

HUMAN KINETICS 454C (PEDH) – 0C3

Term 2 January - April 2007

Field Experiences in Physical Education Settings

INSTRUCTOR: Gail Wilson, Room 204, Osborne Centre, Unit II

CONTACT NUMBERS: Telephone: 822-9602, Fax: 822-9451 Email: gwilson@interchange.ubc.ca

OFFICE HOURS:

CLASS MEETINGS TIMES: Tuesdays 12:30-1:50pm **LOCATION:** Osborne Centre, Unit I, Room 203A/B

COURSE DESCRIPTION: Analytical observations and supervised professional practice in physical activity settings.

The School of Human Kinetics recognizes field experiences as an integral phase of the entire educational process and as an ideal opportunity to gain some of the practical experience required in a career in the Physical Education profession. The purpose of Hkin 454C field work is to provide the student with a practical learning experience, in 'real world' environments, in which opportunities for professional growth are broad and inclusive. It also provides an opportunity for students to provide leadership and support, as appropriate, for schools, and for teachers in host schools and physical education classes. This course is jointly administered by the School of Human Kinetics and the UBC Learning Exchange-Trek (LET) program. The fieldwork placements for the course will be selected inner city elementary and secondary schools. The three common themes of the Learning Exchange Trek Program-global citizenship, community service learning and knowledge, as well as selected themes common to physical education settings, will be used as the basis for observation, reflection, and discussion throughout the course.

COURSE OBJECTIVES

Upon successful completion of this course, students will have:

1. through observation, interaction, reflection, and experiential learning, gained theoretical and practical knowledge about learners, leaders, and unique school learning environments
2. developed an ability to reflect on the application and adaptation of principles of pedagogy in unique school environments
3. expanded and enhanced professional attributes and interpersonal communication skills necessary for effective interactions with individuals and groups, in both general educational settings, and in school-based physical education environments
4. developed, through reflection, and demonstrated through seminar interactions, professional curiosity and creativity in the application of knowledge in the area of school-based physical education
5. made a responsible commitment to support, through the fieldwork experiences, school teachers and programs, commensurate with abilities of a senior School of Human Kinetics student
6. demonstrated an ability to work fairly, collaboratively, and productively, with peers, to identify and address some of the issues and challenges facing teachers in general and physical educators in particular

COURSE POLICIES

Hkin 454C is a critical course for undergraduates in the School of Human Kinetics who wish to become professional educators. In this course, students are expected to continue the transition from student to teacher and, in so doing, develop their concept of professionalism and their commitment to teaching physical education. For this reason, it is expected that students in Hkin 454 will take responsibility for their personal professional development and act professionally by adhering to course policies and requirements, by making meaningful contributions to the class, by making meaningful contributions in their placement schools, and by maximizing the benefits that can be gained from the learning experiences provided in this course.

- i) Full attendance is expected at all seminars. Students who miss more than two seminars maybe excluded from writing the final examinations. Students who are unavoidably absent because of illness or disability should report to the instructor on their return to classes.**
- ii) Students who know in advance that they will be unavoidably absent should apply for special accommodation from the instructor as soon as possible to determine how course requirements will be met and how any missed graded work will be completed. Supportive documentation must be submitted to the Undergraduate Advising Centre, at the earliest possible date. The School will not normally take into account untimely notification and a minimum of two weeks notification is expected.**
- iii) Where prior notification is not possible, students should contact the instructor as soon as possible, upon their return to class, and submit supportive documentation to the Undergraduate Advising Centre as required.**
- iv) Students who miss the final examination in December must apply to the Undergraduate Advising Office at the earliest possible date to request consideration for Academic Concession. Students will be asked to complete an Academic Concession Form and provide supportive documentation. Academic Concession is a privilege not a right and can be granted only by the Undergraduate Advising Office.**
- v) Students whose attendance or performance may be severely affected by medical, emotional, or other disabilities, should consult with the instructor early in the term to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation, (as required) from either the Disability Resources Center or a physician must be submitted to the Undergraduate Advising Office.**
- vi) Graded Work**
 - a) Students who do not complete their seminar on the assigned date, due to an unauthorized absence, will not receive a grade for the seminar. Students who, due to unavoidable circumstances, are unable to present on the assigned date, are responsible for arranging an alternate time and place for completion of the presentation.**
 - b) *The final exam* must be written on the date scheduled in the final exam timetable. Students who cannot write on the scheduled date due to illness or for personal, or family reasons can apply for Academic Concession. Note: academic concession cannot be considered for any reason other than those listed above.**

vii) **Course Withdrawal Dates: Last date for withdrawal without a W on your transcript: Monday, January 22nd**
Last date for withdrawal with a W instead of an F on your transcript: Friday February 16th

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. A list of religious holidays involving fasting, abstention from work or study, or participation in all-day or fixed-time activities is available at <http://students.ubc.ca/publications/multifaith/>. Any accommodations required should be communicated to the course instructor, preferably in the first week of class. Students who plan to be absent for varsity athletics, family obligations, or other similar authorized commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the course official drop date.

