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Theory Lessons and Pedagogy

Introduction

Hello and welcome to this special module on physical education. today we will be discussing something about the content and pedagogy. This bond between content and pedagogy is frequently misunderstood. Research on classroom teaching–learning behaviors indicates that, although teachers believe they use a wide variety of alternative behaviors in the classroom, they are, in fact, significantly uniform in their teaching behavior. The decisions and objectives most frequently experienced by students are almost always aligned with those of the Practice style (Goldberger & Gerney, 1990). This uniformity of school experiences means that students are not exposed to the vast number of objectives that educators have identified as being critical to the learning process. The research indicates that this discrepancy may be caused by the teachers' inability to accurately identify the pedagogical events in their classroom. This misunderstanding can be traced to three issues. First, teacher training programs generally present pedagogy and content in separate classes. Although many classes are titled "Methods of..." they focus primarily on content. Content classes focus on presenting and experiencing skills, safety issues, proper body position, sequence, common errors, rules, cues, common strategies, etc. Pedagogy classes present details and ideas about how to teach with minimal practice lessons or scant connection to content. Classes rarely emphasize the link between content and pedagogy and most lesson plans do not even request identification of a specific teaching behavior for the content. None seek an episodic design where content and pedagogy are sequenced and linked. When teaching behavior is addressed, the topic is general and applies to the entire agenda within the lesson, rather than to specific episodes. Many lesson plans requires that overall objectives be stated, but none require pre-service teachers to identify the individual episodes (and their objectives) that contribute to the overall objectives of the lesson.

2. Shortcomings in The Present Styles of Lesson Planning

Current lesson plan designs reinforce and perpetuate the classroom research so that students experience only one teaching–learning behavior in classrooms. Many current pedagogical ideas are abstract, terminology is inconsistent, and examples are too often only theoretical. This results in lesson plans that do not focus on inextricable connections among O–T–L–O. The importance of constructing episodes within the lesson that incorporate different behaviors is not reinforced in undergraduate teacher training programs. A consequence of this approach is that teachers erroneously believe they use a variety of teaching behaviors when, in fact, they do not. When teachers identify only one teaching–learning behavior and only one set of objectives for each lesson, they are overlooking the reality that multiple episodes with different teaching–learning objectives can be designed within a lesson. This lack of awareness about multiple episodes contributes to the misconceptions teachers have about alternative teaching behaviors.

Second, standards and curriculum ideas are designed to improve classroom teaching and learning experiences; however, they frequently pit ideas against each other and often promote a particular content focus for physical education classes. Standards often change as the ideas and content that are in the spotlight shift. Over the last several decades, this shift in content focus has moved from: fitness vs. games; sports vs. recreation; skills vs. play; traditional (such as gymnastics, etc.) vs. new activities (skateboard, etc.); lifelong skills vs. motor skills, etc. At times elective programs were recommended — weight training, outdoor experiences, cooperative games, international games, outdoor adventure, obstacle courses. At other times, themes or units were encouraged: circus acts, bowling, throwing, catching and striking skills, manipulative skills, teamwork activities etc. Some programs never strayed from the standards that promoted the sports/activity model, such as basketball, football, volleyball, soccer, etc., while others tried to incorporate all standards by providing eclectic experiences.

This versus approach to standards and curriculum is confusing and restrictive. The line between pedagogy and content was often blurred by the new content focus as a new way to teach. Teachers often say, “I teach differently this year,” when in fact they mean, “I teach different content this year.”

Physical education is so rich in its content options and opportunities that it is counterproductive to support one focus over all others. Although standards are important for establishing boundaries and expectations for professional quality, they must accurately embrace the essence of physical education. The content in all programs should be held accountable for demonstrating physical developmental opportunities. Selecting a few valid content standards, which significantly establish the worthwhile contributions of physical education to individuals and ultimately to the society, is the strongest rationale for recommending physical education experiences. Curriculum texts frequently provide content ideas (actual lesson plans) that teachers replicate in the classroom. These standards and curriculum texts, like teacher training programs, often blur the distinction between pedagogy and content. Although standards and curriculum

ideas attempt to be neutral about content focus or teaching approaches, they do not concurrently identify guidelines, goals, and examples that focus on two dimensions: subject matter consideration (content) and the manner in which the teacher and learners are to interact (pedagogy/teaching–learning approach). Seldom do these standards and curriculum ideas differentiate these two distinct categories. Therefore, teachers are left to interpret these standards from their own perspectives, using knowledge they have about content and teaching and learning.

