Leading Edge Librarians
Information Literacy Project Replication Kit
for:

STOMP: STudents Organized to Motivate for Phitness

2005

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Description of Primary Learners:
University level undergraduate Physical Education-Teacher Education (PETE) majors.

☐	Early Learners	☐	High Schools
☐	Primary Schools	☐	Young Adults
☐	Upper Elementary	☑	***Adult Learners***
☐	Middle Schools	☐	Intergenerational

Subject/Topical Areas of Inquiry:
Physical fitness, nutrition, early childhood development

☑	***Science/Technology***	☐	Daily Life Skills
☑	***Social Sciences***	☐	Business/Economics
☐	Arts/Humanities	☐	Local Community
☐	Personal Development	☐	Home, Garden, Auto

Library Resources/Media Formats Used:
Journal articles, in both print and electronic format (via online databases), Web sites, and books (print and electronic)

☑	***Reference Books***	☑	***Databases***
☑	***Periodicals***	☐	Collections
☑	***Web Sites***	☐	Videos, Art Forms
☐	Production Tools	☐	Production Equipment

STOMP: STudents Organized to Motivate for Phitness

Program Description

This is a semester-long experience for undergraduate Physical Education – Teacher Education (PETE) majors that begins by setting a learning context through the creation of lesson plans for preschool fitness instruction, applying the lessons in a real-life context, and the development of informational newsletters for the preschoolers' parents and teachers. The experience includes information literacy instruction, research into a variety of resources to generate appropriate movement activities for preschoolers, and synthesizing information to share with others. This experience includes visits to the IUPUI Center for Young Children, during which the PETE majors demonstrate proficiency with the real-world application of their knowledge products.

Program Benefits

This program enables learners to practice information literacy skills while gaining practical teaching experience. Past participants have valued the program because it allowed them to teach with an age group many hadn't experienced previously, and to apply information literacy skills in a different way outside of the usual research papers required of undergraduate students.

The Roles the Librarian Plays:
- ☑ Information Specialist for Primary Learners
- ☑ Instructor in Information Literacy/Inquiry Skills for Primary Learners
- ☑ Partner to Teachers/Instructors/Subject Experts
- ☑ Program Advocate and Administrator

STOMP: STudents Organized to Motivate for Phitness
LEARNING OBJECTIVES FOR PRIMARY LEARNERS

	Content Objectives	Information Literacy Objectives

C O N C E P T S	Students will understand the necessity of becoming familiar with and keeping current on professional literature in their field.	Students will understand the importance of acquiring and evaluating accurate, reliable information from:
		o the Internet
		o library resources, including
		    ❑ books
		    ❑ popular magazines
		    ❑ scholarly journal articles
		
		They will be able to recognize that Internet and library resources are complementary tools, that both are valid and useful in the appropriate context.

P R A C T I C E S	Students will be able to base teaching decisions on professional literature. Students will be able to develop and deliver lessons outside class in a variety of individual and dual activities, and improve in lesson planning and delivery. Students will use University Library and online resources to access professional literature. Students will develop teaching resources using the professional literature. Students will be able to link their teaching activities to accountability standards, including the Indiana Department of Education academic standards for physical education and the National Association for Physical Education and Sport (NASPE) standards for physical education.	Students will be able to perform successful Internet searches using basic and advanced search techniques. Students will be able to transfer Internet search skills to searching the library's online resources. Students will be able to synthesize the information into printed materials appropriate to a specific audience.
STATES OF BEING	Students will feel more confident in obtaining, interpreting, and applying the professional literature of their field.	Students will feel more competent and confident in using the Internet for any information-gathering activity. Students will feel less intimidated by library resources and more adept in choosing resources suitable to their information needs.

STOMP: STudents Organized to Motivate for Phitness

TOOL KIT 1

INSTRUCTIONAL GUIDES – TABLE OF CONTENTS

HINT: It is recommended that the instruction sessions be administered early in the semester and spaced no more than one or two weeks apart. Students require sufficient lead time to perform and apply their research to the creation of lesson plans before starting to teach at the preschool.

NOTE: Each library session will be 60 – 90 minutes in duration, depending upon the speed and knowledge level of the users, the number of questions asked, and Internet connection speed.

Library Session #1
STOMPing in the Stacks

Instructional Guide

Supplies:
Copies of the following articles, to be handed out to the students with their learner packets as the enter the computer classroom:

> Wall, S.J. & Rudisill, M.E. (2004) Meeting Active Start Guidelines in the ADC-Ridgecrest Program:
> Toddlers. *Teaching Elementary Physical Education*, 15(2), 21-24.

> Wall, S.J. & Rudisill, M.E. (2004) Meeting Active Start Guidelines in the ADC-Moton Program:
> Preschool. *Teaching Elementary Physical Education*, 15, (2), 25-29.

HINT: Check in with students often to see if there are questions, or if the information is too basic. Ask Instructor to "roam" to see how students are doing.

- Set up computer classroom early; have on screen a Powrpoint slide that presents a definition of information literacy, e.g. http://mypage.iu.edu/~kgreatba/info_lit.ppt

- Meet in central area. Take students to the GV Library of Congress call number area in the library. Ask how many have been to this section and checked out some of the materials.

- Suggest that students write notes on their copies of the handout.

- Indicate that *many* of the books they will need will probably be clustered in the GV 300s and 400s, but the journals will be scattered throughout the GVs.
    - **Be sure to mention** that libraries carry old AND new materials; allows professionals to see how their field has changed over time. Example: the one set vs. three set debate as to the number of repetititons needed for weight training or current PE listserv discussions on the pros and cons of dodgeball.

- Have students look around the section and encourage them to pull down books that catch their eye.
    - **Make the points** that books cover extensive amounts of information on a topic, summarize research, and contain bibliographies/lists of references to other works that can be used to locate additional books, journals, and even Web sites on the same topic.

Instructional Guide, cont.

- Show students the bound (older) journals and require each person to select a volume of a professional journal and sample the Table of Contents and one article from an issue that grabs their attention. Ask some of the students which ones they've selected.
    - **Be sure to mention** *Teaching elementary physical education* GV443 .T434. if no one has selected one of those volumes.