SUMMATIVE EVALUATION

Each student will receive the following summative evaluation sheet in their graded journals at term's end. All evaluation components must be completed before a course grade can be submitted.

NAME: _____

DATE _____

Components		Notes
1. FIELDWORK	Satisfactory completion	30 hours of field experience (a maximum of 10 hrs. can be allocated to supervised coaching or classroom settings). Each student will provide their sponsor with the Performance Feedback form at the beginning of their placement. A copy of this form will be faxed to the UBC course instructor at the end of October and another copy will be faxed upon completion of the placement. Each student is responsible for ensuring that the form is faxed to the course instructor. These forms will be returned to students after grading has been completed at the end of the term.
2. JOURNAL	25 marks	Refer to Guidelines for Journals, Journal Writing, and Professional Journal Assessment Pages. The Journal must be professionally prepared and is due no later than TUESDAY DECEMBER 05 AT 4.30PM.
3. SEMINAR PRESENTATION	25 marks	See Interactive Seminar Guidelines, and Appendix A, for grading criteria A maximum of 5 marks will be allocated to the group reflective-evaluation process. A maximum of 20 marks, based on instructor evaluation, will be allocated to the seminar <u>presentation</u>
4. SEMINAR PARTICIPATION	25 marks	See Appendix E for grading criteria
5. FINAL EXAM	25 marks	Reflection on ,and application of, fieldwork and seminar discussions to case problems
TOTAL	100 marks	

COMMENTS:

January,2007

FIELDWORK

DESCRIPTION AND DETAILS OF PLACEMENT

**(To be COMPLETED by the student; SIGNED by the sponsor teacher;
SUBMITTED to Gail Wilson PRIOR to the commencement of field work)**

DATE FORM SUBMITTED TO HKIN 454C INSTRUCTOR _____

HKIN 454C INSTRUCTOR SIGNATURE _____

STUDENT NAME: _____

STUDENT TELEPHONE: _____ FAX: _____ E-MAIL: _____

PLACEMENT SCHOOL: _____

SCHOOL ADDRESS(complete with postal code)

SCHOOL PHONE NUMBER: _____ SCHOOL FAX NUMBER: _____

DAYS AND SPECIFIC HOURS YOU
WILL BE AT YOUR PLACEMENT

CONFIRMATION: Sponsor Signature _____ Date: _____

To the Sponsor teacher: Please indicate your preferred method of communicating with Gail Wilson, the Human Kinetics 454C course instructor:

Phone Fax E mail School Visit

SPONSOR TEACHER'S NAME: _____

POSITION: _____

WORK TELEPHONE: _____ E MAIL: _____

FAX #: _____

E MAIL ADDRESS _____

The University of British Columbia, School of Human Kinetics Hkin 454C
**FIELDWORK PLACEMENT GUIDELINES FOR THE SCHOOL
SPONSOR TEACHER**

The School of Human Kinetics is hopeful that the field experience of our student(s) at your school will be a mutually beneficial relationship for our students, yours students, your school and your staff. To this end, the School has prepared a list of guidelines, as outlined below, that should help to ensure the success of the program. The School of Human Kinetics is grateful for the opportunities that you are providing for our students.

- The required length of the field placement is 30-40 hours. This time should be spread over the 8 weeks of the term (October and November) in a manner which best suits the sponsor teacher, the school, and the Hkin student.
- The placement school agrees to try to provide opportunities for Human Kinetics students to gain practical, applied, 'hands-on' teaching experiences during their placement to enhance their on-going professional development. While it is not the purpose of this placement to have Human Kinetics students take over the teaching responsibilities of the sponsor teacher, as occurs in the Faculty of Education practicum, our students will appreciate the opportunity to be regularly engaged with individual students, small groups, and full classes under the supervision of the sponsor teacher. Ideally, during weeks 1 and 2, students will observe other teachers and become familiar with the school and its culture, and the students, and assist with tasks such as attendance and equipment distribution. During weeks 3 to 8, our students should become engaged with your students in one on one, in small groups, parts of lessons, full classes, help with intramurals, after school programs, recess, as timetables permit. **The School of Human Kinetics emphasizes that, for Liability reasons it is imperative that HKIN 454C students not be left solely in charge of participants at any time.**
- Sponsor teachers are encouraged to communicate with the Human Kinetics Faculty supervisor (Gail Wilson) by telephone, e-mail, or fax... which ever method is most convenient.
- Interview: at some time during the placement, at a time to be determined by the sponsor teacher, the Human Kinetics student is required to conduct a brief interview with the placement sponsor. The purpose of this interview is to provide an opportunity for Hkin students to gain some insight into the nature of the teaching profession and the 'trials and tribulations' involved in teaching, with particular reference to physical education.
- Paperwork: It is our hope to minimize the administrative work required by the sponsor teacher. The following forms will be given by the Human Kinetics students to the sponsor:

i) Description of the Placement---requires only the signature of the sponsor teacher once the UBC students' schedules in the school have been determined.

ii) Fieldwork Evaluation Forms- to be given to the sponsor teacher by the Hkin students and faxed to Gail Wilson at the end of October and at the conclusion of the placement. (These forms list several behavioural criteria and require only that the sponsor teachers check the appropriate box as indicated on the form)

Instructor Contact: Gail Wilson Tel: 604-822-9602/ Fax: 604-822-9451 E-mail:
gwilson@interchange.ubc.ca

HUMAN KINETICS 454C
FIELD WORK EVALUATION FORM

(2 COPIES TO BE GIVEN TO THE SPONSOR TEACHER AT THE COMMENCEMENT OF THE PLACEMENT)

Date Fieldwork Completed _____ Student _____

Sponsor Teacher _____ School _____

Dates: Student in attendance at placement _____

Total Hours Student in attendance at placement _____

COMMENT	Not within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
Appearance – appropriate to fieldwork placements				
Enthusiasm/energy				
Flexibility				
Reliability				
Resourcefulness (ie. What students contribution/bring to the placement)				
Sensitivity				
Respectfulness				
Professionalism				
Use of developmentally appropriate language				
Preparation				
Organization of equipment & people				
Fostering inclusion of students (in activity & instruction)				
Content Knowledge				
Interpersonal relationships – staff rapport				
Interpersonal relationships – participants -student rapport				
Attendance				
Punctuality				
Initiative				
Teaching potential (if observable)				
Ability to motivate students (if observable)				
Class management (if observable)				
Other				

COMMENTS

To the Sponsor Teacher: Please complete and fax (attention G. Wilson 822-9451) at the conclusion of the student placement. THANK YOU

Hkin 454C Fieldwork in Physical Education Sponsor Teacher Discussion Questions

As you are nearing the end of your placement, arrange a time **THAT IS CONVENIENT FOR YOUR SPONSOR TEACHER**, to address the following questions. If the teacher does not feel comfortable answering any specific question, please respect their position. Given that teachers are very busy people, you may want to address different questions at different times. **DO NOT** simply hand the questions to the teacher or, send them via e mail and ask for a response! Please include the responses to your discussion in your journal.

Sample Themes for Sponsor Teacher Interview

1. Place of physical education in the school—is it valued? is it a priority? Should it be? What would have to happen to make it a priority?
2. Education:
 - where they completed their undergrad and teacher certification degree
 - what degrees they have
 - how adequate was their preparation in higher education for the 'real world' of teaching? what were the major strengths and weaknesses of their professional education?
3. Challenges facing physical education teachers, in general, and specific challenges in inner city school environments .
4. Effectiveness: What are their goals/learning outcomes for their pe classes? How they know if they are successful?? What criteria do they use to measure effectiveness? What are the major barriers to being effective? Who evaluates their physical education classes and what criteria are used?
Student Evaluation: how they evaluate the three learning domains (psycho-motor, affective, cognitive). What is the approximate ratio?
5. Resources: are there adequate, current, resources available and easily accessible for physical education teachers? Which ones have been most useful for them in planning the program, units, and lessons?
 - the IRP: how often they use it: If not, why not?
6. The Profession:
 - do they enjoy teaching physical education? why or why not? what changes need to be made to make pe teaching more enjoyable for them?
 - do they see themselves in this same job five years or ten years from now
 - what qualifications and characteristics would they look for in potential teaching candidates?
7. Role of the 355 student: In what ways can 355 students enhance their programs and support both teachers and students?