Specifically, identify fundamental movement patterns; use basic offensive and defensive strategies in non complex settings; or apply advanced movement-specific information .

3. Designing Subject Matter

Without both conceptual and practical pedagogical knowledge, teachers interpret standards according to their personal viewpoints of teaching.

Consequently, establishing and issuing standards does not change the fundamental manner in which teachers teach; it only affects the emphasis of the lesson or procedures. Thus, as the classroom research indicates, the majority of teachers have a uniform teaching approach.

The structure of pedagogy—the fact that decisions create alternative teaching–learning options with different objectives in subject matter and behavior—is not well understood. When teachers are skilled in pedagogical knowledge, standards become less threatening and more useful. Mandated standards are not new expectations in the teaching–learning process; rather these ever-changing and often imposed or short-lived standards identify a critical academic or social need in the society; for example bullying, teamwork, tolerance, unified curriculum or critical thinking experiences. The identification of new standards is an attempt to keep a profession current and relevant. Teachers who are competent in a comprehensive pedagogical structure — a structure that embraces alternatives from Command to Discovery and attribute development — will be more equipped to handle the teaching and learning adjustments needed to focus on different mandated pedagogical issues.

Third, although most curriculum textbooks offer a section delineating alternative teaching approaches, the numerous lesson content examples provided represent only one primary teaching–learning behavior. The language used to describe the tasks (how the learners are to perform in the task) reflects expectations more aligned to the Practice style than any other behavior. The examples do offer teachers a variety and sequence of tasks that can be used in the classroom; however, alternative teaching styles are not used or described. Consequently, the link and the distinction between content design and alternative teaching–learning behaviors remain unclear.

4. Mosston's Developmental Movement Concept

The focal point of this concept are: 1. That all physical experiences rely on shared physical attributes (agility, balance, flexibility, strength, endurance, accuracy, etc.) 2. That these attributes can be developed. These points are governed by:

1. The universal principles of physiology and kinesiology
2. The concept of degree of difficulty (which is the foundation of the Inclusion style.)

Mosston merged the concept's focal points with the governing (universal) principles to create developmental movement. Mosston observed, in the early 1960s, that redundancy of content, isolation of skills, rule-oriented experiences, exclusion of participants, etc, resulted when activity units were the primary approach for lessons in physical education gymnasiums. In contrast, he observed that lessons that incorporated the concepts of physical attributes and degree of difficulty created:

- A broad, yet connected, view of the intrinsic content within physical education
- A link among different activities because of the common variables
- A developmental skills carryover effect from one content area to another
- A common movement approach that reinforced all activities/sports
- An inclusion experience for the participants.

The primary focus in Developmental Movement is total physical development. This does not mean that each learner will be maximally physically fit but that individuals will have opportunities to develop from the broadest perspective of physical development. Before teachers can design subject matter using the concepts in Developmental Movement, they must understand the point of view from which Mosston developed his ideas.

Developing a Point of View

Human Movement Categorized Throughout the history of physical education, various values that have been attached to human movements. Mosston observed that the values placed on movement fell into three distinct categories:

Assigned, Functional, and Intrinsic value.

Assigned Value

Assigned value belongs to the movement experiences that are judged by standards of “beauty” and “good form.” The assigned value belongs to the domain of the dancers and choreographers who attribute a feeling, an idea, or a mood to a performed movement. These values are determined (assigned) by the decisions and imagination of individual dancers and by the culture of a given society (as in interpretation of social or folk dancing).

