

PHED 7640**RESEARCH IN HEALTH AND PHYSICAL EDUCATION**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION

This course focuses on critical examination of current research in the field of health and physical education and how this research can impact teaching methods and effectiveness. The specific focus is to help students understand research in health and physical education and how it can be utilized to help teachers become more effective.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG 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) also are 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. compare and contrast the different types of research methodologies used in health and physical education
(Adaptive, Collaborative, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Reflective)
 (Baumgartner & Hensley, 2006; Berg & Latin, 2004; Hyllegard, Mood, & Morrow, 1996; Leedy, 1997; Miller, 2006; Mills, 2003; Patton, 2000; Thomas, Nelson, & Silverman, 2005);
2. describe reliability and validity and discuss why these concepts are vital in health and physical education
(Adaptive, Collaborative, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective)
 (Baumgartner & Hensley, 2006; Gay & Airasian, 2003; Hyllegard, Mood, & Morrow, 1996; Mills, 2003; Schloss & Smith, 1999; Thomas, Nelson, & Silverman, 2005);
3. describe how and why field-based research differs from traditional laboratory-based research and how this applies to health and physical education research
(Adaptive, Collaborative, Culturally Sensitive, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective)
 (Baumgartner & Hensley, 2006; Berg & Latin, 2004; Gall, Borg, & Gall, 1996; Leedy, 1997; Miller, 2006; Mills, 2003; Patton, 2000; Pycszak, 1999; Schloss & Smith, 1999; Thomas, Nelson, & Silverman, 2005);
4. compare and contrast the different types of statistical methods used in health and physical education research
(Adaptive, Collaborative, Culturally Sensitive, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective)
 (Baumgartner & Hensley, 2006; Gall, Borg, & Gall, 1996; Gay & Airasian, 2003; Leedy, 1997; Miller, 2006; Mills, 2003; Patton, 2000; Pycszak, 1999; Schloss & Smith, 1999; Thomas, Nelson, & Silverman, 2005);
5. describe the essential elements of sound research studies and evaluate current research in health and physical education based on these elements
(Adaptive, Collaborative, Culturally Sensitive, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective)
 (Baumgartner & Hensley, 2006; Berg & Latin, 2004; Gall, Borg, & Gall, 1996; Gay & Airasian, 2003; Hyllegard, Mood, & Morrow, 1996; Leedy, 1997; Miller, 2006; Mills, 2003; Patton, 2000; Pycszak, 1999; Schloss & Smith, 1999; Thomas, Nelson, & Silverman, 2005); and

6. discuss the importance of using sound research to impact instruction
(*Adaptive, Decision Makers, Lifelong Learners, Reflective*)
(Baumgartner & Hensley, 2006)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text

Baumgartner, T. A., & Hensley, L. D. (2006). *Conducting & reading research in health & human performance* (4th ed.), Boston: McGraw-Hill.

References

- Berg, K. E., & Latin, R. W. (2004). *Essentials of research methods in health, physical education, exercise science, and recreation* (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.
- Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction* (6th ed.). New York: Longman.
- Gay, L. R. & Airasian, P. (2003). *Educational research: Competencies for analysis and applications*. (7th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Hyllegard, R., Mood, D. P., & Morrow, J. R. (1996). *Interpreting research in sport and exercise science*. St. Louis: Mosby.
- Leedy, P. D. (1997). *Practical research: Planning and design* (6th ed.). Upper Saddle River, NJ: Prentice Hall.
- Miller, D. (2006). *Measurement by the physical educator, why & how* (5th ed.). Boston: McGraw-Hill.
- Mills, G. E. (2003). *Action research: A guide for the teacher researcher* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Patton, M. L. (2000). *Understanding research methods: An overview of the essentials* (2nd ed.). Los Angeles: Pyrczak.
- Pyrczak, F. (1999). *Evaluating research in academic journals: A practical guide to realistic evaluation*, Los Angeles: Pyrczak.
- Schloss, P. J., & Smith, M. A. (1999). *Conducting research*. Upper Saddle River, NJ: Merrill.
- Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2005). *Research methods in physical activity* (5th ed.), Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

Link to Conceptual Framework

The primary goals of this course are as follows: 1) describe the types of research performed in health and physical education; 2) describe reliability and validity and discuss why they are critical in health and physical education research; 3) describe how and why field-based research differs from traditional laboratory-based research and how this applies to health and physical education research; 4) compare and contrast the different types of statistical methods used in health and physical education; and 5) describe the essential elements of sound research studies and evaluate current research in health and physical education based on these elements.

At the completion of this course, students will have demonstrated achievement in the following areas: a) *decision making*: comparing and contrasting research methodologies and analyzing current research (**All Assignments**); *leadership*: taking responsibility for ongoing inquiry and serving as a leader during in-class assignments and presentations (**All Assignments**); c) *lifelong learning*: studying the various components and applications of research methodologies in health and physical education (**All Assignments**); d) *knowledge*: drawing on acquired knowledge and demonstrating understanding (**All Assignments**); e) *adaptive*: implementing research principles to learning situations and modifying these principles when necessary (**Assignment: 3, 4, & 5**); f) *proactive*: implementing new teaching strategies based on current research in health and physical education (**Assignments: 3, 4, & 5**); g) *reflection*: Engaging in ongoing, continuous reflection of the primary principles and research in the field of health and physical education (**All Assignments**); and h) *collaborative*: demonstrating skills during group presentations and group problem solving (**Assignments: 3, 4, & 5**).

Assignments

1. Midterm Exam (100 points)

This exam will include concepts covered during the first half of the semester.

Course Objectives: 1, 2, 3, 4

2. Final Exam (100 points)

The final exam will include concepts covered from the midterm through the second half of the semester.

Course Objectives: 1, 2, 3, 4

3. Manuscript evaluations (100 points)

These assignments will be varied. Some of these assignments will include identification and explanation of the type of research study while others will include examination of different sections of the manuscript for soundness of methods, background, results, etc.

Course Objectives: 3, 4, 5

4. Abstract comparisons (100 points)

These assignments will include the creation of a student abstract of a research study and then a comparison of it to the published abstract.

Course Objectives: 3, 4, 5

5. Project (100 points)

The project will be a field-based research project related to teaching health and physical education. Specifics of this project will be discussed in class.

Course Objectives: 3, 4, 5, 6

Grading Policy

A = 500 – 450 points (100–90%)

B = 449 – 400 points (89-80%)

C = 399 – 350 points (79-70%)

F < 350 points (<70%)

CLASS POLICIES

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.

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	Introduction to Research
2	Historical Research & Descriptive Research in HPE
3	Experimental Research
4	Qualitative Research
5	Reliability and Validity
6	Correlation & Regression
7	Group Differences
8	Midterm Exam & Analyzing Titles, Problem Statements, & Hypotheses
9	Analyzing Abstracts
10	Analyzing the Introduction & Literature Reviews
11	Analyzing the Methodology
12	Analyzing the Results
13	Analyzing the Discussion and Conclusions
14 & 15	Analyzing Full Manuscripts
16	Final Exam