HKIN 454C INTERACTIVE SEMINARS

SEMINAR GUIDELINES

1. PURPOSE: The purpose of the seminars is to provide Interactive Learning Environments that will engage the class in ‘learner-centered’ activities’. The seminars should provide opportunities for the class to focus on current pedagogical research related to topics and issues which are relevant for contemporary physical educators and which reflect fieldwork issues and experiences

2. TOPICS: Topics will be based on current pedagogical research and will be assigned during the third seminar of the term.

3. SEMINAR PRESENTATION GROUPS: Presentation groups, composed of either two or three students, will be formed during the first class of the term.

4. SEMINAR CONTENT: Each seminar must include the following elements:

- a) a clear, concise, motivating, introduction to the research topic, and the seminar, including identification of learning outcomes early (but not necessarily at the beginning) in the presentation
- *b) integration of ‘learned-centered’ activities which lead the class to discussions related to critical content from the topic and the application of that topic to ‘real-world’ settings
- *c) integration of relevant additional literature and professional resources pertinent to the topic
- d) a closing summary which highlights important content and themes

5. SEMINAR TIME FRAME: Each seminar will be a maximum of 40 minutes in length. Presenters will be graciously ‘clapped out’ should time expire before the conclusion of the seminar.

6. SEMINAR PRESENTATION ELEMENTS: The following criteria will be used to evaluate the presentation aspect of the seminars (see further details in Appendix A)

- a) *communication skills*; oral (use of professional, gender neutral language, appropriate voice quality and projection), omission of verbal fillers, visual (eye contact), appropriate body-language, demonstration of effective listening skills,
- b) *organization*; well-prepared (equipment, resources, room setting, group organization), adherence to time frame, good pace and flow amongst presenters; logical sequencing of topics and supportive activities
- c) *content*; focus of the seminar is on critical aspects of the research literature and application to fieldwork, as appropriate; inclusion of current, high quality teaching resources, and supportive literature
- d) *learning environment*: creative and stimulating; audience thoughtfully engaged e.g. asking and answering questions, small group work, case studies, think/pair share activities); minimal time spent by presenters reading from notes (power point slides, overheads); evidence that presenters have a thorough knowledge of the topic and have prepared questions and anticipated responses in advance; integration and use of the literature and resources; professional presentation, designed so that all

members of the audience have an opportunity to contribute to, and learn from, the seminar

7. HANDOUT: an outline summary of the seminar which includes; learning outcomes, content outline and summary, detailed bibliography, description of seminar activities(eg. case studies, problems). Seminar presenters should provide enough copies for the class (n=20) and one for the instructor. The instructor copy should include an outline of the organization of the seminar, including time management frameworks, planned format and should be given to the instructor prior to the seminar. The instructor should also include a completed and signed Task Allocation Form, (see Appendix D) prior to the commencement of the seminar.

8. SEMINAR EVALUATION:

i) **Presenters:** Following their seminar, the presenters will meet to: a) review the videotape of the seminar ;b) prepare a one page collaborative critique of the seminar; c) individually, complete the Seminar Presentation Self Evaluation Forms (see Appendix C). All of these forms must be brought to the Seminar Debriefing Meeting to be chaired by the instructor. The time of this meeting will be determined and agreed upon immediately following the presentation.

At the conclusion of each seminar, each member of the class will complete a Seminar Evaluation Form (see Appendix B). These forms will be handed in to the instructor and given to the Presenters at the Seminar Debriefing Meeting

ii) **Audience Evaluation:** members of the seminar audience are expected to support the seminar through **active** participation and involvement. Audience participation will be graded, by the instructor, according to the criteria listed in Appendix E. In addition, audience members will self evaluate their participation in the seminar by providing the instructor with a, hand-written, rationalized participation grade to be submitted at the conclusion of each seminar.

HKIN 454C
DRAFT
SEMINAR DATES & TOPICS
(DRAFT JANUARY 08)

DATE	TOPIC	LEADERS
Tues. Jan. 09	Course Introduction, Organization, Roles and Expectations, Placement Assignments	G. Wilson
Tues. Jan. 16		
Tues. Jan.16	Community Service Learning Orientation-The Inner City School Seminar Topics Assigned	Davina McKaig
Tues. Jan. 23	Organization/Administration 1)	G. Wilson
Tues. Jan. 30	Organization/Administration 2)	G. Wilson
Tues. Feb. 06	Marginalization	Jenny, Amy
Tues. Feb. 13	Motivation and Participation	Blake, Chan
Tues. Feb. 20	Midterm break	
Tues. Feb.27	Physical Education: Mandatory or Optional	Debbie, Chap
Tues. Mar. 06	Fieldwork Overviews	All
Tues. Mar. 13	Co-Ed Physical Education/Gender Equity	Melissa, Kate
Tues. Mar. 20	Standards- For Teachers and Students	G. Wilson
Tues. Mar. 27	The New Physical Education-What Should It Look Like	Rhys, Katie
Tues. Apr. 03	Physical Education as an Agent of Change-Did You, Can You, Will <u>You</u> Make a Difference'?	Kristina, Charmaine
Tues. Apr. 10	Course Review/ SCETS	

