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ORIGINAL ARTICLE

Information and Communication Technology serving Physical Education: Design and contents of an intervention program aiming to promote high school students' active lifestyle

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Introduction

In the modern world, human beings of all ages tend to become physically inactive leading a sedentary life, which leads to a number of health problems (Bouchard & Katzmarzyk, 2010). This phenomenon also characterizes the Greek youth and tends to become epidemic (Damianidis, Kouthouris & Alexandris, 2007). Almost half of the children aged 3-18 years are less active than it is proposed by the experts in order to profit health benefits (Cavill, Biddle & Sallis, 2001) with girls being more susceptible to sedentariness (Bertaki, Michalopoulos, Argyropoulos & Bitzidou, 2007). Although the declining interest of young people in PA has not been interpreted reliably, it seems to be the result of an interaction between a number of personal and environmental variables, such as the modern lifestyle expressed through a preference towards passive leisure time (Antoniou, Patsi, Bempetsos & Yfantidou, 2006), the lack of time, the limited sport infrastructure and recreation areas, the organization of modern cities etc (Kimm, Gynn, McMahon, Voorhees et al., 2006).

The school and the PE lesson can play an important role in inspiring students the values of an active and healthy lifestyle (Martin & Kulinna, 2004). However, this possibility does not seem to be exploited in Greek schools. The PE lesson, in the way which is currently conducted, is unable to provide students with the necessary knowledge, to develop the necessary skills and to form positive attitudes towards a more active life (Kossiva & Hatziharistos, 2007). The older children get the less they seek or enjoy their participation in the PE lesson (Avgerinos, Almond, Stathi & Kioumourtzoglou, 2002). Moreover, research findings show that students consider the PE lesson as an opportunity to relieve the school stress until the next module (Goudas & Hassandra, 2006). This is particularly evident in

Abstract

In this study, the mixed Physical Education (PE) model which is presented is currently applied experimentally. This model incorporates *Information and Communication Technologies* (I.C.T.) in PE high school classes, aiming to enhance students' interest for the PE lesson, to develop knowledge on health related issues and to promote participation in physical activity (PA) and sports. In addition to the participation at the obligatory two hour PE classes per week, students: a) get support of a dynamic website in order to be informed, to exchange points of view on health subjects, to find specific information, to co-operate and to get involved in interactive learning, b) keep an e-portfolio containing personal achievement records, assignments, personal logs, and evidence of their activity involvement. The assessment of the program will be based on: a) the students' performance on fitness tests and physical activity, attitudes towards PE lesson, their self-efficacy towards participation in sports and knowledge on health related issues, b) semi-structured group interviews with students and the PE teachers, and c) the report of an external evaluator.

Key words: *ICT, online physical education, high school, Greece,*

high school, where PE seems to play a minimal educational role because of a number of weaknesses related both to its contents and implementation.

Therefore, the need to redefine PE as a school subject becomes a priority in order that it plays an essential role, corresponding to the current needs and interests of students. This change should start from its fundamental principles as much as the attitude of those involved such as governors, administrators and teachers. A modern physical education curriculum should have vision, specific aims and objectives, be implemented with advanced pedagogical approaches and be evaluated and designed on a long term basis, ensuring thus a certain continuity in learning (NASPE, 2004). This reform can be largely supported by modern technology. The ICT have led to rapid changes in education and have altered the traditional approaches to teaching and learning process (Anand, Herrington, & Agostinho, 2008). The use of technology, either as a hybrid or mixed model (part of the course carried out in the classroom and part of it through the internet) or as a distance model (the largest amount of work and participation is done via a computer), can contribute to a new concept of how a PE lesson is designed, implemented and evaluated (Kamtsios & Antoniou, 2006). Moreover, the synchronous and asynchronous distance learning, the electronic classroom, the online courses, the digital educational material, the interactive videos and games are some of the means that are already widely applied in modern education (NASPE, 2007).

