

PHED 3670**INSTRUCTIONAL STRATEGIES OF HEALTH AND PHYSICAL EDUCATION**

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education

This course provides students with the basic pedagogical skills and knowledge related to teaching health and physical education in K-12 settings. The course includes a study of management and instructional strategies appropriate for health and physical education. Students develop and build teaching skills through observations and practicing effective teaching behaviors through peer teaching.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are

instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. discuss philosophical positions and the purpose of teaching health and physical education
(*decision makers, leaders, lifelong learners, culturally sensitive, knowledgeable, proactive*,
(NASPE 2000, 2004; Thomas, Lee, & Thomas, 2003; Rink, 2006; Silverman & Ennis, 2003; Weinstein & Rosen, 2003);
2. discuss student learning in all three domains as the primary purpose of health and physical education programs
(*leaders, lifelong learners, sensitive, knowledgeable*)
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006; Silverman & Ennis, 2003; Weinstein & Rosen, 2003);
3. identify the best practices for effective teaching, based on current research in health and physical education
(*leaders, lifelong learners, sensitive, knowledgeable*)
(Buck, Lund, Harrison, & Cook, 2007; NASPE 2000, 2004; Thomas, Lee, & Thomas, 2003; Rink, 2006; Silverman & Ennis, 2003; Weinstein & Rosen, 2003);
4. identify and discuss developmentally appropriate practices for teaching health and physical education focusing on standard-based learning
(*leaders, lifelong learners, culturally sensitive, knowledgeable*)
(NASPE 2004; Rink, 2006);
5. identify the primary instructional prerequisites for learning motor skills
(*decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable*)
(Mood, Musker, & Rink, 2007; Rink, 2006);
6. describe and model various communication strategies appropriate to teaching motor skills including verbal and visual task presentations and the use of media and other technology
(*decision makers, leaders, lifelong learners adaptive, collaborative, culturally sensitive, reflective proactive, empathetic, knowledgeable*)
(Thomas, Lee, & Thomas, 2003; Rink, 2006);

7. apply appropriate disciplinary and pedagogical knowledge in developing and implementing safe learning environments
(knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Buck, Lund, Harrison, & Cook, 2007; Thomas, Lee, & Thomas, 2003; Rink, 2006);
8. discuss and practice effective classroom management skills and strategies in health and physical education (i.e., teacher movement and proximity, on/off task behavior, etc.)
(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Buck, Lund, Harrison, & Cook, 2007; Thomas, Lee, & Thomas, 2003; Rink, 2006; Silverman & Ennis, 2003);
9. identify the steps in instructional planning and describe and justify the elements of an effective lesson plan
(leaders, lifelong learners, culturally sensitive, knowledgeable)
(Rink, 2006);
10. design a developmental analysis including extension, refinement, and application tasks, and demonstrate appropriate task progression when developing lesson plans
(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006);
11. develop lesson plans for teaching health and physical education which include student objectives for all three domains (psychomotor, cognitive, and affective), teacher objectives, equipment needs, prerequisite skills, instructional cues, organizational and managerial strategies, time, and resources
(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Buck, Lund, Harrison, & Cook, 2007; Mood, Musker, & Rink, 2007; Thomas, Lee, & Thomas, 2003; Rink, 2006);
12. develop and implement effective set inductions in lessons
(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Rink, 2006);

13. describe and implement different levels of a task presentation including extension, refinement, and application tasks in lessons
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Rink, 2006);
14. describe and implement effective demonstrations in lessons
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Buck, Lund, Harrison, & Cook, 2007; Mood, Musker, & Rink, 2007; Rink, 2006);
15. differentiate between appropriate and inappropriate feedback, and provide appropriate feedback in peer teaching experiences
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006);
16. use observation instruments to systematically measure teaching and learning outcomes
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Rink, 2006; Silverman & Ennis, 2003);
17. reflect on planning and teaching through dialogue with the instructor, self-evaluation, and peer evaluation
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Rink, 2006); and
18. modify planning and teaching practices based on peer observation, self-evaluation, and problem-solving strategies
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Buck, Lund, Harrison, & Cook, 2007; Thomas, Lee, & Thomas, 2003; Rink, 2006).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Boston: McGraw-Hill.

Rink, J.E. (2006). *Teaching physical education for learning* (5th ed.). New York: McGraw-Hill.

References

- Buck, M., Lund, J., Harrison, J., & Cook, C. (2007). *Instructional strategies for secondary school physical education* (6th ed.). Boston: McGraw-Hill.
- Mood, D., Musker, F., & Rink, J. (2007). *Sports and recreational activities* (14th ed.). Boston: McGraw-Hill.
- National Association for Sport and Physical Education. (2000). *Appropriate practices for elementary school physical education*. Oxon Hill, MD: AAHPERD Publications.
- Silverman, S., & Ennis, C. (Eds.). (2003). *Student learning in physical education* (2nd ed.). Champaign, IL: Human Kinetics.
- Thomas, K., Lee, A., & Thomas, J. (2003). *Physical education methods for elementary teachers* (2nd ed.). Champaign, IL: Human Kinetics.
- Weinstein, E., & Rosen, E. (2003). *Teaching children about health* (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to the Conceptual Framework. Because of the broad nature of the course, most conceptual framework descriptors are covered in the course lectures and assignments. At the conclusion of the course, students will have demonstrated achievement in the areas of *decision makers*: choosing appropriate and effective instructional strategies (**Assignments 2, 3, 4, 5, 6, 7**); *leaders*: taking responsibility for decisions regarding the use of effective teaching practices and capitalizing on opportunities to face teaching challenges (**Assignments 1, 2, 3, 6**); *lifelong learners*: studying the effectiveness of pedagogy and teaching practices and how they can be applied to real life experiences (**All Assignments**); *adaptive*: adjusting to changing teaching situations by applying various teaching tools and strategies (**Assignments 2, 3, 5**); *collaborative*: working with peers to practice effective teaching behaviors (**Assignments 2, 3, 4, 5**); *culturally sensitive*: recognizing and adjusting to diverse populations by planning a variety of activities for all learners (**Assignments 1, 2, 3, 6**); *empathetic*: demonstrates sensitivity to the needs of all students and the profession (**Assignments 2, 3, 4, 5**); *knowledgeable*: drawing on acquired knowledge, experience, and current research when planning lessons and developing teaching philosophies and strategies (**All Assignments**); *proactive*: use current research and experiences to meet the needs of all students (**Assignments 2, 3, 6**); *reflective*: engage in ongoing and continuous critical reflection of individual and peer teaching through systematic observation and analysis (**Assignments 2, 3, 4, 7**).

