Students as Academic Partners (SAPS)

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Students as Academic Partners (SAPS)

PGCE Secondary Physical Education

SAPS

A University scheme where students are paid to engage in a project in partnership with academic staff. They are expected to publish or disseminate findings in collaboration with academic staff.

Apply – Plan – Research – Evaluate – Conclude – Report - Disseminate

'Technology enhanced learning in physical education; secondary physical education trainee teachers working in partnership to enhance the course experience'.

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Technology in our daily lives...

- When did you last use the internet?

- How many hours per day do you use the internet?

- When did you last use technology to support learning? Either your own or others?

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School context
Interesting information…   but no surprises

Survey of European schools – ICT in education
https://ec.europa.eu/digital-agenda/sites/digital-agenda/files/KK-31-13-401-EN-N.pdf

Statistics August (2013)

33% of 3-4 year olds go online on a PC

87% of children aged 5 – 7 use the internet

75% of 15-16's go online daily in their bedroom

46% use a laptop, 41% use a Smartphone to go online

53% of 11-12 have a social networking site.

What do the figures look like now?

Context for school learners
Interesting information…   but no surprises

June 2014 EU Statistics

Going online is now thoroughly embedded in children's daily lives.

How many minutes per day do 9-16 year olds spend online (average)?
88

How many minutes per day do 15-16 year olds spend online (average)?
118 minutes online per day, twice as long as 9-10 year olds (**58** minutes).

3 is now the average age of first internet use in UK.

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Technology in education

'The transformative power of I pads'

'A flexible learning tool'

'Allows pupils to personalise the ways in which they work'

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Why?

Use of technology for physical education has long been debated regarding pupil **learning (non physical) and active (physical) engagement** (Capel and Whitehead 2015, Pyle and Esslinger 2014)

Trainee teacher's confidence to use technology within lessons is varied and often forms barriers to professional development (Thomas and Stratton 2006, Okposio 2011).

The **rapidly changing landscape** of new technologies, along with the **variance** between school resources and support highlights the importance of technology to **enhance the PGCE course experience.**

What?

The aims of the research project were to:

Evaluate the impact on pupil learning and engagement of using selected ICT tools within Physical Education

Design and create an e-resource to support other PE trainees within their teaching practice

Gain feedback on the impact of undertaking this project, on trainee teacher development

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Ethical Approval and Consent

Ethical Consent

Ethical approval gained by ISES Ethics committee University of Worcester

Head teacher Consent

Head Teacher consent given for data to be collected in their school with findings published

Action Research Consent

Consent gained from participant action researchers' for the data collected to be used in presentation and publication.

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Partnership Schools

Five partnership schools agreed to trainees conducting research in their school, one school wished to remain anonymous.
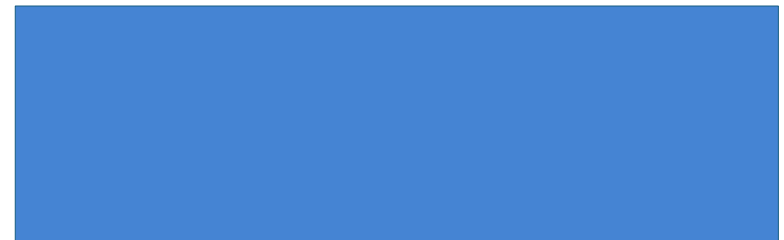
Participant Action Research

Use technologies in Lessons

- Each action researcher used a variety of Apps to support learning within lessons.

Evaluate technologies

- The Apps were evaluated
- Evaluations were shared between action researchers.

Create e-guide

- Final evaluations were collated and an e-guide was created.

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So What?
e-guide

* Animated Essentials of A &P
* Balance it
* Bleep Test
* Comic Life
* Dartfish Easy Tag
* Dragon Dictation
* Inspiration
* Kahoot

* My Bracket
* My White Board
* Padlet
* QR Reader
* Seconds
* Show Me
* Skitch
* Sprint Timer
* Team Shake
* Ubersense
* Visual Heart

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PADLET

This website is an engaging, informative webpage that can be used throughout learning environments to create mind map, discussions and live feeds. Learners are able to update the Padlet page that is created when they had learn a new piece of information. They can edit and change throughout the lesson. Progress is obvious as a live feed throughout the lesson; like twitter or other social media medians means that information and learning is constantly being updated.

Padlet can be used within lessons as part of an activity or can be used as homework for pupils to put their answers on or give feedback to the teacher about their learning.

Impact on learning	🔵	🔵	🔵		
Effectiveness	🔵	🔵	🔵	🔵	
User friendly	🔵	🔵	🔵		
Set up time	🔵	🔵	🔵	🔵	
Value for money	🔵	🔵	🔵	🔵	🔵

Word of the day: fascinate
Make a sentence with this word and post it he the post.

Tim
Harry Potter books are very fascinating.

Jennifer
The magician fascinated the audience.

Tarun
Our fascinati technology i our health.

Corinne
Walt Disney world has fascinating fireworks every night.

Jose
I was f animal

Jessica
We should not be fascinated by new things easily as they often have unknown bad

Mr Sha
Jessica, good thought but you should try to make simpler sentences. You want to go again?

COMIC LIFE

This software enabled me to make eye-catching new designs when creating resources. The pupils really engaged with the fun side of the resources and this motivated them to complete the task with more enthusiasm. The pupils can also use this app/software when doing homework or class work. This app encourages them to take pride in their work and from my experience has impacted positively on their learning. Easy to use and great value for money.

