AAHPERD PIPELINE WORKSHOP

TECHNOLOGY II:
APPLICATIONS FOR PHYSICAL EDUCATION INSTRUCTION

FOCUS: ASSESSMENT, EVALUATION, AND REFLECTION

Created by Dr. Helena Baert, SUNY Cortland

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AAHPERD Workshop Overview

PIPEline Workshops

The intent of these workshops is to empower today's physical educator to implement quality, daily physical education for the 21st century. This will be accomplished through a structured format that meets the needs of today's novice through experienced teachers.

AAHPERD has provided a comprehensive collection of standards-based resources developed by master teachers and researchers. Our ultimate goal is to improve the quality of physical education for every child across the nation.
Website: www.naspeinfo.org/pipeline

Workshop Outcomes

The PIPEline workshop is designed to encourage you to incorporate technology into your physical education program. Best practices, assessment strategies, evaluation techniques, and reflection exercises using appropriate and effective technology will be discussed. In addition, the workshop will provide:

- ❑ "Hands on" instruction.
- ❑ Employ technology to assess, instruct, manage, reflect, and use language in PE
- ❑ This workshop is geared to answer these two questions:

    1. How can technology increase teacher efficiency?
    2. How can technology enhance student learning?

INTRODUCTIONS AND EXPECTATIONS

1) During your walkabout, talk with five other participants whom you do not know. Please record the following information:

Name	School	Grade level taught	Technology Experience?

2) There are post-its on the wall for a variety of topics. Please use a marker to write a question that you would like answered related to using technology to meet the needs of each concept.

3) Return to your seat and complete column one and two on the "K-W-L Technology in Physical Education" worksheet. It is on the next page.

K-W-L TECHNOLOGY IN PHYSICAL EDUCATION

1) What I Know	2) What I Want to Know	3) What I Learned
Technology to enhance **student** performance		
Technology to enhance **teacher** performance		
Other		

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.
To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications of and the benefits from involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.
-

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Learning Task:

1) Think about a unit of instruction you have taught.
2) Write down the skills, information, learning tasks or objectives that you usually teach in that unit.
3) What standards did you address?
4) How could technology be used in the context of this unit of instruction to teach, support, or enhance the content?
5) What information would be gained from the use of technology to provide evidence of student learning?
6) Are there natural fits for technology to measure or provide evidence of students meeting these?

Source: American Alliance for Health, Physical Education, Recreation and Dance. (in press). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.

NATIONAL STANDARDS FOR PHYSICAL EDUCATION: TECHNOLOGY IN THE PHYSICAL EDUCATION SETTING

National Standard	Sample Performance Outcome
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Using **coaches' eye app** to video, review, analyze, and enhance skill performance.
The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Using **coaches' eye app** to understand the biomechanical concepts behind the performance of a skill.
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Monitor physical activity using **pedometers** to count the number of STEPs/activity time. Monitor activity and intensity levels using **heart rate monitors.**
The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Students locate various resources in the community while working collaboratively online using a **WebQuest**
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction	Students take pictures of individuals moving with confidence and use **Voicethread** to have a discussion related to the value of physical activity for life.

APPROPRIATE USE OF INSTRUCTIONAL TECHNOLOGY IN PHYSICAL EDUCATION

With the development of new technologies that show benefits to teaching and learning, it is of utmost importance that we, as physical educators, are mindful of the effect technology can have on teaching and learning in physical education. The following guidelines can facilitate the process of effective technology integration.

Guideline 1: The use of instructional technology in physical education is designed to provide a tool for increasing instructional effectiveness.

Guideline 2: The use of instructional technology in physical education is designed to supplement, not substitute for, effective instruction.

Guideline 3: The use of instructional technology in physical education should provide opportunities for all students, versus opportunities for few.

Guideline 4: The use of instructional technology in physical education can prove to be an effective tool for maintaining student data related to standards-based curriculum objectives.

Ultimately, implementing technology appropriately into physical education can enhance teaching and learning and contribute to providing a quality physical education program. Technology is employed as an extension to enhance your teaching and consequently enhance student learning.

A few questions you can ask yourself to solidify your understanding of how technology guides your teaching:

- How will technology help improve my efficiency?
- How will technology help enhance student learning?
- How has technology accomplished something I was not able to accomplish before?

Source: National Association for Sport and Physical Education. (2009). *Appropriate use of instructional technology in physical education [Position statement]*. Reston, VA: Author.

TECHNOLOGY STANDARDS FOR STUDENTS

Technology Concept	Performance Indicator	Examples
Creativity and Innovation	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology	*Students use web based programs to apply existing knowledge in PE to generate new ideas (e.g. wordle – applying academic language).*
Communication and Collaboration	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others	*Students interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media (e.g. wiki).*
Research and Information Fluency	Students apply digital tools to gather, evaluate, and use information.	*Students use web searches to locate, organize, analyze, evaluate, synthesize and ethically use information fro a variety of sources and media (e.g. WebQuests).*
Critical Thinking, Problem Solving, and Decision Making	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	*Student's plan and management activities to develop a solution or complete a project. They collect and analyze data to identify solutions and make informed decisions (e.g. using online survey tools)*
Digital Citizenship	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	*Students demonstrate a positive attitude and personal responsibility towards lifelong learning and supports collaboration, learning, and productivity, in a safe, legal, and responsible matter (e.g. learning Internet etiquette by evaluating findings on the Internet)*
Technology Operations and Concepts	Students demonstrate a sound understanding of technology concepts, systems, and operations.	*Students will use and apply technology systems effectively and transfer that knowledge to learning of new technologies (e.g. exploring exergaming as a way to stay physically active at home)*

Source: International Society for Technology in Education, (2010). *National Educational Technology Standards for Students*. Copies can be made by accessing http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2 NOTE: Items in italics added by NASPE author.

TECHNOLOGY STANDARDS FOR TEACHERS

Standard	Performance Indicator	Examples
Facilitate and Inspire Student Learning and Creativity	Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.	*Promote student reflection using collaborative tools (e.g. wikis, blogs, Google documents). Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments (e.g. Facebook, Google groups, digital mapping).*
Design and Develop Digital Age Learning	Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S	*Explore various digital tools that engage students in the creative process (e.g. exploring academic language using wordle, video creations)* *Customize individual learning activities (e.g. personal webpages, blogs, fitness logs).* *Creating formative and summative assessments aligned with standards (e.g. word, survey tools, Google forms, excel).*
Model Digital Age Work and Learning	Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.	*Using digital media to communicate with students, parents, and school community to engage in professional conversations that contribute to lifelong learning in physical education (e.g. fitness calendars, newsletters, Skype, email).*
Promote and Model Digital Citizenship and Responsibility	Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.	*Use online collaboration and communication tools to engage with students and colleagues (e.g. wikis, blogs).* *Use of technology tools to address various learning styles (e.g. mobile learning, video, vodcast, podcast, web 2.0. tools).*
Engage in Professional Growth and Leadership	Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.	*Participating in social networking opportunities, webinars, creating an e-portfolio, reading and researching technology usage in PE, attending conference workshops to continue professional development.*

Source: International Society for Technology in Education, (2010). *National Educational Technology Standards for Teachers*. Copies can be made by accessing http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2 NOTE: Items in italics added by NASPE author.

SECTION 1: ASSESSMENT

Why Assess in Physical Education?

- To show student learning
- To show student progress in skill development
- To show standard-based instruction
- To show instructional needs
- To show program needs
- To show credibility of subject area as an academic disciple
- To assist in curriculum and implementation changes

What is Assessment & Evaluation?

- Assessment is measurement or collection of information regarding performance of skill, knowledge, or attitudes
- Evaluation is the process of using assessment information to make a judgment on student performance
- Grading is a composite score that incorporates the information and data gained through assessment and evaluation.

Source: Darst, P. W. & Pangrazi, R. P. (2006). *Dynamic physical education for secondary school students (5th ed.).* San Francisco: Pearson Education.

APPROPRIATE PRACTICES FOR ASSESSMENT

- Formative and summative assessments constitute ongoing and integral parts of the learning process for all students, including those with disabilities.
- Teachers systematically teach and assess all domains (affective, cognitive, and psycho-motor), using a variety of assessment tools.
- Assessments include clearly defined criteria that are articulated to students as part of the instruction.
- Teachers use fitness assessment as part of the ongoing process of helping students understand, enjoy, improve and/or maintain their physical fitness and well-being (e.g. they set goals and revisit this during the year).
- As part of an ongoing program of physical education, students are physically prepared in each fitness component so that they can complete the assessments safely.
- Teachers make every effort to create testing situations that are private, non-threatening, educational and encouraging.
- Teachers encourage children to avoid comparisons with others and instead, use the results as a catalyst for personal improvement.
- Test results are shared privately with children and their parents/guardians as a tool for developing personal goals and strategies for maintaining and increasing the respective fitness parameters.
- The teacher provides regular reports of student progress to students and parents/guardians using a variety of continuous formative evaluations and assessments (e.g., heart rate monitor printouts, pedometer STEP sheets).
- Data on student achievement are used to evaluate program effectiveness on a regular basis.

Source: NASPE (2009). *Appropriate Instructional Practice Guidelines, K-12: A side-be-side Comparison*. Author.

ASSESSMENT INTRODUCTORY ACTIVITY

Quarter Trick

- Demo
- Pre-test – out of 6
- Results
- Reciprocal Training
- 2 practices
- Student Feedback
- Video Feedback
- Post Test
- Graph:
    - Proficiency,
    - Utilization,
    - Control,
    - Pre-Control

PRE-TEST: With a partner, do the Quarter Test using 6 trails. Note down the results below.

	Trail 1	**Trail 2**	**Trail 3**	**Trail 4**	**Trail 5**	**Trail 6**	**Total**

DEMO: Watch the demonstration and listen for reciprocal teaching information

PRACTICE: With your partner – do 2 practice trials. After each trail, give feedback

VIDEO: on one of the trails, video tape your partner and use the tape to provide corrective feedback. Let your partner see the recording and reflect on his or her performance.

POST-TEST: With your partner, do 6 trials of the quarter test again and note down the results.

	Trail 1	**Trail 2**	**Trail 3**	**Trail 4**	**Trail 5**	**Trail 6**	**Total**

Evaluate the results and the assessment

ASSESSMENT TERMS & DEFINITIONS

Terms

- Product vs Process
- Formative vs Summative
- Objective vs Subjective
- Holistic vs Analytical
- Criterion vs Normative

Assessment…

- OF learning – what you now know, understand, and can do
- FOR learning – what you need to know, understand, and be able to do
- AS learning – self-assessment to meet personal and external goals

Benefits of Authentic Assessments

- Worthwhile and purposeful: Personal and meets the needs of the students to help them take pride in their own learning and value physical education
- Emphasizes higher-level thinking and learning that is more complex.
- Criteria are articulated in advance so students know how they will be evaluated.
- Assessments are apart of instruction.
- Creates a communication bridge between the teacher and the student
- Creates a communication bridge between the teacher and the administration
- Creates a communication bridge between the teacher and the parent
- Students take ownership of learning.
- Examines the process as well as product of learning.
- Allows for continues growth and reflection that is informative and shows real learning

Sources:

- Lund, J. L. (1997). Authentic assessment: Its development and applications. Journal of Physical Education, Recreation and Dance, 68(7), 25-28, 40.
- Baert, H. & Kniffin, M. (2012). The hidden Benefits of Assessment. Presentation for NYS AHPERD Conference, Vernon, NY, October, 2012.

Why use Technology to Assess in PE?

- Benefits towards the student
- Benefits towards the teacher
- Objectivity
- Specificity
- Observability
- Reporting – Paper/Electronic Trail

ASSESSING WITHIN THE PSYCHOMOTOR DOMAIN

FITNESS ASSESSMENT

FITNESSGRAM

What is it?

FITNESSGRAM/ACTIVITYGRAM is the national educational assessment, data management, and reporting software program. The software contains two major components, a comprehensive physical fitness assessment and reporting program (*FITNESSGRAM),* and a detailed 3 day physical activity assessment program (*ACTIVITYGRAM*). The software also includes a physical activity logging tool (*Activity Log*) that allows youth to track physical activity levels (minutes or STEP counts) on an easy to use calendar interface. The logging tool can also be used by teachers to administer class or school-based physical activity challenges. The *FITNESSGRAM/ACTIVITYGRAM* program was developed by The Cooper Institute and a Scientific Advisory Board in response to the need for a comprehensive assessment protocol.

Products available

- Web-based FitnessGram 9
- iPhone app to input data - $4.99

What is the FITNESSGRAM physical fitness assessment program?

FITNESSGRAM physical fitness assessment program includes a variety of health-related physical fitness tests designed to assess cardiovascular fitness, body composition, muscle strength, muscular endurance, and flexibility. The fitnessgram / activitygram includes various tests devoted to measure aerobic capacity, body composition, and musculoskeletal fitness. Criterion-referenced standards associated with good health are used rather than normative standards.

Why Criterion-Referenced?

Scientific information is used to determine the amount of fitness needed to meet minimum health levels. *FITNESSGRAM* uses a "Healthy Fitness Zone" to designate the range of fitness scores associated with good health. Scores falling below the "Healthy Fitness Zone" are categorized as " *Needs improvement*" to indicate that efforts are needed to bring the score into the Healthy Fitness Zone. The Healthy Fitness Zone are criterion-referenced health standards because they are based on how much fitness a child needs for good health. Normative standards (e.g., percentiles) provide comparisons relative to other youth in a group but do not provide information concerning how the values relate to health.

What does the FITNESSGRAM software program do?

The *FITNESSGRAM* software provides individualized report cards that summarize the child's performance on each component of health-related fitness and provides suggestions about how to promote and maintain good fitness. The program also includes a data management system that produces summary reports for groups, aids in management of group data, and allows for long term tracking of the student's fitness throughout their school years. *FITNESSGRAM* can be used by students to help them in personal fitness program planning, by teachers to determine student needs and to help guide students in program planning. The reports are most effectively used if they are distributed to parents to help communicate their child's fitness needs and to assist in planning an appropriate program of physical activity.

What is the ACTIVITYGRAM physical activity assessment program?
The *ACTIVITYGRAM* assessment program is designed to assess the physical activity patterns of youth. The assessment requires youth to report their activity patterns on three different days (2 weekdays and 1 weekend). The assessment uses a "segmented day approach" in which children report the primary activity that they perform in each 30-minute period of the day (7:00 am – 11:00 pm). The activities are selected using easy to use drop down menus that are depicted on the "Physical Activity Pyramid". Activities in the self-assessment are groups into 6 different categories (lifestyle physical activity, active aerobic activity, active sports, active recreation, muscle fitness exercise (strength and muscular endurance), flexibility exercise and rest. Once a child selects an activity in one of these categories, they are asked to report the intensity (Rest, Light, Moderate or Vigorous) and duration (some of the time, most of the time, and all of the time). The software computes the type and amount of moderate or vigorous physical activity that is performed each day. Personalized reports show the total amounts and provide recommendations to help youth find ways to be more active.

What does the ACTIVITY GRAM software program do?
The *ACTIVITYGRAM* software provides a report for students, teachers and parents as well as record keeping functions for individuals and groups. The *ACTIVITYGRAM* is designed to help students evaluate their typical activity patterns and learn self-monitoring skills to help them be active later in life. *ACTIVITYGRAM* uses the physical activity pyramid as a basis for analyzing personal activity patterns.

When should you start with fitness testing?
Students can begin learning about FITNESSGRAM as early as Kindergarten. It is suggested however, that from K-3, self-testing should be used with the emphasis on familiarizing students about the various parts of physical fitness. More formal testing is not recommended until 4th grade. Standards of performance are not reliable prior to this age nor is student understanding of the meaning of the results.

Sources:

- Cooper Institute (Meredith, M. D. & Welk, G. J. eds.) (2004). *FITNESSGRAM/ ACTIVITYGRAM*: *Test Administration Manual* (3 rd. ed). Champaign, IL: Human Kinetics.
- Welk, G. J. & Meredith, M.D. (Eds.). (2008). Fitnessgram / Activitygram Reference Guide. Dallas, TX: The Cooper Institute.

FITNESSGRAM 9 DEMO

about FITNESSGRAM®

FITNESSGRAM PHILOSOPHY

H **HEALTH** comes from regular physical activity and the development of health-related fitness.

E Physical activity and fitness are for **EVERYONE** regardless of age, gender, or ability.

L Physical activity and physical fitness are for a **LIFETIME**. Aim to develop lifelong patterns of physical activity.

P Physical activity programs should be designed to meet **PERSONAL** needs and interests.

UNDERSTANDING THE HEALTHY FITNESS ZONE

A unique feature of FITNESSGRAM is that it uses scientifically determined standards that are based on how fit children should be for good health. Most children can achieve the health-related fitness standards if they perform sufficient amounts of physical activity on a regular basis. The standards are set specifically for boys and girls and take into account changes with age. Regular participation in aerobic physical activity, which involves sustained movement of large muscle groups, may help children improve their aerobic capacity and maintain healthy body composition. Regular muscular and flexibility exercise can help to improve strength and flexibility.

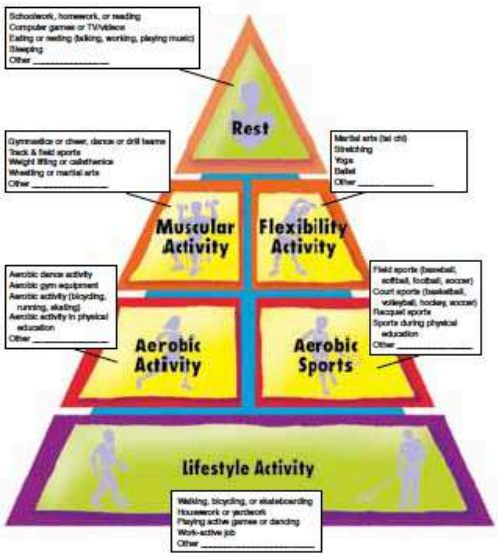
HOW CAN YOU HELP?

The FITNESSGRAM philosophy spells HELP because we need your help to promote physical activity and fitness for your child. If parents value physical activity and encourage their children to be active regularly, children are more likely to view physical activity as an important part of their daily lives. These tips may help you encourage your child to be active:

- Provide a safe play area for your child to play and opportunities to be active.
- Provide equipment and supplies that allow your child to be active.
- Put limits on television time and video game usage (especially right after school).
- Participate in physical activity with your child.
- Help your child develop good physical skills so that he or she can feel competent.

For additional information on the FITNESSGRAM *tests or to learn about how the Health Fitness Zones were established, visit the* FITNESSGRAM *Reference Guide at* **www.fitnessgram.net**.

THE PHYSICAL ACTIVITY PYRAMID FOR CHILDREN



The Physical Activity Pyramid provides a way of describing the variety of physical activities that contribute to good health. Children are encouraged to learn and perform activities from each of the first three levels of the pyramid.

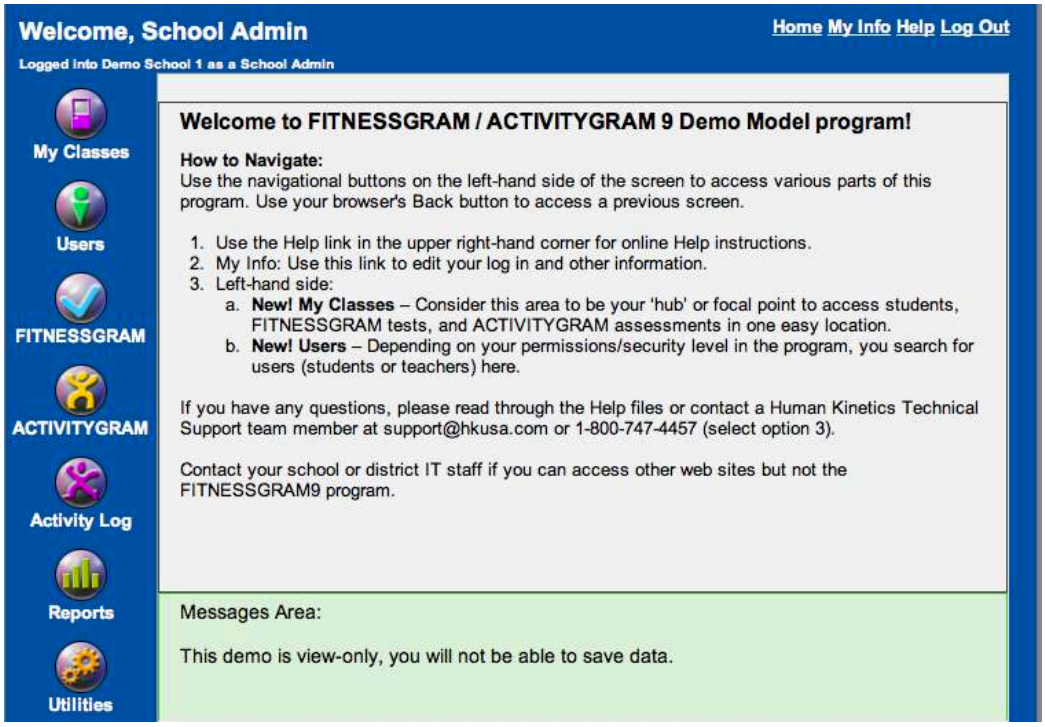
- Level 1 of the pyramid includes lifestyle activities, or activities that can be done as part of daily living. Activities at this level include walking to school, riding a bike, raking leaves, cleaning house, and general outdoor play of all kinds. These types of activity are emphasized because people are more likely to do them throughout their lifetimes.
- As children grow older, they will be interested in activities at level 2, including aerobic sports and other aerobic activities.
- Activities in level 3 include flexibility and muscular fitness activities.

Children should be introduced to the level 2 and level 3 activities gradually and at a rate consistent with their skills, age, and level of maturation.

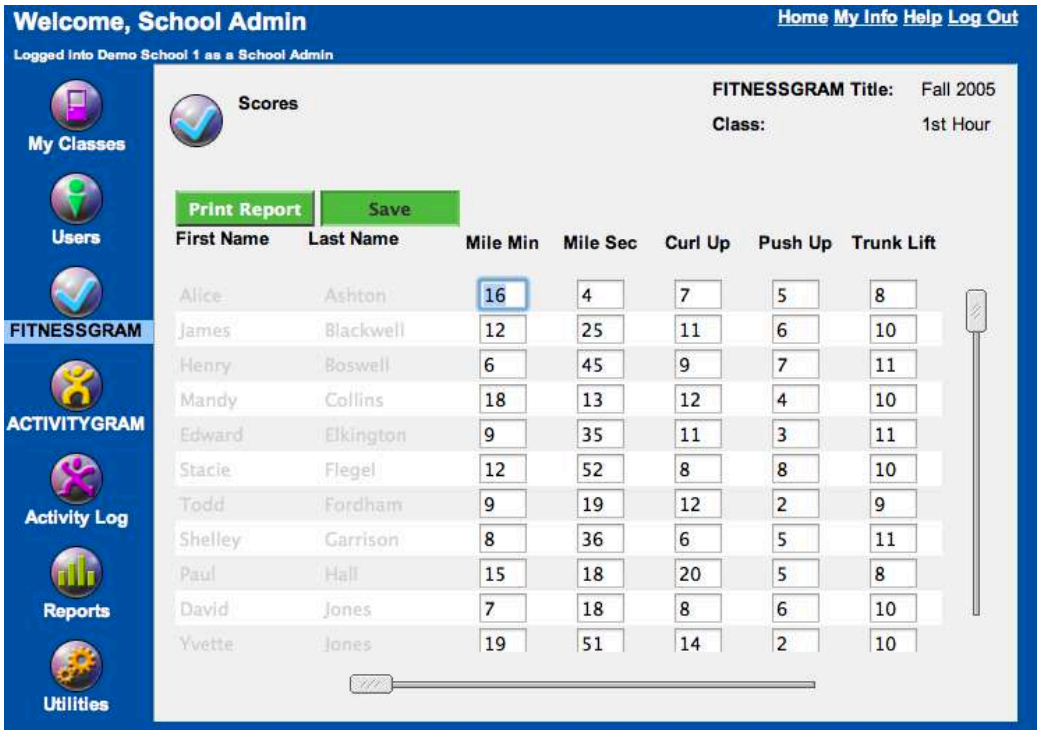
Long periods of inactivity are inappropriate for children. For this reason it is important that children have several play periods in the form of recess or physical education each day and that they have opportunities to be active before and after school.

FITNESSGRAM was developed by The Cooper Institute and is endorsed by the American Alliance for Health, Physical Education, Recreation and Dance. For information, go to www.fitnessgram.net.
Based in Dallas, The Cooper Institute (www.cooperinst.org) is a nonprofit research and education center dedicated to advancing the understanding of the relationship between living habits and health and to providing leadership in implementing these concepts to enhance the physical and emotional well-being of the individual.
FITNESSGRAM is published by Human Kinetics. FITNESSGRAM is a registered trademark of The Cooper Institute, Dallas, Texas.

Welcome Screen



Inputting Fitness scores



Report to Students – Front Page

FITNESSGRAM®

IN PARTNERSHIP WITH Play60 THE NFL MOVEMENT FOR AN ACTIVE GENERATION

Joe Jogger
Grade: 6 Age: 12
Central School
Instructor(s): Joanna Watson

	Date	Height	Weight
Current:	7/22/2010	5'4"	130 lbs

AEROBIC CAPACITY

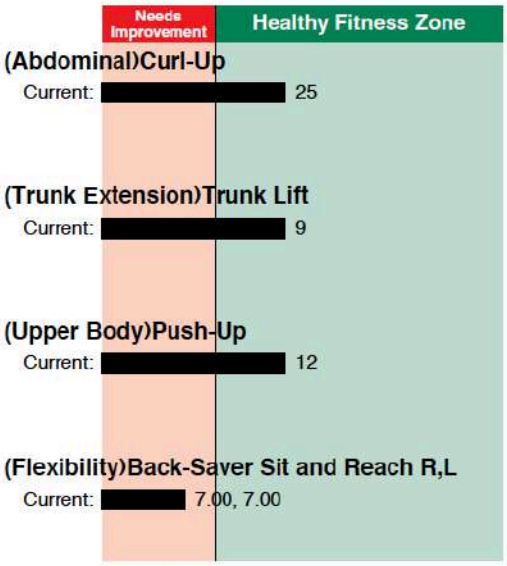
Aerobic Capacity (VO2 Max)

Current: 41.3

Your score for Aerobic Capacity is based on the number of PACER laps and your BMI. It shows your ability to do activities such as running, cycling, and sports at a high level.

	PACER Laps	BMI
Current:	20	22.3

MUSCLE STRENGTH, ENDURANCE, & FLEXIBILITY



(Abdominal)Curl-Up
Current: 25

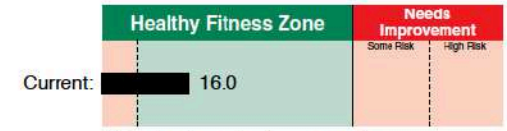
(Trunk Extension)Trunk Lift
Current: 9

(Upper Body)Push-Up
Current: 12

(Flexibility)Back-Saver Sit and Reach R,L
Current: 7.00, 7.00

BODY COMPOSITION

Percent Body Fat



Current: 16.0

Being too lean or too heavy may be a sign of (or lead to) health problems.

ACTIVITY

	Number of Days
On how many of the past 7 days did you participate in physical activity for a total of 30-60 minutes, or more, over the course of the day?	3
On how many of the past 7 days did you do exercises to strengthen or tone your muscles?	3
On how many of the past 7 days did you do exercises to loosen up or relax your muscles?	1

MESSAGES

Although your aerobic capacity score is in the Healthy Fitness Zone now, you are not doing enough physical activity. Try to do more moderate or vigorous activity (at least 60 minutes, each day) to feel good and remain healthy.

Your abdominal, trunk, and upper-body strength are in the Healthy Fitness Zone. To maintain your fitness, be sure that your strength-training activities include resistance exercises for all of these areas. Abdominal and trunk exercises should be done 3 to 5 days each week. Strength activities for other areas should be done 3 days.

Improve your flexibility by stretching slowly 3 or 4 days each week, holding the stretch 20-30 seconds.

Joe, Good News. Your body composition score is in the Healthy Fitness Zone but you are not getting enough physical activity. To maintain this healthy level, do the following:
-Try to get more activity (at least 60 minutes every day).
-Limit time spent watching TV or playing video games.
-Eat a healthy diet including fresh fruits and vegetables.
-Limit foods with solid fats and added sugars.

Healthy Fitness Zone for 12 year-old boys
Aerobic Capacity: >= 40.3 ml/kg/min
Curl-Up: >= 18 repetitions
Trunk Lift: 9-12 inches
Push-Up: >= 10 repetitions
Back-Saver Sit and Reach: At least 8 inches on R & L
Percent Body Fat: 8.4% - 23.6%

To be healthy and fit it is important to do some physical activity almost every day. Aerobic exercise is good for your heart and body composition. Strength and flexibility exercises are good for your muscles and joints.

Good job! You are doing some aerobic activity and strength exercises. Add some flexibility exercises to improve your overall fitness.

Report to Students – Back Page

How Do You Spend Your Time?

The Physical Activity Pyramid gives you an easy way to group the different physical activities that help you maintain good health. To be your best, you should try to do the following:

- ➢ Get at least 60 minutes of physical activity on most days of the week.
- ➢ Do activities from each level of the Physical Activity Pyramid each week.
- ➢ Limit your TV time, computer time, and Internet surfing to no more than 2 hours each day.

During the week . . .

- In the box for each day, record the number of minutes that you are physically active.
- In the box for each day, record the number of minutes that you watch TV or work on the computer.

At the end of each week . . .

- Add up and record your total minutes of activity and minutes of TV or computer time.
- Put a check in the "minutes of activity" box for each day that you were active for at least 60 minutes.
- Put a check in the "minutes of TV or computer time" box for each day that you spent less than 2 hours (120 minutes) in front of the TV or computer.

	Sample Day	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTALS for WEEK
Total minutes of physical activity	✓ 75								
Total minutes of TV or computer time	✓ 103								

Look at the Physical Activity Pyramid and write down the activities that you did during this week in each of these areas:

Lifestyle activities _____

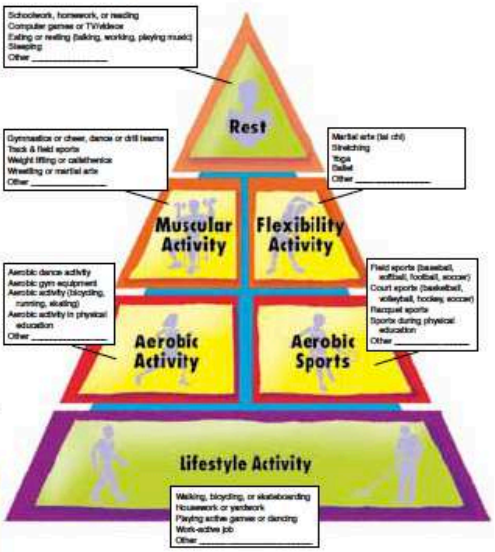
Aerobic activities or sports _____

Muscular activities _____

Flexibility activities _____

_____
Signature of student

_____
Signature of parent



Other Ways to Learn About Activity

The *FITNESSGRAM* software package has several programs that can help you learn about your level of physical activity.

➢ ***ACTIVITYGRAM*** is a computerized measure of physical activity that can help you determine whether you are getting enough physical activity each day.

➢ The ***Activity Log*** is a computerized log of your daily activity levels. You can code steps on a pedometer or the minutes of activity you get each day.

For other information, visit **www.fitnessgram.net**.

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Report to Parents

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Current:	7/22/2010	5'4"	130 lbs

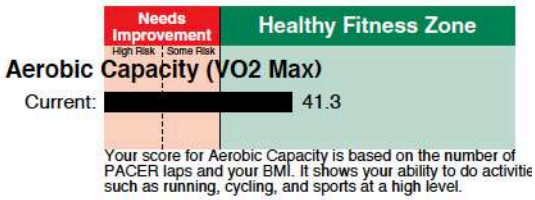
Report for Parents

People come in all shapes and sizes, but everyone can benefit from regular physical activity and a healthy level of physical fitness. The FITNESSGRAM fitness test battery evaluates five different parts of health-related fitness, including aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. Parents play an important role in shaping children's physical activity and dietary habits. This report will help you evaluate your child's current level of health-related fitness and help you identify ways to promote healthy lifestyles in your family.

AEROBIC CAPACITY

Aerobic capacity is a measure of the ability of the heart, lungs, and muscles to perform sustained physical activity. In general, the more your child exercises, the higher his or her aerobic capacity level will be. Aerobic capacity is measured with the PACER test, the one-mile run, or the walk test.
Importance: Good aerobic capacity can reduce risks of heart disease, stroke, and diabetes. Although generally not present in children, these diseases can begin during childhood and adolescence.

Healthy Fitness Zone for 12 year-old boys
Aerobic Capacity: >= 40.3 ml/kg/min

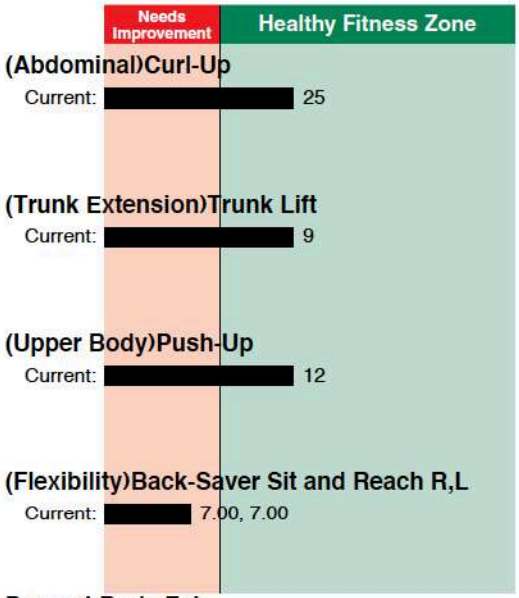


	PACER Laps	BMI
Current:	20	22.3

MUSCLE STRENGTH, ENDURANCE, & FLEXIBILITY

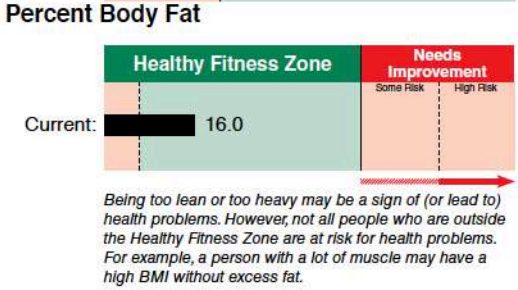
These components of health-related fitness measure the overall fitness of the musculoskeletal system. A variety of tests are used to assess these different components.
Importance: The fitness level of muscles is important for injury prevention and overall body function. Strength, endurance, and flexibility are important for maintaining good posture, low back health, and total body function.

