

AISNSW PDHPE CONFERENCE 2022 - THE POWER OF PURPOSE -13 MAY

WHAT CAN **RECIPROCAL STYLE-C** DO FOR ME?

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empowering
independent
education



WHAT YOU WILL HEAR ABOUT IN THIS SESSION

- WHO WE ARE?
- **WHAT WE DID AND WHY WE DID THIS?**
- **SOME ACARA/NSWPDHPE ELABORATIONS WE ADDRESSED.**
- **WHAT RENA AND ISA DID?**
- WHAT IS RECIPROCAL STYLE AND WHAT DOES IT LOOK LIKE?
- **WHAT WERE THE EFFECTS ON THE STUDENTS?**
- **Q&A—YOUR CHANCE MAKE YOUR OWN CRITERIA SHEET AND TEACH OUR 'CLASS' AND CHANCE TO PICK EACH OTHERS BRAINS.**

WHO WE ARE?

- **RENA**-HIGH SCHOOL TEACHER FOR 23 YEARS. CAVENDISH RD HIGH SCHOOL-17 YEARS
- **ISA**-HIGH SCHOOL TEACHER 19 YEARS. MANSFIELD HIGH SCHOOL 12 YEARS
- **BRENDAN**-HIGH SCHOOL TEACHER 20 YEARS (CAVENDISH RD HIGH SCHOOL). USQ 6 YEARS.

RECIPROCAL STYLE-C...WHAT DOES IT LOOK LIKE?

- THE TEACHER SELECTS THE SUBJECT MATTER TASKS AND PRESENTS THE **EXPECTATIONS FOR STUDENTS TO WORK WITH A PARTNER**. ONE STUDENT (**THE DOER**) PRACTICES THE TASK, WHILE THE OTHER STUDENT (**THE OBSERVER**) USES A **TEACHER PREPARED CRITERIA** (CHECKLIST) TO OFFER IMMEDIATE **FEEDBACK AND PERFORMANCE CLARIFICATION** TO THE DOER. WHEN THE TASKS ARE FINISHED, THE **STUDENTS SWITCH ROLES** AND CONTINUE TO THE NEXT SET OF TASKS. THIS EXPERIENCE OFFERS PRACTICE IN **GIVING AND RECEIVING IMMEDIATE FEEDBACK** ABOUT THE TASK AND PRACTICE IN DEVELOPING **COMPARING, CONTRASTING, COMMUNICATING, AND SOCIAL SKILLS**.

RECIPROCAL STYLE-C...GOOD FOR WHAT?

- **SOCIALISATION SKILLS,**
- **COMMUNICATION SKILLS,**
- **GIVING AND RECEIVING FEEDBACK FROM PEERS,**
- **DEVELOP EMPATHY AND MANNERS,**
- **BUILD TRUST** INTERACTING AND SOCIALISING WITH OTHERS,
- **EXPERIENCE THE REWARD OF SEEING OTHERS SUCCEED AND KNOWING YOU CONTRIBUTED,**
- **EXPERIENCE THE EFFECT YOU HAVE ON OTHERS FEELINGS AND LEARNING**
(MOSSTON & ASHWORTH, 2008).

THE SPECTRUM OF TEACHING STYLES?

- BEGAN IN 1966 WHEN MOSSTON DISCOVERED **THE SPECTRUM** OF TEACHING STYLES.
- THE SPECTRUM OF TEACHING STYLES WAS BASED ON THE PREMISE THAT **TEACHING IS A CHAIN OF DECISION MAKING**, I.E., WHO MAKES THE DECISIONS AND WHEN AND WHAT ARE THE INTENTIONS OR PURPOSE.
- BASED ON THIS DEFINITION, THERE ARE **11 TEACHING STYLES – STYLES A-K**.
- NO ONE STYLE IS BEST – **NON-VERSUS APPROACH**. STYLES ARE CHOSEN TO MEET OBJECTIVES.

