

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 202 (001) – Teaching Skillful Movement
3 Credits, Fall 2016
Mondays-Wednesdays/12:00-1:30 pm, Freedom Center, Rm 204

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Covers planning and presenting lessons on numerous motor skills using varied teaching strategies in a peer teaching setting

Course Overview

This course is designed to provide students with the fundamental of lesson planning, class management, and analysis of teaching.

Course Delivery Method

This course will be delivered using a Lecture format with integrated labs.

Learner Outcomes or Objectives

This course is designed to enable students to do the following

1. Develop lesson plans for educational gymnastics, rhythm and dance, games and fitness activities that include: instructional objectives, material and equipment needed, safety considerations, instructional tasks with at least two possible modifications to accommodate different skill levels, instructional cues, and organization and management of space, people and equipment.
2. Develop and implement tasks that utilize appropriate progressions and instructional strategies, and take into considerations skill level, learners readiness, and learners' experience.
3. Use managerial and instructional routines to create smoothly functioning learning experiences.
4. Organize and manage time, space, people, and equipment in such a way that every learner gets a fair chance at learning.
5. Describe and use different behavior management strategies according to the level of misbehaviors.
6. Communicate managerial and instructional information verbally and non-verbally (e.g. demonstration, posters, video) to accommodate various type of learners and facilitate learning.
7. Use the pedagogical knowledge gained through lectures, lab, peer-teaching, and professional readings to develop and implement lesson plans that are safe and developmentally appropriate for learners
8. Demonstrate the ability to efficiently set up and use videotaping equipment.
9. Videotape and analyze lessons using various assessment tools in order to reflect and revise practice.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

National Standards for Initial Physical Education Teacher Education (2008) (National Association for Sport and Physical Education (NASPE))

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.

Standard 5: Impact on Student Learning

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Required Texts

Rink, J. (2013). Teaching Physical Education for Learning. (7th ed), Boston: McGraw-Hill

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, or hard copy as requested).

Assignments and Examinations

Requirements

1. Peer Teaching Sessions (3): Develop a lesson plan for 15 minutes using the criteria given in class to present to your group. A lesson plan must be provided and an evaluation will be given after each session.
2. Video Analysis. Videotape your 15-minute lesson and complete a critical analysis of your teaching. You may use an ipad or a smart phone. Please make arrangements to have your own equipment available on the day you teach. A video analysis template will be provided on blackboard.
3. Field Observations: You will be given a pre-arranged elementary and secondary school to visit and observe for 1 ½ hours. A reflection on the experience will be submitted.
4. Instant Activity: Develop an instant activity to begin class and present it to your peers. The activity needs to be creative keeping all students active with minimal instruction.
5. Show and Tell: Present an activity or a task using verbal cues or visual demonstrations only.
6. Social Grouping: Organize and manage your group according to specific criteria given.
7. Exam #1: The content of the exam will consist of Chapter 1, 2, 5, 10 and the Virginia standards of learning. Questions will be multiple choice, fill in the blank and short answer.
8. Exam #2: The content of the exam will consist of Chapters 3, 4, 6 and Giving Directions PowerPoint. Questions will be multiple choice, fill in the blank, true/false and short answer.
9. Final Exam: The content of the exam will be partially cumulative and will specifically focus on Chapters 6, 7, 8, 12 and Handling Misbehaviors Power point.

Other Requirements

In accordance with the GMU Attendance Policies (University catalog, 2016-2017), “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.”

The following scale will be used

- o Two (2) absences are permitted
- o Two (2) “tardies”*= 1 absence
- o Two (2) “early departures”* = 1 absence
- o 3-4 absences = 20 points
- o 5 absences or more = 25 points

*Attendance is taken at 12:00 pm. A student will be considered late once attendance has been taken. Leaving more than 15 minutes before the end of the class will be considered an early departure.

Course Performance Evaluation Weighting

Exam #1	= 100pts (20%)
Exam #2	= 100 pts (20%)
Assignments	= 150 pts (30%)
Field Observations (2)	= 50 pts (10%)
Final Exam	= 100pts (20%)
Total	= 500 pts

Grading Policies

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

Professional Dispositions

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. 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 stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topics	Readings/Assignments Due
8/29	<ul style="list-style-type: none"> • Course content, expectations. Student Inventory of smart phones, apple products • Define Physically Educated Chapter 1 pp. 1-5. Teaching Goal-Oriented • Goal Setting: The Ground Rules, 	
8/31	<ul style="list-style-type: none"> • “Mrs. Fizz Gym Class” LAB • Discuss Reflection of Behavior • Teacher functions Box 1.5 pg. 13 • Review Professional Disposition Great Teacher Characteristics <p>***PHED Opening Meeting 11:30, Bull Run Hall</p>	<ul style="list-style-type: none"> • Knowing the Names of your Students • Hall of Shame 1
9/5	<i>LABOR DAY – NO CLASS</i>	