Healthy Fitness Zone for 12 year-old boys
Curl-Up: >= 18 repetitions
Trunk Lift: 9-12 inches
Push Up: >= 10 repetitions
Back-Saver Sit and Reach: At least 10 inches on R & L



BODY COMPOSITION

The body composition measure refers to the relative proportion of fat and lean tissue in the body. Body fat percentage can be estimated by skinfold caliper or other measuring devices.
Importance: Overweight youth are at high risk for being overweight adults. Adult obesity is associated with a number of health problems. Many of these problems can begin early in life.
Congratulations! Joe's body composition is in the Healthy Fitness Zone. To promote good health and maintain this healthy level, encourage your child to do the following:
- Be active every day (60 minutes is the goal but some is better than none).
- Limit time watching TV or playing video games.
- Adopt a healthy diet containing fresh fruits and vegetables.
- Eat limited amounts of foods with solid fats and added sugars. P01



Being too lean or too heavy may be a sign of (or lead to) health problems. However, not all people who are outside the Healthy Fitness Zone are at risk for health problems. For example, a person with a lot of muscle may have a high BMI without excess fat.

Healthy Fitness Zone for 12 year-old boys
Percent Body Fat: 8.3% - 23.7%

With regular physical activity most children will be able to score in the Healthy Fitness Zone for most tests. Children in the Needs Improvement area should have additional opportunities to be active. See back of page for more information.

Example Statistical Summary Report

FITNESSGRAM Statistical Report
Unit #7

09/10/10
For Multiple Teachers

Body Mass Index - Male

Age	Count	Average	Minimum	Maximum	Standard Deviation	HFZ Minimum	Percent Achieved HFZ
9	9	18.98	16.46	23.03	1.98	4	44.44%
10	9	20.88	14.17	26.45	4.09	3	33.33%
11	13	22.27	14.06	27.98	4.38	4	30.77%
12	10	22.74	18.18	26.37	2.70	2	20.00%
13	11	21.26	14.98	27.46	3.51	5	45.45%
14	7	24.28	15.55	27.79	4.38	2	28.57%
16	10	22.87	18.08	27.07	3.01	5	50.00%
17	9	18.90	13.23	26.91	4.25	8	88.89%
18 And Over	3	16.30	11.15	25.51	7.99	2	66.67%

Other Resources

- Review FGCalculator using Excel – free data collection sheet available from http://www.presidentialyouthfitnessprogram.org/docs/FGCalculator09-24-12.xltx
- Discuss reporting and interpretation of results:
  http://www.fitnessgram.net/FGmanual_Chapter%209.pdf (Manual)
  http://www.fitnessgram.net/files/fgsamplereports.pdf (Sample reports)
- For specific training sessions on the Fitnessgram, please visit Presidential Youth Fitness Program Website, Cooper Institute, Physical Best.

CREATING A HEART RATE CALCULATOR IN EXCEL

STEP 1: Create new workbook or worksheet

STEP 2: Type in the following information:

• D3: Heart Rate Calculator • E6: Low • G6: High • A8: Starting Number • A10: Age • A12: Maximum Heart Rate • A14: Resting Heart Rate • A16: Answer • A18 Training Intensity • A20: Answer • A 22: Resting Heart rate • A24: Heart Rate Zone	• E6: Low • G6: High • D12: = • D14: - • D16: = • D18: x • D20: = • D22: + • D24: =

STEP 3: Highlight all and change the font to 25. Depending on the font you choose you will need a larger or smaller font

STEP 4: Add formulas or data:

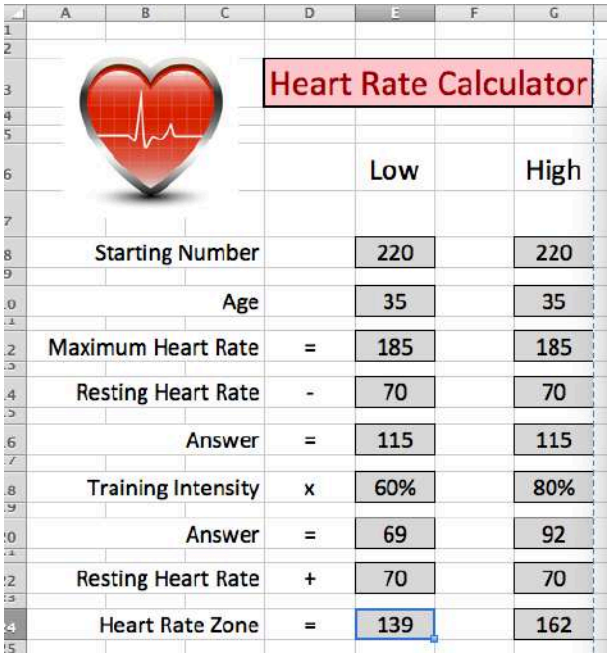
- E8: Type 220
- E10: Type in Age
- E12: =E8-E10
- E14: Type in Resting HR
- E16: =E12-E14
- E18: Right click, Format Cell, Percentage, 0 digits, ok – Type 60%
- E20: =E18*E18
- E22: Type in resting HR
- E24: =E20+E22

STEP 5: Highlight Cell Range E7 to E24, Click COPY. Put cursor in G7 and click PASTE. It will copy all the values and formulas.

STEP 6: Change Training Intensity (G18) to 80%

STEP 7: Watch the different thresholds of your heart rate zone

Excel View



			Low	High
Heart Rate Calculator				
Starting Number			220	220
Age			35	35
Maximum Heart Rate	=		185	185
Resting Heart Rate	-		70	70
Answer	=		115	115
Training Intensity	x		60%	80%
Answer	=		69	92
Resting Heart Rate	+		70	70
Heart Rate Zone	=		139	162

Print View

		Low	High
Heart Rate Calculator			
Starting Number		220	220
Age		35	35
Maximum Heart Rate	=	185	185
Resting Heart Rate	-	70	70
Answer	=	115	115
Training Intensity	x	60%	80%
Answer	=	69	92
Resting Heart Rate	+	70	70
Heart Rate Zone	=	139	162

Online Heart Rate Calculators:

- Active.com
- Karvonen Heart Rate Calculator

Source:

Felker, K. & Bradley, D. (2009). Integrating Technology into Physical Education and Health (3rd. Ed). American Press: Boston, MA.

Learning Activity

Can you think of other calculators or monitors where you can use Excel to collect and analyze the data?

PEDOMETERS

Objectives

- Participants will learn the operation of basic functions.
- Participants will gather, record, and use pedometer data.
- Participants will learn how pedometers can be an effective motivator to students.
- Participants will learn how pedometers can assist in goal setting to improve fitness.
- Participants will discuss how pedometer data can improve instruction.

Wearing a pedometer

Proper positioning is key.

- At waistband in line with the midpoint of your thigh and kneecap.
- Pedometer positioned just in front of your hip.
- Device must remain upright.
- Inclusion of students with disabilities: Students with disabilities or in a wheelchair should be included.
    1. Wheelchair students can attach the pedometer to their upper arm to obtain STEP count (if they push their own chair)
    2. If someone else is pushing the chair, have that person wear the pedometer.

BUTTONS AND FUNCTIONS

MODE BUTTON

- Press Mode Button to move between STEP Counter, Mileage Counter, Caloric Burn Counter, Exercise/Activity Time and Clock displays.

SET BUTTON

- Press Set Button to program/set Stride Length, Weight, and Clock.

RESET BUTTON

- Press and hold the Reset Button for approximately two seconds to clear STEP Counter, Mileage Counter, Caloric Burn Counter and Exercise/Activity Time. *Note: Reset Button will not clear programmed data.*

STEP counter:

Exercise/activity time:

Mileage Counter:

Caloric Burn Counter:

To Set Your Stride Length:

1. Measure a 30 ft distance. Mark the starting and finishing line.
2. Count the number of STEPs it takes you to walk the 30 ft. Walk at your normal pace (the pace you think you use most throughout the day).
3. Find your STEP number and the corresponding stride length (in feet and inches) in the following table.

Number of STEPs	Stride length	Number of STEPs	Stride length	Number of STEPs	Stride length
7	4'3"	12	2'6"	17	1'9"
8	3'9"	13	2'4"	18	1'8"
9	3'4"	14	2'2"	19	1'7"
10	3'0"	15	2'0"	20	1'6"
11	2'9"	16	1'11"	21	1'5"

Press the MODE button until MILE appears on the right; stride is displayed in feet and inches. Press and hold down the SET button until your stride length appears. Release the SET button; your stride is now entered.

Comment: A mile is about 2,000-2,200 STEPs if the stride length is calculated to be 2.5 feet. A mile = 5,280 feet, divided by 2.5 (stride length) = 2,112 STEPs. If stride length is not calculated, the 2,000-2,200 is a good range.

ACTIVITY: INTENSITY LEVEL

This activity will give us a picture of how to teach, encourage, and analyze intensity levels of various activities.

Level: Upper elementary – high school

National Physical Education Standards:

- **Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Purpose:

1. To identify the activity level of lessons with differing content.
2. To learn to alternate low-intensity and high-intensity activities

Station Rotation Record Sheet

- Record the station name in the "activity" column.
- At the end of each rotation record the number of STEPs and activity time in the appropriate column.
- Remember to reset your pedometer before beginning activity at the next station.

Name: _____ Class:_____ Pedometer # _____

Activity	Number of STEPs	Activity time
1.		
2.		
3.		
4.		
5.		
6.		

GRAPHING DATA IN EXCEL

Once you collect the data it is important to go one STEP further and analyze it to find out information about the student, the curriculum, and the implementation of the curriculum.

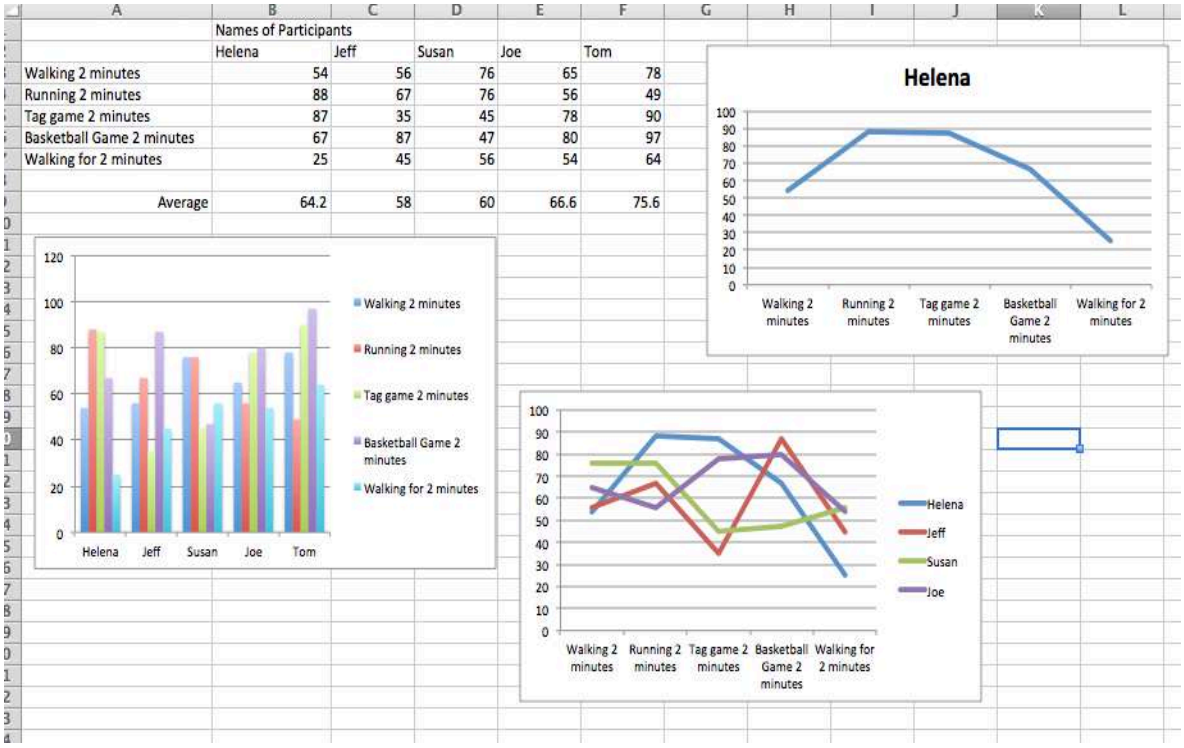
Let's get up for a little bit and get moving! Grab your pedometers and let's move! When we come back we will input the data and create a graph.

STEP 1: Set up table with names, categories, and scores. In our example, we will use a variety of activities and look at the number of STEPs we take in each 2 minute activity.

STEP 2: Enter in data from students – for this purpose, enter data with partner

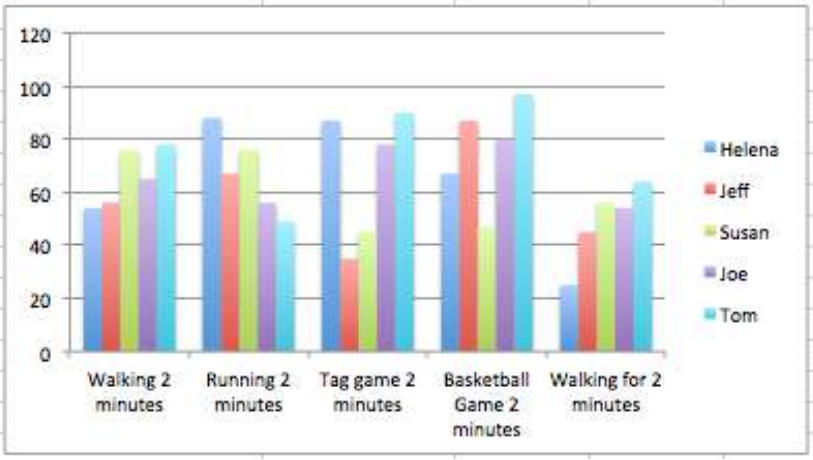
STEP 3: Highlight the labels and your personal data, Click **CHARTS > LINE** to show how well you walked in each activity. This is a good option for individual data to use with students. They can chart their progress over time and see how much they have improved.

STEP 5: Highlight the labels and data from you and your partner and Click **CHARTS > COLUMN > CLUSTERED COLUMN**. This technique can be used by the teacher to compare activities or students and make possible implementation changes.



STEP 6: Transpose – switch data from column to row – **HIGHLIGHT DATA > COPY > PASTE SPECIAL > TRANSPOSE**

Transposed - copy/paste	Walking 2 minutes	Running 2 m	Tag game 2 r	Basketball G	Walking for 2 minutes
Helena	54	88	87	67	25
Jeff	56	67	35	87	45
Susan	76	76	45	47	56
Joe	65	56	78	80	54
Tom	78	49	90	97	64



ACTIVITY: GOAL SETTING

Our fourth activity will examine goal setting (individual and group) using the pedometer.

Level: Middle - high school

National Physical Education Standards:

- **Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Purpose:

1. To teach students how to set personal activity goals based on pedometer STEP counts and/ or activity time.
2. To teach students to log daily physical activity.
3. To teach students to chart their physical activity data in a spreadsheet.

MY TWO-MINUTE GOAL SHEET:

DATE	STEPS		ACTIVITY TIME	
	MY GOAL	MY STEPS	MY GOAL	MY TIME

MY PERSONAL GOAL RECORD

NAME _____ PEDOMETER # _____ TEACHER _____

Date	Activity	STEPs	Activity Time

My goal for week two is:

ACTIVITY: GOAL SETTING (continued)

Date	Activity	STEPs	Activity Time
My goal for week three is:			

Week one will be a "baseline" week.

- Did your STEP counts change because of different types of activities?
- What is a reasonable goal?
- How many STEPs should you try to increase each week (5-10%)?
- How can you accumulate more STEPs in class and during your free time?

STEP GOALS

Review the information below. Compare your two minute STEP goal to the moderate intensity level 100-150 STEPs per minute (SPM). How did you do?

The Surgeon General Report recommends 30 minutes of moderate intensity physical activity each day for adults.

- Moderate Intensity Walking 100–150 (SPM)
- 30 minutes of moderate intensity walking = 3,200-4,000 STEPs
- 10,000 STEPs is a target/30 minutes is the goal

Healthy Adults walk 7,000 – 13,000 STEPs per day

Older Adults walk 6,000 – 8,500 STEPs per day

Children walk 10,000 – 14,000 STEPs per day

NASPE Guidelines
Children should accumulate at least 60 minutes, and up to several hours, of age-appropriate physical activity on all or most days of the week. This daily accumulation should include moderate and vigorous physical activity with the majority of the time being spent in activity that is intermittent in nature.

Emphasis should be on quantity and quality of STEPS

Source: (2004). Walk which way. *ACSM's Health and Fitness Journal*. *8*(1). 7.

Record Keeping Sources

Powered by Pedometers CD produced by Walk4Life

PECentral website, www.pecentral.org. "Log It"

President's Challenge website, www.presidentschallenge.org.

Fitnessgram 8.0 / 9.0

FREQUENTLY ASKED QUESTIONS ABOUT PEDOMETERS

Q. What is that sound the pedometer makes? Is it broken?

A. No, that is the sound of the fulcrum (counting mechanism) making contact with the STEP counter. The pedometer is working fine.

Q. Will my pedometer count STEPs when it is open?

A. No, because the pedometer counting mechanism (fulcrum) is in the door. When you open it, the mechanism is no longer in the vertical plane (parallel to the body) so it will not count.

Q. Does the pedometer count running STEPs?

A. Yes, it will count your running STEPs. However, if your pedometer includes a mileage conversion feature, it will not be as accurate because the length of your stride is much longer when you are running than when you are walking.

Q. I press the reset button on my pedometer and nothing happens.

A. Walk4Life pedometers include a delayed RESET button to prevent you from accidentally erasing recorded data. To reset the pedometer, gently press the pad of your finger on the RESET button for approximately two seconds until the STEP count reads zero(s).

Q. When I reset my STEP count, does that reset all the other counters (i.e., exercise/activity time, mileage counter, caloric burner counter)?

A. Yes. Pressing the reset button will reset all counters in your pedometer. However, programmed data such as your stride length, body weight, and the time of day will not reset.

Q. How do I know when to replace the battery in my pedometer?

A. The battery should be replaced when the digital display becomes faded or blank. We recommend changing the battery once a year for optimal performance.

Q. Can I place my pedometer in my pocket or on a lanyard around my neck?

A. Pedometers are sensitive to very small vertical body movements. If you choose to wear the pedometer in one of these positions, the pedometer may not be as accurate. If you choose one of these placements, check the accuracy of the placement as described in "How to Wear Your Pedometer/Pedometer Placement."

WALK4Life Inc.
12137 Rhea Dr. Unit B Plainfield, IL 60544 (815)439-2340 Fax: (815) 439-2414
www.walk4life.com

VIDEO ANALYSIS

INTRODUCTION

Video Analysis can be a powerful tool in physical education. Students can receive instant visual feedback of their own performance. When connected to verbal feedback this can strongly enhance their learning. While it may seem this simple, video analysis can be done wrong if you do not teach your students how to look at the video and receive correct feedback. The video analysis process should therefore be practiced and scaffolded. You can start with video analysis as early as Kindergarten. Video can assist in enhancing objectivity. However, the observer / analyzer still brings in their own level of knowledge and subjectivity.

TOOLS USED IN VIDEO ANALYSIS

Video Camera

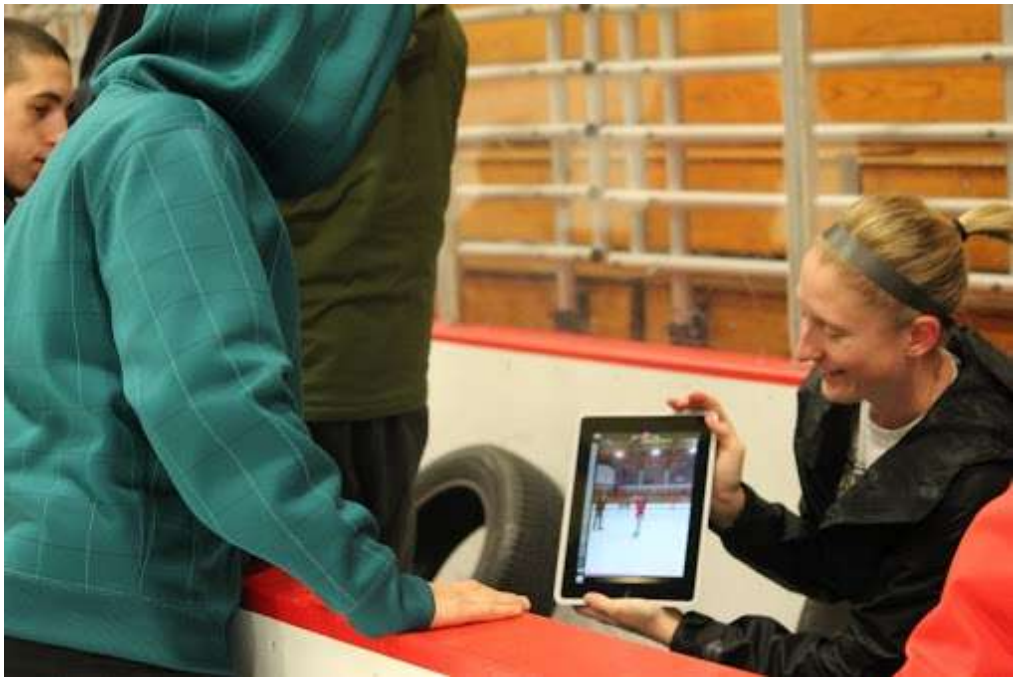
Tripod

Flip Camera

- Cost around $60, various models
- Some do not come with SD card slots, others do
- Some come with USB connector for easy upload to computer or the web
- Compatible with YouTube
- Personal and free online flip video library
- Easy 1 button start and stop

iPhone / iPad / iPad mini / Tablets

- Mobile Device
- Many video analysis apps to use
- You can mount it to a tripod with extra equipment.



Swivl 1.0

- Swivl is a mechanism where the performer is wearing a digital microphone that transmits the sound to the device wirelessly. In addition, the base will follow the one wearing the microphone. It swivel's 360 degrees horizontally and +10/-20 degrees vertically when commanded by the microphone. It is tripod compatible. This is a great device when audio is vital.
- How to use it in teaching?
    - A great tool to assess your own teaching!
    - Create videos to encourage a flipped classroom or to tape certain lessons or tutorials so that students can review them at a later time.
    - No need to hold the video so this can be great in a gymnasium with younger students.
    - Do you have an absent student? The student can either watch the class later at home or follow along from home. Use Adobe Connect and Ustream to create real time interactive sessions
- For iPhone 3, 4 and 4S
- Can be adapted for iPad mini and iPhone 5
- Unit cost $179 and includes the swivel and the wireless microphone

Swivl 2.0

- New December 2012!
- Compatible with iPad, DSLR cameras, and android devices
- 360 degree swivel
- 20 degree tilt
- Bluetooth and WiFi control with mobile device
- Wireless mic and speaker compatible with FaceTime and Skype.

SCAFFOLDING VIDEO ANALYSIS

*** Note: The mobile applications described are examples that can be used. Given the speed on how new apps are created, it is suggested to check online whether these apps or others can be beneficial to learning ***

Elementary:

- Teacher records, students look at one 1 critical element together, students and teacher discuss the critical element.
- **Skill: Bam Video Delay** app: Simultaneously records and displays delayed video.
- **Game**: **EasyTag app**: Assess touches on ball (for example), or whether student does something or not – focus on 1 critical element at a time!
- **Literacy**: Create photo stories using their own skills, photo reflections, use **Haiku Deck** to create your class story and showcase skill at parent's night, **Portfolio** app to record a story

Middle School:

- Teach video recording protocols, make sure students assessing understand what to assess!
- **Skill: Coaches Eye, Ubersense, Sport Analyser**: Students record and analyze an entire skill (3 critical elements) using an in-depth description of the critical elements.
- **Game: EasyTag app**: Generic and specific GPAI assessments, **Coachnote**: develop plays, great asset when teaching using the Sport Education model
- **Literacy**: Use **ComicLife** to create a comic strip of skill/game performance, **Portfolio** app to record a game play or an assessment

High School:

- Self and peer assessment
- Reflection and self-planning
- Connecting performance to training – using training apps such as **GymGoal, iMuscle, TrainingLoad**
- **Skill**: All the skill analysis apps but evaluating various skills within a game. Use some more specific sport apps (more useful in coaching or higher level performance environments)
- **Game**: **EasyTag app**: complete more in-depth GPAI assessments. **Playbook:** create plays, "be a coach"
- **Literacy**: Create and edit a movement film, using motion analysis to show performance and growth in a personal portfolio reflection, create fitness plans that incorporates their favorite physical activities, analyze others in their movement and write a meaningful reflection, **VoiceThread**: reflect and discuss sport images from the media

PLANNING

First Steps:

- Gain experience video taping, observing, understanding, and analyzing the skills
- Identify your SLO
- Choose the right equipment
- Choose the activity connected to the SLO
- Write down the skills + critical elements to be performed
- Write down your set-up

What can be assessed using video?

- Basic & Advanced Skills
- Affective Skills (personal & social)
- Respecting the rules
- Tactics and Strategies
- Fitness of performers in relation to the activity / skill
- Success
- Fitness Testing
- Technical correctness
- Effectiveness of a program

Factors affecting the performer:

- Rules: complexity, cheating
- Fitness Levels
- Experience
- Weather
- Make up of players in the game
- Degree of difficulty with the skills
- Open vs closed skills
- Peer and teacher pressures
- Video recording

Factors affecting the observer:

- Knowledge of rules
- Knowledge of skills / fitness
- Knowledge of various levels of degree of performance
- Knowledge of using the observation sheet
- Knowledge and experience with assessment protocol
- Distractions from environment and peers
- Knowledge of how to provide feedback
- Knowledge of how to suggest ways to improve
- Knowledge of the other student

Preparation of the assessment

- Cue card with step by step instructions on how to operate the video camera
    - Step by step guide on what to do.
    - Several demonstrations
    - Several practice trials.
- Cue card for performer:
    - Performer can also be the observer
    - Directions for the skill
    - Skill performance rubric
    - Expectations
- Cue card for the observer
    - Expectations for the observer
    - Make sure the observer is comfortable and willing to complete a quality analysis

EXAMPLE OF SKILL ANALYSIS WITH RUBRIC

Focus: Grade 2 Striking with paddle

Assessment Task: Strike a ball upward 5 times consecutively with a short-handed paddle

Criteria for Competence (Level 3):

1. Strikes the ball for 5 continuous hits
2. Does not move outside the 10-foot square

Assessment Rubric:

Level	Success	Control
4	Strikes the ball more than 5 continuous hits.	Very little travel from the starting position
3	Strikes the ball for 5 continuous hits.	Does not move outside the 10-foot square.
2	Strikes the ball for 3 or 4 continuous hits.	Moves outside the 10-foot square 1 or 2 times within the time frame
1	Strikes the ball for 1 or 2 continuous hits.	Moves outside the 10 foot square 3 or more times within the time frame
0	Violates safety procedures and/or does not complete assessment task	

(Partial) Assessment Score Sheet

PE Teacher: _____ Grade: _____ Date: _____

School: _____ Classroom Teacher: _____

Student Name	**ID**	**Gender**	**Success (0-4)**	**Control (0-4)**	**Total Score (0-8) 6 = Competent**

Source: National Association for Sport and Physical Education. (2012). *PIPELINE PE Metrics: K-12 Physical Education (pg. 51).* Reston, VA: Author.

EXAMPLE OF A SKILL ANALYSIS FORM (MIDDLE/HIGH/COACHING)

<table>
<tr><td>Performer:</td><td>Observer:</td><td>Own/Other's Performance</td></tr>
<tr><td>Date:</td><td colspan="2">Focus/Skill:</td></tr>
<tr><td colspan="3">Conditions:</td></tr>
<tr><td colspan="3">Skills needed for the activity:</td></tr>
<tr><td colspan="3">Critical Elements to be observed:</td></tr>
<tr><td colspan="3">Rubric for assessing critical elements:</td></tr>
<tr><td colspan="3">Observer notes:</td></tr>
<tr><td colspan="3">Strengths of performance:</td></tr>
<tr><td colspan="3">Improve of Strengths:</td></tr>
<tr><td colspan="2">Weaknesses in Performance</td><td>Reasons for the weaknesses:</td></tr>
<tr><td colspan="2">How to correct the weaknesses:
Training Principles</td><td>How to correct the weaknesses:
Training Methods</td></tr>
</table>

DARTFISH TV

What is Dartfish TV?

- Website: http://www.dartfish.tv/Home.aspx
- Use Dartfish TV to upload and share videos. Use Dartfish TV in your classroom to show and teach with existing videos. Analyze performance. Publish, broadcast, and embed videos. Control access to your videos by creating a community. Build an online video archive.

Dartfish Channels

- Browse through hundreds of channels that hold powerful and professional videos on performance about various sports and activities.
- NASPE TV holds a variety of free videos to use within the gymnasium:
    - 30 Elementary videos on movement skills showing children with various movement development levels
    - 31 Grade 8th Videos including: Archery, Badminton, Pickleball, Line Dance, Frisbee, Floor Hockey, Team Handball, Soccer, Softball, Traverse Climbing, and Volleyball
    - 29 High School Videos including Basketball, Bowling, Football (flag), Golf, Soccer, Swimming, Tennis, Volleyball, Wall Climbing, and Weight Training
- Browse the videos of the activity you will be teaching and see if any videos can be of use.

Dartfish Education

- Website: http://www.dartfish.tv/education
- Various videos on how to use Dartfish video analysis within education.
- Dartfish Physical Education Resources: This collection includes high quality reference video clips. Those clips can help teachers to demonstrate and explain technical skills or complex movements to the students. Dartfish has developed dartfish.tv to offer a cost-effective solution to content owner wishing to distribute videos to the PE community. (http://www.dartfish.tv/CollectionInfo.aspx?CR=p144c91) .

CREATING RUBRICS WITH WORD

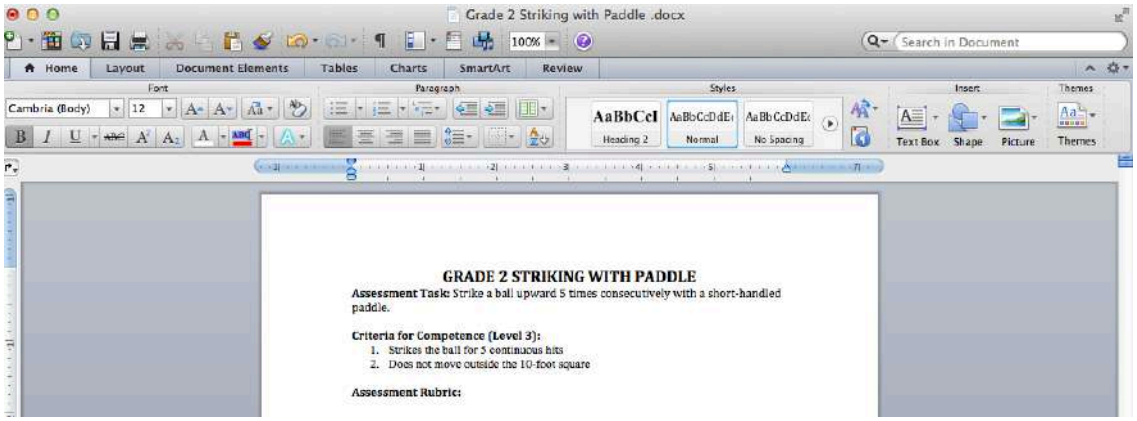
This section will review the basics of using Microsoft WORD. Specifically, how to create tables to develop assessment rubrics.

PART 1: SET UP

STEP 1: Open Microsoft WORD

STEP 2: **FILE** > **SAVE**. Insert appropriate name for document

STEP 3: Type in Title and Instructions. Use top bar to format your writing.

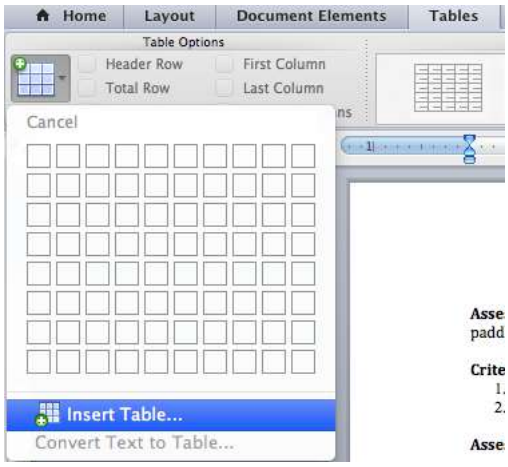


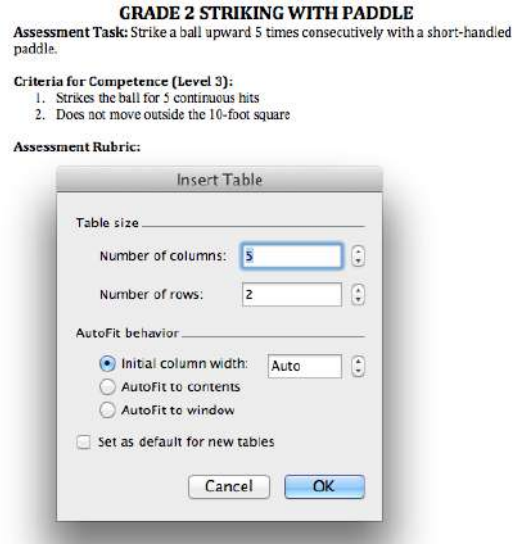
PART 2: CREATING A TABLE

STEP 1: Click the Table Tab

STEP 2: Click NEW > INSERT TABLE

STEP 3: Choose how many rows or columns you want – you can always change this!





- For this rubric we want 3 columns and 6 rows. You can have Word automatically change the width of the column by contents or window. Click OK.

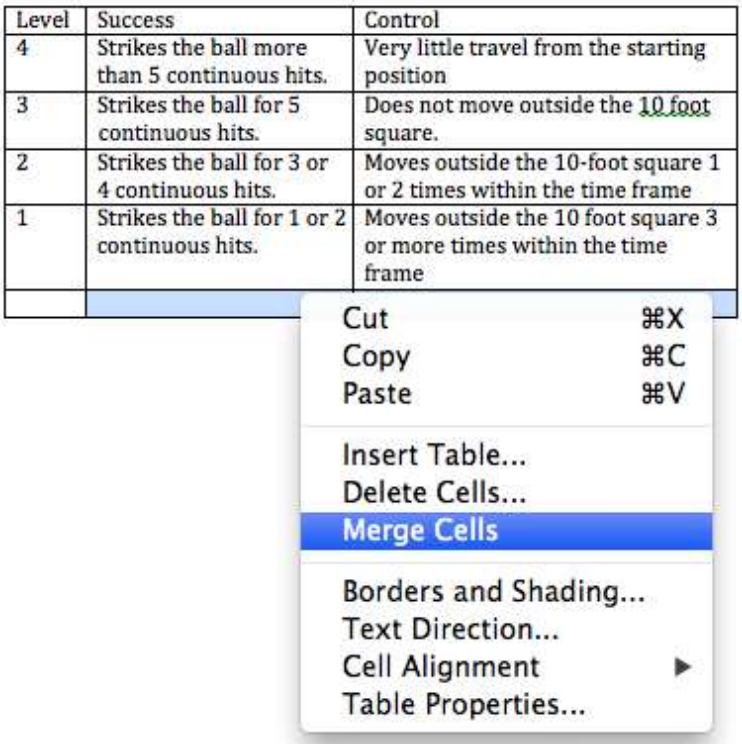
STEP 4: Type in rubric

STEP 5: ADDING A ROW
If you forget a row, put cursor in bottom right cell and click the **TAB** button on the keyboard.

