

Health/Fitness on the Web

HPE 923

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Credit: 3 Semester units of college credit

Course Audience: Physical education and classroom teachers K-12.

Course Description:

The World Wide Web offers a journey to diverse and creative approaches in teaching health and fitness. This course provides teachers the opportunity to explore Internet sites devoted to lessons in health and fitness. Course participants will evaluate different Websites and use them to create lessons for their classrooms. Lessons and ideas from other creative teachers will be shared freely. Course participants will discover the newest ideas in health and fitness and research available text materials. This coursework will provide teachers with resources to update their health and fitness curriculum and practice.

This course is designed to meet the objectives identified in the NASPE Standards. These national standards are embedded in the activities of the course. Participants will be asked to make connections between their work and these standards or the standards of their own states.

Primary Learning Outcomes:

	NAHPE Standards	NASPE Standards
By the end of the course, students will be able to:		
Develop awareness of the physical fitness and health curriculum content standards for their state.	1,2	1,2
Experience the online environment from a student and teachers perspective.	1,3,4,5	6

Explore and define how the Internet supports the goals of the NASPE Standards.	1,2	all
Explore and identify the role the Web can play in teaching health and physical fitness.	4, 5	2, 6
Compare and contrast traditional physical education lesson plans to the ones you found online and rewrite them to meet your state standards for a specific grade level.	1,2,5	3,6
Review the National Association Sport and Physical Education Standards (NASPE) and identify online resources that are available for teaching Health and Physical Education.	1,2,5	all
Explore different websites and discover new and innovative lessons from teachers around the world.	3,4,5	2,3,6
Review your physical education curriculum and develop lessons that can be improved and updated by using the World Wide Web.	1,2,3	2, 5, 6
Identify how the online environment can improve teaching health and physical education.	1,3,5	3, 6
Develop a basic understanding of copyright and accessibility issues.	1	5
Identify how to use the online environment in creating curriculum.	1,5	2
Analyze and identify through a web site criteria form whether selected web sites are authentic.	3,5	2

National Standards met by this Course

This course was designed to meet the objectives of the standards established by the National Association for Health and Physical Education. Standards that specifically speak to skills addressed in this course include the following:

<http://www.aahperd.org/naspe/publications-nationalstandards.html>

- 1) Improved physical fitness
- 2) Reinforces knowledge learned in other subject areas
- 3) Self-discipline
- 4) Skill Development
- 5) Experience setting goals
- 6) Improved judgment
- 7) Improved self-confidence and self-esteem
- 8) Stress reduction
- 9) Strengthens peer relationships

The following content standards listed by the National Association for Sports and Physical Education (NASPE) are addressed throughout this course. Specific standards are identified with various assignments presented in this course. NASPE defines the “physically educated person” with five major focus areas:

<http://www.aahperd.org/naspe/template.cfm?template=publications-nationalstandards.html>

- 1) Has learned skills necessary to perform a variety of physical activities
- 2) Is physically fit
- 3) Does participate regularly in physical activity
- 4) Knows the implications of and benefits from involvement in physical activities
- 5) Values physical activity and its contribution to healthful lifestyle.

The Five Core Propositions

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy’s Task Force on Teaching as a Profession released **A Nation Prepared: Teachers for the 21st Century**. Shortly after its release, NBPTS issued its first policy statement: [What Teachers Should Know and Be Able to Do](#) this policy set forth our vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCT).

Proposition 1: Teachers are Committed to Students and Learning

- NBCT are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCT understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.

- They are concerned with their students' self-concept, their motivation, and the effects of learning on peer relationships.
- NBCT are also concerned with the development of character and civic responsibility

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- NBCT have mastery over the subject(s) they teach. They have a deep understanding of the history, structure, and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- NBCT deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged, and focused.
- They know how to engage students to ensure a disciplined learning environment and how to organize instruction to meet instructional goals.
- NBCT know how to assess the progress of individual students as well as the class as a whole.

They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- NBCT model what it means to be an educated person – they read, they question, they create, and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

- NBCT collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development, and staff development.

- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

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Course Materials

All material is delivered online. Relevant online resources will be used that support the course content and encourage further investigation. Active **hyperlinks** are utilized throughout the course and will link to the information when clicked. The very nature of the Internet is constantly changing so please let the instructor know if you find any links that are no longer active.

