PHYSICAL EDUCATION
ASSOCIATION OF IRELAND

Newsletter Spring 2015

Presidents Address

Welcome to the PEAI newsletter for spring 2015. Firstly I'd like to take the opportunity to thank you all for your support thus far in this academic year. Since reducing our membership prices, we now have a record number of members, with an all-time high conference attendance of 280 delegates in Limerick last October. With a theme addressing 'The Role of Movement in PE', the event was extremely informative and provided a lot of food for thought for the modern day PE teacher. Our guest speakers in particular were excellent, video clips of which will be posted on our website www.peai.org shortly.

Things have started brightly for the new executive of 2014/2015. Already work is well underway in developing a healthy eating pack for schools. A number of PEAI executive members are now working closely with The Irish Heart Foundation to provide a resource that you can use in your classroom. We are also undertaking a new venture this year in the form of 'PE Expo 2015'. The event is the brain child of this year's Michael Darmody Award winner Paddy O'Reilly. Schools from across the country are invited to submit a PE related research project, with winners picked by a panel of experts. All the winning projects will be published on the PEAI website and prizes presented to the successful schools.

Another huge development this year is the rekindling of the PEAI/PDST relationship to deliver CPD. A whole new structure has been put in place, and in the coming months there will be two local facilitators in your area organising workshops and providing you with support. We urge you to get involved in your local community of practice, to upskill, learn and share. These communities will be there to help you in your role as PE teacher, so feel free to contact us at any time to find out more.

Finally, as we look forward to the coming year I ask you to keep a date in your diary. We travel to Dundalk for our annual conference this year. The event will take place on Friday the 16th and Saturday the 17th of October, with a theme exploring the role of PE plays in the mental health and wellbeing of our students. We also have an expert in mindfulness doing a teacher specific practical session on methods of relaxation on Friday night, so be sure to get on the road good and early!! Once again a big thank you to an extremely hard working executive group and the numerous people whom we call upon every day to help us represent you, the PE teacher.

Kind regards,

Fergal Lyons PEAI President

Research Area

Deborah Tannehill, University of Limerick, PEPAYS-Ireland

Each PEAI newsletter will include abstracts on recently published research in physical education, physical activity and sport. Citation information will allow you to access the complete article if you choose. This edition features five pieces of research.

Belton, S., O'Brien, W., Meegan, S., Woods, C., & Issartel, J. (2014). Youth-Physical Activity Towards Health: evidence and background to the development of the Y-PATH physical activity intervention for adolescents. BMC public health, 14(1), 122.

Abstract: Despite known benefits of regular physical activity for health and well-being, many studies suggest that levels of physical activity in young people are low, and decline dramatically during adolescence. The purpose of the current research was to gather data on adolescent youth in order to inform the development of a targeted physical activity intervention. Cross-sectional data on physical activity levels (using self-report and accelerometry), psychological correlates of physical activity, anthropometic characteristics, and the fundamental movement skill proficiency of 256 youth (53% male, 12.40 ± 0.51 years) were collected. A subsample (n = 59) participated in focus group interviews to explore their perceptions of health and identify barriers and motivators to participation in physical activity relates of physical activity, anthropometic characteristics, and the fundamental movement skill proficiency of 256 youth (53% male, 12.40 ± 0.51 years) were collected. A subsample (n = 59) participated in focus group interviews to explore their perceptions of health and identify barriers and motivators to participation in physical activity. Findings indicate that the majority of youth (67%) were not accumulating the minimum 60 minutes of physical activity recommended daily for health, and that 99.5% did not achieve the fundamental movement skill proficiency expected for their age. Body mass index data showed that 25% of youth were classified as overweight or obese. Self-efficacy and physical activity attitude scores were significantly different ($p < 0.05$) between low, moderate and high active participants. Active and inactive youth reported differences in their perceived understanding of health and their barriers to physical activity participation, with active youth relating nutrition, exercise, energy and sports with the definition of 'being healthy', and inactive youth attributing primarily nutritional concepts to 'being healthy'. Data show a need for targeting low levels of physical activity in youth through addressing poor health related activity knowledge and low fundamental movement skill proficiency. The Y-PATH intervention was developed in accordance with the present study findings; details of the intervention format are presented.

Kenny, A., Mitchell, E., Ní Chróinín, D., Vaughan, E. & Murtagh, E. (2014) 'In their shoes': exploring a modified approach to peer observation of teaching in a University setting, Innovations in Education and Teaching International, 51(2), 218-229.

Abstract: Peer observation of teaching (POT) has become common practice in many universities. However, it could be argued that existing models often have limited scope for understanding the student experience. This study presents a modified approach to POT in which the researchers adopted the roles of (1) lecturer, (2) peer-participant and (3) peer-observer. Four lecturers in a university in Ireland were involved as participant–researchers in the study with an external observer acting as an 'outside eye' to the process. Findings reveal that the process provided opportunities for reflection on own and other teaching styles, strategies and contexts. In particular, lecturers noted the value of sharing the student experience more authentically or being 'in the students' shoes'. The study demonstrates that modification of the traditional POT model, where the lecturer adopts several roles (lecturer, peer-participant and peer-observer), creates multiple perspectives into the teaching and learning process and therefore may allow greater scope for the development of professional practice.

Moynihan, U., & McMahon, T. (2014). An Investigation of the Youth Development Effects of a School-based, Multi-sport Initiative for First-year Boys. *The International Journal of Sport and Society*, 4(3), pp.33-45. Article: Print (Spiral Bound). Article: Electronic (PDF File; 349.571KB).

Abstract: The research evaluated the psychosocial and academic impact of an early-morning, multi-sports programme on students in their first year of second-level education. In addition, it interrogated the use of sport/physical activity as a means of enhancing the holistic development of students in a school setting. Forty-four boys aged 12 and 13 participated in an early-morning, twenty-week programme, four days per week. The programme design was guided by the principles of positive youth development. Pre- and post-intervention measures of resilience, connectedness, and self-determination were taken. Post-intervention measures of student attendance and end-of-year academic results were also investigated. A focus group was conducted with a subset of programme participants (N=8) to elucidate the findings of the survey. The rate of increase in resilience and self-determination was significantly higher for those attending more than 70% of sessions (N=21) when compared with the control group (N=59) and those who attended less than 70% (N=23). There was a correlation between attendance and end-of-year exam results (r=.494, p<.05). This implies that a well-designed, recreational, multi-sports programme, delivered by trained coaches in a school setting, can enhance the psychosocial and academic development of boys.

Young, A., & MacPhail, A. (2014). Standing on the periphery': Cooperating teachers' perceptions and responses to the role of supervision. European Physical Education Review published online 16 November 2014. DOI: 10.1177/1356336X14557582

Abstract: Research has shown that teachers can derive substantial benefits from the role of cooperating teacher (CT) and many experienced teachers have made positive changes to their teaching as a result, often engaging as co-learners. The aim of this paper is to examine the intricacies of the trajectory of CTs in terms of the development of their understanding of what an effective supervisor entails. Lave and Wenger's concept of legitimate peripheral participation is utilised to understand how teachers' learning trajectories enhance or inhibit the move towards full participation ineffective school placements. The findings indicated that within the school placement the role of the CT is very influential but poorly prepared for and supported by the Higher Education Institution (HEI). Results have indicated mechanisms to potentially enhance existing policy and practice, develop the role of the CT and create a systemic shift in school–university partnerships.

Tindall, D., MacDonald, W., Carroll, E, & Moody, B. 2014. Pre-service teachers' attitudes towards children with disabilities: An Irish perspective. European Physical Education Review, published online 6 November 2014. DOI: 10.1177/1356336X14556861

Abstract: The purpose of this study was to examine the impact of a 10-week adapted physical activity programme on the attitudes and perceptions of 64 Irish pre-service teachers (aged 19–25) towards teaching children and young people with physical, intellectual, and learning disabilities. Data were collected through written pre-programme expectations, weekly reflective logs, and a final written reflection. Data were analysed qualitatively through reading and rereading the data sources, identifying similarities and differences, themes, and patterns. Results revealed a positive change in attitude and perception toward both the idea of inclusion and working with persons with disabilities.
Specifically, pre-programme anxieties diminished, confidence increased, and the benefits of the programme design (combining theory and practice) were realised. The findings of this study support the continued implementation of this type of 'lived' learning experience as an integral part of physical education initial teacher education programming in Ireland.

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ICT in Physical Education

Kahoot!

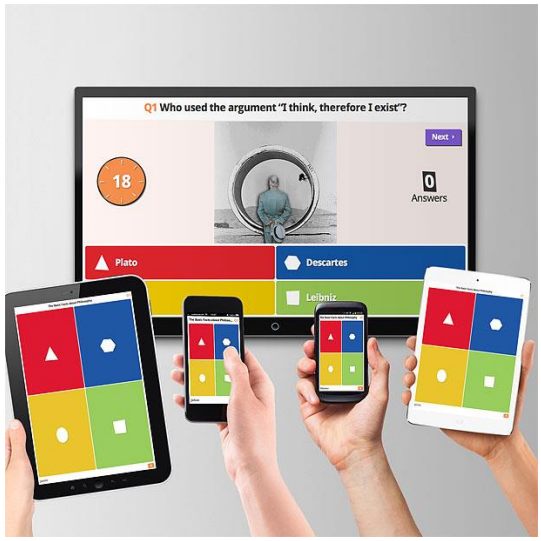
Kahoot is a great example of blended game based assessment, which is fun and engaging for students. Students receive a PIN and when inputted into their smart phone, iPad, tablet or any Internet enabled device, and are directly involved in the 'Kahoot'. Using simple and speedy 'drag n drop' creation tool, create and manage 'Kahoots' in the form of quizzes, surveys or polls related to specific topics; either asking quick questions 'on the go' to get feedback or opinion, or more in depth questions for formative assessment. The results are then easily exported onto an Excel document.

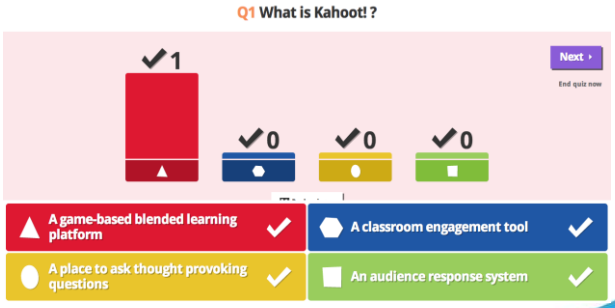
How to set up a "Kahoot"

Launch Kahoots on the screen at the front of the room, and learners join through their personal devices. In real-time and with gaming elements to increase engagement and motivation, learners answer questions through their personal devices. Educators get an overview of the current knowledge levels of everyone in the room for formative assessment, and can adapt their teaching accordingly.

Students involvement

- Once the teacher has introduced a topic, they will play their own 'Kahoot!' quiz with their class to assess their understanding
- The teacher then asks their learners to create their own quizzes on specific topics
- Learners research, build up knowledge and gather relevant content
- They then create their quizzes based on this content
- And are then empowered to become leaders as they play their quiz back to classmates
- Teachers can assess their understanding based on the quality of their content (including the wrong answers!)
- The learning space also happens outside of the classroom - in study groups or even at home when played with friends, parents or siblings.





Benefits of using 'Kahoot'

- Students enjoy the competitive aspect
- Students can research their own quiz and then show their knowledge to their peers
- Teachers can use over 20,000 readymade Kahoots and use them in their classes
- Teachers have the ability to create their personalised Kahoot and tailor make it for their students' needs
- It's FREE!! And easy to use

To set up and register Kahoot, please visit https://getkahoot.com

By: Brendan O'Malley

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Third Level Voice

The PEAI has now got six student representatives, two from each of the Physical Education Teacher Education programmes in UCC, UL and DCU . Last year students in these universities were invited to apply for the position of student rep on the PEAI, to act as a support network for their peers and to help provide a voice for the students. From these applications, six students were selected. They are Sarah Sullivan and Sonya Mc Eneaney (UCC), Sarah Dunphy, and Méabh Corr (UL) and Ross Mc Nerney and Ciaran Briody (DCU).

Sarah Sullivan, (UCC), Meabh Corr (UL) and Sonya Mc Eneaney(UCC)

The role of the PEAI student representative is to:

- Familiarise the PE student body with the role of the PEAI and how it can assist student teachers in their professional development.
- Liaise with students teachers and represent their voice at the PEAI.

As student reps, it is our jobs to attend executive meetings and student rep meetings in order to ensure we know what is happening in the world of PE and also to be able to relay the concerns and needs of our fellow classmates. We also attend the PEAI conference which is held every year. In the 2015 we plan to present workshop aimed at meeting the needs of Physical Education students. We mainly work towards raising awareness of the PEAI among our peers in order to entice them to join up so they can reap the many benefits it has to offer! We are currently working on providing a Student Corner in the PEAI website and in the Newsletter, as well as a PEAI Student Face book page. We are looking forward to a busy and fruitful 2015!

Meabh Corr (UL)

Conference News

- The PEAI Conference 2015 will take place in Dundalk Co. Louth. Utilising the new sports campus of DKIT, the conference hopes to offer state of art facilities and once again, top of the range practical workshops. Provisional dates for this year's conference are the 23rd and 24th of October. Hope to see you all there.

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News

PE Expo 2015, Trinity Comprehensive Ballymun

This is an exciting new initiative from Trinity Comprehensive, Ballymun in conjunction with the PEAI. Schools are invited to participate in the "Theory of Physical Education Exhibition" at Trinity Comprehensive School in Ballymun, Dublin, where students will be demonstrating their knowledge and understanding of the theory of Physical Education. Organisers are keen on giving schools an insight into the course and as part of this they would like to invite all to the first annual Physical Education Exhibition at Trinity Comprehensive School in Ballymun, Dublin on Thursday the 30th of April 2015.
Categories include,

- Sports Science
- Sports Culture
- Nutrition
- Fitness
- Best use of ITC
- Cross Curricular

All the relevant details can be found on the PEAI website (http://www.peai.org/).

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If you have any queries please contact Paddy O'Reilly on **(086) 1743836** or peexpo1@gmail.com

Kind regards,
Paddy O'Reilly, Gerry McDonnell & Chris Steele

Third Level Report

Wheelchair Basketball fundraiser, Sports Studies & Physical Education, UCC, Cork.

The final year students of Sports Studies and Physical Education in UCC teamed up with the Irish Wheelchair Association (IWA) to run a Wheelchair Basketball tournament on Friday the 21st November. We brought students from our School Placement schools in Cork City and county to participate in the tournament which raised funds for this wonderful association. We worked closely with Paul Ryan who is Munster's IWA Sport Sports Development Officer. Paul does amazing work with the IWA, not alone in Cork but provincially and nationally. Paul sees his physical impairment, not as a disability or a hindrance but, as providing him with the opportunity to participate in adapted games sports such as wheelchair basketball.
On the day itself, we had over 16 schools take part in the tournament, with some schools entering two teams.

Each school played a series of matches leading onto the finals. All school teams played brilliantly. Ashton Secondary School were hugely impressive in the morning final taking home the trophy, and Gaelcholáiste Mhuire, A.G won the afternoon tournament. Two students from Gaelcholáiste Mhuire and Coláiste Chríost Rí were the superstars of the day and whizzed up and down the courts throughout the course of their matches. These two school students play wheelchair basketball at a very high level and are definitely worth a mention as watching them - their speed, control, constant team work and unbelievable work ethic- was just indescribable. It was wonderful for all of us to watch these two students starring in their own games with their classmates. How many students who are confined to a wheelchair in school each day have this opportunity to flourish in the limelight in the presence of their peers? It was also a huge learning experience for the ablebodied students who participated in the event to get some insights into both the challenges of being physically disabled, and the importance of inclusion in physical activity for us all.

A huge number of people played a part in making this fundraiser possible - from the sponsors, the Mardyke Arena, the DJ, the Red Fm Red patrollers, Keary's Cars (who provided an adapted car for the day) to the student organisers. The list goes on….. It was a joy for our year group to be a part of such a fantastic day, and to know we were helping an association which does phenomenal work for those with physical impairments.

David Hourihan and Clíona O'Callaghan McCarthy 4th years SSPE, UCC

Fundraiser for the Irish Wheelchair Association, UCC - Student reflection.

On Friday the 21st of November UCC had a wheelchair basketball tournament to raise funds for the Irish Wheelchair Association. Nine students from first year in CBC attended it. Lots of other schools all over Cork went to it too. We had to walk from the school to get there. When we got there we had to wait a while before we were allowed to get into our wheelchairs. When we got into them it was hard to move around but then eventually we got going.

We were playing against people that were actually permanently in a wheelchair and they had all the moves. Everyone was feeling sorry for them because they had to stay like that for the rest of their lives. It wasn't just for them it was for everyone around the world that was in a wheelchair. The best bit was that we all raised so much money to put towards that society.

There were lots more things going on if you weren't playing like the tuck shop, you could buy a ticket to win different prizes and the one that caught a lot of attention was the cup stacking. So there was something that everyone could enjoy. Now the people that took part in the tournament know how hard it is to be in a wheelchair and it's hard on those people because they can't get up and move around. It was a great day and we all would want to do it again.

Paul McAuliffe, Christian Brothers College, Cork.

