



ED 500

PE and Technology, Finally!

Course Format: Online

Grade Type: Pass/Fail (Grade B equivalent, $\geq 80\%$ mandatory for Pass)

Instructor Name & Contact Information: David Beyers | david@gfspd.com | (989) 350-3040

Catalog Description: Graduate topics in education. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of Program Director.

Additional Course Description:

The goal of this course is to provide participants with the necessary skill set to effectively implement available technological resources to enhance the holistic physical education experience. The course focuses on establishing an understanding of what it means to provide a holistic physical education experience through the use of technology. Participants will explore a variety of video-based, instrument-based, and smartphone-based resources and programs for students to utilize. Throughout the course, participants will also be asked to reflect on their prior experience and apply the concepts and skills they learn to improve current practices.

In the final project, participants will put the knowledge and skills gained throughout the course to use in order to create a holistic physical education student plan. The student plan will demonstrate the participant's knowledge of the various strategies and resources explored throughout the course in order to effectively address the topics included in a holistic physical education experience.

Required Text(s) and Other Materials: None.

Course Objectives:

- Examine the key components often overlooked for a complete physical education experience.
- Assess the impact of various resources: video, instrument, and smart-phone based.
- Apply effective strategies for providing opportunities to experience the use those resources.
- Explore a variety of applications that can help students monitor, plan and analyze their nutrition, sleeping, fitness levels.
- Create a plan for the effective implementation of various resources to provide a holistic experience for each and every student.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

| Student Learning Outcome | Degree Addressed |
|--|-------------------------|
| 1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment. | 3 |
| 2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement. | 2 |
| 3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning. | 2 |
| 4. Locate, interpret, synthesize, and apply educational research in best practices in teaching. | 2 |
| 5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development. | 1 |
| 6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change. | 2 |
| 7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change. | 1 |
| 8. Demonstrate responsibility for student learning at high levels. | 3 |
| 9. Demonstrate responsibility for school reform and leadership in school change. | 1 |

Course Requirements:

| Topic | Learning Activities (Read & Watch) | Discussion (Post & Reply) | Assignment(s) (Research & Apply) | Hours |
|---|--|--|---|--------------|
| Week 1: The Role of Technology in Holistic Physical Education | Defining Holistic Physical Education Assessing Risks and Benefits Connecting PE and Technology From Social Distraction to Effective Implementation (4 hours) | User Habits: From Social to Productive (3 hours) | Needs Index (4 hours) | 11 |
| Week 2: Instruments of Change | GPS, Heart Rate Monitors, and Pedometers Impact on Students | Benefits and Barriers (3 hours) | Heart Rate Monitor Data (4 hours) | 11 |

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| | Family and Community Impact (4 hours) | | | |
| Week 3: Video and Mobile Applications | Justification for Video in Holistic Physical Education Individual and Whole-Class Strategies for Incorporating Video Mobile Applications for Fitness, Nutrition, and Skill Training (4 hours) | Creating Individualized Experiences with Video (3 hours) | Application Library (4 hours) | 11 |
| Week 4: Weaving it Together | Technology and Your Students Planning and Challenges Looking Towards the Future Review weeks 1-3 (2 hours) | To Ignore or Embrace? (3 hours) | Comprehensive Student Plan Reflection (7 hours) | 12 |
| Total | | | | 45 |

Attendance/Participation:

In order to be in attendance during the week, you must post at least one message to the weekly thread on the discussion board by Thursday night of each week. Messages such as “I agree” or “Good job” do not qualify as substantive. I am looking for messages which further develop the content of discussion.

