

PE 352
UNIVERSITY OF VICTORIA
FACULTY OF EDUCATION

SCHOOL OF PHYSICAL EDUCATION

**PE 352 S01 Instructional Techniques and Dual/Individual Activities –
Spring - 2nd term 2003**

This course is concerned with the methods of teaching individual and dual activities to secondary school students and related groups. This course will require students to engage in teaching situations.

Instructor: Dr. Tim Hopper

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Course Web-page: <http://web.uvic.ca/~thopper>

Office Hrs.: Mon. 2.30 – 3.30, or by appointment

Class Time: Tues 2.30 to 4.30 and Friday 2.30 to 3.30

(we start promptly at 2:30 pm. and finish up by 4:20 pm or 3.20 pm.)

Location: In either McKinnon 080A (2/3 gym) or McKinnon 150

(*NOTE: when we are in the gym -- dress for activity participation)

Required Textbook:

Mosston, M. & Ashworth, S. (2002). *Teaching Physical Education* (6 th Ed.) Toronto: Maxwell Macmillan. (Available in bookstore and **two copies** 5th edition on reserve in McKinnon Resource Centre)

Required Readings:

Chapter 12. Hellison, D. and T. Templin (1991). Planning, Organizing, and Evaluating: The Nuts and Bolts. In Hellison and Templin, "A reflective approach to teaching physical education." Champaign, Illinois, Human Kinetics Books.

Turkington, H.D. (1987). Organizing for Effective Instruction in Track & Field. CAHPERD, **53**(1), 14-18.

(**Two copies** of each reading are on reserve in McKinnon Resource Centre)

Recommended Reading

Prescribed Provincial Curriculum Guide - Physical Education 8-10 Integrated Resource Package (IRP) (October, 1995), Victoria: British Columbia Ministry of Education.

1. Scope of the Course

The course explains a variety of instructional techniques that may be used in the teaching of a selection of individual and dual games and activities at the secondary school level.

2. Intents and Learning Outcomes

Intent A

PE 352 will assist students in developing a variety of instructional techniques used in teaching of track & field, gymnastics, wrestling, net/wall games (tennis, badminton,

squash etc.) and target games (golf, bowls etc.) In addition, other selective manipulative activities will be used to show examples of instructional techniques. Some of these activities include the following: rope jumping, juggling and indoor manipulative games.

Learning Outcomes associated with Intent A

By the end of the course, students should be able to:

1. Use a variety of instructional techniques/teaching strategies/styles.
2. Design effective teaching tasks based on an understanding of skill and tactical/conceptual progression.
3. Analyze the effectiveness of psychomotor skills and tactical skills performed by learners.
4. Provide appropriate feedback to learners.
5. Identify the essential components of various instructional techniques/teaching strategies/styles,
6. Identify and practice safety concerns,
7. Identify and implement a variety of methods for assessing student performance;
8. Plan for effective instruction at the following levels - unit, lesson, and skill demonstration.

Intent B

PE 352 should assist students in developing an understanding of the need for effective management skills and strategies for the secondary school level.

Learning Outcomes associated with Intent B

By the end of this course, students will be able to:

1. Organize a class for effective instructions;
2. Increase student time-on-task; and
3. Organize methods for handling equipment concerns, attendance and student assessment.

Intent C

PE 352 should assist students in developing an understanding of structure, content, and terminology associated with the Physical Education 8-10 Provincial IRP.

Learning Outcomes associated with Intent C

By the end of this course, students will be able to:

1. Formulate both unit and lesson learning outcomes and present each in appropriate format.
2. Explain major terms in Physical Education 8-10 and 10 -12 Provincial IRP.
3. Describe the general content and structure of Physical Education 8-10 Provincial IRP.

3. Course Expectations

To complete this course successfully, each student will:

1. Attend **ALL** class sessions (as this course has a significant practical component it is necessary to participate in these sessions. Simply doing the readings and "getting the notes from a classmate" is not enough.) If you need to be absent from class, call me (721 8385) or e-mail me at least the day before the class session. Absence from class will result in a lower participation mark. Each week after attendance in every class and satisfactory contribution to class activities you will receive an additional one percent of your professionalism mark up to a maximum of 12%.
2. Complete on-line reading and responding assignment
3. Complete all assigned readings.
4. Complete all written assignments.
5. Complete all practical experience assignments; and
6. Write mid - term and final examination.

