

Westsächsische Hochschule Zwickau
University of Applied Sciences

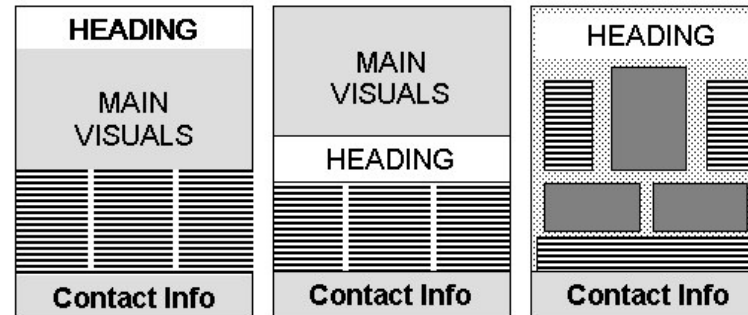
Poster-Präsentation

Layoutsystematik

Um am Ende ein ansprechendes Poster zu haben, ist es wichtig, sich über den kompositorischen Aufbau des Posters einige Gedanken zu machen.

Dabei ist es, besonders für die weniger Kreativen unter uns, hilfreich, einige wenige Schritte bis zum fertigen Poster zu durchlaufen.

Im Folgenden werden daher die wichtigsten Phasen des Layoutprozesses gezeigt.



Weiter mit [Schritt 1](#)

Schritt 1 - Scribble

- lockere **Freihandskizze**, in der die wesentlichen Elemente angeordnet werden
- **erster Eindruck** über wichtige Elemente entsteht
- Größe und **Anordnungsprinzipien** werden sichtbar
- typisch: lockerer Strich und **Verzicht auf Details**
- **Layoutelemente**:
 - Inhaltstext als Linien
 - Headlines als "XIOXI"
 - Rechteckbilder als durchkreuzte Rechtecke
 - Freiformen als Konturlinien

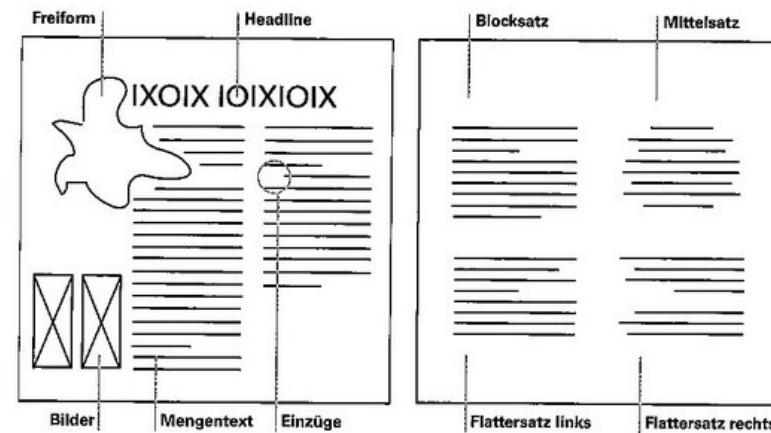


Abb. 1: Scribble

Von diesen Scribbles möglichst viele verschiedene Varianten zeichnen,
dann die besten Ideen im nächsten Schritt am PC umsetzen!

Weiter mit [Schritt 2](#)

Ordnung schaffen

- **zentrales Anliegen** beim Layout: Ordnung schaffen
- **Bezüge** zwischen den unterschiedlichen Elementen zu schaffen
- **gedachte Linien**, an denen die Elemente ausgerichtet sind, besonders bei gleichartigen Elementen



- Mehrere Bilder an **gemeinsamer Ober-, Unter- oder Seitenkante**
oder:
- Textelemente und Bilder **an einer Linie ausrichten**

!!! Achtung !!!

- Zu viel Ordnung kann langweilig wirken
- Besser: Einzelne Elemente bewusst aus dem Liniensystem ausbrechen lassen
- Doch Vorsicht: Positionen, die gerade so aus der Position abweichen vermeiden, das sieht verunglückt aus.

