

New Models in Physical Education:

Developmental Movement and the Spectrum of Styles

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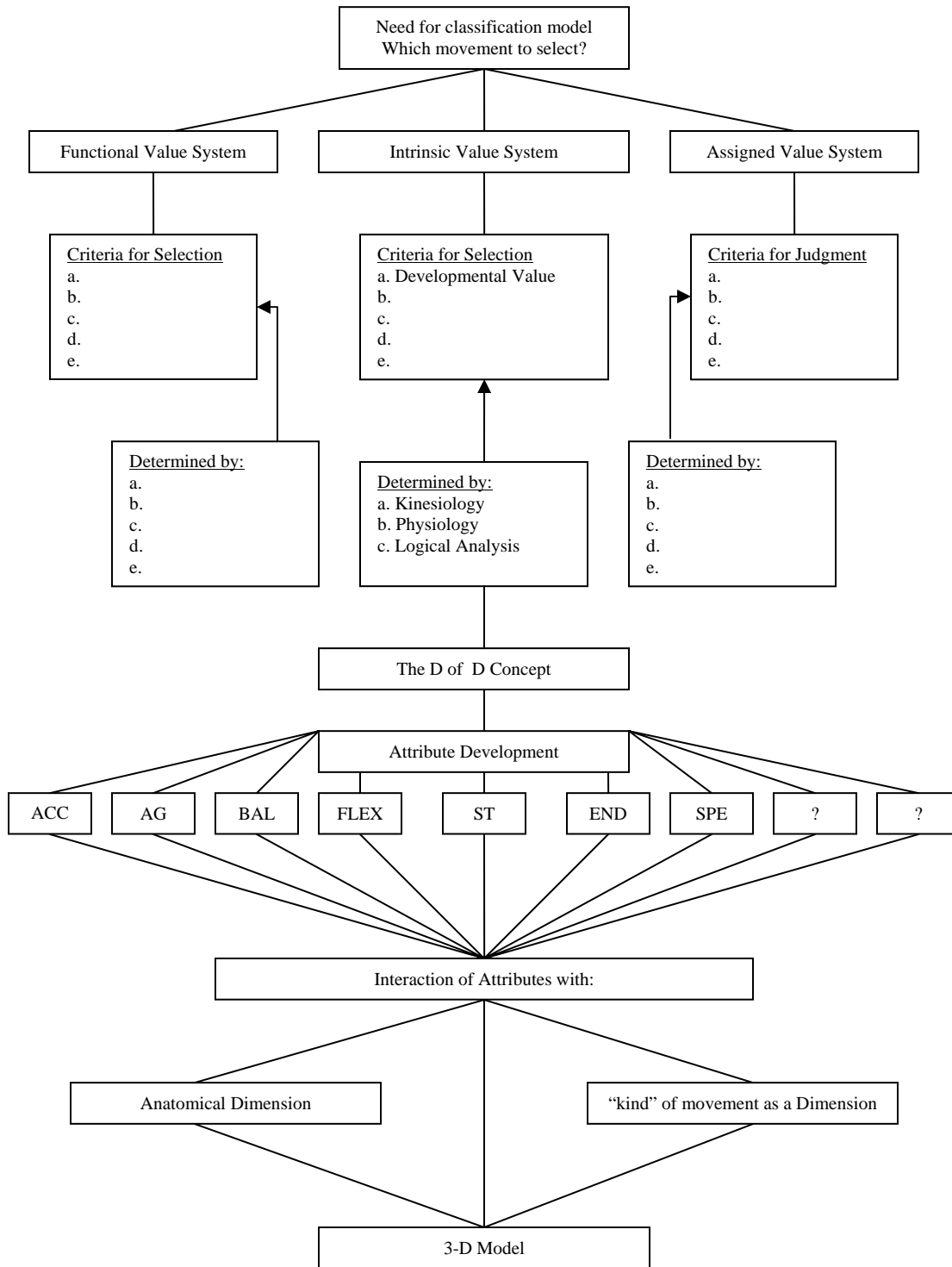
DEVELOPMENTAL MOVEMENT* AS A MODEL

