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**An Instructional Video Emphasizing Teacher Feedback And Instruction
During Elementary Physical Education Classes**

John Ferguson, Jr.

**A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts in the
Department of Physical Education**

August 1999

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**An Instructional Video Emphasizing Teacher Feedback and Instruction
During Elementary Physical Education Classes**

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Abstract

An Instructional Video Emphasizing Teacher Feedback and Instruction During Elementary Physical Education Classes

John Ferguson, Jr.

Purpose of The Study

An instructional video, focusing on teacher feedback and instruction, was produced for use by college instructors who prepare elementary physical education teachers in primary through twelfth grade (P-12) certification programs. The video featured three separate lessons of: (1) Movement education, (2) Manipulative skills, and (3) Nonmanipulative skills for elementary children in physical education classes at White Hall Elementary School in Richmond, Kentucky.

Procedures

The organizational process of this study involved acquiring the cooperation of The White Hall Elementary School physical education teacher and the Division of Media Resources at Eastern Kentucky University (EKU) in Richmond, Kentucky. The study involved four phases: (1) *Preparatory -- Teaching Without Videotaping*, (2) *Intermediate -- Teaching and Trial Videotaping* (3) *Finale -- Teaching and Production Videotaping*, and (4) *Editing*. Two second grade classes were used for the study due to the wide range of physical skills and behavior challenges which exist within that age group. The participants included 22 boys and 10 girls ranging in age from 7 years to 11 years.

The study describes the methods and procedures followed in the production of the instructional video and contains the lesson script for each lesson. A special feature of each lesson was the labeling of the student activity tasks so that the viewer can see the progression and sequence of instruction. The author provided two copies of the instructional video to the Learning Resource Center at Middle Tennessee State University (MTSU), Murfreesboro, Tennessee.

Recommendations

The recommendations for further study included: (1) additional instructional videos should be produced for college instructors who train physical educators at the middle school and high school levels, (2) a programmed manual for college students should be developed to accompany the instructional video, (3) additional videos should be developed specifically for preservice and inservice teachers, (4) additional filming and editing sessions should be conducted to insure greater quality in the production of future instructional videos, (5) a review board consisting of education professionals from the area of physical education instruction should be established to critique future instructional videos, and (6) digitizing the instructional video for use with computer programmed instruction.

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CHAPTER I

Introduction

The development of appropriate teacher feedback and its effect on student learning is of significant importance to the area of pedagogy in elementary physical education. Feedback can be verbal or nonverbal and when used effectively can promote student learning in the area of motor skill development. (Siedentop, 1991). Examples of teacher feedback are prevalent in many areas of education. McKenzie, (1990) in her book *A Visit With Miss Mants*, demonstrated how verbal and nonverbal feedback can be directed at children and have a positive effect. Within the story a young girl took her brother to a blind, retired school teacher with the hope that he could learn to read. The teacher reached out from her blindness to share with the young man the world of reading and writing. Both children benefitted greatly from their association with the teacher and her caring, unique ways of communicating with them.

Feedback can also convey negative connotations, as Wilson (1996) vividly illustrated in her book *The Boy Who Couldn't Read*. This short story demonstrated what can take place when teachers do not take the time to interact with children and find out how they actually learn. Many learning styles exist within a classroom and the work by the author pointed out that message. The teacher made the assumption that the child was dyslexic based on the child's apparent inability to read. The teacher also believed that the student might be quite bright and not willing to work on such mundane things as basic reading or listening to stories being read. Negative feedback was constantly directed at

the student and he eventually retaliated against the teacher. When constantly bombarded by negative feedback, students may learn to be negative or dislike the subject matter.

According to Rink (1998), feedback is information provided for the learner about their performance in physical education. She has categorized feedback in physical education into four areas: (1) evaluative and corrective, (2) congruent, (3) general versus specific, and (4) negative versus positive. Physical education teachers do not always have examinations or written assignments in the same quantities as the classroom teacher. Students in physical education classes receive most feedback on motor performance during or immediately after their performance. Effective teacher feedback can maintain student focus on the learning task and serve to motivate and track student responses. Siedentop (1991) has indicated that appropriate feedback and effective teacher pedagogy should be an integral part of physical education instruction.

Statement of The Problem

There is a need for improved teacher feedback and instruction during physical education classes. Elementary physical educators are often guilty of introducing a particular motor skill and then engaging the students in the actual game or activity. Rather, practice opportunities with appropriate feedback by the instructor, and “lead-up” or modified games, should be an integral part of the instruction before actual game situations ever develop. There is a limited number of instructional videos which emphasize effective teacher feedback and instruction during elementary physical education classes.

Purpose of The Study

The purpose of this study was to develop an instructional video which demonstrated appropriate methods of verbal and nonverbal feedback and teacher instruction during elementary physical education classes. The video was developed to provide a resource for the college instructor who seeks to improve the teaching effectiveness of the preservice teacher, inservice teacher, and the experienced teacher in physical education.

Definition of Terms

Rink (1998) defined the following terms:

Feedback

1. **feedback** - information provided for the learner about their performance.
2. **evaluative and corrective feedback** - evaluative feedback occurs when a value judgment is made about the past performance of the student. Corrective feedback gives the learner information on what to do or on what not to do in future performances.
3. **congruent feedback** - congruent feedback gives information on performance or results that are directly related to what the learners have been asked to focus on. This type of feedback reinforces the task focus.
4. **general versus specific feedback** - specific feedback is related to an aspect of performance that is somewhat consistent. Young learners probably need general information that establishes the intent of the performance as opposed to the details of the performance.

5. **negative versus positive feedback** - descriptive studies in physical education have shown that feedback in gymnasiums has a tendency to be more negative than positive; this may be attributable to the idea that the physical educator corrects many errors when teaching. Individuals can be corrected without lowering their self esteem.

6. **verbal teacher feedback** - information provided orally for the learner about his/her performance.

7. **nonverbal teacher feedback** - feedback provided for the learner about his/her performance using an expression, gesture, or physical motion such as a "thumbs up" sign.

Tasks

1. **task** - an initial activity which the children are engaged in. The teacher may change a task by making it easier or more difficult, depending on the particular student or students.

2. **application task** - a task which focuses on *how to use a movement* rather than *how to do* a movement.

3. **extension task** - when the complexity or difficulty of a task is changed.

4. **refinement task** - a verbal sequence which communicates concern for the quality of task performance. "Remember, eyes on the ball".

Significance of The Problem

Improving the quality and quantity of teacher feedback given during instruction in elementary physical education should have relevancy for specific populations (Graham, 1993). Educators who could benefit from improved instruction in physical education

through the use of an instructional video include: preservice teachers, inservice teachers, and experienced teachers. Others who may profit include: supervisors of student teachers and first-year interns, those who hire teachers and those who graduate students in teacher education programs with an emphasis in primary through twelfth grade (P-12) physical education. As teachers continue to challenge students, the need for teachers to communicate more effectively and provide meaningful feedback will increase (Dornbusch & Natriello, 1984). Students, in general, will need encouragement as they strive to improve. Feedback and warmth without standards can be demeaning to the student. Presenting standards without encouragement will be less effective in motivating the student.

Limitations of The Study

The author did not have control over the following aspects of this study:

1. The students being taught during the videotaping of the instructional video possessed various levels of skill development and behavior.
2. The teacher feedback and instruction provided during the instructional video was dictated by the ability levels of the students in the specific class being taught.

Delimitations of The Study

The author did have limited control over the following aspects of this study:

1. The instructional video was produced at a public school in Richmond, Kentucky and included children in a regular elementary physical education class receiving instruction.

2. The Division of Media Resources at Eastern Kentucky University conducted the videotaping of the instruction and was responsible for the production of the video.

Assumption

The author made the following assumption:

1. The production of an instructional video emphasizing effective teacher feedback and instruction during elementary physical education classes will provide a resource for the college instructor who prepares elementary physical education specialists in the area of teacher pedagogy.

CHAPTER II

Review of Literature

Introduction

The literature reviewed during this study included various types of teacher feedback and instruction as well as the effectiveness of feedback during physical education classes. The review consisted of categorizing the types of feedback and defining each, examining styles of delivery, and investigating the results when feedback is given. The literature was limited to: (1) types of teacher feedback during physical education instruction, (2) teacher feedback during primary - twelfth grade (P-12) physical education instruction, (3) teacher feedback during college physical education instruction, (4) preservice physical education teachers and feedback, and (5) the use of video instruction to improve teacher feedback and instruction.

According to Siedentop (1991) teacher feedback in physical education instruction should be improved in quality and quantity. The literature which was reviewed demonstrated support for improved teacher feedback in physical education instruction as well as some studies which indicated that teacher feedback serves as a necessary component of instruction along with other factors such as practice opportunities, previous instruction, and peer examples.