- Students will be asked to share comments about the articles they find.
    - **Guiding questions** Do the articles appear to be in-depth and have footnotes/references/bibliography? Do the articles have lots of colorful photos and ads, with the look and feel of something written for a general audience? Which do you think is the scholarly journal and which are popular, newsstand-type magazines?

- **Make the points** Scholarly journal articles are written by professionals in their fields; are used for and often summarize current research on a topic; like books, contain bibliographies/lists of references that will direct you to further information—and that *those* articles or books will also have bibliographies.

- **Summarize** 'Browsing' in the Stacks in their subject area is a good way to familiarize themselves with what's out there, discover what's currently being published, and how their field has changed over time.

- Going downstairs, point through window to location of Current Periodicals, the most recent issues of journals (not bound into books). Walk students to librarian's office and emphasize that she/he is available for individual and small group research help by appointment. Point out her/his calendar posted outside the door.

STOMPing in IUCAT

- Proceed to the computer classrom and have each student settle in at a computer. **Remind the students** they will have free computer time at the end, so please do not check email or "surf" at this time**. Acknowledge** that everyone is at different comfort levels with using computers, so they will need to ask you to slow down or skip ahead.

- Ask them to open an Internet Explorer window (automatically opens to library homepage) and click on the link IUCAT, the library catalog. Point out features of the page, including help tips and *My Acccount* (for list of books checked out, to renew items).

Instructional Guide, cont.

- REPEAT TO STUDENTS THAT THEY **CAN<u>NOT</u> FIND ARTICLES IN IUCAT**. LET THEM KNOW THIS IS A VERY COMMON MISCONCEPTION CAUSED BY HAVING ACCESS TO SO MUCH "STUFF" ONLINE—BOUNDARIES ARE BLURRED. Let students know you'll be working on finding articles online in periodical databases in the next session.

- <mark>Ask students to perform a **journal** search along with you</mark>:
  - *physical education in Keyword Search* [default]*, click Periodical Title*
    - Show one record with hyperlinks to electronic formats:
      Result #1—point out to students "All campuses" or "IUPUI" in hyperlink that lets them know we can get to this
    - Show another record without hyperlinks:
      Result #6 (*Teaching Elementary Physical Education*)–explain shelving and holdings information

- <mark>Ask students to perform a search for **books** on physical education for children.</mark>
  - *demonstrate using 'exercise and children' as a Keyword search*
    - Show Result #4—*101 fun warm-ups . . .* **point out:** usefulness of the hyperlinked Subject Headings in a sample record. Tell them that they will find similar helpful links in the periodical databases you will be working with on Thursday
    - Show Result #8—*Eating right* **point out:** e-book
      --Ask them to note their own search terms and share a few results with the
  person next to them. *[Instructors roam the classroom to observe and assist]*
      --Suggest that they may improve their results by using synonyms (movement activities, preschoolers, etc.) or alternate terms

- "One last thing to show you . . ." Demonstrate a video search in **Advanced Search**

- Hand out two articles to the students and review assignment for next class meeting. Then have students log in to Oncourse (the online course management system at IUPUI) and respond to your one-minute reflection email questions:
    - What's still a bit fuzzy for you? What do I need to explain better or in a different way?
    - On a scale of 1 to 5 (1=low, 5=high), rate your comfort level on:
        - Searching for stuff in IUCAT
        - Being able to find books and print journals in the library
  - **NOTES:**
    - *Students often do not respond to these questions as directed; therefore, tabulating the reflection question responses may not be possible or useful as evaluation criteria.*

    - *This can also be done "manually" with paper (or 3 x 5 cards) and pen or pencil. To save time, the questions could be pre-printed.*

- Allow time for students to practice; suggest finding materials that might help in STOMP project. *[Librarian and instructor roam, observing and assisting, as needed.]* Suggest that students who are doing well help their **colleagues**.

- Announce that students are now free to use the computers and printers until the end of class.

Library Session #2
STOMPing in the Databases

Instructional Guide
HINT: Check in with students often to see if there are questions, or if the information is too basic. Ask Instructor to "roam" to see how students are doing.

- Have on screen ahead of time: icebreaker: e.g. Viking Kittens Web site
  http://users.wolfcrews.com/toys/vikings/

- Meet in computer classroom and have each student settle in at a computer. **Remind the students** they will have free computer time at the end, so please do not check email or "surf" at this time. **Acknowledge** that everyone is at different comfort levels with using computers, so they need to ask you to slow down or skip ahead.

- **Ask students guiding questions about the two journal articles assigned for this session**:
  - Name one thing that caught your attention in one of the articles, something that surprised you or contradicted something you thought you knew. (My example from the *Toddlers* article: I didn't think children that age would understand that simply moving the furniture indicates that outdoor play activities would be permitted indoors.)
  - What are some things that indicate these are scholarly journal articles and not popular magazine articles?
  - Ask if anyone was curious enough to go to the NASPE website to try to locate the Active Start guidelines mentioned in the articles.
    http://www.aahperd.org/naspe/template.cfm?template=toddlers.html

- Ask students to open an Internet Explorer window (automatically opens to library homepage) and click on the link Databases and Electronic Journals.

- Show them the link to access Databases by Subject and Databases by Title. Indicate the same can be done by the alphabet bar on the bottom of the library's homepage.

- **Tell them you'll be showing them:**
  - one **general** database
  - one or two **subject** or **specialized** databases
  - and that all these can be reached from home using their campus Network ID and password.
  - **If they have difficulties reaching these from off campus, they should contact the librarian ASAP.**

- **Indicate that there are similarities in searching databases and searching IUCAT:**
  - Figure out some search terms before going online and use help screens
  - Use alternate terms and hyperlinked Subject Headings (they may be called "Descriptors" in some databases)
  - Scroll down the page

Instructional Guide, cont.

- Show students a general database, **Academic Search Elite**, and demonstrate a search:
  toddlers and exercise (Go to Result #2 EXERCISING BABY. American Fitness)

- Point out and define parts of the record for an article: Abstract, Source, Descriptors, etc. and how they're similar to parts of the IUCAT record. Note highlighted search terms. Show how to click on journal title to find "peer reviewed" information. Click on descriptor to demonstrate how to find more focused articles and options for save/print/email.