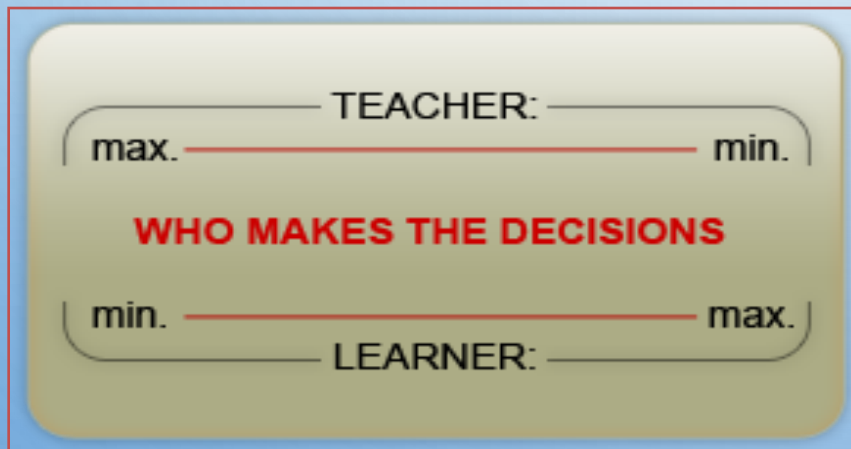
SPECTRUM OF TEACHING STYLE CLUSTERS

REPRODUCTION CLUSTER

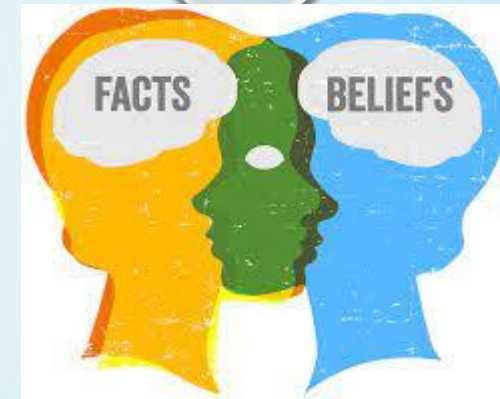
- STYLE A – COMMAND
- STYLE B – PRACTICE
- STYLE C – RECIPROCAL
- STYLE D – SELF CHECK
- STYLE E – INCLUSION

PRODUCTION CLUSTER

- STYLE F – GUIDED DISCOVERY
- STYLE G – CONVERGENT DISCOVERY
- STYLE H – DIVERGENT DISCOVERY
- STYLE I – LEARNER DESIGNED INDIVIDUAL PROGRAM
- STYLE J – LEARNER INITIATED PROGRAM
- STYLE K – SELF TEACHING



WHY RECIPROCAL STYLE?



- NSW PDHPE SYLLABUS REQUIRES.....
- "EXPERIENCE CHALLENGES AND OPPORTUNITIES TO ENHANCE A RANGE OF PERSONAL AND SOCIAL SKILLS..." (P. 25)
- **PROVIDING, IMPLEMENTING, RECEIVE OR RESPONDING** TO FEEDBACK (24 TIMES).
- HOW WOULD WE TEACH THESE WITH PRACTICE STYLE (I DO, WE DO, YOU DO)?

NSWPDHPE – 5 PROPOSITIONS-HOW?

- “CREATE, PRACTISE, APPLY AND EVALUATE THE KNOWLEDGE, UNDERSTANDING, SKILLS, VALUES AND ATTITUDES NEEDED TO LIVE HEALTHY, SAFE AND ACTIVE LIVES.” (P. 23)
- STUDENTS AND THEIR COMMUNITIES CAN... “**IMPROVE THEIR OWN AND OTHERS' HEALTH, SAFETY** WELLBEING, MOVEMENT COMPETENCE AND PARTICIPATION IN PHYSICAL ACTIVITY” (P. 25)
- “OPPORTUNITIES TO **ENHANCE A RANGE OF PERSONAL AND SOCIAL SKILLS** AND BEHAVIOURS THAT CONTRIBUTE TO HEALTH AND WELLBEING” (P. 25)
- AGAIN....HOW? CRITICAL INQUIRY APPROACH?????

