

University of Wisconsin-Madison
Department of Kinesiology

**Kines 508 Workshop in Kinesiology: Methods of Teaching Striking/Fielding and Target Sports
(1 credit)**

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

Schedule: Class meets M 12:30-2:10 in 2055 Gymnasium-Natatorium and 2160 Gymnasium-Natatorium.
30 minutes of online content delivery per week.

Required Text: Materials will be posted on Learn@UW, taken from but not limited to the following sources...

McManama, J. (2014). *Physical education activity handbook* (13th ed.). San Francisco, CA: Benjamin Cummings.

Mitchell, S. A., Oslin, J. L., & Griffin, L. L. (2013). *Teaching sport concepts and skills: A tactical games approach for ages 7 to 18* (3rd ed.). Champaign, IL: Human Kinetics.

Mitchell, S. A., & Oslin, J. L. (1999). *Assessment in games teaching*. Reston, VA: National Association for Sport and Physical Education.

Course Description: Addresses methods of instruction in sport tactical concepts and skills. Students will gain practice in planning and teaching striking/fielding and target sports, and assessing students, as well as practice in assessing their own teaching. The goal is for students to develop into proficient teachers.

Course Format: This course will be presented in a blended format combining online work with one face-to-face lab period each week. Students are expected to complete learning materials and quizzes on Learn@UW and assigned readings before attending each lab. Lab periods will be devoted to developing teaching competencies (planning, teaching, and assessing) and learning sport tactical concepts and skills.

Course Objectives: By the end of the course, students should be able to attain the following objectives as they pertain to striking/fielding and target sports:

- Demonstrate knowledge of sport tactical concepts, skills, and content (rules, scoring procedures, playing area, and equipment).
- Identify the developmental progression of sport skills.
- Identify, select, and/or create learning activities for tactical concepts and sport skills that are appropriate, inclusive, and engaging.
- Demonstrate their understanding of quality teaching skills by reviewing videotape and critically analyzing teacher performance in tactical concepts and sport skills.
- Develop into a proficient teacher.

Student Expectations: Students are expected to be punctual in attending every class period, be prepared for each class, and fully participate in all class activities. Light physical activity will be a regular part of the course content.

Accommodations: Your success in this course is important. If there are circumstances that may affect your performance in class, please let the instructor know so a plan can be developed for you to have opportunities to be successful. Students requiring special accommodation related to a learning need should contact the McBurney Disability Resource Center, 1305 Linden Drive, 263-2741, for information and assessment.

Academic Integrity:

The University of Wisconsin is a highly respected institution of higher education. To help maintain the reputation of the university, and ultimately the credibility of your degree, you are expected to demonstrate academic integrity during this course. Please review the university's statement on academic integrity at <http://students.wisc.edu/doso/academicintegrity.html> and information regarding academic integrity for students at <http://students.wisc.edu/doso/students.html>

Examples of academic misconduct include:

- Seeking to claim credit for the work or efforts of another without authorization or citation
- Using unauthorized material or fabricating data in any academic exercise
- Forging or falsifying academic documents or records
- Intentionally impeding or damaging the academic work of others
- Engaging in conduct aimed at making false representation of a student's academic performance
- Assisting other students in any of these acts

Unless otherwise indicated by the instructor, all assignments and tests are to be completed independently without consultation with others.

Course Evaluation:	Sport Knowledge Quizzes	15%
	Planning, Teaching, and Assessment Project (Striking/Fielding Sports)	25%
	Planning, Teaching, and Assessment Project (Target Sports)	25%
	Unit Plan	20%
	Video Module	15%

Grade Breakdown:	A = 93 - 100%	BC = 79 - <83%	D = 60 - <70%
	AB = 89 - <93%	C = 70 - <79%	F = 0 - <60%
	B = 83 - <89%		

Assignments: Sport Knowledge Quizzes

Quizzes will be on Learn@UW and are due the day on which a sport is listed. The quizzes will be based on the learning materials posted on Learn@UW.

