

PHED 380 – Assessment & Technology in Physical Education - Syllabus

Spring 2022

Mon & Wed: 8:00 am - 9:15

MCCH 146

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Course Description

- **Course Description:** Construct and analyze assessment instruments in the cognitive, health-related fitness, and psychomotor domains. Integrate technology for evaluation of PreK-12 student performance and behaviors. Utilization of technology and investigation of strategies for grading and assessment purposes.
- **Credits:** 3

Course Learning Outcomes

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience.

Students will be able to:

1. Learner Development: The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social-emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Content Knowledge: The candidate understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
3. Assessment: The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
4. Planning for instruction: The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,

cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

You will meet the outcomes listed above through a combination of the following activities in this course:

- Attend face-to-face lecture and lab sections as well as potential synchronous class Zoom meetings (if appropriate)
- Complete assignments and activities integrating physical education assessment strategies, theories, and practical applications.
- Participate in assignments, discussions, and assessments through face-to-face offerings and on Canvas.

Evaluation/Course Requirements

Assignment	Brief Description: see Canvas	Points/Percentage: See Canvas	Learning Outcomes Met (#)
Tech Talk			#3
Media Minute			#3
Morning Motivator			#4
Learning Roadmap			#1, 2, 3, 4
Chapter & Content Quizzes			#1, 2
Unit Portfolio			#1, 2, 3, 4

Required Course Materials

Required Text:

Lund, J., & Kirk, M. (2020). Performance-based assessment for middle and high school physical education (3rd Ed.) Champaign, IL: Human Kinetics.

SHAPE America (2016). *PE Metrics: Assessing Student Performance Using the National Standards & Grade-Level Outcomes for K-12 Physical Education, Third Edition*. Human Kinetics.

Suggested Text

SHAPE America (2014). National Standards and Grade Level Outcomes for K-12 Physical Education. Human Kinetics. (*purchase*)

Other Readings: Provided via Canvas

Technology Guidelines

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our

class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Addressing Offensive or Archaic Language in Class

Throughout this class, we'll read texts by authors from minority communities. In telling their stories, some of these writers use offensive slurs. I will always provide you with advance warning when this is the case. If such terms are triggering to you, please let me know so that we can decide how to proceed.

I will refrain from replicating offensive language in my lectures, class discussions, and written course materials. If I must reference an offensive term (in speech or in writing), I will do so elliptically--for example: n-word, f-word, etc. I ask that you do the same in your discussions and in your written work. If, in a written assignment, you are quoting from a section of our reading that makes use of an offensive term, please use dashes or asterisks rather than writing out the word (ex: n----- or f**). If you are uncertain whether or not a term is offensive, please email me to ask. If by chance someone accidentally replicates such a term, I will correct the error and ask them to avoid using it in the future, and/or ask the student to resubmit written work after deleting the term in question.

Additionally, some of our readings are historical. As such, they will make use of archaic terms when referring to specific minority groups. I will provide advance warnings when this is the case, and I will use contemporary terms for various identities in all lectures and discussions. I ask that you do the same. If you are unsure of the correct terminology for specific groups, please email me to ask. If by chance someone uses an archaic term during discussion, I will correct the error and ask them to use the contemporary term in future conversations.

As a class, we will discuss and collectively decide how to handle archaic terminology in our writing. Options might include only using such terms when quoting directly from our readings, or replacing outdated terminology with the contemporary vocabulary by using brackets--for example [African American] or [LGBTQIA+]. Once we mutually agree upon how we would like to handle such terms in our writing, I will expect everyone to abide by that decision. Those who do not will be asked to correct their work and resubmit it.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

94 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60% = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

Communicating with your Instructor



Email is the quickest way to reach me at: ahockett@uwsp.edu



Text or Call my cell between the hours of 7am & 10pm(920-960-0113). Leave a voicemail if I do not answer.



Zoom Videoconference is also available by request.

Communicate Clearly

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

Office hours

I am available without an appointment on: **Mon & Wed 1:00 - 3:00**

Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class. I do not hold normal office hours during the following weeks: (Thanksgiving week, Spring Break, Summer Break, and finals weeks.)

Attendance*

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.***

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. We do not have a system of permitted "cuts." If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Late Work

Life happens. Please communicate with me on any assignment in which you will be unable to turn in by the posted due date. With communication, BEFORE the due date, we will work on a plan together to fulfill the requirements needed. If there is no communication, you may turn the work in late, but for reduced points.

