



Revised

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health and Tourism**  
**Advanced Studies in Teaching and Learning Program (ASTL)**  
**PHED 670 –Analysis of Teaching in Physical Education**  
**Fall 2009**

**DAY/TIME:** Tues. 4:30-7:10 pm  
**PROFESSOR:** Dr. Linda Rikard  
**OFFICE LOCATION:** BRH 201, PW  
**OFFICE HOURS:** By Appointment

**CLASS LOCATION:** Enterprise Hall 276  
**EMAIL ADDRESS:** lrikard@gmu.edu  
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**COURSE DESCRIPTION:**

This course presents a variety of research methods for studying teacher and learner behaviors and for engaging the teacher as researchers and grant writers. Systematic observation tools are applied in the physical education setting. Reflective practice and learner assessment are addressed for teacher application. This course is designed for full time licensed teachers of physical education in schools.

**COURSE OUTCOMES:** At the conclusion of this course, class members will:

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.

**RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION**

PHED 670 is one of four required courses in the Physical Education Concentration in the ASTL Program. It is aligned with the School of RHT priorities to provide rewarding learning experiences, disseminate exemplary scholarship, and prepare professionals committed to service. The PHED Concentration is also aligned with the College of Education and Human Development priorities of diversity and equity, student development, high standards of research and research-based practices within the community. PHED 670 is inclusive of selected National Teacher Standards (*Moving Into the Future, National Standards for*

*Physical Education: A Guide to Content and Assessment*, 1995). The NASPE TEACHER STANDARDS set the framework for what teachers should know and be able to do:

3 - **Diverse Learners** - the teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to diverse learners.

4 - **Management and Motivation** - the teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6 - **Planning and Instruction** - the teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

7 - **Learner Assessment** - the teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity.

8 - **Reflection** - the teacher is a reflective practitioner who evaluates the effect of his/her actions on others and seeks opportunities to grow professionally.

**WORK REQUIREMENTS:** Class members are expected to attend class prepared to engage in dialogue related to the assigned readings and other weekly assignments. Written assignments must be typed and submitted when due for full credit.

#### **Required Text:**

Blankenship, B. T. (2008). *The Psychology of Teaching Physical Education: From theory to practice*, Scottsdale, Az: Holcomb Hathaway.

Veal, M. L. *Analysis of Teaching Physical Education*, In press.( *posted on Blackboard*).

#### **Other Resources:**

Blackboard Website: <http://courses.gmu.edu/>

Boyce, B. Ann (2003) *Improving Your Teaching Skills: A Guide for Student Teachers and Practitioners*, Boston: McGraw Hill.

#### **SUPPLEMENTAL RESOURCE**

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.  
(Abridged version located on blackboard is acceptable)

#### **Research and Professional Articles**

Articles that will be used to support learning in this class may be accessed through the GMU Library E-Reserves and E-Journals. *One of the most direct ways to access the E-Reserves is through the class Blackboard site by clicking on the External Links button.* Follow the instructions provided there for the E-reserves. The course password will be provided in class and posted under the link, as well. The GMU Library may also be directly accessed at: <http://www.gmu.edu>

E-journals include Research Quarterly for Exercise and Sport; Physical Educator; Sport, Education and Society; JOPERD; Teacher Education Quarterly; Educational Leadership; Kappan; Harvard Education Review; Teaching and Teacher Education and Review of Educational Research.

NASPE STARS Recognition of Excellence in Physical Education Programs (Retrieved from [www.aahperd.org/naspe/stars/index.html](http://www.aahperd.org/naspe/stars/index.html) on September 28, 2005.)

### MODE OF COURSE DELIVERY

The delivery of EDUC 670 is accomplished through a combination of experiential learning activities to meet the need of all learners and learning styles including:

- Class presentations consisting of mini-lectures, use of Power Point, etc
- Whole class and small group discussions
- Cooperative learning in small groups emphasizing learning from others
- Student sharing examples, projects and teaching/learning experiences
- Problem solving challenges
- Use of Blackboard

### GSE SYLLABUS STATEMENTS OF EXPECTATIONS

The Graduate School of Education expects all students to abide by the professional behaviors and dispositions cited on the website, <http://gse.gmu.edu>

**CEHD Core Values:** This class will engage five core values throughout the semester that include Social Justice, Collaboration, Research based practice, Innovation , and Ethical Leadership. We will include these values in our daily practices.