Other examples of assigned value are the competitive gymnast, ice skater, or diver who adhere to an assigned code of “beauty” and “good form” determined by their restricted group. (Pointed toes in performance becomes almost second nature to gymnasts, classical ballet dancers, and divers.) The performance is judged not only by the detailed accuracy of the movement but also the “beauty” or “good form” ascribed to execution. Assigned movements are valued for their elegant replication of the standard.

Functional Value

The functional value belongs to movements that are under the jurisdiction of the rules. This value belongs to the domain of the coach. The player, coach, and game are under the jurisdiction of a set of strict rules and a specific measurable purpose/outcome. The rules and purpose determine the value (efficacy) of a given movement. Although certain details in the movements must be adhered to, “beauty” and “good form” they do not determine the value of the movement action. Track and field events, basketball, volleyball, soccer, snowboard competition, dirt-buggy races, etc. are all governed by the rules of the activity and are not subject to the subjective (assigned) standards. Functional movements are valued for satisfying or accomplishing the outcome.

Intrinsic Value

The intrinsic value belongs to movements that are intentionally designed for physical development. Examples of the intrinsic value are consonant with a developmental concept that movement contributes to the intentional development of physical attributes such as strength, agility, balance, flexibility, accuracy, etc. These values are designated as intrinsic since they are not related to a culture, individual mood or personality, or to a limited set of rules that determines what is performed. A set of push-ups will help develop the shoulder girdle and arms of an American fifth grader or a French adult, a basketball player, or a swimmer. Rope skipping with high knee raising will promote the agility of any individual who does it. Intrinsic movements are valued for their developmental contributions.

5. Conclusion

The Developmental Concept & Conclusion

Intrinsic value movements are universal because they rely on the principles of physiology and kinesiology. This developmental concept treats content in a step-by-step progression that helps learners internalize the developmental nature of their activities. A jump can be viewed in many

ways. It can be a competitive movement (high jump) which sooner or later excludes the less skilled student and the beginner, and becomes the mark of the topnotch competitive athlete. Or the jump can be recreational, as it is in the various games or in the random play. Both of these jumps represent the functional value. There are simple jumps and more complicated ones, easy and more difficult leaps. Through presentation of the variety of jumps, learners develop agility and strength in a systematic way.

The students will be able to identify specific objectives they can attain on their individual levels. It is not proposed that this developmental subject matter replace the traditional sports, fitness, recreational, games, etc. approaches. On the contrary, these activities must be combined with games for the all-around development of individuals. Like the Spectrum of Teaching styles, this developmental concept embraces a non-versus framework.

The structure of the developmental concept is presented in the Inclusion style. It proposes that the problem confronting teachers is whether they can present individual students, each starting from his/her initial level of achievement, with materials arranged so that each step represents a success. Using the concept of degree of difficulty requires knowledge of factor analysis, anatomy and physiology, and an appreciation for the inclusion principles presented in the Chapter. Incorporating the developmental concept in episodes within lessons ensures participation (inclusion). When learners are excluded, because tasks are designed at developmental levels that are either too difficult or not difficult enough, acquisition of skills and the learner's physical development are delayed. Participation in movement is fundamental to physical development.

Recently attention has been given to providing a fair and equitable education to students who have disabilities. These curriculum programs promote special content materials and special teaching methods for students with disabilities. When these programs isolate groups of students and offer special teaching methodologies for each group, they do a disservice to education, to teachers, to students, and to parents. Although additional and specific information, content, and procedural adjustments are necessary when working with many special groups, the comprehensive structure of pedagogies applies to all teaching and learning situations. Teaching-learning behaviors are universal; there are not unique teaching methodologies for each special group of students or adults.

Designing worthwhile curricula for students with disabilities relies on the teacher's knowledge about the limitations of the specific disability and about the universal principles in physical movement, the factor analysis, the inclusion (developmental) concept, and a comprehensive approach to teaching and learning, with all its variations from Command to Discovery.

All students, regardless of their circumstances, deserve movement experiences and a variety of decision-making experiences within their physical and mental capabilities.

Now let us summarize this lecture. so in this episode we have discussed a lot about teaching and pedagogy and preparing educational material for physical education classes. I hope the input provided in this module would be very useful to all of you. Thank you so much for watching.