Students are expected to *attend and participate* in all seminars. See grading rubric, Appendix E

PROFESSIONAL JOURNALS

1. Introduction:i) Detailed school profile: cultural, social climate; number of students, description of learner characteristics and diversity, number of teaching staff, place of physical education in the school, physical education instructor qualifications, value of physical education, frequency and duration, description of other opportunities for children to be physically active at school

ii) Reflections on your personal goals for the fieldwork

iii) Fieldwork diary - chronological entries: to include date, time, general description of activities, identification of topics and challenges worthy of further* reflection and discussion.

2. Reflection* and Discussion: i)Discuss: a) the ways in which the Hkin 454C seminar topics are dealt with in your placement. b) other educational issues and challenges identified in your introduction

Provide examples of positive applications and, where appropriate, provide recommended alternative pedagogical strategies to address challenges and weaknesses. Support your discussion and recommendations with references from the literature, from other specific Human Kinetics courses, or from professional journals and resources.

ii) As part of your fieldwork and journal requirements, you are asked to interview your sponsor teacher. Some examples of questions which may be relevant to your placement are provided below. These questions are not meant to be all encompassing, but should provide you with a start, particularly in the initial period when you may be mainly 'observing' activity. You are encouraged to ask further questions, dependent upon your placement. Reflect on the implications of this interview for your future career (**THIS INTERVIEW SHOULD BE CONDUCTED AT THE CONVENIENCE OF YOUR SPONSOR TEACHER**)

3. Critical Analysis

i) Analyse the teaching style of your sponsor teacher(s) and comment on the effectiveness of the style.

ii) Reflect on your personal performance and growth during your fieldwork.....were your goals achieved, what did you learn about yourself that will help you become an effective educator in physical activity settings? What contribution did you make to the students, to the teachers, to the school? Did you make a difference? If you had the opportunity to repeat this fieldwork, explain what you might do differently and provide a rationale. If you had the opportunity to teach or lead during your fieldwork, reflect on your own efforts. Critique your teaching, analyse your strengths and weaknesses, and suggest ways to improve your effectiveness as a leader in physical education and physical activity settings

iii) With respect to the criteria for effective leadership, and effective learning environment for physical education, provide a summary analysis of the unique challenges facing students and teachers in your placement school and suggest evidence-based recommendations to address those challenges

4. Journal Style and Required Components.

i) Journal Style: professional presentation, typed, well-organized, minimum spelling, grammatical, or typing errors, professional language and formal writing style (the chronological description may be in point form)

ii) Required Components: in addition to addressing the above requirements, your journal must have: a cover page, a table of contents, a copy of the formally prepared thank you letter you will send to your placement school; a correctly formatted bibliography including all references used to support your observations, discussions, and recommendations' a copy of the summative evaluation form; a copy of the professional journal assessment form.

PROFESSIONAL JOURNAL ASSESSMENT

see 'Guidelines for Journals' above for specific grading criteria
(Please include this form when submitting your journal)

Name: _____ Date of Submission: _____

1. Introduction:

i) Detailed School Profile: 1, 2, 3, 4, 5

ii) Fieldwork Diary: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15,

Comments:

2. Reflection and Discussion:

ia) Applications of Hkin 355 C Seminar Topics: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,

ib) Other pedagogical issues and challenges: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15

Comments:

3. Critical Analysis:

i) Observed teaching styles: 1,2,3,4,5,6,7,8,9,10

ii) Personal Reflections: 1,2,3,4,5,6,7,8,9,10

iii) Summary Analysis: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20

Comments:

4. Journal Style and Required Components:

i) Journal Style: 1,2,3,4,5

ii) Required Components: 1,2,3,4,5

General Comments:

Grade: /100

JOURNAL WRITING

By Mike McLennehan

What is a Journal?

Through writing, a person can reflect on one's thoughts, responses, learning and interactions with other people. In a journal one can focus on ideas, questions, and how to integrate newly learned skills into the teaching experience. Seminar discussions, communication with school and faculty advisors, and teaching/leadership experiences with students can be connected in a journal. You may find that something that was discussed in a seminar helped you in a practical way during your teaching that week. A situation may arise where an idea that sounded good in class or seminar group did not work as well as you would hoped in actual practice. The journal is a place where you can write about and clarify your experience.

