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George Mason University
College of Education and Human Development
Health and Physical Education
PHED 670 (DL1) – Analysis of Teaching in Physical Education (3)
Fall 2023 On-Line

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Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Presents variety of research techniques for studying teacher and learner behaviors in physical education, engaging the teacher as researcher and grant writer. Goal is to prepare teachers to be leaders in their field

Course Overview

This course is designed to provide students with an understanding of how to analyze and interpret best practices in teaching and learning. The course is designed to teach teachers to become teacher-researchers and grant writers. Systematic observation tools are applied in the physical education setting. Reflective practice and learner assessment are addressed for teacher application. Registration to ASTL is 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 @ gmu.edu) and email password. The course site will be available a week before the official start of the Fall Semester.

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 Tuesday's (00:01am) and end on Monday's (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.
- 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 (remember that Blackboard discussion posts are not automatically spell checked!). *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. Show knowledge of current and relevant research literature for analyzing teaching and learning in physical education and teacher education.
2. Discuss and write summaries/critiques on text chapters and other outside readings on the teaching-learning process while relating them to one's own classroom.
3. Examine and reflect on one's own teaching practices & evidence of student learning as data sources for self-development.
4. Show competence in the use of systematic observation instruments to examine teacher actions and student learning.
5. Use informal teacher and student assessments to improve your teaching and achieve curricular goals.
6. Evaluate one's ability to become a model teacher.
7. Demonstrate the ability to write and submit a grant for teacher and program development.

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 6: Diversity and Inclusion
Standard 7: Teaching Practices
Standard 8: Assessment
Standard 9: Reflective Practice
Standard 10: Collaboration and partnerships
Standard 11: Professional Growth
Standard 12: Advocacy

REQUIRED READINGS:

- Veal, M. L. and Anderson, G. A. (2011). *Analysis of Teaching and Learning in Physical Education*, Sudbury, MA: Jones and Bartlett

- Other readings are available on Blackboard and through the Mason Library (www.library.gmu.edu)

Recommended

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

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). No late work will be accepted unless previously agreed upon with the instructor.

Assignments and Examinations

1) Teacher-Student Research Project

   a. Teacher Action Research Prospectus (Components 1, 7, 8, 9, 11). Review and cite current professional and research literature that contribute to your reflection, analysis, and improvement of your teaching. Use informal and formal, quantitative and qualitative instruments and methods to examine your teaching and present an initial document for improving selected aspects of your curriculum and teaching goals based on initial classroom data. Present proposed project. **25% (20% written paper; 5% presentation)**

   b. Impact on Student Learning (Components 1, 7, 8, 9, 10, 11). Class members will administer learner assessments to determine student learning in relation to their improvement plans. To collect data, you **must** videotape at least three class sessions of your teaching and student responses to show evidence of their learning. Additional data is collected without use of video. You will collect quantitative and qualitative data using approved methods. You will reflect on the data to ascertain the degree of student learning that transpired and your teaching adaptations based on these findings. You will present this second part also. **25% (20% written paper; 5% presentation)**

2) Grant writing/school board presentation experience (Components, 10, 11, 12). Class members will identify a small grant that will assist student learning. This can also be done as a school board proposal if you feel you have a better chance of internal funding. The type of grant will be determined by the need of the physical educator who researches the needs of students. Steps for grant development will be presented in class through BlackBoard and each class member will submit the grant. **10% (5% for proposal and 5% for presentation on-line to class)**

3) Technology Project (Component 7, 8, 11, 12). Students will take on an aspect of technology and utilize it in their professional learning to advance student learning in their classes. This project will be presented to the class via uploaded video. **20%**.

4) <u>Class discussion (Components 1, 7, 9, 10, 11).</u> Class members must be prepared to discuss assignments in detail and share pertinent points. This will include article reflections and write ups in discussion boards (including posting on the blackboard site) **20%.**

Course Performance Evaluation Weighting
    Teacher Action Research Prospectus: 25%
    Impact on Student Learning: 25%
    Grant Writing experience: 10%
    Advances in technology use in your class: 20%
    Class Discussion (Discussion board, posting etc): 20%
    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

Date	Task/Agenda	Due	Readings
Week 1 8/22-8/28	Course Introduction -Introductions, Syllabus, Assignments, Schedule, Student Information, Student resources, Texts	Intro video by Thursday, comment by Monday. Concept Map	Introduction
Week 2 8/29-9/4 *Monday is Labor Day	Review library research materials, begin literature search Begin *thinking* about potential Action Research projects Discuss Project Part 1	Discussion board on Action Research and Casey Clinical Task 1 and 2 (p.2 Veal Ch 1)	Veal Ch1 & 2 Action Research Article (Sage reading and Ash Casey)
Week 3 9/5-9/11	Discuss Readings Systematic Analysis	Discussion board Veal Ch 1-2	

	Discuss Project Part 2 Introduce technology project	Complete Clinical Task 3 (Veal Ch. 1 p.7)	
Week 4 9/12-9/18	Discuss Readings Ways to study your teaching-using research.	Part 1 Project 1 Discussion board on Tech. Complete Clinical Task 5 or 6 Send in Technology project Step 1	Technology readings Harvey, 2018 Self-Selected Tech reading
Week 5 9/19-9/25	Discuss Readings/Veal Task Assessment (Quant vs. Qual) Students share/discuss action plan with peers for technology project Students share/discuss literature readings they've found so far for Project 1	Project 1 Part 2 Complete any clinical task in Ch 3 Small group discussion boards	Veal, Ch3 Veal, Ch4
Week 6 9/26-10/2	Discuss Readings Teacher-Student Interaction Review Project 1 Parts 1 and 2 Send Project 1 Part 3 to one peer for review	Project 1 Part 3 Review peer's paper	Veal, Ch5
Week 7 10/3-10/9	Discuss Readings	Continue working on Paper Technology part 2	Readings TBA
Week 8 10/10-10/16	Cultural competence lecture Discussion on cultural background etc	Project 1 Part 4 Discussion board on Culture in PE	Ladson Billings Walton-Fisette

Week 9 10/17-10/23	Sharing of Part 5 with peer group	Project 1 Part 5	Student chosen readings
Week 10 10/24-10/30	Grant writing in Physical Education -Lecture on blackboard -Sample of previous grants -Parts -Searching for agencies Student led reading discussions	Discussion board on self-reflection as a teacher	Grant readings -Rikard -Johnson/Shilling -McCaughtry -Samples Find 2 agencies to potentially submit a grant
Week 11 10/31-11/6	Discuss Reading Grant application -Group review and critique	2 Potential granting agencies Discussion board on funding Technology Assignment Step 3	PA + Health Review Article Critical Reading
Week 12 11/7-11/13	Discuss Readings Lifelong Physical Activity for Health (Grant Proposal Progress update)		Shape of the Nation Report Ch. 6, 7, & 8 Veal
Week 13 11/14-11/20	Physical Education…how must the profession 'change'?	Grant Proposal	Future of PE
	Thanksgiving Break		
Week 14 11/28-12/4	Student Presentations, complete teacher action research/student learning project	Teacher Project Project 1 Part 6	Student Presentations, complete teacher action research/student learning project
Week 15 12/5-12/11	Student Presentations, complete teacher action research/student learning project	Teacher Project Project 1 Part 7	Student Presentations, complete teacher action research/student learning project

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

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

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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also

seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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