ED 500

PE and Technology, Finally!

Course Format: Online

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 Family and	Benefits and Barriers (3 hours)	Heart Rate Monitor Data (4 hours)	11

	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:

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

Application Library	**20 points**
Comprehensive Student Plan	**20 points**
Reflection	**20 points**
Total	**140 points**

Grading Scale:

112-140 pts	Satisfactory
<112 pts	Unsatisfactory

Rubrics:

Discussions (10 points/each):

Criteria	Emerging	Competent	Proficient
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

	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

	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
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

	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 addresses all of the required aspects of each application AND/OR Fails to identify three unique applications

				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 |
| Measure-ment (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 addresses 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 |

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

Comprehensive Student Plan (20 points)

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
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

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

	the needs identified Demonstrates careful analysis of the impact of that strategy 3 points	explains the impact of that strategy 2 points	Demonstrates a flawed understanding of the impact of the strategy 1 point	Fails to address the impact of the strategy identified 0 points
Technology Implementation (Step 6)	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 3 points	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 2 points	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 1 point	Fails to identify a technology or application AND/OR Lacks a clear understanding of the role of technology in a holistic physical education 0 points
Analysis (Step 7)	Provides a thoughtful, holistic analysis that addresses all aspects of the student plan as presented 3 points	Provides an analysis that addresses all aspects of the student plan 2 points	Provides an accurate general analysis of the plan, but may lack detail or clear evidence of a holistic strategy 1 points	Fails to provide an accurate or complete analysis 0 points

Reflection (20 points)

Criteria	Emerging	Competent	Proficient

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