



Mediating Democratic, Meaningful and Collaborative Learning Environments

Learner-Oriented Social Development Scaffolding in GBA's

University of Porto



Faculty of Sports

Educational Quest

“ How can I, as a sport educator, promote the utmost motor, cognitive, social and personal development in learners through their experience of active participation in sports and games ”



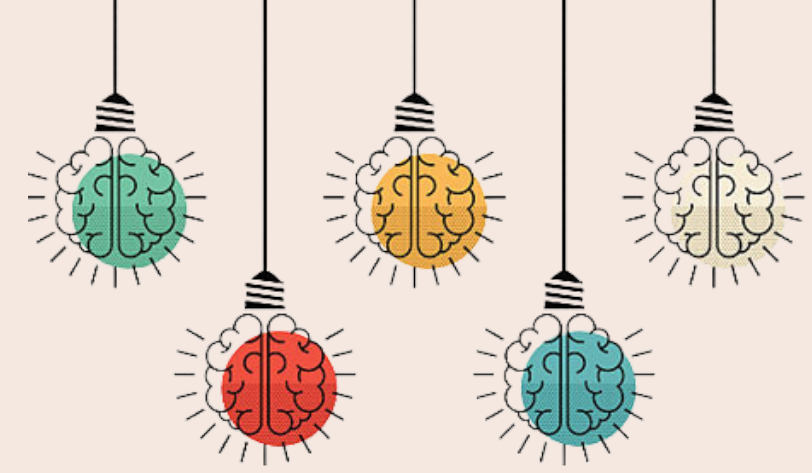
Educational Quest

“ How can I, as a sport educator, promote the **utmost motor, cognitive, social and personal development** in learners through their experience of **active participation in sports and games** ”

Why?

- ✦ Skillful game-play abilities
- ✦ In-depth understanding
- ✦ *Comitted and active decision-making in teaching-learning processes that influence their own development, and that of their peers*
- ✦ Extensive participation in GBAs

Learning...



**Can we learn in
someones'
place?**

Learning...



Intrapersonal

Unique knowledge construction
Unique understanding
Active interpretation

Past experiences
Life's "history"



Learning...



Development of various knowledgeable learners

Inseparably involved with each other

Shared interpretations

Social interactional



Peer & Collaborative
Positive cooperation
Productive knowledge exchange

10

Social interaccional

20

Quality of the social interactions »»»»
Quality of the instructional interactions

Students' Socialization

Between-people mediation



Positive Social Development & Interactions



The active Mediation of more Democratic, Empathetic, and Equitable learning contexts

✦ Social Development



Social
Grouping



Unmediated
power



Negative
effects

(e.g., dominant students may push
less dominant peers towards a more
peripheral participation)

Scaffolding Social Development

- 1 Positive social Interactions
- 2 Structural (intra/inter-individual variability)
- 3 Contextual
- 4 Learner-mediated social Interactions

Scaffolding Positive social Interactions

→ **Explicit**

Expectations:

Behaviours

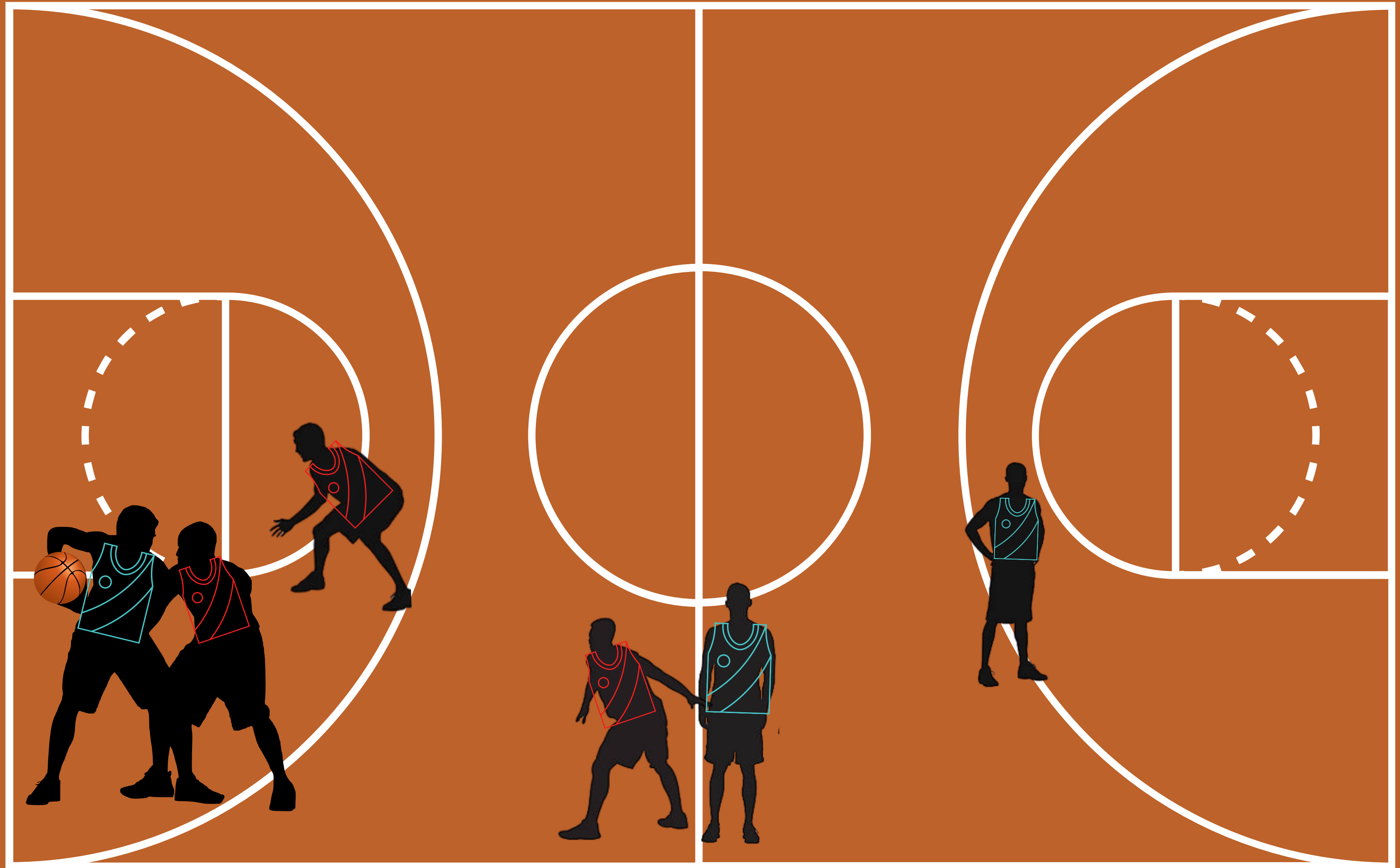
Attitudes

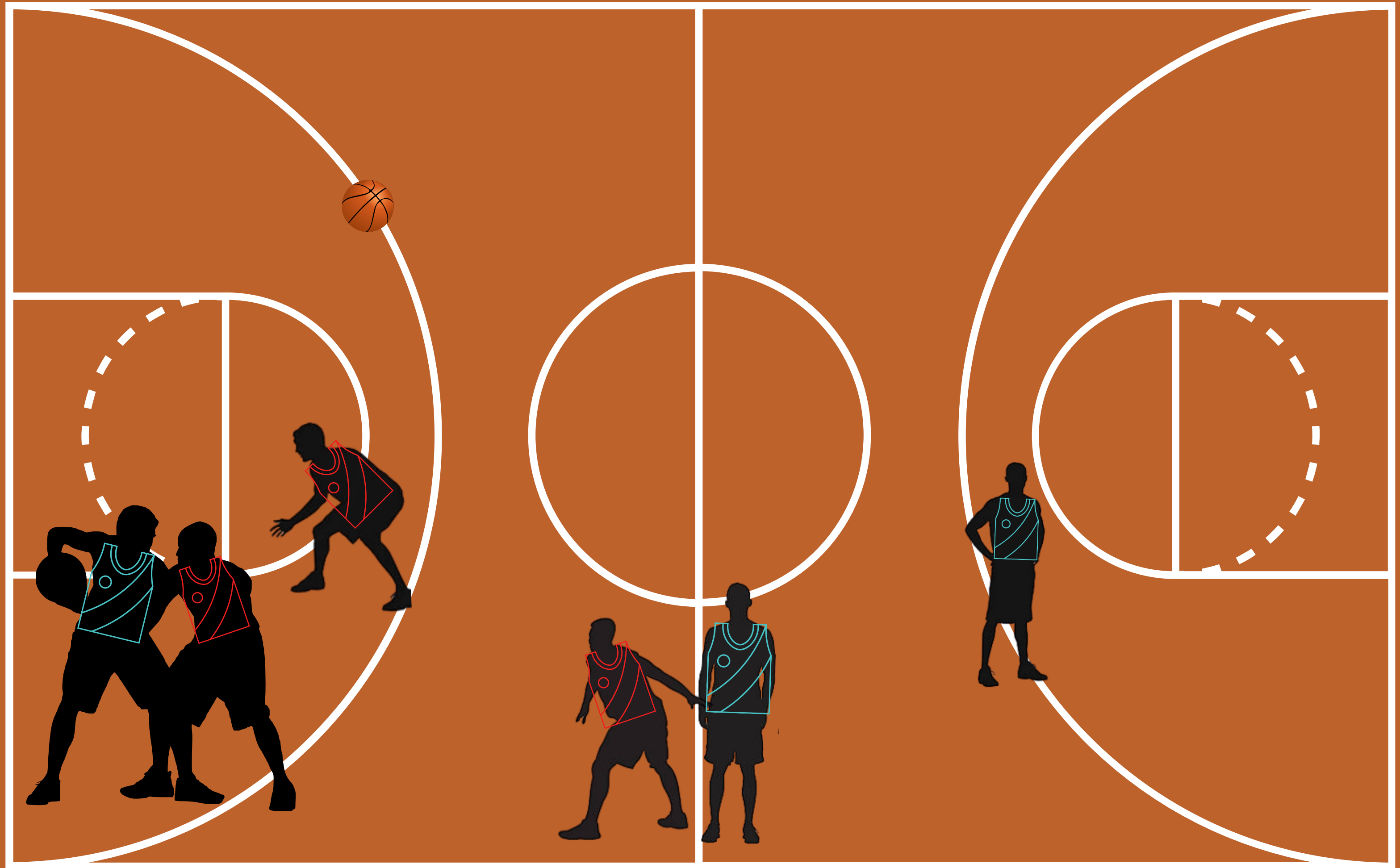
Interactions

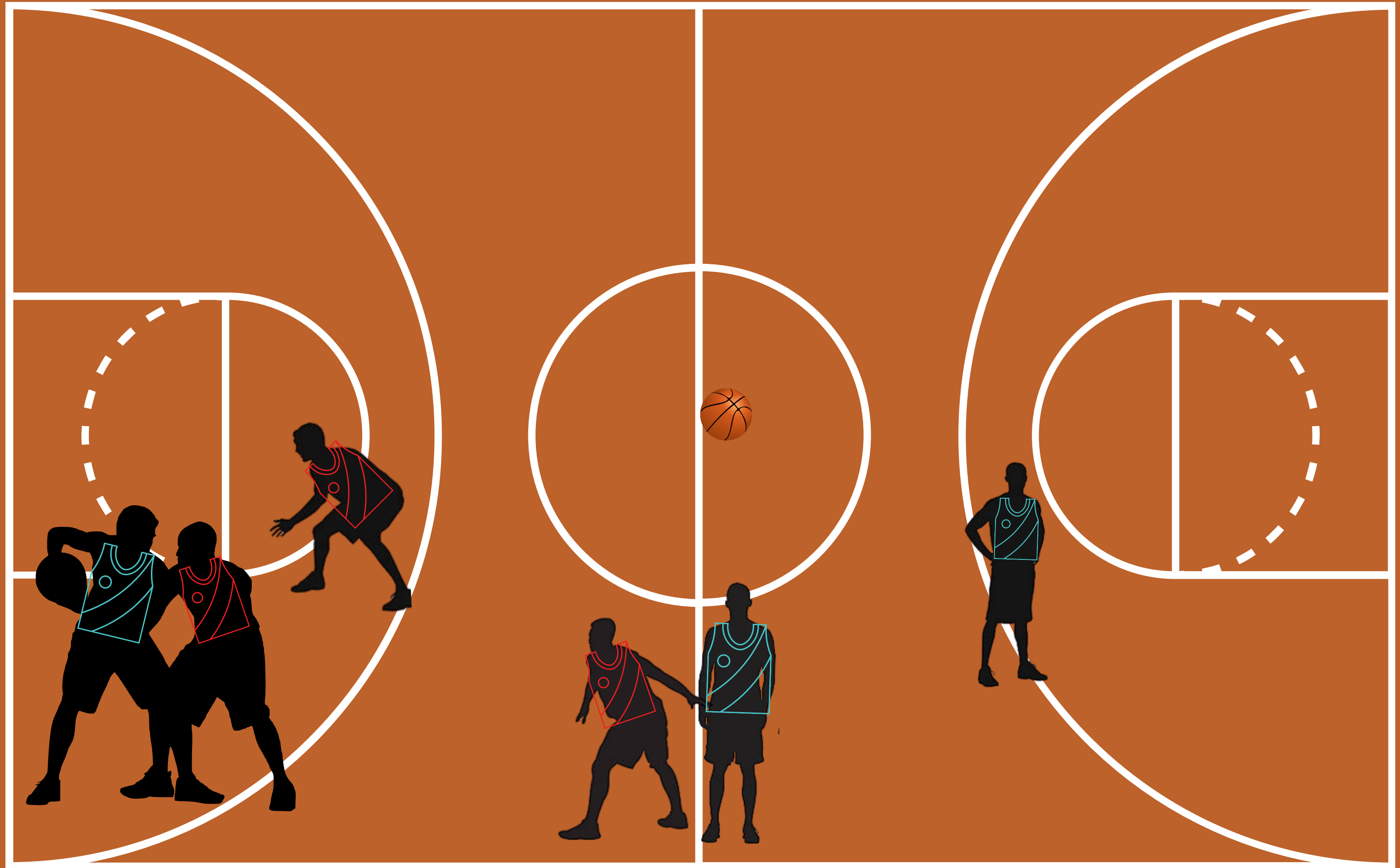


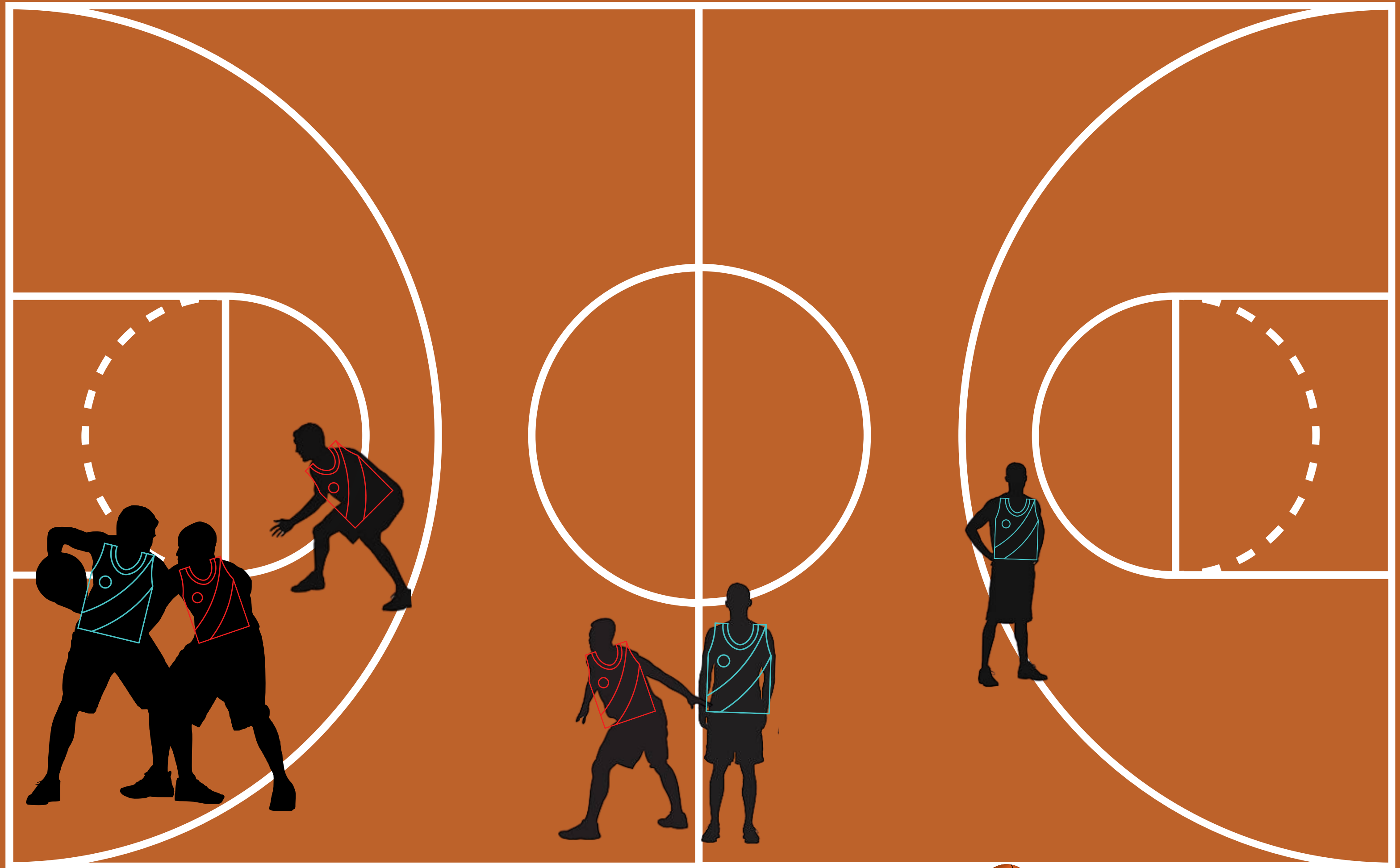
- Stereotyped, discriminatory and bullying behaviours;
- Implement empathy: "*Put yourself in the other's shoes*";
- Awareness of the need to display inclusive attitudes and promote equitable participation among students;
- Prompt the sense of care for others and disposition to share knowledge (e.g., w/less skillful peers);





