**PEDU 732**

**Analysis of Instructional Behavior in Physical Activity Programs**

**COURSE SYLLABUS – Summer 2015 (Session E)**

**I. Instructor, Course Description, and Materials**

**Instructor Information:**

Dr. Collin Webster

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Office Hours: M-F – 12:00 PM-1:00 PM, or by appointment

**Location and Time:**

BPEC 215

June 1-25, M-F – 1:15 - 3:15 PM

**Credit:**

3 semester hours

**Bulletin Description:**

Research-based study of strategies, delivery systems, and clinical, school, and community-based programs in physical activity.

**Course Rationale and Description:**

The analysis if instructional behavior is essential to understanding the teaching-learning process. Although many methods are employed to analyze instructional behavior, observation is generally considered the sine qua non of scientific techniques for this purpose. This course introduces graduate students to observation methodology and its applications to the study and evaluation of instructional behavior in various physical activity program contexts.

**Required Textbook:**

None.

**Required Blackboard Readings (in alphabetical order):**

Cheffers, J. T. F., & Mancini, V. H. (1989). Cheffers’ Adaptation of the Flanders’ Interaction Analysis System

(CAFIAS). In P.W. Darst, D.B. Zakrajsek, & V.H. Mancini (eds.), *Analyzing physical education and sport instruction* (pp. 119-135). Champaign, IL: Human Kinetics.

De Marco, G. M., Mancini, V. H., Wuest, D. A., & Schempp, P. G. (1996). Becoming reacquainted with a once

familiar and still valuable tool: Systematic observation methodology revisited. *International Journal of Physical Education, 32*(1), 17-26.

Goc Karp, G. Participant observation. In P.W. Darst, D.B. Zakrajsek, & V.H. Mancini (eds.), *Analyzing physical*

*education and sport instruction* (pp. 411-422). Champaign, IL: Human Kinetics.

McKenzie, T. L., Sallis, & Nader, P. R. (1991). SOFIT: System for Observing Fitness Instruction Time. *Journal of*

*Teaching in Physical Education, 11*, 195-205.

McKenzie, T. L., & van der Mars, H. (2015). Top 10 research questions related to assessing physical activity and

its contexts using systematic observation. *Research Quarterly for Exercise and Sport, 86*(1), 3-29.

Parker, M. (1989). Academic Learning Time-Physical Education (ALT-PE), 1982 revision. In P.W. Darst, D.B.

Zakrajsek, & V.H. Mancini (eds.), *Analyzing physical education and sport instruction* (pp. 195-205). Champaign, IL: Human Kinetics.

Rink, J. E., & Werner, P. H. (1989). Qualitative Measures of Teaching Performance Scale (QMTPS). In P.W.

Darst, D.B. Zakrajsek, & V.H. Mancini (eds.), *Analyzing physical education and sport instruction* (pp. 269-275). Champaign, IL: Human Kinetics.

Russ, L., Webster, C. A., Beets, M. W., Weaver, R. G., Harvey, R., Phillips, D., & Egan, C. *System for Observing*

*Student Movement during Academic Routines and Transitions (SOSMART)*. (Manuscript in preparation)

Tharp, R. G., & Gallimore, R. (1976). Basketball’s John Wooden: What a coach can teach a teacher. *Psychology*

*Today, 9*(8), 74-78.

van der Mars, H. (1989). Basic recording tactics. In P.W. Darst, D.B. Zakrajsek & V.H. Mancini

(eds.), *Analyzing physical education and sport instruction* (pp. 19-51). Champaign, IL: Human Kinetics.

van der Mars, H. (1989). Observer reliability: Issues and procedures. In P.W. Darst, D.B. Zakrajsek & V.H.

Mancini (eds.), *Analyzing physical education and sport instruction* (pp. 53-80). Champaign, IL: Human Kinetics.

van der Mars, H. (1989). Systematic observation: An introduction. In P.W. Darst, D.B. Zakrajsek & V.H. Mancini

(eds.), *Analyzing physical education and sport instruction* (pp. 3-17). Champaign, IL: Human Kinetics.

Weaver, R. G., Beets, M. W., Webster, C. & Huberty, J. (2014). System for observing staff promotion of activity

and nutrition (SOSPAN). *Journal of Physical Activity and Health, 11*, 173-185.

Weaver, R. G., Beets, M. W., Webster, C. A., Beighle, A., Erwin, H., Kaysing, N., & Choukroun, H. *Modifying the*

*System for Observing Fitness Instruction Time to Measure Teacher Competencies Related to Physical Activity Promotion: SOFIT+*. (Manuscript in review)

Webster, C. A., Wellborn, B., Hunt, K., LaFleche, M., Cribbs, J., & Lineberger, B. (2014). MPOWER: An

observation system for assessing coach autonomy support in high school varsity boys’ soccer practices. *International Journal of Sport Science & Coaching, 8*(4), 741-754.

