

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 2021

Thursday, 4:30-7:10 Class Location- RAC Room and Blackboard Collaborate– Fairfax

Faculty

Name: Paul Agner
Office Hours: By Appointment
Office Location: TBD
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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:

Technology for Physical Educators, Health Educators, and Coaches

Seth Jenny, Jennifer Krause, and Tess Armstrong

Human Kinetics

2021

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:

- One (1) absence is permitted
- Two (2) “tardies” = 1 absence*
- Two (2) “early departures” = 1 absence*
- 2 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 always expected to exhibit professional behaviors and dispositions.

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 28	Week 1 Chapter 1 Introduction	Distance
	Introduction Syllabus Technology Survey Ice breaker	
Feb 4	Week 2 Chapter 2 Management Technology	Distance
		Blog Post #1 Parent Newsletter Google Sites
		Netiquette Create Social Policy
Feb 11	Week 3 Chapter 3 Communication Technology	Distance
Feb 18	Week 4 Chapter 4 Technology for the Health Education Classroom Instruction	Distance
	Chapter 5 Technology for motivation	
Feb 25	Week 5 Chapter 6 Technology for Lifelong Health and Fitness	Distance
	Quiz #1	Blog Post #2
Mar 4	Week 6 Chapter 7 Meeting Special Needs and Abilities Through Technology	Distance
	Chapter 8 Online Instruction and Remote Supervision	

Mar 11	Week 7 Chapter 9 Wearable Technology for Assessment	Distance
	Chapter 10 Other Forms of Technology for Assessment	
Mar 18	Week 8 Chapter 11 Basic Digital Video Recording and Editing	Distance
Mar 25	Week 9 Chapter 12 Technology for Professional Development	Distance
	Chapter 13 Technology for Advocacy	
Apr 1	Week 10 Chapter 14 Technology Resources	Distance
	Quiz #2	Blog Post #3
Apr 8	Week 11 Chapter 15 Legal Aspects of Technology Use	Distance
Apr 15	Week 12 Chapter 16 Opportunities and Ideas for Acquiring Technology	Distance
Apr 22	Week 13	Distance
	Presentations of Health Lesson	Interactive Power point, Webpage, Podcast, Video
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Apr 29	Week 14 – 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
May 6	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

1. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
2. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
3. 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.

4. 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 <https://ds.gmu.edu>).
5. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

6. 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@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 <http://cehd.gmu.edu/>.

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 was an educator for 18 years. My last teaching assignment was Health & Physical Education, Athletic Leadership, and Teachers for Tomorrow at Lake Braddock Secondary school. My current role is Assistant Director of Student Activities at Lake Braddock Secondary School. Email is the best way to contact me. I check my email often and will respond within 24 hours.