

GRANDE PRAIRIE REGIONAL COLLEGE
Department of Physical Education and Athletics

W 97

PE 1010

Developing Critical Thinking in Physical Education and Recreation

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COURSE DESCRIPTION:

Introduction to the development of critical thinking and problem solving skills. Focus on acquisition, processing and communication of information. These competencies will be applied to content from biological, behavioural and sociocultural domains of physical education and leisure. The course intends to empower students to be independent responsible learners during their undergraduate program.

Key Concept of PE 1010: This course is designed to help you to develop capacities to solve practical problems as a physical educator. Everything we do this semester is geared at developing your abilities to understand arguments, argue intelligently about issues and to make good decisions. The course also aims at developing communication skills for fruitful discussion and debate.

TRANSFER OF CREDIT:

University of Alberta, PERLS 101, 3 credits
University of Lethbridge, CRED 1xxx, 1.5 credits

OBJECTIVES:

- To motivate students to become responsible for their own education and to foster attitudes, dispositions and intellectual qualities of critical thinkers.
- To provide a variety of opportunities for students to develop critical thinking skills.
- To develop the ability to acquire, to understand, to evaluate and to apply information.
- To develop written and oral communication skills. (As evidence of logical thinking)

TEXTBOOK:

BROWN, M.N. and KEELEY, S.M. (1995). Asking the right questions, Englewood Cliffs, NJ: Prentice-Hall.

REFERENCE TEXTS:

- DAMER, T.E. (1994). Attacking faulty reasoning: A practical guide to fallacy-free arguments, 3rd edition, Belmont, CA: Wadsworth.
- PAUL, R. (1994). Critical Thinking: What every person needs to survive in a rapidly changing world, 3rd edition, Santa Rosa, CA: Foundation for Critical Thinking.
- HATCHER, D.L. and SPENCER, L.A. (1993). Reasoning and writing: An introduction to critical thinking, Rowman & Littlefield Pub, Inc.

EVALUATION:

Paper 1: This initial assignment will involve the opportunity for you to survey your own thinking. The topic of the paper will be to examine your decision-making process that led you to choose Grande Prairie Regional College and to enter the Bachelor of Physical Education program. Two copies of this assignment are required.
Paper is due January 20. **5 pts.**

Class contribution: A major focus of this class is the classroom learning experiences. Your contributions during class are crucial. You will be involved in individual activities, group learning activities and discussions. The quality of this class, your learning and your classmates learning depends on your input. Part of your contribution depends on completing the readings and writing assignments prior to class. **10 pts.**

- Written work:** You will write one independent paper (paper 2) that will be developed and revised with peer assessment based on a process that will be described in the video, Writing Groups: Demonstrating the Process.
Paper is due on February 14th 20 pts.
- You will also participate in one group paper and debate at the end of the course.
i.e. March and April 20 pts.
- A Mid-Term Test: February 19th** 20 pts.
- Journal Entries:** You will write ten entries of 'Significant Situations' in a journal using a specified format. The Journals will be reviewed on January 27, 29, 31 according to your last name. A second review will be in mid-March. 25 pts.

The Journal Assignment is an opportunity for you to explore and record your own progress using critical thinking in your everyday life.

- a) describe a significant situation you were in recently
- b) describe your reaction to the situation you were in recently
- c) analyze (issues, assumptions, reasoning & conclusions) your reactions to the situation in detail
- d) describe implications and actions taken from your own analysis of the 'Significant Situation'

What is Critical Thinking?

Browne and Keeley

*Critical Thinking refers to:

- a) Awareness of a set of interrelated critical questions
- b) Ability to ask and answer critical questions at appropriate times
- c) Desire to actively use the critical questions

Brookfield, S.

*Critical thinking involves two central components:

1. Identifying and challenging assumptions
2. Exploring and imagining alternatives

Barnet, S. and Bedau, H. (1993). Critical thinking reading and writing: A brief guide to argument. Bedford Books

*Thinking critically involves a two fold activity:

analysis: separating the parts of the problem, trying to see how things fit together

evaluation: judging the merit of our assumptions and the weight of the evidence in their favor

Ennis, R.

Critical thinking is, "...thinking that deals effectively with matters of what to believe or do."

Paul, R.

"Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them."

Physical Education perspective

McBride, R. Proposes that critical thinking is, "...reflective thinking used to make reasonable and defensible decisions and movement tasks or challenges."

From Keith Roscoe's handout 95

"Critical thinking is intellectually disciplined thinking in a particular discipline. It is thinking based on evidence, on careful analysis and judgement and on logical reasoning."

