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| COURSE IMPLEMENTATION DATE: | <u>September 2008</u> |
| COURSE REVISED IMPLEMENTATION DATE: | <u>September 2012</u> |
| COURSE TO BE REVIEWED: | <u>November 2013</u> |
| <i>(six years after UEC approval)</i> | <i>(month, year)</i> |

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

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|--------------------|---|-------------|
| <u>KPE 302</u> | <u>Kinesiology and Physical Education</u> | <u>3</u> |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT | UFV CREDITS |
| | <u>Measurement and Evaluation in Physical Education</u> | |
| | COURSE DESCRIPTIVE TITLE | |

CALENDAR DESCRIPTION:

This course will introduce students to measurement and evaluation techniques and their applications in physical education settings. Topics covered will include theoretical and practical elements of test construction, grading, alternative assessment strategies, and measurement of knowledge, skills, and behaviours.

PREREQUISITES: 60 university-level credits completed; and admission to the Bachelor of Kinesiology degree program.

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: KPE 400
- (b) Cross-listed with: _____
- (c) Cannot take: KPE 400 for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 42

STRUCTURE OF HOURS:

Lectures: 27 Hrs

Seminar: _____ Hrs

Laboratory: 15 Hrs

Field experience: _____ Hrs

Student directed learning: _____ Hrs

Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 36

Expected frequency of course offerings: Once Annually

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes ☒ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes ☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes ☒ No

Course designer(s): Joanna Sheppard

Department Head: Chris Bertram

Supporting area consultation (Pre-UEC)

Curriculum Committee chair: Amber Zutz

Dean/Associate VP: Diane Reed

Undergraduate Education Committee (UEC) approval

Date approved: October 8, 2010

Date of meeting: October 20, 2010

Date approved: December 2011

Date approved: February 2012

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

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

1. Describe the need for measurement and evaluation in physical education.
2. Describe the characteristics, strengths, and weaknesses of a variety of measurement tools used in physical education settings.
3. Identify and critique measurement and evaluation tools for all aspects of physical education.
4. Understand the criteria needed for appropriate test selection.
5. Identify the appropriate measures for testing psychomotor skills, cognitive knowledge, and affective behaviours.
6. Describe and identify the purposes of grading in physical education.
7. Evaluate and critique a variety of measurement and evaluation tools used in physical education settings.
8. Construct and present measurement and evaluation tools for physical education.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, discussions, seminars, group projects, and presentations

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☒ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Lacy, A.C., & Hastad, D.N. (2007). Measurement and Evaluation in Physical Education and Exercise Science. 5th ed. Benjamin Cummins.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

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|--------------------|-----|
| Midterm exam | 25% |
| Final exam | 35% |
| Presentation | 10% |
| Group project | 20% |
| Individual project | 10% |

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Introduction

-Introduce the need for and the purpose of measuring and evaluating in physical education settings

Linking physical education program development with measurement and evaluation

Testing

-Establishing the criteria for identifying, selecting, and developing tests

Measuring health-related physical fitness and physical activity

Measuring psychomotor skills

-Physical abilities

-Sport skills

Measuring cognitive knowledge

-Types of knowledge tests

-Analyzing and constructing knowledge tests

Measuring affective behaviours

-Scales

Evaluating achievement

-Purposes of grading

Alternative assessment strategies