Assignments

1. Exams (50 points each)

Students will take a mid-term and final exam that will cover assigned readings, teacher and student presentations, and in-class discussion. Exams will contain matching, multiple choice, short answer, and true/false items.

Course objectives: 1, 2, 3, 4, 5, 8, 9, 15

2. Peer Teaching Experiences (60 points each)

Students will be required to teach skills and/or strategies to a small group of student peers on 5 different occasions. Each individual teach will focus on a different effective teaching skill (i.e., set induction, task presentation, demonstrations, feedback).

Lesson Plan - Students will complete one lesson plan for each peer teaching experience. A specific grading rubric will be provided one week prior to each teach (20 points).

Teaching - Students will practice effective teaching skills by teaching a small group of peers on a semi-weekly basis. Each peer teaching experience must be audio-taped by the student for future review and reflection. A specific grading rubric will be provided one week prior to each teach (30 points).

Reflection - Students will complete a 2-4 page reflection on each peer teaching experience. Guiding questions with a grading rubric for each reflection will be provided to the students one week prior to each teach (10 points).

Course objectives: 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, 18

3. Elementary School Teaching Experience (60 points)

Students will teach a small group of elementary students in one activity lesson in physical education near the end of the semester. This experience will include a complete lesson plan (20 points), teach (30 points), and reflection (10 points). The teaching experience must also be audio-taped by the student for future review. A specific grading rubric will be provided to the students one week prior to the teaching experience.

Course objectives: 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17

4. Systematic Observations (10 points each)

Students will observe 4 teaching experiences of their peers. After each observation, students are required to complete a specific observation based on the pre-determined criteria for each lesson. Based on the data, a written description and critique of the lesson must be completed. Copies must be given to the person who taught the lesson and to the course instructor. Specific grading rubrics will be provided to the students one week prior to each observation.

Course objectives: 16, 17, 18

5. In-Class Assignments (10 points each)

Students will complete 5 handouts on selected effective teaching strategies throughout the semester. Examples of topics on the assignments include writing objectives, set inductions, task progression, cues, feedback statements, etc. These assignments may be completed individually, or with a group of peers, depending on the directions from the instructor.

Course objectives: 5, 7, 8, 10, 11, 13, 15

6. Position Paper (20 points)

Students must complete a two-page position paper on the following topic: “Appropriate and Inappropriate Practices in Physical Education”. Guiding questions and a specific grading rubric will be provided.

Course Objective: 1

7. Portfolio (30 points)

Two peer teaching lesson plans and two self-reflections from peer teaching experiences must be uploaded on Foliotek prior to exam week. Students should submit their worst and best lesson, and provide a two-page written reflection paper describing the student’s progression as a teacher.

Course objectives: 17, 18

GRADING POLICY

A = 540-600 points	90-100%
B = 480-539 points	80-89%
C = 420-479 points	70-79%
D = 360-419 points	60-69%
F = less than 419 points	less than 60%

CLASS POLICIES**Attendance**

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- Death or major illness in a student’s immediate family;
- Participation in legal proceedings or administrative procedures that require a student’s presence;
- Religious holy day;
- Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- Required participation in military duties;
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- Official representation of the University of West Georgia (athletic team, debate team, etc.).

E-mail

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Professional Disposition

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

Foliotek

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (Foliotek). This is a requirement for teaching certification/graduation.

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to

refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

Pledge:

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

** If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

CLASS OUTLINE

Week	Topic
1	Course Introduction; Teaching Health and Physical Education National Standards
2	Teaching Physical Education: An Orientation; Research on Teaching Physical Education Appropriate and Inappropriate Practices in Physical Education
3	Factors that Influence Learning
4	Designing Learning Experiences and Tasks; Planning
5	Task Presentation
6	Peer Teaching Experience #1: Focus on Task Presentation
7	Content Analysis and Development Observation Techniques and Tools
8	Peer Teaching Experience #2: Focus on Content Development
9	Mid-Term Exam; Developing and Maintaining a Learning Environment
10	Peer Teaching Experience #3: Focus on Classroom Management
11	Teacher Functions During Activity
12	Peer Teaching Experience #4: Focus on Feedback
13	Peer Teaching Experience #5: Focus on Teaching Strategies
14	Elementary School Physical Education Teaching Experience
15	Review of Teacher Effectiveness; Content-Specific Pedagogy; Assessment in the Instructional Process; The Professional Teacher and the Continuous Learner
16	Final Exam