

Course Syllabus

KINE 3010 - Instruction and Technology in Kinesiology (2 cr.)

Instructor

Dr. Peter Hastie, 176 Kinesiology Building, 844-1469 hastipe@auburn.edu

Office hours: Mon/Wed: 10-11 Other times by appointment.

Course Description

This course has been designed to help students have a greater understanding of the various technologies that are available for use in the field of kinesiology in general, and those relating to physical education specifically. Students will develop mastery in the creation and application of a series of selected technologies throughout the course.

Course Organization

The course is organized around the completion of a number of technology modules. Each module must be completed "to mastery" in order for the student to receive credit. A student's grade is determined by the number of modules which have received "mastery" status.

Students are able to submit materials at any time during the course for feedback and notification with respect to mastery. The instructor is available for consultation during scheduled class times, but classes will not formally meet outside the first two weeks.

Assessment

There are 2 compulsory and 8 elective modules available for completion.

Students grades are determined by the number of modules they achieve to a status of mastery.

Number of modules mastered	Grade
8	A
7	B
6	C
5	D
less than 5	F

Module 1 (required)

Designing and sharing web pages

1. View the following video concerning Google Sites (
<https://www.youtube.com/watch?v=iVrZWPqI8UU>)



2. Read the following link concerning Google Sites (<http://www.google.com/sites/>)
3. Choose a template and begin designing your page.
4. check out <http://support.google.com/sites/answer/97520> ?
5. Your page will be the introduction page with links to the various modules you will include in this course. Create a link from the introduction page to other webpages that at this point contain the relevant tasks for that module.
6. Send your Google Sites URL to the instructor.

This module is due by February 1, 2015.

Module 2 (required)

Video editing

1. Using any video editing software (e.g., I-Movie, Windows Movie Maker etc.), create a movie that contains the following attributes. (i) video footage, (ii) photos, (iii) title and ending slides, (iv) transitions, (v) subtitles, (vi) music or voice overs
 - <http://www.video2mp3.net/>
 - see Auburn fight song.mp3 as a sample for practice
2. The content of the video is to be titled “My Activity Profile”, in which you tell your story as an active mover in sports, recreational activities or fitness.
3. Make a link to your video on your Google Sites webpage.
4. Send an email to your instructor that you have uploaded the movie.
5. This module is due by February 10, 2015.

Optional Module 1

Podcasting

1. Give a description of a podcast, and explain how these might be useful to a physical education teacher or a fitness trainer in a health facility
2. Find 5 YouTube videos that have their focus on podcasts. Provide the link and for each, provide a critique of that video in terms of its ease of use, utility, production, and the extent to which it helped you in understanding or making a podcast.
3. What would be a podcast you could do in physical education?
4. Create and upload a podcast
5. Find 10 Websites or other electronic resources (text and video) that focus on podcasts. For each, give a summary of the key content of that website.

Optional Module 2

Skill analysis apps

1. Describe what are “skill analysis apps”?
 2. Examine the following apps and describe what they can do. (CoachMyVideo, Ubersense, and Coaches Eye). For each of these apps, provide critiques from users about their functionality, ease of use, and practicality
 3. Use one of these apps (or another you find) to do an analysis of a friend’s skills. Take shots and present a PowerPoint presentation of what you did and how you demonstrate your skill using the app.
 4. Find 10 Websites or other electronic resources (text and video) that focus on skill analysis apps. For each, give a summary of the key content of that website.
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Optional module 3

QR Codes

1. What are QR codes?
 2. Find 5 YouTube videos that have their focus on QR codes. Provide the link and for each, provide a critique of that video in terms of its ease of use, utility, production, and the extent to which it helped you in understanding or making QR codes.
 3. What ways could you use QR codes in physical education?
 4. Create a QR code and link it to a web page
 5. Find 10 Websites or other electronic resources (text and video) that focus on QR codes. For each, give a summary of the key content of that website.
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Optional Module 4

Presentation media: PowerPoint and Prezi

1. What are PowerPoint and Prezi?
 2. Find 5 YouTube videos that have their focus on either PowerPoint or Prezi. Provide the link and for each, provide a critique of that video in terms of its ease of use, utility, production, and the extent to which it helped you in understanding or making multimedia presentations.
 3. What ways could you use presentation media in physical education?
 4. Create a presentation using either PowerPoint (include at least 3 pages with animations, images and external links) or Prezi.
 5. Find 5 Websites or other electronic resources (text and video) that focus on presentation media. For each, give a summary of the key content of that website.
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Optional Module 5

Pedometers

1. What is a pedometer? What are the different types of pedometers that are available on the market?
2. What are the advantages of using pedometers in physical education?
3. What ways could you use pedometers in physical education?
4. Find 5 YouTube videos that have their focus on pedometer use in physical education. Provide the link

and for each, provide a critique of that video in terms of its ease of use, utility, production, and the extent to which it helped you in understanding how pedometers are a valuable tool for physical educators.

