KIN 355, Movement Experiences for Young Children (3 Credits)

[Term 1 (Sep-Dec), 2023] [Previously KIN 366]

UBC's Point Grey 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.

Course Information

Course Structure	**Mode of Delivery:** This is an in-person course with real-time lectures; however, course content will be supported with asynchronous learning activities.
Course Time & Location	**Location:** In-person*, Room 201 Hennings (6224 Agricultural Road) *In-person classes commence in the course Thursday, September 7 2022 **Day and Time:** Tuesdays & Thursdays, 9:30 to 10:50 am **Dates:** September 5 to December 7 2023 **No Class:** September 5 (Imagine Day); Oct 12 (Mon Class Make-Up), Nov 14 (Term Break)
Contact Information	**Instructor:** Dr. Shannon Bredin **Email:** shannon.bredin@ubc.ca Dr. Bredin respectfully acknowledges she will be instructing this course while situated on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people, where as a visitor to these lands she is grateful to live and work. **Preferred Contact Mode:** Please contact Dr. Bredin via email. Every attempt will be made to respond to emails on the same day if received during working hours (9:00 am to 5:00 pm). Emails received outside of this time frame will likely be responded to next day and/or if appropriate answered in-class or via Canvas announcements. **Office Hours:** Open or 'Drop-In' Office hours will be held weekly throughout the semester primarily via zoom. Weekly office hour information can be located in the Course Information Section on Canvas. Please contact Dr. Bredin directly if you would like to schedule a zoom appointment outside of office hours or for an in-person meeting. Office location is found on Canvas under Course Information.

Course Description

This course examines current issues and research related to the movement experiences of children from infancy to early youth in a variety of movement settings such as the home environment, the child care setting, the school setting, as well as grassroots and high performance environments in the sport domain. The focus of course content is on increasing awareness of contemporary issues in society as it relates to children moving and identifying strategies to facilitate the motor development and human performance of all young people. Course work also includes the opportunity for students to engage in knowledge translation activities in the area of movement and children.

Course Instructor

Dr. Shannon S.D. Bredin (She/Her/Hers), BPE, BEd, MSc, PhD

Dr. Bredin is an Associate Professor in the School of Kinesiology (Faculty of Education) at the University of British Columbia and is currently Director of the Centre for Early Childhood Education and Research (CECER). She is considered a leader in community-based initiatives in the field of physical activity and health. For example, she was the co-director/developer of the innovative telehealth program, the Physical Activity Line (now Physical Activity Services at HealthLink BC, BC's free resource for evidence-based physical activity information). Dr. Bredin was also a major contributor to the creation of the evidence-based Physical Activity Readiness Questionnaire for Everyone (PAR-Q+) and the electronic Physical Activity Readiness Medical Examination (ePARmed-X+). She has been a long-standing member of the Indigenous Physical Activity and Health program.

Dr. Bredin's educational background provides an interdisciplinary perspective to the course, where she will bring together content knowledge from both Education and Kinesiology. Dr. Bredin completed a BPE (Sport Studies), a BEd (with teaching concentrations in Physical Education and Biological Sciences), and a MSc (Motor Behaviour) at the University of Alberta. She followed these degrees by completing a PhD in Motor Behaviour and Cognition at the University of British Columbia. Directly following the completion of her PhD, Dr. Bredin accepted a faculty position in the School of Kinesiology at UBC, which is now over 17 years ago. Her teaching workload has focused to date in the areas of motor development, motor behaviour, movement experiences for children, and instructional design for movement settings. Dr. Bredin also brings with her lived experiences in the area of high performance sport in multiple sports (including dance) as both an athlete, a coach, and a sport and exercise scientist.

