

Why Do We Need To Create A Virtual Network Community for Physical Education

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Abstract

The purpose of this study is to discuss the need and key components to create a virtual physical education network community, which involves Physical Education Teacher Education programs, school districts, K-12 students and parents, and serve as a platform for the PETE programs and school districts. This is complex task that may be enhanced by the use of technology through a virtual physical education network community, which involves Physical Education Teacher Education programs, school districts, K-12 students and parents.

1. Problem Statement:

- 1) Currently efforts are under way to reform curriculum and instruction by focusing on student outcome based learning. Physical Education Teacher Education (PETE) programs are responding to these efforts to improve K-12 teacher preparation by developing systematic assessment plans. A central piece of the systematic assessment plan will be a professional development plan that includes a professional portfolio. For this purpose, professional portfolio system needs to be developed by each PETE program for curriculum and instruction improvement.
- 2) Although appropriate laboratory, clinical, and field experiences (i.e., student teaching, internships, etc.) exist in PETE programs, there is still a large gap in the transition from pre-service physical educator into an actual teaching position, especially for the professional portfolio systems transition between pre- and in-service physical educators.
- 3) Many PETE programs and K-12 Physical Education programs still collect and storage paper professional portfolio documents. This creates problems for accessing, searching, transferring, evaluating and assessing those documents. Professional pre- and in- service physical education e-portfolio systems are needed to replace the out of date paper portfolio.
- 4) Physical education in K-12 should educate students not only in gym and during scheduled time period. Therefore, a virtual PE network community should be created. PETE programs should reform their curriculum and instruction along with this trend. An effective method to create this network community is to use current computer technology to build a web-based network community that includes a multi-access level systematic professional e-portfolio system. Therefore, physical education information can be shared at different privilege levels among PETE programs, school districts, K-12 students and parents.
- 5) Although field study and student teaching programs have been developed in a lot of PETE programs, significant communication problems exist during the pre-service physical education field study or student teaching period, especially for international

programs. This grant will build an effective network for faculty, students, and cooperating PE teachers by providing convenient and prompt Internet communication.

- 6) In order to allow many physical education teachers to reap the benefits of powerful teaching and learning applications to their students, technology-proficient physical educators have to be prepared and trained.
- 7) Billions of dollars have been invested in curriculum and instruction reform and preparing tomorrow's technology proficient educators. However, few grants or projects have focused on helping physical education teacher education programs and K-12 physical education programs in preparing technology proficient physical educators to create professional e-portfolio systems. Only one (Northern Kentucky University) out of 441 (since 1999) in the Preparing Tomorrow's Teachers to Use Technology (PT3) initiative awards grants has mentioned physical education teacher education program in the third year (2003) of its project.

2. The purpose of this study is to discuss the need and key components to create a virtual physical education network community, which involves Physical Education Teacher Education programs, school districts, K-12 students and parents, and serve as a platform for the PETE programs and school districts. This is complex task that may be enhanced by the use of technology through a virtual physical education network community, which involves Physical Education Teacher Education programs, school districts, K-12 students and parents.