

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: PED 214 - Teaching Individual and Dual Sports **Date:** 10/10/14

This course prepares future teachers of health and physical education to teach individual and duals sports. Emphasis is on teaching approaches to lifetime activities and the development and implementation of lesson plans.

Course/Program Team: Thomas Burge, Shannon Cameron, Bernard Johnson, and Vicky Bullet

Expected Learning Outcomes: Student will be able to:

- Students will become familiar with developing lesson plans that are based on sound and structured and progressive units of instruction.
- Students will demonstrate knowledge of various instructional strategies which will most effectively teach skills and information to students with various learning styles
- Students will examine professional research documents to write a research paper that will provide the history and the development of various sports that encourage lifetime participation.

Assessment (How do or will students demonstrate achievement of each outcome?)

- Students will construct four lesson plans for three different sports.
- Students will critically analyze lessons developed and presented by peers.
- Demonstrate appropriate teaching strategies that insure improvement in students' skills sets.
- There will be four directed readings and critical review each following the MLA format.
- Students will use multiple mathematical calculations required to collect and interpret various data.
- Students will present a research project in which they will dissect an individual or dual sport from a historical perspective using MLA format.

Validation (What methods have you used or will you use to validate your assessment?)

- Collect data as to the percentage of students who are successful in meeting those standards at a 70 percent proficiency.
- Evaluate and use scoring rubric to analyze lesson plans and its accuracy at the conclusion of each semester.
- Evaluate and use scoring rubric for skill proficiency in oral and visual presentations and its accuracy at the conclusion of each semester
- Collaborate with a member of the Humanities Division to determine if the MLA scoring rubric is being used appropriately.

- Collaborate with a member of the STEM Division to share our data as to students' readiness to compute the various formulas used in the HPELS Division.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

- We anticipate the data will show a high rate of student success in both skill and writing proficiency.
- Data collection will begin at the conclusion of the Spring 2012 semester and be ongoing.

Follow-up (How have you used or how will you use the data to improve student learning?)

- Instructors who will meet with their peers at the conclusion of each semester to evaluate the need for pedagogical changes to improve student learning.

Budget Justification (What resources are necessary to improve student learning?)

- Continued funding of professional development for all HPELS instructors