

# COSÁN

my e-learning journey



Antonio Calderón

2014-2015

#FID1415

# MODULE

# WEEK

**teacher**

The social media week:

- 1) **Tweet** of the week
- 2) **Paper** of the week
- 3) **Twitinterview** of the week
- 4) **Live class** twitter chat
- 5) Tweets **to provoke reflection** and start dialogs

**students'**

The social media week:

- 1) Tweet **practice photos**
- 2) **Reflective** tweets
- 3) **Youtube** team reflection
- 4) **Freedom** to tweet
- 5) **Freedom** to engage in dialogs

# MODULE

# UNIT

The

©

**#fid1415** talk!

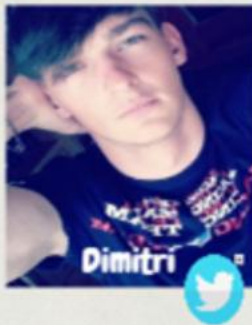
'Google Hangouts' formativos



**Piktochart**  
make information beautiful

# MODULE

# UNIT



## Preguntas guía

- 1) ¿Qué entendemos por 'multideporte' en la iniciación deportiva?
- 2) ¿Qué entendemos por 'especialización' en iniciación deportiva?
- 3) ¿Cuáles son las ventajas y los inconvenientes del 'multideporte'?
- 4) ¿Cuáles son las ventajas y los inconvenientes de la especialización?

**TAREA** Lee los artículos de Coté y Malina y anota/subraya las ideas más importantes de forma previa al hangout.

on air!



nov 28 - 17h


# MODULE

# UNIT



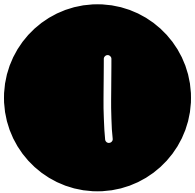
## Highlights

#fid1415

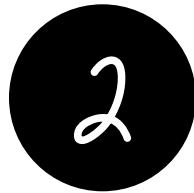
<p>1</p> <p>El multideporte y el juego deliberado en la iniciación deportiva, favorecen el disfrute y el aprendizaje de habilidades básicas y deportivas variadas, lo que permitirá en el joven deportista, un desarrollo biológico, psicológico y social natural, y una mayor adherencia y participación a medio-largo plazo</p> <p>highlights!</p>	<p>1</p> <p>El multideporte y el juego deliberado en la iniciación deportiva, favorecen el disfrute y el aprendizaje de habilidades básicas y deportivas variadas, lo que permitirá en el joven deportista, un desarrollo biológico, psicológico y social natural, y una mayor adherencia y participación a medio-largo plazo</p> <p>and1415</p>	<p>2</p> <p>La especialización temprana en un solo deporte y la práctica deliberada durante la iniciación deportiva, pueden favorecer en el joven deportista el aislamiento social, la aparición de lesiones, la dependencia, y el abandono deportivo prematuro, tal como evidencia la literatura especializada</p> <p>and1415</p>	<p>3</p> <p>En función del tipo de deporte que se practique, si el objetivo es alcanzar el alto nivel deportivo, los años previos a la especialización, dedicados al multideporte podrán variar, pero se recomienda que en iniciación deportiva, siempre existan</p> <p>and1415</p>	<p>4</p> <p>Ambos enfoques pueden conducir a la excelencia y al alto nivel deportivo, pero con diferencias en un proceso, en el que los entrenadores y el contexto del joven deportista deberán tener en cuenta que no es un adulto en miniatura, y por tanto la práctica se debe plantear de forma diferenciada</p> <p>and1415</p>	<p>1</p>  <p>highlights!</p>
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# MODULE

# UNIT



**unit**



**unit**



**unit**



**unit**



Live class twitter chat: #fid1415

# MODULE

# COURSE

The

**#fid1415 Awards!**  
**¡ÚLTIMA HORA!**

- Resolución -

El Viernes 20 de febrero (máximo) se sabrán los premiados de la primera convocatoria 'The #fid1415 Awards'. ¿Te interesa?

# MODULE

# COURSE

## MODALIDADES

**Modalidad  
1)**



### INTERVENCIÓN PRÁCTICA

Se valorará la correcta aplicación del modelo comprensivo de enseñanza, así como el proceso de preparación de la práctica y los recursos empleados (hojas de tareas, roles, registro de info...)

