

PEDS 7040
Instructional Strategies
Fall Semester, 2007

Instructor: Dr. Bryan McCullick
Meeting Times: TR 9:30-10:45am
Meeting Place: Rm. 213
E-mail: bamccull@uga.edu

Phone: 542-3621 (o), 354-4914 (h)
Office: 355 Ramsey Center
Office Hours: M, W, and F: 9:00-10:00am
T, R: 2:00-3:00pm

Purpose of the Course

This class is designed to expand and enrich your teaching repertoire. If all goes well, you will become more competent (and confident) in planning, implementing, and evaluating alternative styles of instruction. Special emphasis will be given to how selected models of teaching can be used to achieve multiple outcomes of teaching in the classroom and gymnasium as well as other contexts (e.g., youth sport). You will also develop some observation skills that will be helpful in evaluating teaching performance and conducting pedagogical research studies. Additionally, the course will increase your awareness in other instructional arenas (teaching underserved youth, youth sports programs, etc.). Overall, the major intent of this course is to help you to become a more intelligent decision maker, a more successful teacher, and a more dedicated professional (Byra, Fall 1999).

Prerequisites

You must be a graduate student to enroll in this course. You would benefit from an interest in teaching, in general. While not required, an interest in teaching sport, physical education, and/or physical activity is a bonus.

Objectives

By the end of this course the student will be able to:

1. Describe objectives of various styles and models of teaching sport and physical activity.
2. Describe the anatomy of various styles and models of teaching sport and physical activity.
3. Describe the assets and liabilities of various styles and models of teaching sport and physical activity.
4. Describe the implications (hidden agenda) of various styles and models of teaching sport and physical activity.
5. Describe the conditions under which various styles and models should and should not be used.
6. Describe the developmental effects of various styles and models to teaching sport and physical activity.
7. Increase their ability to perform alternative teaching styles and approaches in clinical and real settings.
8. Develop analytic skills that will foster professional self-development.

Required Textbooks

Mosston, M., & Ashworth, S. (2002). *Teaching Physical Education (5th ed.)*. San Francisco: Benjamin Cummings.
Metzler, M. (2005). *Instructional Models for Physical Education (2nd ed.)*. Scottsdale, AZ: Holcomb-Hathaway.
Clark, R. (2003). *The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child*. New York: Hyperion.

Selected readings as assigned.

Optional Textbooks (If you'd like to supplement your learning)

Hellison, D. R. (2003). *Teaching Responsibility Through Physical Activity (2nd ed.)*. Champaign, IL: Human Kinetics.
McCourt, F. (2005). *Teacher Man*. New York: Scribner.
Siedentop, D, Hastie, P. A., & van der Mars, H. (2004). *Complete Guide to Sport Education*. Champaign, IL: Human Kinetics.

Attendance

Since this is graduate school, you are expected to attend every class session and be on time. Exceptions will be made only for **extremely** unusual circumstances. Come to class having completed the readings and ready to make a concerted effort to contribute to class discussion **and** activities. Additionally, you will be expected to participate in e-mail

discussions and other in-class assignments that must be completed.

Academic Honesty

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty has been developed to serve these goals. Academic honesty is defined broadly and simply as the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not properly authorized or attributed (p. 1, UGA Policy on Academic Honesty).

All academic work must meet the standards contained in “*A Culture of Honesty.*” Each student is responsible to inform themselves about those standards before performing any academic work.

Provisions for Students with Special Needs

The University of Georgia and I are committed to the full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact the professor immediately. Please do not wait until difficulty is encountered to communicate such requests. Students may also speak with Disability Services at 542-8719 to discuss the process for requesting accommodations.

Evaluation

<i>Assignment</i>	<i>Description</i>	<i>Weight</i>
Clinical Teaching Assignment	A demonstration lesson will be taught in class with peers as learners. The lesson, which will last only 20 minutes, must include three teaching episodes.	20%
At the Movies Presentation	You and a partner will review one film with a story line about teachers and students. Each partner will have 10 minutes to give his/her review to the class and turn in a critique of what the watched.	10%
Group Research Presentation	Your team of four will be assigned a research article and you are to present it to the class. The team will submit a written critique as well.	10%
Student Presentations Of Instruction	You will teach a 10-15 minute episode of content of your choice to your peers	15%
Project	TBA	20%
Exams	Two exams will be given throughout the semester. Your average on the two exams will be your grade (e.g., a 90% and an 85%= 87.5%)	25%

Grading Scale

A	= 100-94
A-	= 93-90
B+	= 89-86
B	= 85-82
B-	= 81-80
C+	= 79-77
C	= 76-74
C-	= 73-70
F	= ≤ 69

******TENTATIVE Schedule** (The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary)

<u>Month</u>	<u>Date</u>	<u>Day</u>	<u>Topic</u>	<u>Readings</u>	
<i>August</i>	16	R	Course overview; Who are you?	none	
	21	T	What is effective teaching? Purposes of Physical Education?	none	
	23	R	Art of Teaching	none	
	28	T	Being a Teacher; What we need to know as teachers?	*Shulman	
	30	R	Creating a Learning Environment	*Schempp	
<i>September</i>	4	T	Approaches, Models, & Strategies: What is the Difference?	Metzler-4	
	6	R	Direct Instruction	Metzler-8	
	11	T	The Spectrum; Styles A & B	M & A-1-3, 6-7	
	13	R	Peer Instruction	Metzler/-12	
	18	T	Styles C & D (Group 1-Research Presentation)	M & A-8/9	
	20	R	Style E	M & A-10	
	25	T	Exam I		
	27	R	Inquiry Teaching	Metzler-12	
	<i>October</i>	2	T	Styles F, G, & H (Group 2-Research Presentation)	M & A-12-14
		4	R	Teaching Personal and Social Responsibility	Metzler-15
9		T	“ (Group 3-Research Presentation)		
11		R	Library for Projects and Episodes/Read Clark	Clark	
16		T	Teaching/Coaching Youth Sport	TBA	
18		R	Student Presentation of Instruction in Gym		
23		T	“At the Movies” (Group 4-Research Presentation)	Assigned	
25		R	Fall Break - No Class		
30		T	“At the Movies” Presentations		
<i>November</i>		1	R	Teaching Games for Understanding in Sport and PE	Metzler-14
	6	T	Sport Education	Metzler-11	
	8	R	“ (Group 5-Research Presentation)		
	13	T	Book Club (have Clark read by today)	Clark	
	15	R	Clinical Teaching Assignments		
	20	T	Clinical Teaching Assignments		
	22	R	Thanksgiving - No Class		
	27	T	Clinical Teaching Assignments		
	29	R	Clinical Teaching Assignments		
	<i>December</i>	4	T	No Class - University operates on a Friday schedule	
6		R	Exam II during class time		