Weiter mit [Schritt 3](#)

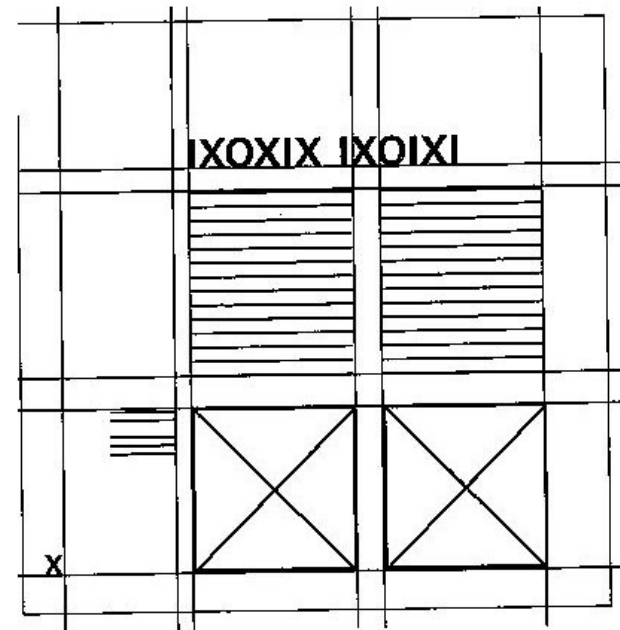


Abb. 1: Liniennaster

Umsetzung

- **Nicht überladen**: Leere Flächen wirken wohltuend und unterstützen die Übersicht
- Unterteilung/Abgrenzung in **Kästen und Textfeldern (Abb. 1)**
- maximal 50% Text

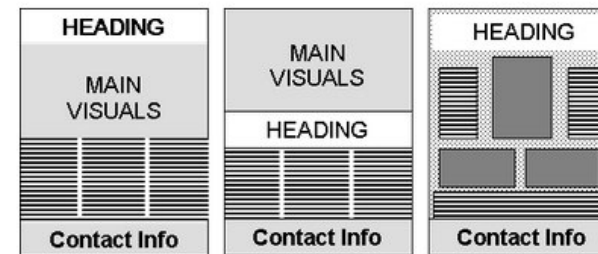


Abb. 1: Unterteilung

- **Eingeschränkter Lesebereich** beachten (Abb. 2)
- einheitliches Layout und **einheitliche Beschriftung** von Grafiken etc.
- **"Roten Faden"** erkennbar machen: Nutzung von Nummerierung, farbigen Abstufungen o. ä. um durch das Poster zu führen

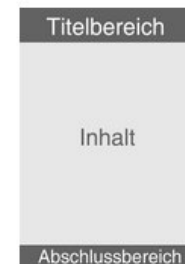


Abb. 2: Inhalt als Lesebereich

- **Leserichtung**: Festlegung der Reihenfolge, in der das Poster gelesen wird (Abb. 3)
 - ⇒ Ein zentrales Element mit Erklärungen
 - ⇒ von links nach rechts in vertikalen Spalten
 - ⇒ von links nach rechts in horizontalen Spalten

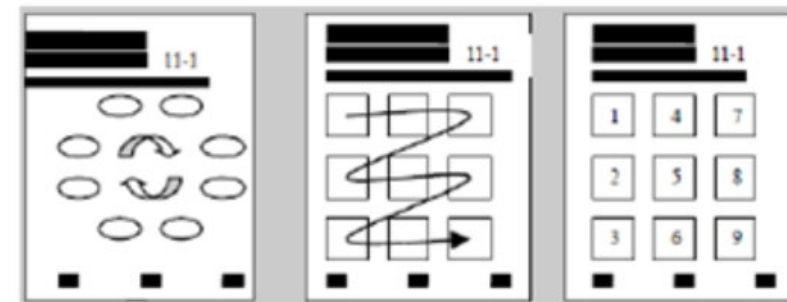
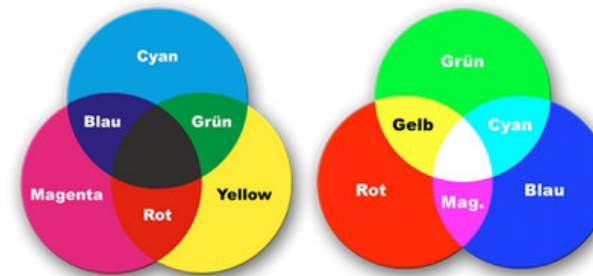


