

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

EFHP 840 DL1– Doctoral Seminar in EFHP
3 Credits, Fall 2020
Fridays 9-11:40am/On-line

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 on-line through Blackboard.

This course will be delivered online 75% using synchronous and 25% asynchronous formats 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 @masonlive.gmu.edu) and email password. The course site will be available on 8-24-2020.

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. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
 - 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: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]
Because asynchronous courses do not have a “fixed” meeting day, our week will start on [Day], and finish on [Day].
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- 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 in the **Class Schedule** section of this syllabus. 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. *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 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 an active teaching method,
10. Analyze classroom management techniques, and
11. Survey a college instructor's professional career path.

Professional Standards

Not Applicable.

Required Texts

- McKeachie, W.J. (2014). McKeachie's teaching Tips, 14th edition. Wadsworth; California.
- Nunn, L.M. (2019). 33 simple strategies for faculty: a week-by-week resource for teaching first-year and first-generation students. Rutgers University Press; New Jersey.

Recommended Texts

- Angelo, T. A. & Cross, K. P. (1993). Classroom assessment techniques, 2nd edition. Jossey-Bass; California.
- 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.
- Velez-Solic, A. (2015). Teaching online without losing your mind: A comprehensive overview. AVS Academic Services; Indiana.

Course Performance Evaluation

- **Assignments and/or Examinations**

- **Introductory Video**

Students will create a video that introduces themselves to the class. Videos will be posted on Blackboard in the assigned Discussion Board. A response will be provided to each student's video post.

Due Date	Description	Course Objective	Points
8-27; 12pm	Submit Video on Blackboard Discussion Board	---	10
8-28; 8:30am	Respond at least 1 time to each classmate	---	10

- **Professional Instructor Interview**

A faculty mentor (at Mason or elsewhere) who the student respects as a strong instructor/teacher will be identified. The student will request time for a 20-30 minute interview. Directions for the interview and reflection paper are provided on Blackboard.

Due Date	Description	Course Objective	Points
9-11; 11:59pm	Submit Name and date of Professional Instructor Interviewee on Blackboard	---	5
10-16; 11:59pm	Interview Reflection Paper	4, 11	35

- **Teaching Demonstration**

The student will practice and evaluate their performance as an instructor. The student will identify a course *that they are not currently* teaching at the university level. Working in cooperation with the instructor of record, the student will use the 4 P's of planning a class, provide instructional objectives, utilize an instructional and evaluation technique, and be evaluated by the instructor of record. A video of the teaching demonstration will be recorded for your reflection. Assignment details and grading criteria are provided on Blackboard.

Due Date	Description	Course Objective	Points
10-9; 11:59pm	Teaching Demonstration Information	---	5
12-4; 11:59pm	Teaching Demonstration Reflection	2, 4, 5, 6, 9, 10	65

○ **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 will be submitted at the beginning of the semester, and final draft will be completed that should show growth and understanding expanding on the initial draft. Information about how to write a philosophy and assignment submission are on Blackboard.

Due Date	Description	Course Objective	Points
9-4; 11:59pm	Initial draft teaching philosophy	2, 4, 8	10
12-4; 11:59pm	Final draft teaching philosophy	2, 4, 8	20

○ **Instructional Strategy Demonstration**

Students will be assigned one instructional strategy from the *Models of Teaching* textbook and will develop a 10-15 minute class presentation to demonstrate the technique. At the beginning of the assigned class meeting, the student will demonstrate the instructional strategy utilizing classmates as their “students.” Sign up and instructions are on Blackboard.

Due Date	Description	Course Objective	Points
9-11; 11:59pm	Select instructional strategy via Blackboard	---	5
As assigned	Instructional Strategy Demonstration	2, 4, 6, 9	45

○ **Innovations in Teaching & Learning Conference**

Students will attend the conference on Friday, September 21-25, 2020 in leui of synchronous class attendance.

-Attend at least 4 hours of sessions throughout the week (take screenshot)

-Attend the Friday 10am Keynote address (take screenshot)

-Contribute to PowerPoint Presentation

Due Date	Description	Course Objective	Points
9-21 to 9-25	Post Screenshots of sessions attended	---	10

9-21-10-1; 11:59pm	PowerPoint Presentation Contribution	3, 4, 5	30
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- **On-line Question, Quotation, Comment (QQC) Activities**

Throughout the semester, the student will submit a QQC on the assigned reading in the Discussion section of Blackboard.