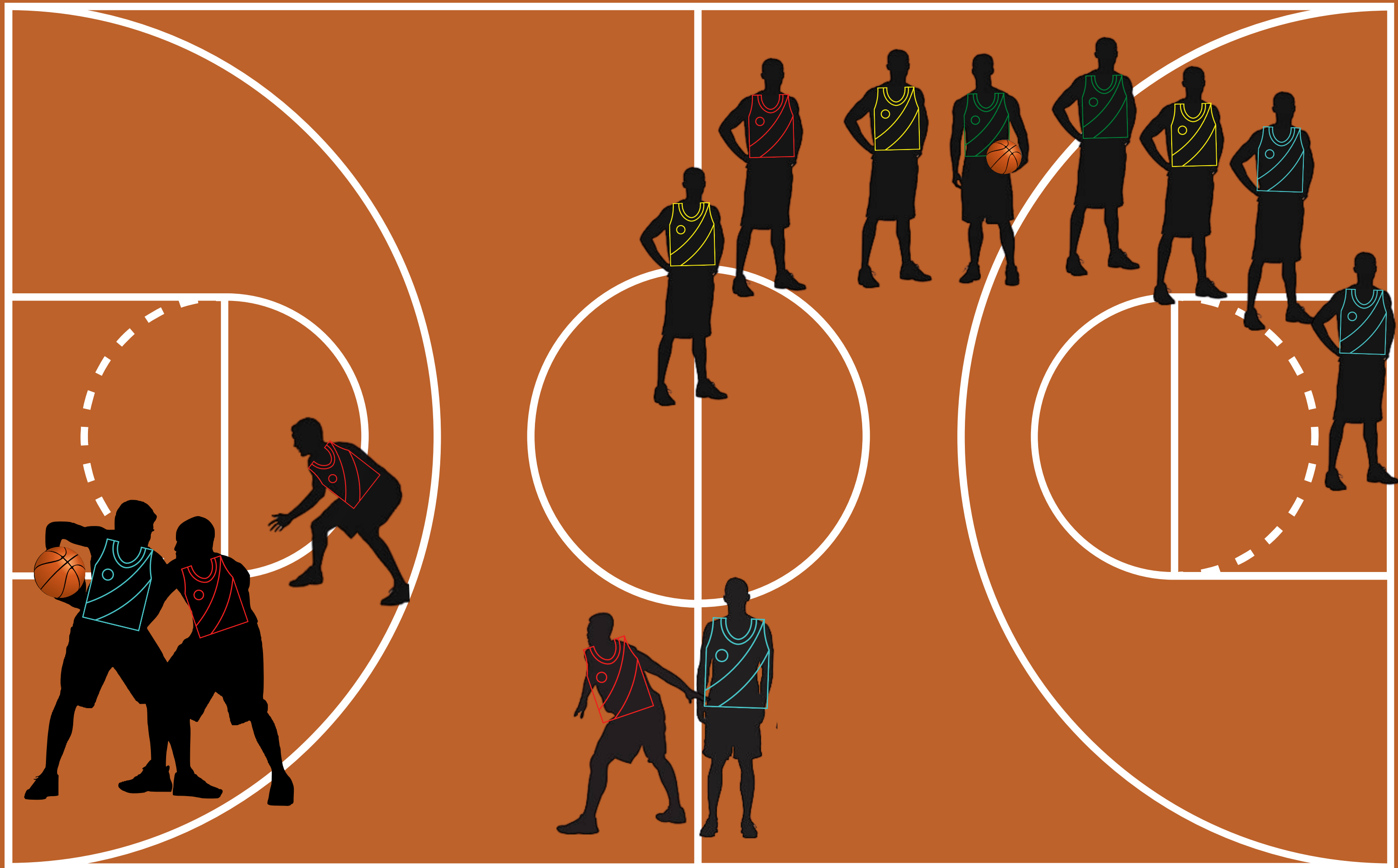






**Its always
the same!
You don't
even know
how to pass !**







Scaffolding Positive social Interactions

→ **Explicit**

✦ Social-oriented Group Discussions

In-task interventions

Selective collection video images

Sports Panel



Scaffolding Positive social Interactions → Explicit

Sports Panel

- Empower conflict solving (vs authoritative teacher);
- Game-based judgement;
» the game situations acts as a reference to analyse less successful actions;

Structural Scaffolding

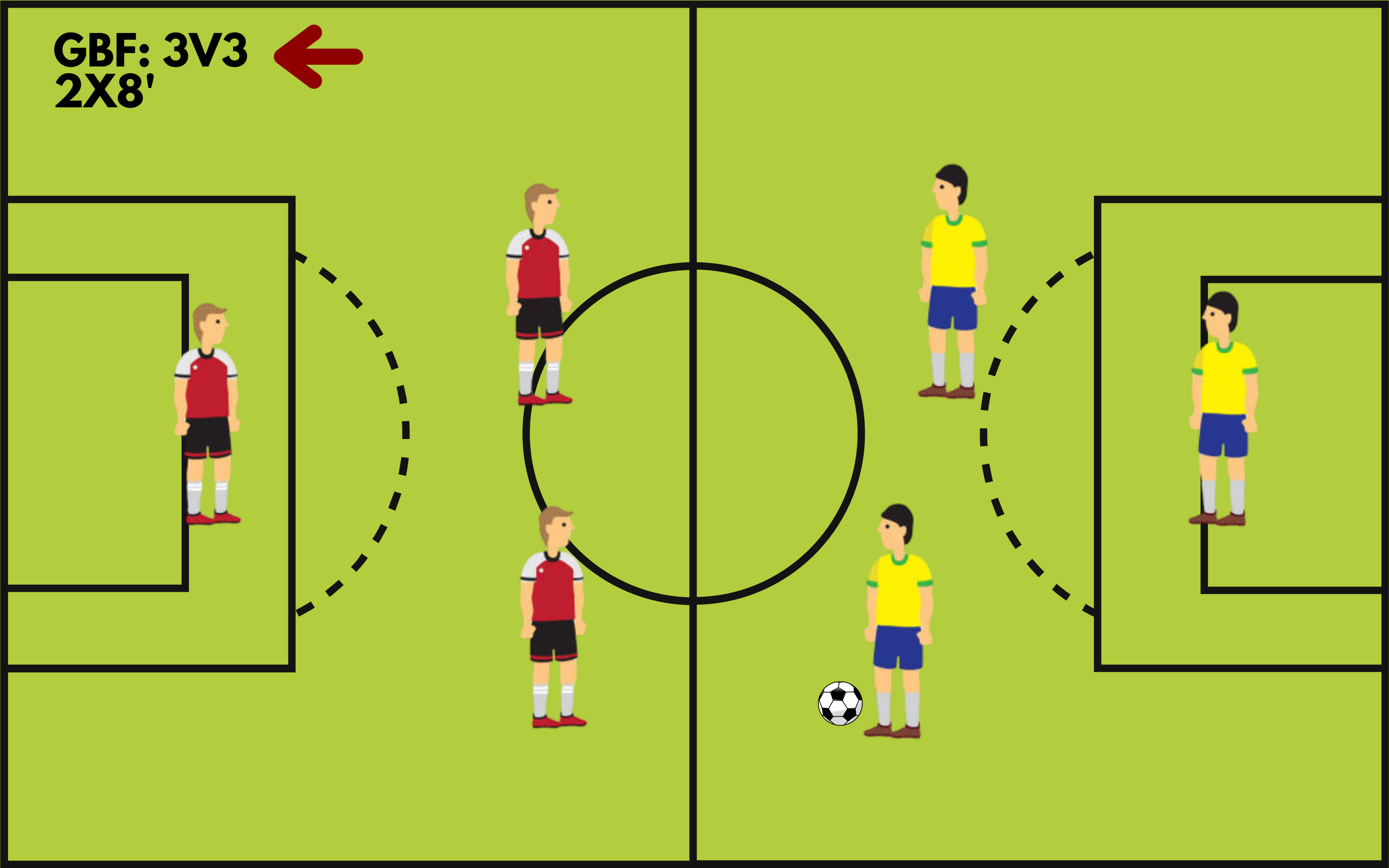
→ Implicit

Task Organization
Content Development Dynamics



More democratic Patterns of
learners Participation in activities

GBF: 3V3
2X8'