Impact on learning	🌀	🌀	🌀		
Effectiveness	🌀	🌀	🌀	🌀	
User friendly	🌀	🌀	🌀	🌀	
Set up time	🌀	🌀	🌀	🌀	
Value for money	🌀	🌀	🌀		

DARTFISH EASYTAG

Dartfish EasyTag provides students and teachers with a visual, statistical representation of their performance for the duration of a lesson or a specific activity. Pupils can use the statistical data to identify strengths and areas for improvement in their performance and use it as a tool to measure progress. The app is user friendly and once familiar with the app, easy to set up. Its price of £2.99 in the App Store is makes it very good value for money.

Impact on learning	🐭	🐭	🐭	🐭	🐭
Effectiveness	🐭	🐭	🐭	🐭	
User friendly	🐭	🐭	🐭	🐭	
Set up time	🐭	🐭	🐭	🐭	
Value for money	🐭	🐭	🐭	🐭	🐭

.,ateur 📶 9:22 AM

14 événements

Annuler 00'49 Stop

1st SRV IN (3)	return in (4)
FAULT (1)	return miss (2)
2nd SRV IN (1)	error/df (0)
ACE/WINNER (0)	ace/winner (0)
ERROR/DF (0)	1st srv in (0)
RETURN IN (2)	fault (1)
RETURN MISS (0)	2nd srv in (0)
REVIEW (0)	review (0)

So What? Focus Group

What was the impact on pupil engagement and learning from the use of technology in lessons?

Pupils take more **RESPONSIBILITY** for learning

Greater **ENGAGEMENT** and **EXCITEMENT** from pupils (participants and non participants)

Are we *winning the 'war'* on **student motivation**…

…or, has it been put on **'ceasefire'**?

Increased pupil **SELF ESTEEM**

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So What? Focus Group

* **CREATIVE** and **INNOVATIVE** teaching has supported higher levels of **LEARNING**

* Easier to **DIFFERENTIATE** supporting lower ability and challenging higher ability
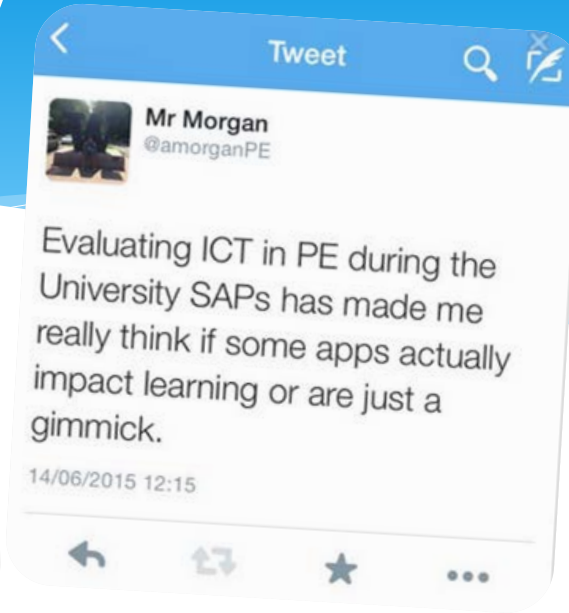
* Supported both formative and summative **ASSESSMENT.**

So What? Focus Group

What has been the impact on your professional development as a result of this project?

- Highlighted a focus upon **'IMPACT UPON PUPIL LEARNING'** when using Apps / technology / a new resource

- Encouraged **TAKING RISKS and trying new things** when teaching.

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What have you learnt from the project?

MissTaylorPE
@GT_PhysicalEd

Exploring different ICT tools within PE has allowed me to measure the impact on pupil learning and identify apps to use in future teaching!

14/06/2015 13:03

Mr Morgan
@amorganPE

Evaluating ICT in PE during the University SAPs has made me really think if some apps actually impact learning or are just a gimmick.

14/06/2015 12:15

Nicole Streather
@MissStreatherPE

ICT can be used as a tool to engage and motivate pupils in PE; ultimately impacting on pupil learning!

14/06/2015 22:27

SR Clarke
@StephClarke10

Most students use a technology outside of school. So using it within school can motivate and engage students.
#techintoteaching

14/06/2015 12:30

Mr Wilks
@AWPhysEd

Using technologies in teaching helps to engage learners, however it's impact on pupil learning must be considered before implementation!

5:49 PM · 14 Jun 15

So what?
Developing confidence and research capacity

* E resource has been used to **enhance** the PGCE PE **course experience** and will be disseminated via conferences and twitter

* Trainees are now **empowered** to undertake their own small scale action research projects in school

* Trainees (now teachers) have **continued to experiment** with Apps and technology

* **Conference dissemination** – Local and National

* **Publications** for PE Matters and University of Worcester Learning and Teaching Journal

One year on….
NQT's to RQT's

These trainees have now worked in schools for one year and following this project believe the benefits are:

* Frequent use of Technology, particularly Apps to enhance learning

* Greater confidence to try out new and different technologies to enhance learning

* Co-leading an Action Research TEL project with a working group

However:

* Equipment available in schools is variable which has posed a barrier to engaging with TEL

Questions

* How have you engaged with students as academic partners in research?

* What were the outcomes?

* Were there any challenges within your institution to working with students as academic partners?

References

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* Okposio, O. C. (2011) The use of ICT in Teaching and Learning in Physical Education. Continental J. Education Research 4 (2): 29 - 32

* PEW research centre (2013) Online: http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/ [Accessed 2nd July 2015]

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