

Assignment One

YouTube Video Analysis

by

Alan L Hubbard

S326012

for

Mr David Waters

ECM212 Teaching the Curriculum: Senior Secondary Health and Physical Education

Word Count: 2112

The three videos selected are: 1. Health and Physical education Lesson by Jason Shegda, 2. Purpose Driven PE Lesson Kyle Redshaw by Kyle Redshaw and 3. Skating Day 1: Teaching Physical Education Class by Connie Lavergne. All three lessons provide varied learning content and the student context for the students.

Video 1: Health and Physical education Lesson. (Jason Shegda. 2014).

The introduction to the lesson, prior to its conduct, allows the viewer greater context, for a specific purpose. This introduction provides the unit context as well as its placement within the unit. Application of specific standards relevant to the students in the class is also relevant to the state governing body (Pennsylvania Department of Education, 2002). This is then thoroughly reduced to articulate the lesson objectives that will be used to model the lesson. Particularly, the objectives are divided into two parts, cognitive and physical. Clearly, the focus of the lesson is the cognitive, even though the majority of the lesson is physical. This is evident, during the introduction, through planning that all fitness components that are to be observed, identified, and discussed are deliberately present during the lesson.

The deliberate planning of the lesson its place within the unit, demonstrates an understanding to the curriculum requirements and how to detail a unit of work. This is critical for students as they desire the knowledge of where and what the process is for their learning journey (Austin & Rust, 2015). The provision of the knowledge from previous lesson within this unit, shows that the teacher has identified prior knowledge of the students and that the lesson content is on a learning continuum and this lesson uses knowledge from previous lessons to further the students' development.

The use of music, whilst not included in this lesson would have been if not recorded, has been seen to improve performance during physical activity with college-aged students by increasing heart rate during the same activities. Further, participation by elementary school

students in a physical education class also increased during walking and frisbee activities; this was measured in mean steps using pedometers. The selection of music can further advance its effects as well. Intuitively, fast passed music was preferred by participants and further increased intensity of output and participation over other music. Whilst male students' participation increase was larger than females', the difference was not significant (Barney & Prusak, 2015).

The formative self-reflection directed at the completion of the lesson body was used to ensure that the students had met the correct milestones, in accordance with the curriculum standard. Firstly, the answers to the self-reflection were articulated during the introduction of the lesson and repeated during the body. This allowed the students to understand the variety of "five fitness components" that the teacher wanted the students to be able to compare, analyse and classify at the end of this lesson. The technique to elicit student commitment to learning through formative assessment proves effective in this lesson (William. 2010).

This information was built on from previous lessons within the unit, as can be seen when asking how to take a pulse. This shows deliberate structure with the unit and progressive learning. The use of the radial pulse in this instance is suitable for the audience being taught, however could be further developed by introducing other devices that can measure pulse and other biometric data, so that students begin to have a understanding of the technologies available in the field.

A key and simple area to improve the use of this pulse check is to begin introducing the correct terminology for the locations that the students will be reading the pulse. Whilst they may not be required to know or understand this information at this stage in their learning, it will become beneficial during later development. The technique of learning through "mere exposure" to a stimulus will aid in the overall learning of the students without significant effort by the teacher. It also reduces the amount of effort required in later lessons, as the

students will have a liking to the correct and detailed terms (Chaiklin, 2003. Gordon & Holyoak, 1983). Further, the teacher can also introduce the other areas that can be used to take pulse and the relationship to blood pressure with those locations. The student ability and level also needs to be considered when applying this information and could be considered for subsequent lessons. However, these systolic blood pressures should be used as a guide only, due to inaccuracies (Deakin, & Low, 2000).

Whilst the majority of student participation was inclusive and utilised a fair rotation system that allowed the students to rest, one student was left out to mark score and record results. There was no concerted effort to include that student in the activities or to achieve the lesson aim through experience. If the student was restricted by temporary or physical impairment, this may have been unsuitable, however there may have been other ways to include a student within the lesson rather than on the side.

Without knowing the circumstances, it is difficult to assess what the student could have done, however, some alternatives to score recording may have been: to participate in a reduced capacity or assess the rate of effort of other students and their results.

Video 2. Purpose Driven PE Lesson Kyle Redshaw

This lesson centres around team building and leadership, as is the unit title. During the introduction to the students for the lesson, the teacher describes what has been done, what stage within the unit they are at and prompts the students into the current lesson with a question. As is shown in the video, through the text, this is deliberately designed prompt the students to critically evaluate the tasks that they are about to participate in, then create.

The lesson builds on previous lessons within the unit and is designed to develop leadership and teamwork through leading an activity. As discussed, the students have participated in other team building activities, so that the students have experienced the types

of activities that they will be expected to lead. He also initiates the lesson with a probing activity, presumably to identify the current level of knowledge within the class, whilst remaining related to the content. This identifies a potential gap in the students' knowledge, and he seeks to remedy this during the body of the lesson. Between each of the activities the teacher continues to initiate discussions around the lesson content.