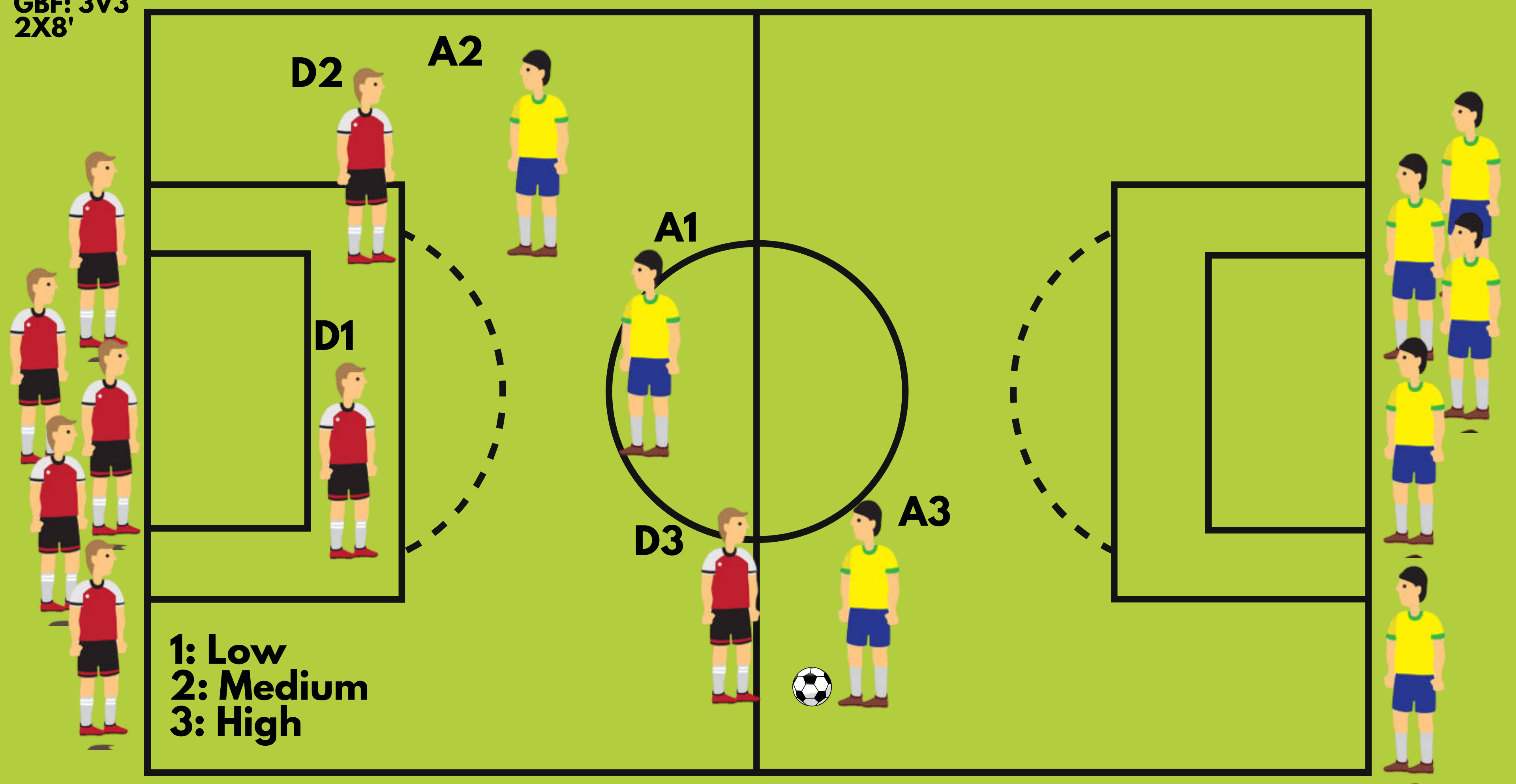
Aligning Task Formation and Group Formation

Equitable task rotation systems

	8'	8'
2'	1 - 2 - 3	5 - 6 - 7
2'	2 - 3 - 4	6 - 7 - 8
2'	3 - 4 - 5	7 - 8 - 1
2'	4 - 5 - 6	8 - 1 - 2

Formal schedual of participation in game-play activities

GBF: 3V3
2X8'



Inclusive manipulation of Task Conditions for meeting different learning needs

Unique personal characteristics | Felling left out

D3 - A3:

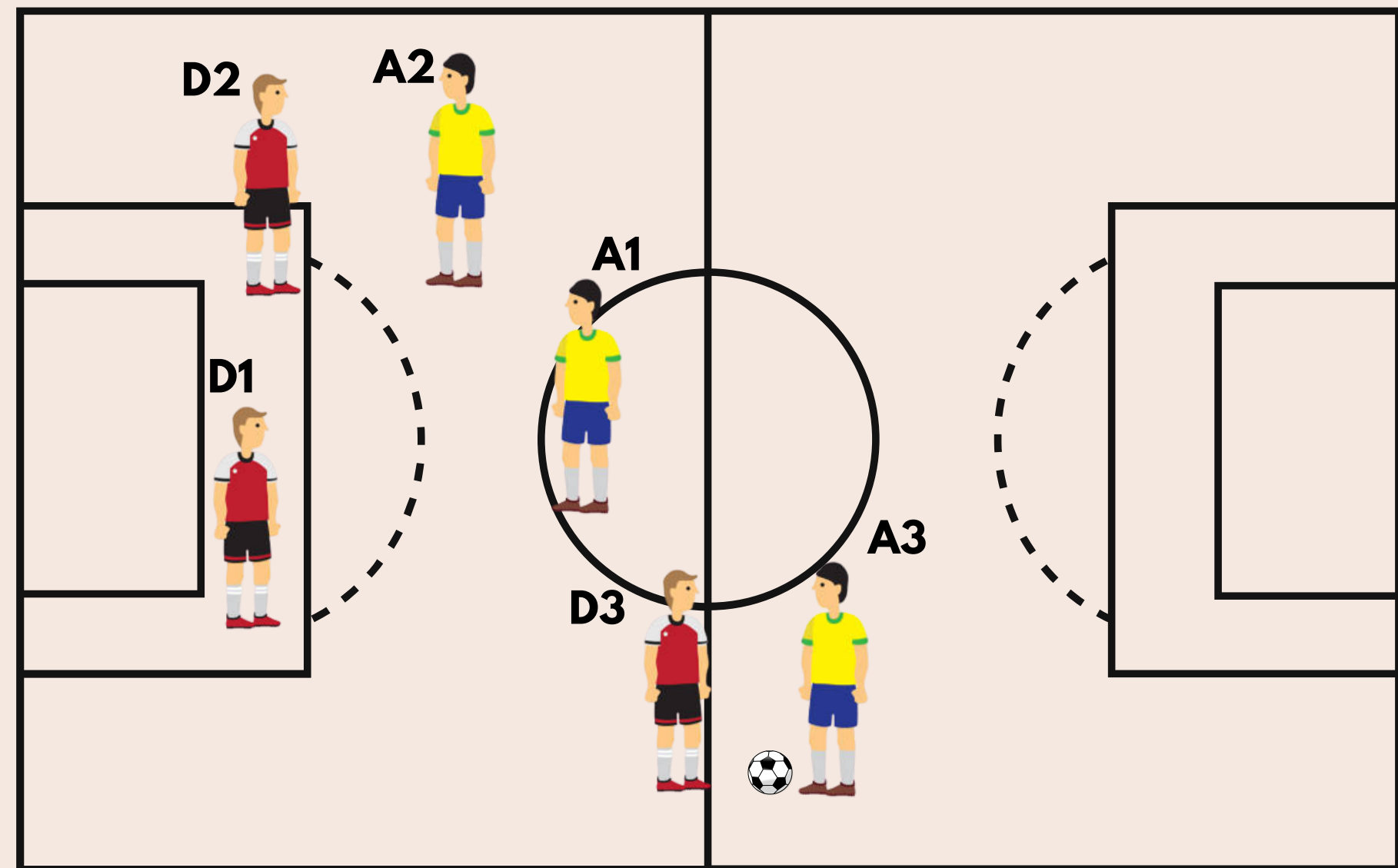
Interception allowed full-pitch

D2 - A2:

5" allowed to receive/decide

D1 - A1:

No interception allowed
(Passive defense)