Grading:

Grading Breakdown:

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| Discussion (4 @ 10 pts/each) | 40 points |
| Needs Index | 20 points |
| Heart Rate Monitor Data | 20 points |

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|----------------------------|-------------------|
| Application Library | 20 points |
| Comprehensive Student Plan | 20 points |
| Reflection | 20 points |
| Total | 140 points |

Grading Scale:

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| 112-140 pts | Satisfactory |
| <112 pts | Unsatisfactory |

Rubrics:

Discussions (10 points/each):

| Criteria | Emerging | Competent | Proficient |
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| Initial Post (5 pts) | Initial post fails to address all of the required prompts. 0-2 points | Initial post addresses all of the required prompts. Application of course content is sufficient. 3-4 points | Initial post clearly and fully addresses all of the required prompts. Demonstrates thoughtful application of course content. 5 points |
| Responses (5 pts) | Responses to classmates are missing or insufficient. 0-2 points | Responses to classmates are sufficient. 3-4 point | Responses to classmates seek to further the discussion in meaningful ways. 5 points |

Needs Index (20 points):

| Criteria | Exceeds Expectations | Meets Expectations | Approaching Expectations | Does not Meet Expectations |
|---------------------------------|--|--|--|---|
| General Needs Index (Step 1) | Clearly and articulately addresses all of the required questions | Adequately addresses all of the required questions for each identified | Addresses the required questions for each identified need, but may not | Fails to adequately addresses all of the required questions for each identified |

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| | for each identified need 4 points | need 3 points | demonstrate a firm grasp of each 1-2 points | need 0 points |
| Specific Needs (Step 2) | Identifies three unique needs for students 4 points | Identifies three needs for students, but those needs may be general or lack distinction 3 points | Identifies two needs for students 1-2 points | Identifies fewer than two needs 0 points |
| Impact (Step 3) | Thoughtfully considers how each identified need may potentially impact students, both physically and academically Clearly describes potential challenges and clearly ties those challenges to the needs identified 4 points | Generally describes how each need could impact students, both physically and academically Identifies potential challenges posed by each need 3 points | Identifies how needs, in general, may impact students AND/OR Identifies general challenges that may arise 1-2 points | Fails to clearly identify the potential impact or challenges associated with the needs 0 points |
| Student Needs (Step 4) | Identifies the stage(s) of Maslow's Hierarchy associated with each identified need Thoughtfully addresses the academic and | Identifies the stage(s) of Maslow's Hierarchy associated with each identified need Generally addresses the impact of having | Identifies a stage of Maslow's Hierarchy for each identified need, but the connection may be unclear at times Identifies potential impact, but does not consistently tie | Fails to identify a stage of Maslow's Hierarchy for each identified need AND/OR Fails to identify the potential impact of unmet needs |

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| | behavioral impact of having the identified need(s) go unmet 4 points | the identified need(s) go unmet 3 points | the impact to needs 1-2 points | 0 points |
| Reflection (Step 5) | Clearly addresses the potential opportunities and challenges of addressing needs through technology Demonstrates thoughtful consideration of personal strengths and weaknesses in relation to the student's needs 4 points | Generally addresses both the potential opportunities and challenges of addressing needs through technology Demonstrates consideration of personal strengths and weaknesses in relation to the student's needs 3 points | Addresses basic opportunities and challenges of addressing needs through technology Fails to adequately address personal strengths and weaknesses in relation to the student's needs 1-2 points | Fails to address opportunities and/or challenges of addressing needs through technology AND/OR Fails to address personal strengths and weaknesses in relation to the student's needs 0 points |

Heart Rate Monitor Data(20 points)

| Criteria | Exceeds Expectations | Meets Expectations | Approaching Expectations | Does not Meet Expectations |
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| Lesson Overview | Clearly outlines a complete lesson or unit that effectively incorporates heart rate monitor data Thoughtfully addresses how the lesson or unit supports the key components of | Generally describes a lesson or unit that incorporates heart rate monitor data Identifies how the lesson or unit supports the key components of holistic physical education | Provides a vague overview of a lesson or unit that effectively incorporates heart rate monitor data, AND/OR Fails to adequately address how the lesson or unit supports the key | Fails to clearly identify a lesson or unit that effectively incorporates heart rate monitor data, AND/OR Fails to address how the lesson or unit supports the key components of |

