The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Equity/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit: www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

1.0 Course Prefix and Number: PET 6706 Credit Hours: 3

2.0 Course Title: Analysis of Research in Physical Education

3.0 Instructor:

Dr. Haichun Sun
PED 228
813-974-0119
Sun@coedu.usf.edu

4.0 Course Prerequisites: Admission into Physical Education Master’s Degree Program

5.0 Course Description: This course is designed to help teachers in the field better understand the process of conducting classroom research through practitioner inquiry. Students will study the research products of 69 different scholars, all of whom have used their inquiry skills to achieve a better understanding of physical education. The readings illustrate how ideas found in research can be helpful to physical education teachers in improving learning in the physical education classroom. The course provides a set of guidelines for reading research and demonstrates the value of classroom inquiry and sharing perspectives based on reading and studying original research reports in physical education. In addition, students will create a plan of action, outlining questions and methods to answer questions dealing with physical education classrooms.

6.0 Course Goals and Objectives:

As a result of successful completion of this course, students will be able to:

6.1 Demonstrate how to read and interpret classroom research in physical education. NASPE 7; CF 4; AP 3
6.2 Demonstrate an understanding of effective teaching and assessment practices based on research in physical education. NASPE 8; CF 4; AP 1, 3
6.3 Critically evaluate and discuss how research can be helpful in designing learning experiences in the physical education classroom. NSPE 7; CF 1, 4; AP 1, 3
6.4 Analyze the important link between practitioner inquiry and learning in physical education classrooms. NASPE 7; CF 4,6; AP 3
6.5 Systematically analyze and synthesize original research and summarize comparing and contrasting published classroom inquiry research. NASPE 7; CF 4; AP 3
6.6 Demonstrate an understanding of guidelines for reading and conducting action research. NASPE 7; CF 4; AP 3
6.7 Develop a plan of action for conducting classroom research specific to a question of interest. NASPE 7; CF 4; AP 3

7.0 Course Content Outline:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topic</th>
<th>Readings*</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understanding Guidelines for Reading Research</td>
<td>Locke &amp; Lambdin pp. vii-xxv</td>
<td>Blackboard Discussion</td>
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<tr>
<td></td>
<td>Course Guidelines for Summarizing Readings</td>
<td>Locke, Silverman &amp; Spirduso Ch 1 &amp; 2</td>
<td></td>
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<tr>
<td></td>
<td>Course Guidelines for Summarizing Readings</td>
<td>Blackboard File on Summarizing Research</td>
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<tr>
<td>Week 2</td>
<td>Research about the Basics—Numbers, Time, Space, Equipment, and Behaviors</td>
<td>Locke &amp; Lambdin 1,2,3,4</td>
<td>Reflection Paper Blackboard Discussion</td>
</tr>
<tr>
<td>Week 3</td>
<td>Research about Managing the Physical Education Class</td>
<td>Locke &amp; Lambdin Chapters 5,6,7,8,9</td>
<td>Reflection Paper Blackboard Discussion</td>
</tr>
<tr>
<td>Week 4</td>
<td>Research on Interactions Among Students</td>
<td>Locke &amp; Lambdin Chapters 10,11, Locke, Silverman &amp; Spirduso Chapter 3</td>
<td>Reflection Paper Blackboard Discussion</td>
</tr>
<tr>
<td>Week 5</td>
<td>Research on Strategies for Teaching and Learning</td>
<td>Locke &amp; Lambdin Chapters 12,13</td>
<td>Reflection Paper Blackboard Discussion</td>
</tr>
<tr>
<td>Week 6</td>
<td>Research on the Voices of Students</td>
<td>Locke &amp; Lambdin Chapters 14,15,16</td>
<td>Reflection Paper Blackboard Discussion</td>
</tr>
<tr>
<td>Week 7</td>
<td>Research on the Voices of Students Part II</td>
<td>Locke &amp; Lambdin Chapters 17,18 Locke, Silverman &amp; Spirduso Chapter 4</td>
<td>Reflection Paper Blackboard Discussion</td>
</tr>
<tr>
<td>Week 8</td>
<td>Research on Teachers in the workplace, Training, Experience, and Context</td>
<td>Locke &amp; Lambdin Chapters 19,20,21,22,23</td>
<td>Reflection Paper Blackboard Discussion</td>
</tr>
<tr>
<td>Week 9</td>
<td>Research on Assessment as Part of Teaching</td>
<td>Locke &amp; Lambdin Chapters 24,25</td>
<td>Reflection Paper Blackboard Discussion</td>
</tr>
<tr>
<td>Week 10</td>
<td>Research on Programs for Teachers and Children</td>
<td>Locke &amp; Lambdin Chapters 26,27,28</td>
<td>Reflection Paper Blackboard Discussion</td>
</tr>
<tr>
<td>Week 11</td>
<td>Reviewing Studies of the Effects of Physical Education</td>
<td>Locke &amp; Lambdin Chapter 29 Locke, Silverman &amp; Spirduso Chapter 6</td>
<td>Reflection Paper Blackboard Discussion</td>
</tr>
<tr>
<td>Week 12</td>
<td>Reviewing Studies of the Long-Term Effects of Physical Education</td>
<td>Chapter 30 Locke, Silverman &amp; Spirduso 7</td>
<td>Reflection Paper Blackboard Discussion</td>
</tr>
<tr>
<td>Week 13</td>
<td>Finding Different Ways to Make Research Serve Teaching Development of a Research Plan for Classroom Inquiry</td>
<td>Locke &amp; Lambdin Conclusion Chapter Appendix D, E Readings Provided on Blackboard</td>
<td>Reflection Paper Blackboard Discussion</td>
</tr>
</tbody>
</table>
8.0 Evaluation of Student Outcomes:

Students will be evaluated by means of assignments and projects completed including: reflection papers, discussion boards, and the development of a plan for classroom inquiry.

Learning Experiences/Assignments

8.1. Readings - Each section of the textbook “Putting Research to Work” contains a series of articles related to a specific topic. A two-page paper will be written for each section. After reading students will briefly, within a couple of paragraphs, summarize what they have read. The rest of the paper should consist of student reaction to the research. “Do you agree, disagree, with the authors? What kinds of information do you take from the research that will help you become a better teacher? Is this topic an area of study you might use for a research project?” Chapter Readings and Summary – Students will read and summarize all reading assignments and provide a no more than 2 page analysis of the readings. The 13 reading and research assignments are each worth 10 points for a total of 130 points. NASPE 7; CF 4; AP 1, 3

8.2. Discussions – Students will participate in weekly online discussions of topics related to the readings. Specific questions are provided to assist in the discussion. Discussion Questions – Two points are awarded each week for discussion. Response to Blackboard discussion questions is required. NASPE 7; CF 1, 4; AP 3

8.3. Project – Students will submit a research plan. A form has been included in the research plan module for student use. This plan will provide a detailed outline for the student to use in conducting practitioner inquiry. Outline Research Project – By the end of the semester students will submit a detailed outline to use as a guide in conducting classroom research. This guide may be used by students who wish to participate in thesis research or project research courses. Project outline is worth 40 points. NASPE 7; CF 4; AP 1, 3

9.0 Grading System and Criteria:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection/Synthesis of Research Papers</td>
<td>130 Points</td>
</tr>
<tr>
<td>(13 papers total each count 10 points)</td>
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</tr>
<tr>
<td>Blackboard Discussion</td>
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</table>
(15 discussion topics each count 2 points) 30 Points

Research Plan for Classroom Inquiry 40 Points

Total 200 Points

“No grade below “C” will be accepted toward a graduate degree. This includes C- grades.”

A+ = 97.5 - 100, A = 93.5 - 97.49, A- = 90 - 93.49, B+ = 87.5 - 89.99,
B = 83.5 - 87.49, B- = 80 - 83.49, C+ = 77.5 - 79.99, C = 73.5 - 77.49,
C- = 70 - 73.49, D+ = 67.5 - 69.99, D = 63.5 - 67.49, D- = 60 - 63.49

10.0 Textbooks, Reference Lists, and Readings:


Additional readings will be provided on Blackboard.

11a. ADA Statement: Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

11b. USF Policy on Religious Observances:
All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Students are expected to notify the instructor in writing by the second class if they intend to be absent for a class or announced examination, in accordance with this policy.

Additional References