- Point out the **SFX** button and how it's used. **Reinforce** the idea that you use that when you do **not** see a link for Full Text.

- Have students conduct a practice search: *physical education standards [discuss results]*

- Show students a subject-specific database, **Physical Education Index**, and demonstrate a search: *toddlers and exercise*

- Ask students how the records in this database are similar to or differ from Academic Search Elite (other than the look of the interface). **Make sure they mention** hyperlinked descriptors and the separate tab for peer-reviewed journals

- Show students a subject-specific database, **SPORT Discus** (note: subscription may limit access to 4 simultaneous users), and demonstrate the same search:
  toddlers and exercise [discuss results, differences/similarities from previous databases]

- **Ask students:** Would you rather look for articles online or in the Stacks? Do you think it's easier or more difficult to identify scholarly articles online or in print?

- Point out on their handouts the clues for identifying scholarly journal articles online (#5 on second page).

- Show students MetaSearch and how they can search multiple databases simultaneously. **Point out:** it will save time and give results, using SFX for obtaining full text, but they may still need to go back to the "native interface" of a database (show how they can do this directly from MetaSearch).

- **MAKE SURE STUDENTS UNDERSTAND THAT THEY CAN COME INTO THE LIBRARY AND USE THESE DATABASES AS GUESTS EVEN AFTER THEY LEAVE IUPUI.**

- Review assignment for next class meeting. Then, have students log in to Oncourse (online course management system at IUPUI) and respond to your one-minute reflection email questions (good way to take attendance!):
  - What's still a bit fuzzy for you? What do I need to explain better or in a different way?
  - On a scale of 1 to 5 (1=low, 5=high), rate your comfort level on:
    - Conducting a search in Academic Search Elite
    - Conduting a search in a subject-specific database, like Physical Education Index or SPORT Discus
    - Finding full text articles online with SFX

Instructional Guide, cont.

Students often do not respond to these questions as directed; therefore, tabulating the reflection question responses may not be possible or useful as evaluation criteria.

This can also be done "manually" with paper (or 3 x 5 cards) and pen or pencil. To save time, the questions could be pre-printed.

- Allow time for students to practice finding materials that might help in their STOMP project and to ask questions. *[Librarian and instructor roam, observing and assisting, as needed.]* Suggest that students who are doing well help their **colleagues**.

- Announce that students are now free to use the computers and printers until the end of class.

Library Session #3
STOMPing on the Internet

Instructional Guide
HINT: Check in with students often to see if there are questions, or if the information is too basic. Ask Instructor to "roam" to see how students are doing.

- Have on screen ahead of time: an icebreaker photo or website
  e.g. Cat Litter Cake Recipe http://mypage.iu.edu/~kgreatba/litter.html

- Meet in computer classroom and have each student settle in at a computer. **Remind the students** they will have free computer time at the end, so please do not check email or "surf" at this time. **Acknowledge** that everyone is at different comfort levels with using computers, so they need to ask you to slow down or skip ahead.

- Review the time-savers:
    - Strategize your search before going online
    - Scroll down the page
    - Use alternate terms

- **Search engines with directories**—Go to Google and Yahoo! and demonstrate location and use of subheadings

- **Professional associations**—visit the list on the Library's website:
  http://www.ulib.iupui.edu/subjectareas/pe.html#proforg. Have students click on one site they haven't visited before.

- **Consumer health information websites**—emphasize caution in using these; they have sprung up like mushrooms in recent years. Show students a legitimate-looking health site and point out how a major focus seems to be selling supplements.

- **Government sites**—point out that these are often difficult to navigate using links and that a site search might be more efficient.

- **Internet searching techniques**—emphasize the use of quotation marks to build a phrase search

- **Evaluating results:**
    - **C**urrency—How up-to-date and timely is the information? Are there "dead" links on the Web site?

    - **R**elevance/Coverage—For what audience is this intended? How in-depth is the information? Is there a better source for this information? *[Ask students: Would they include this information in their materials for Center for Young Children staff? For the parents?]*

- **A**uthority—Who wrote this? What are their credentials and can they be verified? *[point out "About us" –type links]*

- **A**ccuracy—Do the authors cite their sources? Are their sources reputable? Can the information be verified elsewhere? Is the information presented vague and general? Are there spelling errors and typos? *[Ask students: Where else might you verify the information you find on an Internet Web site?]*

- **P**urpose/Objectivity—What was the purpose in putting this site on the Internet? Is there a possible bias or conflict of interest? Is the site trying to sell something, promote a cause, or just entertain?

- **Have students compare sets of sites and evaluate them according to CRAAP standards:**

  - **KidsHealth**: **It's Time to Play** http://kidshealth.org/kid/stay_healthy/fit/what_time.html vs **Fitness and Kids** http://www.fitnessandkids.com/

  - **Kid-Fit** http://www.kid-fit.com vs **AAP-Promoting Physical Activity** http://www.aap.org/family/physicalactivity/physicalactivity.htm

  - If time: **American Heart Assn** http://www.americanheart.org/presenter.jhtml?identifier=3007589 vs **Gatorade Institute** http://www.gssiweb.com/reflib/refs/235/sse77.cfm?pid=63&CFID=1347411&CFTOKEN=83100979

- Review assignment for next class meeting. Then have students log in to Oncourse (online course management system at IUPUI) and respond to your one-minute reflection email questions:
  - What's still a bit fuzzy for you? What do I need to explain better or in a different way?
  - On a scale of 1 to 5 (1=low, 5=high), rate your comfort level on:
    - Looking for online information using:
      - Directories
      - Professional association websites
      - Consumer health websites
      - Government websites
      - Search engines
    - Evaluating information found online

  NOTES:
  Students often do not respond to these questions as directed; therefore, tabulating the reflection question responses may not be possible or useful as evaluation criteria.

  This can also be done "manually" with paper (or 3 x 5 cards) and pen or pencil. To save time, the questions could be pre-printed.

Instructional Guide, cont.

- **Raise projection screen and use dry-erase board to record items from STOMP project discussion. Have someone record and print out results for all students.**

- Announce that students are now free to use the computers and printers until 10:00 to find project materials. *[Librarian and instructor roam, observing and assisting, as needed.]*

Instructional Guide
STOMP: STudents Organized to Motivate for Phitness

TOOL KIT 2

LEARNERS' MATERIALS – TABLE OF CONTENTS

HINT: It is recommended that students be handed packet for each session as they come into the room and that materials are also made available online (e.g. in Oncourse or campus course management system) for those who miss a session and lose their handouts between classes.

