be the best curriculum model for you would use within your physical education teaching. (2/3 or paper)
- Develop reasons by considering whether you can argue from a definition, compare or contrast, consider good and bad effects, or refute objections.
- Support your reasons by making observations and finding facts, statistics, and statements from authorities. (In this case, journal article, books, academic sources)

#### **5. PHE/PL Competence Unit Plan/Lesson Plans 15%**

**Learning Objectives Met:**

- ✓ Demonstrate their ability to design effective physical activity lesson plans

**Please follow these directions:**

The Competence Unit/Lesson Plan Assignment has three parts:

##### **Part 1: 3% Competence Unit Plan Due**

**For the following part 1, Competence Unit Plan, you and your partner will complete the following:**

- ✓ You and your partner will choose a theme to develop a Competence Unit Plan based on a Unit focus as discussed within the course.
- ✓ Your unit plan will include 8 detailed overviews, including lesson title, objectives, pedagogical methods, and assessments
- ✓ These 8 detailed overviews should be progressive in nature, developmentally appropriate for the age group you have chosen as well as enjoyable.

##### **Part 2: 4% Partner Competence Lesson Plan**

- ✓ You and your partner will create a full Competence Lesson Plan TOGETHER by using your Competence Unit Plan.
- ✓ Please use Lesson 4 from your Competence unit plan (with Curricular competencies and methods of teaching) to create your plan.

##### **Part 3: 8% Individual Competence Lesson Plans**

- ✓ Each of you (both you and your partner) will choose to create TWO other Competence Lesson Plans from your Competence Unit Plan and will complete these INDIVIDUALLY.

- ✓ So, you will EACH create **TWO OTHER lesson plans** (e.g. Lesson 2-3 or Lesson 7 and 8) whatever you two decide.
- ✓ PLEASE DO NOT COMPLETE THE SAME LESSONS.
- ✓ PLEASE CHECK OUT THE EXAMPLE OF A QUALITY LESSON PLAN AND WHAT I AM EXPECTING FROM YOU

## 6. Final Open Book Exam: 30% (To Be Completed During the Winter 2021 Exam Period)

### What is an Open Book Exam?

#### An open book exam assumes the following:

- ✓ I know that you have your notes and text right in front of you, so I will not ask questions that just call on you to copy information.
- ✓ Instead, open book exams tend to ask students to apply, analyze, synthesize, compare/contrast or evaluate information. I am testing whether you understand the “big picture” of the course and how course concepts work together.
- ✓ For example, you might be given a problem or a scenario and asked to apply concepts from several parts of the course to it to develop an answer.
- ✓ I will be looking for well-structured and presented arguments or solutions.
- ✓ The exam is likely to be more challenging, and I will have higher expectations for the quality of your answers and the extent of your critical and analytical thinking, knowing you have course materials available to draw upon.
- ✓ However, I respect the unprecedented circumstance Covid 19 has created and will create an equitable and fair exam for you all.

## GRADING SYSTEM

**Please be advised, if you have any questions or concerns regarding your marks throughout the term, you *MUST* set up a virtual appointment with me rather than send an email. I will not discuss these issues through email.**

### Grading of Assignments

For each assignment:

- ✓ 50% of the available will be awarded for depth of understanding and relevance in applying specific ideas in the course and the associated readings. The ideas you are using should be referenced explicitly to literature and / or course modules.
- ✓ 25% of the available marks will be awarded for the depth, exploration and rigour of PHE ideas used and developed in the assignment
- ✓ 15% of the marks will be awarded for clarity of expression in the text / delivery
- ✓ 10% of the marks will be awarded for explaining the rationale behind the choices you made.

### Overall Grading Criteria:

#### A level – Work of Outstanding Quality

**A+ (90 – 100%)** Reserved for the (usually) *one or two exceptional pieces* of work that exceed or extend the quality of contributions available in the literature, and in class with respect to all the conditions below

**A (85 – 89%)** Indicates there is a very high level of quality throughout every aspect of your work. Work deserving of an A is distinguished in virtually every aspect. It shows the individual or group has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject and use of existing literature and research. Excellent application of course content and principles. Consistently integrates critical and creative perspectives toward subject material. Shows a very high degree of engagement with the topic.

**A- (80 – 84%)** Suggests there is generally a high quality throughout your work, no problems of any significance, and evidence of attention given to each criterion. Very good comprehension of subject and use of existing literature and research. Very good application of course content and principles. For the most part, integrates critical and creative perspectives toward subject material. Shows a high degree of engagement with the topic.

### **B level – Work of Good Quality with no Major Weaknesses**

**B+ (77 – 79%)** Suggests there is generally a good quality throughout your work, few problems of minor significance, and evidence of attention given to each criterion. Good comprehension of subject and use of existing literature and research. Good application of course content and principles. Writing is clear and explicit. Is able on occasion to integrate critical and creative perspectives toward subject material. Shows a fair degree of engagement with the topic.

**B (73 – 76%)** Suggests there is generally a good quality in aspects of your work, few problems of minor significance. Attention given to most criterion. Good comprehension of subject and use of existing literature and research. Aspects of good application of course content and principles. Is able on occasion to integrate critical and creative perspectives toward subject material. Generally, shows a fair degree of engagement with the topic.

