

Eastern Illinois University
Kinesiology and Sports Studies
PED 3401 – Methods of Teaching Elementary Physical Education

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Course Description – Methods of Teaching Physical Education (3-2-4). Techniques and methods of teaching students at the secondary physical education level.

Prerequisites: EDP 3331 and SED 3330; for ASEP students, SED 3000 and 3100; for Middle Level Education majors, MLE 3110.

Required Text: Pangrazi, R. (2007). Dynamic Physical Education for Elementary School Students (15th ed.). Pearson Benjamin Cummings, San Francisco. CA

CEPS Theme:

The Unit Theme is: Educator as Creator of Effective Educational Environments through knowledge of :

- Diverse students
- Diverse Societies/Communities
- Diverse Subjects Areas and Levels
- Diverse Strategies
- Diverse Technologies

Support of Conceptual Framework:

Teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the unit theme. Educators who create effective educational environments demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism. They are educators who are committed to teaching for learning in positive and effective learning environments with sound knowledge of diverse students, societies, subjects and levels, strategies, and technologies.

Methods of Course Instruction:

Lecture, small group work, group discussions, pre-service teaching experiences, seminar discussions linked to field-based teaching experiences.

Learning Outcomes/Objectives – After completing this course, the student should be able to:

Objectives:

- Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning. (NASPE 1.1)
- Describe performance concepts and strategies related to skillful movement and physical activity. (NASPE 1.3)
- Demonstrate knowledge of approved state and national content standards, and local program goals. (NASPE 1.6)
- Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and socio/emotional domains. (NASPE 2.1)
- Understand the biological, psychological, sociological, experiential, and environmental factors that influence developmental readiness to learn and refine movement skills. (NASPE 2.2)
- Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task. (NASPE 2.3)
- Use managerial routines that create smoothly functioning learning experiences. (NASPE 4.1)
- Organize, allocate, and manage resources to provide active and equitable learning experiences. (NASPE 4.2)
- Use a variety of developmentally appropriate practices to motivate school age students to participate in physical activity inside and outside of school. (NASPE 4.3)
- Use strategies to help students demonstrate responsible behaviors that promote positive relationships and a productive learning environment. (NASPE 4.4)
- Describe and demonstrate effective communications skills (NASPE 5.1)
- Communicate in ways that demonstrate sensitivity to all students. (NASPE 5.3)
- Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance. (NASPE 6.9)
- TBA NASPE Standards (6.1-6.8)
- Use a reflective cycle involving description, justification, and critique of teaching performance, and set teaching goals, and implement change as a result of reflection. (NASPE 8.1)
- Use available resources to develop as a professional. (NASPE 8.2)
- Construct a plan for continued professional growth based on the assessment of personal teaching performance. (NASPE 8.3)

Grading Policy:

Note: The emphasis in this course will be on elementary physical education since KSS 3400 is the primary focus for secondary physical education.

Attendance Policy: Students are required to attend all scheduled classes/teachings. When an absence does occur, the student is responsible for the material covered during the absence. The student should notify the instructor in advance of an anticipated absence.

Properly verified absences due to **serious illness** (not simply a health service visit), **serious emergency**, or **participation in an official university activity** will be considered excused absences. It is the student's responsibility to initiate plans for make-up work for excused absences and to complete it promptly. The following point system will be applied to all unexcused absences from this class.

1 unexcused absence	=	Sick Day
2 “	=	- 1 letter grades
3 “	=	- 2 letter grades
4 “	=	- 3 letter grades
5 “	=	Fail Course

Tardy or early departure from class: For every tardy and/or early departure from class after one (1), 5 points will be deducted from the student's final point total.

Policy for late assignments: Students are expected to turn in all assignments on time. A loss of points per assignment per day for each day late uses the following guidelines.

1 day late = - 50%; 2 days late = -75%; 3 days late = -100%

Grades: The final grade is based on the total points earned divided by the total points possible, and the resulting percentage score is converted to the following grades:

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
< 60%	=	F

Common Assignments / Assessment(s):

1. Cognitive Assessments of Chapter Readings and classroom activities
2. Work Sample
3. Work Sample Presentation
4. Bulletin Board Assignment
5. Teachings in Schools
6. Peer Evaluations
7. Cooperating Teacher Evaluations
8. KSS Student Disposition Rubric

Live Text

Ownership to a license to Live Text – approximate cost = \$90.00). Submission of artifacts assigned into the Live Text electronic portfolio. Students who do not successfully complete the required performance assessment(s) submitted to Live Text will earn less than a “C” for the course.

Disability Statement: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (217-581-6583).

Student Success Center:

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Reference List:

Blankenship-Tjeerdsma, B. (2008). The Psychology of teaching physical education, from theory to practice. Scottsdale, AZ. Holcomb Hathaway, Publishers.

Darst, P.W., Zakrajsek, D.B., and Mancini, V.H., editors (1989). Analyzing Physical Education and Sport Instruction (2nd ed.). Champaign, IL. Human Kinetics Publishers.

Graham, G., Holt/Hale, S.A., & Parker, M. (2010). Children Moving – A reflective approach to teaching physical education (8th ed.). Burr Ridge, IL. McGraw Hill.

Rink, J.E. (2006). Teaching Physical Education for Learning (5th ed.). McGraw-Hill, Burr Ridge, IL.

Siedentop, D., and Tannehill, D. (2000). Developing Teaching Skills in Physical Education. Mayfield Publishing Company, Mountain View, CA.