

CONTINUING TO PROVIDE THE EDUCATION IN PHYSICAL EDUCATION EXPERIENCES OF THE PHYSICAL EDUCATION TEACHER EDUCATION NETWORK

Edited by **Kristy Howells** [afPE member]

The Physical Education Teacher Education Network (PETEN) is a network of universities that provide primary and secondary initial teacher education degree programmes, led by Dr Victoria Randall from the University of Winchester. The aim of this collaborative article is to build upon the last edition of *Physical Education Matters* (summer 2020) to continue to provide the education in PE with experiences from PETEN. We also wanted to share the tools, ideas and resources that we have developed across all age phases (Early Years to secondary) during the pandemic. These creations have been devised by university tutors, student teachers and alumni alongside school colleagues. They have been used throughout the pandemic in schools and home school environments, with a specific positive focus on an educative approach.

The contributions shared within this article include: lessons learned during lockdown; virtual CPD events to support colleagues; the use of a pedagogical case as a learning tool for PE professionals; the use of augmented reality; home-based Padlets to stay connected; the use of Flipgrid to support remote and practical performances; resource cards to support PE in small spaces; and videos designed by trainees and alumni to aid children's learning in PE.

LESSONS LEARNED DURING LOCKDOWN

Dr Julie Pearson, St Mary's University, London

During lockdown, teaching PE and engaging in sport and regular physical activity were

difficult, and a new normality for schooling evolved. Yet, from turbulence, positive actions emerged. A more connected platform emerged where ideas flowed, resources were shared and dialogical spaces were created. In fact, the restriction of movement during lockdown brought attention to the aims, purpose and content of PE, especially across the Twittersphere. It is obvious that physical educators care passionately about their subject and for those they teach. Another bonus has been the discussion around the education (E) of PE. There is greater clarity and collegiate agreement that PE, sport and regular physical activity are essential in children's lives (Harris, 2020). Stormbreak (2020) has added not only words, but also actions to promote the importance of embedding mentally healthy movement within children's lives. Both highlight that PE can, and should, contribute to more than just the physical aspects of a child's learning journey. Thankfully, the E of PE is coming back out to play.

To prevent the E hiding behind the P once again, ideas inspired by Stormbreak are being developed by primary trainee teachers at St Mary's University. They will work collaboratively to create a block of movement challenges to teach in schools and at home. Our aim is to inspire trainees to realise their own potential for new knowledge and enhance their pedagogical understanding. It will require a critique of normative PE practice and of their own positioning and beliefs of education. The idea of the E coming out to play in PE is exciting; feel free to join our challenge to build on the excellent work already started by Stormbreak.

VIRTUAL CPD: INNOVATE THE EARLY YEARS 2020

Kate Bancroft, Leeds Beckett University

During lockdown, the new research group Research and Innovation Hub for Physical Educators and their Pupils (RIHPEP) at Leeds Beckett University hosted a virtual CPD event via Microsoft Teams, with live content delivery, networking and over 60 attendees. It focused on improving practitioners' knowledge and understanding of PE provision in the Early Years in COVID-19 times, and also explored gender equality in the Early Years Foundation Stage (EYFS) which is intrinsically linked to PE provision – historically, often a 'gendered subject'. The PE CPD discussed the move towards the wider re-opening of schools and facilities in September, government guidance and how to run PE provision that ensures safety and wellness remain the priorities. Guest speaker, Nick Powell, also covered some new innovative practices that would encourage engagement from young children.

Ensuring there is high quality physical activity teaching in the EYFS is incredibly important. The impact it can have on the cognitive, social and physical development of young children is huge, yet there is often little national focus on this age group and little training specifically aimed at nurseries and EYFS settings. The creation and integration of high-quality physical activity is always challenging, with the amount of PE training embedded into teacher training courses often limited. But this is a hugely important part of school life that needs to be focused on. With an increase in obesity and other diseases associated



Credit: Dawn Daley-James

with sedentary lifestyles, it is important that children grow up with a love of exercise from the earliest of ages. The EY context provides an excellent opportunity to meet this need. The virtual CPD event provided a fantastic occasion for practitioners to develop their PE teaching skills and pedagogical understanding of gender equality in the Early Years and to influence children's understanding and positive experiences of physical activity.