However, many educators see school PE and physical activity conflicting the use of the internet and other audio-visual media since a youth's time to learn is limited (Buschner, 2006). The use of high technology devices (such as video, computer, heart rate monitors, pedometers, PDA's etc.) are often viewed with scepticism. The efficiency of the student's learning, especially regarding the motor contents, often requires face-to-face teaching, in which the teacher supervises, helps, guides and corrects the student, ensuring a safe and supportive exercise environment. However, the fact that distance PE teaching through Internet contributes to learning in a positive way has been proved in cases of: (a) students who cannot regularly attend school, (b) schools that have limited infrastructure for the course or they do not have qualified PE teachers (NASPE, 2007). Furthermore, research comparing face-to-face teaching to online approaches has shown no significant difference in students' learning (Russell, 2001). The purpose of this paper is to present the main components (design, content, means of evaluation) of a mixed PE model, using ICT in order to enhance the interest of students for the PE lesson and encourage them to acquire knowledge and become more active.

Methods

Participants – Schedule

The program is currently applied in a private high school in the city of Athens, where special emphasis is given on the use of ICT. Two classes are the first experimental group (16 girls and 18 boys) and three other classes the second experimental group (30 girls and 41 boys). Two different PE teachers are involved in teaching the first group and three (3) others in teaching the second group. The first experimental group is taught the PE lesson

with a mixed model. The second experimental group is taught with face-to-face teaching. Both groups are taught the same skills. Students of the first experimental group were selected by the following criteria: (a) to have a personal computer with internet connection at home, (b) not to be systematically involved with athletic activities. The PE teachers involved in the mixed model had certified knowledge in the use of ICT. Additionally, there is a third group served as control (21 girls and 17 boys) at another school, which attends the typical national curriculum PE. Students and teachers were involved in the study voluntarily, after having signed a statement of participation. The duration of the program is 12 weeks.

Design and content of the PE program

This program is named *Stay Fit* and it is a mixed PE model with additional actions, where (i) a part of the course takes place at school (2 hours / week), (ii) a part takes place through network, and (iii) a part (in which participation is optional) is conducted in the evenings and at weekends. The program was organized on the basis of international guidelines that should characterize modern PE curriculums (NASPE, 2004; CDC, 2010), namely (see Figure 1):

- It has a similar structure to other school subjects, with specific aims, objectives and learning outcomes in the motor, cognitive and behavioural sector.
- It introduces a complex multi-dimensional evaluation mechanism for students, teachers and the program itself.
- It gives the students an active alternative to overcome the heavy school obligations, by offering original and challenging activities carried out within the formal school program (obligatory participation), as much as in the evenings and at weekends (voluntary participation).
- It aims at developing students' internal commitment to their health (Theodorakis, 1996). This is done by: a) participating in PA and sports after school program, b) participating in tester days of new sports, c) participating in competitive sports conducted as intra scholastic competition, d) participating in events related to health and well being, e) creating a sound school policy in order to develop an "ethos of sports and health".
- It connects PE to sport clubs of the local community in order to increase the opportunities for students to be active.

For the purposes of the study:

- A detailed outline of the course with the learning objectives of the twelve (12) weeks was designed (see Appendix 1, example of the first week),
- 24 detailed lesson plans were designed for respective teaching sessions to be carried out within the PE school timetable,
- A detailed program of challenging PA was organized for the evenings and weekends,
- Educational materials were created (in printed and digital format),

- A database with websites and digital educational materials found on the Internet was created (tv-teacher, you-tube, google etc).

