

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

PHED 218-001 Technology in Health and Physical Education  
3 Credits, Spring 2024  
Thursday, 4:30-7:10 Class Location- RAC Room and Zoom– Fairfax

**Faculty**

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**Prerequisites/ Corequisites**

None

**University Catalog Course Description**

Introduces technological tools to support K-12 health and physical education instruction in school and online settings. Explores tools such as wearable technology, mobile apps, learning management systems used in schools, and social media.

**Course Overview**

A variety of technological tools appropriate for health and physical education instruction in the classroom, the gym, or for online learning will be introduced and utilized to plan lessons appropriate for a K-12 environment. Through a variety of assignments, students will experiment with tools commonly used in the schools and synchronous and asynchronous learning.

**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. Explain the purpose of technology and its general uses and how it can 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.
3. Demonstrate the ability to be good digital citizens (e.g., establishing a professional online presence and following copyright, fair use, and netiquette guidelines).
4. Use multimedia to instruct, analyze performance, and model appropriate practices.
5. Determine the most appropriate technological tools to measure and evaluate student learning.

6. Analyze different online learning management systems.
7. Utilize digital technologies as instructional strategies to create developmentally appropriate online lessons.

### **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)

#### ***Standard 1. Content and Foundational Knowledge***

Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program

#### ***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.

### **National Standards for Quality Online Learning**

The National Standards for Quality Online Teaching provide a framework for schools, districts, state agencies, statewide online programs, and other interested educational organizations to improve online teaching and learning. The instructional philosophies, approaches and models for online teaching are practically endless. The standards are intended to provide guidance while providing maximum flexibility for the users.

#### ***Standard A: Professional Responsibilities***

The online teacher demonstrates professional responsibilities in keeping with the best practices of online instruction.

#### ***Standard B: Digital Pedagogy***

The online teacher supports learning and facilitates presence (teacher, social, and learner) with digital pedagogy.

#### ***Standard C: Community Building***

The online teacher facilitates interactions and collaboration to build a supportive online community that fosters active learning.

**Standard D: Learner Engagement**

The online teacher promotes learner success through interactions with learners and other stakeholders and by facilitating meaningful learner engagement in learning activities.

**Standard E: Digital Citizenship**

The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.

**Standard F: Diverse Instruction**

The online teacher personalizes instruction based on the learner’s diverse academic, social, and emotional needs.

**Standard G: Assessment and Measurement**

Assessment and Measurement – The online teacher creates and/or implements assessments in online learning environments in ways that ensure the validity and reliability of the instruments and procedures.

**Standard H: Instructional Design**

The online teacher curates and creates instructional materials, tools, strategies, and resources to engage all learners and ensure achievement of academic goals.

**Recommended Texts:**

Jenny, S. E, Krause, J., & Armstrong, T. (2021). Technology for Physical Educators, Health Educators, and Coaches. Human Kinetics.

National Standards for Quality Online Learning

<https://www.nsqol.org/wp-content/uploads/2019/02/National-Standards-for-Quality-Online-Teaching.pdf>

**Course Performance Evaluation**

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

• **Assignments and/or Examinations**

Quiz #1, #2	20%	100
Assignments	60%	300
Health Lesson	10%	50
P.E. Lesson	10%	50
<b>TOTAL</b>	<b>100%</b>	<b>500</b>

**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 stored on your own google website.
  - a. Create a free account for google classroom and canvas. Create 2 Health and 2 P.E. related discussion questions for each LMS (specific directions will be given) and respond to two classmate’s discussion questions in no less than 3 sentences each. (10 points each)
  - b. Research an APP that you can use in a physical education class. Add it to the class spreadsheet. Apps will be presented in class.

- c. Using a digital camcorder, computer, iPad or Smart Phone and editing software (Microsoft Movie Maker, You Tube Editor, Screen-cast-o-matic, or WeVideo) to create and edit a digital video for use in a teaching presentation.
  - d. Create an exit ticket for students using Google Forms.
  - e. Create QR Code linked to your Google Sites page. Add all assignments to portfolio under PHED 218.
- Health Lesson: Develop a lesson plan integrating a health topic and technology and present it to the class.
  - Physical Education Lesson: Develop a lesson to be used in physical education utilizing technology in the gymnasium and present it to the class.
    - Add all assignments to Google Portfolio under PHED 218
  - **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.

\*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 end of the class will be considered an early

**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

**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 18	<b><u>Week 1</u></b> <b>Chapter 1: Introduction</b>	In Person: RAC
	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Syllabus</li> <li>• Technology Poll</li> <li>• Technology Overview: Tech in Health and P.E?</li> <li>• Tech Integration versus Blending Learning: Is there a difference?</li> <li>• Ice breaker</li> <li>• Create Google Classroom and Canvas Free Accounts</li> </ul>	
Jan 25	<b><u>Week 2</u></b> <b>Chapter 2: Management Technology</b>	In Person: RAC
	<ul style="list-style-type: none"> <li>• LMS: Google Classroom, Canvas, Schoology</li> <li>• Online, Blended or Both?</li> <li>• What to do when you don't have a choice: Integrating technology F2F, online or both.</li> <li>• Using learning management systems</li> <li>• Creating a Google Site</li> </ul>	<b><u>Assignment Due:</u></b> Create Free Accounts Google Classroom and Canvas
Feb 1	<b><u>Week 3</u></b> <b>Chapter 3: Communication Technology</b>	In-Person: RAC
	<ul style="list-style-type: none"> <li>• APPS               <ul style="list-style-type: none"> <li>○ youtube/zoom/teams</li> <li>○ Padlet</li> <li>○ PearDeck</li> <li>○ Kahoot</li> <li>○ Quizlet</li> <li>○ Polls</li> <li>○ Flipgrid</li> <li>○ Thinglink</li> <li>○ QR Codes</li> </ul> </li> <li>• Approved or not?</li> <li>• Student Access – Rules on access/parental consent</li> <li>• Spreadsheet – PE APPS</li> <li>• How to turn a F2F lesson into an online lesson using APPS</li> </ul>	<b><u>Assignment Due:</u></b> QR Code to Google Site
Feb 8	<b><u>Week 4</u></b> <b>Chapter 4: Technology for the Health Education Classroom Instruction</b>	In-Person RAC