Assessment Rubric:

Level	Success	Control
4	Strikes the ball more than 5 continuous hits.	Very little travel from the starting position
3	Strikes the ball for 5 continuous hits.	Does not move outside the 10 foot square.
2	Strikes the ball for 3 or 4 continuous hits.	Moves outside the 10-foot square 1 or 2 times within the time frame
1	Strikes the ball for 1 or 2 continuous hits.	Moves outside the 10 foot square 3 or more times within the time frame

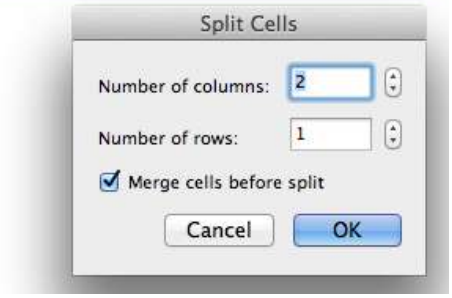
STEP 6: MERGING CELLS
If you want to combine cells you **HIGHLIGHT** the cells you want to combine, right-click, click **MERGE**



STEP 7: SPLITTING CELLS

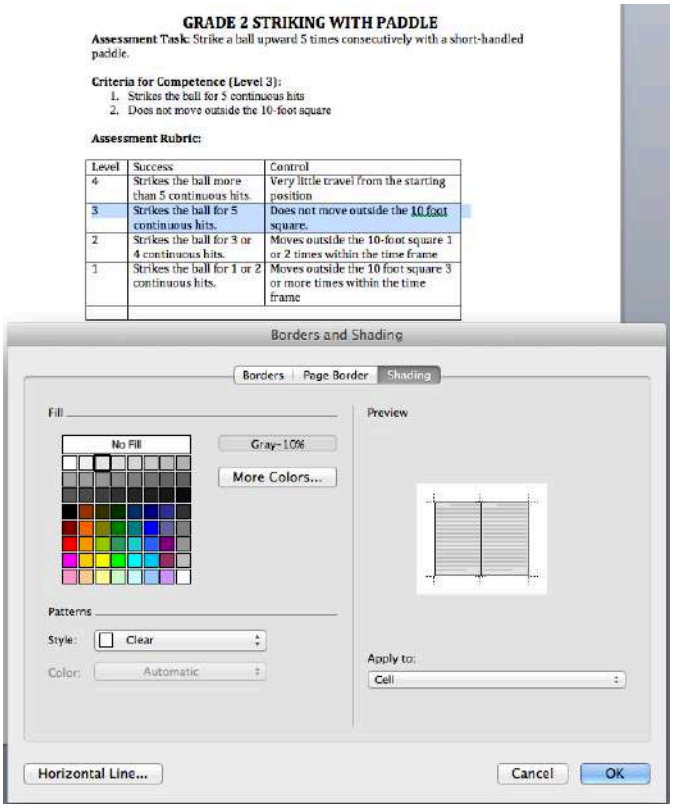
If you want to split up a row or column, you put cursor in the cell you want to split, right-click, click **SPLIT** and choose the number of columns or rows you want.

Level	Success	Control
4	Strikes the ball more than 5 continuous hits.	Very little travel from the starting position
3	Strikes the ball for 5 continuous hits.	Does not move outside the 10 foot square.
2	Strikes the ball for 3 or 4 continuous hits.	Moves outside the 10-foot square 1 or 2 times within the time frame
1	Strikes the ball for 1 or 2 continuous hits.	Moves outside the 10 foot square 3 or more times within the time frame

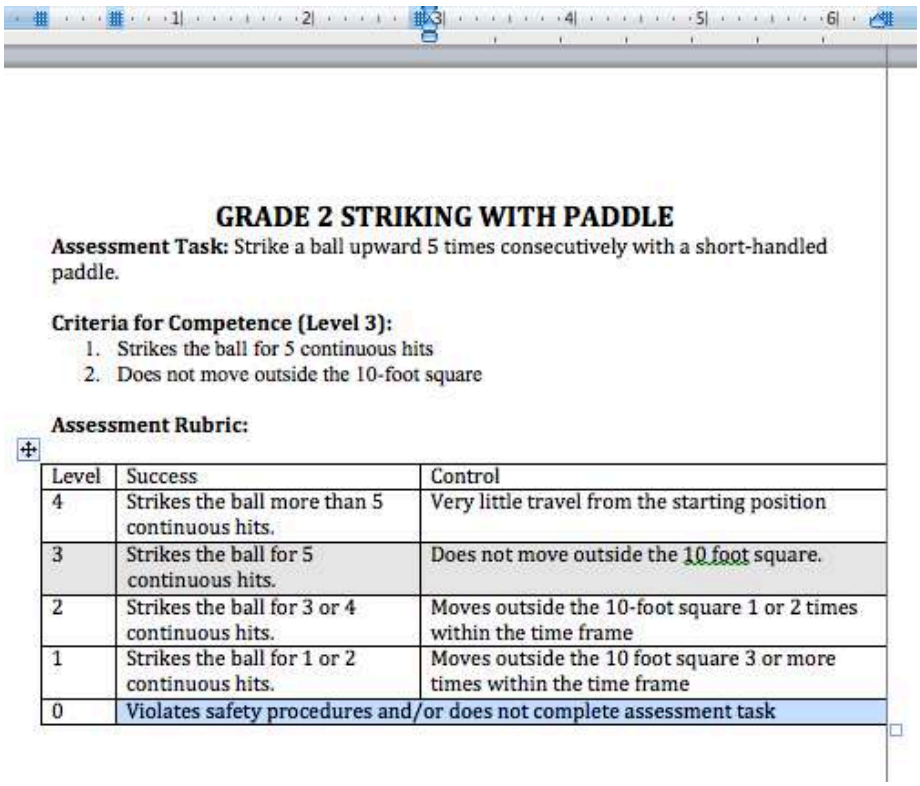


PART 3: FORMATTING A TABLE

- To shade a row or column, HIGHLIGHT what you want to shade, right-click, click BORDERS AND SHADING, pick the shade and click OK.



- To widen the columns in the table, you can click the borders and drag them to the correct place.



GRADE 2 STRIKING WITH PADDLE

Assessment Task: Strike a ball upward 5 times consecutively with a short-handled paddle.

Criteria for Competence (Level 3):

1. Strikes the ball for 5 continuous hits
2. Does not move outside the 10-foot square

Assessment Rubric:

Level	Success	Control
4	Strikes the ball more than 5 continuous hits.	Very little travel from the starting position
3	Strikes the ball for 5 continuous hits.	Does not move outside the 10 foot square.
2	Strikes the ball for 3 or 4 continuous hits.	Moves outside the 10-foot square 1 or 2 times within the time frame
1	Strikes the ball for 1 or 2 continuous hits.	Moves outside the 10 foot square 3 or more times within the time frame
0	Violates safety procedures and/or does not complete assessment task	

- You format the text inside the cells just like outside the cells.
- Completed rubric table:

Level	Success	Control
4	Strikes the ball more than 5 continuous hits.	Very little travel from the starting position
3	Strikes the ball for 5 continuous hits.	Does not move outside the 10-foot square.
2	Strikes the ball for 3 or 4 continuous hits.	Moves outside the 10-foot square 1 or 2 times within the time frame
1	Strikes the ball for 1 or 2 continuous hits.	Moves outside the 10-foot square 3 or more times within the time frame
0	Violates safety procedures and/or does not complete assessment task	

PART 4: TABLE STYLES

- Using the TABLE STYLES feature in the top bar you can get fancy and change the formatting in a click of a button. Here is an example:

Level	Success	Control
4	Strikes the ball more than 5 continuous hits.	Very little travel from the starting position
3	**Strikes the ball for 5 continuous hits.**	**Does not move outside the 10-foot square.**
2	Strikes the ball for 3 or 4 continuous hits.	Moves outside the 10-foot square 1 or 2 times within the time frame
1	Strikes the ball for 1 or 2 continuous hits.	Moves outside the 10-foot square 3 or more times within the time frame
0	Violates safety procedures and/or does not complete assessment task	

- APA style Formatting: you remove al the vertical lines by clicking **TABLE LAYOUT / FORMAT > BORDERS**

Level	Success	Control
4	Strikes the ball more than 5 continuous hits.	Very little travel from the starting position
3	Strikes the ball for 5 continuous hits.	Does not move outside the 10-foot square.
2	Strikes the ball for 3 or 4 continuous hits.	Moves outside the 10-foot square 1 or 2 times within the time frame
1	Strikes the ball for 1 or 2 continuous hits.	Moves outside the 10-foot square 3 or more times within the time frame
0	Violates safety procedures and/or does not complete assessment task	

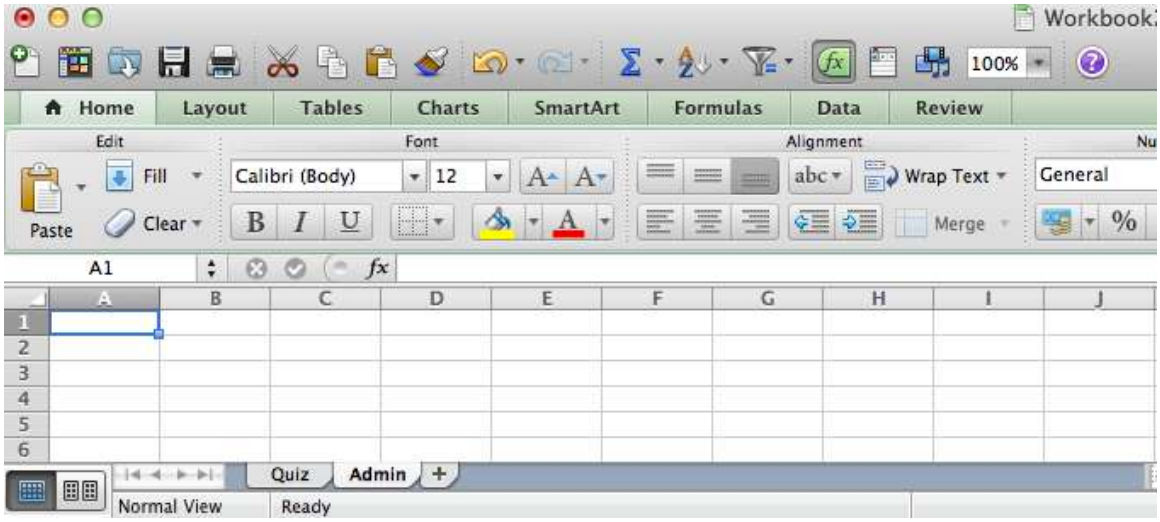
ASSESSING THE COGNITIVE AND AFFECTIVE DOMAIN

Excel

PART 1: SETTING UP THE WORKBOOK

STEP 1: Open *Microsoft Excel* to a clank workbook
STEP 2: Save your workbook with a filename that is appropriate for your needs – click **FILE > SAVE** in top menu bar

STEP 3: Label worksheet in your workbook for organizational purposes. Double-click **Sheet 1** to name it **Quiz**. Press the **ENTER** key to accept the changes.



STEP 4: Click "+" to add a page for **Admin** (see above). Click ENTER to save. You can add as many pages as you want to a workbook.

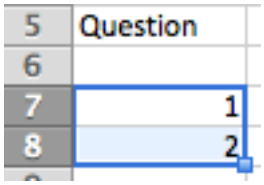
PART 2: CREATING THE TEST

For this example we will create a multiple choice/ True False Quiz for Grade 4. You can adapt this later for your purposes.

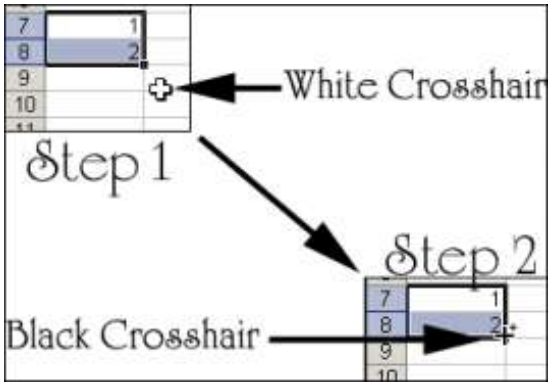
STEP 1: In Cell A1 in Sheet 1 (Quiz), type in "Quiz 1 – Today's Date"
STEP 2: Type **Name** in **Cell A3**. Type **Question** in **Cell A5**.

	A	B	C
1	Quiz 1- January 9, 2012		
2			
3	Name		
4			
5	Question		Answer
6			
7	1		
8	2		
9			

STEP 3: Type **Answer** in **CellC5**, type **1** in **CellA7** and type **2** in **CellA8**. Your worksheet should look like the image shown on the right.
STEP 4: Highlight **Cells A7** and **A8** by clicking and holding the mouse button when selecting this range of cells.



STEP 5: Hover your mouse pointer over the lower right fill handle of the highlighted range. This will change the pointer from a **white crosshair to a black crosshair**



STEP 6: **Left-click and hold** when your pointer changes to a black crosshair

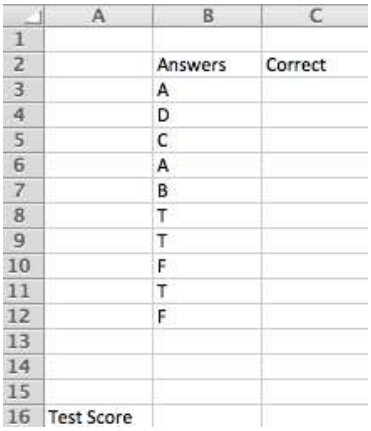
STEP 7: You can now drag your pointer down until you get to **CellA16.** This is called a "click and drag procedure". We will use this again later on. When you let go of the pointer you will see how sequential numbers are shown to identify 10 questions.

This is the set up for a basic 10 point quiz.

PART 3: CREATING AN ANSWER SHEET

STEP 1: Click the **Admin worksheet** at the bottom

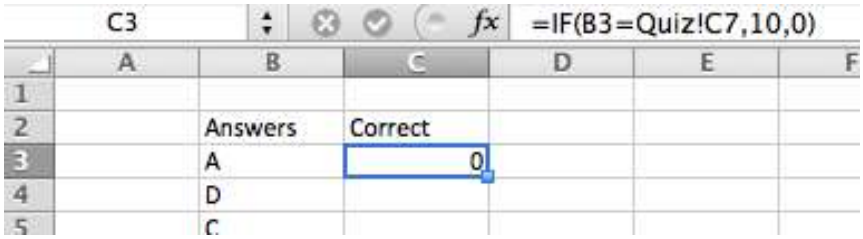
STEP 2: Type the information shown in the image on the right. These values are the answers to the quiz questions. You can see how Questions 1-5 are multiple choice and Questions 6-10 are True and False Questions.



B2: Type the word **Answers**
B3-B12: Type in the correct answers to the questions
C2: Type in the word **Correct**
A16: Type in the word **Test Score**

PART 4: CREATING A SCORING SYSTEM

We must assign point values for the correct answers for the quiz. This function can be altered for each quiz.
STEP 1: In **Cell C3**, type **=IF(B3=Quiz!C7,10,0)** This can be done with a wizard but it speeds up the process to do it manually.
STEP 2: Press **ENTER** and the function will turn into a **0**

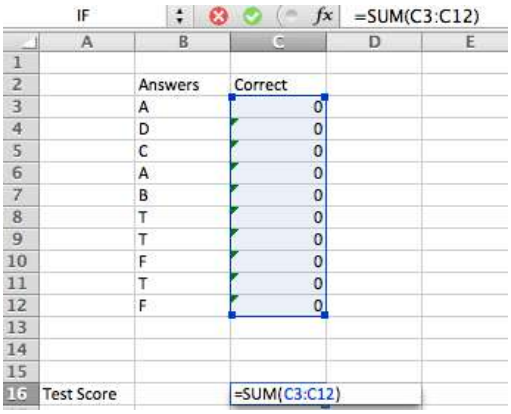


What does this function mean?

- The **equal sign** is needed to tell Excel that this is a function
- The **Quiz!C7** refers to **CellC7** on the **Quiz** worksheet
- The **B3** refers to **Cell B3** on the **Admin** worksheet
- The **value if true** is set to **10** points
- The **value if false** is set to **0** points

STEP 3: Do you remember that trick I taught you earlier? Highlight and drag? If you highlight just 1 cell and drag it down, it will copy the function into the range of cells.

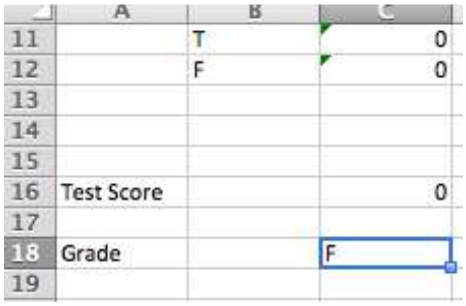
STEP 4: Now we need to show the sum of all scores to identify the total score. In **Cell C16** you need to type **=SUM(C3:C12)**. This means that the total score is the number of correct answers from C3 through to C12.



PART 5: ASSIGNING A LETTER GRADE TO THE QUIZ

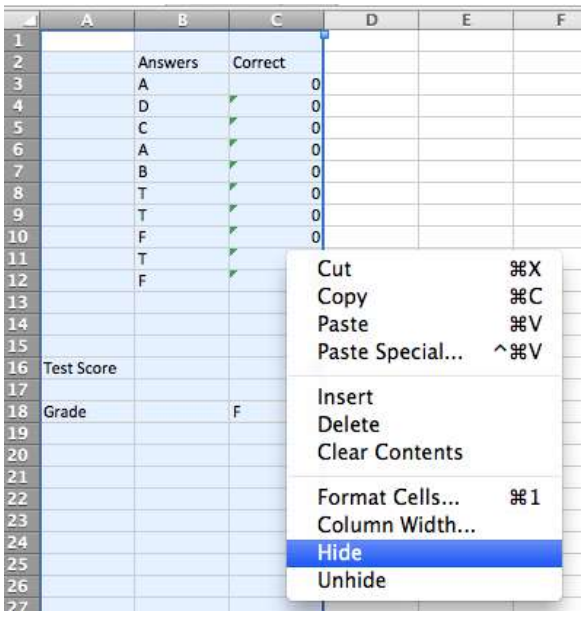
If you school works with a letter grading system, this may come in handy. Depending on your scale this formula may change.
In **Cell A18** Type in **Grade** and in **Cell C18** Type in the following function:

=IF(C16>90,"A",IF(C16>80,"B",IF(C16>70,"C",IF(C16>60,"D","F"))))

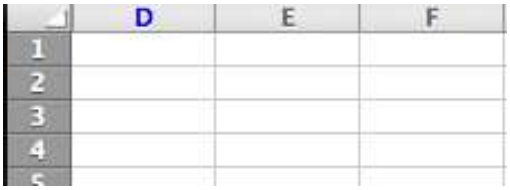


PART 6: ADDING SECURITY TO A QUIZ

STEP 1: First we need to hide the answers and scores in the Admin worksheet. Highlight **COLUMNS A, B, and C** by clicking (and holding) on the letters located at the top of each column.

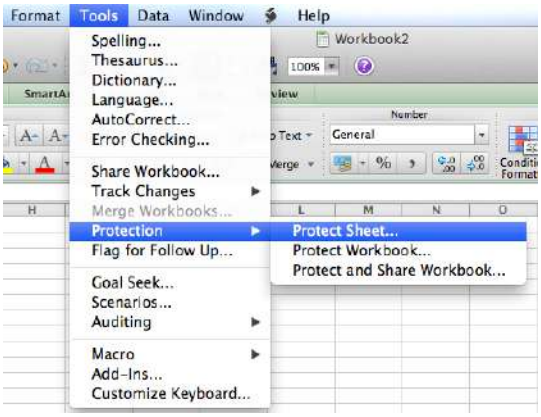


If done correctly you should see column labels D, E, F but A, B, C columns should not be there. See below.



STEP 2: click **TOOLS > PROTECTION > PROTECT SHEET** on the standard menu

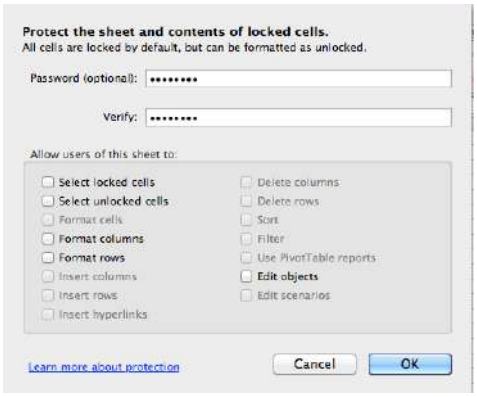
STEP 3: Deselect the **SELECT LOCKED CELLS AND SELECT UNLOCKED CELLS** in the menu options.

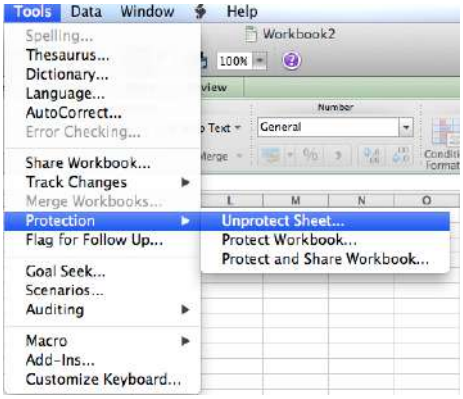


STEP 4: Type a **PASSWORD** into the password text field and verify field and click **OK**.

Now your workbook is protected. At this point, the workbook can be used as a testing tool in the classroom. The security cannot be broken. **Caution:** Make sure you remember your password for the workbook as if you forget it you will not be able to use the workbook again!

STEP 5: To record the grades for the quiz after assessment, you will need to unprotect the sheet and unhide all the columns that did the scoring for the quiz. Click **TOOLS > PROTECTION > UNPROTECT SHEET** to unlock the sheet.





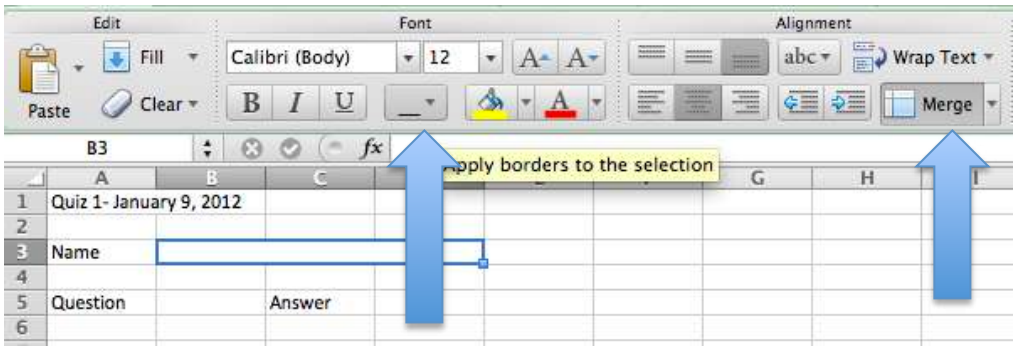
STEP 6: To unhide the columns, select **COLUMN D** and the **ROW NUMBERING COLUMN** (By clicking and dragging in a right to left direction). **Right-click** at the top of one of the highlighted columns and click **UNHIDE** in the submenu. Now, you can view and record the grade for this student.

PART 7: FORMATTING THE QUIZ

If you want to make your assessment more pleasing, you can format the test in whatever manner you choose. For this example, the following was done.

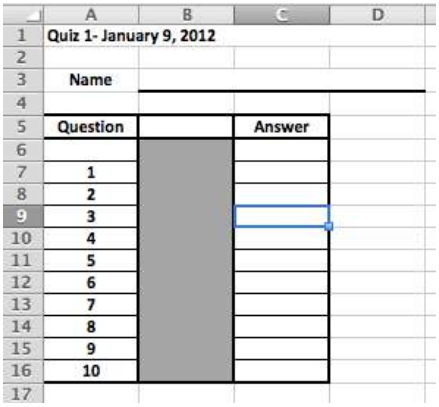
STEP 1: Go to the Quiz worksheet

STEP 2: Highlight Cell **B3, C3 and D3**, Click the button. Also, Click the button that helps you create a line at the bottom.



Other formatting ideas:

- The range of cells A5-C16 were highlighted and received a think box border
- All Cells highlighted and bolded
- The range of cells B6 to B16 were given a gray fill color
- Columns A and C were centered
- Result looks like the picture on the right



PART 8: BASIC FUNCTIONS IN EXCEL

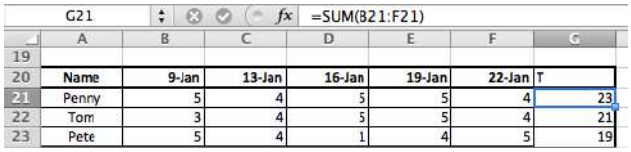
Formatting: Use the top menu bar to format your worksheets. You can: bold, italicize, underline, color, merge cells, wrap text, center, put borders around cells, and many other functions.

Format Cells: Highlight a cell, **right-click**, click **FORMAT CELLS**.

- Define what type of data point you have whether it is a date, number, percentage, etc.
- Align the text in the cell
- Change the font
- Add a border
- Add a fill
- Protect the cell

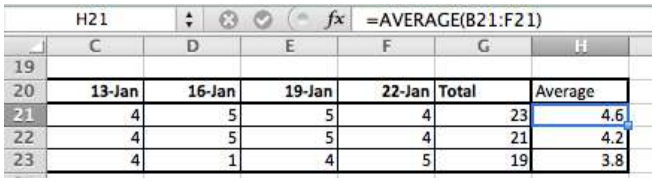
Formulas: This is where excel really gets its value! Here are a few formulas you may need:

SUM: This formula allows you to add up points either vertically, horizontally, or through random cells.



	A	B	C	D	E	F	G
19							
20	Name	9-Jan	13-Jan	16-Jan	19-Jan	22-Jan	T
21	Penny	5	4	5	5	4	23
22	Tom	3	4	5	5	4	21
23	Pete	5	4	1	4	5	19

Average: This formula allows you to average the scores of specific cells. You can determine percentages like this.



	C	D	E	F	G	H
19						
20	13-Jan	16-Jan	19-Jan	22-Jan	Total	Average
21	4	5	5	4	23	4.6
22	4	5	5	4	21	4.2
23	4	1	4	5	19	3.8

Weighting Formulas: When certain scores are worth different weighing you can develop what percentage was allotted to what type of activity or domain. For example, if you weigh psychomotor domain 50%, cognitive domain 20%, and affective domain 30%, you can create % weights to each.

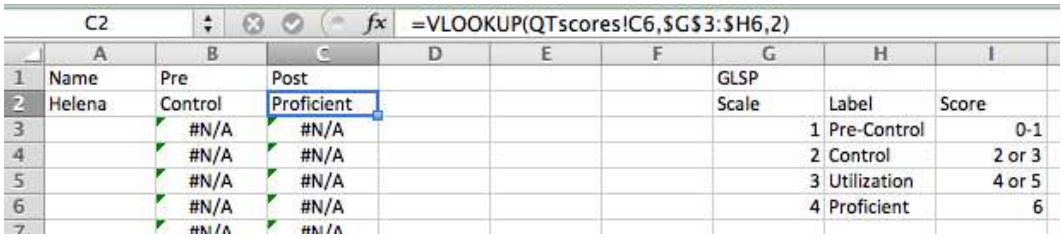
Domain	A	A	C	A	P	C	P	Total A	Total C	Total P	Total	Grade
	9-Jan	13-Jan	13-Jan	19-Jan	19-Jan	21-Jan	21-Jan	30%	20%	50%	100%	Letter
max	5.00	5.00	10.00	5.00	10.00	5.00	10.00					
Penny	5	4	10	5	9	5	10	28	15	47.5	90.5	A
Tom	3	4	9	5	8	4	8	24	13	40	77	C
Pete	5	4	7	4	10	5	9	26	12	47.5	85.5	B

Linking Worksheets: Linking data allows you to transfer data from a normal data sheet into a more advanced grading sheet or report card. You create different pages for each domain or section of grades for example:

- Worksheet for psychomotor, cognitive, and affective grades
- Create one worksheet that hold the final grade of all parts.
- You connect two worksheets by using this formula:
  - =WORKSHEET NAME!CELL
  - E.g. **=Cogn!C28** The information in this cell is the same information from Cell C28 of the cognitive domain worksheet.

Developing Labels / Rating scales: **VLOOKUP** Formula allows numerical data to be converted into labels of the teacher's choice. For example, using the Generic Levels of Skill Proficiency (GLSP) we used earlier, we can label a # to a level on the GLSP Scale.

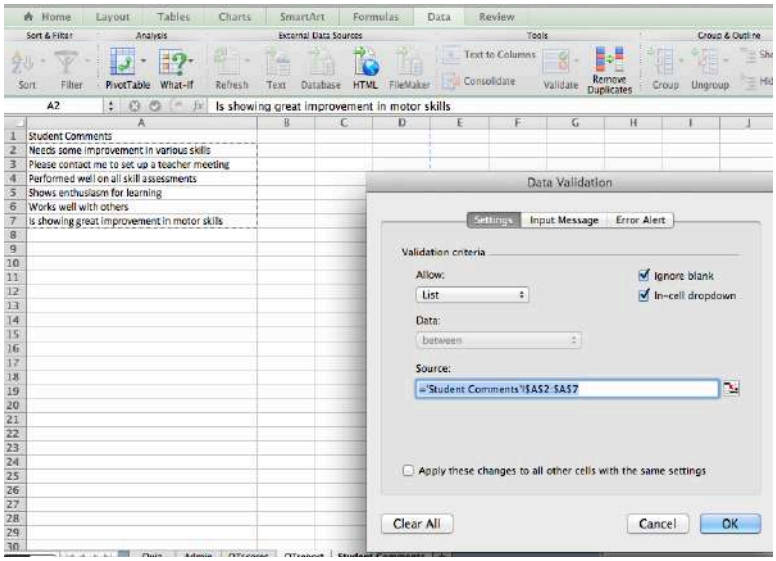
- Formula: **=VLOOKUP(QTscores!B6,$H$3:$I$6,2)**
- VLOOKUP = data to be converted
- QTscores!B6 = Data in cell B6 on the QTscores worksheet
- $H$3:$I$6 = Range of scale and label for conversion
- ,2 = range is 2 columns



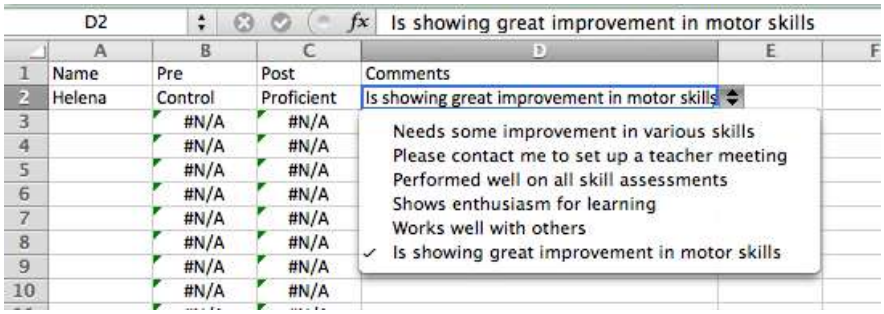
	A	B	C	D	E	F	G	H	I
1	Name	Pre	Post				GLSP		
2	Helena	Control	Proficient				Scale	Label	Score
3		#N/A	#N/A				1	Pre-Control	0-1
4		#N/A	#N/A				2	Control	2 or 3
5		#N/A	#N/A				3	Utilization	4 or 5
6		#N/A	#N/A				4	Proficient	6

Adding Comments: Using the Data Validation Function helps you develop notes to add to students' scores.

- STEP 1: Create a **list of comments**, you can start with a few and add more as time goes on. Some schools have notes pre-scripted you can use.
- STEP 2: Highlight the cell range in which you want the comment to go
- STEP 3: Click **DATA > VALIDATE**
- STEP 4: Under Settings, Click to allow **LIST**
- STEP 5: Under Source, click the range button and highlight all the comments, click OK



- STEP 6: Go back to the worksheet where you will input comments, a drop down menu should appear and you can choose the comment.



PART 9: INTERACTIVE QUIZ

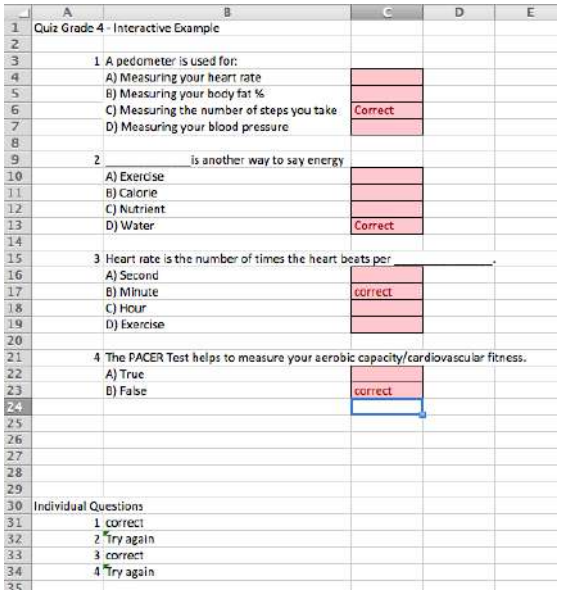
STEP 1: You type in the questions for the quiz on one sheet.

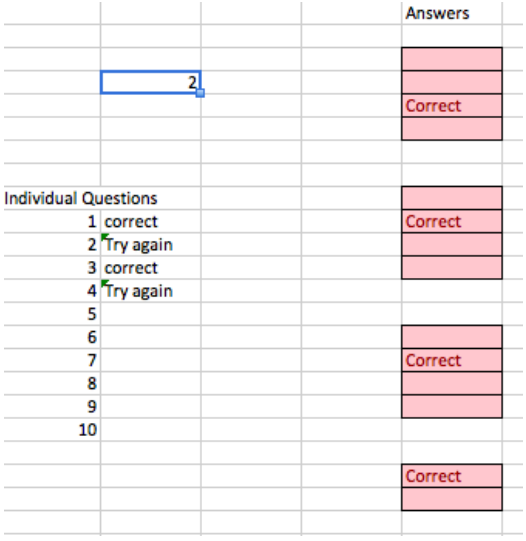
STEP 2:Answers go on the score sheet

STEP 3:You link the two pages so where a student answers the question you can show whether or not the student is correct.