Emergency Procedures

- In the event of a medical emergency call 9-1-1 or use campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, proceed to the lowest level interior room without window exposure at [list primary location for shelter closest to classroom,]. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a fire alarm, evacuate the building in a calm manner. Meet at the CPS building. Notify instructor or emergency response personnel of any missing individuals.
- Active Shooter – RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency responses at UW-Stevens Point.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.

- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall Ext. 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

[Click here](#) to flag a policy or practice that disproportionately affects marginalized students

UWSP Service Desk (1st Floor, Albertson Hall)

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also

have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Voter Registration Information

Register: Did you know you can register to vote and check your voter registration status at www.myvote.wi.gov?

Vote: In Wisconsin, you can vote absentee - or vote from home - in any election. You can request your absentee ballot at www.myvote.wi.gov (select "Vote Absentee" on the navigation page).

Make a Difference: Sign up to work the polls on election day by contacting your local city clerk office (find your clerk at <https://myvote.wi.gov/en-us/PollWorker>).

For more information on registration and voting procedure, visit your campus resource page at <https://linktr.ee/UWSPGOTV> or www.myvote.wi.gov




Course Schedule*

(two sample templates below)



WK	DATE	TOPIC
1	T 1/17	<p>Intro to Creativity <i>Is creativity really a “right-brain activity?” Do you have to be born with talent to be creative? On the first day, we will discuss theories about creativity and conduct experiments that allow students to explore their own creativity.</i></p> <p>Assignments Due Today:</p> <ul style="list-style-type: none">▶ Read the class syllabus or view the video presentation here (10 min)🔗 Reading Due: “Can You Learn Creativity? The Answer Might Surprise You” (10min) <p>Class Activities Today:</p> <ul style="list-style-type: none">📄 PPT: Intro to Creativity (including exercises and video) + 30-second Drawing+ Student Intros: You, your career goals, preferred pronouns, past creative work+ Preview Assignments for Next Class
	R 1/19	<p>Assignments Due Today:</p> <ul style="list-style-type: none">🔗 Access the Surrealism Presentation and:<ul style="list-style-type: none">- Read the “Intro to Surrealism” (slide) (5 min)- View video of “Dali, The Persistence of Memory” (6.27 min)📄 Write down your dreams in an online journal or notebook (see assignments) <p>Join this public Facebook Group if you’re an ADPR major (or just interested)</p> <ul style="list-style-type: none">🔗 Join this private Facebook Group and share inspiration. + Bring to class: music, headphones, and black pen or fine-tipped marker <p>Class Activities Today:</p> <ul style="list-style-type: none">📄 PPT: Journaling / Reference Surrealism📄 PPT: Media and Techniques (watercolors, colored pencils, markers)📄 Experimental Project In Class: Music-inspired Image📄 PDF Handout: Language of Visual Analysis <p>Partners present their work. Preview Assignments for Next Week</p>
2	T 1/24	<p>Creative Self & Process <i>It’s actually hard for creative people to know themselves because the creative self is more complex than the non-creative self,” Scott Barry Kaufman, a psychologist at New York University who has spent years researching creativity, told The Huffington Post. “The things that stand out the most are</i></p>

*the paradoxes of the creative self ... Imaginative people have messier minds.”
This week, you will explore your own creative character traits and process,
including “18 Things Creative People Do Differently.”*

Assignments Due Today:



-  Journal Entries (1-2 hrs for the week)
-  Viewing Due: Video/PPT on Creative Process (20min)
-  Reading Due: Read PowerPoint “Interesting Kinds of Art” (15min)

Class Activities Today:



- Continue presenting work from last class.
-  Review PPT on Creative Process
-  PPT: Interesting Kinds of Art

R 1/26

Assignments Due Today:

-  Reading Due: “18 Things Highly Creative People Do Differently” (15min)
-  Experimental Project Due:
Dream-inspired Image or Depict Your Creative Process
(upload image of your project to Bb – optionally bring it to class as well)

Class Activities Today:

-  Steve Jobs: How to Live Before You Die
-  PPT: Creative Self
- Volunteers share experimental projects with the class.

(credit: Juliet Davis)

Course Outline

(Subject to Change)

SEE CANVAS

Date	Topic	Reading: Auxter	Reading: Hodge