

KIN 599 – (Instructional Models)
Course Syllabus
Summer I, 2008

Application of instructional theory and research and motor learning theory and research to the designing of instructional models in physical and health education.

Instructor: Jon Gray **Office Phone:** 936-294-1170
Office: 209 HKC **Class Time:** M-F 10:00- 11:50
Office Hours: Thirty minutes before and after class and by appointment

Objectives:

1. The student will demonstrate an understanding of the application of various instructional models to physical education.
2. The student will demonstrate an understanding of techniques used to analyze physical education teachers' behaviors.
3. The student will review research examining the effectiveness of various instructional models in physical education.
4. The student will identify personal goals relevant to the course and will implement a project appropriate to those goals.

Textbooks:

Required:

Mosston, M., & Ashworth, S. (2002). *Teaching physical education, Fifth Edition*. Columbus, OH: Charles Merrill.

Suggested:

Rink, J.E. (1998). *Teaching physical education for learning, Third Edition*. Boston, Mass: WCB/McGraw-Hill.

Evaluation Procedures:

33-1/3% Class assignments:
a. Demonstration of three models.

33-1/3% Project (two copies each).

33-1/3% Final examination

Class Assignments:

Demonstration of Models:

Teach lessons where you are demonstrating **one direct style** (Practice, Reciprocal, Self-Check, Inclusion) and **two indirect styles** (Guided Discovery, Divergent Production,

Convergent Discovery). Show teaching a class for approximately 10-15 minutes in each style.

Project Options:

1. Analysis and improvement of teaching:

Complete at least 15 of the 20 clinical tasks and both reflective tasks as described in the Anderson book. (If modifications of any of the tasks seem appropriate, please check with instructor.) Analysis should include discussion of teaching models observed.

2. In depth study of a selected teaching model:

Prepare a paper which includes a description of the model, an original sample lesson illustrating the model's use in physical education, a summary of the research relating to the effectiveness of the model, a discussion of advantages and disadvantages, and a bibliography.

3. Mastery of a selected teaching models:

Prepare and implement a minimum of six lessons using the selected teaching model. For each lesson submit a lesson plan and an evaluation of the success of the lesson. Your goal is to repeat enough times to attain reasonable mastery of the approach. If necessary, more than six lessons should be done.

4. Library paper:

Select a topic related to the content of the course. (Instructor must approve topic.) Identify and read recent references on the topic. Write a paper that includes a summary of current information, implications of current knowledge for physical education instruction, identification of unresolved issues, and a bibliography. (Use APA style).

5. Case study:

Identify a research question to be addressed in a case study. Secure appropriate permissions and collect data relevant to the question. Prepare a written report in format appropriate for an article to be submitted to the Journal of Teaching in Physical Education. Include abstract, introduction to the problem, procedures, results, discussion and references.

6. Other:

Based on analysis of your personal goals, you may propose other options. Instructor **MUST** approve in advance.

Final Examination – Study Guide

1. What are the styles of teaching? Indirect vs. Direct. Strengths vs. Weakness. What does research have to say concerning models? What values are inherent in each model?
2. What factors influence teaching styles? What are alternatives to group instruction? What are strengths vs. weakness of station vs. interactive, peer vs. self-instruction?
3. What issues are apparent in the assessment of students? Describe the relationship between assessment and accountability.
4. What direct effect do the models provide on students? How does this affect planning, organization and classroom management? Consider the psychomotor, affective and cognitive domains.

Attendance:

Because of the unique subject matter in this course (KIN 599), it is important that you attend all classroom meetings and laboratory sessions. The only excusable absences from class are valid medical emergencies due to sudden onset illness or accident or other absences deemed appropriate by the course instructor. Official written documentation from the administering medical authority is required. Your presence is encouraged and appreciated because it will enhance your potential to be successful in passing of Kin 599. Attendance is important and will be taken each class meeting. Perfect attendance will be recognized with ten (10) points added to your final score. You will be given 2 absences. 10 points will be deducted from your final grade for each unexcused absence starting with the third.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911 (b) of the Texas Education Code requires that an institute of higher education excuse a student from attending classes or other required activities, including examination, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

DISABLED STUDENT POLICY

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.