

**NORTHEASTERN STATE UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT OF HEALTH AND KINESIOLOGY  
COURSE SYLLABUS  
Fall 2008**

Instructor: **Dr. Vanessa Anton**  
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### **I. COURSE NUMBER, NAME, MEETING TIME AND PLACE**

PED 4222, Measurement and Evaluation in Physical Education  
MW 11:00

### **II. PREREQUISITES**

PED 2202 Foundations of Physical Education

### **III. CATALOG DESCRIPTION OF COURSE**

This class is designed to teach students various techniques of measurement and evaluation (in both classroom and research settings) in physical education.

### **IV. KNOWLEDGE BASE**

The Northeastern State University Teacher Education Program is based on specific philosophical assumptions about teaching, learning, and schooling that underlie all basic programs which prepare professional educators to work in public school settings. These philosophical assumptions are stated in terms of the responsibilities and obligations of professional educators as stated in the theme of the program. It is assumed that it is the responsibility of professional educators to:

1. develop thinking/learning skills in their students through the use of appropriate pedagogical strategies, emphasizing reflection;
2. serve all students under their charge, regardless of ability, with a sense of efficacy;
3. instill self-respect, dignity, and respect for others in their students;
4. be sensitive to and develop the ability to capitalize on the learning strengths of individuals who reflect a diversity of cultural backgrounds, abilities and talents; and
5. know, understand, and communicate the content of the specialty area(s) in which they are teaching.

These assumptions represent a philosophical approach to teaching and learning that is present throughout the coursework and the field experiences.

## **V. CONCEPTUAL FRAMEWORK**

The Teacher Education Program at Northeastern State University prepares professional educators to be teaching scholars, educational leaders, and developers of human potential.

### Educators as Teaching Scholars

Teaching scholars read widely and think deeply about subject matter, teaching, and research. They reflect critically on their own beliefs and their classroom practice in order to make pedagogical improvements. Teaching scholars use appropriate communication skills, they know how to facilitate authentic learning, and they encourage P-12 students to be critical, creative thinkers, with the ability to be lifelong learners.

### Educators as Educational Leaders

Educational leaders believe that all P-12 students are capable of learning and of making educational progress. Educational leaders serve as advocates for children/adolescents and families, they understand the political nature of teaching, and they are able to inspire and motivate others by modeling effective communication skills, professional demeanor and attitudes.

### Educators as Developers of Human Potential

Educators who are developers of human potential are committed to the philosophical position that the development of human potential is their fundamental task.

## **VI. MAJOR GOALS**

The major goals for this course are that the students will understand and be able to correctly select and implement a variety of assessment, measurement, evaluation, and research techniques. The goal is that they would then be able to use what they have learned from the data gathered to modify the learning environment for higher student success as necessary in the classroom and gym.

## **VII. EXPECTED COURSE OUTCOMES**

After completing this course, the student will (be able to)--

1. Understand and use several psychomotor and cognitive assessment tools (including technological) and strategies to assess a variety of variables in physical education.
2. Use assessment tools and strategies to modify the teaching/learning process.
3. Use basic statistical knowledge and tests to conduct research which answers specific questions related to physical education.

4. Use a variety of formal and informal assessment techniques to assess learner performance, provide feedback, systematically observe, and communicate learner progress.
5. Use assessment strategies to involve learners in self and peer assessment.
6. Select and use developmentally appropriate assessment strategies and instruments congruent with physical activity learning goals.
7. Consult professional literature, peers, and technological resources to gather information about their research questions and learning situations, and to develop as a professional.
8. Use assessment in physical education as it relates to developing students physically, socially, emotionally, and cognitively.
9. Use assessment to vary the approaches in teaching to help individual students learn.
10. Use varying communication techniques to alter instruction based on assessment.
11. Plan and implement instructional and assessment strategies based on state (PASS) and national (NASPE) standards.
12. Reflect on the techniques of assessment and evaluation as it relates to its effect on the students and other variables.
13. Use disciplinary concepts while assessing students.

## **VIII. FIELD-BASED EXPERIENCES COMPONENT**

Students may assist the instructor with fitness testing and other assessment in the public schools. This may occur both during class time and during certain pre-arranged time slots outside of class. Students will also conduct their own research outside of class using tools and information learned in class.

