

A study on structuring the system that supports "Media-Portfolio" to incorporate into physical education

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1 Introduction

"Media-Portfolio" is developed based on our 2006 & 2007 research. "Media-Portfolio" has been compared to Electronic Portfolio which is a collection of electronic evidence assembled and managed by a specific user. The reason for the comparison is that "multimedia" uses computer programs which use a mixture of sound, pictures, VIDEO and writing to give information. The emphasis of "Media-Portfolio" is on sharing many types of electronic data among teachers, students and parents. Electronic Portfolio emphasizes the gathering a lot of types of electronic data. Media Portfolio which involves the interaction and involvement of parents in the home generates "physically educated" students and families. Parents are required to participate in the assessment of teachers and students through media portfolio. Three persons are required to share the assessment. "Media-Portfolio" is a tool for parents and teachers to share the responsibility and accountability of physical education to enhance students' learning. The study in both 2006 & 2007 demonstrated that "Media-Portfolio" was beyond merely Electronic Portfolio. Then, the purpose of this study is to develop a Media-Portfolio system in PE based on these results.

2 Method & Process

Recently, "Monster parents" is a big topic in Education. Parents often interfere with both teaching and learning. Many teachers dislike the fact that parents are concerned with educations. We then examined the possibility of parents intervening in their child's education. Next, we examined the contents of "Media-Portfolio" based on a 2007 pilot program. Finally, we used a new system tool of "Media-Portfolio" and examined the benefit of parental involvement. From the information above, we found a direction for the "Media-Portfolio" system.

Table.1 Researching Ploccess

Month	Contents of Research
2007	Clarifying about contents of the svingem based on the former reseach & our 2007 reseach Practicing Research Assessment in Ballgame (Basket ball in 6 grader)
4	
9	
11	
2008	About the benefits of parents
3	

3 Results & Findings

1) Claim responsibility of PE!! -Why do you assess?-

Parents likely compare their children to other children. Parents may be concerned that their children will be unable to "catch up" if they do not get them immediately involved in a program which enhances motor and sport skills. For example, fitness testing; Fitness evaluation should be an educational experience that helps students understand their strengths and weaknesses. It is difficult for parents to understand it. Because parents do not understand the specifics of assessment. They often cannot share the learning experience with both teachers and students. Parents are not frequently involved in assessment. Teacher, students and parents need to be learning interactively depending on the method of assessment.

2) Change the view of outcome in PE!! -What do you assess? -

It is important for students to learn physical education in a creatively. If students can study physical education creatively, they will continue exercising and playing. As a result I think this satisfies their physical necessity. Therefore students are not given many kinds of skills but generate new skills based on their skill. Recently, physical education, has often been practiced based on constructivism. With this type of learning, it is important to produce a strong relationship between teachers, students and their equipment. Learning is not having many skills and knowledge. It might be searching for the purpose of exercising and playing. The outcomes appear in the process. Therefore, the process must be to assess in PE.

3) Reconsider the role of assessment!! -Who will assess and who will be assessed?-

Assessment is seamless with both teaching and learning. Assessment helps to form the view of students. They will notice that all people are different. In addition, teachers become reflective educators. Students look for a fun of exercise. Parents understand PE and students. All of teachers, students and parents learn PE through creating a "Media-Portfolio". Learning is not formed by only teacher. they create the learning environment. Therefore, assessment must have the role of feeding forward. They need to share both the learning environment and standards. They assess their holistic learning. Because learning is recognized as stereo gnosis. They can receive many opportunities to participate in PE. Because they share the assessment. It is relieved for them to assess. Because they understand that learning is not competition because they concentrate on themselves. Students, teachers and parents assess themselves and another person. Together they seek and learn.

4) Assess in PE effectively!! -How do you assess?-

It was introduced into a typical fifth grader in basketball in December 2007. Although an observer takes a video of a game, he/she cannot video the whole court. Then, video-clips are taken with a moving camera. This is ensure to take a decision-making scene appropriately. The observer will make decisions. Playing performance was enhanced by taking advantage of the observation. Traditional assessment was not able to be assessed authentically in order to assess a dynamic motion by a static sign. On the other hand, "Media-Portfolio" collects dynamic movement data as dynamic, and is available to assess authentically.

