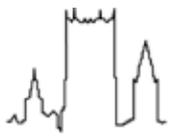


Physical Education at Evesham High School in England Uses Dartfish Daily



Julie Howell, Physical Education Technician and Former Teacher, integrated Dartfish into PE at Evesham High School at their Specialist Sports College for students age 13-18, in Evesham, Worcestershire, England



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ADVANCING LEARNING

“When Evesham High School established the goal in 2003 of becoming ‘a centre of excellence in PE and Sport in South Worcestershire, England,’ explains Julie Howell, “we integrated Dartfish into our Physical Education Curriculum.”

Since its introduction at EHS, Dartfish has been expanded for use across the curriculum in the areas of Mathematics, Design Technology, Geography, and Art.

We felt that Dartfish would be well used in providing software which can be used across the curriculum to raise standards in both teaching and learning.”

— Julie Howell, PE Technician, EHS

Raising standards of achievement in physical education and sport with Dartfish technology



Sports Colleges are designated by the government in England and are expected to raise standards of achievement in physical education and sport for all their students across the ability range, leading to whole school improvement. A sports college teaches the complete subject range that all other secondary schools teach.

Evesham High School, located in a small semi-rural town in the West Midlands in the United Kingdom, was designated as a site for a Sports College.

The high school, with about 1000 pupils in attendance, sits on a large site with ample playing fields, a sports hall, astro-turf pitch, netball and tennis courts. In the latter two years students study for 'A' (advanced) level in three or four subjects. A levels are taught prior to employment or when attending university at the age of 18 years.

The school initially purchased the software, when we became a Sports College. As a Sports College, we received additional funding, so along with the software, we purchased a tripod, camcorder, and projector.

Dartfish, 'In the Action' is used at least 2 or 3 times daily in the practical PE curriculum. I assist the staff members by working with individual students or small groups of pupils analysing the students' technique and giving points

for improvement. Also in regular use is the Dartfish 'Analyser' in the production of 'MediaBooks' for worksheets and analysis of movement/skills in 'A' level and GCSE in Physical Education. (General Certificate of Secondary Education Exams) These are taken by all 16 year old students in about ten subjects. The snapshots within the MediaBooks allow the students to analyse movements more accurately and provide constructive feedback for student performers. Dartfish is used in Physical Education primarily in Trampoline, Athletics and Dance to improve the performance of pupils through 'In-the-Action' and in the production of 'MediaBook'

"The use of ICT in PE and specifically Dartfish has particularly impressed inspectors, both in the sophistication of the package in helping students evaluate their own performance rapidly and thus understanding how to achieve higher standards with the very effective involvement of the PE Technician and the students themselves, in confidently using ICT to record and evaluate performance. The learning support and the student involvement, participation, and understanding were of a very high quality."

— The Office for Standards in Education Inspector *



* A non-ministerial United Kingdom Government Department, established 9/1/92, responsible for inspecting the standards of schools / teachers in England



EHS students encouraged to become independent learners

IN USING DARTFISH TECHNOLOGY

- We hope to improve the pupils' ability to evaluate their own performance and that of others. The pupils can be provided with a perfect model from which to base their own performance, thus preventing the need for pupil or teacher demonstration at every stage. The pupils' performance can also be overlaid with that perfect performance as a comparison. Videos for perfect models are taken of excellent pupil performances or from professional sport performances.
- It is an invaluable tool in enhancing teaching and learning in all subject areas.
- Pupils are readily able to evaluate the work of others in their own teaching group, other teaching groups and other years.



- It improves the self esteem of the pupils, when they see themselves on clips and realise their ability.

Why We Developed a Course Called Dartfish Leaders

After we had been using Dartfish for a few months, it soon became evident that there was a great deal of enthusiasm for the software amongst our students. They were very keen to learn how to use the software themselves. As a consequence, another member of the staff and me, along with the help of a member of the Dartfish team wrote a course, which I deliver to our A Level Physical Education students. The course has been called **Dartfish Leaders**. Leadership is very popular in British schools, enabling stu-

dents to plan and run sessions for their peers and other younger students. This was therefore adding another strand to leadership within Evesham High School, which we thought would appeal to students who enjoy a technical strand in their education. I teach the course to Advanced level Physical Education students in their first year of the sixth form. They receive one 50 minute lesson per fortnight which teaches them how to use the software and to become quite proficient users of its basic functions.

