

TECHNOLOGY

I am opting to use video technology ie Windows Movie Maker to integrate into my lesson plan. I am doing this to give the students a “real-life” scenario regarding musculoskeletal injuries that they may not have a chance to see before going out into the professional world.

EVALUATION

- 1.) The students will be learning the mechanism of injury, evaluation, and acute and sub-acute treatments of injuries they are not likely to see within the confines of their educational institution and the athletes within it.
- 2.) The affordance of this type of technology is that the students will have the opportunity to see an injury from the “start” (mechanism) through the evaluative process into the treatment phase. The constraint is that no actual injury would have occurred-it will be in mock setting therefore swelling, bruising, other obvious signs will not be present.
- 3.) Learning will take place through observational learning as well as scaffolding because they will be building previously learned information.
- 4.) Technology will play a very important role because it will afford the students an opportunity to see the majority of the injury process (excluding rehab) with respect to what the athletic trainer must do to figure out what the injury is and what treatments are appropriate. This is unique because the students may not experience these injuries first hand and this is giving them that “experience” to draw from when they are out on their own in the professional world. The only disadvantage is that they are virtually experiencing them, not actually having to calm an athlete down, communicate with them, etc.
- 5.) This information is intended to supplement the current curriculum regarding injury evaluation as established by Commission on Athletic Training Education (CAATE). It is intended to go beyond the “must know” injuries such as basic ankle sprains.
- 6.) While aiming to be visually aesthetic, the videos are intended to be fairly basic as not to distract from dialogue or any of the information being performed.
- 7.) Some learners are visual and some need to hear the information- the videos will appeal to both as dialogue will be just as informative as the video content.
- 8.) I’ll be using a jigsaw method to teach, so the students will be making their own videos and presenting them to the rest of the class. They’ll need to know how to use the movie-making technology and will also need a firm grasp on anatomy and evaluative tests learned in previous material. The teacher would also need to know the technology to be able to give a tutorial and to efficiently troubleshoot.