The content materials and pedagogical approach in this course are in direct line with Dr. Bredin's research programs. Dr. Bredin has established two laboratories, the Cognitive and Motor LEARNing Laboratory (LEARN Laboratory) and the Laboratory for KNOWledge Mobilization (KNOW Laboratory). The LEARN Laboratory is dedicated to advanced research in movement behaviour, the purpose of which is to examine factors that promote the health benefits of physical activity, as well as understanding physical activity in relation to motor development, learning, and human performance. This research covers a wide spectrum, including (but not limited to) children, grassroots athlete development and elite performers, as well as persons living with chronic medical conditions. The KNOW Laboratory serves as an example of best practices in knowledge synthesis, translation, and mobilization. The purpose of the KNOW Laboratory is to synthesize information related to human movement behaviour from the research setting to active use. The KNOW laboratory conducts the highest level of research by conducting systematic reviews and meta-analyses, and creates practice-based tools and resources to facilitate the implementation of research for a wide variety of end-users and settings. The content in this course has been structured around the discussion of original research, and the translation and mobilization of this knowledge for supporting movement experiences in the childhood years.

Dr. Bredin lives as a visitor on the ancestral, unceded, and traditional territory of the xwməθkwəy̓əm (Musqueam) people in Richmond, BC, with her husband, two teenage sons, and their dog, Finian.

Course Teaching Assistants

Teaching Assistant: Gayatri Raghavan (She/Her/Hers)
Contact information: gayatri.raghavan@ubc.ca
Office Hours: Wednesdays, 9:00-10:00 am

Gayatri holds a Bachelor's degree in Sports and Exercise Sciences and has worked across various facets to provide sports science support for Indian National and International level athletes. She has also worked towards developing fitness and assessment modules for school children in India for large-scale implementation to gauge fitness levels whilst identifying sporting talents from grassroots.

Additionally, she founded the SES Network - a one of kind initiative to build a robust network and association of Sports Scientists in India. Her primary areas of interest include Long Term Athlete Development (LTAD), exercise physiology and she also wishes to explore Dance Science as it compares to Sports Science. Currently she is interning with the Canadian Sport Institute - Pacific's physiology team and is also a Graduate Assistant Strength & Conditioning Coach with the UBC Varsity.

Teaching Assistant: Emily Tang (She/Her/Hers)
Contact information: yutongemily.tang@ubc.ca
Office Hours: Mondays, 1:00-2:00 pm

Emily holds an Honours Bachelor of Science in Kinesiology from the University of Saskatchewan, where she helped with reconciliation efforts and conducted research to better understand student-athletes' experience of working with Indigenous Northern communities in Saskatchewan. She also has her Early Childhood Education Certificate. She is passionate about helping children from various backgrounds gain equitable access to sports and physical activity. She is currently on the National Youth Advisory Board of Action Canada for Sexual Health and Rights, where she uses her voice to advocate for the sexual health and rights of all Canadian youth. She is also a Youth Leader with Women and Gender Equity Canada where she is creating online resources to help educate Canadians about gender-based violence. Her master's research thesis will be focused on exploring how social media influences sexual health education and the intersectionality of Chinese and 2SLGBTQIA+ immigrants.

Course Learning Outcomes

At the conclusion of this course, successful students will be able to synthesize and apply course content and the evidence-base to:

1. Explain the importance of early childhood movement experiences for the wholistic development of the individual.
2. Explain the importance of play in general, and different types of play specifically, for wholistic development of a child, as well as be able to identify contemporary considerations surrounding childhood play in the context of movement experiences.
3. Critically analyze common childhood toys and human-made and natural playscapes for the development of the individual and the opportunity for children to engage in active movement behaviour.
4. Discuss the role of movement and the use of a constraints-led approach and the concept of 'affordances' to enhance the movement experiences of children.
5. Discuss the importance of movement for sensory-perceptual development, how the senses influence our movements, and how sensory-perception changes across childhood.
6. Identify, critically analyze, and evaluate the movement experiences of children as it relates to access and opportunity from the perspective of race, gender, social class, (dis)ability, indigeneity, sexual orientation, religion and creed, and any other dimensions of difference to facilitate environmental design and movement experiences that honour diversity, equity, and inclusion of all children.
7. Identify and discuss strategies to enhance movement experiences in play, organized physical activity opportunities, and sport in the childhood years.
8. Identify and discuss contemporary considerations and frameworks in sport development at the grassroots level and for children on a high-performance trajectory.
9. Discuss knowledge translation for the synthesis and dissemination of evidence-based information for increasing awareness of and facilitating the design of environments that optimize developmentally appropriate childhood movement opportunities to a target end-user.
10. Formulate evidence-based responses to problem-based scenarios in the area of childhood movement.

