

LBST 330 – Fall 2018

Prof. Sean Ashley and Prof. Josema Zamorano

September 23, 2018

Module 1 - Stocktaking

Fields of Interest Assessment

Bianca Paun

### **1. Emerging field(s) of interest: Sports, Languages (English & Spanish) and Education**

Sports, I am not only interested in performing sports, but also teaching and coaching them.

Languages (English & Spanish), I enjoy learning languages, I have spent the last couple of years teaching English and learning Spanish.

Education, since I have taught English and P.E. classes, I consider myself to be a part of the education system. I also like seeing how education systems can differ from one another depending on things like, where you come from, social status, etc.

#### Spanish and English culture research topics

e.g Comparison between educational systems of Spain and Canada

e.g Cultural comparisons, historical facts about Spanish

#### Sports and education research topics

e.g. Learning English language during physical education classes in Spain

e.g Multimodal education and inspirational education

e.g My experience as a CA in a Spanish elementary school

e.g Teaching English and physical education classes in Spanish school

### **2. List of completed and current courses:**

#### **SPORTS – HUMAN KINETICS DIPLOMA - 2013**

HKIN 103 01 Active Health, fall 2010, Emma Russell and Donna Perry, this is a course Physical Education course that focuses on the sociological and educational concepts of teaching and coaching.

HKIN 116 01 Performance Analysis of Selected Individual Sports, fall 2010 Emma Russell and Donna Perry, this is a course Physical Education course that focuses on the sociological and educational concepts of teaching and coaching.

HKIN 112 01 Health and Human Nutrition, spring 2011, Emma Russell and Donna Perry, this is a course Physical Education course that focuses on the sociological and educational concepts of teaching and coaching.

HKIN 117 01 Analysis of Individual Sport II, spring 2011, Emma Russell and Donna Perry, this is a course Physical Education course that focuses on the sociological and educational concepts of teaching and coaching.

HKIN 161 01 Leisure and Sport in Society, spring 2011, Emma Russell and Donna Perry, this is a course Physical Education course that focuses on the sociological and educational concepts of teaching and coaching.

HKIN 216 01 Analysis of Team Sports I, fall 2011, Emma Russell and Donna Perry, this is a course Physical Education course that focuses on the sociological and educational concepts of teaching and coaching.

HKIN 230 01 Human Motor Behaviour I, fall, 2011, Emma Russell and Donna Perry, this is a course Physical Education course that focuses on the sociological and educational concepts of teaching and coaching.

HKIN 275 01 Exercise Physiology, fall 2011, Emma Russell and Donna Perry, this is a course Physical Education course that focuses on the sociological and educational concepts of teaching and coaching.

HKIN 151 01 Biomechanics I, spring 2012, Emma Russell and Donna Perry, this is a course Physical Education course that focuses on the sociological and educational concepts of teaching and coaching.

HKIN 217 01 Analysis of Team Sports, spring 2012, Emma Russell and Donna Perry, this is a course Physical Education course that focuses on the sociological and educational concepts of teaching and coaching.

HKIN 284 01 Human Growth and Development, spring 2012, Emma Russell and Donna Perry, this is a course Physical Education course that focuses on the sociological and educational concepts of teaching and coaching.

HKIN 252 01 Contemporary Health Issues, fall 2012, Emma Russell and Donna Perry, this is a course Physical Education course that focuses on the sociological and educational concepts of teaching and coaching.

HKIN 231 01 Mental Theories in Sport/Ex, spring 2013, Emma Russell and Donna Perry, this is a course Physical Education course that focuses on the sociological and educational concepts of teaching and coaching.

HKIN 261 01 Health, Policy and Society, spring 2013, Emma Russell and Donna Perry, this is a course Physical Education course that focuses on the sociological and educational concepts of teaching and coaching.

### **LANGUAGES – LBST DEGREE-CURRENT**

ENGL 100 01 Academic Writing Strategies, fall 2010, Aurelea Mahood, “introduces students to foundational strategies for critical reading, analytical thinking, and clear writing” Course outline.

ENGL 104 01 Contemporary Fiction, fall 2012, fall 2012, Dan Munteanu, “examines these texts with reference to contemporary fiction literary” Course outline

ENGL 201 01 English Literature Since 1660 , spring 2014, Kent Lewis, “This course surveys significant works in English literary history from the Restoration (1660) to the modernist period (early 20th century).” Course outline

ENGL 210 01 Staging Literature: Studies in Drama, spring 2014, ENGL 218 01 The Art of Children's Literature, spring 2015, these course survey significant drama and Children literature works.