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Library Session #1
Sample Agenda

8:00
Class meets in 2nd level lobby

8:10 – 8:45
Visit the 3rd Level Stacks
- **Look at PE print books and journals**
- **Discuss characteristics of books and journals and how they're used for conducting research**

8:45 – 8:50
Current Periodicals (2nd Level)
Visit Librarian's office

8:50 – 9:30
Computer classroom
- **Become super-fast searchers in IUCAT**
- **How to read the records in IUCAT and locate materials quickly**

9:30 – 10:00
Free computer (and printer!) time

ASSIGNMENT FOR THURSDAY:

Please read the two articles from *Teaching Elementary Physical Education* in this packet. They give you a good idea of some of the things we're shooting for at the Center for Young Children. We will discussing these on Thursday.

Wall, S.J. & Rudisill, M.E. (2004) Meeting Active Start Guidelines in the ADC-Ridgecrest Program: Toddlers. *Teaching Elementary Physical Education*, 15(2), 21-24.

Wall, S.J. & Rudisill, M.E. (2004) Meeting Active Start Guidelines in the ADC-Moton Program: Preschool. *Teaching Elementary Physical Education*, 15, (2), 25-29.

STOMPing in the Stacks

What's in the Stacks?
Books and print journals and videos, too:
- **GV1 through GV1799 (3rd level)** [where we are today]
- QP1 through QP345 - General physiology, including kinetics/kinesiology (4th level)
- RC1200 through RC1245 – Sports medicine (4th level)

You may also find books and journals in the Ruth Lilly Medical Library (located behind University Hospital—just follow the People Mover monorail). They shelve journals alphabetically by title.

Take-away points:
1. The best way to familiarize yourself with the professional literature is to just get in its face.
2. Finding one good source of information will lead you to others and those will lead to others and those will lead to others . . . .

Notes

STOMPing in IUCAT

What can you find in IUCAT, the library catalog?

- **Books**—the locations of print books and links to e-books
- **Journals (& other periodicals)**—the locations of print periodicals and links to online versions
- **Audio/Video/DVD**—the locations for these materials
- **My Account**—lists items you've checked out, renew materials, etc.

**You can_not_ find journal articles in IUCAT. You can_not_ find journal articles in IUCAT.
You can_not_ find articles in IUCAT.
You can_not_ find journal articles in IUCAT. You can_not_ find journal articles in IUCAT.**

You may also find relevant books and journals in IUCAT indicating that they are located in the Ruth Lilly Medical Library.

Take-away points:
1. Did I mention that you **can't** find journal articles in IUCAT?
2. Think about what terms to use before starting to search.
3. Use synonyms/alternate words and the hyperlinked Subject Headings to narrow down your search results, in addition to the Advanced Search.
4. Some books and journals can be reached in electronic format using the links in IUCAT.
5. Scroll down the page—what you need may not be at the top of the list.
6. Newer periodicals are shelved in Current Periodicals in the Reference Room on the 2nd level.

Notes

Library Sesson #2
Sample Agenda

8:00
Meet in
(previous computer classroom)

8:10 – 8:20
Discussion about the two assigned articles from
Teaching Elementary Physical Education

8:20 – 8:30
What you'll find in periodical databases and which ones to use

8:30 – 9:15
How to find stuff in periodical databases

9:15 – 9:30
Log in to MetaSearch for one-stop shopping

9:30 – 10:00
Free computer (and printer!) time

ASSIGNMENT FOR TUESDAY:

Please find <u>one scholarly (peer-reviewed) journal article</u> to begin your research in preparing a lesson plan for teaching at the Center for Young Children. The article should cover one or more of these topics as they apply to preschoolers or kindergartners:

- **Appropriate activities**
- **Professional standards**
- **Techniques, e.g. "modeling" (as described in the *TEPE* article about toddlers)**
- **Motor development**
- **Exercise and childhood obesity**
- **Communicating with parents**

Please print out the article and <u>bring it with you to class on Tuesday</u>! Contact librarian or instructor if you have any questions and PUH-LEEZE don't wait until Monday night or Tuesday morning or I'll sic the Viking Kittens on you.

STOMPing in the Periodical Databases

What's in the library's periodical databases?
Online journal and magazine articles
- Articles that aren't available for free on the Internet or found by Internet search engines
- Abstracts (summaries) of the articles and often the full text (entire) article online.

What do I need to do to save time?
- Figure out your search strategy before going online; use the search tips and help pages to learn about the database.
- Scroll down the pages of search results—what you need probably isn't right at the top—and skim the abstracts of the articles before reading or printing the whole thing.
- Make sure it's what you need for your assignment—library databases **do** have popular magazine and newspaper articles, not just scholarly ("peer-reviewed" by one or more specialists in the field) journal articles.
- Try using MetaSearch http://metalib.ulib.iupui.edu—you can search more than one database at a time.
- Cite your sources/avoid plagiarism issues using American Psychological Association (APA) style. See http://www.indiana.edu/~wts/pamphlets/apa_style.shtml and http://www.indiana.edu/~wts/pamphlets/apa_style.shtml for help.

What's SFX ?
SFX is the library's cross-linking software that checks for the full text of articles across *most* databases. **Use the SFX button** ⑤ S·F·X *if you don't see a link for Full Text for the article you're currently looking at.*
- If no online full text is available through one of the library's databases, the SFX pop-up will state that at the top.
- You can link to IUCAT from the SFX pop-up to see if the library carries the paper version of the journal that contains your article.
- In **MetaSearch**, the SFX button looks like this: find it ⑤

Take-away points:
1. You must connect to the library's periodical databases through the library's Web site: http://www.ulib.iupui.edu or the links in Oncourse under the "Tools" tab.

2. You're searching a very limited, specific set of data, not the entire Web, so *that will save you lots of time*.

3. Databases provide subject headings that can be cross-searched and used to refine search strategies, just like IUCAT.

4. Use MetaSearch to search several databases simultaneously.

STOMPing in the Periodical Databases, cont.

