

Chapter 2

Describing Instructional Models for Physical Education

Major Points for Student Comprehension

1. The term *model* can be used to describe a scaled-down version of an object (e.g., a car, airplane, or building), allowing one to “see” the object from many sides.
2. An instructional model can also be thought of as a blueprint, just like those used to help construct a building.
3. Many advantages exist for teachers and students in model-based instruction for physical education.
4. Most often, “you get what you teach for” in model-based instruction. That is, if the teacher selects an appropriate model, and uses it correctly, a strong likelihood exists that students will learn what the teacher has intended.
5. Each model has a foundation, teaching and learning features, and implementation needs that give it a unique design, structure, and operation.
6. Selecting a model for use in a content unit depends on: (1) the desired learning domain/s; (2) contextual requirements; (3) teacher and student prerequisites for using the model; (4) and necessary modifications.
7. Sometimes only one model can be the “right tool for the right job”; other times, a teacher may have more than one choice for effective instruction in an upcoming unit.

Questions for Assessment

True/False Questions

1. **T F** The word *model* has many different meanings, with several that apply to how a teacher might choose to instruct physical education.
2. **T F** The word *model* can be used to describe a scaled-down replica of a large object, like an automobile, airplane, or building.
3. **T F** The scaled-down model allows the observer to more easily see, in miniature, what the larger object looks like from many perspectives, without having the real object in hand.

4. **T F** Instructional models also serve this same purpose for teachers, by allowing the teacher to better understand a model's design "on paper" before implementing the full version with students.
5. **T F** A model's blueprint provides a detailed set of written and drawn plans, including instructions, measurements, locations, and materials that help both the builder and the user understand what the object will look like when completed, and it allows for efficient and correct decisions to be made during the building process.
6. **T F** All instructional models are based on a series of written plans that allow a teacher to understand what the model looks like, how it operates, and how it might be implemented for instruction.
7. **T F** Context plays an important role in the design and implementation of all models, and is just as important for teaching; therefore, it must be considered in the selection and implementation of an instructional model for physical education.
8. **T F** A teacher must be familiar with an instructional model and know how to change the model to fit the particular school setting, grade level, content, and class.
9. **T F** Most models can be used exactly as they are described in the text, so teachers do not need to spend a lot of time considering their context in selecting and implementing any one of the models.
10. **T F** Selecting and using the "right model for the right purpose/s, in the right way" can lead to effective teaching at all times, regardless of content and class contexts.
11. **T F** Physical education programs today can strive for student achievement in any one or a combination of the major learning domains.
12. **T F** Educators generally recognize five major learning domains.
13. **T F** The cognitive domain includes the recall of facts, the learning of concepts, and the ability to make decisions.
14. **T F** The psychomotor domain includes the learning of fine and gross movement patterns and other body motions.
15. **T F** The personal domain includes one's feelings, attitudes, social interactions, and perceptions of self.
16. **T F** If a teacher says "I really want my students to get better at tennis skills," she is prioritizing the psychomotor domain over the others.
17. **T F** If a teacher says, "I am not terribly concerned about skills—I want students to explore each new activity and feel good about it," he is prioritizing the affective/social domain.

18. **T F** If a teacher says, “I really want my students to learn the rules and history of soccer,” she is setting the highest priority in the cognitive domain.
19. **T F** Students will always learn something in the other domains that are not emphasized at the moment. This is called *domain interaction*.
20. **T F** Once a model has been developed from a unified theoretical framework, it is possible to conduct research on how best to implement the model, and to test the model’s ability to promote the kinds of learning for which it is designed.
21. **T F** Every instructional model contains unique terminology used to describe its theoretical framework, design, and operations. We refer to that terminology as a *technical language*, from which all teachers have a shared meaning for words and terms applied in a model.
22. **T F** Teacher and student operations that suggest *ways to teach and learn* in each model are called *benchmarks*.
23. **T F** Each benchmark indicates a certain operation or in-class process that the teacher and/or students will try to follow in each model so that the model is implemented correctly.
24. **T F** Instructional models promote improved formative and summative assessments of learning by monitoring student achievement throughout a unit and at its completion.
25. **T F** Each model is based on a single learning theory that forms the foundation for all aspects of the model.
26. **T F** It is important that a teacher does not have unrealistic expectations or misuse a model by setting up a mismatch between the theory, stated learning outcomes, and the model’s capabilities.
27. **T F** If a teacher shares most or all of the assumptions behind a particular model, she is more likely to agree with and use the model in her teaching.
28. **T F** A good theory must prove itself relevant and practical in a model that can be used in many contexts, across many grade levels, and for many types of movement content.
29. **T F** A model’s theme comes directly from its rationale and might also describe the major learning process used in the model.
30. **T F** Learning in one domain is more likely to occur than in other domains by the way the model is designed and the way students interact with the content.
31. **T F** Domain interactions can serve to reduce some of the differences across models used in physical education and can allow teachers to pursue multiple kinds of student learning (to different degrees) in every model.

