

Quality Teaching = Enhanced Student Learning

*Deborah Tannehill, Ph.D.
University of Limerick, Ireland
PEPAYS Ireland Research Centre*

First Conference of Physical Education and Physical Activity
21-22 November 2015 - University of Cyprus



Social Construction of Physical Education

Social Construction of Physical Education

Directed by what Lawson (1998) describes as physical educators' managing of young peoples' forms of play, sport and physical activity

Sporting Model





- “students do not find physical education coherent, relevant, or meaningful”

Ennis 2003, p. 23



“We need to do things differently, move away from curricula that mirror only what has been done in the past, and build programmes that reflect the desires and needs of young people so that they might persist in their efforts to develop physically active lifestyles”

Tannehill, 2007

Coherent Curriculum

Perhaps a coherent curriculum would look like a postmodern physical education

- problem/task based
- culturally relevant and inclusive
- has flexible content and boundaries
- is student centred
- where learning takes place within and beyond school boundaries
- allows for uncertainty and discovery

Macdonald (2003)

Tomlinson (2003) asks us to consider how we might adapt what we intend students to learn as opposed to asking what to do if a student cannot accomplish what we want him or her to learn.





Sagor's (2002) encourages us "to take a hard look at what is wrong about how we work with students in our classrooms"

- Need to feel competent
- Need to belong
- Need to feel useful
- Need to feel potent
- Need to feel optimistic



MacPhail and Halbert (2005) report declining participation rates of young people in both physical activity and more specifically physical education, especially among girls.



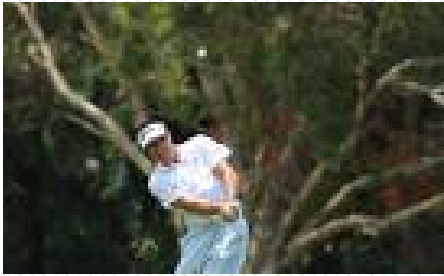


STANDARDS

Macdonald and Hunter (2005) note that educational policies may “privilege and marginalize particular knowledge and skills”

And, young people...