Types of Teacher Feedback During Physical Education Instruction

Ashworth and Mosston (1994) have said that teaching is a chain of decision making. Each act of teaching is a direct result of a previously made decision. Understanding the decisions, who makes them, how they are made, and for what purpose, offers insights into the structure of the possible relationships between teacher and learner. Three sets of decisions were developed by Ashworth and Mosston (1994). The sets included: (1) *The preimpact set*, (2) *The impact set*, and (3) *The postimpact set* which involves decisions concerning the evaluation of the performance during the impact set and the congruity between the intent and the action. This evaluation determines whether adjustments are needed in the following episode. These decisions are made sequentially and this sequence is important to any evaluative procedure. Providing feedback to the learner is one of the key elements in this sequence. This feedback is presented in one of four forms: (1) *Value statements*. This form of feedback includes a word or symbol that projects a value or feeling about the performance. (2) *Corrective statements* This feedback is used whenever an error is evident and the student's response is incorrect. (3) *Neutral statements*. This type of feedback does not correct or judge the performance; it acknowledges what the student has done. (4) *and ambiguous statements*. Ambiguous statements might include phrases such as "good job " or "not bad".

Rink (1998) has classified feedback into four categories: (1) *Evaluative and corrective*. Evaluative feedback occurs when a value judgment is made about the past performance of the student. Corrective feedback gives the learner information on what to do or on what not to do in future performances. (2) *Congruent*. Congruent feedback

gives information on performance or results that are directly related to what the learners have been asked to focus on. This type of feedback reinforces the task focus. (3)

General versus specific. Specific feedback is related to an aspect of performance that is somewhat consistent. Young learners probably need general information that establishes the intent of the performance as opposed to the details of the performance. Rink (1998) indicated that elementary teachers give more feedback, college teachers rank second, and secondary teachers provide the least feedback to their students. Most of that feedback is general. (4) *and Negative versus positive.* Descriptive studies in physical education have shown that feedback in gymnasiums has a tendency to be more negative than positive; this may be attributable to the idea that the physical educator corrects many errors when teaching. Teachers can correct errors without appraising the individual.

Teacher Feedback During Primary Through Twelfth Grade Physical Education Instruction

Primary

Verbal and nonverbal feedback in the classroom was demonstrated in the movie *To Sir With Love*, produced and directed by Braithwaite (1987). Sidney Poitier portrayed an unemployed professional engineer who traveled from the United States to London, England and took a job as a school teacher. The school was located in the tough east end district of London, England. The character of Poitier taught the students about dignity and respect, changing their attitudes about school and life because of his teaching style that included many examples of verbal and nonverbal teacher feedback.

Elementary physical education teachers often give their students feedback with no explanations (Kovar et al., 1992). Teachers of physical education must be able to teach the basic kinesiological and mechanical principles of movement and not merely say, "Throw the ball harder." Knowledge of these principles can be imparted to students of all ages by simply adjusting the amount and type of feedback provided. Elementary students can understand and demonstrate concepts such as base of support and center of gravity. When proper teacher feedback is given the student has the necessary tools with which to improve performance and enjoyment in physical activity.

Although research has not always supported the concept that teacher feedback is totally necessary for students to learn, feedback may still provide motivation for students to learn (Tjeerdsma, 1995). Positive feedback may not be enough to motivate students during physical education instruction. Feedback must be specific and also corrective and evaluative. Specific statements can enhance student motivation more readily than general statements because the student knows that the teacher was actually observing and does care about his or her performance. Teachers must be knowledgeable about motor skill performance in physical education so that they can detect errors and provide corrective and evaluative feedback. Teacher feedback might begin with a positive, evaluative statement and then be followed with pertinent corrective information.

Feedback may assist the teacher in managing the classroom or gymnasium more efficiently. Crossgroup feedback has been defined as teacher feedback in relation to student location (Ryan, 1996). The teacher moves actively and gives personal feedback to students within close proximity. A shared and directed amount of feedback are also

given to students on the other side of the room. This type of feedback may allow for increased monitoring and even distribution of prompts and feedback to students.

Crossgroup feedback may reduce management and off-task behavior problems.

A short story by Wilson (1996), titled *The Boy Who Couldn't Read*, demonstrated what can occur when a teacher does not take time for interaction with children. This story illustrated that children learn in a variety of ways. The teacher, Mr. Croft, thought that perhaps David Bates was dyslexic based on his apparent inability to read. The thought of David being quite intelligent, but slightly lazy, was also a distinct possibility in the teachers mind. David previously attended another school and also had difficulty in reading at that school. Mr. Croft was, perhaps, slightly jealous of David because Mr. Croft had not accomplished all that had been predicted for him when he was graduating from his schooling. He read a story to his class and asked the students to create a drawing to illustrate the story. David refused to draw an illustration and insisted on leaving school and going home to his mother. The instructor refused to grant the request to David and became so emotional that he had an apparent heart attack while restraining David. Mr. Croft wrote "Phone 999, Heart" on a piece of paper and David responded by saying: "I can't read, can I?" David left the room and met his mother along the road as she was coming to meet him. She wanted to go back to the school and talk with the teacher about David and his academic work. He refused and they returned home. David never told his mother what actually happened. The feedback used by the teacher in this story was primarily negative; thus encouraging the student to be negative.

According to Parson (1998), verbal cuing is a type of feedback as well. However, it must be used situationally. Cues are short, concise phrases which can assist the learner by conveying the critical elements of a skill or movement to the student. Students are then stimulated to focus on key elements of movement. The focus can facilitate the acquisition of the motor skill. Parson examined two types of cuing; teacher-directed and student-directed. Teacher-directed cuing is good for the young learner while more experienced students may find that self-cuing works better for them. Teachers must understand each of the components involved in the proper performance of the skill. This may help the instructor determine the critical cues for a particular motor skill.

Middle School

The evidence in support of middle school feedback has not always been strong. Silverman (1994) examined communication and motor skill learning in a review of literature on teaching. He concluded that physical education teachers were quite important in transmitting expectations to students but the role of teacher feedback in helping students actually learn motor skills may be somewhat less than found in previous research.

Researchers have examined the immediate practice success of low- and high-skilled seventh- and eighth-grade students after receiving specific, congruent, and corrective feedback for different tasks such as extension, refinement, and application (Harrison & Pellett, 1995). The study was conducted over an 11-day time period using a volleyball unit. The practice success was evidenced by significant improvement in

performance by both ability groups. The improvement was shown in the extension, refinement, and application tasks for the skill of passing and refinement and application task improvement was found for the skill of setting.

High School

Dornbusch and Natriello (1984) conducted studies beginning in 1973 and ending in 1982 dealing with high school feedback during the evaluative process. They found that teachers must concentrate on giving central and more influential evaluations in an attempt to increase student effort. Positive feedback and the encouragement of questions were deemed essential to the process of learning. Teacher warmth was seen as a key element in teaching. When the teachers continually challenged the students, a definite need to offer meaningful feedback existed.

Markland and Martinek (1988) conducted a study to examine the amount of feedback that more and less successful high school varsity volleyball coaches gave to their volleyball players. Starting and nonstarting players were included. Two of the four coaches were more successful and two were not considered to be as successful, based on previous regular season win-loss percentages. The players of the coaches were used as subjects and they were further defined as either starters or nonstarters on their respective teams. The subjects (N=41) were observed on three different occasions for 30 minutes during regular season practice. The Cole Descriptive Analysis System (Cole-DAS) was used to observe coach augmented feedback as it was given to the individual players with regard to skilled performance. The effects of (a) success of the coach, (b) role of the

player, and (c) both success of the coach and role of the player on the dependent variables of coach augmented feedback was described with the use of a 2x2 multivariate analysis of variance.

Some interesting implications for physical educators were found. The findings indicated that successful coaches varied from less successful coaches in the type of feedback given to their players. Starting players received significantly more audio, audiovisual, and immediate terminal feedback when compared to nonstarting players. Physical educators must ensure that they distribute feedback evenly over the entire class as opposed to a certain segment of the class.

Teacher Feedback During College Physical Education Instruction

Research has suggested that providing teacher feedback while using videotapes during physical education instruction enhances learning (Smith et.al., 1997). The feedback provides information about the necessary changes in a particular movement pattern. Smith et. al. (1997) provided corrective feedback to students who were viewing videotapes of themselves performing golf shots.

Fronske (1997) has demonstrated the importance of specific feedback when applying teaching cues during physical education instruction. She had college students work in groups in which they were assigned to analyze and give feedback for one specific cue. This peer feedback was instrumental in the tendency of the student to repeat the response in the near future and it strengthened the correct response. Peer feedback emphasized the students correct performance, notified the students of their errors, and

suggested specific ways to correct the errors. The use of cues during feedback provided a more positive method for interaction. Students were receptive to peer feedback.