ENGL 219 01 Reel Lit: Literature into Film, spring 2013, Dan Munteanu, “course examines works of literature alongside their film or television adaptations, exploring the textual and visual as distinct modes of expression while considering what is lost or gained in the translation of content from one medium to another.” Course outline

ENGL 300 01 Writing, Rhetoric, Style, spring 2018, “This course trains students in the advanced methods of scholarly writing needed to succeed in upper year university courses”, course outline

ENGL 317 01 Traditions in Western Lit A, fall 2014; this course surveys significant works and traditions in Western literary.

SPAN 100 01 Beginning Spanish I, fall 2013 and SPAN 101 01 Beginning Spanish II, spring 2014, Josema Zamorano these courses “examine the intersection of linguistic and cultural forms by expressing in a language other than English” course outline

### **EDUCATION - LBST DEGREE - CURRENT**

EDUC 166 01 Child Development I, fall 2016, Barbara Mathieson, this course is a critical analysis of current development research and theory about child development.

EDUC 376 01 Global Perspectives on Literature and Literacy, spring 2016, Barbara Mathieson “this course analysis the early literacy and its significance in early childhood care and education” Course outline

EDUC 352 01 Centre Operations, fall 2015, Barbara Mathieson, “The student will gain knowledge of the broad concepts and principles involved in the effective administration and management of a child care centre and the skills required to fulfil the role of a manager/ director/ administrator” Course outline.

EDUC 470 01 Issues and Perspectives on Young Children, Families & ECCE, fall 2017 , Soon Kim “This course examines the social, political, and economic factors and the relationships between these factors and families in a variety of cultural contexts” Course outline.

PHIL 101 01 Introductory Philosophy: Ethics, spring 2015, PHIL 102 01 Introductory Philosophy: Knowledge and Reality, fall 2014 and PHIL 110 01 Critical Thinking, fall 2014, these courses “introduce students to critical reasoning. Students acquire the tools and concepts needed to analyze and evaluate arguments encountered in everyday life, and in the more technical contexts of their further academic studies.” Course outline

PSYC 100 01 Introduction to Psychology I, spring 2015 and PSYC 101 01 Introduction to Psychology II, spring 2016; these courses “examine the development of psychological

thought to gain a critical understanding of contemporary psychology. Issues will range from the mind-body problem, and the nature of science, to an analysis of historical and contemporary schools in psychology” Course outline

ABA 312 01 Single Subject Research Design and Statistics, fall 2016 , Richard Stock, Brenda Fossett “allow students to observe and document the application of behavioural principles in real life- education” Course outline

ABA 344 01 Autism Spectrum Disorders - I fall 2016 , Richard Stock, Brenda Fossett “allow students to observe and document the application of behavioural principles in real life- education” Course outline

ABA 341 01 Applied Behaviour Analysis I: Principles of Behaviour , fall 2015 , Richard Stock, Brenda Fossett “allow students to observe and document the application of behavioural principles in real life- education” Course outline.

ABA 342 01 Applied Behaviour Analysis II B, spring 2016 , Richard Stock, Brenda Fossett “allow students to observe and document the application of behavioural principles in real life- education” Course outline

ABA 345 01 Behavioural Assessment, fall 2015 , Richard Stock, Brenda Fossett “this course assist students to observe and document the application of behavioural principles in real life- education” Course outline.

ABA 346 01 Autism Spectrum Disorders - II A-, spring 2017 , Richard Stock, Brenda Fossett “allow students to observe and document the application of behavioural principles in real life- education” Course outline

ABA 426 01 Assessment and Intervention Planning for Young Children with ASD, spring 2017 , Richard Stock, Brenda Fossett “allow students to observe and document the application of behavioural principles in real life- education” Course outline .

LBST 100 01 Approaching Knowledge, fall 2018 , current , Brook Houghlum , Cheryl Schreder, “the course encourages students to start thinking across disciplinary boundaries and develop an appreciation of the ways in which many contemporary problems require thinking from two or more academic disciplines.

LBST 330 01 Methods of Inquiry, fall 2018 , current , Sean Ashley and Josema Zamorano, “project-based courses in which students develop a plan for an independent research project emerging from their field of interest” Course outline.