Inclusive manipulation of Task Conditions for meeting different learning needs

Unique personal characteristics | Feeling left out

Score systems

Equitable on-the-ball participation

Safety areas

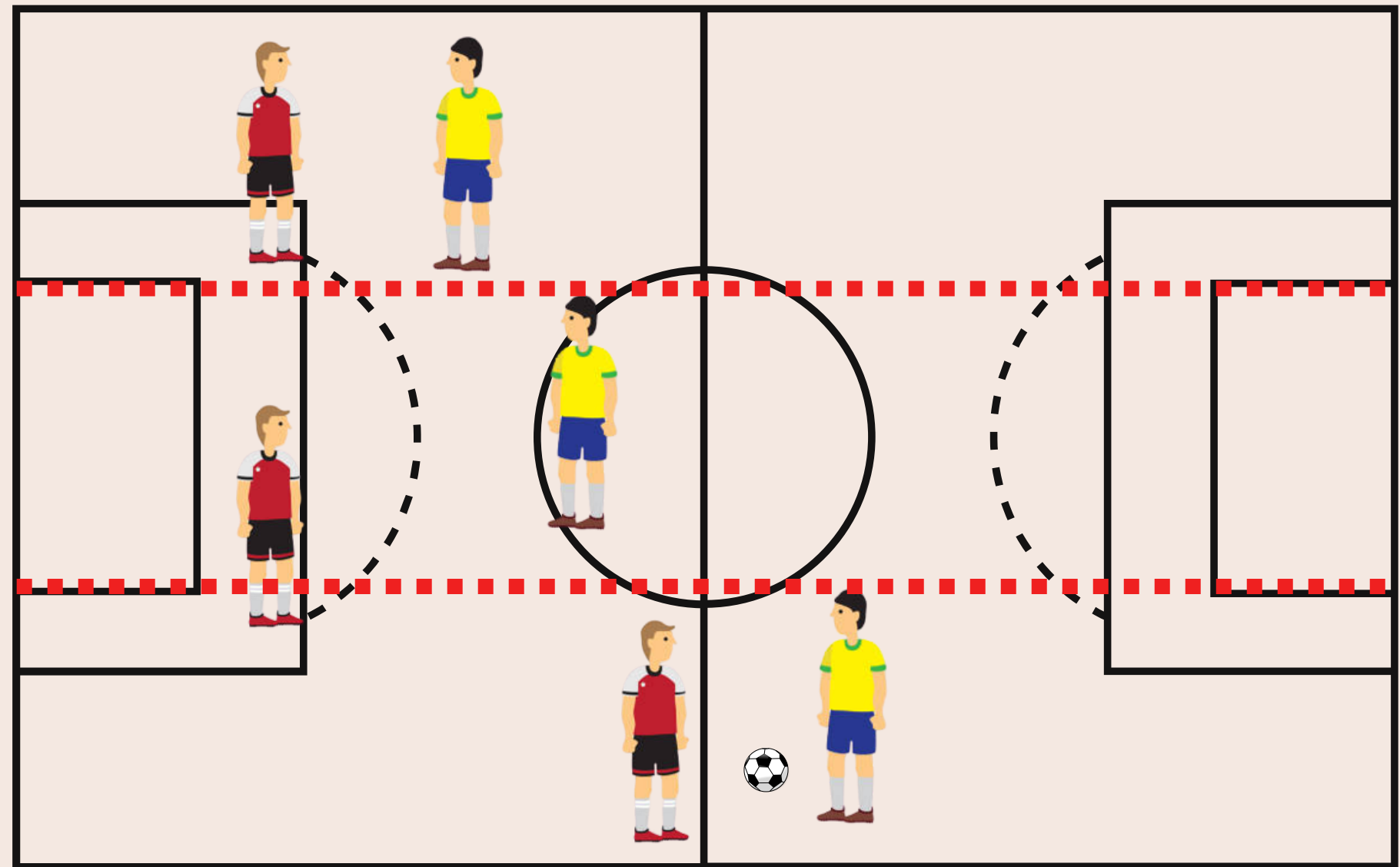
Refine skills

Pass safely

Gain confidence

Individual adjustments

e.g, no interception during dribble, pass to a specific player...



Inclusive manipulation of Task Conditions for meeting different learning needs

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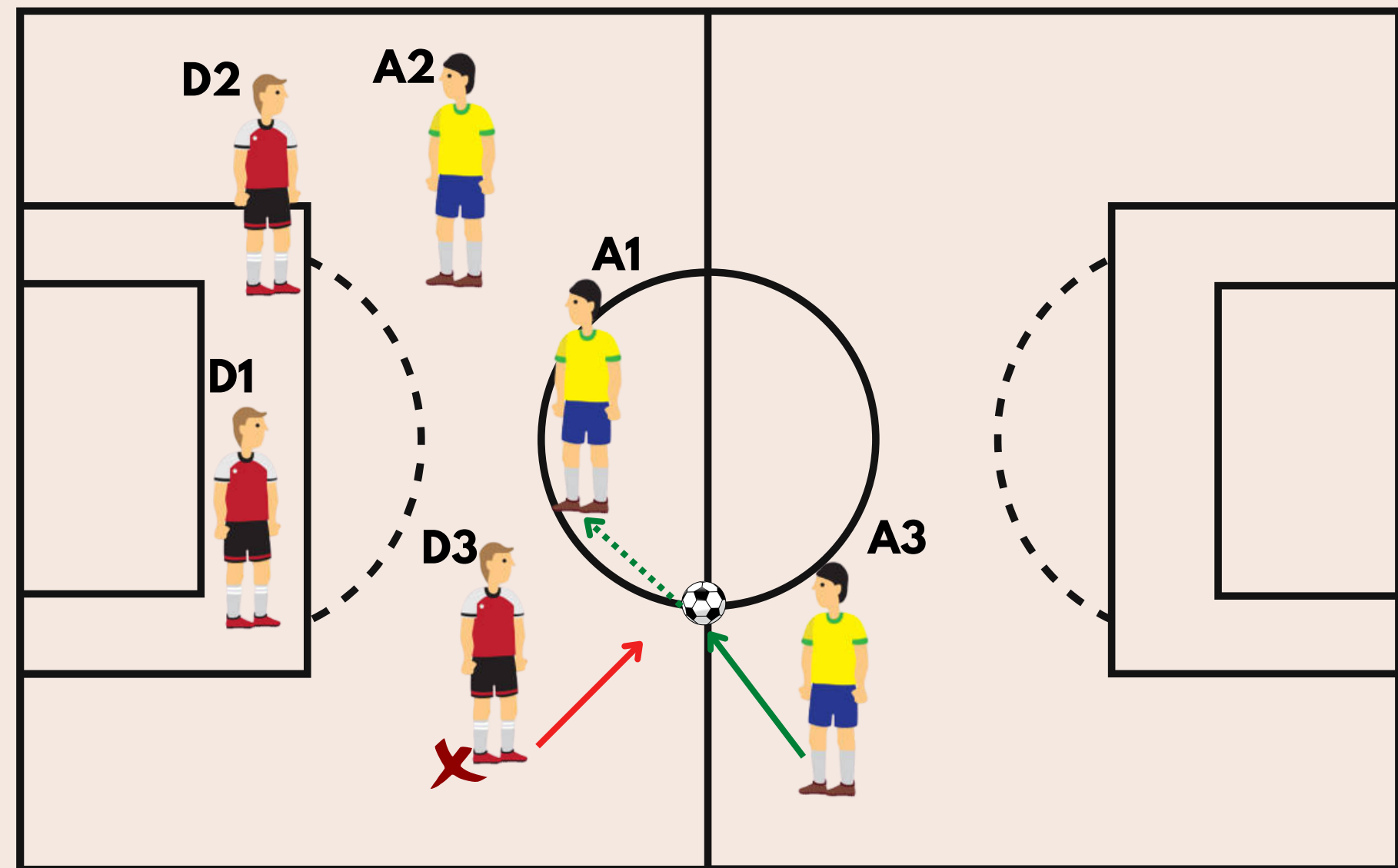
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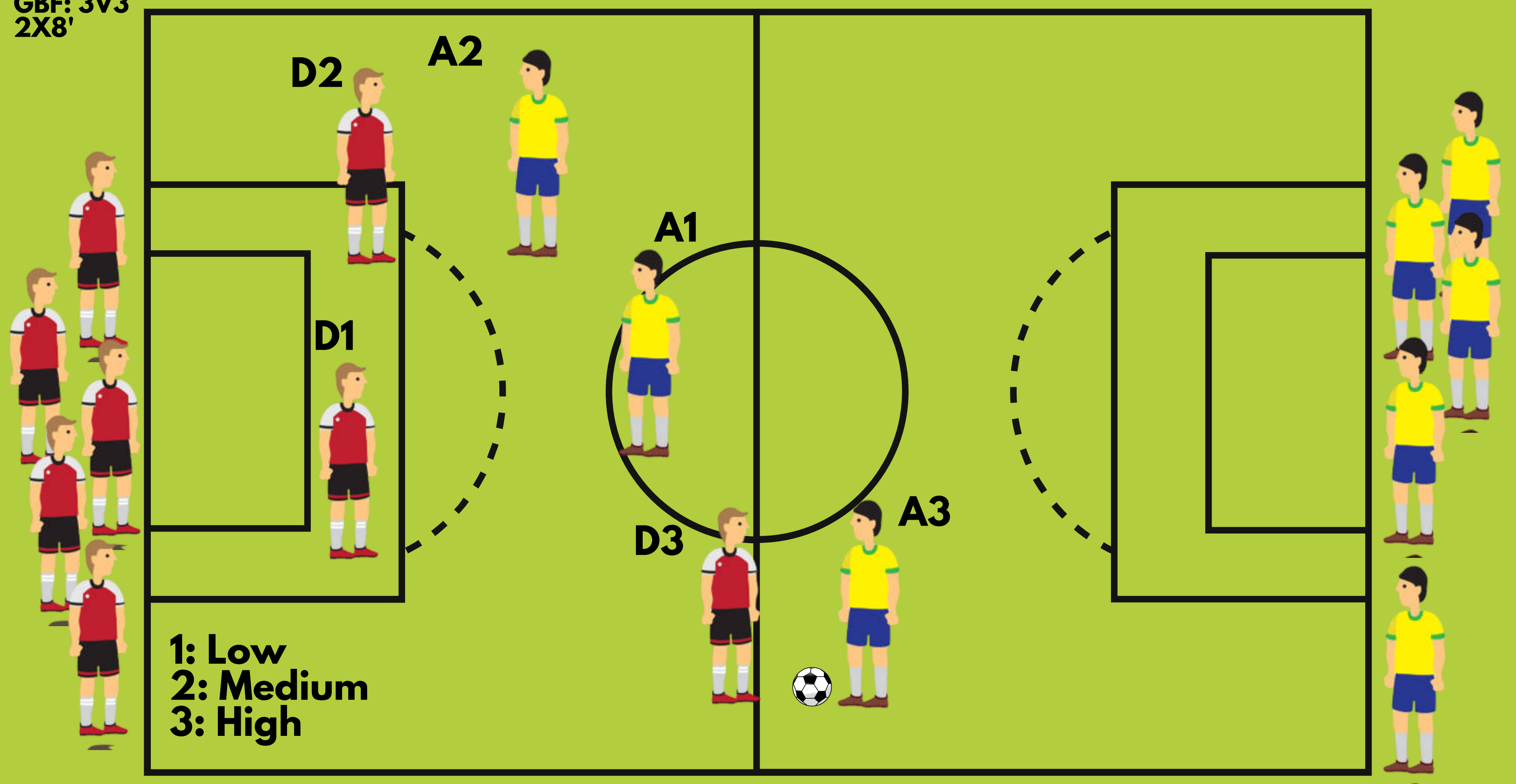
Gain confidence