5. It's often difficult to tell the difference between a popular magazine article and a scholarly (peer–reviewed) journal article when you don't have the paper copy in front of you.
   Use these hints to identify scholarly articles:
   - Two or more authors
   - Footnotes or a bibliography/list of references
   - Contains tables, graphs, or charts
   - Usually several pages long
   - Follows a specific format with paragraph headings—
     - Abstract
     - Introduction
     - Methods (or methodology)
     - Results
     - Discussion
     - Conclusions
   - Long, confusing words in the title
   - A colon (:) in the title

Notes

Library Session #3
Sample Agenda

8:00
Meet in [previous computer classroom]

8:15 – 8:45
STOMPing on the Internet

8:45 – 9:30
STOMP project discussion: next steps

9:30 – 10:00
Free computer (and printer!) time

ASSIGNMENT FOR THURSDAY, MAR. 3rd:

TBA by instructor, based on STOMP project discussion: next steps

STOMPing on the Internet:
I just spent two hours searching the Web and couldn't find anything!
or
What's a Google for?

STOMP to the Internet when you know where you're going (avoid the frustration of typing in keywords over and over again). Go to:

- o Search engines with directories—look under headings like Education, Health (usually contains subheadings on fitness, health for specific age groups/genders, weight loss, etc.), and Recreation/Sports. Try:
  - Google http://www.google.com (click **more>>** or go directly to http://directory.google.com/)
  - Yahoo! http://www.yahoo.com
  - AltaVista http://www.altavista.com (click on Directory tab)

- • Professional associations—check the list on the Library's Web site: http://www.ulib.iupui.edu/subjectareas/pe.html#proforg *[Hint: if you know the acronym—say, NCAA—try typing in the acronym followed by **.org** http://www.ncaa.org to reach the website.]*

- • Consumer health information websites, for example:
  - Mayo Clinic www.mayohealth.org/
  - KidsHealth http://kidshealth.org
  - Never2Early.org http://www.never2early.org

- • Government sites, such as:
  - o Indiana Department of Education http://ideanet.doe.state.in.us/
    - o Professional Standards Board: Teachers of Health education and Physical Education http://www.in.gov/psb/standards/HealthPhysEdContStds.html
  - o U.S. Department of Education http://www.ed.gov/
  - o FirstGov.gov http://firstgov.gov/ (set up like a directory)
  - o National Library of Medicine's MEDLINEplus   http://medlineplus.gov
  - o Centers for Disease Control and Prevention http://www.cdc.gov

If you must do a keyword search on the Internet, remember some tips from searching IUCAT and the library's databases:

▪ Figure out your search strategy before going online; use the search tips and help pages. *Google, Yahoo!, AltaVista, etc., let you search for exact phrases (usually with "")), refine your search (usually by a + or – sign), or use an Advanced Search.* **The single most efficient thing to do when searching the Internet is to use quotation marks around a phrase.**

• Scroll down the pages of search results—what you need probably isn't right at the top. *Sometimes hits that appear at the top of the page are "featured"—someone has <u>paid</u> to have their Web site appear first whether it really fits your search or not!*

• Use synonyms/alternate words. *You're the expert—use the vocabulary of your profession.*

Evaluating Results

If you can't find out who wrote or created it, how current the information is, whether it's accurate or biased, can't verify the information elsewhere, or wouldn't feel comfortable passing it along to a friend or colleague then you probably don't want to use it.

Does it pass the **CRAAP** Test*?

• **C**urrency—How up-to-date and timely is the information? Are there "dead" links on the Web site?
• **R**elevance/Coverage—For what audience is this intended? How in-depth is the information? Is there a better source for this information?
• **A**uthority—Who wrote this? What are their credentials, and can they be verified?
• **A**ccuracy—Do the authors cite their sources? Are their sources reputable? Can the information be verified elsewhere? Is the information presented vague and general? Are there spelling errors and typos?
• **P**urpose/Objectivity—What was the purpose in putting this site on the Internet? Is there a possible bias or conflict of interest? Is the site trying to sell something, promote a cause, or just entertain?

*From Gettysburg College-Musselman Library http://www.gettysburg.edu/library/research/courses/S05/MGT111.html

STOMP: STudents Organized to Motivate for Phitness

TOOL KIT 3

LIBRARY RESOURCES – TABLE OF CONTENTS

The Librarian's Roles in the Program:

Information Specialist for Primary Learners
Librarian is "resource guru" for introducing learners to resources specific to their subject discipline throughout the course, attending as many class meetings as possible. Throughout the course (this one met twice per week for 2 hours) and as many hours as needed for individual or small group consultations in office.

Instructor in Information Literacy/Inquiry Skills for Primary Learners
Librarian administers 10 – 15 minute pre- and post-test to determine skill level of learners, determines where further instruction or "brushing up on skills" is required and provides time and space to administer instruction and allow for hands-on practice.

Partner to Teachers/Instructors/Subject Experts
Librarian is true partner in course development by attending class meetings, brainstorming activity ideas, and offering suggestions for rounding out activities to include an Information Literacy component.

Program Advocate and Administrator
Librarian is enthusiastic and energetic in describing project to partners and possible future "leading edge librarians."

Materials from the Library's Collection

Library subscription databases:
Academic Search Elite (EBSCO)
Education Full Text (Wilson)
MEDLINE (Ovid)
Physical Education Index (CSA)
SPORT Discus (Silverplatter)

Physical Education-related journals (print and online), possibly including:
Journal of Physical Education, Recreation & Dance
Journal of Health Education
Quest
Pediatrics

Physical Education-related books (print and online) to supplement their textbook, likely to be found in the (Library of Congress) call number range GV201 – 555 (Physical Education and training) and GV1203-1218 (Children's games and amusements), possibly including:
Moving into the Future: National Physical Education Standards: A Guide to Content and Assessment. National Association for Sport and Physical Education, Mosby, 1995.

Assessing and Improving Fitness in Elementary Physical Education. . National Association for Sport and Physical Education, Mosby, 1995.

STOMPing on the Internet, cont.

Library Space, Equipment, and Supplies Outside of the Collection

► **Library Space**

Computer classroom for three class meetings that is large enough to permit each student to have a computer.

