

FSU Course Syllabus

Course number and title:	Move More, Learn More: Linking Physical Activity to Academic Performance
Credits:	1
Class dates, and times:	online
Location:	online
Instructor:	Sarah Benes, EdD, CHES, Ret ATC sbenes1@framingham.edu

Course Description:

An exploration of how movement improves academic performance, classroom behavior, attention span, and the social-emotional development of students. Using evidence-based research, students explore types of physical activities for the classroom and the importance of physical education for students in grades K -12. This course includes strategies for increasing movement in schools with well-designed, effective and sustainable movement opportunities for the classroom and the broader school community.

Course Objectives:

By the end of the course, you will be able to:

1. Define key physical activity terminology (MA Frameworks 2.4, 2.5, 2.12, 2.22).
2. Examine current research related to physical education (PE), physical activity (PA) and learning, and other academic outcomes (such as classroom behavior, attention and focus, and test scores).
3. Utilize resources related to physical activity in the classroom and in schools.
4. Evaluate current practices and school policies in order to determine opportunities for physical activity using the Comprehensive School Physical Activity Program as a framework.
5. Implement strategies for increasing physical activity in the classroom and in the broader school community.
6. Advocate for movement and physical activity in schools.

Course Expectations and Requirements:

This is an online course and is NOT self-paced. You are expected to work online each week to complete readings, assignments, and discussions according to course deadlines. Active participation and constructive peer-to-peer feedback are essential for the course to run smoothly and effectively. Regular participation is crucial to the success of the students and the quality of the discussion. You are expected to post responses, reflections and constructive. You must submit assignments on-time. You will lose 10% of the total value of the project for each day an assignment is late (i.e. 20 point assignment, due Monday, submitted Wednesday is automatically deducted 4 points). I will not accept assignments after 48 hours of the deadline without prior approval. In lieu of exams, you will complete a final project to be submitted during the last week of the class.

Course Materials:

Online readings and resources are available through the course. Selected readings and resources include:

- [CDC Physical Activity Page](#)
- [Comprehensive School Physical Activity Program](#)
- [School-Based Physical Activity Programming \(CDC\)](#)
- [Healthy People 2020 – Physical Activity Objectives](#)
- [CDC Healthy Youth Physical Activity Information](#)
- [The Association between School-Based Physical Activity . . . and Academic Performance Article](#)
- [Let's Move Active Schools](#)

Grading Criteria:

Total points earned/possible total points = percentage. Final letter grade is based upon the FSU official grading scale. See course expectations for information on late submissions for both assignments and posts to discussion board.

Assignment	Point Value	% Total Grade
<p>Discussion Board Postings</p> <ol style="list-style-type: none"> 1. Complete <i>two</i> questions/prompts per week (total of 8 postings). 2. Respond to <i>at least</i> two separate posts made by other students in the course (8 postings) (<u>You must complete a minimum of 16 postings over the 4 weeks</u>) <p><i>Grading Notes:</i></p> <ul style="list-style-type: none"> ✓ Posts are graded on their thoroughness and thoughtfulness ✓ Posts must show clear connections to course readings/topics ✓ When responding to others, posts must be respectful ✓ You can earn additional points (up to 5) for exemplary posts, active discussion (more than two response posts per week) and prompting discussions. 	<p>32 points</p> <p>a. 2 points per post, 4 points per week, 16 points total</p> <p>b. 2 points per post, 4 points per week, 16 points total</p>	30%
<p>Evidence-Based Practice</p> <p>One of the core constructs of this course is that you can access, evaluate and discuss current research regarding PE, PA and learning and PA in schools. The purpose of this assignment is three-fold:</p>	20 points	19%

<ul style="list-style-type: none"> a. Provide you an opportunity to review current research and present it in a practitioner friendly format b. Provide you with quality resources (projects will be posted so that all students can view) c. Provide an opportunity to develop tools that you can use for advocacy efforts 		
<p>Assessing Your Situation</p> <p>A key aspect of planning any initiative is to understand where you are starting from. This assignment provides you with the opportunity to evaluate the current situation in your classrooms and schools regarding PE and PA. This may include but is not limited to: accessing BMI data, reviewing the Wellness Policy, accessing data relating to PA levels, identify key stakeholders, identifying facilitators and impediments.</p> <p>A “checklist” is available to assist students in this assessment.</p> <p><i>Grading Notes:</i></p> <ul style="list-style-type: none"> ✓ This will not be a formal essay but rather a tool for reflection ✓ Assignments are modified for the audience (e.g. classroom teachers will have a different version than PE teachers) 	20 points	18%
<p>Physical Activity Plan</p> <p>You submit a plan (there will be guidelines for the plan) for ways to increase physical activity in your classrooms and/or school.</p> <p><i>Grading Notes:</i></p> <ul style="list-style-type: none"> ✓ The emphasis is developing a realistic, sustainable plan that can actually be implemented ✓ You receive feedback on the proposal which you can use to adjust the proposal before final submission 	25 points	23%
<p>Peer Review of PA Plans</p> <p>You review, using a feedback form, one other student’s plan in order to provide both positive and constructive feedback.</p> <p><i>Grading Notes:</i></p>	<p>10 points</p> <p>5 points for each peer review</p>	9%

<ul style="list-style-type: none"> ✓ You are graded on the quality of their peer reviews ✓ The focus is on providing each other with thoughtful, useful feedback which can help you improve their proposal ✓ The better the feedback the better the proposal 		
TOTAL	107 points	100%

Course Outline:

	Learning Objectives	Topics
Week 1: What is Physical Activity and Why Physical Activity?	Define key physical education and physical activity terminology (MA Frameworks 2.4, 2.5, 2.12, 2.22). Examine current research related to physical activity and learning and other academic outcomes. Access resources related to physical activity in the classroom and in schools.	Introductions Review key information relating to physical education physical activity Identify physical education and physical activity resources Discuss the impact o physical education and physical activity on learning, as well as other outcomes such as social emotional health.
Week 2 Assessing Practice and Policy & Using Movement to Support Learning	Access resources related to physical activity in the classroom and in schools. Assess current practices and school policies in order to determine opportunities for physical activity.	Continue the discussion of the benefits of physical activity Strategies for physical activity in schools Methods for assessing practice and policy
Week 3 Making It Work	Implement strategies for increasing physical activity in the classroom and in the broader school community. Advocate for movement and physical activity in schools.	Continue strategies for physical activity Explore barriers and identify possible facilitators (or stakeholders) to encourage increased movement and

		physical activity in schools. Review each others ideas and provide feedback
Week 4 Get Moving!	Implement strategies for increasing physical activity in the classroom and in the broader school community. Advocate for movement and physical activity in schools.	Share Physical Activity Plans Discuss advocacy strategies Establish social support for increasing PA

Academic Honesty Policy

“Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student’s oral and written, technical and artistic work.”

For more information: <https://www.framingham.edu/Assets/uploads/academics/graduate-studies/documents/graduate-student-handbook.pdf>