

**University of Wisconsin-Whitewater
New Course Proposal
Division of Academic Affairs**

Course Number *: 442-400/600 **Effective:** Spring 2000

Cross Listed Number:

Course Title: Methods of Teaching Physical Education

15 Character Abbreviation: methoteachphyed

25 Character Abbreviation: methodofteachphyeducation

Sponsor: Dr. L. Brenda Clayton **E-mail Address:** claytonb@uwwvax.uww.edu

Department: Health, Physical Ed. Rec. & Coaching **College:** Education

Co-sponsor: **E-mail Address:**

Department: **College:**

Other Programs Affected:

Check if course is to meet any of the following requirements:

None **Writing** **Computer** **Diversity** **General Ed and Area**

Contact hours/credits:

Total lab hours: 0

Total contact hours: 3

Number of credits: 3

Total lecture hours: 3

Check if course is repeatable: **No** **Yes** (if yes answer the following questions)

No of times in major

No of times in major

No of times in degree

No of times in degree

Enter the appropriate titles if the course is required in any of the following:

Major Title(s) Physical Education License Major

Minor Title(s)

Emphasis Title(s)

Course justification:

Course justification:

This course is offered within the College of Education. This course satisfies Department of Public Instruction requirements for the teaching method. This course is required for all Physical Education License Students to complete their teaching License.

Relationship to program assessment objectives:

In this course Physical Education License Majors will focus on the assessment objectives that are specific to student learning outcomes, understanding of pedagogy, and the ability to critically reflect on their own beliefs and effect change in their own behavior. Data will be collected in the form of a personal professional mission statement for physical education that addresses the future teachers values specific to program goals, beliefs about content, outcomes of different methods of teaching, and beliefs about students and learning.

Budgetary impact:

A position was transferred to the Health, Physical Education, Recreation and Coaching. Budget for this position was transferred at the same time.

Course requisites:

Pre-professional block which includes, 423-212 Educational Psychology or 423-222 Child Development.

If dual listed, graduate level requirements:

Graduate students will be required to do a project summarizing research on effective teaching in Physical Education and describing the implications for teaching. Graduate students will also be required to develop a unit plan consistent with one of the value oriented curriculum models in Physical Education.

Course objectives and tentative course syllabus:**Methods of Teaching Physical Education****I. Understanding teaching in context-the student, the law and the teacher****A. Understanding the student.**

1. Characteristics of children and youth
2. Differences among students
3. Learning styles and multiple intelligences
4. Implications from programs that meet students needs

B. The law and physical education

1. The legal liability in physical education
2. Education for all-handicapped-Act and section 504 of the Rehabilitation Act 52
3. Title IX
4. Legislation requiring teacher accountability

C. Understanding and defining the role of the teacher

1. Characteristics and defining the role of the teacher
2. Code of ethics for teachers
3. Professional development
4. Evaluating yourself as a teacher
5. Teacher stress

II. Understanding the nature of learning in physical education

A. Understanding cognitive learning and the application of knowledge

1. Perception
2. Cognitive learning
3. Applied practice
4. Critical, self-reflective and creative thinking
5. Application of cognitive research in physical education

B. Understanding psychomotor learning-the learning of physical skills

1. The taxonomy
2. Motor learning principles
3. Application of motor learning research

C. Understanding affective learning-the learning of attitudes, appreciations, and the values.

1. Affective education in physical education the goal and the value.
2. Application of affective research

D. Understanding of motivational techniques

1. Maslow's Hierarchy of needs
2. Extrinsic and intrinsic motivation
3. Enhancing the learning experience
4. Enhancing classroom management
5. Enhancing fitness
6. Enhancing the environment
7. Enhancing public relations
8. Enhancing conflict resolution

III. The Instructional Program-Planning and Implementation

A. Writing performance objectives

1. Understanding standards and benchmarks
2. Advantages for performance and assessment
3. Steps in writing performance objectives
4. Self-check on performance objectives
5. Concerns about performance objectives

B. Developing evaluation materials

C. Grading and reporting

D. Teaching styles and learning strategies

1. Selecting teaching strategies
2. The spectrum of teaching
3. Graham's models
4. Hellison's models
5. Allison and Barrett's conceptual framework

