



Redesigning introductory methods classes in physical education teacher education

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Welcome

- Introductions
- Our focus: Introductory methods/ pedagogy classes
- Grouping



The changing world of teacher education





Icahn School
of Medicine at
**Mount
Sinai**



The Mount Sinai Lesson

A metaphor for PETE

Ohio State: A case study



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Task 1: In your groups

Identify the 2-5 most frustrating challenges of conducting introductory methods/ pedagogy classes?



Four Considerations

- **High Leverage Practices:** defining explicitly what we can do in teacher education?
- **Content:** The central place of content knowledge in learning to teach.
- **Lesson plans:** What would a sane professor do?
- **Repeated Rehearsals:** Bringing Hollywood to teacher education.



High Leverage Practices for Teacher Education

Defining explicitly what we
can do in teacher
education?



High Leverage Practices Definition

HLP are teaching practices in which the proficient enactment by a teacher is likely to lead to comparatively large advances in student learning.

(Ball et al 2009, p. 460-461).



HLP Characteristics

- Practices that occur with high frequency in teaching.
- Practices that novices can enact in across different curricula instructional approaches.
- Practices that that novices can actually begin to master.
- Practices that allow novices to learn more about students and about teaching.
- Practices that preserve the integrity and complexity of teaching.
- Practices that are research-based and have the potential to improve learning.



High Leverage Practices for Teacher Education

- Task 1: Please read the HLP for Physical education and
 - Indicate your support (√) or not (x) of each one.
 - Please edit any one that you feel needs rewording
 - Add any HLP that you would like to see included





Content



The central place of content knowledge in learning to teach



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Task

- In groups of 2-3
- Select a sport you are familiar with
- Create a content map
- Follow the directions on the sheet as to how to create a content map.
- You will have 10 minutes to complete this



Content Knowledge

- **CCK, Common Content Knowledge**
 - The knowledge needed to perform the task – rules, techniques and tactics
- **SCK, Specialized Content Knowledge**
 - The knowledge that you need to make the decision as to which tasks will help students learn the technique and/or tactics
- **PCK, Pedagogical Content Knowledge**
 - The knowledge of students, content, pedagogy, curriculum and their context teachers use to make curricular decisions



Fitness Exercise Content Knowledge

Common Content Knowledge

Specialized Content Knowledge

Pedagogical Content Knowledge

Lie on your back on the floor, bend your knees 90 degrees, and plant your feet flat. Tuck your chin slightly toward your chest.....



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Basketball Lay-up Content Knowledge

Common Content Knowledge

- Start with both feet together.
- Take one step with the plant foot.
- Raise shooting elbow and drive the shooting knee to the rim: “ELBOW AND KNEE ON A STRING.”
- Shoot the lay-up, aiming for top corner of the square.

Specialized Content Knowledge

No step, no ball, imaginary lay-ups

No step lay-ups

2 feet together, one step, no dribble lay-up:

One Dribble Lay-up

Full Speed Lay-up

Pedagogical Content Knowledge

Task for true beginner

Task for for review of beginners who have tried the layup before

Students who can perform the lay-up

[assuming the hoop is an appropriate height for the learner]

Content Maps

- A visual representation of the vertical and relational tasks involved in teaching an activity – a “Graphic Organizer”
- Vertical Development – the sequence of tasks used to teach a skill
 - The catching of the ball in lacrosse and passing the ball in lacrosse
- Relational Connection – When skills and/or tactics need to be combined when developing the content
 - Lacrosse – catching is used in passing