Fronske's research implied that students who received cues as a part of feedback appeared to be more motivated to improve their performance than students who did not receive verbal feedback with regard to cues. Their self-confidence seemed to increase steadily with improved skill ability and they worked hard to improve each day. Students who did not receive cue feedback appeared to become frustrated and bored and had a difficult time staying on task.

Research findings have revealed that the relative frequency of knowledge of performance (KP) feedback of a sport skill has a significant effect on the learning and remembering of the skill (Kordus & Weeks, 1998). According to Kordus and Weeks (1998), relative frequency is the total number of times feedback is given relative to the total number of trials attempted. The researchers found that variations in the relative frequency enhances the acquisition of a particular skill. They taught the soccer throw-in skill to the subjects and the results showed that those given 33% relative frequency of KP performed significantly better than those who were provided with 100% relative frequency of KP. The study indicated that a more effective performance may exist in the absence of KP, such as in a retention test, than for subjects who have not had an opportunity to examine these skills in acquisition due to KP being constantly present.

Preservice Physical Education Teachers and Feedback

Farver (1991) has analyzed the verbal feedback patterns of preservice physical education teachers. The researcher used a teach-reteach format while having the students complete peer teaching lessons. The preservice teachers (N=5) were also observed during their student teaching experience; general and specific skill feedback behaviors were examined during that time. Farver (1991) found that the teach-reteach format influenced the development of the preservice teacher's verbal feedback behaviors. Preservice teachers improved in the ratio of congruent to incongruent specific skill feedback from the first peer teaching lesson to the second lesson. Task foci, however, affected the congruency of these statements during the student teaching lessons. The improved verbal feedback behaviors which were evident in the second peer teaching lesson were not consistently achieved during the student teaching lessons. These findings have suggested that "slippage" occurred from the controlled peer teaching experience to the actual classroom or gymnasium of the student teaching experience.

Brawdy & Byra (1994) compared the effects of two supervisory models on types and frequency of teacher feedback statements and questions. The models used were self-assessment and direct supervision. The study lasted for six weeks and the subjects (N=16) were physical education majors and instructed a single learner twice per week for six weeks. The subjects in the self-assessment model individually assessed their video-audiotaped lessons through observation after each lesson. Rate per minute scores were graphed for each type of feedback. The subjects then wrote an objective for one feedback category. The subjects in the direct supervision model met with a supervisor after each

lesson and coded types and frequencies of feedback statements and graphed them. The supervisor prescribed a strategy for the improvement of verbal patterns of interaction. The results indicated that a model of supervision which uses an initial period of self-assessment followed by direct supervision effectively increases the use of positive specific verbal behavior in preservice teachers.

The Use of Videos to Improve Teacher Feedback and Instruction

Johnson (1968) studied the effects of a program of prompting, practice, and feedback on the beginning teacher's ability to observe pupil performance in the classroom. Eighty-four teacher education students were randomly assigned to four 35-minute treatments. The group I treatment included viewing an instructional video tape of 21 brief teacher-pupil interaction scenes while following a programmed booklet providing instructions, intermittent prompts, practice questions, and feedback. Group II viewed the same video tape and followed a similar booklet which asked for reactions but provided no prompts, practice, or feedback. Group III listened to a tape-recorded lecture on how to be a good observer of pupil behavior and group IV received no experimental treatment. All subjects then viewed a new video tape and took a test which was similar to the test used in the instructional program. Analysis of variance in test scores revealed significant differences among the four groups, the mean of group I being greater ($M=18.33$) than the mean score in any of the other groups ($p. 05$). Johnson concluded that the use of instructional videos was significant in the improvement of the teacher behaviors sought and future experimentation was needed.

Belka (1988) found that physical education majors improved targeted teaching skills in soccer by observing and interpreting videotaped soccer skill lessons. The students observed the videotapes in a manner more congruent with the program goals and utilized the specific teaching skills during their field experience. He reported that the quality and clarity of teacher feedback improved as the subjects progressed through the teacher education program.

Morgan (1992) has evaluated the effectiveness of multimedia instruction on the discussion leading skills of beginning instructors. She included videotaped demonstrations in her project which involved subjects from four Tennessee colleges. The subjects perceived their abilities to lead discussions as significantly better following treatment. However, after viewing pre- and posttreatment videotapes, no significant differences were found. The behavior change which did occur was the physical arrangement of classrooms as thirteen of the fifteen subjects sought to create an interactive setting by moving chairs from rows to circles.

The use of videotape to analyze student performance in physical education is not a new concept. However, by involving the student more in the actual analysis and using the teacher as a facilitator, the process can be more self-directed. Jambor (1995) examined this process which is known as Interpersonal Process Recall (IPR). Dr. Norman Kagan developed IPR which utilized interpersonal communication skills and discussions that allowed the students to better understand their motor skill performances. The instructor was silent until the student stopped the video and initiated discussion.

With less verbal students or those less knowledgeable about their skills, the teacher would ask more direct questions. Students were left in control but the teacher could still help verbalize the errors and indicate possible corrections. This type of videotape feedback was conducted with a college-age swimming class and during peer teaching in some physical education methods courses. The instructor reported a significant improvement in the swimming strokes as well as the teaching performance during the second peer teaching assignment. Kagan has suggested that no more than two weeks should lapse between taping and viewing so that maximum benefits can be gained from the process.

Boyce et. al. (1996) compared three different methods of delivering feedback to students in third and fifth grade physical education classes. The methods used included peer, teacher, and video feedback during skill development. The skill theme of the overhead pass was used with three sections of third grade students and the forehand strike in tennis was used as the skill theme for three sections of fifth grade students. Teacher feedback helped students improve the most on the overhead passing skill. Video feedback with cuing was the second most effective technique and peer feedback produced the lowest amount of improvement. All three groups improved over a three-day period. The video feedback group improved more than the scores of the teacher and peer feedback groups on the forehand striking skill. All three feedback groups improved over the three-day time period. The researchers indicated that teacher feedback may be more successful with the lower elementary children (third grade) while the upper elementary

children (fifth grade) may benefit more from video feedback due to their abilities to analyze and assess.

The University of Washington used instructional video during a Teacher Assistant Training Project. Instructional videos were used to improve teaching effectiveness by showing professionally-produced videotapes about teaching and by videotaping instructors in the academic areas of geography, bioengineering, English as a second language and sociology (Quigley, 1986).

Graham and Werner (1993) have sought to contribute to teacher education programs with the production of a 31 minute instructional videotape titled *Teaching Children Movement Concepts And Skills*. The videotape accompanied five books which were a part of the American Master Teacher Program (AMTP). The videotape consisted of three edited, condensed lessons which featured the major points of the respective lessons. Desirable teaching qualities in physical education were presented and several examples of positive, specific, and corrective feedback were presented. Praise was used during the closure and throughout all of the lessons.

Summary

The findings from this review of literature have indicated that feedback can have a positive effect on the learning of motor skills in physical education and strengthen learning in other academic settings as well. The information gained from examining literature on classroom feedback may also have relevancy for the physical education specialist. Physical educators should consider examining literature on feedback in a

variety of settings and glean from the research what applies to their situations. During this review of literature various types of feedback and instruction were examined as well as the results that occurred when feedback was given. The review of literature related to the use of instructional videos provided positive findings as well.

CHAPTER III

Methods And Procedures

The Human Subjects Research Review Form was approved by the Office of Sponsored Programs at Middle Tennessee State University in Murfreesboro, Tennessee. The author was granted permission by the White Hall Elementary School System in Richmond, Kentucky to produce an instructional video during the spring semester of the 1998-1999 school year. The Letter of Approval from the White Hall Elementary School System was placed in Appendix A. A Consent Form was obtained from the Madison County Schools in Richmond, Kentucky and placed in Appendix B. This form is signed at the beginning of each academic year by all students and parents.

Planning

Three separate lesson plans emphasizing teacher feedback and instruction during elementary physical education classes were developed by the author. Lesson One emphasizes movement education, Lesson Two contains manipulative activities, and Lesson Three features nonmanipulative activities. The author met with the elementary physical education teacher at White Hall Elementary School and discussed each of the lesson plans in detail. Two second grade elementary physical education classes, which met two days per week for 30 minutes of instruction, were mutually agreed upon for videotaping. These classes were selected because of the behavior challenges and the wide range of physical skills which are common with that age group. Tentative dates for the production of the instructional video were established by the author and the physical

education teacher. The author taught the three lessons over a six week period of time. Editing was conducted over a two week period following the teaching and videotaping.

