George Mason University
College of Education and Human Development
Health and Physical Education
PHED 660 – Research Reading Seminar in Physical Education
3 Credits (online)

Faculty
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This course runs during Session B (8 weeks) from June 1 to July 27, 2021

Prerequisites/Corequisites
None

University Catalog Course Description
Provides an overview of the current and past research in the field of physical education through an in-depth analysis, synthesis, and discussion of research.

Course Overview
This course is designed to provide students with an understanding of how to analyze and interpret physical education research. This will be done through an extensive reading of current and past research in the field of physical education. This course is as a summer course meant to be taken when students begin the physical education portion of their ASTL experience (registration to ASTL required). The course is offered online but will have specific due dates that need to be met on a weekly basis. Readings and uploaded presentations will be found on Blackboard.

Course Delivery Method
This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available a week before the official start of the Summer Session.

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.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Our course week will begin on Tuesdays (00:01am) and end on Mondays (11:59pm).
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 10 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed **on blackboard**. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor

via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives
This course is designed to enable graduate students to do the following:
1. Analyze and evaluate historical factors in the physical education research literature.
2. Analyze and synthesize current and emerging trends in physical education research.
3. Develop a comprehensive understanding of the systematic observation of physical education students and teachers.
4. Evaluate the use of curriculum models in physical education.
5. Evaluate diversity issues in PE.
6. Analyze and synthesize the research literature surrounding issues regarding students with disabilities.
7. Apply knowledge of research in the field of physical education by creating a reflection paper about how research can effect change in the teacher's own practice.

Professional Standards
This course aligns with the National Board for Professional Teaching Standards for physical education (http://www.nbpts.org/wp-content/uploads/ECYA-PE.pdf). It is intended to help teachers think and practice as board-certified teachers. The program develops teacher-leaders who practice reflection through action-research, problem-based learning, and self-inquiry, and teacher expertise in a concentration that will identify the teacher as a potential leader in that area.

The specific standards we cover in this class are:
Standard 1: Knowledge of Students
Standard 2: Knowledge of Subject Matter
Standard 6: Diversity and Inclusion
Standard 8: Assessment
Standard 9: Reflective Practice

REQUIRED READINGS:

- Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2009). *Reading and understanding research*. Sage Publications.

- Other readings are available on Blackboard

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

1. **Class discussions, peer feedback, class preparation (50%)[1,2,6,8]**
    Students will participate in a variety of on-line class debates, discussions, and on-line posts about the weeks' readings. This will require students to come prepared with 3-5 prepared discussion questions that will be posted on the discussion boards. Students are also required to actively comment on other students' posts on-line weekly. Active participation in EACH class session is expected by each student and will be documented by the professor.
    Although not required, on select weeks, students can join in on a live discussion via Zoom on Thursday's at 5:30pm EST. When noted by the instructor, these Zoom meetings will count for credit for on-line discussions that week.
2. **Presentation of topics (25%)[1,2,6,8]**
    Students will present on an assigned topic by synthesizing and analyzing the research presented to them. Each student will lead one session of paper discussions for 20-30minutes by creating an online lecture or video and posting it to blackboard for others to view.
3. **Research reflection paper (25%)[9]**
    Students will complete a research reflection paper where they discuss how the research they have read effects their daily practice. Students will reflect on what piece of research they can utilize the best in their own setting.

Course Performance Evaluation Weighting

Classwork: 50%
Presentation of topics: 25%
Research reflection paper: 25%
Total: 100%

Grading Scale for calculation of final course grade

93 - 100% = A	90 - 92.9% = A-	87 - 89.9% = B+
83 - 86.9% = B	80 - 82.9% = B-	77 - 79.9% = C+
73 - 76.9% = C	70 - 72.9% = C-	67 - 69.9% = D+
63 - 66.9% = D	60 - 62.9% = D-	< 59.9% = F

MASON GRADUATE ACADEMIC STANDARDS – GRADING

The university-wide system for grading graduate courses is as follows:

*Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application. F's are considered for any grade under a B-

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Dates	Topic	Content/Activity	Readings/ Assignments
Session 1 (Week of June 1-7)	Introduction	Reading and understanding research Schedule Review of class Sport Pedagogy organizations and resources Sourcing material from the library Synthesis of research	Read and perform 12-step process on sample research article Ch. 5 reading and understanding research Chen & Gu (2018) Mercier et al., (2020) Qualitative article of choice
Session 2 (Week of June 8-14)	Historical perspective	Research in curriculum and teaching in physical education: A historical perspective Kinesiology and physical education in higher education: Names and evolution	Locke (1977) Newell (1990) Siedentop (1990) Rikli (2006) +Choose one
	Review of Research on Teaching in PE	Descriptive and general, where is it published, where is the field going?	Marttinen, Landi, Novak, Silverman (2020)
Session 3 (Week of June 15-21)	Technology in PE	Wearable technology, accelerometers, iPad, online PE, pedometers,	Episode 1 Casey et al 2017 Goad et al. 2021 Killian et al. 2019 Marttinen 2019 or 2019 *Online PE
Session 4 (Week of June 22-28)	Fitness testing and Grading in PE	Discussion of Fitness Testing/ Assessments Discussion on effective grading practices in physical education	Episode 129 Phillips et al., 2017 Pluim & Gard 2016 Ni Chorinin & Cosgrave 2013 Xhu 2015

Session 5 (Week of June 29- July 5)	Models Based Practice in PE	Discussion of using models to plan lessons/ unit in secondary settings. How do models influence what happens in class? Sport Education, TGfU, Cooperative learning, TPSR, HOPE, Multi Activity Sport Model etc.	Episode 2 Landi et al 2016 Casey et al 2020 Casey & Kirk 2020 Ch 1 and 2
Session 6 (Week of July 6-12)	Gender in PE	Discussion on how gender is (or is not) considered in your experiences.	Episode 140 Oliver et al 2009 Lambert 2018 Marttinen et al 2020 Scraton 2018
Session 7 (Week of July 13-19)	LGBTQ & Disability	Discussion on how sexuality, gender, sexual orientation is (or is not) considered in your experiences.	Episode 119 Landi 2017 Landi et al 2020 Haegele & Sutherland 2015 Choose two additional
Session 8 (Week of July 20-26)	Race & Ethnicity in Physical Education	Discussion on how ethnicity is (or is not) considered in your experiences	Fitzpatrick 2013 Clark 2020 Harrison, Carson & Burden 2010**
	Conclusion of course	Final discussion on class and readings. How to improve physical education	Futures article TBD DUE: Final Paper

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 Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- 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 https://ds.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://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/