Muska Mosston – Rutgers College

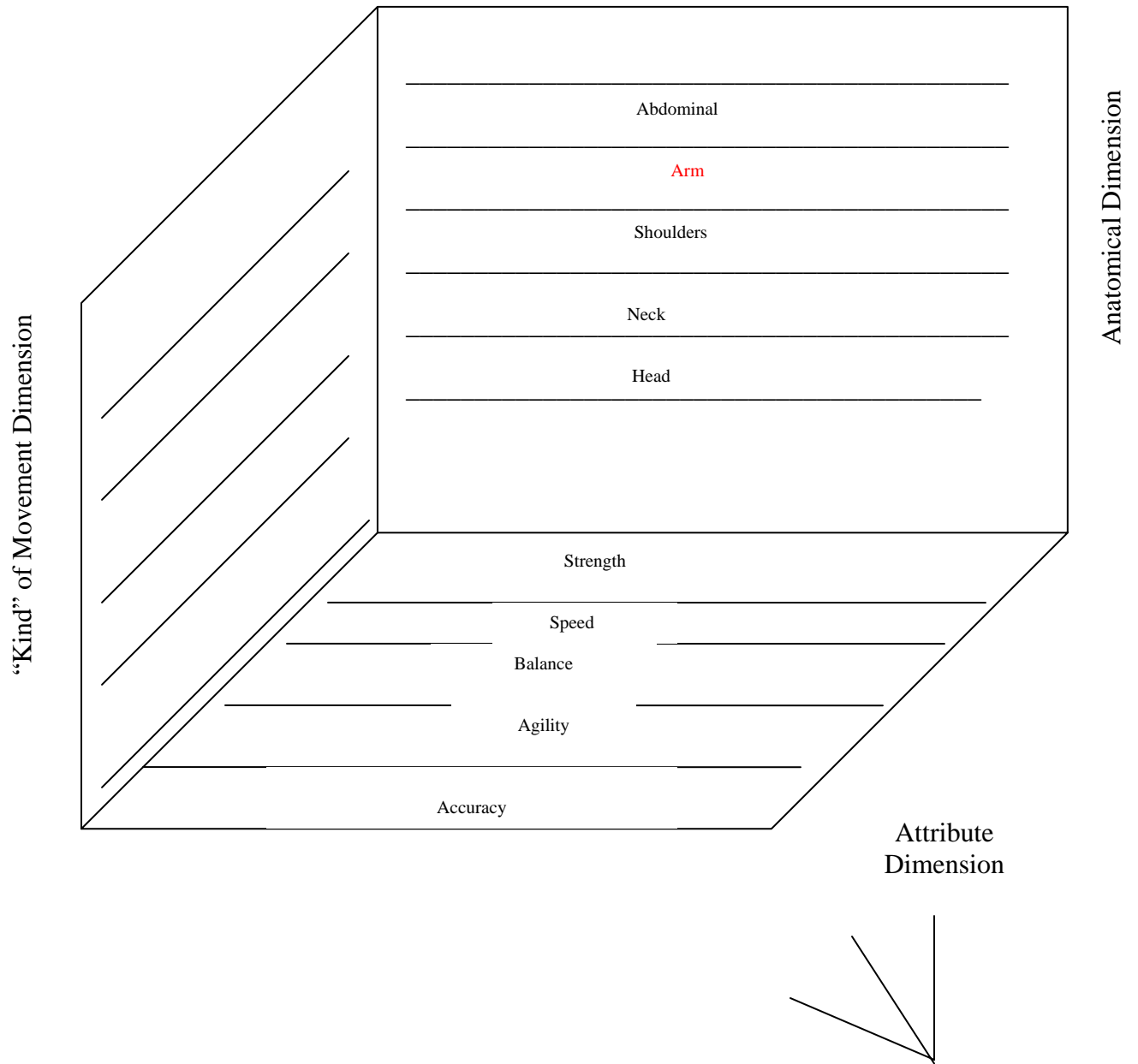
1. A Need for Classification – A basis for curricular selection.
2. The three Value Systems: FUNCTIONAL; ASSIGNED; INTRINSIC.
3. The INTRINSIC Value System – The Foundation of DEVELOPMENTAL MOVEMENT.
4. Movement Continuum – D. of D. concept.
5. Identification of D. of D. in various attributes.
6. Let us examine ONE attribute and let's design ALTERNATIVE MOVEMENTS
(variations).
7. The concept of Movement INSTANCE.
8. The 3-D model of DEVELOPMENTAL MOVEMENT.
9. DEVELOPMENTAL MOVEMENT as a curricular basis for both Individualized
Instruction and Education for Individuality (Inclusion and Exclusion in Education).

