

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PHED 218-001 – Technology in Health and Physical Education (2)
Spring 2016

DAY/TIME: R 4:30 – 7:20
LOCATION: Recreation/Athletic Complex
Room 2203
INSTRUCTOR: Mr. Paul Agner
EMAIL ADDRESS: pagner2@gmu.edu

OFFICE LOCATION: NA
PHONE NUMBER: 703-868-3516 cell
OFFICE HOURS: NA
FAX NUMBER: NA

PREREQUISITES: None

COURSE DESCRIPTION:

Develop technology skills to support health and physical education instruction in school settings.

COURSE OBJECTIVES:

At the completion of this course, teacher candidates should be able to:

1. Describe the purpose of technology and its general uses to make learning more efficient, engaging, and effective for a diverse student population.
2. Develop learning strategies that integrate technology in the lesson while thoughtfully considering affordances and constraints of technology.
3. Demonstrate their ability to be good digital citizens (e.g. establishing an online presence and follow copyright, fair use, and netiquette guidelines).
4. Use multimedia to instruct, analyze performance, and model appropriate practices.
5. Use technologies specific to their content area to measure and evaluate student learning.

REQUIRED READINGS:

Mohnsen B. (2012). *Using Technology in Physical Education* (8th Ed.). Cerritos, CA: Bonnie's Fitware Inc.

Leight, J. (2012). *Technology for Physical Education Teacher Education: Student Handbook of Technology Skills*. Lexington, KY: Author.

STANDARDS RELATED TO COURSE:

PROFESSIONAL ASSOCIATION STANDARDS

Further, upon completion of this course, students will meet the following professional accreditation standards:

National Initial Physical Education Teacher Education Standards, National Association for Sport and Physical Education

Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Standard 2: Skill-Based and Fitness-Based Competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

Standard 3: Planning and Implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

International Society for Technology in Education

Standard 1: Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, innovation in both face-to-face and virtual environments

Standard 2. Design and develop digital-age learning experience and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.

Standard 3. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Standard 4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

NATURE OF COURSE DELIVERY: face-to-face

EVALUATION:

Quiz #1, #2	20%	100
Assignments	60%	300
Project	20%	100
TOTAL	100%	500

Grading Scale

465-500=A	450- 464=A-	435 – 449 =B+	415 – 434=B	400 – 414=B-
385 – 399=C	365 – 384=C-	350 – 364=C-	300-349=D	<300=F

Description of Assignments:

- Quizzes will focus on material covered in class and will be composed of a variety of questions (True or False, Multiple Choice, short answers)
- Assignments:
 - a. Create a blog and post on it on three different days throughout the semester focusing on a health topic.
 - b. Develop a survey on a health topic using Google Forms.
 - c. Using a digital camcorder or Smart Phone and editing software (Microsoft Movie Maker, YouTube Editor or WeVideo) create and edit a digital video for use in a teaching presentation
 - d. Collaborate with a partner to create a podcast based on a health or physical education topic.
 - e. Create QR Codes linked to teaching videos.
 - f. Work with pedometers and heart rate monitors to collect fitness data of the class.
 - g. Develop a lesson plan integrating a health topic and technology to present to the class.
 - h. Develop a lesson to be used in physical education utilizing technology in the gymnasium
- Final project:

Develop a health lesson plan and a physical education lesson plan integrating at least four different technology tools. The criteria and rubric will be distributed on a separate document.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Health and Physical Education course with required performance-based assessments is required to submit these assessments, (Blog, Survey, Podcast, Health Lesson Plan, Physical Education Lesson Plan, Final Project) to Tk20 through Blackboard (regardless of whether a

course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

ATTENDANCE POLICY

In accordance with the GMU Attendance Policies, “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

PROFESSIONAL DISPOSITIONS:

This course is foundational to all courses that lead to teacher licensure and the **Bachelor of Science in Education** degree. Student attendance and participation in class activities are directly related to professional development and dispositions in this career; therefore, you are expected to attend class regularly. You are entering a licensure program that requires several developmental stages toward becoming a professional committed to student learning in schools. Professional dispositions are values, attitudes and professional ethics toward learners, peers, professors and the learning process.

