

EPE 350 – Theories of Instruction in Secondary School Physical Education 3:3-0

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EPE 350 includes the study of current trends in teaching physical education, analysis of instructional models, strategies, methods and skills, class organization and management, effective utilization of instructional learning resources, and sound assessment and evaluation techniques. EPE 350 capitalizes on your knowledge gained in your previous class work and further provides an understanding of movement for school-aged children as an enlightening educational process, to assist you in understand that educating through the physical:

- Takes into consideration the developmental nature of human movement;
- Reinforces the connectedness and integrality of **place**, **context**, and **relevance** so that what is learned reflects current and possible future needs.
- Takes into consideration unique and appropriate educative environments that reinforce and heighten one's awareness of the importance of **experiential**, **interdisciplinary**, **place-based**, **multi-sensory**, and **spiritual** learning;
- Reinforces the value of a developmental persona, which reflects an individual's understanding of self-responsibility and caring; and,
- Reflects the merit of a teacher decision-making process that functions to provide best practice for ensuring transference of knowledge and skill.



GOALS OF THE EXPERIENCE

- To extend a student's understanding of Education through the Physical for school-aged children;
- To assist a student in understanding a conceptual orientation to learning;
- To assist a student in understanding the importance of instructional strategies and planning;
- To assist a student in applying theory in creating effective learning environments;
- To assist a student in developing meaningful learning opportunities for children using human movement as a vehicle; and,
- To assist a student in understanding the role of a teacher.



EXPECTATIONS OF STUDENTS

- Being self-responsible and caring by being prepared for every class learning experience;
- Being self-responsible and caring by participating in, and contributing to every class learning experience; and,
- Being self-responsible and caring by completing course assignments.



READINGS AND RESOURCES

- Siedentop, Daryl, Deborah Tannehill (2000). *Developing Teaching Skills in Physical Education*. Mountain View, California: Mayfield.
- Hellison, Donald (2003). *Champaign, Illinois: Human Kinetics*
- Louv, Richard (2006). *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*. Toronto, Ontario: Algonquin Books of Chapel Hill.
- Various resource materials will be referred to throughout the class.

COURSE ASSIGNMENT EXPECTATIONS AND ASSESSMENT

As a result of class participation, independent study, and research, the learning experience will allow you the opportunity to demonstrate:

1. a level of respect and participation appropriate for an undergraduate university student by successfully completing all components of the class expectations 1,2,3,4,5,6,7, and 8;
2. active participation in the class by attending and participating in class, lab and PLACE learning experiences;
3. participation and self-direction by individualizing and completing a class assessment plan;
4. participation and self-direction in a professional development learning experience;
5. participation, self-direction, and caring for others by planning, presenting, and reflecting on a physical education instructional micro-teaching learning experience;
6. participate and self-direction by completing a professional development multi-media project;
7. participation, self-direction, and caring by participating and contributing in the EPE 350 – EPE 489 – “HOPE” Peer Mentoring Project, and;
8. participation and self-direction, and skills required to achieve a passing grade for the Pre-internship practicum.

Specific information related to these expectations will be provided early in the class experience. Expectations will be assessed based upon the class Rubric and student self-assessment.