

**Auburn University**  
**College of Education**  
**Department of Kinesiology**

**1. Course Number:** KINE 7300

**Course Title:** Content and Pedagogy in Physical Education

**Credit Hours:** 3 (lecture) semester hours

**Class:** Tuesday 5:30 – 7:00 PM

**Pre-Requisites:** None

**Co-Requisites:** None

**Syllabus Prepared:** December 2008, Distributed January 2009

**2. Instructor:** Dr. Peter Hastie

**Email:** hastipe@auburn.edu

**Office:** 2081 Coliseum (mailbox Coliseum 2050)

**Phone:** 334-844-1469

**Office Hours:** Tues/Thu: 3- 5pm

**3. Texts:** Selected research articles from journals will be posted on the class website. Students will also contribute readings to the class wiki.

**4. Course Description:** This course is designed to help prepare students to teach physical education grades K-12. The course will include a study of instructional strategies appropriate to teach elementary and secondary physical education and also provide further information on appropriate content.

**5. Course Objectives:** The objectives in the Pedagogy portion of the course deal with understanding appropriate physical education instructional strategies and in improving instructional skills. The Content portion of the course deals with understanding the content of various curriculum models that are available in physical education.

**6. Course Content/Outline: (*SUBJECT TO CHANGE*)**

<b>1/13</b>	Introduction <ul style="list-style-type: none"><li>• course requirements</li><li>• expectations</li><li>• syllabus details</li><li>• current state of physical education content and pedagogy</li></ul>	
<b>1/20</b>	Sport Education 1	<u><a href="#">Reading 1</a></u> -- What is sport education and how does it work?

	<ul style="list-style-type: none"> <li>• basis of the model</li> <li>• fundamental pedagogy</li> <li>• content selection</li> </ul>	<a href="#">Reading 2</a> -- Sport education, a retrospective
<b>1/27</b>	Sport Education 2 <ul style="list-style-type: none"> <li>• season and lesson design</li> </ul>	<a href="#">Reading 3</a> -- Russian students' participation in and perceptions of a season of Sport Education  <a href="#">Reading 4</a> -- Skill and tactical development during a sport education season.
<b>2/3</b>	Sport Education 3 <ul style="list-style-type: none"> <li>• assessment</li> </ul>	<a href="#">Reading 5</a> -- Effects of a sport education intervention on students' motivation.
<b>2/10</b>	Child-designed games 1 <ul style="list-style-type: none"> <li>• introduction and key principles</li> </ul>	<a href="#">Reading 1</a> - Games making  <a href="#">Reading 2</a> - Games making evaluated
<b>2/17</b>	Child-designed games 2 <ul style="list-style-type: none"> <li>• practical session</li> </ul>	
<b>2/24</b>	Adventure Education: Concepts and basic philosophy <ul style="list-style-type: none"> <li>• place of adventure in physical education</li> <li>• relationship to national standards</li> <li>• challenge by choice</li> <li>• full value contract</li> <li>• experiential learning cycle</li> <li>• sequencing, framing, and debriefing adventure activities</li> </ul>	<a href="#">Reading 1</a> -- Developing life effectiveness through adventure education
<b>3/3</b>	Adventure Education: Challenge course adventure experiences	<a href="#">Reading 2</a> -- Walsh and Gollins

	<ul style="list-style-type: none"> <li>the exhilaration of challenging oneself</li> <li>the improvement of self-esteem and confidence</li> <li>the accomplishment of well-made goals</li> <li>the safety of supportive environment</li> <li>the opportunity to practice appropriate choice-making</li> </ul>	
<b>3/10</b>	<p>Technology in physical education</p> <ul style="list-style-type: none"> <li>relationships to national standards</li> <li>fitness testing equipment</li> <li>videocassette, laser disc players, and camcorders</li> <li>computers and peripherals</li> <li>telecommunications</li> <li>computer-assisted instructional and assessment software</li> <li>multimedia systems.</li> </ul>	<p><a href="#"><u>Reading 1</u></a> -- Integrating technology into physical education</p> <p><a href="#"><u>Reading 2</u></a> -- Using technology for assessment</p> <p><a href="#"><u>Reading 3</u></a> -- Notebooks and handhelds</p>
<b>3/17</b>	<i>Spring Break</i>	
<b>3/24</b>	<p>Project-based learning in physical education</p> <ul style="list-style-type: none"> <li>what is PBL?</li> <li>four reasons to try PBL</li> <li>changes in instructional practice</li> <li>avoiding pitfalls</li> <li>assessment</li> </ul>	<p><a href="#"><u>Reading 1</u></a> -- Projects that power the mind</p> <p><a href="#"><u>Reading 2</u></a> -- Implementation and assessment</p> <p><a href="#"><u>Reading 3</u></a> -- Motivating PBL</p>
<b>3/31</b>	Open topic	
<b>4/7</b>	<p>Cooperative learning in physical education</p> <ul style="list-style-type: none"> <li>foundations</li> <li>teaching and learning features</li> </ul>	<p><a href="#"><u>Reading 1</u></a> -- Effects of CL on performance of 6th graders</p> <p><a href="#"><u>Reading 2</u></a> -- CL: Theory and pedagogy</p>