**Modalidad  
2)**



### VIDEO REFLEXIÓN

Se valorará la creatividad en la edición de las grabaciones de video en las que los miembros del equipo reflexionan sobre la práctica realizada (calidad de las intervenciones, participación...)

**Modalidad  
3)**



### SOCIAL MEDIA

Se valorará la presencia del equipo en Twitter de forma previa y posterior a la práctica, pero también a lo largo de todo el curso, en temas relacionados con #fid1415 (recursos, ideas, interacciones...)

main findings

1 my **desire** was to create a student-centred environment in order to enhance student learning, but this approach could be challenged as being too **teacher-centred**

2

the social media intervention included activities that may have **restricted** dialogic interaction such that it was more of a **one-directional process** of information-sharing

3 my tweets were too **closed** and  
teacher-centred, so they simply  
**didn't prompt** students to get involved

4 only a **minority** of students appeared to be engaged meaningfully. It is also worth noting that these were the most technically competent and **motivated** students.

5

it seems clear that the other students are more accurately described as **'lurkers'**. It may be the case that in their personal use of social media, this is the perfectly **valid** way in which they engage so this approach simply transferred to the learning context



Rambe (2010) reported the same “**superficial engagement**” when a teacher posted teacher-generated content instead of involving students in critical activities

7

the intention was **good** but many of the first year undergraduates had little previous experience of using social media for learning and this reality did not match up to my **aspirations**

8

to **force** greater collaboration  
between first year undergraduates  
through Twitter – or any other  
intervention - **does not seem** to be the  
most effective solution

9

instead, it may be more important to set up a **learning environment** than attracts students to technology gradually, and in ways that acknowledge their **prior beliefs** and experiences as users

10 my use of social media and digital technologies was somewhat “**mechanical**”, leading the user to focus on the short-term, day-to-day use of social media with insufficient time for **reflection**

11  
on reflection, the focus was too much  
on my **excitement** of using of social  
media and too little on the learning  
outcomes and students' **active**  
**involvement**

12  
as Casey (2014) noted, the use of technology needs a **clear purpose** and an effective combination of **technology** and **pedagogy**, and it is this that seems to be the differentiating factor in attracting and keeping students engaged

13  
we should not lose sight of the fact that,  
for the most part, technology is a **tool** to  
address **educational** concerns  
(Fletcher, 1996).

2015-2016

#FIDmola

#FIDmola

1 this change of conception has **consequences** in my teaching use of social media. Having concluded that the first two years of innovation needed to be improved, I decided to **change** the **focus** of the module

# the socio-digital technology-based tasks

mini-challenges

# NEW MODULE

## 0 QUESTION



What age is the best to start practicing sports?

#FIDmola

Piktochart

## 1 SEARCHING

Here you have some **sources**:



#FIDmola

## 2 CURATING

- ➖ Obviously, not everything you find on this topic will have great **quality**.
- ➔ **Select** only that which is good according to your criteria. For example, journals articles and some blogs include very rigorous and reliable contents.
- ➖ Pay **attention** because some blogs or internet pages do not show great quality content.

#FIDmola

## 3 CREATING

- 📊 Produce an **infographic** to inform people on the topic of best ages to start practicing sports.
- 🔗 You should include **links** to the documents that you used to create it (for example, link to an articles, link to websites, blogs, etc.).
- 🔍 It should **not be very complex**. On the internet you will find thousands of examples. This page is only an example. <http://goo.gl/hRa2zm>

#FIDmola

Piktochart

## 4 SELF-ASSESSING

	Outstanding (3 points)	Very good (2 points)	Good (1 point)	Satisfactory (0 points)	Fail (0 points)
1. Clarity	Very clear and easy to understand.	Clear and easy to understand.	Clear and easy to understand.	Not clear and difficult to understand.	Not clear and difficult to understand.
2. Content	Very relevant and interesting.	Relevant and interesting.	Relevant and interesting.	Not relevant and not interesting.	Not relevant and not interesting.
3. Design	Very attractive and professional.	Attractive and professional.	Attractive and professional.	Not attractive and not professional.	Not attractive and not professional.
4. Language	Very correct and accurate.	Correct and accurate.	Correct and accurate.	Not correct and not accurate.	Not correct and not accurate.
5. Effort	Very high effort and dedication.	High effort and dedication.	High effort and dedication.	Not high effort and not dedication.	Not high effort and not dedication.