E. Selecting, producing, and utilizing instructional materials

1. Selecting
2. Evaluating
3. Utilizing
4. Use of learning resource center, Internet, technology enhanced teaching
5. Use of personal resource file

IV. Establishing the Environment for learning

A. Establishing effective class control

1. Acceptable and unacceptable practices
2. Preventive discipline

B. Evaluating the teacher

1. Informal analysis
2. Descriptive analysis
3. Interaction analysis

Bibliography:

Allison, Pamela C.; Pissanos, Becky W.; & Sakola, Sally P. (1990). Physical education revisited The Institutional biographies of preservice classroom teachers. *Journal of Physical Education, Recreation, and Dance*.

Association of Supervision and Curriculum Development (Fall 1996). *Update*. Curriculum: Physical Education preparing students for be active for life.

Bowyer, Garry R. (1996). Student perceptions of physical education. *Journal of physical education, recreation and dance*. 67(1), 23-26.

Fox, Kenneth R. (1997). *The physical self-from motivation to well-being*. Champaign, IL: Human Kinetics.

Hannaford, Carla (1995). *Smart moves, why learning is not all in your head*. Arlington, VA: Great Ocean Publishers, Inc.

Hellison, Donald R. & Templin, Thomas J. *A reflective approach to teaching physical education*. Champaign, IL: Human Kinetics.

Jensen, Eric. *Teaching with the brain in mind*. Alexandria, VA. Association of Supervision and Curriculum Development.

Jewett, Ann E.; Bain, Linda L.; & Ennis D. Catherine(1995). *The Curriculum process in physical education*. Madison, WI: WCB Brown & Benchmark.

Makenzie, Thomas L.; Alcarax, John E.; & Sallis, James F. (1994). Assessing children's liking for activity units in an elementary school physical education curriculum. *Journal of Teaching in Physical Education*, 13(3), 206-215.

Melograno, Vincent J. (1998). *Professional and Student Portfolios for Physical Education*. Champaign, IL: Human Kinetics

Rink, Judith E.(1998). *Teaching physical education for learning*. Madison, WI: WCB McGraw-Hill.

Smith, Timothy K. & Cestaro, Nicholas G.(1998). *Student-Centered Physical Education: Strategies for Developing Middle School Fitness and Skills*,

Video Tape Series:

Conflict Resolution in the Schools(n.d.). University of Wisconsin –Madison.

WISCONSIN'S MODEL ACADEMIC STANDARD'S FOR Dance

WISCONSIN'S MODEL ACADEMIC STANDARD'S FOR Health

WISCONSIN'S MODEL ACADEMIC STANDARD'S FOR Physical Education

Extensive Library Resources available upon request.

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**CURRICULAR ACTION
SIGNATURE PAGE**
(Use for forms 1, 2, 3, 4, 6, and 8)

Description of Action: New Course

Course # (if applicable): 442-400/600

Program or Course Title: Methods of Teaching Physical Education

L. Benda Clays
Proposal Sponsor

Submission Date

J. Mollen
Chair of Sponsoring Department

HPERC
Department

Approval Date

Louise M. Ramsey
Chair, College Curriculum Committee

9-21-99
Approval Date

Louise M. Ramsey
75500 Dean of College

Education
College

9-21-99
Approval Date

For Undergraduate Actions:

If a course is to be considered as a Diversity option:

Chair, Diversity Committee

___ Recommended
___ Not Recommended

Date

If a course is to be considered as a General Ed option:

Chair, General Education Committee

___ Recommended
___ Not Recommended

Date

Richard Felger
Chair, University Curriculum Committee

___ Received & Recorded
 Approved
___ Not Approved

Oct 8, 99
Date

[Signature]
Chair, Faculty Senate

___ Received & Recorded
 Approved
___ Not Approved

Nov 9, 99
Date

For Graduate Actions:

[Signature]
Graduate Council

___ Received & Recorded
 Approved
___ Not Approved

10/2/99
Date

Received:

[Signature]
Provost and Vice Chancellor

Nov 10, 99
Date