LBST 390 01 Tutorial I, fall 2017 , Josema Zamorano, “The tutorial focus on certain aspects on the perspectives of each system regarding foreign languages and physical education apprehension from elementary to high school.” Course outline

LBST 391 01 Tutorial II, fall 2018 Anabella Kant, “this tutorial explores Spanish and Canadian education systems and investigates the benefit of blended education and the practice of imaginative education.” Course outline .

### **3.List of Extra-Curricular Experiences Related to Your Emerging Field(s)**

I always had an interest in languages. In 2014 , I became a TEFL Conversational English Assistant and I worked for an English children’s camp in Italy- San Remo for two weeks. The experience I had with this camp made me interested in traveling around the world

and exploring different cultures. I researched and learned that many organizations are able to offer me work positions in which I can explore and investigate my emerging fields of interest (sport, languages and education)

During the period of time from 2016 to 2017 I worked as an intern at LLOR School Foundation in Barcelona, Spain. My internship at LLOR comprised of two subjects, English language and physical education. My role, as a physical education assistant teacher was to teach children motor skills and to provide instructions in English. During my work at LLOR I conducted interviews with teachers and parents of the children I trained, and I researched about education, languages and sport, in Spanish schools.

#### **4. Signature Work Analysis**

##### **Performance changes during practice HKIN 230, Donna Perry, Fall 2011**

One piece of academic work that is representative of my emerging fields of interest is my analysis of how performance changes during practice for my final HKIN 230 project. This analysis required the selection and analysis of a gross motor skill as it relates to the course material. The paper demonstrates that changes occur as a person practices a motor skill for many trials. Of particular interest for this paper are changes related to strategies being used while performing the skill, performance characteristics, and so on. In this paper, I analyse how performance in sports and academics are interconnected and how practice increases performances in both fields (sports and academics).

To produce this analysis, I familiarized myself with key course concepts by way of reviewing class notes and reading various academic journal articles. This assignment shaped my fields of research interests by expanding my knowledge on physical education and leading me to a greater curiosity for how sports influence success in other academic fields of studies.

##### **Multimodal literacy EDUC 376, Barbara Mathieson, Global Perspectives on Literature and Literacy, Spring 2016**

One other paper I wrote, that is representative of my emerging fields of interest is my analysis of Multimodal literacy for my final EDUC 376 project. The paper analysis how learning occurs and how cultural features influence the way we learn. To produce this analysis, I familiarized myself with key course concepts by way of reviewing class notes and reading various academic journal articles. I also used my experience as a conversational English assistant I gained in Italy and Spain to investigate how learning occurs in different cultures. This assignment shaped my fields of research interests by expanding my knowledge on education and leading me to a greater curiosity for how people learn in different cultures.

##### **Tutorial 390, Josema Zamorano, An investigation on the learning of English language in schools in Catalonia/Spain: My experience as an ESL instructor**

The paper I wrote for this tutorial was a complex and multi-disciplinary experience focusing on how Spain embraced the English language and why Spaniards are interested in learning English. Furthermore, my tutorial outlines the educational context, and foreign language policy in Spain, particularly in Catalonia within the school I worked at, and the nature of my visit.

Additionally the tutorial summarises the educational approach of teaching English within other academic subject areas, and some of the successes and challenges of teaching through English as experienced at the school level. With this work, I gained awareness

that languages are not treated equally in society and I understood the aspect that English is a powerful language and that English speakers have an advantage in society and in the world at large. Additionally, I became fully aware that the interest and the political decision of the Spanish government to choose English as a second language in the schools curricula is linked to the educational and employability advantages that English speakers have in the world.

The research methods I used for this tutorial such as: direct observation and surveys were suitable and provided me with a better understanding of the Spanish bilingualism and of the reason of Spanish people's interest in learning English. (Tutorial 1 -self submission)

### **5. Graduation Project**

My Graduation project will investigate the comparative advantages of including foreign languages and physical education into the curriculum structure of educational systems of Canada and Spain. Languages, sports and education are my emerging fields of interest, and all are meant to expand someone's intellectual and physical capabilities, so it makes sense to have them investigated my graduation project.

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## Appendix 1 Tutorial 1 – 390

CAPILANO UNIVERSITY		
COURSE OUTLINES		
<b>TERM:</b> Fall 2017	<b>COURSE NO:</b> LBST 390	
<b>INSTRUCTOR:</b> Josema Zamorano	<b>COURSE NAME:</b> LBST Tutorial I	
<b>OFFICE:</b> TBA <b>LOCAL:</b> TBA	<b>SECTION NO:</b> TBA	<b>CREDITS:</b> 1
<b>E-MAIL :</b> biancapaun@my.capilanou.ca		
<b>OFFICE HOURS:</b> TBA		

**Faculty advisors:** Please submit finalized course outline electronically by June 15, 2017; send to liberalstudies@capilanou.ca.