Abb. 3: Leserichtungen

Die Farbe

- **Verschiedene Farben** (Überschriften, Textteile, Schlussfolgerungen) verleihen Struktur
- **Achtung!** Nicht zu viel Farbe
- Wichtig: **Lesbarkeit** und **Farbwirkung**



Weiter zu [Die Grafiken](#)

Lesbarkeit

- Tipp 1:

Keine grelle Schriftfarbe, wenn der Hintergrund schon in Signalfarbe



- Tipp 2:

Oft reicht es, Farbe abzuschwächen oder zu verdunkeln.



- Tipp 3:

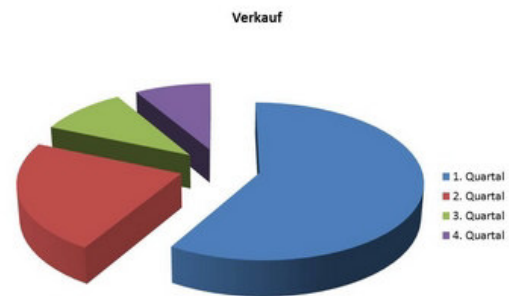
Ideales Zusammenspiel → Gedeckte Farben in Kombination mit leuchtender Farbe



Weiter zu [Farbwirkung](#)

Die Grafiken

- selbsterklärend
- einfach und nur essentielle Informationen
- Max. 5 grafische Darstellungen pro Poster
- Gut erkennbar, d. h. mind. 13 x 18 cm
- Beschriftung nicht vergessen
- Sparsamer im Umgang mit Farben (siehe auch [Die Farbe](#))
- Keine Muster oder Bilder im Hintergrund (lenken ab + erschweren das Lesen)





Poster-Gestaltung

-
- **Plakatrahmen WHZ**
<https://www.fh-zwickau.de/service/corporate-design/>
 - Größe A0

When and how do teachers cooperate?

An interview study in the context of school internships in Physical Education Teacher Education



Introduction

An increase of the practical proportion in teacher education also implies stronger emphasis on the relationship and cooperation between students and mentoring teachers. Study results unanimously agree that the teachers take significant influence on the learning process during school internships. In theory, they serve as role models for students, arrange scaffolding and initiate reflection processes and promote independency. However, students experience school internships as incoherent and perceive contradictions between university and schools (especially between theory and practice) (Hascher, 2006). To develop professional competence, theoretical knowledge and practical teaching skills need to be combined (Blömeke, Gustafsson, Shavelson, 2015).

Methods

13 structured guideline interviews have been conducted with teachers who cooperate as mentors with university scholars in Hamburg, Germany, in the central internship for PE master students (six months duration). In the accompanying seminars, tasks for student-mentor interaction were being developed and carried out. The guideline interviews focused on the mentors' experiences of those tasks but also involved general questions on the expectations, benefits and limitations of their involvement. Qualitative content analysis has been conducted and produced a heuristic category system (Kuckartz, 2014).



The project is funded by the „Qualitätsinitiative Lehrerbildung“ from the German ministry for education and research.

Results

The qualitative data analysis revealed six influences on teachers willingness to cooperate with students and academic staff in school internships: (1) Flexibility of cooperation; (2) Type of Theory used in cooperation; (3) Fit of task in cooperation to subjective beliefs; (4) Preparation for second phase of teacher education; (5) Support; (6) Benefit-burden-balance

Exemplaric description of „Flexibility of cooperation“

Teachers cooperate in a more dedicated and motivated way when there is a high level of flexibility for them to decide *when, where and on what topics* they want to collaborate. They also prefer to be flexible whether to attend students in the preparation, execution or reflection of their lessons.



