

FSU Course Syllabus
PRDV 71124 Move More, Learn More: Linking Physical Activity to
Academic Performance
Spring 2021 (4-week Online) 1 credit

Instructor: Sarah Benes, EdD, CHES

Course Information:

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Office Hours: By appointment (please email via email address above)
Meeting Location: Online

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 in broader school community.

Learning Outcomes

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

1. Define key physical activity terminology (MA Frameworks 2.4, 2.5, 2.6, 2.12).
2. Examine current research related to physical activity and learning and other academic outcomes (such as classroom behavior, attention and focus, and test scores) (MA Frameworks 1.8).
3. Explore 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 Materials

Online readings and resources are available on Blackboard.

Selected readings and resources include:

- [CDC Physical Activity Page](#)
- [Comprehensive School Physical Activity Program](#)
- [School-Based Physical Activity Programming \(CDC\)](#)
- [Healthy People 2030 – Physical Activity Objectives](#)
- [Physical Activity Guidelines \(2nd Edition\)](#)
- [The Association between School-Based Physical Activity . . . and Academic Performance Article](#)
- [Strategies for Classroom Physical Activity in Schools](#)
- [SHAPE America’s Re-Opening Guidelines](#)

The course will utilize Blackboard, YouTube, & other interactive online platforms as appropriate. The [FSU library](#) is available for research and materials per student needs.

Massachusetts Curriculum Frameworks

Standard 1: Growth & Development

1. Describe the influence of health habits on growth and development (1.8)

Standard 2: Physical Activity and Fitness

1. Identify physical and psychological changes that result from participation in a variety of physical activities (2.4)
2. Explain the benefits of physical fitness to good health and increased active lifestyle (2.5)
3. Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances) (2.6)
4. Participate in activities that promote physical fitness, decrease sedentary lifestyle and relieve mental and emotional tension (2.12)

Course Expectation & Requirements

You will need a computer with a reliable internet connection. This course uses FSU [Blackboard](#) (BB), which requires the most recent version of your web browser. All course material will be available via Blackboard. Any changes to the schedule or other announcements will be emailed to students using Blackboard, so it is vital that all students enroll and verify that an appropriate email account is being used.

This is an online course and is NOT self-paced. Weekly course modules will run Monday through Sunday, with the exception of Week 4 which ends on Friday. Students are expected to work online each week to complete the readings, assignments, and discussions for the weekly module according to the course deadlines. Assignments must be submitted by the due dates listed in the course schedule, as late assignment submissions interrupt the online learning process. Late submissions will result in a 10% deduction of the total value of the assignment each day that it is late. Discussion posts each week will require an initial post in response to the prompt, as well as responses to at least 3 peer postings for full credit.

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 student and the quality of discussion. Thoughtful responses, reflections, and constructive comments are expected. Students are also expected to treat their classmates with respect. Comments and class discussions should remain on topic, with appropriate language used at all times. Additionally, the personal information (email addresses, photos, etc.) of other students may not be used or shared outside of the class without permission.

In lieu of exams, students will be expected to complete a final report to be submitted during the last week of the class.

Course Assignments, Time Requirements & Grading Policies

Assignments:

Participants will work through a series of modules which introduce key concepts related to physical activity with a focus on ways that physical activity can support academic outcomes. Participants will design a brief advocacy project to help get stakeholders on board with increasing physical activity in schools. Finally, participants will examine current practices in their school/setting and will create a project related to increase the amount of physical activity that students receive. Instructions and grading rubrics will be provided on Blackboard for all of the assignments listed below.

