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HOMWORK AND ASSIGNMENTS IN PHYSICAL EDUCATION
INCORPORATING NATIONAL ASSOCIATION FOR SPORT AND
PHYSICAL EDUCATION STANDARDS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Kinesiology

by
Naeemah Takiyah Robinson

September 2010

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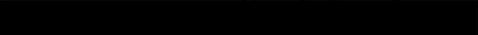
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ABSTRACT

This study reviewed the attitudes and perceptions of physical educators, students, and parents, towards the implementation of homework in physical education. The review of literature was broken down into three subcategories focusing on homework, homework used in physical education, and physical education requirements with National Association For Sport And Physical Education(NASPE). The review of literature was used to find results. The majority of educators believe that homework should be implemented into physical education, with the belief that there can be greater benefits for the students. The attitudes and perceptions of students and parents towards homework in physical education are not as positive. Three assignments/homework examples were developed to demonstrate how homework can be used to meet the cognitive, psychomotor, and affective domains, while meeting the NASPE National Standards 1-6. Based on the information gathered in this study, it is recommended that future research be conducted in the following areas: what type of homework is best to use in physical education, physical education meeting the three learning domains, and

using professional development to train physical educators
how to effectively use homework.

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CHAPTER ONE

INTRODUCTION TO THE PROJECT

Purpose of the Project

The purpose of this project was to examine the attitudes and perceptions of physical educators towards the implementation of homework to satisfy the NASPE National Standards 1-6. The project was conducted to develop practical assignments/homework which can be incorporated into everyday k-12 physical education classes. The main purpose of the project is significant because the assignments/homework will be designed to meet the NASPE National Standards 1-6, while focusing on meeting the three types of learning domains: the cognitive, affective, and psychomotor.

The results for the learning domains and meeting NASPE National Standards showed that the learning domains are critical to consider as you plan your lessons. By analyzing the type of learning domain or outcome that you want, you can determine which activities, assessments, and representational modes (face-to-face, video, online, multimedia) are optimal based on the learning outcome desired (Vincent, n.d.).

Scope of the Project

Three homework examples were developed, which can be incorporated into all physical education classes, to meet the National standards 1-6. The homework examples developed for this project illustrated the various formats that focus on meeting the cognitive, psychomotor, and affective domains. The assignments/homework were designed to be used to provide not only examples, but also information about students learning and engaging in physical education. It also demonstrated the benefits of children receiving the homework. Furthermore, it demonstrated the possible effects on students' grades, in addition to weekly participation points.

Significance of the Project

Implementing homework into physical education appears to not be a popular idea throughout the school system. A conducted review of literature and developed examples of homework allows for new homework formats to be more widely accepted. It is both instructional and informative towards its audiences, which are physical educators and researchers. The homework examples demonstrate the strengths of implementing homework into physical education.

There is a defined relationship among the homework examples and the NASPE National standards 1-6. The results expected from the homework examples are for physical educators, of all grade levels, to begin to incorporate assignments/homework into their curriculum. It is ideal for physical educators to achieve a greater understanding of the NASPE standards 1-6 and the three learning domains. These domains will be defined in the definition of terms.

Limitations of the Project

First, the limitation of this study was that there has been little research conducted on implementing homework into physical education. Second, few studies have specifically reflected on the perceptions and attitudes of physical education, student/parents and homework. Lastly, research was limited surrounding the three learning domains and their ability to be effectively used in physical education. Little research defines the use of the domains towards NASPE standards within middle school and high school education.

Definition of Terms

For this study, the following definitions apply:

1. NASPE is the acronym for National Association for Sport and Physical Education.
www.aahperd.org/naspe/standards/nationalstandards
2. The cognitive domain is defined as involving learning and the expansion of academic skills. This includes remembering or identification of particular data, technical designs, and concepts that work with the growth of intellectual aptitude and skills.
(Bloom, 1956).
3. The psychomotor domain includes the ability to move physically, "coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution" (Simpson, 1972).
4. The affective domain is defined as the manner in which people deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes (Krathwohl, Bloom, & Masia, 1973).

CHAPTER TWO
REVIEW OF LITERATURE

Introduction

Many states across the U.S. require only two years of physical education per student at the high school level. More than half of those same states have yet to fully incorporate physical education classes into elementary schools. It is believed that physical education is a course in which many individuals do not perceive as an important part of education. Among the various instructional practices, written assignments and homework are typically found on the bottom scale of physical education. This review of published research highlights the ways assignments/homework is, and can, continue to be implemented in physical education to further meet the National Standards. This review examined the attitudes and perceptions of physical educators, students, and parents, towards assignments/homework in physical education. It also puts focus on the NASPE National Standards 1-6, which are defined for k-12 physical education. Lastly, the review touches on the three learning domains and how they

can be incorporated into assignments for effective learning.

