

Contribution and importance of student ideas in physical education lessons: From a literature review towards a new approach

Fuat Erduğan

Kirkpinar Faculty of Sports, Edirne, Turkey.

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ABSTRACT

The purpose of this review is to consider the ideas, attitudes and opinions of students during course to contribute some different points of view to improve content of physical education (PE) lesson. So, while considering students ideas we also have to take into account some dimensions like being “intellectual”, “social” and “emotional”. A student can contribute to plan an effective course as well as contribute to effective assessment and in addition to that we also must not miss the point who our students are? In this review, we will touch on the ideas and feelings of students in a physical education lesson but while doing so, we have to identify that what characteristics students should have to contribute adequately to physical education lesson/curriculum.

Keywords: Physical education, student’s perspective, teaching, assessment.

E-mail: fuaterdugan@gmail.com.

INTRODUCTION

To students, physical education and sports games can be considered as a significant piece of physical education (PE) program (Taggart and Alexander, 1993). Recent studies especially based on secondary schools, stated that physical education classes are not intense enough and there is a problem with teachers and students to cooperate (Siedentop et al., 1994). In this regard, there are many considerations in our daily literature concerning students’ role and ideas in their participation into physical education. In teacher-student interaction within PE lesson, caring about students’ ideas and opinions more and more has been taking place. In physical education, gaining insight into student beliefs is an important source for comprehending what they are thinking and what is their interest and involvement toward the curriculum (Strand and Scantling, 1994). Data show that teachers can learn what and how to teach from students (Graham, 1996).

LITERATURE REVIEW

Before considering what students are thinking, and take into account student ideas and opinions in PE lessons, there are Prior models developed in the literature should be explained and analysed. These models, namely Prior knowledge, Intellectual development, Cultural background, Generational experiences and expectations (Mellon, 2015) represent pillars of the development of a new perspective that will improve physical education lessons.

Prior knowledge

When you are planning a class, it is important to determine what your students are likely to know coming into your course, and how well they know it.

Intellectual development

To design an instruction, students may be helpful.

Stages of intellectual development

“There are numerous models to mention about students’ intellectual development in college. Though there are some different points, all the models tell about a similar progress. Here are some models” (Mellon, 2015). The models are:

Dualism: In the process of intellectual development, students mostly tend to look at the world like it is good-bad or right-wrong, that is, to make black-white distinctions. At this period, teacher’s mission is to give the facts to students and students believe that they should recollect these reality and reproduce the facts. To give conditional answers to students; can be frustrating for them.

Multiplicity: The next stage of intellectual development, begins when students realize that experts can disagree and facts can contradict one another. To students at this stage of development, everything becomes a matter of perspective and opinion, with all opinions accorded equal validity.

Relativism: As students begin to develop, they begin to back up their opinions with evidences. They admit that logical people may not think the same thing, but they can see that some perspectives have more validity than others do. At this stage they may have strong views, but these views are grounded in examination. They see the role of teacher in different way.

Commitment: The last stage in the Perry’s model does not involve a jump in intellectual sophistication so much as the application of knowledge gained in the relativism stage. Here, students make choices and decisions in the outside world that are informed by relativistic knowledge (Mellon, 2015).

Cultural background

How can cultural difference, affect our lesson planning ?

Learning and teaching styles may vary from culture to culture. When students from different cultures share a classroom – or if you, as the instructor, come from a different culture than your students – it is important to

consider how cultural background can affect classroom dynamics and learning (Mellon, 2015).

Generational experiences and expectations

Generational experiences may have effects on teaching and learning. Research comparing the Millennial Generation (students graduating high school after 2000) to other generations suggests that the cohort of college students we are now teaching has distinctive characteristics that influence the dynamics of our classrooms and have implications – positive and negative – for teaching (Mellon, 2015).

METHODOLOGY

The data prepared as descriptive in this study, obtained by scanning literature and archive. Hence, archival research methodology was used. The answer containing the research subject revealed through literature support. The analyzing data obtained, was interpreted mainly by historical comparison.

DISCUSSION

The models mentioned above describe some models about how we can recognize students. To recognize students enables us to value their opinions both in other lessons and PE lessons. In PE lesson, to assess student with only his/her physical capabilities, will only give the data related to their physical development. Whereas, a healthy and balanced development from mentally, affective and social perspectives, are the initial aims of physical education and sports. The development related to these areas (mental, affective, social) are assessed and students are given grades in this way. However in assessment, a grade is not a purpose, but a tool in education process. In addition, when assessing, all the extra-curricular activities should be considered by teacher (Baykul, 2000).