THE USE OF PEDAGOGICAL CASE AS A LEARNING TOOL FOR PE PROFESSIONALS

Declan Hamblin, Kingston University, London

As lockdown started, at Kingston University, as in most institutions, we were left thinking about how we set and assess meaningful work for student teachers whilst they could not attend their placement schools. We were looking for an activity that would enable them to apply their knowledge and understanding to create secure evidence to show how they would have navigated the multi-layered complex situations, which they would have encountered in school, to meet the Teachers' Standards. During discussions within our team, the 'pedagogical case' idea was mentioned.

The 'pedagogical case' was created by Armour (2014) as a learning tool for PE professionals, requiring them to transform research, theory and evidence into practice.

A narrative concerning one young person attempting to learn in PE is pivotal to each case. Significantly, the young person should be viewed as a complex learner, rather than a problem to solve. The focus is on the individual, not a group or class, with that person having specific needs and requirements related to their character and current situation. Investigation of the individual's movement, attitudes and thinking provides a chance to demonstrate knowledge from various disciplines, such as psychology, sociology and skill acquisition to inform pedagogical judgement and decision-making.

'Jordan' was conceived. In the narrative, Jordan explained they were overweight and terrible at team sports. Teachers had been 'on their case' about getting fit. Fitness testing felt like public humiliation which led to feelings of worthlessness and not being cared about. Jordan felt they did not learn in their PE lessons and that lessons were not relevant. Watching contemporary dance brought joy and peer-assessing was a strength. Student teachers had to address Jordan's lack of participation in lessons and apathy towards PE. They had to write a philosophical statement on the purpose of PE, explain why Jordan was demotivated and plan a unit of work (6-8 lessons) with assessment, providing a narrative explaining their teaching approach in each lesson. The results were revealing and insightful, though more gratifying was hearing how meaningful the process had been for student teachers.

USE OF AUGMENTED REALITY (AR) APPS FOR PE

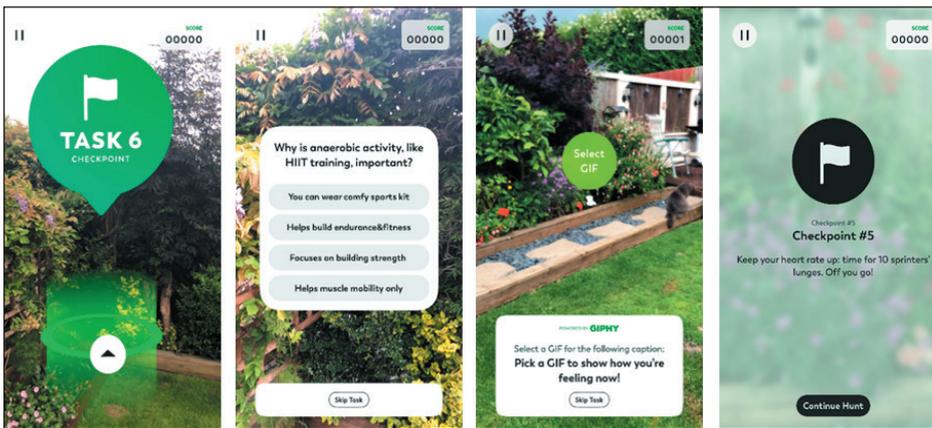
Beth Garrett and Dr Emma Whewell, University of Northampton

There are several apps and digital tools that can be used to support learning across the PE curriculum. The two example apps (Scavenger and Merge Cube) illustrated here are intended to demonstrate how both the practical and theoretical nature of primary PE can be encouraged through immersive technology. These apps use AR to superimpose content onto the user's environment, thus creating a digital artefact in the user's real world. The result is interactive tools that add something extra to the learning experience.