Interview excerpt:

Teacher: „Well, I got an email that we should cooperate with university students and staff. I got interested and liked the idea to get new insights and also to support students. But then I thought I'd never manage to go to the seminar sessions, you'd have to live round the corner. Of the university. So the students and I found our own way to cooperate; we met to plan lessons together, talked about learning material and specific student groups ...“

Discussion

The study indicates that academic knowledge needs to be transformed to be productively implemented in student-mentor interaction. Subjective theories of mentors (as opposed to objective theories) are crucial for cooperation, especially with regard to emotional support and the learning process of students. The attitudes whether to co-structure the learning process of the students or rather act passively before and during lessons and focus on post-reflection differ significantly amongst mentors. Mentors positively evaluate working on the tasks with the students, but express the need to be able to handle them flexibly (space, time). The results will be used to modify and dilate tasks.

Literature

- Blömeke, S., Gustafsson, J.-E. & Shavelson, R. J. (2015). Beyond Dichotomies. Competence viewed as a Continuum. *Zeitschrift für Psychologie*, 223 (1), 3-13. doi: 10.1027/2151-2604/a000194.
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Physical Education Teacher Candidates' Development of Caring Relationships

Tanjian Liang, Central Washington University, USA
Melissa Parker, University of Limerick, Ireland



Introduction

Noddings (2005) defined "the ethic of care as a morality based on the recognition of needs, relations, and responses" (p.21) and argued that, "caring relationships" are essential to teaching. Research has supported that teacher-student caring relationships provide the foundation and at the heart of class management and academic success (Noddings, 2005). In addition, the benefit of developing caring relationships extends to a sense of connectedness, belonging, and the local community with schools which leads to academic success (Newcomer, 2018). Yet, research studies indicated the exclusion of human relationships for teacher candidates' understanding of effective teaching (Cummings, 2001; Newcomer, 2018). Teachers need to develop such caring relationships in respect to addressing diversity issues and cultural responsiveness (Newcomer, 2018) and the content of physical education (Tannehill, van der Mars, & MacPhail, 2015).

Research Question

How do teacher candidates develop caring relationships?

Purpose

The purpose of this study was to explore teacher candidates' implementation of caring relationships with K-12 students.

Participants

Two physical education teacher candidates (one male and one female; both in final student teaching experience).

Data Sources

Four face-to face semi-structured interviews
40 hours observational field notes
Two teaching videotapes
Informal conversational interviews
Stimulated recall interview
Documents (e.g. lesson plans, work samples)

Data Analysis

Data were analyzed using open and axial coding (Corbin & Strauss, 2008) and cross-case analysis (Merriam, 1998).
Trustworthiness: a) triangulation, b) member checks, c) researcher stance, d) expert/peer review, and e) researcher journal.

Four Themes Reflected the Teacher Candidates' Development of Caring Relationships

Showing interest in students

Showing interest in students meant the teacher attempted to understand his/her students as individuals

Jessica: "Learn students' names and favorite things, just little things. It is silly, but they can learn your own favorite things and you build a connection. I like the color pink', 'oh, so do I'; there is more of a connection" (Interview).

Pablo: "I think that the whole finding common interests is a great way to establish relationship because the students are more likely to open up to you if teachers or students can find something that is agreed upon. I had a little girl that wouldn't talk to me at all until I wore a green shirt and her favorite color was green..." (Interview).

Being empathetic to students

Being empathetic to students implied that a teacher was concerned about students' emotional changes in the whole school setting

Jessica: "When I saw a girl who was made fun by other students, I told her that I had been made fun of before. It is hard thing because you can't change your race, but you have to be strong for yourself and not let those people get to you. Just be who you are, the funny person you are and just regardless these people. If you cannot say anything nice, do not say anything at all. But ignore those words" (Interview).

