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| **Annotated Bibliography** | | | | | |
| **Title** | **Author** | **Purpose** | **Methods** | **Findings/Conclusion** | **Quote** |
| Assessing the affective domain | Gallo, Ann Marie | The article primarily focuses on designing a method for the grading and assessment of behaviors of students in the Physical Education setting. | 6 physical education instructors from different districts collaborated in an attempt to create a non-subjective method of assessing behavior in their classrooms. | The researchers collaborated to design what they was an effective criteria to assess their students classroom behavior. They named it the “Affective domain criteria”, and the assessment was utilized twice in a school year and consisting of categories including: etiquette, fairness, communication with peers, and communication with instructor. The issue that remains is that the instructors could not agree how much this evaluation should contribute towards a student’s final grade and thus each instructor weighted their marking to their needs. | “The affective domain criteria provided documentation of the expected level of behavior” (Gallo, 2013, p. 48) |
| Using Mobile devices for motor-learning laboratory exercises | Hill, Kory | The purpose of the article is to demonstrate how mobile applications could be utilized in the laboratory setting as a cost effective means of exposing learners to the understanding of motor patterns. | Students studying motor learning were tasked with measuring massed and distributed values of Fitt’s Law and Hick’s Law using mobile applications vs. the traditional laboratory methods. | Modern day mobile based applications can at times be used as an alternative method to traditional lab practices. In this particular instance, mobile applications that were intended as time wasting games were utilized as a means to calculate particular laws. It is up to the instructor to create the objectives of the lesson and to formulate the lesson to help students achieve those objectives. | “The responses to the lab questions  have been of the same quality seen in the more traditional labs.” (Hill, 2014, p. 25) |
| App up your physical education program | Mears, Derrick; Sibley, Benjamin A.; McKethan, Robert | The purpose of this article was to offer suggestions on the use of two different types of mobile applications namely: orienteering applications and workout prescription applications. | The authors provide a variety of suggestions and recommendations for pedagogy with regards to the type of applications available in the categories previously mentioned. | The authors conclude that the majority of physical education programs are behind in terms of the use of available technology and that there is certainly a benefit to including mobile applications in the physical education setting. Benefits included: an enhanced learning experience, a means to capture student’s interest, students are able to learn about new forms of technology and how to apply them to physical education. | And the technologies that they do frequently use- like pedometers and heart rate monitors- just cannot compete with the cool, cutting edge that students are carrying around in their pockets or purses” (Mears, Sibley, & McKethan, 2013, p. 55) |
| Apps for physical education: Teacher tested, kid approved | Phillips, Amber; Rodenbeck, Myshel; Clegg, Bethany | The digital age has changed the way in which student’s process information. This article offers K-12 educators with examples of mobile applications that can help improve the learning experience. | The Authors review a select few mobile applications for IOS devices. | Several physical education instructions found the apps reviewed in this article to be useful. The goal is to now entice a broader range of physical education instructors to utilize this readily available learning tool. | “Today’s students have never known  life without technological gadgets  and can learn new technologies  very quickly. Therefore, physical  educators should strive to stay  abreast of technological trends  to enhance motivation and  learning in their programs.” (Phillips, Rodenbeck, & Clegg, 2014, p. 28) |
| “Exergaming”, corporate interests and the crisis discourse of childhood obesity | Vander-Schee, Carolyn J.; Boyles, Deron | The purpose of this article is to examine the obesity discourse with regards to childhood obesity and whether or not terming this discourse a “crisis” is valid based on the agendas of corporations. | For this particular article, the methodological approach includes review and analysis of popular, scholarly and curricular texts related to the use of exergaming in schools. | Through the review of multiple sources of literature relating to exergaming and the obesity discourse, the authors determine that the exergaming curriculum may require a closer look to establish whose interests are truly being served. | “Additionally, our inquiry responds to recommendations that research in this area shift attention from the question of the nature of the crisis to why the word crisis is used as well as the consequences of its use” (Vander-Schee & Boyles, 2010, p. 182) |
| The Answer model classroom | Adair, Bill | This research focuses on the increased level of anxiety modern day students are exhibiting in the classroom setting, and provides information on the causes of this behavior as well as solutions on how to build a connected classroom that fosters to students primal instincts. | Utilizing methods drawn from an array of studies, this literature provides information regarding student connectedness in the classroom and offers suggestions and recommendations on how to build a classroom community. | The author concludes that by applying carefully constructed peer and personal connections into lesson plans, students are able to contribute within their class, and in so doing students feel more purposeful in their actions. | “Children in the old days fearlessly climbed trees and fences and then jumped off them. They squealed with joy as they rolled down hills, through mud and over rocks. They did it with multiple friends’ perhaps new ones each day. After a six or seven hour learning session at school they went home to complete a substantial list of chores. They took pride in doing so. These same everyday challenges incite debilitating anxiety in modern day children. What is happening to our youth?” (Adair, In press, p. 4) |