

1. Content: What is the content you are teaching and what are the big ideas? What are the challenging concepts that students struggle with or are difficult to teach? Consider your state standards (GLCEs or HSCEs) as you develop the essential questions you are trying to address.

The main thing that I will be teaching is proper mechanics for hitting a baseball. The challenging part of this is that many athletes are at different points in their learning continuum as well as many athletes have different issues with their swing.

2. Pedagogy: What pedagogical strategies are you using and why? What theories of learning inform your strategies? What learner characteristics did you take into consideration?

Modeling the use of technology in teaching the students, as well as showing them models of successful hitters next to the video of the students swing.

Discussion between teacher and player as well as between the whole team to figure out what the players problems may be.

Drills and practice- after using the video technology, creating specific drills for athletes who are struggling with problems.

3. Content & Pedagogy: How do these particular strategies help you teach the content mentioned above? Why choose these strategies over other approaches? Are there any technical or physical constraints that figured significantly into your choices?

These strategies are important, because baseball is a hands on sport and in order to learn the proper mechanics, the use of modeling as well as drills will help the player succeed. Additionally, through discussion, the team is more unified and feels more responsibility for each player's outcome.

4. Technology: What technology will you be using and why? Is the use of this technology absolutely necessary to achieve your objective? That is, would be impossible to teach the lesson without it? Remember that content specific technology (e.g., probes, graphing calculators, Geometer's Sketchpad, United Streaming videos) are used to teach a content-specific concepts, whereas content-general technologies (e.g., Flash animation, Web 2.0 technologies) may facilitate deeper understanding by allowing students to manipulate information, explore a "network of ideas," and investigate multiple representations of material.

I will be using video apps on my phone including Right View Pro (RVP) and Coach's Eye. This technology is essential in helping hitters reach their full potential. The thing that is most helpful through recording swings is that not only is the feedback correct, it is immediate. Through RVP I am able to record a player's swing and compare it to a professionals motion. Coach's Eye allows me to slow a player's swing down to see where he/she is mechanically wrong allowing me to know what needs to be fixed. The students also have the ability to see their swing immediately and acknowledge their shortcomings as well.

5. Technology & Pedagogy: How does the technology you have chosen fit with your pedagogical strategies and theories about learning? What types of learning strategies are employed by the technology?

The technology I have chosen is in my mind is a perfect fit for what I am trying to achieve. The players will have the opportunity to see themselves swing and find their errors. Modeling professionals and players side by side will help with the behaviorism approach to give immediate feedback.

6. Technology & Content: How does your choice of technology help you teach the "big ideas" and address the essential questions underlying the concept your lesson addresses?

The big idea here is to create more mechanically sound hitters and through the use of video recording and feedback, the students should improve their swings significantly.

7. Assessment: What do you want your students to know, and how will you know when they know it? How will you assess what students have learned? What role does technology play in these assessments?

I want my students to learn to become better hitters but also learn how to see mechanical problems in their own and teammates swings. I will assess students learning through the use of the technology. During different points of the season, I will compare their old swings with their new swings to see what has changed for the better. What is useful about this assessment strategy is that it is individualized for each player- one student may have improved on keeping his/her eye on the ball while another stopped breaking his/her wrists.

<i>Baseball Unit- Proper swinging mechanics</i>		Teacher: Carly Schmand
Duration- 80 minutes		
		<u>Equipment</u> : Bats, balls, tees, pitching machine, batting cages, iPhone with apps downloaded, computer
<u>Specific Objective</u> : To learn proper swinging mechanics and improve current swings		
<u>Concomitant Objective</u> : Have fun		
Time	Procedures Followed	<b>Materials</b>
10 Minutes	Warm Up: Dynamic Stretching	

1-2 minutes	Gather to explain what the plan for the day is- using video technology to record and analyze swings. Break into groups of two (players may choose partners)	
1-2 Minutes	Loosen up swings, work on mechanics, set up tees	Bats, tees, balls
20-30 minutes	<p>Have one pair in the batting cage- one student is hitting off of pitching machine while the partner is watching the swings and the video recording, then switch.</p> <p>Other pairs are set up on different tee and hitting drills – 2 ball, inside/outside, soccer balls, soft toss, bunting. Guided Practice with Corrective Feedback: walk around giving feedback on drills and help groups that are struggling</p>	<p>Batting cage, pitching machine, balls, bats, iPhone</p> <p>Tees, bats, balls</p>
10 minutes	After all players have had a chance to be recorded, they will work on bunting drills while I connect the iPhone to the computer and download the video clips.	<p>Bats, balls</p> <p>iPhone, computer</p>
10-15 minutes	Once videos are loaded, gather team to watch and critique each players swing- taking turns giving feedback. Each player will receive one piece of important feedback for them to focus on for the next practice. Students will write down what they need to focus on in a notebook.	Computer, notebooks
1 Minutes	Lesson Review/Checking for Understanding:	
Teacher Notes and Evaluation:		