Scavenger is a free app (available for iPhone/iPad) which enables users to create and experience scavenger hunts using AR; it consist of checkpoints

superimposed onto the user's surroundings, providing a compass and distances to guide the user to the next one. Each checkpoint presents a different message, which could include information, a multiple-choice question or a task. The user can choose where to place their play space and choose a size of space to work in. A creator function enables users to make their own Scavenger hunts, allowing them to choose where to place each checkpoint; they can also add objects, such as images or GIFs, as part of their hunt.



The above examples are from a self-made Scavenger hunt, using the theme of an exercise circuit. When users find each checkpoint, they are given instructions to perform a certain exercise, after which they move on to the next checkpoint. If the play space is big enough, users can run between each checkpoint, increasing their physical activity levels. The hunt includes multiple-choice questions about physical activity to make it more interactive and engaging and the final task invites users to select a GIF which best represents how they feel at the end of the hunt.

using AR. Merge Cubes are small cubes which can be purchased for around £25 but free, printable templates are also available online. There are several apps which can bring the cubes to life, for example, users can design 3D creations and animations which can be projected by hovering a compatible device over the cube. Merge Cubes provide opportunities for learning by enabling users to view detailed 3D models of complex systems, such as the respiratory, limbic and nervous systems.

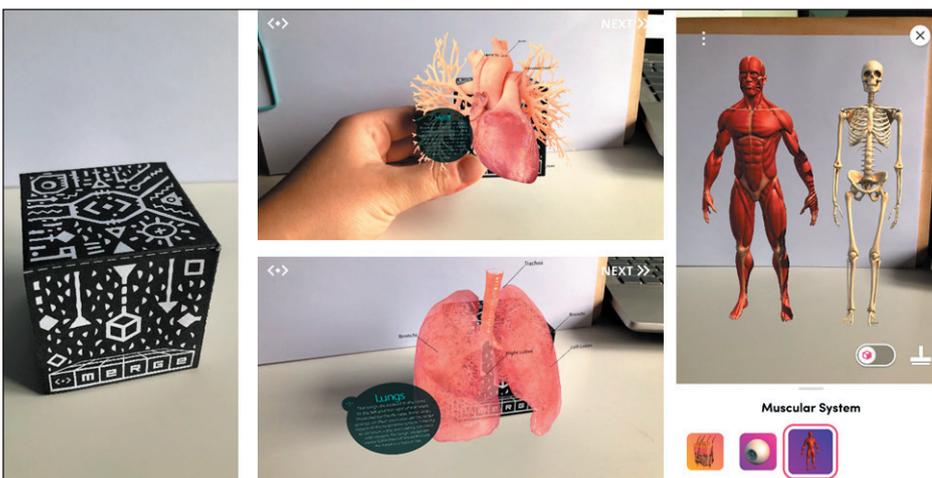


Merge Cubes are incredibly versatile tools (available on all platforms and merging with AR/VR headsets) which we have used to hold virtual 3D objects



Object Viewer projects 3D animations, which can be superimposed without the presence of a cube. The app includes collections on the human body and anatomy which

may be useful for teaching PE theory. AnatomyAR+, which costs £0.99, projects 3D models of human organs on to the Merge Cube. The user can pick up and move the cube, giving the impression they are holding the organs in their own hands. The models are incredibly detailed compared to many other apps. We have found that such apps and cubes can really bring learning to life.



STAYING CONNECTED TO AND THROUGH OUR EMBODIED PHYSICAL EDUCATION (TEACHER EDUCATION) PRACTICE

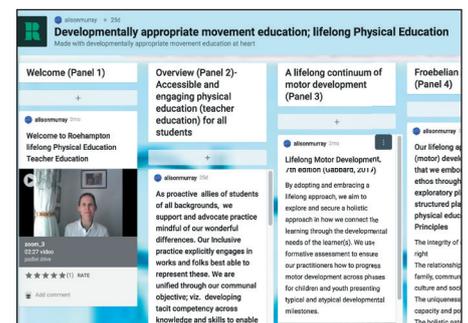
Dr Alison Morag Murray, University of Roehampton and Adrienne Murray, University of Edinburgh

During this unanticipated challenging time, society has embraced the need to adapt and change former practice. Socially distanced practice of an embodied nature needs to be practicable and accessible for all of our student teachers. Our planned approach ensures the maintenance of our tacit embodied approach. We give thanks to pre/in-service educators, especially to our external examiner Karen Woolley (University of Northampton), for exploring how to transpose our creativity skill theme blended approach (Graham *et al.*, 2020; NACCCE, 1999) into meaningful online endeavours.

