Learner-oriented appropriateness and creativity in GBAs

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TGfU SIG 40th Anniversary Webinar Series

"Learner-oriented teaching and assessment in GBAs"
Webinar Series

Part III
**Designing Meaningful and Creative Learning Activities in Sport and Games**

CHAPTER 6:
Appropriateness-Based Activities: Reaching Out to Every Learner

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Two main purposes:

1. To share and debate the appropriateness concept;

2. Exemplify how it is possible to conjugate learners, goals, and tasks in a coherent learning framework, respecting inter- and intraindividual learning variation.

Learners'
characteristics

Learning goals

Design of
learning
environments

Learner-oriented

Approach
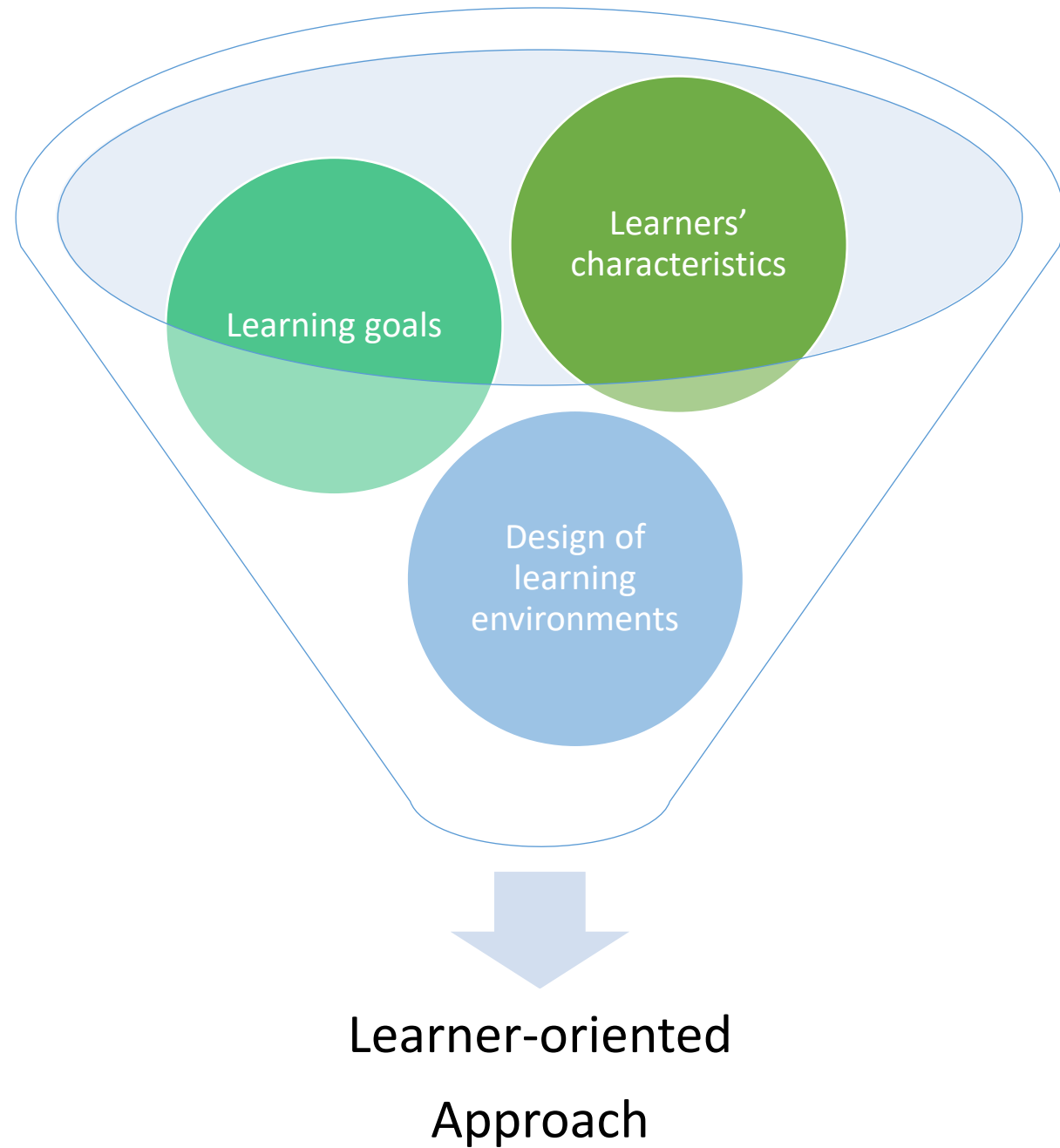
Non-linear	→	***Ongoinly*** Monitored & Adapted
Individuality	→	Intra- & Inter- **Variability**

Set *'true/real'* educational goals
is a complex challenge...

