Information regarding PETE Conference proposal

**The affordances of Skype within physical education teacher education: An international initiative.**

**Topic Area/Structure**

Collegiality and Collaboration in PETE

**Track ?** (Best Practices/Experiential/Research/Trends & Issues)

**Session Description (75 words)**

The purpose of this session is to share one effort between Arkansas State University, USA and the University of Southampton, UK which has examined the affordances of Skype within physical education teacher education [PETE]. In this session we describe how the idea was developed, present some ways in which Skype has featured within this international collaboration and offer some reactions from the PETE students and faculty at the respective institutions. (69 words)

**Extended Description**

An important goal for higher education institutions is the use of learning and teaching strategies that help students develop the ability to work in an increasingly globalised society. One way in which such work could commence would be to develop a learning environment which enables cross-cultural communication and the sharing of international perspectives on aspects of teacher’s professional work (Leask, 2004).

The literature draws attention to a vast array of technological applications which have been used to support teaching and learning within physical education, which have included video/audio/multimedia applications, analysis software, virtual learning platforms, and mobile technology. (E.g. Bailey, 2001; Grout & Long, 2009; Parton & Light, 2010). While more recently we have seen research on the use of wikis within the physical education (Hastie, Casey & Tarter, 2010 a review of the literature indicated a paucity of research which had specifically investigated the use of Skype (or near similar software) within the physical education teacher education setting and how this might provide one new context for teaching and learning (Beetham & Sharpe, 2009). This presentation seeks to address this apparent gap.

In an attempt to add an international dimension to content delivery within two PETE programs based in the US and UK respectively and for the benefit of students who may not otherwise be afforded the opportunity of international face-to-face exposure, both authors decided that as an initial investigation into the effectiveness of interactive exchange between both programs would be of considerable use and benefit.In this presentation we outline developments to date and provide insight into the perspectives shared by both PETE faculty and physical education student teachers

**The context of the two PETE programs**

This presentation will describe one collaborative effort to use technology to support communication between two higher education institutions [University of Southampton, England and Arkansas State University, USA] both with interest in physical education teacher education (PETE). At Southampton University physical education student teachers complete a one-year postgraduate qualification in secondary physical education with teacher certification. Students who enter this program already hold an undergraduate degree in a related area, normally in sport studies or sport science. Two-thirds of the postgraduate program is spent in one of two student teaching placements with the remaining period in the university. At Arkansas State University PETE students complete a four-year undergraduate degree leading to a teacher certification in both elementary and secondary physical education. The undergraduate program includes two years of general education coursework and two years of professional education coursework that culminates with the students completing a semester-long student internship with placements in elementary and secondary schools.

**What will happen during session?**

This presentation will describe the collaborative effort between two higher education institutions to use a technological application (i.e. Skype) to support the communication of physical education subject matter while providing a means of dialogue among participants living at a considerable distance from one another. Details of how this idea emerged will be shared including the logistics and necessary considerations of facilitating such an exchange. Specific experiences employing Skype will be described. Interactive discussion and feedback from the audience is expected to ensure a positive experience for all.

**Measurable Learner Objectives**

a) Participants will gain an understanding of how technological applications can be utilized to promote teaching and learning within physical education teacher education.

b) Participants will be provided with ideas for developing cross-cultural communication and the sharing of unique perspectives regarding physical education teacher education programs.

**Expected Attendance**

20-25

**Session Type**

Session (50 minutes)

**Equipment Requested**

Screen

LCD Projector

\*Laptop provided

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**Keywords**

Technology, Sport Pedagogy, Collegiality

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