### TUTORIAL FORMAT

Beginning in Week 2, biweekly one-hour on-line meetings on Friday at 9 am (Vancouver time)

### TUTORIAL PREREQUISITES

LBST 390 Prerequisite: 60 credits of 100-level or higher coursework

### TUTORIAL DESCRIPTION

Students will work with an instructor to guide them in a topic-based analytical or creative project(s) approved by the student's tutorial advisor. Specific course details will be arranged between individual students and faculty members. Students may not work with the same instructor more than once when completing their Tutorials, and they may not work with more than two instructors from the same division within the Faculty of Arts and Sciences. Registration is by permission of the instructor and the Liberal Studies degree coordinator.

### PROGRAM LEARNING OUTCOMES

The Liberal Studies program learning outcomes are as follows:

**PLO 1 – Self-directed learning:** Demonstrate the ability to initiate, execute and take responsibility for a self-directed independent interdisciplinary research project emerging directly from the student's own academic and/or professional interests.

**PLO 2 – Synthesis:** Locate, analyze, and critically evaluate a range of information, including scholarly sources and course materials, and synthesize in order to produce critically searching interdisciplinary work in written and oral modes utilizing a variety of methodologies to conduct or contribute to research.

**PLO 3 – Knowledge:** Describe, apply, and integrate concepts, theories, and practices from across core academic disciplines with an awareness of limits of knowledge.

**PLO 4 – Application:** Apply foundational learning (knowledge, critical thinking, research skills, imagination, and judgment) and holistic problem solving skills in academic work.

**PLO 5 – Research methods:** Apply quantitative and qualitative reasoning and

research methods.

**PLO 6 – Analysis:** Identify and understand the application of ethical reasoning with a particular emphasis on working appropriately with human subjects and conducting field work.

**PLO 7a – Communication:** Generate and present well-organized coherent university-level materials, individually or in a group, which meet specific objectives and audience needs in written and oral forms.

**PLO 7b – Communication:** Select and use information technology effectively and creatively with an awareness of the needs of the specific audience in relation to the content being delivered.

**PLO 8 – Local and global consciousness:** Consider and assess the potential impact of interpretative frameworks, decisions and actions on people and the environment, locally and globally.

### **TUTORIAL LEARNING OUTCOMES**

1. Explore Spanish and Canadian education systems and compare inclusion of foreign languages and physical education courses in curriculum.
2. Investigate the relationship between cultural needs and expectations in regard foreign languages and physical education inclusion in schools curriculum, under budgetary and space limitations.
3. Conducted interviews and analyse content.

### **REQUIRED TEXTS**

To be determined by student and instructor.

### **TUTORIAL CONTENT / SCHEDULE**

Week 2 / Background assigned readings on collections and collectors, generating interview questions.

Week 4 / Interview 1, Victor Izquierdo, Elisenda Cortanda and Toni Samsó, discuss findings, generate questions for 2nd interview.

Week 6 / Interview 2, discuss findings and generate questions for 3rd interview

Week 8 / Interview 3, discuss findings

Week 10 / Assigned reading discussion.

Week 12 / Final meeting. Hand in final assignment/ self-submission

### **TUTORIAL ASSIGNMENTS**

1. Two readings responses – point form highlighting major applicable ideas (300 words each). Due Week 6.
2. Three interview synopses and analysis (400 words each). Due Weeks 4,5 and 6.
3. One final paper – summation of findings from readings and interviews to answer research question concerning the relationship between cultural needs and expectations in regard foreign languages and physical education inclusion in



schools curriculum, under budgetary and space limitations. (1000 words). Due Week 7.

4. Self-submission required in all LBST Tutorials (300 words). Due Week 7.

### EVALUATION PROFILE

Evaluation in part will be based on the LSBA rubric for Tutorials and Graduating Projects.