A total of 32 children participated in the study. Nineteen children from one second grade class participated in Lessons One and Two. The children ranged in age from 7 to 11 years of age and included 14 male subjects and 5 female subjects. Thirteen children from the other second grade class participated in Lesson Three. The children ranged in age from 7 to 8 years of age and included 8 male subjects and 5 female subjects.

Teaching, Videotaping, and Editing

The teaching, videotaping, and editing of the instructional video occurred in four two week phases over an eight week period. The phases were: (1) *Preparatory -- Teaching Without Videotaping*, (2) *Intermediate -- Teaching and Trial Videotaping*, (3) *Finale -- Teaching and Production Videotaping*, and (4) *Editing*. Student participation in this study was voluntary and the students were told at the beginning of each lesson that they could terminate participation at any time.

Preparatory -- Teaching Without Videotaping

The author taught each of the three lessons one time, over a two week period, to both second grade physical education classes. The elementary physical education teacher was not present. This was done without videotaping to familiarize both second grade classes with the author and to help them become acquainted with his teaching style (see lesson script, p. 31). During this phase the author arrived at the elementary school 20 minutes prior to teaching the lessons so that the gymnasium and equipment could be

prepared for the children. The classroom teacher brought the children to the gymnasium and returned to her classroom. The author explained the purpose of the lessons that he would be teaching to the children over the six week period. The author taught the class following the lesson scripts found in Chapter IV (p. 28 - 47). Upon completion of the lesson the classroom teacher took the children back to their classroom. The author remained at the gymnasium for an additional ten minutes to gather equipment and insure that the area was prepared for the next regular class which was being taught by the elementary physical education teacher.

Intermediate -- Teaching and Trial Videotaping

The three lessons were videotaped by the elementary physical education teacher, using an AG 188U Panasonic Camcorder, while the author taught each of the lessons over a two week period to both second grade classes. The trial videotaping was done to allow the children to become adjusted and comfortable while being videotaped during activity. The author arrived at the elementary school 30 minutes prior to the beginning of the lesson so that the Camcorder equipment could be set up and checked for operating conditions. The author arranged the necessary equipment for the lesson and prepared the gymnasium for the children. The classroom teacher brought the children to the gymnasium and returned to the classroom. The lesson was taught by the author according to the lesson scripts in Chapter IV. After the lessons were completed the children returned to the classroom with their teacher while the author remained at the gymnasium

for an additional 15 minutes to dismantle the Camcorder equipment and prepare the gymnasium for the next class which was taught by the physical education teacher.

Each of the videotaped lessons was reviewed by the author so that he could critique his performance and improve the quality of teacher feedback and instruction during the final videotaping phase.

Finale -- Teaching and Production Videotaping

For the final production phase the author taught a movement education lesson and a manipulative skills lesson to one second grade class and a nonmanipulative skills lesson was taught to the other second grade class. The elementary physical education teacher was not present during this class period. This was done during a two week period of time while The Division of Media Resources at Eastern Kentucky University in Richmond, Kentucky videotaped the activity using two cameras. Five personnel from the Division of Media Resources arrived 30 minutes prior to the beginning of the lessons to set up the necessary equipment for the production videotaping. The author arrived 30 minutes prior to the beginning of the lesson to prepare the gymnasium and equipment for the children. The children were brought to the gymnasium by the classroom teacher and she returned to the classroom. The author taught the lesson by himself following the lesson scripts in Chapter IV. Upon completion of the lesson the children were returned to the classroom by their classroom teacher. The author remained at the gymnasium for 20 minutes to meet with the personnel from the Division of Media Resources and prepare the area for the next class which was taught by the physical education teacher.

The author taught the lessons for a total of 7 hours and 30 minutes. The physical education teacher conducted 3 hours of videotaping using an AG188U Panasonic Camcorder during the Intermediate Phase. Five hours and 30 minutes of videotaping and setup time were completed by the five personnel from the Division of Media Resources.

Editing

During the two week time period of phase four the author and the Division of Media Resources personnel at Eastern Kentucky University reviewed and edited the instructional video. Thirty two hours of editing were conducted by three staff members. Upon completion of the editing an instructional video was produced which included three lessons in elementary physical education. The lessons featured movement education, manipulative skills, and nonmanipulative skills and are designed for a typical 30 minute elementary physical education class (Table I).

TABLE I

ELEMENTARY PHYSICAL EDUCATION		
LESSONS ONE, TWO, AND THREE		
SECTION	FEATURES	MINUTES
Introduction	Overview of the instructional video	2:00
Lesson One:	Movement Education	20:40
Lesson Two:	Manipulative Skills	23:30
Lesson Three:	Nonmanipulative Skills	26:40

CHAPTER IV

Presentation of Lesson Scripts

Introduction

The purpose of developing an instructional video which emphasized teacher feedback and instruction in elementary physical education was to provide a resource for college instructors to use when endeavoring to improve the quality of instruction in elementary physical education classes. The preservice teacher, inservice teacher, and the experienced teacher could improve their pedagogy by studying the instructional video. The video was also developed for other audiences. These might include: supervisors of student teachers and first-year interns, those who hire teachers and those who graduate students in teacher education programs with an emphasis in P-12 physical education.

Introducing the Video

The National Association of Sport And Physical Education (NASPE) has recommended that a quality elementary physical education program should offer 30 minutes of instruction daily (NASPE, 1994). The instructional video features three separate lessons designed for a 30 minute class period in elementary physical education. Lesson One emphasizes movement education, Lesson Two contains manipulative activities involving lummi sticks, and Lesson Three features nonmanipulative activities based on springing and landing. Key words in the lesson plans have been underlined and are further defined in the glossary. The glossary is designed to assist the reader of the

lesson scripts in understanding terms which are common in elementary physical education lesson planning. Each lesson includes: (1) focus, (2) subfocus, (3) skill level, (4) objectives, (5) teaching cues, (6) introduction, (7) teaching strategies & student activities (tasks, cues, challenges) and a (8) closure. The lessons contained in the instructional video were developed to demonstrate effective teacher feedback and instruction and provide a resource for college instructors of preservice and inservice, as well as experienced physical education teachers.

Viewing The Video

An Instructor's Guide (see Appendix C) was developed to assist the college/university instructor who might be using the instructional video as a resource in an elementary physical education methods course. The guide contains an Overview of the instructional video, an Outline of the Lessons, a Glossary of key terms found in the Lesson Outline, and Suggested Questions For Student Evaluation.

The author begins the video with a two minute introduction which provides an overview of the three lessons in the instructional video. Throughout the lessons the focus and subfocus are reinforced by the author. The skill level is the predominant ability level within the class for the specific activity being taught in the lesson. The three objectives found at the beginning of each lesson script represent what the children are expected to learn during the lesson and not merely what they are doing. The teaching cues which are provided in each lesson script are short, verbal sequences which can assist the children in

learning how to perform the specific skills being taught. They represent points of emphasis for the children.

The viewer will see a brief introduction by the author which introduces the lesson to the children. The introduction seeks to answer such questions as “What?” and “Why?” as well as relating the lesson to previous learning. Teaching strategies and student activities represent the next segment of the lesson. This section contains specific tasks in which the children are participating. Cues are provided by the author during this segment to assist the children in performing the tasks. Challenges are also contained in this portion of the lesson and are designed to provide the children with an activity which is more difficult than any previous task in which they have been involved. The progression of tasks is easily seen during this lesson segment due to the “highlighting” of each task during the video. The last portion of the video contains a closure or summary of the lesson for the children. During the closure the author reviews key points from the lesson and checks for understanding among the children. The children are then dismissed in an orderly manner to return to their classroom teacher. A generic Outline Of The Video Lesson Scripts is contained in Appendix D.

LESSON ONE : MOVEMENT EDUCATION**TOTAL TIME: 22:40****VIDEO INTRODUCTION: 2:00****FOCUS: Space Awareness****SKILL LEVEL: Pre control****SUBFOCUS: Self Space, General Space, Locomotor Skills, and Relationships.****OBJECTIVES:****Cognitive:**

1. **TLW** be able to describe the characteristics of self space and general space.

Affective:

2. **TLW** work effectively with other children while in self space and general space.

Active or Psychomotor:

3. **TLW** move in general space without colliding with other students.

TEACHING CUES:

1. **Remember, when you are in self-space you are not touching anyone.**
2. **When you travel in general space you must be very careful so that you do not run into someone.**
3. **When you are traveling with your group I want you to travel quickly, but SAFELY!**

INTRODUCTION: 2:00

Good morning everyone! I really liked how you came into the gymnasium and sat down and are ready for class! Today we are going to be working on space awareness.

We will be talking about personal space and general space. Can anyone tell me (show of hands) what self-space or personal space is? Why do we need to know about self-space?

Does anyone know what general space is? Why is general space important to us? Do we use self-space and general space as we travel to the gymnasium each day? When you leave school do you travel in general space and also use self-space? We need to be able to move safely in the gymnasium, the school building, our homes, and many other places.