What is Homework?

Homework, by any other means, is a task/assignment given to a student to be completed outside of school. According to Wilkins (2008), homework is an assignment that has direct relevancy to what is being taught that day or week. Homework never introduces new concepts, ideas or material. It is supplemental in nature; thus, good homework assignments will have the student practicing what they have already learned, expanding their core knowledge about a subject with additional reading, or viewing and/or responding to questions, usually in the written form, about the materials and ideas that have been covered. It is commonly held that homework may be fabricated as a means to support what was previously taught to students. It may also equip students for future complicated lessons, broaden what they already know by applying it to current events, or apply various skills into one task to incorporate abilities.

Homework and Physical Education

Assigning homework in physical education would mean not limiting what students learn to just a gym or field.

Physical education encompasses more than being physically active. A well rounded physical education program should support students' learning domains. The cognitive, psychomotor, and affective domains should all be reached throughout physical education. The psychomotor domain is more primarily attained in physical education than the cognitive and affective domains. Implementing homework into physical education can provide a way to ensure that physical educators are reaching students' three learning domains in physical education. Homework assignments may be an especially appropriate means for ensuring that students recognize the value of physical activity in fostering multi-cultural and international understanding (Bishop & Bishop, 1994).

Homework Used In Physical Education

There are numerous reasons as to why a physical educator may begin to implement homework. Exploring different types of homework that might serve student needs is a necessity if schools' physical education programs are to meet the NASPE standards. Mitchell, Stanne, and Barton (2000) study found the following:

Homework should be relevant to the material that will be covered in class. Homework should be designed with

an eye toward students' levels of understanding and motivation. Home environment and parental attitudes toward homework can facilitate or impede student success. Holding students accountable for completing homework is critical to its effectiveness in improving achievement. (p. 8).

Physical education homework can address the cognitive, psychomotor, or affective. It is the decision of the educator as to which domain he or she elects to concentrate on. According to Mitchell, Stanne, and Barton (2000) there are three basic categories of homework: preparation, practice, and extension. Preparation homework requires a student to achieve adequate experience so as to be prepared for the material of a future lesson. The most frequent type of homework is practice homework. It is made up to offer a chance to reinforce new skills or to use new knowledge. The purpose of extension homework is for students to take what they learned from new skills or concepts and utilize it in another situation.

Practice can be demonstrated through one style of homework known as active homework, which can be structured or unstructured. Active homework requires students to engage in physical activity at home or outside of school.

This can be as simple as having students' homework involve them to run in place for 60 seconds or walk forward and backward on a jump rope (Gabbei & Hamrick, 2001). Active homework can be used by all k-12. Unstructured active provides students with the chance to select their own activities. This assignment becomes personalized and permits the student to take control of their homework. This style of unstructured active homework more often fuels parental involvement (Smith & Claxton, 2003). Assigning active homework has the added potential to develop and increase the physical activity levels of students from kindergarten to college and to address the psychomotor domain of learning (Mitchell, Stanne, & Barton, 2000). Active homework examples which may help develop and increase physical activity and address the psychomotor domain of students are: performing sit-ups running sprints, and fun exercises.

In addition, newspapers can be used as homework to help students to know the rules and strategies for selected physical activities. An educator may make reference to Bishop and Bishop (1994, p. 78):

The student can read a story in the newspaper about a specific game or event, then list three skills that

were used. Explain how the skills contributed to the outcome of the game or event. The student can locate and read a story about a sporting event that involved competition. Identify at least one strategy that contributed to the outcome. The physical educator can develop a multiple choice, fill-in or true-false quiz based on newspaper stories of a game, event or activity.

Bishop (1994) states that homework assignments using the newspaper is one way to address the knowledge objectives without affecting the fitness and motor domains.

According to Hui, Karp, Perlman, and Woods (2008) physical educators can take advantage of new technology. Teachers indicated that they used technologies like pedometers, heart rate monitors, computer software and timing devices to assess individual student development. The teachers were asked if they felt competent in using and assigning these technologies. The majority of the teachers expressed feeling a sense of confidence. If a school provides technological equipment such as pedometers or computer software, teachers can have them integrated into homework. This homework may be incorporated by requiring a student to monitor health behaviors for a day, take review

homework quizzes online, or used for student created goal plans. According to Hui, Karp, Perlman, and Woods (2008) these tools are used by the student to gather personal fitness data and develop an individualized fitness or workout program. However, the high cost of technology affects its availability and must be weighed out against other education needs (Postman, 2000). The same is true for computer software. Not all students have a home computer, but sometimes they are made available at school. Physical educators with fewer years of experience were found to use technology more than those with more years (Dorman, 2001; Lam, 2000). It is possible that younger educators feel more comfortable using technology due to its more recent developments.

