



ORIGINAL COURSE IMPLEMENTATION DATE: May 2002  
 REVISED COURSE IMPLEMENTATION DATE: September 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) March 2024  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> KIN 221	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																
<b>Course Full Title:</b> Instructional Design and Analysis of Physical Education and Sport Programs																	
<b>Course Short Title (if title exceeds 30 characters):</b> Design & Analysis: PE Programs																	
<b>Faculty:</b> Faculty of Health Sciences	<b>Department (or program if no department):</b> Kinesiology																
<b>Calendar Description:</b> Provides students with an understanding of developing curriculum and designing instruction for delivery of physical and health education programs. Theoretical and practical elements of games, sport, dance, gymnastics, and outdoor activities are introduced. Active participation is required.  Note: Students with credit for KPE 221 cannot take this course for further credit.																	
<b>Prerequisites (or NONE):</b>	None.																
<b>Corequisites (if applicable, or NONE):</b>	None																
<b>Pre/corequisites (if applicable, or NONE):</b>	None																
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: <b>KPE 221</b> Cross-listed with: Equivalent course(s): <b>KPE 421; KPE 221</b> <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>	<b>Transfer Credit</b> Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)  Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																
<b>Total Hours: 45</b> <b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: center;">20</td></tr> <tr><td>Seminars/tutorials/workshops/activities</td><td style="text-align: center;">15</td></tr> <tr><td>Laboratory hours</td><td style="text-align: center;">10</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table>	Lecture hours	20	Seminars/tutorials/workshops/activities	15	Laboratory hours	10	Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		<b>Total</b>	<b>45</b>	<b>Special Topics</b> Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit  <i>Note: The specific topic will be recorded when offered.</i>
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Online learning activities																	
Other contact hours:																	
<b>Total</b>	<b>45</b>																
<b>Maximum enrolment (for information only):</b> 36																	
<b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> once annually																	
<b>Department / Program Head or Director:</b> Alastair Hodges	<b>Date approved:</b> May 2017																
<b>Faculty Council approval</b>	<b>Date approved:</b> May 2017																
<b>Campus-Wide Consultation (CWC)</b>	<b>Date of posting:</b> October 20, 2017																
<b>Dean/Associate VP:</b> Joanne MacLean	<b>Date approved:</b> May 2017																
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> March 23, 2018																

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Explain the role of the instructor.
2. Describe the instructor/learner relationship.
3. Perform teaching skills which factor in learning experiences, movement task, task presentation, learning environments and teaching strategies.
4. Plan instruction using goal setting, learning outcomes and content-specific pedagogy.
5. Demonstrate safety practices and issues surrounding liability in instruction.
6. Apply physical literacy including the fundamental movement skills: locomotor, non-locomotor and manipulative skills.
7. Apply educational research and its applications with respect to the nature, methods and tools of observation as well as critical teaching variables.
8. Apply rules, strategies, behaviours, and appropriate progressions to a variety of physical activities and sports.

**Prior Learning Assessment and Recognition (PLAR)**

Yes     No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lecture-based instruction on the fundamentals of teaching and planning instruction coupled with a practical component of teaching execution.

**Grading system:** Letter Grades:  Credit/No Credit:  Labs to be scheduled independent of lecture hours: Yes  No

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Rink, J. E.	Teaching Physical Education for Learning	<input checked="" type="checkbox"/>	Times Mirror/Mosby College Publishing	2011
2. Robinson, D. & Randall, L.	Teaching Physical Education Today: Canadian Perspectives	<input checked="" type="checkbox"/>	Thompson Educational Publishing	2013
3.	UFV Article Access	<input type="checkbox"/>		

**Typical Evaluation Methods and Weighting**

Final exam:	30%	Assignments:	35%	Midterm exam:	15%	Practicum:	5%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Participation: practical "gymnasium" experience	5%	Group Presentation:	10%	Other:	%	Total:	100%

**Typical Course Content and Topics**

1. Teaching P.E.: An Orientation/History
2. Belka's Principles and Hall of Shame Games
3. Factors that Influence Learning
4. Task Presentation
5. Planning
6. Assessment
7. Teacher Functions & Strategies/Curriculum Models in Physical Education
8. Maintaining a Learning Environment
9. Teaching Strategies/Mosston's Teaching Spectrum
10. Dance Education
11. Student Motivation and Personal Growth
12. Curriculum Position Paper and Evaluation

**Applied Activities**

1. Cooperative Games
2. Fundamental Movements
3. Fundamental Movement Task Presentation
4. Target Games
5. Net/Wall Games
6. Hybrid Invasion Game
7. Batting and Fielding Games
8. Cultural Games
9. Invasion Games
10. Educational Dance
11. Outdoor Education