* Mosston, Muska: Developmental Movement
Charles E. Merrill Books, Columbus, Ohio (1965)

DEVELOPMENTAL MOVEMENT – A CONCEPTUAL MODEL



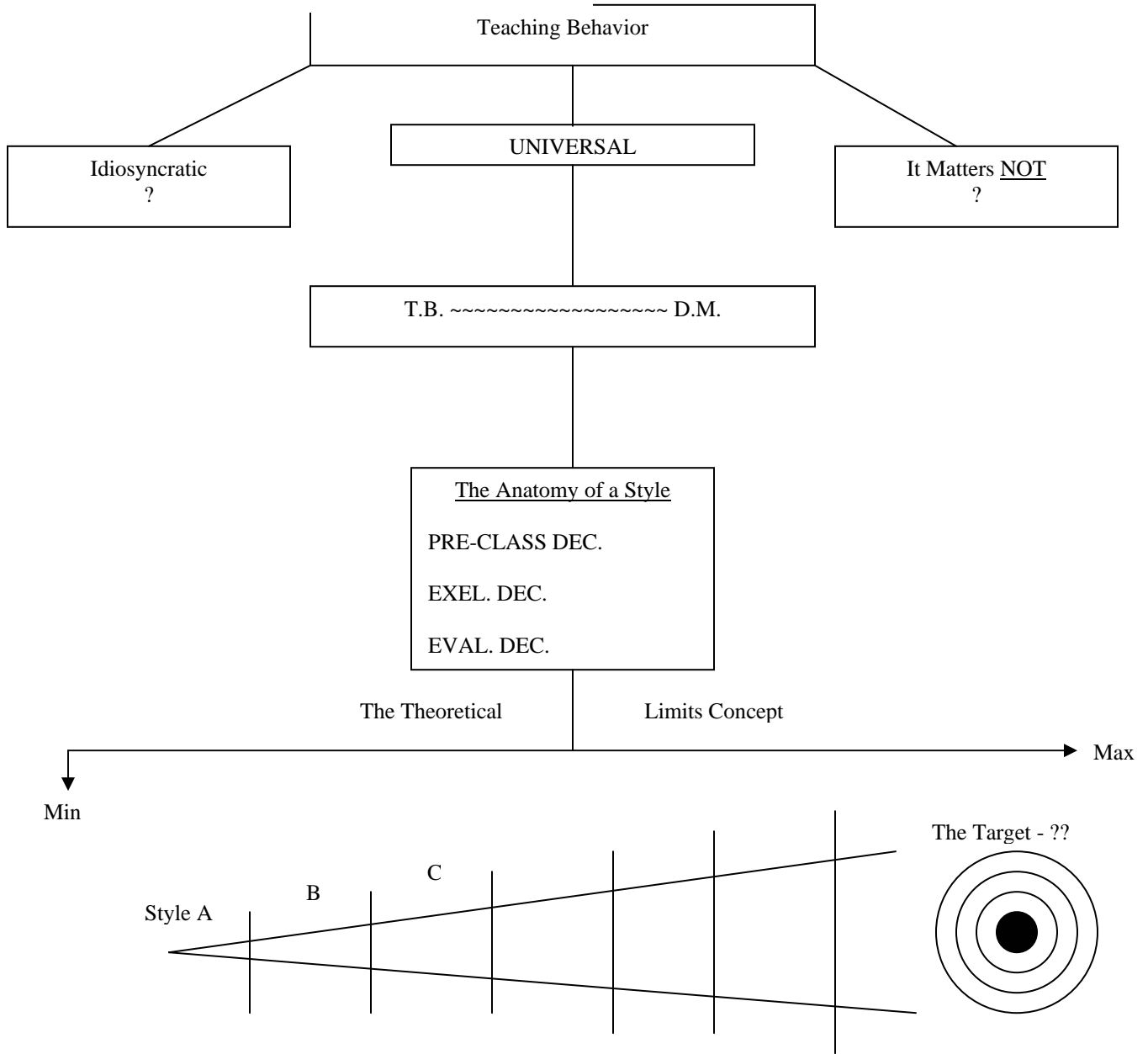
Mosston's 3-D Model of DEVELOPMENTAL MOVEMENT



THE SPECTRUM OF TEACHING STYLES* - A MODEL FOR ALTERNATIVES IN
TEACHING BEHAVIOR

1. The Concept of TEACHING BEHAVIOR
 - a. Idiosyncratic vs. Universal
 - b. Behavioral variables – Decision Making
2. Teaching Behavior interacting with Learning Behavior
 - a. Role of learning theories
 - b. Role of Social theories
 - c. Role of Self-Concept theories
3. The need for a Universal Integrate Theory of Teaching
4. The Spectrum of Teaching Styles
 - a. The axiom: T.B. = a chain of D.M.
 - b. The Anatomy of a style
 - c. The theoretical limits concept in D.M.
 - d. The evolvement of A STYLE
 - e. The SHIFT in D.M. – The Spectrum!

Mosston, Muska: Teaching Physical Education: From
 Command to Discovery
 Charles E. Merrill Books, Columbus, Ohio (1966)



PHYS. Channel _____

Emot. Channel _____

Soc. Channel _____

Intel. Channel _____