Attitudes Towards Homework In Physical Education

In addition to instructing lessons to meet NASPE standards 1-6, physical educators have additional standards which they must meet as well. These standards are from NASPE National Standards & Guidelines for Physical Education Teacher Education (PETE). There are six initial PETE standards which function as teacher certification and development for preparation of physical educators (NASPE, 2004). Among them, Standard 3, which is Planning and

Implementation, states that a physical education teacher plans and implements developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students. It is believed that school districts across the U.S. have failed to encourage these same teachers from planning and implementing homework into their physical education classes. To the knowledge of this study, no reports were specifically developed to discover the actual amount of school districts which provide their physical education teachers with professional development training on homework. However, there are reports regarding teachers' professional development focusing on how to develop homework.

In a study to explore attitudes and self-reported practices regarding the use of homework by fifty-four high school physical educators, more than 80% of the participants identified a belief in assigning homework in physical education. These educators had been involved in professional development workshops which provided the opportunity for an introduction to and interpretation of the four program performance criteria, adapted from the National Program Standards (Mitchell, Stanne, & Barton,

2000). It seems logical that physical educators who receive the proper training are more likely to have a positive outlook on the idea of implementing homework. Teachers design their curricula for providing their students with comprehensive and progressive learning experiences that intentionally and unintentionally address the essences of the content standards (Chen, 2005).

In a study asking physical educators if they believe they should make greater use of homework, the result found was that physical education homework can be a way to expand the program and integrate other areas of curriculum, and may also serve to encourage children to develop a more physically active lifestyle (Holbrook, 2005).

The typical time frame for a high school student to be enrolled in physical education courses is two years. Many students find this class as the course to put forth less effort than any academic course. In a study comprised of all girls, the majority of the students indicated that they viewed physical education as a break from their regular work (Saffici, 1999). Adding homework into the equation make most students feel the pressure of performing well.

In 2008, a study was conducted to determine if high school students know what practices are appropriate in

physical education. In the given survey, students were asked to agree or disagree with the following statement: outside of class assignments are not necessary for high school physical education. Of three hundred and sixty-nine students, 83% agreed with the statement (Barney & Strand, 2008).

It is natural for a parent to want their child to get a good education, and focus primarily on their academics. What many parents may disregard is the fact the physical education is not only a healthy course for their child, but an educational one as well. In 1994 it was found that most parents expressed the belief that homework should not be required (Tannehill, Romar, & O'Sullivan, 1994).

In another study, over 70% of the parents said homework should not be required and that they were not aware that homework was even being assigned in physical education. However, parents who understand the value of homework encourage their children to complete it, ensure that there is a good work space available, and express an interest in confirming that the work is done (Mitchell, Stanne, & Barton, 2000).

Physical Education Requirements With National Association For Sport And Physical Education

NASPE content standards were first published in 1995. They were defined as "student learning, what a student should know and be able to do as a result of quality physical education program. The standards provide a framework for the development of realistic and achievable expectations for student performance at every grade level" (Moving into the Future: National Standards for Physical Education, 2004). The book provides the role and purpose of the content standards and are defined as "what students should know and be able to do," while the performance standards describe "how good is good enough" to signify the levels of achievement that students were expected to attain in the content standards. One study found that teachers' opinions differ about the standards. Educators who had positive views toward the standards believed that: "(a) the standards provided targeted directions for what teachers should help students achieve in terms of three domains, (b) the standards are good guidelines for designing progressive and developmentally appropriate learning experiences, and (c) the standards gave our profession more accountability" (Teachers' Awareness and Perceptions of the National Standards, n.d.) no page number given.

According to the NASPE (2004), "physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The NASPE National Standards 1-6 are as follows:

Standard 1: "Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction" (p. 11).

