

NATIONAL INSTITUTE OF EDUCATION
PHYSICAL EDUCATION & SPORTS SCIENCE

Course Outline

COURSE CODE: **MES832**

COURSE TITLE: Constructivist approaches to teaching physical education

COURSE DURATION: 39 HOURS

MODULE DESCRIPTION

This course examines an array of 'constructivist' physical education teaching approaches. Topics include definitions and forms of constructivism with related learning theory, historical and social origins in physical education curriculum, conceptual and thematic approaches to teaching and learning. The module will be presented through lecture, seminar, practical workshop and project. The course includes a substantial experiential (practical workshops and project) component, beginning in the first session.

MODULE OBJECTIVES

By the end of this module, students will be able to:

1. Distinguish between different forms of constructivist pedagogy.
2. Identify current research issues in physical education teaching
3. Articulate the relationship between research & pedagogical practice.
4. Identify power issues associated with conducting pedagogical inquiry particularly in research involving students.
5. Undertake a focused investigation into pedagogical practice, evaluate the teaching and compare the findings with those of similar investigations in local, regional and global contexts.

COURSE REQUIREMENTS

<i>Due Date</i>	<i>Assessment Tasks</i>	<i>Task Weighting</i>
In class week 5	Literature Review	20%
In class week 6	Action Research Unit Plan	20%
Weeks 7-11	Blackboard Discussion Board	15%
In class week 13	Oral Presentation on constructivist unit	20%
In class week 13	Summative written project evaluation	25%

MODULE TEXT

Wright, J., Macdonald, D., & Burrows, L. (Eds.) (2004) Critical inquiry and problem-solving in physical education, London: Routledge.

ASSESSMENT TASK DESCRIPTIONS

Students are expected to be punctual, do prior reading, bringing all draft material as required, attend all class and group meetings as well as participate in practical sessions and engage in class and group discussions.

Tardy assignments will be penalised at 10% of possible mark per day of lateness.

Task 1: Action research on constructivist teaching (20%)

Fullan (1990) argues that teachers are the key to curriculum change. This assignment provides all students with the opportunity to engage in constructivist teaching with peer support. The main task is to undertake an action research project of your own constructivist teaching of an six/eight-lesson unit of work. Week-by-week you will engage in planning, teaching and evaluation. In-class time during MES832 will be regularly set aside for lecturer and peerreview.

This project requires students to undertake the following interdependent steps:

- On a lesson-by-lesson basis plan, teach and evaluate your 'work' and that of your students.
- Set your own learning goals.
- Conduct a needs analysis in order to prepare a rationale for the unit of work. A statement given that ... of pupils, ... in school, ... in community, ... in national syllabus/education policy, and ... in related literature, the particular unit of work aims to
- Specify intended outcome statements (cognitive, psychomotor and affective) for pupils.
- Prepare assessment and evaluation strategies relevant to the outcomes.
- Run a literature search to identify and review relevant literature.
- Lesson-by-lesson plan, teach and reflect on the teaching process and outcomes.
- Given your learning goals, select and use appropriate data collection method(s).
- Maintain a reflective journal on your own and students' learning.

Share experiences online in weekly classes with feedback-friends and using insights gained in planning the next lesson.

Prepare an individual written report which is a synthesis of your analysis of your learning (and pupils) with the relevant literature (2500 words)

Engage in team meetings to synthesize individual findings into an oral group report with handout notes for peers.

Task 2: Literature review (20%)

1200 words

Task 3: Discussion Board (Blackboard: 15%)

During the course of the project tutorials will be conducted on Blackboard and marks awarded for individual contributions based on the scheduled readings.

Task 4: Oral report (20%)

Mutually supportive groups of four students will synthesize their findings from their individual action projects into a 15-minute oral presentation to the class.

Task 5: Personal summative written evaluation (25%)

REFERENCES

Supplementary Reading Guide

1

Wright, J. (1992) Gymnastics in the national curriculum, in N. Armstrong (Ed.): *New Directions in Physical Education*, 2 (pp.123-140).Leeds: Human Kinetics.

2

Tinning, R. (1992). Action research as epistemology and practice: Towards transformative educational practice in physical education, in A. C. Sparkes (Ed.): *Research in physical education and sport: Exploring alternative visions* (pp. 188-209). London: Falmer.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.

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McNeill, M .C., Fry, J .M., Wright, S. C., Tan W. K., C., Tan, K. S., S., & Schempp, P. G. (2004) In the local context: Singaporean challenges to games teaching on practicum. *Sport, Education and Society*, 9, 3-32.

Kirk, D., & Macdonald, D. (1998). Situated learning in physical education. *Journal of Teaching in Physical Education*, 17, 376-387.

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McNeill, M., Fry, J., Wright, S., Tan, C & Rossi, T. (2008). Structuring Time and Questioning to Achieve Tactical Awareness in Games Lessons, *Physical Education and Sport Pedagogy*,13(3),231-249.

Rovegno, I. (1998). The development of in-service teachers' knowledge of a constructivist approach to physical education: Teaching beyond activities. *Research Quarterly for Exercise and Sport*, 69, 147-162.

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Hastie, P. (2003). Sport education. In A. Laker (Ed.), *The future of physical education: Building a new pedagogy* (pp. 121-135). London: Routledge.

Kirk, D., & Kinchin, G. (2003). Situated learning as a theoretical framework for sport education. *European Physical Education Review*, 9, 221-235.

Langley, D. J., (1995). Student cognition in the instructional setting. *Journal of Teaching in Physical Education*, 15, 25-40.

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Chen, W., & Rovegno, I. (2000). Examination of experienced and novice teachers' constructivist-oriented teaching practice using a movement approach to elementary physical education. *Research Quarterly in Exercise and Sport*, 71, 357-372.

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Jones, R. L., Armour, K. M., & Potrac, P. (2003). Constructing expert knowledge: A case study of a top-level professional soccer coach. *Sport, Education & Society*, 213-230.

McMorris, (1998). Teaching Games for Understanding: Its contribution to the knowledge of skill acquisition from a motor learning perspective. *European Journal of Physical Education*, 3, 65-74.

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McBride, R. E. (1991). Critical thinking—An overview with implications for physical education. *Journal of Teaching in Physical Education*, 11, 112-125.

9

MacPhail, A., Kinchin, G., & Kirk, D. (2003). Students' conceptions of sport and sport education. *European Physical Education Review*, 9, 285-299.

Tjeersdima, B. L., Rink, J. E., & Graham, K. C. (1996). Student perceptions, values, beliefs prior to, during, and after badminton instruction. *Journal of Teaching in Physical Education*, 15, 464-476.

10

Azzarito, L., & Ennis, C. D. (2003). A sense of connection: Toward social constructivist physical education. *Sport, Education & Society*, 8, 179-198.

11

Nevett, M., Rovegno, J., Babiarz, M. & Mccaughtery, N. (2001) Changes in basic tactics and motor skills in an invasion-type game after a 12 lesson unit of instruction, *Journal of Teaching in Physical Education*, 20, 352-369.

12

Laker, A. (2003). The future of physical education: Is this the 'new pedagogy'? In A. Laker (Ed.), *The future of physical education: Building a new pedagogy* (pp. 153-170). London: Routledge.

Tinning, R. (2010) Memes and Physical Education: A speculative analysis (Physical Education). *Proceedings of the III International Conference of Physical Education and Sports Science, NIE, Singapore.*