After Umezawa(2007) who implemented media portfolio in a gymnastics unit and finished the practice, he asserted the importance of voice information. Moreover, the importance of voice information is suggested also by research of Suzuki&Saichi(2007). Atmosphere and feeling appear in voice information especially. The voice information which can also tell the atmosphere at that time is more effective than the text information. Then, it became clear that the voice information is important. Furthermore, in order for students, teachers and parents to share data and to support learning, it is necessary to carry out an interaction. In Umezawa practice (2005), it has distributed with DVD also including the others' image (All distributing DVD are same.). By that, the parents generated the standards, looking at a movement of the others' video clips. That is, it tends to show how their child are superior or inferior comparing with other students. This is relative evaluation and has avoided what is assessed authentically. Pangrazi (2007,p.33) mentioned "Physical educators can help parents find programs that minimize pressure and focus on skill development." Therefore, in order for students, teachers and parents to share data, the common viewpoints are have to be preparing. Then, it became clear that the assessing mutually based on collected data is required. As mentioned above, the pillar of the contents of "Media-Portfolio" was able to be clarified in this study. "Media-Portfolio" which is included in video clips, voice information and standards needs to be based on the principle of "SEE" that is safety, easy and economy.

From the above, modified "Media-Portfolio" which has some contents was developed .



Fig.1 Start screen



Fig.2 Main screen



Fig3. Voice recording System

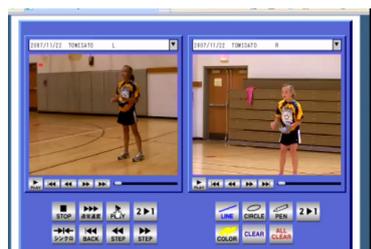


Fig4. Voice recording System

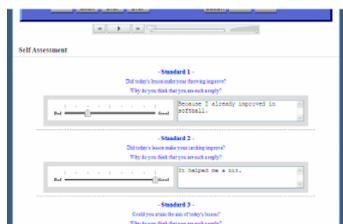


Fig5. Assessment screen

A new "Media-Portfolio" system enabled the share on a web-site. Moreover, video clips, voice information, and standards are contained in this. Furthermore, two images can be arranged and the difference can be compared. This is organized so that it may become easy to understand the change of a student's learning.

4 Future directions

It is importance to utilize "Media-Portfolio" in physical education classes, and it may be said that unification of learning and instructing is promoted by sharing it with students, teachers and protectors. This may be link to "Communication as Learning Assessment". In this software, three version screens cooperate deeply and unify parents and students and teacher. This is how reason that their accountabilities and responsibilities are ensured. This is supported in order to learn better. This portfolio has become a tool that is created by multiple participants rather than individually.

In fact, "Media-portfolio" has many benefits for parents too! Parents become more aware of the curriculum and what is being taught. In addition, parents can observe the lesson format and flow. This will help dis-spell the myth that PE teachers simply "role the ball out" and "blow the whistle". Parents will begin to have a greater appreciation of the efforts put forth by the teacher regarding the integration of technology. Most importantly, they will observe the level of ability of their child. If you implement "Media-Portfolio", you always can assess anywhere. It is easy to remember both the situation and the context clearly. Sharing is promoted. It is safe. Privacy is protected. It is easy. It is easy to do alternative assessment. It is economic. Time and artificial is saved.

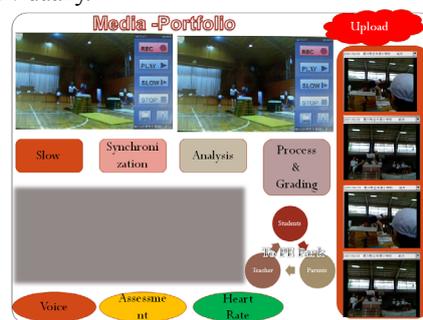


Fig.6 Direction of Media-Portfolio

Task Force Member

Suzuki,N. : Faculty of Education, Saitama University Main Researcher; Analyzing PE lesson	Skogstad, P. : Anchorage School District Examining about incorporating into Disability Education
Fuji,Y. : Nihon Knowledge Corporation Modifying the softwar	Davis,T. : State University of New York college at Cortland Examining about the benefits of Parents