STEP 4: Look at picture on the right and view the formula for answering correctly or incorrectly:

Formula in Cell B31
=IF(Quiz2!C6=Score2!E6,"correct","Try again")





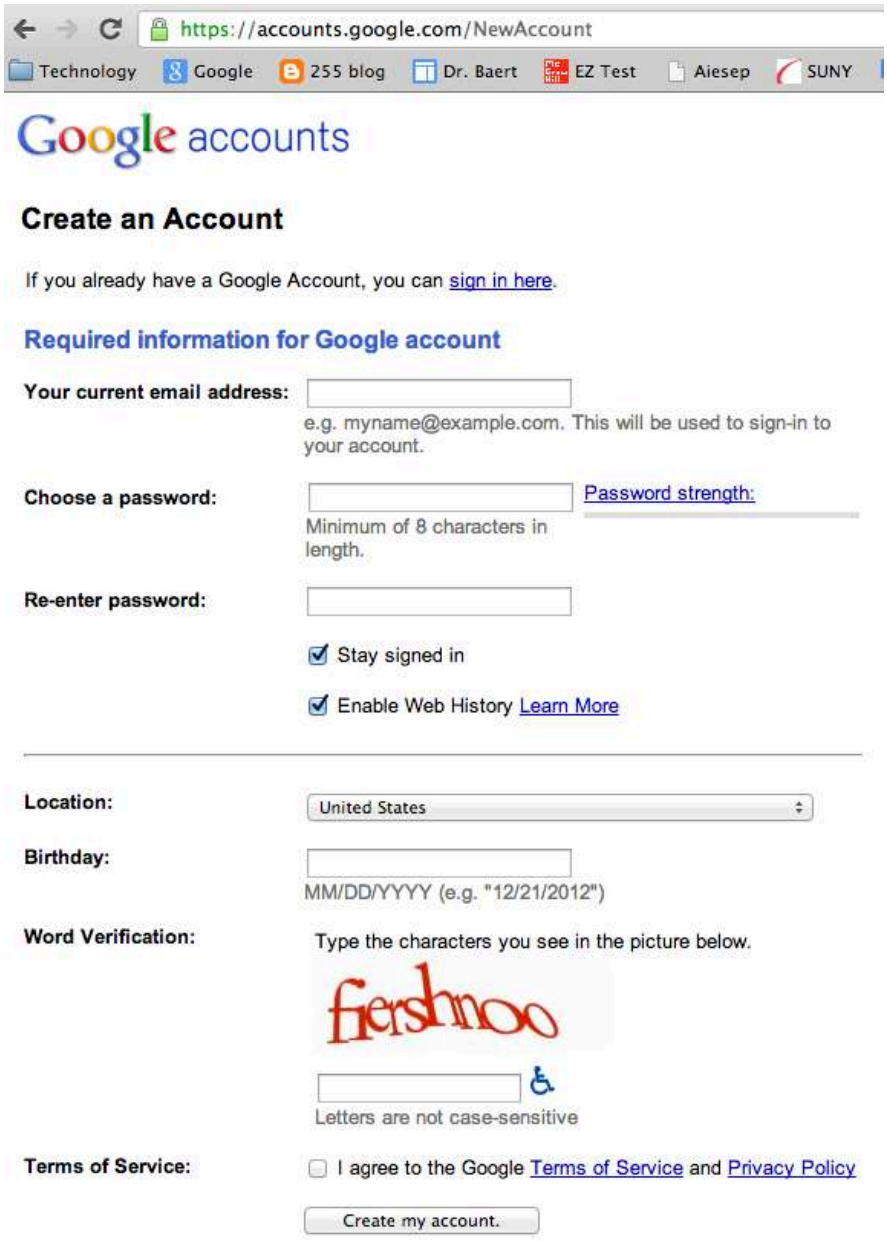
STEP 5: Another interesting formula to know is to add up the correct answers.
=COUNTIF(B11:B14,"correct")
This sum was created by adding the number of times a correct answer was given.

GOOGLE DOCS & FORMS

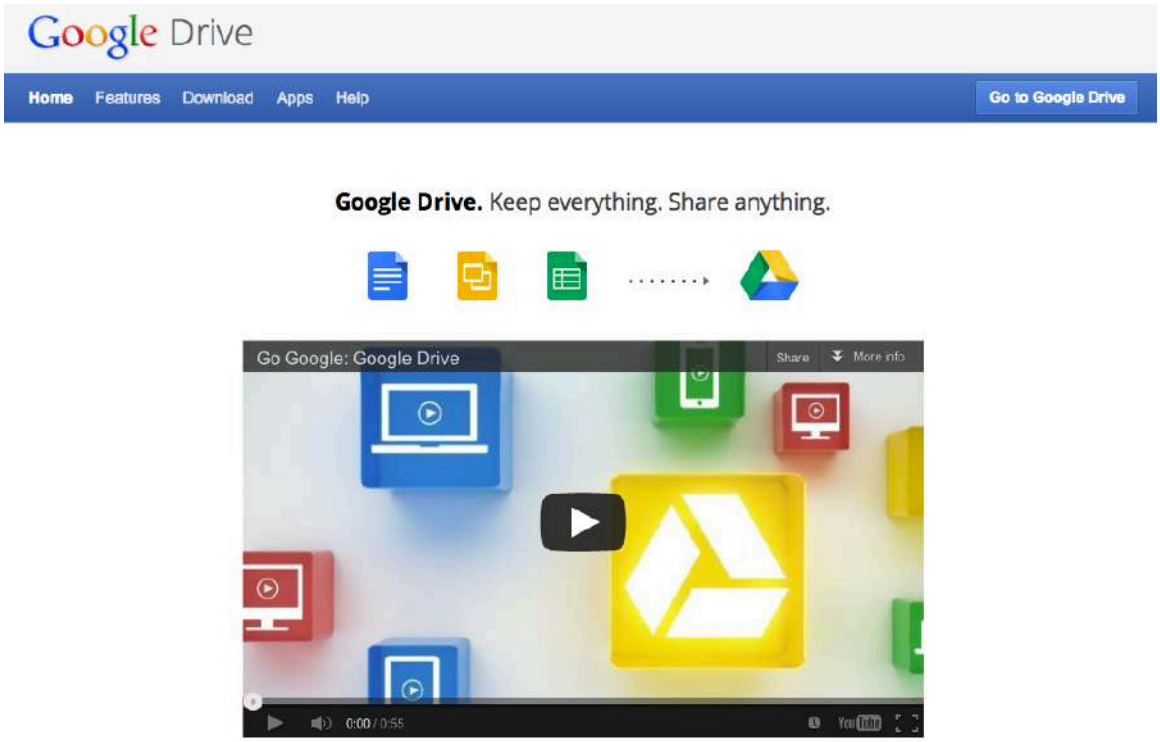
PART 1: SIGNING IN AND SETTING UP THE FORM

Google Documents or Drive has many functions. You can create online documents and share them with anyone you want. Students can collaborate with each other on one document and he teacher can moderate it. Google Docs has many functions; let's first look at how Google docs can be used to create an assessment!

STEP 1: Create a Google Account – https://accounts.google.com/NewAccount



STEP 2: Go to Google Drive/Docs – You can download Google Drive for free from: https://www.google.com/intl/en_US/drive/start/index.html?authuser=0



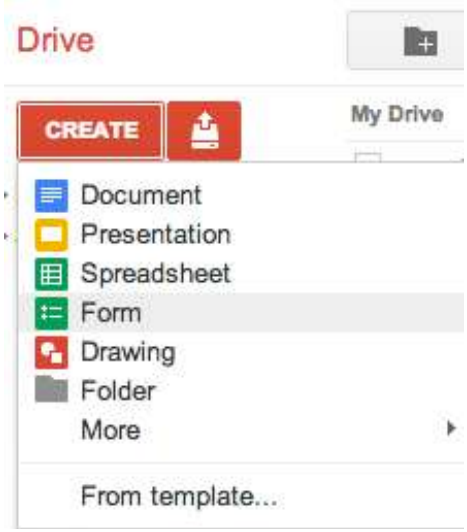
Features for Google Drive:

- Create new documents, spreadsheets, and presentations
- Work together at the same time on the same document and see the changes appear
- Have access wherever you have access to the Internet
- Google Drive helps you get to your files faster
- Share your documents with anybody in the world
- Start a discussion online and get feedback to enhance collaboration
- Google Drive tracks everything so you an go back in time and choose a revision. You can go back as far as 30 days.
- Do not send emails back and forth but create a document and share the link so everyone involved in a project can edit in real time and get projects done.

Can you think of 3 activities when you could use Google Drive in your classroom?

STEP 3: Click on “Go to Google Drive” if you already have Google Drive set up.

STEP 4: Click on “Create” and click on “Form”



STEP 5: Blank form with example questions

STEP 6: Add questions: Click the “Add item” button to chose the type of questions you want to create.

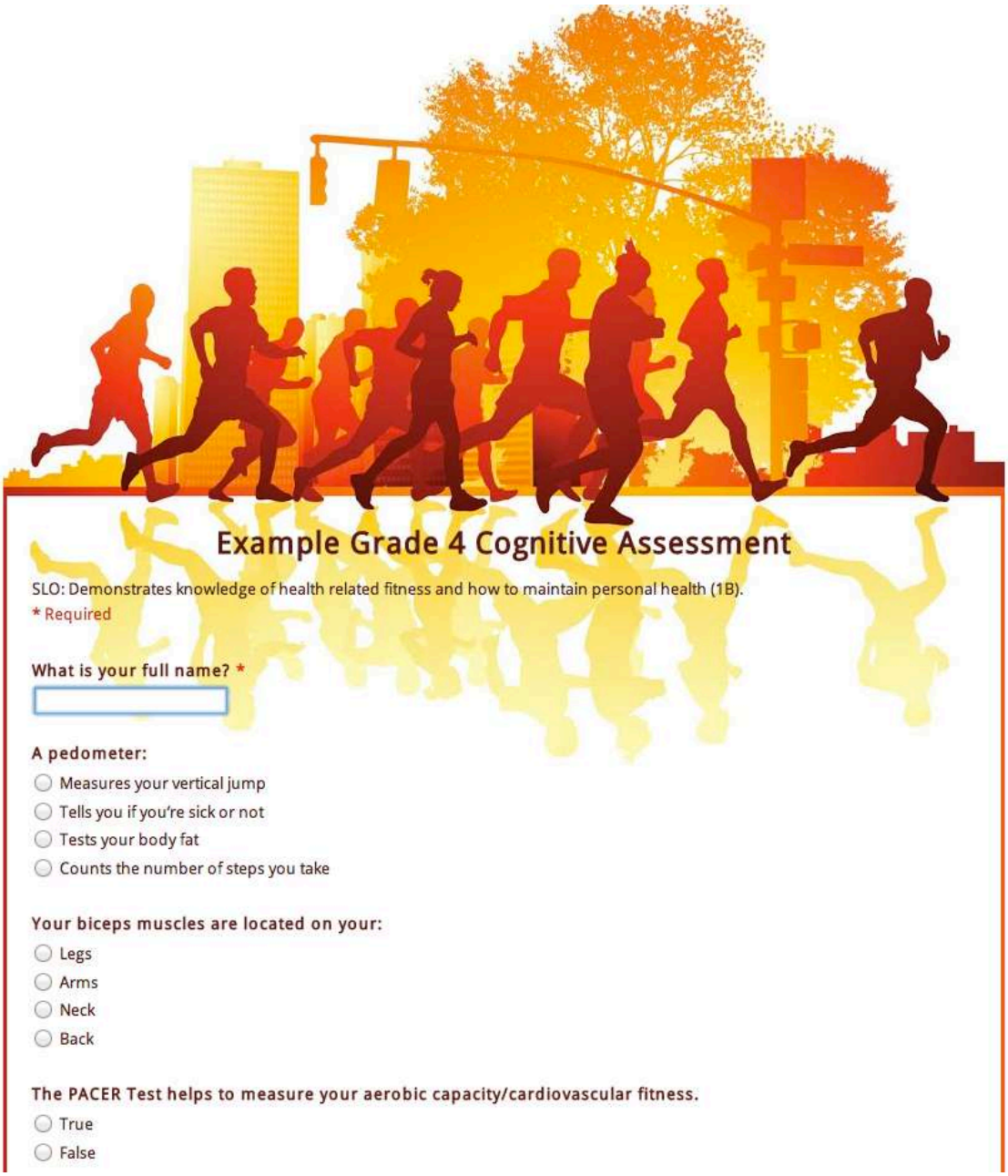
STEP 7: Give the form a title and a description (Adding your objectives and links to the standards or SLOs may be a good idea). Add the question text and state or click the correct answer.

STEP 8: You can check the "**Make this a required question**" checkbox so that the person taking the test must answer it. If you do not check that box, then are able to just skip the question and move on to the next one without answering it.

STEP 9: Once you have finished, you can save the quiz. If the **Save** button is already grayed out, that just means that Google has already saved he quiz, which it does automatically.

PART 2: THEMES

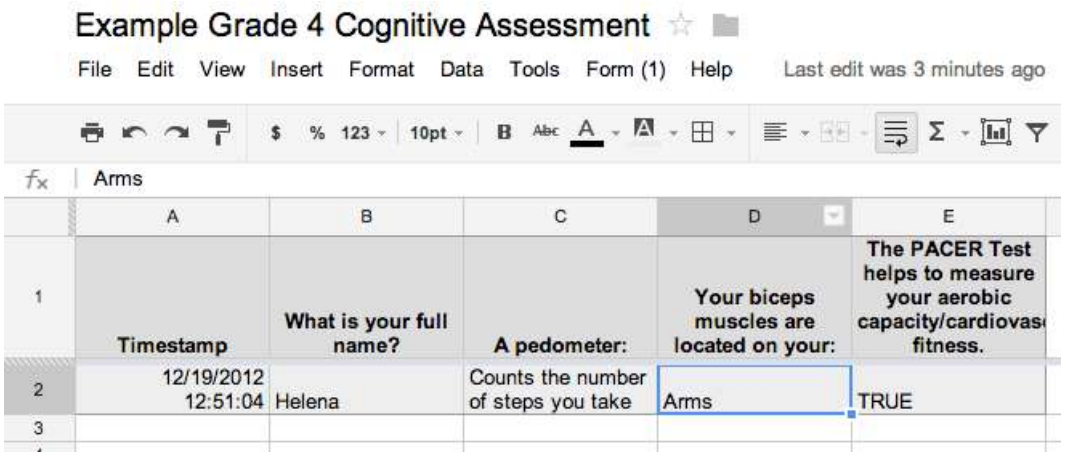
To make your tests more appealing and interesting or colorful, you can click on the "Themes" button and choose a different theme and different color scheme.



PART 3: VIEWS

You can now view the form in many different ways:

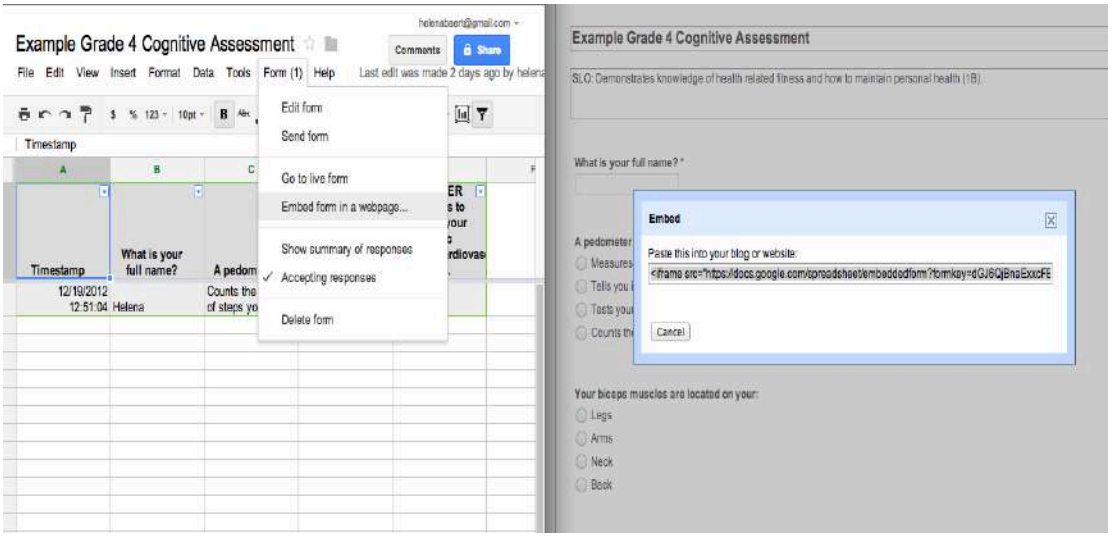
- Edit Form (to change or add new questions)
- Live Form (url where students can access the form)
- Data Form (see below)



PART 4: PUBLISH

You can publish the form online by:

- Emailing the form – send url through email or click "Send Form".
- Embedding the form into your website – using a code (this will be shown when discussing Google Sites)



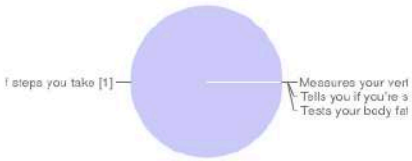
PART 5: DATA COLLECTION AND DATA ANALYSIS

- All responses – excel spread sheet (see above)
- Summary of responses – graphs

Summary See complete responses

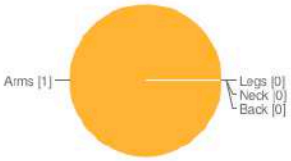
What is your full name?
Helena

A pedometer:



Measures your vertical jump	0	0%
Tells you if you're sick or not	0	0%
Tests your body fat	0	0%
Counts the number of steps you take	1	100%

Your biceps muscles are located on your:



Legs	0	0%
Arms	1	100%
Neck	0	0%
Back	0	0%

Use Excel Functions to interpret the data or create reports. Many functions can be used within the EXCEL documents.

POWERPOINT ASSESSMENT GAMES

INTRODUCTION

What are Educational Computer games?

Everybody likes to play games! So why not learn and play at the same time. At certain occasions, PE teachers may be without a gym, can't go outside, or only have a small classroom with 30 students to teach. Educational games can help you provide games with PE and/or health values. You can create games as a review of what students have learned in the gym or just create games to teach certain PE/Health content. Microsoft PowerPoint can help you create some amazing games and now it is even more simple as there are hundreds of templates that can help you create these games in a flash!
Using PowerPoint, you can create presentations that are non-linear, allowing you to incorporate music, graphics, videos and more. You can transform the classroom into a game show room!

Games Templates

- PowerPoint Games template
- Jeopardy: template and guidelines
- A variety of PowerPoint games: Wheel of fortune, Are you smarter then a fifth grader, Jeopardy, Who wants to be a millionaire, and more
- PowerPoint games template
- Collection of more games templates: Create classroom games such as: What is Louie Thinking, Big Board Fact, Racing Games, and others
- jeopardy.exe Teacher templates and games

Creating a PE Game by using any of the above template

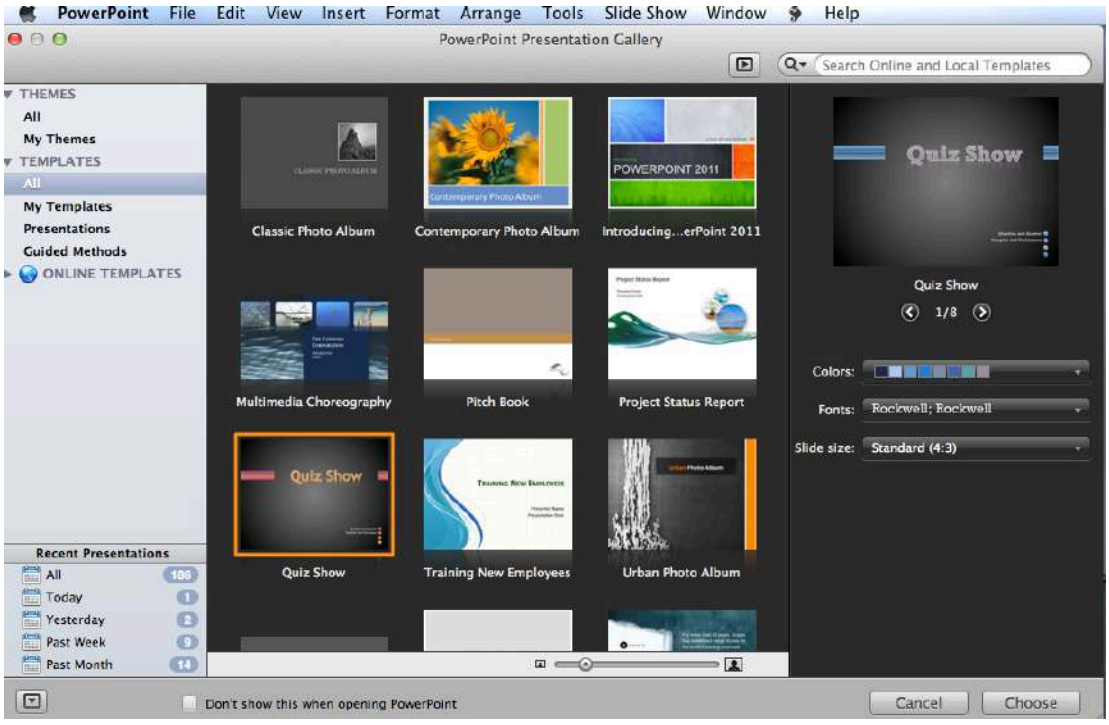
1. Look through the K-12 curriculum guide and decide on an SLO you can address by using an educational computer game.
2. Think about the type of game you would like to create
3. Look through examples and templates
4. Locate the template you would like to use for your game
5. Download the template
6. Create the questions and answers for the game
7. Create the game
8. Save the game

USING A POWERPOINT TEMPLATE TO CREATE AN INTERACTIVE QUIZ

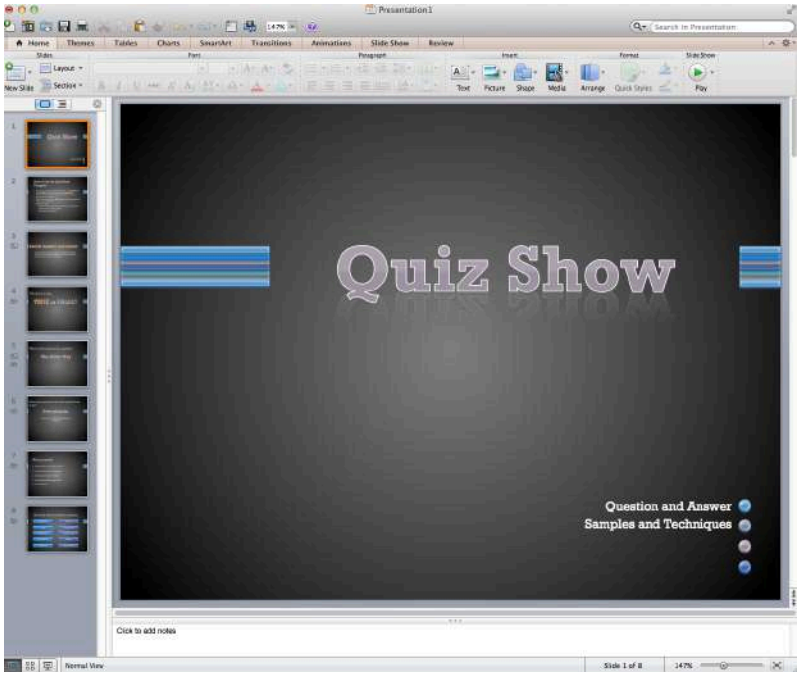
STEP 1: Open PowerPoint

STEP 2: Some PowerPoint programs have a “quiz template” under templates.

STEP 3: Save your PowerPoint Quiz under an appropriate name.



STEP 4: You can change the color scheme and font before you choose the template. Below is a picture that shows what your presentation will look like.



STEP 5: Change the title

STEP 6: Decide on the questions you want to create and go to **HOME > NEW SLIDE >** pick the type of question you want

STEP 7: Delete the slides that hold instructions.

CREATING POWERPOINT JEOPARDY GAME

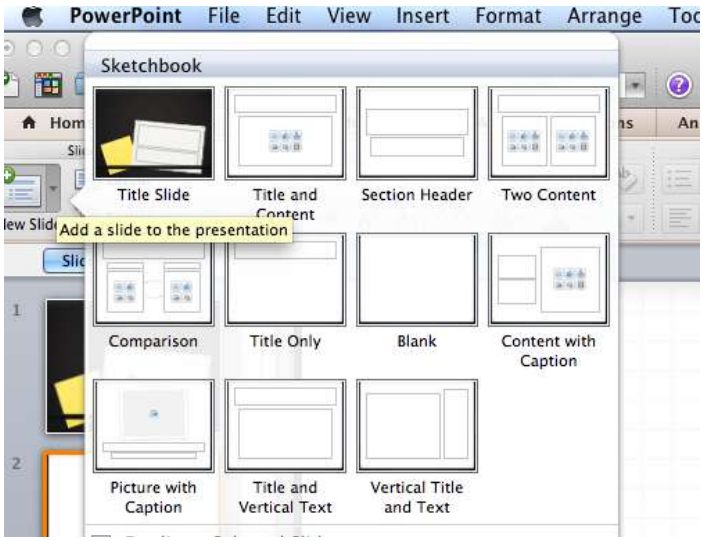
STEP 1: Create a new (blank) PowerPoint and save it using an appropriate title

STEP 2: Basic Function

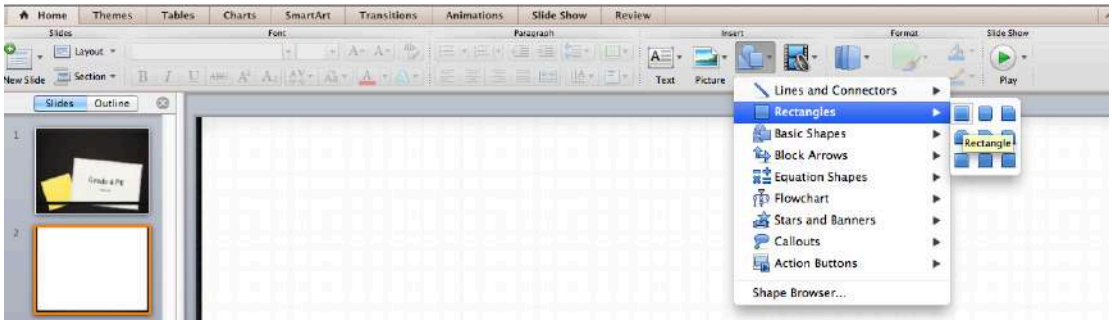
- Home Tab: basic functions dealing within one slide
- Themes: Create a background
- Tables: add and change tables
- Charts: Add and change graphs
- SmartArt: Many organizational graphics you can use to show models
- Transitions: Anything related to how one slide transitions to the next
- Animations: Anything related on how a slide enters and leaves
- Slide Show: Functions you use when you give the presentation
- Review: Add notes and edit presentation from someone else

STEP 3: Create a background – Click **THEME** > **CHOOSE BACKGROUND**

STEP 4: Add a new slide – Click **HOME** > **NEW SLIDE** > **BLANK SLIDE**



STEP 5: **INSERT > SHAPE >** Choose a basic rectangle shape with round corners

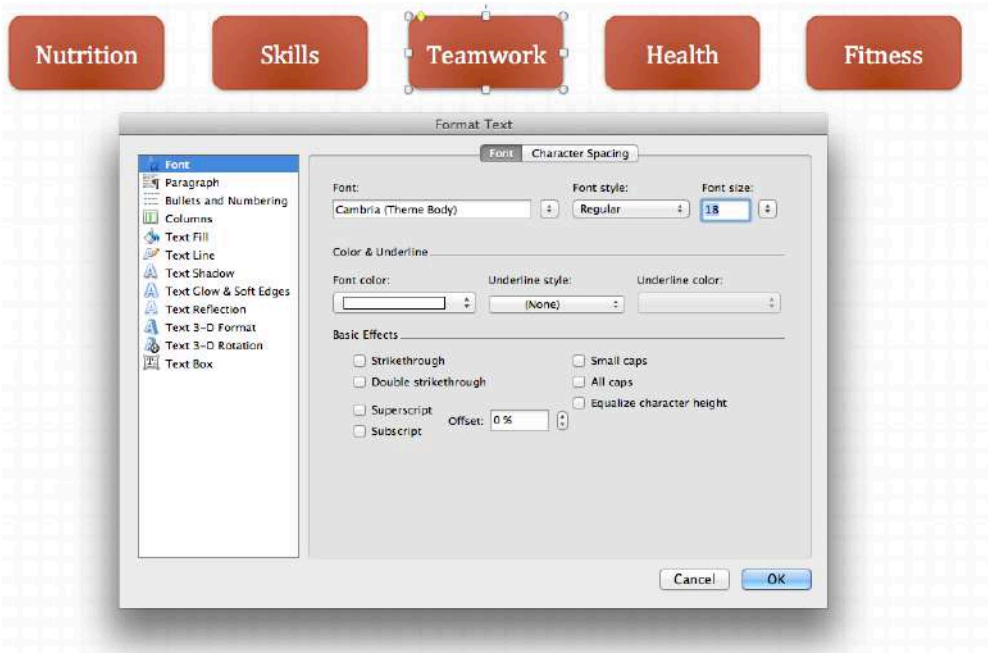


STEP 6: Depending on the number of categories you want, create a rectangle by clicking and dragging the corners to make it bigger. Once you have the size you want, right click to copy and past. The newer versions of PPT will help you put the boxes in one line, this is a great feature for PPT games!

STEP 7: To format the box, right click the box and click **FORMAT BOX**. Format one box and copy that box so you can always have the same formatting

STEP 8: To edit the text in a box, right click the box and click **EDIT TEXT**. You can type right into the box.

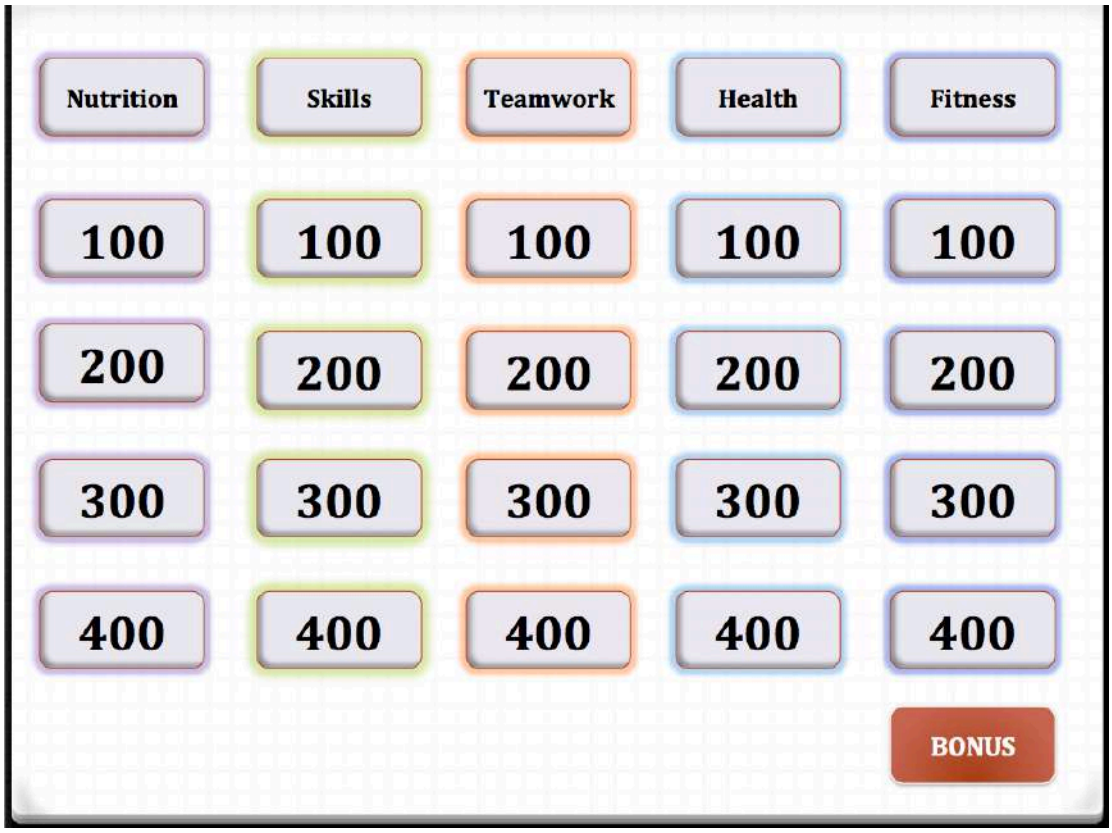
Below you see an example of categories and the "FORMAT BOX" window is open.



Example of how the buttons can be changed

STEP 9: Create the money buttons in the same way you created the other buttons, or simply copy and paste the above buttons into the slide. Again, you can choose how much money and how many questions you want to have.

Example Game Board:



STEP 10: Now it is time to add slides linked to the point values that will show the questions and answers. **HOME > NEW SLIDE >BLANK SLIDE**

STEP 11: The first slide will be the 100 question for the nutrition category and the second slide will be the 100 answer for the nutrition category.

STEP 12: Under "Insert", click **TEXT** button, click **TEXT BOX**, click on slide but hold on to the pointer and drag it open. A text cursor will appear. Type in your question and change the font and font size to what you like (make it as big as possible for GYM purposes). If you are playing jeopardy you want to use a statement for the question and a question for the answer. When you play this game with young children you may want o have simple questions and answers rather than playing the true jeopardy way. Questions and answers become more complicated as they learn more.

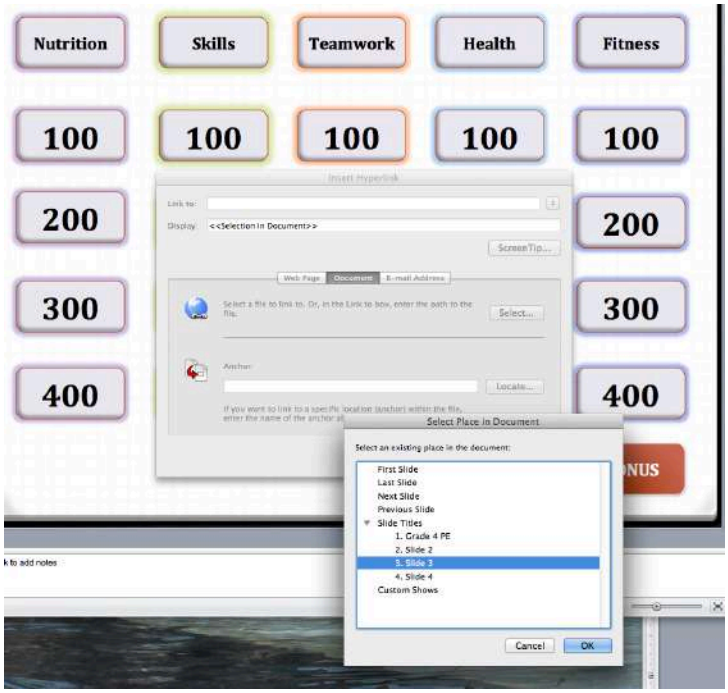
STEP 13: Create your answer slide in the same way: **NEW SLIDE > BLANK SLIDE > TEXT BOX >** Type in answer

STEP 14: Hyperlink the game board to the question and the question to the answer.

- Go to gameboard, **RIGHT click** on highlighted TEXT of 100 Nutrition button, click **HYPERLINK**, click **LOCATE**, find the slide that has the question for the 100 value button, click **SLIDE 3**, click **OK**.

- Go to Question Slide, click the Text Box – right-click, **HYPERLINK** > **LOCATE** > **SLIDE 4** > **OK**.

