**PEDU 841**

**Seminar in Research on Teaching in Physical Education**

**COURSE SYLLABUS – FALL 2013**

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

**Instructor:** Dr. Collin Webster

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Office Hours: M/W/F – 9:00 AM – 11:00 AM, or by appointment

**Location and Time:** Pedagogy Lab

M/W – 2:20 - 3:35 PM

**Credit:** 3 semester hours

**Course Rationale and Description:**

A foundational part of preparing doctoral students to be teacher educators and researchers in physical education is examining and understanding the research base that informs both the profession and the discipline of physical education. This course focuses on research on teaching in physical education (RT-PE) and covers major conceptual and theoretical models, reviews of research, and seminal research studies that have advanced the field in the past 40 years. Students are given the opportunity to read, discuss, and critically examine this important part of the research base in physical education pedagogy.

**Required Textbook and Materials:**

There is no required textbook for this course. The instructor will post required readings (see below) on Blackboard or will distribute them in class.

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

Anderson, W.G. and Barrette, G.T. (Eds.). (1978). *What's going on in gym: Descriptive studies of physical*

*education classes.* Monograph 1. Motor skills: Theory into practice*.*

Carroll, J.B. (1963). A model of school learning. *Teachers College Record*, *64*, 723–733.

Chen, A., & Darst, P.W. (2001). Situational interest in physical education: A function of learning task design.

*Research Quarterly for Exercise and Sport, 72*, 150-164.

Dodds, P. (1994). Cognitive and behavioral components of expertise in teaching physical education. *Quest, 46*(2),

153-163.

Dodds, P. & Placek, J. H. (1991). Silverman’s RT-PE review: Too simple a summary of a complex field. *Research*

*Quarterly for Exercise and Sport, 62,* (4), 365-368.

Dunkin, M.J. & Biddle, B.J. (1974). *The study of teaching* (chapters 1-3). New York: Holt, Rinehart, and

Winston.

French, K.E., Werner, Ph.H., Rink, J.E., Taylor, K., & Hussey, K. (1996). The effects of a 3-week unit of tactical,

skill, or combined tactical and skill instruction on badminton performance of ninth-grade students. *Journal of Teaching in Physical Education, 15*, 418-438.

Godbout, P., Brunelle, J., & Tousignant, M. (1983). Academic learning time in elementary and secondary physical

education classes. *Research Quarterly for Exercise and Sport, 54* (1), 11-19.

Goldberger, M. (1991). Research on teaching in physical education: A commentary on Silverman’s review.

*Research Quarterly for Exercise and Sport, 62*, 369-372.

Graber, K. (2001) Research on teaching in physical education, in V. Richardson (Ed.), *Handbook of research on*

*teaching* (4th Ed., pp.491-519), Washington, DC: American Educational Research

Association.

Graham, G., & Heimerer, E. (1981). Research on teacher effectiveness: A summary with implications for

teaching. *Quest*, *33*(1), 14-25.

Graham, K.C. (1987). A description of academic work and student performance during a middle school volleyball

unit. *Journal of Teaching in Physical Education, 7*, 22-37.

Griffey, D.C. (1991). The value and future agenda of research on teaching in physical education. *Research*

*Quarterly for Exercise and Sport, 62*(4), 380-383.

Haerens, L., Aelterman, N., Van den Berghe, L., De Meyer, J. & Soenens, B., et al., (2013). Observing physical

education teachers’ need-supportive interactions in classroom settings. *Journal of Sport and Exercise Psychology, 35*(1), 3-17.

Hastie, P.A. (1994). Selected teacher behaviors and student ALT-PE in secondary school physical education

classes. *Journal of Teaching in Physical Education, 13*, 42-59.

Hastie, P.A., & Siedentop, D. (2006). The classroom ecology paradigm. In D. Kirk, D. Macdonald & M.

O’Sullivan (Eds.), *Handbook of physical education.* Thousand Oaks: Sage.

Housner, L.D., & Griffey, D.C. (1985). Teacher cognition: Differences in planning and interactive decision-

making of experienced and inexperienced teachers. *Research Quarterly for Exercise and Sport, 56*(1), 45-53.

Kulinna, P., Scrabis-Fletcher, Kodish, Phillips, & Silverman (2009). A decade of research literature in physical

education pedagogy.  *Journal of Teaching in Physical Education, 28*, 119-140.

Lee, A.M. (1997). Contributions of research on student thinking in physical education. *Journal of Teaching in*

*Physical Education, 16*, 262-277.

Lee, A.M. (2003). How the field evolved. In S. J. Silverman & C. D. Ennis (Eds.), *Student learning in physical*

*education: Using research to enhance instruction (*2nd ed., pp. 9-25). Champaign, IL: Human Kinetics.