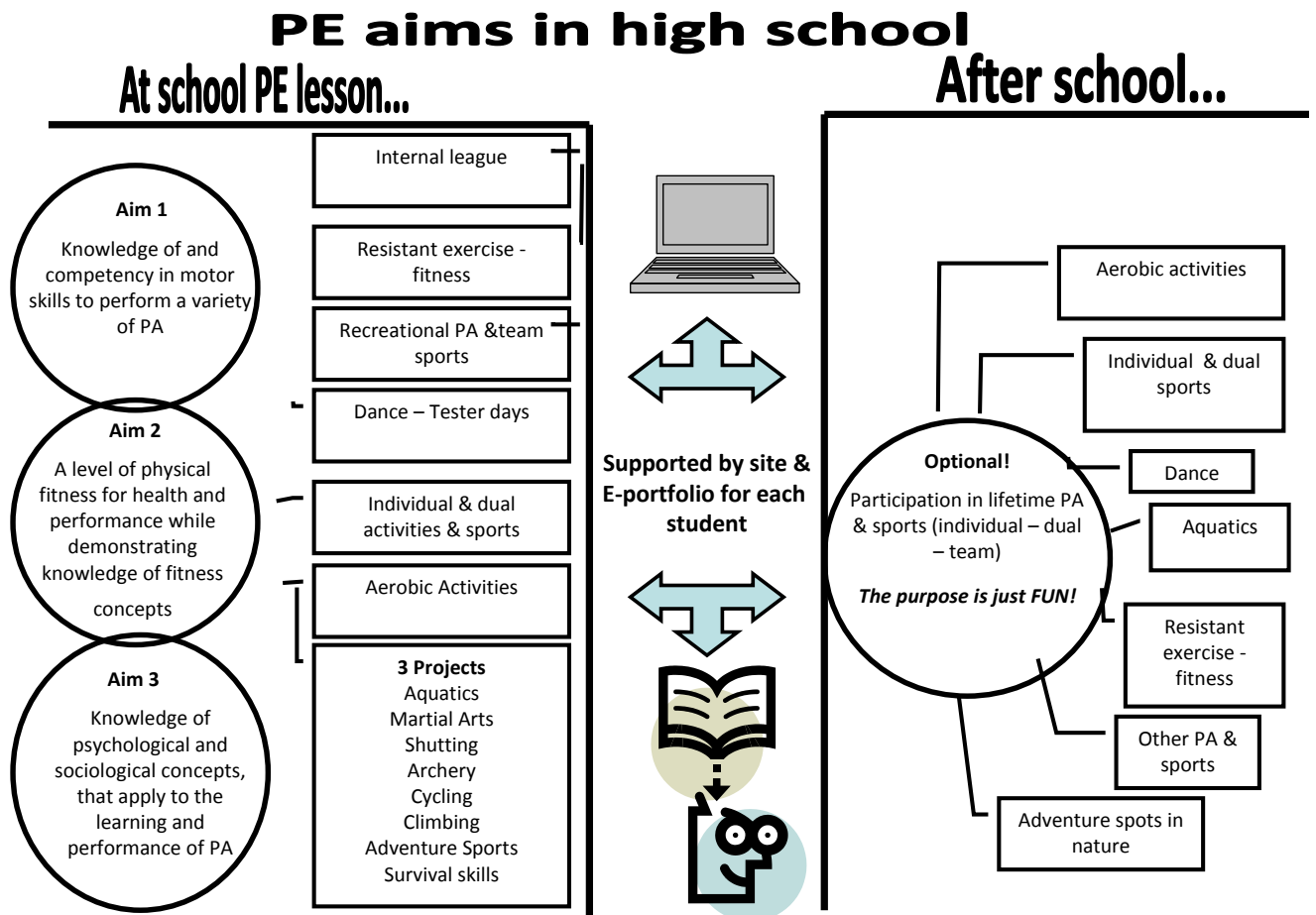


Figure 1: Aims, contents and structure of the program *Stay Fit*

The electronic part of the course intends to:

- Support students through a website created to the intra-net of the school. In the site, the PE teachers, display notices, specific information relevant to lesson contents (video, digital material, brochures, carts etc) and gives useful links and the "Student's worksheet", on a weekly basis (see Appendix 2). The purpose of the worksheet is to inform the students about the contents of the PE lesson for the following week, so that they can: (a) be properly prepared before coming to class (b) learn the obligations after the course and (c) be informed about the opportunities for PA/exercise planned by their PE teacher. What is also provided in the web site is the basic knowledge and proposed activities, in order that the students learn less known PA and sports (Appendix 3a).
- Help students to maintain a personal electronic portfolio (e-portfolio) in the intra-net. In this portfolio, students are encouraged to input a number of records related to their progress, comment on the projects involved and the work carried out, attach photographs or videos of the sports they have taken part in, add personal logs

recording results of their personal achievements etc, on a weekly basis. The e-portfolio is strictly personal and it can only be accessed by the PE teacher, who checks and guides each student, giving the necessary feedback and encouragement (Appendix 3b).

- Facilitate the communication between the PE teachers and the students after the school program by using social networking programs (skype, MSN, facebook) for further interaction, support, problem solving and encouragement to participate in the program events.

The online options of the students in the website and e-portfolio are:

1. Access and study of the existing material for the PE lesson as well as other activities of the program.
2. Submission of assignments and projects relevant to the lesson.
3. Recording of their personal performance in fitness and knowledge tests.
4. Maintenance of their personal e-portfolio.
5. Participation in on-line discussions with the PE teacher and their classmates.

