

George Mason University
College of Education and Human Development
Health and Physical Education

PHED 218-001 Technology in Health and Physical Education
2 Credits, Spring 2018

Thursday, 4:30-7:20 Class Location Recreation/Athletic Complex Room 2203– Fairfax

Faculty

Name: Paul Agner
Office Hours: By Appointment
Office Location: RAC 2107 1G6 Fairfax
Office Phone: 703-868-3516 (cell) (text welcome)
Email Address: pagner2@gmu.edu

Prerequisites/Corequisites

None

University Catalog Course Description

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

Course Delivery Method

This course will be delivered using a Hybrid of face to face and distance learning. Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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.

Professional 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.

Required Texts None

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

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

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: All assignments will be store on your own google website.
 - a. Create a blog and post on it on three different days throughout the semester focusing on a health topic. (four total posts 10 points each)
 - 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, You Tube 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 projects:
You will be required to create a screen cast tour of your completed website explaining the completed assignments.

- **Other Requirements**

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.

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 4:30 pm. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the

- **Grading**

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

Professional Dispositions

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

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.

Class Schedule

TENTATIVE COURSE OUTLINE

Date	Topic	Technology Tools
Jan 25	Week 1	
	Introduction Syllabus Technology Survey Ice breaker	Survey Biography Health Topic
	Introduction to Technology in Physical Education Types of Technology Z drive – shared folders	Create Blog Wiki
Feb 1	Week 2	
	Computers 101 Discussion Technology Use I Cloud Computing Website Design	Blog Post #1 Parent Newsletter Google Sites
	Social Media Social Networking Copyright Procedures Internet Security	Netiquette Create Social Policy
Feb 8	Week 3	Distance
	Text-Based Documents Print Material Guidelines Electronic Guidelines	Word clouds Wordle
	Data Manipulation Organized web research	Photo sharing Website and Google Forms
Feb 15	Week 4	Distance
	Using Images Digital Camera Image Edit Applications	Parent Permission Forms Graphic Organizer, Popplet Task Cards
	Google Drive/Docs Shared Folder	File sharing Dropbox
Feb 22	Week 5	
	Quiz #1	Blog Post #2
	Online Presence Discussion	Google + Facebook and Twitter
Mar 1	Week 6	Distance
	Using Video Selecting a Video Camera Wireless Microphone	iMovie Animation Application Youtube
	Using Audio Audio Systems Sound Systems	Audacity Podcasts Vodcasts

Mar 8	Week 7	Distance
	Video creation Creating a Virtual Gym	Storyboards Video
	Using Telecommunications /Podcasting	Discussion Board / Blogs
Mar 22	Week 8	
	Instructional Software Selection and Review	Simulation Lab
	Design a Lesson Plan aligned with Standards	Brain games/puzzle makers Drill, Practice Apps
Mar 29	Week 9	Distance
	Using Apps for Physical Education Blooms Taxonomy for Apps	Hudltechnique Coaches Eye
	Using Apps for Health Education	Fooducate IMuscle, Quizlet First Aid by American Red Cross
Apr 5	Week 10	Distance
	Quiz #2	Blog Post #3
	Assessing Student Learning Fitness Reporting	Grading Spreadsheets
Apr 12	Week 11	
	iPads – iPods QR Codes	Cell Phones
	Measuring Devices Fitness Data Collection	Heart Rate Monitors Pedometers
Apr 19	Week 12	Distance
	Interactive Devices Fitness Lab	Cell Phone Polling Clickers
	Interactive Aerobic Equipment	Reaction Type Game
Apr 26	Week 13	Distance
	Skill Related Equipment	Video Capture Virtual Reality XR Board/Wii
	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
May 3	Week 14	
	Presentations of Health Lesson	Interactive Power point, Webpage, Podcast, Video
	Presentations of Health Lesson	Interactive Power point, Webpage, Podcast, Video
May 10	Week 15 – Final Exam Week	Distance
	Presentations of Health Lesson	Interactive Power point Webpage, Podcast, Video
	Presentations of Physical Education Lesson	Interactive Power point Webpage, Podcast, Video

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

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/>). ^{[[SEP]]}
- 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. ^{[[SEP]]}
- 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/>). ^{[[SEP]]}
- 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

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.