



# EFFECTIVE: SEPTEMBER 2007

## CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September 2007**

B. Department / Program Area: **Science and Technology / Sport Science** Revision  New Course

If Revision, Section(s) Revised:  
 Date of Previous Revision:  
 Date of Current Revision:

C: **SPSC 4199** D: **Physical Education and Coaching Methods** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits						
<p><b>F:</b> Calendar Description:</p> <p>In this course, students will undertake a study of the instructional and planning methods used by physical education teachers and coaches in order to meet the needs of their students and the curriculum goals. Topics include planning at the lesson and unit level, teaching styles, feedback styles and methods, characteristics of the learning environment, group management techniques, task analysis, and gauging instructor effectiveness. Application of the content will occur through micro-teaching sessions and reflective/analytical exercises.</p>								
<p><b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p><b>Lecture / Practice</b></p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p><b>2 hours lecture per week</b></p> <p><b>2 hours practical application ( Lab/Gym/Field) per week</b></p> <p>Number of Weeks per Semester:</p> <p><b>15</b></p>								
<p><b>H:</b> Course Prerequisites:</p> <p><b>SPSC 3240 and SPSC 1311 or SPSC 1312 or SPSC 1313 or SPSC 1314 or SPSC 2321 or SPSC 2322 or SPSC 2323 or SPSC 2324 or SPSC 2325 (or permission of the instructor).</b></p>		<p><b>I:</b> Course Corequisites:</p> <p><b>none</b></p>						
<p><b>J:</b> Course for which this Course is a Prerequisite</p> <p><b>none</b></p>		<p><b>K:</b> Maximum Class Size:</p> <p><b>30</b></p>						
<p><b>L:</b> PLEASE INDICATE:</p> <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;"></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;"></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;"><b>X</b></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a>)</p>				Non-Credit		College Credit Non-Transfer	<b>X</b>	College Credit Transfer:
	Non-Credit							
	College Credit Non-Transfer							
<b>X</b>	College Credit Transfer:							

**M:** Course Objectives / Learning Outcomes

1. Demonstrate an understanding of the teaching and learning process including: teaching styles, organizational options and learning styles.
2. Identify and create activity, lesson, and unit plans that satisfy the guiding principles of learning outcomes, goal setting, risk management and safety, appropriate equipment and resource (space) use, and assessment of learning outcomes.
3. Plan, lead, evaluate, and reflect on a practical learning session with peers or school-aged children that demonstrates knowledge and application of effective warm-up and cool-down, teaching strategies, feedback decisions and task presentation.
4. Demonstrate knowledge and application of task analysis and activity development in a wide array of skills, games, models and modifications in sport and physical activity settings.
5. Describe methods of group management in teaching and coaching environments.
6. Identify the role of educational methods research in physical education and coaching with the ability to critically analyze the teaching and learning process.

**N.** Course Content:**Module 1. The Teacher/Coach/ Learner**

- 1.1. Teacher/coach development
  - 1.1.1. Understanding the teaching/learning process
  - 1.1.2. Responsibilities as a teacher
  - 1.1.3. Conveying your enthusiasm
  - 1.1.4. Voice tones
  - 1.1.5. Use of silence
  - 1.1.6. Use of props
  - 1.1.7. Professional development plan
- 1.2. Teaching/coaching philosophy
- 1.3. Teaching styles
  - 1.3.1. Types
    - 1.3.1.1. Command
    - 1.3.1.2. Practice
    - 1.3.1.3. Reciprocal
    - 1.3.1.4. Self Check
    - 1.3.1.5. Inclusion
    - 1.3.1.6. Guided discovery
  - 1.3.2. Anatomy of any teaching style
  - 1.3.3. Organizational options
    - 1.3.3.1. Task teaching
    - 1.3.3.2. Learning centres
    - 1.3.3.3. Station teaching.
    - 1.3.3.4. Episodic teaching.
  - 1.3.4. Utilization of multiple teaching styles
  - 1.3.5. Choosing appropriate teaching styles
- 1.4. Learning styles
  - 1.4.1. Visual
  - 1.4.2. Verbal
  - 1.4.3. Kinesthetic
  - 1.4.4. Intellectual

