

Course Name: Bachelor of Physical Education
Year - IInd (Part-1)
Paper Name - Methods of Physical Education
Topic Name - Teaching of Games
Topic No. - Section - C
Paper No. - IIIrd
Lecture No. – 11

Lecture Title
Reciprocal Method in Physical Education

Introduction

Hello and welcome to the special module on physical education, today we are talking about the Reciprocal method.

The defining characteristics of the Reciprocal style are social interactions, reciprocation, receiving and giving immediate feedback (guided by specific criteria provided by the teacher). In the anatomy of the Reciprocal style, the role of the teacher is to make all subject matter, criteria, and logistical decisions and to provide feedback to the observer. The role of the learners is to work in partnership relationships.

One learner is the doer who performs the task, making the decisions of the Practice styles, while the other learner is the observer who offers immediate and on-going feedback to the doer, using a criteria sheet designed by the teacher. At the end of the first practice, the doer and the observer switch roles—hence the name for this landmark behavior—The Reciprocal style or the method. Doer 1 becomes observer 2 and observer 1 becomes doer 2. When this behavior is achieved, the following objectives are reached in subject matter and in behavior: The structure of the Reciprocal method creates a reality that reaches a new O–T–L–O. The new objectives in this landmark behavior emphasize two dimensions—the social relationships between peers and the conditions for immediate feedback.

The Anatomy of the Reciprocal style

To create a new reality in the gymnasium that provides for new relationships between the teacher and the learner, more decisions are shifted to the learner. These decisions are shifted in the post-impact set to heed the principle of immediate feedback. The sooner learners know how they have performed, the greater their chances of performing correctly. Therefore, the optimum ratio providing for immediate feedback is one teacher to one learner. How, then, can the teacher accommodate this goal in physical education classes? Style C, the Reciprocal style, calls for a class organization that offers this condition. The learners are organized in pairs with each member assigned a specific role. One member is designated as the doer (d), while the other as the observer (o). When the teacher (T) gets involved with a given pair according to role expectations, a triad relationship forms for that period of time.

2. The Implementation of The Reciprocal Style

Although the Command and Practice styles are familiar to everyone in one form or another, the Reciprocal style is new to many. The new reality and roles create new social and psychological demands on both the teacher and the learners; considerable adjustments and changes of behavior must be made. This is the first time in the teaching–learning process that the teacher deliberately shifts the decision of feedback to the learner. The implicit power of feedback that has always belonged to the teacher is now shifted to the learner. The learners, therefore, must learn to use this power responsibly when they give and receive feedback with peers. Both teacher and learners need to experience this new reality with trust and comfort; all must understand the value of this behavior in the growth of the individual learners. Just as the teacher had to refrain in the Practice style from making the decisions of the Command behavior, so the teacher in the Reciprocal style must refrain from offering performance feedback to the doers. The following section combines the description of an episode with the steps used for implementation. These steps and explanations are needed only during the first two or three episodes. Once the teacher and the learners experience the behaviors and benefits of this behavior, they can shift into it swiftly when the teacher announces the name of the style at the beginning of a lesson or episode.

Description and Implementation of an Episode

As in the previous two styles, it is the decision configuration in the anatomy of the Reciprocal style that guides the implementation and leads to the specific objectives. The Pre-Impact Set In addition to the decisions made by the teacher in the Practice style, the teacher pays special attention to:

1. Selecting and designing the subject matter.
2. Designing the criteria sheet/card for the observers.
3. Determining logistics appropriate for the episode.

The Impact Set

The major task for the teacher is to set the scene for the new roles and the new relationships. In beginning introductions, teachers explain the need for a reciprocal relationship. Some teachers have used the following: “At times in a private practice I am unable to circulate to all students and offer feedback when it is needed. Therefore, this new practice is designed to eliminate that waiting period. Each student will have a partner who has the answers, which I have prepared, and who will provide information to you while you are practicing. There’s no waiting in this style.”

