Arizona State University

Mary Lou Fulton Teachers College

PPE 570 Research on Teacher Education in Physical Education

Fall 2011

83744

Instructor Information:

Dates of classes:

Location:

Instructor:

Email:

Work Phone:

Office Hours:

Office Location:

Course Information:

Discusses current research on teacher education across fields with an emphasis on physical education pedagogy. The course will help students: (a) develop skills in reading and understanding research, (b) understand current research trends in teacher education, and (c) understand the challenges related to conducting research on teacher education. Students will complete a series of written assignments grounded in theory that require use of critical thinking skills. Students will also participate in a small research study or write a research proposal.

Catalog Description

Discusses current research on teacher education across fields, with an emphasis on physical education pedagogy. Credit is allowed for only PPE 570 or 370.

Course Format  
Lecture/discussion

Required Course Texts, Materials and Resources

1. Silverman, S. J., & Ennis, C. D. (Eds.). (2003). Student learning in physical education: Applying research to enhance instruction. 2nd Edition. Champaign, IL: Human Kinetics.

1. ASU Blackboard Course Management Website at [http://myasucourses.asu.edu](http://my.asu.edu) (All ASU students have FREE access to this web resource)
2. Readings for each class session will be posted on blackboard.

Student Learning Outcomes

Course Assignments

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment | Score/  Points | APTS Standard Assessed | National Professional Standard Assessed |
| In Class Participation | 10 per class =150 |  |  |
| PETE Professional Development (Assignment #9)  Attend a PETE conference and write a reflection on the sessions and how you will use the information you learned in your teaching. | 10 | APTS 3.09; 5.02, 5.05 | INTASC 7 & 9 Subject matter Knowledge and Reflective Practioner/Professional Development |
| Weekly Written Assignments 1-11 (10 points each)  Eleven weekly assignments will correspond to the readings assigned for the week. Assignments are designed to promote critical thinking and facilitate professional writing skills. Students complete the assignments prior to class and thus come prepared to discuss topical content. | 110 | APTS 3.05, 3.09, 7.01- 7.05 | INTASC 7Subject Matter Knowledge & 9 Reflective Practitioner |
| Presentation #1 – Research Topic Presentation for Class  Students will present information in class from physical education pedagogy teacher education research topics. This will include synthesizing information from readings and additional research articles. | 30 | APTS 3.05, 3.09, 7.01- 7.05 | INTASC 7 Subject Matter Knowledge & 9 Reflective Practitioner |
| Research Assignment/Grant Proposal/Research Paper  \* Signature Assignment  From several choices, the graduate students will decide on their research assignment, one option will allow students to gain practical experience participating in a small, applied, IRB approved research study, for example, interviewing teacher educators about how they work together as a team to create a strong program philosophy. Another option will be for graduate students to conduct a thorough literature review and write a research proposal for an investigation. The proposal will demonstrate students’ ability to apply facts and theories about teacher education. Students will display both their skills (systematic thought) and clear exposition (easy to read papers). Finally, some students may elect to write a grant proposal to complete this assignment. | 100 | APTS 3.05, 3.09, 7.01- 7.05 | INTASC 7 Subject Matter Knowledge & 9 Reflective Practitioner |
| Final Research Presentation (power point presentations) | 30 | APTS 3.05,3.07,.01- 7.05 | INTASC 7 Subject Matter Knowledge & 9 Reflective Practitioner |
| Final Exam  The exam will cover readings and class materials. It will primarily include short answer essay questions. | 50 |  |  |
| Total | 480 |  |  |

Rubric for Signature Assignment

|  |  |
| --- | --- |
| Provided a throrough review of the body of literature | 20 |
| Method Section | 20 |
| Antiticipated Results | 20 |
| Writing style and 10 references using APA | 20 |
| Outline | 20 |
| Total | 100 |

GRADING POLICY:

The instructor of this course recognizes that the university has adopted a plus/minus grading system and that it is each instructor’s right to apply-or not apply-this system when awarding final grades. It is the decision of this instructor not to use the plus/minus system, and instead to maintain the elevated grading scale as adopted by the Mary Lou Fulton Teachers College faculty.

In order to receive a grade for this course, all course assignments must be completed. Course grades will be assigned based upon the following criteria:

A=92-100%

B=91-84%

C=83-76%

D=75-68%

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epoupdate/>.

University/Mary Lou Fulton Teachers College Policies

Student Conduct

* Professional Behavior

It is expected that students exhibit professional behavior inside the classroom, during intern placements, working with other students outside of the class on assignments related to this class, in addition to behavior in the classroom on ASU’s campus. If at any time a student’s behavior does not meet the standards of the program as delineated in the Professionalism Rubric, the instructor may refer the student for a Professional Improvement Plan (undergraduate) or academic probation (graduate).

* Academic Integrity/Plagiarism

ASU policy states “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities.” For more information see <http://provost.asu.edu/academicintegrity>.

* Harassment

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. If you feel you are being harassed for these reasons, contact Student Life:

Downtown campus: 522 N. Central Avenue, Post Office Room 247, 480-496-4111

Polytechnic campus: Administration Building suite 102, 480-727-1060

Tempe campus: Student Services Building room 263, 480-965-6547

West campus: UCB 301, 602-543-8152)

* Electronic Communication

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html> ) and in the University’s Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

Accommodations

* Disability Accommodations for Students

Students who feel they may need disability accommodation(s) in class should obtain the necessary information from the Disability Resource Center on campus (<http://www.asu.edu/studentaffairs/ed/drc/>).

It is the student’s responsibility to make the first contact with the DRC. Instructors may provide accommodations only as specified by the DRC documentation.

* Religious Accommodations for Students

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance, but must make arrangements for making up tests/assignments within a reasonable time as determined by the instructor.

* Military Personnel Statement

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see <http://www.asu.edu/aad/manuals/usi/usi201-18.html>.