Lee, A.M. (1991). Research on teaching in physical education: Questions and comments. *Research Quarterly for*

*Exercise and Sport, 62*, 374-379.

Lee, A.M., & Solmon, M.A. (2005). Pedagogy research through the years in RQES. *Research Quarterly for*

*Exercise and Sport, 76*(2), S108-S121.

Locke, L.F. (1977). Research on teaching in physical education: New hope for a dismal science. *Quest, 28*, 2-16.

Locke, L.F., Silverman, S.J., & Waneen, W.S. (2010). *Reading and understanding research* (3rd ed., chapters 1

and 2). Thousand Oaks: Sage.

Macdonald, D., Kirk, D., Metzler, M., Nilges, L., Schempp, P., & Wright, J. (2002). Theoretical perspectives and

their applications in contemporary pedagogical research. *Quest, 54*, 133-156.

McKenzie, T.L., Marshall, S., Sallis, J.F., & Conway, T.L. (2000). Student activity levels, lesson context, and

teacher behavior during middle school physical education. *Research Quarterly for Exercise and Sport, 71*, 249-259.

Metzler, M. (1989). A review of research on time in sport pedagogy. *Journal of Teaching in Physical Education,*

*8*(2), 87-103.

Metzler, M. (1992). Bringing the teaching act back into sport pedagogy. *Journal of Teaching in Physical*

*Education,* 11*,* 150-160.

Nixon, J., & Locke, L. (1973) Research on teaching physical education. In R. Travers (Ed.), *Handbook of research*

*on teaching*, pp.1210-1242. Chicago: Rand McNally.

Placek, J.H. (1983). Conceptions of success in teaching: Busy, happy, and good? In T. Templin and J. Oslen

(Eds.). *Teaching in physical education.* (pp. 45-56). Illinois: Human Kinetics Publishers.

Placek, J.H., & Locke, L.F. (1986). Research on teaching physical education: New knowledge and cautious

optimism. *Journal of Teacher Education, 37*(4), 24-28.

Rink, J.E. (2003). Effective instruction in physical education. In S.J. Silverman & C.D. Ennis (Eds.), *Student*

*learning in physical education: Applying research to enhance* *instruction* (2nd ed., pp. 171-198). Champaign IL: Human Kinetics.

Rink,J., French, K., Werner P., Lynn S. and Mays, A. (1991) The influence of content development on the

effectiveness of instruction. *Journal of Teaching in Physical Education. 11*,139-149.

Rink, J.E., Werner, P.H., Hohn, R.D., Ward, D., & Timmermans, H.M. (1986). Differential effects of three

teachers over a unit of instruction. *Research Quarterly for Exercise and Sport, 57*, 132-138.

Siedentop, D. (1983). Research on teaching in physical education.  In T. Templin & J. Olson (Eds.) *Teaching in*

*Physical Education*.  Champaign, IL:  Human Kinetics.

Shulman, L.S. (1986). “Paradigms and research programs in the study of teaching.” In M.C. Wittrock (Ed.),

Handbook of research on teaching (3rd ed., pp. 3-36). New York:  MacMillan.

Silverman, S. (1985). Critical considerations in the design and analysis of teacher effectiveness research in PE.

*International Journal of Physical Education, 22*(4), 17-24.

Silverman, S. (1991). Research on teaching in physical education. *Research Quarterly for Exercise and Sport,*

*62*(4), 352-364.

Silverman, S. (2003). Research: What it is and how we can learn from it. In S.J. Silverman, & C.D. Ennis

(Eds.), *Student learning in physical education: Applying research to enhance instruction* (2nd ed., pp. *).* Champaign, IL: Human Kinetics.

Silverman, S., & Skonie, R. (1997). Research on teaching in physical education: An analysis of published research.

*Journal of Teaching in Physical Education, 16*, 300-311.

Silverman, S., Kullina, P., & Crull, G. (1995). Skill-related task structures, explicitness, and accountability:

Relationships with student achievement. *Research Quarterly for Exercise and Sport, 66*, 32-40.

Solmon, M.A. (2006). Learner cognition. In D. Kirk, D. Macdonald, & M. O’Sullivan, (Eds.), *Handbook of*

*physical education* (pp. 226-241). Thousand Oaks, CA: Sage.

Tousignant, M., & Siedentop, D. (1983). A qualitative analysis of task structures in required secondary physical

education classes. *Journal of Teaching in Physical Education, 3*, 47-57.

van der Mars, H. (2006). Time and learning in physical education. In D. Kirk, M.M. O’Sullivan & D. MacDonald

(Eds.), *Handbook of physical education* (pp. 191-213). Thousand Oaks, CA: Sage.