THE SUB-STRANDS - HOW?

- **HEALTH, WELLBEING AND RELATIONSHIPS** - THE STRAND FOCUSES ON STUDENTS DEVELOPING THE KNOWLEDGE, UNDERSTANDING AND **SKILLS IMPORTANT FOR BUILDING RESPECTFUL RELATIONSHIPS, ENHANCING PERSONAL STRENGTHS** AND EXPLORING PERSONAL IDENTITY TO PROMOTE THE HEALTH, SAFETY AND WELLBEING OF THEMSELVES AND OTHERS” (P. 27).
- **MOVEMENT SKILL & PERFORMANCE** - THROUGH MOVEMENT EXPERIENCES STUDENTS ALSO **DEVELOP SELF-MANAGEMENT AND INTERPERSONAL SKILLS** TO SUPPORT THEM TO STRIVE FOR ENHANCED PERFORMANCE AND PARTICIPATION IN A LIFETIME OF PHYSICAL ACTIVITY (P. 27).

THE SKILL DOMAINS – HOW?

- “INTERPERSONAL SKILLS” MENTIONED 72 TIMES IN THE SYLLABUS – HOW TO TEACH?



ELABORATIONS THAT STYLE C CAN ACHIEVE

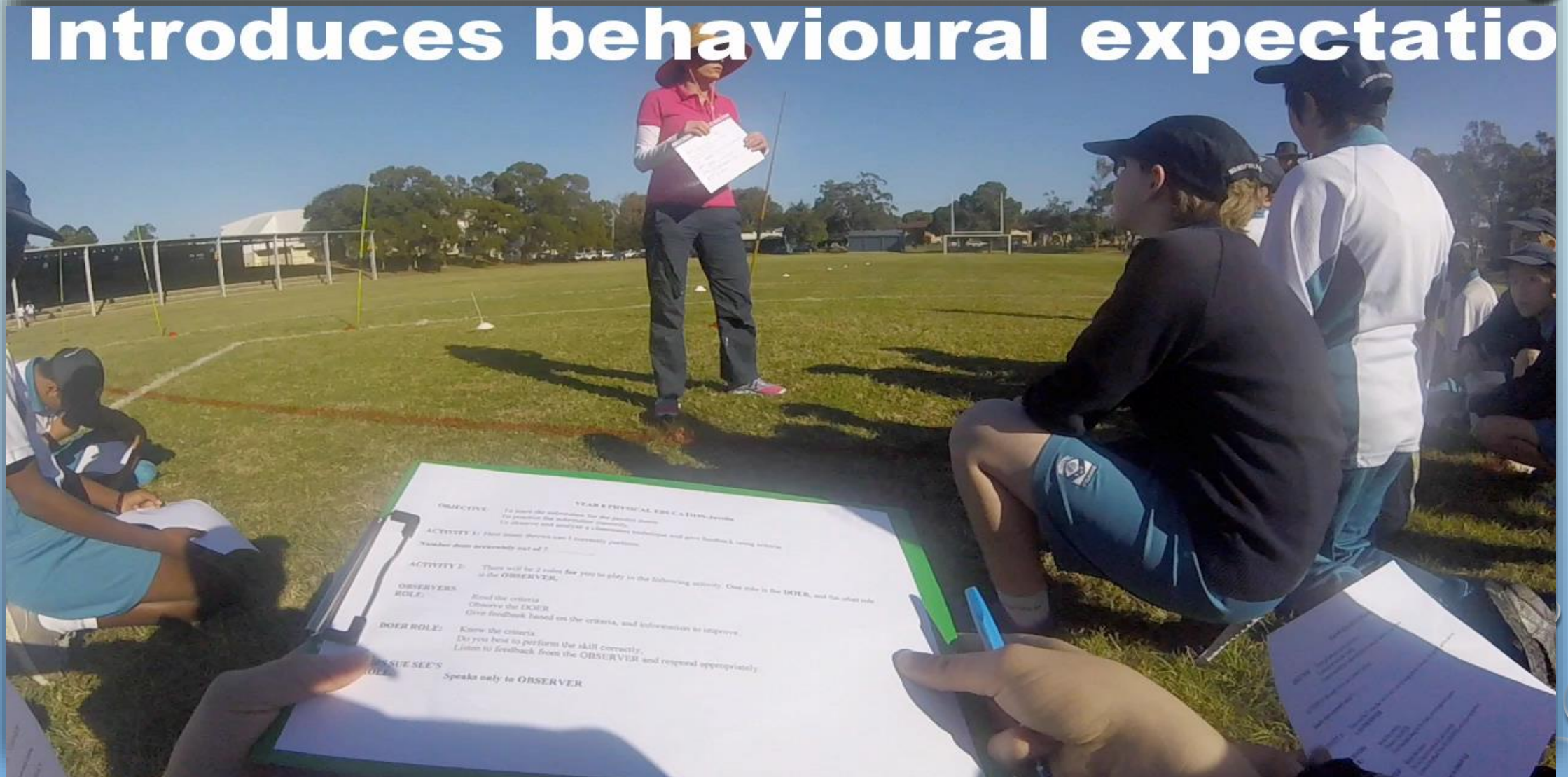
- DEMONSTRATES A RANGE OF **INTERPERSONAL SKILLS** THAT BUILD AND ENHANCE RELATIONSHIPS AND PROMOTE INCLUSION IN VARIOUS SITUATIONS (P. 59)
- INVESTIGATE THE BENEFITS OF **RELATIONSHIPS AND EXAMINE THEIR IMPACT ON THEIR OWN AND OTHERS'** HEALTH, SAFETY AND WELLBEING (P. 78)
- EXPLORING **SKILLS AND STRATEGIES NEEDED TO COMMUNICATE AND ENGAGE IN RELATIONSHIPS** IN RESPECTFUL WAYS (P. 78)
- INVESTIGATING **PERSONAL, SOCIAL** AND CULTURAL FACTORS THAT INFLUENCE THE WAY INDIVIDUALS RESPOND **EMOTIONALLY TO DIFFERENT SITUATIONS** (P. 78)
