



Physical education teachers' experiences and beliefs of production and reproduction teaching approaches



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HIGHLIGHTS

- PE teachers' experiences and beliefs influence teaching preferences.
- PE teachers held contradictory beliefs of the benefits for both teaching approaches.
- PE teachers use reproduction teaching but perceive learning as a constructivist process.
- PE teachers reported underprepared to implement the production teaching approach.

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ABSTRACT

The study aimed to identify participants' teaching preferences and the underlying reasons that support the implementation of the reproduction and production teaching approaches. Ten physical education (PE) teachers (6 males and 4 females) participated in the research. The phenomenological analysis indicated that the majority of the sampled PE teachers implemented the reproduction rather than the production approach. The findings revealed a pattern between the class goals the PE teachers' set as top priority and their teaching preferences. Furthermore, a variety of factors that influence their teaching preferences were identified including class management, time management, active time, discipline and students taking responsibility.

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1. Introduction

Teaching in the physical education (PE) domain is by its nature a multidimensional and complex task (Graham, 2008), with PE teachers consciously endeavoring to accomplish a variety of goals. Previous research examining teaching quality in the PE context has highlighted how PE teachers set measurable and well-defined goals, and systematically attempt to design and deliver a lesson plan aimed at achieving these goals (Gallahue & Cleland-Donnelly, 2007).

Although curriculum goals can vary from country to country, the

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U.S. government established standards and the National Association of Sport and Physical Education (NASPE, 2004), proposed how PE teachers should foster students' motor skills acquisition, cognitive learning, physical activity levels and affective learning. In New Zealand, a new PE curriculum established in focused on students' and society's well-being through the learning of health and movement concepts (MoE, 2007). The curriculum emphasised the necessity of students' critical thinking development regarding the merit of their personal and social well-being and physical activity. In 2006 the Hellenic Ministry of Education and Religion Affairs (HMEIRA, 2006) adapted the existing PE syllabus to promote students' engagement in a healthy and active lifestyle by implementing self-regulation techniques through the development of life skills (Goudas, Hassandra, Papaharisis, & Gerodimos, 2006; Theodorakis, Tziamourtas, Natsis, & Kosmidou, 2006). The redesigned high school PE curriculum in Greece aimed to promote

students' physical, motor, mental, social and moral development in order to embrace physical activity as a lifelong habit (HMERA, 1990). In addition, vocational education level PE programs in Greece focused specifically at the improvement of students' fitness and health through their motor development and the adoption of a physically active lifestyle (HMERA, 2003). These phases of reform implementation involved teachers undertaking professional development to support their delivery of the new programs.

Achieving the goals of the Greek PE curriculum reforms required that lessons constitute multidimensional environments and be supported through the implementation of a variety of teaching methods. Policy makers have acknowledged how educators' teaching quality influences students' learning and that PE teachers' professional development may enhance their teaching quality (Armour & Yelling, 2004).

The concept of PE teachers as life-long learners is in the U.S acknowledged how active participation in conferences and membership of professional organizations (NASPE, 2007) informed them of new trends in the PE domain. In the U.K. professional development programs have been designed and delivered to all PE teachers with the focus being on a broad range of aims such as improving the quality of teaching, coaching and learning in both PE and school sport (Armour & Duncombe, 2004). In Greece PE teachers attend mandatory 'workshops' following recruitment, with the content of these seminars focusing on effectiveness of PE teachers' intention to adopt alternative teaching approaches. PE teachers' intrinsic motivation to participate in seminars is a major factor in their intention to adopt these teaching approaches during top-down reforms underpinned by voluntary participation (Gorozidis & Papaioannou, 2014; Lam, Cheng, & Choy, 2010).

1.1. The pedagogical model: spectrum of teaching styles

Mosston and Ashworth's Spectrum of teaching styles can be considered as a "tool box" which could help PE teachers to cope with student diversity and to support the achievement of PE curriculum goals (Sanchez, Byra, & Wallhead, 2012). The Spectrum is comprised of at least eleven teaching styles, each one of them leading to different learning outcomes (Goldberger, Ashworth, & Byra, 2012).