Each standard encompasses its own goal. Standard 1 focuses on the development of physical skills essential for students to receive pleasure in participation. Standard 2 focuses on the students' ability to use cognitive information to understand and enhance motor skill acquisition and performance. Standard 3 is establishment of patterns of regular participation in meaningful physical activity (National Standards for Physical Education, 2nd ed.). Standard 4 is growth of the students' knowledge, skills, and willingness to "accept responsibility for personal fitness, leading to an active, healthy lifestyle." Standard 5 is success of "self-initiated behaviors" which encourages personal and group accomplishments in activity situations. Standard 6 is growth of an awareness of the "intrinsic values and benefits" of partaking in physical activity that offers "personal meaning." Table 1 demonstrates how which standard correlates to each domain.

Table 1. Standards and Domains

NASPE Standards	Cognitive Domain	Psychomotor Domain	Affective Domain
Standard 1		X	
Standard 2	X		
Standard 3		X	
Standard 4	X		X
Standard 5			X

Standard 6			X
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According to Dejong, Kokinakis, and Kuntzleman (2002) the NASPE standards do not offer specific recommendations regarding what to teach (curriculum goals and objectives), how to teach (instructional materials and methods), or how to measure success (assessment). NASPE published a document called *Appropriate Practices for High School Physical Education*. This document provides instructional strategies (NASPE, 2004).

Conducting the review of literature allowed the study to draw out results. Defining homework, how it is used in physical education, researching attitudes and perceptions, and NASPE National Standards provides this study with the opportunity to reach conclusions regarding implementing homework to meet the national standards and satisfy the learning domains.

CHAPTER THREE

METHODOLOGY

The study was initiated by conducting research on physical educators who implement homework into their physical education classes. Research was then collected on the various types of homework used in physical education. This information was found using the online databases, EBSCO Host and ERIC. The main keywords used were: physical education, homework, learning domains, and NASPE standards. Next, the databases were used to find scholarly journal articles. The scholarly journals used were *The Physical Educator*, *The Physical Education and Sport Pedagogy*, *The Journal of Physical Education, Recreation & Dance*, *American Alliance for Health, Physical Education, Recreation, and Dance*, and *The Journal of Educational Research*. Other journals were also viewed, but were not considered specifically related to the topic of this project.

The main focus of this study was then decided to be developing three homework/assignments to meet NASPE National Standards 1-6. Further research was then conducted to obtain information on the three learning domains. Every journal article and online article was

copied for review purposes. Many factors related to homework, the learning domains, and NASPE were found, which included competency, principles, values, and self-expression. These factors were considered as what could contribute to the overall benefits of implementing homework into physical education.

CHAPTER FOUR

RESULTS

Following the conclusion of the review of literature, the study put focus on four main topics: homework styles, attitudes and perceptions of implementing homework, the learning domains, and meeting NASPE National Standards.

The results for homework styles found that there are three basic categories of homework: preparation, practice, and extension (Mitchell, Stanne, & Barton, 2000). Within these three categories, the most commonly used homework styles were active homework, newspapers, and new technology. According to Mitchell, Stanne, and Barton (2000) assigning active homework has the ability to develop and increase the physical activity levels of students from kindergarten to college and to reach the psychomotor domain. According to Bishop and Bishop (1994) using newspaper is one way to address the knowledge objectives without affecting the fitness and motor domains.

According to Hui, Karp, Perlman, & Woods (2008) physical education teachers have expressed that they used technologies like pedometers, heart rate monitors, computer software and timing devices to assess individual student

development. Technology can be used by students for monitoring at home progress, student program creations, or review quizzes assigned as homework.

The results for attitudes and perceptions of implementing homework, according to Mitchell, Stanne, and Barton (2000) more than 80% of educator participants identified that they believe in assigning homework in physical education. The educators believed assigning homework is good. While the majority of participating physical educators favor implementing homework, students in another study indicated that they viewed physical education as a break from their regular work (Saffici, 1999). This leads one to presume that not only do students not respond to physical education as a "real" class, but one that should not encourage homework. It was found that most parents expressed the belief that homework should not be required (Tannehill, Romar, & O' Sullivan, 1994). It is also found that parents who understand the value of homework encourage their children to complete it, ensure that there is a good work space available, and express an interest in confirming that the work is done (Mitchell, Stanne, & Barton, 2000).

According to Mitchell, Stanne, and Barton (2000) professional development workshops provide the opportunity for introduction to and interpretation of the four program performance criteria, adapted from the national standards.

The NASPE National Standards provide a framework for the development of realistic and achievable expectations for student performance at every level (NASPE, 2004).

Following the standards 1-6 will enable a physical educator to have a top quality physical education program/class. Standards 1-6 allow students to demonstrate, participate, achieve, exhibit, and value.