### HONOR CODE

Your work must be your own when given an assignment individually. All work by others must be documented for outside contributions. Students must follow guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible use of computing. Type in “Responsible Use of Computing” after logging onto <http://www.gmu.edu>

### STUDENTS WITH SPECIAL NEEDS

Students with disabilities who seek accommodations in a course must be registered with the Mason Disability Resource Center and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access DRC.

**Inclement Weather Policy:** <http://www.gmu.edu/facstaff/policy/newpolicy/2207adm.html>

Call GMU information by 6am on the day in question at 703-993-1000.

### COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

All students must use their Mason email addresses, use Blackboard and check emails daily.

1. Teacher analysis Project. Review and cite current professional and research literature that contribute to your reflection, analysis and improvement of your teaching. Use informal and formal instruments to examine your teaching and present an initial document for improving selected aspects of your curriculum and teaching goals based on your classroom data **100 pts, written document; 50 points, presentation (1<sup>st</sup> 4 weeks)**
2. Student learning project. Class members will administer learner assessments to determine student learning . (Standard 7) 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 valid, and reliable observational tools and other means of data collection that you may modify. You will reflect on the data to the degree of student learning and your teaching adaptations based on these findings. Presentations will be part of the assignment. (Standard 3-4) **100 pts., written document; 50 points, presentation (2<sup>nd</sup> 4 weeks).**

3. Grant writing experience. Class members will identify a small grant that will assist student learning. The type of grant will be determined by the need of the physical educator who researches the needs of students. Steps for grant developed will be presented in class using PowerPoint and each class member will submit the grant. (Standard 8) **100 pts**
4. Advance your use of technology in your classroom that increases student learning. **100 pts.**
5. Class members must be prepared to discuss assignments in detail and share pertinent points. (Standard 4)

### **PHED 670 Grading Scale**

<b><u>Grade</u></b>	<b><u>Course Points</u></b>
<b>A</b>	<b>475-500</b>
<b>A-</b>	<b>450-474</b>
<b>B+</b>	<b>425-445</b>
<b>B</b>	<b>415-420</b>
<b>B-</b>	<b>400-410</b>
<b>C</b>	<b>300-395</b>
<b>F</b>	<b>&lt;299</b>

### **MASON GRADUATE ACADEMIC STANDARDS – GRADING**

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

<b>Grade</b>	<b>Quality Points</b>	<b>Graduate Courses</b>
A+	4.00	Satisfactory / Passing
A	4.00	Satisfactory / Passing
A-	3.67	Satisfactory / Passing
B+	3.33	Satisfactory / Passing
B	3.00	Satisfactory / Passing
B-	2.67	Satisfactory* / Passing
F	0.00	Unsatisfactory / Passing

\*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.

**Important Dates:**           October 7-10, PETE Conference, Myrtle Beach, SC  
   November 5-8, 2009 – VAHPERD Conference, Virginia Beach  
   March 16-20, 2010 – AAHPERD National Convention, Indianapolis, IND

***NOTE:*** *Topics addressing Social justice, Ethical leadership, Research- based practice, Innovation & Collaboration will be addressed throughout the course.*