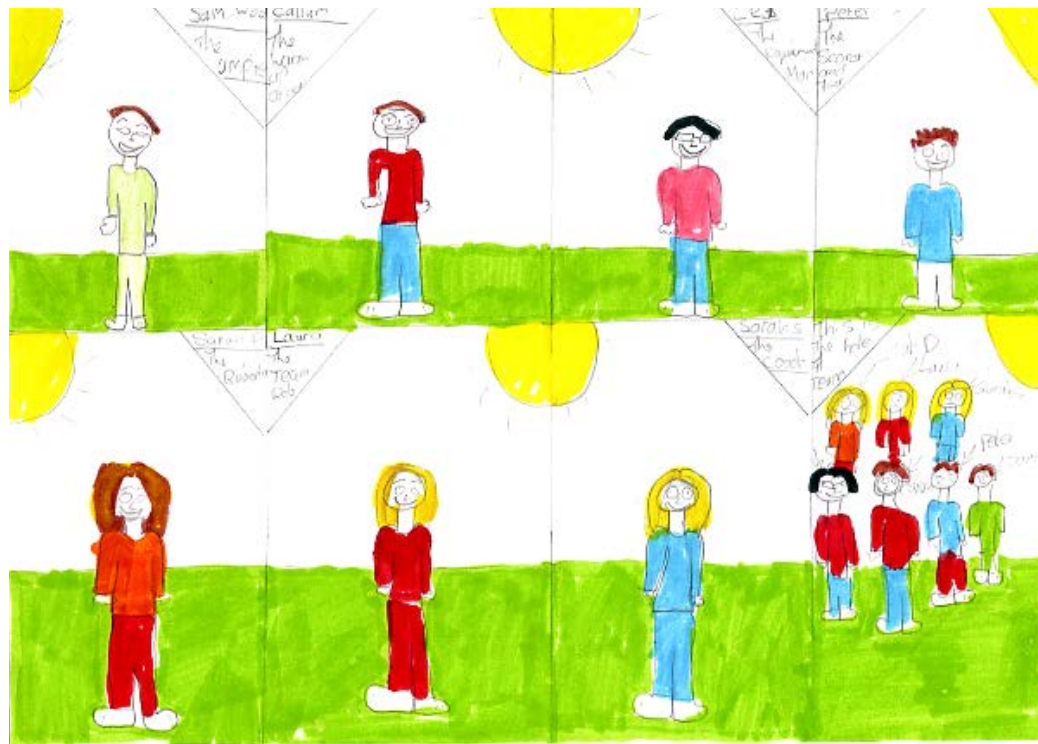




As teachers are held accountable, is that accountability to the standards themselves or to the teacher's interpretation of the standards to meet the needs of a particular set of students?



Capel (2007) proposes that “knowledgeable physical education teachers should take a pupil-centred rather than subject-centred approach and place pupils’ learning at the heart of their teaching”



Unpacking the Standards

Level 1 - Conceptually

- What is intent?
- How did they evolve?
- How might they be interpreted?

Level 2 - Delivery & Content

- What curriculum model?
- What activities?
- How will conceptual learning be implemented

Kirk, Macdonald, and O'Sullivan in the Handbook of Physical Education (2006) use curriculum models as the organizing framework for the analysis and review of curriculum research



Sport Education



Personal & Social Responsibility



Outdoor /Adventure Education



Teaching Games for Understanding



If you
can't



Catch
Jump
~~Run~~
Swim
Throw

You won't
take part in



Soccer
Basketball
Volleyball
Track and Field
Squash
Badminton
Rugby
Tennis



If you
can't

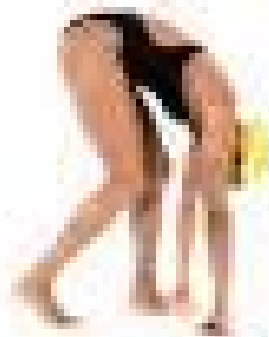


Catch
Jump
~~Throw~~
Swim
Run

You won't
take part in



Baseball
Softball
Bowling
Soccer
Goalball
Football
Rugby



If you
can't



Throw
Jump
~~Swim~~
Catch
Run

You won't
take part in



Swimming
Diving
Water Polo
Scuba
Kayaking
Sailing
Surfing

Halbert (2009) emphasises that, “choice of activity is unimportant as it is the medium through which students get the message, not the message itself”

Penney and Chandler (2000) contend that while often neglected, teaching is the most important aspect of the curriculum process.



Curriculum model vs Instructional model

Curriculum Model (CM)

Focused, theme based and reflects a specific philosophy. They define a clear focus around the content, and aim toward specific, relevant and challenging outcomes.