*All curriculum related to Indigenous ways of knowing that is presented in this course has been co-created by Indigenous Elders, knowledge keepers, and scholars. Dr. Rosalin Miles serves as the community liaison for this course. Dr. Miles is *Nlha7kápmx and a member of Lytton First Nation, BC. She works within Indigenous Studies in Kinesiology (UBC) as a Research Associate. Dr. Miles is also the founder and Executive Director for the national non-profit Indigenous Physical Activity & Cultural Circle.*

Course Structure
1. Overview

This course is a one semester (Sep 8 to Dec 7 2022), 3 credit-course with a specific focus on supporting movement experiences in the childhood years. Overall, the course is designed to be interactive in nature and personally relevant to students; therefore, course activities

are designed purposely to connect course content to student's own personal experiences, apply critical frameworks and theory to practice, as well as to engage students in strength-based discussion on important contemporary considerations in the area of movement and young people.

To enhance learning, the course is organized and presented in a series of 7 modules. These include:

- Module 1: Play
- Module 2: Toys & Equipment
- Module 3: Playscapes
- Module 4: Movement Literacy
- Module 5: Engagement
- Module 6: From Sampling to Specialization
- Module 7: Psychological Considerations

At the beginning of the semester there is a Getting Started Course Information Module. The last week of the course will focus on an instructor-led wrap-up course synthesis.

Each module on Canvas consists of:

- a pre-module activity encouraging personal reflection,
- module learning objectives,
- a glossary of key words,
- required resources (e.g., readings, videos to watch),
- module learning content and learning activities (e.g., checking for understanding questions), and
- key messages

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

While the course is in-person, the course is structured using a mixed approach that combines both synchronous and asynchronous methods of teaching, where 'Synchronous Activities' refers to learning experiences where the instructor and students are engaging with course material and each other at the same time. Synchronous activities in this course are in-person (unless otherwise identified by your instructor or as required by public health authorities in British Columbia and the University of British Columbia). Further, "Asynchronous Activities' will be referred to as student-centred experiences where students engage with course material on their own time. The course Synchronous and Asynchronous Activities are complementary in nature and provide a foundation for each course module. Activities are designed largely to emphasize practical application, problem-based learning, and an increased capability for knowledge translation. Importantly, synchronous activities are participatory and require interaction where your instructor's role will be to facilitate and guide class discussion.

2. Communications

In this course, as well as throughout your program of study at UBC, you are expected to communicate in a respectful and professional manner. For a review of communication etiquette, please go to UBC's Distance Learning page, "Communication Online: Netiquette".

Your instructor will use Canvas course announcements as a primary means to communicate during the week if there are any updates or changes to the course schedule, points of clarification, and/or friendly reminders. Students are responsible for all information contained within course announcements. Please make sure the email address that is listed for notifications in Canvas is an email that you frequently check.

3. Recording of Lectures

Recording during in-person classes is not permitted by anyone other than the course instructor (except in extenuating circumstances, which must be approved and pre-arranged with the Course instructor).

4. General Electronic Devices

While laptops and tablets are permitted in the lecture hall, use of such devices for verbatim transcription is counterproductive to learning and highly discouraged. Moreover, there will be times during the lecture where students will be asked to close all electronic devices. Other activities such as surfing the web and checking/sending e-mails is prohibited during class time unless it is part class learning activities. Students may be asked to turn off their electronics or leave the room if their electronic use is a distraction for the instructor, guest speakers, teaching assistant(s), and/or other students.

Cell phones are only permitted inside the lecture hall for use in the event of an emergency. Therefore, cell phones should not be visible and phone operations must be placed in a mode that cannot be discerned by others. An exception to cell phone visibility/use/alert notifications will be made when required for medical purposes.

