

Summer School For PE Teachers July 04

Physical Education Curriculum: Innovation Creativity and Quality 體育課程之革新、創意與品質

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Sequence of Presentation

- 1 Strength and weaknesses of PE curricular practices in Hong Kong
- 2 Importance of "innovation", "Creativity" and "Quality"
- 3 Ways of working towards innovations, creativity and quality
- 3 Examples of innovative practices



Definitions

- **Innovation**-introduction of changes and new ideas革新
- **Creativity**-Ability and process to produce original ideas and solve problems (CDC, 2002, p22)創意
- **Quality**-fit the purpose 品質
Quality PE- strong curriculum links and thoughtfully planned programme aiming at fulfilling students' needs (Stiring and Melk, 2002)

ICQ - Hints for the PE Curriculum

- In line with the newest development of the subject
配合科目的發展
- Meeting the needs of the students合學生的需要
- Interactive互動
- Fun趣味



Analysis of the current PE practices- Strength強點

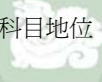
- Students in general like PE
- Adequacy of sports facility both in and out of the school校內外設施充足有利教學及聯課活動的推行
- Professional PE teachers專業培訓的體育老師
- School generally support the promotion of physical activities and sports ...(CDC, 2002, p.8)
- Flexibility in programme planning編排課程自由度頗大，有利校本課程的設計與推行
- Responsible for extra-curricular activities-facilitating life-wide learning大量之聯課活動有利全方位學習的推行
- One of the key learning areas-core knowledge and skill八個主要學習領域之一-核心技能與知識
- ...



Areas to be improved

需改善的地方

- Skill emphasis技能主導
- Credibility problems in PE programme-課程信用度的問題programmatic uncertainty, undocumented learning outcomes, weak state requirements, inadequate curricular and poor classroom teaching conditions.
- Overloaded by other workload apart from teaching超量的工作
- Confused conceptions in PE混淆的體育概念
- Confused coaching and teaching role教練與教師的角色混淆不清
- Questionable status as a core subject主流科目地位成疑
- ...



Skill based instruction

現行以技能教授為主的體育學習領域

- Content of teaching體育內容
 - physical skills技能
 - physical fitness身體素質訓練
 - meaning of individual events體育項目認識



Current process of skill-based instruction 現行技能教學的過程

- Introduction 介紹
- Demonstration 示範
- Explanation 講解
- Activity/practices 練習



Processes of teaching and learning 教與學的過程

- Teacher centered 以教師為中心的教學
- Teachers' explanation, demonstration, leading to complete all planned instructional content
教師單向的講解, 示範及領導以完成所編訂的教材內容
- Effectiveness 效能-effective instructional process 教學過程的效率
- Role of the teacher 角色-teacher directed 教師為主導



Learning process in skill-based instruction 現行技能教學的學習過程

- Demonstration 示範 → fixed learning model 示範表象(定型) → imitation 模仿(練習)
- Standardization (統一化)過程 → unique model for learning 泛化(重新整合)
- Association, correction, formation of skills 聯系, 修正, 形成符合身體能力的體育技能的動作結構
- Consolidation through practices 不斷的鞏固練習

(劉進平2000)

Instructional procedures 體育學習領域的一般教學過程

- Introductory 引入
- Development 發展
- Application 應用
- Conclusion 整理
- Purpose 目的?
- Merits 優點?
- Weaknesses 缺點?



- Instruction oriented 教授主導
- Teaching procedure directed 教學步驟主導
- Dominated by "Teaching all" and "management first"
教學以統一教授及管理為主以利組織教學及管理
- Learning through imitation 模仿性學習為主
- Relationship between teaching and learning-Copy and Being Copied 師生之間的教與學關係是複製及被複製
- Suppressing students' active learning, independency and creativity 學生主動, 獨立及創新性精神受壓制
- Neglecting students' individual differences 學生的個別差異未被關注



Analysis of Teaching and learning behaviours 教與學的行爲分析

- Stimulation and experience 刺激及經歷-
Learning through Sensory facilitation-
人體之感覺訊息-視, 聽, 味, 嗅, 觸

(explanation 解說, demonstration 示範, facilitation 啟發, counseling 輔, correction 糾正, training 訓練...)



Learning behaviours 學習的行為

- 經驗學習Experiential- learning by doing?
- 社群協作的學習Social learning?
- 高思維的學習?Higher Order Thinking experiences

(陳錦雄、李宗, 2003)

(Listening聽, speaking講, writing寫, reading讀, counting 計算, imitating 模仿, practising 練習, reacting 反應, participating 參與, piloting 探索, observing 觀察, discussing etc. 討論等

behaviour行為???

thinking思考???

experimenting經驗???experiencing經歷???