**Module 2. Understanding the Physical Education Content**

- 2.1. Task analysis
  - 2.1.1. Phases
  - 2.1.2. Preparation
  - 2.1.3. Execution
  - 2.1.4. Follow through
  - 2.1.5. Biomechanical movement principles
  - 2.1.6. Growth and development factors
  - 2.1.7. Transfer of learning
- 2.2. Activity development
  - 2.2.1. Fundamental movement skills – developmental stages
  - 2.2.2. Developmental games
  - 2.2.3. Games education models – classification, teaching games for understanding
  - 2.2.4. Cooperative education
  - 2.2.5. Modifications - simplify or challenge
  - 2.2.6. Task
  - 2.2.7. Expectation
  - 2.2.8. Equipment
  - 2.2.9. Space
  - 2.2.10. Tactical development

### **Module 3.      The Planning Process**

- 3.1. Lesson planning
- 3.2. Unit planning
- 3.3. Setting measurable learning objectives
  - 3.3.1.1. Psychomotor
  - 3.3.1.2. Cognitive
  - 3.3.1.3. Affective
  - 3.3.2. Reflecting program goals
  - 3.3.3. Defining success criterion
- 3.4. Teaching sequences
  - 3.4.1. Teaching progressions
  - 3.4.2. Activity adaptations
- 3.5. Safety considerations
  - 3.5.1. Space managements
  - 3.5.2. Equipment safety and maintenance
- 3.6. Common challenges and issues
  - 3.6.1. Cultural sensitivity
  - 3.6.2. Gender equality
  - 3.6.3. Inclusion
  - 3.6.4. Integration of fitness and wellness
- 3.7. Evaluation process
  - 3.7.1. Monitoring and feedback
  - 3.7.2. Creative information management
  - 3.7.3. Authentic assessment
  - 3.7.4. Rubrics
  - 3.7.5. Technology integrated into physical activity

continued

### **Module 4.      The Teaching / Coaching Process**

- 4.1. Warm-up and cool-down

- 4.2. Teaching strategies
  - 4.2.1. Whole-part-whole
  - 4.2.2. Shaping
  - 4.2.3. Part practice
  - 4.2.4. Simplification
  - 4.2.5. Progressions
  - 4.2.6. Body scaling
  - 4.2.7. Massed
  - 4.2.8. Distributed
- 4.3. Understanding feedback, classification, strengths, and weaknesses
  - 4.3.1. Sender and receiver channels
  - 4.3.2. Types of feedback
    - 4.3.2.1. Task intrinsic sensory
    - 4.3.2.2. Augmented
    - 4.3.2.3. Value
    - 4.3.2.4. Corrective
    - 4.3.2.5. Neutral
    - 4.3.2.6. Ambiguous
    - 4.3.2.7. Reinforcement
    - 4.3.2.8. Motivating
    - 4.3.2.9. Knowledge of results (Process)
    - 4.3.2.10. Knowledge of performance (Outcome)
  - 4.3.3. Frequency
  - 4.3.4. Timing
    - 4.3.4.1. Immediate and delayed
  - 4.3.5. Public or private
  - 4.3.6. Individual or group
  - 4.3.7. Feedback combinations
- 4.4. Maximizing teacher effectiveness and using available feedback
  - 4.4.1. Task presentation
    - 4.4.1.1. Introduction and demonstration
    - 4.4.1.2. Transitions
    - 4.4.1.3. Intervention
    - 4.4.1.4. Error detect and correct – self and students
  - 4.4.2. Debriefing
  - 4.4.3. Understanding and implementing organizational routines
  - 4.4.4. Teacher functions during activity
    - 4.4.4.1. Selecting appropriate teaching strategies
    - 4.4.4.2. Achieving student motivation, personal growth, and inclusion
  - 4.4.5. Creating and using effective teaching/instructional cues
  - 4.4.6. Observation techniques and tools

### **Module 5. Group Management**

- 5.1. Philosophy as a guide
- 5.2. Positive discipline
  - 5.2.1. Defined and Requirements
- 5.3. Management strategies
- 5.4. Teaching social skills through the taking personal and social responsibility model
- 5.5. Creating routines for the class – formations, sound cues etc
- 5.6. Organize groups into learning units
- 5.7. Role modeling and development of personal and social responsibility
- 5.8. Using space and available resources to maximize learning opportunities and minimize conflict

continued

### **Module 6. Research Skills**

- 6.1. Research, critique, and compare physical education or coaching methods articles
  - 6.1.1. Microteaching observations

