



*American Alliance
for Health, Physical
Education, Recreation
and Dance*

228

Wednesday, April 1, 2009

1:45 PM-3:00 PM

Tampa Convention Center:10-12

HEDIR Technology Seminar



Tampa Convention Center
March 31 - April 4, 2009

Wiki Wonderland: Creating a Culture for Collaboration

Judith Aushman

Cleveland State University

Dena Deglau

University of Delaware

Objectives

Demonstrate how wikis can be used to assist student learning in a pre-service context

Discuss how wikis can be used to help the collaboration of experienced teachers within a community of practice

To have an informed discussion about how you are using wikis or similar applications in similar contexts

Why Wikis

- Learner driven – not driven by instructor
- Meets the needs of the learners
- Extension of e-portfolio
- User friendly – Basic Technology Skills
- Collaborative storage of lessons & resources

Learners & Context: University Setting Pre-service Teachers

- Non-traditional Adult Learners
- Minimal computer experience
- Minimal experience collaborating on-line

Strategies:

- Critical Thinking: Q & A Sessions
- Jigsaw
- Submitting & Storing Artifacts
- Sharing Resources

Using Pages vs. Folders

hed473-573

VIEW EDIT

FrontPage

last edited by j.ausherman@... 2 days, 16 hours ago Page history

HED 473/573 Teaching Human Sexuality Spring 2009

Purpose:
The purpose of this wiki is to provide the class with new information and an opportunity to post questions that you have regarding topics in the area of human sexuality-

I have never used a wiki and need [HELP!!!!](#) (click HELP)

INTRODUCTIONS

Post your **Questions:** (Ask one question for ALL 14)
(These will be answered by the Graduates as assigned by Dr. A)

[GRADUATE STUDENT SIGN-UP](#)

Part 1: Introductions & Foundation

j.ausherman@csuc account

Create a page
Upload files

FrontPage
Pages & Files
Settings
Help

Search

Put this page in a folder
Add Tags
Page Security

Folders

- 1 Comprehensive Sexuality Education
- 2 STD-STI
- 3 HIV-AIDS
- 4 Male Anatomy
- 5 Female Anatomy
- 6 Fertility Control
- 7 Sexual Response
- 8 Obscenity and Pornography
- 9 Transgender

Orientation Questions

last edited by [j.ausherman@...](#) 2 wks ago

[Page history](#)

I have put the questions on a separate page. Click the link

Graduate students click on the topic and answer the questions briefly and provide a link so someone can gain more information-- You can cluster the questions too--If there are a group of questions that are similar put them in one section and answer them together-

1. Comprehensive Sexuality Education: [Comprehensive Sexuality Education](#)
2. Sexually Transmitted Infections/Diseases: [STD-STI](#)
3. HIV/AIDS: [HIV-AIDS](#):
4. Male Anatomy: [Male Anatomy](#)
5. Female Anatomy: [Female Anatomy](#):
6. Fertility Control: [Fertility Control](#)
7. Male/Female Sexual Response: [Sexual Response](#)
8. Obscenity and/or Pornography: [Obscenity and Pornography](#)
9. Being a Transgender Individual: [Transgender](#)
10. Being a Gay, Lesbian, or Bisexual Individual: [GLB](#)
11. Being a Heterosexual Individual: [Hetero](#)
12. Rape, Incest, Sexual Assault: [Sexual Assault](#)
13. Sexual Consumerism, Sexual Ethics, Morality and the Law: [Legal](#)
14. Other Misc. Questions can be added [HERE](#)

Visit the writing center website for tips!

<http://www.csuohio.edu/writingcenter/HowtoResearch.htm>

Post Questions on First Day

hed473-573

j.ausherman@csuohio.edu

account sign out

VIEW

EDIT

Create a page

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Comprehensive Sexuality Education

last edited by Lauren Pethel 1 week, 2 days ago

Page history

To write a question click EDIT then when you are finished click SAVE at the bottom of the page
Number the questions and remember to post the last four digits of your student ID

Put this page in a folder

Edit Tags: [At what institutional level should we start teaching comprehensive sexual education\(4650\)](#)

Page Security

Folders

- 1 Comprehensive Sexuality Education
- 2 STD-STI
- 3 HIV-AIDS
- 4 Male Anatomy
- 5 Female Anatomy
- 6 Fertility Control
- 7 Sexual Response
- 8 Obscenity and Pornography