32. **T F** Learning styles describe how each person best receives, assimilates, and acts on perceptual stimuli in the environment.
33. **T F** The concept of learning styles does not attempt to describe the conditions under which an individual student prefers to be engaged in learning.
34. **T F** The *collaborative* student prefers: small group activities, student-designed activities, group projects, peer assessments, and interaction with the teacher.
35. **T F** The *competitive* student prefers: direct teaching strategies, opportunities to ask questions in class, and teacher recognition.
36. **T F** The *participant* student prefers: class discussions, alternative assessments, individual learning activities, teachers who provide opportunities for analysis and synthesis, and enthusiastic task presentations.
37. **T F** The *avoidant* student prefers: no required tasks in class, little interaction with the teacher and other students, self-assessment, and no tests.
38. **T F** The *dependent* student prefers: self-paced learning, flexible engagement opportunities, student-designed activities, and indirect teaching strategies.
39. **T F** The *independent* student prefers: direct teaching strategies, teacher directed assessments, and clear time lines for class activities and outside assignments.
40. **T F** To be *valid* means that a model actually helps students learn what it is designed for, in the contexts for which it is an appropriate way to teach.
41. **T F** Validation can come from any or all of three primary sources: research, craft knowledge, and intuition.
42. **T F** Craft knowledge is derived from many teachers' shared experiences of using an instructional model, based on communication among teachers about "what works and what doesn't work" when implementing any model of instruction.
43. **T F** Craft knowledge can come from many sources: one's own experiences, interactions at professional conferences, conversations with teaching colleagues, reading journals, and physical education-related World Wide Web sites.
44. **T F** A teacher can select a model because the model appears to be a good way to instruct certain content in certain contexts. That is called *personal validation*.

45. **T F** Models that are strong on the *indirect* end of the spectrum give the teacher most or all of the responsibility for making decisions and initiating instructional interactions.
46. **T F** Models that are strong on the *direct* end of the spectrum allow students to make many decisions in class, to explore and be creative, and to initiate lots of questions and other interactions with the teacher.
47. **T F** Models that promote high levels of teacher and student *interaction* are in the middle, since they feature shared decision making, control, and responsibility in physical education classes.
48. **T F** Direct teaching is also characterized by one-directional communication, usually from the teacher to students.
49. **T F** Teachers who prefer indirect instruction view themselves as *facilitators* of student learning—placing students, not themselves, at the center of the learning process.
50. **T F** Indirect teachers promote more student thinking and creative movement exploration by posing questions and problems, rather than telling (or showing) students how to move in certain ways.
51. **T F** It is likely that each model will show some varying degree of directness across several key operations, but most of the operations will be at or near the same general area on the direct-indirect continuum.
52. **T F** The engagement pattern at any given time is strongly related to the learning activity and its task structure planned by the teacher.
53. **T F** Active engagement involves direct personal participation by students. It is characterized by student movement, thinking, questioning, and decision making.
54. **T F** In passive engagement, students typically receive the content from other sources (usually the teacher) in the form of information given to them. It is characterized by student listening, watching, and reading.
55. **T F** Physical education classes reflect the growing amount of student diversity now found in almost every public school in our country.
56. **T F** Diversity includes nearly every conceivable combination of gender, race, religion, language, ethnicity, learning ability, and physical ability possibly held by students in our society.
57. **T F** Today's philosophy of involvement challenges teachers to select content and instruct in ways that meet the educational needs of all students.
58. **T F** Support for inclusion is legally mandated for girls by Title IX legislation and for many physically disabled or handicapped students by Public Law 94-142 and IDEA.

