

Byra, M., & Jenkins, J. (1998). The Thoughts and Behaviors of Learners in the Inclusion Style of Teaching. *Journal of Teaching in Physical Education*, 18(1), 26-42.

DOI: <https://doi.org/10.1123/jtpe.18.1.26>

Abstract

The purpose of this study was to describe student decision making in the inclusion style of teaching. Two questions helped to guide the investigation: (a) Will learners select from alternative levels of difficulty within a given task? And (b) what is the basis for learner decision making when selecting from alternative levels of difficulty? Forty-two 5th-graders in one school received instruction in striking with a bat for two 30-minute lessons. The learners performed a batting task in three sets of 10 trials in each lesson and made decisions about level of task difficulty. Data sources were the lesson task sheets and transcribed postlesson interviews. The results indicated that 5th-graders (a) select different levels of task difficulty when provided the opportunity, and (b) make task decisions based on perceived success and challenge.

Author Notes

*M. Byra is with the School of Physical and Health Education at the University of Wyoming, Laramie, WY 82071. J. Jenkins is with the Department of Exercise and Sport Science at the University of North Carolina, Greensboro, NC 27412.