Today we will be doing some “neat” activities to help us learn more about self-space and general space! I have the orange cones set up so that you will know where you are allowed to travel. When I say “GO”, I want you to find a good personal space on this half of the basketball court. I want you to WALK to your personal space and wait for further instructions. “GO!”

TEACHING STRATEGIES AND STUDENT ACTIVITIES: 15:00

Are you touching anyone? Good!

TASK ONE: I would like for you to move the proper body parts as I call them out.

Can you move your head? Can you move your nose?

CUE: Remember, do not touch anyone around you.

******* Can you place your foot or feet higher than your head?

CUE: There is more than one way to do this.

CHALLENGE: Can you move your hands, feet, and seat together at the same time?

CUE: Be creative and show me different ways of doing this!

Now we are going to begin moving in general space. When I say "GO" I want you to begin walking in general space using the entire basketball court. Be careful and do not run into anyone else. I will begin playing music as you travel; when the music stops I want you to "FREEZE " and wait for my instructions. Can we do this?! Who can show me our boundaries? (select a student).

TASK TWO: I want you to travel by walking only. "GO!"

CUE: Travel carefully without touching anyone else.

CUE: Remember to stay inside of the orange markers.

Music stops. "FREEZE!" Please return to this half of the court and sit cross-legged in your own personal space. Thank you!

We are going to do an activity that I call "Scrambled Eggs." Who can tell me one of the ways in which we can travel? (walking, running, skipping, hopping, galloping, and sliding). We are going to use this half of the court for our activity. When the music begins playing, I want you to choose a method of travel and weave in and out of the other students. Do not touch anyone else! Show me how this might look (select a student). Thank you. When the music stops you are to select a different method of travel and begin

using the new method when the music begins playing again. I will say "CHANGE" when the music stops to help you remember your directions. Who can show me the area of the court we will be using? Thank you. Questions? Good!

TASK THREE: Select your first method of travel. Music begins.

CUE: Travel carefully without touching anyone else.

CUE: Remember, we want it to look like "Scrambled Eggs!"

******* Music stops. "CHANGE!" Music begins.

CUE: Weave in and out of one another without touching.

CUE: Some of you are moving quickly; remember to move safely!

******* Music Stops. "FREEZE!"

CHALLENGE: Return to your personal space on three body parts! "GO!"

CUE: Be creative!

Our next activity involves using all of the court again! We will move in general space using the amount or number of body parts which I ask you to use. You may choose the body parts which you use. Who would like to demonstrate for us? Thank you! When I say "GO" begin moving in general space on the number of body parts which I call out. When the music stops I will call out a different number for you to move on. Any questions? Good!

TASK FOUR: Two body parts. "GO!"

CUE: Be creative. Show me something different!

******* Music stops. One foot. Music begins.

CUE: You decide which foot you want to use.

******* Music stops. One knee and one hand. Music begins.

CUE: Move carefully and do not run into anyone.

CHALLENGE: Music Stops. Using both hands and both feet travel back to your personal space at the center of the court. Sit cross-legged after you arrive. Music begins.

CLOSURE: 3:40

Thank you for working together so nicely today! That's what we need to do each day in the classroom and also at home with our families. Let's talk about today's lesson for a moment. I want you to raise your hand if you know the answer to any of my questions. I will call on you only if your hand is raised! Who can tell me one important thing to remember about self-space? (call on student). Thank you. Who can show me their own personal space? (call on student). Thank you. Who can show me the general space which we used today? What were the boundaries? (call on student). Thank you. Did you like working with others as you moved in general space? (call on student). Thank You. What did you like about working with others? (call on student). Thank you. Thank you for working so well today and following directions. (Call out colors of clothing and if student is wearing that particular color they may go and line up to return to the classroom with their classroom teacher).

LESSON TWO -- MANIPULATIVE SKILLS**TOTAL TIME: 23:30****FOCUS: Manipulation****SKILL LEVEL: Pre-Control****SUBFOCUS: Space Awareness, Visual Tracking, and Relationships.****OBJECTIVES:****Cognitive:**

1. TLW be able to create movements to communicate and express themselves.

Affective:

2. TLW demonstrate self-control by working with equipment in their own self-space.

Active or Psychomotor:

3. TLW be able to participate in various handling skills involving the lummi stick.

TEACHING CUES:

1. Remember to work in your own personal space.
2. DO NOT throw the lummi sticks!
3. CONTROL, not power!

INTRODUCTION: 4:10

Thank you for being so quiet today and ready to begin class! I like that! I want to show you something which we have not worked with before. Will you go over to the box

and bring one of the lummi sticks to me? (select student). Thank you. This is "Lummi!"

Can anyone tell me what we use lummi sticks for? Please raise your hands and I will call on you. Yes. Thank you. Lummi sticks are used in many rhythmical activities.

Sometimes we even call them "rhythm sticks." We use them with music to help us learn the "beat" which is a part of rhythms. Have you ever listened for the "beat" when you hear music? Sometimes the "beat" is very strong and easy to hear! What musical instruments involve the use of sticks? (select student). Thank you.

Today we are going to learn how to handle and use the lummi sticks. We must handle the lummi sticks carefully and respect each other's personal space. Can we do that? Sure! When I call out a piece of clothing that you might be wearing you may go over to the box and get a lummi stick. Find your own personal space on the basketball court and lay the lummi stick on the floor in front of you. Any questions? Good. Let's begin. (call out various items of clothing which children may be wearing).

TEACHING STRATEGIES AND STUDENT ACTIVITIES: 17:10

Does everyone have a lummi stick? Please stand behind your lummi stick and we will explore different ways of using the sticks! I will use two hand claps for starting and three hand claps for stopping activity today (teacher demonstration). Any questions?

Good!

TASK ONE: Lay "lummi" on the floor in front of you. Listen for my signal and begin showing me different ways of jumping over your stick. Two hand claps.

CUE: Stay in your own personal space.

CUE: Be creative! How many different ways can you find? Three hand claps.

TASK TWO: Does everyone remember how to hop? Show me! (select student).
Good! On my signal, I want you to hop around **THREE** different lummi sticks in general space. Any questions? Good. Two hand claps.

CUE: Watch out for others!

CUE: Pretend you are a rabbit! Three hand claps.

TASK THREE: Find a lummi stick. It doesn't have to be the one you started with! Can you make a bridge over "lummi?" Two hand claps.

CUE: Does your bridge look like one over the Kentucky River? Three hand claps.

CHALLENGE: Can you balance on one foot and lean over "lummi" as far as possible? Two hand claps.

CUE: Use your arms to help you maintain your balance. Three hand claps.

TASK FOUR: On my signal, I want you to show me how many different body parts you can balance the lummi stick on. (Student) show me what this might look like! Thank you. Whistle.

CUE: Remember, **CONTROL** the lummi stick.

CUE: You must really concentrate when balancing! Two hand claps.

CHALLENGE: When you hear the whistle, I want you to balance “lummi” on a body part of your choice and move carefully in general space.

Can we do that?! Sure! Two hand claps.

CUE: NO COLLISIONS!

CUE: Concentrate and watch where you are going! Three hand claps.

TASK FIVE: Place “lummi” straight up in one hand. Vertical. Balance the stick on the palm of your hand. Can you move your hand “back & forth” in front of you? Here’s how it might look! (demonstration by instructor).

CUE: Concentrate and Control! Two “C’s.”

CUE: Remember, it’s not how fast you go; but control the stick! Two hand claps.

TASK SIX: Three hand claps. Lay “lummi” in your hand (flat or horizontally). Roll the stick forward with your fingers and then backwards. Can anyone show us how this might look? (select student). Good! Thank you. Begin.

CUE: Not too fast!

CUE: Roll the stick like a ball moving on the floor. Three hand claps.

TASK SEVEN: I have some special music and I want you to move “lummi” around the body parts which I call out while the music is playing. Can we do that? Great! Let’s listen to the music first. Got it? Begin. Around your waist. Around your knees. Around your ankles. Right knee. Left ankle. Music stops.

Can you create a figure-eight pattern around your legs? Here's how it looks! Try it! Music starts.

CUE: Remember what the number EIGHT looks like!

CUE: Start out with the same leg each time. Concentrate!

CUE: Can you keep your head up and not look down? That's a good way to focus and learn the pattern. Music stops.

CHALLENGE: Now I have a "tough one" for you to try! Let's see how many seconds we can handle "lummi" doing the figure eight pattern without dropping the stick. I will use the stopwatch to time us. Can we do it!? Great! Let's get started. Music starts.

CUE: Remember to concentrate and focus.

CUE: Try to keep your head up and not look at the stick.

CUE: It's not how fast you do it, but we want accuracy! Music stops.