► **Equipment**

Librarian's office computer (includes basic MS Office applications) and access to staff color printer.

► **Supplies Outside of the Collection**

Consumable	Reusable
Computer printer paper	**None**

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PROGRAM ADMINISTRATION – TABLE OF CONTENTS

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PROJECT TIMELINE

NOTE: All class meetings occurred twice per week, lasting two hours, for 15 weeks. Library instruction sessions and students' teaching sessions at the Preschool occurred during scheduled class time.

Pre-Planning
- Librarian and instructor conduct planning, coordinate syllabus, create project name and logo to "brand" the project for handouts and t-shirts
- Instructor verifies location for regular class meetings (usually assigned by University)
- Librarian verifies library computer lab reservations, locates company for t-shirt design/printing
- Librarian and Instructor meet with Preschool Director
- Instructor verifies date of first class visit to Preschool
- **Librarian submits grant proposal**

Week 1 and Week 2
- **First class meeting: Librarian introduces project using handout and discussion, administers pre-test**
- Librarian grades pre-test and shares results with Instructor
- Instructor begins lessons and assignments in content area, including national standards, etc.

Week 3
- **Librarian administers first library session (STOMPing in the Library, STOMPing in IUCAT)**
- Librarian summarizes responses to reflection questions for instructor
- **Librarian administers second library session, STOMPing in the Databases**
- Librarian summarizes responses to reflection questions for instructor

Week 4
- **Librarian administers third library session (STOMPing on the Internet)**
- Librarian summarizes responses to reflection questions for instructor
- Students begin conducting research and compiling resources for creating lesson plans
- **Librarian is available for assistance and questions**; instructor vets Students' resources for content
- Librarian orders t-shirts for students, Instructor, Preschool Director, and Librarian

Week 5
- Students visit Preschool as a class to interview Director and Teachers, inventory Preschool's current fitness and play equipment
- Instructor submits reflection questions to students, makes responses available to Librarian
- **Librarian gives students budget for ordering additional equipment**; students develop order using Physical Education Department catalogs; instructor approves final equipment order and gives to l**ibrarian to submit as a "rush" order using grant funds**
- Librarian distributes t-shirts and new equipment
- Instructor assigns students to Preschool classrooms and distributes Teachers' names and contact information
- Students create two lesson plans each and submit to their assigned Teachers for approval
- Instructor gives Teachers evaluation forms to assess the students' teaching at the Preschool

Weeks 6 through 14
- Students continue to create lesson plans and teach twice weekly at Preschool; **Librarian photographs**
- Instructor assigns topics for newsletter articles to students
- Students submit articles to **librarian, who puts into simple newsletter for distribution in print and electronically to Preschool Teachers**

Week 15
- Final student teaching sessions at Preschool; students encouraged to write thank-you notes to their assigned Teachers and the Director
- **Librarian administers post-test and customer satisfaction survey at final class meeting**
- Librarian grades post-test and compiles results for instructor; distributes at debriefing to follow
- Librarian compiles results of customer satisfaction survey and shares with Instructor at debriefing to follow

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PARTNERS' ROLES/PROFILES

Professor in the Department of Physical Education:
- Primary instructor for the course
- Open-minded, enthusiastic, practical
- Highly engaged and engaging with students
- Desire to develop better-prepared students who have a greater understanding of realities of their future profession
- Provide service to wider community and develop project into an ongoing program at the Preschool
- Embraces technology
- Recognizes the importance of information literacy to the students and wider community

Director of the Preschool:
- Primary link between students and Preschool Teachers; final authority on activities
- Open-minded, supportive, and practical
- Always keeps children's best interests at the forefront of all programs
- Recognizes how the project contributes to the Preschool's mission of helping children develop health and motor skills, self-esteem and confidence, and other positive traits
- Helps Preschool support the campus mission to contribute to research
- Adds a fitness component to the Center's program without having to hire/pay additional staff
- Possibility of a long-term commitment with the Department of Physical Education

Name_____

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Pre- and Post-Test

1. The term "information literacy" refers to:
- A.   learning to read
- B.   becoming a savvy user of information
- C.   a service provided by IUPUI University Library
- D.   a periodical

2. Use a book:
- A. when looking for an extensive amount of information on a topic
- B. to find summaries of research to support an argument
- C. to find bibliographies that point to other relevant research
- D. all of the above

3. Use a journal:
- A. when doing scholarly research
- B. to find out what has been studied on your topic
- C. to find bibliographies that point to other relevant research
- D. all of the above

4. Use a magazine:
- A. to find information or opinions about popular culture
- B. to find where a specific item is located in University Library
- C. to find focused articles written for those who are specialists in a topic area
- D. all of the above

5. "Information is not organized." Does this statement best describe information in the library or information on the Web?
- A.   library
- B.   Web
- C.   not enough information

6. You want to find material about the pros and cons of gun control. Using an Internet search engine, which strategy would be most effective?
- A.   enter the search GUN CONTROL
- B.   enter a search with quotes around "GUN CONTROL"
- C.   use a connector "GUN and CONTROL"
- D.   open a new browser window

7. Internet Metasearch engines search:
- A.   databases more thoroughly
- B.   several search engines at once
- C.   the library's periodical databases
- D.   all of the above

8. Which of the following should you consider when judging the credibility of a Web site?
- A.   how authoritative is the creator of the site
- B.   the objectivity of the information on the site
- C.   how up-to-date is the information
- D.   all of the above

9. Why would you use a periodical database?
- A.   to find citations of magazine or journal articles
- B.   to check your e-mail
- C.   to search the Web
- D.   to find out if University Library owns a book you need

10. You are writing a paper about succeeding in college and have found the following article:

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time Magazine*, 135, 28-31.

Would this be considered a **scholarly** journal article?

- A. yes
- B. no
- C. not enough information

11. How can you tell you are looking at a scholarly journal?

- A. articles are in-depth and often have a bibliography
- B. articles are written for the general public
- C. it contains lots of photographs
- D. all of the above

12. What is an abstract used for?

- A. it summarizes the contents of an article
- B. it provides the citation you need to find an article
- C. it tells you where the full text of an article can be found
- D. all of the above

13. Using IUCAT, the library's catalog, you can obtain a list of books you have checked out.

- A. true
- B. false
- C. not enough information

14. When searching in IUCAT for a book on a specific topic, a good strategy is to do a Keyword Search. Then look at subject terms that you might want to use.