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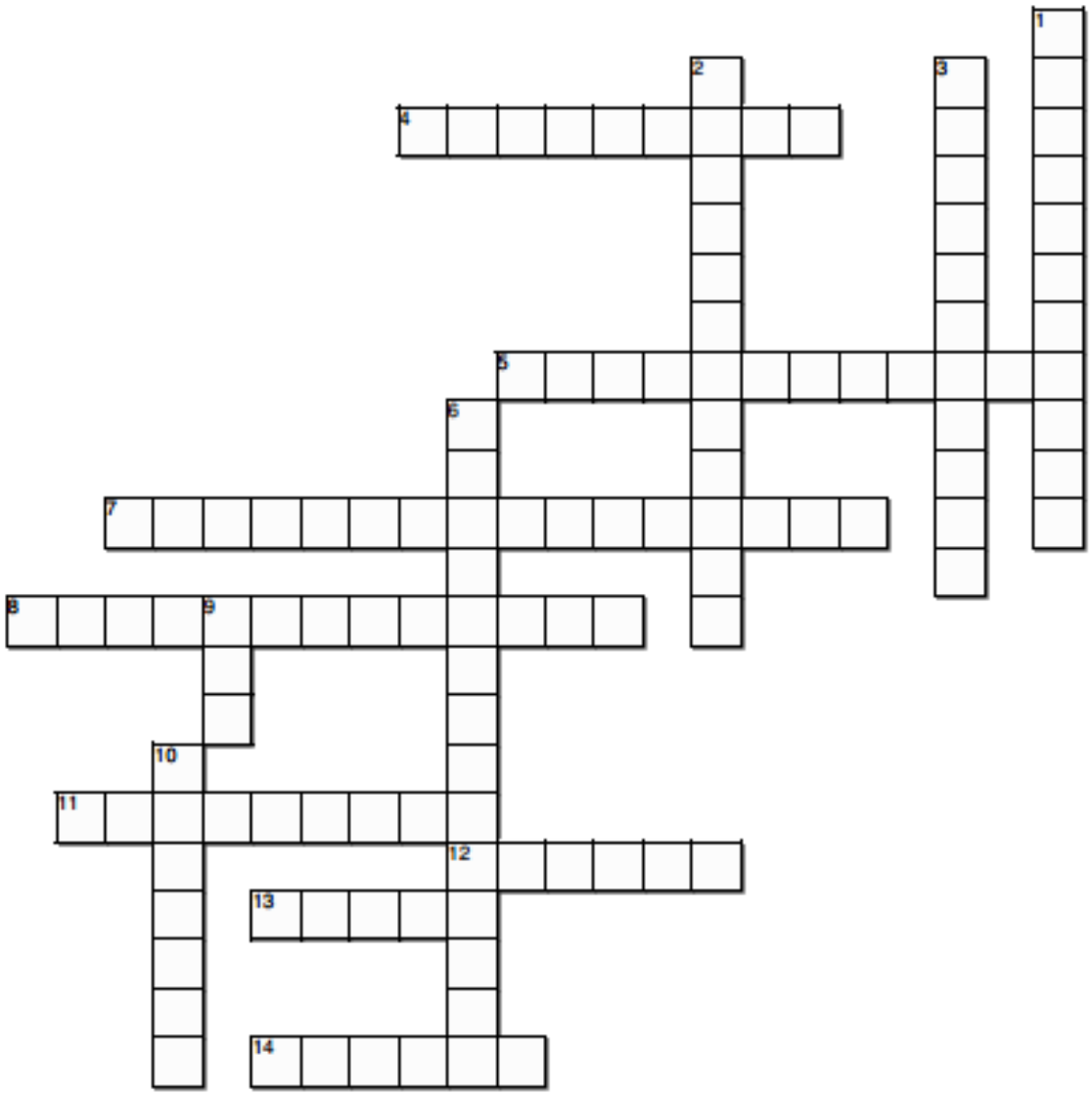
Brain Workout



Across

4. Which athletics discipline was revolutionised by Dick Fosbury?
5. Which horse at 25-1, ridden by Leighton Aspell and trained by Dr Richard Newland, won the 167th Grand National at Aintree in 2014?
7. Who has held the Men's Triple Jump world record since 1995?
8. In which city does the American football team the 49ers play?
11. Where is the Yas Marina Motor Racing Circuit?
12. Manchester United signed Falcao on loan from which club?
13. Surname of world conquering Mario
14. Who beat Saracens to win this year's Heineken Cup Final?

Down

1. Who won the all Ireland Club football championship in 2014?
2. Which boxer's first professional fight was against Tunney Hunsaker, Police Chief of Fayetteville, West Virginia, on october 29, 1960?
3. Who put the ball in the German net?
6. Who broke the marathon world record at the BMW Berlin Marathon with a time of 2:02:57?
9. Four legged hurricane
10. John, 'so near but yet so far' in the All Ireland.

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