For the PE teachers, respectively, their online duties in the website include:

1. The weekly update of the site with educational material, announcements and the “Students Work Sheet”.
2. The control of the students’ e-portfolios by assessing their progress by their activity & nutrition logs, fitness tests etc.
3. The students’ support and feedback by sending individual comments based on the information provided by their e-portfolios.
4. Participation in on-line discussions with students when considered necessary

Pilot studies - Teachers and students’ training

In accordance with the recommendations of the NASPE (2004b; 2007), two pilot studies were conducted. The first pilot study was conducted after the creation of the educational material, the website and the e-portfolio. The aim of the pilot study was to assess: (a) the readiness of the researchers to manage the project, (b) the functionality of the website and e-portfolio, (c) the potential recording malfunctions and general problems facing the teacher and the student as a user and (d) the time taken by the teacher to manage the website and e-portfolio of each student. This pilot study lasted four months and was applied to a group of high school students (Kotsiani & Avgerinos, 2011). The acquired experience led to a series of adjustments. However, the key point that emerged from the pilot study was the importance of familiarizing students with the function of the program and the website platform as well as the extent of the time required by the PE teacher in order to manage the program.

The purpose of the second pilot study was to familiarize the five (5) PE teachers with the program, the educational material and the use of the website and the e-portfolio. Initially, the digital educational material was sent to the teachers in order to inform them about (a) the general and specific requirements of the electronic dimension of the course

and (b) the requirements regarding the use of the P/C, both for themselves and their students. For three consecutive weeks, the five PE teachers participated in all activities of the program, simulating the student obligations which are listed above.

Finally, before the initiation of the program: (a) parents were informed about the program and the opportunities offered to their children, (b) there were two workshops organized for the teachers and the students of the first experimental group applying the mixed model. In the first workshop, the technical and managerial aspects of the website and e-portfolio were presented to the PE teachers and discussed in depth. Additionally, the PE teachers participated in selected exercises and scenarios. In the second workshop, the PE teachers presented the program to their students, emphasizing the electronic dimension. This was followed by practical simulation exercises in the P/C lab, after the students were given their personal logins, in order to access their e-portfolios.

Program assessment – Variables

The novelty of the project and the innovations introduced require the use of a complex evaluation, by collecting quantitative and qualitative data from many sources with different tools and approaches throughout the course of implementation.

- 1.** The quantitative evaluation of the program includes: **(a)** the comparison between the groups (the two experimental and the control group) in pre- and post- measures: i) components of health related physical fitness (aerobic endurance, abdominal strength, push-ups, flexibility, BMI) (EUROFIT TEST BATTERY, 1988), ii) physical activity (using pedometer Omron, model Walking Style II, on a weekly basis), iii) knowledge relevant to PA, health, exercise and diet, iv) attitude towards PE lesson and self-efficacy towards PA/exercise (Theodorakis, 1996), and v) the Intrinsic Motivation (McAuley, Dancan & Tammen, 1989) and **(b)** the usability of the website (questionnaire) and the contents of the e-portfolio.
- 2.** The qualitative evaluation of the program includes semi-structured group interviews with the students and the PE teachers.
- 3.** During the implementation period and on a weekly basis: (a) a written log was kept by the PE teachers, (b) group discussions were conducted with teachers and selected students on issues related to the program implementation, and (c) students completed a written form evaluating teaching (see Appendix 4).
- 4.** A PE specialist will evaluate the program as an external evaluator, after its completion.

Discussion

The implementation of a mixed model in PE seems to be necessary in order to enhance the interest of students for the PE lesson and encourage them to become more active because the two teaching hours per week as well as the traditional approach are considered insufficient to achieve the above goals. So far, students are not required to do anything before or after the PE lesson. As a result, the lesson is static and the students are passive recipients, without motivation. The application of the ICT suggested by the mixed

model helps to effectively shift from this static model towards a model of active engagement, where students are those who think, decide, plan, act and reflect on issues that concern them. Furthermore, the possibility of interaction among students and between students and teachers, the access to endless information via internet, the submission and evaluation of essays and team projects has proven beneficial for achieving the objectives of the PE lesson (Mupinga, 2005). Researchers are convinced that this operating framework of the lesson, may -to some extent- replace the limited number of hours of face-to-face teaching in the typical curriculum. Also, it may activate students and gradually lead them to a self-regulated learning, developing motives for achieving personal goals, covering different learning styles and individual preferences (Antoniou & Derri, 2003; Thornburg & Hill, 2006). Moreover, through the process of self-evaluation and the interpretation of personal achievement, the design of a personal exercise program and diet, and the seeking of information, it is expected that students will develop cognitive and metacognitive skills that are difficult to grow in the traditional learning environment (Vosniadou, 2001).