The course is accessible on the school intranet site and is therefore available to the students at school and at home. Instructions are backed up by the use of worksheets. I mentor the students and they are expected to come into PE lessons during study periods and use the software to gain experience and improve competence. As a part of the award, it is expected that the students will have to produce "resources" in a portfolio to gain the various accreditations. These are linked directly to the students' PE coursework.



Cross Curricular Application of Dartfish in Design Technology, Geography, Mathematics and the Arts

We are fortunate at Evesham High School to have 60 Classroom licences as well as 6 stand alone licences for the ProSuite. The classroom licences will be used so that pupils will access video footage made available to them via a student area on the school server. The stand alone licences are used by staff on their laptops to allow use of the software around school and to prepare information at home.

Dartfish is used daily - at least twice each day by me - often aided by the 'young leaders'. We are in practical lessons as extra staff break down the skill and help the students to improve. The software is also used by several

other members of our staff in parts of their curriculum. I have given several staff members basic instruction, mainly in the use of the Analyser and its drawing tools. This has allowed them, once video footage has been collected, to create resources for themselves.

Design Technology and Geography, along with Mathematics and the Arts are all continuing to develop and collect data video resources for use within their lessons.

"The use of Dartfish has added another exciting element to the teaching of Geography. It enables the teacher and pupils to break down key moments in geographical time, thus allowing us to explore processes and formations in more detail. With good footage of physical processes we have been able to examine volcanic eruptions, devastating tornados and hurricanes and other physical phenomena."



CROSS CURRICULAR APPLICATION OF DARTFISH

The Design Technology Department has found it invaluable for students who need reminding of how to do certain sections of a project or who may have been absent during a demonstration. In the future it is hoped that 'Leaders' with an interest in different academic areas, may use their skills in these subject areas, which are now incorporating Dartfish into their curriculum.

Within **Physical Education** I have developed a large bank of trampoline resources using talented students within our school. I am at present working on new resources for cricket, using both talented students and staff. (Please note trampoline lesson incorporating Dartfish at the end of this case study.)

"As I develop more and more Dartfish resources it is becoming an increasingly invaluable tool for my design and technology lessons. In theory lessons, I am able to add interest by using Dartfish materials as a visual aid. I can also safely demonstrate processes my pupils have not seen before."

— Miss Morgan, Design Technology Teacher





■ Challenges in Using Dartfish

The main problem we had to overcome in designing the course was developing user friendly work sheets. Several ideas were trialed with a small group of students, before the final format was agreed upon. These worksheets helped students follow instructions for each method, but were designed in a way that they could include their own interpretation to aid their individual learning.

The main challenge I have faced was initially planning the course, in the 3.0 version of Dartfish software. When we updated to the 4.0, the course needed to be updated because the Analyser changed in the newer version of Dartfish. Another challenge I had when we first bought Dartfish was my limited knowledge of technology. At the onset, it was a steep learning curve. Due to the similarity with Windows, I have been able to develop methodologies that students with a basic understanding of common software can follow.

Dartfish has now been written into several schemes of work across the curriculum and hopefully the Dartfish Leaders Course is going to be available to more students (not just Advanced level PE students) by offering students the opportunity to study the course in extra-curricular time.

■ Benefits in Using Dartfish

- > *We are training young leaders that will be able to take their new ICT/leadership/analysis skills and use them within our local community/local feeder schools and not just in PE.*
- > *We are encouraging students to achieve excellence in Physical Education.*
- > *We are incorporating ICT (Information and Communications Technology) into our lessons.*
- > *We have improved students' ability to observe and analyse their own and peer performances.*
- > *We are helping to build self-confidence in presenting knowledge to peers.*
- > *We are engaging students, who may be unable to physically take part, due to injury.*
- > *We are helping students learn how to produce MediaBooks, which can be used to improve the performance of other students.*

