Research Paper   **Physical Education**

A Future Physical Education Classroom on Parul University

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INTRODUCTION:

This paper examines the new ideas to shape future physical education classroom in global perspective. The defining outskirts that outline the limitations of our classrooms are shifting in the 21st century. The prompt progressions in technology have found their way into our classrooms globally and now seem ordained to intimidate the elementary tools of physical education. The conventional means of communication as we know it today are on the edge of disappearance as the new emerging technologies begin to replace them. With the reconstitution of international scene the traditional concept underlying the different approaches having determined the content, method and objectives of physical education and sports are no longer attuned to present day reality. In response to these reform initiatives, educators are being asked to master new skills and responsibilities and to change their practice. The rationale behind acceptance of future classroom that the model of physical education classroom was accepted according to the prevailed need. The traditional ways of organizing physical education in our classroom is leading towards the greater/growing lack of interest in young people, as it is not linked with latest technology development. At present scenario, with the inclusion of ICT and modern technology paved the challenging technology in our classrooms. The physical education teacher must view this challenge as an ideal opportunity to elevate the learning of physical education to a higher platform. This paper attempts to explore the possible ways in which information and communication technology can be integrated with physical education in classroom. It will cover some ways in which ICT can be utilised in the physical education classroom today with the prevailing technological infrastructure. A model of such a programme will be shared.

THE ROLE OF ICT IN PHYSICAL EDUCATION

The information and communication technology is an integral part of today's educational world. ICT refers to the production, collection, processing, storage and delivering of information and the process and devices that makes all the above mentioned activities possible. ICTs- information and communication technologies are defined as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information". These technologies include computers, the internet, broadcasting technologies (radio and television), and telephony. ICT's greatly facilitate the

acquisition and absorption of knowledge, offering the developing countries unprecedented opportunities to enhance educational systems, improve policy formulation and execution, and widen the range of opportunities. The new communications technology promises to reduce that sense of isolation, and to open access to knowledge in ways unimaginable not long ago. With the increased widespread use of ICTs in the educational systems, physical education cannot avoid accepting ICT and innovative methodologies in the learning and teaching initiatives in our classrooms.

ICT & Physical Education Classrooms

In the process, the sports educators are engaged to improve professional competence, enhance career progression, and keep abreast of new technology and practices in physical education classrooms;

1. The new information and communication technologies can provide effective initiatives to physical educators by facilitating the learning process and instruction delivery.

2. The physical education teaching profession will evolve from an emphasis on teacher-centered to student-centered interactive learning environments.

3. Recent developments of innovative technologies have provided new possibilities to physical education profession and promoting global collaboration and networking in physical education.

4. Technology has the potential to transform the professional environment for physical educators in physical education classrooms;

5. The new technology will impact not only on the teaching and learning process but also on the ways and opportunities physical educators learn.

6. This will convert traditional learning environment into new learning environments means in physical education classrooms;

a. Single sense stimulation into multisensory stimulation;

b. Single path progression into collaborative work;

c. Information delivery into information exchange and ;

d. Reactive response into proactive/planned action.

Retrospective perspective of technology in physical education classroom in the last decade of 20th century, since the emergence of the Internet as a mainstream technology, there have been extreme views about the role of technology, that it is a panacea that will enable creation of learning of objects which is revolutioning how physical education is delivered and received.

There are three major elements of technology-supported learning in physical education classrooms which are famous as technologymediated learning physical education;

1. First is technical infrastructure in physical education classrooms of physical education learning in terms of networks, smart boards, internet connectivities of campuses and classrooms.

2. The second element is a course management system (CMS) which is widely accepted at an institutional level in terms of online communications hub for posting of class syllabi, materials, etc.

3. Third for those institutions that have a mission of outreach, and therefore there is a rapid increase in the online physical education courses and programs which are alternatives distance learning.

In present scenario the technology oriented learning in physical education still finding difficulties to alternate the traditional methods due to:

a. Non-availabilities of proper physical education course contents/e-Contents.

b. Non-adoption of new form of online digital content.

c. Least interest of physical education course developers to develop online physical

education courses using course management systems. With advances in information and communication technology, there is great scope of using computers and other technical tools to support curriculum and teaching in many ways/technology based academic engagement

(TBAE):

a. Multipath progression

b. Collaborative learning and assessment

c. Multi-sensory stimulation

d. Active participation and evaluation

e. Proactive and planned feedback

a. ICT – Driven Physical Education Classroom

1.   Formal education program

2.   Online courses & programs

3.   Distance education program

4.   Pictorial, visual, video, digital demonstration, animated program, digital stimulation of laboratory activities

b. Elements of Technology Supported Learning (Technology Mediated Learning) in Physical education Classrooms

1.   Technical infrastructure

2.   Course management system

The ICT can be used in the following academic engagement for professional development of physical education classroom:

c. Projects, Lectures & Theory

1.   E-lectures, power point presentation, online notes, mentoring through chatting, multi-media, online open discussion, teleconferencing and web surfing

d. Practice Teaching Lessons

1.   Model lesson plan, web surfing for data projection and designing, production and delivery of collected material

e. Counseling, Guidance, Diashops and Seminars

1.   E-mentoring via e-mail, teleconferencing, chats, projections through OHP/projector, webinars and LCD/LED projectors.

f. Assessment and Assignment

1.   Online feedback access, displaying model paper online, online system of assignment and evaluation

CONCLUSION :

We, as physical educators will have to make an intangible change in our approach. Even the traditionally recognised setting of the physical education classroom will have to adapt to this 'paradigm shift' in the way learning and teaching. It is indeed difficult to conceive the possibility of physical education amalgamating with ICT without losing its essence, as the two are very diverse and conflicting entities. A main concern would be on how to address the need to maintain the level of physical activity and participation in an ICT environment that is void of 'high psychomotor density'. Apart from reengineering the way learning and teaching in physical education, the ICT physical education classroom can enhance and redefine professional development of physical educator. Another issue that arises would be on whether ICT could lead to 'Edutainment instead of Education'.