



Kinesiology 342
Creating Effective, Developmentally Appropriate, Physical Activity Learning Environments
Winter 2022

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Acknowledgement

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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 Prerequisites

Kinesiology 140 (and third-year standing).

Course Format

Students will attend two, one-hour lectures and one, two-hour lab per week.

Lectures: Monday and Wednesday's 12-1pm P.A. Woodward IRC, Room 1

Labs: Wednesday's 10-12pm Osborne Centre, Unit 1, Room 203 & Gymnasium

Resources

- Lecture and Lab Material: Will be available to you on Canvas.
- Required Text: Rink, Judith, Teaching Physical Education for Learning, 8th Edition

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 development 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
- 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

Course Evaluation

Midterm	20%
Unit and Lesson Plans	30%
Teaching Assessment	20%
Open Book Final	30%

1) Midterm Exam: 20%

- Content is based on the information covered up to date. This includes course lectures, labs, textbook chapter readings, and class notes.
 - o Learning objective to demonstrate an understanding of:
 - 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
- Format of midterm will be multiple choice, multiple select, fill in the blank, case study, and short/long answer.

2) Written Unit and Lesson Plans: 30%

- Learning objective:
 - Demonstrate your ability to design effective physical activity lesson plans
- This assignment will be evaluated in three parts;
 - Unit Plan (10%)
 - You and your partner will develop a unit plan based on a unit focus discussed in the course
 - Lesson Plan 1 (10%)
 - You and your partner will create a lesson plan together, using your unit plan.
 - Lesson Plan 2 (10%)
 - You will create one more lesson plan individually, using your unit plan.

3) Teaching Assessment: 20%

- Learning objective:
 - Demonstrate your ability to implement effective physical activity lesson plans
- This assessment will be evaluated in two parts;
 - Application of teaching mechanics & lesson criteria (15%)
 - Lesson analysis and self-reflection (5%)

4) Open Book Final Exam: 30%

- Content is based on the information covered up to date. This includes course lectures, labs, textbook chapter readings, and class notes.
 - Learning objective
 - To demonstrate the knowledge and understanding required to plan, implement, and assess effective physical activity learning environments
- Format;
 - 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.

Important Dates

*Subject to change

Midterm: Monday, February 14th

Unit/Lesson Plans: March 7-14th*

Teaching Assessment: Wednesday, March 24-31st*

Final exam: April 12-27

Course Content Schedule

*Subject to change

Dates of Class	Module Outline	Lab Outline
Week 1 – January 10 th	Physical Literacy	N/A
Week 2 – January 17 th	Teaching Physical Activities	Fundamental Movement Skills
Week 3 – January 24 th	Factors that Influence Learning	Cooperative Game
Week 4 – February 1 st	Designing Learning Experiences and Tasks	Hall of Shame Games
Week 5 – February 7 th	Task Presentation	Target Games
Week 6 – February 14 th	Content Analysis and Development	Net Wall
Week 7 – February 21st	READING WEEK	
Week 8 – February 28 th	Planning/Developing and Maintaining a Learning Environment	Batting and Fielding Games
Week 9 – March 7 th	Teaching During Activity	Invasion Games
Week 10 – March 14 th	Teaching Strategies	Games Summary
Week 11 – March 21 st	Content-Specific Pedagogy	Peer Teaching
Week 12 – March 28 th	Student Motivation, Personal Growth, and Inclusion	Peer Teaching
Week 13 – April 4 th	Assessment in the Instructional Process	Peer Teaching
Exam Period – April 12-27	OPEN BOOK FINAL EXAM (TBD)	

Attendance and Participation

As this course is in person, your attendance and participation are expected at all lectures and labs. Students in Kin 342 are encouraged 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 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.

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