

Kines 742-121 Foundations of Physical Education (2 cr.)

Instructor: Dan Timm, Ed.D., 1043 Gym-Nat, 262-7714, dtimm@education.wisc.edu
Office Hours: MTWR 2:30-3:30

Schedule: Class meets TR 9:30-10:45 in 2081 Gymnasium-Natatorium.

Prerequisite: PEC, PED, or consent of instructor.

Required Text: Wuest, D. A., & Fisette, J. L. (2012). *Foundations of physical education, exercise science, and sport* (17th ed.). New York, NY: McGraw-Hill.
-Available from a vendor of your choice.
Other materials posted on Learn@UW

Purpose of Course: This course is intended to provide students with an introduction to the field of physical education and to begin preparing them to become physical education teachers, in school settings and nonschool settings. Major areas of concentration include introduction to the profession and movement education.

Course Objectives: At the conclusion of this course, students should be able to —

- discuss the requirements of being a physical education teacher and the responsibilities of the position.
- discuss present-day physical activity and health concerns.
- describe the relationship between the major educational philosophies and their application to physical education.
- explain the goals and objectives of physical education and the characteristics of a quality physical education program.
- understand the application of standards to physical education instruction
- demonstrate movement concepts, locomotor skills, nonlocomotor skills, manipulative skills, and rhythmic activities.
- teach an educational movement theme activity.

Evaluation:	Resume	10%	Percentage Breakdown
	Critical Thinking Paper	20%	A 93% - 100%
	Introduction to Profession Test	20%	AB 89% - 92%
	Philosophy Paper	20%	B 83% - 88%
	Movement Education Test	20%	BC 79% - 82%
	Teaching Presentation Critique	<u>10%</u>	C 70% - 78%
		100%	D 60% - 69%
			F 0% - 59%

Assignments

Resume (Due February 13)

In this course, you will select a teaching position for which you would like to apply and develop a resume for that position. The resume will contain information such as experience, professional activities, volunteer activities, presentations, certifications, and education. You may decide to include other information in your resume based on your background. It will be important to mold your resume to the position for which you are applying. The resume is intended to serve as a beginning resume for yourself. As you go through the physical education teacher education program, you will make changes to the resume as your professional development continues.

Critical Thinking Paper (Due March 6)

Teaching physical education is more than teaching students to play a game or sport. One objective of this course is to introduce you to the context of health and physical well-being as it applies to teaching physical education. The teaching you do should initially impact the health and physical well-being of your students and ultimately impact the health and physical well-being of society. Following discussion of issues and challenges, societal health concerns, a changing society, school settings, and non-school settings, and other research you perform, you will:

- (1) *Choose one issue in physical education.*
- (2) *Synthesize how a physical education teacher in either a school setting or non-school setting could address that issue.*
- (3) *Critically think how the solutions you propose will affect students.*

Length of the paper is 4 pages.

Philosophy of Physical Education Paper

The paper, "My Philosophy of Physical Education," is intended to get you thinking about who you are as a physical educator. Using discussions in class and your own research as guides, you will identify and write your philosophy of physical education. Take note of things that "strike home" with yourself - things you identify with and feel strongly about. Time will be needed to think and write about:

- (1) *What is important to you regarding physical education and why you feel that way?*
- (2) *With which contemporary philosophy you identify because this will be the foundation for many of your beliefs and values? Why do you identify with the philosophy you chose?*

Length of the paper is 3 pages.

Teaching Presentation Critique (Due May 14)

As a culmination to the semester, you will teach an education movement theme to the class and critique your teaching of that theme. Reflection on your teaching will enable you to make changes in it for the future. This critique will serve as a baseline from which you can adapt, adjust, and improve as a teacher. Aspects of your teaching on which you need to reflect include:

- Lesson objectives were stated at the beginning of the presentation*
- Problems/challenges were stated in an appropriate manner*
- Problems/challenges were stated so students could understand what they were to do*
- Provided for maximum participation and student success*
- Connected content to backgrounds of students in the class*
- Utilized equipment to maximize student learning*
- Provided positive/encouraging feedback*
- Circulated among students during the presentation*
- Provided an appropriate closure*

Your responses need to include rationale/justification.

