



School of Recreation,
Health, and Tourism

GEORGE MASON UNIVERSITY
School of Recreation, Health and Tourism
Advanced Studies in Teaching and Learning Program (ASTL)
PHED 670 –Analysis of Teaching in Physical Education (3)
Fall 2015

DAY/TIME: Distance Education

PROFESSOR: Dr. Matthew Ferry

OFFICE LOCATION: BRH 207, PW

OFFICE HOURS: By Appointment

CLASS LOCATION: Blackboard

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COURSE DESCRIPTION:

This course presents a variety of research methods for studying teacher and learner behaviors and for engaging the teacher as researcher and grant writer. Systematic observation tools are applied in the physical education setting. Reflective practice and learner assessment are addressed for teacher application. This course is designed for full time licensed teachers of physical education in schools.

DELIVERY METHOD: This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on Monday May 19th, 2014, if not, before hand.

TECHNICAL REQUIREMENTS: To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Monday, and **finish** on Sunday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 10 times per week.

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least 10 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

COURSE OUTCOMES: At the conclusion of this course, class members will:

1. Show knowledge of current and relevant research literature for analyzing teaching and learning in physical education and teacher education.
2. Discuss and write summaries/critiques on text chapters and other outside readings on the teaching-learning process while relating them to one's own classroom.
3. Examine and reflect on one's own teaching practices & evidence of student learning as data sources for self-development.
4. Show competence in the use of systematic observation instruments to examine teacher actions and student learning
5. Use informal teacher and student assessments to improve your teaching and achieve curricular goals.
6. Evaluate one's ability to become a model teacher.
7. Demonstrate the ability to write and submit a grant for teacher and program development.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

PHED 670 is one of four required courses in the Physical Education Concentration in the ASTL Program. It is aligned with the School of RHT priorities to provide rewarding learning experiences, disseminate exemplary scholarship, and prepare professionals committed to service. The PHED Concentration is also aligned with the College of Education and Human Development priorities of diversity and equity, student development, high standards of research and research-based practices within the community. PHED 670 is inclusive of selected National Teacher Standards (*Moving Into the Future, National Standards for Physical Education: A Guide to Content and Assessment*, 1995). The NASPE TEACHER STANDARDS set the framework for what teachers should know and be able to do:

3 - **Diverse Learners** - the teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to diverse learners.

4 - **Management and Motivation** - the teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6 - **Planning and Instruction** - the teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

7 - **Learner Assessment** - the teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity.

8 - **Reflection** - the teacher is a reflective practitioner who evaluates the effect of his/her actions on others and seeks opportunities to grow professionally.

WORK REQUIREMENTS: Class members are expected to attend class prepared to engage in dialogue related to the assigned readings and other weekly assignments. Written assignments must be typed and submitted when due for full credit.

Required Texts:

Blankenship, B. T. (2008). *The Psychology of Teaching Physical Education: From theory to practice*, Scottsdale, Az: Holcomb Hathaway.

Veal, M. L. and Anderson, G. A. (2010). *Analysis of Teaching and Learning in Physical Education*, Sudbury, MA: Jones and Bartlett.

Other Resources:

SUPPLEMENTAL RESOURCE

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Research and Professional Articles

Articles that will be used to support learning in this class may be accessed through the GMU Library E-Reserves and E-Journals. *One of the most direct ways to access the E-Reserves is through the class Blackboard site by clicking on the External Links button.* Follow the instructions provided there for the E-reserves. The course password will be provided in class and posted under the link, as well. The GMU Library may also be directly accessed at: <http://www.gmu.edu>

E-journals include Research Quarterly for Exercise and Sport; Physical Educator; Sport, Education and Society; JOPERD; Teacher Education Quarterly; Educational Leadership; Kappan; Harvard Education Review; Teaching and Teacher Education and Review of Educational Research.

NATURE OF COURSE DELIVERY: Distance Education

GSE SYLLABUS STATEMENTS OF EXPECTATIONS

The Graduate School of Education expects all students to abide by the professional behaviors and dispositions cited on the website, <http://gse.gmu.edu>

CEHD Core Values: This class will engage five core values throughout the semester that include Social Justice, Collaboration, Research based practice, Innovation, and Ethical Leadership. We will include these values in our daily practices.

HONOR CODE

Your work must be your own when given an assignment individually. All work by others must be documented for outside contributions. Students must follow guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible use of computing. Type in “Responsible Use of Computing” after logging onto <http://www.gmu.edu>

STUDENTS WITH SPECIAL NEEDS

Students with disabilities who seek accommodations in a course must be registered with the Mason Disability Resource Center and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access DRC.

Inclement Weather Policy: <http://www.gmu.edu/facstaff/policy/newpolicy/2207adm.html>

Call GMU information by 6am on the day in question at 703-993-1000.

COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

All students must use their Mason email addresses, use Blackboard and check emails daily.

