Designing Learning Experiences and Tasks

Chapter 3
Translating the Content for The Learner

EDU 255

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Criterion One

- The learning experience must have the potential to improve the motor performance/activity skills of the learner.

Criterion Two

- The learning experience must provide maximal activity or practice time for all students at an appropriate level of ability.

Criterion Three

- The learning experience must be appropriate for the experiential level of all students.

Criterion Four

- The learning experience should have the potential to integrate psychomotor (both motor and physical abilities), cognitive and affective goals of the program.

Movement Tasks

- Specific movement experiences that constitute learning experiences in physical education.

Movement Task Foci

- The content
- The goal orientation
- The organization

The Content

- What the student does…
- Based on the unit of study.
- Progressions

The Content

- The amount of decision making on the part of the student.
- The affective and cognitive involvement of the learner.

Questions to Ask

- Does this experience contribute to an objective I have?
- Is this experience valuable for all my students?
- Would the experience have more value if I added a cognitive and affective dimension?

Goal Orientation

- Why are they doing it?
- What is the focus?
- The qualitative, or goal aspect of the movement experience

Organizing

- Alone or…
- How long…
- In what space…
- What equipment…

The Content Dimension

- If students are engaged with this content will this experience contribute to an objective I have related to the national standards?
- Is this an achievable challenge with effort?
- Can I design this so that it also has a cognitive and affective dimension?

Designing the Movement Task - The Goal-setting Dimension of the Task

- Intent of the task and student practice –
- What the teacher shares as "good performance" for a task
  - "Practice until you can do this consistently"
  - "Practice just to get the feel for the movement"
  - "Practice until you can keep it up five times before it hits the floor."

Designing the Movement Task - The Organizational Arrangements for the Task

- Arranging people
- Arranging space
- Arranging equipment
- Arranging time

Organizational Arrangements - Arranging people

- Group size
  - individual
  - partner
  - small group
  - large group
  - whole class

Organizational Arrangements - Criteria for Grouping

- gender
- ethnicity
- interest
- social compatibility
- size
- chance
- skill

Organizational Arrangements - Arranging Time

- Task time
- Pacing responses - teacher controlled

Organizational Arrangements - Arranging Space

- Defining the practice area
- Partitioning practice areas
- Organizing people in space
  - scattered- squad - line facing out - line facing in
  - circle - double squads facing - two lines facing

Safety

- Make sure all students have the prerequisites to do a skill.
- Do not let students be "out of control" in any task.
- Teach students how to work safely with a task.
- Arrange the environment for safe participation.

Student Decision-Making

- Choices about…

People - who to work with

Space - where to work

Time - when to move to another task

Equipment - what equipment to use

What does "skilled" mean?

The effectiveness of the skill.
(does the skill accomplish its goals?)

The efficiency of the skill.
(is the skill performed correctly?)

The adaptability of the skill.

(is the skill adapted to the conditions?)

Closed Motor Skills

- Movement is performed in a fixed environment
  - Example: bowling, archery, darts
- Closed skills are best practiced for consistency

Teaching Closed Skills

- Prerequisites for learning - either establish prerequisites or modify the skill
- Whole/part question - issue is the rhythm of the skill and complexity
- Modifying the equipment
- Changing the conditions of practice - change conditions or remove knowledge of results

Issues in Developing a Closed Skill (continued)

- Establish a progression of intent
- Accuracy versus force production - high degrees of accuracy only after force production
- Environmental design - design the environment to elicit a response when possible

Open Skills

- Open skills are performed in an environment that is always changing
- Open skills are usually externally paced
- Skilled performers can interpret the environment and react appropriately
- Skilled performers choose the correct response and execute that response effectively and efficiently

Teaching Open Skills

- Reduce the complexity of the perceptual field at early stages of learning.
- Gradually add complexity until the environment is consistent with the environment in which the skill is going to be used.