What Do Journals Look Like?

The question is often asked "what should a journal look like?" Your journal is what you make it. A journal is a tool to help you get the most out of your practical teaching experience. The ways you put your thoughts down on paper can be as varied and creative as your want. Writing, drawing, poems, articles, quotes are some of the ways you can express your thoughts in a journal.

How Can You Benefit From Journal Writing?

Keeping a journal helps to clarify and evaluate one's thoughts, feelings, experiences and observations.

Writing in a journal can be a stimulus to creativity. Journals can help us see connections we have previously overlooked.

By writing down conflicts or challenges we often get ideas on how to work through and resolve our dilemma. They can be very useful as a problem solving tool. Journals can connect our readings to other experiences and learnings.

This is an excellent method for documented learning - a way of asking and answering questions that have personal relevance. What teaching techniques and leadership styles have you found to be effective and which ones do not work as well?

Build yourself up and write down what you have done well and comment on why you feel the activity worked.

You can relate and connect past personal experiences, present learning situations, and future aspirations (setting goals and putting down what you want to accomplish). Setting your goals down on paper helps to give you a clear vision of where you are going.

APPENDIX A

HKIN 454 C SEMINAR EVALUATION

GRADING CRITERIA

PRESENTATION ELEMENTS	VALUE
Introduction:	2
motivating, clear, concise, learning outcomes included	
Communication	
Communication Skills	
Voices clear, loud, professionally articulated	3
Eye contact made with the whole audience	1
Enthusiastic, confident, professional	2
Audio-visual aids clear, audible and visible to all	1
Listened to and acknowledged audience responses and questions	3
Organization:	2
Completed within allotted time	
Natural flow within and between topics	
Natural flow between speakers	
Space and equipment prepared and functional	
Learning Environment:	8
Audience engaged and actively involved throughout the presentation	
Minimal time spent by presenters reading from overheads, power point, notes	
Interactive activities required critical thinking and participation by audience(asking and answering questions, t.p.s., case studies, small group work etc.)	
Presenters demonstrated a thorough knowledge of the topic	
Seminar was appealing, interesting, and creative	
CONTENT: Introduction presented an accurate overview of the topic	9
Focus of seminar on critical aspects of the research literature and its application to fieldwork experiences	
Evidence that presenters had prepared, in advance, audience questions and anticipated answers	
Appropriate literature references and professional resources were cited and integrated	
Closing summary highlighted important content and themes	
HAND-OUT	1
GROUP SELF EVALUATION	3
TOTAL/35	

APPENDIX B SEMINAR EVALUATION PEER EVALUATION

Date _____ Time _____ Topic: _____

Presenters _____

Please complete the table below with thoughtfulness and integrity.. On the back of the page please provide a brief summary of the rationale for your rankings. Your comments will help determine the final grade of this presentation and will provide valuable feedback to the presenters. Thank you.

PRESENTATION ELEMENTS	Moving to Excellence					
	0	1	2	3	4	5
Introduction: motivating, clear, concise						
Communication Skills: voices clear, loud						
eye contact made with the whole audience						
enthusiastic, confident, professional						
audio-visual aids clear, audible and visible to all						
listened to and acknowledged audience responses and questions						
Organization: completed within allotted time						
natural flow within and between topics						
natural flow between speakers						
space and equipment prepared and functional						
Learning Environment: audience engaged and actively involved, in meaningful ways, throughout the presentation						
minimal time spent by presenters reading from overheads, power point, notes						
interactive activities required critical thinking and participation by audience(asking and answering questions, t.p.s., case studies, small group work etc.)						
Presenters demonstrated a thorough knowledge of the topic						
seminar was appealing, interesting, and creative						
Content: introduction presented an accurate overview of the topic						
Focus of seminar on critical aspects of the research and fieldwork reflections						
Evidence that presenters had prepared, in advance, audience questions and anticipated answers						
Appropriate supportive literature references and professional resources were cited and integrated						
Closing summary highlighted important content and themes						
LEARNING: select the ranking (1-5 with 5 being highest) that best indicates how much you learned from the seminar)						

Additional Comments:

APPENDIX C SEMINAR EVALUATION PRESENTERS' SELF - EVALUATION FORM

DATE _____ Topic: _____

GROUP MEMBERS (please list the names of the members of your and circle your name)

Evaluate your personal contribution and general perceptions of the seminar by completing this form with thoughtfulness and integrity. On the back of the page please provide a brief summary of the rationale for your rankings. Your comments will help determine the final grade of this presentation. Your group is to meet following your seminar to review the video tape and prepare a collective, one page critique analysing the presentation. Bring this form with you to the 'debrief' session.