Self-assess your audiovisual creation using this five point rubric.

#FIDmola

## 5 SHARING



Share your audiovisual creation using Twitter and try to interact in a online conversation

#FIDmola

## 6 REFLECTING

- 📝 **Post a reflection** about the whole process of creation in your learning blog.
- 🐦 Tweet it out the mini-challenge 'learning tweet', always using the module hashtag.

#FIDmola

## 7 DOUBTS?



'Use' the **WhatsApp** back channel (every Wednesday 9 to 10pm) the '**Happy hour**'

#FIDmola

# (1) infographics

## MULTIDEPORTE VS ESPECIALIZACIÓN VENTAJAS y DESVENTAJAS

¿Que ríngos tiene la especialización temprana? #FIDMOLA @srbtycufm

¿Que ventajas tiene la práctica de multideporte?

Análisis sobre las ventajas y desventajas de escoger una vía u otra en la iniciación

### EL GRAN DEBATE

For qué hay niños de 10 años que no juegan correr, lanzar, saltar, es decir los movimientos fundamentales básicos de cada deporte.

Andy Grant, expert coach UK Coach Education Advisor

Participación en deportes

Esta es una reflexión del momento, pero hay que ser conscientes que antes de ser la participación en el deporte de los niños.

Trabajando aspectos como coordinación, velocidad de reacción o agilidad tendremos resultados benéficos. En un partido, responder a estímulos inconscientemente, y nunca podría ser un buen futbolista si previamente no los ha trabajado.

MICHAEL OWEN, ex-FUTBOLISTA

## MULTIDEPORTE en la fase de iniciación

- ✓ LONGEVIDAD EN CARRERA DEPORTIVA. Puede llevarnos a tomar la responsabilidad de nuestro propio desarrollo físico. **LUCE, FUE, JUGARVA**
- ✓ MEJOR DESARROLLO ATLÉTICO Y MOTOR
- ✓ MEJOR HABILIDAD PARA TRANSFERIR COMPETENCIAS adquiridas en otros deportes a NIVELES de CONFIANZA y AUTOESTIMA.
- ✓ DESARROLLO DE MULTIHABILIDADES. (Coordinación, agilidad, velocidad, velocidad de reacción...)
- ✓ Pasa mejor muy
- ✓ DISFRUTAN MÁS JUGANDO NIÑOS
- ✓ FORTALECIMIENTO ACADÉMICO
- ✓ DESARROLLO DE CREATIVIDAD Y EMOCIONES

## ESPECIALIZACIÓN TEMPRANA

¿Deberías más un deporte? ¿Preferite para iniciación?

(Probabilidad de lesiones)

- ✗ MENOS DISFRUTE POR EL "PRESIÓN"
- ✗ MENOS PARTICIPACIÓN EN OTROS DEPORTES
- ✗ MENOS CREATIVIDAD
- ✗ RIESGO SECUNDARIO. Si abandonamos un deporte, no tenemos práctica ni desarrollo de habilidades para practicar otro.

**ABANDONO DEPORTIVO**

Solo terminamos jugando en 15% a los 16 años

## Enseñanza tradicional Vs Enseñanza comprensiva

Realizado por: Néstor Pérez Fernández y María Valverde Aragón

### Enseñanza tradicional

#### VENTAJAS

- ✓ Enseñanza participativa y dinámica.
- ✓ Automatización de los movimientos.
- ✓ El aprendizaje es simple.
- ✓ Adquisición de conocimientos técnicos y tácticos.
- ✓ Enseñanza ordenada y de carácter estándar.

#### INCONVENIENTES

- ✗ Enseñanza de la técnica excesiva.
- ✗ Deportistas dependientes.
- ✗ Aprendizaje descontextualizado.
- ✗ Poca transferencia a la realidad.
- ✗ Falta de motivación.
- ✗ Falta de comprensión en el juego.
- ✗ Poca tiempo de juego real.
- ✗ No genera hábitos de practica.
- ✗ Poca actividad física.
- ✗ Enseñanza analítica progresiva.

Este tipo de enseñanza se utiliza más en los deportes individuales, como: Gimnasia artística, deportiva, ciclismo...