The Implications of the Reciprocal Style

Just as the previous two styles have implications affecting the teacher and the learner, so does this style. The implications unique to the Reciprocal styles are:

- The teacher accepts the socializing process between observer and doer as a desirable goal in education.
- The teacher recognizes the importance of teaching learners to give accurate and objective feedback to each other.
- The teacher is able to shift the power of giving feedback to the learner for the duration of Reciprocal style episodes.
- The teacher learns a new behavior that requires refraining from direct communication with the performer of the task (the doer).
- The teacher is willing to expand his or her behavior beyond those of the Command and Practice styles and takes the needed time for learners to learn these new roles in making additional decisions.
- The teacher trusts the students to make the additional decisions shifted to them.
- The teacher accepts a new reality where he or she is not the only source of information, assessment, and feedback.
- The learners can engage in reciprocal roles and make additional decisions.
- The learners can expand their active roles in the learning process.
- The learners can see and accept the teacher in a role other than those intrinsic to Command and Practice methods.
- Learners can spend time learning (by use of the criteria sheet) in a reciprocal relationship without the constant presence of the teacher.

3. The Criteria Sheet

The single factor that can determine the success or failure of an episode in the Reciprocal style is the criteria sheet (or criteria card). It determines the parameters for the observer's behaviors; it keeps the doer accurately informed about the performance; it provides the teacher with a concrete basis for interacting with the observer. In subject matter other than physical education, each doer practices a different set of problems/questions in the same subject matter topic and each observer has a corresponding criteria sheet. However, in physical activities, both doer and observer perform the same task(s). In physical activities the task sheet and the criteria sheet are essentially the same. Observing the performance and offering feedback to the doer who performs a cartwheel or throws a softball will not guarantee that the observer will be able to

perform the same task. When a task requires physical precision and dexterity, only one task/criteria sheet is needed for both learners. The task/criteria card/sheet must present an explicit overall image and detail the body/equipment sequence that is essential for correct performance.

A criteria sheet includes five parts:

1. Specific description of the task—this includes breaking down the task into its sequential parts.
2. Specific points to look for during the performance—these are potential trouble spots in performance that the teacher recognizes from previous experiences.
3. Pictures or sketches to illustrate the task.
4. Samples of verbal behavior to be used as feedback. This is useful in the early experiences of style C.
5. Reminder of the observer's role—this is useful in the first few episodes.

Once the learner demonstrates the appropriate behaviors, it is no longer necessary to include the reminder in the criteria sheet.

Current literature emphasizes the use of teaching cues. The term Teaching Cues does not refer to “time decisions” as in the Command style, but rather to reminders of the skill's key components (Fronske, 1996). Cues are the rubrics of the skill; rubrics can be used in a variety of ways. Some content cues are words used to trigger the proper form, others are reminder of the skill sequence, while some are phrases that make the skill technique (position) visual. The ability to identify the cues of a skill represents content knowledge. The various books on cues are very helpful when preparing task and criteria sheets.

Comments

1. Initially, preparing criteria sheets for the Reciprocal behavior does take time; however, many tasks in human movement remain fairly constant over the years. In the long run the criteria sheet is a time-saving device for the teacher. Collect and organize your criteria sheets so that you can use them repeatedly.
2. The Reciprocal behavior is particularly useful in review situations, and during the initial practice episodes of tasks following an introduction or demonstration. It is more productive for learners to practice new skills under the watchful eye of a partner who is equipped with accurate performance details, than to practice individually, without feedback. Properly designed criteria sheets ensure more accurate initial performances.
3. The observer must be needed in the task. If the task is too simple or if the doer is already proficient in the task, the observer is superfluous. The doer can practice independently.

4. The observers must be given descriptive content information. If the task/criteria sheets are too general or lack precise details about the sequence of movements, the observers cannot perform their roles.

Some Things to Think About

The following sections reflect the particular events, dimensions, and issues that emerge when the Reciprocal style is in operation. Some emerge immediately during the initial episode and disappear once the teacher resolves them; others come up repeatedly because of the new social-emotional nature of this behavior. These issues should be dealt with as they occur, although some are intrinsic to the structure of this behavior. The more familiar teachers become with all these possibilities, the more they will be able to anticipate behaviors, thus skillfully orchestrating the events and carry on for the benefit of everyone.

4. Verbal Behavior

One of the major dimensions of human interaction is verbal behavior. We communicate ideas and feelings through words. In the classroom or the gymnasium, verbal behavior is a major form of communication affecting the teacher, the learner, and the relationship between the two. From a linguistic standpoint, words have meanings and connotations—both meanings and connotations affect the people involved in the interaction. A focus of the teacher observation while circulating among the pairs is to listen to the verbal behavior exchange between the partners. If each teaching-learning style is designed to lead learners to different learning objectives, then it is imperative that the teacher infuse those objectives by reinforcing them.