- PRACTISE BEING RESPECTFUL, SYMPATHETIC AND EMPATHETIC TO DIFFERENT VIEWPOINTS AND PLAN ALTERNATIVE **WAYS TO RESPOND** TO OTHERS (P. 78)
- PERFORM A RANGE OF MOVEMENTS AND **ANALYSE TECHNIQUES** BASED ON UNDERSTANDING OF TAKE-OFF, BODY POSITION AND LANDING (P. 80)
- **USE PERFORMANCE FEEDBACK** TO ANALYSE MOVEMENTS AND ENHANCE MOVEMENT SEQUENCES AND PERFORMANCES, EG ICT, PEER, AND SELF-EVALUATION (P. 92)

ELABORATIONS THAT STYLE C CAN ACHIEVE

- THROUGH ACTIVE PARTICIPATION IN A VARIETY OF MOVEMENT-BASED LEARNING EXPERIENCES STUDENTS DEVELOP THEIR SELF-MANAGEMENT AND **INTERPERSONAL SKILLS TO SUPPORT OTHERS** (P. 53),
- "SEEK AND RESPOND TO FEEDBACK FROM PEERS OR TEACHERS ON THEIR PERFORMANCE" (P. 51)
- ANALYSE THEIR OWN AND OTHERS' PERFORMANCE USING ICT AS APPROPRIATE AND **IMPLEMENT FEEDBACK** TO ENHANCE PERFORMANCE (P. 80),
- USE **FEEDBACK** TO MODIFY AND ADAPT PERFORMANCE AS A RESULT OF PRACTICE, **PEER AND SELF-ASSESSMENT**, EG VIDEO RECORDING TO PROVIDE FEEDBACK ON (P. 70)
- APPRAISE AND **PROVIDE FEEDBACK** ABOUT THE QUALITY OF MOVEMENT OF SELF AND OTHERS, FOCUSED ON SPACE AND TIME, EFFORT AND RELATIONSHIPS (P. 80).).....THE LIST GOES ON!