### Enseñanza comprensiva

#### VENTAJA

- ✓ Desampliación de la creatividad y motivación del deportista.
- ✓ Entrenamiento adaptado a la persona.
- ✓ Enseñanza de carácter flexible.
- ✓ Enseñanza con valor formativo.
- ✓ El alumno consigue alcanzar su máximo nivel de sus capacidades y de sus habilidades.

#### INCONVENIENTES

- ✗ Formación del Profesorado.
- ✗ Mayor implicación docente.
- ✗ Complejidad perceptiva.
- ✗ Experiencias previas docente.
- ✗ Control de alumnos.
- ✗ Mayor preparación de lesiones.
- ✗ Conocimiento del alumnado.
- ✗ Conocimiento profundo docente.

Este tipo de enseñanza se utiliza más en deportes de equipo, como: Fútbol, balonmano, baloncesto, voleibol...

### Modificación de variables en la enseñanza deportiva

- Formas de organización: filas, circuitos y tareas.
- Tiempo de Practicas.
- Adecuación de las tareas.

### Bibliografía

<https://books.google.es/books?id=Q8low4XW6oC&pg=PA69&pg=PA69&dq=Ventajas+de+la+enseñanza+tradicional+de+deportes>

<http://log.educalab.es/cnie/2013/04/21/ensenanza-tradicional-versus-ensenanza-per-competencias/>

<http://cced.ucam.edu/index.php/revista/article/view/300>

Libro de clase, tema 4 y 6

#FIDmola

UCAM UNIVERSIDAD CATOLICA DE MADRID

El profesor plantea la tarea a realizar, los objetivos, nombre y reglas.

<https://www.youtube.com/watch?v=U-VCC4rWw0E>

## how do you COACH?

Youth coaching approaches

alvarolopezfido @alvarolopezfido David Olivares Gambi

Play + Learning

1 PROS - CONS

2 Effectiveness of coaching process

### ¿Analizar efectividad del proceso de enseñanza?

Variables independientes

Nivel de Participación

Capacidad de aprendizaje

Motivación del niño

Tiempo de espera y de participación

Feedback

Variables dependientes

Organización -> FILAS

1. EJECUTAR  
2. VOLVER A PILA  
3. ESPERAR TURNO  
4. EJECUCIÓN

Organización -> CIRCUITOS

1. MONITOR EJECUTA  
2. EJECUCIÓN  
3. PREPARACIÓN (DURANTE)  
4. EJECUCIÓN

PARTICIPACIÓN ACTIVA

Organización eficaz -> Incluye durante actuación jugador

Tiempo de participación

Organización de espacio

Organización de grupo

Formas de participación

Formas de agrupación

### Skill Approaches

Task Organization - LINES

#### VENTAJAS

- ✓ + EFICAZ generar acción en niños de 10-11 años. (Vg. Fútbol)
- ✓ Mayor control por parte del master
- ✓ + Tiempo disponible en parte principal (Vg. Fútbol)

#### INCONVENIENTES

- ✗ Más palabras y cantidad de órdenes. Tono de voz. (Vg. Fútbol)
- ✗ Sin recibir RESPUESTA
- ✗ Poca experiencia, conocimiento y desarrollo
- ✗ - participación del jugador en tareas
- ✗ + tiempo de espera
- ✗ + tiempo de organización
- ✗ En deportes de equipo de este relación con práctica y lenguaje con el grupo.

Traditional practice- players that through commands of the coach react to the task

[@pilly66](https://www.youtube.com/watch?v=U-VCC4rWw0E)

### Skill - Based Approaches

Task Organization - GAMES

## (2) presentations

1

**POWTOON**



2

**POWTOON**



2016-2017

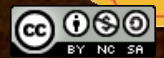
#CoolPE





A remarkable experience...

# #CoolPE





#CoolPE

**'Preparing pre-service teachers for the inclusive classroom'**  
in a digital era





**Physical Education  
and Sport Sciences**

University of Limerick

# Sociological Concepts of Teaching and Learning in Physical Education

the  
instructional design



# EVERY LECTURE

# 1

## Clip of the week



Every class started with a short *YouTube* video in which a student is talking (very bad) about physical education. Thought provoking video!





meet India!