Following a constraints analysis, we selected the free and accessible resource of Padlet to support safe, developmentally appropriate, applied practice. A well-utilised, free web tool, Padlet can be used to share information and files on virtual walls that are accessible to all (Ann *et al.*, 2018).

Our 'home-base' Padlet¹ is an example of how stability skill development can be introduced through the clock face. One of our PE specialist student teachers described the experience of Padlet as: "The Padlet allowed us an online 'visual discussion' about what aspects were effective and if there are any better ways to explain/show different parts of the lesson. Using the Padlet to demonstrate our teaching skill themes helped us to share with other student teachers our approach to breaking the skill theme down. Tutors could provide feedback to students and this helped create a supportive online environment."

We will continue our technological exploration in pursuit of practicable and equitably accessible ways to share and enhance 'what and how and why' as our student teachers build respective applied pedagogical acumen.



¹ <https://padlet.com/alisonmurray/tbmzzenrdhofzidl>

FLIPGRID TO SUPPORT REMOTE AND IN-SITU REFLECTIONS ON PRACTICAL PERFORMANCES IN PE

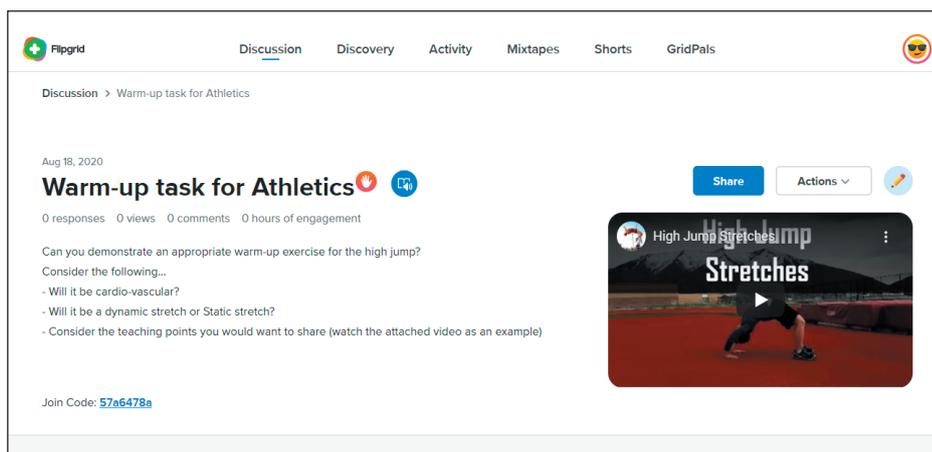
Annette McLachlan, University of Brighton

At the University of Brighton, we have used Flipgrid, a free online platform and app that allows educators to create a topic or pose a question within a grid. They can share it with their class and allows students to record short videos in response to the topic or question. These videos can be shared with the rest of the class and classmates can like or leave comments under the posted video. The videos can be transcribed immediately to support learners' needs. Flipgrid is available to use on all platforms and links to a variety of learning management systems, such as Moodle, Blackboard and D2L (Bartlett, 2018). Flipgrid can produce a join-in code that students can use to access the educator's topic as well as a URL or a QR code.