- A. true
- B. false

15. Which item cannot be found IUCAT?

- A. journal title
- B. video title
- C. book title
- D. journal article

16. At IUPUI, it is plagiarism when you:

- A. use four or more significant words or ideas of another person without citing them
- B. summarize or paraphrase words or ideas of another person without citing them
- C. borrow facts, statistics, or other material, unless the information is common knowledge
- D. cut and paste passages from the Web, a book, or an article, and insert them into your paper without citing them
- E. all of the above

17. How can you avoid plagiarism?

- A. take clear, accurate notes about where you found specific ideas
- B. write down the complete citation information for each item you use
- C. use quotation marks when directly stating another person's words
- D. always credit original authors for their information and ideas
- E. all of the above

18. Common knowledge is:

- A. facts already known by most of your audience
- B. easily found in reference works
- C. all of the above
- D. none of the above

Pre- and Post-Test, cont.

For each statement below, indicate how confident you feel in your abilities at this time. Please feel free to share additional comments.

	Not very confident		Neutral		Very confident
I feel comfortable using the library and its resources, both in-person and from off-campus. Comments:	1	2	3	4	5
I feel confident that I can tell the difference between a scholarly or academic journal article and a popular magazine article. Comments:	1	2	3	4	5
I feel competent in evaluating Internet Web sites for accurate, authoritative, current, and objective information. Comments:	1	2	3	4	5
I am confident in knowing what steps to take in order to avoid plagiarism. Comments:	1	2	3	4	5

Student Name	1B	2D	3D	4A	5B	6B	7B	8D	9A	10B	11A	12A	13A	14A	15D	16E	17E	18C	Lib	Jour	Web	Plag
John Doe		A					C			D						B			3	2	2	1
							C									**B**			**4**	**4**	**4**	**2**
Joe Doe		A		B			C			D			C						1	2	3	4
							C												**5**	**5**	**5**	**4**
PREtest # incorrect	0	2																				
POSTtest # incorrect	0	0																				

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Tabulation Instructions for Pre- and Post-test

Top Row: Headings
- Student Name
- Question numbers of test followed by the letter of the correct answer
- Lib, Jour, Web, Plag refer to the "states of being" questions to be rated according to students' confidence level

For each Student Name: [see blue text in table above]
- Use first row to record the letter of a student's incorrect response on the pre-test under the corresponding question number
- Use the student pre-test response on the 1 – 5 scale for the Lib, Jour, Web, Plag boxes
- Use the second row to record the letter of a student's incorrect response on the post-test under the corresponding question number
- Use the student post-test response on the 1 – 5 scale for the Lib, Jour, Web, Plag boxes

This method of recording the letter of the incorrect answer allows you to see patterns in the entire class's response to the questions. This may point out where there are common weaknesses in student knowledge and/or in the wording of questions.

Bottom two rows:
- Total the number of incorrect answers received for each question for pre-test
- Total the number of incorrect answers received for each question for post-test

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Final Thoughts: Reflection Questions

What aspect of the research for your lesson plans proved most difficult for you and how did you overcome it?

Examples:
- Selecting an online resource?
- Developing a search strategy?
- Finding too few scholarly articles?
- Locating print materials in the library or elsewhere?
- Finding Web sites with accurate information?
- Finding too much/too little information?
- Sifting through the information you found to determine what you could use   for your lesson plan or parents' newsletter?

What belief about exercise for toddlers did you have at the start of this project that your research and teaching verified or contradicted?

Which criteria did you find the most difficult to incorporate into your lesson plan?

What was the most rewarding aspect of creating newsletter for an activity that parents could duplicate at home?

NOTE: *Students may not answer questions as posed in the Final Thoughts; often, they focus on the fun they had in teaching and not on the research process. Therefore, tabulating the reflection question responses may not be useful except as a "customer satisfaction" tool.*

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Rate the Project

For each item below, please circle the number on the scale that best expresses your opinion about the STOMP project. Please feel free to share additional comments and suggestions.

	Strongly Disagree		Undecided		Strongly Agree
1. I felt my time was well-spent participating in this project. Comments:	1	2	3	4	5
2. Goals and objectives of the project were clear. Comments:	1	2	3	4	5
3. The project related to my future teaching goals. Comments:	1	2	3	4	5
4. Instruction and suggestions for performing research were practical and helpful. Comments:	1	2	3	4	5
5. Methods of presentation (online, in class, hands-on) aided my learning. Comments:	1	2	3	4	5
6 I would recommend this project to classmates. Comments:	1	2	3	4	5
7. I would enjoy doing similar outreach projects in other HPER classes. Comments:	1	2	3	4	5

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Sample Tabulation for Rate the Project
(Number of responses recorded under each category.)

Note: 15 of 15 students responded.	1 Strongly Disagree	2	3 Undecided	4	5 Strongly Agree
Q.1. I felt my time was well-spent participating in this project. Comments:			1	7	7
Q. 2. Goals and objectives of the project were clear. Comments:		1	7	6	1
Q. 3. The project related to my future teaching goals. Comments:			2	7	6
Q. 4. Instruction and suggestions for performing research were practical and helpful. Comments:			2	7	6
Q.5. Methods of presentation (online, in class, hands-on) aided my learning. Comments:		1	2	5	7
Q. 6. I would recommend this project to classmates. Comments:				8	7
Q. 7. I would enjoy doing similar outreach projects in other HPER classes Comments:	1		1	5	8