PRACTICAL EXAMPLE- JAVELIN

Introduces behavioural expectation



WHY EXPLAIN THE ROLES?

- THINK-PAIR-SHARE PLEASE
- ANY QUESTIONS, QUERIES, COMMENTS OR CRITICISMS?



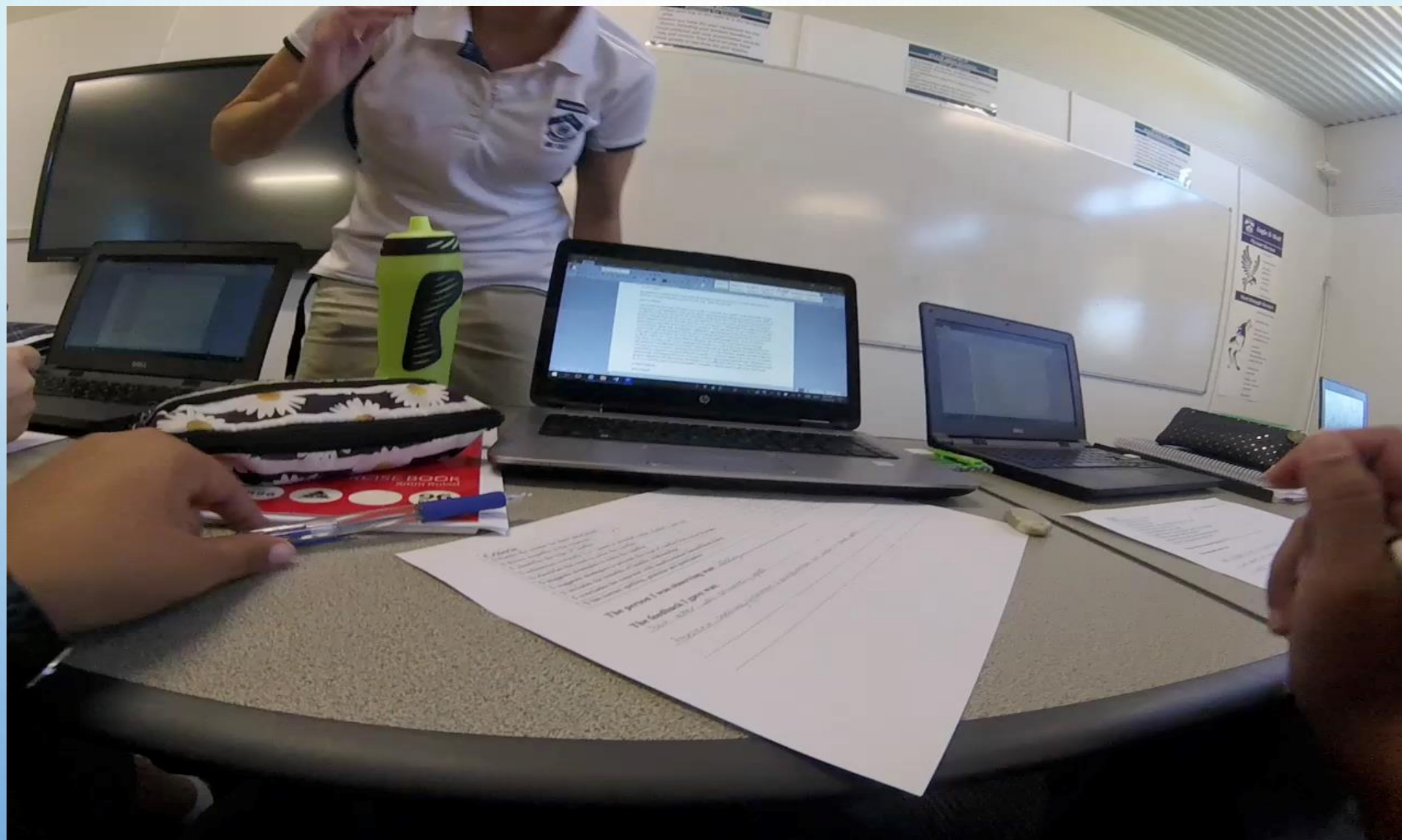
RENA'S STYLE C-VOLLEYBALL



RENA'S VOLLEYBALL

- FEEDBACK.....
- 18 FEEDBACK COMMENTS IN 3 MINUTES (180 SECONDS)
- 13 CONTENT SPECIFIC PIECES OF FEEDBACK
- 5 PIECES OF MOTIVATIONAL FEEDBACK
- 1 PIECE OF FEEDBACK EVERY 10 SECONDS

ISA'S STYLE C-PARAGRAPH



ISA'S PARAGRAPH

- FEEDBACK....
- **25 FEEDBACK** COMMENTS IN 2 MINUTES AND 50 SECONDS
- **21 PIECES OF CONTENT SPECIFIC FEEDBACK**
- **4 PIECES OF MOTIVATIONAL FEEDBACK**
- **1 PIECE OF FEEDBACK EVERY 7 SECONDS**

WHAT THE STUDENTS THOUGHT ABOUT STYLE C

- **QUESTIONNAIRE** TO STUDENTS USING A 5 POINT LIKERT SCALE. RESPONSES GROUPED TO SHOW PERCENTAGE OF STUDENTS RESPONDING *HERE & THERE – MOST OF THE TIME* (3-5)

QUESTION	ISA'S CLASS	RENA'S CLASS
<i>I LIKE BEING TAUGHT</i> USING THE RECIPROCAL STYLE	91%	81%
THE RECIPROCAL STYLE ALLOWED ME TO <i>RECEIVE A LOT OF FEEDBACK</i>	86%	95%
THE RECIPROCAL STYLE WAS USEFUL FOR ME TO <i>UNDERSTAND WHAT A GOOD RESPONSE LOOKED LIKE</i>	91%	90%