Learning Materials
1. Learning Resources

A variety of course materials have been created and/or compiled to enhance student learning of course content, which includes (but is not limited to) videos, required readings, surveys, and problem-solving questions. There are no costs associated with the learning materials of the course. All course learning materials are identified clearly (including how to access) on the learning management system used in the course (Canvas, http://canvas.ubc.ca) and organized by module. Not all assigned asynchronous materials will be discussed in-person, and vice-versa; however, students are responsible for all course materials irrespective of the mode of delivery. While various materials have been provided to students, these materials may not capture the unique discussions that occur during class discussions; therefore, please take additional notes as needed.

2. Technology Used in the Course

A variety of technology will be used in the course to deliver learning materials. Examples of the technologies that may be used are Canvas, Zoom, H5P, Lumi, Mentimeter, and/or TurnItIn. Technologies are either integrated into the course webpage or links are provided to an external site. There are no costs to students for the various technologies used.

COVID-19

The UBC COVID-19 Campus Rules have now been retired and there are no general COVID-19 requirements members of the UBC community must follow as it pertains to our course. For example, there is no general requirement to wear a face covering (mask) on UBC Premises; but please be reminded that there may be members of our classroom who make the choice to continue to wear a mask. We ask that all students are respectful of others decision to wear a mask when gathering for in-person classes. To support a successful communicable disease prevention strategy at UBC, it is still important that we monitor for symptoms of respiratory illness and stay home when we are sick. Any changes to regulations and policies that may emerge during the semester will be communicated to students.

*In the event your instructor becomes ill and cannot be present in class, every reasonable attempt will be made to communicate plans for class as soon as possible (through email and Canvas). Your instructor will consult with the School of Kinesiology to determine the best strategy for course delivery given the circumstances. For example, your instructor may be well enough to teach (but precautions have been put into place to distance from others) so the class lecture might be delivered online via zoom.

Assessment of Learning

Assessment of the course learning objectives will be conducted using a number of methods, including: course participation, checking for understanding, and the formulation of evidence-based responses to case study questions. All course assessments will be completed by students using online methods (e.g., Canvas, Qualtrics, Lumi). Course assessments will emphasize the application of content knowledge, development of knowledge translation competencies, synthesizing the evidence and creating strength-based statements on contemporary issues in active movement behaviour in the childhood years. Student's will receive instructor and/or teaching assistant feedback on assessments (where applicable). Student's raw scores on each component will be posted in the Grades section on Canvas. Note that these are raw scores. A final mark in the course, will be tabulated according to the allocated weight of each component and posted to the

Student Service Centre. Therefore, please be reminded that the average mark that is displayed on Canvas does not represent the final mark in the course because the posting of raw scores in Canvas does not consider the weights of each component.

On all assessments students (or student groups) are expected to produce their own original work, and not give or receive any unauthorized help. Students will be asked to submit an honesty pledge at the beginning of the course.

Overview of Assessment and Weight

Assessment	Weight
Course Participation	**10%**
Checking for Understanding	**15%**
Individual Assignments	**55%**
Group Assignment	**20%**
Total	100%

Overview of Assessment Description
*Detailed description of all assessments and marking rubrics are available on Canvas.

1. Course Participation (Value: 10%)

Opportunities for course participation via different activities are presented throughout all components of the course. Participatory activities are structured to facilitate student engagement in and understanding of course materials. Participatory activities are generally presented in the form of self-reflective activities. As there may be no right or wrong answers for some of the activities presented, marks for participatory activities are based on task engagement, level of completion, and/or level of synthesis and analysis of course materials. Participatory activities are clearly identified for students. There is a total of 10 individual participatory activities presented in the course (completion is valued at 1% per activity). Each participation task must be completed on or before 11:59 pm on the assigned date (see course schedule). Marks for participatory tasks will be updated on a weekly basis as applicable.

2. Checking for Understanding (Value: 15%)

Students will be required to complete a series of quiz-like questions that checks for understanding of course content materials. These questions sets are short (e.g., 5 questions) and completed directly on Canvas. Checking for Understanding questions are identified for each module (under Checking for Understanding tab). Raw scores for each question set will be available in grades on Canvas. At the end of the semester, the raw scores will be added together to obtain a cumulative score. The score will then be converted to a grade based on a weight of 15% of the final course grade. Checking for understanding questions can be completed according to the student's schedule; but all checking for understanding questions must be completed on or before 11:59 pm on the assigned date (see course schedule).