Pablo: "A boy lost something that was really expensive over the weekend. I told him that same thing happened to me. I used an example of when I lost my iPad. I was like, I lost it, but you know what I did? I saved up money and when I had enough money, I got a new one. This boy was like, oh that is a great idea. Just putting yourself in their shoes and letting them know that you know how student feel and positivity might come out" (Interview).

Interacting with students

Interacting with students meant not only conversing and interacting with them during class but also outside of school.

Jessica: "I ask students before class. 'How was your snow day? Did you have fun? Did you do anything fun?' Students would talk and then they would ask me. So it definitely built that relationship where they can ask questions, I can ask questions and you just find out a little bit more" (Interview).

Pablo: "If students are in the gym, and a lot of times they will be in the gym, if I walk through to get to my office, I will just start playing with students. I don't get fully involved in the game, but if they are playing tag, I will kind of act like I am going to chase them or tell them 'chase me and tag me'" (Interview).

Empowering students in teaching

Empowering students in teaching suggested that a teacher provided choices for students to make content and equipment selection decisions.

Jessica: "Jessica sometimes encouraged students to choose the equipment with different colors. For instance, in a rope-jumping unit, Jessica requested students walk to the ropes and chose the rope with a different color based upon students' own preferences. In addition, she also encouraged some students with high level of skill in the jump rope unit to create different jumping styles" (Field Notes).

Pablo: "Giving students choices in what they do; you don't always have to follow one track. I think that it falls into caring because that is showing as a teacher you are caring about their emotions. Students can advance their own knowledge by being able to make choices" (Interview).

Conclusions and Future Research

Current findings suggested these teacher candidates had a strong focus on caring relationships for students' emotional connectivity (Wrench & Garrett, 2015). It implies that these teacher candidates cared for students as people. Specifically, teacher candidates fostered a positive learning environment through providing emotional and social resources for their students (Newcomer, 2018). In other words, these teacher candidates were "good" persons for their students; however, the establishment of caring relationships for students' academic success was uncertain (Newcomer, 2018). As Nodding (2005) says, caring teaching does not take place until student learning occurs. These results suggest that teacher candidates need assistance to shift their attention from caring for students as people to caring for students as learners.

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AIESEP World Congress 2018

Association Internationale des Écoles Supérieures d'Éducation Physique
International Association for Physical Education in Higher Education

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Walker Finds His Wiggle: Formative Process in Developing a Picture Book to Foster Physical Literacy in Young Children

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BACKGROUND

In Northwest Florida (Escambia County), rates of overweight and obesity in young children are of concern. Additionally, there is a history of extreme poverty, crime, and health disparities. To address the health implications of overweight and obesity, 5-2-1-0 Escambia! was implemented as a multi-setting obesity prevention initiative involving the local Florida Department of Health. At the same time, stakeholders from education, non-profit agencies, business, faith, community, civic, and philanthropic sectors supported initiatives to assist early learning (birth to 5 years) with the promotion of parents as the child's first literacy teacher.

With these local initiatives supporting physical activity and reading, researchers at the University of West Florida became interested in the use of picture books as an intervention strategy to promote physical literacy in young children. There is a growing body of research on picture books in children's learning (Heath, Houston-Price, & Kennedy, 2014; Lu, Cheng, & Chou, 2016). Picture books enhance language and academic literacy, expand life experiences; promote creativity; explore/regulate emotions; and nurture parent/caregiver interactions. When learning health-related behaviors, studies have investigated children's vegetable consumption using picture books. However, the use of children's picture books to foster physical literacy in preschool children is unknown. To begin to answer this question, the researchers developed the picture book, *Walker Finds His Wiggle*.

OBJECTIVES

The purpose of this study was to describe the formative process in developing the children's picture book, *Walker Finds His Wiggle*.

METHODS

This qualitative study examined the timeline of events in order to describe the formative process that occurred in developing a children's picture book promoting movement and physical activity. Data collection included the research team's e-mails, meeting minutes, field notes, and reflective diaries from the inception of the project to completion. These records were analyzed thematically to gain an understanding of the sequence of events that occurred in developing a children's picture book.