6.1.2. Identifying and analyzing critical teaching components

6.1.3. Use video and available software to code teaching/coaching behaviours

**Douglas College Signature Items:**

Core Competencies:

- a. Oral, written and interpersonal communication:
  - Students will write activities, lesson plans and unit plans
  - The course may require 'team' teaching/coaching in which effective interpersonal communication model will be adopted.
  - There may be a verbal presentation component to the planning documents for teaching physical education.
- b. Independent learning and information literacy:
  - Resource materials in the area of physical education and pedagogy will be assessed and discussed to form practical principles that can be used in the classroom/gymnasium/field.
- c. Critical and creative thinking:
  - Leadership performances will be critically and creatively analyzed with feedback, brainstorming, comparison and problem solving required.
  - The SPSC theme 'critical thinking model' will be role modeled by the instructor and eventually demonstrated by the students.
- d. Computational and information technology skills:
  - The class may require the use of video, software applications and PowerPoint.
- e. Teamwork:
  - This course will challenge students to work in teams and be aware of group dynamics in a multitude of situations: partner, group and school children/teacher in leadership, assignments, discussions and teacher evaluations

Academic Signature Elements:

- a. Applied skills and abilities:
  - Students will be responsible for applying methods learned in class to an active teaching/coaching session delivered to their peers and/or school aged children.
  - Students will apply knowledge of instructional methods in Physical Education and coaching in the collection of video coding data on self and peer leadership actions/behaviours. Data will be used for self reflection and discussion on best practices in the field.
  - Organization, communication and feedback dialogue will take place between participants, school teachers, Faculty and student-teacher, challenging students' employment professionalism
- b. Ethical behaviour and social responsibility – effective citizenship:
  - College policy on student behaviour and expectations will be expected to be upheld during all class activities at all times.
  - Personal and social responsibility may be evaluated in class participation, group discussions and/or group assignments.

**O:** Methods of Instruction :

Lecture  
 Discussion groups  
 Practical application  
 Micro teaching  
 Video coding observation  
 Reading assignments

**P:** Textbooks and Materials to be Purchased by StudentsPotential resources include:

Rink, J. (2006). Teaching Physical Education for Learning 5th Edition. McGraw-Hill Ryerson Publishers, Whitby Ontario, Canada.

Fishburne, G. S. Developmentally Appropriate Physical Education for Today's Children and Youth, 2005 Ripon Publishing, Edmonton Alberta, Canada.

Darst and Pangrazi, (2002). Dynamic Physical Education for Secondary Students 4<sup>th</sup> edition. Benjamin Cummings, Pearson Education, Newmarket, Ontario, Canada.

Darst and Gibbons. (2003). Dynamic Physical Education for Elementary Students Canadian edition. Allyn & Bacon, Boston, Massachusetts.

S. A. Mitchell, J. L. Oslin, and L. L. Griffin. (2006) Teaching Sport Concepts and Skills: A Tactical Games Approach 2nd edition.

M. Mosston and S. Ashworth. (2002). Teaching Physical Education 5<sup>th</sup> edition. Benjamin Cummings, Pearson Education, Newmarket, Ontario, Canada.

D. L. Gallahue, F. Cleland-Donnelly. (2003). Developmental Physical Education for All Children 4th edition. Human Kinetics, Champaign, Illinois, USA.

“MIT” Physical Education Instruction coding software - video, CD or DVD purchases may be necessary

Certifications/Conference requirements:

As part of the course, instructors and students may engage in extra-curricular certification processes that overlap with the curriculum of the class. Fees for professional certification, where applicable, will be borne by the student. Potential certifications relating to this course include:

Officiating Module – Sport Institute Cost: \$65

**Q:** Means of Assessment

The selection of evaluation tools for this course is based upon:

1. Adherence to college evaluation policy regarding number and weighing of evaluations, for example a course of three credits or more should have at least three separate evaluations.
2. A developmental approach to evaluation that is sequenced and progressive.
3. Evaluation is used as a teaching tool for both students and instructors.
4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/ instructor evaluation.

A sample assessment for this course:

Practice teaching – mini lessons	30%
Unit plan	20%
Final	20%
Leadership Behaviour Coding /Research Assignment	20%
Preparation and participation	<u>10%</u>
Total	100%

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Not at this time

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Course Designer(s):  
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Education Council / Curriculum Committee Representative

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Dean / Director: Des Wilson

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Registrar