

# **Describing Instructional Models for Physical Education**

Chapter 2

# Advantages of Using Model-Based Instruction in PE

- Provides an overall plan and coherent approach to teaching and learning
- Clarifies learning domain priorities and domain interactions
- Provides an instructional theme
- Allows teacher and students to understand current and upcoming events
- Provides a unified theoretical framework

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# Advantages of Using Model-Based Instruction, continued

- Has research support
- Promotes a technical language for teachers
- Verifies the relationship between teaching and learning
- Allows for assessments that are more valid
- Encourages teacher decision making
- Promotes specific standards and learning outcomes



# Framework for Describing Instructional Models

FOUNDATIONS +	TEACHING AND LEARNING FEATURES +	IMPLEMENTATION NEEDS AND MODIFICATIONS ➤	DETERMINE WHICH MODEL TO USE
Theory and rationale	Control	Teacher expertise	Direct Instruction
Assumptions about teaching and learning	Inclusiveness	Key teaching skills	Personalized System for Instruction
A theme	Learning tasks	Contextual requirements	Cooperative Learning
Learning domain priorities and interactions	Engagement patterns	Contextual modifications	Sport Education
Student developmental requirements	Teacher and student roles and responsibilities		Peer Teaching
Validation	Verification of instructional processes		Inquiry Teaching
	Assessment of learning		Tactical Games
			Teaching Personal and Social Responsibility

# Foundations of the Models

- Theory and rationale
- Assumptions about teaching and learning
- Theme
- Learning domain priorities and interactions
- Student developmental requirements
- Validation of the model

# Learning Domains

- A *domain* is a category of related learning outcomes:
  - Cognitive
  - Psychomotor
  - Affective
- *Domain interaction*: Emphasis is placed directly on one domain, but learning occurs in one or more of the other domains at the same time.



# Developmentally Appropriate Instruction

Matches student readiness in four areas:

1. Comprehension of verbal, written, and modeled information
2. Decision making and responsibility
3. Social/emotional maturity
4. Prerequisite knowledge and physical ability

# Student Learning Preferences

Different models use different teaching strategies and appeal to different types of students:

- Collaborative / competitive
- Participant / avoidant
- Independent / dependent



# Student Learning Preferences

(Adapted from Reichmann & Grasha, 1974)

PARTICIPANT	AVOIDANT
has strong motivation to learn course content	has weak motivation to learn course content
likes to assume responsibility for learning	likes to assume little responsibility
participates with others	prefers not to participate with others
does what is required	does what he/she wants
COLLABORATIVE	COMPETITIVE
shares	is competitive
is cooperative	is motivated to do better than others
enjoys working with others	enjoys competing
sees PE as a place for learning and interacting with others	sees PE as a competitive situation in which he/she must win
INDEPENDENT	DEPENDENT
thinks for him- or herself	relies on teacher as source of information and structure
works on his or her own	needs others to provide direction
will learn what is needed	learns what is required
will listen to others	shows little intellectual curiosity
has strong self-confidence	has less self-confidence

# Validation of Models

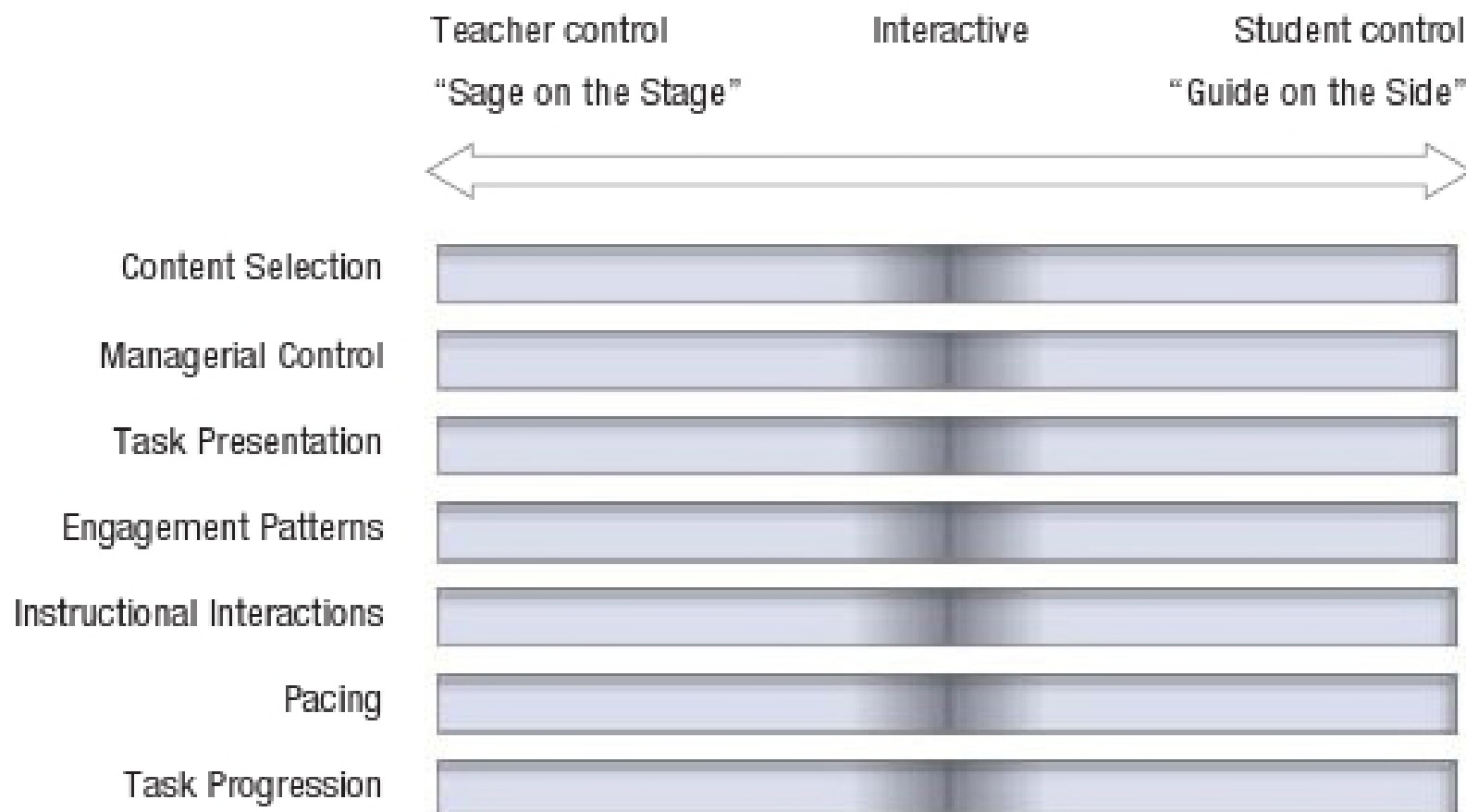
- Research knowledge
  - On individual models
  - About model-based instruction in general
- Craft knowledge
  - Derived from teachers' experiences about what work or doesn't work
- Intuitive knowledge
  - Instinct; sometimes a model "just makes sense"