1) Teacher-Student Research Project

- a. Teacher Action Research Prospectus (Components 1, 2, & 3). Review and cite current professional and research literature that contribute to your reflection, analysis and improvement of your teaching. Use informal and formal, quantitative and qualitative instruments and methods to examine your teaching and present an initial document for improving selected aspects of your curriculum and teaching goals based on initial classroom data. Present proposed project. **100 pts, written document; 25 points, presentation**
- b. Impact on Student Learning (Components 4 & 5). Class members will administer learner assessments to determine student learning in relation to their improvement plans. (Standard 7) To collect data you **must** videotape at least three class sessions of your teaching and student responses to show evidence of their learning. Additional data is collected without use of video. You will collect quantitative and qualitative data using approved methods. You will reflect on the data to ascertain the degree of student learning that transpired and your teaching adaptations based on these findings. A second presentation of the complete project will focus on components 4 and 5. (Standard 3-4) **100 pts., written document; 25 points, presentation**

2) Grant writing experience. Class members will identify a small grant that will assist student learning. The type of grant will be determined by the need of the physical educator who researches the needs of students. Steps for grant development will be presented in class using PowerPoint and each class member will submit the grant. (Standard 8) **100 pts.**

3) Advance your use of technology in your classroom that increases student learning. **50 pts.**

- 4) Class members must be prepared to discuss assignments in detail and share pertinent points.
(Standard 4) **100 pts.**

PHED 670 Grading Scale (All assignments will have rubrics that will be shared and presented well in advance of due date)

<u>Grade</u>	<u>Course Points</u>
A	475-500
A-	450-474
B+	425-445
B	415-420
B-	400-410
C	300-395
F	<299

MASON GRADUATE ACADEMIC STANDARDS – GRADING

The university-wide system for grading graduate courses is as follows:

Grade	Quality Points	Graduate Courses
A+	4.00	Satisfactory / Passing
A	4.00	Satisfactory / Passing
A-	3.67	Satisfactory / Passing
B+	3.33	Satisfactory / Passing
B	3.00	Satisfactory / Passing
B-	2.67	Satisfactory* / Passing
F	0.00	Unsatisfactory / Passing

*Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

NOTE: Topics addressing Social justice, Ethical leadership, Research- based practice, Innovation & Collaboration will be addressed throughout the course.

Note: Faculty reserves the right to alter the schedule as necessary.

Date	Task/Agenda	Due	Assign
September 7	No Class		
September 14	Course Introduction -Introductions, Syllabus, Assignments, Schedule, Student Information, Student resources, Texts Begin <i>thinking</i> about potential Action Research projects		Blankenship Ch1 & 2 Veal Ch1 & 2
September 21	Discuss Readings Discuss Project Component 1, Statement of Purpose/ Problem Discuss Project Component 2, Literature Review		Blankenship, Ch3 Veal, Ch3 Project Component 1 Project Component 2
September 28	Discuss Readings Ways to study your teaching- using research.		Blankenship Ch4 & 5 Veal Task 1 or 2
October 5	Discuss Readings/Veal Task Students share/discuss statement of purpose Students share/discuss literature readings	Veal Task 1 or 2 Progress Toward Project Component 1 & 2	Project Component 1 Continue Literature Review Blankenship, Ch6 Veal, Ch4 Student Readings
October 12	Discuss Readings Review Project Component 1 Discuss Project Component 3, Methods (Literature Review Progress)	Project Component 1 (Report on Literature Review progress/ questions)	PC2: Literature Review Due next Class Blankenship, Ch7 Veal, Ch5 Project Component 3
October 19	Discuss Readings Students share initial projections for Methods/Improvement Plan	PC2: Literature Review	Veal Tasks 3 and 5 PC3: Methods Component Due next class

October 26	TBD	PC3: Methods Component Veal Tasks 3 & 5	Blankenship Ch. 9 Weiss Student Readings
November 3	Discuss Project Component 4: Findings Discuss Project Component 5: Discussion		Teacher Project 1a (Components 1, 2 & 3) Student chosen readings Teacher Project (Components 4 & 5) Grant readings -Rikard -Johnson/Shilling -McCaughtry -Samples
November 9	Grant writing in Physical Education -Sample of previous grants -Parts -Searching for agencies Technology assignment Student led reading discussions		Blankenship, Ch. 8 Technology assignment Find 2 agencies to potentially submit a grant
November 16	Discuss Reading Grant application -Group review and critique	2 Potential granting agencies	Blankenship, Ch. 10 PA + Health Review Article Critical Reading Technology Assignment (Cont) Grant Proposal
November 23	Discuss Readings Lifelong Physical Activity for Health (?) (Grant Proposal Progress)	Technology Assignment	Status of PE Readings Grant Proposal (Cont.) Due next class
November 30	Physical Education...how must the profession 'change'?	Grant Proposal	Teacher Project Due next class
December 7	Student Presentations, complete teacher action research/student learning project	Teacher Project	Student Presentations, complete teacher action research/student learning project

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