Individual adjustments

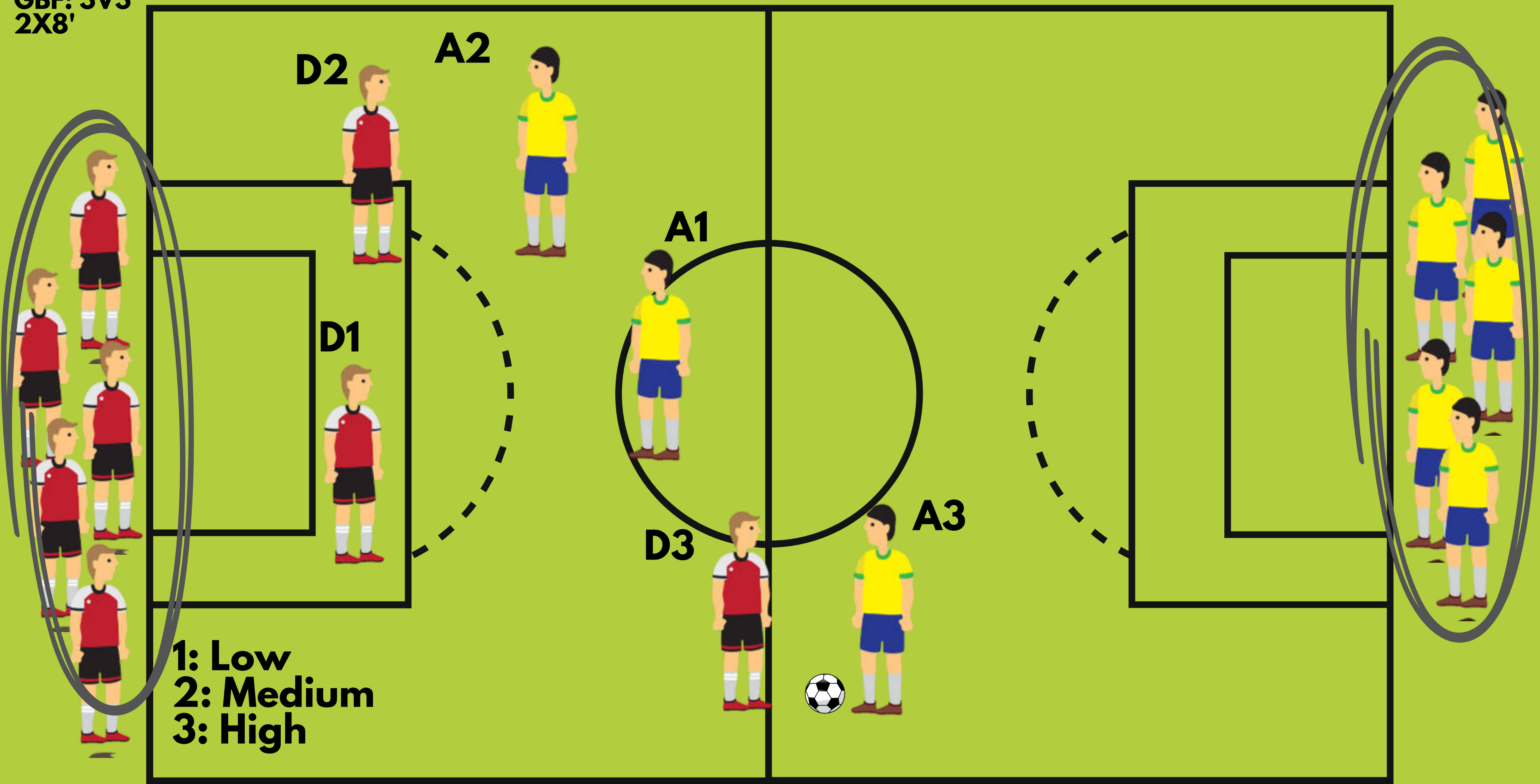
e.g, no interception during dribble, pass to a specific player...



**GBF: 3V3
2X8'**



GBF: 3V3
2X8'



