

**J. Sargeant Reynolds Community College  
Course Content Summary**

**Course Prefix and Number:** PED 295

**Credits:** 3

**Course Title:** Topics in Physical Education – Instructional Principles of Online Physical Education

**Course Description:**

Prepares instructors in the pedagogy, instructional design, and technology of teaching online physical education courses. Focuses on the strategies of collaborating and teaching online, including planning, management, and evaluation of an online physical education program in a secondary school environment. Prerequisite: This course is for students who are pursuing or hold current licensure as a K-12 teacher. Lecture 3 hours per week.

**General Course Purpose:**

This course provides students with guided activities via direct instruction, online modules, assigned data collection, etc. Students are assigned to evaluate and aggregate pupil data, evaluate lessons, and create new lessons. A weekly discussion board focuses on problem-solving and permits group discussion of experiences and assignments.

The purpose of this course is to prepare instructors to teach secondary school physical education classes online. The course consists of two parts: (a) identification of principles, best practices, and management of effective online physical education instruction and (b) development of an online course template for physical education.

**Course Prerequisites/Co-requisites:**

This course is for students who are pursuing or hold current licensure as a K-12 teacher.

**Course Objectives:**

Upon completing the course, the student will be able to

*Pedagogy and Practice*

1. Develop the components, requirements, and content of an online course from the instructor's perspective.
2. Analyze the effectiveness and user ability of online components, requirements, and content of an online course from the student's perspective.
3. Identify and establish social presence by creating policies for communication and creating a personal introduction.
4. Identify and establish active learning techniques by creating a portfolio (a few modules in a course they will be or are currently teaching) that engages students and allows the student to contribute to the course.
5. Identify and establish the basics of a learning community within their course by establishing communication strategies within assignment modules.
6. Evaluate appropriate technology (soft and hard) necessary for programming and tracking of students.
7. Use appropriate online technology.
8. Create and evaluate reliable and valid online physical education assessments.
9. Develop clear and effective course assignment rubrics.

*Physical Education Requirements for Middle and High School Instruction*

10. Evaluate the Initial Guidelines for Online Physical Education, NASPE 2007.
11. Establish appropriate student prerequisites for middle or secondary education courses.
12. Establish curriculum and instructional prerequisites, as outlined by NAPSE, DOE, and local standards.
13. Evaluate and identify community partnerships/support for a local program and negotiate relationships.

**Major Topics to be Included:**

1. Online curriculum and instruction including, but not limited to, the following:
  - a. SOL comprehension and evaluation
  - b. Program design
  - c. Hybrid programs and face-to-face experiences
  - d. Platform requirements
  - e. Physical education lessons
  - f. Physical activity tracking mechanisms
  - g. Motor learning assessments
  - h. Health education lessons
2. Administrative decision-making
3. Modifications and variations
4. Evaluation and documentation
5. Role definition and clarification
6. Time management
7. Interpersonal and parent relations
8. Problem resolution
9. Technology

**Effective Date of Course Content Summary:** Summer 2012