4. Course Assignments and Evaluation

1. 10% Participation: (includes attendance, productive participation in practical classes and classroom sessions). You gain marks for attending and participating in classes. If you do not attend you cannot gain marks. If a class is missed and you inform the instructor before that class, then you must show proof that you have caught up to gain marks back. To do this a peer's class notes and web-page resources should be utilized. You can only get full marks for full attendance. If more than three classes are missed by a student he or she may be barred from writing the final exam.

2. 15% ListServ reading assignment: Using modern technology, this assignment will expect students to share insights from class readings and experience through the campus e-mail system. This assignment is pass/fail. 10% of marks will be awarded if criteria for assignment are met by **Friday, March 21st**. The final 5% of marks will be awarded for 250-word read-back reflection on personal contribution to listserv. The focus of the read-back should be evidence of personal growth and development based on the intents of the course and personal entries on the listserv.
DUE: Fri. Mar 21st

3. 20% Practical teaching sessions
 5% Planning and teaching warm-up portion of a lesson. DUE: Tues. Feb 5th
 Teaching period Tues. Jan. 20th to Mon. Jan. 27th.

 15% Planning and teaching "skill/conceptual development" portion of lesson
 (partner or group task). Fri. Mar. 7th to Fri. Mar. 21st DUE: Fri Mar 28th

4. 25% Major Unit Planning Assignment DUE: Fri. March 7th

5. 15% Mid Term Examination DUE: Fri. Feb. 14th

6. 15% Final Examination Fri. April 4th

- 100%

Grading Breakdown

A+: 96-100	B+: 78-84	C+: 60-65
A: 90-95	B: 72-77	C: 55-59
A-: 85-89	B-: 66-71	D: 50-54

ASSIGNMENT - ONLINE LIST-SERV FOR PE352 CLASS

PE352 – reading list

Group	Week	Reading Assignment	GROUP A	GROUP B	GROUP C
			Whose responsibility?	Whose responsibility?	Whose responsibility?
	Jan. 6 - 10	Mosston & Ashworth Ch 1 “An overview” (p. 1 to 10)	Dr. Hopper	Dr. Hopper	Dr. Hopper
1	Jan 13 - 17	Mosston & Ashworth Ch 2 (p. 10 – 15)	1	1	1
	Jan 20 - 24	Mosston & Ashworth Command and Practice Ch 3 to Ch 4 (p. 17 – 64)	2 3	2 3	2 3
2	Jan 27 - 31	Mosston & Ashworth Reciprocal - Ch 5 (p. 65 – 102)	4	4	4
	Feb 3 - 7	Mosston & Ashworth Self-check, Inclusion & Overview A-E - Ch 6 to Ch 8 (p. 103 – 168)	5 6	5 6	5 6
3	Feb 10 - 14	Mosston & Ashworth Discovery, Guided Discovery, Convergent Ch 9 to Ch 11 (p. 169 – 199)	7 8	7 8	7 8
	Feb 17 - 21	Mosston & Ashworth Divergent and Individual program Ch 12 & Ch 13 (p. 200 - 233)	9	9	9
4	Feb 24 - 28	Mosston & Ashworth Learner-initiated, self-teach. Ch 14 to Ch 16 (p. 239 – 256)	10	10	10
	Mar 3 - 7	Hellison (1991) – “Planning, organizing and evaluating: The nuts and bolts” Ch 12 p. 131 -149	11 12	11 12	11 12
5	Mar 10 - 14	Connections to PE 452 Readings: On-line in Recent Article.	13	13	13
	March 17 - 21	Hopper. (2003). Four R's for tactical awareness: Applying game performance assessment in net/wall games. <i>Teaching Elementary Physical Education, March</i> , (In press). Hopper, T. (2002). Teaching games for understanding: The importance of student emphasis over content emphasis. <i>JOPERD</i> , 73(7), 44-48.			
	March 24 - 28	Catch up on Listserv if done less than 9 entries for the term. Readback prep for final.			
	March 31 – 4	Final Exam			

Set-up

Class enrollment is 38 students-
10 weeks of reading assignments

Class will be divided into three groups of 12/13 students. One group will be called group A, the second group will be called group B and the third group will be called group C. Within each group you will get into teams of three people. Your team will be assigned a two-week period where your team is responsible for leading the discussion on the assigned reading. Dr. Hopper will lead the first week of discussion for each group.

