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The Use of Interactive Media in Teaching of Human Kinetics (Kinesiology)

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Abstract

This paper x-rays how teachers of kinesiology (human kinetics) can utilize interactive media to enhance teaching of the subject. Interactive media are those media that challenges the learner to interact with the media devices as well as with each other. The Use of interactive media opens up the creativity and potentials of the learner as it awakens the learner's senses and activates all the senses to be attentive hence encouraging learning. Kinesiology instructors can make use of interactive media types like the internet, websites, web-page browsers, Pc games, Online games, Board games, e-mails and simulations to assist, and complement teaching to ensure effective teaching, and learning.

Introduction

Interactive media according to Wikipedia refers to products and services on digital computer-based systems which respond to the user's actions by presenting content such as text, graphics, animation, video, audio, games, etc.; a method of communication in which the programme's outputs depend on the user's inputs and

the user's inputs in turn affect the programme's outputs. Interactive media engage the user and interact with him or her in a way that non-interactive media do not. Websites and video games are two common types of interactive media. Video games are considered a form of interactive media in the sense that players use controllers to respond to visual and sound cues on the screen that are generated by a computer programme. Movies and most TV shows are generally not considered interactive media; however, shows that require audience participation could be considered interactive media.

Investopedia explains that, Social networking websites are an example of interactive media. The sites use graphics and text to allow users to share photos and information about themselves, chat and play games. Any form of interface between the end user/audience and the medium may be considered interactive. Interactive media is not limited to electronic media or digital media. Board games, pop-up books, game books, flip books and constellation wheels are all examples of printed interactive media. Books with a simple table of contents or index may be considered interactive due to the non-linear control mechanism in the medium, but are usually considered non-interactive since the Majority of the user experience is non-interactive reading. Interactive media are an instance of a computational method influenced by the sciences of cybernetics, autopsiesis and system theories, and challenging notions of reason and cognition, perception and memory, emotions and affection.

An essential feature of interactivity is that itis mutual: user and machine each take an active role. Most interactive computing systems are for some human purpose and interact with humans in human contexts. Manovich 2001 complains that, 'In relation to computer-based media, the concept of interactivity is a tautology. Therefore, to call computer media "interactive" is meaningless — it simply means stating the most basic fact about computers' (Dix, et al 2004). Nevertheless the term is useful to denote an identifiable body of practices and technologies.

Types of Interactive Media

Interactive media can refer not only to media that interacts with the user, but also media that makes users interact with each other. In this sense, video games that require multiple players or social networks are the best examples, but any online forums or even email could fit in this category. Users can post status updates, photos, and video on social media outlets, which usually become immediately visible to other users. Those other users can immediately post reactions. Any online resource database can be considered part of the different types of interactive media because it requires people to conduct active research. In that sense, even print books such as encyclopaedias or dictionaries could be viewed as part of this category; they require users to actively search through the index for the necessary information. Board games

can be considered interactive because they require players to make decisions and manipulations similar to those required when playing video games.

Some of the different types of interactive media could be websites, digital video recorders (DVRs), computer games, online forums, email and even social networks. Interactive media can even include things like board games or print dictionaries that make the user engage with the content in an active manner. Simply using the Internet for research or to read news can be considered interactive because users make decisions about what information to consume, as opposed to just passively consuming information. Interactive images, maps, or timelines allow users to click on the image to receive additional information. Video games are another strong example because the player must take active action to play the game by making decisions and manipulating the game character. Similarly, interactive simulation allows individuals to use computers to recreate real-life situations and practice the necessary behaviour.

Audio and video in their traditional form simply transmit information that the audience accepts passively. Sometimes radio and television can be interactive if they include other forms of media like animated graphics or encourage the audience to call in to ask questions, express opinions, or play games. In recent years, the digital video recorder (DVR) has made television much more interactive. Now, instead of just watching television programs when they are broadcast, people can use DVR5 to take initiative by recording favourite programmes to watch at a later time.

Below are various types of interactive media:

1. The Internet

The Internet is a global network connecting millions of computers. More than 100 countries are linked into exchanges of data, news and opinions. According to Internet World Statistics, as at December 31, 2011, there was an estimated 2,267,233,742 Internet users worldwide. The number of Internet users represents 32.7 percent of the world's population.