Assignment	Program Learning Outcomes	Value
Reading responses papers x 2 (10% each) 3 and 4 20%	Reading responses papers x 2	20%
Interview synopsis and analysis x 3 (15% each) 3 and 4 45%	Interview synopsis and analysis x 3	45%
Final summation paper x 1 25%	Final summation paper x 1	25%
Self-submission (required in all LBST Tutorials) 10%	Self-submission	10%
<b>Total</b>		<b>100%</b>

### GRADE PROFILE.

A+ = 90 - 100%	B+ = 77 - 79%	C+ = 67 - 69%	D = 50 - 59%
A = 85 - 89%	B = 73 - 76%	C = 63 - 66%	F = 0 - 49%
A- = 80 - 84%	B- = 70 - 72%	C- = 60 - 62%	

### OPERATIONAL DETAILS

*Capilano University has policies on Academic Appeals (including appeal of final grades), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. Copies of these and other policies are published each term as part of the Registration Guide, and they are always available on the University website.*

Attendance: Students are expected to attend regular meetings with the instructor as determined at the beginning of the term.

Late Assignments: Students are expected to meet all pre-determined deadlines.

Missed Exams: Make-up tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crisis. Students should be prepared to provide proof of inability to write the test on the scheduled date (e.g. letter from doctor).

English Usage: It is the responsibility of students to proof-read all written work for any grammatical, spelling and stylistic errors.

Incomplete Grades: Given at the discretion of the instructor. Generally given only in medical emergencies or severe personal crises.

Bianca Paun

Tutorial 1 – LBST 390 – 08

Adviser Josema Zamorano, Spanish teacher

Faculty of School of Humanities

## AN INVESTIGATION ON THE LEARNING OF ENGLISH LANGUAGE IN SCHOOLS IN CATALONIA/ SPAIN: MY EXPERIENCE AS AN ESL INSTRUCTOR

I have always been interested in sports, education, travel, and languages. In 2013, I graduated from Human Kinetics and I decided to continue my educational journey choosing a multi-disciplinary degree. The liberal studies program was the perfect fit for me. This program gave me the opportunity to make meaningful connections between my areas of interest.

Between 2015 and 2017, I was given the opportunity to be an ESL instructor in an elementary school in Spain. The timing of this chance matched up perfectly with the timing of my tutorials and graduation project. As my interest of exploring a multi faced topic, which comprised sports, education, travel, and languages, I found that writing about the similarities and differences between educational systems in Spain and Canada, was a perfect fit as the subject of my graduation project. So, I chose for my graduation project to explore and compare the Spanish and Canadian education systems focusing on bilingualism and physical education.

This tutorial was a complex and multi-disciplinary experience focusing on how Spain embraced the English language and why Spaniards are interested in learning English. Furthermore, my tutorial outlines the educational context, and foreign language policy in Spain, particularly in Catalonia within the school I worked at, and the nature of my visit.

Additionally the tutorial summarizes the educational approach of teaching English within other academic subject areas, and some of the successes and challenges of teaching through English as experienced at the school level.

One of the unanticipated learning outcomes of this tutorial was gaining awareness that languages are not treated equally in society and the understanding of the aspect that English is a powerful language and that English speakers have an advantage in society and in the world at large. Additionally, I became fully aware that the interest and the political decision of the Spanish government to choose English as a second language in the schools curricula is linked to the educational and employability advantages that English speakers have in the world.

The research methods I used for this tutorial such as: direct observation and surveys were suitable and provided me with a better understanding of the Spanish bilingualism and of the reason of Spanish people's interest in learning English.

This tutorial preambles the upcoming tutorials in which I will further explore the education system and the methods of learning a second language in Spanish and Canadian schools, and the role of physical education in learning a foreign language. The present and forthcoming tutorials will help me shape the comparison of the Spanish and Canadian education system, with a focus on foreign languages and physical education.

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Appendix 3 Tutorial 2 - 391

CAPILANO UNIVERSITY		
COURSE OUTLINES		
TERM: Fall 2018	COURSE NO: LBST 391	
INSTRUCTOR: Annabella Cant	COURSE NAME: LBST Tutorial II	
OFFICE: TBA LOCAL: TBA	SECTION NO: TBA	CREDITS: 1
E-MAIL : biancapaun@my.capilanou.ca		
OFFICE HOURS: TBA		

**Faculty advisors:** Please submit finalized course outline electronically by June 15, 2017; send to liberalstudies@capilanou.ca.

### TUTORIAL FORMAT

Starting Wednesday, September 12, 2018; biweekly one-hour office or on-line meetings.

### TUTORIAL PREREQUISITES

LBST 391 Prerequisite: LBST 390, 60 credits of 100-level or higher coursework

### TUTORIAL DESCRIPTION

Students will work with an instructor to guide them in a topic-based analytical or creative project(s) approved by the student's tutorial advisor. Specific course details will be arranged between individual students and faculty members. Students may not work with the same instructor more than once when completing their Tutorials, and they may not work with more than two instructors from the same division within the Faculty of Arts and Sciences. Registration is by permission of the instructor and the Liberal Studies degree coordinator.