Ten seconds! That's pretty good. Can we beat that time? Good.

Let's try again. Music starts.

CUE: Head and eyes up. Stay focused.

CUE: You're looking good! Music stops. Sixteen seconds. That's great! Collect equipment. If you have (call out certain shoe or shoe lace colors) I want you to walk over to the box and place your lummi stick in the box. Return to the center of the court, sit cross-legged and we will discuss today's lesson.

CLOSURE: 2:10

You were GREAT today! Did you enjoy working with the lummi sticks? Good! I have some questions about today's lesson. When you want to answer one of the questions, what must you do? That's right. You must raise your hand and be recognized! Thank you. When might we use the lummi sticks? (call on student). What do the sticks help us learn about music? (call on student). What are some of the points we must remember when handling the sticks? (call on student). Did you like handling "lummi" to the sound of music? Did you try to stay with the music as you moved your stick? That's neat! Thank you for working so nicely today and listening! (call out different eye colors and children with that color may begin lining up to go back to the classroom with their classroom teacher).

LESSON THREE -- NONMANIPULATIVE SKILLS

TOTAL TIME: 26:40

FOCUS: Springing and Landing.

SKILL LEVEL: Pre-Control

SUBFOCUS: Space Awareness, Directions, Levels, Pathways, Force, and Relationships.

OBJECTIVES:

Cognitive:

1. TLW be able to create movements by specific animals to communicate their knowledge of springing and landing.

Affective:

2. TLW show concern for others when working in groups of four or five children.

Active or Psychomotor:

3. TLW be able to perform springing and landing techniques.

TEACHING CUES:

1. Bend knees and hips.
2. Use the “balls” of your feet to spring forward.
3. “Soft Landings!”
4. Watch for others!

INTRODUCTION: 4:35

Hello boys and girls! Thank you for coming in ready to work! Today we will be working on springing and landing movements. Who can tell me what springing and landing movements are used for? Have you ever used these type of movements before? (select student). Thank you. What animals use springing and landing? What sports or activities involve the use of these actions? (select student). Thank you. Yes, springing and landing are used in gymnastics events and various sports in which we participate. We might even need to use springing or landing in our daily lives at school or at home.

Today we are going to use the movements of different animals to help us understand springing and landing. We will be moving by ourselves in general space and also working in groups near the end of the lesson. You must be good “movers” and watch out for others! Can we do that? Great! I will clap my hands twice when I want

you to begin activity and three times when I want you to “freeze” and stop activity. Does everyone understand? (demonstration).

TEACHING STRATEGIES AND STUDENT ACTIVITIES: 19:15

I want each of you to find a good personal space where you are not touching anyone else. Good! Let’s start working on springing and landing!

TASK ONE: How does our friend the “bunny rabbit” move? Who would like to show us? (select student). Thank you. (teacher may also demonstrate). Begin. Two hand claps.

CUE: Place your weight over your toes and put your hands on the floor way out in front of you. Good!

CUE: Spring forward and bring your feet up to your hands.

CUE: Land on your hands and then your feet. Three hand claps and “freeze.”

TASK TWO: Can you hop quickly? Slowly? Begin. Two hand claps.

CUE: Look for others. Hands, then your feet. Three hand claps and “freeze.”

TASK THREE: How many of you can see the lines on the floor? Good. There are several lines on our floor. I want you to pretend that the lines are a “bunny trail” and hop along the lines or “trail.” Who would like to demonstrate? (select student). Thank you. Two hand claps.

CUE: Watch for other “bunnies” as you travel on the lines. No collisions!

CUE: Remember to bend your knees and hips.

CUE: Can you bring your feet past your hands? This will give you more power. Three hand claps and “freeze.”

CHALLENGE: I would like for some of you to help me as I place objects on the floor for us to hop onto or over. (select students). Thank you. There are hoops, baskets, ropes, beanbags, and mats for you to hop onto or over. Think of the different pathways which you can travel in as you hop! Are there any questions? We will be hopping as the music plays. When the music stops all activity should cease. Thank you. Music starts.

CUE: Hop carefully and avoid collisions!

CUE: Remember, use the balls of your feet to spring forward.

CUE: Quiet landings, “bunnies!” Music stops.

Who can tell me how our friend the “frog” moves? Yes. Would you like to demonstrate for us. That’s right. Thank you. It should look something like this. (teacher demonstration with student). When I say “Go”, please find a partner with clothing color that is similar to yours. “GO.” Stand with one of you behind the other.

TASK FOUR: Front person, squat down with your head tucked and your weight on your hands. Back person, spread your legs and place your hands on your partner's shoulders. Now, leap over your partner's back and land softly in a crouched position. Your partner can now leap over you! Two hand claps.

CUE: Touch your partner's shoulders "lightly" as you go over. DO NOT put your full weight on his/her back!

CUE: Remember to keep your head and chin tucked! This is important for SAFETY!

Three hand claps. Most of you are doing a great job! Let's practice some more and be very careful as we move in general space. No collisions! I will play the music for you this time. Music starts.

CUE: Go over your partner's shoulders "lightly."

CUE: Bend your knees and hips as you leap! Music stops.

CHALLENGE: When I say "GO" I would like for you and your partner to find another set of partners who are about the same height as you and your partner. We should be able to do this in 15 seconds. "GO!" Thank you. You now have four people in each group. I would like for these two groups to go together to form a group of eight and form a single file line facing me on the blue lane line. Thank you. I would like for these two groups to follow the same procedure and form a single file line facing me on the other blue lane line. Thank you! I want each group to be sure that you have about two BIG steps between you and the person in front of you. We are ready to play "Ribbit Relay!" Remember who is in the front

of each line. Crouch down as you were in our last activity. On my signal I want the last person in each line to “leap frog” over each of your teammates until you reach the front. Then, the next person on the end may begin. When the person who is now in the front of the line is back where they began I want you to stop. Any questions? Good. Let’s have this group demonstrate while this group watches. Begin. Good. Thank you. SAFETY is very important during this activity.

I will time you on my watch and see how many seconds it takes both groups to go completely through the activity. Remember, you are not competing against each other; just the clock! Any more questions? Good. Let’s get started. Two hand claps.

CUE: Good spacing and keep your chins tucked.

CUE: Use your knees and hips, frogs! Soft landings.

Forty one seconds; not bad! Can we beat that time? Sure we can! Let’s straighten our lines and get that good two foot spacing. Ready? Two hand claps.

CUE: Remember frogs, use the balls of your feet to spring off of and land on.

CUE: I like the way everyone is working!

Thirty seven seconds! That’s great! Nice work.

Music stops. Please return to the center of the court and we will talk about springing and landing.

CLOSURE: 2:50

Thank you for working so hard today! You were AWESOME! Is anyone tired? We really used our legs today! What sports could we use springing and landing in? Remember to raise your hand if you want to answer a question. Who can tell me one of the cues for springing and landing? (select student). Thank you. What were some of the other cues? Does anyone remember? Thank you. You worked very well with your partners today! That's great and it makes class so much more fun when you cooperate with each other. (call out different months for birthdays or use hair color and children in those categories may begin lining up to go back to the classroom with their classroom teacher).

Follow-up

The author provided two copies of the instructional video to the Learning Resource Center at Middle Tennessee State University (MTSU), Murfreesboro, Tennessee, The College of Education and The Department of Physical Education at Eastern Kentucky University, Richmond, Kentucky, and one copy of the video to The White Hall Elementary School in Richmond, Kentucky. A special viewing session was held at White Hall Elementary School for the children who participated in the production of the instructional video, the elementary physical education teacher, the two classroom teachers and the school principal.

CHAPTER V

Summary, Discussion, And Recommendations

Summary

The purpose of the study was:

- 1. To develop an instructional video in elementary physical education which demonstrates appropriate methods of verbal and nonverbal feedback during a typical 30 minute lesson.**
- 2. To develop an instructional video which demonstrates effective teacher instruction during a 30 minute elementary physical education class.**
- 3. To provide a resource for the college instructor who seeks to improve the teaching effectiveness of the preservice teacher, inservice teacher, and the experienced teacher in elementary physical education. .**

The instructional video was produced during the spring semester of the 1998-1999 school year at White Hall Elementary School in Richmond, Kentucky using two second grade physical education classes which met two days per week for 30 minutes of instruction. Five personnel from the Division of Media Resources at Eastern Kentucky University completed 5 hours and 30 minutes of videotaping and setup time at White Hall Elementary School and 32 hours of editing were conducted by three staff members from the Division of Media Resources.