Unlike online services, which are centrally controlled, the Internet is decentralized by design. Each Internet computer, called a host, is independent. Its operators can choose which Internet services to use and which local services to make available to the global Internet community. Remarkably, this anarchy by design works exceedingly well. There are a variety of ways to access the Internet. Most online services offer access to some Internet services. It is also possible to gain access through a commercial Internet Service Provider (ISP). No one actually owns the Internet, and no single person or organization controls the Internet in its entirety. The Internet is more of a concept than an actual tangible entity, and it relies on a physical infrastructure that connects networks to other networks. The Internet is not

synonymous with World Wide Web. The Internet is a massive network of networks, a networking infrastructure. It connects millions of computers together globally, forming a network in which any computer can communicate with any other computer as long as they are both connected to the Internet. The World Wide Web, or simply Web, is a way of accessing information over the medium of the Internet. It is an information-sharing model that is built on top of the Internet.

2. Web-search Engines

A web search engine is a software system that is designed to search for information on the World Wide Web. The search results are generally presented in a line of results often referred to as search engine results pages (SERPs). The information may be a mix of web pages, images, and other types of files. Some search engines also mine data available in databases or open directories. Unlike web directories, which are maintained only by human editors, search engines also maintain real-time information by running an algorithm on a web crawler. The usefulness of a search engine depends on the relevance of the result set it gives back. While there may be millions of web pages that include a particular word or phrase, some pages may be more relevant, popular, or authoritative than others. Most search engines employ methods to rank the results to provide the "best" results first. How a search engine decides which pages are the best matches, and what order the results should be shown in, varies widely from one engine to another. The methods also change over time as Internet usage changes and new techniques evolve. There are two main types of search engine that have evolved:

a. One is a system of predefined and hierarchically ordered keywords that humans have programmed extensively.

b. The other is a system that generates an "inverted index" by analysing texts it locates. This first form relies much more heavily on the computer itself to do the bulk of the work.

3. Website

Websites have many functions and can be used in various fashions; a website can be a personal website, a commercial website, a government website or a non-profit organization website. Websites can be the work of an individual, a business or other organization, and are typically dedicated to a particular topic or purpose. Any website can contain a hyperlink to any other website, so the distinction between individual sites, as perceived by the user, can be blurred. Websites are written in, or converted to, HTML (Hyper Text Markup Language) and are accessed using a software interface classified as a user agent. Web pages can be viewed or otherwise accessed from a range of computer-based and Internet-enabled devices of various sizes, including desktop computers, laptops, PDA5 and cell phones. A website is

hosted on a computer system known as a web server, also called an HTTP server. These terms can also refer to the software that runs on these systems which retrieves and delivers the web pages in response to requests from the website's users.

4. Pc Games

PC games, also known as computer games, are video games played on a general-purpose personal computer rather than a dedicated video game console or arcade machine. Their defining characteristics include a lack of any centralized controlling authority and greater capacity in input, processing, and output. PC games reached widespread popularity following the video game crash of 1983, particularly in Europe, leading to the era of the "bedroom coder". From the mid-90s onward they lost mass-market traction to console games before enjoying resurgence in the mid-2000s through digital distribution. The uncoordinated nature of the PC game market and its lack of physical media make precisely assessing its size difficult.

5. Online Game

An online game is a video game played over some form of computer network. This network is usually the internet or equivalent technology, but games have always used whatever technology was current: modems before the Internet, and hard wired terminals before modems. The expansion of online gaming has reflected the overall expansion of computer networks from small local networks to the internet and the growth of Internet access itself. Online games can range from simple text based environments to games incorporating complex graphics and virtual worlds populated by many players simultaneously. Many online games have associated online communities, making online games a form of social activity beyond single player games.

Online gaming is a technology rather than a genre, a mechanism for connecting players together rather than a particular pattern of game play. Online games are played over some form of computer network, typically on the Internet. One advantage of online games is the ability to connect to multiplayer games, although single-player online games are quite common as well. A second advantage of online games is that a great percentage of games don't require payment. Also third that is worth noting is the availability of wide variety of games for all type of game players.