Requirements

Each person is expected to engage in the discussion on the reading at least once each week (minimum of 9 entries for the term).

Each two-week period has an assigned reading from the course texts (see course outline for details). When your group is responsible for the two-week period you are expected to read ahead of the class and set an open question (class question focus for the two week period can be used) to initially focus the listserv discussion. Whenever possible try to connect the question to course experiences, your experiences in schools, other courses and previous readings. Consult Dr. Hopper if you have concerns or need to discuss an idea you have has a group. Dr. Hopper will also be involved in the listserv. As a group organize it so that over the two-weeks you each service the listserv once a day in a 4 day period (count the weekend as one day).

Expectations

When your team leads the discussion on the listserv you are expected to post a question that asks your colleagues to address the ideas and issues raised in the assigned readings (example questions listed for each two-week period). This question should be posted on or before the Monday for the beginning of the week for your assigned reading. Obviously, you are expected to have read the assigned reading before posting the question. Each person is expected to do the assigned reading then respond to the question or questions and ideas evolving within the two-week period. During the period when you are responsible for leading the discussion (“become the management”), read your peers comments and respond either to the individual or to the group in relation to the insights of individual(s). All members of the group receive all responses and postings. When you are responsible for the listserv think of yourself as a teacher, guiding, connecting and focusing on the worthwhile ideas of your peers. As listserv manager you should do a minimum of one entry a day for four-work-days.

All entries are expected to be thoughtful, connect to classroom activity, professional and designed to develop your own and the groups understanding of the material being studied. All involved in the listserv value thoughtful succinctness with clarity from examples.

If you and your partner fulfill these requirements you will get 10/10. However, failure to meet this criteria can result in a mark of 0/10. The final 5% of marks will be awarded for 250-word read-back reflection on personal contribution to listserv. The focus of the read-back should be evidence of personal growth and development based on the intents of the course and personal entries on the listserv.

Weighting of Marks

The listserv assignments will be marked on a credit/non-credit basis. This means that if the criteria for this assignments is met then a student will receive a 100% mark (15/15). If the criteria is not met for this assignment then a student can receive '0' marks at the discretion of the course instructor. To ensure marks awarded in this class are in line for the normal distribution of marks for courses in the undergraduate education program, the differentiated marks awarded for assignment 1 and assignments 3 to 6 will be weighted out of 100%. This means that the sum of these assignments weighted up the 100% will be used to assign letter grades as long as 100% mark is received for the listserv assignment. Marks less than 100% for assignment 2 will be deducted from the final weighted mark.

For example:

Two students get the following break down on marks for assignments in the course. Student B was unable to fully complete assignment 2 (list-serv assignment) so received 5% out of a possible 15%.

<p>STUDENT A</p> <p>Assignment 2 List-serv = 15%</p> <p>Assignment 1 = 12</p> <p>Assignment 3 = 15</p> <p>Assignment 4 = 22</p> <p>Assignment 5 = 9</p> <p>Assignment 6 = 12</p> <p style="text-align: right;">Total = 70%</p> <p>100% weighting = $100/85 \times 70 = 82\%$</p>	<p>STUDENT B</p> <p>Assignment 2 List-serv = 5%</p> <p>Assignment 1 = 12</p> <p>Assignment 3 = 13</p> <p>Assignment 4 = 25</p> <p>Assignment 5 = 10</p> <p>Assignment 6 = 13</p> <p style="text-align: right;">Total = 73%</p> <p>100% weighting = $100/85 \times 73 = 86\%$</p>
<p><u>STUDENT A</u></p> <p>MARK = 15/15 and 82/100</p> <p>Final mark 82%</p> <p>Letter grade B+</p>	<p><u>STUDENT B</u></p> <p>MARK = 5/15 (-10) and 91/100</p> <p>Final mark 86 - 10 = 76%</p> <p>Letter grade B</p>