

George Mason University
College of Education and Human Development
PhD in Education

EFHP 840 001– Doctoral Seminar in EFHP
3 Credits, Fall 2017

Fridays 12-1:20pm/On-line; Bull Run Hall 212, Science & Technology Campus

Faculty

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Prerequisites/Corequisites

Enrollment is limited to Graduate level students

University Catalog Course Description

Examines problem areas in Exercise, Fitness, and Health Promotion research, theory, or practice using a combination of self-directed, guided learning, and critical peer reviews in a seminar format. Offered by Recreation, Health & Tourism. May not be repeated for credit.

Course Overview

Various aspects of college and university teaching will be explored throughout the semester. Topics will include course preparation and design, instructional strategies, classroom management, student and faculty assessment. Students will be engaging in a scholarly teaching conference, demonstrating instructional strategies, and teach a university level course while being evaluated.

Course Delivery Method

This course will be delivered using a seminar format face to face and on-line through Blackboard.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Synthesize the professional literature and examine problem areas in exercise, fitness, and health promotion,
2. Critically review and apply theories, concepts, practices and philosophies in exercise, fitness, and health promotion using independent self-directed reflection, guided learning, and peer reviews,
3. Organize the themes and ideas associated with a chosen area of the exercise, fitness, and health promotion field,
4. Demonstrate the ability to communicate professionally in both written and oral forms,
5. Evaluate instructional techniques for the college and university level,
6. Design a course instructional plan that include a lesson plan,
7. Evaluate a teaching presentation,

8. Write a teaching philosophy,
9. Demonstrate a teaching method,
10. Analyze classroom management techniques, and
11. Survey a college instructor's professional career path.

Professional Standards

Not Applicable.

Required Texts

Fenstermacher, G. & Soltis, J. (2009). *Approaches to teaching*, 5th Edition. Teachers College; New York.

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching*, 9th Edition. Pearson; New York.

Recommended Text

Velez-Solic, A. (2015). *Teaching online without losing your mind: A comprehensive overview*. AVS Academic Services; Indiana.

Course Performance Evaluation

- **Assignments and/or Examinations**

- **Professional Instructor Interview**

Identify a faculty mentor (at Mason or elsewhere) who you respect as a good instructor/teacher and request a 20-30 minute interview. Discussion will focus on a variety of topics to be provided in class.

- **Teaching Demonstration**

The student will evaluate their performance as a teacher. Students will video a teaching demonstration in a course *that they are not currently* teaching. Students will use the 4 P's of planning a class, provide instructional objectives, and be evaluated by a peer and professional. Grading criteria will be provided. Demonstration and evaluation are to be completed by December 1.

- **Teaching Philosophy**

Based on experiences in learning and teaching, students will write a philosophy of teaching. The philosophy must reflect the student viewpoints, and the basic theories about learning and teaching. An initial draft and final draft will be completed. Grading criteria and instructions will be provided.

- **Instructional Strategy Demonstration**

Students will be assigned one instructional strategy from the *Models of Teaching* textbook that they will develop into a 10-15 minute presentation. At the beginning of the assigned class meeting, the student will demonstrate the instructional strategy to their classmates. Assignments and instructions will be provided.

- **Innovations in Teaching & Learning Conference**

Students will attend the conference on Friday, September 22, 2017 in leui of class attendance (including your early classes with Dr. Cortes and Dr. Martin). A written assignment will be required and instructions provided.

- **On-line Activities**

Throughout the semester, various activities including disussions, papers, etc will be required. Instructions and deadlines will be provided.

Description	Qty	Points Each	Total Points
Professional Instructor Interview	1	45	45
Teaching Demonstration	1	60	60
Teaching Philosophy- Initial Draft	1	10	10
Teaching Philosophy Final Draft & Reflection	1	20	20
Instructional Strategy Demonstration	1	60	60
Innovations in Teaching & Learning Conference	1	45	45
On-line Activities	12	5	60
			300

- **Other Requirements**

Attendance is expected.

- **Grading**

The student's final letter grade will be earned based on the following scale:

A: 279-300	(93%)
A-: 270-278.99	(90%)
B+: 261- 269.99	(87%)
B-: 240-260.99	(80%)
C: 219-239.99	(73%)
F: 0-218.99	(72%)

Professional Dispositions

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

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

Week	Topic	Assignment
(1)Aug 28-Sept 1	Introduction/Syllabus-Course Development	
(2)Sept 2-8	Course Design	
(3)Sept 9-15	Course Preparation	On-line Activity; <i>Approaches to Teaching chapters 1 & 2; Models of Teaching pg 1-36</i>
(4)Sept 16-22	No Sci Tech meeting; Innovations in Teaching & Learning Conference	On-line Activity, Innovations in Teaching & Learning Conference
(5)Sept 23-29	Developing your Teaching Approach	On-line Activity <i>Approaches to Teaching chapters 3 & 4</i> Teaching Philosophy Initial Draft Due

(6)Sept 20-Oct 6	Instructional Strategies-Modes of delivery	On-line Activity <i>Approaches to Teaching chapters 5 & 6</i>
(7)Oct 7-13	Instructional Strategies- Face to Face	On-line Activity; <i>Models of Teaching pg 1-34</i>
(8)Oct 14-20	No Sci Tech meeting	On-line Activity; Stearns Center Assignment
(9)Oct 21-27	No Sci Tech meeting	On-line Activity
(10)Oct 28-Nov 3	Instructional Strategies-On-line environment	On-line Activity Professional Instructor Interview
(11)Nov 4-10	Instructional Strategies-On-line environment	On-line Activity
(12)Nov 11-17	Assessment- course and instructor	On-line Activity
(13)Nov 18-24	Thanksgiving break...no face to face class	On-line Activity
(14)Nov 25-Dec 1	Assessment- Student	Teaching Philosophy Final Draft Due; Teaching Demonstration Due On-line Activity

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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 <http://ods.gmu.edu/>).

- Students must follow the university policy stating that all sound emitting devices shall be silenced 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/>.

E-mail Correspondence

Only messages that originate from a George Mason University address will be accepted. The following is an appropriate professional format:

Dear Dr. Caswell; (*Beginning salutation*)

I am looking forward to your class. (*Text body*)

Regards, (*Ending Salutation*)

First Name Last Name (*Your name*)

Technology Use During Class

As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. Additionally, *no laptop computers, Smart Phones, or other technology* will be permitted for use during class time; the exceptions are for use during presentations/projects, and technology deemed as necessary by the Office of Disability Services. Students utilizing various technology devices during class will be asked to leave class and will not be permitted to complete course work or receive any points for assignments that day.

Name Requirement on Assignments

Your first and last name **MUST** be on your papers when you turn them in. Failure to put your name will result in a 0 for the assignment.

Make Up Work

Students who are absent or who arrive late without an official university or a medical doctor's excuse will be no make-up quizzes or exams unless an excused absence has been warranted. Students who miss an examination, quiz or other class activity because of an excused absence must complete the assignment *within a week of the excused absence*. It is the student's obligation to pursue any make-up work.

Late Assignments

All work is due at the beginning of class time on the indicated day. **NO LATE WORK WILL BE ACCEPTED AND WILL RESULT IN A 0 GRADE.**