### PROGRAM LEARNING OUTCOMES

The learning outcomes for this tutorial are as follows:

**PLO 1 – Self-directed learning:** Demonstrate the ability to initiate, execute and take responsibility for a self-directed independent interdisciplinary research project emerging directly from the student's own academic and/or professional interests.

**PLO 2 – Synthesis:** Locate, analyze, and critically evaluate a range of information, including scholarly sources and course materials, and synthesize in order to produce critically searching interdisciplinary work in written and oral modes utilizing a variety of methodologies to conduct or contribute to research.

**PLO 3 – Knowledge:** Describe, apply, and integrate concepts, theories, and practices from across core academic disciplines with an awareness of limits of knowledge.

**PLO 4 – Application:** Apply foundational learning (knowledge, critical thinking, research skills, imagination, and judgment) and holistic problem solving skills in academic work.

**PLO 5 – Research methods**: Apply quantitative and qualitative reasoning and research methods.

**PLO 6 – Analysis**: Identify and understand the application of ethical reasoning with a particular emphasis on working appropriately with human subjects and conducting field work.

**PLO 7a – Communication**: Generate and present well-organized coherent university-level materials, individually or in a group, which meet specific objectives and audience needs in written and oral forms.

**PLO 7b – Communication**: Select and use information technology effectively and creatively with an awareness of the needs of the specific audience in relation to the content being delivered.

**PLO 8 – Local and global consciousness**: Consider and assess the potential impact of interpretative frameworks, decisions and actions on people and the environment, locally and globally.

## TUTORIAL LEARNING OUTCOMES

- Explore Spanish and Canadian education systems and compare the aspects of studying foreign languages and physical education courses in curriculum.
- Investigate the benefit of blended education and the practice of imaginative education.
- Conducted interviews and analyse content.

## REQUIRED TEXTS

Culpan, I. (2017). OLYMPISM, PHYSICAL EDUCATION AND CULTURALLY RESPONSIVE PEDAGOGIES. South African Journal For Research In Sport, Physical Education & Recreation, 3949-62.

Kyppö, A , Natri, T (2016). Promoting Multilingual Communicative Competence through Multimodal Academic Learning Situations. Publisher: Research-publishing.net. La Grange des Noyes, 25110 Voillans, France. e-mail: info@research-publishing.net; Web site: <http://research-publishing.net> 2016-08-00

Lukenchuk, A. (2012). Itinerary of the Knower: Mapping the ways of gnosis, Sophia, and imaginative education. Educational Philosophy & Theory, 44(1), 41-52. doi:10.1111/j.1469-5812.2010.00657.x

Marshall, J. j. (2014). Transdisciplinarity and Art Integration: Toward a New Understanding of Art-Based Learning Across the Curriculum. Studies In Art Education, 55(2), 104-127.

Roberts, J. W. (2018). Re-Placing Outdoor Education: Diversity, Inclusion, and the Microadventures of the Everyday. Journal Of Outdoor Recreation, Education & Leadership, 10(1), 20-32.

Rusănescu, A., Sora, A., & Stoicescu, M. (2018). Comparative Study on Approaching Inclusive Physical Education from the Perspective of Alternative Pedagogies. Romanian Journal For Multidimensional Education / Revista Romaneasca Pentru Educatie Multidimensionala, 10(1), 123-135. doi:10.18662/rrem/23

### **Additional readings:**

Blended learning <http://scdsb.on.ca/Programs/Learning-Technology/Pages/Blended-Learning.aspx>

Cant, A. (2016), Unswaddling Pedagogy: Imagining a new beginning to the practice of Imaginative Education. Simon Fraser University

How exercise could help you to learn a new language  
<https://www.nytimes.com/2017/08/16/well/move/how-exercise-could-help-you-learn-a-new-language.html?mcubz=3>

Kyei-Blankson, L., & Ntuli, E. (2013). Practical applications and experiences in K-20 blended learning environments. Hershey, PA: Information Science Reference.

### **TUTORIAL CONTENT / SCHEDULE**

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Final summation paper x 1 25%	Final summation paper x 1	25%

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English Usage: It is the responsibility of students to proof-read all written work for any grammatical, spelling and stylistic errors.

Incomplete Grades: Given at the discretion of the instructor. Generally given only in medical emergencies or severe personal crises.

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate.