

# Teachers' Digital Sovereignty in Physical Education in a Digital World

## Main Topics for further Training for Physical Education Teachers

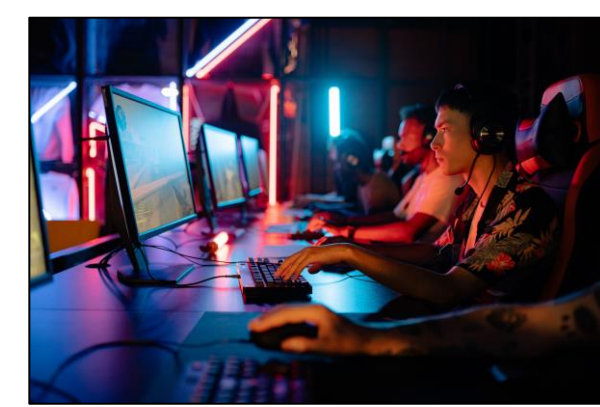
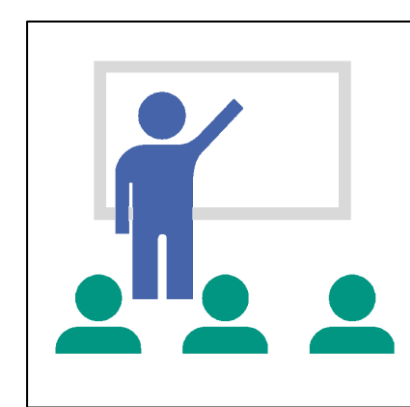
Pierre Meinokat<sup>1</sup>, Carolin Knoke<sup>1</sup>, Moritz Mödinger<sup>1</sup>, Philipp Rosendahl<sup>1</sup>, Ingo Wagner<sup>2</sup>

<sup>1</sup> Karlsruhe Institute of Technology, Karlsruhe, Germany | <sup>2</sup> Albert-Ludwigs-University, Freiburg, Germany



### Classroom Management & Classroom Disruptions

- Physical Education benefits from good structure and leadership – digital media can help here<sup>A,B,C</sup>
- Digital components of physical education lessons unfold potential for dealing with and risks of classroom disruptions<sup>A,D</sup>
- Digital-based phenomena such as gamification<sup>E</sup> and e-sports<sup>F</sup> are suitable due to their proximity to physical education and their increasing relevance



Contact:  
Pierre Meinokat

#### → Added value for teaching:

Sport and digitalization do not have to work against each other - potentials should be used to make physical education lessons more effective, motivating and sustainable

#### → Training objectives:

Highlighting the possibilities of digitalization for physical education and raising awareness of the topic against the background of optimizing teaching/learning success

### Digital-based health promotion in physical education

- Use of digital media in physical education can support and optimize teaching and learning processes<sup>K</sup>
- Physical education teachers can use the information provided to promote students' health<sup>L</sup>
- Digital media in physical education to increase student motivation and physical activity<sup>M</sup>



#### → Added value for teaching:

Using the opportunities that can arise from digital health technologies in physical education and promoting students' health

#### → Training objectives:

Provide physical education teachers with information on the use of digital media to promote pupils' health in physical education lessons



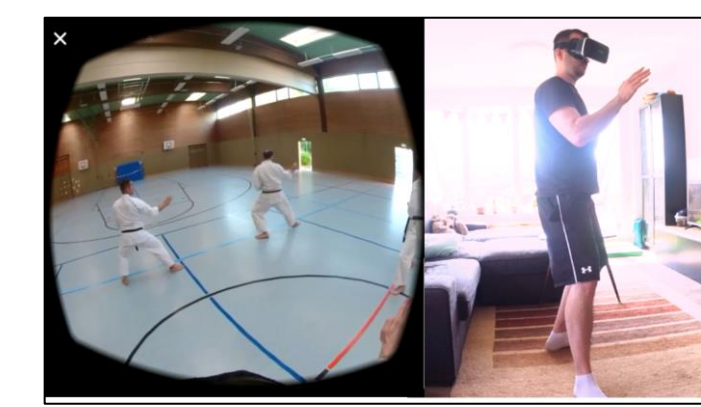
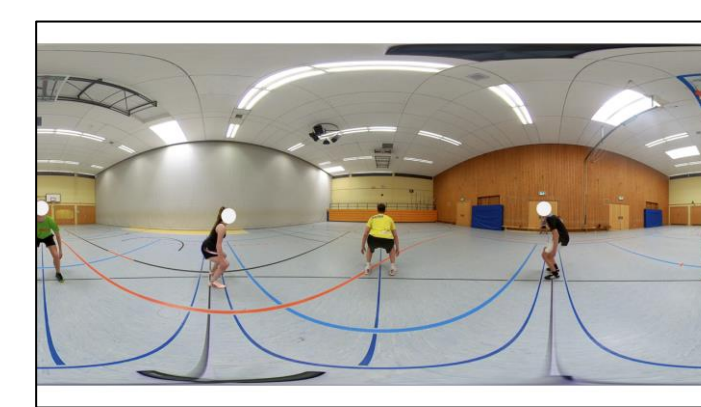
Contact:  
Carolin Knoke



Contact:  
Moritz Mödinger

### 360° video technology

- 360° videos expand the already established teaching and learning potential of conventional video technology<sup>G</sup>
- 360° videos, as a link between video technology and virtual reality, enable low-threshold access to immersive teaching-learning processes<sup>H</sup>
- 360° video technology offers cost-effective design options for immersive and multi-perspective teaching-learning processes<sup>I</sup>

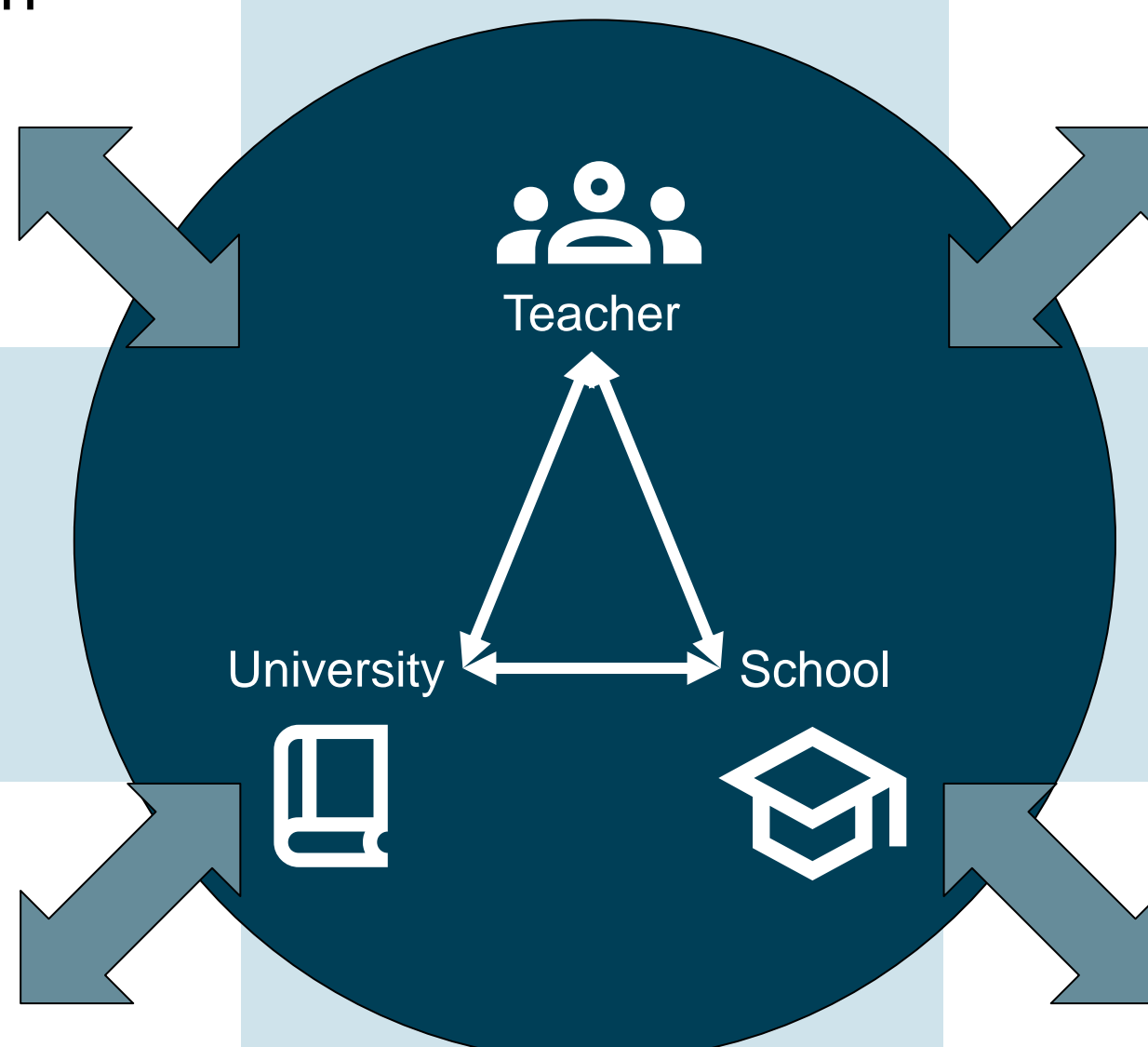


#### → Added value for teaching:

Great potential in 360° videos as a future teaching/learning medium and training tool<sup>J</sup>

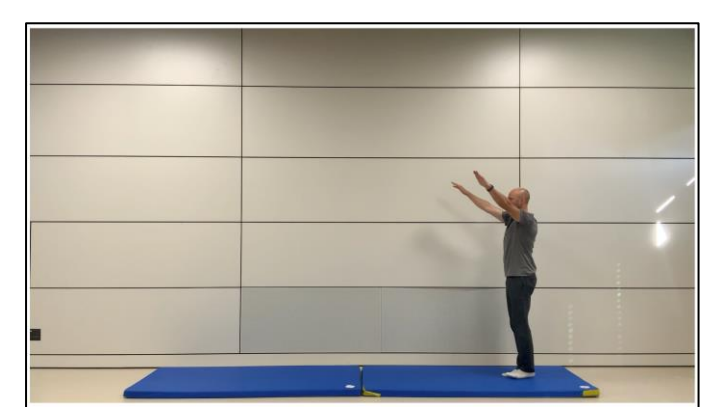
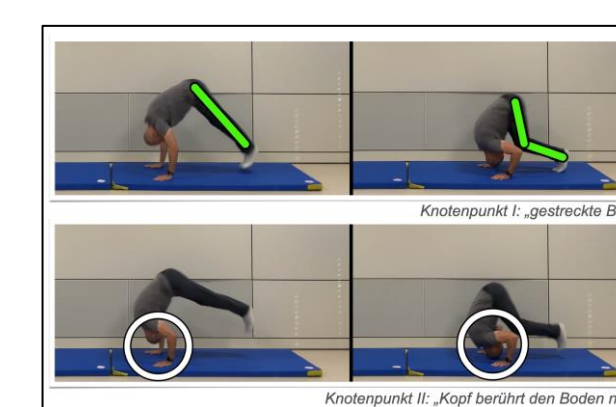
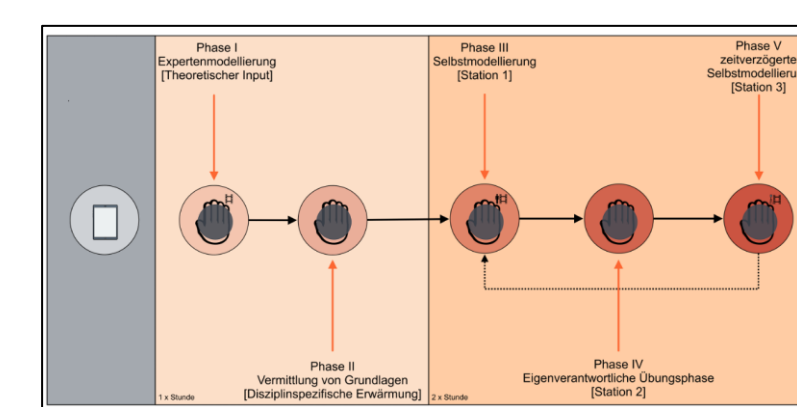
#### → Training objectives:

Informing and motivating, introducing physical education teachers to immersive teaching-learning processes and training them in their use and design



### Video Feedback

- Feedback with the help of videos can promote motoric learning<sup>N</sup>
- Video feedback has the potential to positively influence learning on a pedagogical-psychological level<sup>D</sup>
- Visual feedback enables multi-channel learning<sup>D,N,O</sup>



#### → Added value for teaching:

Expansion of the methodological repertoire for designing physical education lessons<sup>O</sup>

#### → Training objectives:

Familiarization with various possible uses of digital media for physical education<sup>D</sup> and initiation of low-threshold use of video-based feedback<sup>O</sup>

SPONSORED BY THE