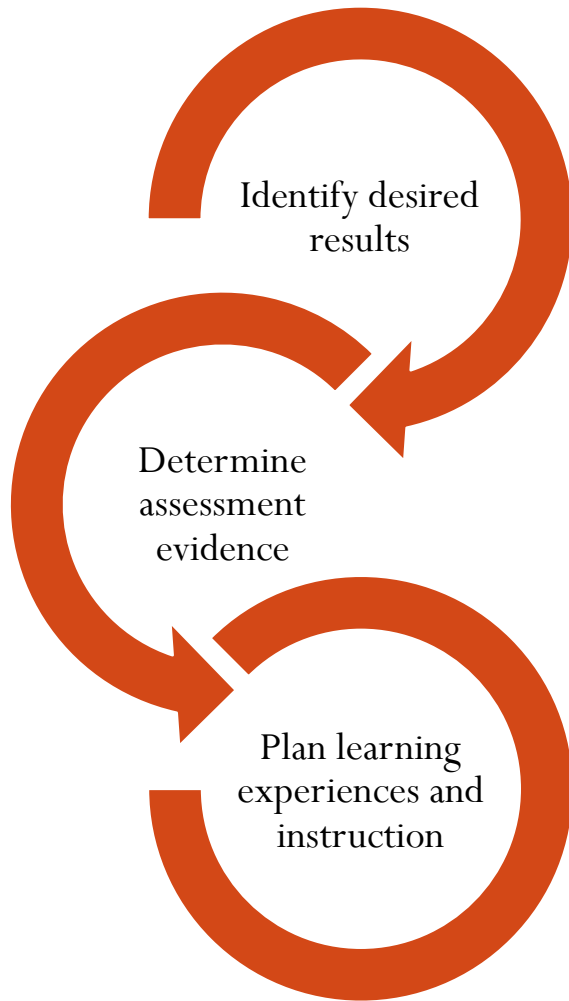


Instructional Model (IM)

Organises instruction and how students will interact with and practice content.

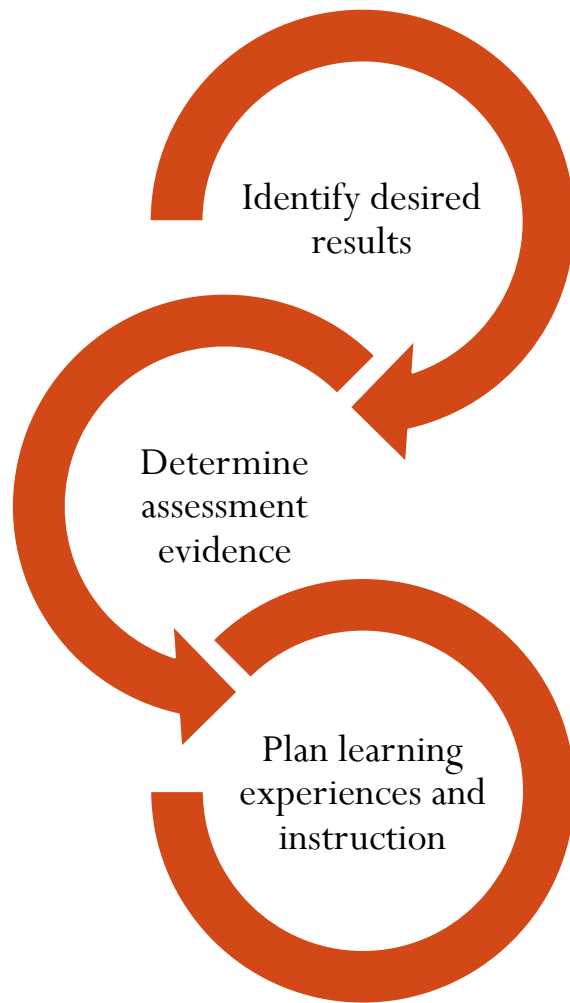
An instructional model includes a number of strategies, methods, styles, and skills that are used to plan, design and implement a unit of instruction.

Backward Design



Wiggins and McTighe (1998)

