

Module Guide

**Module:
Teaching Styles and Learning Strategies for Whole Class Physical Education**

Module developed for the Erasmus+ Pupil Health and Well-Being Project 2015 – 2017
by
London South Bank University in partnership with Club Pulse

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# [Module Details](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug1.shtml#_blank)

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| **Module Title:** | Teaching Styles and Learning Strategies for Whole Class Physical Education |
| **Total Study Hours:** | 16 |
| **Contact Hours:** | 12 |
| **Private Study Hours:** | 4 |
| **Pre-requisite Learning (If applicable):** | It would be helpful if participants have some experience of teaching whole class Physical Education in school or other settings. |
| **Wider Programme:** | Erasmus Plus Pupil Health and Well-Being Project |
| **Year:** | 2015-17 |
| **Module Authors:** | London South Bank University in partnership with Club Pulse |

This Module Guide is your essential reference document for the module. It is intended to be used in conjunction with the Module Resource Pack and the overarching Pupil Health and Well-Being Project Handbook.

# [Short Description](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug2.shtml#_blank)

Core to this module is for trainees to develop practical teaching strategies based on a sound theoretical understanding of how to provide opportunities for pupils to engage in Physical Education (PE) through their preferred learning styles. With high obesity rates in all of our partner countries, it will also look at whether a different style of PE might need to be delivered to inspire those pupils who are beginning from a very low level of fitness. Work around paediatric exercise physiology contributes to how participants develop a greater sense of the physical development needs of pupils. The module develops skills and understanding of coaching both children and adult colleagues working in a support capacity in school. Participants will explore how to work across a range of different teaching and learning styles for whole class PE.

An electronic copy of this module guide is available for participants on the project web site ([www.PHWB-project.com](http://www.PHWB-project.com))

**Equality and Diversity** FOR DISCUSSION

**This Pupil Health and Well-Being Project** values and respects the diversity offered in a pluralistic society. We aim to provide a learning community that actively challenges inequality and injustice. For us this means:

1 Actively opposing all forms of discrimination;

2 Recognising diversity of identities as enriching the learning and teaching experience and modelling this in our practice;

4 Providing a safe environment for staff and students to reflect and work on prejudices and stereotypes, including examining the use of inappropriate language;

5 Developing structures and policies that enable participants to participate fully;

6 Supporting a range of learning styles through teaching and module development;

7 Equipping participants with the skills, concepts and values which enable them to challenge inequality and injustice in their future work.

**This module** addresses equality and diversity issues in a number of ways. Considering different teaching styles and learning strategies from an educational perspective gives opportunities for participants to explore their own prejudices and stereotypes. In addition the teaching and learning styles modelled by the tutors aim to be inclusive. They cater for a range of learning styles and encourage collaboration and group work between diverse groups of participants.

# [Aims of the Module](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug3.shtml#_blank)

The aims of this module are to:

* Ensure critical engagement with current module topic-related research;
* Analyze how research and pedagogical theory translate into effective practice in schools;
* Examine critically how children's learning can be supported and planned for across a range of different teaching styles and learning strategies;
* Develop a contemporary and critical view of Physical Education in theory and practice.

# [Learning Outcomes](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug4.shtml#_blank)

On successful completion of this module participants will be able to:

## Knowledge and Understanding

* Demonstrate critical knowledge and understanding of the key aspects of *subject knowledge* relating to the module’s subject area of teaching styles and learning strategies in PE;
* Articulate current issues and debates in this field and their implications on effective learning.

## Intellectual Skills

* Demonstrate critical and analytic knowledge and understanding of current research and notions of good practice in the subject area;
* Analyze and critique aspects of good teaching observed;
* Evaluate what constitutes effective learning and the factors that need to be considered for it to happen.

## Practical Skills

* Demonstrate performance skills in Physical Education which are necessary to teach PE with confidence and imagination;
* Use fitness technology as a tool for teaching and learning in PE, and for professional tasks.

## Transferable Skills

* Demonstrate good knowledge of current practice, knowledge and understanding in their field and in related areas;
* Show a willingness and ability to learn and acquire knowledge, including that given by expert colleagues with regard to professional practice;
* Use flexibility and open-mindedness;
* Undertake confident decision-making in complex and unpredictable contexts.

