

## Teacher Functions During Activity

Chapt. 7

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EDU 255

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## Ready...go..now what?

- Many times beginning teachers and students stop the teaching process once students are sent off for drills/activities.
- You must realize that teaching is an active, continuous process!

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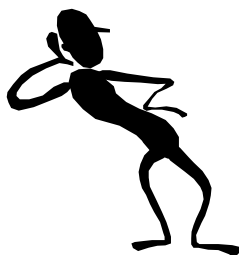
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## Active Teachers

- Withitness
- Overlapping



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**How do you contribute to student learning?**

- Directly contributing behaviors
- Indirectly contributing behaviors



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**Directly Contributing**

- Maintaining a safe learning environment
- Clarifying and reinforcing tasks for learners
- Observing and analyzing student responses
- Providing feedback to learners
- Changing and modifying tasks for individuals and small groups
- Maintaining a productive learning environment

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**Indirectly Contributing**

- Participating with students and officiating
- Dealing with the personal needs of students
- Engaging in off-topic discussions
- Attending to injured students

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### But First...

- Make sure the environment is a safe one.
- Make sure students understand the task and are engaged in the task as it was designed.
- Observe to determine what the “whole class is doing.” Adjust task as needed.
- Recheck continuously that student work is productive.
- Observe and help individuals.

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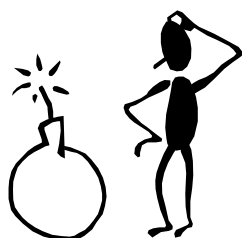
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### A Safe Learning Environment



- Anticipation is important!
- Pre-planning for all aspects of the lesson like...
- Build safety into your lessons.
- Remove/alter unsafe situations.

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### Clarify and Reinforce!

- Hold students accountable for the focus of the tasks you have given them.
- Restating is OK!
- Stopping and clarifying is OK!
- Reinforce what you want your students to do.

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## The Productive Learning Environment



- Re-structure or structure the task.
- Give feedback!
- Provide breaks!
- Reorganize the practice!
- Extend the task in creative ways.

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## Analyze them!

- How?

Positioning  
Knowing what you  
are looking for.  
Have a strategy!



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## Positioning

- Always stay in a position that allows you to observe the entire group.
- Change positions to get a different perspective on what students are doing.
- Move so that you visit all students at some time.

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### Provide Feedback!



- Information students receive on their performance
- How and what to say to students about what they are doing

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### Purposes of Teacher Feedback

- Provides information that should help the student improve performance
- Maintains student focus on what the teacher wants
- Motivates students
- Serves to monitor student work

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### When is Feedback Useful?

- Errors students are making are consistent
- The teacher has observed long enough to know what the student is doing.
- The teacher picks out what is critical for that student at that time.
- The teacher stays with the student long enough to make sure that any suggestions are used by the student.

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### Feedback: General Versus Specific

- General feedback is motivating and “attention” getting but does not provide the learner with any information on how to improve performance
  - Example: Good job; That’s it; Okay, way to go.
- Specific feedback gives the learner information on how to improve performance
  - Example: Step into your swing; get your hips above your hands; use your hips to swing into the movement.
- You will want to make your feedback more specific than general.

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### Feedback: Evaluative or Corrective

- Evaluative feedback focuses on past performance
  - Example: You didn’t get your toss high enough
- Corrective feedback focuses on future performance
  - Example: Get your toss high enough
- A combination of both evaluative and corrective is often effective.

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### Feedback: Negative Versus Positive

- Negative feedback focuses on what the student is doing wrong.
  - Example: Don’t take such a big step
- Positive feedback focuses on what the learner is doing correctly or should do correctly.
  - Example: You really stepped into your swing; step into your swing more
- You will want to make your feedback positive or couple it with “this is the problem this is what you should do about it.”

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### Target of Feedback

- Class
- Group
- Individual – private
- Individual – public
  - More effective with younger students

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### Congruent Versus Incongruent Feedback

- Congruent feedback is feedback that is consistent with the focus (or cues) the student has been asked to work on
  - Example: Student has been asked to keep their head down on the follow through. Feedback is related to the head being down.
- Incongruent feedback is feedback that is not consistent with the focus the students have been given
  - Example: Student has been asked to keep their head down on the follow through. Feedback is related to hitting through the ball.

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### Changing & Modifying

- Extend the task
- Use application/assessment tasks
- Change it completely!
- Use refining tasks.

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### Indirectly Contributing Behaviors

- Injuries!
- Off-topic conversations!
- Personal needs of students!
- Participating/Officiating

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### Noncontributing Teaching Behaviors

- Fire drills
- Talking with visitors
- Clearing a dog off the field
- Have a negative effect on instruction.
- Avoid where possible.
- Handle in the least disruptive way when unavoidable.

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