1. What constitutes 'Comprehensive' education? (5513)

2. What topics are considered "off-limits" in comprehensive sexuality education?? (7665)

3. Why is it still taboo for schools to have comprehensive sex education in certain areas of the country and how do we get past the morals and values of abstinence only? (1239)

4. Do parents have the right to pull their children from sex education classes if they feel strongly about either not wanting to expose them to it, or because they would rather present the information to their children their own way? 9271

5. Do the majority of people perceive comprehensive sex education as a green light for students/children to engage in sex? (9068)

6. Why don't elementary school students get taught sexuality education? 2825 (sent in Dr. A's office)

7. Why aren't sexuality education classes mandatory for all students beginning in junior high; especially in geographical areas with high teen pregnancy rates? (1685)

Condense to a WORD file for Folders:

hed473-573

Home

Pages & Files

Wiki Settings



New ▾

Upload files



All Pages



All Files



Unfiled Items

FOLDERS

add



1 Comprehensive Se...

1

1 Comprehensive Sexuality Education



Delete

Move

Rename folder

Delete folder

Folder Security

Name

Comprehensive Sexual Education.doc 27 KB



Rename


[New](#) [Upload files](#)


Used 416 MB of 22 GB


3 HIV-AIDS

[Delete](#) [Move](#) [Rename folder](#) [Delete folder](#) [Folder Security](#)








<input type="checkbox"/>	Name	Last changed	Revs
<input type="checkbox"/>	 HIV-AIDS.doc 24 KB Rename	02/05/2009 2:46pm by mariakwesiga@gmail.com	1
<input type="checkbox"/>	 HIV-AIDS[1].doc 44 KB Rename	03/13/2009 9:27pm by Marla Battiste	1

 All Pages

 All Files


 Unfiled Items

FOLDERS [add](#)

-  1 Comprehensive Se... 1
-  2 STD-STI 2
-  3 HIV-AIDS 2
-  4 Male Anatomy 1
-  5 Female Anatomy 1
-  6 Fertilty Control 1
-  7 Sexual Response 2

STD-STI

last edited by  m.m.saunders@... 1 week ago

 Page history

To write a question click EDIT then when you are finished click SAVE at the bottom of the page
Number the questions and remember to post the last four digits of your student ID

Answers completed by Matthew Saunders

1. Is the HPV vaccine a giant leap forward in decreasing the incidence of cervical cancer or could it possibly create promiscuity among adolescents? 1239

ANSWER: The vaccine is very successful in the prevention of HPV/cervical cancer in young women who have not been previously exposed. It does not treat existing HPV however. Research has not indicated that the vaccine promotes promiscuity among vaccinated women.

www.cdc.gov/std/hpv

2. What percentages of the population have STD-STI? who posted this? Write the last 4 digits

ANSWER: Approximately 1 in 4 teenage women is infected with an STD and an estimated 19 million new cases of infection occurs in all populations each year.

www.cdc.gov/stdconference

3. Are there new forms of STDs and STIs being formed? (7665)

ANSWER: Yes, there continue to be new STDs and as well as new strains of current STDs being discovered. One example is mycoplasma genitalium found in women.

www.womenshealth.about.com

4. What percent of the U.S. population has actually tested themselves for STDs? 9271

ANSWER: It is tough to find exact information on this but in 2006, it is estimated that 51.6% of non-hispanic males and 53.5% of non-hispanic females were tested for HIV and other STDs.

www.cdc.gov/features/dsHIVtest/

5. Are men or women more likely to have an STI- STD? (9068) Additionally, what STIs and STDs are most common in men? What STIs and STDs are most common in women? Why? (9068)

ANSWER: Overall, women are more likely to have an STD. Women have 3 times the chlamydia rate, 2 times the gonorrhea rate and a significantly higher rate of HPV

Jigsaw Activity



History of Sex: Jigsaw Assignment: [Alternatives](#)

Groups Posts: BEGIN NEXT WEEK FEB 1, 2009

Each Group will post the consensus of the group's ideas based on the jigsaw worksheet

You should add information to the time line based on what you gained form the reading & History of Sex information

1. Ancient Civilizations: [Group 1 Click](#)
2. The Eastern World: [Group 2 click](#)
3. The Middle Ages: [Group 3 click](#)
4. From Don Juan to Queen Victoria: [Group 4 click](#)
5. Sex in the 20th Century-Turns On / [Group 5 click](#)
Passion's Coming of Age:
6. Sex in the 20th Century- Make Love, [Group 6 Click](#)
Not War/The Politics of Pleasure:

- Students work in groups and become the “experts” for a particular time period.
- They post information for other to learn about what happened.
- They collaborate, share insights, and resources.