- Go to the Answer Slide, Click the Text Box, right-click, **HYPERLINK** > **LOCATE** > **SLIDE 2** (Board Game) > **OK.** This link will bring you back to the board game after you finish the slide



STEP 15: **Format theme colors**

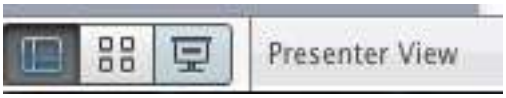
When you create a hyperlink using the number value in each button you can show a change in color once that button has been pressed. This makes it easy to remember what questions have been taken. To change the color of the hyperlinks, click **FORMAT** > **THEME COLORS** and change the color of the **HYPERLINK** and **FOLLOWED HYPERLINK**. Make it obvious! For example:

- Hyperlink – BLACK
- Followed Hyperlink – RED
- Click **APPLY TO ALL**

STEP 16: **Check your links!**

Check your links by trying it all out: go to first slide, bottom left of window, click the **PRESENTER VIEW** button, click until you get to the game board, click the "100 value" button, and this should take you to the question. Click the question and the answer slide should pop up. If so, you were successful at linking slides!

Three views:
1) Normal View (where you edit)
2) Slide sorter view (all slides)
3) Presenter view (takes you to the presentation)



STEP 17: Repeat steps 12 through 14 to create all the other questions and answers. Do a final check to make sure all the links are working.

STEP 18: To make sure your presentation only progresses using mouse clicks, click on the first slide, go to **TRANSITION** and make sure the **ADVANCE SLIDE** function has **ON MOUSE CLICK** checked. Then click **APPLY ALL**.

Step 19: Finishing the game: **getting creative**!
At this time the game has been completed. Make sure to save it. To make the game more interesting and fun, you could add a variety of multimedia aspects to it. For example, you can add your own voice to it and say each question and answer so all students can hear and see it. You can also add music, a video, pictures and of course you can add the Jeopardy theme song!

Inserting the theme song

- Buy it through itunes - $0.69 is the cheapest I found.
- Click INSERT > MEDIA > AUDIO BROWSER > Find the song
- Click and drag the song to the slide.
- When you do to the slide show you will see a sound picture you can click.
- You can add the sound to the questions, or just the bonus question, you can click it on and off when you want to.

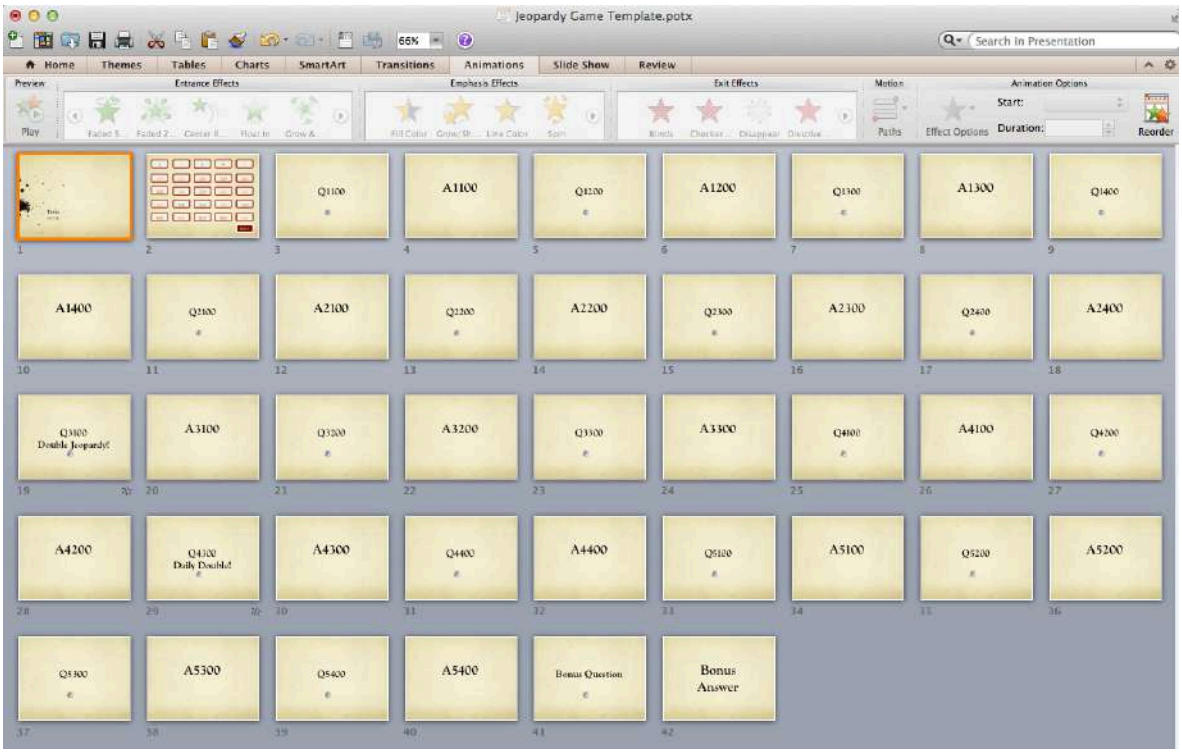
CREATING YOUR OWN POWERPOINT TEMPLATES

To create a Jeopardy Template you create the PowerPoint using the steps above and do everything except add specific categories, questions, and answers. You would simply create a general board with links to Q1100 (question category 1 for 100 points), A1100 (answer for category 1 for 100 points), and so forth.
To save it as a template: **HOME** > **SAVE AS** > Change format to **POWERPOINT TEMPLATE** > **SAVE**

Click tricks:

- You can copy the question and answer using copy and past in the column with all the slides. Everything you have on those slides will be copied, including the links. If you add a HOME link to each slide, this will be copied so you will not have to re-do it.
- Add in 'Double Jeopardy' and 'Daily Doubles' by adding an animation – highlight a slide text, click ANIMATIONS and shoes an entrance effect like FADED SWIVEL

Example of a Jeopardy Template



SOCRATIVE

Online and mobile student response program that allows the teacher to create assessments on the fly or use pre-set assessments and students provide answers on their mobile device.

HOW DOES IT WORK?

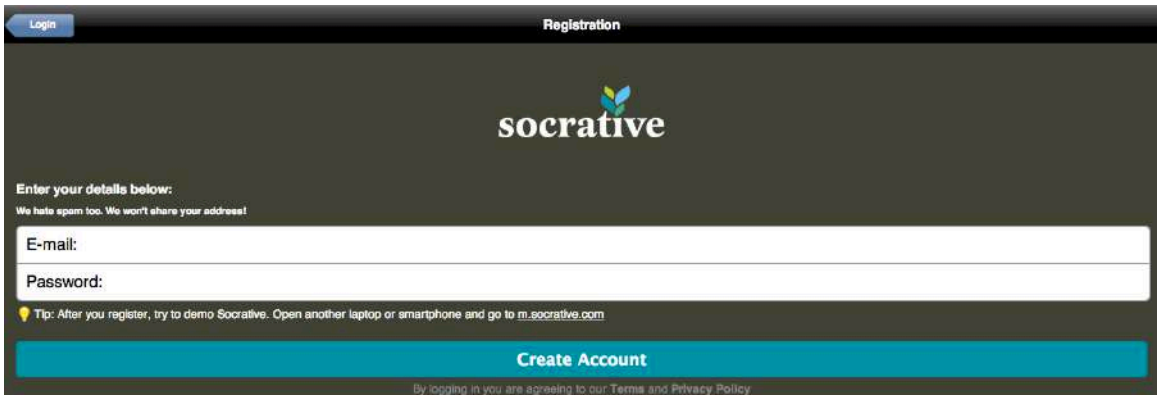
- Use Socrative on any mobile device
- Teachers login at t.socrative.com by entering their email and password
- Students login at m.socrative.com by entering the "virtual room number" provided by the teacher. Students will then see *"Waiting for teacher to start an activity…"*
- Teacher initiates an activity by selecting it on the main screen.
- Students respond on their device
- Students results are visible on the teacher's screen or sent in an email

Two applications:

- Socrative Teacher - Free iTunes app and web-based.
- Socrative Student – student must download free iTunes app

SET UP

STEP 1: Sign up



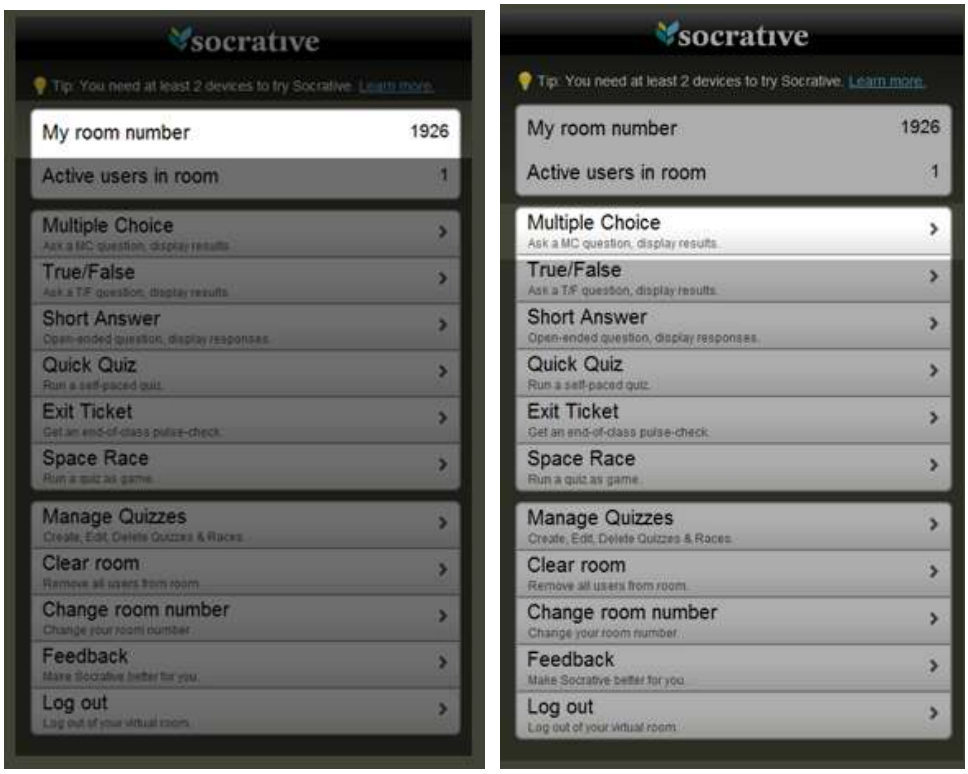
STEP 2: Create a free account

STEP 3: Create Quizzes or use a paper quiz and simply create the room.

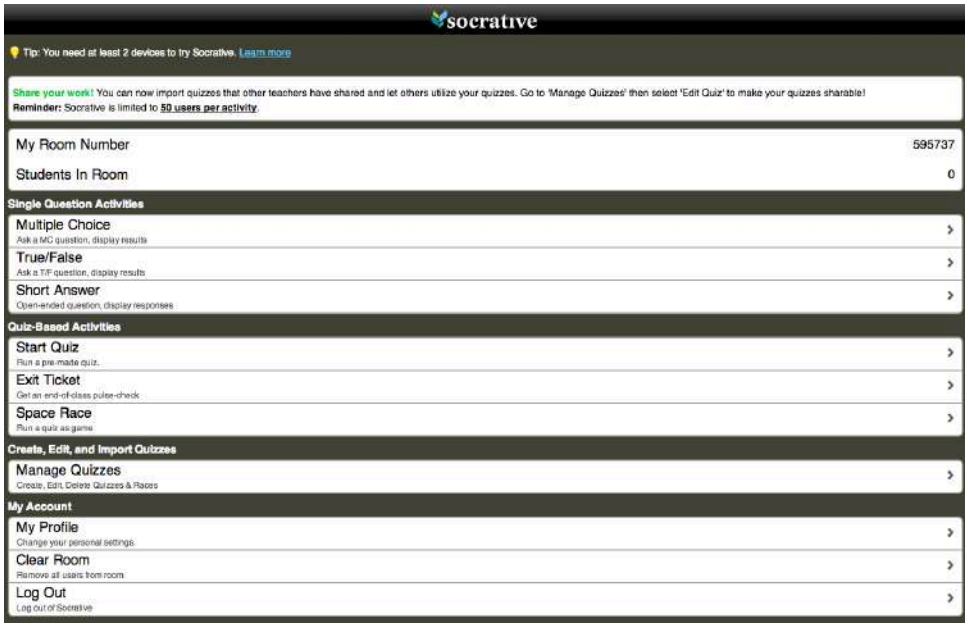
STEP 4: Share the room number with students.

STEP 5: Students login at m.socrative.com by entering the "virtual room number" provided by the teacher. Students will then see *"Waiting for teacher to start an activity…"*

STEP 6: Initiate the Quiz



STEP 7: As students respond you will see the results on your screen



WEBQUESTS

INTRODUCTION

What are WebQuests?

WebQuests were originally created by Bernie Dodge to allow students to purposefully search the World Wide Web through cooperative learning, the process of inquiry, and problem-based learning. When using a WebQuest in PE, the classroom is extended and students can be evaluated within both the cognitive and affective domain. Through the WebQuest, students can refine their knowledge and learn how to collaborate with others. Also, you can teach Web Etiquette as well.

In WebQuests (http://webquest.sdsu.edu), students are provided with a problem to solve along with Web resources. Usually students will work in cooperative groups or teams. Each student has a role to play as he or she explores the links provided. Later, students teach each other what they have learned and finally, higher level questions guide students toward more challenging thinking and a deeper understanding of the topic. Research shows that students often find WebQuests interesting and fun.

PARTS OF A WEBQUEST

1. **Introduction** "Quest" that sets the stage and provides compelling background information.
2. **Task** that is clear, do-able, and interesting
3. **Sources**: a set of relevant sources needed to complete the task (this could be part of the process or separate)
4. **Process**: A description of the *process* the learners should go through in accomplishing the task, including roles that different individuals play.
5. **Evaluation**: An *evaluation* page describing how the work of students will be assessed. A *quiz* page can be added as well
6. **Guidelines** on how to organize the required information. Sometimes this is part of the process.
7. **Conclusion** that brings closer to the WebQuest, including reminding the learners of what they have learned.
8. **Teacher page** describes the WebQuest so other teachers can use it.

Creating a WebQuest

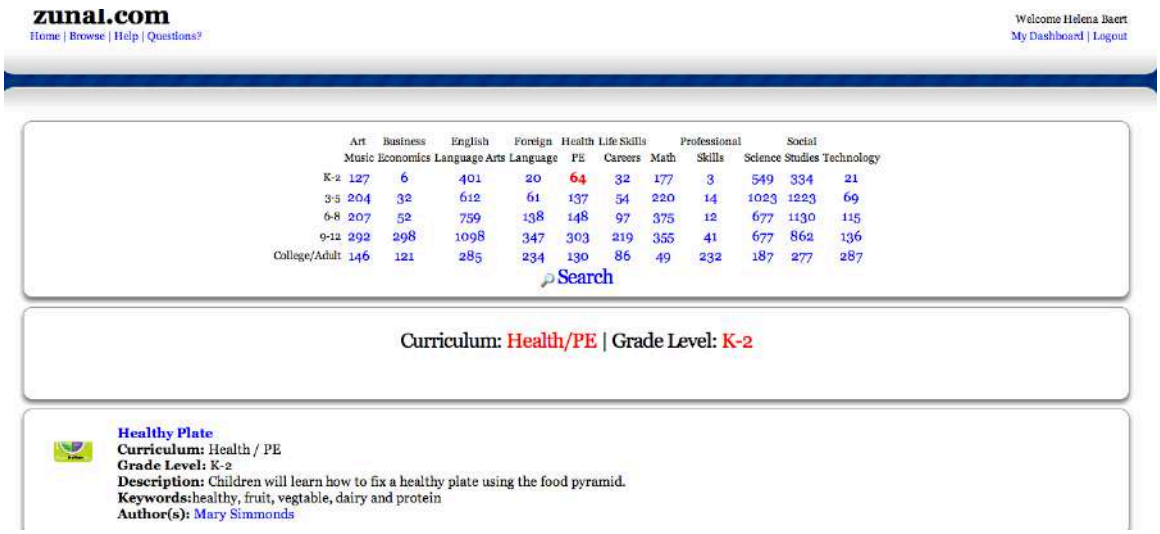
- www.zunal.com
- Create your own using WORD

ZUNAL

- Easy step by step process that provides prompts as to how to complete a WebQuest.
- Free to sign up and to create and use 1 WebQuest – great for those to try it out
- PRO account: $20 for 3 years
    - 50 WebQuests
    - You can copy and enhance WebQuests
    - Ads free WebQuest – great for education!
    - Additional modules: add rubric, quiz, Q&A, photo Gallery, Google Map Activity, WebQuest Game and more
    - Zunal Sites

Zunal Examples:

- Browse examples on PE: http://zunal.com/index-matrix.php



WEBQUEST BREAKDOWN

Introduction

- **What is it?** Short paragraph to explain the quest your students will embark on. Often you can describe an event or case study where a general problem needs to be solved. You may end the introduction with a question that can guide the students on their quest.
- **Objectives**:
  - What will be learned? – Hook the students and give them a general idea of the quest. Set up the scene, engage the learner.
  - Why should we students learn this? Refer to the importance of the task and reasons why.
- **Example**: (http://zunal.com/introduction.php?w=161508) Your teachers sister is a professional bodybuilder and trainer at a local gym in Salisbury, NC. She promotes Cardiovascular health, and muscle building to every client she comes in touch with because of her love for exercise and health. Being well known all over the county she can only see so many clients daily. Your teacher noticed his sister was being run down by working late hours and her training ability began to slip in performance and clients were not meeting their goals in the weightroom. Can you help take a couple clients off her hands?

Task

- **What is it?** Describe the objectives, what should the learner accomplish? Written in second person. This does not include the specific steps to solving the problem. Discuss the end goal.
- **Task should be**:
  - ✓ Short
  - ✓ Clear
  - ✓ Thoughtful and aim at higher order thinking
  - ✓ Realistic
  - ✓ Specific
  - ✓ Developmentally appropriate
  - ✓ Aim to address the diverse needs of the students
- **Example**: (http://zunal.com/tasks.php?w=161508) Your teacher has decided to make each and everyone in the class healthy by weightlifting. He wants you to learn about the different ways weight training helps the body so they can turn around and help his sister train her clients. There will be 4 to a group, a Doctor , Trainer, Nutritionist, and BodyBuilder. Gather information and present the class with a workout video.

Process

- **What is it?** A step-by step guide on how the students will solve the quest. Almost like a lesson plan. This section will spell out every detail on what students need to do. Depending upon the teacher style you will use this section may look different. Also, depending upon the learners experience with WebQuests, your instructions may be different. The first time you create one you should spell out everything in a step-by-step matter. Using headings and different phases works well!

- **Phases**:
  1. ***Gathering the information***: depending upon how many students work in each group, their experience with WebQuests, and how well students can work together, you assign students with specific roles. Each role will have live links or questions that will guide them to find the information they need.
  2. ***Examining the information***: Once they find the information they need to examine it, analyze it and make decisions on how they will use the information to solve the problem.
  3. ***Reflect and create:*** This is where the students produce the result of their research and thinking within something concrete like a paper, video, debate, model, etc. Here you provide them with the tools they need to cerate the final product.

- **Word Template:** For each role you create a table that shows the step-by-step process, questions or tasks with active links.

  Phase 1:

Role:		
Steps	Questions	Links
1		
2		
3		

  Phase 2:

  Phase 3:

- **Example**: (http://zunal.com/process.php?w=161508)

  Phase 1: Decide on the role you will play. We will have four main roles: a doctor, a nutritionist, a trainer and a bodybuilder. Each student will have a variety of tasks but everyone eventually must work together to create the final product. Decide together who will do which role and complete your research in phase 1. (Due Date)

Role: Doctor - Your teacher wants you to know the muscles that you will be

working out.		
Steps	**Questions**	**Links**
1	Read the materials and provide a definition using your own words of what each muscle helps the body with. **Muscles**: Trapezius, Deltoid, Infrospinatus, Pectoralis Major, Biceps Brachii, Triceps Brachii, The Glutes, Hamstrings, Groin Muscles, Quadriceps Muscle, Gastrocnemins (calf), Rectus Abdominus, External Obliques.	Go to Muscles Anatomy and read over each muscle carefully.
2	Take 5-10 minutes after you are done and share with the group members.	

Phase 2:

- The trainer will work with the doctor to choose 2 exercises from each muscle.
- The Bodybuilder will work with the nutritionist and the trainer to develop an outline of your workout and nutrition plan
- The Bodybuilder and the trainer will create a video of a workout session. The trainer will explain the exercises and the doctor will explain the muscles that you are working on. The nutritionist will record the video.
- Days to work on phase 2

Phase 3*:*

- Gather all the information you have and create a PowerPoint presentation with the video on the last slide. Each student must include his or her own work and each student must take an equal part in the presentation. In class you will provide a short 10-minute presentation.
- Presentations will be on (Date).

Sources

- You could have an additional section for relevant sources if you need to.
- Most often the sources are embedded right into the task.

Evaluation

- What is it? An *evaluation* page describing how the work of students will be assessed. Outline the evaluation criteria and the content standards. Describe how the students will be assessed. Show the grading scale you will use.
- You can add a rubric, quiz, evaluation report, pre and post assessments, or other assessment tools. Each tool must be clearly explained
- **Example Rubric** (http://zunal.com/evaluation.php?w=161508)

Evaluation: Each person will be graded individually for your section. Points will be added up at the end for each person and will result in a total for the group.

Evaluation Rubric:

	1	2	3	5	Score
Doctor	I did not describle all the muscles in my own words. I did not gather information on all the muscles.	I described some of the muscles in my own words. I gathered most of the information on all the muscles.	I described all but 2 of the muscles in my own words. I gathered almost all of the information on all the muscles.	I described all the muscles in my own words. I gathered all the information on all the muscles	5x5= 25
Nutritionist	I did not pick 5 supplements and explain clearly to my classmates.	I picked 4 out of 5 supplements and explained briefly to my classmates	I picked all 5 of my supplements and explained each one to my classmates with some information missing	I picked all 5 of my supplements and explained each one to my classmates with no information missing.	5x5=25
Trainer	I did not pick 2 exercises from each muscle. I did explain the trained muscles clearly during the video.	I picked almost all of the exercises from each muscle. I explained the muscles clearly but failed to report the information correctly	I picked all the exercises from each muscle. I did not speak cleary but reported the information correctly	I picked all the exercises from each muscle. I spoke clearly and all the information was correct.	5x5=25
Bodybuilder	I did not preform the exercises correctly.	I preformed the the exercises correctly half of the time	I preformed the exercises correctly 75 percent of the time	I preformed the exercises correctly all of the time	5x5=25

Total Score: 100

Guidelines

- This page is optional as this information can be added to the "Process".
- Guidelines discuss how to organize the required information into the final product. Depending on the final product you may wish to have a separate page for it. Sometimes it is useful to have it separate if you want your students to complete the first two phases first and thoroughly before beginning the final project.

Conclusion

- **Two purposes**:
  1. It brings closure to the WebQuest. The students can reflect back upon their work and what they have learned in the process.
  2. To look ahead and create connections to how what they learned can help them further in their life. It can also be a place to add more resources if students wish to learn more about the topic. The focus is on life-long learning.

- This section can be short or long, it depends on the teacher and the connections you can make.

- **Example**: (http://zunal.com/conclusion.php?w=161508) After completing this WebQuest, you should be able to demonstrate proper technique in the gym setting as well as help your peers achieve their goals. Your teacher would also like to thank you for taking some clients off his sister's hands. She is back to full strength and can help out in the community.

Teacher Page

- **What is it**? This is where you describe the WebQuest so other teachers can use it. Hook your fellow teachers into using the WebQuest or into creating their own. This section can include curriculum information, objectives, standards, connections to common core, interdisciplinary aspects, additional resources, credits for the resources used within the WebQuest.

- **Example**: (http://zunal.com/teacherspage.php?w=161508)

Teacher Page

I designed this WebQuest for health and physical education students from the 9th to 12th grades. This WebQuest is about students learning that weightlifting is a great chance to build their health and live a healthy life style, yet to it in an appropriate and safe way. It would take around 1 to 2 class periods to preform this WebQuest. I would have them study and gather their information the first day. Then take the class to the weight room at the school for the second day and video tape and preform their exercises.

Credits

This WebQuest sends thanks to the following websites.
http://www.sportsinjuryclinic.net/anatomy/human-muscles
http://www.gnc.com/home/index.jsp?camp=ppc:2629&camp=28&affcode=2629&searchdef=2269848&k_clickid=19219d8e-8afe-96e8-fa41-00007455de7d&021=28100&002=2269848&004=2047172234&005=264047663&006=12062741834&007=Search&008=
http://www.acefitness.org/exerciselibrary/

Also thanks to Ty Young, and Alaina Vanderford for letting us use their photos from past shows they have done.

Thanks to Mrs. Lowder for letting us experience this wonderful teaching tool.

WebQuest Sources

- Teacher Development Guidelines Page (Share with permission from Derrick Mears)
- Webquest.org – Website with more information on WebQuest
- TeacherWeb – many examples of WebQuests created by and for teachers.

SECTION 2: REFLECTION

INTRODUCTION

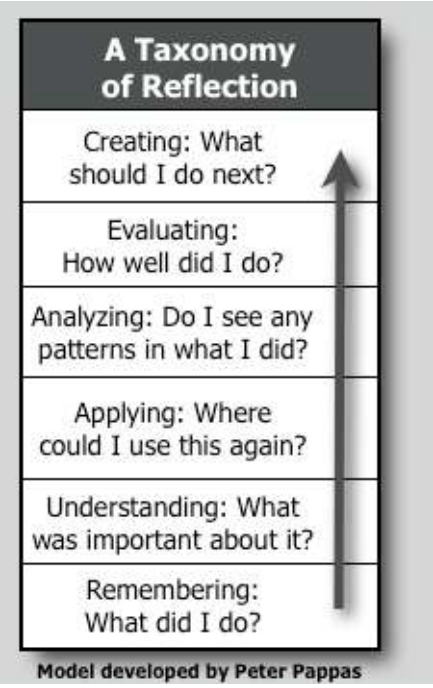
What is reflection?

Reflecting is taking a closer look at ones experiences. We reflect on performance using our own academic language. We guide our students to reflect upon their performance and experience to so they can gain a deeper understanding of the concepts related to movement and fitness. In order for students to become physically literate, they must be competent and confident in their movement. Reflection can help students understand their own competence levels and help them gain more confidence as they increase their knowledge about movement. We, teachers and students, often reflect briefly yet deeper reflecting within an educational setting should be facilitated. Many scholars have addressed the definition of various levels of reflecting. In general, most agree that reflection involves the process of thinking about what, how and why something happened.

Models of Reflection

Levels of Reflection

- What? – Facts, what happened?
- Gut? – Feelings – What felt right? What felt wrong?
- So What? – Why? Reasoning, creating connections to previous knowledge and experiences.
- Now What? – Ideas, further questions, further work

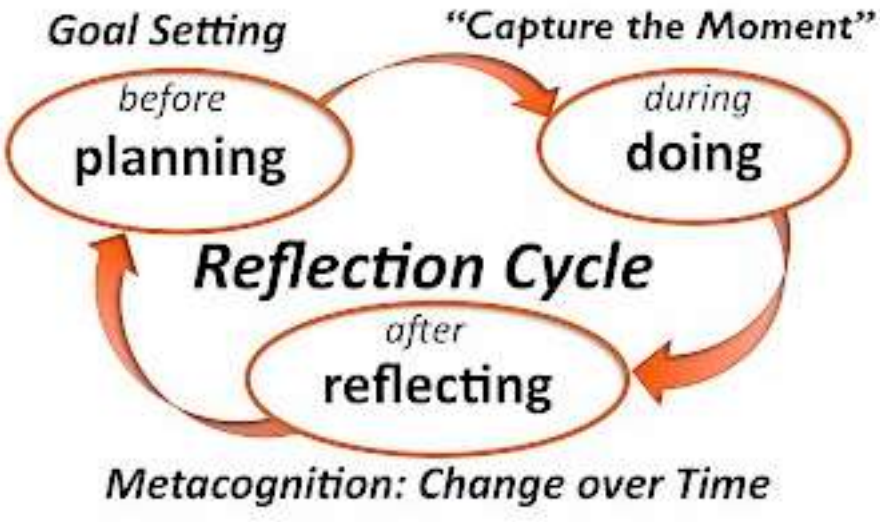


Three Reflective Directions

1. ***Reflection-on-action*** requires looking back on what one has accomplished and reviewing the actions, thoughts, and product.
2. ***Reflection-in-action.*** In this activity, the individual is responsible for reflecting while in the act of carrying out the task. If, for example, the student is writing a story and has left out the setting, reflection-in-action could guide the correction of a major component of the story writing. How can PE teachers support literacy?
3. ***Reflection-for-action***. This reflection form expects the participant to review what has been accomplished and identify constructive guidelines to follow to succeed in the given task in the future.

Source: Killion, J., & Todnem, G. (1991). A process for personal theory building. *Educational Leadership, 48*(7), 14-16.

Reflection Model based on Self-Regulated Learning Theory



Source: https://sites.google.com/site/reflection4learning/reflective-practice This model is based on the theory of ***Self-Regulated Learning*** further explained by: Abrami, P., et. al. (2008), Encouraging self-regulated learning through electronic portfolios. *Canadian Journal of Learning and Technology, V34*(3) Fall 2008. http://www.cjlt.ca/index.php/cjlt/article/viewArticle/507/238

Types of Reflection

1. **Micro-reflection**: Day-day reflection focused on giving meaning to an experience. Can be quick, short, can be verbal (checks for understanding + asking why), or written through exit slips.
2. **Macro-reflection**: Reflection that informs further action or practice. Often these involve larger products and takes up more time.

TOOLS THAT ENCOURAGE REFLECTION
VOICETHREAD

WHAT IS IT?

A tool to have a conversation around media such as videos, images, documents, or presentations. You can hold an entire group discussion on a single page. Comments from participants will fill in around the edges of the media. There are five different ways for people to comment: telephone, webcam, microphone, text, file upload.

CREATING A VOICETHREAD

- Upload
- Find your media
- Once uploaded, you can rearrange the media and drag it to whatever location you want it to be.
- Go to Comment (this is like a preview)
- Comment on the images sharing your story connected to the image.
- Add a title and description Click SAVE
- Share it with others (email invitation)

PARTICIPATING IN A VOICE THREAD

- Find image
- Image zoom in and out
- Add comments – you can always delete own comments, you are in control
- Two ways to hear comments – click on the person, or use controls at the bottom.

VOICETHREAD IN PHYSICAL EDUCATION

- Students/Teachers can take pictures of various activities and everyone can comment on their experiences doing these activities inside or outside PE.
- Working with ESL students? Create a picture library with English words and explanations and ask them to respond with their own language and repeat the word in English.
- Show a picture of the day and ask students to reflect on the picture and show you what it means to them.

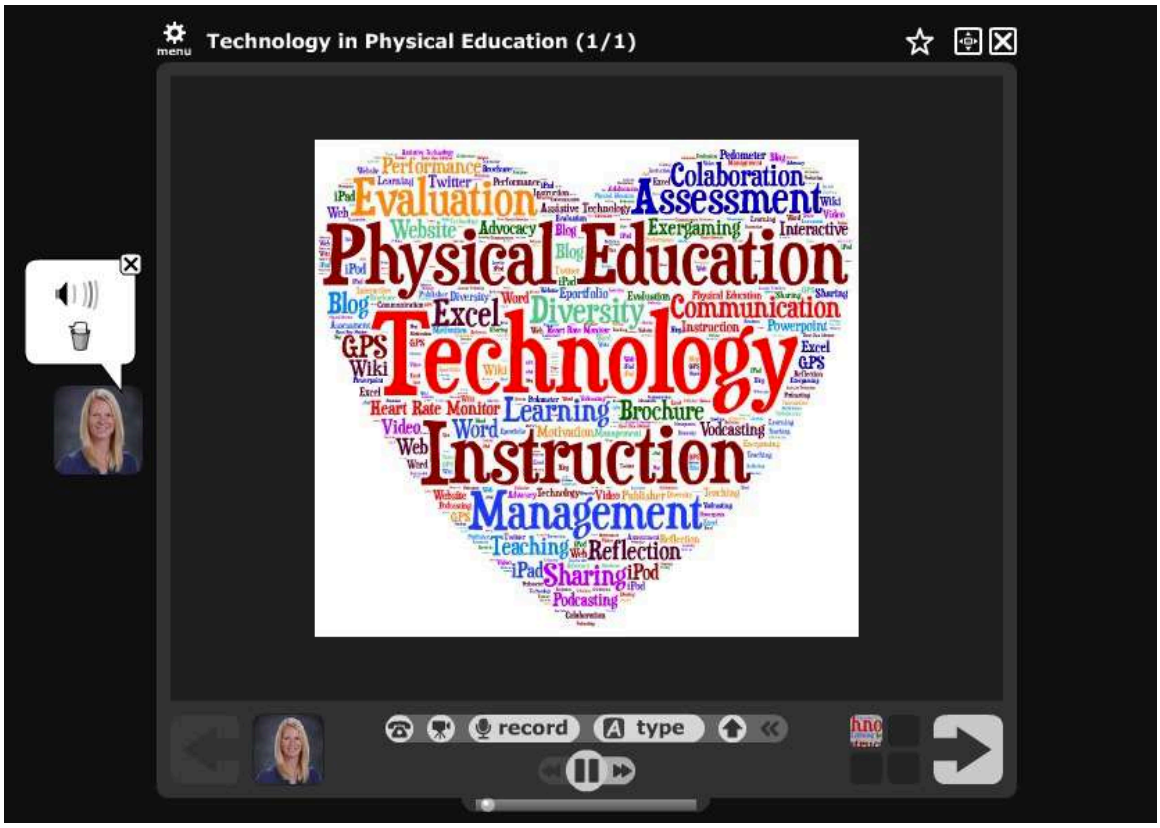
Learning Task

What are your ideas of uses in PE?

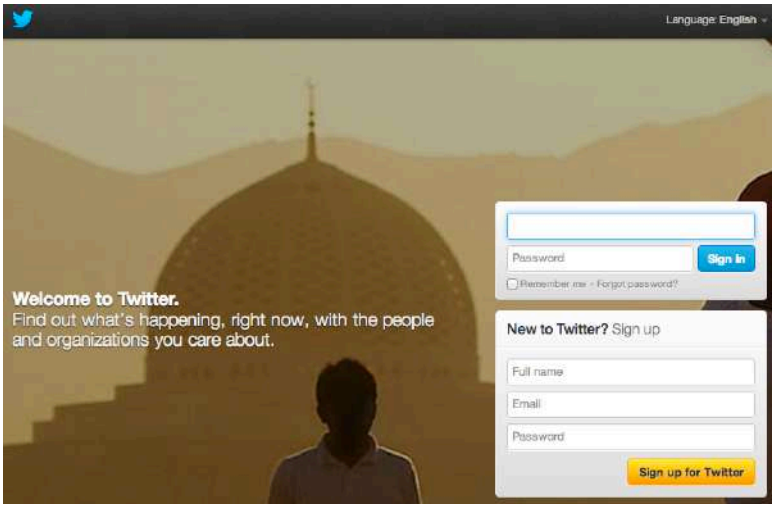
Let's practice using Voicethread!

Link: https://voicethread.com/share/3916089/

Click Comment and record or Type your comments.



TWITTER



WHAT IS IT?