The decision distribution of the Reciprocal style invites learners to develop conversation and interaction skills—focused conversation and guided interaction through the criteria sheet. The criteria and the accompanying content feedback comments serves as models for future interaction. Teachers must respond when they hear abusive, impatient, or crude comments, or when feedback is withheld, extremely picky, obsessive, or when the observers ignore their doers. This teaching-learning style not only reinforces the correct performance, but its primary focus is teaching learners how to socialize and interact. Asking learners to work together is not an example of the Reciprocal method. The decision distribution that the learners use when asked to work together could represent any teaching-learning style. In some cases it represents the Command method (one learner makes all the decisions for the other learners); or it could represent the Practice style (learners work individually and they come together to share what they have done); or it could represent a combination of these two behaviors (one learner, because he or she knows the content or has a bullying behavior, directs the actions and provides feedback to the other learners). Working together does not identify specific objectives that the learners are striving to develop.

In the Spectrum's Reciprocal behavior, the objectives drive the interaction and they are the focus of what the teacher is looking for and what the learners are practicing to internalize. The

intentions of the Reciprocal style have been achieved when students can communicate to others exhibiting patience, tolerance, and an understanding of the context of interactions. When negative social interactions occur—always visible as verbal or physical expressions—it is imperative that the appropriate decisions that accompany social interactions and communication be reviewed. The decisions of the Reciprocal style emphasize social-communication development and the criteria sheets furnish the initial guidance that learners need when experiencing this type of behavior.

The following are verbal behavior situations that require the teacher to redirect the behavior of the learners.

1. Observer offers inaccurate feedback to the doer. In this case, the teacher refers the observer to the criteria and goes through the criteria step by step to reinforce the expectations of the task as compared to the doer's performance.
2. Verbal abuse is used by the observer ("You're a dummy!"). In this case, the teacher resorts to statements rather than questions. The teacher's role must be to introduce parameters and to protect the integrity of both the doer and the observer. The teacher establishes a class code of ethics, "I can't let you talk to your partner in this manner, just as I will not let him or her talk to you in this way." In initial episodes it is imperative that sample feedback statements be provided. The teacher then redirects the observer: "Your role is to use the criteria and offer the feedback provided on the criteria sheet."
3. At times, observers are silent; they do not offer feedback. The teacher asks questions of the observer about the performance and interjects, "Did you tell your doer? It's your role to let him/her know what is correctly and incorrectly practiced while the doer is practicing."

These examples focus on the spirit of communication and the role of the observer. In instances where the teacher needs to adjust the wording, the essence should be to reinforce appropriate social interaction and to correct feedback observations in reference to the task. Most learners do not know how to use appropriate verbal behavior while offering feedback. Many shy away from this part of their role because it has not been a part of their past behavior. Offering specific, objective feedback to a peer and using criteria for doing so is a new experience for most people. This new behavior creates a new social-emotional relationship between the two partners, usually a relationship of honesty and mutual trust. People need time to practice it.

5. Conclusion

Style-Specific Comments & Conclusion

Each time a new teaching-learning behavior is implemented, mishaps will occur. Some are preventable if the teacher knows that such mishaps exist and therefore plans differently. Other deviations are surprises and will evolve as the unique relationship between teacher and learner

unfolds. Tangents are a part of the learning process; as they are encountered, examine the verbal behavior used, the design of the task, the criteria sheet, the shift of decisions and the roles, the logistics, and the forms of feedback. Then engage in solving the problem within the spirit and purpose of the designated teaching style. Each behavior contributes to learning and is worth the initial stages of awkwardness that both the teacher and learners will experience. Because all learners do not enter the gymnasiums skilled in all the decision structures of the various landmark behaviors, deviations and mishaps will occur. Learning is often an awkward process! It takes repeated experiences to learn.

The philosophy of the Spectrum framework does not suggest that all learners will implement each style perfectly in the first episode. Learners will vary in their ability to make the different decisions of the various behaviors. The initial purpose of using the different behaviors delineated in the Spectrum is to lead learners to be responsible for making these decisions and to be comfortable in shifting from one set of decision structures to another. Indeed, these skills are necessary in adulthood. Practice in making decisions is a primary focus and intent of the Spectrum. Once learners are able to make the decisions within the different behaviors, the teaching–learning experience can expand in its options, variations, and combinations. New vistas in teaching–learning can be created.

Now let us have the conclusion of this lecture. So in this lecture we have discussed in detail about the reciprocal method. I hope the information given was of some use to all of you. Thank you so much for watching.