**Instructional Methods and Activities:**

This course is primarily delivered using lectures and class discussion. Students are expected to actively participate in class, complete assigned readings, and submit assignments on time.

**II. Course Objectives and Assessment of Learning**

**Major Course Objectives:**

At the completion of this semester, each student should be able to:

1. Explain the utility of observation methodology in studying instructional behavior.
2. Identify the advantages and disadvantages of systematic observation in studying instructional behavior.
3. Describe the different recording techniques that can be used to systematically observe instructional behavior.
4. Reliably use a selection of classic and recent direct observation systems to analyze instructional behavior.
5. Conduct and report non-participant observation research on instructional behavior.
6. Conduct and report systematic observation research on instructional behavior.
7. Develop a systematic observation instrument to analyze instructional behavior.

**Assessment of Learning:**

Reading Summaries

Students will write a written summary of each assigned reading (see page 5).

Instructional Behavior Analyses

Students will use established methods/instruments to collect, analyze, interpret, and report data on instructional behavior (see pages 6 and 7).

Systematic Observation Instrument

Students will develop their own systematic observation instruments to analyze instructional behavior (see page 8).

Quizzes

Students will take unannounced quizzes based on the course material.

**Grading System:**

|  |  |  |
| --- | --- | --- |
|  | Value | Grading Scale |
| Reading Summaries | 25% | 90-100% A |
| Instructional Behavior Analyses | 25% | 85-89% B+ |
| Systematic Observation Instrument | 25% | 80-84% B |
| Quizzes | 25% | 75-79% C+ |
|  | 100% | 70-74% C |
|  |  | <70% F |
|  |  |

**III. Course Policies**

**Assignments:**

Students are expected to submit a hard copy of each assignment on the noted due date (see Course Outline below). Extraneous circumstances preventing students from submitting an assignment should be discussed with the instructor on an individual basis. However, there is no guarantee that students will be allowed to make up missed work.

**Attendance/Absence:**

Students are expected to attend all scheduled class meetings. Extraneous circumstances preventing students from attending class should be discussed with the instructor on an individual basis. Unexcused absences will be handled at the discretion of the instructor and may result in a reduction of the student’s course grade.

**IV. Course Calendar**

**Dates to Note:**

|  |  |
| --- | --- |
| June 1, Mon. | First day of class |
| January 19, Fri. | Last day of class |

***Tentative* Course Outline:**

(The instructor reserves the right to update the course outline as needed. Students will be notified of updates.)

|  |  |  |
| --- | --- | --- |
| **Class Meeting Date** | **Lecture Topic** | **Assignments Due** |
| June 1, Mon. | Observation methodology | (None) |
| June 2, Tue. | Non-participant observation | Reading summary for Goc Karp (1989) |
| June 3, Wed. | Introduction to systematic observation | Reading summaries for van der Mars (1989) chapter 1 and De Marco et al. (1996) article |
| June 4, Thu. | Systematic observation recording techniques | Reading summary for van der Mars (1989) chapter 2 |
| June 5, Fri. | Validity and reliability in observation research | Reading summary for van der Mars (1989) chapter 3 |
| June 8, Mon. | SOSMART | Reading summary for Russ et al. (in preparation) manuscript |
| June 9, Tue. | Tharp & Gallimore system | Reading summary for Tharp & Gallimore (1976) article; non-participant observation analysis |
| June 10, Wed. | MPOWER | Reading summary for Webster et al. (2014) article |
| June 11, Thu. | CAFIAS | Reading summary for Cheffers & Mancini (1989) chapter |
| June 12, Mon. | QMTPS | Reading summary for Rink & Werner (1989) chapter |
| June 15, Fri. | ALT-PE | Reading summary for Parker (1989) chapter |
| June 16, Tue. | Systematic observation in the public health context | Reading summary for McKenzie & Van der Mars (2015) article; systematic observation analysis |
| June 17, Wed. | SOFIT and SOFIT+ | Reading summaries for McKenzie et al. (1991) article and Weaver et al. (in review) manuscript |
| June 18, Thu. | SOSPAN | Reading summary for Weaver et al. (2014) article |
| June 19, Fri. | Student developed instruments (student presentations) | Systematic observation instrument |

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**Reading Summaries**

**(15 points each)**

Each reading summary should answer the following questions:

1. What is the overall focus of the article, chapter, or manuscript?
2. What are the main ideas discussed in the article, chapter, or manuscript?
3. In your opinion, why is the article, chapter, or manuscript important to physical activity program researchers?
4. How might the article, chapter, or manuscript content serve as a useful guide for physical activity program practitioners?

