

**KSPE 7120**  
**Physical Education Pedagogy**  
**3 SEMESTER HOURS**

---

**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of KSPE**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
**(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

## **REQUIRED TEXTBOOKS**

\*American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

\*Other course readings will be located online through the Blazeview or VSU Library website.

\*You will need the following videos for this class.

1. Teachers
2. Dangerous Minds
3. Mr. Holland's Opus
4. Music of the Heart
5. Stand and Deliver
6. Dead Poets Society

There are a few different options on how to obtain these videos.

- You can rent them from your local library, video store or online: Blockbuster, RedBox, Net Flicks, etc.
  - Some of these movies are getting a little older now, so you should check the availability of all the videos at the **beginning of the class**.
- If the videos are unavailable at your local video store, you can order them online from Amazon at [www.amazon.com](http://www.amazon.com) or Wal-Mart at [www.walmart.com](http://www.walmart.com).

### **Online Resources:**

- All correspondence via e-mail in this class **must** be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system **will not** be accepted. Students should check their VSU e-mail accounts daily for class updates or announcements.
- All students are required to become familiar with their VSU Blazeview account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview. Students must check their Blazeview class site daily for class requirements. To access Blazeview – <http://blazeview.valdosta.edu/webct/entryPageIns.dowebct>
- In addition students are to purchase and become familiar with their Livetext computer program. <https://college.livetext.com/> for assignment submissions.
- Students will also locate and utilize additional websites and readings as needed to support assignments and projects.

## **COURSE DESCRIPTION**

A critical study of teaching skills that have been shown to be effective in fostering student achievement, including teacher planning, classroom management, discipline, diversity, and professionalism and ethics.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

(identify those that apply to the course)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

### **COURSE OBJECTIVES (CO):**

- Read and analyze research articles related to effective teaching (classroom management, student questioning, feedback, discipline, assessment and evaluation, diversity).
- To explore how the findings on research on teacher planning and decision making relate to practice.
- To examine characteristics of expertise in teaching physical education.
- To examine how the findings on research on classroom management and discipline relate to practice.
- To examine how the findings on research on assessment relate to practice
- To describe the variables that promote student learning in physical education.
- To analyze sources and potential effects of teacher expectations.
- To examine diversity issues related to teaching physical education.
- To identify advantages and disadvantages of alternative instructional approaches for meeting needs within the classroom environment.
- To describe and analyze current issues related to what students should learn in the name of physical education.
- To explore the varied roles for technology in supporting the emerging visions of schooling, teaching, and learning.
- To plan, implement and evaluate one's own teaching.

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

**Discussion Boards** –Each week you will be asked to communicate through a class Discussion Board your thread your reactions to class readings and movies. The Discussion Board posts should demonstrate an understanding of the topical unit and reflect a personal position. You are to respond to at least four classmates posting. You should ask a question, agree, disagree, pose a question, etc. to what is being said. You should read **ALL** postings. A detailed explanation of the assignment can be found on the class Blazeview

**Lesson Plans** – Students will be asked to submit six lesson plans throughout the semester. Each submission coincides with a discussion topic, readings and video reflection. In short, each lesson plan should progressively improve with your last lesson plan being excellent from beginning to end.

**Videotaped Segments** – Students will be asked to submit six VSU lesson plans & two (2) videotaped segments documenting one’s teaching experiences in terms of course contents. The first videotaped segment will be a full-lesson taught to a class **at the beginning of the semester**. This video will be used for reflection papers/discussions throughout the semester. The second videotaped segment will be a full-lesson taught in class towards the **end of the semester**.

**Video Reflection Paper** – A reflective paper of the videotaped lessons will compare the lessons based upon readings and learning.

**Reflective Analysis Papers** -Students will be asked to analyze one’s teaching experiences in terms of course content through reflective analysis papers. By providing in-depth and insightful information from their personal teaching experiences it allows students to add a personal introspection that should lead to a personal improvement plan. It is expected that you are a practicing K-12 PE teacher or have access to a group of K-12 PE students that you can teach a minimum of one class per week.

**Final Reflective Practice Paper/ATOI/Field Placement Form** - At the end of this semester, students will submit a one- to two-page paper that describes how this experience of reflecting on your practice has or has not facilitated your growth as a K-12 physical education teacher. An advanced teacher observation and Field Placement form will also be completed at the end of the semester.

### **NCATE Standards**

- 1a. Knowledge of content in movement and pedagogy.
- 1b. Knowledge of how to represent content knowledge to make it comprehensible to learners (i.e., pedagogical content knowledge).
- 1c. Knowledge of processes and methods of systematic intentional inquiry about learning and teaching in physical education.
- 2a. Teaching reflects understanding and application of content knowledge and pedagogical content knowledge appropriate to the learners, the learning environment and long- and short-term outcomes/goals.
- 2b. Teaching reflects integration of planning, instruction and assessment as a unified process to achieve long- and short-term outcomes/goals.
- 2c. Teaching reflects differentiation of instruction based on personal and cultural characteristics of learners.
- 2d. Teaching reflects systematic inquiry about the practice and the learners served.