	<ul style="list-style-type: none"> <li>• We have tech, why not leverage it?</li> <li>• Integrating technology into Health Lessons</li> <li>• Should we always use technology?</li> <li>• When is it appropriate and not? <ul style="list-style-type: none"> <li>○ Slide Decks and Hyper docs</li> </ul> </li> </ul> <p>P.E. Apps Presentations: Demo Slam</p>	<p><b><u>Assignment Due:</u></b> P.E. App added to spreadsheet</p>
Feb 15	<p><b><u>Week 5</u></b> <b>Chapter 5: Technology for Motivation</b> <b>Chapter 6: Technology for Lifelong Health and Fitness</b></p>	In-Person RAC
	<ul style="list-style-type: none"> <li>• Ways to incorporate useful technology to encourage lifelong health and wellness.</li> <li>• How does technology help motivate students in Health and P.E.?</li> <li>• Do all students have access to technology for movement?</li> <li>• Exit Tickets – Google Forms</li> </ul>	<p><b><u>Assignments Due:</u></b> 1. Discussion Post #1 Response – Google Classroom</p>
Feb 22	<p><b><u>Week 6</u></b> <b>Chapter 10: Other Forms of Technology for Assessment</b> <b>Quiz #1: In class</b></p>	In-Person RAC
	<ul style="list-style-type: none"> <li>• Online Assessments</li> <li>• Apps</li> <li>• Peer Reviews</li> <li>• WELNET Tools</li> </ul>	<p><b><u>Assignments Due:</u></b> Quiz #1: In class</p>
Feb 29	<p><b><u>Week 7</u></b> <b>Chapter 7: Meeting Special Needs and Abilities Through Technology</b> <b>Chapter 8: Online Instruction and Remote Supervision</b></p>	<p><b><u>Distance: Zoom Synchronous</u></b></p>
	<ul style="list-style-type: none"> <li>• Professional responsibilities, laws, and options for accommodating all students using technology.</li> <li>• Ways to meet students where they are using technology.</li> <li>• Example of Adapted P.E. class: why using technology could be a major upgrade.</li> <li>• Creating an appropriate online learning environment.</li> <li>• Managing classrooms @ a distance.</li> <li>• Tips and Tricks</li> </ul>	<p><b><u>Assignments Due:</u></b> 1. Exit Ticket – Google Form Health or PE related 2. Discussion Post #2 Response – Google Classroom</p>
Mar 7	<p><b>Spring Break – Enjoy!</b></p>	No Class
Mar 14	<p><b><u>Week 8</u></b> <b>Chapter 11: Basic Digital Video Recording and Editing</b></p>	In-Person RAC
	<ul style="list-style-type: none"> <li>• Using video to enhance Health and P.E.</li> <li>• Video recording resources</li> <li>• Examples</li> </ul>	<p><b><u>Assignments Due:</u></b> Discussion Post #3-Canvas</p>

Mar 21	<b><u>Week 9</u></b> <b>Chapter 12: Technology for Professional Development</b> <b>Chapter 13: Technology for Advocacy</b>	In-Person RAC
	<ul style="list-style-type: none"> <li>• Examples of professional opportunities</li> <li>• Creating an online portfolio/resume</li> <li>• Social Media and Digital Footprints <ul style="list-style-type: none"> <li>○ Professional responsibilities and rules</li> </ul> </li> <li>• SEL- What is it and why is it important?</li> </ul>	<b><u>Assignment Due:</u></b> Video on Health or P.E. lesson (5-10 minutes)
Mar 28	<b><u>Week 10</u></b> <b>Chapter 14: Technology Resources</b> <b>Chapter 15 Legal Aspects of Technology Use</b>	<b><u>Distance – Zoom Synchronous</u></b>
	<ul style="list-style-type: none"> <li>• Copyright</li> <li>• Citing</li> <li>• Creative Commons</li> </ul>	<b><u>Assignments Due:</u></b> Discussion Post #4-Canvas
Apr 4	<b><u>Week 11</u></b> <b>The Bones of Building a Quality Blended Lesson</b> <b>Quiz #2: In Class</b>	In-Person RAC
	<ul style="list-style-type: none"> <li>• Classroom – Putting it together</li> <li>• Health Example</li> <li>• Gym – P.E. Examples</li> </ul>	<b><u>Assignments Due:</u></b> Lesson Ideas for Final - Worksheet 1. Health 2. P.E. Quiz #2
Apr 11	<b><u>Week 12</u></b>	In-Person: RAC
	Presentations of Health Lessons	Presentations
Apr 18	<b><u>Week 13</u></b>	In-Person: RAC
	Presentations of Health Lessons	Presentations
Apr 25	<b><u>Week 14</u></b>	In-Person: RAC
	Presentations of P.E. Lessons	Presentations
May 2	<b><u>Week 15 - Final Exam Week TR 4:30-7:10</u></b>	In-Person: RAC
	Presentations of P.E. Lessons	Presentations
	Final Portfolio Link Due with Additions	

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

- a. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- b. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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>).
- e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- a. Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto: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/>.

**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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto: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/>.