5. List and critique 10 different pedometers (cost, utility, teachers' reviews)
6. Find and critique 4 websites that provide pedometer lesson plans
 1. In this critique, link the content to the Alabama State Course of Study for Physical Education

Optional Module 6

Heart rate Monitors

1. What are heart rate monitors? What are the different types of heart rate monitors available on the market?
2. What are the advantages of using heart rate monitors in physical education?
3. What ways could you use heart rate monitors in physical education?
4. Find 5 YouTube videos that have their focus on heart rate monitor use in physical education. Provide the link and for each, provide a critique of that video in terms of its ease of use, utility, production, and the extent to which it helped you in understanding how heart rate monitors are a valuable tool for physical educators.
5. List and critique 4 different heart rate monitors (cost, utility, teachers' reviews)
6. Find and critique 4 websites that provide heart rate monitor lesson plans
 1. In this critique, link the content to the Alabama State Course of Study for Physical Education

Optional Module 7

Health assessment technologies

1. What are health assessment technologies? What are the different types?
2. What are the advantages of using health assessment technologies in physical education?
3. What ways could you use health assessment technologies in physical education?
4. List and critique 5 YouTube videos that discuss various health assessment technologies
5. List and critique 4 different health assessment technologies (cost, utility, teachers' reviews)
6. Find and critique 5 websites that discuss health assessment technologies

Optional Module 8

Edmodo

1. What is Edmodo? Why might it be useful for physical education?
2. List and critique 5 YouTube videos that discuss Edmodo
3. What would be an Edmodo site you could create for use in physical education?
4. Create and upload an Edmodo page within the class website ... include text, images and external links
5. Invite 5 other class mates and the instructor to your page
6. Find and critique 5 websites that discuss Edmodo

Optional Half point modules

The following modules are available for 1/2 credit. That is, you would need to complete 2 of these to gain a 1 credit equivalent. Of course, you could do 4 to achieve 2 credits.

Human Body apps (½ credit)

1. What are human body apps?
2. For 6 apps, describe what they do and provide critiques from users
3. Websites and other resources (text and video) – summary of 5

Using cameras and video in physical education (½ credit)

1. What are ways in which cameras and video can be used in physical education?
2. List and critique YouTube videos
3. What are potential child protection issues when using visual media? How can these be addressed?
4. What are some relevant factors that promote quality filming and image capture (i.e. How do you take good images?)
5. Websites and other resources (text and video) – summary of 5

Google Drive (½ credit)

1. What is Google Drive?
2. Why might it be useful for physical education?
3. List and critique YouTube videos
4. Create a google drive platform and share are file with the instructor
5. Websites and other resources (text and video) – summary of 5

Large screen display (½ credit)

1. What is necessary for large screen display?
2. View and critique the following website [<https://thepegeek.com/>] 10 ways you can use a large screen display in pe (july 28, 2014)

Class Policies

Attendance: It is expected that students taking a professional education class will take every opportunity to maximize class time. With respect to this class, it means not scheduling any other activities (work or leisure) during the scheduled class time, in order that students can work on projects or meet with the instructor.

Plagiarism: All assignments and any other written or electronic work must reflect the individual efforts of each student. Please refer to the Tiger Cub for information regarding academic honesty.

Cell Phones: As a courtesy to everyone, please turn off your cell phone during class. If you have a compelling reason for leaving your phone on, please let me know at the beginning of class. Also, please do not text–message during class.

Best Work: Students are expected to show evidence of thorough reading of the topics that are studying. Please take

pride in your work and be motivated to do your best work in this class; if you are, you will gain the maximum benefit from the course.

Unannounced Quizzes: There will be no unannounced quizzes in this class.

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in educational settings, they are expected to demonstrate professional behaviors as defined in the College of Education's conceptual framework. These professional commitments or dispositions are as follows: 1) engage in responsible and ethical practices, 2) contribute to collaborative learning communities, 3) demonstrate a commitment to diversity, and 4) model and nurture intellectual vitality.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting.

If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

It is the student's responsibility to inform the instructor of any medical conditions or allergies that may affect in class participation or performance. Students with any health problems should have completed a Health Referral Form.