# [Introduction to Studying the Module](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug7.shtml#_blank)

## Overview of the Main Content

There are four strands in each module which will enable participants to develop a breadth of subject and pedagogical knowledge. The strands in this module are:

* Learning stages in PE – associative – cognitive – autonomic;
* Teaching styles and learning strategies;
* Leadership styles and social contexts;
* Using a real gym for whole class PE.

## Overview of Types of Sessions

* 4 x 3-hour taught sessions in the form of practical workshops and seminars;
* 4 hours of independent study: completing the selected readings for the module and writing of the Learning Journal.

Participants are encouraged to work independently and creatively in an atmosphere of co-operative support and this will be central to the experience. This module encourages and supports active participation.

The Learning Journal is an ongoing reflective tool for participants to complete over the course of the module. This tracks the learning journey of the participant and will become a useful reference point for re-visiting subject knowledge, and teaching and learning ideas in the future.

## 5.3 Importance of Self-Managed Learning Time

Participants will be expected to undertake self-study and reading throughout the module and to reflect on the implications of their reading and module content for their own teaching in school and other settings.

## Employability FOR DISCUSSION

The six modules incorporated within the Pupil Health and Well-Being Project introduce participants to some of the fundamental knowledge, understanding and skills that school leaders believe are required in order to be an effective teacher in the current education climate in Europe’s schools. Increasingly, schools need to focus on the education of the 'whole child'. The traditional role of the extended family, of the government and of the church in the formation of Europe's future citizens is changing and in some cases, reducing. The role of the teaching profession is changing as a result. Teachers need to feel equipped to teach in a way that supports the development of our society and ensures our future citizens are happy and healthy. These modules strengthen the training of current and future school educators by providing them with tools to help develop the ‘whole child’. All participants will receive a certificate of achievement on completion of the modules to add to their professional portfolio.

# The Programme of Teaching AND Learning

Module tutors will support teaching and learning through the full use of formative assessment during taught sessions in the following ways:

* Formatively assessing participant micro teaching activities;
* Supporting group work formatively;
* The modeling of formative assessment as part of the teaching and learning process.

All resources used in the sessions will be uploaded to the project web site. In addition, *some* resources will be made available in hard copy for use during the sessions.

**Preparation readings**

Most sessions include a preparatory set reading which participants should complete before the session. Details of the preparation readings are given within each session outline below.

All the preparation readings can be found in electronic copy on the project web site. These are available in English, Greek and Spanish.

**Indicative** content for the four module sessions can be found in the sections on the following page.

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| **Session 1:**  Learning stages in PE – associative – cognitive – autonomic |
| **Indicative Session Content**The session will combine theoretical knowledge with practical PE activities at the teacher trainees’ level, and will include the following:• Skill classification• Learning and maturation• Abilities and capacities• Learning stages• Perceptual-motor learning• The roles of environment and observer• Growth study: ‘Johnny and Jimmy’• Excerpts from ‘The man who lost his body’ (BBC documentary) |
| **Preparation Reading**Thompson, M. and Penney, D. (2015) *Assessment Literacy in Primary Physical Education* European Physical Education Review Vol. 21(4) 485–503 – EU journal publication. |
| **Follow up activities**Completion of Learning Journal reflective comments following the session.Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session (*Trials of module only*, not INSET). |

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| **Session 2:**  Teaching styles and learning strategies |
| **Indicative Session Content**The session will combine theoretical knowledge with practical PE activities at the teacher trainees’ level, and will include the following:• Constraints-led approach vs teaching PE for understanding• Modelling of learner and learning process• Practical activities that reveal how complex and nonlinear pedagogiesmight underpin whole class PE• Use of questioning as pedagogical tool• Focus on individual differences vs generic concepts• Planning and implementation of progressions  |
| **Preparation Reading**Ward, G. and Griggs, G. (2011) Principles of Play: A ProposedFramework towards a Holistic Overview of Primary Physical Education. *Education 3-13, 39:5, 499-516. (Routledge)* – UK print publication. |
| **Follow up activities**Completion of Learning Journal reflective comments following the session.Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session (*Trials of module only*, not INSET). |