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| | holistic physical education 9-10 points | 6-8 points | components of holistic physical education 3-5 points | holistic physical education 0-2 points |
| Data Sharing | Makes a clear and distinct choice on whether or not to share student data Explains how, why, and with whom this data would be shared 5 points | Identifies how, why, and with whom data may be shared and provides clear justification for its use 3-4 points | No clear choice is evident, but general risks and benefits of sharing data are discussed 1-2 points | Fails to adequately address how (or if) student data would be shared 0 points |
| Challenges and Obstacles | Identifies specific obstacles and outlines a clear plan to address each 5 points | Identifies obstacles and provides a general plan for addressing them 3-4 points | No clear plan for addressing obstacles is provided 1-2 points | Fails to identify obstacles 0 points |

Application Library (20 points):

| Criteria | Exceeds Expectations | Meets Expectations | Approaching Expectations | Does not Meet Expectations |
|-------------------------------|--|--|--|--|
| Application Research (Step 1) | Clearly and articulately addresses all of the required aspects of each application 4 points | Adequately addresses all of the required aspects of each application 3 points | Addresses the required aspects of each application, but may not demonstrate a firm grasp of each 1-2 points | Fails to adequately address all of the required aspects of each application AND/OR Fails to identify three unique applications |

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| | | | | 0 points |
| Classroom Strategies (Step 2) | Describes two unique and appropriate strategies for implementation Clearly ties the chosen strategies to identified student needs 4 points | Identifies two strategies for implementation Strategies could reasonably be expected to meet identified student needs 3 points | Provides general strategies for implementation, but may not clearly tie those strategies to identified student needs 1-2 points | Identifies fewer than two strategies AND/OR Fails to tie strategies to identified student needs 0 points |
| Impact (Step 3) | Thoughtfully considers how each application may potentially impact students, both physically and academically 4 points | Generally describes how each application could impact students, both physically and academically 3 points | Identifies how applications, in general, may impact students, but fails to clearly address chosen applications 1-2 points | Fails to clearly identify the potential impact of applications 0 points |
| Measurement (Step 4) | Clearly describes two forms of measurement and thoughtfully explores how each could provide meaningful data in regards to students' academic and physical performance 4 points | Identifies two forms of measurement and addresses the benefits of each in regards to students' academic and physical performance 3 points | Identifies two forms of measurement, but may not adequately address the benefits in regards to students' academic and physical performance 1-2 points | Fails to identify two forms of measurement AND/OR Fails to address the benefits in regards to students' academic and physical performance 0 points |
| Reflection (Step 5) | Clearly addresses the potential | Generally addresses both the | Addresses basic opportunities and | Fails to address opportunities |

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| | opportunities and challenges of implementing the chosen applications, strategies, and measurement tools Demonstrates thoughtful consideration of personal strengths and weaknesses in relation to the student's needs 4 points | potential opportunities and challenges of implementing the chosen applications, strategies, and measurement tools Demonstrates consideration of personal strengths and weaknesses in relation to the student's needs 3 points | challenges of implementing the chosen applications, strategies, and measurement tools Fails to adequately address personal strengths and weaknesses in relation to the student's needs 1-2 points | and/or challenges of addressing implementing the chosen applications, strategies, and measurement tools AND/OR Fails to address personal strengths and weaknesses in relation to the student's needs 0 points |
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Comprehensive Student Plan (20 points)

| Criteria | Exceeds Expectations | Meets Expectations | Approaching Expectations | Does not Meet Expectations |
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| Biographical Information (Step 1) | Clearly and articulately describes all of the required components of the student's biographical information 2 points | Succinctly describes basic components of the student's biographical information 1 point | Fails to identify basic components of the student's biographical information 0 points | |
| Identifying Needs (Step 2) | Identifies three unique needs and provides clear evidence in support Demonstrates a clear | Identifies three needs and provided adequate evidence in support Demonstrates a basic | Identifies three general general needs that may be only loosely based on evidence or connected to the provided profile | Identifies fewer than three needs AND/OR Fails to demonstrate and understanding of |

