

**Assignment 2: Problem Identification**

**Matthew Burford**

**Thompson Rivers University**

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## **Introduction**

The overall goal of Physical Education is educating students so they have the knowledge, skills and understanding to be safe, active and healthy through-out their lives. We help students develop a sense of physical literacy which will contribute to the competence and confidence they need to participate in activities for the rest of their lives (BC's New Curriculum). We can accomplish this by providing them with different forms of work outs, activities, lessons and games that can completed in class throughout the year. In that time, we can monitor their progress, provide formative assessment and help them work through what they like and dislike. Due to COVID-19, we have adapted our Physical Education classes to a hybrid system where we only have our students in class with us once a week. The rest of the days in the week are for online learning. The purpose of this hybrid system is lower the number of students in the school. The new system, while I understand the need for it, makes it hard for Physical Education teachers to monitor participation and provide meaningful insights or comments to our students. In this we may fail to provide good experiences for our students to take home.

## **Statement of Problem**

Essentially, the problem is how do we teach Physical Education online? The statement of "how" does not fully grasp the whole problem as we can make a website or an online classroom. In this classroom we post information, assignments and tasks that we want them to do. Therefore, the real problem lies with that fact that PE is a participation-based course and when we move to online how do track their progress, effort levels and participation? How can we be sure that students are being active and that students are learning? It is easy for me to

post videos of workouts, recommend running routes and encourage them to play sports but how do I know that when they say they did something, they actually did it? I recently had all my students do an online “Workout Log” where I asked them to do a minimum of 2 activities a week to help them stay fit. All they had to do was do an activity and log the information. At the end of the month they were to upload a copy of the workout log to the classroom so I can see that they were active. Students are smart though, and they can simply fill in the log with whatever information they want and then submit. I have no way of knowing if they did the work or not nor can I see what their exertion level was for the duration.

In order for me to offer an effective online program, I would like to find ways to help combat the challenges of checking student’s activity, holding them accountable for their work and effort and find new ways to keep them engaged. I would like to use different technologies to help me with this. I understand that technology and “social media [is] strongly associated with young people” (Bates. 2015) so if I can integrate the use of apps, recordings and more into my education then I may be able to foster “online communities of practice” (Bates. 2015) which may help me overcome the challenge.

## **Conclusion**

Physical Education is a participation-based course where much of the evaluation is done in person via formative assessment. Due to unfortunate issues in our world today, PE is becoming a hybrid class where much of it is done online. A major challenge in running an effective online PE class is accountability on participation and tracking students progress. Using

different technologies will help as new technology opens up more possibilities for education and evaluation.

## References

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