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| **Session 3:**  Leadership styles and social contexts |
| **Indicative Session Content**The session will combine theoretical knowledge with practical PE activities at the teacher trainees’ level, and will include the following:• The use of complexity theory (Biesta and Osberg, 2010) as a means for PE Leaders in school to frame more dynamic practices and processes endemic to teaching and learning• States of stability and instability engendered by task and environmental constraints that challenge pupils to learn in whole class PE• Challenges to PE learning in relation to the cognitive, social, emotional and physical domains• Pupil ‘self-organisation’ in order to take responsibility for their learning in PE ( a more expansive version of physical education supporting the holistic and lifelong development of physically active individuals) |
| **Preparation Reading**Atencio, M, Yi, C.J, Cleat Kara, T.W, Miriam, L.C. (2014) *Using a Complex and Non-Linear Pedagogical Approach to Design Practical Primary Physical Education Lessons.*  European Physical Education Review. Vol. 20(2) 244–263 – EU journal publication. |
| **Follow up activities**Completion of Learning Journal reflective comments following the session.Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session (*Trials of module only*, not INSET). |

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| **Session 4:** Using a real gym for whole class PE. |
| **Indicative Session Content**For the trial module in England, this session will take place not in a university classroom but in a modern public gym. Teacher trainees will be introduced to the idea of teaching pupils PE by taking them out of the school environment into a modern gym. Trainees will learn about the opportunities this offers children not only for their fitness development now, but also for their whole lives as healthy fitness habits can be formed and maintained. Gym staff will teach trainees how to use age and size appropriate real gym equipment for whole class PE. This will include practical activities for the trainees, alongside sharing clips from a filmed gym session with school children, to illustrate strategies for teaching a wide range of pupil ability through intervention.*\*Please see footnote*\*See foot note |
| **Preparation**No preparation reading set for this session, however participants are asked to visit the gym’s website in order to prepare for the session by finding out what activities are on offer to support the whole of the local community (children, parents, and citizens of all ages). |
| **Follow up activities**Completion of Learning Journal reflective comments following the session. |

*\* Prior to session 4, a local school will visit the gym to undertake a fitness lesson with gym staff. Aspects of this lesson will be filmed with permission from parents.*

# [PARTICIPANT Evaluation](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug9.shtml%22%20%5Co%20%22Click%20here%20for%20help%20on%20filling%20out%20this%20field.) FOR DISCUSSION

Evaluative feedback will be sought from all module participants using a Bristol online survey to provide a rating for each session, module organisation and resources. Participants will also be asked to provide some qualitative feedback about the module. This feedback will be used to inform the development and improvement of the module for future participants.

# [LEarn](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug9.shtml)ing resources

## Reading List

The following list of *suggested* material is optional, and is designed to support the module by providing additional reading around the wider subject area. The compulsory preparation readings for the module can be found in electronic copy on the project web site (see section 6), and are available in English, Greek and Spanish. The *suggested* material is only available in the published language**.**

**Print Texts**

Graham, G. M (2008) Teaching Children Physical Education: Becoming a Master Teacher Leeds: Human Kinetics

Grout, H & Long, G (2009) Improving Teaching and Learning in Physical Education Maidenhead: Open University Press

Light, R (2013) Game Sense: Pedagogy for Performance, Participation and Enjoyment Oxon: Routledge

Stidder, G. &Binney, J (2012) Innovative Approaches to Teaching and Learning in Physical Education Routledge: Abingdon

**Journals**

European Journal of Physical Education (Taylor and Francis)

European Physical Education Review (Sage)

Journal of Physical Education, Recreation and Dance (Taylor and Francis)

Journal of Teaching in Physical Education (Human Kinetics)

## Internet Resources

A list of some helpful web sites related to the module subject area:

[www.spectrumofteachingstyles.org](http://www.spectrumofteachingstyles.org) (Spectrum of Teaching Styles)

<http://tgfuinfo.weebly.com> (Teaching and coaching games for understanding)

<http://www.afpe.org.uk> (Association for Physical Education)

[www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=cpes20#.VLe0NNKsXXw](http://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=cpes20#.VLe0NNKsXXw) (Physical Education and Sport Pedagogy)

