PHED 218-001 Technology in Health and Physical Education
2 Credits, Spring 2019
Thursday, 4:30-7:10 Class Location Recreation/Athletic Complex Room 2203– Fairfax

Faculty

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Prerequisites/Corequisites
None

University Catalog Course Description

Develop technology skills to support health and physical education instruction in school settings.

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. Describe the purpose of technology and its general uses to 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 of technology.
3. Demonstrate their ability to be good digital citizens (e.g. establishing an online presence and follow copyright, fair use, and netiquette guidelines).
4. Use multimedia to instruct, analyze performance, and model appropriate practices.
5. Use technologies specific to their content area to measure and evaluate student learning.

Professional Standards
National Initial Physical Education Teacher Education Standards (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 2. Skillfulness and Health-Related Fitness
Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
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.

International Society for Technology in Education
Standard 1: Facilitate and inspire student learning and creativity
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, innovation in bot face-to-face and virtual environments
Standard 2. Design and develop digital-age learning experience and assessments
Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.
Standard 3. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
Standard 4. Promote and model digital citizenship and responsibility
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Required Texts None

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**
Quiz #1, #2	20%	100
Assignments	60%	300
Project	20%	100
TOTAL	100%	500

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 blog and post on it on three different days throughout the semester focusing on a health topic. (four total posts 10 points each)
b. Develop a survey on a health topic using Google Forms.
c. Using a digital camcorder or Smart Phone and editing software (Microsoft Movie Maker, You Tube Editor or WeVideo) create and edit a digital video for use in a teaching presentation
d. Collaborate with a partner to create a podcast based on a health or physical education topic.
e. Create QR Codes linked to teaching videos.
f. Work with pedometers and heart rate monitors to collect fitness data of the class.
g. Develop a lesson plan integrating a health topic and technology to present to the class.
h. Develop a lesson to be used in physical education utilizing technology in the gymnasium

- Final projects:
  You will be required to create a screen cast tour of your completed website explaining the completed assignments.

  - **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.

The following scale will be used:

o Two (2) absences are permitted
o Two (2) "tardies" = 1 absence*
o Two (2) "early departures" = 1 absence*
o 3 absences = 20 grade points
o Each additional absence = 15 points

*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

- **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 expected to exhibit professional behaviors and dispositions at all times.

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 24	Week 1	
	Introduction Syllabus Technology Survey Ice breaker	Survey Biography Health Topic
	Introduction to Technology in Physical Education Types of Technology Z drive – shared folders	Create Blog Wiki
Jan 31	Week 2	
	Computers 101 Discussion Technology Use I Cloud Computing Website Design	Blog Post #1 Parent Newsletter Google Sites
	Social Media Social Networking Copyright Procedures Internet Security	Netiquette Create Social Policy
Feb 7	Week 3	<mark>Distance</mark>
	Text-Based Documents Print Material Guidelines Electronic Guidelines	Word clouds Wordle
	Data Manipulation Organized web research	Photo sharing Website and Google Forms
Feb 14	Week 4	<mark>Distance</mark>
	Using Images Digital Camera Image Edit Applications	Parent Permission Forms Graphic Organizer, Popplet Task Cards
	Google Drive/Docs Shared Folder	File sharing Dropbox
Feb 21	Week 5	
	Quiz #1	Blog Post #2
	Online Presence Discussion	Google + Facebook and Twitter
Feb 28	Week 6	<mark>Distance</mark>
	Using Video Selecting a Video Camera Wireless Microphone	IMovie Animation Application Youtube
	Using Audio Audio Systems Sound Systems	Audacity Podcasts Vodcasts

Mar 7	Week 7	Distance
	Video creation Creating a Virtual Gym	Storyboards Video
	Using Telecommunications /Podcasting	Discussion Board / Blogs
Mar 21	Week 8	
	Instructional Software Selection and Review	Simulation Lab
	Design a Lesson Plan aligned with Standards	Brain games/puzzle makers Drill, Practice Apps
Mar 28	Week 9	Distance
	Using Apps for Physical Education Blooms Taxonomy for Apps	Hudltechnique Coaches Eye
	Using Apps for Health Education	Fooducate IMuscle, Quizlet First Aid by American Red Cross
Apr 4	Week 10	Distance
	Quiz #2	Blog Post #3
	Assessing Student Learning Fitness Reporting	Grading Spreadsheets
Apr 11	Week 11	
	iPads – iPods QR Codes	Cell Phones
	Measuring Devices Fitness Data Collection	Heart Rate Monitors Pedometers
Apr 18	Week 12	Distance
	Interactive Devices Fitness Lab	Cell Phone Polling Clickers
	Interactive Aerobic Equipment	Reaction Type Game
Apr 25	Week 13	Distance
	Skill Related Equipment	Video Capture Virtual Reality XR Board/Wii
	Online PE Qualities of Effective Distance Learning Types of Online Learning Final Project Using Technology Tools for Teachers	Scavenger Hunt Web Tutorials Electronic Field Trips Project Google Sites
May 2	Week 14	
	Presentations of Health Lesson	Interactive Power point, Webpage, Podcast, Video
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May 9	Week 15 – Final Exam Week	Distance
	Presentations of Health Lesson	Interactive Power point Webpage, Podcast, Video
	Presentations of Physical Education Lesson	Interactive Power point Webpage, Podcast, Video

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 University 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/ .

ABOUT INSTRUCTOR PAUL AGNER: I have both my undergraduate and master's degree from George Mason University. I live in Burke Virginia with my wife and daughter. I teach Health & Physical Education and Teachers for Tomorrow at Lake Braddock Secondary school.   I am a department chair for the Physical Education department and I am a two time teacher of the year nominee. Being an educator is the greatest job in the world. I never have to go to work – because I get to go to school! Email is the best way to make contact with me. I check my email often and will respond within 24 hours.