

Task Presentation Chapter 4

EDU 255

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Communication is Key...

- Improve the clarity...
- How will you know if you have been an effective communicator?

Getting the Attention of the Learner



- Never talk over or shout!
- Establish a signal and procedure.
- Place students facing away from a distraction.

Getting the Attention of the Learner



- Make sure students can see you.
- Make sure students are not uncomfortable.
- Consider the attention span of the learners.

Equipment use

- Set up a procedure for dealing with the distraction of equipment.
- What can you have the students do?
- How?

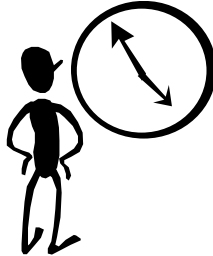


Can they hear & see you?

- Bring students close.
- Outside YOU face the sun, the distraction, etc.

Use your time efficiently!

- Be clear and concise.
- 30/60 rule
- KISS



Sequencing - content vs management

- The content and management aspects of the lesson should be separated.
- Management 1st, then the content.

Examples...

- Put students with partners first then talk about what the partner “groups” will do.
- Demonstrate the task with the partners.
- Organize then directions...

Improve your communication!

- Use a set induction - the what, how and why.
- Sequence the presentation in a logical order!
How is the skill performed?
What is the sequence?

Improving clarity...

- Describe what something is and what something is not
examples:
 - a push not a throw
 - what is soft and what is hard
 - what part of the hand to use and what part not to use
 - elbows locked and elbows not locked

Improving the Clarity of Your Task Presentations: Repeat Things Hard to Understand

- Repeat cues before students go to practice
 - Use cues words in sequence so students can “rehearse”
- Repeat cues after students have had a chance to practice

Improve your communication!

- Repetition helps new as well as old skills.
- Link the skill/activity to other skills/ activities the students have experienced.
- Check for understanding.
- Present the material dynamically!

Improving the Clarity of Your Task Presentations: Present Material Dynamically

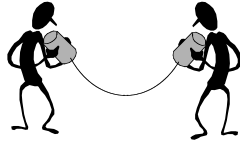
- Presentations are dynamic when you attend to:
 - the inflection of your voice
 - use non verbal behavior
 - contrast slow and fast delivery
 - use motivating media

Improving the Clarity of Your Task Presentations: Draw on Other Experiences of Students

- Show how what students are doing is the same or different from what they have done in the past
- Transfer is facilitated if students are alerted to the possibility of transfer

“How” do you communicate?

- Verbally...
- Is that all?



Verbal Communication

- If students are familiar with a skill or task verbal communication may be all that is necessary
- Check for understanding if you are unsure whether students know what you mean

Good Demonstrations

- Good demonstrations are accurate - do not use partial demonstration
- Use students when appropriate
- Demonstrate the organizational format
- Use demonstration in creative and problem solving tasks

Demonstration (continued)

- Emphasize important information about a skill
- Provide information on why a skill is performed in a certain way
- Check student understanding after a demonstration
- Repeat demonstrations more than one time

The Demonstration

- Emphasize critical points.
- Think of alternatives.
- Step by step.
- Use students to demonstrate, when appropriate.

The Demonstration

- Use the same organizational format that will be required during practice.
- Emphasize the important points of the skill.

Using Media

- Advantages
 - Can be motivational
 - Can give students a perspective on where what they are doing fits into a larger whole
 - Models provided are usually good ones
 - Frees the teacher to do other things
- Disadvantages
 - May not be appropriate level for students
 - Oftentimes too much information
 - Requires teacher previewing and preparation

Check for Understanding

- do students comprehend?
- use of questioning.
- use of hand signals.

Improving the Clarity of Your Task Presentations: Check for Students Understanding

- Find out what students know/do not know about what you have tried to communicate before you send them off to practice
 - Ask students to give you an example
 - What are the cues you are going to use?
 - Why is this important?
 - How are you going to do this?
 - Ask a student to demonstrate what you want them to do

Selecting and Organizing Learning Cues

- A learning cue is a word or phrase that identifies and communicates the critical features of a movement task or skill
- The teacher must first select the critical feature and then decide how to communicate that feature
- Good cues are accurate, critical, few in number and age appropriate

Cues

- Keywords that effectively _____ proper _____ and performance of skills and movement tasks.
- Developed as part of the _____ process.



Cues

- _____, descriptive phrases.
- to the point.
- action oriented.
- work well when integrated together.
- generally focus on preparation, action, recovery.

Learning Cues: Accurate Cues

- Even if you “know” how to do a skill consulting resources on critical features will help you select good learning cues

MESSAGE: USE RESOURCES

Learning Cues: Good Cues Are Brief and Critical

- Reduce information for what is most critical
- Keep it brief
- Decide what is most important at what stage in learning the skill
- Use summary cues - single words that capture the essence of a feature - “SQUASH”

Cues



- Should match the learner.
- Young? Older?
Experienced?
Novice?

Learning Cues: What Cues Are Appropriate for Different Learners?

- Beginning learners
 - Give the learner the “whole idea” or “gross action”
 - Use cues with a demonstration
- Advanced learners
 - Be selective about what you want the learner to focus on
 - Use process oriented cues

Learning Cues: What Cues Are Appropriate for Different Learners?

- Young learners
 - They do not have the vocabulary
 - They do not have the movement experience to draw on
- Older learners
 - May already have an idea of whether they can succeed or not succeed
 - Can profit from more verbal presentation - but don't overload

Cues for Different Kinds of Content

- Cues for closed skills
 - Should create a visual picture of the skill for learner
 - Should be able to be “rehearsed”
 - Use a few descriptive cues in sequence
- Cues for open skills /tactics
 - Initial cue can be as for a closed skill
 - Cues should quickly move to helping the learner adjust the response to environmental factors

Organize Cues for Learners

- Sequence the cues in order.
- Practice the sequence of cues verbally with students where appropriate before sending students off to try it.
- Allow students to rehearse the cues.