**Instructional Methods and Activities:**

This course is delivered in a seminar format. Discussion of required readings will be the dominant instructional method, although PowerPoint presentations may be used to enhance instruction.

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

**Major Course Objectives:**

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

1. Cite and describe the major conceptual and theoretical models of teaching/learning discussed in the course.
2. Cite the major reviews of research of teaching/learning discussed in the course and identify their key findings and recommendations.
3. Cite the seminal research studies on teaching/learning discussed in the course and identify their key findings.
4. Critically and objectively evaluate RT-PE studies discussed in the course.
5. Summarize the history of RT-PE in terms of the major paradigmatic, theoretical, and methodological hallmarks discussed in the course.

**Assessment of Objectives:**

Reading Summaries

For each class meeting, students will be asked to submit a typed annotated bibliography/critique (~1-2 pages) of each assigned reading. Summaries should answer the following questions:

1. What is the purpose of the study, chapter, review article (etc.)?
2. According to the author(s), why is this purpose important (i.e., what is the rationale for doing this work)?
3. If it is a study, what was the research question(s)?
4. If it is a study, what was the theory(s) informing the research question(s)?
5. If it is a study, who were the participants and what was the setting?
6. If it is a study, what instrumentation/methodology was used to collect data and what procedures were followed to implement the instrumentation/methodology?
7. If it is a review article, what were the inclusion criteria and what procedures were followed to identify and access the studies?
8. If it is a study, how were the data analyzed?
9. What were the major points/findings?
10. What conclusions did the author(s) draw from their work?
11. In your opinion, what are the strengths of this work?
12. In your opinion, what are the weaknesses of this work?

Trend Paper/Presentation

Students will be given the opportunity to write a synthesis/critique paper on a recent trend in the RT-PE literature and present the paper to the class (see page 7). The paper will be due on **Wednesday, October 2**.

JOPERD Paper

Students will be given the opportunity to write a manuscript to submit to JOPERD, based on the research reviewed in their trend paper (see page 8). The paper will be due on **Monday, November 4**.

Exams

An exam based on the course material will be assigned at a later date and will be due at the end of the course on **Wednesday, December 4**.

**Grading System:**

|  |  |  |
| --- | --- | --- |
|  | Value | Grading Scale |
| Reading Summaries | 25% | 90-100% A |
| Trend Paper | 25% | 85-89% B+ |
| JOPERD Paper | 25% | 80-84% B |
| Exam | 25% | 75-79% C+ |
|  | 100% | 70-74% C |
|  |  | 65-69% D+ |
|  |  | 60-64% D |
|  |  | <59% F |

**III. Course Policies**

**Assignments and Exam:**

Students are expected to submit assignments and the exam on their respective due dates. Extraneous circumstances preventing students from submitting an assignment or the exam 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 university 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:**

|  |  |
| --- | --- |
| August 26, Mon. | First day of class |
| August 28, Wed. | Drop/add deadline |
| September 2, Mon. | Labor Day holiday - *no class* |
| October 11, Fri. | Course withdrawal deadline; semester midpoint |
| October 17-18, Thurs.-Fri. | Fall break - *no class* |
| November 27-29, Wed.-Fri. | Thanksgiving break – *no class* |
| December 6, 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.)

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| --- | --- |
| **Class Meeting Date** | **Assignments Due** |
| August 26, Mon. | None |
| August 28, Wed. | Silverman (2003); Locke et al. (2010, chapters 1 and 2) |
| September 4, Wed. | Lee (2003; Locke (1977) |
| September 9, Mon. | Caroll (1963) |
| September 11, Wed. | Dunkin & Biddle (1974) |
| September 16, Mon. | Anderson & Barrette (1978) |
| September 18, Wed. | Graham, & Heimerer (1981); Godbout et al. (1983); Tousignant & Siedentop (1983) |
| September 23, Mon. | Placek (1983); Siedentop (1983); Housner & Griffey (1985) |
| September 25, Wed. | Rink et al. (1986); Silverman (1985) |
| September 30, Mon. | Placek & Locke (1986); Graham (1987) |
| October 2, Wed. | ***Trend paper and presentation*** |
| October 7, Mon. | Shulman (1986); Silverman (1987) |
| October 9, Wed. | Metzler (1989); Silverman (1991) |
| October 14, Mon. | Dodds & Placek (1991); Goldberger (1991); Griffey (1991); Lee (1991) |
| October 16, Wed. | Rink et al. (1991); Metzler (1991) |
| October 21, Mon. | Hastie (1994); Dodds (1994) |
| October 23, Wed. | Silverman et al. (1995); French et al. (1996) |
| October 28, Mon. | Lee (1997); Silverman & Skonie (1997) |
| October 30, Wed. | Silverman & Solmon (1998); McKenzie et al. (2000) |
| November 4, Mon. | Chen & Darst (2001); ***JOPERD paper*** |
| November 6, Wed. | Graber (2001) |
| November 11, Mon. | Silverman and Manson (2003); Belcher et al. (2003) |
| November 13, Wed. | Macdonald et al. (2002) |
| November 18, Mon. | Rink (2003) |
| November 20, Wed. | Hastie & Siedentop (2006) |
| November 25, Mon. | van der Mars (2006) |
| December 2, Mon. | Solmon (2006); ***JOPERD submission*** |
| December 4, Wed. | Haerens, et al. (2013); ***Exam*** |