Discussion

The author suggests the following plans for implementation of the instructional video in academic settings: (1) as a resource in college elementary physical education methods courses at Eastern Kentucky University (EKU), (2) as a teaching tool for the Supervisor of Student Teachers in Physical Education at EKU, (3) as a resource for first year elementary physical education interns in the state of Kentucky, (4) as part of instructional materials used in workshops sponsored by the Department of Education throughout the state of Kentucky, (5) as part of the content at presentations conducted during the Kentucky Association of Health, Physical Education, Recreation and Dance State Convention, (6) to be considered for adoption in elementary physical education methods courses at other regional universities throughout the state of Kentucky, and (7) as part of programmed instruction in elementary physical education on reserve in the EKU library.

The following suggestions do not represent a complete list but do reflect some of the plans which the author has for using the instructional video in the area of elementary physical education pedagogy.

Recommendations

Upon completion of the study the recommendations included:

1. Additional instructional videos should be produced for college instructors who train physical education teachers for the middle school and high school levels of instruction.

2. A programmed manual for college students should be developed to accompany the instructional video.
3. Additional videos should be developed specifically for preservice and inservice teachers.
4. Additional filming and editing sessions should be conducted to insure greater quality in the production of future instructional videos.
5. A review board consisting of education professionals from the area of physical education pedagogy should be established to critique future instructional videos.
6. Digitizing the instructional video for use with computer programmed instruction.

APPENDICES

APPENDIX A**LETTER OF APPROVAL**



EASTERN KENTUCKY UNIVERSITY
Richmond, Kentucky 40475-3134

College of Health, Physical
Education, Recreation, and Athletics
Department of Physical Education

LETTER OF APPROVAL

202 Weaver Building
(606) 622-1887

TO WHOM IT MAY CONCERN:

I hereby grant John Ferguson, Eastern Kentucky University, permission to conduct videotaping of an elementary physical education class while he is instructing the class. Mr. Ferguson is developing a teacher training video which focuses on the pedagogy of the instructor. The videotape is created as part of the teacher education development process. Student participation in this video is voluntary and the students may terminate participation at any time.

Administrator/Supervisor _____

School System _____

Date _____

Serving Kentuckians Since 1906

APPENDIX B**CONSENT FORM**

MADISON COUNTY SCHOOLS ENROLLMENT APPLICATION

ENTRY DATE ____/____/____

BUS NO. _____

GRADE _____

HOME ROOM TEACHER _____

STUDENT INFORMATION

STUDENT'S NAME _____ DATE OF BIRTH ____/____/____
LAST FIRST M.

HOME ADDRESS _____

Hwy. / RR / Apt. / Box No. _____

Street Address _____

City State Zip Code _____

B W H N Other Married Single Male Female _____

Race Marital Status Sex _____

() - - - - - _____

Telephone Number _____

Social Security Number _____

STUDENT LIVES WITH _____ RELATIONSHIP _____

Do both parents live at home? ____yes ____no Are parents ____separated? ____divorced?

PARENT AND GUARDIAN INFORMATION

FATHER'S NAME _____

MOTHER'S NAME _____

FATHER'S SOC. SEC. NO. ____-____-____

MOTHER'S SOC. SEC. NO. ____-____-____

FATHER'S EDUCATION LEVEL: (Circle highest level)

Elementary 1 2 3 4 5 6 7 8

High School 9 10 11 12

College _____

Other _____

MOTHER'S EDUCATION LEVEL: (Circle highest level)

Elementary 1 2 3 4 5 6 7 8

High School 9 10 11 12

College _____

Other _____

FATHER'S EMPLOYER _____

MOTHER'S EMPLOYER _____

FATHER'S WORK NO. () _____

MOTHER'S WORK NO. () _____

IS FATHER LIVING ____ DECEASED ____
UNKNOWN ____IS MOTHER LIVING ____ DECEASED ____
UNKNOWN ____

IF STUDENT IS NOT LIVING WITH PARENTS PLEASE NAME THE GUARDIAN _____

(O V E R)

PREVIOUS SCHOOL INFORMATION

WAS PUPIL EVER ENROLLED IN THIS SYSTEM BEFORE YES ____ NO ____

LAST SCHOOL ATTENDED _____

PROGRAMS CHILD HAS BEEN ENROLLED IN: Chpt. I ____ Sp. Ed. ____ Gifted ____ Migrant ____ Other ____

NAME OF DISTRICT FROM WHICH PUPIL CAME _____

IS PARENT Military ____ Civilian Employee ____ Live on Federal Property ____

P. L. 874 YES ____ NO ____

MIGRANT YES ____ NO ____

TRANSPORTATION

____ NT Non Transported

____ T1 Over 1 mile twice daily

____ T2 Under 1 mile twice daily

____ T3 Over 1 mile once daily

____ T4 Under 1 mile once daily

____ T5 Special Transportation

Special transportation instructions: _____

EMERGENCY INFORMATION

IN CASE OF AN EMERGENCY PLEASE CONTACT:

NAME _____

Street Address_____
City_____
State_____
Zip Code

(_____) _____

Telephone Number

RELATIONSHIP TO CHILD _____

HAS MY PERMISSION TO TREAT IN CASE OF EMERGENCY AND/OR TAKE TO A HOSPITAL

Parent's SignatureList the Names and Grade of Brothers and Sisters

Name

Grade

School

Does your child have any of the following medical problems?

____ allergies

____ diabetes

____ nose bleeds

____ poor hearing

____ epilepsy

____ asthma

____ poor vision

____ skin rashes

List other medical problems: _____

Dear Parent,

We are glad to have your child enrolled. Throughout the school year there may be incidences when your child may be photographed or video taped by the classroom teacher, student teacher, newspaper or television station. These photographs may be used in your child's school portfolio, by the student teacher for university requirements, used in printing pamphlets about the school, printed in the local newspaper, or broadcast on television.

Please mark below whether or not you give permission for your child to be photographed during participation in any of the activities.

Return this form to your child's classroom teacher.

Yes, I give permission for my child _____ to be photographed or video taped.

No, I do not give permission for my child _____ to be photographed or video taped.

Parent(s) Signature

Date

APPENDIX C

INSTRUCTOR'S GUIDE

for

PEDAGOGY IN ELEMENTARY

PHYSICAL EDUCATION

ACTIVITIES

AN INSTRUCTIONAL VIDEO

First Edition

John Ferguson

Eastern Kentucky University

Richmond, Kentucky

TABLE OF CONTENTS

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Outline of the Lessons	62
Suggested Questions For Student Evaluation	63
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INTRODUCTION

The *Instructor's Guide* provides information designed to assist the college/university instructors who are using the instructional video as a resource in their elementary physical education methods course. The *Guide* is intended to provide instructors with a “user friendly” tool to assist them as they guide their students through the viewing process of the three separate lessons in the video.

This *Guide* contains an Overview of what the viewer can expect to see in each of the three lessons. Instructors can inform students of the upcoming features of each lesson. Lesson One features movement education, Lesson Two contains manipulative skills, and Lesson Three emphasizes nonmanipulative skills.

Following the information contained in the Overview, instructors will find an Outline of the Lessons, a Glossary of key terms found in the Lesson Outline, and Suggested Questions For Student Evaluation. It is hoped that the information provided in this *Guide* will enhance the understanding of the instructional video. Thank you for taking time to view the instructional video as you endeavor to improve teacher feedback and instruction in elementary physical education classes.

OVERVIEW

The instructional video was developed and produced using a second grade elementary physical education class. The lessons followed a lesson plan format which is commonly used among elementary physical education specialists. Every attempt was made to insure that the instruction and class setting were as natural and realistic as possible.

The lesson focus and subfocus are reinforced throughout the lessons by the instructor. The activities which the children are participating in during the lessons were designed for the skill level of that particular group of children.

A brief introduction by the instructor introduces the lesson to the children. The introduction seeks to answer such questions as "What?" and "Why?" as well as relating the lesson to previous learning. Teaching strategies and student activities represent the next segment of the lesson. This section contains specific tasks which the children are participating in. Cues are provided by the instructor during this segment to assist the children in performing the tasks. Challenges are also contained in this portion of the lesson and are designed to provide the children with an activity which is more difficult than any previous task which they have been involved in. Progression of tasks is easily seen during this lesson segment due to the "highlighting" of each task during the video. The last portion of the lesson contains a closure or summary of the lesson for the children. During the closure the author reviews key points from the lesson and checks for understanding among the children. The children are then dismissed in an orderly manner to return to their classroom teacher.

INSTRUCTIONAL VIDEO LESSONS OUTLINE

PEDAGOGY IN ELEMENTARY PHYSICAL EDUCATION ACTIVITIES

LESSON ONE (Movement Education), LESSON TWO (Manipulative Skills), and LESSON THREE (Nonmanipulative Skills). Each lesson uses the format which is found below.