Table 1: Assignments

Assignments	Points	Percent of Grade	Approx. Time Requirement (mins)
Introduction Post	10	3%	10
Discussion Board Posts (5 @ 20pts/post)	100	27%	120
Discussion Board Responses (10 @ 10 points/response)	100	27%	120

Assignments	Points	Percent of Grade	Approx. Time Requirement (mins)
Advocacy Project	40	11%	120
Assessing Your Situation	40	11%	180
Physical Activity Project	80	22%	180
Weekly Module Readings/Videos	-	-	480
Course Total	370	100%	1210

Grading Criteria:

Points for each assignment are listed above. Assignments will be assessed using corresponding grading rubrics which you can find on Blackboard. See course expectations for information on late submissions for assignments. The following scale will be used to determine final letter grades (based on 100%):

A	94-100%	B+	87-89%	C+	77-79%
A-	90-93%	B	84-86%	C	74-76%
		B-	80-83%	C-	70-73%

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.

Please refer to the academic honesty policy in the [FSU Graduate Catalog](#), Student Conduct section on page 21.

Accommodation Statement

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. The [Disability/Access Services Office](#) serves students with learning and psychiatric disabilities as well as students with visual,

mobility and hearing impairments. For further information about this, please contact Dr. LaDonna Bridges, Associate Dean of Academic Success and Dean of CASA (Center for Academic Success and Achievement) at 508-626-4906 or lbridges@framingham.edu.

U.S. Copyright Law

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Tentative Course Outline:

Table 2: Tentative Course Outline

Weekly Focus	Learning Objectives	Topics
Week 1: What is Physical Activity and Why Physical Activity?	Define key physical activity terminology (MA Frameworks 2.4, 2.5, 2.12). Examine current research related to physical activity and learning and other academic outcomes (MA Frameworks 1.8). Access resources related to physical activity in the classroom and in schools.	Introductions Review key information relating to physical activity Identify physical activity resources Discuss the connection between physical activity and learning as well as other outcomes such as social emotional health.
Assignments Due <ul style="list-style-type: none"> • Introduction Discussion Board post due by Wednesday • Week 1 Discussion Board post due Thursday • Discussion Board responses to at least two peers by Sunday 		
Week 2 Assessing Practice and Policy & Using Movement to Support Learning	Access resources related to physical activity in the classroom and in schools.	Continue the discussion of the benefits of physical activity

Weekly Focus	Learning Objectives	Topics
	Assess current practices and school policies in order to determine opportunities for physical activity.	Strategies for physical activity in schools Methods for assessing practice and policy
<p>Assignments Due</p> <ul style="list-style-type: none"> • Week 2 Discussion Board post due Thursday • Discussion Board responses to at least two peers by Sunday • Assessing Your Situation due by Sunday 		
<p>Week 3 Making It Work</p>	<p>Implement strategies for increasing physical activity in the classroom and in the broader school community.</p> <p>Advocate for movement and physical activity in schools.</p>	<p>Continue strategies for physical activity</p> <p>Explore barriers and identify possible facilitators (or stakeholders) to encourage increased movement and physical activity in schools.</p> <p>Review each others ideas and provide feedback</p>
<p>Assignments Due</p> <ul style="list-style-type: none"> • Week 3 Discussion Board post due Thursday • Discussion Board responses to at least two peers by Sunday • Advocacy Project Due Sunday • OPTIONAL: Submit a draft of your Physical Activity Project by Wednesday for instructor feedback 		
<p>Week 4 Get Moving!</p>	<p>Implement strategies for increasing physical activity in the classroom and in the broader school community.</p> <p>Advocate for movement and physical activity in schools.</p>	<p>Share Physical Activity Projects</p> <p>Discuss advocacy strategies</p> <p>Establish social support for increasing PA</p>
<p>Assignments Due</p> <ul style="list-style-type: none"> • Physical Activity Project due Thursday 		

Weekly Focus	Learning Objectives	Topics
<ul style="list-style-type: none">• Week 4 A Discussion Board (Project post) due Thursday• Project Post Discussion Board responses to at least two peers by Sunday• Week 4 B Discussion Board (Reflections) post due Friday• Week 4 B Discussion Board responses to at least two peers by Sunday		