

Challenges of integrating ICT with physical education

Edited by:

Dr. Gajanana Prabhu B.

Assistant Professor

Department of P G Studies & Research in Physical Education

Kuvempu University

- Appropriate rooms or buildings available to house the technology.
- Availability of electricity and telephony.
- Access to computers.

Teachers

- Teacher professional development should have five foci: 1) skills with particular applications; 2) integration into existing curricula; 3) curricular changes related to the use of IT (including changes in instructional design); 4) changes in teacher role(5) underpinning educational theories.

Education administrators.

- Administrators themselves must be competent in the use of the technology, and they must have a broad understanding of the technical, curricular, administrative, financial, and social dimensions of ICT use in education.

Technical support specialists.

- Installation, operation, and maintenance of technical equipment (including software), network administration, and network security.
- Without on-site technical support, much time and money may be lost due to technical breakdowns.

Content developers.

- The bulk of existing ICT-based educational material is likely to be in English or of little relevance to education in developing countries.
- need to develop original educational content
- radio programs, interactive multimedia learning materials on CD-ROM or DVD, Web-based courses, etc.

Technology budget for PE is also a cause for concern

Technology should not replace PE teaching,
but rather it should improve it

Lack of interest in ICT

Resistance to changing methodologies

Abuse of use and dependence

Students' isolation

Excess of virtual reality

Excessive work on theoretical content