Eastern Connecticut State University
Course Syllabus

Course Number   HPE 368
Course Title    Educational Dance and Gymnastics

Catalog Description  A course in physical education pedagogy emphasizing teaching methods and materials in educational dance, creative rhythms, and gymnastics skills. Field work is required.

Specific Description This course will provide students with an overview of artistic and educational gymnastics, with an emphasis on the fundamental skills and concepts necessary for teaching beginner level gymnastics.

Purpose of the Course
A. To provide knowledge of proper terminology, skill progressions, and spotting, to promote safe and effective teaching.
B. To assist students in personal skill development, and to provide opportunities for students to learn and practice spotting techniques.
C. To share techniques and methods useful in training young athletes.
D. To provide opportunities for students to participate in, analyze, and write about various activities.
E. To improve interest, skill, and understanding, to ensure the future of educational gymnastics in public schools.

Required Text    Readings as assigned

Learning Outcomes (see reverse)

Course Content
A. Psychological, sociological, and physiological aspects of elementary school activities and games
B. Teaching styles for instruction
C. Spotting for safe and effective teaching
D. Educational gymnastics and skill themes: balance, weight transference, and rolling, in combination with traveling, jumping, and landing
E. Floor and Aparatus activities: skills, progressions, and sequences

Learning Experiences and Assignments
A. Participation in learning skills, spotting, and group activities
B. Field learning experiences with student teaching
C. Peer teaching

Assessment Activities
A. Attendance and Participation = 25%
B. Field Study and Written Assignments = 25%
C. Quizzes = 25%
D. Teaching Project with Lesson Plan = 25%
Learning Outcomes: Based on NCATE/NASPE program standards for Initial Programs in Physical Education, by the end of this course, students will have the following outcomes.

1. **Outcome: Content Knowledge**
   The Eastern Connecticut State University pre-service physical education major student will understand physical education content, disciplinary concepts, skill knowledge, current issues, and tools of inquiry related to the development of a physically educated person. Students will understand, identify and perform basic motor skills, movement patterns, and educational gymnastics.

2. **Outcome: Growth and Development**
   The Eastern Connecticut State University pre-service physical education major student will understand how individuals learn and develop and be able to provide opportunities that support their physical, cognitive, social, and emotional development. Students will understand how to apply the concepts of growth and development to specific teaching experiences. Pre-service students will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental progressions.

3. **Outcome: Diverse Learners**
   The Eastern Connecticut State University pre-service physical education major student will understand how individuals differ in their approaches to learning and will create appropriate instruction adapted to these differences. Pre-service students will demonstrate their ability to understand learner differences to plan and implement learning strategies, environments, and experiences that are sensitive to diverse learners.

4. **Outcome: Management and Motivation**
   The Eastern Connecticut State University pre-service physical education major student will understand individual and group motivation and behavior in order to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. The pre-service student will use a variety of developmentally appropriate strategies and routines to institute behavior change, manage resources, promote mutual respect and self-responsibility, and motivate students.

5. **Outcome: Communication**
   The Eastern Connecticut State University pre-service physical education major student will understand and apply effective verbal, non-verbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings. Pre-service students will demonstrate the use of various media and technology for presentation of developmentally appropriate lessons, demonstrate sensitivity to all learners and model appropriate behavior, and illustrate communication strategies for building a community of learners.

6. **Outcome: Planning and Instruction**
   The Eastern Connecticut State University pre-service physical education major student will understand how to plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals through pedagogical knowledge and application. Students will participate in a series of sequential and progressive practical experiences that allow them to refine, extend, and apply their teaching skills. Students will identify, develop, and implement appropriate instructional goals, utilize teaching resources, model instructional tasks, and select appropriate and safe learning experiences.

7. **Outcome: Learner Assessment**
   The Eastern Connecticut State University pre-service physical education major student will understand and use formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity. Pre-service students will explore the use of various forms of authentic and formal assessment to guide instruction, provide feedback to candidates, and to evaluate their teaching. Students will understand elements of validity, reliability, and bias, appropriate assessment techniques, and learner self-assessment strategies.

8. **Outcome: Reflection**
   The Eastern Connecticut State University pre-service physical education major student will become a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and professionals in the learning community) and seeks opportunities to grow professionally. Students will consult professional literature and participate in a series of learning experiences in the professional physical education community that promote self-reflection, problem-solving strategies, analysis of lessons, and evaluation of program designs. In addition, pre-service students will demonstrate a commitment to professional service by involvement in local, state, district, and national organizations.