Scoring Guide

|  |  |
| --- | --- |
| Accuracy  (5 points) | The content of the article, chapter, or manuscript is correctly interpreted |
| Thoroughness  (5 points) | The questions are thoroughly answered using all of the relevant information from the reading |
| Insight  (5 points) | Answers to Questions 3 and 4 are answered thoughtfully |

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**Instructional Behavior Analysis 1: Non-Participant Observation**

**(35 points)**

**Due: Monday, June 8th**

Purpose

The purpose of this assignment is to use non-participant observation to record, analyze, interpret, and report data on instructional behavior in a physical activity program context.

Directions

1. Develop the research question(s).
2. Identify a suitable setting to conduct the observation.
3. Conduct the observation for at least 30 minutes while taking field notes.
4. Directly following the observation, expand your field notes to include additional insights.
5. Analyze your expanded field notes to identify patterns and consistencies in the data.
6. Write a 4-page report of the study. Divide the report into the following sections:
   1. Introduction (the rationale for the study, the purpose of the study, and specific research questions)
   2. Methods (participants, setting, data collection procedures, and analyses)
   3. Findings (the answers to the research questions, presented with text and tables/figures)
   4. Discussion (explanations of key findings and their importance for future research and practice)

Scoring Guide

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| --- | --- |
| Field Notes  (5 points) | The field notes reflect careful observation of all variables that could be important to answering the research question(s) |
| Expanded Field Notes  (5 points) | The expanded field notes are typed and include additional insights about the observed events that could be important to answering the research question(s) |
| Research Report  (25 points) | The report follows APA (6th ed.) guidelines, includes all sections, contains the required information in each section, and includes sufficient detail to clearly convey the rationale, purpose, methods, findings, and discussion points |

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**Instructional Behavior Analysis 2: Systematic Observation**

**(35 points)**

**Due: Monday, June 15th**

Purpose

The purpose of this assignment is to give students the opportunity to use an established systematic observation instrument to record, analyze, interpret, and report data on instructional behavior in a physical activity program context.

Directions

1. Develop the research question(s).
2. Select an appropriate systematic observation instrument to address the research question(s).
3. Identify a suitable setting or video to conduct the observation.
4. Conduct the observation for at least 30 minutes using the selected instrument.
5. Analyze the data.
6. Write a 4-page report of the study. Use the same sections specified above for Analysis 1.

Scoring Guide

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| --- | --- |
| Observation Instrument  (5 points) | The observation tool selected is appropriate for answering the research question(s) |
| Data  (5 points) | The data collected are useful for answering the research question(s) |
| Research Report  (25 points) | The report follows APA (6th ed.) guidelines, includes all sections, contains the required information in each section, and includes sufficient detail to clearly convey the rationale, purpose, methods, findings, and discussion points |

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**Systematic Observation Instrument**

**(45 points)**

**Due: Friday, June 19th**

Purpose

The purpose of this assignment is to develop an original systematic observation instrument relevant to the study of instructional behavior in a physical activity program context.

Directions

1. Identify a focus of interest in terms of instructional behavior.
2. Create an initial list of specific, observable behaviors that align with your identified focus. This will become the category system of your instrument.
3. Observe representative situations to verify, expand, and refine your list of behaviors.
4. Write a clear definition for each behavior and provide examples.
5. Further refine the list, the definitions, and the examples through discussion/observation with a peer.
6. Create a coding system for your instrument.
7. Code a video using the instrument to establish a criterion score for the video. The video will be used for testing the reliability of the instrument (consistency and agreement).
8. Recode the video after a two-day interval to test the level of consistency.
9. Adjust the instrument and recode the video as needed to achieve a .80 level of intra-rater reliability.
10. Train a peer to use the instrument. Do not use the reliability video for training.
11. Have your peer code the reliability video and test the level of agreement with the criterion score.
12. Adjust the instrument, retrain your peer, and have your peer recode the video as needed to achieve a .80 level of inter-rater reliability.
13. Create a catchy name for your instrument, “package” it in the style of the instruments in “The Red Book,” and present your instrument to the rest of the class.

Scoring Guide

|  |  |
| --- | --- |
| Content Validity  (15 points) | The category system fully and accurately represents the intended focus of the instrument |
| Consistency  (5 points) | Researcher-completed code sheets from at least 2 viewings of the reliability video and consistency calculations are provided as evidence of a .80 level of intra-rater reliability |
| Agreement  (5 points) | A peer-completed code sheet from at least 1 viewing of the reliability video and agreement calculations are provided as evidence of a .80 level of inter-rater reliability |
| Instrument “Packaging”  (10 points) | The instrument has a catchy name and is reported in a style consistent with the instruments in “The Red Book” |
| Presentation  (10 points) | The instrument is presented to the rest of the class in a professional manner |