Teacher Vision: <http://www.teachervision.fen.com/health/teacher-resources/43745.html>

Education World: <http://www.education-world.com/standards/national/nph/index.shtml>

PE Central: <http://www.pecentral.org/>

Using Technology in Physical Education:

<http://www.pesoftware.com/Technews/news.html>

The Lesson Plan Page: <http://www.lessonplanspage.com/PE.htm>

Moodle: <http://moodle.org/>

<http://www.demo.moodle.org>

<http://www.docs.moodle.org>

Course Requirements

To successfully complete this course, students must

1. Demonstrate thoughtful analysis of connections between physical fitness and the World Wide Web.

2. Design and teach appropriate lesson for their teaching level, each incorporating different forms of exercise found on the Internet.
3. Identify national and/or state/district standards met by the lessons/projects
4. Complete all writing assignments.
5. Participate in all discussion forums and post responses that reflect critical thinking and demonstrate positive online interaction techniques.
6. Locate and evaluate examples of how technology is transforming health and physical fitness.
7. Write a summary of the key items covered in the course and how they apply to Health and Physical Education.

Procedure: Carefully read the entire syllabus and all of the course requirements.

How to send Email: The subject line of all Email must contain the following information: course number your last name, first initial and Id number.

Grading Procedures: Course requirements are completed in Moodle via asynchronous Discussion Forums, and Assignments which provide the students with formative assessment throughout the course. Self-Assessments are also utilized providing immediate feedback to determine mastery of the content.

Schedule of Topics and Assignments:

1. Student will Post Self-Introduction to Course Web Discussion Board (WDB) a short introduction and any questions or concerns when he receives his material. Instructor will respond accordingly.
2. Student will view the moodle online tutorial and become familiar with the layout of the management system.
3. Student will review the information in About Fresno Pacific University.
4. Student will review online orientation to prepare to take an online course and introduce the varied tools included in the online classroom.
5. Student will explore resources on the web to enhance student learning and achievements in physical fitness and health.
6. Student will develop a basic understanding of Web exploration such as Google, ASK, FAST, search engines, Yahoo!, Web Indexes, WWW Virtual Library,

- BUBL Link, and Web Dictionary Introduction. Student will email the instructor and reflect on the Web exploration to identify the tools that will be most helpful and frequently used.
7. Student will explore the tools and technology used in an online classroom.
 8. Student will assess web site for reliability in teaching health and physical fitness by using a web site criteria evaluation form.
 9. Student will visit websites and review and comment on how the content applies to physical fitness and health.
 10. Student will outline the basics of how the Internet can be used to improve teaching and physical fitness and health so all lessons can meet NASPE Standards.
 11. Student will list different strategies the Web presents on how to teach different elements of physical fitness and health.
 12. Student will create 3 lesson plans for practical application in the classroom that specifically identify NASPE and State Standards.
 13. Student will modify a lesson plan that he has already used and improve it by using online resources.
 14. Student will complete the reflection assignment and post to forum.
 15. Student will complete and post the course evaluation form onto Moodle forum.

Evidence of Learning

1. Student demonstrated evidence of understanding of course objectives through reflective writing assignments.
2. Students demonstrated evidence of understanding of course objectives through presentation of lesson plans and projects.
3. Student demonstrated creative use of a variety of learning methodologies and strategies.
4. Student included the use of critical thinking skills and made connections to his or her state content and/or professional teaching standards.
5. Student's writing reflected thoughtful engagement of the Internet.

GRADING

Grades will be based on the typical academic criteria of demonstrating understanding of the material through application and communication. Grades will be determined as follows:

Introduction to Your Instructor	5
Web Exploration	5
Website Evaluation 1	5
Website Evaluation 2	5
NASPE-Forum	5
Legislation	5
NASPE Quiz	10
Unit Course Activity	5
Lesson Plan 1	5
Lesson Plan 2	5
Lesson Plan 3	5
Updating Lessons	5
Internet4Classrooms	5
PE Central Evaluation	5
Learning Community Application	5
Workout and Nutrition Research	5
Resources on the Web 1-3	5
Resources on the Web 4-6	5
Course Evaluation	5
Total points	100

Grades will be based on the standard scale: 90% and above is an A; 80-89% is a B; etc.

100-90 = A

89-80 = B

79- 70 = C

69 - 60 = D

> 59 = F

Writing Requirements:

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling.

Scoring Rubric (please refer to grading rubric)

To receive an A the following criteria must be met:

- Completion of all assignments with some original thought and thoroughness in response to all items in prompts.
- Student's work contains few errors in spelling/grammar/mechanics.
- Citations of sources used in all papers. (If necessary)
- Work supports opinions/positions with logical reasons.
- Thoughtfully utilized observational skills to complete assignments.
- Addresses State Standards for Health

To receive a B the following criteria must be met:

- Completion of all assignments but does not clearly or specifically exhibit original thought, comprehensiveness, or thoroughness in responses to prompts.
- Student's work contains few errors in spelling/grammar/mechanics, which do not interfere significantly with comprehension.
- Work does not support original opinions with clear reasons or explanation.
- Does not utilize observational skills.
- Addresses only some State Standards