	<ul style="list-style-type: none"> <li>• teacher expertise and contextual needs</li> <li>• assessing learning</li> <li>• grade level adaptations</li> </ul>	
<b>4/11</b>	Physical education for lifelong fitness	<a href="#">Reading 1</a> -- Evidenced based physical activity  <a href="#">Reading 2</a> -- Comparison of peer and teacher assessment of fitness
<b>4/18</b>	Open topic	

## 7. Course Requirements:

Component	Details	Value
Class involvement	Participation in class discussions	20 %
Reading summaries	For each reading, you are to write a 400 word summary (with headings), and a critique of the paper.	30 %
Novice teacher mentoring	Each student in the class will serve as a teaching mentor for a novice student from the KINE 3300 class. You will meet with that student each week during the semester and review their teaching performance and help them develop their competencies video.	20%
Class Wiki	<p>A class wiki has been set up so that all students can make contributions directly to that site.  pbwiki.com will send an email to your Auburn user ID for you to register.</p> <p>You are to make at least three entries per week. One will be in the form of an article or reading you have found relating to the course, and the second will be in the form of a response to another student's contribution -- either as a reaction to their reading or mentoring program. The third entry will be a significant issue you found during your teacher mentoring.</p>	30 %

Grading System: A (100 – 90), B (89 – 80), C (79 – 70), D (69 – 60), and F (59 and below)

**8. Course Requirements/Policies:** On a fundamental level, your commitment to this course (i.e., readings, thinking, discussions and intellectual engagement, and completion of all assignments—is integral to your success. As such, students are expected to attend *all* class sessions; be punctual; and come prepared (with your books/readings and the day's assignments read/completed in their entirety beforehand) and contribute to class discussions. ***Attendance & Punctuality*** Attendance is mandatory, so plan accordingly. ***Students who have 2 unexcused absences will drop one letter grade in their overall grade. Students who have 3 unexcused absences will drop two letter grades in their overall grade. Students who have 4 or more absences will receive a failing grade.*** Also, class sessions begin promptly. Two late arrivals will constitute one absence.

Please note that an absence is no excuse for any missed assignments. To this end, students are responsible for *all* assignments covered during their absence; and, on such occasions, students are strongly encouraged to obtain lecture and discussion notes, as well as other valuable course information, from a reliable student or studious cohort in the class.

***Participation & Classroom Conduct*** Students should be aware of the importance their participatory role plays in not only class discussion, but also to the learning process itself. As a space of critical engagement and collaborative learning, the classroom is an environment wherein the transmission of knowledge occurs. As such, students are highly encouraged to operate as agents—generating and contributing to lively, critical, and insightful discussions—rather than passive consumers in the classroom. While open dialogues, as well as diverse, varying viewpoints are encouraged and welcome, students should always respect the opinions and subject positions of all students and the instructor, whether or not they are in accord with your own. Please refer to *The Tiger Cub* for delineated policies regarding Classroom Behavior at Auburn University.

***Academic & Intellectual Honesty*** All work you submit *must* represent and constitute your own work. Plagiarism and other forms of intellectual dishonesty, such as cheating, are very serious offenses. Please consult the guidelines of Auburn University regarding the —Student Academic Honesty Code in *The Tiger Cub*, to which I will adhere. Also, I will report *all* instances of plagiarism and forms of academic/intellectual dishonesty to the Academic Honesty Committee.

***Withdrawal Policy*** According to the withdrawal policy, as specified by Auburn University, students may withdraw from this course by ***January 29, 2009*** with no grade assignment. Students who withdraw by February 28, 2009 will receive the designation W on their transcript.

***Students with Special Need Accommodations:*** All students regardless of ability and/or background are entitled and welcome to fully engage in my course, as well as the academic, social, and intellectual life of Auburn University at large. Any student

who is affiliated with the Program for Students with Disabilities (PSD), and who needs or may potentially need special accommodations in this course, should schedule a meeting, which will remain confidential, with me as soon as possible to ensure that his/her needs are met. Students making a request should bring an Accommodation Memo and Instructor Verification Form to the meeting; and, in the event they do not have either or both of these, please contact the Program for Students with Disabilities (1244 Haley Center, 844-2096) to schedule an appointment.

***Office Hours, Email, and Webstie Policies*** Students are *always* welcome and strongly encouraged to see me after class, during office hours and scheduled appointments to discuss assignments, grades, course goals and objectives, and their progress, as well as any other aspects of their work in the course. Email is the best method of correspondence, especially when students cannot otherwise meet with me in person during office hours. With the exception of weekends, holidays, and unanticipated circumstances, students who email me may expect to receive a response to their query within 48 hours. Additionally, all course materials and other relevant components of this course are posted on the class website.

***Professionalism*** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- ☐ Engage in responsible and ethical professional practices
- ☐ Contribute to collaborative learning communities
- ☐ Demonstrate a commitment to diversity
- ☐ Model and nurture intellectual vitality

***Cellular Phones*** Cellular phones **MUST** be turned off and put away (i.e., not visible) during class. This includes texting, viewing calls, and any other aspects of receiving or transferring message via cellular phones.