Previous literature has proposed a range of different perspectives and orientations associated with the Spectrum. For example, the Spectrum of teaching styles has been perceived as a continuum in which decisions shift between teacher and students (Mosston & Ashworth, 2002). Mosston and Ashworth (2002) have identified two clusters of teaching styles (reproduction and production), the first cluster was characterized as reproduction because students typically reproduce the information or skills that the PE teacher delivers or demonstrates to them and is based on memory recall. Whereas, the production cluster included teaching styles, in which the PE teacher stimulates students to produce knowledge or skills and is based on discovery (Goldberger et al., 2012). Teaching styles in this cluster allow the students to experiment with different movements and strategies, to make comparisons with other movement responses of their own and their peers, and to analyse the possible motor responses (Nichols, 1994).

A significant number of studies have been conducted the last decades in which researchers have typically examined the relationship between the reproduction cluster of teaching styles and learning outcomes (Chatoupis, 2010). Jenkins and Byra (1996) have suggested that the inclusion teaching style promotes skills retention more effectively than the practice and the self-check teaching styles. The findings of another study (Patmanoglou, Digelidis, & Tsigilis, 2008) imply that the self-check style promotes students' tennis skills more effectively than the command teaching style.

Alhayek (2004) found the implementation of the practice teaching style helped students to perform better in basketball skills compared to the reciprocal teaching style. Several studies have examined the influence of the production cluster of teaching styles on outcomes such as students' critical thinking, responsibility and motor development. More specifically, the implementation of the divergent discovery teaching style during a dance class was found to promote students' critical thinking and dance skills (Chen & Cone, 2003). Dyson (2002) reported that the cooperative learning styles facilitated students' motor skills development, whereas problem solving teaching styles were found to be effective in developing students' critical thinking (McBride, Gabbard, & Miller, 1990).

A number of studies explored the relationship of students' motivation with the Spectrum of teaching styles. The findings of a study (Goudas, Biddle, Fox, & Underwood, 1995) indicated that the inclusion teaching style promoted students' intrinsic motivation and task goal involvement more than the practice teaching style. Similarly, the findings of Morgan, Kingston, and Sproule's (2005) revealed that peer and inquiry teaching styles such as the reciprocal and the guiding discovery respectively promoted a more mastery oriented motivational climate than direct teaching styles (the command and the practice teaching styles). Byra (2006) reported that a PE lesson delivered through the reciprocal style for 15 weeks lead students to report positive motivational reactions such as challenge and enjoyment. Alternatively, the findings of a longitudinal intervention delivered through the reciprocal teaching style revealed that the students recruited to the intervention group reported higher levels of task orientation. In addition, they perceived that their PE teacher emphasised more on task involvement compared to students of the control group (Digelidis, Papaioannou, Lapidis, & Christodoulidis, 2003).

Goldberger et al. (2012) stressed that each teaching style can create an expected learning context that will contribute to the accomplishment of specific objectives or goals. Garn and Byra (2002) have suggested that the implementation of each one of the Spectrum teaching styles might lead to specific outcomes and help PE teachers to accomplish specific goals regarding NASPE standards. However, they argued that the reproduction cluster of teaching styles promotes more effectively the psychomotor performance whereas the production cluster of teaching styles place emphasis on the cognitive domain. Additionally, the production cluster of teaching styles may promote more effectively students' motivation (Hein et al., 2012).

1.2. Educational reforms and spectrum of teaching styles implementation

Researchers have previously proposed that the aforementioned NASPE goals can be accomplished through the incorporation of the Spectrum of teaching styles within curriculum implementation (Garn & Byra, 2002). Similarly, UK studies highlighted the achievement of a key goal of the National Curriculum for Physical Education (NCPE, 1992) that required students to plan, perform and evaluate their engagement in PE that necessitated the use of a broad range of teaching styles (Goldberger & Howarth, 1993; Mawer, 1993). Kulinna and Cothran (2003) stressed that students' diversity and the wide variety of PE lesson goals demand the implementation of an array of teaching styles. However, Curtner-Smith, Hasty, and Kerr (2001) proposed that the NCPE reform was not acting as a catalyst to change PE teachers' practices so as to accomplish the multidimensional goals. They argued that PE teachers' pedagogical choices are influenced by a variety of factors such as prior experience, curriculum knowledge, confidence in their own skill level, and student expectations. Curtner-Smith

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