Portfolios in PE

A Lifetime Approach to Teaching Fitness, Fundamentals, Function, and Fun!
A metaphor is defined as:

- "An expression which describes a person or object in a literary way by referring to something that is considered to possess similar characteristics to the person or object you are trying to describe."

- Cambridge Learner’s Dictionary
Why metaphors for portfolios?

• The purpose of this activity is to share different metaphors that have been used to describe portfolios, for the purpose of helping to build a shared understanding about the multiple purposes of portfolios.
Mirror: 
Dr. Mary Diez

- "The mirror is a more obvious metaphor...fairly literally to ask the question how can the portfolio assist one to see oneself? (p.21)
- "The process of looking at one's development through a portfolio process functions like a literal mirror--when one sees one's own image or performance--the literal reflection sparks internal reflection." (p.23)

"The portfolio is a laboratory where students construct meaning from their accumulated experience." (p.5)

Celebration: Dr. Helen Barrett

- "An electronic portfolio has the potential to become a dynamic celebration of learning that documents development across his or her career." (p.301)

Source: ISTE (2002) "Assessing Technology Preparation of Teachers" in Preparing Teachers to use Technology. ISTE, pp.283-301
What is it??

• A portfolio is a collection of work that reveals mastery or progress of a set of skills, applied knowledge, and attitudes. The individual works in a portfolio are often referred to as "artifacts."
The Research

- After examining a broad range of research on learning from a number of fields, the National Research Council (2000) had three key findings that it published in How People Learn (Bransford, J., 2000).

- (1) it is critical for the educator to unearth students’ pre-conceived notions so they can challenge these constructions and help the learner build new levels of understanding;
  (2) students must be able to organize knowledge in ways that facilitate its retrieval and application
  (3) metacognition plays an important role in helping students take responsibility for their own learning.
Using Portfolios to Teach

• Goal produce students who are physically active.
• Develop assessments that teach our students what they need to know in order to develop an active lifestyle.
Principles of Portfolio Assessment

• Be meaningful
• Be authentic
• Be positive
• No wrong answers
• Assess students’ abilities to participate in activity for the rest of their lives.
Standards Based Portfolio

In a standards-based environment teachers do not give grades. Teachers assign grades based on what the student earns. Students supply evidence that is documented by the teacher. That body of evidence is compared to learning targets (standards) resulting in a grade.
The “F” Words

- Fitness
- Fundamental Skills
- Functions in Society
- Fun for a Lifetime
Putting it Together

The Four “F’s”

1. Fitness Station Activities
2. Flip Camera Fundamental Skill Analysis
3. Functional Research Assignments

(Examples in Sample)
Fun!!!

• Speedminton activities allow students to participate in a fun non-threatening environment. It teaches kids that games do not have to be played one way and that they CAN rather than they CAN’T.
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Reference


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