- Real-time online social network
- Share anything with anyone
- Tweets are maximum 140 characters long
- You can follow people from around the world
- You can have twitter wherever you are through mobile apps
- As a teacher, Twitter can be useful to create a personal Learning Community (PLN), even if you do not tweet!
- Get the news fast!

SETTING UP A TWITTER ACCOUNT

1. Go to www.twitter.com
2. Sign up by giving your full name, email and creating a password
3. It's Free!

TWITTER IN EDUCATION

- After class discussions and reflections
- Online student community
- Personal learning community
- Class announcements
- Receive feedback from students
- Research
- Conferences
- Make connections
- Learn new things
- Stay up to date
- Share best practices
- Share lesson plans

HOME PAGE

- Add your picture
- You can change your background as well

TWITTER BASICS

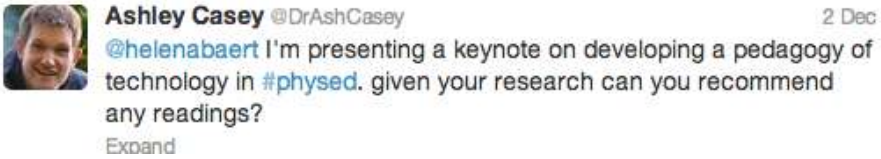
Tweet:

- Sign in
- Type your tweet into the box on the left side or click the blue "**Compose new Tweet**" button

- Type in a tweet that has less than 140 characters
- Click **Post the Tweet**
- You will see the tweet in your timeline

@Name:

- Any time you use @ in front of a username you will mention that person.



Tweet Functions

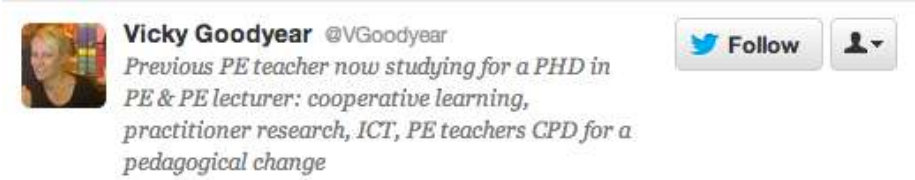
- View conversation (if you have been going back and forth with people this can come in handy)
- Reply – to reply to the tweet
- Retweet – send a copy of the tweet
- Favorite – add this tweet to your favorite list
- More – email tweet to others

Find People

- Click **People** in side bar and search for people
- # **Discover** and click **Browse categories**. If you find an interesting person, click to follow.
- # **Discover** > **Who to follow** (these are suggestions)
- or search for people by their full name or username
- or click your followers list and find interesting people that way.

Follow People

- Once you find someone you like to follow, click on the username or go to that person's profile page
- Click the **Follow** button



Hashtags "#"

- A hashtag is used to mark keywords or topics in a tweet. It is a used in a way to organize tweet together.
- For example: #PEGEEK is a good one to use when you are referring to anything related to PE. Many PE people on twitter use this one.
- Conferences are starting to use hashtags to inform people - @NYAHPERD was used during the 2012 NYS AHPERD Conference.

TWITTER VIEWS

- Home
- @ Connect – Here all the interactions you had will show up
- # Discover – Interesting tweets tailored to your interest
- Me – All the tweets you shared
- Following – List of everyone you follow
- Followers – List of everyone who is following you
- Favorites – Any interesting tweets you want to remember you can star and these will come into your Favorite list
- Lists – You can create a list where you put people you are following in. For example, a class list, list for "physical education", list for "PE Technology".
- You can see the lists others create and subscribe to a list.

PEOPLE WORTHY OF FOLLOWING

- @mrrobbo: PE teacher who uses a lot of technology and creates PE apps. Many of them included in this workshop!
- @TheGameDoctor – Anything in relation to Exergaming in PE
- @bmohnsen – Bonnie Mohnsen, expert in technology in PE
- @kmorrow – PE teacher, Google Certified, Apple Distinguished Educator
- @helenabaert – my personal twitter account
- @PEScholar Sends out many tweets covering PE resources
- @AAHPERD – for updates from AAHPERD
- @NASPE
- @phys_educator – Joey Feith – Canadian PE teacher advocating the power of Social Media
- @PE4life
- @pecentral
- @PEresources

LEARNING TASK

What are some uses you can see for Twitter in PE?

EDMODO

www.edmodo.com

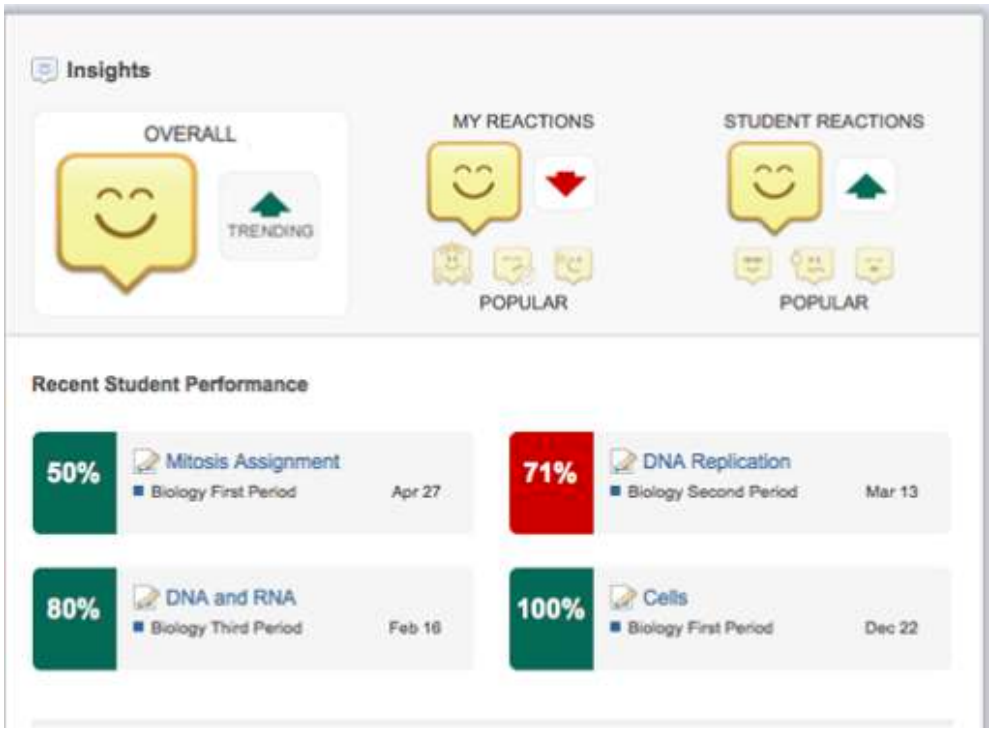
WHAT IS IT?

An online network for a classroom. Edmodo provides a secure network where students and teachers can connect, collaborate, access homework, grades and notifications.

FEATURES

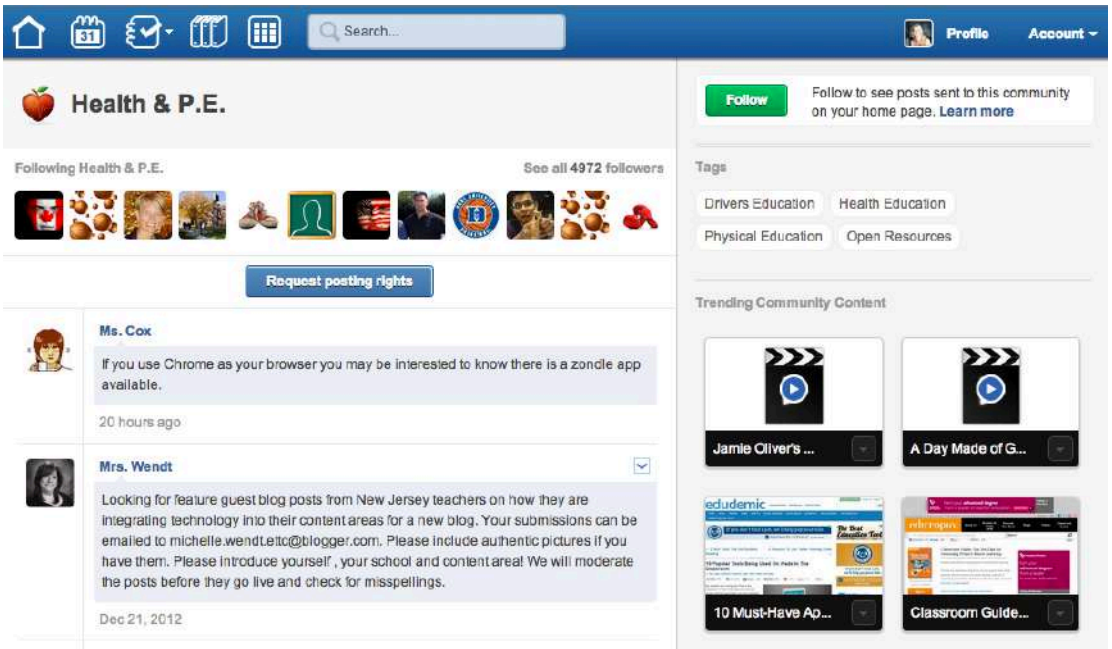
- Browse lesson-ready videos, links and files
- Connect to other teachers
- Create your personal class hangout
- Create discussions
- Create groups and facilitate group work
- Grade assignments and quizzes
- Plan your school year
- Students can give reactions to something they experienced in class. They can show understanding, confusion, or frustration.
- Teachers can provide feedback
- Teachers can use the feedback from students to aggregate classroom reactions and this can I turn be used to alter activities or strategies used in the classroom

STUDENTS REFLECT



Check out this video! http://www.edmodo.com/features

HEALTH & PE EDMODO COMMUNITY



GOOGLE

INTRODUCTION

Most people know Google as a search engine, but it is much more than that. Google has many educational features, in fact, it has an entire network built around education: Google in Education. You can find resources for both teachers and students on the network. The most important benefit to Google is that many features are integrated. No longer do you need to sign in and out of different programs that do different things. Educationally, you could function solely based on using Google products. This is also why Google has come out with the Google Chromebook for $249 and the Acer Chromebook for $199.

For students, Google has a Global Google Student Network (age 13+). For teachers, Google provides a network, professional development, applications, videos and much more.
Interested in Google Education for your school?
https://sites.google.com/a/googleapps.com/k12-guide-to-going-google/

ADVANTAGES FOR USING GOOGLE

1. Save money! Google is cheap – most everything is free.
2. Easy to use apps
3. Centralized storage – Google Drive
4. Lesson plans
5. Videos
6. Privacy
7. Filters
8. 24/7 Access
9. Freedom
10. Mobile
11. Collaborate
12. Manage
13. Chat & Call for free with Google Voice
14. Protect your phone number
15. Create forums
16. Share information
17. Reflect using blogger
18. Create websites for free using Google Sites
19. Schedule and plan parent meetings
20. Create groups
21. Stay up to date
22. Create templates
23. Share documents with parents
24. Email using Gmail
25. Use Google Maps
26. Search books and create your own library
27. Take notes with Google Notebook
28. Track student work with timestamps
29. Teacher academy and resources
30. Everything is web based

TOP TEN GOOGLE PRODUCTS

Google Products Website

1. Google +

2. Google Search

 OR 

3. Google Documents / Drive

4. Google Sites

5. Google Maps

6. Google Blogger

7. Picasa Web Albums

8. Google Voice

9. Gmail

10. Google Calendar

Learning Activity

Which of these Google Products do you see yourself using the most in PE and why?

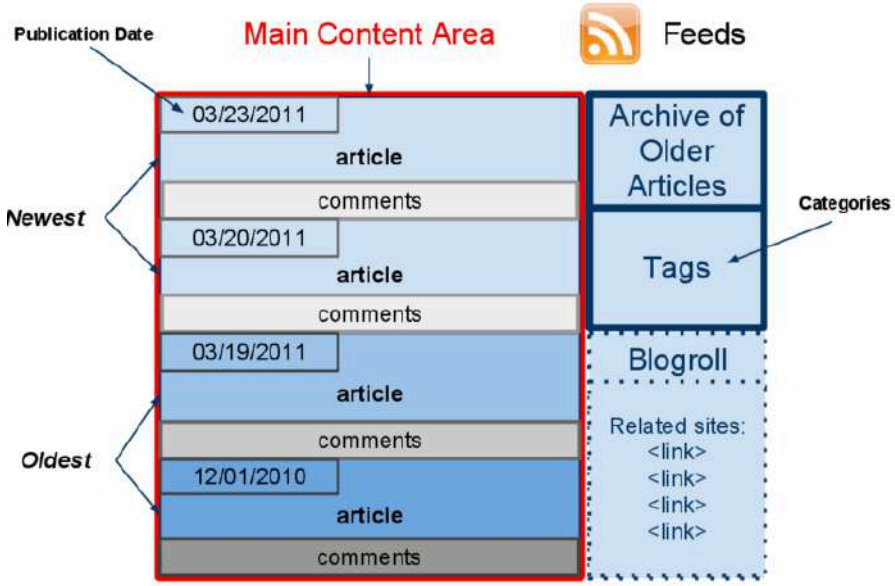
BLOGGING

BLOGGING BASICS

Introduction

A blog is an abbreviation for "Web Log", a term used to describe a website that has chronicle information on it. A blog is a fancy word for online journaling. Blogs are free to set up and can be used individually or as a group. Blogs can also be used as Class websites. In general, a blog contains 6 parts:

1. Main content area where posts are listed chronologically, and often in categories
2. An archive of all posts
3. Comment area – usually at the bottom of each post. For people to leave comments
4. A Blog roll: a list of other related websites
5. Feeds: a way for people to stay up to date on what you are blogging about



(Image from http://codex.wordpress.org/File:whatIsABlog.png)

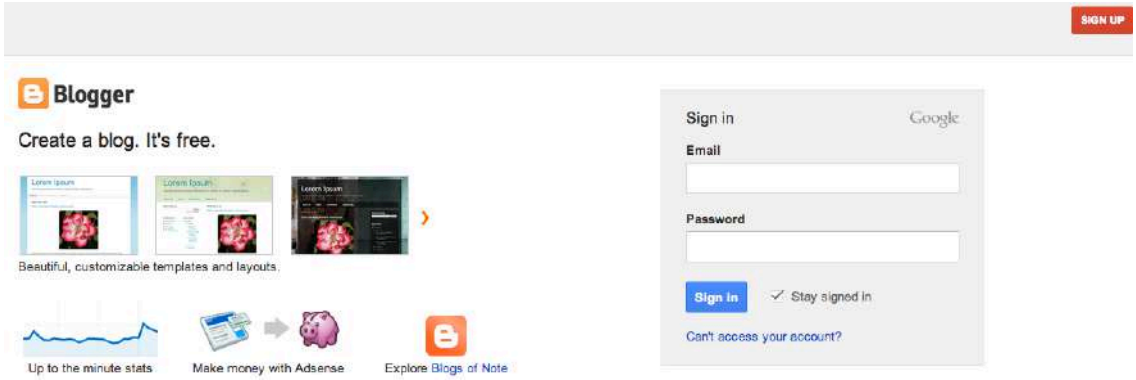
Blog entry

- Title
- Body – main post
- Comments – at bottom, from readers
- Permalink - URL of the full, individual post
- Post Date – date of publishing
- Tags (optional) - categories
- Trackback (optional) – links to other sites that refer to the post

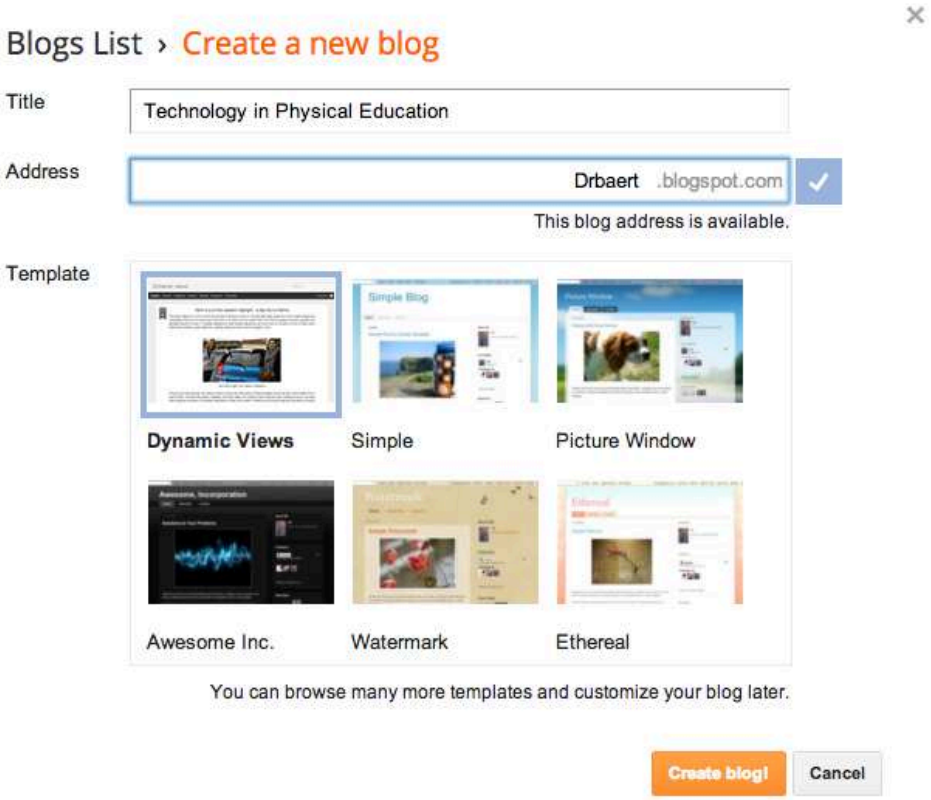
BLOGGER

Set Up

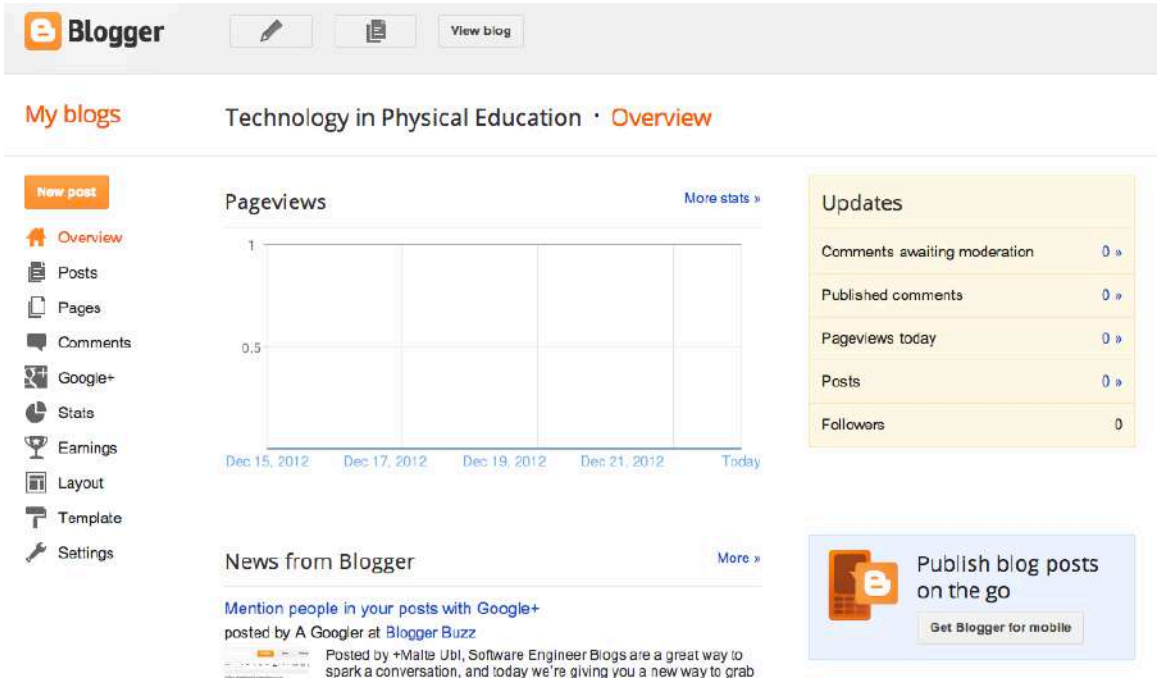
- www.blogger.com
- Click **SIGN UP** on top right



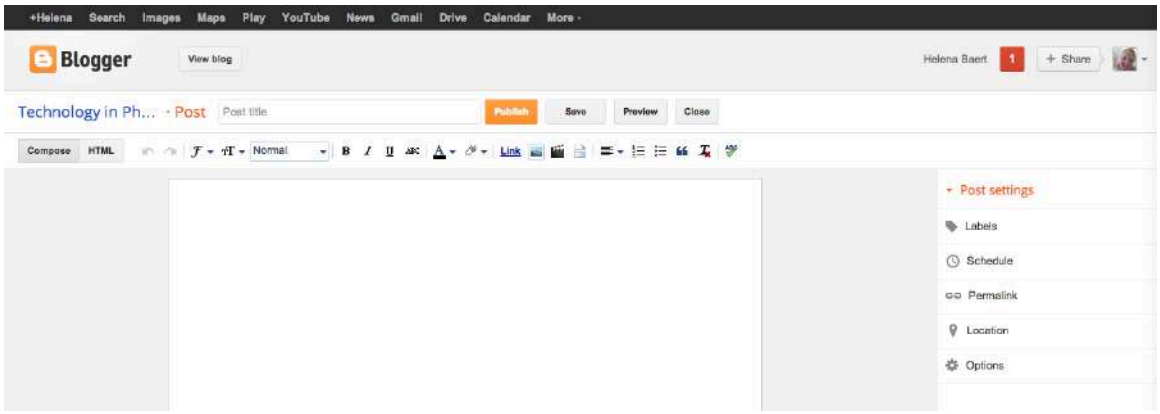
- Create an account
- Choose a template
- Give it a title and URL
- Title you can change, URL will remain the same!
- Click Create Blog!



Blogger Dashboard

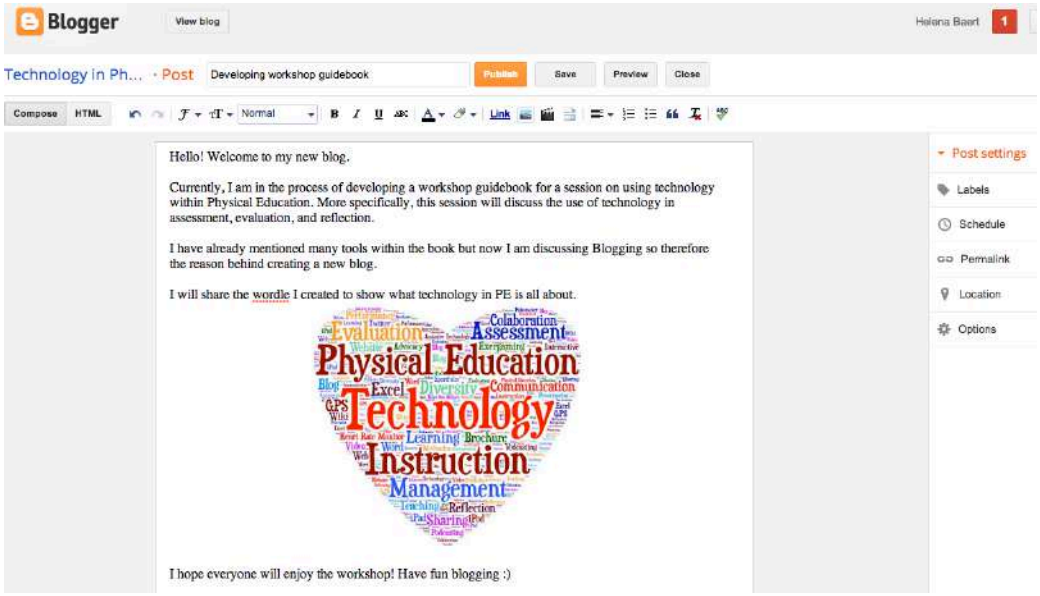


- Click **View Blog** to go to your blog as viewers would see it
- Click **New Post** to cerate a new article



- Use the top bar to create your post. It works just like a basic word processor
- Embed text, pictures, video, and documents.
- You can tag it on the right side if you want to start to create categories. This is great for organizational purposes. For example, if you teach various classes you may want o tag each post as it related to the subject or class you teach. When students want to read certain blog posts they can read it according to the categories.

Example of post before it is published

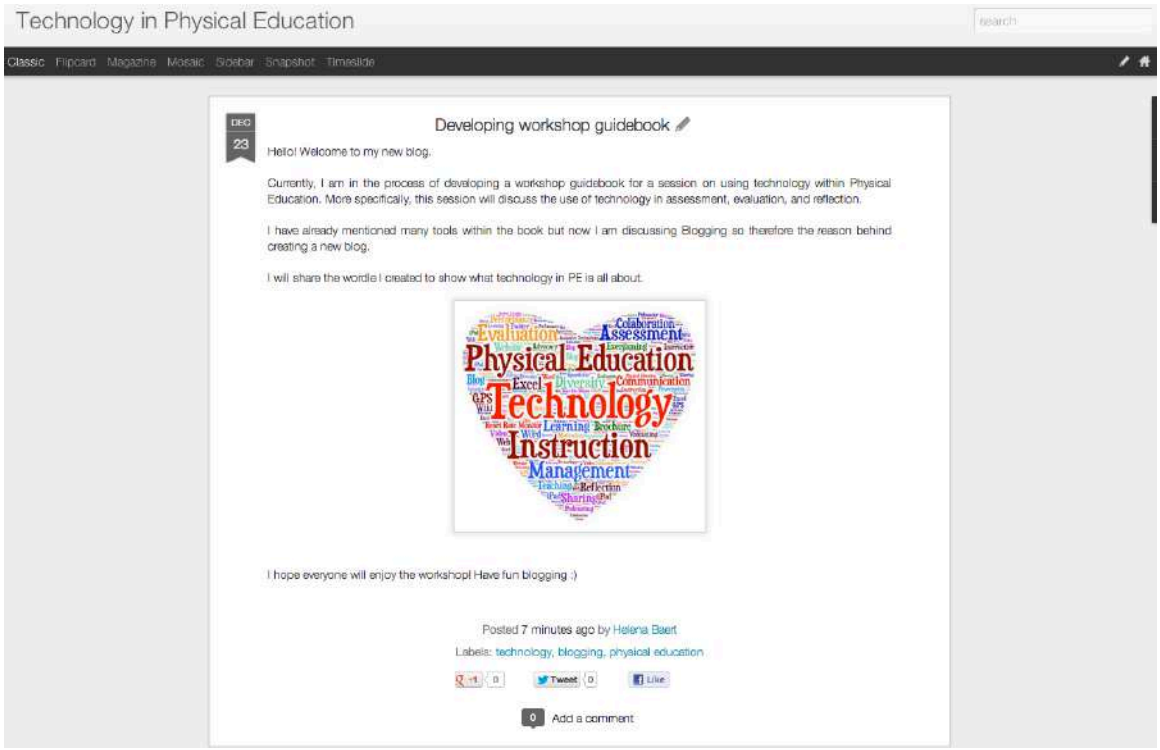


Sharing

If you have Google + set up, when you do anything on Google, it will prompt you to see if you want to share your post with others. This can be very helpful if you have a blog connected to a Google group. You can share your post with that group and they will receive notification of this either in their Google + notifications or through an email.

Dashboard after Published Post

Published Post



Social Media

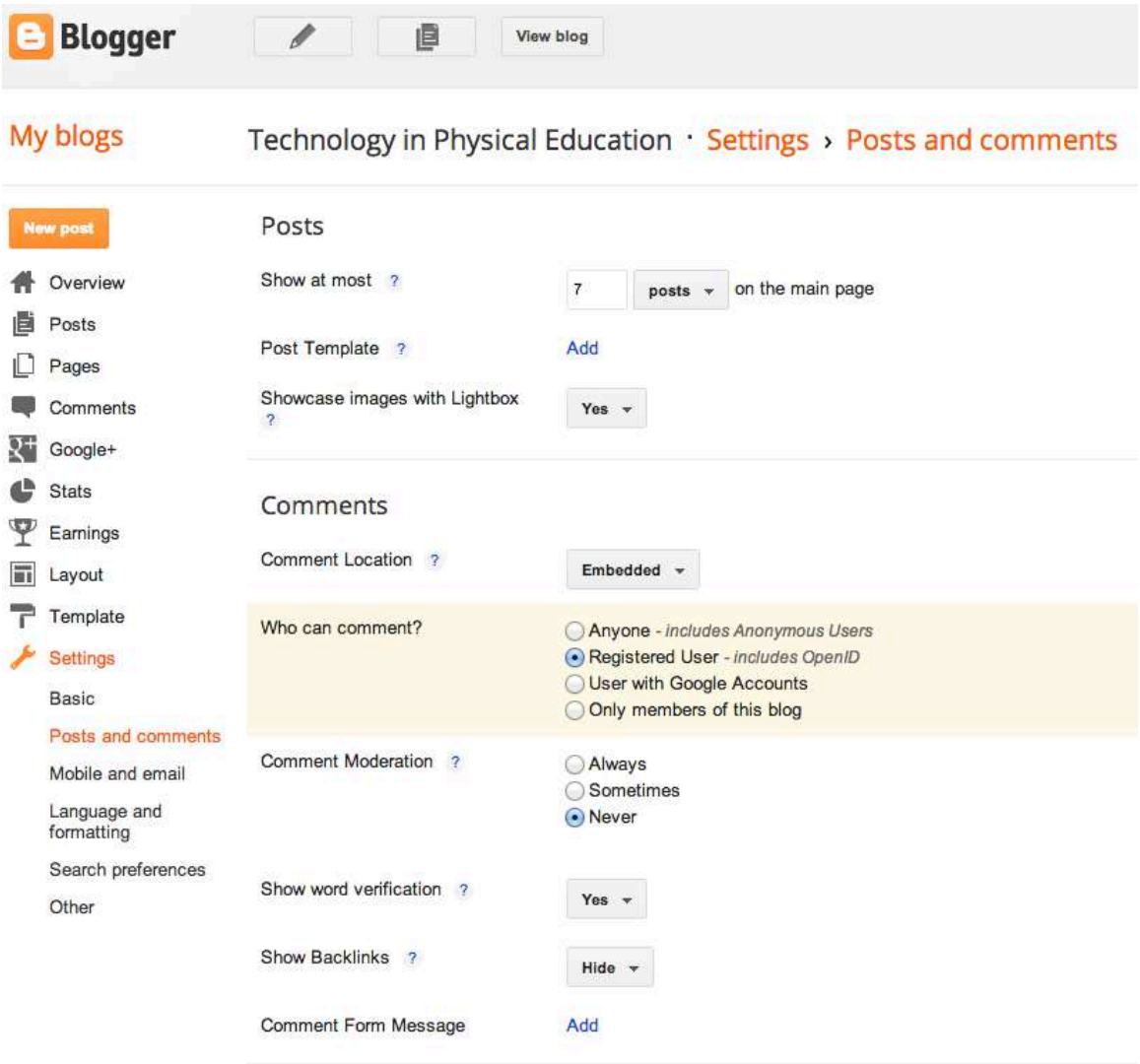
At the bottom of the post you can see various methods to share this post:

- Google +
- Tweet – twitter
- Like it through Facebook

Security

You can set various security features including:

- Who can read it and who can't
  - Anybody
  - Only blog authors
  - Only these readers
- Add and remove authors
- Decide who can comment (see picture below)



USING A BLOG AS A WEBSITE

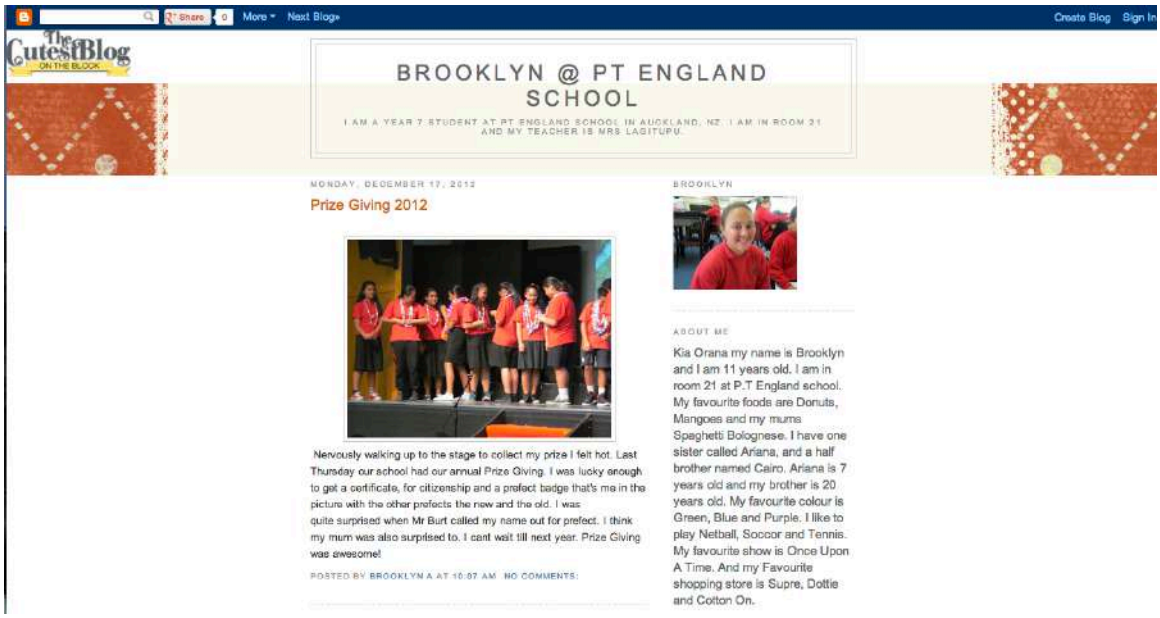
You can add different pages to your blog to manipulate the blog into a workable website. You can add many categories and links to the main webpage. In your dashboard you can add various pages.