3. Individual Assignments (Value: 55%)

There are 4 individual assignments in the course. These assignments are presented in the form of case studies and students are required to formulate a response. Students will have until 11:59 pm on the assigned date (see course schedule) to prepare and submit their response. The case study questions draw primarily on content from modules. Students will receive a raw score for each question that will be converted to a grade based on an assigned weight (Case Study 1 = 10%; Case Study 2 = 10%; Case Study 3 = 15%; Case Study 4 = 20%). A marking goal for the course will be to provide students feedback on their responses within two weeks of submission. All marks and feedback will be released on Canvas.

4. Group Assignment (Value: 20%)

There is one group assignment in the course. The assignment is presented in the form of a case study and student groups are required to formulate a response. Students will have until 11:59 pm on the assigned date (see course schedule) to prepare and submit their response. Students will receive a raw score for their response that will be converted to a grade based on an assigned weight of 20%. All marks and feedback will be released on Canvas.

Grading Policies

1. Participation Policies (applies to Course Participation)

This course is an interactive course; therefore, participation is a requirement for the course with the expectation that students attend all in-person activities, as well as engage with the asynchronous course materials in a timely manner. If a student misses a class or classes for any significant reason(s), please inform the instructor as soon as possible. Please know this is not a punitive process; rather, it allows your instructor to provide recommendations and strategies for learning course materials and to meet course expectations.

In general, participating in a course means being an active participant in discussions, demonstrating attentive and respectful listening, participating in experiential and collaborative activities, engaging in self-reflection, providing constructive and respectful feedback to peers, completing asynchronous course activities and being prepared for in-class and peer group discussions, and where appropriate, sharing lived experiences. Your instructor will participate in discussions to respond, clarify, extend ideas, and keep threads on topic. However, your contributions in various aspects of the course should not be directed solely towards the instructor, but also demonstrate engagement with your peers enrolled in the course.

Participatory activities that go towards a student's course assessment (Course Participation) are time sensitive. For example, a participatory task may ask students to fill out a short survey prior the week's scheduled module. A summary of student responses will then be discussed during the class. Given the integration of participation tasks within course discussions and class activities, it is important that students complete the tasks by the assigned due dates. Failure to complete a task by the designated time and date will result in an 'incomplete' and students will not receive a completion mark for the respective task. If there are extenuating circumstances and a student is unable to make a deadline, please contact your instructor immediately (see course contact information) and/or if you have any concerns as it relates to course participation.

2. Checking for Understanding

Students can complete the checking for understanding questions on their own time schedule during the semester; however, all of the question sets must be completed on or before 11:59 pm on the designated date (see course schedule). Extensions to this are not granted except in extenuating circumstances and/or under circumstances beyond the student's control. An extension request needs to discussed with your course instructor at the earliest possible date. Checking for Understanding questions that are not submitted by the deadline (incomplete) will receive a score of zero on the respective item unless concession has been granted. Please contact your instructor directly if you have any concerns as it relates to this deadline.

3. Assignments

Responses to a case study assignment can be submitted at any time up to (and including) the identified due date. It is important that students submit a question on time in consideration of their own workload, to receive timely feedback that can be applied to further work in the course, and for course completion. If there are extenuating circumstances and a student is unable to make a deadline, please contact your instructor immediately (see course contact information). Extension request needs are to be discussed with your course instructor at the earliest possible date. If no extension has been provided, the student will receive a score of zero.

Any and all work submitted by students 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.

If a student has any concerns regarding the grading of an assignment, students are first asked to discuss the graded marking rubric and feedback with the respective marker during a scheduled zoom appointment. Appointments can be scheduled after 24 hours from when the grade/marking rubric was made available to students. This discussion is for learning purposes only and assignments will not be re-graded during this appointment. If concerns persist following this meeting, the student may request a review of the assignment grade to their course instructor. The instructor will re-grade your response or may ask another qualified instructor to conduct a blind review of a fresh copy of the response (i.e., there is no feedback on the assignment). Please note that when a response is re-marked by your course instructor or another instructor, the final re-graded question may receive a higher, lower, or the same mark from the originally assigned mark.

