

## Kines 742-315 Assessment and Research in Physical Activity Pedagogy (3 cr.)

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- Instructor:** Cindy Kuhrasch, 2027 Gym-Nat, 262-4348, [ckuhrasch@education.wisc.edu](mailto:ckuhrasch@education.wisc.edu)  
Office Hours:
- Dan Timm, Ed.D., 1043 Gym-Nat, 262-7714, [dtimm@education.wisc.edu](mailto:dtimm@education.wisc.edu)  
Office Hours: MW 2:30-3:30, TR 3:30-4:30
- Schedule:** Class meets MW 12:45-2:00 in 2055 Gymnasium-Natatorium
- Prerequisite:** Successful completion of Math 112 or exempt status. Kinesiology major or consent of instructor.
- Required Text:** Lund, J. L., Kirk, M. F. (2010). *Performance-based assessment for middle and high school physical education* (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics.
- Additional materials will be posted on Learn@UW, taken from but not limited to the following sources...
- Baumgartner, T. A., Strong, C. H., & Hensley, L. D. (2002). *Conducting and reading research in health and human performance* (3<sup>rd</sup> ed.). Boston, MA: McGraw-Hill.
- Lacy, A. C., & Hastad, D. N. (2007). *Measurement and evaluation in physical education and exercise science* (5<sup>th</sup> ed.). San Francisco, CA: Pearson Benjamin Cummings.
- Miller, D. K. (2010). *Measurement by the physical educator: Why and how* (6<sup>th</sup> ed.). New York, NY: McGraw-Hill.

- Course Description:** A physical education teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity. This problem-based course will help students develop knowledge and skills needed to use research as the basis for program development, implementation, and assessment. Course information will be presented through readings, in-class discussions and learning activities, lab experiences, projects, and exams. The course information will be presented through four components:
1. Basic research procedures including design, methods, statistics, analysis, discussion, and conclusion.
  2. An overview of the concepts and theory of measurement, including validity and reliability.
  3. Principles for the development and implementation of evaluation procedures and tools.
  4. Use of quantitative and qualitative data to provide feedback and impact learning.

<b>Evaluation:</b>	<b><u>Research and Statistics</u></b>	<b><u>Percentage Toward Research and Statistics Grade</u></b>
	Research Article Summary and Analysis	10%
	Research Project Introduction and Review of Literature	10%
	Research Project Methods	10%
	Validity and Reliability Assignment	5%
	Research and Statistics Exam	25%
	Research Project Results and Analysis	15%
	Research Project Discussion and Conclusion	15%
	Research Project Poster	10%
	<b><u>Application</u></b>	
	<b><u>Performance</u></b>	80%
	Assessment plan	
	Assessment tool comparison	
	Motor Skill Assignment	

Cognitive assignment  
 Affective assignment  
 Grading spreadsheet  
 Grading System-Report card  
 Program/Teacher Assessment

Knowledge 10%  
Participation 10%

**Student Expectations:** Students are expected to be punctual in attending every class period, have prepared for each class, and fully participate in all class activities.

**Accommodations Statement:** Your success in this course is important. If there are circumstances that may affect your performance in class, please let the instructors 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.**

**Class Schedule**

September 3	Introduction to Course Introduction to Excel
September 8	Overview of Research; Reading Research; Designing Your Research Project Reading: Baumgartner, Strong, & Hensley, p. 9-25, 79-82, 175-178
September 10	Research Group Formation; Work on Introduction and Literature Review
September 15	Measurement and Evaluation in Physical Education Reading: Lacy & Hastad, chapter 1
September 17	Write Research Question and Hypothesis Reading: Baumgartner, Strong, & Hensley, p. 56-70 <i>Research Article Summary and Analysis Due</i>
September 22	Descriptive Statistics and Distribution of Scores Reading: Miller, chapter 2
September 24	Work on Research Project Methods Reading: Baumgartner, Strong, & Hensley, p. 144-149 <i>Research Project Introduction and Literature Review Due</i>

September 29	Criteria for a Good Test Reading: Lacy & Hastad, p. 85-93
October 1	Correlation Reading: Miller, p. 31-37 <i>Research Project Methods Due</i>
October 6	Regression Reading: Lacy & Hastad, p. 74-76
October 8	Differences Among Means: t-test Reading: Lacy & Hastad, p. 77-81 <i>Validity and Reliability Assignment Due</i>
October 13	One-Way ANOVA Reading: Miller, p. 41-51
October 15	ANOVA With Repeated Measures Reading: Miller, p. 51-54
October 15-20	<i>Research and Statistics Exam</i>
October 20	Why Assess? Reading:Learn@UW
October 22	What to Assess? Reading:Learn@UW <i>Deadline for Arrangements with Site for Research Project Data Collection</i>
October 27	Assessment Types Reading:Learn@UW
October 29	Creating Assessments Reading:Learn@UW
November 3	Effective Grading Practices Reading:Learn@UW
November 5	Technology in Assessment Reading:Learn@UW
November 10	Psychomotor Skills Reading:Learn@UW
November 12	Motor Skill Assessment Reading:Learn@UW
November 17	Movement Concepts, strategies, game play Reading:Learn@UW
November 19	Cognitive Assessment Reading:Learn@UW <i>Research Project Results and Analysis Due</i>
November 24	Social Skills and values assessment Reading:Learn@UW



**Standard 9**      **Manages Learning Environment**  
*9.4 Use managerial and instructional routines that create smoothly functioning learning experiences.*  
Assessment:      Research Project Methods

**Standard 13**      Is a Reflective Practitioner  
*13.1 Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.*  
Assessment:      Teacher/Program evaluation

Following are the University of Wisconsin School of Education “new” standards addressed through Assessment and Research in Physical Activity Pedagogy and how those standards will be assessed...

**Standard 2**      **Planning**  
*2.2 Choose, modify, and/or create formative and summative assessments to measure each learner’s progress toward instructional goals.*  
Assessment:      Assessment Plan  
                         Motor skill assessment tool  
                         Cognitive assessment tool  
                         Affective assessment tool

*2.4 Reflect on and meaningfully justify planning decisions and base justifications in knowledge of learners, development, curriculum, pedagogies, and resources.*  
Assessment:      Teacher/Program evaluation

**Standard 3**      **Engagement and Instruction**  
*3.1 Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning.*  
Assessment:      Research Article Summary and Analysis  
                         Validity and Reliability Assignment  
                         Research Project Results and Analysis

*3.5 Support learners to develop and apply different perspectives of authentic (real-world) issues*  
Assessment:      Research Project Discussion and Conclusion

**Standard 4**      **Assessment**  
*4.2 When appropriate, work with others to create and implement comprehensive and appropriate assessment.*  
Assessment:      Fitness spreadsheet

*4.4 Clearly and accurately communicate assessment results to parents/guardians and other professionals.*  
Assessment:      Research Project Poster

*4.5 Reflect and meaningfully justify assessment decisions, considering the strengths and limitations of assessment methods in relation to learners’ characteristics and experiences, development, curriculum, pedagogies, and resources.*  
Assessment:      Research Project Discussion and Conclusion  
                         Assessment tool comparison

**Standard 5**      **Professionalism and Ethics**  
*5.4 Use professional ethics, and school and district, state and federal policies and regulations to guide their practices, decisions, and relationships with others, including learners, colleagues, and families from different cultural and linguistic backgrounds.*  
Assessment:      Research Project Methods

*5.5 Communicate and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Assessment:      Research Project Introduction and Literature Review  
Report card design