## **IX. INSTRUCTIONAL MATERIALS**

Textbook:

Measurement for Evaluation in Physical Education and Exercise Science, eighth edition, Ted Baumgartner, Andrew Jackson, Matthew Mahar, and David Rowe

## **X. INSTRUCTIONAL PROCEDURES**

The course will have a variety of instructional techniques, including lecture, audiovisual, cooperative activities, teaching assignments, case studies, hands-on problem solving, and outside assignments. Students will be responsible for accessing my web page for information, announcements and assignments; reading assignments; participation in activities and group discussions; and providing class assignments throughout the course. Assignments given to the class will have a due date, and students must turn in all assignments by the due date to receive credit.

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## **XI. STUDENT PERFORMANCE ACTIVITIES**

### **1. Absences/Attendance:**

Attendance is required. Students are expected to attend each class, take notes and participate in class activities and discussions. Attendance will be a factor in determining grades and is particularly important in the development of positive professional behavior.

\* You are allowed two (2) absences.

\* For every absence thereafter, 10 POINTS WILL BE DEDUCTED from the total points.

\* NOTE: In specific cases such as, such as university athletic competition and other extraordinary circumstances, students will be excused from class without penalty if the following occurs:

1. Notification is made **prior** to the scheduled absence, except in the case of an emergency.

2. A note from your athletic advisor/coach or a physician's note detailing date(s) of missed class(es). These will be received through Student Affairs. (Routine appointments--dental/doctor, etc.--do not count in this category.)

3. Make-up assignments for excused absences must be submitted within 3 days of the missed class. YOU are responsible for obtaining the make-up assignments.

### **2. Late Policy:**

When attending class, please be on time, and remain for the entire class period.

\* If you arrive beyond the scheduled start time for class, you will be counted as late.

Two late arrivals equal one missed class.

\* If you leave class early (prior to being excused by the instructor) you will be counted absent.

### **3. Late Assignments:**

Only excused (see NOTE above) late assignments will be accepted. All other assignments MUST be submitted on the designated due date.

**4. Missed exams:** Missed exams will be made-up at the end of the semester. There will be one make-up day for all missed exams. Students need to keep track of any missed exams. It is THE STUDENT's responsibility to keep up with this and come on the make-up day. It is much easier to take the exams when we cover the material, rather than at the end of the semester.

Other student responsibilities:

1. All work should be typed, double-spaced

2. It will be assumed that you have completed assigned reading prior to class.

3. Any evidence of academic misconduct shall be treated in accordance with university guidelines. \*See section below.

4. No tobacco usage.

5. No food or drink in carpeted rooms.

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#### **Academic Honesty/Academic Misconduct (NSU Catalog, page 74)**

Academic misconduct includes cheating, plagiarism, falsification of records, unauthorized

possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement, or assisting others in any such act or attempts to engage in such acts. Academic misconduct in any form is inimical to the purposes and functions of the University and therefore is unacceptable and prohibited. Any faculty member, administrator or staff member may identify an act of academic misconduct and should report that act to the department head/college dean, Vice President for Academic Affairs or administrative supervisor. Students violating the standards of academic honesty are subject to disciplinary action including reduction of grade(s), paper, assignment, or project; a formal or informal reprimand at the professional, dean, or academic vice president level; expulsion from the class in which the violation occurred; or expulsion from the university. **Do not take this information lightly! If caught in any form of academic misconduct any and/or all of the above may occur!**

## **XII. COURSE CONTENT/TIMETABLE FOR COMPLETING ASSIGNMENTS**

Introduction of course/syllabus

Chapter 1 Measurement and Evaluation in a Changing Society

Group Activity

Chapter 2 Statistical Tools in Evaluation

Group/Individual/Class Activities—Participation and Practice

Chapter 3 Reliability and Objectivity (Discuss)

Chapter 4 Validity (Discuss)

Chapter 6 School-Based Evaluation

Group/Individual/Class Activities—Participation and Practice

Study Guide—Part 1 & 2

\*Test #1: Chapters 2 & 6 (Written—you will need a calculator)

Chapter 7 Authentic and Alternative Assessment

Chapter 11 Evaluating Aerobic Fitness

Chapter 12 Evaluating Body Composition

Chapter 13 Evaluation Youth Fitness and Physical Activity

Fitnessgram Testing Presentation

\*Performing the Fitnessgram on Students (Test #2)

Chapter 9 Measuring Physical Activity

Pedometer Instruction

Tri-Fit Instruction

Introduction: Individualizing PE with Heart Rate Monitors

Lesson Plans Using Heart Rate Monitors

\*Using Tri-Fit and Polar Heart Monitors (Test #3)

Dartfish—Introduction to Motion Analysis Software

\*Using Dartfish (Test #4)

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Chapter 8 Evaluating Skill Achievement

Chapter 16 Evaluating Knowledge

Chapter 17 Exercise Psychological Measurement

Final: \*Assessment Assignment—Psychomotor/Cognitive/Affective (Test #5)

- Throughout each section of the measurement and evaluation class, quizzes, case studies, reading assignments, and group/individual learning activities both in the classroom and the gym may be used to increase and measure student understanding before the test. Some of the sections are lengthy and these extra learning/performance activities will be used to help me assess your content knowledge and ability to apply this knowledge.