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**Trend Paper/Presentation Assignment**

**(50 points)**

**Due: Wednesday, October 2nd**

Purpose and Rationale

The purpose of this assignment is to give students the opportunity to identify a recent topical trend in the research on teaching in physical education literature, to write a paper synthesizing the research on the topic, and to present the paper to the class. The skills needed to complete this assignment are critical to writing a literature review for a doctoral dissertation or research report and presenting scholarship at a dissertation defense or professional conference.

Directions

1. Read the titles and abstracts of articles published in the *Journal of Teaching in Physical Education* and *Research Quarterly for Exercise and Sport* (Pedagogy section) from 2007 to the present issue.
2. Make a list of the titles and identify a line of inquiry that interests you. A line of inquiry is a group of studies seeking answers to similar questions revolving around a central topic. These studies might be framed using a common theoretical perspective but this is not always the case. The boundaries defining a line of inquiry are for you to determine.
3. Read the articles published from 2007 to the present contributing to the line of inquiry you identified. Then extend your reading as far back in the literature as necessary to trace the line of inquiry to its origin. Make annotated bibliographies for all articles you identify. Annotated bibliographies should each be about 1 page and include the article’s APA reference, purpose, research questions, methods (research design, participants, instrumentation), and key findings.
4. Consider the information you included on the annotated bibliographies and decide how to piece together the research to tell a story (metaphorically speaking). The story must be presented in key scenes (i.e., themes in the reviewed research); it is not sufficient to simply review each article in tandem. Like all good stories, it must contain a conflict (i.e., limitations of the research) and a resolution (i.e., your suggestions for future research on the topic) and clearly belong to a particular genre (i.e., paradigm of research on teaching).
5. Write your paper in 8-10 pages double-spaced. The paper should be thorough but concise. It should also be clear and straightforward. It is expected that you will need to write several drafts before reaching all of these criteria.
6. Formally present your paper in 12 minutes to the class without reading it. Avoid unclear presentation behaviors (e.g., mazes, false starts, vocal pauses) and use PowerPoint as a visual aid.

Scoring Rubric

|  |  |
| --- | --- |
| Organization  (10 points) | The paper “tells a story” and is not merely a “play by play” account of the research |
| Communication  (10 points) | The paper is clear, concise, and straightforward |
| Content  (10 points) | The paper covers all of the published studies within the identified line of inquiry and does not include irrelevant studies; any criteria for inclusion/exclusion are clearly indicated and well justified |
| Format  (10 points) | The paper includes an abstract and references, is double-spaced, follows APA (6th ed.) guidelines, and is proofread |
| Presentation  (10 points) | The presentation is clear, the PowerPoint enhances the speaker’s clarity, and the speaker does not read from the paper |

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**JOPERD Paper Assignment**

**(40 points)**

**Due: Monday, November 4th**

Purpose and Rationale

The purpose of this assignment is to give students the opportunity to write a manuscript to submit to JOPERD for publication. The manuscript should be based on the research reviewed in the trend paper and should recommend applications of the research for practitioners in the field. The skills needed to complete this assignment are critical to writing for professional journals, which is an important way to translate research into practice.

Directions

1. Visit the JOPERD website and familiarize yourself with the guidelines for authors.
2. Create an outline for your manuscript, following the author guidelines and using previous JOPERD articles as models.
3. Write a first draft of your manuscript and have someone review it about two weeks before it is due.
4. Revise your manuscript and submit it in class on the due date.
5. Submit your manuscript to JOPERD after receiving feedback from me and making the necessary revisions.

Scoring Rubric

|  |  |
| --- | --- |
| Organization and formatting  (10 points) | The manuscript is organized and formatted according to the JOPERD guidelines for authors |
| Communication  (10 points) | The manuscript is clear, concise, and straightforward; tables and/or figures are used |
| Content  (10 points) | The manuscript uses the research base on the topic to introduce and rationalize the importance of the content for practitioners; the recommendations are consistent with the research, thoughtful, and useful |
| Style  (5 points) | The manuscript is written using a style that is appropriate for the target audience |
| Submission  (5 points) | The manuscript is submitted to JOPERD by Monday, December 2 |