Due Date	Description	Course Objective	Points
By 12pm Thursday before the Class date throughout semester as per syllabus calendar	QQC Discussion	1, 2, 3, 4, 5	50

Grading Overview

Description	Qty	Points Each	Total Points
Video Introduction	1	20	20
Professional Instructor Interview	1	40	40
Teaching Demonstration	1	70	70
Teaching Philosophy- Initial Draft	1	10	10
Teaching Philosophy Final Draft & Reflection	1	20	20
Instructional Strategy Demonstration	1	50	50
Innovations in Teaching & Learning Conference	1	40	40
On-line QQC Discussions	10	5	50
			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 :	252-260.99	(84%)
B-:	240-251.99	(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 24- Aug 28	Introduction to the Course	-Video Introduction on Discussion Board -Video Intro Discussion Board Response -QQC Discussion Board (not graded) <i>McKeachie: pg 1-26</i> <i>Nunn: pg 1-45</i>
(2) Aug 29- Sept 4	Course Design & Development -Syllabus -Objectives	-Teaching Philosophy Initial Draft Due -QQC Discussion Board 12pm Thursday before Class date <i>Nunn: Week 2</i>
(3) Sept 5- 11	Course Development & Preparation -Class Planning	-Select instructional strategy for demonstration thru Blackboard -Submit Name and date of Professional Instructor Interviewee on Blackboard -QQC Discussion Board 12pm Thursday before Class date <i>Nunn: Week 3</i>
(4) Sept 12- 18	Developing your Teaching Approach -Learning & Teaching Theories	-QQC Discussion Board 12pm Thursday before Class date <i>McKeachie: pg 139-149</i> <i>Nunn: Week 4</i>
(5) Sept 19- 25	No Friday Meeting; Innovations in Teaching & Learning Conference- Sept 21-25th	-Innovations in Teaching & Learning Conference on-line assignment: Screenshots and PowerPoint Slide creation <i>Nunn: Week 5</i>
(6) Sept 26- Oct 2	Active Learning & Lecture	-QQC Discussion Board 12pm Thursday before Class date -Respond to Innovations in Teaching & Learning Conference PowerPoint Presentation Assignment

		<i>McKeachie: pg 29-37, 58-72, Chpt 14 & 15</i> <i>Nunn: Week 6</i>
(7)Oct 3- Oct 9	Flipping the Classroom & Discussion	-QQC Discussion Board 12pm Thursday before Class date <i>McKeachie: pg 39-56, Chpt 16 & 18, 19</i> <i>Nunn: Week 7</i>
(8)Oct 10- 16	Instructional Strategies-On-line environment	-QQC Discussion Board 12pm Thursday before Class date -Professional Instructor Interview <i>McKeachie: Chpt 17</i> <i>Nunn: Week 8</i>
(9)Oct 17- 23	Student Assessment	-QQC Discussion Board 12pm Thursday before Class date -Submit Information on Blackboard about Teaching Demonstration <i>McKeachie: pg 73-134</i> <i>Nunn: Week 9</i>
(10)Oct 24-Oct 30	Classroom behavior management	-QQC Discussion Board 12pm Thursday before Class date <i>Nunn: Week 10</i>
(11)Oct 31-Nov 6	Teaching with Cultural Competence to Diverse Students	<i>McKeachie: Chpt 12 & 13</i> <i>Nunn: Week 11</i>
(12)Nov 7- Nov 13	Course and Instructor Assessment	-QQC Discussion Board 12pm Thursday before Class date <i>Nunn: Week 12 & 13</i>
(13)Nov 14-Nov 20	College Teaching & Learning Resources; Future of College/University Teaching	-QQC Discussion Board 12pm Thursday before Class date <i>McKeachie: Chpt 20-23</i> <i>Nunn: Week 14 & 15</i>
(14)Nov 21-Dec 4	No Synchronous Class Meeting- Individual Student Meetings	-Teaching Philosophy Final Draft Due -Teaching Demonstration Due
<i>Nov 27</i>	<i>No Class- Thanksgiving</i>	

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 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 <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, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible 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.

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.**

Student Acknowledgement of Syllabus

I, _____, by affixing my signature below, attest to the following:

*I have read the course syllabus for EFHP 840 in its entirety, and I understand the policies contained therein.

*I have a clear understanding of the due dates for assignments, and I accept responsibility for knowing when due dates are approaching.

*I am aware that failure to complete the proficiencies by the dates assigned will result in failure of the course.

*I understand the instructor reserves the right to alter the provided schedule as necessary, and I am responsible for obtaining the most current version from Blackboard.

*I accept responsibility for reading announcements that are sent to me via email or posted to Blackboard.

Signature

Date

(Student Copy: This copy should remain attached to your syllabus.)

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Student Acknowledgement of Syllabus

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*I understand the instructor reserves the right to alter the provided schedule as necessary, and I am responsible for obtaining the most current version from Blackboard.

*I accept responsibility for reading announcements that are sent to me via email or posted to Blackboard.

Signature

Date

(Instructor Copy: This copy should be signed and returned to course instructor no later than the second class meeting.)