Introduction

Teaching Strategies and Activities

Tasks

Cues

Challenges

Closure

Dismissal

SUGGESTED QUESTIONS FOR STUDENT EVALUATION

The following questions were developed to assist the instructor in “checking for understanding” among his/her students. The questions may be used after the students have finished viewing each lesson in the instructional video.

1. What was the main focus of this lesson?
2.
 - a. What questions did the instructor clarify or answer for the children during the introduction?
 - b. Did he relate the lesson to previous material which the children may have learned or to “real life” situations?
3.
 - a. How many specific tasks did the instructor present to the children?
 - b. What were some of the tasks which were used?
 - c. Were the tasks presented sequentially?
4.
 - a. What were the main cues which were emphasized during the lesson?
 - b. Were the cues reinforced throughout the lesson?
5.
 - a. How many challenges were provided for the children?
 - b. Did the challenges incorporate all of the skills which the children had previously worked on during the lesson?
 - c. Were the challenges too difficult for the children or could they apply the skills which they had learned earlier in the lesson successfully?

- 6. a. Was the instructor “active” during the lesson?
 - b. Did he interact with the students, provide teacher feedback, and appear to be in control of the children?

- 7. a. Was safety enforced throughout the lesson?

- 8. a. Did the children appear to be “on task” throughout most of the lesson?
 - b. Why ? Why not?

- 9. a. Did the instructor check for understanding among the children during the lesson closure?
 - b. What key points were reviewed for the children during the closure of the lesson?

- 10. a. Were the children dismissed in an organized manner after the closure?
 - b. What procedures were used for dismissal of the children to the classroom teacher?

GLOSSARY

The glossary is intended to assist those who view the videos with understanding terms which are commonly used during elementary physical education lesson planning.

Active or psychomotor objective: an outcome specifically designed for the development of physical abilities of the learner.

Affective objective: an outcome specified for the development of attitudes, appreciations, feelings, and social skills.

Challenge: an activity or task that is more difficult than anything the children have been working on up to that point in the lesson. The activity will incorporate all of the skills which the children have been working on. The activity will be challenging but not impossible.

Closure: conclusion of lesson. Typically lasts no more than two or three minutes. The teacher reviews the key points of the lesson and may check for understanding by asking the children questions about the lesson.

Cognitive objective: an outcome specified for the development of knowledge and understanding.

Cues: can help children learn how to perform skills. Cues or “tips” from the teacher help children learn more effectively than if they were allowed to employ a trial and error approach.

Focus: the major theme of the lesson.

Introduction: provides the children with a cognitive idea of what they will be learning in the lesson. This segment of the lesson “sets the stage” for what will take place during the lesson and why.

Manipulative skill: movements that can be performed with objects. (throwing, catching, etc.)

Movement education: a concept or description of how a skill is to be performed (fast, slow, etc.).

Nonmanipulative skill: movements or actions that can be performed without objects (balancing, twisting, etc.).

Objectives: indicates what the children are expected to learn during the lesson and not merely what they are doing. Objectives should be something which children have a chance to learn during the lesson.

Pre control: a skill level in which children cannot consciously control or replicate a movement. Many preschool and kindergarten children are at this skill level.

Skill level: a categorizing of children’s physical abilities. This allows teachers to design their lessons toward the specific skills and abilities of their children.

Subfocus: additional themes or concepts which will be a part of the lesson.

Task: an initial activity which the children are engaged in. The teacher may change the task by making it easier or more difficult, depending on the particular student or students.

APPENDIX D
OUTLINE OF VIDEO LESSON SCRIPTS
AN INSTRUCTIONAL VIDEO EMPHASIZING TEACHER FEEDBACK
AND INSTRUCTION DURING ELEMENTARY PHYSICAL EDUCATION CLASSES

INTRODUCTION

LESSON ONE -- Movement Education

Focus

Subfocus

Skill Level

Objectives

Teaching Cues

Introduction

Teaching Strategies and Student Activities

Closure

LESSON TWO --Manipulative Skills

Focus

Subfocus

Skill Level

Objectives

Teaching Cues

LESSON TWO (continued)**Introduction****Teaching Strategies and Student Activities****Closure****LESSON THREE -- Nonmanipulative Skills****Focus****Subfocus****Skill Level****Objectives****Teaching Cues****Introduction****Teaching Strategies and Student Activities****Closure**

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Cues: can help children learn how to perform skills. Cues or “tips” from the teacher help children learn more effectively than if they were allowed to employ a trial and error approach.

Focus: the major theme of the lesson.

Introduction: provides the children with a cognitive idea of what they will be learning in the lesson. This segment of the lesson “sets the stage” for what will take place during the lesson and why.

Lummi sticks: also known as rhythm sticks. Used to teach children the four-count beat which is a part of basic rhythmical instruction.

Manipulative skill: movements that can be performed with objects. (throwing, catching, etc.).

Movement education: a concept or description of how a skill is to be performed (fast, slow, etc.).

Nonmanipulative skill: movements or actions that can be performed without objects (balancing, twisting, etc.).

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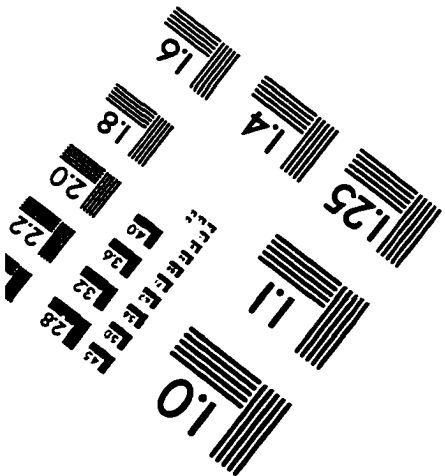
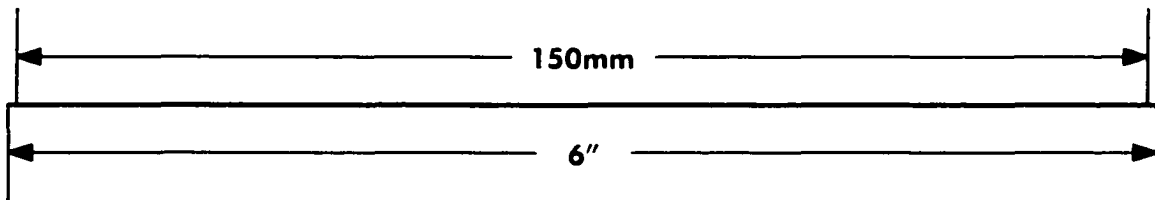
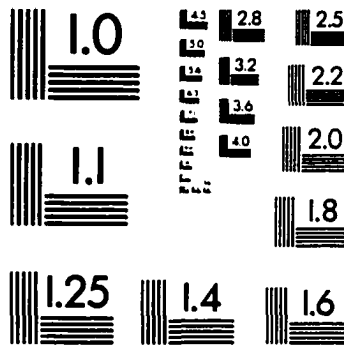
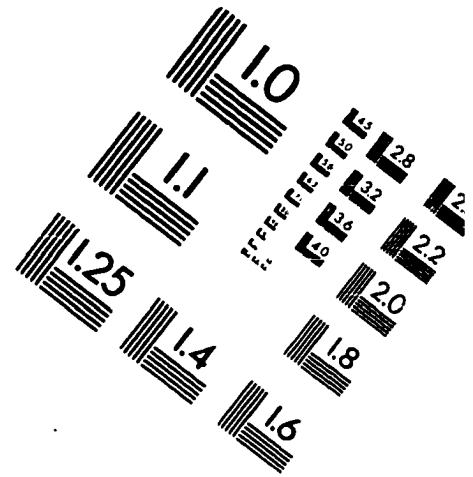
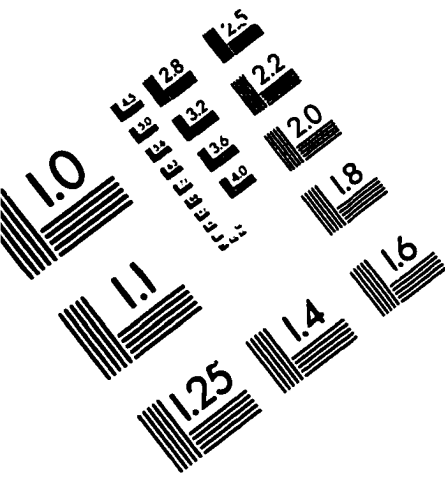
Skill level: a categorizing of children's physical abilities. This allows teachers to design their lessons toward the specific skills and abilities of their children.

Subfocus: additional themes or concepts which will be a part of the lesson.

Task: an initial activity which the children are engaged in. The teacher may change the task by making it easier or more difficult, depending on the particular student or students.

TLW: an abbreviation which is used when constructing objectives for a lesson. The letters indicate: "The Learner Will ---."

IMAGE EVALUATION TEST TARGET (QA-3)



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