Using Flipgrid as a tool, our students were able to practise performing and teaching a skill while being recorded, granting the educator an opportunity to review and offer suggestions for improvement. First year trainee secondary PE teachers posted examples of suitable warm-up exercises for different athletic events. They could talk through the teaching points and share their videos with the class. Class mates were then encouraged to view the videos and comment on the type of exercises presented, the appropriateness of the exercise for the selected athletic event and the quality of instruction. This process helped to initiate debate and discussions around effective planning and teaching of athletics, while offering the opportunity to observe participants' ability to perform certain athletics skills. Flipgrid has enabled our students to connect with the educator and materials more often – and within their comfort zone – and develop a sense of community and connectedness in the online classroom.

Flipgrid has provided students with more avenues for learning and opportunities to receive constructive feedback, either from the educator or peers; it can assist better skill acquisition and understanding of developmentally appropriate pedagogical approaches to teaching these skills.



Working in groups or individually, Flipgrid allows students to become better attuned to evaluating and constructively critiquing their peers, ultimately increasing their individual learning (Taylor and Hinchman, 2020).

RESOURCE CARDS TO SUPPORT 'PE AT HOME'

Angela Whitehouse, Birmingham City University, Helen Tonks, King Edward's School Sports Partnership, and Sarah Lay, Primary PE Consultant 'PE at Home' to some evokes the vision of children, eyes wide with excitement, taking part in activities in their gardens with their balls, bats, scooters and bikes or jiggling up and down in front of their laptops to the latest commercial offering of online fitness or movement. Unfortunately, this is not the reality for so many children in our communities. The 'PE at Home' team wanted to ensure all children would have equality of access to the PE home-learning experience and would not be disadvantaged by not having access to a safe, outdoor space or a computer and internet access.

From our initial meeting, the aim was to design resource cards in which the underpinning ethos was 'Can this activity be done in a small, indoor space, with no outdoor access, with simple, household items and with only one adult to support the child or children?' If the answer was 'no' then it wasn't written. Every child accessing the resource could, therefore, take part in meaningful PE in whatever space they had.

With that philosophy established, then came the fine line between talking parents' language of what many believe PE is, i.e. 'sport', and what we, as educators, know PE to be, with the 'E' firmly rooted in the activities. Thus the 'PE at Home' resource cards were born! A printable card that schools could send home in a learning pack for families without a device, laptop and internet access meant that every child, in every community, would have the same equality of opportunity to take part in 'PE at Home'. We designed the cards for all phases from EYFS through to secondary and we shared them on Twitter to reach a wider audience².



² See the summer 2020 edition of *Physical Education Matters* for more 'PE at Home' examples.

VIDEOS AND WEBSITES TO SUPPORT LEARNING IN PE

Dr Kristy Howells, Canterbury Christ Church University

At Canterbury Christ Church University, our students and alumni have embraced remote teaching of PE and used the new website to support their continued professional development and developed their own videos as a medium to support children's learning. The most-used, new primary PE assembly website is ppea.org.uk, released during lockdown and designed to improve the confidence and competence of all children, improve practice, bring stakeholders together and act as an advocate for primary PE. This has been used to access key primary PE articles, books, events and community networks.

Our students have been key workers and have worked alongside teachers to support PE whilst studying. They have been involved in creating a series of videos on Google Classroom (Megan Belt, cricket scholar and PE and physical activity degree student) and YouTube (Ben Lewis, alumni). These videos are accessible at any time and for multiple times. They have enabled the important social connection between children and teachers, to allow children at home to practise the techniques and return videos of themselves to show their progression and to allow teachers



to support the children's learning. Ben, from Greenacre Sports Partnership, which supports teachers to promote physical activity and upskills staff in understanding PE, has developed lessons three times a week since March as part of the Yorkshire Sport Foundation #ThisIsPE team. Ben developed the Reaction Wall video, which was designed to help children's reactions, hand-eye coordination, balance and coordination and is transferable to many sports, such as football, tennis, netball and handball. He uses little equipment,

shows the progression of learning through the video and makes it accessible for all children. Ben's video can be found at: https://www.youtube.com/watch?v=D_KaDUryDes&feature=youtu.be

Our thanks to all PETEN colleagues and those who contributed to this article. ■

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Edited by Dr Kristy Howells, Reader in Physical Education and Sport Pedagogy at Canterbury Christ Church University.