6. E-mail

Electronic mail, most commonly referred to as email or e-mail since 1993, is a method of exchanging digital messages from an author to one or more recipients. Modern email operates across the Internet or other computer networks. Some early email systems required that the author and the recipient both be online at the same time, in common with instant messaging. Today's email systems are based on a store-and-forward model. Email servers accept, forward, deliver, and store messages.

Neither the users nor their computers are required to be online simultaneously; they need connect only briefly, typically to a mail server, for as long as it takes to send or receive messages. Historically, the term electronic mail was used generically for any electronic document transmission. Email is an information and communications technology. It uses technology to communicate a digital message over the Internet. Users use email differently, based on how they think about it. There are many software platforms available to send and receive. Popular email platforms include Gmail, Hotmail, Yahoo! Mail, Outlook, and many others.

7. Board Games

A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. Games can be based on pure strategy, chance (e.g. rolling dice), or a mixture of the two, and usually have a goal that a player aims to achieve. Early board games represented a battle between two armies, and most modern board games are still based on defeating opposing players in terms of counters, winning position, or accrual of points (often expressed as in-game currency). There are many varieties of board games. Their representations of real-life situations can range from having no inherent theme (e.g. checkers), to having a specific theme and narrative (e.g. Cluedo). Rules can range from the very simple (e.g. Tic-tac-toe), to those describing a game universe in great detail (e.g. Dungeons & Dragons) — although most of the latter are role-playing games where the board is secondary to the game, serving to help visualize the game scenario. The time required to learn to play or master a game varies greatly from game to game. Learning time does not necessarily correlate with the number or complexity of rules; some games having profound strategies (e.g. chess or Go) possess relatively simple rule sets.

8. Social Networks

The social network is a theoretical construct useful in the social sciences to study relationships between individuals, groups, organizations, or even entire societies (social units, see differentiation). The term is used to describe a social structure determined by such interactions. The ties through which any given social unit connects represent the convergence of the various social contacts of that unit. This theoretical approach is, necessarily, relational.

An axiom of the social network approach to understanding social interaction is that social phenomena should be primarily conceived and investigated through the properties of relations between and within units, instead of the properties of these units themselves. Thus, one common criticism of social network theory is that individual agency is often ignored although this may not be the case in practice (see agent-based modelling). Precisely because many different types of relations, singular or in combination, form these network configurations, network analytics are useful to

a broad range of research enterprises. In social science, these fields of study include, but are not limited to anthropology, biology, communication studies, economics, geography, information science, organizational studies, social psychology, sociology, and sociolinguistics.

Simulations

Simulation is the imitation of the operation of a real-world process or system over time. (Banks et al, 2001) state that the act of simulating something first requires that a model be developed; this model represents the key characteristics or behaviours/functions of the selected physical or abstract system or process. The model represents the system itself, whereas the simulation represents the operation of the system over time.

Simulation is used in many contexts, such as simulation of technology for performance optimization, safety engineering, testing, training, education, and video games. Often, computer experiments are used to study simulation models. Simulation is also used with scientific modelling of natural systems or human systems to gain insight into their functioning. According to encyclopaedia of computer science, Simulation can be used to show the eventual real effects of alternative conditions and courses of action. Simulation is also used when the real system cannot be engaged, because it may not be accessible, or it may be dangerous or unacceptable to engage, or it is being designed but not yet built, or it may simply not exist (Sokolowski & Banks, 2009).

Key issues in simulation include acquisition of valid source information about the relevant selection of key characteristics and behaviours, the use of simplifying approximations and assumptions within the simulation, and fidelity and validity of the simulation outcomes.

The Use of Interactive Media in Enhancing Teaching and Learning

The term interactive media was first used to describe newspapers more than two centuries ago. Today media has many different connotations. For instance, there are mass media, print media, visual media and social media. While media can take on many different forms, the purpose of all media is universally the same — media is a channel of communication.

Interactive Media can be used in direct instruction, active learning teaching strategies and student projects. Existing media resources can be used within lectures to stimulate interest in and develop knowledge of the material being taught. This traditional approach is teacher-centric, and information is pushed to the learner. Interactive Media allows the instructor to facilitate the transfer of expert knowledge to novice learners. Given the tremendous rate of technological change, instructors face an ongoing challenge in choosing the most effective media platform to reach

their students. Instructors can also create their own media to effectively and efficiently convey knowledge.