I ENJOYED <i>GETTING FEEDBACK</i> FROM MY PARTNER	91%	95%
I ENJOYED <i>GIVING FEEDBACK</i> TO MY PARTNER	95%	86%

WHAT THE STUDENTS THOUGHT ABOUT STYLE C

- QUESTIONNAIRE TO STUDENTS USING A 5 POINT LIKERT SCALE. RESPONSES GROUPED TO SHOW PERCENTAGE OF STUDENTS RESPONDING HERE & THERE – MOST OF THE TIME (3-5)

QUESTION	ISA'S CLASS	RENA'S CLASS
GAVE ME THE OPPORTUNITY TO LEARN HOW TO GIVE AND RECEIVE FEEDBACK	91%	86%
GAVE ME THE OPPORTUNITY FOR MORE SOCIAL INTERACTION THAN USUAL CLASSES	91%	66%

LET'S HAVE A GO AT STYLE C

- GET INTO GROUPS OF 3.
- GET A SHEET OFF BRENDAN.
- DECIDE WHO WILL BE TEACHER, AND WHO WILL BE THE 2 STUDENTS.
- CHOOSE FROM A CHEST PASS, KICKING A BALL (DROP PUNT), VOLLEYBALL DIG
- PUT THE “STUDENTS” IN PAIRS (DOER AND OBSERVER).
- EXPLAIN THE ROLES OF EACH (INCLUDING TEACHER!).
- STUDENTS PERFORM/PRACTICE THE MOVEMENT TASK.
- “OBSERVER” GIVES FEEDBACK AS PER THE TASK SHEET.
- TEACHER ASKS THE “OBSERVER” WHAT IS SOMETHING THE STUDENT (DOER) IS DOING WELL? HAVE YOU TOLD THEM?
- TEACHER SPEAKS ONLY TO THE OBSERVER AND GIVES FEEDBACK TO THE OBSERVER (GREAT FEEDBACK BRENDAN-VERY SPECIFIC!)