"Today I'm going to be talking about this thing that I hate...that thing is called PE"





meet kelsey!

"PE is this torture chamber that I go to every day where you do things like sports...ugh!"



*meet Aaron!*

"Gym class is the stupidest thing I have ever had to take part in, gym class is so dumb..."



meet Sarah!

"It sucked having to do time miles because I was always the slowest ..."



*meet Zac!*

"do you think I have to take gym class? I spent the whole year swimming competitively..."

EVERY LECTURE

2

Team reflection



Following the video, in teams of four, pre-service teachers reflected on the thoughts of the student from the video and proposed ideas to help him or her.



EVERY LECTURE

3

Article of the week



The pre-services in the same teams, had to answer different questions linked with the video and the article, that were projected on the class screen (simulating a game show).





# GENDER

Goodyear, V., Casey, A., & Kirk, D. (2014) Hiding behind the camera: social learning within the Cooperative Learning Model to engage girls in physical education, *Sport, Education and Society*, 19(6), 712-734,

A black and white photograph of several children in an outdoor setting, possibly a field or park. In the foreground, a boy in a plaid shirt is seen from the side, looking towards another child. In the center, a boy in a light-colored jacket is seen from the back, looking towards the right. On the right, a boy in a dark hoodie with a logo is smiling and looking towards the camera. The word "RACE" is overlaid in large, white, bold, sans-serif capital letters across the center of the image.

# RACE

Grimminger-Seidensticker, E, & Aiko Möhwald, A. (2016). Intercultural education in physical education: Results of a quasi-experimental intervention study with secondary school students. *Physical Education and Sport Pedagogy*.



# RELIGION

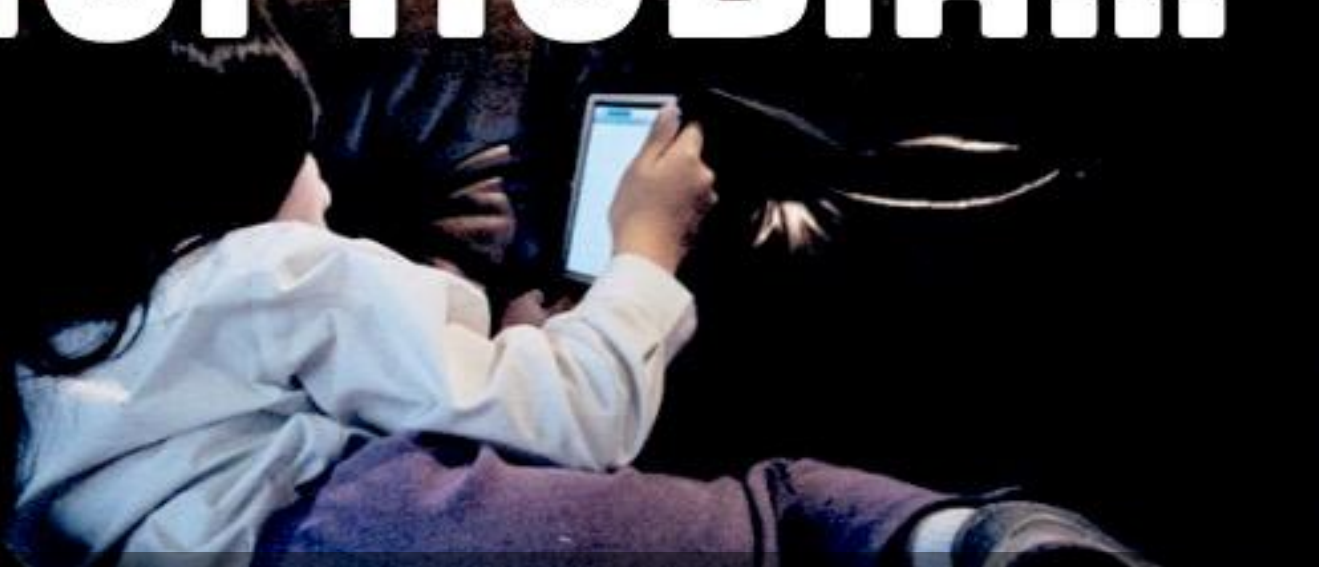
Dagkas, S., Benn, T., & Jawad, H. (2011). Multiple voices: improving participation of Muslim girls in physical education and school sport. *Sport, Education and Society*, 16(2), 223-239.

