

EPE 489 010 – Post-internship *Seminar* in Physical Education

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EPE 489 provides for a clinical and problem-solving approach to the teaching of physical education in the secondary school. Opportunity will be provided for students to undertake individual studies of specific pedagogical problems.

The class experiences are designed to provide learning experiences that allow you to:

- Reflect on your internship experience and build the bridge to first year teaching and beyond;
- Studying physical education key events/critical incidents which you experienced during the internship experience;
- Improve collaborative research and seminar skills;
- Further one's professional reading and inquiry related to teaching and learning in physical education;
- Share expertise in the teaching of physical education through theoretical and practical classroom/gymnasium experiences;
- Research one's own teacher identity through the process of reflection on experiences associated with "becoming" a teacher;
- Create a professional multi-media portfolio for the purpose of professional career development; and,
- Engage in the "HOPE" Peer Mentoring Project to share experiences and resources with third year physical and health students preparing for pre-internship and internship practica.



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.



The EPE 489 learning experience also provides an opportunity to philosophically reflect upon teaching and learning which addresses the sustainability of wellbeing through physical education programming and provide a foundational understanding of:

- learning, which takes into consideration unique and appropriate educative environments that reinforce and heighten one's awareness of the importance of experiential, interdisciplinary, and multi-sensory knowledge;
- learning, which reinforces the value of a developmental persona, which reflects an individual's understanding of self-responsibility and caring as related to sustaining wellbeing;
- learning, which reflects the merits of a teacher/educational administrator decision-making process that functions to provide best practice for ensuring transference of knowledge and skill;
- learning, which takes into consideration the developmental nature of the learning process;
- learning, which reinforces the connectedness and integrality of place, context, and relevance so that what is learned reflects current and possible future needs related to sustaining wellbeing; and,
- learning, which considers contemporary and integral educational theories as a basis of study.

And to:

- extend your understanding of Education through the Physical for school-aged children;
- assist you in understanding a conceptual orientation to learning;
- assist you in understanding your role as an agent of change in educational practice; and to,
- assist a student in understanding the role of a teacher.

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.
- Leopold, Aldo (1949/1966). *A Sand County Almanac*. New York, New York: Sierra Club/Ballantine Book.
- Other applicable readings.