However, a number of limitations and definitions should be noted. The interpretation of any results should be done considering that the program was applied to: (a) a private school using innovative methods and promoting the use of ICT in the teaching process, (b) the students participating in the mixed model had a P/C, a permanent internet connection and were familiar with the use of the new technologies and (c) the teachers involved had certified knowledge in the use of P/C. All these characteristics may differ substantially from those of the typical public Greek school and therefore be a limitation to generalize the findings. Finally, the limited time of the program implementation, the limited number of teachers and pupils involved in the mixed model and the multidimensional nature of the intervention, impose some restrictions on the validity, interpretation and generalization of the findings.

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Appendix 1: *Stay Fit*: Outline of the program for the 1st week.

1	FITNESS – AEROBIC				
	Week 1: 26/9/2011 – 2/10/2011				
	Before the PE lesson	During the PE lesson			After the school hours
	Knowledge area	Emotional domain	Motor area	As individual	As member of a team
<p><u>Student should to:</u></p> <ul style="list-style-type: none"> ○ Study the PP file about the benefits of PA and exercise . ○ Look at the website www..... for the workout of training of this week. ○ Complete the STUDY GUIDE ACTIVITIES No1: «A lifetime of fitness and activity» 	<p>Aims</p> <p>1st Lesson: Discuss on the contents of the STUDY GUIDE ACTIVITY No1 In this lesson students will understand: (a) The relationship between PA, health and energy balance, (b) The difference between PA and exercise, and (c) the relationship between PA and fitness.</p> <p>2nd Lesson: In this lesson students assess:</p> <ul style="list-style-type: none"> ○ How active they are. ○ What can be done to became more active. <p>Understand:</p> <ul style="list-style-type: none"> ○ The relationship between PA and energy expenditure ○ How much PA needs for a good health ○ What suggested by the international guidelines for health ○ How to estimate PA 	<p>Aims</p> <p>1st Lesson: To think and understand:</p> <ul style="list-style-type: none"> ○ How he feels about his appearance ○ What can be changed and what can not be changed (body size, height etc.). <p>2nd Lesson: In this lesson students assess:</p> <ul style="list-style-type: none"> ○ If he/she is enough active (by step counter) to be healthy and to maintain a healthy BMI. ○ If he/she is ‘at risk’, because of sedentary lifestyle. ○ The importance of setting individual goals. 	<p>Aims</p> <p>1st Lesson: General exercise for muscle strengthening for the legs and the body.</p> <p>2nd Lesson: General exercise for muscle strengthening by using free weights.</p>	<ul style="list-style-type: none"> ○ Increasing daily walking (steps) through PA and games. Emphasis in active transportation, in activity at school breaks, and during the weekend. ○ Daily logging of PA (steps) (in the specific form in the e-portfolio). ○ 1-2X10-15’ min workout at home (see video you tube) 	<ul style="list-style-type: none"> ● Bonding of the intervention group after the course (football game). ● Sailing ● Race for the Cure 2011 – 4km (see for details at http://www.almazois.gr/race2011/main.php)
	Homework				
				<ul style="list-style-type: none"> ○ Organize your profile in e-portfolio (Sunday 20:00) ○ Completion of STUDY GUIDE No2: <i>Options for an active lifestyle</i>» (Sunday 20:00) ○ Recorded weekly PA (steps/day). ○ Group participation in 29th Athens Marathon (Sunday/13/NOVEMBER/2011 - 5km or 10km. ○ Setting goals of the week (PA in steps, exercise) ○ PE teachers: Update the site & check students’ e-portfolios (Sunday) 	



Work Sheet

"Start with passion"

1st Week

We recommend you for the 1st week.... YOU, just decide how much to be involved!