■ Practical Tips in Using Dartfish

- > *During the first session encourage students to put the leader's course information onto their own user area.*
- > *Encourage students to work at their own pace. Several sections of the course might be covered in one teaching session.*
- > *Give students time slots regarding when they are expected to assist in practical sessions; this prevents too many/too few turning up at any one time (or turning up when there is an inappropriate practical session!)*
- > *Encourage the students to set up the equipment (and put it away). They need to become familiar with the use of all items quickly.*
- > *Work out prior to practical sessions, where to set up the equipment, where the camera should be placed (in a safe location and where the best angle for the shot can be achieved). A plain background always produces clearer video footage from which to work.*
- > *Avoid bright sunlight on the computer screen.*
- > *Allow students time to 'play' with the drawing tools and when synchronising clips.*
- > *All laptops in school have Dartfish loaded onto them and stand-alone licences are available to staff to borrow and access for their lessons, as needed.*
- > *All equipment is charged, (or power cables are available) stored together and readily accessible.*
- > *All equipment is locked away at the end of each day.*



Evesham High School
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"Dartfish has made a huge impact on how pupils learn and evaluate. This has been shown in the improvement in the standards of the students.

The Leaders Course has allowed 6th form students to work with younger pupils and gives them another method of communicating coaching points. The 6th form students are ages 16-18 years.

These are the last two years that students in the UK attend school; after this they choose either employment or higher education i.e. university."

— Julie Howell, PE Technician, EHS

MediaBook Illustrating Trampoline Straddle Jump

Curriculum Developed by Julie Howell

[FRA] [GER] [ENG] [ESP] [ITA] [KOR] [JPN]

Analysis View

SlideShow View

Straddle Jump



Print Preview



Straddle Jump

Analysis title: straddle Jump

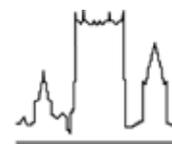
<h4>Bounce</h4>  <p>Good extension of the body. Ideally the arms would be more extended above the head and legs more fully extended above the feet.</p>	<h4>Immediately prior to Straddle</h4>  <p>The body shows good flexion. The eyes are well focused on the end of the bed. The arms should be fully extended above the head.</p>
<h4>Straddle position</h4>  <p>Excellent flexion at the hips. Excellent extension of the feet and arms. Well focused eyes.</p>	<h4>Recovery</h4>  <p>Excellent extension in the feet and body. The arms should be extended above the head.</p>

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ADVANCING LEARNING



EVESHAM HIGH SCHOOL

PE & Leisure Department, Scheme of Work:
Trampolining

TASKS	OBJECTIVES	ACQUIRING & DEVELOPING	SELECTING & APPLYING	FITNESS & HEALTH	EVALUATING & IMPROVING	PLENARY QUESTIONS
1. INTRO & TARGET SETTING	All: be able to set targets for trampolining	Target Setting (Written into Planners) Awards from previous module.				1: What do you hope to achieve?
	Most: be able to devise basic warm up	Designing a warm up for new module. Must include a pulse raiser, static/dynamic stretches and skills based activity				2: How can you make a warm up specific for
	Some: be able to identify benefits of a warm up					3: What is your experience of trampolining?

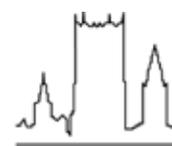
TASKS	OBJECTIVES	ACQUIRING & DEVELOPING	SELECTING & APPLYING	FITNESS & HEALTH	EVALUATING & IMPROVING	PLENARY QUESTIONS
2. BASIC JUMPS	All: be able to show control and extension on Trampoline	Bouncing, stopping. Tuck, pike straddle.	Linking movements together. Developing sequence.	Plan and conduct an appropriate warm up and cool down safely and effectively. Including pulse raising, mobility and skills. Co-ordination and agility	Evaluate strengths and weaknesses in own, and others' performances. Using resource cards coach each other, and by using Dartfish analyse video replay.	1: Where should you bounce on the bed?
	Most: be able to perform basic jumps	Demonstrating agility, and movement with precision, tension and extension.				2: What key safety principles have you learnt today?
	Some: be able to perform jumps in swing time					3: Describe a basic jump?

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