RESULTS

The development of the picture book took place over 16 months and consisted of four phases: Phase 1: Researching and Brainstorming; Phase 2: Drafting Storyline; Phase 3: Revising to Improve Storyline; and Phase 4: Printing and Publishing of Book.

Phase 1 focused on the approach to writing a children's book resulting in identifying a writer and illustrator with expertise in publishing picture books. Phase 2 involved a collaborative process between the research team and writing team in developing the storyline for the book. This iterative endeavor included the rejection of the initial animal character and storyline by the research team, recommendations for the main character, and integration of movement concepts into the storyline. Phase 3 concentrated on improving the storyline and illustrations and Phase 4 researched and finalized the printing and publishing of the book.



Phase 1: Research & Brainstorming

This phase focused on determining what approach to take when writing a picture book that promoted physical activity targeting children ages 3 to 5 years old. Key events in this phase centered on the following themes: 1) world of children books; 2) reading & literacy; and 3) mechanics of writing a picture book.

World of Children's Books

- Surveyed the different types of children's books
- Accessed the different sizes of books and fonts/illustrations
- Reviewed books with health-related topics
- Limited children's books related to physical activity

Reading & Literacy

- Community efforts to promote reading as the building block of a child's educational journey
- Support parents as child's first literacy teacher

Mechanics of Writing a Picture Book

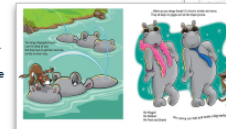
- Identified consultant to coordinate the project
- Considered animals as central characters in book
- Decided on the size of book and number of pages
- Finalized book author and illustrator

After many brainstorming sessions, the research team decided that the author and illustrator needed to gain an understanding of physical literacy (Whitehead, 2010) and movement concepts in relation to space awareness, effort, and relationship (Graham, Holt-Hale, & Parker, 2010) for the script to reflect our philosophy related to physical activity targeting children 3 to 5 years old. We also recommended that the main character be a dog and include animals that children would be familiar with in Northwest Florida. Once the revised script was approved, we continued to provide feedback to the author and illustrator.

Phase 2: Drafting Storyline

The writing team presented the initial storyline with the main character as a weasel. A concept storyboard and script was presented to our research team.

A UWF faculty, with expertise in reading education, was consulted. In addition, the content was shared with Program Directors from the local Early Learning Coalition and Department of Health. There was a consensus that the main character and tone of the script needed to be revised.



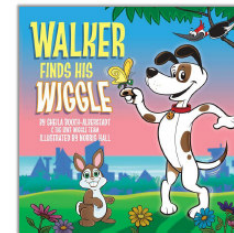
Phase 3: Revising to Improve Storyline

After many brainstorming sessions, the research team decided that the author and illustrator needed to gain an understanding of physical literacy (Whitehead, 2010) and movement concepts in relation to space awareness, effort, and relationship (Graham, Holt-Hale, & Parker, 2010) for the script to reflect our philosophy related to physical activity targeting children 3 to 5 years old. We also recommended that the main character be a dog and include animals that children would be familiar with in Northwest Florida. Once the revised script was approved, we continued to provide feedback to the author and illustrator.



Phase 4: Printing & Publishing the Book

The funding for this project included printing 5000 copies of the book to be free to childcare centers, schools, and families in Escambia County. A local printing company was selected for the project. This company selected the quality of paper to use that would be more "child proof". The illustrator provided the final proof to the printer. There are future plans to work with the author to publish the book for sale via the internet. Funds from book sales will go back into the project for future books and curriculum.



CONCLUSIONS

This study described the formative process used in the development of the picture book, *Walker Finds His Wiggle*, a story providing themed physical activity to promote movement development in young children. Next steps include investigating the impact of the picture book on the nurturing of physical literacy in young children.