4. Academic Concession/Standing Deferred

If a student cannot complete required course work due to extenuating circumstances by the end of the term, they must contact the KIN Undergraduate Advising Office as early as possible to request consideration for Academic Concession (Standing Deferred in the Course). Students will be asked to complete the appropriate forms and to provide acceptable supportive documentation. Academic Concession is not a right and if granted by the KIN Undergraduate Advising Office, the student will be required to complete any outstanding coursework as agreed upon with the instructor and in consultation with the undergraduate advising office.

Grading Practices

1. Undergraduate Grading Practices

Undergraduate grading follows standard grading practices at the University of British Columbia, as outlined in the table below. This information can also be found in the Vancouver Academic Calendar.

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

Faculty Resources

The Faculty of Education and the School of Kinesiology have a number of resources available to students to support learning. More details about these resources are available at:

- Faculty of Education

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website.

Statement of Respect and Inclusion

The University of British Columbia and the Faculty of Education are committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity, and social justice in order to create an educational and employment environment that supports the full participation of community members. This includes the commitment to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors with disabilities, members of racialized communities, Indigenous people, trans, two-spirit and gender-diverse people, regardless of age, sexual orientation, social status, religion, ethno- linguistic, nationality, and citizenship status. Faculty of Education courses occur in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, and age. Students, instructors, visitors, and readings/media in our courses may raise controversial issues. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist,

non-homophobic, non-transphobic and non-heterosexist language is expected in class discussions, course content, and in course assessments.

Please feel welcome to e-mail your instructor your name and pronouns and how you would like these to be used.

Use of Language
1. Person First Language

Please incorporate and use person first language in your oral and written work/communication (unless otherwise requested by an individual or group of people). Disabilities and differences are not persons and they do not define persons, so do not replace person-nouns with disability-nouns (e.g., do not use the obese child). Instead, emphasize the person, not the disability, by putting the person-noun first (e.g., the athlete who lives with Type 1 Diabetes).

Language Differences and Learning Differences: Centre for Accessibility

We strive to include all students, including those with language and learning differences in this course. If you are new to the demands of learning to read and write in English, or have a physical or sensory disability or challenge that will make it difficult for you to carry out the work as it is outlined, please contact the UBC Centre for Accessibility, so that appropriate arrangements can be arranged. UBC's Centre for Accessibility can support your needs by providing appropriate accommodations. We are committed to supporting all students in learning the content of this course and in learning to view, read, and produce the type of 'text' required for successful completion of this course. Further, we adhere to UBC Policy LR7: Accommodations for Students with Disabilities. We respect the confidentiality of any information you share and are committed to working with you so that your learning needs are supported.
- Web: UBC's Centre for Accessibility website
- Email: accessibility@ubc.ca

Academic Integrity

You are expected to follow UBC policies for academic integrity and academic misconduct, which includes practices around copyright, referencing and citation, and plagiarism. Academic integrity means that a student will engage responsibility in scholarship with honesty and diligence, and responsibility. In this course, this includes such behaviours as:
- Creating and expressing your own original ideas;
- Engaging with the ideas of others;
- Explicitly acknowledging the sources of your knowledge, especially through accurate citation practices;
- Completing assignments independently or acknowledging collaboration when appropriate.

For further information on academic integrity see, UBC's Learning Commons Academic Integrity Resources.

For the purposes of the course, you are expected to use APA guidelines.

1. Copyright

This course includes materials that are:
- created by and are the intellectual property of the Course Instructor; or
- permitted/licensed to be used in this course by the copyright owner for non-commercial, educational purposes; or
- copyrighted, but fall under the "fair dealing copyright exception permission" for educational use.

This includes such materials as audio or video clips, images, infographics, course slides, and text materials. Copying (including recording), duplicating, and distributing any course materials outside of the class by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. The use of these materials is strictly reserved for this course and for the duration of the course only. Moreover, all materials are used for educational purposes only.

2. Acknowledgement and Citation of Sources

Students should pay careful attention to properly citing sources and avoid simply copying large blocks of text from other publications, even if cited. Please take care to acknowledge sources including the Internet and be aware that intentional plagiarism is a form of cheating that will lead to academic discipline (e.g., a failing grade and/or suspension from the University).