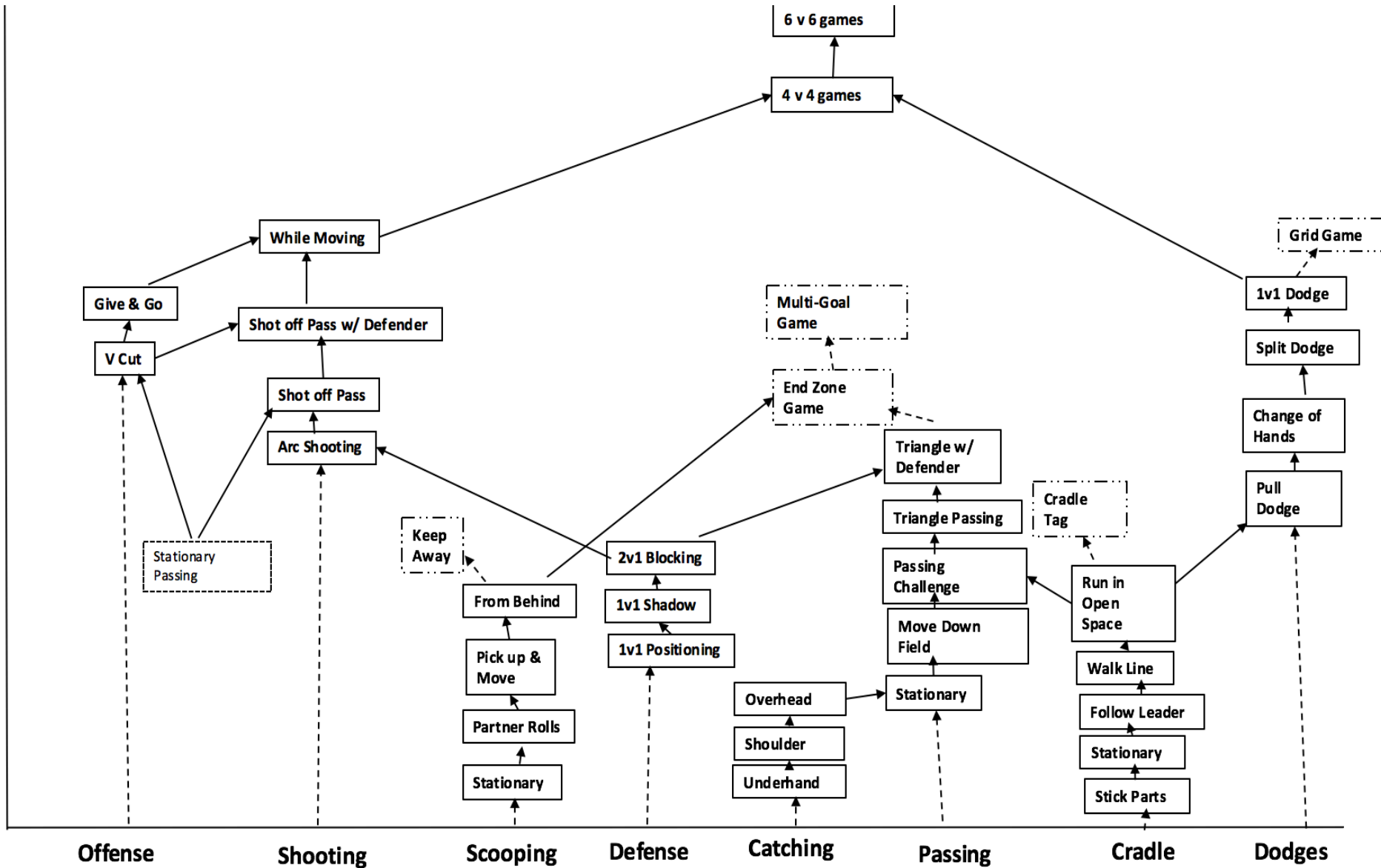


Specialized Content Knowledge and Content Maps

- A content map is a diagram that describes the SCK to be taught and its *relationship* to other SCK.
- Content maps show the order of tasks used to develop the appropriate skills for the level being taught and how the tasks are related to each other.



Lacrosse Content Map



Task #2

Look at the content map you produced earlier. Discuss it in light of this presentation and modify it as needed.