Examples of PE Blogs

http://www.billymerchant.com/

http://pickettsmill.typepad.com/pe/

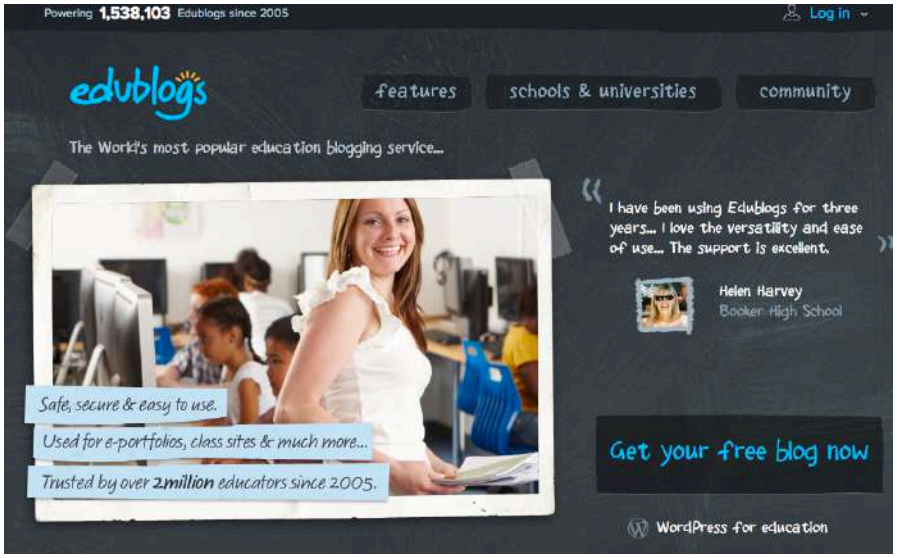
Examples of Student Blog: Brooklyn (http://pesbrooklyna.blogspot.com/), 11 years old



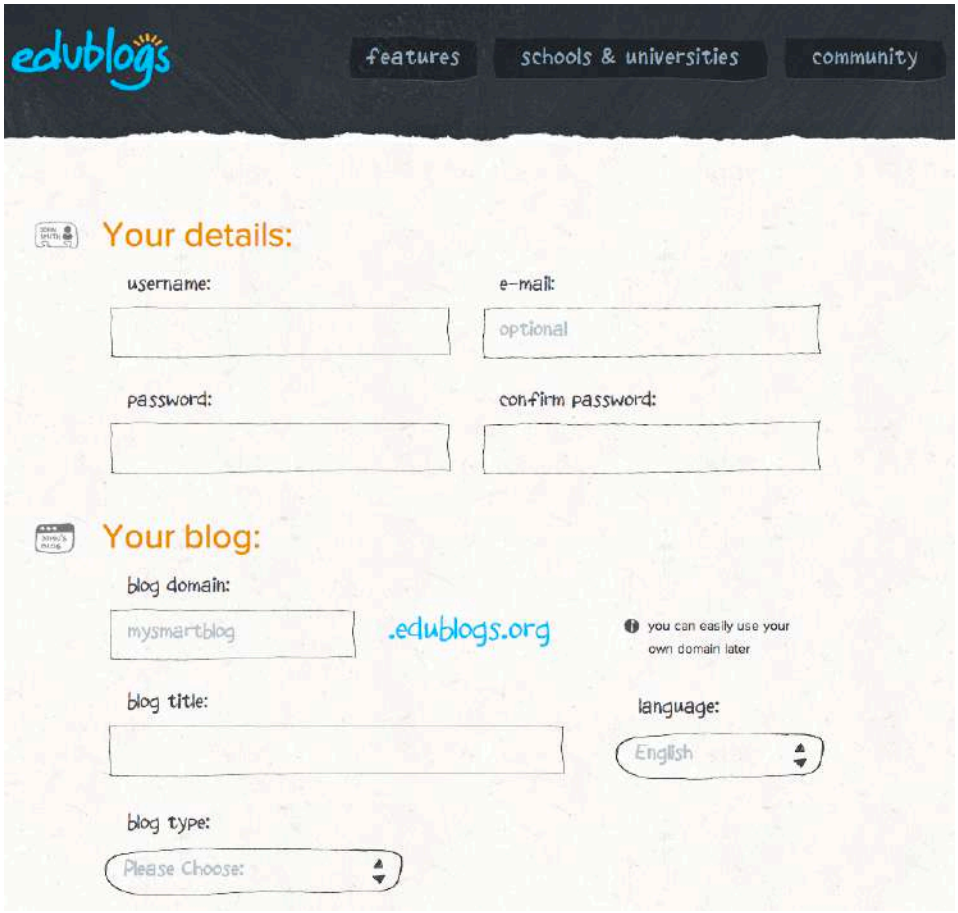
EDUBLOGS

http://edublogs.org

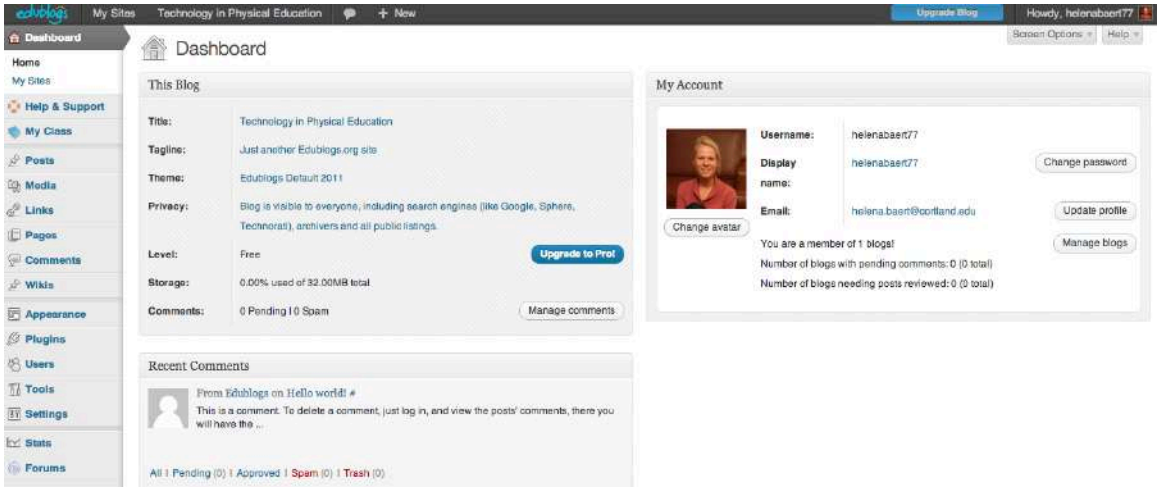
Only host education content – not blocked by most educational systems.



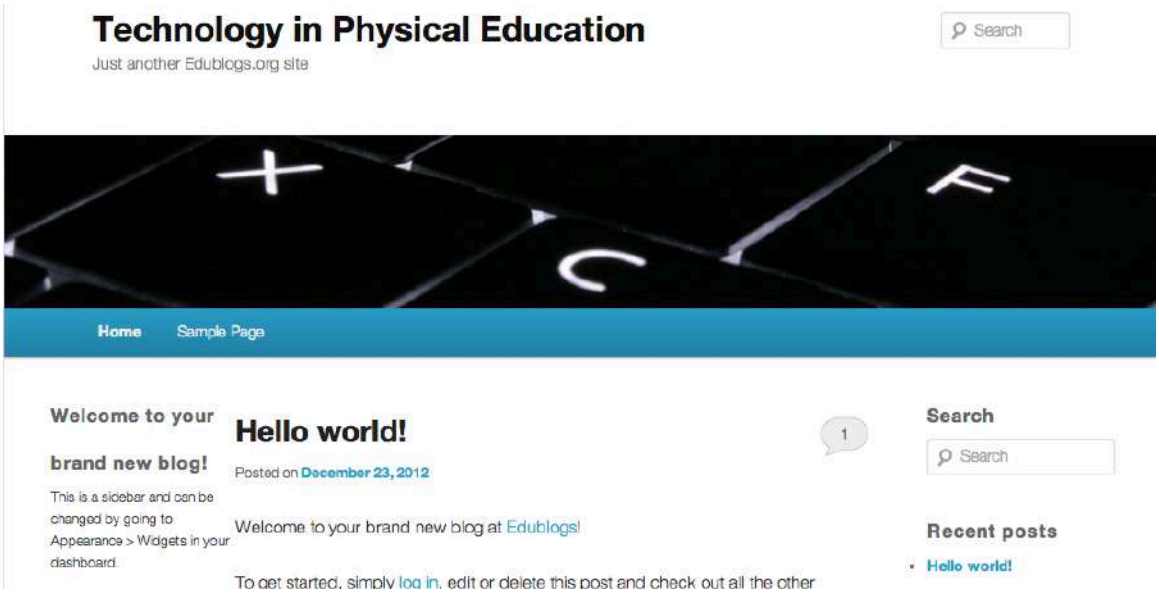
Set Up



EDUBLOG Dashboard



Default Blog



Features & Cost

Features	Free Great for giving blogging a try, & it's free, woo!	Student Free for students when attached to a Pro blog.	Educator Pro Powerful blog tools. $7.95 per month or $39.95 per year.	Campus Private network for schools & universities!
Storage Space	32MB	100MB	10GB	Unlimited
Write Posts & Create Pages	✓	✓	✓	✓
Customize Look	✓	✓	✓	✓
Ad Free & Student Safe	✓	✓	✓	✓
Moderation Controls	×	✓	✓	✓
Make Site Private	×	✓	✓	✓
140+ Premium Themes	×	✓	✓	✓
Embed Videos and HTML	×	✓	✓	✓
Mobile Blogging	×	✓	✓	✓
Complete Visitor Statistics	×	×	✓	✓
Student Management	×	×	✓	✓
Personal Email Support	×	×	✓	✓
Plugins & Advanced Features	×	×	✓	✓
Use Your Own Custom Domain	×	×	✓	✓
Network Management Tools	×	×	×	✓
LDAP, Shibboleth, and SSO	×	×	×	✓
White Label & Branding	×	×	×	✓
Batch Create Blogs & Users	×	×	×	✓
Full MySQL Exports	×	×	×	✓

In order to use its features for educational use you should at least get the Educator Pro.

WIKIS

INTRODUCTION

In short, a wiki is an **editable webpage**. A wiki creates an online meeting place where students, each responsible for creating knowledge, can build on their peers' understanding to develop a broader awareness of the content (Engstrom & Jewett, 2005). Wikis can be accessed from anywhere, as long as there is access to a computer with web browser and Internet. Often we provide students with homework related to physical education, and having students use a wiki for their assignments and projects encourages communication, literacy, and technology skills, and additionally contributes to the creation of positive relationships between students (Schwartz, Clark, Cossarin, & Rudolph, 2004). Ward Cunningham, the creator of the original wiki, called it "the simplest online database that could possibly work" (Leuf & Cunningham, 2001, p.15). The word wiki was legitimized after Cunningham visited the Honolulu airport where shuttle busses are called "wiki wiki," which means "**quick**" in Hawaiian (Long, 2006).

WIKIS OR BLOGS?

Blog	Wiki	Forum
Write	Create	Converse
Publish	Publish	Post ideas
Comment	Comment	Respond
	Converse	
	Post Ideas	
	Respond	
	Share	
	Edit	
	Collaborate	
	Engage	

WIKIS IN EDUCATION

- Wikis are easy and quick to set up.
- Wikis do not require any complicated computer language or codes.
- Wikis can be created for free!
- Wikis hold a variety of security features that make them effective to use with students.
- When using a wiki, students can be authors and editors.
- The pages of a wiki can be viewed by all students at all times.
- It is possible to incorporate music, files, pictures, slideshows, and other creative tools right into the wiki.
- Adding or editing content on a wiki happens in 3 easy steps: click edit, type/edit, and click save.
- The ease of using a wiki provides an excellent opportunity to use wikis with even the youngest students.

WIKIS IN PHYSICAL EDUCATION

Wikis can be used in many different ways. The following are just a few examples:

- **A collaborative writing project**: a few students can be assigned to a topic (for example, games around the world), and they can work in groups to create a page on the games that are used in a particular country.
- **Online portfolios** (Wiki folios): each student may have a page, folder, or an entire wiki to show the work they have completed in class.
- **PE websites:** teachers can provide information to the students and parents about the PE class. Once the wiki is created, students can be added as writers, and homework can be completed on various pages. Wikis come with timestamps and histories, so you will always know who wrote what and when.
- **Online PE classes** would benefit from using a wiki to engage students in collaborative writing tasks.
- **PE dictionary**/**encyclopedia**: very popular with younger students! Build this one as you go using text, pictures, and videos to illustrate different concepts, skills, and knowledge regarding physical education.
- A departmental/district/school division resource or collaborative **PE website** to encourage sharing, collaboration, and communication among teachers.
- Presenting at a workshop/conference? Add your notes and files on a wiki and distribute cards with a URL for people to access, or email the URL to the participants in advance.

HOW TO USE A WIKI

There are many different wiki programs on the web: PBWorks, Wetpaint Wiki, Wikispaces, Google Sites, etc.

The Basics

- Wikis have two states: **read** and **edit**. In default, wikis are in read state and will look like a normal webpage. When the user wants to edit the webpage, they must access the wiki in edit mode.
- Some wikis are open and free to edit, while others require you to sign up (for free) and create a password.
- In the edit mode, writing on a wiki page is just like writing in a normal word processor. There is a toolbar you can use to format the writing; insert tables, pictures and files; and lots of other features.
- What you write in the edit mode, you will see in the read mode. A ‘What You See Is What You Get’ (WYSIWYG) editor allows this process to occur (Leuf & Cunningham, 2001).

- Each wiki page has a 'history tab.' When people write or edit the wiki, you can locate all the versions of the wiki text, from the newest to the oldest version. Using the revision history feature, you can view the changes made to any version and restore to a previous version if required.
- You can insert tables, files, pictures, power point slides, calendars, and even videos right into the wiki.
- There are many more features to a wiki. Depending on your use, an interactive user guide can help you along the way.

PBWORKS

www.pbworks.com

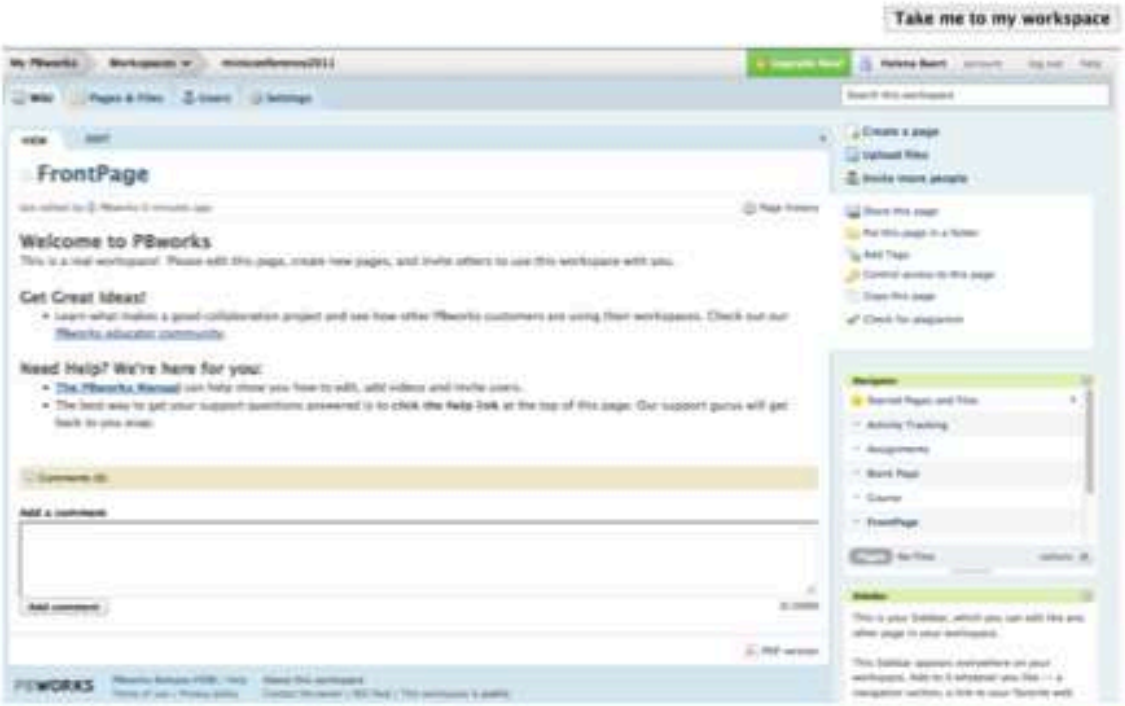
Click on **Get started**!

STEP 1: creation

1. Go to www.pbworks.com
2. Click on Get started!
3. Click on Education User
4. Select the FREE option
5. The URL is the only thing that you can't change unless you create a new wiki!

6. Create your URL – keep it simple and easy to remember
7. Click the agreement notice
8. Sign up for an account if you do not have one already.
9. If you sign up for a new account you will have to Click to confirm in your email.

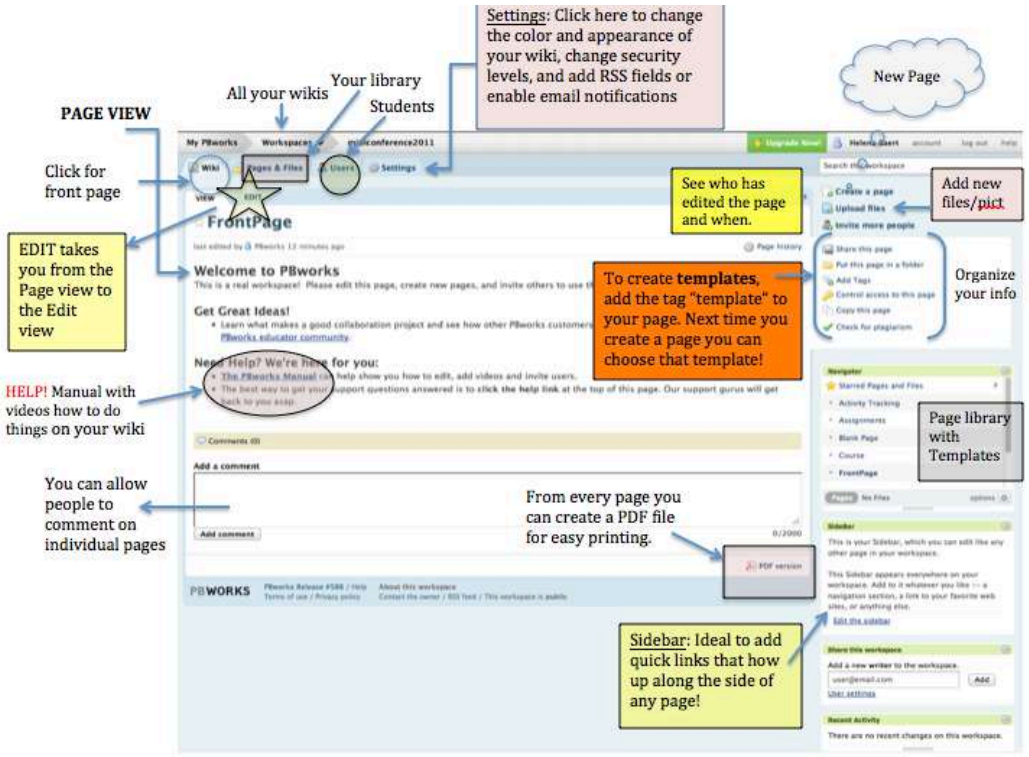
10. You will first set the security levels of your wiki. This can always be changed later!
11. You must also accept the terms of service.
12. Click and it will take you to your website you just created!



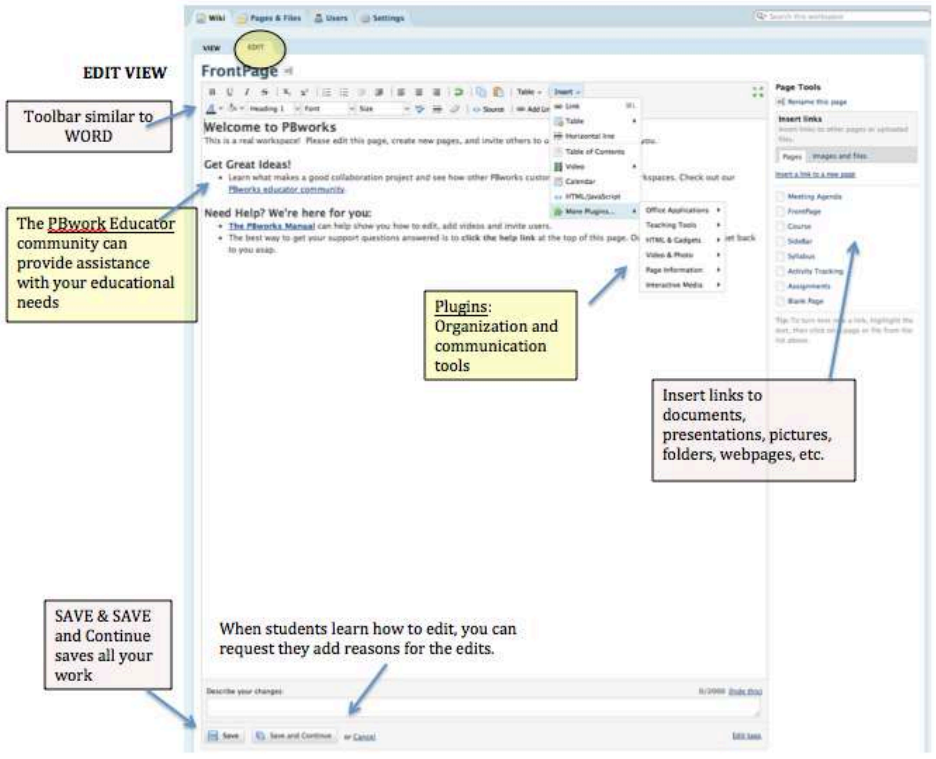
2 important functions: EDIT + SAVE

2 VIEWS: PAGE + EDIT

STEP 2: What does a page look like? Read View



STEP 3: EDIT view



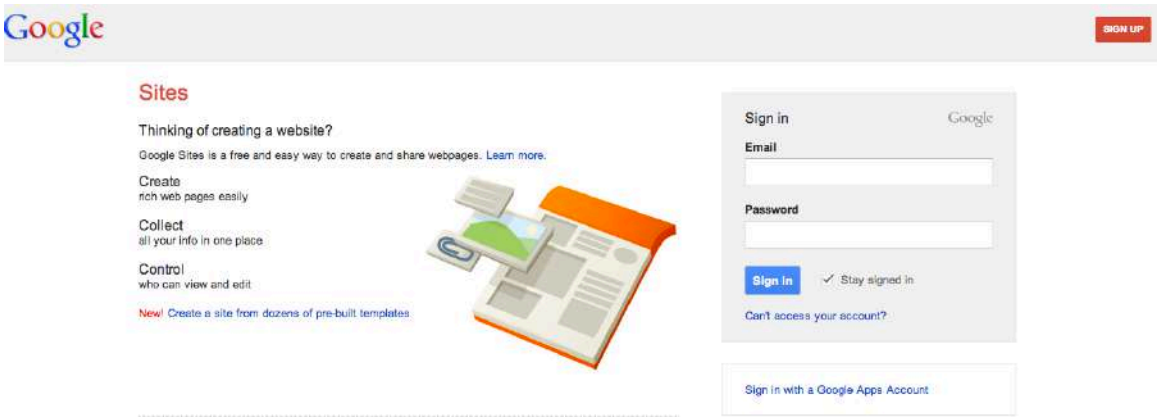
GOOGLE SITES

Due to the level of integration benefits received when signing up with Google, Google Sites provides a flexible and easy way to create a website.

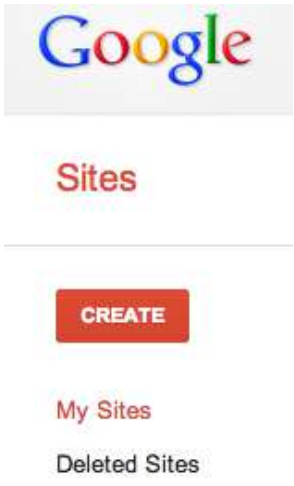
SET UP

STEP 1: www.sites.google.com

STEP 2: Click **SIGN UP**



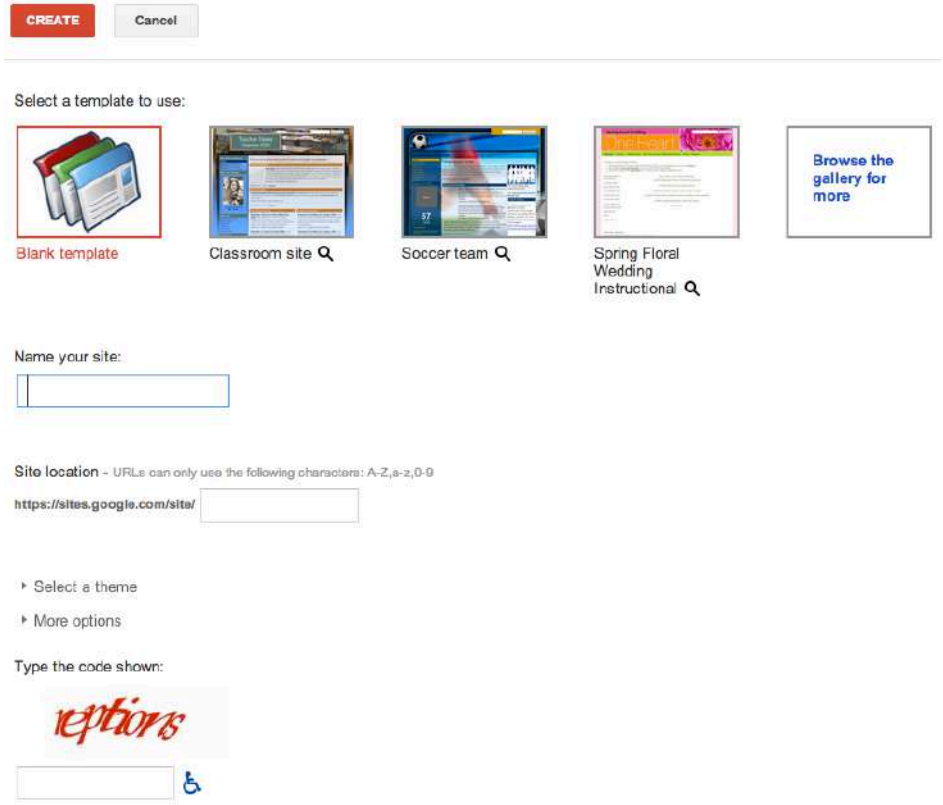
STEP 3: Click CREATE



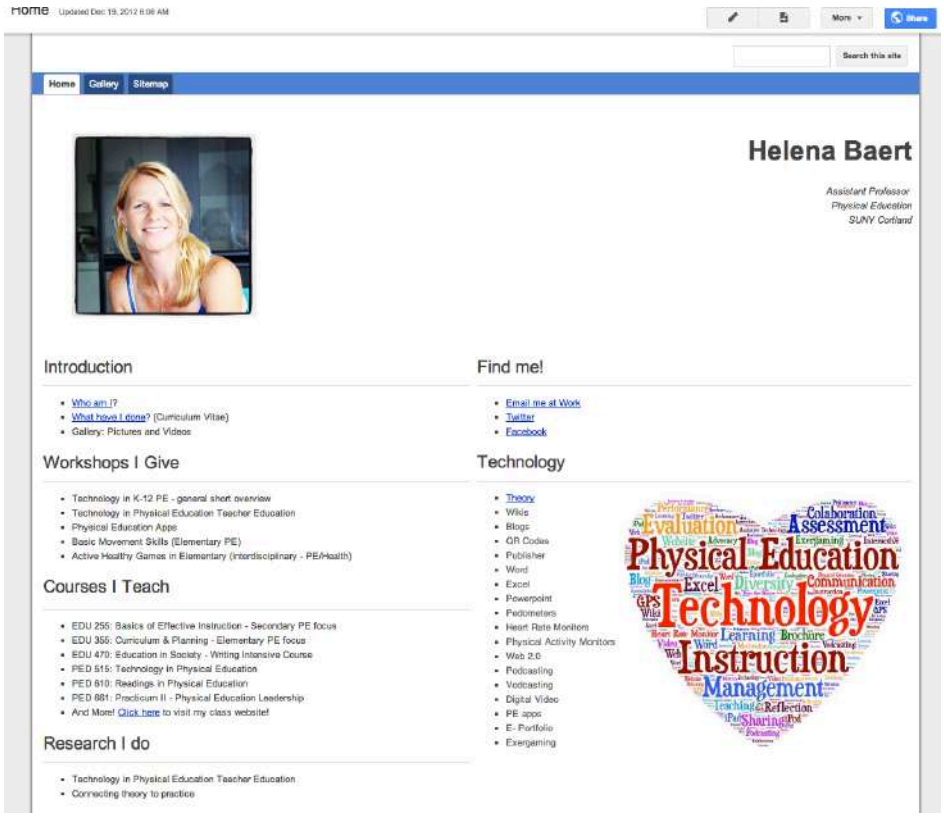
STEP 4: Name your Site

STEP 5: Pick a theme

STEP 6: Create the URL (can't be changed)



EXAMPLE OF GOOGLE SITE



10 TIPS FOR TEACHERS USING A WIKI FOR THE FIRST TIME IN CLASS

Please note that these tips are generated from my own personal experience. I have a physical education background, not a computer science background, but in general I like to experiment with technology and feel comfortable making mistakes.

1. **Start small!** Do not think about creating a comprehensive website with many features. Think about building a wiki from the ground up with your students. As you become more comfortable using a wiki, you can integrate the wiki more fully in your classes. It never stops growing.

2. **Be patient!** Not everyone is comfortable using computers, so outline everything you want your students to do, step by step, so they can follow along at their own learning pace. Also, be patient with yourself, and take your time learning how to wiki together with your students. Often students teach me things on the wiki I have yet to learn, and they had just gotten started with it!

3. **Have fun!** Teach students how to use the wiki in a fun way: create scavenger hunts on the wiki where students must do certain tasks to find a surprise, learn to wiki, and show the teacher that they can use the basic functions of a wiki.

4. **Create a Wiki Guide!** At the front page, include detailed instructions on how to use the wiki, and add links to a "quick wiki guide" where students can go to learn more about how to use a wiki. From my experience, I suggest teaching students the basic functions such as editing and formatting, and they will look for other ways to get creative if they want to.

5. **Encourage!** Once students add content to the wiki, encourage their participation by adding positive comments to their wiki page.

6. **Model!** When creating assignments where students edit each others' work, model making edits, explain the difference between small edits (spelling/grammar) and large edits (sentence structure, adding content), and help create an environment where students can trust each other with this process. Teach students that a wiki is a collaborative website and everyone must work together to enhance it. This process will take time, but be patient and it will be worth your time.

7. **Be specific!** For every assignment, create a set of clear directions, templates, and/or rubrics. Students should know exactly what is expected of them.

8. **Use templates!** Wikis usually have a template feature that can make your job as the teacher so much easier. You create a page with headings that can guide the students through the assignment, and attach a tag to it to turn it into a template (many wikis create a template using a tag 'template'). You can than create a new

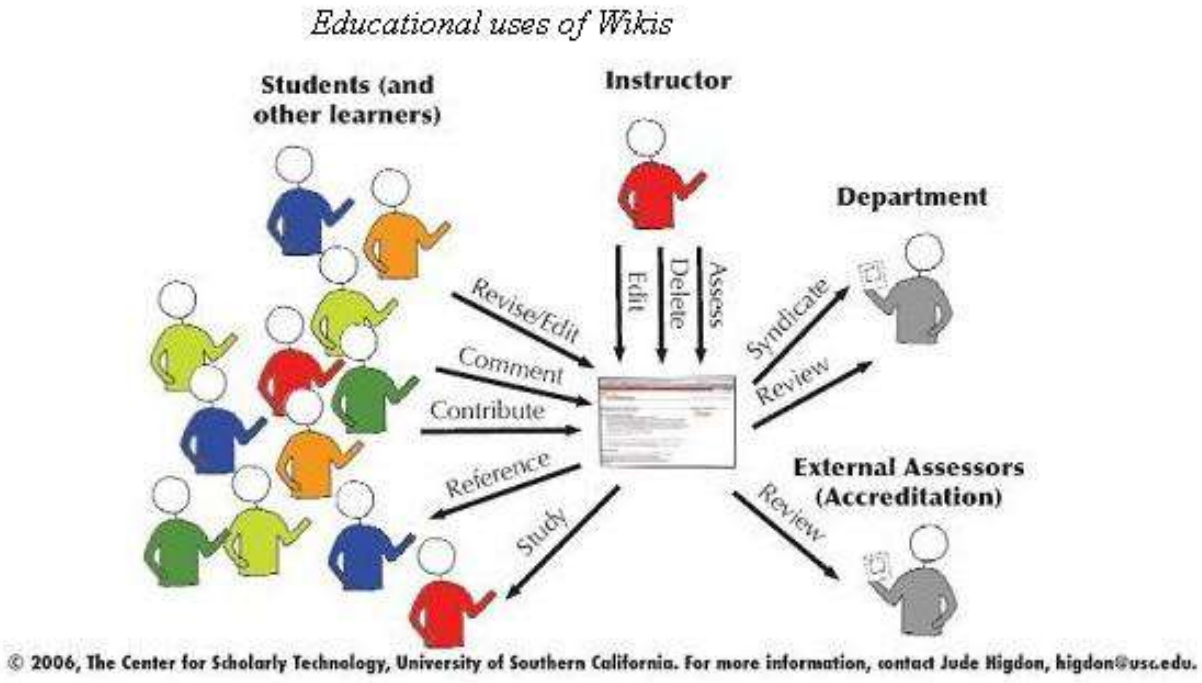
page for each student, and by clicking the template you want each student will have the same specific directions and headings.

9. **Give students roles and responsibilities!** Wikis allow students to collaborate on projects. However, my experience tells me that effective collaboration must be taught. By providing students with roles and responsibilities, you help them collaborate online. When students work as a team, provide an outline of all the tasks each student must do and when they should do them. This way, you structure their learning and create success early. As students become more comfortable collaborating on a wiki, you can provide less structure and allow for more independence and freedom.

10. **Ask questions!** Each wiki should have a place to contact the developers' help desk or locate the resource manual. There are people who are quick to offer assistance for any questions you may have. They have helped me out a lot!