Existing internal media resources can also be used to engage students and facilitate active learning strategies which promote deeper learning. For example, media provides a useful platform for teaching with cases, cooperative learning, problem solving, and for giving more interactive lecture demonstrations.

Student-created media involves a high degree of engagement; promotes individual learning, social interaction and immersion; and is highly customizable and collaborative. Student-created media provide an alternative or a complement to traditional undergraduate student research. By doing a digital storytelling project, personal reflection and communication by students can be promoted.

The Advantages of Using Interactive Media to Enhance Teaching and Learning

1. Many media sources (feature films, music videos, visualizations, news stories) have very high production quality capable of showcasing complex ideas in a short period of time. This helps develop quantitative reasoning. Interactive Media offers both cognitive and affective experiences. It can provoke discussion, an assessment of one's values, and an assessment of self if the scenes have strong emotional content.
2. The use of interactive media sources help connect learners with events that are culturally relevant. As a result, a positive consequence of utilizing media is that instructors must keep their materials and examples up-to-date. News stories can be used to connect theories taught in the classroom with real world events and policies.
3. The use of media in the classroom enables students to see concepts and new examples when they are watching television, listening to music, or are at the movies with friends. Students can experience worlds beyond their own, especially if the media is sharply different from their local environment.

In addition to numerous advantages, there are also a number of cautions that faculty should keep in mind in utilizing media. Using media requires a complete understanding of copyright law, an appreciation of the workload involved, and some skill in recognizing content that will enhance learning, instead of becoming a distraction.

Kinesiology: Conceptual Overview

Kinesiology, also known as human kinetics, is the scientific study of human movement. Kinesiology addresses physiological, mechanical, and psychological mechanisms. Applications of kinesiology to human health include: biomechanics and orthopaedics; strength and conditioning; sport psychology; methods of rehabilitation,

such as physical and occupational therapy; and sport and exercise, OKA (2009). Individuals who have earned degrees in kinesiology can work in research, the fitness industry, clinical settings, and in industrial environments, CKA (2009). Studies of human and animal motion include measures from motion tracking systems, electrophysiology of muscle and brain activity, various methods for monitoring physiological function, and other behavioural and cognitive research techniques, (Bodo et al, 2007 and Ahmed et al 2007). Kinesiology as described above should not be confused with applied kinesiology, a controversial medical diagnostic method. The word kinesiology comes from the Greek word kinein, which means "to move' Kinesiology is the study of human and animal movement, performance, and function by applying the sciences of biomechanics, anatomy, physiology, psychology, and neuroscience. Applications of kinesiology in human health include; physical education teacher, and the rehabilitation professions, such as physical and occupational therapy, as well as applications in the sport and exercise industries. Kinesiology is a field of scientific study, and does not prepare individuals for clinical practice. A bachelor's degree in kinesiology can provide strong preparation for graduate study in biomedical research, as well as in professional programs, such as allied health and medicine.

Scope of Practice of Kinesiologists

Kinesiologists work in a variety of roles as health professionals. They work as rehabilitation providers in hospitals, clinics and private settings working with populations needing care for musculoskeletal, cardiac and neurological conditions. They provide rehabilitation to persons injured at work and in vehicular accidents.' Kinesiologists also work as functional assessment specialists, exercise therapists, ergonomists, return to work specialists, case managers and medical legal evaluators. They can be found in hospital, long term care, clinic work, and community settings. Specifically they can take one or more of these roles:

1. **Health Promotion:** Kinesiologists working in the health promotion industry work with individuals to enhance the health, fitness, and well-being of the individual. Kinesiologists can be found working in fitness facilities, personal training/corporate wellness facilities, and industry.
2. **Clinical/Rehabilitation:** Kinesiologists work with individuals with disabling conditions to assist in regaining their optimal physical function. They work with individuals in their home, fitness facilities, rehabilitation clinics, and at the worksite. They also work alongside physiotherapists and occupational therapists.
3. **Ergonomics:** Kinesiologists work in industry to assess suitability of design of workstations and provide suggestions for modifications and assistive devices.