The results from the review of literature show that active homework, newspapers, and new technology were the most commonly used forms of homework in physical education. Although the attitudes and perceptions of students and parents disagree with homework, the majority of physical educators are in favor of the implementation. By examining the type of learning domain the educator wants met, he or she can determine which homework is best, based on the learning outcomes desired, which would be the NASPE standards.

CHAPTER FIVE

CONCLUSIONS

Summary

This study reviewed and examined the attitudes and perceptions of physical educators, students, and parents, towards assignments/homework in physical education. It looked into the NASPE National Standards 1-6, and the three learning domains. The review of literature allowed for the development of three homework examples to show how the learning domains can be incorporated into assignments for effective learning for all students.

This study raises issues on the limited studies conducted on homework implementation in physical education. It leads to questions such as "are school districts truly encouraging or discouraging the implementation of homework into physical education? Are the educators meeting NASPE standards without the use of homework?" It also raises concerns of the number of physical educators who may or may not be aware of the NASPE National Standards and the learning domains. If an educator is not aware of these, then the physical education program can fail to meet all

the needs to be top quality. Students may possibly not be getting the proper education they deserve.

Homework was defined and expressed as to what it means to be a part of physical education. Research showed that there are three basic categories of homework: preparation, practice, and extension. Homework styles were also defined. NASPE was defined and each standard was broken down and each goal explained.

Conclusion

There has been very little research conducted regarding implementing homework into physical education. In addition, there are few studies which define research on using homework to meet NASPE National Standards 1-6, and to satisfy the three learning domains. This study was conducted to gain an understanding of the attitudes and perception of physical educators and other individuals who would benefit from implemented homework in physical education. This present study accumulated the results of a list of different homework styles, the learning domains, and the NASPE National Standards. The three developed homework examples, in Appendix A, identify the national standards and its corresponding learning domain. It

addresses a question that should be focused on by each domain. The homework example also provides a homework style, such as active or technology, followed by objectives. Physical educators will be encouraged to use these examples to build upon so they can begin to implement homework throughout the academic school year.

Recommendations

This study recommends that future research be needed to be conducted in the following areas: homework in physical (different styles and topics), physical education meeting the three learning domains, and using professional development to train physical educators how to effectively use homework, perceptions and attitudes towards homework in P.E., and what should be considered in delivering homework in P.E.

Although these topics were brought into this study, the study lacked greater detail, and future research must be conducted. It will be useful for future studies. Extended research can help identify where issues are being raised in physical education.

APPENDIX A
ASSIGNMENTS/HOMEWORK EXAMPLES

Assignment/Homework #1

Learning Domain: Cognitive

This domain asks "What knowledge was gained, and how well can participants apply it?"

NASPE National Standards to be met:

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Encyclopedia Newspapers	Objectives
Sport/activity meaning	Objective: Student will use an encyclopedia to find one sport recently covered to: <ul style="list-style-type: none">▪ identify the background history of the sport.▪ compare and contrast how the sport was/is played from its past to present time.▪ explain what knowledge they received from playing the sport.

Teacher note

Choose the assignment/homework style that accurately reflects both the domain and selected standards. Both the teacher and student should know if the learning objectives are being met.

Assignment/Homework #2

Learning Domain: Psychomotor

This domain asks "What skills were developed or enhanced?"

NASPE National Standards to be met:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Active Homework	Objectives
Structured	<p>Objective: With a partner, students will run for 10 min, and then work together on throwing and kicking from their lesser used arms and legs 30 times each within 15 minutes.</p> <ul style="list-style-type: none"> ▪ (with partner) student will record the time of run on a chart which parents will need to sign off on. ▪ (with partner) student will record how many accurate throws were made with the lesser used arm by throwing at a chosen target no closer than 6 ft away. Parent will sign off on it. ▪ (with partner) student will record how many accurate kicks were made with the lesser used leg. Parent will sign off on it.

Teacher note

Learning is demonstrated by the student performing the skill to the assigned standard.

Assignment/Homework #3

Learning Domain: Affective

This domain asks "Did attitudes change, and in what way?"

NASPE National Standards to be met:

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Self-Expression	Objectives
Short Reflecting Essay	<p>Objective: Student will work cooperatively with a family member to practice an exercise of their choice (such as jogging or sit-ups) for 5-10 minutes.</p> <ul style="list-style-type: none">▪ Student will write a short essay reflecting on how they feel about the physical activity they have performed.▪ Student will respond to how it feels working with a partner (family member).

Teacher note

Learning in this domain can be demonstrated by behaviors indicating awareness, empathy, interest, attention, concern, responsibility, and ability to listen and respond.

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