Reform in PE pedagogy 體育教學的改革

Student centred 學生為主

Life-wide learning 全方位學習

construct
knowledge,
Skills,
Attitude

以建構知識
技能及態度



(CDC, 2002)

Student-centred learning 以學生為中心的教學

- Appropriate teaching content and activities in accordance with students' needs and experiences 教學是以學生為主的學習活動, 教材應切合學生需要及符合學生的生活經驗

The importance of Students' participation and interests 過程應著重學生的參與, 啟發學生的興趣,

Role of the teachers-facilitators 老師的角色是啟發者.

Direct teaching → indirect/multi-sensory/multi-teaching aids → problem solving

直接/直觀 → 間接/多觀能/多媒体 → 解難



Process of skill learning in current educational reform 變革的體育技能學習過程

- Setting up of the learning Context 設置問題情境(自我模式)
 - PE activities with with conditions and context 條件或情境中的體育活動
 - Practices 練習 → correction and demonstration for reference only 糾正, 示範(參考修正作用)
 - Not a unit condition/model 非<同一化>條件/模式
 - standardization in learning –not stressed 泛化(非顯著性)
 - Association, correction, formation of skill for individuals 聯系, 修正, 形成符合身體能力的技能動作
 - Practice for consolidation 不斷的鞏固練習

(劉進平, 2000)

Educational Reform- Innovation in structuring the learning objectives 設計目標的革新考慮

Other 5 strands apart from “motor and sports skills” 體育技能以外的範疇

- Health & Fitness 健康體適能
- Sports related Values and Attitude 價值及態度
- Knowledge and Practice of Safety 安全
- Knowledge of Movement 知識
- Aesthetic sensitivity 美感

All
Round
Development
全人發展

5 Values & Attitudes 五種價值觀及態度

- National Identity 國民身份認同
 - Responsibility 責任
 - Commitment 承擔
 - Respect for Others 尊重別人
 - Perseverance 堅毅
- for
All Round
Development



9 Generic Skills 九種共通能力

- Collaboration
- Communication
- Creativity
- Critical Thinking
- Problem Solving
- Self Management
- Study
- Information Technology
- Mathematical

SKILLS
for
Learning to Learn
學會學習的技能
(CDC 2002)

Innovation concerning the Teaching Content

選取內容的革新考慮

- “Extended” Content and Teaching activities apart from traditional ones and 傳統主流項目以外的內容
- In accordance with the pre-determined purposes 預設之目標



Innovations concerning Teaching Approaches

教學取向的革新考慮

Extended View on the alternative ways of Teaching

- Teacher 老師 → Student Centre 學生為中心的教學
- Direct 直接 → Indirect, reciprocal, problem solving 間接、協作、解難 (Mosston and Ashworth 2002)
- Amendment of the Teaching Sequence-Introductory activities → Theme/Skill Development → Application → Concluding Activities 教學步驟的改變
- With purposes 具預設的目標

Assessment 評估的改變

- Summative/grading 終結/給分
→ formative Assessment of learning
→ assessment for Learning 進展性促進學習的評估
- Teacher oriented 老師主導 → self, peer assessment 自我、朋儕評估
- With Purposes 具備預設的目標

Examples 示例

Teachers' Conceptual Changes 老師教學概的轉變

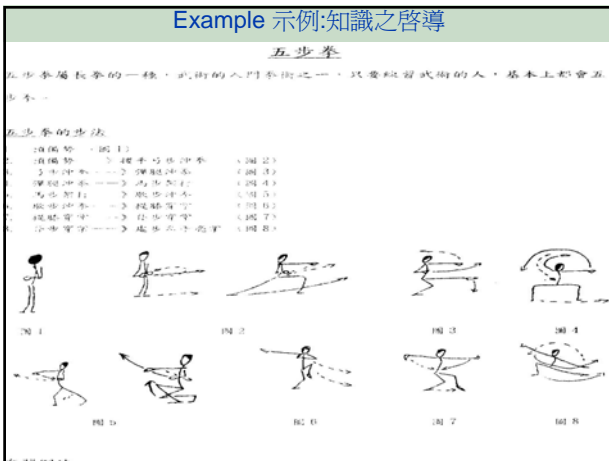
Extended conceptions on the Multi-activity approach to include elements of:

- 多類型活動模式以外的考慮
- Fitness and health approach 健康模式
- Teaching Games for Understanding Approach 領會教學法模式 (廖玉光, 2002)
- Sports education approach 競技體育模式 (Siedentop, 2001)
- The Physical Fitness approach 體適能模式
- Learning Outcomes Framework approach 學習成果架構模式
- Concept approach 概念主導模式
- Personal and social education... 個人及社會教育發展模式..... (Hollison and Templin 1991; Metzler, 2000).

