

## **FunDoRoo for You: the Use of a Mobile Application to Facilitate Physical Education**

MEGAN GOODSON, & DANIELA A. RUBIN, FACSM

Department of Kinesiology; California State University Fullerton; Fullerton, CA

---

*Category: Undergraduate*

*Advisor / Mentor: Rubin, Daniela (drubin@fullerton.edu)*

### **ABSTRACT**

Many grade teachers are not formally trained to teach physical education (PE), yet they provide PE for their courses and may struggle to lesson plan. Using a mobile application with a built-in PE curriculum may give teachers access to information on games and exercises organization to help them facilitate PE. **PURPOSE:** This study evaluated the use of the game-based FunDoRoo™© mobile application as a facilitator for teachers to plan and deliver PE sessions. **METHODS:** Participants included 8 K-8 grade teachers (5 females, 3 males; 5 Latino, 3 Caucasian) in Temple City, CA. Teacher's experience ranged from 4 to 31 years. All teachers provided one planned hour of PE per week; 6 followed a structured program and none used a mobile application for PE. Teachers participated in a 4-week intervention using the application for their PE classes once a week. Teachers submitted lesson plans and surveys once a week. Teachers completed a post-intervention survey on their experience with FunDoRoo™©. **RESULTS:** One teacher was extremely uncomfortable, but others were comfortable using technology. Teachers submitted lesson plans and completed surveys, week 1 (n=8), week 2 (n=8), week 3 (n=8), and week 4 (n=3). The application was used by teachers in week 1 (n=2), week 2 (n=7), week 3 (n=7), and week 4 (n=3). The application was used in the following ways: week 1, premade lesson plans (n=2), and customized lesson plans (n=1).; week 2, premade lesson plans (n=1), and customized lesson plans (n=3); previewed lesson plans (n=4) week 3, premade lesson plans (n=5), and customized lesson plans (n=7); week 4, premade lesson plans [n=1], and customized lesson plans (n=3). Teachers choose these aspects of the application as helpful: premade lesson plans (n=6), activity illustrations (n=4), customizable lesson plans [n=3] and resources and tools [n=1]. Teachers indicated the activity videos (n=8) were most helpful and that they would continue to use FunDoRoo™© after the study. **CONCLUSION:** Over time, teachers increased their use of the mobile application, perhaps as they became familiar with its features. The application was used as expected (60%). Teachers found multiple features as helpful, suggesting its potential use for PE. Future studies should include a larger sample size and longer time frame.