

Kines 121 Foundations of Physical Education (2 cr.)

Instructor: Dan Timm, Ed.D., 1043 Gym-Nat, 262-7714, dtimm@education.wisc.edu
Office Hours: MW 3:00-4:00, TR 2:30-3:30, F 10:00-11:00

Schedule: Class meets MWF 8:50-9:40 in 1190 and/or 2160 Gymnasium-Natatorium.

Learn@UW Address: <https://uwmad.courses.wisconsin.edu/d21/home/3351665>

Prerequisite: BSPE, PED, or consent of instructor.

Required Text: Wuest, D. A., & Fisette, J. L. (2015). *Foundations of physical education, exercise science, and sport* (18th 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
	Philosophy Paper	25%	A 93% - 100%
	Introduction to Profession Test	15%	AB 89% - 92%
	Critical Thinking Paper	25%	B 83% - 88%
	Movement Education Test	15%	BC 79% - 82%
	Teaching Presentation Critique	<u>10%</u>	C 70% - 78%
		100%	D 60% - 69%
			F 0% - 59%

Assignments **Resume** (Due September 25)
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.

Philosophy of Physical Education Paper (Due October 19)

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.

Critical Thinking Paper (Due November 9)

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.

Teaching Presentation Critique (Due December 18)

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.

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/>

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.

Accommodations Statement: 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, 702 West Johnson Street, 263-2741, for information and assessment.

Academic Integrity: The University of Wisconsin is an internationally 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, but not limited to:

- * 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 are to be completed independently without consultation with others.

Class Schedule

September 7	Introduction to Course, Text: p. 1-22
September 9	Becoming Professional...Text: Chapter 11 and p. 447-449
September 12	Becoming Professional Introduction to the Physical Education Teacher Education Program
September 14	Guest Speaker, Kelly Hayek, School of Education Career Center
September 16	Resume Work Day
September 19	Resume Work Day
September 18	Open Forum College Writing...Learn@UW: Writing Information <i>Resume Peer Review Due</i>
September 21	Issues and Challenges in Physical Education...Text p. 417-419, 509-527
September 23	Issues and Challenges in Physical Education
September 25	Teaching in School Settings...Text p. 426-434 <i>Resume Due</i>
September 28	Teaching Observation - Secondary Level (Tentative)
September 30	Teaching in Non-School Settings...Text p. 434-438
October 2	Philosophy of Physical Education Presentation Work Day
October 5	Teaching Observation - Badger Gymnastics Academy, 6901 Schroeder Road
October 7	Philosophy of Physical Education - Student Presentations...Text p. 28-35

October 9	Philosophy of Physical Education - Student Presentations
October 12	Physical Education in a Changing Society...Text p. 66-72
October 14	Societal Health Issues and Physical Education...Text p. 73-100
October 16	Societal Health Issues and Physical Education
October 19	Goals of Physical Education...Text p. 41-57 <i>Philosophy of Physical Education Paper Due</i>
October 21	Goals of Physical Education Standards...Learn@UW: Revised Teacher Education Standards. Wisconsin Standards Summary. National Standards for K-12 Physical Education.
October 23	Standards
October 26	<i>Introduction to the Profession Test</i>
October 28	Movement Concepts and Skills...Learn@UW: Movement: The Keystone
October 29, 30	Wisconsin Health and Physical Education Convention, Kalahari Resort, Wisconsin Dells
October 30	Movement Concepts and Skills Movement Concepts and Skills Lab
November 2	Movement Concepts and Skills Lab
November 4	Locomotor Skills...Text p. 172-174
November 6	Locomotor Skills Lab
November 9	Nonlocomotor Skills...Text p. 174-175 <i>Critical Thinking Paper Due</i>
November 11	Nonlocomotor Skills Lab
November 13	Manipulative Skills...Text p. 175-176
November 16	Manipulative Skills Lab
November 18	Educational Movement Themes...Learn@UW: Divergent Movement: Developing Educational Movement Themes
November 20	Educational Movement Themes Educational Movement Themes Lab
November 23	Teaching Observation - Jane Koval, Van Hise Elementary School, 4747 Waukesha Street
November 25	Educational Movement Themes Lab
November 30	Developing the Content...Learn@UW: Developing the Content
December 2	Rhythmic Movement Activities...Learn@UW: Rhythmic and Movement Activities
December 4	Rhythmic Movement Activities Lab
December 7, 9, 11	Student Teaching Presentations - Educational Movement Themes.
December 14	<i>Movement Education Test</i>
Friday, December 18, 12:25 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 conceptual areas and standards addressed through Foundations of Physical Education and how those standards will be assessed...

Conceptual Area 1 Learner and Learning Environment

Standard 1.3 *Reflect on and meaningfully justify decisions relating to the learner and the learning environment.*

Assessment: Teaching Presentation Critique

Conceptual Area 3 Engage and Instruct

Standard 3.5 *Support learners to develop different perspectives of authentic (real-world) issues.*

Assessment: Critical Thinking Paper

Conceptual Area 5 Professionalism and Ethics

Standard 5.6 *Engage in ongoing professional learning*

Assessment: Philosophy of Physical Education Paper