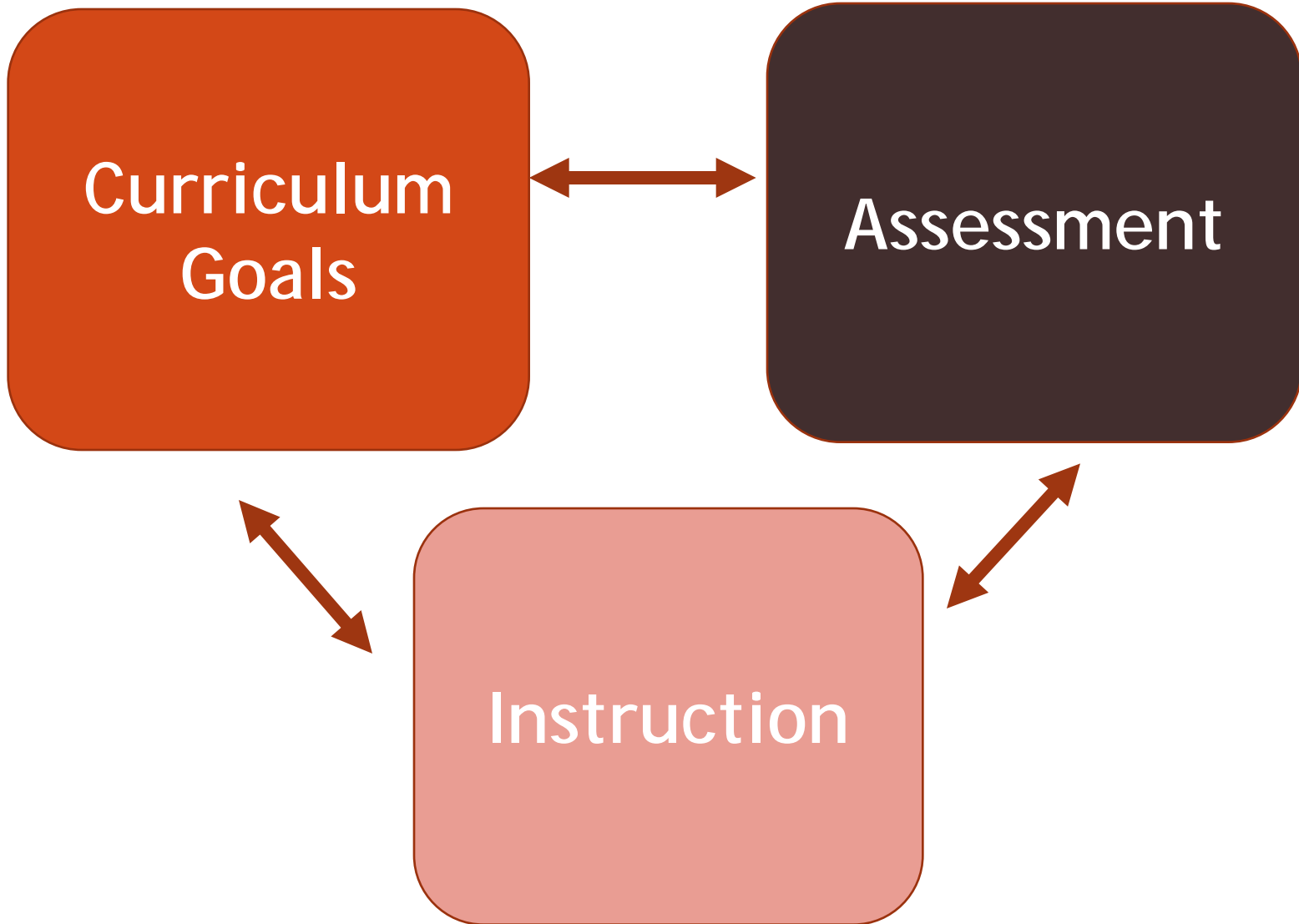
Backward Design



- What do I want students to learn, understand, and be able to do?
- How will I / they check they have learned?
- Which learning activities will lead to the desired result?

Wiggins and McTighe (1998)

