

COURSE OBJECTIVES

1. To introduce the student to theory relating to leadership and instruction in physical activity settings.
2. To examine a variety of instructional styles used for various physical activities.
3. To study the relationship between instructional and learning styles for a wide range of ages.
4. To identify conditions that can affect the interaction between the instructor and learner in conjunction with movement concepts.
5. To provide simulated and real instruction experiences through which the student can practice instructional techniques.

CONTENT/LEARNER OBJECTIVES

1. To examine reasons why individuals participate in movement activities and determine implications for leadership.
2. To study various factors that affect the learning and/or performance of physical skills.
3. To develop a rationale for a general model of instruction in physical activity and sport.
4. To identify and study events associated with each stage of instructional behavior.
5. To define and apply a variety of instructional styles for selected physical activities.
6. To study and experience the use of specific instruction techniques in learning processes in physical activity settings.
7. To examine concepts of psychomotor, cognitive, and affective domains with implications for teaching physical activities.

EVALUATION

Final course grades will be determined as follows:

Course written assignments	30%
Teaching assignments	20%
Mid-term exam	20%
Final exam	<u>30%</u>
	100%

ATTENDANCE

All lectures and labs are crucial to acquiring knowledge and skills necessary to pass this course. It is strongly suggested that you attend all classes and labs, read the assigned material before class, and complete all assignments promptly. The attendance policy of this department states: "Students shall attend at least 90% of all scheduled classes. Failure to comply may result in permission being withdrawn from writing the final examination." Therefore, any student who has more than 10% unexcused absences (any combination of 5 classes and labs) will be refused permission to write the final examination!

UNIVERSITY TRANSFER

The transfer credits for this course are as follows:

1. University of Alberta PE 270 = PESS 270 (3 credit hours)
2. University of Calgary PE 270 = PHED 249 (3 credit hours)
3. University of Lethbridge PE 270 = PAC 2235 (1.5 credit hours)

REQUIRED TEXT

Harrison, Joyce M., and Blakemore, Connie L. Instructional Strategies for Secondary School Physical Education. (1989) Wm. C. Brown Publishers, Dubuque, Iowa.

Precis on Leadership - prepared for this class and available in the College Bookstore.