



Teacher training toolkit supporting the implementation and the dissemination of the MOBAK App

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Technical sheet

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For further information on the BMC-EU DigPro Project please follow the link:

Website: <https://mobak.info/bmc-eu-digpro/>



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1. Introduction

As part of the project “Basic motor competencies in Europe – Digital Promotion (BMC-EU-DigPro)”, a teacher training toolkit consisting of a teacher training concept and a user manual (BMC-EU-DigPro Intellectual Output 5) has been developed to support the implementation and dissemination of the MOBAK App (BMC-EU-DigPro Intellectual Output 3; Lüthy et al., 2023). The aim of the MOBAK App is to support teachers in the diagnosis and promotion of basic motor competencies. After participating in the teacher training, every teacher will be able to use the MOBAK app...

1. ... in physical education (PE) lessons to diagnose basic motor competencies.
2. ... to plan PE lessons to promote basic motor competencies.

The teacher training is intended for all teachers who would like to familiarise themselves with the MOBAK concept and are interested in an app for diagnosing and promoting basic motor competencies. Teachers can use the material to offer further teacher trainings themselves.

2. Teacher training concept

The following is an overview of the teacher training contents. Possible scenarios for implementation of the different theoretical and practical parts of the training are shown.

2.1 Overview of the teacher training contents

In general, the teacher training can be divided into theoretical and practical parts. Some topics have theoretical as well as practical phases. The following schedule (table 1) shows a basic scenario of the teacher training. The basic scenario is based on a minimum implementation time of four hours. Depending on the focus, it is possible to extend the duration of the teacher training. Alternatively, the teacher training could be split into a theoretical and a practical session.

Table 1. Basic scenario teacher training

Time	Topic	Theory/Practice
20'	Moving welcome and introduction	Theory & Practice
10'	MOBAK – Concept and measurement	Theory
40'	MOBAK – Organisation, test procedure and valuation	Theory & Practice
20'	Data processing and evaluation & MOBAK Guidelines for the interpretation of the test results	Theory
20'	Coffee break	
20'	Implementation learning scenario by Teacher trainer	Practice
80'	Planning and Implementation of learning scenarios	Practice
30'	Evaluation, questions, next steps & farewell	

A PowerPoint presentation has been developed for the whole teacher training, regardless of whether it is a theoretical, practical, or a combined session. For the implementation, a seminar or classroom with a projector and in the best case a sports hall is necessary. With the invitation to participate in the teacher training, teachers receive access to the app.

The contents, possible use and implementation of the presentations are described in chapter 3. The teacher training presentation is made available for download. Please follow this link to download the presentation: <https://mobak.info/bmc-eu-digpro/>.

3. The teacher training user manual

This chapter includes a short description of each part of the teacher training. A PowerPoint presentation with all contents has been created for the teacher training.

3.1 Moving welcome and introduction

The teacher training starts with a moving entry. The teacher trainer introduces the learning task “Protecting young fish” and then the learning task “Within shark territory” (Schole et al., 2023) with the participants. This is followed by a mutual introduction of the participants.

The next slides of the presentation serve to structure the whole teacher training. They contain the schedule and general information about the BMC-EU DigPro project.

3.2 MOBAK – Concept and measurement

The “MOBAK – Concept and measurement” part in the presentation is used to describe the concept of basic motor competencies and the MOBAK measurement. First, the difference between basic motor competencies and basic motor qualifications is explained by using the competency structure model of basic motor competencies. The MOBAK test setup and content for the different grades follow (MOBAK 1-2: first and second grade; MOBAK 3-4: third and fourth grade). The test items for the competence areas object movement and self-movement are presented. The presentation concludes with general information about the implementation of the test and test quality criteria.

Structure:

1. MOBAK Concept – Competency structure model
2. MOBAK Measurement
 - a. Test construction
 - b. Test items (MOBAK 1-2; MOBAK 3-4)

- c. Test implementation; Test assessment and test evaluation; Test quality criteria

More information: MOBAK test manual (Herrmann, 2018).

3.3 Organisation, test procedure and valuation

This part of the teacher training is divided in a theoretical and practical part. In the theoretical part, a presentation is used to inform about the organisation and implementation of the MOBAK test instrument. It also includes information about the test rating with the MOBAK app.

In the practical part, the teachers are working with the MOBAK app. They create a new class and insert students. Afterwards the teachers perform the test items themselves and use the MOBAK App to log the results.

Structure:

1. Theoretical part
 - a. Test organisation and test procedure
 - b. Test valuation
2. Practical part
 - a. Create a class
 - b. Insert students (at least 10)
 - c. Conduct the MOBAK test items in groups of three
 - d. Log the results using the app
 - i. Evaluate everyone in the group
 - ii. Fictitiously assess the remaining seven children

More information: MOBAK test manual (Herrmann, 2018); Handbook and guidance material for the implementation of the MOBAK App (Schole et al., 2023.)

3.4 Data processing and evaluation

This theoretical part of the presentation informs about the evaluation and interpretation of the MOBAK test with the MOBAK App. The aim is to combine the results of the test items into a score for object movement, self-movement, and an overall MOBAK score.

Structure:

1. Evaluation of MOBAK 1-4
2. Basic motor qualifications & basic motor competencies

3. MOBAK Total score
4. Summary

More information: MOBAK test manual (Herrmann, 2018).

3.5 Guidelines for the interpretation of the test results

In this part of the training, the teacher trainer shows how teachers can create a PDF and export the test results. It is explained how the test results can be interpreted. A PDF export is shown and is explained by the teacher trainer. The test results can be interpreted by diagnosing educational needs of support. They can be interpreted on class level as well as on student level.

Structure:

1. PDF export of test results – How?
2. Reading guide PDF export
3. Diagnostic of educational needs

More information: MOBAK test manual (Herrmann, 2018); Handbook and guidance material for the implementation of the MOBAK App (Schole et al., 2023)

3.6 Implementation learning scenario by teacher trainer

In this practical part of the teacher training, the learning scenario “Working with the balancing pass” (see Appendix 3) is implemented by the teacher trainer. This practical example is intended to activate the participants and the teacher trainer shows another learning task.

3.7 Planning and implementation of learning scenarios

In the last part of the training, all the information from chapters 3.4 – 3.6 is taken up. The teachers use their own test results to plan a learning scenario (15 min) in a group of three and implement this scenario with everyone. Before the planning phase, the teacher trainer explains where the learning tasks can be found in the app. The example “running” is shown. The teachers generate PDF files of their test results and identify strengths and weaknesses of their (fictitious) classes. Based on these results, they plan a learning scenario. The teachers are supposed to choose one learning task in the app, prepare the material and use the variations, knowledge and understanding and willingness. Afterwards they guide their learning scenario for the other participants.

Structure:

1. Theoretical part
 - a. Learning Tasks – Where to find them?
 - b. Example Running
2. Practical part
 - a. Generate a PDF of the test results
 - b. Identify the strengths and weaknesses of your class
 - c. Based on the results, plan a learning scenario (15 min)
 - d. Guide learning scenario with other participants

3.8 Evaluation, questions, next steps & farewell

At the end of the teacher training the participants can evaluate the teacher training and ask questions. Together they can consider how they want to use the app in the future and the trainer says goodbye to the participants.

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