4. **Health and Safety:** Kinesiologists are involved in consulting with industry to identify hazards and provide recommendations and solutions to optimize the health and safety of workers.
5. **Disability Management/Case Coordination:** Kinesiologists recommend and provide a plan of action to return an injured individual to their optimal function in all aspects of life.
6. **Management! Research! Administration! Health and Safety:** Kinesiologists frequently fulfil roles in all above areas, perform research, and manage businesses.
7. **Teachers/instructors:** Khiesiologists serve as teachers at all levels of education, training students in the field and study of human kinetics. They may also work as fitness instructors and wellness specialists.

The Use of Interactive Media in Enhancing Teaching of Kinesiology

Interactive media are those media that challenges the learner to interact with the media devices as well as with each other. The Use of interactive media opens up the creativity and potentials of the learner as it awakens the learner so senses and activates all the senses to be attentive hence encouraging learning. Students tend to remember 20% of what they see 40% of what they see and hear together and encouragingly, they remember 75% of what they see, hear and do simultaneously (Chigozie-Okwum, 2014). Interactive media is advantageous to teaching in the sense that these interactive media when used as instructional media can be used to supplement or complement the teachers' efforts in ensuring effective learning of the students. However, it is recognized that conventional media technologies can no longer meet the needs of teaching and learning process, the resultant effects is that these conventional media technology like use if un-interactive books, are being replaced by interactive media technologies. These interactive media technologies, provide a learning environment that is self-pace, learner-controlled and individualized (Chigozie-Okwum, 2014).

Interactive Media complements instructor-led learning by encouraging students to listen to music, read print materials, or watching a documentary or movie clip. The primary advantage of this approach is that the instructor takes on the role of a facilitator who helps students interpret what they are listening to, reading or seeing. Interactive Media can also be student-generated. This approach utilizes asks the student to step into the role of the teacher and create content that will engage learners and help them to master concepts. Lastly, social media can also be used to enhance teaching and learning and it includes varied online technology tools that allow people to communicate easily via the internet to share information and resources.

Using interactive media requires that the instructor step outside of the traditional lecture method and facilitate learning by encouraging students to learn through the media. This approach works best when students are primed. If students are not adequately informed about what they are expected them to learn, they will struggle to make the connection between the learning objectives and the media that they are exposed to.

Tips on How to Introduce Interactive Media in Teaching

1. Start small. Find one movie, song, or news source and incorporate it into your class. Expand once you are comfortable.
2. Provide a clear link between what you want your students to learn and the media. Care must be taken provide the proper learning context.
3. It takes time to integrate media effectively into a course. This is not edutainment; it is the conscious use of media to enable students to learn more. 4. Use the subtitles feature for visual media. This is especially useful in focusing student attention on the words being said.
4. Be prepared: Technology does not work 100% of the time so have a backup plan. If the media equipment does not work, go to plan B and continue on with your class without missing a beat.
5. Evaluate student understanding. Students respond to incentives. If you require them to write a reaction paper, take a quiz, or place questions on your exams that relate to the media content they will pay more attention and learn more in the process.
6. Stay legal. View the copyright information on the cautions page.

Involving students in creating interactive media encourages collaboration, accountability, creativity, and mastery of ideas and concepts. Importantly, one does not need a large budget, fancy studio, or advanced degree to create original media that is informative, entertaining and educational. An article by Joshua Kim notes that video projects are inexpensive to create and that this approach also encourages non-linear learning. Instructors do not need to be media sawy. Our students have grown up in the digital age and they are comfortable with technology. Instructors should help students focus on creating content that is meaningful for the intended audience.

More specifically kinesiology teachers can make use of interactive media viz:

1. The internet provides a global database of all readily available information spanned across the entire globe. Information spread on the internet provides an easy assess for instructors and teachers to research and update themselves from the wealth of information published daily on the internet. Updating their

knowledge base will ensure that the transfer up to date, and quality information to their students. The difference between reading printed books and reading these same books online over the internet showcases the beauty of interactive media. Online books have hyperlinks. Hyperlinks are links that when clicked can take the reader to another page, book, web page or entirely different document all together. When reading online books, these hyperlinks make the experience interactive as these hyperlinks can provide feed backs to the authors, and provide pages where frequently asked questions, and queries can be answered.