Date	Topics	Readings/Assignments Due
9/7	<ul style="list-style-type: none"> • , Instructional Process pp. 1-17 • The 3 Learning Domains ppt. • The Virginia Standards of Learning • Writing Performance Objectives 	<ul style="list-style-type: none"> • Chapter 1
9/12	<ul style="list-style-type: none"> • Planning, Writing Learning Outcomes Chapter 10 Quiz • Sample Lesson Plan, Evaluation, Video Analysis • Self-Check on Performance Objectives, Behavioral Objectives WS 	<ul style="list-style-type: none"> • Chapter 10
9/14	<ul style="list-style-type: none"> • Designing Learning Experiences and Tasks • 4 Criteria for a Learning Experience 	<ul style="list-style-type: none"> • Chapter 3 • Hall of Shame II
9/19	<ul style="list-style-type: none"> • Content Development and Analysis, • Methods of Extension: Sample Lesson Plan, Table 10.2, pg. 229 • Juggling Scarves • Improving Communication, Box 4.2, pg. 70 	<ul style="list-style-type: none"> • Chapter 5 pgs 83-95 • Hall of Shame III • Assign Instant Activity
9/21	<ul style="list-style-type: none"> • Task Presentation, Getting the Attention of the Learner, • Demonstrations and Learning Cues 	<ul style="list-style-type: none"> • Chapter 4, • Assign Elementary Field Observations • Instant Activity
10/03	<ul style="list-style-type: none"> • Factors that Influence Learning, Stages of Motor Learning, Box 2.2, pg. 24 • Open vs. Closed Skill • Motivation, Transfer of Learning 	<ul style="list-style-type: none"> • Chapter 2
10/05		<ul style="list-style-type: none"> • EXAM #1
10/11**		<ul style="list-style-type: none"> • Peer Teaching #1, Group #1
10/12		<ul style="list-style-type: none"> • Peer Teaching #1, Group #2
10/17	<ul style="list-style-type: none"> • Management of Learning Experience • Organizational Arrangements for Tasks 	<ul style="list-style-type: none"> • Chapter 3 • Assign Management of People Lab
10/19		<ul style="list-style-type: none"> • Management of People Lab • Elementary Field Observation Questions Due
10/24	<ul style="list-style-type: none"> • Guidelines for Types of Content, pgs. 96-105 ▪ Games Stages, Box 5.9, pgs. 106-115 	<ul style="list-style-type: none"> • Chapter 5 • Assign Show & Tell • Assign Secondary Observations

Date	Topics	Readings/Assignments Due
10/26	<ul style="list-style-type: none"> • Developing and Maintaining a Learning Environment, Routines, pgs.117-123 • Establishing Rules, pgs. 123-126 • Strategies for Student Responsibility 	<ul style="list-style-type: none"> • Chapter 6
10/31		<ul style="list-style-type: none"> • Peer Teaching #2, Group #1
11/2		<ul style="list-style-type: none"> • Peer Teaching #2, Group #2
11/7	<ul style="list-style-type: none"> • Teaching During Activity, pgs. 139-148 • Types of Feedback, pgs. 148-152 	<ul style="list-style-type: none"> • Chapter 7 • Assign Show & Tell
11/9		<ul style="list-style-type: none"> • Show & Tell Lab • Video Analysis 1 Due
11/14	<ul style="list-style-type: none"> • Teaching Strategies, Direct and Indirect Instruction, pgs. 160-180 	<ul style="list-style-type: none"> • Chapter 8
11/16		<ul style="list-style-type: none"> • Exam #2
11/21	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Peer Teaching #3, Group #1
11/23	NO CLASS – THANKS GIVING BREAK	
11/28		<ul style="list-style-type: none"> • Peer Teaching #3, Group #2
11/30	<ul style="list-style-type: none"> • Student Motivation, Personal Growth 	<ul style="list-style-type: none"> • Chapter 9 • Video analysis II Due
12/05		<ul style="list-style-type: none"> • Giving Directions-It's How You Say it • Voice Lab
12/08		<ul style="list-style-type: none"> • Teaching Games for Understanding, Badminton
12/19		<ul style="list-style-type: none"> • Final Exam