Term Information

Effective Term
Summer 2012

General Information

Course Bulletin Listing/Subject Area
Education:Phys Actvty & Ed Svc
Fiscal Unit/Academic Org
Schl of Phys Act & Educ Serv - D1270
College/Academic Group
Education & Human Ecology
Level/Career
Graduate
Course Number/Catalog
8890.21
Course Title
Research Seminar in Physical Education Teacher Education
Transcript Abbreviation
Res Sem PE/TE
Course Description
Research seminar designed to enhance students' knowledge on current experimental techniques, theories and models of physical education, sport and physical activity with an emphasis on preparing physical education teachers.

Semester Credit Hours/Units
Fixed: 3

Offering Information

Length Of Course
14 Week, 7 Week
Flexibly Scheduled Course
Never
Does any section of this course have a distance education component?
No
Grading Basis
Letter Grade
Repeatable
Yes
Allow Multiple Enrollments in Term
Yes
Max Credit Hours/Units Allowed
18
Max Completions Allowed
6
Course Components
Seminar
Grade Roster Component
Seminar
Credit Available by Exam
No
Admission Condition Course
No
Off Campus
Never
Campus of Offering
Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Enrollment in the Ed.D. in Kinesiology, Physical Education Concentration, or permission of instructor.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
13.1314
Subsidy Level
Doctoral Course
Intended Rank
Doctoral
Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

This is a course designed specifically for the new Ed.D. in Kinesiology with a specialization in physical education.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

• (1) to provide students opportunities to develop skills in proposing, conducting, and analyzing research
  (2) to provide students opportunities to critique research.
  (3) to facilitate faculty monitoring of student research progress

Content Topic List

• Research design, experimental theory, statistics, research and analytical models in physical education, sport and physical activity.

Attachments

• PAES 8890.pdf: Syllabus
  (Syllabus. Owner: Zircher, Andrew Paul)

Comments

• Additional files could not be attached. (by Wheaton, Joe Edward on 01/23/2012 01:50 PM)

Workflow Information

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College of Education and Human Ecology  
School of Physical Activity and Educational Services  
EDU PAES 8890.20  
Research Seminar in Physical Education  
Content Knowledge for Teaching Physical Education  
(3 credits)

Instructor:   
Email:       
Rm:          
Ph:          
Office Hours:  
Class Meeting  
Location:    

Rationale:  
Research Seminar is designed to enhance students’ knowledge on current experimental techniques, theories and models of physical education, sport and physical activity. The process we use is an inquiry-based forum that allows students to present their research proposals, discuss theories and models of physical education that can be critiqued by faculty and graduate student peers in the seminar.

Course Description:  
This class will examine the empirical literature and theoretical positions that underlie the content of secondary physical education and the implications for

Extended Description:  
In summarizing the state of secondary physical education Locke (1992) stated “In an intolerable number of instances, and in intolerable ways, physical education classes do not achieve their objective. In the most profound sense of what we mean by the word education, they do not work” (p. 363). The components of this criticism are many, but they can be distilled into four key themes. A problem of workplace conditions, a problem of content, a problem of curriculum and a problem of teaching skills. The first of these criticisms, for the most part, lies outside of the influence of a preservice teacher training program (For specific examples of research designed to address workplace conditions see the 1999 University of Nebraska-Lincoln Saber-tooth Project and 2003-05 Ohio State PEP I and II projects-all available on Carmen). The remaining themes can be directly connected to teacher preparation. In this seminar we will focus principally on the problem of content, though we will at times touch on the other two themes.

Course Objectives:  
- Students will identify theories that underlie rationales for particular content knowledge in physical education.
- Students will identify characteristics of practices grounded in scientifically based content knowledge research.
- Students will critically review and analyze research devoted to content knowledge research in physical education, mathematics and science.
- Students will synthesize a body of research on a specific topic. This synthesis will examine trends, summarize key findings, identify areas in need of further research, and develop implications for practice.
- Students will demonstrate a deep knowledge and understanding of the accumulated body of reading research, especially on topics of their particular interest, and help others in
their development of such knowledge and understanding.

- Students will strengthen research skills, such as identifying measures, determining appropriate research designs, examining issues surrounding experimental control and confounding variables, in research on content knowledge.

**Readings:**
- Materials on Carmen

**Relationship to other courses:** This class is part of a required seminar series in the Kinesiology doctoral program.

**Use of Technology:** Throughout this experience you will be using technology such as word processing to complete assignments.

**Diversity:** The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Academic Misconduct:**
You are expected to behave in accordance with the Student Code while enrolled in this course. Examples of student misconduct include, but are not limited to, use of unauthorized materials during testing; receiving/providing answers from/for others during testing; submitting written reflections for an observation that is not an accurate reflection of your observation or does not represent an observation you completed; claiming as your own, the written work of others; and plagiarizing from the literature without referencing. These are some examples of academic misconduct. All instances of academic misconduct will be reported and dealt with according to the procedures outlined by the University Committee on Academic Misconduct.

Per University Rule 3335-31-02, "Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University, depending on the seriousness of the offense.

**ODS Statement** – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/). Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.
Grievances and Solving Problems -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor:” Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.

Evaluation

- In-class engagement 15%
- Conceptual outlines 10%
- Research synthesis 25%
- Application task 25%
- Research proposal and presentation 25%

(More details are on Carmen and will be provided during class sessions - overviews are here)

In-class engagement:
During seminar I expect that we will have a high level professional discourse. I expect you to demonstrate via discussions, presentations and debates, characteristics that include (a) clearly articulated positions and critiques grounded in the literature; (b) a willingness to challenge views different from your own; and (c) respectfulness of different views (i.e., you can agree to disagree).

Conceptual Outlines
Prior to coming to class each week in weeks 2-13 you will outline in a 3-4 page paper the conceptual or empirical argument that is being addressed in the readings each week.

Research synthesis
You will complete a synthesis of the research literature on content knowledge in physical education. This paper will include a review of relevant literature, a synthesis of the findings of this research, and identification of implications for future research and for practice. This paper will be between 20 and 25 pages of narrative, and it should include what you believe are the most influential studies on the topic. You will submit a detailed outline of the paper week 4 of the semester; a draft of the complete paper for feedback in week 10 and the final paper is due week 15.

Application Task Assignment
Content Knowledge Assessment
- a. Determine a theoretical framework to support your choice of content
- b. Decide on a content area.
- c. Create 30 test questions that address the four CK domains
- d. Provide a second sheet with answers to the questions.
- e. Select two skills/tactics/progressions and videotape 10 instances of each.
- f. Conduct a performance analysis of each one (i.e., N=20).
Research presentation

You are required to design a research study to answer a question that will be assigned in class. The study will be experimental. The design will be presented in weeks 14/and 15 of the semester and you will have 15m with a further 5m for questions. Format to be discussed in class.

Grading

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B+ = 87-89%
C+ = 77-79%

Topical Outline

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