Douglas College

EFFECTIVE: SEPTEMBER 2005
CURRICULUM GUIDELINES

A.	Division:	**Academic**	Effective Date:	**September 2005**		
B.	Department / Program Area:	**Science and Technology** **Sport Science**	Revision If Revision, Section(s) Revised: Date of Previous Revision: Date of Current Revision:		New Course	**X**

C: **SPSC 5495** **D**: **Applied Studies in Physical Education** **E:** **3**

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description:
Diploma in Physical Education students will follow a process of examining innovative and traditional practices in order to create and implement new practices into their current settings. Students will plan this to include evaluation and review procedures that will result in the creation of a planning/implementation/evaluation cycle of continuous improvement. Critical to this overall process will be the student's ability to apply acquired knowledge and skills into their current work settings.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

1. Distributed Learning
2. Workshop/Discussion

Number of Contact Hours: (avg. per week / semester for each descriptor)

1. Distributed learning 1.5 hr. week
2. Workshop/discussion: .5 hr week
(1 – 2 hour workshop per month)

Number of Weeks per Semester:

31

H: Course Prerequisites:

SPSC 5391, 5491, and
2 of SPSC 5395, 5396, 5397, 5398

I: Course Corequisites:

None

J: Course for which this Course is a Prerequisite

None

K: Maximum Class Size:

30

L: PLEASE INDICATE:

	Non-Credit
X	College Credit Non-Transfer
	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives / Learning Outcomes

By successfully completing this course students will be able to:

1. demonstrate the use of inquiry-based research into existing traditional and innovative physical education practices (commonly termed "action research"),
2. plan, design, implement and evaluate a physical education practice that is new to the student,
3. plan, design, implement and evaluate a physical education evaluation technique that is new to the student, and
4. demonstrate critical thinking with regard to physical education issues.

N: Course Content:

1. Reflective Professional Practice
   - 1.1. Reflections of the future, the past and the present
   - 1.2. Perennial Questions of Reflective Educators
   - 1.3. Reflections Lead to Solitary Dialogue
   - 1.4. The Maturing Professional
   - 1.5. Ten Categories of Maturing Educators' Reflective Practice
   - 1.6. Reflective Professional Practice and Action Research

2. Conceptual Bases of Action Research
   - 2.1. Two Types of Social Scientists
   - 2.2. The Differences Between Action Research and Traditional Research
   - 2.3. An Example of Action Research

3. Defining Action Research
   - 3.1. The Need for Action Research
   - 3.2. A Working Definition of Action Research
   - 3.3. Group Work and Action Research
   - 3.4. Proactive vs. Responsive Action Research
   - 3.5. Reflective Practice, Action Research and Problem Solving

4. Phases of Action Research in the Classroom
   - 4.1. Three Phases of Action Research
   - 4.2. Data Collection
     - 4.2.1. Methods (direct and indirect)
     - 4.2.2. Tools – ,observations, video, measures, self and peer assessment
     - 4.2.3. Objectivity and bias in measurement collection

5. Proactive Action Research
   - 5.1. Example Researchers
     - 5.1.1. Marilyn Lund
     - 5.1.2. James Johnson
   - 5.2. Six Steps of Proactive Action Research

6. Responsive Action Research
   - 6.1. Example Researchers
     - 6.1.1. Matt Reardon
     - 6.1.2. Beverly Lee
   - 6.2. Six Steps of Responsive Action Research

7. Types of Cooperative Action Research
   - 7.1. One-on-One Partnerships
   - 7.2. Small Face-to-Face Groups
   - 7.3. Whole School Staffs
   - 7.4. District-wide Educator Networks and Stakeholders
   - 7.5. Case Studies

8. Prominent Researchers as Role Models
    - 8.1. John Dewey, Mary Parker Follett and Kurt Lewin
    - 8.2. Alice Miel and Stephen Corey
    - 8.3. Ron Lippitt
    - 8.4. Paulo Freire
    - 8.5. Chris Argyris and Donald Schon
    - 8.6. Stephen Kemmis and Jean McNiff
    - 8.7. William Foote Whyte
    - 8.8. Richard Sagor
    - 8.9. Teacher Research

9. Innovative and Traditional Physical Education Curriculum

A selection of material based on the following general guidelines will be presented and discussed with the aims of stimulating students' thinking about potential research projects and stimulating discussion regarding the successful and changing practices in physical education.

- 9.1. Traditional Programs
    - 9.1.1. Fitness
    - 9.1.2. Health
    - 9.1.3. Sport skills

- 9.2. Innovative programs
    - 9.2.1. Fitness
    - 9.2.2. Health
    - 9.2.3. Sport skills
    - 9.2.4. Personal and social responsibility
    - 9.2.5. In class fitness/health breaks

10. Action Research Projects
    - 10.1. Research proposal
    - 10.2. Action research design
        - 10.2.1. Selecting and operationalizing variables
        - 10.2.2. Logistics
        - 10.2.3. Measurement design
            - 10.2.3.1. Technique or tool selection
            - 10.2.3.2. Record keeping
            - 10.2.3.3. Issues in measurement design
                - 10.2.3.3.1. Reliability
                - 10.2.3.3.2. Validity
                - 10.2.3.3.3. Objectivity
        - 10.2.4. Data Collection
        - 10.2.5. Reporting

    - 10.3. Ethical practice
        - 10.3.1. Professional ethic
        - 10.3.2. Standard of care
        - 10.3.3. Informed consent – when is it necessary?

Reference: Topics covered in content areas 1-8 are referenced to:
Schmuck, R. (n.d.) Practical Action Research for Change. IRI Skylight Training and Publishing Inc.

O. Methods of Instruction

Distributed learning

1. Self-study via print or online materials
2. Application of content to field observations
3. Reading assignments
4. Online discussion groups
5. Instructor tutoring

In addition to the distributed learning, monthly **class workshops** will be held in order to support students in reaching their research milestones and to assess progress both formally and informally.

P: Textbooks and Materials to be Purchased by Students

1. A list of recommended textbooks and materials is provided on the *Instructor's Course Outline*, which is available to students at the beginning of each semester.
2. Students will require internet access to participate in this course

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.

The following is presented as an example assessment format for this course

Critical Thought Questions (or) Research Questions	30%
Action Research project 1 – activity based	30%
Action Research Project 2 – evaluation based	30%
Participation and Preparation	10%
	100%

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

No

Course designer(s): Brian Storey/Tim Frick/Sheila Plummer

Education Council / Curriculum Committee Representative

Des Wilson

Dean / Director

Registrar