Resources used in this lesson are relatively numerous, whilst they can become difficult to manage, they seem to be managed well by this teacher throughout the lesson. Music, as discussed earlier, can improve performance (Barney & Prusak. 2015). The music chosen in this lesson does not strictly comply with these principles, they serve to relate the students to the activity they are participating in through easily recognised media reference.

Other digital resources used are the use of laptops and tablet devices to build, reflect and critique the lesson plans and activities the students are doing. This is critical as the information and communication technology (ICT) environment plays a critical role in the world we live in and will have an even more impact role in the lives of students today. Therefore, whilst this lesson does not specifically relate to any ICT curriculum standard, it is beneficial to the students' development to include it in projects and coursework they complete (Tondeur, et al., 2007. Australian Curriculum, n.d.).

The project of this unit of taking a lesson of their peers forwards a well-known and studied theory, learning-by-teaching. By creating an environment where the students will be expected to take a lesson, similar to the ones they are participating in, they will retain the information and content more effectively. (Duran, 2017)

The teacher employs two specific methods of providing feedback during the video, informal and peer feedback. The informal feedback is led by the teacher, who is seen moving to pairs or groups to give direct critiques of the students work and to guide them in their assignment and learning. This provides a personal investment from the teacher to the

students, which gives the students direct and specific feedback on their own work. This can be incredibly beneficial for the students as the instruction is specific to their situation and directly affects them. (Tinning, et al., 2006). However, this also consumes a significant portion of the teacher's most scarce resource, time. Whilst speaking to two students, approximately 20 others are being neglected. Further the choice of which students to engage creates a dilemma. If only the struggling students that get the teacher's attention, the higher performers can become disenfranchised. An alternate method that can be used is by collecting the areas that students are not meeting the standard, or common faults, and to discuss them as a whole group. This slightly reduces the time spent by the teacher with individuals or small groups and allows for the whole class to learn from errors.

Another method that can be used to relay feedback, whilst not focusing the time of the teacher on a small group, is by enabling peer feedback. This is done through the use of tablet devices to video and critique the performance of students. This enables a more casual assessment format from a peer, rather than a person in a position of authority (Rotsaert & Schellens, 2016. Rotsaert, et al., 2018). This further enables the students learning and gives and opportunity for the other students to learn through others, by being able to critique which requires them to better understand the assessment criteria. This demonstrates a multifaceted form of education that better prepares students during their education.

The final point, for this video, is that during the "fitness training" component, three students were unable to perform an exercise, the side plank variation. This results in the students being distracted. This could have been remedied by reviewing the activity during the session and introducing alternate exercises or, during planning and instruction, explain progression and regression activities (Vera-Garcia, et al., 2020).

Video 3. Skating Day 1: Teaching Physical Education Class. (Connie Lavergne, 2014)

For the purposes of this review, the learning audience will not be discussed, as they are the teacher's peers. As a result of this they all understand and know the content and are noticeably distracted from the lesson. The teacher makes noticeable effort to maintain control of the group, however due to their maturity and lack of motivation to learn the content, it is difficult to adhere to good classroom function.

Overall, the instruction throughout the lesson is detailed and comprehensive. The level of instruction is deliberately detailed in the beginning, using full descriptions of the actions being conducted then evolves to reduced instruction and the use of a whistle to condition the actions. Further the use of partners, or peers, to assist with learning aids the teacher in maintaining control of the class whilst also allowing students to assist each other in learning the movements. (Rotsaert & Schellens, 2016. Rotsaert, et al., 2018)

Whilst it is not articulated in the video, the lesson clearly builds on previous lessons, as seen when the teacher does not explain "safety t" and other foot positions and the students are able to execute those positions. The teacher is still prudent to ensure that all students know those positions, as students will often miss lessons and therefore the content. This also gives the teacher the opportunity to assess the current ability and knowledge, then, if required, give the teacher the opportunity to reteach the appropriate components. (Tinning, et al., 2006)

The choice of skating can also prove to be an equaliser, in Australian contexts. Depending on the class's experience, they are less likely to have regularly skated, in any of the forms. This creates a more consistent start point than other more popular activities.

As these lessons were conducted in either the United States of America or Indonesia, the relevance to the Australian Curriculum or and cultural contexts that it implies. They can, however, be adapted to fit within this context by identifying the appropriate level being taught to and reviewing the content descriptors and elaborations.

Further, from the first two videos in this review, the games used to facilitate students can be modified or replaced with games familiar or relevant to Indigenous Australian Culture. (Australian Curriculum, n.d.-b. SportAus, n.d.) This directly allows for a teacher to be able to apply the same learning outcomes to a contextually relevant process (Darling-Hammond & Snyder, 2000). This must also be balanced with the diversity of the learning audience so that all students feel that it is relevant and are comfortable in participating in the activities.