Example 示例

- Developing pupils' cognitive deliberation and problem solving by allowing them to have group discussion and report on solving tactical problems during PE lessons
於球類教學中加入小組討論攻防及戰術意識的問題及匯報以促進學生的智能及解難的能力

(Griffin, Mitchell and Oslin, 1997).



Example 示例

- Promoting Pupils' Creativity by allowing them to create gymnastic and dance sequence, involving them in choreography... 於體操及舞蹈課設計活動要求串連套及編排某節的舞蹈等以促進學生創意
- Cultivating students' collaboration, communication, critical thinking skills.... 發展學生之協作，溝通及批判性思考能力等...

Example 示例

Application of Assessment for learning concept
促進學習評估概念的應用

Lesson: P5小五

Theme: Basketball 籃球- passing 傳球

Objectives目標: Mobility and communication in passing and receiving, Collaboration移動中接球，溝通及協作

Activities-introducing and practising of passing and receiving with signals in pair二人一組的傳接球練習及要點的提示

Application phase- Peer assessment concept同儕評估

Example 示例

五步拳的小組互評準則清單

第一組	分數:				
力度	1	2	3	4	5
流暢度	1	2	3	4	5
姿勢	1	2	3	4	5
合作	1	2	3	4	5

Example 示例

- Teaching football by using the concept approach以概念模式以教授足球活動- Attacking and Defending principles such as support, mobility, improvisation進攻及防守概念如支援，走動以創造空間及突破等代替傳接球，盤球及射門等... instead of passing, dribbling, shooting...
- Emphasize the "Why" and "When" to use the skills instead of the "what" 強調“為什麼”及“何時”應用那些技能

Example 示例-Strategy in teaching Physical Fitness教授體適能的策略

With

Music利用音樂

Warming Ex. With Music



- Good motivation: pupils are familiar with the music
- High participation



Students change stations when music changes



- High motivation
- High participation



Challenge and Creativity 挑戰與創作



- Students are motivated to challenge themselves to lower down the canes
- Students get through the barriers with different body movements



Creativity 創作

Through 透過

Problem Solving 解難活動

Lead-up activities



- Class started with imagination and creativity



Group discussion and presentation



- Different levels of thinking
- Individual pupils to act individually
- The whole group gets together to act as one (team work & co-operation)



Story-telling:



- Pupils are acting differently within the same group
- Each pupil has his/her own role to play



Reflection反思

- Requiring Teacher's creative and imaginative skills in motivating students' thinking and creativity 要求老師的創意及想像力頗高
- Participation may be high but exercise intensity may a problem.



Communication Skills 溝通技巧

by

Cross Curriculum 跨課程/學科
學習

Making Words



- Pupils are running down the court to pick up some alphabets
- Pupils are to make words with the alphabets collected (collaboration)



Final Activities



- Teacher gives answers and explanations



Reflection反思

- Facilitate cross curricular integration 促進課程統整的理念
- May or may not provide adequate participation and exercise 體力活動可能不足
- May be incorporated with Chinese ie. making sentences with Chinese 可與其他科目如中文統整
- May be incorporated with health/ sports/ PE knowledge e.g. "we exercise" + "three times a week" 可啓導體育相關的知識
- May be argued with against the nature of PE 可被批評為與體育的本質不符



Low Dribbling



- High participation
- Experiencing low dribbling with opponents (situated)



High Dribbling



- Experiencing high dribbling without opponents



Questioning and Guidelines



- Questions on the teaching points high dribbling
- Guidelines on low dribbling



Conclusion



- Concluding with wall charts - concrete
- Consolidate the key points for high and low dribbling
- Consolidate the situations in which high and low dribbling will be used



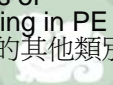
Your Comments?你的意見是?

- Attempt to include cognitive learning. How can students' higher order thinking be promoted?嘗試啓導智能學習-如提升學生思考的層次?
-



Final Reflection最後反思

- Conceptions of the nature of PE對體育本質的理解
- Conceptions of the educational outcome對教育成果的概念
- Reactions to educational changes 對教育轉變的反應
- Perceptions on effective PE teaching對有效體育教學的觀點
- The necessity of involving other types of learning apart from experiential learning in PE 體育教學是否需要提供經驗學習以外的其他類別學習?.



I C Q -

■ Hints for planning and implementing the PE Curriculum in Hong Kong?

-In line with the newest development of the subject 配合科目的發展

-Meeting the needs of the students 合學生的需要

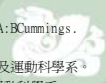
-Interactive 互動

-Fun 趣味



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Thank You

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Good Luck!

