Abstract

Two courses within the Department of Kinesiology incorporate the High Impact Practice of “Service Learning, Community Based Learning.” The following redesign of the courses seeks to improve upon two key elements of this HIP that is already in place, namely, applying what is being learned and reflecting on the experiences in a classroom setting. As a result of this redesign, students will be more actively engaged in the material and better prepared to apply the skills that they learn in these two courses.

Current Course Set-Up

-First half of the semester is spent in a more traditional classroom setting, including lecture, Q&A, discussions, and midterm.
-Second half of the semester is spent in field experiences in Corpus Christi Independent School District schools and involves teaching, lesson plans, reflections, peer feedback, and observation.

Potential Issues:

-Less engagement with material during the first half of the courses.
-Since these two courses are not taken concurrently, there is variation in students’ prior knowledge, which may impact their ability to apply the teaching skills during the field experience portion.

Course Redesign

Key Elements of Service Learning:
-APPLY what is being learned.
-REFLECT on the experiences in a classroom setting.

Redesign Plan:

-APPLY: Introduce experiential learning activities prior to the field experiences in the form of peer teaches.
-REFLECT: Incorporate a low-stakes reflection assignment following each peer teaching activity.

Expected Outcomes

-With the increase in learning activities, students will be more actively engaged in the material throughout the entire course as opposed to only the second half when they engaged in field experiences in the schools.
-Students, especially those who are not as far along in the EC-12 program and therefore less experienced, will be more prepared to apply the teaching skills learned in the courses when they work with EC-12 students during the second half of the courses.
-Ultimately, the course redesign is expected to improve the overall quality of students’ work during the field experience portion of the courses in the areas of planning, teaching, and reflecting.

For further information, please contact Dr. Webster @ Liana.Webster@tamucc.edu 361-825-2670

Course Information

-KINE 3339 Elementary Physical Education Programs: The application of the fundamental principles related to human motor development, physical fitness, locomotor skills, non-locomotor skills, manipulative skills, and rhythmical activities with children at the elementary school level.
-KINE 3341 Secondary Physical Education Programs: The application of the fundamental principles related to human motor development, physical fitness, sports related activities, and dance with children at the secondary school level.
-Both are required courses for Kinesiology students pursuing the EC-12 teacher certification track, which is the specialization that prepares students to become physical education teachers.

For Image