According to student centered education, the effectiveness of teaching and learning is based on learning process and point of view to themselves in this process (Harris, 1997; Mcnamara and Deane, 1995; Nunan, 1988). When students’ opinions were considered in learning and teaching process, their opinions related to assessment method can be considered as well (Oskarsson, 1981). This situation, not only motivate students, but also help them understand the reasons why they feel lack in their learning and complete those lackness in easier way. Like every lesson taking place in programmes, in PE lesson, students may develop negative or positive attitudes toward lesson. If students’ attitudes are positive, they can motivate the teacher

(Demirhan and Altay, 2001).

According to Luke and Sinclair, programmes based on care and need, teaching effectiveness of a teacher in teaching, understanding student and to believe the requirement of Physical Education is a factor in gaining positive attitude (Luke and Sinclair, 1991). According to Aicinena, in developing positive attitude to physical education, teacher behavior, class environment, family and school administration have a place in education (Aicinena, 1991). According to Fowler, in primary schools, being aware of teacher behaviour, raises the positive attitude of students to Physical Education. The findings of Stensaasens, show that 7. 8. 9. graders, develop negative attitude towards teacher centered approach (Aicinena, 1991). Besides all, to have an interaction with students one by one is important in developing positive attitude (Figley, 1985). Other studies of elementary student perceptions have contributed to furthering our understanding of their views of physical education. For example, one study showed that students perceived physical education as fun and it made them feel good and special (Solmon and Carter, 1995). Another study showed that elementary students were able to evaluate the physical education curriculum and that their evaluations could be useful for curriculum revision. Findings also indicated a preference for skill-related over health-related activities (Mckenzie et al., 1994). At the secondary level, studies about students' attitude related to physical education are enhancing our knowledge about this subject (Luke and Sinclair, 1991). It was found that the content of curriculum, is the most significant factor in order to develop positive and negative attitudes, toward physical education. According to Tannehill and Zakrajsek (1993) among the curriculum choices, running was most disliked by students and they indicated a negative attitude about fitness (Tannehill and Zakrajsek, 1993).

These findings support those of Luke and Sinclair (1991) that running activities and fitness testing were very unfavorably viewed by all students. Strand and Scantling (1994) examined activity preferences among high school students and found their choices to include a few team sports compared with a wide variety of individual and dual sports. In a study focused on perceptions of high school students involved in a badminton unit, Tjeerdsma et al. (1996) found that students preferred game play and competition over skill and drill practice.

Finally, Chung and Phillips (2002) found a significant positive relationship between high school student attitudes toward physical education and participation in leisure-time activities (Chung and Phillips, 2002). Student beliefs and attitudes impact their behaviors. Insights into these attitudes have implications for curriculum and instructional modification. The need to examine and respond to student attitudes is especially important in high schools where curriculum and instructional delivery have historically been deficient (Siedentop and Locke, 1997).

Students are the first population to come on minds when we talk about educational environments and students are expected to gain new behaviors around new education programmes suggested by school. Within this framework, what is expected from student is to gain information, skill and knowledge suggested to them. Student, besides knowledge and skill gained from school, learn new points of view and values and they can find a possibility to improve themselves (Uluğ, 1999).

A student is a receiver of the education service served to him/her. To see student as an important individual of school population will be appropriate. This approach requires to join in management in real way and therefore to take democratical decisions (Uluğ, 1999). Students should be assessed as inputs and outputs of education process (Özgüven, 1997; Türk, 1999; Ünal, 1999; Varinli and Uzay, 1997).

It cannot be expected to have constant learnings, in an education understanding that doesn't care about the interest, skill and needs of student. So, in education, everything should be tailored to students' needs and their own pace of advancing through their studies. The ones who will provide this, are teachers and administrators of schools (Uluğ, 1999).

CONCLUSION

Nowadays, traditional teacher-centered education take over to student-centered education. As can be seen from the literature, in the applications where student opinions are taken into consideration there is a remarkable progress in teaching and learning process. Teachers may not be thinking what students think. So a teacher should see from the eyes of any student while teaching them. Knowing students characteristics and psychomotor, affective, cognitive skills will help teachers to understand what students need in Physical Education Lesson. Their attitudes toward physical education is significant. In order to raise positive attitudes toward physical education from students, their opinions and ideas should be cared. It can obviously be seen that student opinions in Physical Education, contribute to teaching-learning process, curriculum and assessment.

In conclusion, instead of old-fashioned, teacher-centered education in physical education, a new approach like student-centered physical education will help students to develop with all characteristics of physical activity through physical education course.

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