PRESENTATION ELEMENTS	Moving to Excellence					
	0	1	2	3	4	5
Introduction: motivating, clear, concise						
Communication Skills: voices clear, loud						
eye contact made with the whole audience						
enthusiastic, confident, professional						
audio-visual aids clear, audible and visible to all						
listened to and acknowledged audience responses and questions						
Organization: completed within allotted time						
natural flow within and between topics						
natural flow between speakers						
space and equipment prepared and functional						
Learning Environment: audience engaged and actively involved, in meaningful ways, throughout the presentation						
minimal time spent by presenters reading from overheads, power point, notes						
Interactive activities required critical thinking and participation by audience(asking and answering questions, t.p.s., case studies, small group work etc.)						
Presenters demonstrated a thorough knowledge of the topic						
seminar was appealing, interesting, and creative						
Content: introduction presented an accurate overview of the topic						
Focus of seminar on critical research content and fieldwork reflections						
Evidence that presenters had prepared, in advance, audience questions and anticipated answers						
Appropriate , supportive literature references and professional resources were cited and integrated						
Closing summary highlighted important content and themes						
LEARNING: select the ranking (1-5 with 5 being highest) that best indicates how much you learned from the seminar)						

COMMENTS:

APPENDIX D SEMINAR EVALUATION TASK ALLOCATION FORM

In order to fairly assess the contribution of each member of your group in researching, developing, preparing, and writing your seminar, the confidential comments of individual group members will be considered. Each member of the group is asked to complete the form below as accurately as possible. Submitted forms which do not include a rationale to support scores will result in the omission of a peer and self evaluation grade for the individual submitting the form.

Topic _____ Presentation Date: _____

Group Members (please circle your own name)

_____, _____
_____, _____

CRITERIA

SCORE

- above average contribution to project
 - provided initiative, strong leadership, positive spirit,
 - attended all meetings
 - arrived on time for all meetings
 - accepted assigned group role
 - carried out, on time, responsibilities associated with role
 - actively participated in out of class discussions
 - showed respect for the ideas and contributions of other group members
- 5-4**
-
- average contribution to project
 - attended most of the group meetings and was usually on time
 - carried out some but not all of assigned tasks relating to the project
 - usually met deadlines as determined by the group
 - showed average interest in out of class discussions
 - was cooperative, most of the time
- 3-2**
-
- showed little initiative/ interest in the topic
 - poor attendance at meetings
 - required responsibilities not met
 - willing to let other group member to the work
 - demonstrated a lack of cooperation
 - rarely volunteered to do extra work
 - below average contribution to the project
- 1-0**

NAME OF GROUP MEMBER	SCORE

RATIONALE FOR THE ABOVE DECISIONS: _____

APPENDIX E SEMINAR EVALUATION
AUDIENCE SELF EVALUATION
GRADING CRITERIA

Audience members will enhance the seminar presentations by demonstrating the following attributes: leadership, critical insight, positive support, willingness to contribute, punctuality, attendance

Grades for audience contribution will be assigned by the instructor during each seminar. Audience members will also be asked to submit a self-evaluation score at the conclusion of each seminar.

- 10-9 OUTSTANDING punctual, always willing to respond to seminar leaders questions; facilitates the learning of others, provides critical contributions where appropriate, excellent attitude and effort, demonstrates excellent interpersonal skills, demonstrates excellent leadership skills, values and acknowledges the contribution of others and provides consistent visible support and encouragement to seminar leaders
- 8-7 VERY GOOD responds to seminar leader questions most of the time, often volunteers to accept a leadership role, provides some critical insight where appropriate, demonstrates positive interpersonal skills, positive attitude and effort. Takes an active role in small group discussions most of the time
- 6-5 ADEQUATE Works well with others and makes an effort to respond to seminar leaders and sometimes takes an active role in small group discussion. Little evidence of critical insight. Satisfactory effort and attitude.
- 4-3 MINIMAL Little contribution or active involvement in seminar activities;. motivation low, minimal interest or evidence of effort to be involved,
- 2-0 UNACCEPTABLE No evidence of active, involvement in seminar activities. Attitude, participation, and effort below acceptable standards.

HKIN 454C RESOURCES AND REFERENCES

PERIODICALS AND ON-LINE RESOURCES

A. The following is a list of journals that contain articles on instruction and curriculum issues related to physical education that may be useful in preparing for your seminar presentation and fieldwork.