LET'S HAVE A GO AT STYLE C

- MAKE A TASK SHEET.
- IDENTIFY THE TEACHING CUES/SUB-ROUTINE DESCRIPTORS FOR THE STUDENT
- CHOOSE FROM A CHEST PASS, KICKING A BALL (DROP PUNT),
- PUT THE “STUDENTS” IN GROUPS OF 3 (DOER, OBSERVER AND A HELPER).
- STUDENTS PERFORM/PRACTICE THE MOVEMENT TASK.
- “OBSERVER” GIVES FEEDBACK AS PER THE TASK SHEET.
- TEACHER ASKS THE “OBSERVER” *WHAT IS SOMETHING THE STUDENT (DOER) IS DOING WELL? HAVE YOU TOLD THEM?*
- *TEACHER SPEAKS ONLY TO THE OBSERVER AND GIVES FEEDBACK TO THE OBSERVER (GREAT FEEDBACK BRENDAN-VERY SPECIFIC!)*

WHAT HAS RESEARCH ON STYLE C FOUND?

- S'S SCORED **SIGNIFICANTLY HIGHER** IN **ATTENTION, SATISFACTION AND APPROPRIATE BEHAVIOURS** WHEN BEING TAUGHT DANCE. WHILE NOT SIGNIFICANTLY HIGHER, COGNITIVE LEARNING WAS HIGHER WITH THE EXPERIMENTAL GROUPS (CUELLAR-MORENO, 2016).
- S'S PERFORMING A **CHEST PASS** OUTPERFORMED THE CONTROL GROUP IN CHEST PASS **ACCURACY AND FORM** (KOLOVELONIS, GOUDAS AND GERODIMOS, 2011).
- S'S JUST **AS EFFECTIVE** AS STYLE B IN PERFORMING A **BADMINTON STROKE** (BABATUNDE, 2014).

WHAT HAS RESEARCH ON STYLE C FOUND

- S'S TAUGHT WITH A DEFINED DOER-OBSERVER RELATIONSHIP (AND ASKED TO SWITCH ROLES EVERY FIVE MINUTES WHEN PROMPTED BY THE RESEARCHER) **REMEMBERED AND RECALLED** ALL BASIC LIFE **SUPPORT SKILLS** BETTER THAN A CONTROL GROUP (ISERBYT, ELEN & BEHETS, 2010).
- S'S IN THE RECIPROCAL STYLE-C ARE ABLE TO PROVIDE ACCURATE **ERROR DETECTION** IN RELATION TO ROCK CLIMBING (HENNINGS, WALLHEAD, & BYRA, 2010).
- RECIPROCAL STYLE YIELDED RESULTS **AS EFFECTIVE IN TEACHING PSYCHOMOTOR SKILLS** AS THE OTHER TWO STYLES. RESEARCHERS CONCLUDED THAT USING THE RECIPROCAL STYLE-C WAS **HIGHLY EFFECTIVE** FOR WORKING WITH **LOW SKILLED FEMALE STUDENTS** (YONCALIK, 2009).

LET'S TEACH A RECIPROCAL EPISODE!

- 1. GET IN GROUPS OF THREE (ROUGHLY)
- 2. PICK BETWEEN NETBALL CHEST PASS, AUSTRALIAN FOOTBALL HANDPASS OR A SOCCER PASS.
- 3. WITH YOUR PARTNERS WRITE DOWN THE TEACHING CUES/SUB-ROUTINE (3 POINTS APPROXIMATELY) FOR THE CHOSEN SKILL.

TEACH.....

1. PICK 6 VICTIMS TO TEACH.
2. EXPLAIN THE 3 ROLES – DOER, OBSERVER AND THE TEACHERS ROLE.
3. EXPLAIN HOW TO **GIVE** FEEDBACK APPROPRIATELY (“I LIKE THE WAY YOU ARE” OR “YOU NEED TO...” AND HOW TO **RECEIVE** FEEDBACK APPROPRIATELY.
4. SET THE STUDENTS UP TO PERFORM THE RECIPROCAL EPISODE.
5. PULL THE PIN AND LOB IT IN!

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