# Teaching and Learning Features of the Models

- Control
- Learning tasks
- Engagement patterns
- Teacher and student roles and responsibilities
- Verification of instructional processes
- Assessment of learning



# Control Profile for Key Instructional Operations



# Your Point of View

How would you approach the issue of teaching a class of students with varying abilities to make sure:

- Students who learn quickly aren't bored?
- Students who may need extra attention aren't left behind?

# Inclusiveness

- *Inclusive:*
  - Any class that contains students with differing characteristics, needs, and abilities, all trying to learn at the same time.
- Dilemmas for teachers:
  - By addressing the needs of one or more groups of students, they may reduce the opportunity for other students to learn content.
  - Must determine if and how a model can be adapted to meet all students' needs.



# Learning Tasks

- Task presentation
  - What will be learned?
- Task structure
  - How will the learning task be set up?
- Content progression
  - When is it time to change learning tasks?

# Active and Passive Engagement in Physical Education

LEARNING OUTCOME OR CONTENT	PASSIVE ENGAGEMENT	ACTIVE ENGAGEMENT
Learning game rules	<ul style="list-style-type: none"> <li>■ Reading rules in a book</li> <li>■ Hearing rules from teacher</li> </ul>	<ul style="list-style-type: none"> <li>■ Officiating a game</li> <li>■ Explaining rules to others</li> </ul>
Pitching a softball	<ul style="list-style-type: none"> <li>■ Watching a teacher demonstration</li> <li>■ Viewing a DVD</li> </ul>	<ul style="list-style-type: none"> <li>■ Practicing pitching drills</li> <li>■ Pitching in a game</li> </ul>
Learning dance steps	<ul style="list-style-type: none"> <li>■ Listening to the teacher describe step sequences</li> </ul>	<ul style="list-style-type: none"> <li>■ Following the teacher's lead at "half speed"</li> </ul>
Learning self-esteem	<ul style="list-style-type: none"> <li>■ Listening to a definition of self-esteem</li> <li>■ Defining self-esteem on a test</li> </ul>	<ul style="list-style-type: none"> <li>■ Achieving success in a game or activity, followed by reflection to develop a sense of self-esteem</li> </ul>

# Ways to Monitor Teaching and Learning Benchmarks

- Systematic analysis of teaching and learning behaviors in class
- Checklists
- Ratings scales
- Rubrics
- Written student assessments



# Assessment of Learning

- What standards or learning outcomes will be assessed?
- When will they be assessed?
- What assessment techniques are valid?
- Is the assessment procedure practical?
- Can the outcomes be assessed with authentic techniques?

# Needs and Modifications of the Models for Effective Implementation

- Teacher expertise
- Key teaching skills
- Contextual requirements
- Contextual modifications

# Process for Selecting an Instructional Model

- What do I want my students to learn?
- What are my domain priorities?
- Which models have those same priorities?
- What are the contextual requirements?
- How well does my context meet those requirements?

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## Selecting an Instructional Model, continued

- What are the teacher and student prerequisites for the remaining models?
- Do my students and I have enough of those prerequisites?
- What modifications will I need to make for each model?

# Your Point of View

- At this stage of the course, what are your thoughts about teaching with instructional models?
- Does this approach appear to conflict with, or complement, your philosophy of teaching?
- How do your thoughts compare with other students in your class? Do you think students around the country will think similarly? Differently?