As part of this course, you may be asked to produce materials that a movement specialist might use in their work. Creating these tools often requires adapting and modifying existing items. Some assignments may be completed collaboratively and with strategic and appropriate borrowing. For the purposes of university assignments, appropriate acknowledgement and citation of use of others' materials is an absolute requirement. In fact, using sources without acknowledgement constitutes plagiarism and can mean failure in a course. Moreover, you may find you are able to use parts of an activity you complete in this course to meet the requirements of another course. If you intend to "borrow" your own work into another course or cross-pollinate assignments, be sure to talk openly with your instructors about this, and make sure that your work plan is in line with the university's academic integrity policy.

3. Plagiarism

Your instructor will follow University guidelines on plagiarism. According to the UBC Calendar, plagiarism is a serious "form of academic misconduct in which an individual submits or presents the work of another person as his or her own". As a form of intellectual theft, plagiarism involves taking the words, ideas or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism.

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will use the following learning technology: Canvas and UBC Qualtrics. These tools will capture data about your activity and provide information that can be used to improve quality of course teaching and learning with greater individualized feedback and fostering of a course community, as well as information for curriculum development. Examples of the way analytics may be used in the course, is as follows:

- View overall class progress;
- Review statistics on how course content and resources are being accessed to support design improvements;
- Track participation and level of engagement in discussion forums;
- Assess overall participation in the course; and
- Check for content understanding.

To learn more about learning analytics at the Faculty of Education and at UBC, see 'What is Learning Analytics'.

Overview of Course Schedule

The following is an overview of the course schedule. In the event of an extenuating circumstance requiring a change to the course schedule, students will be notified immediately using a number of methods such as 'Announcements' on Canvas, an email, and/or course calendar updates. It is possible that slight adjustments will be made in content delivery during the course to better accommodate and meet the learning requirements of the class.

September 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		No Class Imagine Day 5	6	No Class Getting Started 7	8	9
10 Due Pre-Module Survey 1	Module 1: 11 Play	In-Person Class 1 12	13	In-Person Class 2 14	15	16
17 Due Pre-Module Survey 2	Module 2: 18 Toys	In-Person Class 3 19	20	In-Person Class 4 21	22	23
24	25	In-Person Class 5 26	27	In-Person Class 6 28	29	30 National Day for Truth and Reconciliation

October 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Due Pre-Module Survey 3	Module 3: 2 Playscapes STAT HOLIDAY Univ Closed	In-Person Class 7 3	4	In-Person Class 8 5	6	7
8	9 Thanksgiving Univ Closed	In-Person Class 9 10	11	No Class - 12 Make-Up Monday	Due Micro: 13 Toys	14
15 Due Pre-Module Survey 4 Due Toolkit Activity 3	Module 4: 16 Movement Literacy	No In-Person Class 17	18	No In-Person Class 19	Due Part A, 20 Major Assignment	21
22 Due Module 4 Activity	23	In-Person Class 10 24	25	In-Person Class 11 26	Due Micro: 27 Hotspot	28
29 Due Pre-Module Survey 5	Module 5: 30 Engagement	In-Person Class 12 31				

November 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	In-Person Class 13　2	3	4
5　Due Pre-Module Survey 6	Module 6: Sampling to Specialization　6	In-Person Class 14　7	8	In-Person Class 15　9	10	11　Remembrance Day
12	13　Mid-Term Break STAT HOLIDAY Univ Closed	14　Mid-Term Break	15　Mid-Term Break	No In-Person Class　16	Due Micro: Infographic　17	18
19	20	In-Person Class 16　21	22	In-Person Class 17　23	24	25
26　Due Pre-Module Survey 7 Due Post-Video Survey 5	Module 7: Psychological Considerations　27	In-Person Class 18　28	29	In-Person Class 19　30		

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December 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					Due Micro: LTAD Analysis　1	2
3	4	In-Person Class 20　5	Last day to complete course quizzes.　6	Last Day of Class - Course Synthesis　7	8	9
10	Exam Period　11	12	13	14	Due Major Project　15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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