Common thoughts

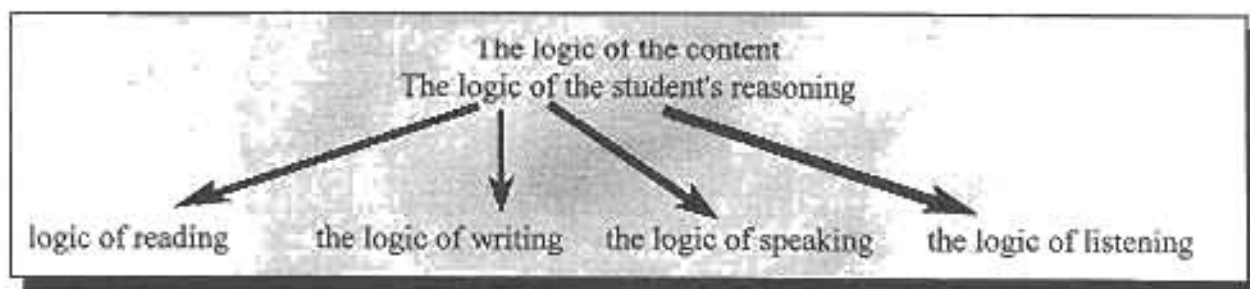
*critical thinking is your capacity to solve practical problems

*critical thinking is: to know, to reason, to figure things out in a disciplined manner

Teaching Critical Thinking (R. Paul)

There are three logic's that are crucial to instruction

- A) The logic of reasoning: we need to teach the elements of reasoning in all subjects
- B) The logic of the Content
- C) The logic of the student's thinking
 - students can only learn through their own thinking



Assignments for use in PE 1010 Critical Thinking

1. Paper One: This initial paper will involve the opportunity for you to survey your own thinking to the question:

Why did you come to Grande Prairie Regional College and enter the Bachelor of Physical Education program?

- * Summarize your reasons.
- * Now think critically of your decision.
- * What were your reasons? Were your reasons good reasons?
- * Given the same decision now what differences in your reasoning would you make?

How paper one will be marked:		poor	average	excellent
A) Reasoning: did the student:				
1.	Review the reasons for their decision.	1	2	3
2.	Did they pick out strengths and weaknesses in their own reasoning.	1	2	3
3.	Did they show evidence of good reflective thought.	1	2	3
(Total score: reasoning *3 + presentation total)				
B) Presentation				
4.	Is the assignment typed, with few spelling or typing errors?	1	2	3
5.	Has the assignment been appropriately structured with an introduction, body, discussion and final summary?	1	2	3
6.	Are there a minimum of grammatical errors? Does the grammar distract from the presentation of the analysis shown?	1	2	3
(27 + 9 = 36 max score)				

2. Significant Situations

Recording your significant situations is an opportunity for you to explore and record your own progress using critical thinking in your everyday life.

The format will be as follows:

- describe a significant situation you were recently in and describe your reaction to the situation.
- analyze (issues, assumptions, reasoning & conclusions) your reactions to the situation in detail.
- describe implications and actions taken from your own analysis of the 'Significant Situation'

Significant situations marking

1.	Description and reactions	1	2	3	
2.	The student showed a reasoned analysis to their reactions. *issues, assumptions, reasoning, conclusion)	1	2	3	4
3.	The student described reasoned implications and consequences from their analysis. (Max. 10)	1	2	3	

3. Critical Thinking Debates

This represents the third paper of 20% of your individual grade. Your group will be assigned one debate question and your team will prepare either the pro side (for the stated position) or the con side (against the stated position). Research your side of the issue.

Debate Issues

1. At the University level women should coach women and men should coach men.
2. At the High School level an Intramural program is more important than an Athletic program.
3. The Alberta Colleges Athletic Conference (ACAC) should have an unlimited number of eligible playing years for athletes.
4. Grande Prairie Regional College (GPRC) should have a fewer number of athletic teams and focus on excellence.

Debate Grades

Ray Kardas will assign grades on the following:

1. Each student will submit an argument for your grade on a ten point scale. Submit what you believe you deserve on one side of one piece of paper. (8.5x11 double spaced, typed/printed)
*Note: Consult Damer's first three principles of a good argument.
2. Ray Kardas will give an effectiveness score on your teams performance out of 10. Your individual grade will be the sum of 1 and 2.

Marking your argument

<ul style="list-style-type: none"> * Relevance principle: did you use reasons which make a difference to the truth or falsity of your conclusion (relevant reasons). * Acceptability principle: Are your reasons acceptable? <ul style="list-style-type: none"> - objective evidence - is not contradictory to accepted evidence - rational - clear - not based on questionable assumptions * Sufficient grounds principle: did you have a sufficient number of reasons <ul style="list-style-type: none"> - did you have a sufficient number of strong reasons? 	Comments
Max. 10	Your score:

3. Classroom Critical Incidence Exercise

This is an exercise for students to identify an incident that was significant to them. The purpose is to inspect their own assumptions (assumptions: unstated ideas taken for granted; self-evident rules about reality that we use to make judgements).

The Classroom Critical Incident Questionnaire (Brookfield, S)

Please respond to each of the questions below about this week's class(es).

1. At what moment in class this week did you feel most engaged with what was happening?
2. At what moment in class this week did you feel most distanced from what was happening?
3. What action that anyone (instructor or student) took in class this week did you find most affirming or helpful?
4. What action that anyone (instructor or student) took in class this week did you find most puzzling or confusing?
5. What about this course this week surprised you the most? (This could be something about your own reactions to what went on, or something that someone did, or anything else that occurs to you).

MARKING

1. Your description of your Critical Incidence and what made you most distanced in class.	1	2	3
2. Your reflection of actions in class which were either helpful or confusing.	1	2	3
3. A description of your surprises.	1	2	3
Max 9.	Your score:		