Description	Requested from grantor	In-Kind (in hand)	Subtotal	Cost
T-shirts with STOMP logo for 15 students plus instructor, librarian, and Center director	$ 208.80		$ 208.80	$ 208.80
Equipment for activities at IUPUI Center for Young Children, including: assorted balls, bean bags, jump ropes, hoops; scooters; balance boards; steeple course	$ 801.85		$ 801.85	$ 801.85
On Your Mark, Get Set, Go! A Guide for Beginning Physical Education Teachers by Terry A. Senne [15 copies @ $24.00 + $36.00 shipping]	$ 396.00		$ 396.00	$ 396.00
2 student memberships to Indiana Association for Physical Education, Recreation, and Dance (IAHPERD) [2 memberships @ $20.00]		$ 40.00	$ 40.00	$ 40.00
Film developing		$ 11.64	$ 11.64	$ 11.64
Plastic sleeves, dividers, 3-ring binders		$ 24.75	$ 24.75	$ 24.75
Use of University Library classroom space, computer workstations, printer, and paper for three class sessions.		$ 450.00	$ 450.00	$ 450.00
Use of University Library paper and color printer for creating parent information materials and instructional materials for Center staff.		$ 210.00	$ 210.00	$ 210.00
Materials for Indiana Library Federation and Library Partners showcase display	$ 85.94		$ 70.00	$ 70.00
Use of University Library laptop computer for Indiana Library Federation and Library Partners showcase display		$ 175.00	$ 175.00	$ 175.00
Totals	**$1492.59**	**$ 911.69**	**$2404.28**	**$2404.28**

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Spring 2005 No.1

Movement Expectations for Ages 3-4
Erin Taylor

One of the many concerns parents have for their children is if they are keeping up with developmental milestones. Knowing what your child should be doing and how parents can facilitate these skills can help to ease concerns. Age's two to five are critical years in creating the building blocks for future development (COPEC, 2000). Based on this information it is important for parents to know what to expect from their child's movement and how to encourage positive movement experiences.

Fine Motor Skills
Children at this age should be proficient at grasping small objects and should be starting to master buttons and zippers. Parents should give them plenty of opportunities to practice these tasks and similar tasks, but be patient if it takes them longer (COPEC, 2000). Building and stacking with blocks are other skills that are being developed at this age. When working with your child, be sure to verbalize and visually demonstrate how to build/stack. Allow for creativity and let your child explore what does and does not work for him or her.

Gross Motor Skills
Your child is beginning to learn new ways of moving his or her body as a whole. Not only can they walk and run, but they are also learning to gallop, hop (one foot) and jump (two feet). Encourage your child to perform these activities in different environments to increase fundamental skills and spatial awareness (COPEC, 2000). The stairs should no longer be a source of fear, but rather a learning experience. At three to four years old children start to use one foot per step in an alternating pattern. Encourage your son or daughter to ride a tricycle or a bike with training wheels, this is a great time to begin the skill of peddling.

Social Skills
Your child is learning to have friends and share, but this can be a challenge and can create frustration or anxiety in a novice learning experience (COPEC, 2000). Try to avoid competition until your child is older, but encourage sharing both objects and space. Approval by adults is important to your child, therefore be sure to use positive reinforcement and correction (example "that was good, but let's try to do it this way…").
Your child is at a very fun and important level of development both mentally and physically. They are learning how to manipulate their bodies and develop an understanding of the world around them. Given positive opportunities to develop physical abilities they will have the tools to succeed in future movement experiences while laying the groundwork for a lifetime of physical fitness.

Council on Physical Education for Children (2000). *Appropriate Practices in Movement Programs for Young Children Ages 3-5.*

Physical Activity vs. Physical Exercise
DeWanda Cole

It is a proven physiological fact that the human body needs stimulating exercise. When your body is subjected to regular physical activity your physiological functions improve. A fit person can adjust to increased physical demands on the body and can return to a normal state much quicker than an unfit person. Having said this, there is a difference between physical activity and physical exercise. Physical activity is any activity done such as cleaning, gardening, taking stairs instead of the elevator, or walking to the store instead of driving. Physical exercise is a structured planned event that usually last from 20 minutes up to an hour, depending on the goal of the person. There have been studies that showed that even low levels of fitness can enhance a person's longevity. A brisk evening walk after dinner every day could lead to higher fitness levels for the entire family as well as other health related benefits. Since inactivity can lead to many health problems, most physicians recommend that everyone should be involved in some sort of physical activity everyday. In order to carry out these daily physical activities, one should participate in an exercise routine that is fun and continuous, lasting at least 30 minutes. Being physically fit will allow a person to carry out every day activity without tiring out easily and being able to have enough energy left over to handle emergencies.

IUPUI Department of Physical Education
Kyle Shipp

IUPUI Department of Physical Education students progress through a curriculum to prepare them to teach in a school setting, be an expert in Exercise science, and/or be a fitness expert. Each class taken focuses on a different aspect and prepares the student for their field of choice. Classes are general taken in a nice progression according to numbers, with lower numbered courses taken before higher numbered courses.

Some of the classes taken include:

- History and Principles of Physical Education H195: gives students an understanding and interpretation of principles of modern physical education programs. Contributions of historical programs related to development of present-day programs.

- Structural Kinesiology P205: provides an overview of basic human body structures and functions appropriate for beginning students in physical education. Fundamental concepts concerning the interaction of biological and mechanical aspects of the musculoskeletal and neuromuscular structures are emphasized, in addition to practical application to study and teaching of skilled human movement

- Early Childhood Movement P290: provides students with knowledge of potential outcomes of preschool and elementary school motor development programs, of how to implement such programs, and of appropriate movement

experiences for young children. Also provides opportunities for observing and teaching young

children in a structured gymnasium setting.

As you can see the degree received by the students of the Department of Physical Education is well-deserved. This is just a sample of classes in which the student gains a wealth of knowledge, while working toward his or her final goal.

IUPUI Department of Physical Education Programs
http://www.iupui.edu/~indyhper/pe_degrees.htm

New Equipment for the Center
Jill Hamm

As part of the grant received the STOMP team was able

to purchase equipment for the Center for Young Children. The equipment purchased was a balance beam, balls, obstacle course, scooters, hula-hoops, and jump ropes.

Using equipment in the lessons at the Center for Young Children has helped promote the physical activity that the STOMP team is striving to achieve. The equipment helps to make the lessons more exciting and interesting for the students.

If you are interested in purchasing any equipment for your child, which id not necessary for them to be physically active outside of school. There are many websites and magazines that provide equipment to purchase.

A couple of websites you may find helpful are www.palosports.com and www.athleticstuff.com. Each site divides sports and provides appropriate equipment for each specific sport. Even though equipment isn't necessary for your child to be active outside of school it may help them stay interested and excited about physically activity.