The following scale will be used

- Two (2) absences are permitted
- Two (2) “tardies” = 1 absence*
- Two (2) “early departures” = 1 absence*
- 3 absences = 20 grade points
- Each additional absence = 15 points

*Attendance is taken at 3:00 pm. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the end of the class will be considered an early departure.

TENTATIVE COURSE OUTLINE

Date	Topic	Technology Tools
Jan 20	Week 1	
	Introduction Syllabus Technology Survey Ice breaker	Survey Biography Health Topic
	Chapter 1 Introduction to Technology in Physical Education Types of Technology Z drive – shared folders	Create Blog Wiki
Jan 27	Week 2	
	Chapter 2 Computers 101 Discussion Technology Use I Cloud Computing Website Design	Blog Post Parent Newsletter Google Sites
	Social Media Social Networking Copyright Procedures Internet Security	Netiquette Create Social Policy
Feb 3	Week 3	
	Chapter 3 Text-Based Documents Print Material Guidelines Electronic Guidelines	Word clouds Wordle
	Chapter 4 Data Manipulation Organized web research	Photo sharing Website Google Forms
Feb 10	Week 4	
	Chapter 5 Using Images Digital Camera Image Edit Applications	Parent Permission Forms Graphic Organizer, Popplet Task Cards
	Google Drive/Docs Shared Folder	File sharing Dropbox
Feb 17	Week 5	
	Quiz #1	Blog Post
	Online Presence Discussion	Google + Facebook Twitter
Feb 24	Week 6	
	Chapter 6 Using Video Selecting a Video Camera Wireless Microphone	iMovie Animation Application Youtube
	Chapter 7 Using Audio Audio Systems Sound Systems	Audacity Podcasts Vodcasts
Mar 2	Week 7	
	Video creation Creating a Virtual Gym	Storyboards Video
	Chapter 8 Using Telecommunications /Podcasting	Discussion Board / Blogs Post

Mar 16	Week 8	
	Chapter 9 Instructional Software Selection and Review	Simulation Lab
	Design a Lesson Plan aligned with Standards	Brain games/puzzle makers Drill, Practice Apps
Mar 23	Week 9	
	Using Apps for Physical Education Blooms Taxonomy for Apps	hudltechnique Coaches Eye Swivl
	Using Apps for Health Education	Fooducate IMuscle Quizlet First Aid by American Red Cross
Mar 30	Week 10	
	Quiz #2	Blog Post
	Chapter 10 Assessing Student Learning Fitness Reporting	Grading Spreadsheets
Apr 6	Week 11	
	iPads – iPods QR Codes	Online polling Cell phone polling Clickers
	Chapter 11 Measuring Devices Fitness Data Collection	Heart Rate Monitors Pedometers
Apr 13	Week 12	
	Chapter 12 Interactive Devices Fitness Lab	Online Polling Cell Phone Polling Clickers
	Interactive Aerobic Equipment	Reaction Type Game DDR
Apr 20	Week 13	
	Skill Related Equipment	Video Capture Virtual Reality XR Board/Wii
	Chapter 13 Online PE Qualities of Effective Distance Learning Types of Online Learning Final Project Using Technology Tools for Teachers	Scavenger Hunt Web Tutorials Electronic Field Trips Project Google Sites
Apr 27	Week 14	
	Presentations of Health Lesson	Interactive Power point, Webpage, Podcast, Video
	Presentations of Health Lesson	Interactive Power point, Webpage, Podcast, Video
May 4	Week 15	
	Presentations of Health Lesson	Interactive Power point Webpage, Podcast, Video
	Presentations of Physical Education Lesson	Interactive Power point Webpage, Podcast, Video

Final Exam: Per Final Exam Schedule:

ABOUT INSTRUCTOR PAUL AGNER: I have both my undergraduate and master's degree from George Mason University. I live in Burke Virginia with my wife and daughter. I teach Health & Physical Education and Teachers for Tomorrow at Lake Braddock Secondary school. I am a department chair for the Physical Education department and I am a two time teacher of the year nominee. Being an educator is the greatest job in the world. I never have to go to work – because I get to go to school!

Email is the best way to make contact with me. I check my email often and will respond within 24 hours.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [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>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