Other Resources for you to use below

Post your Insights and Outline here:

The problem to solve: How do historical events shape sexuality education programs?

1. The historical perspective your group viewed and researched was:

Sex in the 20th century- Make love, not war/The politics of pleasure

2. Review the goals and objectives of sexuality education in Chapter 2. As a group complete

Insight 2.2 from the textbook chapter 2.

Similarities: Health and disease prevention; Relationships; responsibility; contraception; communication(with family, partner, etc)

Differences: Importance of religion; tolerance; self-esteem; plan effectively for reproduction;abstinence

3. Consolidate your groups ideas based on Chapter 2: Insight 2-3. Post what your group's consensus is for defining "Sexuality Education."

What other research and experts in the field of sexuality education did you utilize to write this definition?

Sexuality education is a life-long journey by which all aspects of one's sexuality are discussed and defined. One learns not only about sex, but learns about intimacy, relationships and sexual beliefs; it teaches individuals how to increase their self esteem and make healthy decisions with their partners.

Our group utilized the SIECUS guideline, and expert information from Haffner and Kirby.

4. Individually watch the historical segment your group selected. Draw connections that are outlined in your text to the DVD, also be

able to discuss with your group:

The book and DVD both discuss how World War I and World War II had an impact on how society viewed sexuality. Because people were exposed to other societies they began to see sex as not being sinful, but as something that is natural and meaningful. Our society began to question our sexual morals and our sexual fears began to decrease. The family structure began to change as the push came to develop birth control because birth control gave the woman control in deciding whether to reproduce or not; women now had the choice if they wanted to abandon their own ambitions to become wives and mothers.

- a. What alternative viewpoints were presented and what astonished you the most?

Be able to explain why.

There were alternative viewpoints presented in the book and DVD. Some of the alternative viewpoints presented were those of Kinsey who believed that women were having pre-marital sex, sex with other women and they were enjoying themselves. Then you have Reich who invented the Orgon boxes, his

Posting Resources

hed461561spring09

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FrontPage

last edited by j.ausherman@... 0 minutes ago

Page history

Welcome to our class wiki

BREAKING NEWS!!!FREE CLASSES


Health Related Jobs (New information posted 3/10/09)

See the **Students of the 21st Century**...now how will you teach your Health Education Lessons? Challenge Yourself this semester!!!!

Practicums in the **Community**

1. 2009 [Class Members](#)
2. [Strategies](#)
3. [Resources](#) and [WebsiteEvaluationTools.doc](#)
4. **Video** Clips with Health Measages
5. **Games** for Health & **Songs** with Health Messages
6. [Webquests for Health](#)
7. [OrganWise Skits](#)
8. [National Health Calendar](#) (**Check these sites for FREE Resources!!!**)
9. [ePortfolio Information](#)
10. [Assessments](#)
11. [Wiki Information](#)

Comments (1)

 **j.ausherman@...** said
at 10:29 am on Feb 25, 2009
[Delete](#)

I changed the class status to Editors so you should have access now and you should be able to make your folders

Add a comment

j.ausherman@csuohio.edu
account sign out

Create a page

Upload files

Upgrade!

FrontPage
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Put this page in a folder

Add Tags

Page Security

Sidebar

Edit the sidebar

Folders

- Assessments
- Audie
- Dr A
- Folder Pictures
- Jill
- Julia
- Kim
- New folder name
- Patrick
- Rob Bottiggi
- Tanya
- Tee
- Vanessa
- Create a folder...

National-Health-Calendar

last edited by  j.ausherman@... 1 wk ago



National Wellness Calendar & Free Resources <http://www.welcoa.org/observances/>

Calendar of National Health Related Events <http://calendar.nih.gov/app/MCalWelcome.aspx>

2009 National Health Observances <http://www.healthfinder.gov/nho/nho.asp>

Add other FREE Product Information for Other Class Members Below:

Cool Science & Other Stuff: <http://science.pppst.com/index.html>

First Year Teacher Groups: <http://www.firstschoolyears.com/pshe/index.htm>

Join a discussion Groups: <http://groups.yahoo.com/phrase/free-teaching-aids>

get some one elses points or perspectives

<http://www.iloveschools.com/teachers/index.html?gclid=CNnYtMi8mJkCFQFvGgodp2j1aw>

What can you find at the [Metroparks?](#)

Literacy Programs in Ohio?

