

A Fabricated Example of a Guided Reflection of Student Learning in the GER

Objectives for General Education Requirements in Physical Education

The development of attitudes and skills for a healthy life is essential to a university student's education. In addition to developing and gaining an appreciation of health-related fitness and wellness concepts and fundamental motor skills, student participation in physical activities and sport significantly decreases major health risks, reduces stress from the pressures of academic life, and improves general social and mental well being.

Physical Education Objectives

Each course in the physical education category of the General Education Requirements will provide instruction and guidance that help students to:

1. learn the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition; and
2. apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle; and
3. acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies of physical activities and sport; and
4. gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.

Course Learning Outcomes: PE 256: Racquetball

Students should be able to:

1. demonstrate that they have learned the fundamentals of health-related fitness related to effectively playing racquetball, such as enhancing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, and muscular flexibility. (Objective 1)
2. apply what they have learned about health-related fitness to meeting racquetball goals established by instructors and by students. (Objective 2)
3. demonstrate that they have acquired or enhanced the basic motor skills and skill-related competencies, concepts, and strategies related to racquetball. (Objective 3)
4. show that they possess a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of racquetball. (Objective 4)

Evaluation Instruments for Assessing Course Learning Outcomes: PE 256

Students will demonstrate that they have met the GER learning outcomes through:

1. written, verbal, and performance-based demonstration in racquetball by which instructors determine the extent to which students have learned the fundamentals of health-related fitness related to effectively playing racquetball. (Outcome 1)
2. observations of student performance in racquetball by which instructors determine the extent to which students apply the fundamentals of health-related fitness related to safely and effectively playing racquetball. (Outcome 2)
3. performance-based skills examinations administered during the semester; and performance in competition with other students. (Outcome 3)
4. a final exam in which students are tested on their working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of racquetball. (Outcome 4)

Results for Course Learning Outcomes: PE 256

- 1) 85% of the students demonstrated that they have learned the fundamentals of health-related fitness related to effectively playing racquetball. Through written examinations, the students articulated the benefits of engaging in racquetball at least three hours/week and its correlation with enhanced cardio-respiratory and cardiovascular endurance, muscular strength and endurance, and muscular flexibility. (Outcome 1)
- 2) 65% of the students were able to apply the fundamentals of health-related fitness safely and effectively while playing racquetball. Students who were not able to do this demonstrated lack of flexibility and coordination and thus had difficulty demonstrating basic racquetball skills such as hand-eye coordination, proper racquet swing, and quick side-to-side agility. These students were however, able to verbalize the relationship of fitness and safety to the fundamentals of racquetball even though they were not physically successful demonstrating it. (Outcome 2)
- 3) 65% of the students have demonstrated that they have acquired the basic motor skills and skill-related competencies, concepts, and strategies related to racquetball. 10% showed improvement in their basic motor skills and skill-related competencies, concepts, and strategies but did not demonstrate mastery of basic skills. The remaining 25% showed no improvement in basic skills but could identify what needed improvement in their own performance through self-evaluation of basic motor skills and skill-related competencies, concepts, and strategies. They did not demonstrate mastery of basic skills. (see rubric for details) (Outcome 3)
- 4) In a final exam, 87% of the students showed that they possess a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of racquetball. (Outcome 4)

Decision and Recommendations for Course Learning Outcomes: PE 256

- 1) No changes in the course will be made. We are pleased with the results of the evaluation of this outcome. (Outcome 1)

- 2) The faculty are not satisfied with the result of this outcome. We are asking Dr. Finmotor, Associate Professor in our department, to conduct a faculty development workshop on how to better identify and improve students' motor skills that may have historically not had the opportunity to engage and develop them in previous experiences. Once we have learned how to better identify and improve these skills within our students, we will incorporate that into this course as well as other courses that may benefit from this improved approach.
(Outcome 2)
- 3) See number 2 for discussion of improvements. In addition, we are unsure (no evidence gathered, just a general voiced concern) if the students understand fully how to use the rubric in their self-evaluation. We will introduce the rubric earlier in class and accompany the discussion of each characteristic with mini examples of exemplary demonstration of the skill by the appropriate professor.
(Outcome 3)
- 4) We are satisfied with the results of this outcome so we are making no changes.