59. **T F** The term *inclusive* is used to describe any class in which there are students with greatly differing needs and abilities, all trying to learn at the same time.
60. **T F** “Task presentation” refers to those processes used to demonstrate skills and learning tasks to students.
61. **T F** Some models will use just one or two task presentation strategies, while other models will use a number of them.
62. **T F** In an active demonstration, students follow along as the teachers talks and demonstrates
63. **T F** In a peer directed, modeled task presentation, one student provides a model for another student, a group of students, or the whole class.
64. **T F** Task structure informs students how the learning task will be organized, how they will be grouped, how long it will last, what the performance criteria are, and what the expectations are for student conduct during the task.
65. **T F** A teacher will need to possess certain kinds of knowledge, skills, and abilities to allow a model to work to its fullest potential.
66. **T F** Knowledge about content is always important, regardless of the model used.
67. **T F** Necessary pedagogical content knowledge will likely change according to the model selected for each unit and class group.
68. **T F** Each model’s unique set of operations, managerial functions, task presentation strategies, and task structures will determine which teaching skills are needed most when using that model.
69. **T F** Student abilities and developmental readiness, teacher knowledge, content, length of the unit, equipment, facilities, and available learning resources might be considered in selecting a model.
70. **T F** “Developmental readiness” refers to the students’ ability to understand and follow directions, behave safely and responsibly, and have a reasonable chance to succeed at learning tasks.
71. **T F** Instruction that matches student abilities in these areas is called *developmentally appropriate* instruction.
72. **T F** *Developmentally inappropriate* instruction can result in less learning, a lack of student interest, and other negative outcomes.
73. **T F** Each instructional model will call for teachers and students to take on a unique set of roles and responsibilities within it.
74. **T F** A teacher should never make modifications to a model before or during a unit of instruction.

75. **T F** When needed, modifications should be planned systematically with the aid of process and achievement assessment information whenever possible.
76. **T F** Perhaps the best way to select an appropriate model is to ask a series of questions that will lead to making the best choice.
77. **T F** Sometimes the answers to a teacher's questions will identify more than one model that will be effective in a given situation. In that case, the teacher should use the model he or she "likes the best" in the unit.

Short Answer Items

1. Explain four advantages of using model-based instruction for physical education.
2. How does a model's foundation, teaching and learning features, and implementation needs help to define it and to make it unique from other models?
3. Why is the theoretical foundation important to a model?
4. What purpose does a model's theme serve?
5. What is the difference between a domain priority and a domain interaction?
6. Why is it important to know students' learning preferences before selecting a model?
7. How can a model be validated?
8. Which validation source would you rely on the most, and why?
9. Explain the differences among direct, interactive, and indirect attributes within a model.
10. How does student engagement pattern contribute to the types of learning acquired in a model?
11. What is the most important consideration in deciding what type of task presentation to use in a given model?
12. Explain the role of context in selecting and using any instructional model.
13. What are benchmarks, and how are they used in model-based instruction?
14. What factors determine the kind of assessments to be used in a model?
15. On what basis should a teacher make modifications to a selected model?

Authentic Assessments

1. Give students a variety of contexts for teaching physical education (vary the goals, grade level, content, etc.). Assign one situation to each student (several students can have the same situation, but they should work independently) and ask them to write down how they would teach that unit, using the foundations,

teaching and learning features, and implementation needs cited in this chapter. Have them try to define their own model of instruction from that description.

2. Direct students to go to this Web site:
<http://library.cuesta.cc.ca.us/distance/lrnstyle.htm>. There, they will find a survey designed by Anthony Grasha that can be used to determine each one's preferred learning style. Caution students that the questions are based on classroom instruction, not physical education. Have them complete the survey and print out the results to discuss in class.

Answer Key for True/False Questions

False: 9, 12, 15, 17, 25, 33, 38, 39, 44, 45, 46, 57, 69, 74

All others are True.