Ohio Department Education <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=485&TopicRelationID=763>

Bully Prevention Resources (ODE): [http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?](http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1535&ContentID=29364&Content=52240)

[page=3&TopicRelationID=1535&ContentID=29364&Content=52240](http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1535&ContentID=29364&Content=52240)

Continue to
Make
Connections



Candidates
Students

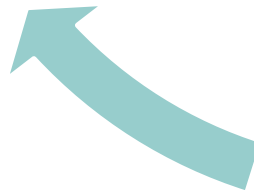
Outcomes
Professional
Standards



Purpose
Collaborate
Online



Process &
Strategies
Share
Resources
Lesson Plans



Community of Practice



MANY VOICES . . . ONE MISSION



Community of Practice

- Important to have a mechanism that can facilitate communication among members
- Important to provide every member of the community opportunity to contribute equally
- Important to reify the experience of engaging in a community – abstract to concrete – make it ‘real’

Community of Practice Teachers and Context (Kerry, Ireland)

- Teachers with a range of experience
- Geographically dispersed (3 hr travel time)
- Varying levels of computer/technological expertise
- First time continuous development offered – provided opportunity to ‘up-skill’ themselves
- Program Coordinator (Kate O’Donovan) who was able to learn how to use the wiki and modify it as both she and the teachers have evolved over 1.5 years

Map of Kerry - Ireland





Physical Education Association of Ireland

Cumann Corpoideachais na hEireann

Home

Senior Cycle Meetings

Budget Cutbacks 2008

[PEAI](#) » [Kerry Community of Practice](#) » Report 2007/2008

[Kerry Community of Practice](#)

Wiki

Kerry Education Service, with the help of personnel in US Universities, has developed a Wiki for the members of the PE Project. Quite simply, a wiki is an interactive web page where collaboration can occur. (For information on creating a WIKI please google pb wiki.com We will be having an in-service for all KES teachers on 13 October on aspects of the wiki. KES has also introduced a pilot laptop purchase scheme for the PE teachers and teachers will be taking delivery of their laptops on that day. We hope to use the wiki to share information, post lesson plans and assessments for all to share, keep up to date with the latest developments relevant to our own particular contexts.

We hope to share what we have learned throughout the whole PE Project with other teachers to help replicate and duplicate what has worked well for us.

Kate O'Donovan, Kerry PEA Community of Practice

FrontPage

© This version was saved 6 months, 1 week ago

Saved by  Kate O Donovan

on September 12, 2008 at 9:49:07 pm

[View current version](#)

[Revert to this version](#)

[Page history](#)

Welcome to the KES-Physical Education Project Wiki

1. What is a wiki?

<http://askelearning.csuohio.edu/kb/?View=entry&EntryID=116>

Other Questions You May Have:

[\(http://askelearning.csuohio.edu/kb/?CategoryID=49\)](http://askelearning.csuohio.edu/kb/?CategoryID=49)

[Why would I want to create a wiki?](#)

[How do I create a PBWiki?](#)

[How do I edit a wiki page?](#)

[How do I log into a PBWiki?](#)

[How do I view all the pages in a wiki?](#)

[How do I add a link to a page that isn't linked from anywhere?](#)

[How do I add an image to a wiki page?](#)

In Internet Explorer 7, I get a message stating that I need to enable cookies to access a wiki

[How do I do this?](#)

2. What is the purpose of using a wiki

<http://askelearning.csuohio.edu/kb/?View=entry&EntryID=118>

3. About the KES-PE Project

TYPE YOUR INFORMATION HERE

a. KES: <http://www.cokerryed.ie/index.html>

b. JCPE: <http://www.jcpe.ie/>

VIEW EDIT

FrontPage

last edited by  kodonovan@ckerryed.ie 1 month, 1 week ago

 Page history

Welcome to the KES- Physical Education Project Wiki

Colour-code

Red - Community of Practice

Blue - Planning

Green - Advocacy Presentations

Black - Additional Information

Purple - Record of the Project.

For quick viewing of resource materials, click on the appropriate folder on the right-hand side of the page.