Health Precautions: Students with medical conditions such as respiratory problems, heart condition, pregnancy, or back problems must talk with the instructor before participating in the lab sessions of the course.

Off-Campus Classes: On occasion, this class may visit a public school or community facility. Visits will be scheduled in such a way that you will have adequate time to travel to and from the site. In order that you can travel safely back and forth, we would encourage you to use public transportation. Use the following link to get Madison Metro schedule and route information: <http://www.ci.madison.wi.us/metro/>

Class Schedule

January 21	Introduction to Course, Text: p. 1-22
January 23	Becoming Professional...Text: Chapter 11 and p. 447-449
January 28	Guest Speaker, Kelly Hayek, Educational Portfolios and Career Services, School of Education
January 30	Resume Work Day
February 4	Guest Speaker: Brian Marx, Future Professionals Advisor, Wisconsin Health and Physical Education... Learn @UW: "WHPE" <i>Resume Peer Review</i>
February 6	Issues and Challenges in Physical Education...Text p. 417-419, 509-527
February 11	Societal Health Issues and Physical Education...Text p. 73-100
February 13	Physical Education in a Changing Society...Text p. 66-72 <i>Resume Due</i>
February 13, 14	Adolescent Health Symposium, Concourse Hotel, Madison
February 18	Teaching in School Settings...Text p. 426-434
February 20	Teaching Observation - Lynn VandeSande, James Madison Memorial High School, 201 South Gammon Road
February 25	Teaching in Non-School Settings...Text p. 434-438
February 27	Teaching Observation - Non-School Setting
March 4	Philosophy of Physical Education - Student Presentations...Text p. 28-35
March 6	Goals of Physical Education...Text p. 41-57 <i>Critical Thinking Paper due</i>
March 11	Standards...Learn@UW: Revised Teacher Education Standards. Wisconsin Standards Summary. National Standards for K-12 Physical Education.
March 13	<i>Introduction to the Profession Test</i>
March 25	Movement Concepts and Skills...Learn@UW: Movement: The Keystone
March 27	Movement Concepts and Skills Lab
April 1	Locomotor Skills + Lab...Text p. 172-174 <i>Philosophy of Physical Education Paper Due</i>
April 3	Nonlocomotor Skills + Lab...Text p. 174-175
April 8	Manipulative Skills...Text p. 175-176
April 10	Manipulative Skills Lab
April 15	Educational Movement Themes...Learn@UW: Divergent Movement: Developing Educational Movement Themes
April 17	Educational Movement Themes Lab
April 22	Developing the Content...Learn@UW: Developing the Content
April 24	Teaching Observation - Jane Koval, Van Hise Elementary School, 4747 Waukesha Street
April 25, 26	Wisconsin Health and Physical Education Future Professionals Workshop, UW-River Falls
April 29	Rhythmic Movement Activities + Lab...Learn@UW: Rhythmic and Movement Activities
May 1, 6	Student Teaching Presentations - Educational Movement Themes.
May 8	<i>Movement Education Test</i>
Wednesday, May 14, 2:45 p.m.	<i>Teaching Presentation Critique Due</i>

University of Wisconsin School of Education Teacher Licensing Standards

Following are the University of Wisconsin School of Education standards addressed through Foundations of Physical Education and how those standards will be assessed...

Standard 1 Learner and Learning Environment

Effective teachers create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potential.

Assessment: Teaching Presentation Critique

Standard 3 Engage and Instruct

Effective teachers engage learners in meaningful learning activities that lead to critical thinking, creativity, innovation, self-evaluation, and self-directed learning.

Effective teachers encourage learners to develop different perspectives of authentic (real-world) issues.

Assessment: Critical Thinking Paper

Standard 5 Professionalism and Ethics

Effective teachers use evidence to continually evaluate their practice, particularly the effects of their choices and actions on learner learning and adapt practice to meet the needs of each learner.

Assessment: Teaching Presentation Critique