Before PE lesson	In the PE lesson	Over the this week....	
		Yourself	With friends...
<ul style="list-style-type: none"> ○ It is worth to study the PP file about the benefits of PA and exercise click here ○ Look at the www. – it is challenging and FUN! ○ Complete the STUDY GUIDE ACTIVITIES No1: «A lifetime of fitness and activity» click here. 	<p><u>In 1st lesson:</u></p> <p>(1) You exercise your muscle in order to improve your endurance in strength (upper body). (2) You understand: The relationship between PA, health and energy balance, (b) The difference between PA and exercise, and (c) the relationship between PA and fitness. (3) You discuss what can be changed and what can not be changed in relation to your appearance that a particular concern.</p> <p><u>In 2nd lesson:</u></p> <p>(1) You further exercise your muscle in order to improve your trunk and legs' strength. (2) You estimate how active you are and what you can to became more active. (3) You understand: (a) The relationship between PA and energy expenditure, (b) how mach PA you need to have a good health. (4) You assess your PA level based on your number of steps counted by your personal step counter. (5) The importance to set realistic personal goals.</p>	<ul style="list-style-type: none"> • Try to increase your daily PA by walking and playing outside more. Give attention in active transportation, in activity at school breaks and during the weekend • Remember to record your PA (steps/day) in the form in your e-portfolio you can find click here. • At home, perform 1 or 2 times of 10-15 min the workout you can find click here <p>At your free time remember.... (Sunday 20.00)</p> <ul style="list-style-type: none"> ○ Organize your personal profile in your e-portfolio (click here) ○ Fulfill the «STUDY GUIDE No2: <i>Options for an active lifestyle</i>». (click here) ○ Fill in your log recording the steps completed in each day and the hours you spent on passive recreation (PC, TV etc.) (click here). ○ Join to the 29th Classic Marathon Race to be held Su/13/NOV/2011 (a 5km or 10km) (click here) ○ Set your personal goal (Steps/day, exersice) (click here) 	<p>You have the opportunity to:</p> <ul style="list-style-type: none"> • Participate in a football game with your classmates! • Live great experiences knowing Sailing! • Run 4km on the «Race for the Cure 2011» or walk 2km (see for information at http://www.almazois.gr/race2011/main.php)

Appendix 3: The Website and the e-portfolio

The screenshot shows a web browser window displaying the 'Running' e-portfolio page. The browser's address bar shows the URL <https://elearning.doukas.gr/fa/sta>. The page features a sidebar with navigation options like 'Fitness', 'Running', 'ΑΒΛ.ροκέτας', and 'ΑΒΛοπαίδες'. The main content area displays a list of articles:

- Αντικείμενα** (24/9/2011 9:01 μμ) - Includes a list of links: <http://www.runningnews.gr/>, <http://www.aboutrunning.net/>, <http://www.therunningadvisor.com/>, <http://www.runningwalking.com/>, and <http://www.runnermagazine.gr/>.
- Πως θα επιλέξετε τα κατάλληλα παπούτσια για τρέξιμο?** (17/9/2011 8:28 μμ) - Includes the text: 'Επιλέξτε σωστά - Τρέξετε καλύτερα'.
- Προπόνηση για 5χλμ.** (11/9/2011 10:30 μμ)
- Διαδρομή 1 για τρέξιμο** (9/9/2011 8:20 μμ)
- Διαδρομή τρεξίματος v.03** (Τοποθεσία: Άλιος Έλλησρού, Μήκος Διαδρομής: 1.5 χλμ., Δυνατότητα προπόνησης σε γύρους (1.5χλμ-3.2χλμ-4.8χλμ κλπ.), Βελθόνε Διευκολύστε: 3)

The screenshot shows a web browser window displaying the 'Stay Fit' e-portfolio page. The browser's address bar shows the URL <https://elearning.doukas.gr/fa/stayfit/pd>. The page features a sidebar with navigation options like 'Προγραμμα διδασκαλίας', 'Αντικείμενα διδασκαλίας', 'Εργασίες', 'Συζητήσεις', 'Work-outs', and 'Φωτογραφίες'. The main content area displays the following information:

ΦΥΣΙΚΗ ΑΓΩΓΗ Α' ΛΥΚΕΙΟΥ
"Stay Fit"
 Α' τρίμηνο 12/09/11 - 18/12/11

Επίσημα διδασκαλίας

- 1^η διδακτική ενότητα (4 εβδομάδες): Fitness (8 μαθήματα): 26/9 - 23/10
- 2^η διδακτική ενότητα (3 εβδομάδες):
 - α. Αβλοπαίδες (2 μαθήματα): 24/10 - 30/10
 - β. Αβλοπατα ρακέτας (4 μαθήματα): 31/10 - 13/11
- 3^η διδακτική ενότητα (4 εβδομάδες):
 - α. Υγρός στίβος (4 μαθήματα): 14/11 - 11/12
 - β. Προπόνηση με αντιστάσεις (4 μαθήματα): 14/11 - 11/12
- 4^η διδακτική ενότητα (1 εβδομάδα): Fitness (2 μαθήματα): 12/12 - 18/12

At the bottom, there is a timestamp: 'Δημοσιεύθηκε στις 10/9/2011 10:48 μμ από τον Editor' and 'Τελευταία τροποποίηση στις 10/9/2011 10:48 μμ από τον Editor'. A 'Μεταβολή' button is visible at the bottom right.

Appendix 3: The Website and the e-portfolio

The screenshot shows a web browser displaying the 'e-portfolio-2' website. The page has a pink header and a left sidebar with a list of categories. The main content area features a table of 'Κοινόχρηστα έγγραφα' (Public Documents) and a large image of silhouettes of people jumping. Below the image, there are quick links for 'Γρήγορα αποτελέσματα' (Quick Results).

Τύπος	Όνομα	Τροποποιήθηκε	Τροποποίηση από
	1ο Φύλλο Εργασίας για τον μαθητή [Πήδη]	24/9/2011 10:19 μμ	Editor
+ Προσθήκη εγγράφου			

Γρήγορα αποτελέσματα

- [Καλή χρήση αυτής της ποσότητας](#)
- [Αλλαγή θέματος ποσότητας](#)
- [Ορατός εις εκκίνηση για την ποσότητα](#)
- [Προσαρμογή της γρήγορας εκκίνησης](#)

URL: <https://elearning.doukas.gr/fa/12/SitePages/%ce%91%cf%81%cf%87%ce%b9%ce%ba%ce%ae.aspx>

The screenshot shows a web browser displaying the 'e-portfolio-1' website. The page has a blue header and a left sidebar with a list of categories. The main content area features a table of 'Κοινόχρηστα έγγραφα' (Public Documents) and a large image of sports equipment. Below the image, there are quick links for 'Γρήγορα αποτελέσματα' (Quick Results).

Τύπος	Όνομα	Τροποποιήθηκε	Τροποποίηση από
	1ο Φύλλο Εργασίας για τον μαθητή [Πήδη]	24/9/2011 10:24 μμ	Editor
	2ο Φύλλο Εργασίας για τον μαθητή [Πήδη]	24/9/2011 10:25 μμ	Editor
	3ο Φύλλο Εργασίας για τον μαθητή [Πήδη]	24/9/2011 10:26 μμ	Editor
+ Προσθήκη εγγράφου			

Γρήγορα αποτελέσματα

- [Καλή χρήση αυτής της ποσότητας](#)
- [Αλλαγή θέματος ποσότητας](#)
- [Ορατός εις εκκίνηση για την ποσότητα](#)
- [Προσαρμογή της γρήγορας εκκίνησης](#)

URL: <https://elearning.doukas.gr/fa/11/SitePages/%ce%91%cf%81%cf%87%ce%b9%ce%ba%ce%ae.aspx>

Dear student,

This questionnaire asks you to tell us about the today PE lesson.

Answering honesty will help us to make the lesson better!

Please, answer all questions! Remember that.....

- The questionnaire is ANONYMOUS and strictly confidential!
- There are not right and wrong answers!

Respond to each question by putting an 'x' the option to express the most!	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree or disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Today's lesson I liked					
In today's lesson I tried very much					
In today's lesson I was feeling pressure and stress to do it well					
Today's lesson was pleasant experience for me					
Today's lesson was boring					
Today's lesson was very useful for me					
In today's lesson I learned many new things					
In today's lesson really I had fun					
In today's lesson my teacher helped me a lot					
In today's lesson my teacher gave me to understand exactly what I should do					
The exercises were very difficult for me					
Today's lesson intrigued and will become more involved when I have time					
In today's lesson worked very well with my classmates					
Overall, the lesson was very good					

Complete the following sentences.....

What I do not like in today's the lesson was

.....

For the next lesson I would suggest to my teacher to

.....

.....

.....



Thank you Very Much! 😊