

Pedagogical Techniques and Philosophical Issues of APE On-line Courses

Scott J. Pedersen, Ph.D., CAPE

New Mexico State University

National Consortium for Physical Education and Recreation
for Individuals with Disabilities

2007 ANNUAL MEETING

Reston, Virginia

NMSU Distance Education



NMSUAPE
PEP 558 APENS Professional Preparation

Click the "Learning Modules" link to begin!



Course Syllabus



Learning Modules



WebCT Tools

Click Here to Surf the NMSUAPE Weblinks

Course Objectives:

1. Students will strengthen their knowledge of adapted physical education by first understanding the APENS, and then applying its content to a variety of e-learning activities.
2. Students will learn how to be vigilant internet navigators when searching for adapted physical education web-based resources.

APE Graduate Students from all of the country

Fort Benning, Georgia

Jasper, Georgia

Roswell, Georgia

McDonald, Ohio

Thornville, Ohio

Carlsbad, New Mexico

Las Cruces, New Mexico

Santa Maria, California

Denver, Colorado

Detroit, Michigan

Carson City, Nevada

Wayne, New Jersey

Mission, Texas

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Wayne, New Jersey

Mission, Texas

Chihuahua City, Mexico

Learning Module

APENS

Teaching APE

7, 9, 10

APE Job Responsibilities

11, 13, 15

APE Assessment

4, 8, 12

APE Law & Ethics

5, 14

Connecting Science/Theory to Practice

1, 2, 3

Standard 6 is infused throughout the semester

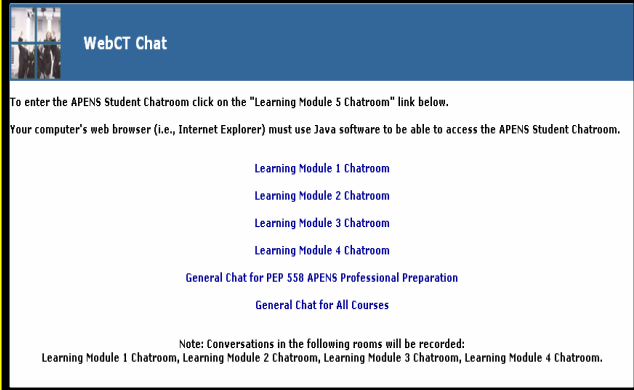
E-learning Activities

E-learning Activities

APENS Student Chatroom

E-learning Activities

APENS Student Chatroom



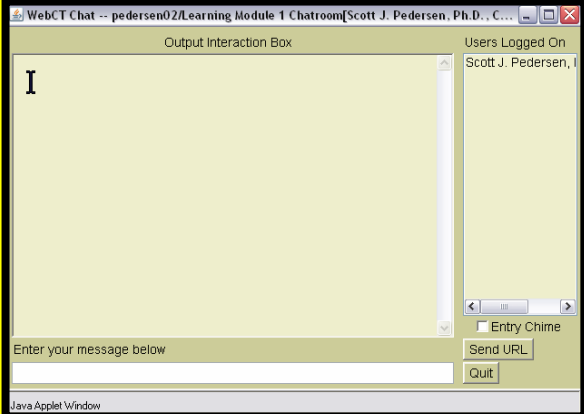
WebCT Chat

To enter the APENS Student Chatroom click on the "Learning Module 5 Chatroom" link below.

Your computer's web browser (i.e., Internet Explorer) must use Java software to be able to access the APENS Student Chatroom.

- [Learning Module 1 Chatroom](#)
- [Learning Module 2 Chatroom](#)
- [Learning Module 3 Chatroom](#)
- [Learning Module 4 Chatroom](#)
- [General Chat for PEP 558 APENS Professional Preparation](#)
- [General Chat for All Courses](#)

Note: Conversations in the following rooms will be recorded:
Learning Module 1 Chatroom, Learning Module 2 Chatroom, Learning Module 3 Chatroom, Learning Module 4 Chatroom.



WebCT Chat -- pedersen02/Learning Module 1 Chatroom[Scott J. Pedersen, Ph.D., C...

Output Interaction Box

Users Logged On
Scott J. Pedersen, I

Enter your message below

Java Applet Window

APENS Student Chatroom Guests

Ph.D.'s

Tim Davis
Garth Tymeson
Luke Kelly
Jeff McCubbin
Chris Stopka
Ron Davis
Barry Lavay
Georgia Frey
Jan Seaman
Manny Felix
Mike Kozub

CAPE's

Rachel Shea
Pam Long
Donna Lovetro
Pam Skogstad

Doc students

Carlos Cervantes
Beth Hersman
Tom Moran

*What students have to say about the: **APENS Student Chatroom***

- **“The chatroom felt like an informal place of learning. I really enjoyed being able to "talk" to others in the profession and get their ideas about different things. During the chatroom experience I felt no pressure to have to know it all. It was a very relaxed environment and I learned a lot.”**
- **“I think the environment is laid back and very inviting for student learning. I have enjoyed it very much so far. Everyone who has participated thus far seems to want us to succeed.”**

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What students have to say about the: **APENS Student Chatroom**

- **“Dr. Tymeson was very insightful. I consider myself privileged to have the opportunity to chat with him. Dr. Davis is always wonderful and provides many thought provoking comments. They are a great resource to have. My compliments to Dr. Pedersen for his ability to get such prestigious bloggers!”**
- **“I appreciate the chatroom guests’ commitment to our class. I appreciate that they take time away from their lives to help us learn more about this field. This is the component of the class that makes it truly innovative.”**
- **“The interaction between the students in the class and the other professionals working in APE is *priceless*.”**

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E-learning Activities

APENS Student Chatroom

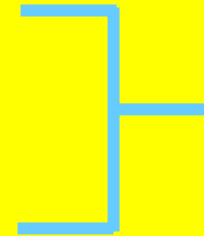
E-learning Activities

Case Study Discussion Board

APE Webquest

APE Webpage Evaluation

APENS Student Chatroom



**Pre-chat
Activities**

E-learning Activities

Case Study Discussion Board

APE Webquest

APE Webpage Evaluation

APENS Student Chatroom

Chatroom Reflection Paper

APENS Self-quiz

Learning Module Student Survey



**Post-chat
Activities**

Case Study Discussion Board

Case studies are posted each week and students respond to leading questions, and then respond to each others' responses.

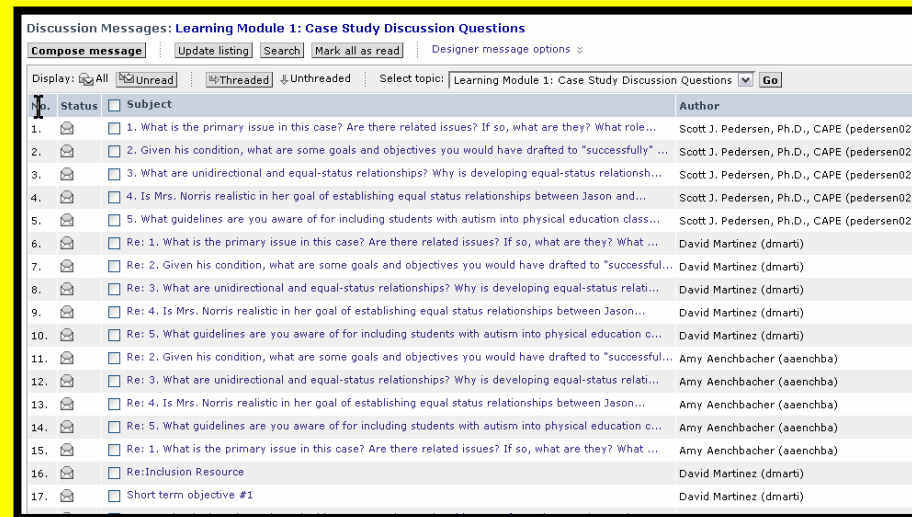
Hodge, S. R., Murata, N. M., Block, M.E., & Lieberman, L.J. (2003). *Case studies in adapted physical education: Empowering critical thinking*. Scottsdale, AZ: Holcomb Hathaway.

Graded on quantity and quality of the posts

Students can also post their own case studies for extra points

Varsity Letter for Special Olympics

- posted guidelines to share with the class



Discussion Messages: Learning Module 1: Case Study Discussion Questions

Compose message | Update listing | Search | Mark all as read | Designer message options

Display: All | Unread | Threaded | Unthreaded | Select topic: Learning Module 1: Case Study Discussion Questions | Go

No.	Status	Subject	Author
1.	<input type="checkbox"/>	1. What is the primary issue in this case? Are there related issues? If so, what are they? What role...	Scott J. Pedersen, Ph.D., CAPE (pedersen02)
2.	<input type="checkbox"/>	2. Given his condition, what are some goals and objectives you would have drafted to "successfully" ...	Scott J. Pedersen, Ph.D., CAPE (pedersen02)
3.	<input type="checkbox"/>	3. What are unidirectional and equal-status relationships? Why is developing equal-status relationsh...	Scott J. Pedersen, Ph.D., CAPE (pedersen02)
4.	<input type="checkbox"/>	4. Is Mrs. Norris realistic in her goal of establishing equal status relationships between Jason and...	Scott J. Pedersen, Ph.D., CAPE (pedersen02)
5.	<input type="checkbox"/>	5. What guidelines are you aware of for including students with autism into physical education class...	Scott J. Pedersen, Ph.D., CAPE (pedersen02)
6.	<input type="checkbox"/>	Re: 1. What is the primary issue in this case? Are there related issues? If so, what are they? What ...	David Martinez (dmart)
7.	<input type="checkbox"/>	Re: 2. Given his condition, what are some goals and objectives you would have drafted to "successful...	David Martinez (dmart)
8.	<input type="checkbox"/>	Re: 3. What are unidirectional and equal-status relationships? Why is developing equal-status relati...	David Martinez (dmart)
9.	<input type="checkbox"/>	Re: 4. Is Mrs. Norris realistic in her goal of establishing equal status relationships between Jason...	David Martinez (dmart)
10.	<input type="checkbox"/>	Re: 5. What guidelines are you aware of for including students with autism into physical education c...	David Martinez (dmart)
11.	<input type="checkbox"/>	Re: 2. Given his condition, what are some goals and objectives you would have drafted to "successful...	Amy Aenchbacher (aenchba)
12.	<input type="checkbox"/>	Re: 3. What are unidirectional and equal-status relationships? Why is developing equal-status relati...	Amy Aenchbacher (aenchba)
13.	<input type="checkbox"/>	Re: 4. Is Mrs. Norris realistic in her goal of establishing equal status relationships between Jason...	Amy Aenchbacher (aenchba)
14.	<input type="checkbox"/>	Re: 5. What guidelines are you aware of for including students with autism into physical education c...	Amy Aenchbacher (aenchba)
15.	<input type="checkbox"/>	Re: 1. What is the primary issue in this case? Are there related issues? If so, what are they? What ...	Amy Aenchbacher (aenchba)
16.	<input type="checkbox"/>	Re: Inclusion Resource	David Martinez (dmart)
17.	<input type="checkbox"/>	Short term objective #1	David Martinez (dmart)

What students have to say about the: **Case Study Discussion Board**

- **“I found the questions very challenging and it was interesting to see the answers from fellow students. I enjoy reading the case study and trying to figure out what I would do. It is real life evaluation. Some of these cases are so real.”**
- **“It is nice to be able to relate with other professionals across the world. I enjoy the content and research that everyone shares.”**
- **“I love the case study discussion board...the other students seem to have so much knowledge to offer. I know I have learned a lot through them already!”**

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APE Webquest

Designed to lead students through some of the best APE Websites with thought provoking questions related to their own service delivery.

Example Websites:

- **PE Central**
- **Adapt-talk**
- **NCPERID**
- **A-APE**
- **Wrights Law**
- **NCPAD**
- **Center for Disease Control and Prevention**
- **World Health Organization**

Assignment: Learning Module 1: APE Webquest

Assignment Information

Maximum grade: 30

Due date: June 5, 2007

Instructions: Click on the Assignment file "PE Central Webquest_LM1.doc"

In the new window, click on the "radio button" next to the file.

Then click the "download" button.

Choose the "save" option to save the file to a preferred location on your computer. If prompted, click "open" otherwise double-click to open the file you've just downloaded.

Read through the MS Word file "PE Central Webquest_LM1.doc"

Create your responses in the grey text boxes provided in this document.

When you have completed your Webquest assignment, make a final save and then close the file.

Return to WebCT.

*What students have to say about the: **APE Webquest***

- **“I really enjoyed the websites offered in the Webquest assignment. I shared some sites with other PE teachers in my district.”**
- **“I valued the A-APE Webquest assignment. It is a practical tool for APE instructors. If not for this assignment, I probably would not ever know about it.”**
- **“I was able to work at my own pace and search the web for various information that I personally felt would help me become a better teacher.”**
- **“I enjoyed learning more details about NCPERID! I am excited to join.”**

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APE Webpage Evaluation

Survey Questions

- Accessibility
- Navigability
- Multiculturality
- Relevance and Appropriateness
- Credibility
- Bias Identification

Subjective

- Strengths and Weaknesses

MS Powerpoint Presentation

The screenshot shows a web-based survey interface titled "LM1: APE Webpage Evaluation 1". It displays the first three questions of a 34-question survey. The interface includes a "Question Status" panel on the right, a "Finish" and "Help" button, and a "Done" status at the bottom. The survey questions are as follows:

Question 1
Website Title
Website Title:
Answer:

Question 2
Website URL
Website URL:

Equation:

Question 3
Relevance and Appropriateness
The site's contents are relative to the needs of the student/audience.
 1. don't agree 2. somewhat agree 3. agree 4. agree strongly 5. does not apply

Question Status
○ Unanswered
✓ Answered
! Answer not saved

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	

Done salsa.nmsu.edu

What students have to say about the: **APE Webpage Evaluation**

- **“I liked how it guided me through the webpage evaluation process. I was able to reflect on so many aspects of the website as a result of this exercise.”**
- **“This tool really helps me to focus in on the important attributes (or lack there of) of a website.”**
- **“The PPT presentations I have seen thus far are just fantastic! They are ideal for promoting websites and giving to other APE and GPE teachers. Administration folks would really benefit from this....each one is different, short and sweet, but gets the point across!”**

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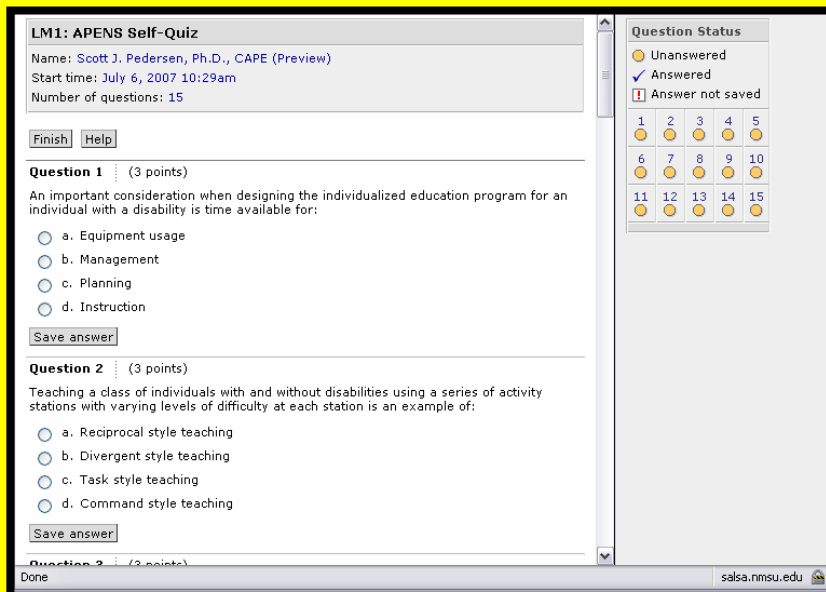
APENS Self-Quiz

APENS Study Guide Questions

Question Bank ~ 200 Questions for each Learning Module

15 Question Quiz

Take it as many times as you like...



The screenshot displays a web-based quiz interface. At the top, it shows the title "LM1: APENS Self-Quiz" and user information: "Name: Scott J. Pedersen, Ph.D., CAPE (Preview)", "Start time: July 6, 2007 10:29am", and "Number of questions: 15". There are "Finish" and "Help" buttons. The first question is worth 3 points and asks about time availability for an individual with a disability, with options: a. Equipment usage, b. Management, c. Planning, and d. Instruction. A "Save answer" button is below. The second question is also worth 3 points and asks about teaching styles, with options: a. Reciprocal style teaching, b. Divergent style teaching, c. Task style teaching, and d. Command style teaching. A "Save answer" button is below. On the right, a "Question Status" grid shows 15 questions, all marked as "Unanswered" (orange circles). A "Done" button and the URL "salsa.nmsu.edu" are at the bottom.

...highest grade counts!

*What students have to say about the: **APENS Self-quiz***

- **“I love the self quiz. I take it as many times as possible so I get to see all the questions on the quiz. I like going over and over the questions. It really plants the answer in your head. Oftentimes looking for the correct answer in the APENS and on the web, I find other information that helps me understand material that has not yet been discussed in this course.”**
- **“I enjoy taking the self-quiz. I like the fact that immediate feedback and results are available. The questions indicate what standard the question is based on. I am able to go back to the standards and highlight those parts of the standard that I need to reread. I am hoping that many of the questions are of similar format on the actual exam.”**

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- **“I enjoy the variety of questions when I retake the quiz; the questions force me to contemplate the standards and read meaning into them, plus apply them to my own situations. I am learning information that will benefit me in my job and on the APENS exam. I anticipate taking this quiz another 10 times or so.”**
- **“I learn so much through those quizzes. If there is an answer I need more information about, regardless if it is the correct answer, I write it down and further research it. Granted this is very time consuming, but it is definitely worth it. I plan on taking the quiz many more times. I appreciate the opportunity to study this way.”**

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Learning Module Student Survey

Students have an opportunity to provide feedback on course content and delivery

Enables each student to reflect on what they did or did not learn

Great material for justification of APE programs and services

Future PEP 558 Student Email

What students have to say about: **PEP 558**

- **“It has been an awesome class - I have definitely learned more here than any other class I have taken (under/grad school).”**
- **“I may have said this last week, but I can definitely tell that this course will greatly prepare me for the APENS exam.”**
- **“Very innovative! The first time trying anything new takes time. However, I am so motivated. Thank you for creating this course. It has been a goal of mine for some time to become a CAPE. I cannot think of a better way to prepare.”**

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What students have to say about: **PEP 558**

- **“This class is tough (the material and 5 week course) but I can tell I am going to be very prepared for the APENS exam!!!”**
- **“This course is a lot of work, but VERY beneficial to my teaching. Even if I don't pass the exam I have learned so much to help my students. I am grateful for this learning opportunity.”**
- **“I find the work load to be quite heavy but I suppose if everything in the standards needs to be covered in 10 weeks effectively than the requirements are just.”**

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What does the future hold for Distance Education in APE?

Perhaps, an Online Master's Degree in APE?

What if...

...students were able to enroll in one (*or two*) online graduate course(s) provided by multitude of universities?

...University of Florida has 2 courses

...New Mexico State University has 1 course

Who's next?

PEP 558 at NMSU

*100% Success Rate for passing the
APENS Exam*