**B- (70 – 72%)** Suggests there are some aspects of good quality to your work, some problems of minor significance. Attention given to several criteria. Good comprehension of subject and use of existing literature and research. Some aspects of good application of course content and principles. Few examples of integrating critical and creative perspectives toward subject material. A few weaknesses in content, style and/or organization of work. Generally, shows a fair degree of engagement with the topic.

### **C (average) level – Adequate Work**

**C- to C+ (55 – 69%)** Suggests there is generally adequate quality to your work, several problems of some significance. Attention given to few criterion. Fair comprehension of subject and use of existing literature and research. Fair application of course content and principles. Some weaknesses in content, style and/or organization of work. Minimal degree of engagement with the topic.

**D (50 – 54%)** Suggests there are serious flaws or deficits in understanding of subject material and application of course content and principles. Minimal integration of critical and creative perspectives toward subject material. Serious weaknesses in content, organization and/or style of work.

**F (0 – 49%)** Inadequate for successful completion of the course, or work submitted beyond the final date of acceptance.

# **POLICIES, PROCEDURES & EXPECTATIONS**

## **Course Policies**

Students in Kin 342 are expected to begin to make the transition from the student role to the role of being a responsible, professional leader and, in so doing, begin their journey of professional growth. For this reason, it is expected that students in Kin 342 will take responsibility for their personal professional development and act professionally by adhering to course policies and requirements, by making meaningful contributions to Kin 342 classes and labs, and by maximizing the benefits that can be gained from the learning experiences provided in this course.

## **Acquiring Class Notes, Assignment Details, Videos and other materials.**

The CANVAS platform will be used to communicate with students. Lectures and lab Learning Outcomes and highlighted aspects of lectures will be posted on CANVAS on a daily basis. Since not all content presented, or discussed, in classes will be posted on CANVAS, students should be prepared to take comprehensive notes in both settings. Students will also be able to access additional assigned readings, assignment details, videos, and grades on CANVAS. For further information on the use of this platform, see <http://elearning.ubc.ca/connect>

## **Academic Accommodation for Students with Disabilities**

The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. Students with a disability who wish to have an academic accommodations should contact Access and Diversity without delay. Students whose attendance or academic performance may be affected by medical, emotional, or other conditions, should consult with the instructor to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation, (as required) from either the Access Diversity Center or a physician must be submitted to the Undergraduate Advising Office.

## **Academic Integrity**

All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is your responsibility to become familiar with the University of British Columbia's Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies.

## **Attendance and Participation Guidelines:**

As this course is an online, asynchronous course, your attendance and participation are your responsibility. As a third-year course, it is expected that you will complete and be a part of discussions, activities and any other experiential components that may come your way during this course.

## **Use of Course Materials**

**Please understand that all course materials are designed for use as part of this course at the University of British Columbia and are the intellectual property of the instructor unless otherwise stated. Understand that you may not publish, post on an Internet site, sell, or otherwise distribute this work without the instructor's express permission. Understand that failure to abide by these restrictions may constitute grounds for academic misconduct proceedings and/or legal action.**

## **How to Contact Me:**

I encourage you to contact me via our course **KIN 342 Virtual Office Hours**. This is the best way to connect with me about this course as well as allow your colleagues to read your questions and my responses. **If you need to contact me specifically, please email me at [jsheppa7@mail.ubc.ca](mailto:jsheppa7@mail.ubc.ca) or [Joanna.sheppard@ufv.ca](mailto:Joanna.sheppard@ufv.ca)** Please note, I will not be responding to emails beyond 5:00pm on Weekdays or during Weekends or Holidays. I will NOT accept assignments through email. Please hand in all assignments in class/UBCOnline on the date it is due.

### **Group Work**

For any group projects, once groups have been chosen, it is your responsibility to make this arrangement work. Do not hand in group projects as an individual. Furthermore, do not hand in multiple projects within your group. For either situation, one project will be graded, and the same mark will be given for all group members unless an unforeseen circumstance arises.

## **EXAMS**

Examinations in this course are ultimately governed by the policies outlined by the Kinesiology Department (available on the Kinesiology webpage). Midterms and final exams will NOT be rescheduled to fit with your personal life outside of university such as employment, travel, holiday plans, etc.

## TENTATIVE OUTLINE (Subject to Change)

	Date		Module Outline
<b>Module 1</b>	<b>January</b>	11-15	Introduction to Course/Overview What is Physical Literacy
<b>Module 2</b>		18-22	Teaching Physical Activities
<b>Module 3</b>		25-29	Factors that Influence Learning
<b>Module 4</b>	<b>February</b>	1-5	Designing Learning Experiences and Tasks
<b>Module 5</b>		8-12	Task Presentation
<b>Module 6</b>		<b>15-19</b>	<b>READING WEEK</b>
<b>Module 7</b>		22-26	<b>Open Book Midterm</b>
<b>Module 8</b>	<b>March</b>	1-5	Content Analysis and Development
<b>Module 9</b>		8-12	Planning/Developing and Maintaining a Learning Environment
<b>Module 10</b>		15-19	Teaching During Activity
<b>Module 11</b>	<b>April</b>	22-26	Teaching Strategies
<b>Module 12</b>		29-2	Content-Specific Pedagogy
<b>Module 13</b>		5-9	Student Motivation, Personal Growth, and Inclusion
<b>Week 14</b>		12-14	Assessment in the Instructional Process
<b>Exam Week</b>		19-29	OPEN BOOK FINAL EXAM (TBD)