How Content Maps are used at OSU

- 3 Content Courses –
- Focus is on the content of 2 sports per course
 - Racket sports – tennis and badminton
 - Court games – volleyball and basketball
 - Field sports – soccer and lacrosse
- Peer teach the tasks on the content maps
- Relationship between tasks and the sequencing of the tasks are discussed daily
- Students replicate content maps in these courses
- Students are required to create content maps in practicum and student teaching

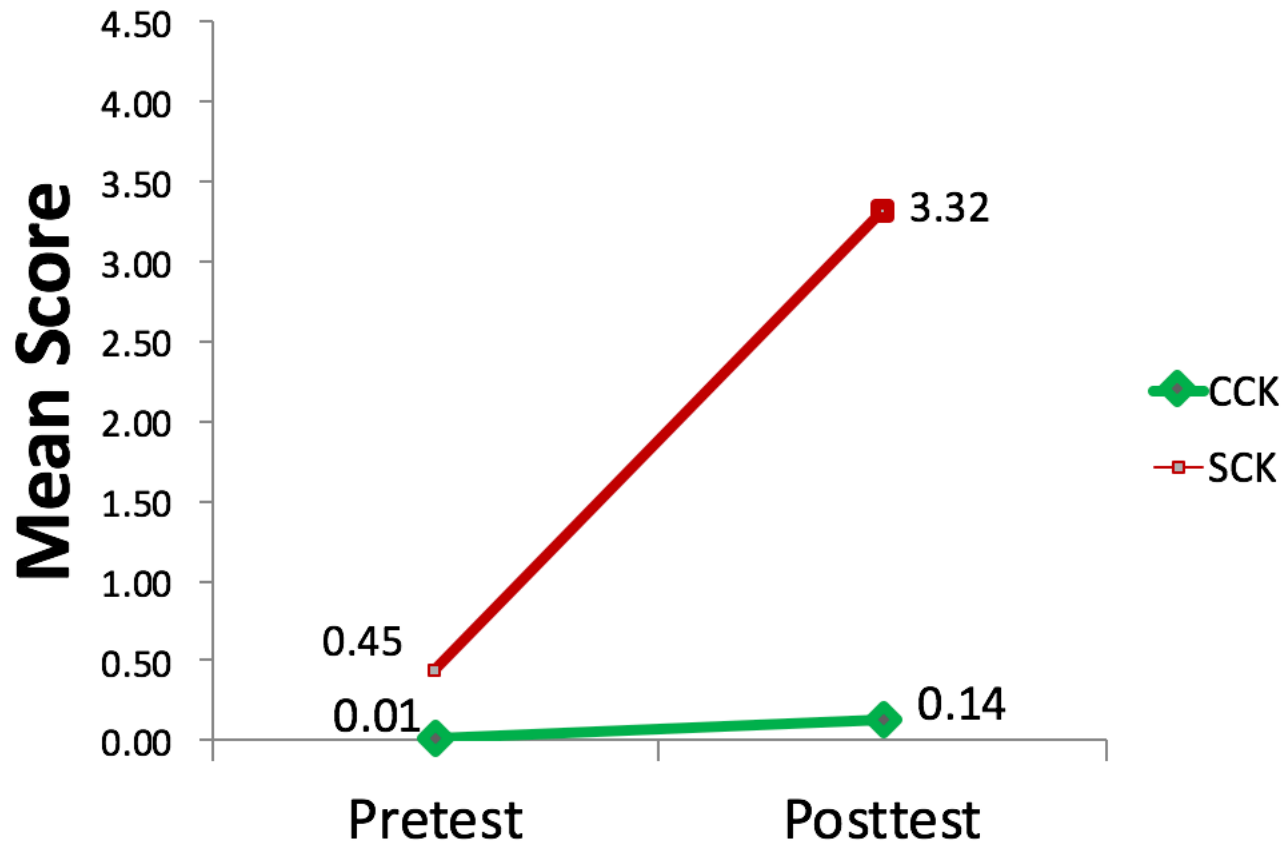


How content mapping is assessed

- **Students are tested over the content map**
 - Daily quizzes where they fill in a partial content map
 - Unit test where they fill in a complete content map
- **Unit tests focus on the tasks: the how & why.**
 - The unit test does not test CCK, only SCK, Examples:
 - In task #11, if a child was having trouble successfully passing the ball to his/her teammate, what would you do to help them learn to do that?
 - Why is the triad introduced in the intermediate level and not the introductory level?
 - Looking at the serve sequence (tasks 16-19), explain why each task is sequenced in that order.
 - In the lay-up progression, why is the 2nd task (take a step, dribble and then do the lay-up) done after the walking lay-up task?



Effectiveness of this approach



Ward, P., Tsuda, E., Dervent, F., & Devrilmez, E. (in review) Differences in the content knowledge of those taught to teach and those taught to play.



Lesson plans

What would a sane professor do?



Lesson Plan Problems

- Very time intensive – lots of hours for student and professor
- Need high emphasis on management and organization as well as pedagogy & content.
- Students don't know content well enough to sequence it in lesson or a unit.
- Many physical education teachers do not use lesson plans-long term utility issues versus understanding issues



Ohio State Lesson Plan thoughts

- Use the same lesson plan format from first introductory class to the student teaching internships.
- In two of three method classes we use scripted plans, in one methods and in student teaching students create their own.



Scripted Plan Characteristics

- It is not:
 - Written for the students
 - Contextually neutral
 - One size fits all
- It engages students in:
 - Decisions about instruction, management and content based on a initial common starting point.



Developing a Lesson Plan

- The content focused block plan
- A finished sample lesson from the plan
 - Content is different
 - Different pedagogy for each teacher
 - Highly similar content progression.
- Process
 - Teams- group discussion, processing and critique
 - Question posing-guided discovery method, a few good hints