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| | <p>understanding of needs in the context of Maslow's Hierarchy</p> <p>Thoughtfully considers the potential impact of identified needs on the student's physical and academic performance</p> <p>3 points</p> | <p>understanding of needs in the context of Maslow's Hierarchy</p> <p>Identifies the potential impact of identified needs on the student's physical and academic performance</p> <p>2 points</p> | <p>Demonstrates a flawed understanding of needs in the context of Maslow's Hierarchy</p> <p>Identifies basic impacts of identified needs on the student's physical and academic performance</p> <p>1 point</p> | <p>student needs, or the importance of physical and academic performance</p> <p>0 points</p> |
| <p>Manifestations of Needs / Classroom Strategies (Steps 3 and 4)</p> | <p>Clearly and articulately outlines two effective strategies to address the needs identified</p> <p>Demonstrates careful analysis of the impact of those strategies on the student and his or her classmates</p> <p>3 points</p> | <p>Effectively outlines two strategies to address the needs identified</p> <p>Accurately explains the impact of those strategies on the student and his or her classmates</p> <p>2 points</p> | <p>Identifies two general strategies for addressing needs, but they may not be specific to the needs identified</p> <p>Demonstrates a flawed understanding of the impact of those strategies on the student and/or his or her classmates</p> <p>1 point</p> | <p>Identifies fewer than two strategies for addressing the needs identified</p> <p>AND/OR</p> <p>Fails to address the impact of those strategies on the student and/or his or her classmates</p> <p>0 points</p> |
| <p>District / Community Strategies (Step 5)</p> | <p>Clearly and articulately describes an effective district- or community- strategy to address</p> | <p>Describes an effective strategy to address the needs identified</p> <p>Accurately</p> | <p>Identifies a strategy designed to address needs, but may not be specific to the needs identified</p> | <p>Fails to identify a strategy to address needs</p> <p>AND/OR</p> |

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| | <p>the needs identified</p> <p>Demonstrates careful analysis of the impact of that strategy</p> <p>3 points</p> | <p>explains the impact of that strategy</p> <p>2 points</p> | <p>Demonstrates a flawed understanding of the impact of the strategy</p> <p>1 point</p> | <p>Fails to address the impact of the strategy identified</p> <p>0 points</p> |
| <p>Technology Implementation (Step 6)</p> | <p>Identifies a unique technology or application and thoughtfully explores its potential effectiveness as part of a holistic plan aimed at benefiting the student's physical and academic progress</p> <p>3 points</p> | <p>Identifies a technology or application and addresses its potential effectiveness as part of a holistic plan aimed at benefiting the student's physical and academic progress</p> <p>2 points</p> | <p>Identifies a technology or application, but may only generally address its potential effectiveness or explore how it may benefit the student's physical and academic progress</p> <p>1 point</p> | <p>Fails to identify a technology or application</p> <p>AND/OR</p> <p>Lacks a clear understanding of the role of technology in a holistic physical education</p> <p>0 points</p> |
| <p>Analysis (Step 7)</p> | <p>Provides a thoughtful, holistic analysis that addresses all aspects of the student plan as presented</p> <p>3 points</p> | <p>Provides an analysis that addresses all aspects of the student plan</p> <p>2 points</p> | <p>Provides an accurate general analysis of the plan, but may lack detail or clear evidence of a holistic strategy</p> <p>1 points</p> | <p>Fails to provide an accurate or complete analysis</p> <p>0 points</p> |

Reflection (20 points)

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| Criteria | Emerging | Competent | Proficient |
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| Organization & Formatting (10 pts) | Questions are just randomly placed with no logical order. 3 or more errors in formatting 0-5 points | Reflection is smooth and placed in order. 1-2 errors 6-8 points | Logical progression of the theme throughout delivering a seamless response to all criteria. No errors 9-10 points |
| Question Responses (10 pts) | Minimal response to question criteria. 0-5 points | Criteria covered. 6-8 points | Descriptive detail justifying the response to all questions. 9-10 points |

Late Work:

An assignment is late if it is not turned in at the place, date, and time established by the professor. All assignments turned in late will result in a reduction of 20% of possible points for each day late. The professor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the professor before the due date (and not the night before) in order for any extension to be given.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations:

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty:

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of

academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Mandatory Reporting:

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).