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Technology and Jobs in the Fourth Industrial Revolution

FIRM-LEVEL EVIDENCE

1 CONTRIBUTION //

- » Provide first evidence on the diffusion of cutting-edge 4.0 technologies among German firms
- » Estimate the impact of technology on jobs on a firm-level
- » Estimate complementarity/substitution effects between technologies and worker groups

RIISING DEGREE OF AUTOMATION AND DIGITALIZATION



2 DATA //

- » Firm survey among 2032 producers and service providers (March 2016)
- » Current, past and future work equipment (machines, computers, robots, etc.)
- » Linked to social security records of all workers employed in the surveyed firms

3 DESCRIPTIVES //

COMPOSITION OF FIRMS' WORK EQUIPMENT



- » Small share but fast growth of 4.0 technologies

DIGITAL DIVIDE

- | GROUP I: FORERUNNERS | GROUP II: LATECOMERS |
|---|--|
| Invested in 4.0 technologies | never invested in 4.0 technologies |
| » mostly larger and more capital-intensive firms | » least digitized |
| » larger revenues and profits | » smaller firms with lower revenues and profits |
| » more aware of chances and risks of digitalization | » least aware of chances and risks of digitalization |
| » a lot of interactive work | » employ mostly middle skilled workers |
| | » a lot of manual routinework |

4 ECONOMETRIC APPROACH //

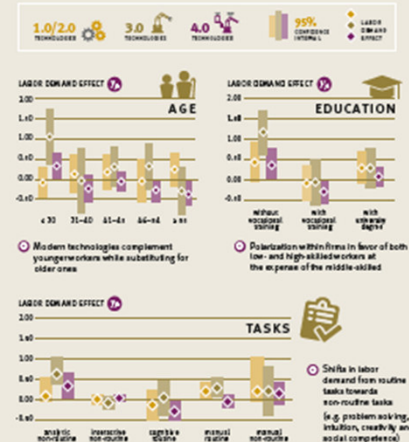
Estimate 5-year changes (Δ) in labor demand in firm i and worker group j :

$$\Delta \ln N_{ij} = \alpha \Delta \ln Y_i + \beta \Delta \ln \frac{W_{ij}}{W_{jt}} + \sum_{k=1}^K \gamma_k \Delta \ln C_{ik} + \epsilon_{ij}$$

COMPLEMENTARITY/SUBSTITUTION EFFECTS BETWEEN CAPITAL TYPE k AND WORKER GROUP j

5 RESULTS //

IMPACT OF TECHNOLOGY INVESTMENTS ON FIRM LABOR DEMAND BY WORKER GROUP, 2011–2016, IN PERCENT



6 CONCLUSIONS //

- » Slow but accelerating adoption of 4.0 technologies
- » Widening digital divide in the firm landscape
- » Neutral effect on total firm labor demand
- » Labor demand shifts
 - » towards interactive and analytical tasks
 - » from medium skilled to low- and high-skilled workers
 - » in favor of younger workers



Leitlinien Postergestaltung

- Gesamteindruck
 - Ästhetik (z. B. Interessantheit, Originalität)
 - Freiräume (Trennung der Inhalte, „Entspannung für die Augen“)
 - Textgröße (Lesbarkeit aus einer Entfernung von 1 bis 1,5 m)
 - Einheitlichkeit (Farben, Ausrichtung, Schrift, usw.)
- Organisation und Lesefluss
 - Layoutsystematik (Heading, Main Visuals, Contact info)
 - innere Logik und sinnvolle Leserichtung
 - explizit gekennzeichnete Inhalte (z. B. „Forschungsfrage“, „Ergebnisse“)
- passende Darstellungsform (Texte, Stichpunkte, Tabellen, Schemata, Fotografien) und Text-Grafik-Balance
- Verständlichkeit, Klarheit, Prägnanz
- wissenschaftliches Arbeiten (Quellenangaben, Zitation, Identifizierung des Autorinnen und Autoren, usw.)

Arbeitsauftrag

bis 20.01.20, 8.00 Uhr (hartes Limit)

Hochladen Posterdatei (pdf)

am 21.01.20, 11:00 Uhr

Poster-Präsentation

am 28.01.20, 11:00 Uhr

Konsultation zur Prüfungsleistung