Planning, Teaching, and Assessment Project (Due one week after a student's teaching of a tactical concept within each sport classification)

Each student will teach one tactical concept from each sport classification unit (striking/fielding and target). For each teaching assignment, the student will create a skill analysis table and a lesson plan, assess students as part of their teaching, and then prepare a written critical reflection. Specific components of the project are described below:

Skill Analysis Table

Using a skill analysis table, the student will demonstrate an ability to Analyze, Shrink, and Know (ASK) the skills involved in teaching a tactical concept. The student will break down each skill into its developmental phases and identify characteristics of each phase. The skill analysis assignment will be evaluated on the student's ability to identify 3-5 developmental phases and respective characteristics of each phase that clearly differentiate beginner movers from intermediate movers from mature movers.

Lesson Plan

The student will develop a lesson plan containing the following information: (a) a listing of the skills involved in the tactical concept, (b) cues for each skill, (c) safe, equitable, quality learning activities organized in the proper sequences, (d) organizational information such as boundaries and time of activity, and (e) a list of references. The lesson plan will be evaluated on including all lesson plan elements with enough detail to be utilized by any instructor, organizing flow of activities that clearly addressed the needs of students, and including management and organizational concerns that result in safety.

Student Assessment

During the teaching of the two tactical concepts, the instructor/student will assess students by using the Game Performance Assessment Instrument (GPAI). Assessment will focus on the categories of the GPAI which coincide with the tactical concept being taught. Student assessment will be evaluated on the instructor/student's ability to accurately assess students' performance of a tactical concept and associated skills during a game setting.

Teaching Reflection

Following each teaching assignment, the student will review a video recording of her/his teaching and observer comments from peers and the instructor. The student will then reflect critically and write an analysis of her/his teaching. The reflection will be evaluated on the ability to identify (a) what went well, (b) what did not work, (c) why things went well or did not work, (d) for who the lesson did or did not work, and (e) the ability to justify decisions for the next teaching opportunity.

Unit Plan (Unit plans for a striking/fielding sport are due March 24. Unit plans for a target sport are due May 5)

The student will create a unit plan for one sport containing the following information: (a) unit objectives, (b) content analysis, (c) block plan, (d) assessments, and (e) a list of references. Criteria for creating a block plan from Kinesiology 378 should be used in this assignment. The unit plan will be evaluated on the inclusion of all elements in the plan, organized flow of activities, and inclusion of management and organizational concerns. The student will demonstrate proficiency in the development of the unit plan.

Video Module (Due Tuesday, May 13, during the final exam period, 7:25-9:25 p.m.)

- From the video recordings, students will identify examples of five or more successful aspects of their teaching performance.
- Students will edit the video recordings into scenes that represent the successful aspects of their teaching.
- Students will combine the edited video with an analysis of their teaching.

Evaluation criteria include the quality of the video editing, the reflection and accuracy of the teaching analysis, the clarity and organization of the video, and the identification of markers that demonstrate proficiency.

Course Schedule

January 27 Introduction to Course
Introduction to the Game Performance Assessment Instrument
Reading: Learn@UW - Mitchell & Oslin, p. 1-20

Planning and Instruction Quiz

February 3 Planning and Instruction Review?
Selecting Concepts to Teach
Selecting Appropriate Skills for a Tactical Concept

Striking/Fielding Sports

February 10 Tactical Concept
Getting on Base
Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 506-507, 509-510

Levels of Complexity for Teaching Kickball and Softball

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 512-513, 523, 532

Sport Knowledge - Kickball

Reading: Learn@UW - KickballStrategies.com

Kickball Knowledge Quiz

February 17

Tactical Concept

Moving the Runner

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 505-507, 509-510

Sport Knowledge - Slow-Pitch Softball

Reading: Learn@UW - McManama, chapter 21 (information on slow-pitch softball)

Slow-Pitch Softball Knowledge Quiz

February 24

Tactical Concept

Advancing to the Next Base

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 506-507, 509-510

Sport Knowledge - Fast-Pitch Softball

Reading: Learn@UW - McManama chapter 21 (information on fast-pitch softball)