2. Websites can help teachers of kinesiology interact with each other, find out information about each other, and also share vital information about their field of specialisation, research findings, and new areas. Popular kinesiology websites include www.oka.on.ca (Ontario Kinesiology Association website), www.cka.ca (Canadian kinesiology Association).

3. Web search engines provide the easiest way of gathering information just about any discipline, topic or context. Teachers of kinesiology can build up literature by taking advantage of the various web search engines available. Examples include Google, Netscape, fox browser, yahoo, etc.

4. Video games, online games and board games are a good way of teaching students concepts easily. Because students are experimental, being youths and teenagers, they tend to have flare for playing games, and involving critical thinking skills in trying to understand the concepts behind these games. It will however be rewarding to design games with lesson topics in kinesiology, where by these students enjoy the pleasures of playing these games and as well learn the lesson topics being taught by the games.

5. Simulations are another way teachers can interactively teach their students. Computer experts in the field of artificial intelligence can lease with Kinesiology teachers to produce models and simulations that can assist the teachers and students in their teaching and learning. Intelligent tutorial systems can also be developed to this end, to either supplement or complement the teacher.

6. Social networks stand as one of the greatest landmark achievements of research into information and communication technology. Social networks like Facebook and tweeter can help the teacher disseminate information at the shortest possible run time to his students; Instagram can help him share pictures to his students as well. Teachers of kinesiology can create Facebook pages for his classes. Where they can interact with his students and collect feed backs from the students. The beauty of interactive media is the two -way traffic approach, where sharing of information is not one sided. Hence social

networking media as an interactive media enables the students to supply real-time feed backs and responses to their teachers. Social networks like Skype provide video conferencing, whereby the students and teachers can have online conferences which can be very rewarding when used for tutorials or used to solve class assignments. The beauty of the online conference is that participants who in this case are students and teachers can log into the conference from any remote location irrespective of geographical location or demographics.

7. Email is another interactive media that can help kinesiology teachers bridge the gap between them and their students. Assignments can be disseminated through students' emails, and answers can also be collated via this same medium. Project students can also exchange correspondence with their project supervisors via email, irrespective of geographical distance between them.
8. Instructors can engage students and produce more meaningful and deep learning experiences by using films, television shows, popular music, news stories, literature, documentaries, and videos from sources such as youTube.

Media can be a component of active learning strategies such as group discussions or case studies. Media could be a a film clip, a song you hear on the radio, podcast of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience.

The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges, between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.

Interactive Media like all other teaching techniques should be used judiciously in the learning process. Media can be used to motivate discussions or lock in concepts. However, there are a number of important considerations for faculty before they integrate media or ask their students to use or develop media in their courses. This section explores tips for effectively using media, notes a number of common mistakes to be avoided and describes how to involve students in creating media on their own. The dramatic growth of social media creates new opportunities for engaging students. These include social networking sites such as Facebook, MySpace, Linkedln, and Twitter along with blogs and wikis.

Conclusion

Interactive Media is a method of communication in which the program's outputs depend on the user's inputs, and the user's inputs in turn affect the program's

outputs. Interactive media engage the user and interact with him or her in a way that non-interactive media do not. Websites and video games are two common types of interactive media. Movies and most TV shows are generally not considered• interactive media; however, shows that require audience participation could be interactive Media complements instructor-led learning by encouraging students to listen to music, read print materials, or watching a documentary or movie clip. The primary advantage of this approach is that the instructor takes on the role of a facilitator who helps students interpret what they are listening to, reading or seeing. Media can also be student-generated. This approach asks the student to step into the role of the teacher and create content that will engage learners and help them to master concepts. Lastly, social media can also be used to enhance teaching and learning and it includes varied online technology tools that allow people to communicate easily via the internet to share information and other resources. Kinesiology teachers can utilize several forms of instructional media to enhance their teaching experience, such media forms might include, the internet, websites, web search engines, PC games, online games, board games, emails, simulations and so on.

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