Instructional Alignment



Instructional Alignment

Curriculum Goals

Tell students what they are going to learn and why it is important

Assessment

Assess students on what they have been practicing

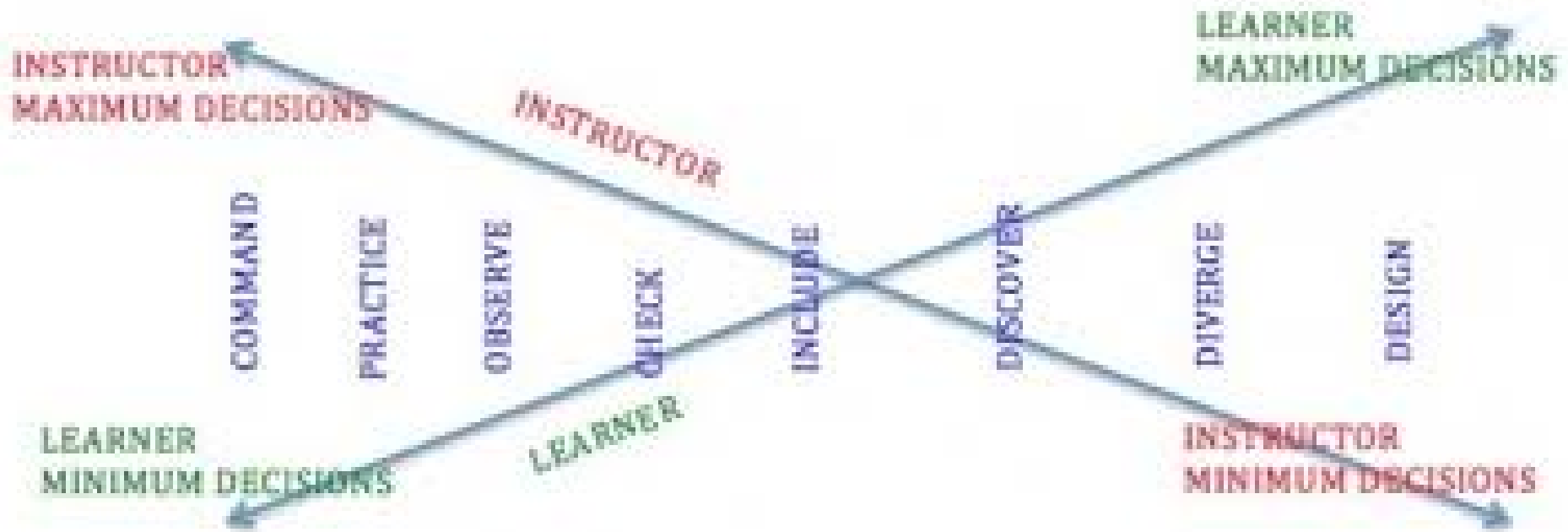
Instruction

Teach students what you told them they were going to learn and let them practice in challenging and exciting ways



Children should have access to challenging instruction whenever they need it, at every grade level, in every content area.





Spectrum
of Teaching Styles

Muska Mosston (1966)

Approaches to Teaching Physical Education

- Teaching formats - Siedentop & Tannehill (2000)
- Teaching strategies - Capel et al., (2001) Rink (2009)
- Instructional models - Tannehill et al., (2015) Metzler (2013)

Instructional Models

Teacher Mediated

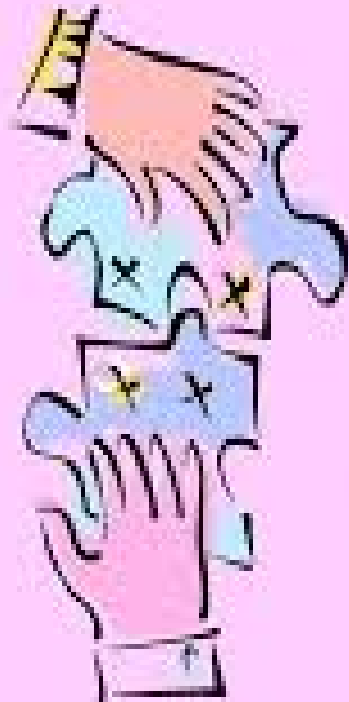
- **Direct**
- **Task**
- **Station**
- **Inclusion**
- **Through questions**

Student-Mediated

- **Reciprocal**
- **Peer tutoring**
- **Small group**
- **Cooperative learning**
- **Self-instructional**
- **Contracting**
- **Service learning**

When planning for learning

- 1) select the content to be taught
- 2) determine the outcomes to be achieved in a lesson
- 3) select an instructional model that will enable learners to be successful in achieving the learning intent.



“We don't get to decide whether we have challenging students in our classes, but we can certainly decide how we respond to them.”





**“the discussion has come full circle
when the invitation is issued to others to
imagine, design, implement, and
evaluate new design models and change
theories that help rejuvenate,
reconstitute, and transform PE”**

Lawson, 1998