Role Playing

Complementary sport's roles

Augmented authenticity

Bridging sport experiences



Inclusion Captain



Analyst



Referee



Events
Sport
manager

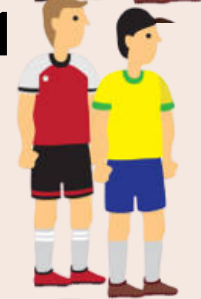


Coaches

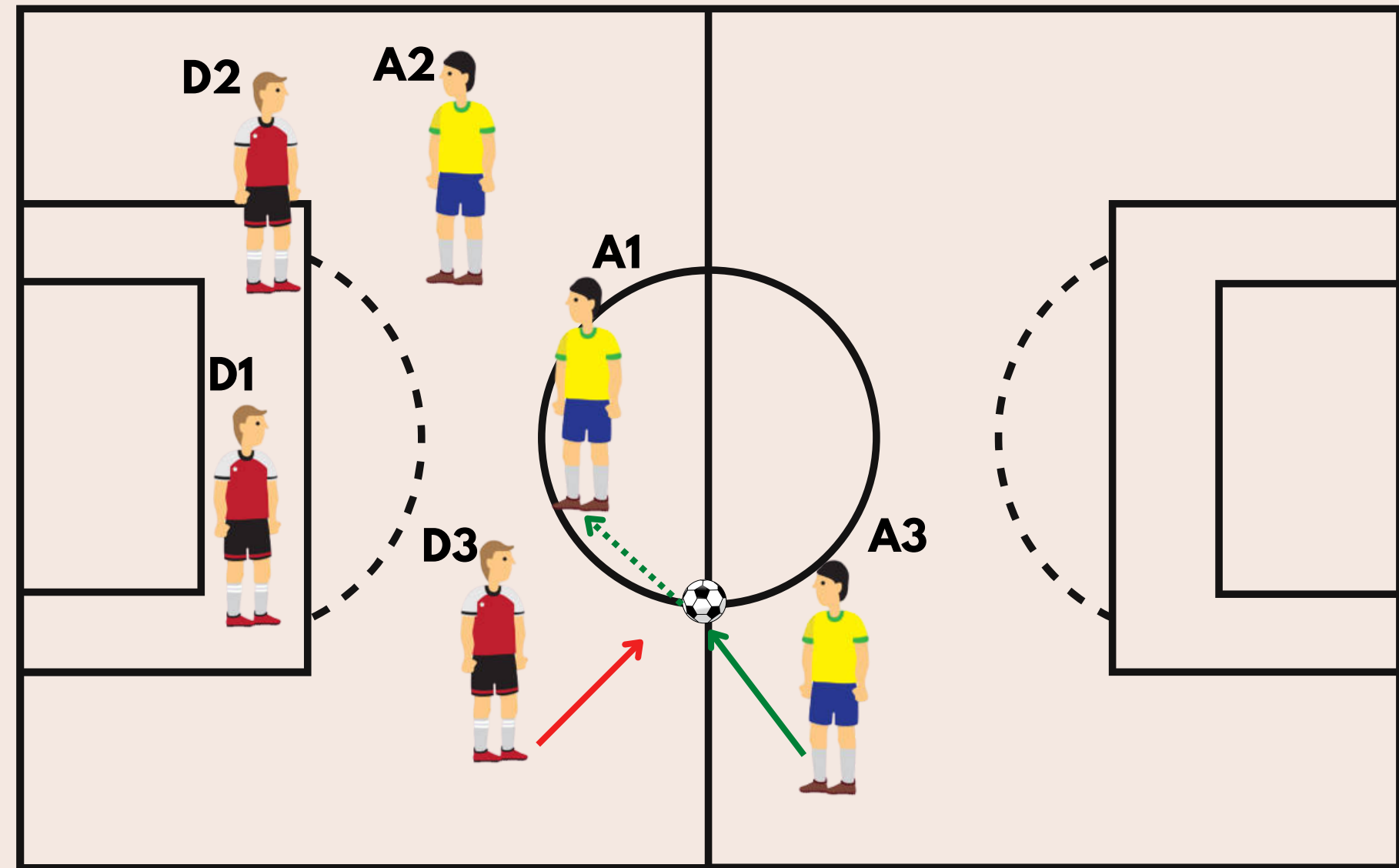
D2



D1



D3



Complementary sport's roles

Augmented authenticity
Bridging sport experiences

Inclusion Captain



Analyst



Referee



Events
Sport
manager



Coaches

D2



D1



D3



"Instrumentalization"

"Teaching tools"

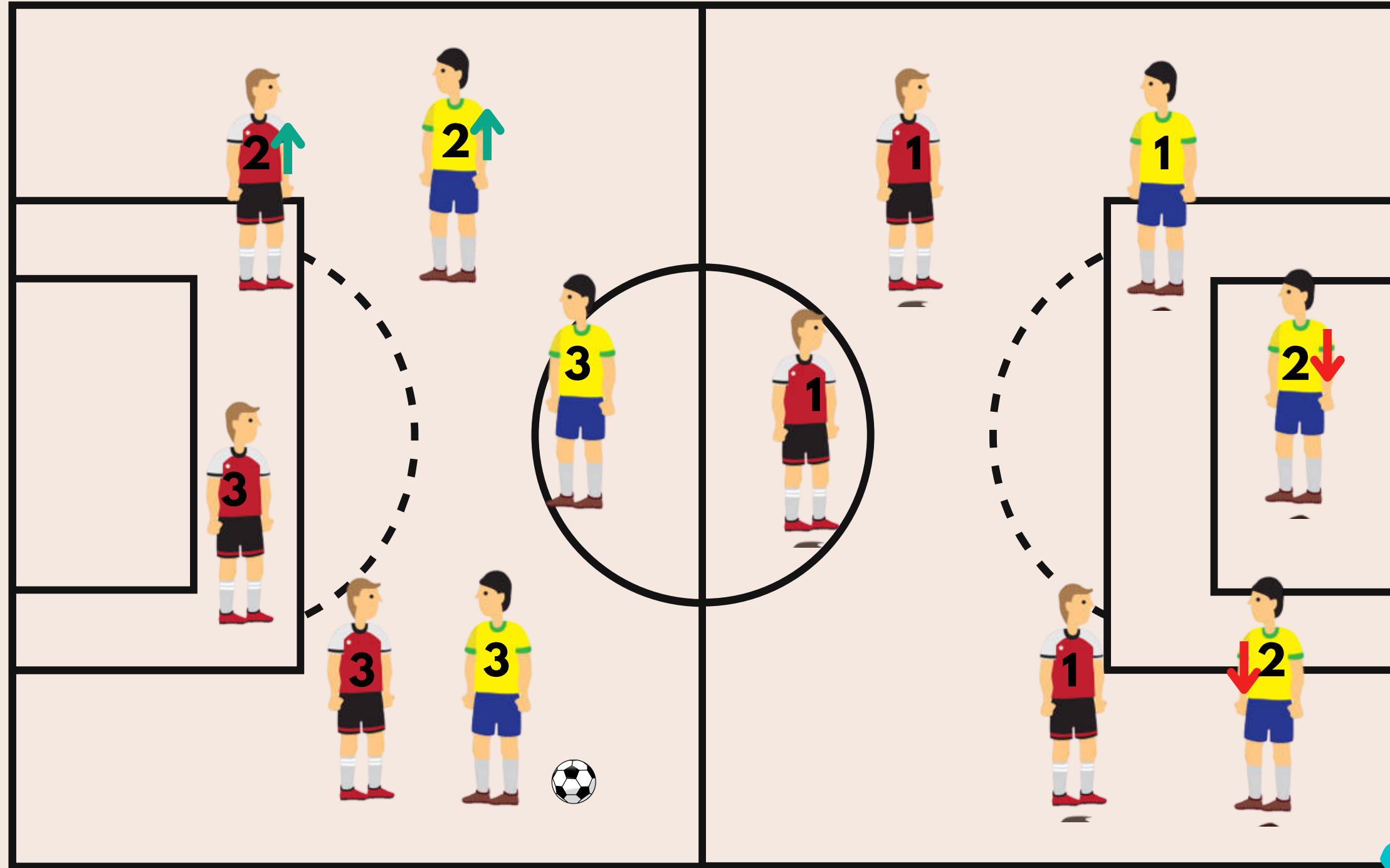
"Knowledge resources at the disposal"

Students Development

Peer dynamics

Different skill integration
within the same task!?

Graded Competition



"Instrumentalization"
"Teaching tools"
"Knowledge resources at the disposal"

Students Development
Peer dynamics

Different skill integration
within the same task!?



Sporting Events

*"Opportunities to learn cultural traditions (...)
Enhance social bonds"*

Participation:

- *Players (tournaments, competitions...)
- *Organization and management (complementary roles; refereeing)
- *Mixed-ability/age/gender competitions
- *Coaching younger peers



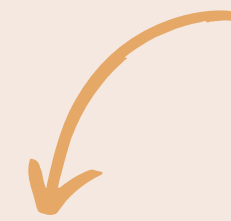
Broader, Distinctive & Novel



Structural Scaffolding

Task Organization

Content Development Dynamics



Learning Team | Group

Learners

Challenge everyone

Authentic sport's interactions

To be extended

Contextual-based Scaffolding

Legitimizes \neq forms of individual participation and levels of motor competence



Who they are & What they can contribute to the main goals of their learning communities (team)

Contextual-based Scaffolding

Systematic embedding of
Accountability Strategies



*Proactive search of socially
empathetic, equitable, and
inclusive interactions*



Contextual-based Scaffolding

Records & Team charts

Embedding authenticity and meaning

Awards & Celebration

Public recognition of different levels of individual and collective accomplishment



Contextual-based Scaffolding

Records & Team charts

1. *Social development records*
 2. *Inclusive Performance records*
 3. *Role Playing records*
 4. *Team charts records*
- (...)

Desired behavior	Emerging (1)	Approaching (2)	Target (3)
Seeks opportunities to learn			
Practices hard			
Accepts advice			
Participates enthusiastically			
Shows responsibility			
Cooperates with others			
Shows tolerance to others			
Commits to the team			
Plays fairly			

Social Responsibility Leadership Assessment

Assessment of discrete positive social attitudes

Peer Leadership assessment sheet

		points
Wizard	Promotes knowledge exchanges between teammates	3
	Shares decision-making with teammates	3
	Recognises that different teammates have different needs and personalities	3
	Leads responsible peer-questioning	3
Adventurous	Helps teammates to solve their problems	2
	Encourages teammates to be team players	2
	Leads by example not just by telling	2
	Leads responsible feedback to teammates	2
Explorer	Is critical of inequity and discriminatory attitudes	1
	Knows the strengths and weakness of each teammate	1
	Talks optimistically	1
	Leads responsible task presentation	1

Social development records

Accountability of positive social attitudes

Reinforce appropriate ethical conducts

Game-play vs. social performance

Leadership skills assessment

Inclusive Performance

Equity & Inclusion

Learners' on-the-ball participation

Game: Lacrosse (5 vs. 3 + goalkeeper) *									
Match n°: _____					Match total time: _____				
Player:	Thro w S	Thro w N	Catc h Y	Catch N	Dribbl e Y	Dribble N	Sho t Y	Sho t N	total

Note: A X is placed in each box per each player's on-the-ball actions. The participation rate represents the sum of successful and unsuccessful actions. A percentage of success can also be calculated (total success plays/total success + unsuccess plays). Total rate of play can also be calculated (total participation actions/total time played).

