

Content Analysis & Development

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EDU 255

Sequencing of Content

- An essential skill for teachers.
- The key...

The sequencing of movement tasks so that learning can occur!



“Good” Content Development

- Simple to complex
- Easy to hard
- Previous content to new (review to new)
- Focus on “good” performance.
- Have students apply skills in meaningful ways.

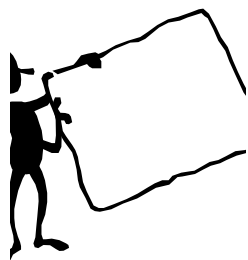
Types of Instructional Tasks

- The informing task (initial)
- The extending task (extension)
- The refining task (refinement)
- The application/assessment task

Instructional Tasks

- Initial tasks serve to *inform* the student of new skill or strategy
- Subsequent tasks serve to *refine* the quality of the performance, to *extend* the performance by altering it slightly & to apply the skill or strategy

Informing Tasks



- The initial tasks the teacher uses to “get the content across” to the students.

Informing Tasks

Example: Teacher demonstrates how to perform a forward roll and asks students to try the forward roll as a first experience. "Go practice using a wide base, chin tuck, lose balance, stay tight up to feet."

Progression (Extension)

- Sequencing of tasks that takes the learner from simple to complex or complex to simple.
- Intertask development...
- Intratask development...

Extension

- within-task progressions
- designed to quantitatively expand the content of the skill
- changing the focus of the skill
- adding a different dimension
- seeking a variety of solutions
- combining separate skills into meaningful chains

Extension

Example: The teacher reduces the complexity to not coming up to the feet. "Let's work on just the loss of balance and placing your neck on the mat. Do not finish your roll."

Example: The teacher increases the complexity. "Let's see if you can do 2 rolls in a row."

Quality (Refinement)

- Having students work towards "better" levels of performance.
- Through feedback and other means.

Refinement

- sequence learning tasks to improve the technical quality of performance
- the focus of the student's attention changes as different technical aspects of the skill or strategy are emphasized
- teachers goal = quality performance
- cannot always be anticipated,
- driven by performance of the students

Refinement

- Example: Teacher asks students to focus on keeping a tight tuck so that they come up to their feet at the end of the movement. “Keep a tight tuck up to your feet.”

Apply/Assess (Application)

- Opportunities for students to apply their skills in a “authentic” setting.
- Opportunities for students to assess their skills and those of others.

Application

- move the focus of the student outside the skill itself to a consequence of the skill
- the student has a standard of performance against which to his/her growing abilities
- use teacher messages that challenge student performance
- students can be put into modified game or game settings or scrimmages that are simulations of game situations

Application

– Example: Teacher uses peer assessment for students to give each other feedback on the use of the cues.

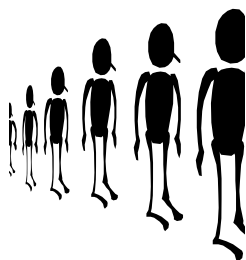
“Check off your partner on the four cues we have been using. Use a check if you see it and leave it blank if you do not.”

Developmental Analysis

- Part of the process of good planning.
- The use of a chart that takes the content from informing all the way to application tasks.

Extension = Progression

- Reduce/increase the complexity and difficulty of the content for the learner(s).
- Sequencing of the “parts” that make up the student experiences.



Extension = Progression

- Practice of parts
- Equipment modification
- Spatial arrangement of practice
- Number of participants
- Modifications of rules, etc.
- Combining responses

Refinement = Quality

- Correct performance
- Modify the difficulty of the task
- Group focus on a particular cue

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Application ~ Assessment

- Self-testing in a group.
- Self-testing individually or with a partner.
- Competitive situations.
- Assess performance against a criteria.

Developing “different” types of content

- Many factors...
- Environment
- Practice conditions
- Equipment modification
- Goals

Content Development in a Real Lesson

- Restate the task
- Skip steps in the progression
- Reduce the difficulty or complexity of the original task
- Extend the task beyond where you planned
- Use an application/assessment task

- There is no set order of content development....But...
- In most lessons you should see extension, refinement and application/assessment tasks

Developing Closed Skills

- As a teacher you want to develop performance that is efficient in a stable environment.
- When a student is in a beginning stage of learning, the task will need to be reduced in difficulty or complexity.

Developing Closed Skills

- To ensure success, modify the skill or equipment used.
- Whenever possible, teach the skill as a whole.
- If you practice parts, students should see or try the whole skill first.

Developing Closed Skills

- Ensure success early.
- Build difficulty gradually.
- Focus on form first, then accuracy.

Developing Open Skills

- As a teacher you want to help the learner to adapt the skill(s) to changing and more complex environments.
- Practice of open skills in closed environment should be limited.
- Progressions should include performing the skill(s) as well as what skill(s) to use for a particular situation.
