CONTACT INFORMATION:
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CATALOG DESCRIPTION:
Prerequisite: Permission of Instructor
- Examination and analysis of current issues and trends in physical education.

INSTRUCTOR’S DESCRIPTION:
Current issues in physical education include: (1) engaging students during class and outside of class, (2) helping students find meaning in physical activity, (3) helping students become critical thinkers and problem solvers for positive life choices and self-directed learning, and (4) centralizing students in the learning process as the teacher. In this course we will examine and practice trends of progressive instruction regarding sport related games to tackle the above issues. We will examine learning theories of Constructivism and Probabilistic Modeling; and touch on Complexity Theory. These theories for learning are in the vain of engaging students in critical inquiry and encompass multiple ways of knowing and meaning making. The specific game centered approach we will focus on and practice is Teaching Games for Understanding (TGfU). This approach works well at the secondary levels and can also be incorporated into the elementary levels with fundamental motor development. *The learning theories we will examine produce a teaching style that can be utilized in any subject or grade level.*

COURSE ORGANIZATION:
This is an asynchronous class, meaning that both students and the instructor will sign in to the course pages on their own schedules and work independently of each other. There are certain items to consider to insure that this course is a good choice for you.

1. Have stable Internet access, intermediate-level computer skills, and familiarity with the PLATO course environment. Inability to access the site, navigate the pages, or open files will not excuse you for missed or late assignments.
2. Complete ALL “Basic Level” course assigned readings and assignments at an
“acceptable” achievement level and rigor to earn a “C”. Complete one or more negotiated projects to earn a grade of “B” or “A”.

3. Have basic skills in Microsoft Word (or a similar word processor).

4. Check-in to the course several times per unit and post responses to the discussion topics for the week. (I.e. take time to consider others’ responses to develop a learning community; take time to help others understand; consider not only your own learning, but also the learning of others in this course).

5. Start each unit’s assignments towards the beginning of the unit, so as to work out any problems (technological or otherwise) as early as possible.

6. Contact the instructor if you have difficulties.

7. Students who currently teach will have opportunities to implement the approaches in their own classrooms and reflect on that practice with others. Those who do not teach courses will have alternative assignments to engage in the material.

8. Students should have the ability OR develop an ability to engage in on-line virtual spaces (microphone and camera tools; spaces such as Jing, Youtube, Voicethread, etc.) and be able to videotape projects and share on-line (using digital camera or from camera phone, e.g.).

9. This course is designed to meet a basic level of understanding regarding TGfU and it is also designed so that you learn by engaging, interacting, and creating with peers in this course. High-level discussion, reflection, and peer critiques are expected. Additionally, creating sustainable pieces of work to engage self and future generations is expected.

REQUIRED TEXT & SOFTWARE:

Text:
1. Teaching sport concepts and skills: a tactical games approach
   Stephen A. Mitchell, Judith L. Oslin, Linda L. Griffin
2. Teaching and learning team sports and games
   Jean-Francis Grehaigne, Jean-Francois Richard, Linda L. Griffin.
3. Teaching games for understanding: theory, research, and practice
   Linda L. Griffin, Joy I. Butler
4. More teaching games for understanding: moving globally
   Joy I. Butler, Linda L. Griffin

Non-required text, but useful for elementary levels:
5. Sport foundations for elementary physical education: a tactical games approach
   Stephen A. Mitchell, Judith L. Oslin, Linda L. Griffin

*Additional readings will be provided or requested prior to being assigned.
*We will read in all books; however, we will not read all chapters.
Software/Programs:
* Jing (5 min. visual pod casting) – download at: http://www.techsmith.com/jing/
* Voice Thread – download at: http://voicethread.com/
* You will need access to microphone and video-chat camera on or with your computer to visit with others or me during virtual office hours using the program, which I have uploaded onto PLATO. (Virtual Office).

*As you download software/programs please keep a log of your username and password so that you can access these instruments quickly and easily.

MEETING ARRANGEMENTS:
To meet with the professor during the course, the professor will hold “virtual office hours”. Office hours will be determined after consensus with the group and negotiation with the professor. You may also contact the professor via email in PLATO. Please do not email the professor at her personal address except for extreme emergency (hbohler@westfield.ma.edu). The reasoning is that this email fills up quickly each day and I am often unable to respond until all emails have been cleared or deleted. Additionally, it is easier for me to keep track of different course issues if emails are separated by course.

ASSIGNMENTS:
You will have a variety of assignments ranging from readings, discussions, short papers, peer critique and implementation/application practice. Some assignments may require that you videotape your performance and submit a small piece to the group. You will lead and engage in multiple professor and peer evaluated discussions. You will also have multiple readings, reflections, activities, and opportunities to implement concepts into your teaching (if currently teaching). Additionally, you will negotiate 1-2 culminating project/s. These negotiations can take place as early as the student is ready to begin to discuss options related to the material.
COURSE OBJECTIVES: By the end of this course the student will be able to:

1. Outline current issues in schooling and physical education.
2. Discuss use of constructivist practices and TGfU as a means to tackle current issues in schooling and physical education.
3. Begin to effectively use TGfU concepts in your own class or practice.
4. Accurately advocate for constructivist and probabilistic learning approaches.
5. Accurately advocate for sport related games and TGfU.
6. Apply constructivist teaching/learning techniques into your own practice and/or thought.
7. Develop effective questioning techniques.
8. Develop adaptation, exaggeration and representation game forms.
9. Effectively use play space and boundaries for game forms.
10. Identify and discuss tactical problems within games.
11. Explain the games classification system.
12. Discuss transfer and use the concept for lesson planning and teaching.
13. Use observation techniques to formulate questions, FREEZES, and next steps within a lesson.
15. Discuss and distinguish developmentally appropriate game forms at the elementary, middle and high school levels.
16. Discuss how to effectively implement TGfU, theories, and other course components.
17. *Write a JOPERD or Strategies equivalent article for an idea you want to expand upon related to this course content or negotiated equivalent project.
18. *Develop a unit for yourself or others or other negotiated self-fulfilling project.
19. *Apply for a grant to improve your school's implementation of appropriate practices that involve concepts discussed in this course.
20. Identify your own strengths and weaknesses in teaching sport related games, within traditional approaches and within TGfU.
21. Be a “Community Member” of TGfU International Organization, at a minimum.
NEGOTIATED COURSE ASSESSMENT AND GRADING:

Course grades will be negotiated. Negotiating course grades means that a contract will be established between the student and the professor. A minimal level of work is expected from all students with acceptable achievement and rigor. Students may then choose alternative assignments to achieve higher grades. These alternative assignments are negotiated between individual students and possibly groups of students and the professor. Each party agrees to the work and the “acceptable” achievement and rigor (See expectations below).

“C” Grade
It is expected that the student will perform the “Base Level” of work at an “acceptable” level of achievement and rigor to earn the grade of a “C” in the course, no less.

“B” Grade
In addition to “Base Level” work, an extension assignment to sustain yourself in complex teaching is to be completed at an “acceptable” level of achievement and rigor to earn the grade of a “B” in the course. (E.g. creating a 12-lesson unit for future use, specific items you are working on in your practice related to this course to be outlined and planned, “self-study” or action research, curricular development, etc.)

“A” Grade
In addition to “Base Level” work and “2nd Level” work, an extension assignment of sustaining/engaging others in complex teaching, to be completed at an acceptable level of achievement and rigor, must be conducted to earn the grade of “A” in the course. (E.g. Developing a practitioner article or other negotiated project, presenting a workshop, etc.).
Assignments at “Base Level” that are not completed at an acceptable achievement level or rigor, with the exception of two opportunities to revise work (total), will result in a final grade of “F”. Two revision opportunities are in place for you to get accustomed to expected caliber of work. Students with unacceptable work will be unable to advance to second and third levels of negotiated grading. Negotiated secondary and tertiary projects not completed or not acceptable are considered a breech of contract and will result in a course grade of “F”. In other words, consistent acceptable performance and completion of all assignments is expected.

“Base Level” work is predominantly associated with your ability to read, ask questions, brainstorm, effectively discuss ideas with your classmates, and practice TGfU components in your own work at a rigorous level. This is a very basic level of expectation and responsibility assumed to you upon enrolling in this course. The professor will be available to answer questions, provide feedback, and view drafts for the growth of negotiated secondary and tertiary work. Additionally, students will have opportunities to evaluate each other’s work and will be expected to assess with critical thought.

Example of Simple Rubric for Discussion, Peer Evaluation, Etc.

0 = poor work or inquiry, lack of effort, no thought or critical understanding.

Un-acceptable

1 = Fair work or inquiry, still needs some work or re-conceptualization, keep working you are not there, yet. I know you can do better.

Un-acceptable

2 = Good work or inquiry, you are working out the kinks and doing good thinking, keep pushing forward, you can do more.

Acceptable

3 = WOW! Excellent work or inquiry, you are developing well and thinking above and beyond, keep challenging yourself!

Acceptable
NEGOTIATED COURSE ASSESSMENT AND GRADING CONTINUED:

**BASE LEVEL OF EXPECTATIONS AT A RIGOROUS LEVEL (“C” in the course)**
1. Readings/ Discussion Questions (multiple venues)
2. Readings/ Reflection on own views/practice (multiple venues)
3. Leading discussion/peer assessment (Blog/thread / Voicethread)
4. Practice/implementation/reflection and peer critique (journaling, youtube, jing, Voicethread, Blog/thread, hands on practice with own students)

**2ND LEVEL OF EXPECTATION AT A RIGOROUS LEVEL (“B” in the course)**
5. In addition to base level work, develop and engage in a self-sustainment project for your future practice. (E.g. considerable unit; at least 12 lessons). This project and level of work is to be negotiated with the course professor.

**3RD LEVEL OF EXPECTATION AT A RIGOROUS LEVEL (“A” in the course)**
6. Develop and engage in a project to sustain and engage others for years to come: (E.g. Writing assignment for JOPERD/Strategies or other negotiated project such as holding a workshop, etc.). This project and level of work is to be negotiated with the course professor.

**POTENTIAL TOPICS RELATED TO COURSE READINGS:**
Current issues in schools/ Use of specific models and theories to tackle issues in PE
TGfU: Why was it developed?
TGfU concepts
Play, game, and sport: Differences and meaning
Game categories/ Breaking down the game
Implementing TGfU / Constructivism
Questioning and Problem Solving
Modifying games: Exaggerations, adaptations; Read, respond, react
Complexity Theory
Delight and creativity
Game as teacher/ Links to video game learning
Skills and tactics un-separate/ Link to skill themes and movement concepts
Research on TGfU/ Communities of practice
More than games and understanding: Social change
Games continuum and teaching profile: Where am I now?