

WELCOME TO: MOVP 0620: CURRENT ISSUES IN PHYSICAL EDUCATION

CONTACT INFORMATION:

Dr. Heidi R. Bohler, 227 Woodward Center, Westfield State University Office Phone: 572-5363 E-mail: hbohler@westfield.ma.edu

CATALOG DESCRIPTION:

Prerequisite: Permission of Instructor

-Examination and analysis of current issues and trends in physical education.

INSTRUCTOR'S DESCRIPTION:

In this course we will examine and practice trends of progressive instruction regarding sport related games. We will examine learning theories of Constructivism and Probabilistic Modeling. Both of these theories for learning are in the vain of engaging students in critical inquiry and encompass multiple ways of knowing and meaning making. Specific teaching/learning models we will focus on and practice include: Teaching Games for Understanding and Sport Education. Both of these models work well at the secondary levels and can also be incorporated into the elementary 4th-5th levels. The learning theories we will examine produce a teaching style that can be utilized in any subject or grade level.

COURSE ORGANIZATION:

This course is a “click and brick” course, meaning that we will meet both on-line and in the classroom. Classroom meetings will account for less than half of the course time and will occur intermittently on Tuesdays from 4-6:25 PM. You will need access to the WSU’s on-line learning site, PLATO. Reading, course work, and discussions will predominantly be conducted on-line. Classroom meetings will be used for practice and engagement with the models and clarification of questions and ideas. Students who currently teach will have opportunities to implement the approaches in their own classrooms and reflect on that practice with others.

REQUIRED TEXT & SOFTWARE:

Text:

1. Teaching sport concepts and skills: a tactical games approach

[Stephen A. Mitchell](#), [Judith L. Oslin](#), [Linda L. Griffin](#)

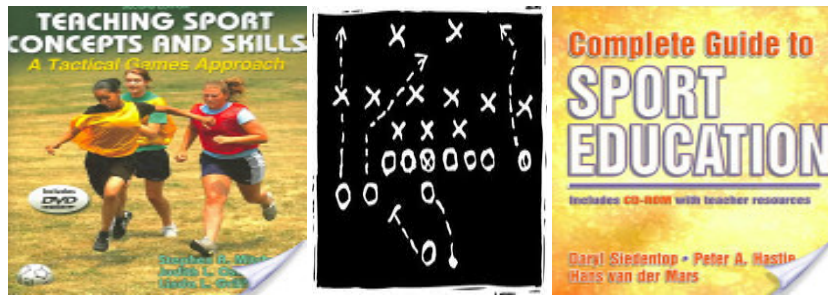
http://books.google.com/books?id=hr_jDN6QVpoC&sitesec=reviews0 Reviews

Human Kinetics, 2006 - 547 pages

2. Complete guide to sport education

[Daryl Siedentop](#), [Peter A. Hastie](#), [Hans Van der Mars](#)

<http://books.google.com/books?id=aaTWCcyyV4kC&sitesec=reviews0> Reviews



WELCOME TO: MOVP 0620: CURRENT ISSUES IN PHYSICAL EDUCATION

Human Kinetics, 2004 - 171 pages

REQUIRED TEXT & SOFTWARE CONTINUED:

*Additional readings will be provided or requested at a later date.

Software/Programs:

*Jing – download at: <http://www.techsmith.com/jing/>

*Voice Thread - download at: <http://voicethread.com/>

*You will need access to microphone and video camera on or with your computer to visit with me during virtual office hours using the program Eluminate, which I have uploaded onto PLATO.

MEETING ARRANGEMENTS:

To meet with the professor during the course, the professor will hold “virtual office hours” from 6:30-7:30PM each Thursday. You may also contact the professor via email in PLATO. Please do not email the professor at her personal address except for extreme emergency.

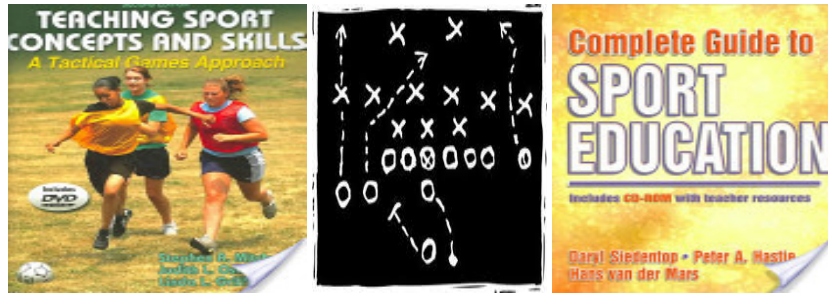
ASSIGNMENTS:

You will have a variety of assignments both via PLATO and assignments that will be due during our class meetings. Additionally, you will be asked to implement some of the strategies in our class meetings. You will lead and engage in multiple graded discussions. You will also have multiple readings, reflections, and activities.

COURSE OBJECTIVES:

By the end of this course the student will be able to:

1. Effectively use the two models of instruction in their own classes.
2. Advocate for constructivist and probabilistic learning approaches.
3. Advocate for sport related games and models based instruction.
4. Apply constructivist teaching/learning techniques into their own teaching.
5. Identify, explain, and use concepts of models based instruction.
6. Use effective questioning techniques during instruction.
7. Develop adaptation, exaggeration and representation game forms.
8. Effectively use play space and boundaries for game forms.



**WELCOME TO:
MOVP 0620: CURRENT ISSUES IN PHYSICAL EDUCATION**

9. Identify and discuss tactical problems within games.
10. Explain the games classification system.
11. Discuss transfer and use the concept for lesson planning and teaching.
12. Use observation techniques to formulate questions, FREEZES, and next steps within a lesson.
13. Use the Game Performance Assessment Instrument to assess performance.
14. Discuss and distinguish developmentally appropriate game forms at the elementary, middle and high school levels.
15. Discuss the features of Sport Education and explain why these features are important.
16. Plan a Sport Education unit.
17. Plan assessments within Sport Education.
18. Discuss how to effectively implement TGfU and SE together.
19. Write a JOPERD or Strategies equivalent article for an idea you want to expand upon related to this course content.
20. Identify your own strengths and weaknesses in teaching sport related games, within traditional approaches and within models based instruction.
21. Identify where you stand on the games continuum.

COURSE ASSESSMENT AND GRADING:

| | |
|---------------------------------|-----|
| Discussion | 15% |
| In-class teaching | 25% |
| In-class participation | 10% |
| Assessment of your own teaching | 10% |
| Project | 20% |
| Papers | 20% |