



College of Natural and Health Sciences  
School of Sport and Exercise Science

**SES 614\_700: Analysis of Teaching in Physical Education  
Summer 2017**

**Instructor:** Dr. Brian Dauenhauer  
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**Office Hours:** By Appointment

**Course Location:** Online + Gunter Hall 1140/1840  
**Course Credits:** 3 hours  
**Class Format:** June 26-August 6 (Online)  
July 10-21 (On Campus), 8am-12pm  
**Pre/Co-Requisites:** N/A

**Course Description:** Present and analyze systems used in evaluating student behavior, teacher behavior, and student-teacher interaction. Study strategies for planning and implementing effective teaching and supervising in physical education.

**Purpose of the Course:** The course is both applied and theoretical. It is designed to introduce participants to the area of teaching research as well as utilize the results of such research. Participants will also become acquainted with the people involved in several research areas, the questions they pursue, and the methodologies they employ. An extensive examination of recent literature and research will provide a foundation for the critical analysis of past, present and future pedagogical practices. Finally, students will have the opportunity to examine their own and others teaching behavior.

**Required Texts & Materials:**

\* All required readings will be posted to Canvas

**Recommended Texts:**

1. Kirk, D., MacDonald, D., & O'Sullivan, M. (2006). *The handbook of physical education*. London: Sage Publications Ltd.
2. Veal, M. L., & Anderson, W. G. (2011). *Analysis of teaching and learning in physical education*. Sudbury, MA: Jones & Bartlett Learning.

**Course Objectives:**

1. Identify and interpret major areas of research on effective teaching
2. Compare a variety of pedagogical methods and theories used to analyze effective teaching
3. Apply effective teaching constructs in relationship to the goals of the instructional environment
4. Analyze the pedagogical process in relationship to the goals of the teaching environment
5. Identify and describe personal teaching behaviors in relationship to the research on effective teaching

**Course Outline:**Unit #1: Research on Effective Teaching (ONLINE- June 26- July 2)

## Unit Objectives:

- a) Describe historical and contemporary approaches to evaluating teacher effectiveness in physical education
- b) Synthesize research-based characteristics of effective teaching

Unit #2: Analysis of Teaching (ONLINE- July 3-9)

## Unit Objectives:

- a) Examine strategies for analyzing student and teacher behavior
- b) Review SOFIT observation protocols

Unit #3: Planning Effective Lessons (ON-CAMPUS- July 10-16)

## Unit Objectives:

- a) Develop a lesson plan aligned with national/state content standards and best instructional practices
- b) Design an observation form that captures characteristics of effective teaching

Unit #4: Delivering Effective Lessons (ON-CAMPUS- July 17-23)

## Unit Objectives:

- a) Deliver a quality physical education lesson to elementary-aged children
- b) Record and analyze observational data related to student and teacher behavior

Unit #5: Reflections on Teaching (ONLINE- July 24-August 6)

## Unit Objectives:

- a) Reflect on strengths and weaknesses as they relate to research on effective teaching and the achievement of personal teaching goals
- b) Formulate a plan for professional learning

**Course Requirements:** This course consists of two weeks of online coursework, two weeks of on-campus learning experiences, and two-weeks of reflection.

*Course Assignments at a Glance*

Assignment	Weight	Deadline
Reading Response	10%	July 2 <sup>nd</sup>
Analysis of Teaching Quiz	20%	July 9 <sup>th</sup>
Lesson Plan	20%	July 16 <sup>th</sup>
Observational Tool	20%	July 16 <sup>th</sup>
Reflective Essay	30%	August 6 <sup>th</sup>

## Course Assignment Details:

**Reading Response (10%):** After reading articles posted on Canvas, students will have an opportunity to respond to 1-3 discussion board prompts. Responses to each prompt should be one paragraph in length (5-20 sentences) and include an opening statement (1-2 sentences), body (3-18 sentences), and closing statement (1-2 sentences). Responses should clearly demonstrate an understanding of the content.

**Analysis of Teaching Quiz (20%):** This quiz covers the content from the assigned readings/other materials for Units #1 and #2. It consists of true/false, multiple choice, and short answer questions. Students will have up to 45 minutes to complete the quiz on Canvas.

**Lesson Plan (20%):** In teaching pairs, students will plan two 50 minute physical education lessons appropriate for grades K-2 and 3-5, respectively. The lessons will be delivered to children during the Bear PAW Summer Camp. The lessons should be aligned with national/state standards for physical education and should demonstrate knowledge of best practices in teaching physical education. A lesson plan template will be provided by the instructor.

**Observational Tool (20%):** In teaching pairs, students will develop an observational tool that captures essential elements of student and teacher behavior during a lesson. The tool will be based upon research on effective teaching principles and personal teaching goals. The observational tool will be used to conduct a peer teaching analysis during the Bear PAW Summer Camp.

**Reflective Essay (30%):** This assignment is an opportunity for students to analyze all available evidence of teaching effectiveness and reflect on personal strengths and weaknesses. The analysis will include evidence from peer observations (both quantitative and qualitative) as they relate to effective teaching principles and personal teaching goals. Students will also reflect on teaching practice in relation to Advanced PETE Standards. The essay will conclude with a professional learning plan based upon the reflections. The essay will be approximately 12-20 double spaced pages.

**Course Policies:** This is a graduate level course and all assignments are expected to be of graduate level quality. Assignments completed in a haphazard manner (e.g., spelling/grammar mistakes, minimal depth of thought) will receive reduced marks. All online assignments should be completed in chronological order, but you are welcome to complete them prior to the deadline if you wish. All assignments are due by midnight on the date listed, unless otherwise noted by the instructor. Late assignments will receive a deduction of up to 10% per day.

**Method of Evaluation:** Grades will be assigned according to the following scale:

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

**Disability Support Services:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Sexual Misconduct/Title IX Statement:** The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexualmisconduct](http://www.unco.edu/sexualmisconduct)

**Equity and Inclusion Statement:** The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at <http://www.unco.edu/biasresponse/>

**Academic Integrity Statement:** You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.