## Course Expectations

1. **Course Syllabus** – *It is the responsibility of each student to read this syllabus in its entirety. This is the agreement between the instructor and the student; failure to read and understand this document is no excuse for failure to meet and/or complete the course requirements contained within. If you have any questions or if you do not understand any part of this document, contact the instructor for clarification.*
2. **Staying on Track** - One of the biggest hazards in a distance learning environment is getting behind. Although you get to choose when to work during the week, you must complete your assignments on time! You must complete the activities within the specified time period to get credit. If you find yourself getting behind, due to an emergency or unexpected circumstance, let me know as soon as possible.
3. Have access to a K-12 physical education class in order to teach at least one class a week. The course is designed for current K-12 teachers so it is hoped that numerous lessons will be available for the purpose of reflecting on the concepts being covered.
4. Have the technology needed to complete class assignments (internet, computer, Livetext, video camera, tripod, etc.).
5. Complete all reading assignments and PowerPoint's in order to participate in on-line discussions.
6. Complete and post on-line all word processed class assignments in a timely manner.
7. **Late Assignments:** Assignments are expected on the due date. Late material, without prior approval of the instructor, will receive a grade of zero (0).
8. **Makeup work/Alternate Assignments:** Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

## COURSE EVALUATION

**Evaluation-** will be conducted impartially and will be based on your ability to: (a) adhere to directions when completing assignments, (b) demonstrate comprehensiveness when completing assignments, (c) contribute insightfully to class discussion, and (d) develop as a professional.

Discussion Boards	30%
Videotape/Lesson Plan Reflections	20%
Reflective Analysis Papers	25%
Final Reflection	20%
LiveText Documents (End of Semester)	5%
Total	100%

## GRADING SCALE

- 90 - 100 % = A
- 80 - 89 % = B
- 70 - 79 % = C
- 60 - 69 % = D
- < 60 % = F

Discussion Boards – Discussion boards begin on each Wednesday and end at midnight on each Sunday night of the given week. Students are expected to contribute three original posts that add to the discussion question – one per day. Each student must respond at least three times to other students’ original posts – one per day. All posts and responses should be thoughtful (agree/disagree, pose question, elaborate on point) and grades will reflect this level.

Videotape/Lesson Plan Reflections – Each student will videotape two lessons during the semester (weeks 2 and 15). Those videos will be submitted via drop box along with the lesson plan. The first lesson can be with any grade/demographic and any lesson plan can be submitted. This video will be used for reflection throughout the semester. Therefore, this should be the best example that you can produce! The second videotape/lesson plan submission via drop box during week 15 will use the VSU lesson plan and be the best example of teaching and reflect the learning of the semester. Each student will write their final reflection using this video in comparison with the first lesson video/lesson plan.

Reflective Analysis Papers – Throughout the semester, each student will write 4-6 page reflection papers based upon readings and movies. These papers should consist of the following parts:

1. Title page
2. Summary of reading/movie
3. Analysis of reading/movie
4. Professional Reflection – What this means to all physical educators as a field/professionals
5. Personal Reflection – What this means to you as a physical educator and how you might change your pedagogy.

This type of reflection cannot be done quickly but will take time and thought. All reflections must be concise, thoughtful and follow APA format. Any paper that is not in APA format will be graded as a 0% automatically. APA format is the standard for our field and is expected at all times.

Final Reflection – The final reflection paper will compare the first videotaped lesson with the second. This type of reflection cannot be done quickly but will take time and thought. All reflections must be concise, thoughtful and follow APA format. Any paper that is not in APA format will be graded as a 0% automatically. APA format is the standard for our field and is expected at all times.

More information will be provided by mid-term regarding this assignment.

LiveText Documents (End of Semester) – Completing all LiveText documents will be the basis for this grade.

## **TURNITIN.COM**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see [Turnitin for Students](#).

## **ATTENDANCE POLICY**

Students, who do not log into the class within the first two days, will be withdrawn from the course. It is expected that students will check the course website every Monday morning, if not daily, in order to see what is expected for the week. Students should check their email daily. If you use another e-mail account more frequently is recommended that you forward VSU email, if necessary, to avoid missing any important e-mails from your professor

## **PROFESSIONALISM**

It is expected that all students are enrolled in this class for serious educational pursuits and that their conduct will preserve an atmosphere of learning.