Announcements

[Teachers AfL Design Page](#)

[National Parents Conference Presentation](#)

[Dance Performance Student Workshops Schedule](#)

[Appointments Dena Deglau](#)

[Student Reflections for Dena Deglau](#)

[Photo Gallery](#)

[Calendar](#)

[JCPE Planning Documents](#)

[Mapping Health Related Activity](#)

[Assessments JCPE and JCSP](#)

[Assessment for Learning \(AfL\) in Physical Education](#)

[Safe Practice in Physical Education](#)

[Inclusivity and Differentiation](#)

[Subject Inspection \(Preparation\)](#)

Advocacy

Links

[Bibliography](#)

[Forum](#)

[Subject Inspections \(Examples\)](#)

[What is a wiki?](#)

[About the KES-PE Project](#)

[Participating Schools](#)

 Create a page

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Search


 In folder: **Dance (2)**

 Dance-AfL

 **FrontPage**

 Put this page in a different folder

 Add Tags

 Page Security

Sidebar

This is your Sidebar, which you can edit like any other wiki page.

This Sidebar appears everywhere on your wiki. Add to it whatever you like -- a navigation section, a link to your favorite web sites, or anything else.

[Edit the sidebar](#)

Folders

 Adventure Activities

 Aquatics

 Athletics

 Dance

 Games

 Gymnastics

 Health related activity

 High Quality Phys Ed

 Inclusivity and Differentiation

 JCPE plan Castleisland Community College

 JCPE plan Causeway Comprehensive School

 JCPE plan Colaiste na Scelge

 JCPE plan Gaelcholaiste Chiarraí

 JCPE plan Killarney Community College

 JCPE plan Killorglin Community College

 JCPE plan Listowel Community College

Connection to Research



VIEW

EDIT

Student-Reflections-for-Dena-Deglau

last edited by Kate O Donovan 2 months ago

To download Dena's document, click on document to open it, then save it onto your removable disk.

Invasion Games [Student Questions Re Invasion Games Dena.doc](#)

Net/Court Games [Student Questions Re Net Court Gamest Dena.doc](#)

Dance [Student Questions Re Dance Dena.doc](#)

Outdoor Activities [Student Questions Re Adventure Module Dena.doc](#)

Gymnastics [Student Questions Re Gymnastics Dena.doc](#)

Aquatics [Student Questions Re Aquatics Dena.doc](#)

Athletics [Student Questions Re Athletics Dena.doc](#)

Comments (1)



carmel kelly said

at 4:55 pm on Jan 12, 2009

[Delete](#)

Kate, is there a student reflection document i cant seem to locate it

Add a comment

Strengths and Limitations

Strengths

- Provides a mechanism for teachers to learn new technologies
- Teachers feel it provides them with valuable resources that are easy to access
- Provides a tool for communication and collaboration between and among teachers
- Technology that requires no cost and no additional software

Limitations

- Time delay from creation to utilization as teachers learn the technology
- Time constraints of teachers – don't always have time to access

Lessons Learned

- Files must have unique titles
 - Example: Lesson 1 will over write another Lesson 1
- Hit refresh after uploading
- One person can EDIT at a time-
- Give different levels of access
- Files are save in “History”
- Register with pbwiki & personal

Future

Pre-service Context

- Students continue to share resources
- Many examples from other students
-
-
-

Community of Practice

- Sustainability mechanism 'when the money's gone'

References

Ko, S & Rossen, S. (2004). Teaching on-line: A practical guide. New York: Houghton Mifflin Company. http://www.amazon.com/Teaching-Online-Practical-Guide-2d/dp/0618298487/ref=pd_sim_b_8

Palloff, R. & Pratt, K. (2005). Collaborating on-line: Learning together in community. San Francisco: Jossey-Bass.

Richardson, W. (2006). Blogs, wikis, podcasts, and other powerful web tools for classrooms. Thousand Oaks, California: Corwin Press.
[http://www.amazon.com/Blogs-Wikis-Podcasts-Powerful Classrooms/dp/1412927676](http://www.amazon.com/Blogs-Wikis-Podcasts-Powerful-Classrooms/dp/1412927676)

Woods, D. & Thoeny (2007). Wikis for dummies. New Jersey: Wiley Publishing.
<http://www.amazon.com/Wikis-Dummies-Computer-Tech/dp/0470043997>

Waterhouse, S. (2005). The power of elearning: The essential guide for teaching in the digital age. Boston: MA.

On-Line Resources

- <http://www.emints.org/ethemes/resources/S00001969.shtml>
- <http://www.emints.org/ethemes/resources/S00001969.shtml>
- <http://westwood.wikispaces.com/Web+2.0>
- <http://educationalwikis.wikispaces.com/Classroom+Wikis>
- http://www.readwritethink.org/lessons/lesson_view.asp?id=979