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

PHED 218-001 Technology in Health and Physical Education
2 Credits, Spring 2021
Thursday, 4:30-7:10 Class Location- RAC Room and Blackboard Collaborate– 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
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
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 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.

- 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.

- **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:
- 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

*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

- **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 27	**Week 1** **Chapter 1: Introduction**	In Person: RAC
	- Introduction - Syllabus - Technology Poll - Technology Overview: Tech in Health and P.E? - Tech Integration versus Blending Learning: Is there a difference? - Ice breaker - Create Google Classroom and Canvas Free Accounts	
Feb 3	**Week 2** **Chapter 2: Management Technology**	In Person: RAC
	- LMS: Google Classroom, Canvas, Schoology - Online, Blended or Both? - What to do when you don't have a choice: Integrating technology F2F, online or both. - Using learning management systems - Creating a Google Site	<u>Assignment Due:</u> Create Free Accounts Google Classroom and Canvas
Feb 10	**Week 3** **Chapter 3: Communication Technology**	In-Person: RAC
	- APPS/youtube/zoom/teams - Padlet - PearDeck - Kahoot - Quizlet - Polls - Flipgrid - Thinglink - QR Codes - Approved or not? - Student Access - Spreadsheet – PE APPS - How to turn a F2F lesson into an online lesson using APPS - WELNET, adding fitness scores	<u>Assignment Due:</u> QR Code to Google Site
Feb 17	**Week 4** **Chapter 4: Technology for the Health Education Classroom Instruction**	In-Person RAC
	- We have tech, why not leverage it? - Integrating technology into Health Lessons - Should we always use technology? - When it is appropriate and not? - Slide Decks and Hyper docs P.E. Apps Presentations – In Gym	<u>Assignment Due:</u> P.E. App/added to spreadsheet
Feb 24	**Week 5**	In-Person RAC

	Chapter 5: Technology for Motivation **Chapter 6: Technology for Lifelong Health and Fitness**	
	• Ways to incorporate useful technology to encourage lifelong health and wellness. • How does technology help motivate students in Health and P.E.? • Do all students have access to technology for movement? • Exit Tickets – Google Forms	<u>Assignments Due:</u> 1. Quiz #1 2. Discussion Post #1 Response – Google Classroom
Mar 3	**Week 6** **Chapter 7: Meeting Special Needs and Abilities Through Technology** **Chapter 8: Online Instruction and Remote Supervision**	In-Person RAC
	• Professional responsibilities, laws, and options for accommodating all students using technology. • Ways to meet students where they are using technology. • Example of Adapted P.E. class: why using technology could be a major upgrade. • Creating an appropriate online learning environment. • Managing classrooms @ a distance. Tips and Tricks	<u>Assignments Due:</u> Exit Ticket – Google Form Health or PE related
Mar 10	**Week 7** **Chapter 10: Other Forms of Technology for Assessment**	Distance – BB Collaborate: Synchronous
	• Online Assessments • Apps • Peer Reviews	<u>Assignments Due:</u> Discussion Post #2 Response – Google Classroom
Mar 17	**Spring Break – Enjoy!**	No Class
Mar 24	**Week 8** **Chapter 11: Basic Digital Video Recording and Editing**	In-Person RAC
	• Using video to enhance Health and P.E. • Video recording resources • Examples	<u>Assignments Due:</u> Discussion Post #3- Canvas
Mar 31	**Week 9** **Chapter 12: Technology for Professional Development** **Chapter 13: Technology for Advocacy**	Distance – BB Collaborate: Synchronous
	• Examples of professional opportunities • Creating an online portfolio/resume • Social Media and Digital Footprints o Professional responsibilities and rules • SEL- What is it and why is it important?	<u>Assignment Due:</u> Video on Health or P.E. lesson (5-10 minutes)
Apr 7	**Week 10** **Chapter 14: Technology Resources** **Chapter 15 Legal Aspects of Technology Use**	In-Person RAC
	• Copyright	<u>Assignments Due:</u> Quiz #2

	• Citing • Creative Commons	Discussion Post #4-Canvas
Apr 14	**Week 11** **The Bones of Building a Quality Blended Lesson: P.E.**	In-Person RAC
	• Classroom – Putting it together • Health Example Gym – P.E. Examples	<u>Assignments Due:</u> Lesson Ideas for Final 1. Health 2. P.E.
Apr 21	**Week 12**	In-Person: RAC
	Presentations of Health Lessons	Presentations
Apr 28	**Week 13**	In-Person: RAC
	Presentations of Health Lessons	Presentations
May 5	**Week 14**	In-Person: RAC
	Presentations of P.E. Lessons	Presentations
May 12	**Week 15 - Final Exam Week TR 4:30-7:10**	In-Person: RAC
	Presentations of P.E. Lessons	Presentations

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 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.

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/.