Students will:

- Participate in activities that enhance collaboration and lead to professional growth and development.
- Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- Communicate in ways that convey respect and sensitivity.

## **Drop Policy**

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average.*" The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.

## **ACADEMIC INTEGRITY**

The following are professional expectations for all students in the Department of Kinesiology and Physical Education:

### **Writing/Grammar Competencies**

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Demonstrated mastery of formal Standard English and APA format is required in all aspects of the course. If you need assistance with your writing skills, help is available from the Writing Center on campus. Mastery in electronic communication, including review/edit features and how to attach files to emails, is expected. You must monitor email regularly and inform the instructor of any email problems or changes.

## **Course Requirements and Assignments**

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

## **Diversity**

A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for the abilities and beliefs of all learners are the benchmarks of effective professionals.

## **Technology**

As part of our conceptual framework, the College of Education is committed to preparing professional teachers who are technology competent. As a result, technology has been infused into our education courses as directly related to effective teaching and student learning. You will be submitting assignments electronically.

- Backup your work on more than one disk.

\*\*\*\*Please note that the terms of this syllabus (specifically the course schedule) may be changed as circumstances require. Students will be informed of such changes as quickly as possible to minimize any inconvenience.

## **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.



3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

### **ACCESSIBILITY STATEMENT \***

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

## **INSTRUCTOR**

Name: Dr. Matthew Grant

Office Number: PE Complex Room 171

Telephone Number: 229-333-5461 or 706-247-9035

Email Address: [matgrant@valdosta.edu](mailto:matgrant@valdosta.edu)

Office Hours: Posted on office door. At times due to staff meetings, research, and/or student teaching observations I may be out of the office during certain office hours. The best way to schedule a meeting with me would be to make an appointment by e-mailing [matgrant@valdosta.edu](mailto:matgrant@valdosta.edu) . Students might consider an alternative method of contact as I am on Skype.

### Tentative Outline

Week	Topic	Assignment
Week 1	Introduction	*Review Syllabus *Discussion Board 1) Getting to Know you, 2) Educational Issue, & 3) Effective Teaching *Read – Teaching Functions (Effective Teaching/Pedagogy) – Rosenshine & Stevens
Week 2	Teacher Planning	*Week 2 Readings *Discussion Board: 1) Teacher Planning: Giving Teachers the Tools They Need & 2) Teacher Planning Action Research Project *Video full lesson (Lesson #1) and submit with lesson plan – best example expected
Week 3	Review VSU Planning L. Plan Format	*Week 3 Readings *Discussion Board: How teachers plan lessons and tasks *Write Reflective Analysis – planning
Week 4		*Review the movie Dead Poets Society *Discussion Board – Reflective (Dead Poet Society) *Teach lesson using VSU Lesson Plan Format *Write Reflective analysis – of your teaching (Plan)
Week 5	Classroom Management & Discipline	*Week 5 Readings *Discussion Board 1) Reaction to Readings *Write Reflective analysis – Class management
Week 6		*Review the movie Stand & Deliver *Discussion Board – Reflective paper (Stand & Deliver) *Write Reflective analysis –classroom management/discipline (Video/LPlan Analysis)
Week 7	Evaluation & Assessment	*Week 7 Readings *Discussion Board 1) Reaction to Readings *Write Reflective analysis –Eval & Assessment
Week 8		*Review the movie - Music of the Heart *Discussion Board – Reflective paper (Music of the Heart) *Write Reflective analysis – evaluation/assessment (Video/LPlan Analysis)
Week 9	Learning Theories	*Week 9 Readings *Discussion Board 1) Reaction to Readings *Write Reflective analysis – learning theories
Week 10		*Review the movie - Mr. Holland’s Opus *Discussion Board – Reflective paper (Mr. Holland’s Opus) *Write Reflective analysis –learning theories (Video/LPlan Analysis)
Week 11	Professionalism & Ethics	*Week 11 Readings *Discussion Board 1) Reaction to Readings *Write Reflective analysis – Prof & Ethics
Week 12		*Review the movie -Teachers *Discussion Board – Reflective paper (Teachers) *Write Reflective analysis – professionalism/ethics (Video/LPlan Analysis)
Week 13	Diversity	*Week 13 Readings *Discussion Board – Reaction to Readings *Write Reflective analysis – Diversity
Week 14		*Review the movie –Dangerous Minds *Discussion Board – Reflective paper (Dangerous Minds) *Write Reflective analysis – diversity (Video/LPlan Analysis)
Week 15	Overall Reactions	*Discussion Board – Overall Reactions to Class content, delivery, etc. *Video full lesson (Lesson #2) and submit with VSU lesson plan – best example

		expected
Week 16	Finals Week	*Submit Final Reaction Paper *Submit ATOI - Livetext *Field Placement Paperwork - Livetext