

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 202 (001) – Teaching Skillful Movement
3 Credits, Fall 2018
Mondays-Wednesdays 12:00 -1:15 pm, Freedom Center, Rm 204

Faculty

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All contact and communication will be conducted by email. Email communication will receive a response within 24 business hours.

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 (2017) (SHAPE America – Society for Health and Physical Educators)

Standard 3: Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Standard 5. Assessment of Student Learning

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Standard 6. Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

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. (2) Videotape 2 of 3 your 15-minute Peer teaching 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. Shopping Frenzy – This assignment will consist of two parts. Part 1 -is a justification of your spending for equipment by tying your purchase with the curriculum and the population you are teaching. The second part will be a description of your purchases.

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	= 170 pts (34%)
Shopping Frenzy	= 30 pts (6%)
Final Exam	= <u>100pts</u> (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. “See <https://cehd.gmu.edu/students/policies-procedures/>

Technology Use During Class

Any use of laptops, tablets, or cell phones during class is restricted to class use only. Examples of acceptable use, note taking, setting calendars for assignments, looking for class related information, and completing class assignments (video peer teaching, music for dance, or related activity).

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 silence all sound emitting devices 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://coursesupport.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/>.

Class Schedule

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

Date	Topics	Readings/Assignments Due
Week 1 8/27	<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, 	
8/29	<ul style="list-style-type: none"> • “Mr. Fizz Gym Class” LAB Discuss Reflection of Behavior 	<ul style="list-style-type: none"> • Read Article Mr. Fizz Gym Class • ***PHED Opening Meeting 11:30, 2nd Floor Atrium Bull Run Hall
9/04	<i>LABOR DAY – NO CLASS</i>	
Week 2 9/05	<ul style="list-style-type: none"> • Teacher functions Box 1.5 pg. 13 • Review Professional Disposition • Great Teacher Characteristics Instructional Process pp. 1-17 • The 3 Learning Domains ppt. • The Virginia Standards of Learning 	<ul style="list-style-type: none"> • Chapter 1 • Hall of Shame 1

Week 2 9/10	<ul style="list-style-type: none"> • TO BE DETERMINED 	<ul style="list-style-type: none"> • Shopping Frenzy Assignment
9/12	<ul style="list-style-type: none"> • Planning, Writing Learning Outcomes Sample Lesson Plan, Evaluation, Video Analysis • Self-Check on Performance Objectives, Behavioral Objectives WS 	<ul style="list-style-type: none"> • Chapter 10
Week 4 9/17	<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"> • Writing Performance Objectives • Improving Communication, Box 4.2, pg. 70 	<ul style="list-style-type: none"> • Read pg 70 Box 4.2 • Hall of Shame III • Assign Instant Activity • Assign Peer Teaching
Week 5 9/24	<ul style="list-style-type: none"> • Integrating VA SOL in Lesson Plan 	<ul style="list-style-type: none"> • Instant Activity • VA PE SOL Document
9/26	<ul style="list-style-type: none"> • Content Development and Analysis, • Methods of Extension: Sample • Task Worksheet 	<ul style="list-style-type: none"> • Chapter 5 pgs 83-95 • Lesson Plan, Table 10.2, pg. 229
Week 6 10/01	<ul style="list-style-type: none"> • Task Presentation, • Demonstrations and Learning Cues • Juggling Scarves 	<ul style="list-style-type: none"> • Chapter 4
10/03		<ul style="list-style-type: none"> • EXAM #1
Week 7 10/9**		<ul style="list-style-type: none"> • Peer Teaching #1, Group #1
10/10		<ul style="list-style-type: none"> • Peer Teaching #1, Group #2
Week 8 10/15	<ul style="list-style-type: none"> • Management of Learning Experience • Organizational Arrangements for Tasks 	<ul style="list-style-type: none"> • Peer Teaching #1, Group #3
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
Week 9 10/22		<ul style="list-style-type: none"> • Management of People Lab • Video Analysis 1 Due
10/24	<ul style="list-style-type: none"> • Games Stages, Box 5.9, pgs. 106-115 	<ul style="list-style-type: none"> • Chapter 5 • Assign Show & Tell
Week 10 10/29	<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
Week 11 11/5		<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"> • Peer Teaching #2, Group #3 • Chapter 7 • Assign Show & Tell

Week 12 11/12		<ul style="list-style-type: none"> • Show & Tell Lab •
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 • Video Analysis 2 Due
Week 13 11/19		<ul style="list-style-type: none"> • Exam #2
11/21	NO CLASS – THANKS GIVING BREAK	<ul style="list-style-type: none"> •
Week 14 11/26		<ul style="list-style-type: none"> • Peer Teaching #3, Group #1
11/28		<ul style="list-style-type: none"> • Peer Teaching #3, Group #2
Week 15 12/03	<ul style="list-style-type: none"> • Student Motivation, Personal Growth 	<ul style="list-style-type: none"> • Peer Teaching #3, Group #3 • Chapter 9 • Video analysis II Due
12/05		<ul style="list-style-type: none"> • Giving Directions-It's How You Say it • Voice Lab
		<ul style="list-style-type: none"> •
12/17	Per University Exam Schedule Dec 19 10:30 in Rm 214 Freedom Center	<ul style="list-style-type: none"> • Final Exam – 10:30 AM