A close-up photograph of a plate of food, including french fries and a burger, with the word 'OBESITY' overlaid in large white letters. The fries are golden brown and the burger is partially visible in the foreground. The background is slightly blurred, focusing attention on the food and the text.

# OBESITY

立春 雨水 驚蟄 清明 穀雨 立夏 小滿 芒種 夏至 小暑 大暑 立秋 處暑 白露 秋分 寒露 霜降

# NOMOPHOBIA...



Li, Y., Zhang, X., Lu, F., Zhang, Q., & Wang, Y. (2014). Internet Addiction Among Elementary and Middle School Students in China: A Nationally Representative Sample Study. *Cyberpsychology, Behavior, and Social Networking*, 17(2), 111-116.



# SEXUALITY

Hills, L. A., & Croston, A. (2012). 'It should be better all together': exploring strategies for 'undoing' gender in coeducational physical education. *Sport, Education and Society*, 17(5), 591-605.

A photograph of a group of young women in school uniforms and caps. The word "BULLYING" is overlaid in large, white, bold, sans-serif capital letters across the center of the image. The women are looking in various directions, some appearing to be in conversation or observing something off-camera. The background shows a building with a window and a door.

# BULLYING

Bejerot, S., Edgar, J., & Humble, M. B. (2011). Poor performance in physical education – a risk factor for bully victimization. *Acta Pædiatrica*, 100, 413-419.

the  
assessment



# 1

## ASSIGNMENTS

### Team project



To design, develop and present and a project addressing the unique needs of students from the “clip of the week” (high diversity).



Interactive web tool to create the project presentation.

# 2

## ASSIGNMENTS

### Infographic



To design an infographic whose title was Cool and Inclusive PE and share it through *Twitter* to engage in a social media chat with other teachers.



Interactive web tool to create the project infographic.



## ASSIGNMENTS

# Blog reflection



To write a blog post (using *Blogger* or *WordPress*) reflecting about the whole learning experience (#CoolPE experience).



**Blogger**

Blog platform to write the personal opinion.



# Main findings

Students' perception of the blended module



## 1.1.2. Novelty and uncertainty

13 references | 6,43%

“If we knew how to properly use the applications prior to starting assignments using them then process would have been a lot more comfortable”  
(Jack)



# 1.1.3. Engagement

32 references | 15,60%

“Completing this project  
within a team was a highly  
rewarding experience”  
(Olivia)

# 1.1.4. Disengagement

10 references | 4,87%

"This may be very challenging for some and although they might have amazing ideas, they may not be able to get them across effectively if they must spend their time trying to understand a new type of software or online tool"

(Adam)



## 1.2.1. Technology as a new challenge

19 references | 43,18%


"In this module we had the opportunity to use new applications on technological devices which we have never used before" (Holly)



## 1.3.1. Inclusive physical education

71 references | 27,62%

"It was important for me to learn ways in which to make the class more inclusive for all students in case I run into this issue myself as a teacher" (Samuel)

A person is holding a globe of the Earth in front of a wall covered in newspaper clippings. The globe is the central focus, showing the continents of North and South America. The person's hands are visible at the top and bottom of the globe. The background is a collage of various newspaper articles and photos, some of which are partially legible, such as 'Can You...'.

### 1.3.3. Sociological issues (gender, race...)

28 references | 10,89%

"I have learned the importance of taking consideration of different sociological issues in the classroom/sports hall such as gender, race and obesity"  
(Ava)



## 1.3.4. Moving away / moving forward

19 references | 7,39%

"This project has prepared me for the reality of teaching within a classroom and has opened me up to think about ways I can make my Physical Education classes more inclusive going forward" (Michael)



heroes voices...

# The #CoolPE



# Final **COMMENTS**



1



The use of **short videos** to begin each lesson was a very useful contribution to shaping the outline of the class and to prepare the **team discussion.**



# 2



The **collaborative design** of infographics was a very useful and motivational way to be engaged, reflect and research on the **module contents**.



# 3



It was very important to use weekly **tutorial lesson** to support the students with the web-based tools **‘technical issues’** and for giving them **feedback** on the project.



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