\*Performance instruments/rubrics and other grading methods will be used to give a score in these sections. These are authentic/performance-based tests.

**The instructor reserves the right to make changes due to time limitations or other factors.**

### **XIII. EVALUATION OF STUDENT ACHIEVEMENT AND LEARNING OUTCOMES**

Total points from assignments, activities and examinations will equal total points. Percentage breakdown is as follows:

- A = 90% or higher
- B = 89 - 80%
- C = 79 - 70%
- D = 69 - 60%
- F = 59% & below

Students who fail to complete any part of the class may not receive a grade depending upon the instructor and the circumstances affecting performance. Students should feel free to meet and discuss with their instructor any question concerning the class or class record. (Grade complaints should be in writing).

Group/Individual Activities: (Chap 1-2)	10
Study Guide(s)-Part 1/Part 2	10
Test #1: (Written—you will need a calculator)	25 (Main Focus Ch 2, 6)
Fitnessgram Group Present	20
Performing the Fitnessgram on Students (Test #2)	40 (Use knowledge from Ch 7 & 11-13, notes & class activities)
Pedometer Quiz	10
Pedometer Activity	20
Teaching a Polar Heart Monitor/Tri-Fit Lesson (Test #3)--	40 (Use knowledge from Ch 9, notes & class activities)
Using Dartfish Motion Analysis Software	25
Creating/Presenting Assessment Instruments (Final--Test #4)	50 (Use knowledge from Ch 8 & 16-17 notes & class activities—psychomotor/cognitive/affective)
<b>TOTAL</b>	<b>*250</b> (*Points/items may be adjusted due to various factors)

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### **XIV. STUDENT EVALUATION OF THE COURSE AND INSTRUCTOR**

At the conclusion of the semester, the students will have an opportunity to evaluate their instructor and the course. This will be done anonymously and will be used as a means to improve instruction, course content and the NSU professional education program. The suggestions, comments and/or criticisms from students will be taken seriously and hopefully will contribute to the improvement of the course and NSU's education program.

## **XV. CONTACT AND COMMUNICATION WITH INSTRUCTOR**

Instructor: Dr. Vanessa Anton

Office: Gym 109

Office Hours: Monday and Wednesday 2:00-4:00, \*Tuesday and Thursday 11:00-12:00, \*Friday 10:00-12:00

Telephone: (918) 444-3929

E-mail: anton@nsuok.edu

Web page: <http://arapaho.nsuok.edu/~anton/>

\* (I sometimes see HPE interns in the schools on these days.)

## **XVI. STUDENTS WITH DISABILITIES**

If any member of the class feels that he/she has a disability and needs special accommodations, please advise the instructor of such disability and the desired accommodations at the first class attended.

## **XVII. INCLEMENT WEATHER AND DISASTER POLICY**

The following are basic premises for the inclement weather policy at Northeastern State University: Classes are expected to be held if at all possible. It is the student's responsibility to receive information when the weather is questionable. Faculty members are expected to hold classes if the University is not closed, unless the faculty is unable to arrive on campus. During the times of inclement weather, decisions concerning day classes will be made by 6:00 A.M. in order for the media to be notified and for students to receive the announcement before leaving home. Decisions concerning night classes will be made by 3:00 P.M. The automated attendant message on 918-456-5511 will be modified to include information concerning campus operations during inclement weather.

The following media will be notified regarding closing of the campus:

Radio Stations:

KRMG 740 AM Tulsa

KAYI 107 FM Tulsa

KTLQ 1350 AM Tahlequah

KEOK 102 FM Tahlequah

KBIX 1490 AM Muskogee

KMMY 97 FM Muskogee

KVOO 1170 AM Tulsa

Television Stations:

KJRH Channel 2 Tulsa

KOTV Channel 6 Tulsa

KTUL Channel 8 Tulsa

KFSM Channel 5 Fort Smith

Cable Channel 96 Tahlequah