Source:

- Baert, H. (2009). Wikis in physical education. Online article for PELinks4U.org. Received from http://www.pelinks4u.org/articles/baert1209.htm



E-PORTFOLIOS

INTRODUCTION

E-Portfolios help to:

- Reflect on your experiences
- Enhance your capacity to reflect on your learning
- Increase your self-knowledge
- Give you or students added confidence
- Focus on continuous, life long learning

Purpose of Portfolios:

Formative	Summative	Marketing
- Celebration of achievement, lifelong learning - Track progress and growth over time - Professional Development planning and recording	- Showcase learning - Course / Graduate requirement - University admissions - Performance Review – APPR - Professional Certification	- Job Application - Cold Calling - Organizational Abilities

Two Linked Faces:

Workspace	Showcase
Conversation	Presentation
Process	Product
Document Learning	Document Achievement
Formative	Summative
Blogging/Journaling	Webpages

Presentation on balancing the 2 faces of portfolio:
http://blip.tv/eportfolios/balancing-the-two-faces-of-eportfolios-3162109

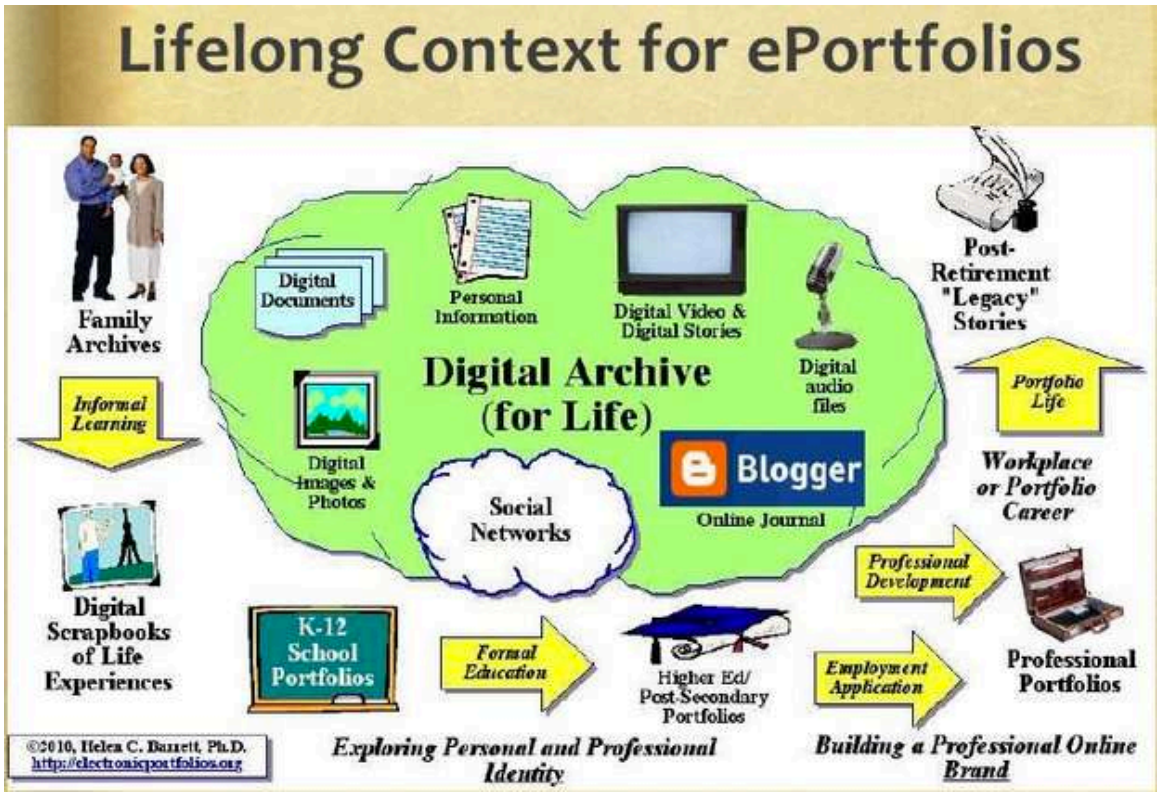
Why put a portfolio online?

- Dynamic / fluid
- Easier to distribute
- Captures the process rather then just the end product
- Easy to structure and change
- Digital repository with a purpose
- Can include video, audio, presentations, and more
- Caters to Multiple Intelligences

Multiple Intelligences

Intelligence	Multimedia
Logical / Math	Text, Data, Analysis
Verbal / Linguistic	Text, Writing and Oral, Variety of Creative Formats
Visual/Spatial	Graphics, Links, Logos
Bodily / Kinesthetic	Move through Portfolio, Video, Animation
Musical	Sound, Video
Interpersonal	Pictures, Comments, Feedback
Intrapersonal	Reflection, Links, Planning
Naturalistic	Organization in Levels

The Ultimate Quest: Lifelong portfolio



Source: Helen Barrett, Ph.D. Presentation on e-portfolios - http://www.slideshare.net/eportfolios/iste-google-apps2012

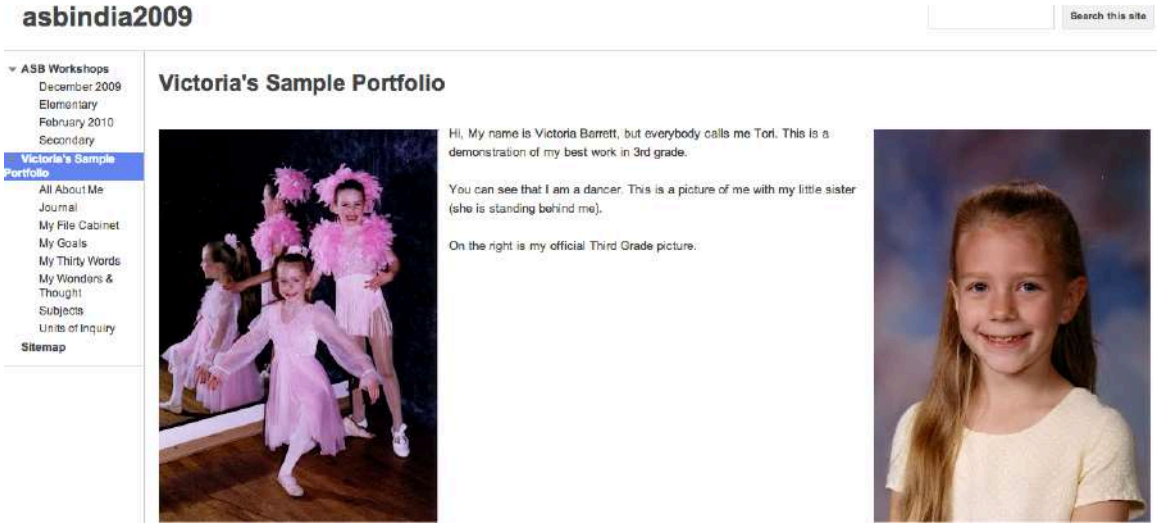
K-12 PORTFOLIO

K-12 Sections

- About me
- Journal
- Goals
- Files
- Subjects: a section or folder per subject

Elementary School Sample

Victoria, Grade 1



Middle School Sample

Example #3: Jessica, 12 years old **http://jesseportfolio.wikispaces.com/**

High School Sample

Conserve School Semester Project - Emma

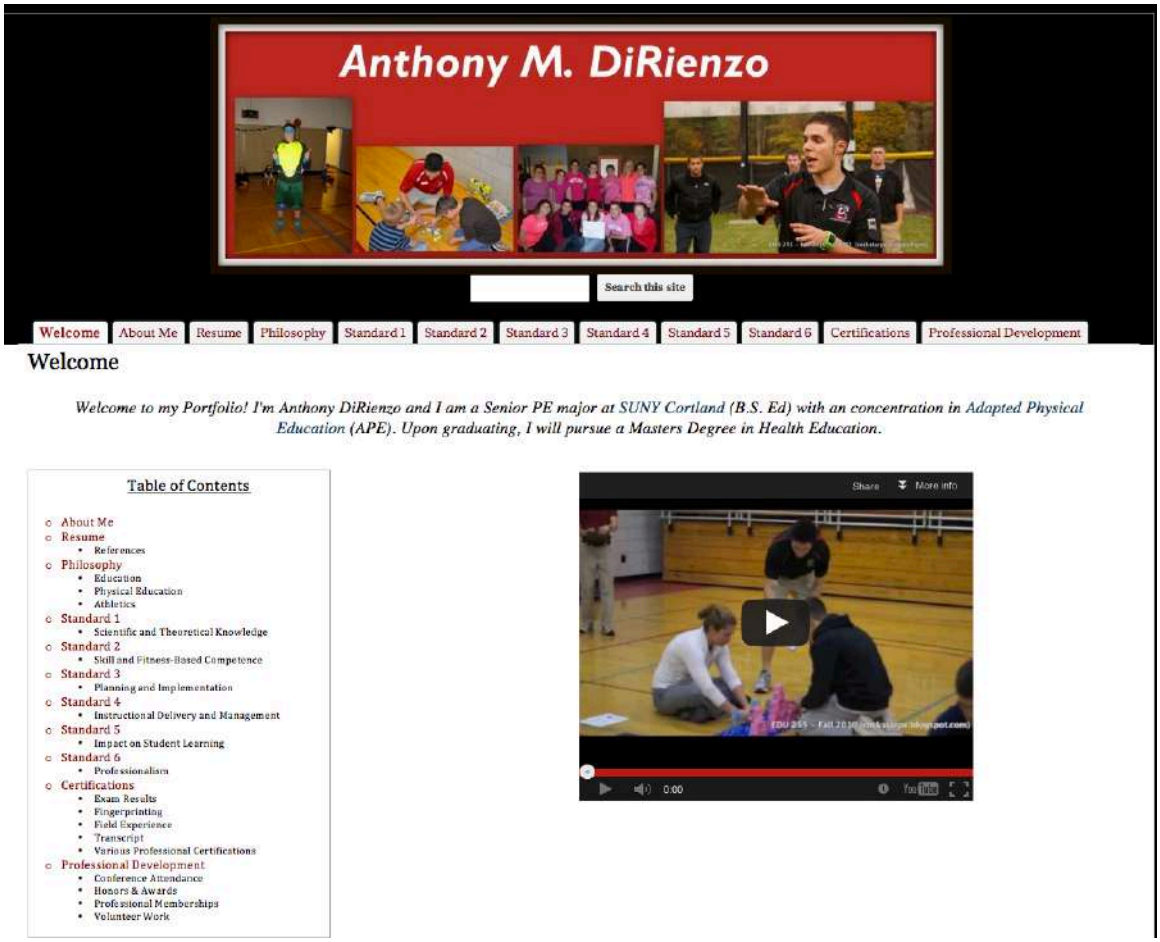
COLLEGE / PRE-SERVICE PORTFOLIO

College Sections

- About me
- Resume
- Philosophy: Teaching, Physical Education, Coaching
- National Standards + Artifacts for various elements
- Certifications
- Professional Development

PE Pre-Service Sample

Anthony DiRienzo, SUNY Cortland



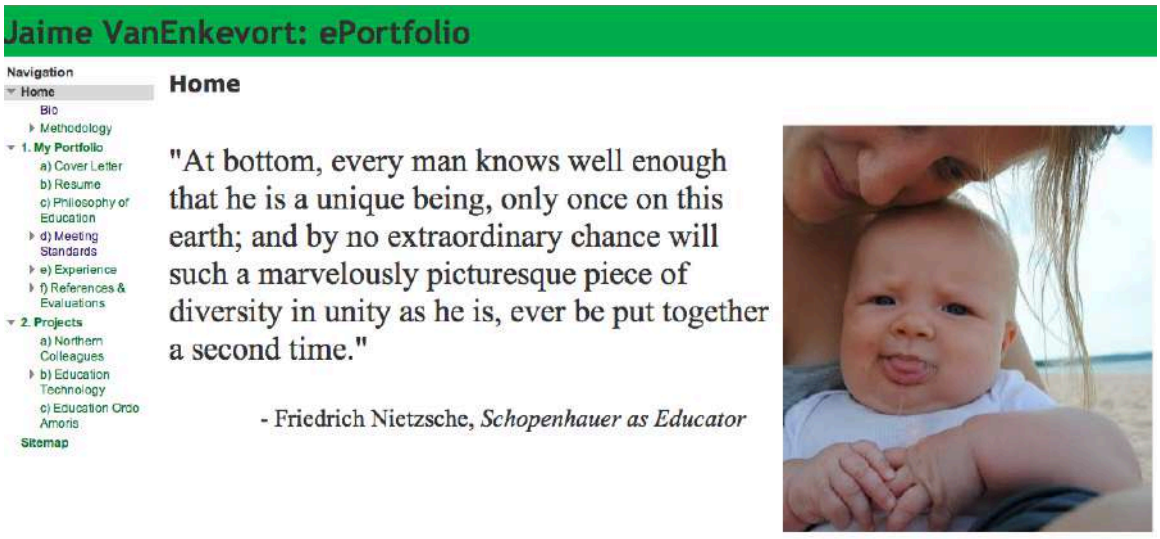
K-12 TEACHERS PORTFOLIO

Teacher Sections

- About me
- Resume
- Philosophy of Education
- Teaching Goals
- Competencies (Management, Planning, Assessment, Diversity, Technology)
- Teaching Artifacts:
    - Unit plan examples
    - Resources
    - Lesson plan examples
    - Video of lesson
    - Student work sample
- Professional Development
- Letters of recommendation
- Evaluations
- Journal – connected to Blog

Example

Jaime's teacher eportfolio

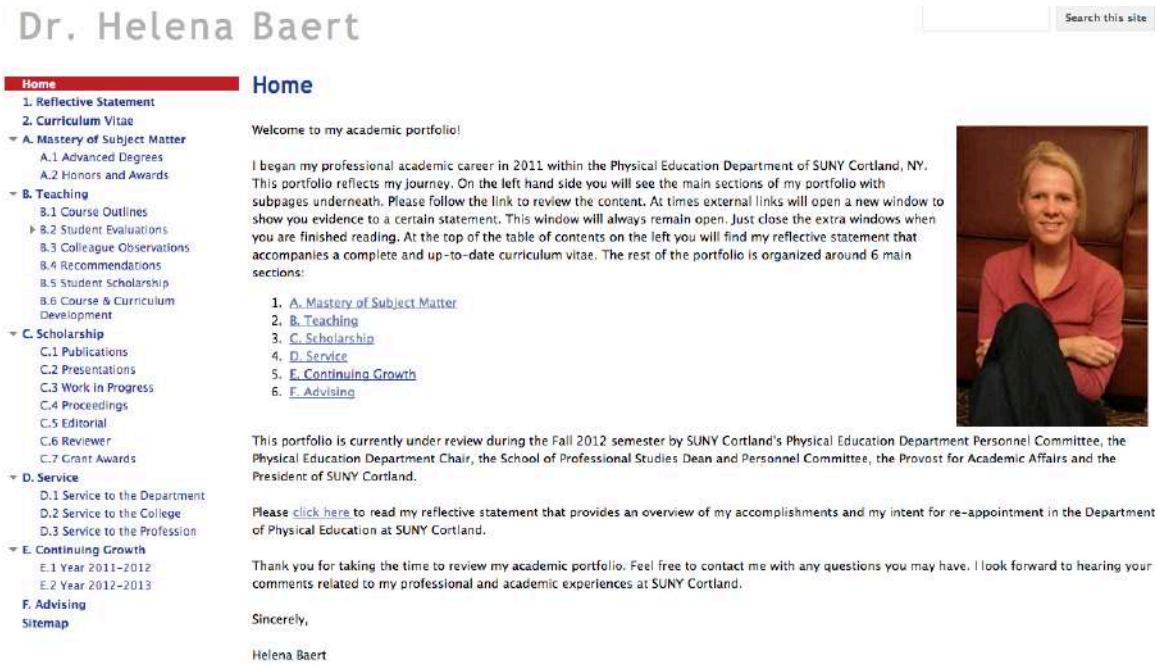


FACULTY E-PORTFOLIO

Faculty Sections

- Reflective Statement
- CV / Resume
- Teaching
- Research / Scholarship
- Service
- Continuing Growth
- Advising

Faculty Sample



10 STEPS TO CREATING AN E-PORTFOLIO

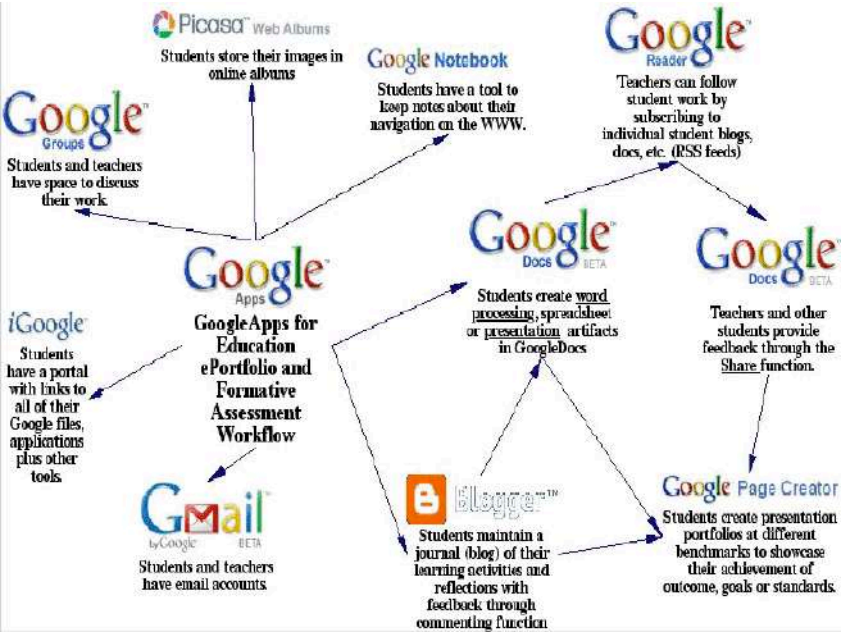
1. Establish Personal archive
2. Clarify vision and values
3. Identify purposes and context for portfolio
4. Listing of elements, standards, competencies
5. Selecting artifacts
6. Develop concept map for presentation
7. Development interactive media components
8. Write introduction to claim elements
9. Reflect on each element
10. Reflect on portfolio and how it demonstrates your vision and values

REFLECTION

- Why did I choose this artifact / evidence?
- What was I trying to achieve with this activity?
- How does it fit with my educational values?
- How did I feel about this activity
- What are the critical factors helping or hindering my achievement?
- What have I learned, and what would I do differently?
- What are the implications for my profession?

PRESENTING

- Personal Story
- Consider the audience – rule of three
- Transportability / Accessibility
- Public vs Private
- Web Access
- Security



E-PORTFOLIO TOOLS

Google

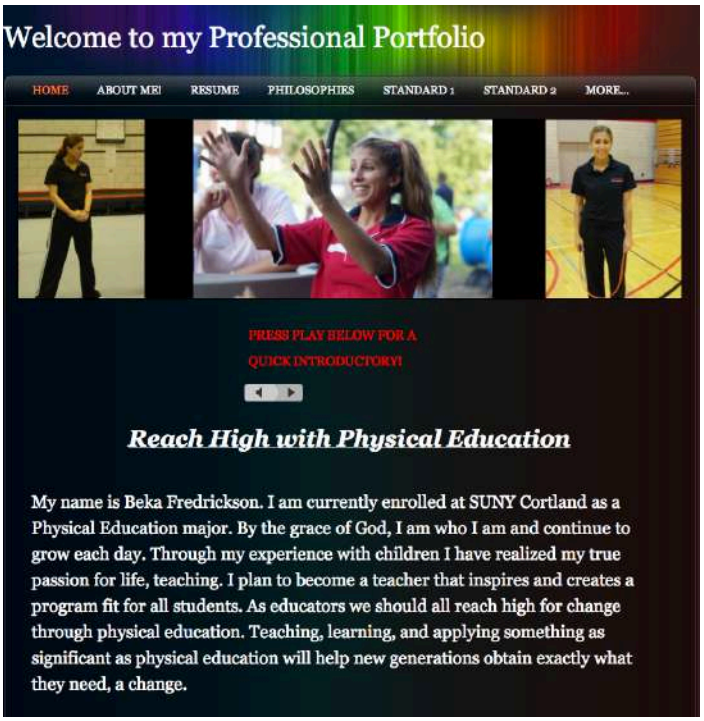
- Storage = Google Drive
- Journal = Blogger
- Presentation = Google Sites

Blogger

Website: www.blogger.com

Weebly

Website: www.weebly.com

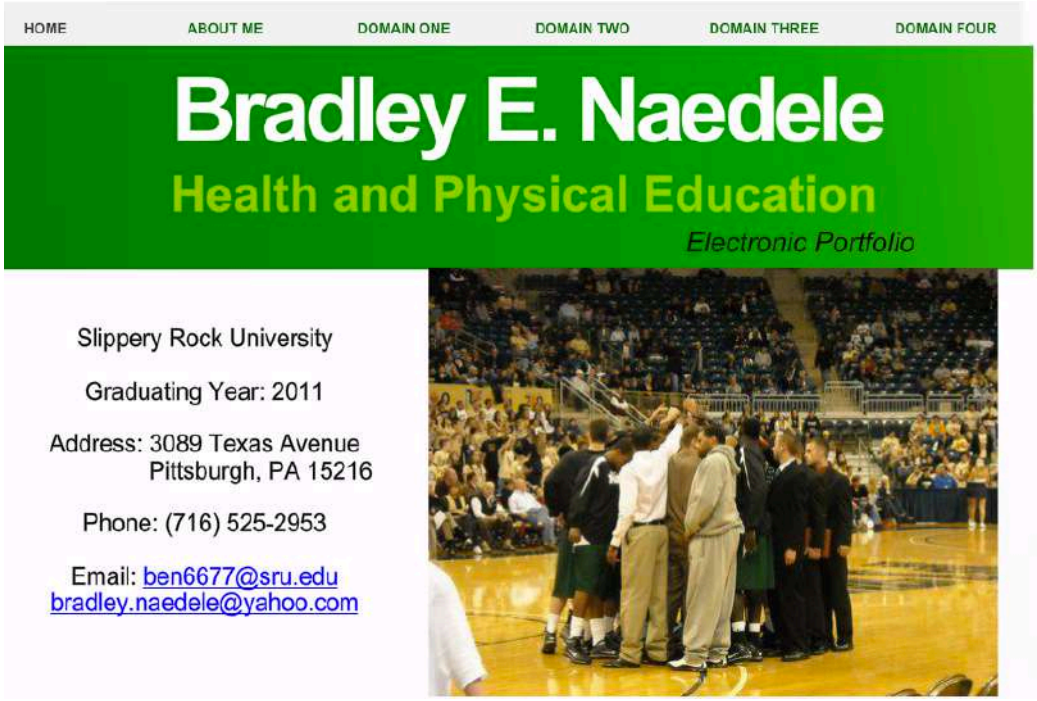


Foliji

Website: www.Foliji.com

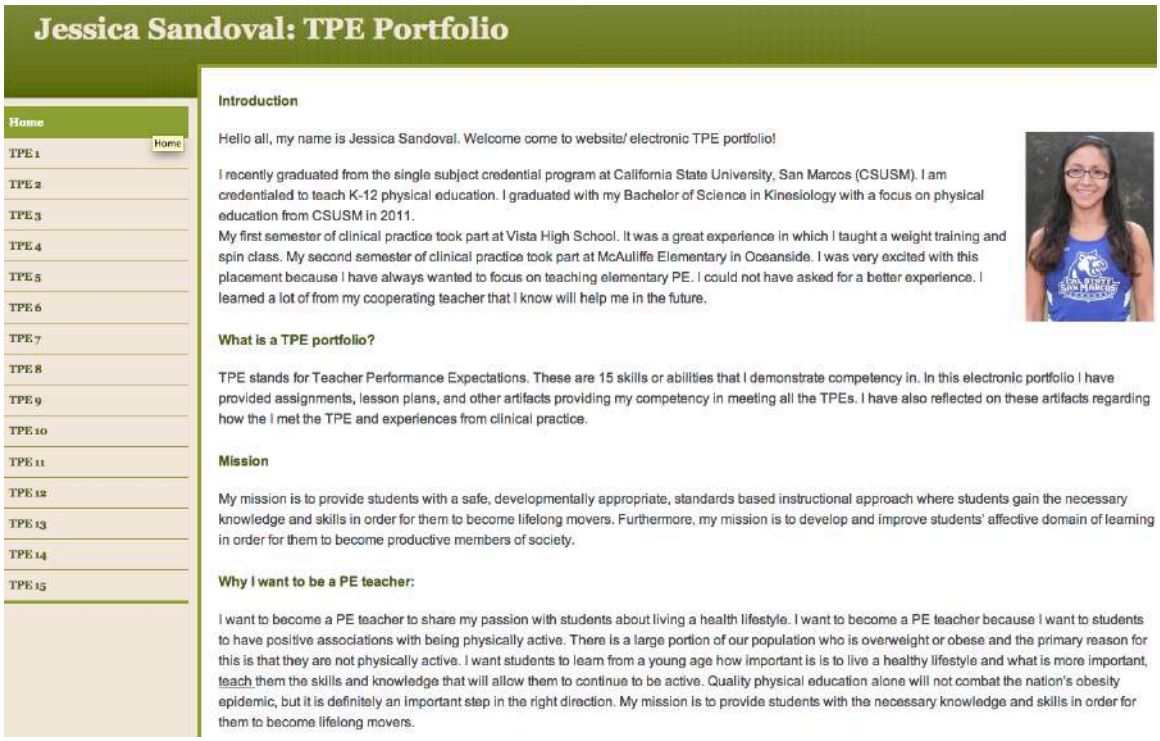
Wix

Website: www.wix.com



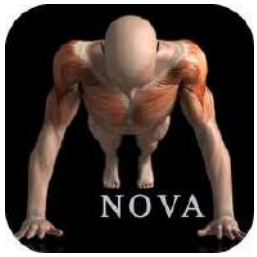
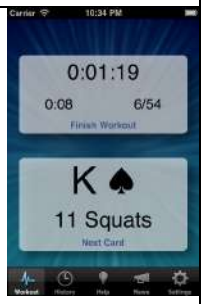
Yola

Website: www.yolasite.com



SECTION 3: MOBILE APPS

MOBILE APPLICATIONS FOR FITNESS

APP	DESCRIPTION
ENDOMONDO 	**Description**: GPS Running tracking Tool. Gives you a map, live running link, link with HRM. **Cost**: Free **Website:** http://www.endomondo.com/login
CARDIOGRAPH 	**Description**: No more HR monitor. This app tracks your heart rate by putting your finger over the camera. **Cost**: $1.99
IMUSCLE2 	**Description**: 3D muscle app. Zoom in, find muscles, pinpoint plus activities that would build those muscles. **Cost**: $1.99 
RIPDECK 	**Description**: Deck of cards used to vary a workout. Warm-up tool, flip the cards over and each card is connected to an activity. **Website**: http://ripdeckapp.com/ **Cost**: $0.99 
VIRTUAL HEART 	**Description**: Change the heart beats per minutes, and show what is occurring inside the body with your heart **Cost**: Free

APP	Description
FITNESS METER 	**Description**: Conduct various fitness tests. Uses camera sensing to enhance accuracy. FitnessMeter is an advanced timing and measurement app for fitness testing and athletic performance evaluation. Tests: Flying sprint, sprint, shuttle, vertical jump, repetitions, beep test **Website**: http://www.appmaker.se/index.php?m=9&s=0 **Cost**: $1.99
TIME MOTION 	Description: Time analysis tool. Great to learn how to assess easy, moderate, or intense physical activity levels. You press when they do the various movements and in the end analyze the movements. Record the activity profile of any sportsperson live, or analyze an existing video. Use the activity categories that come with the app or choose your own. Turn categories on and off **Cost:** Free
VITAL SIGNS 	**Description**: Tracks your breathing and heart rate by evaluating your facial features. **Cost:** $0.99 
MUSIC WORKOUT 	**Description**: For PE teacher to set up group rotations in the classes to use music to facilitate the rotation. Self-managing tool, set the time of activity and transition. **Cost**: $0.99
BLEEP TEST 	**Description**: Like the beep test but now do it on your on and track your progress over time **Cost**: $0.99 or $1.99 for PRO version

APP	Description
RUN LAP TAP 	**Description**: Measure up to 10 students as they run laps. Uses splits. Enter lap length and number of laps runners must complete. Choose start or start "delay" and tap the students' name as they finish each lap. The app automatically updates the lap splits, speed, pace, and more. You can email the results. You can see all 10 students on one screen. **Website**: http://thepegeekapps.com/runlaptap/ **Cost**: $1.99
FITNESS TESTS 	**Description**: Reference list with protocol procedures that teaches you how to complete each test. Over 30 fitness tests. **Cost**: $0.99
SPRINTTIMER 	**Description**: An app that both times and creates a photo of the finish as students complete their sprints. Great for Track and Field days! **Cost**: $1.99
CARDIO BUDDY 	**Description:** This app measures your heart rate using your camera. Cardio Buddy uses a hands-free, bio-signal analysis of the heart rate by analyzing the color in your face. Dependent upon your heart rate, more or less blood is pumped through the face causing a change of color the camera picks up on. It also allows you to save your heart rate data and compare it. **Cost:** there is a free version or $1.99
ARGUS 	**Description:** This app tracks your activities, nutrition, sleep, vitals and hydration. Check out the video of the future to see how it works! http://www.youtube.com/watch?v=YB4UddXj2sc **Cost:** $1.99
LIVING LUNG 	**Description:** 3D model of a lung, you can adjust volume, breaths per minutes and review the anatomy. Most appropriate for upper level students **Cost:** Free

MOBILE APPLICATIONS FOR SKILL ANALYSIS

APP	Description
COACHES EYE 	**Description:** Coach's Eye lets you record a video of any sport or activity directly from your iOS or Android device. Import existing videos from coachseye.com, your device, video cameras, or other apps. Show your students the video, analyze the movement using slow motion and draw feedback on the video. **Website**: http://www.coachseye.com/ **Cost**: $4.99
UBERSENSE 	**Description**: Slow motion precision video recording, draw feedback on screen, side-by-side comparison, coaches review with audio and video, easy sharing. **Website**: www.ubersense.com **Cost**: Free!
EASYTAG 	**Description**: EasyTag works as a standalone app but is also designed to integrate with Dartfish Tagging. Record and tag certain movement phases and events. Great tool for later review to see an overview of the number of times a certain event occurred. Great tool when students can't participate in physical activity. **Cost:** Free
DARTFISH EXPRESS 	**Description**: Record, frame by frame playback, slow motion, take still shots, add video annotations, save into library and share via dartfish.tv. Similar to Coaches Eye but appears easier to use. **Cost**: $4.99
BAM VIDEO DELAY 	**Description:** Simultaneously record and display delayed video. This means that the performer will have enough time to come and see the video when the performance is completed. See the performance up to 4 times! The delay is a great feature in PE! Students never have to touch the video. Great for any levels but handy in elementary PE! **Cost**: $4.99

APP	Description
SPORTALYZER 	**Description:** Record performance and create various phases for the different movement phases of the performance. You can analyze the movement, draw on screen and produce a PDF report. Create posters or cue cards to show skill execution. **Cost**: $6.49 **or Sportanalyzer Lite: Free**
ICAL MOBILE 	**Description:** Download any youtube video files using this app. Then use any of the video analysis app to analyze the movements on the video. **Cost**: $1.99
VIDEO TAGGER 	**Description:** Record and tag skill performance. There are two video modes: record and tag. The nice thing about this app is that it will record a few seconds before and after you tap. Continue to tap and you will see two vide montages with highlights you identified (taps). **Cost**: $1.99
COACH MY VIDEO 	**Description:** Real time video instruction for immediate, on the spot coaching. Frame capture, instantly review and analyze videos in slow motion **Website:** http://www.coachmyvideo.mobi/ **Cost**: Free
BURST MODE 	**Description:** This app allows you to take hundreds of snapshots at 24 frames per second. Review thumbnails of each frame and create a photo sequence from selecting various frames. You can also playback and review the frames one by one or as an entire video. **Cost**: $1.99

APP	Description
COACHNOTE 	**Description:** This is a great app to help students understand tactics and strategies. You can create, save and share plays and animate them into motion. This app is great when teaching sports using the TGfU, tactical games, and sport education approach. **Website:** https://www.coachnote.net/ **Cost:** $1.99
PAIR PLAYER 	**Description:** This video analysis app allows you to show and compare two videos side by side on one screen. **Cost**: $7.49
SLOPRO 	**Description:** Watch your performance in slow motion. This app allows you to create slow motion videos up to 1000 frames per second. Once you start recording you can tap the video to edit. The edit screen allows you to change the playback speed. It has 8 options. **Cost**: Free
TIMEMOTION 	**Description:** This app is simple but effective and can be used to time students or athletes doing certain movements. Like walk vs jog vs run. Also great to assess teachers and evaluate their "physical activity time, management time, instruction time, and waiting time". It give you the frequency of how many times you tagged each movement and how much % of the time was spent in that movement. **Cost:** free
TGFU GAMES 	**Description:** Comprehensive collection of games organized in grades K-6 based form the TGfU approach: fielding/striking, invasion, target, and net/wall. Each game includes tactical problems, rules, safety, and progressions on one card which you can easily print from your ipad. **Cost:** $1.99
PLAYBOOK FOR COACHES 	**Description:** Playbook for coaches is an app that holds playing fields of a variety of sports. The app is a virtual white board where you can draw your plays and tactical approaches. This is a great tool to use when utilizing the sport education model. Your students can think more deeply about how they will approach different plays. **Cost**: Free

GENERAL ASSESSMENT APPS

APP	Description
EASY ASSESSMENT 	**Description:** Specifically designed for PE teachers. Capture and assess student performance. Set up class lists and develop weighted rubrics. Collect videos and pictures as evidence of performance. Data can be exported via email or added to dropbox **Cost**: $1.99
FORMATIVE FEEDBACK FOR LEARNING 	**Description:** Record student learning and provide positive and constructive feedback to foster communication and collaboration between students. **Cost**: $1.99
STICK PICK 	**Description**: Add your class list and pick a student at random with this app by shaking it or tapping on the screen. Stick Pick suggests question starts for learners at different levels (using Bloom taxonomy) and records how well students respond during discussions. The level of performance can be changed depending upon the proficiency level of the student. This is a cognitive and formative assessment. **Cost**: $2.99
TEACHERKIT 	**Description:** This App allows you to add your class lists and a picture for each student. You enter a class and you can check attendance, monitor behavior, and collect and manage grades in the grade book. You can email, upload and download class lists and results. **Cost**: Free
TEACHERTOOL 	**Description**: If TeacherKit does it not do for you, TeacherTool will! This app is advanced yet easy to use. It is a grade book, calendar, notebook, and course register. This app has three levels, each is more advanced. **Cost**: One: Free Flex (Basic): $4.99 Full: $27.99

APP	Description
STUDENT CLICKER 	**Description**: Real time assessment app students use to participate in quizzes using the Socrative method described below. **Website**: www.socrative.com **Cost**: Free
TEACHER CLICKER 	**Description**: The app teachers can use to facilitate cognitive assessments in the classroom. Create real time formative assessments such as quizzes, exit slips, games, and quick check for understanding questions. **Website**: www.socrative.com **Cost**: Free
PICK ME! 	**Description:** This app will randomly pull a students name for you to call on and after they answer the question you record the answer using the thumbs up or thumbs down feature. The data is saved and ready to export to your email account at the end of class. You can remove students that answer questions correctly or leave them in for additional chances. **Cost:** $1.99
SCHOOLOGY 	**Description:** Classroom Management System: Manage your classroom, create and submit assignments, participate in interactive discussions, perform assessments, collaborate with your peers, and much more! **Website:** www.shoology.com **Cost:** Free
CLASSDOJO 	**Description:** Behavior Management System: Great app to involve your students in positive behaviors within your class. Great for elementary students who receive their own little "monster". Provide positive reinforcement in class. As students gain points they can change their avatar. Create and send behavior reports home. **Website**: www.classdojo.com You must set everything up online. **Cost:** Free

APPS FOR REFLECTION

APP	Description
TWITTER 	**Description**: Mobile app that helps you stay up-to date with your tweets and allows you to send tweets on the go. **Cost**: Free
EDMODO 	**Description**: Take your Edmodo class on the road! Check messages from students, assignments, and reply on posts. **Cost**: Free
BLOGGER 	**Description**: With this app you can blog on the go! **Cost**: Free
DIGICATION DIGI[cation]™	**Description**: Google App. E-portfolio tool for students to showcase and share their work online. **Website**: http://digication.com/google **Introduction Video**: http://youtu.be/NxB0Xz5oI7Q
EASY PORTFOLIO 	**Description:** The app designed for PE Teachers to effectively capture skill development and sports skill portfolios in a flash. Teachers can in a matter of seconds add video, photos, audio notes, documents and more to an ongoing ePortfolio. You can then share portfolios to Dropbox or via email or showcase them from within the app. **Cost**: $1.99
VOICETHREAD 	**Description:** Create and share dynamic conversations around documents, snapshots, diagrams and videos -- basically anything there is to talk about. You can talk, type, and draw right on the screen. **Cost:** Free

Further Information

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