Repeated Rehearsals

Bringing Hollywood to
Teacher Education



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Teaching: The need for Practice

- Why do teachers tend to teach the way they were taught in secondary school?
- Teaching Scenario:
 - You are teaching lacrosse to a class of beginners. You are teaching them how to catch a pass with the stick. You have each student try it one time and then sit and watch all the other students try it one time each.
 - How effectively would the students be when trying to catch the ball after this experience?
- Peer Teaching scenario
 - A student is assigned a lesson or task to peer teach to classmates. They teach their assigned lesson/task and then observe the other majors in the class teach their lessons/task.
- Why shouldn't we be surprised if some majors struggle when teaching out in the field?



The rationale for teaching through repeated teaching rehearsals

- To change teaching habits it is important to rehearse a lesson multiple times.
- Feedback and reflection are important aspects of this process.
- The more comfortable majors are with the lesson the more they will change and improve their teaching.
- They are able to understand the nuances of what is going on in the class and are more apt to recognize and correct errors in later trials.



How we use this at Ohio State

- **Intro to teaching -first pedagogical course in the major**
 - **Lecture component** – taught pedagogical theory
 - **Lab component** – to prepare students to teach in their field placement
 - **Field component** – lessons practiced in lab are taught in a middle school setting
- **Secondary methods and field experience**
 - **Lecture** – unit and lesson planning for two activities.
 - **Lab component** – students learn the proper techniques for each activity first and then practice their teaching of the lessons in the unit
 - **Field component** – students are in a middle school each morning for 4 weeks. They teach each unit over a two week period for a total of 4 weeks.



Benefits

- Our students analyze and adapt the tasks and lessons as they practice them.
- Our students feel confident as they face students in the first lesson.
- Our students can adapt their lessons more effectively since they fully understand the lesson.
- Undecided students often choose to pursue teaching because of their successful experience.
- If a student struggles with his or her teaching in the placement, this can be a powerful sign that maybe teaching isn't for them.



Possible questions or concerns you might be thinking.

1) Does this translate to teaching?

1) I don't have the time or resources to do
this in my program.





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