Fast-Pitch Softball Knowledge Quiz

March 3

Tactical Concept

Defending Space by Infielders

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 507-508, 510-512

Sport Knowledge - Baseball

Reading: Learn@UW - howbaseballworks.com

Baseball Knowledge Quiz

March 10

Tactical Concept

Defending Bases

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 507-508, 510-512

Sport Knowledge - Rounders

Reading: Learn@UW - britannica.com and playgrounders.com

Rounders Knowledge Quiz

March 24

Tactical Concept

Defending Space by Outfielders

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 507-508, 510-512

Levels of Complexity for Teaching Cricket

Reading: Learn@UW: Mitchell, Oslin, Griffin, p. 549, 566, 583

Sport Knowledge - Cricket

Reading: Learn@UW - britannica.com

Cricket Knowledge Quiz

Striking/Fielding Unit Plans Due

Target Sports

March 31

Tactical Concept

Propelling Object in Intended Direction

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 599-602, 625-627

Levels of Complexity for Teaching Golf

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 603, 613

Sport Knowledge - Golf

Reading: Learn@UW - McManama, chapter 12

Golf Knowledge Quiz

April 7

Tactical Concept

Propelling Object With Proper Trajectory

Reading: Learn@UW - Carr, p. 22-24

Sport Knowledge - Horseshoes

Reading: Learn@UW - McManama, chapter 18 (Horseshoes)

Horseshoes Knowledge Quiz

April 14

Tactical Concept

Propelling Object Proper Distance

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 602

Sport Knowledge - Disc Golf

Reading: Learn@UW - McManama, chapter 18 (Disc Golf)

Disc Golf Knowledge Quiz

April 21

Tactical Concept

Adjusting Starting Position

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 626-627

Levels of Complexity for Teaching Bowling

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 628, 634, 640, 647

Sport Knowledge - Bowling

Reading: Learn@UW - McManama, chapter 7

Bowling Knowledge Quiz

April 28

Tactical Concept

Attaining Proper Object Action

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 602, 625-627

Sport Knowledge - Curling

Reading: Learn@UW - mentalfloss.com

Curling Knowledge Quiz

May 5

Tactical Concept

Dealing With Conditions

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 602, 626-627

Sport Knowledge - Shuffleboard

Reading: Learn@UW - McManama, chapter 18 (Shuffleboard)

Shuffleboard Knowledge Quiz

Target Unit Plans Due

Tuesday, May 13, 7:25 p.m.

Video Module due

University of Wisconsin-Madison School of Education Teacher Licensing Standards (old)

Following are the University of Wisconsin-Madison School of Education standards addressed through Workshop in Kinesiology: Methods of Teaching Striking/Fielding and Target Games and how those standards will be assessed...

Standard 1 Incorporates Understanding of Human Learning and Development

Assessments: Planning, Teaching, and Assessment Project
Unit Plan

Standard 4 Demonstrates Pedagogical Knowledge in Specific Domains

Assessment: Planning, Teaching, and Assessment Project

Standard 5 Explains and Justifies Educational Choices

Assessments: Planning, Teaching, and Assessment Project
Unit Plan

Standard 8 Employs Varied Assessment Processes

Assessment: Planning, Teaching, and Assessment Project

Standard 10 Employs Varied Instructional Strategies

Assessment: Video Module

Standard 11 Uses Technologies

Assessment: Video Module

Standard 13 Is a Reflective Practitioner

Assessments: Planning, Teaching, and Assessment Project
Video Module

University of Wisconsin-Madison School of Education Teacher Licensing Standards (new)

Following are the University of Wisconsin-Madison School of Education standards addressed through Workshop in Kinesiology: Methods of Teaching Striking/Fielding and Target Games and how those standards will be assessed...

Standard 1 Learner and Learning Environment

Assessment: Planning, Teaching, and Assessment Project

Standard 2 Plan

Assessment: Planning, Teaching, and Assessment Project
Unit Plan

Standard 3 Engage and Instruct

Assessment: Planning, Teaching, and Assessment Project
Unit Plan

Standard 4 Assess

Assessment: Planning, Teaching, and Assessment Project

Standard 5 Professionalism and Ethics

Assessment: Planning, Teaching, and Assessment Project
Video Module