Participation time of each learner in game-play activities

Game: Netball (4 vs. 4)									
Lesson/camera/ video n°: _____					Match total time: _____				
Playing Time									
Player:	in	out	Sub total	in	ou t	Sub total	in	out	total

Note: In each team, learners take turns in the analyst role using a stopwatch.

Self-assess their participation perceptions

* Process over product

Sport: Softball					
Team name:	Session				
	1	2	3	4	...

Social scores (1 to 5)

Responsibility					
Effort and commitment					
Equity in game-play participation					
Inclusive and peer support attitudes					

Game-play scores

Getting on base					
Moving the runner					
Defending space by infield, outfield position					
Task criteria scores					

Role-playing scores (1 to 5)

Learner (name)	Role					
Session scoring						
					Total scoring	

Visual & authentic tangible way of mapping the outcomes of their work

Team charts

Refereeing scoring sheet

Refereeing scoring sheet				
Referees	Referees' team	yes (2 point)	Not always but they tried (1 point)	No (0 point)
John and Liza	Blue bibs			
Were the referees fair to both teams?				
Do the referees know the rules of the game and the signs?				
Did the referees maintain a calm and moderate attitude throughout the event?				
Total scoring:				

Formal responsibility
"subject-matter"

Role-playing

Contextual-based Scaffolding

Awards & Celebration

Certificate Diplomas

Significant symbolic value to learners

Full membership in a community of learning



*Regular celebration of
multidimensional achievements*



Contextual-based Scaffolding

Motor Performance

Best player, scorer, defender, attacker...

Self Referenced

e.g., Learner who made the most progress

Development of personal and social skills

e.g., the best fair-play team, the most empathic learner, the fairest referee...



Contextual-based Scaffolding

Awards & Celebration

** Social Bonding*

** Reference for judging*

** Sport Educator
Recognition of...*

- *Relevance*
- *Authenticity*
- *Outcome*

- *Goals*
- *Attitudes*

Scaffolding Learner-mediated Social Interactions

* *Instructional Process*

* *Social interactional dynamics*



Students leadership and responsibility roles

- *Positive*
- *Democratic*
- *Equitable*



**Mediate the emergence
positive social relationships**

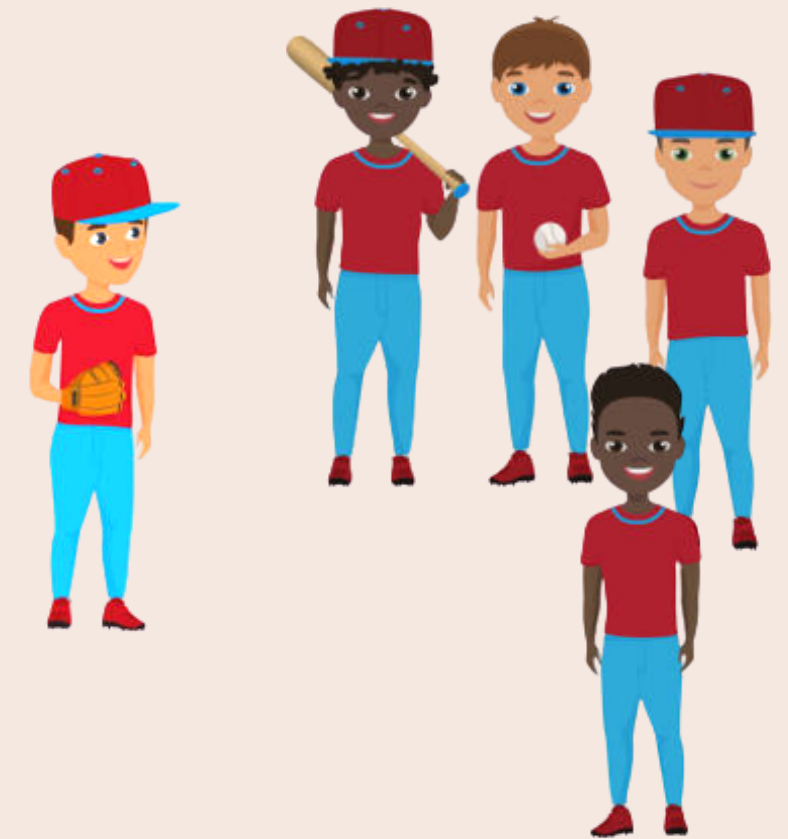


Scaffolding Learner-mediated Social Interactions

* *Encourage*

Awareness
& Reflection

Scaffolding peer-
mediators' intervention



1. Identifying/acting discriminatory, bullying or inequitable

"How equitable were the on-the-ball participation granted to girls in the 3v2 task?"

2. Positive feedback/social recognition

"How can you acknowledge Rick's effort? ; Perhaps... good job Rick, your determination made it difficult for them to score"

3. Bridging poor social bonds

"Jane is struggling with the overhead pass... who might be suitable to help her here?"

4. Assemble new bonds

e.g., Students who are less socially bonded to each other

5. Accountable for their own equitable/democratic actions

"Perhaps it would be more interesting to find a way to make your teammates more actively responsible for their conduct... How about, at the end of each task, ask them how many times they encouraged their mates or passed the ball around?"

Season one: handball

Lesson (time)	Season phase	Lesson content		BGF participation context	Season features/ student roles	Instructional leadership ^a				Teacher mediation					
		Practice tasks	BGF (3v2+GK) Practice time (lesson %*)			Tactical problems identification	Task selection (tactical solution)	Task presentation	Skill development monitoring (feedback)	Peer-teaching	Equity, inclusion, fair-play				
1/2 (90-min)	Preseason training	-	37-min (52%)	Team Practice	Typical 'progressive competition format'	Teacher	Teacher	Teacher		Shared teacher-students	Articulation content structure-team structure				
3 (45-min)		2v1	14-min (40%)					Shared teacher-students	Shared teacher-students						
4/5 (90-min)	Preseason practice matches	3v1	39-min (58%)			Shared teacher-students	Shared teacher-students					Guided practice	Video tasks		
6 (45-min)		3v3 3v1	29-min (64%)												
7/8 (90-min)	Formal competition	3v1+1	27-min (37%)	Competition	Coach Referee Equipment manager Sports director Scorekeeper Records keeper Inclusion supervisor	Shared teacher-students	Shared teacher-students	Shared teacher-students	Shared teacher-students	Guided observation	Matched role playing and performance scoring				
9 (45-min)		-	19-min (48%)									Students	Students	Students	Students
10/11 (90-min)		-	39-min (52%)												
12 (45-min)	Grand final	-	21-min (56%)							Guided questioning	Inclusion scoring Debate-of-ideas (social justice focus)				

Season two: football

Lesson (time)	Season phase	Lesson content		BGF participation context	Season features/ student roles	Instructional leadership ^a				Teacher mediation	
		Practice tasks	BGF (3v2+GK) Practice time * (lesson %**)			Tactical problems identification	Task selection (tactical solution)	Task presentation	Skill development monitoring (feedback)	Peer-teaching	Equity, inclusion, fair-play
1 (45-min)	Preseason training	-	21-min (53%)	Team Practice	Adapted 'event model'	Shared teacher-students	Shared teacher-students	Shared teacher-students	Shared teacher-students	Video tasks	Articulation content structure-team structure
2/3 (90-min)	Formal competition	3v1	18-min (23%)	Competition							
4/5 (90-min)		2v1	24-min (30%)		Coach						
6 (45-min)	Inter-competition training	3vs0	21-min (54%)	Team Practice	Referee	Students	Students	Students	Students	Debates-of-ideas (tactical focus)	Balanced victory/fair-play scorings
7/8 (90-min)	Formal competition	3v2	22-min (28%)	Competition	Sports director						
9 (45-min)		3v1+1	13-min (32%)		Scorekeeper	Records keeper					
10/11 (90-min)	Inter-competition training	2v1, 3v0	31-min (43%)	Team Practice	Inclusion supervisor	Students	Students	Students	Students	Post-lesson briefings	Matched role playing and performance scoring
12 (45-min)	Grand final	-	33-min (84%)	Competition							



Thank You!