**Note:** **Faculty reserves the right to alter the schedule as necessary.**

			<b>TENTATIVE CLASS SCHEDULE</b>	<b>Revised 10/6/09</b>
T	Sept	1	<p>Course Introduction, Assignments</p> <p>The field of pedagogy research Using research to enhance pedagogy</p> <p>Examine PECAT</p>	<p>Syllabus, Grading, GMU Library services, ASTL</p> <p>Introduce Blank. Ch. 1, Psych of Teaching &amp; 2 Reinforcement; Veal. Ch. 1 &amp; 2</p>
T	September	8	<p>Research that informs &amp; improves teaching. Plans for informal observations</p> <p>PE Curriculum Assessment Tool <a href="http://www.cdc.gov/healthyyouth/pecat/">www.cdc.gov/healthyyouth/pecat/</a> p. 109, MS</p>	<p>Blank Ch 1 &amp; 2 ; Veal Ch 1&amp;2</p> <p>Examine your curriculum using PECAT</p>
T (Bkbd)	September	15	<p>Reading research. Doing research. Using research.</p> <p>Veal, Task 1 due on bkbd on Sept 14 (Bkbd assignment)</p>	<p>Blank Ch. 3, Modeling &amp; Ch 4, Children's moral development ; Connect to teacher dispositions</p>
T	September	22	<p>Use of Technology in the classroom Tasks 2 &amp; 3 due on Bkbd on Sept 21</p>	<p>Weiss, M. (2000 Sept). Motivating kids in Physical Activity. <i>Research Digest</i>, Series 3, No.11,1-8.</p>
T (Bkbd)	September	29	<p>Task 5, Time sampling of a single student's behavior, post on Sept 28. Choose Task 6 or 7 to complete. Apply both observations to Task 8.</p>	<p>Veal, Ch 3</p>
T	October	6	<p>Begin collecting data on two Clinical Tasks from 9-12. Complete summary Task 13.</p>	<p>Blank Ch. 5. Achievement goals</p>

T (Bkbd)	October	13	Tasks 14-16, Choose 2. Student assessment data  Examine observation tools for examining teaching: Time analysis, QMTPS, SOFIT &	Veal, Ch.4 Blank, Ch. 6, Self Perceptions
T	October	20	Grant Writing Continue student assessment plans	Ch. 5 Veal Class analysis
T	October	27	Grant writing in Physical Education Samples of previous grants	Chapter 6, Self-perceptions. Bowers, L. (2005). Physical Educators' Guide to Successful Grant Writing. Reston : NASPE. Rikard, G. L.(2008). Money for the asking. Small grant writing in PE. <i>JOPERD</i> , 79, 3-4,15. McKenzie, T., Marshall, S., Sallis, J. and Conway, T. (2000). Leisure-Time activity in school environments : An observational study using SOPLAY, <i>Preventive Medicine</i> , 30, 70-77.
T	November	3	<b><u>Due:</u> Teacher analysis project &amp; presentation</b> Discussion of attributions	Ch. 7, Attributions
T	November	10	Parts of grant development & justification of need.	Bring your #1 & #2 grant agency selection with applications from online. State need for the money.
T	November	17	Lifelong PA and health <b><u>Due:</u> Student Learning project</b>	Ch. 10, PA & Lifestyle Enhancement Bring 2 research studies in PE that examines this topic
T	November	24	How must the profession change?	Status of PE today. Readings
T	December	1	<b><u>Due:</u> Grant Assignment</b>	Class presents, discussion
T	December	8	<b><u>Due:</u> Use of technology for student learning</b>	
T	December	15	Overall teacher analysis/student learning projects 1 & 2: Using new knowledge	

### GRADING RUBRIC

Assignments	Points	Below minimal standard (F)	Minimal level of performance (C)	Competent (Clear Evidence) (B)	Accomplished with substantial evidence (A)
Teacher Analysis Project	150 pts	Poor writing and little effort is shown.	Writing is not clear in purpose and only provide a cursory summary of the content.	Major points are articulated and address the deeper issues facing teachers and students.	Major points assignments are clearly articulated and provoke higher order thinking and/or solutions to issues. <b>Provide theory and research to support data from clinical tasks</b>
Student Learning Project	150pts.	Project is unclear in purpose and outcomes. Collection and analysis shows little effort or understanding.	Project attempts to address its purpose but data and analysis is insufficient.	Project is well conceived with essential data and outcomes. Analyses are clear and cohesive.	Project is well conceived, clear and supported by convincing data. Analyses are in-depth and connected to clinical tasks. <b>Provide theory and research to support data from clinical task</b>
Writing and submit a Winning Grant	100 pts.	Grant is not researched adequately. Steps are omitted and writing is insufficient in detail.	Grant has the required steps but they are minimally addressed. Results are inadequate.	Grant shows depth in all steps and data is sufficient to address each section.	Grant is well written for all steps. Concise writing is evident and convincing.
Use of technology in the classroom and its impact on student learning	100 pts	Undeveloped	Lacks sufficient clarity	Documents and describes grant	Is concise with specifics and <b>support readings.</b>