1. Physical Education and Health Journal (electronic)
2. Journal of the American Alliance for Health, Physical Education, Recreation and Dance;
Journal of Physical Education, Recreation and Dance (AAHPERD)
3. Journal of International Council for Health, Physical Education and Recreation (ICHPER)
4. Journal of Teaching in Physical Education (JTPE)
5. Research Quarterly for Exercise and Sport (electronic)
6. The Physical Educator
7. The Runner
8. Quest (electronic)
9. British Journal of Physical Education
10. Teaching Elementary Physical Education
11. Strategies
12. Promotion (B.C.)
13. Canadian Children
14. Childhood Education Journal
15. European Physical Education Review (electronic journal)

B. The following is a list of selected web sites that may be useful in preparing for your seminar presentation and fieldwork.

1. <http://www.activeliving.ca/cahperd/index.html>
2. <http://www.activeliving.ca/activeliving/index.html>
3. <http://www.aahperd.org/>
4. <http://www.humankinetics.com/>
5. <http://www.cdc.gov/nccdphp/sgr/sgr.htm>
6. <http://canada.gc.ca/>
7. <http://www.bced.gov.bc.ca/irp/irp.htm>

HKIN 454C

END OF TERM – PLACEMENT FEEDBACK

TO BE SUBMITTED TO COURSE INSTRUCTOR AT THE FINAL SEMINAR OF THE TERM

Student's Name _____

Date: _____

Placement School

Teachers in the Placement with whom you have Interacted

Tasks Performed: _____

Did the placement provide a positive learning experience? Please explain your response and indicate how future students could maximize their field work experience in this school.

Additional Comments _____

DRAFT COPY OF INTRODUCTORY LETTER TO FIELDWORK PLACEMENT SCHOOLS
(Please do not use this draft. Official copies on letter head will be distributed in class)

April 2006

Thank you for taking the time to meet with our Human Kinetics students to discuss their field work placement in your school. These students are in the senior years of their BHK degree and are enrolled in Human Kinetics 355, Field Experience: Analytical Observations and Supervised Professional Practice in Physical Activity and Leisure Settings. This course, which runs from January to April, is being conducted as a partnership venture between the School of Human Kinetics and the Learning Exchange-Trek program at UBC. The course provides opportunities for students to reflect upon and gain an understanding of teaching in 'real world settings' under the direction of an experienced, qualified, teacher for a minimum of 30 hours. In addition, the course creates opportunities for students to provide support and leadership, as appropriate, for teachers and students in school-based physical education settings.

This course should not be confused with the Faculty of Education Practicum as our students have not yet entered the Faculty of Education and thus they have not completed required Faculty of Education coursework. However, our students have completed comprehensive prerequisite courses in both theory and practical work in the School of Human Kinetics. In addition, they have all participated in orientation sessions which have focused on the unique culture of inner city schools. To support the fieldwork experiences our students are required to participate in weekly class seminars at which selected teaching and learning issues are addressed.

Under your direction, our students should begin their fieldwork experience as observers. However, we hope that, as time passes, students will become more actively involved in your classes and provide assistance in areas such as attendance, warm-up activities, equipment management, small group instruction, involvement with special needs students, and other similar aspects of the class. For liability reasons, School of Human Kinetics Hkin 355 students should not be left solely in charge of your class or team at any time.

When you meet with our students, they will provide you with two forms which require your input. The first (Fieldwork Placement Description) is simply to confirm the hours of placement and your willingness to act as the supervisor for our students. This form will be returned to me by the students, once it is signed. The second form (Fieldwork Placement Evaluation) should be completed by you and faxed to me at the completion of the placement. As you will see on the form, the criteria for evaluation are primarily behaviour related. Your assessment will help me determine if the fieldwork has been completed in a satisfactory manner.

I will try my best to visit your school during the placement hours. However, should you need to contact me about any aspect of the placement, at any time, please don't hesitate to do so. I have included my phone number and e mail address at the bottom of this letter.

Many of our students plan to pursue careers in teaching and coaching. The opportunity that you are giving to our students through the fieldwork placement is an important contribution towards the achievement of career goals and personal growth. At the same time, we hope that, during their time in your classes and your school, our students will serve as a valuable source of assistance and support for you and your colleagues. Your time and professional expertise are sincerely appreciated by our students and by the faculty of the School of Human Kinetics.

Sincerely,

Gail E Wilson

Phone: 604-822-9602 Fax: 604-822-9451 E mail: gwilson@interchange.ubc.ca