Course Syllabus

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

***Instructor***

Dr. Peter Hastie, 176 Kinesiology Building, 844-1469 [hastipe@auburn.edu](mailto: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 a combination of class lectures, practical sessions, and the completion of required and individual technology modules.

***Class schedule***

|  |  |  |
| --- | --- | --- |
|  | **Monday** | **Wednesday** |
| Jan |  | 11  Course outline  [KINE 3010 first lesson 2017.pptxPreview the documentView in a new window](https://auburn.instructure.com/courses/1028122/files/94211875/download?verifier=LEMUawS2YUZ65queAgHanhON2HyIa9aRcrDlpAhJ&wrap=1) |
|  | 16  *no class Martin Luther King Jr. Day* | 18  **Developing your resume**  [Tip Sheet Resume Writing.pdfPreview the documentView in a new window](https://auburn.instructure.com/courses/1028122/files/93867343/download?verifier=hC6HNPORb0NrBiD6seaywbsvTHUOlAf3TAQMAVac&wrap=1) |
|  | 23  **Designing and sharing web pages** | 25  **Designing and sharing web pages**   1. Send your Google Sites URL to the instructor. 2. Your google site will need to include    * header    * horizontal navigation    * sidebar    * custom footer    * main page 3. The site will have a pre-selected theme, or you can color the different aspects of the site yourself. 4. Include a table in the main page that lists all the modules you need to complete for this class. 5. The table will have links to the individual pages for those modules 6. List the modules on the side bar, in the order that matches those in the table on the main page. 7. Change the fonts of all the various aspects of your site so they match. |
| Feb | 1/30  [**Using cameras and video**Preview the documentView in a new window](https://auburn.instructure.com/courses/1028122/files/101563222/download?verifier=qPYoYqZV8I2Pfc3tIpb2iLMoyX37wQRYJR7WWjdq&wrap=1) | 1**Using cameras and video (lab)** |
|  | 6  **Video editing** | 8 **Video editing** |
|  | 13  **Video editing** | 15  **Presentation media: PowerPoint** |
|  | 20  **Presentation media: PowerPoint** | 22  **Presentation media: Prezi** |
| Mar | 2/27 **Pedometers** | 1  **Pedometer lesson plans** |
|  | 6  **Skill analysis apps** | 8  **Skill analysis apps** |
|  | 13  *no class Spring Break* | 15  *no class Spring Break* |
|  | 20  **QR Codes** | 22  **QR Codes** |
|  | 27  **Optional modules (no formal class)** | 29  **Optional modules (no formal class)** |
| Apr | 3  **Optional modules (no formal class)** | 5  **Optional modules (no formal class)** |
|  | 10  **Optional modules (no formal class)** | 12  **Optional modules (no formal class)** |
|  | 17  Open date | 19   Open date |
|  | 24  **Presentations** | 26  **Presentations** |

***Assessment***

* Required assignments = 60%
* Elective assignments = 15%
* Resume and review = 10%
* Presentation = 15%

***Optional Assignments***

**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.

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**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

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**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

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**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

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**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)

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***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.