References

- Austin, M. J., & Rust, D. Z. (2015). Developing an Experiential Learning Program: Milestones and Challenges. *International Journal of Teaching and Learning in Higher Education*, 27(1), 143-153. <https://eric.ed.gov/?id=EJ1069800>
- Australian Curriculum. (n.d.-b) Aboriginal and Torres Strait Islander Histories and Cultures. <https://www.australiancurriculum.edu.au/atsi-histories-and-cultures/>
- Australian Curriculum. (n.d.-a) Information and Communication Technology (ICT) Capability. <https://www.australiancurriculum.edu.au/general-capabilities/ict-capability/>
- Barney, D. C., & Pleban, F. T. (2018). An Examination of Physical Education Teachers' Perceptions of Utilizing Contemporary Music in the Classroom Environment: A Qualitative Approach. *Physical Educator*, 75(2), 195-209. <https://doi.org/10.18666/TPE-2018-V75-I2-7447>
- Barney, D., & Prusak, K. A. (2015). Effects of Music on Physical Activity Rates of Elementary Physical. *The physical educator*, 72, 236-244.
- Chaiklin, S. (2003). The zone of proximal development in Vygotsky's analysis of learning and instruction. *Vygotsky's educational theory in cultural context*, 1(2), 39-64. <https://doi.org.10.1017/CBO9780511840975.004>

Deakin, C. D., & Low, J. L. (2000). Accuracy of the advanced trauma life support guidelines for predicting systolic blood pressure using carotid, femoral, and radial pulses: observational study. *Bmj*, 321(7262), 673-674.

<https://dx.doi.org/10.1136%2Fbmj.321.7262.673>

Connie Lavergne. (24 February 2014). Skating Day 1: Teaching Physical Education Class. [Video]. YouTube. <https://www.youtube.com/watch?v=da7KdtLw1Oc>

Darling-Hammond, L., & Snyder, J. (2000). Authentic assessment of teaching in context. *Teaching and teacher education*, 16(5-6), 523-545.

[https://doi.org/10.1016/S0742-051X\(00\)00015-9](https://doi.org/10.1016/S0742-051X(00)00015-9)

Duran, D. (2017). Learning-by-teaching. Evidence and implications as a pedagogical mechanism. *Innovations in Education and Teaching International*, 54(5), 476-484.

<https://doi.org/10.1080/14703297.2016.1156011>

Gordon, P. C., & Holyoak, K. J. (1983). Implicit learning and generalization of the "mere exposure" effect. *Journal of Personality and Social Psychology*, 45(3), 492.

<https://doi.org/10.1037/0022-3514.45.3.492>

Jason Shegda. (14 April 2014). Health and Physical Education Lesson. [Video]. Youtube.

https://www.youtube.com/watch?v=X0PiH9M_cBk

Kyle Redshaw. (23 November 2013). Purpose Driven PE Lesson Kyle Redshaw. [Video].

YouTube. <https://www.youtube.com/watch?v=T0NVJG8r1Z8>

Pennsylvania Department of Education. (2002) Academic Standards for Health, Safety and Physical Education, <https://www.stateboard.education.pa.gov/SandyHealth.pdf>

Rotsaert, T., Panadero, E., Schellens, T., & Raes, A. (2018). "Now you know what you're doing right and wrong!" Peer feedback quality in synchronous peer assessment in

- secondary education. *European Journal of Psychology of Education*, 33(2), 255-275.
<https://doi.org/10.1007/s10212-017-0329-x>
- Rotsaert, T., & Schellens, T. (2016). Exploring students' peer feedback quality in an anonymous synchronous peer assessment setting in Secondary Education. In *8th Biennial Conference of EARLI SIG 1: Assessment & Evaluation*. EARLI Special Interest Group 1: Assessment & Evaluation. <http://hdl.handle.net/1854/LU-8126793>
- SportAus. (n.d.) Yulunga Traditional Indigenous Games.
<https://www.sportaus.gov.au/yulunga>
- Tinning, R., McCuaig, L., & Hunter, L. (2006). Teaching health and physical education in Australian schools.
- Tondeur, J., Van Braak, J., & Valcke, M. (2007). Curricula and the use of ICT in education: Two worlds apart? *British Journal of Educational Technology*, 38(6), 962-976.
<https://doi.org/10.1111/j.1467-8535.2006.00680.x>
- Vera-Garcia, F. J., Irlés-Vidal, B., Prat-Luri, A., García-Vaquero, M. P., Barbado, D., & Juan-Recio, C. (2020). Progressions of core stabilization exercises based on postural control challenge assessment. *European Journal of Applied Physiology*, 120(3), 567-577. <https://doi.org/10.1007/00421-020-04313-9>
- Wiliam, D. (2010). The role of formative assessment in effective learning environments. *The nature of learning: Using research to inspire practice*, 135-155.
<https://dx.doi.org/10.1787/9789264086487>