Appropriateness

A pedagogical perspective to help educators ***to structure and create meaningful learning environments*** to for all learners, while respecting ***inter- and intra-individual variations*** in learning ***over time***.
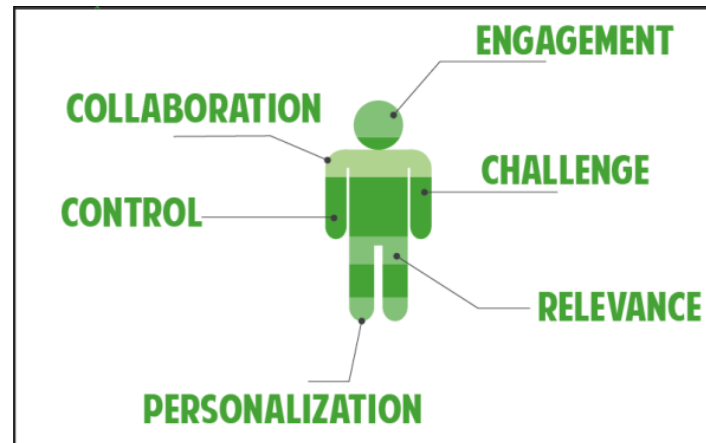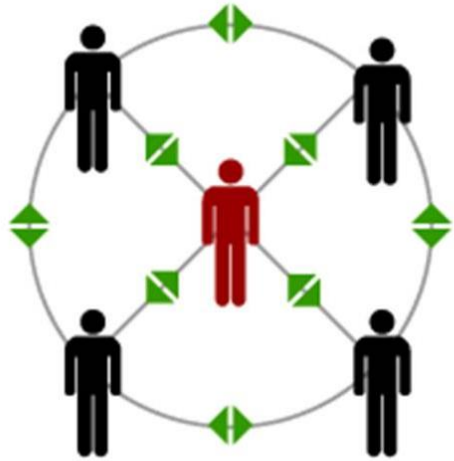
Those that hold personal significance to learners

It depends on leaners' life history

A concept whose application varies depending on **the individuals** and **the context** in which they operate and build their sporting identity

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Principles supporting the appropriateness-based activities

Learner Directed

CONSTRUCTIVISM

ENGAGEMENT
COLLABORATION
CHALLENGE
CONTROL
RELEVANCE
PERSONALIZATION

1. Learners should be at the core of the educational process

2. Learning goal setting must be highly individualized

3. Representativeness must be extended

4. Learning goals must be translated into meaningful tasks

1

Learners should be at the core of the educational process

It implies that pre-established goals, especially if fixed and uniform, will likely fail to address the different the learning needs of different learners…

Individuality · Intra- & Inter- **Variability**

What usually happens in school context?!

We advocate a flexible approach to the education of youngsters through participation in sport and games, with freedom for each school to adjust the goals and contents to their own context, and with the benchmarks being open to discussion and change at any moment

Individuality · Intra- & Inter- **Variability**

Inclusion of variants in learning tasks (e.g., different levels of complexity)
Setting different learning goals

Learning goal setting must be highly individualized

As learners and contexts evolve differentially, the learning goals must be continuously re-assessed and re-drawn to ensure the appropriateness of learning goals according to the learners' needs

Non-linear	→	*Written by pencil*	→	*Ongoinly* Monitored & Adapted
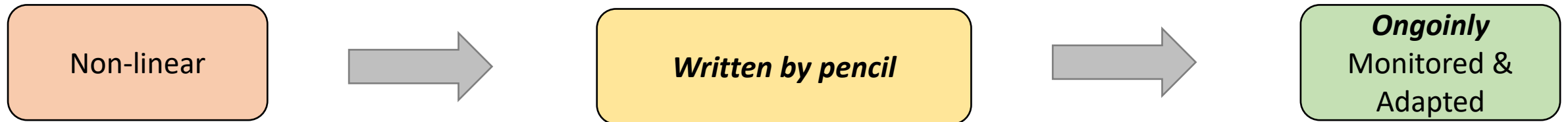
The scaffolding process acquires a new dimension focused not only on the design of the task, but also on its ongoing monitoring
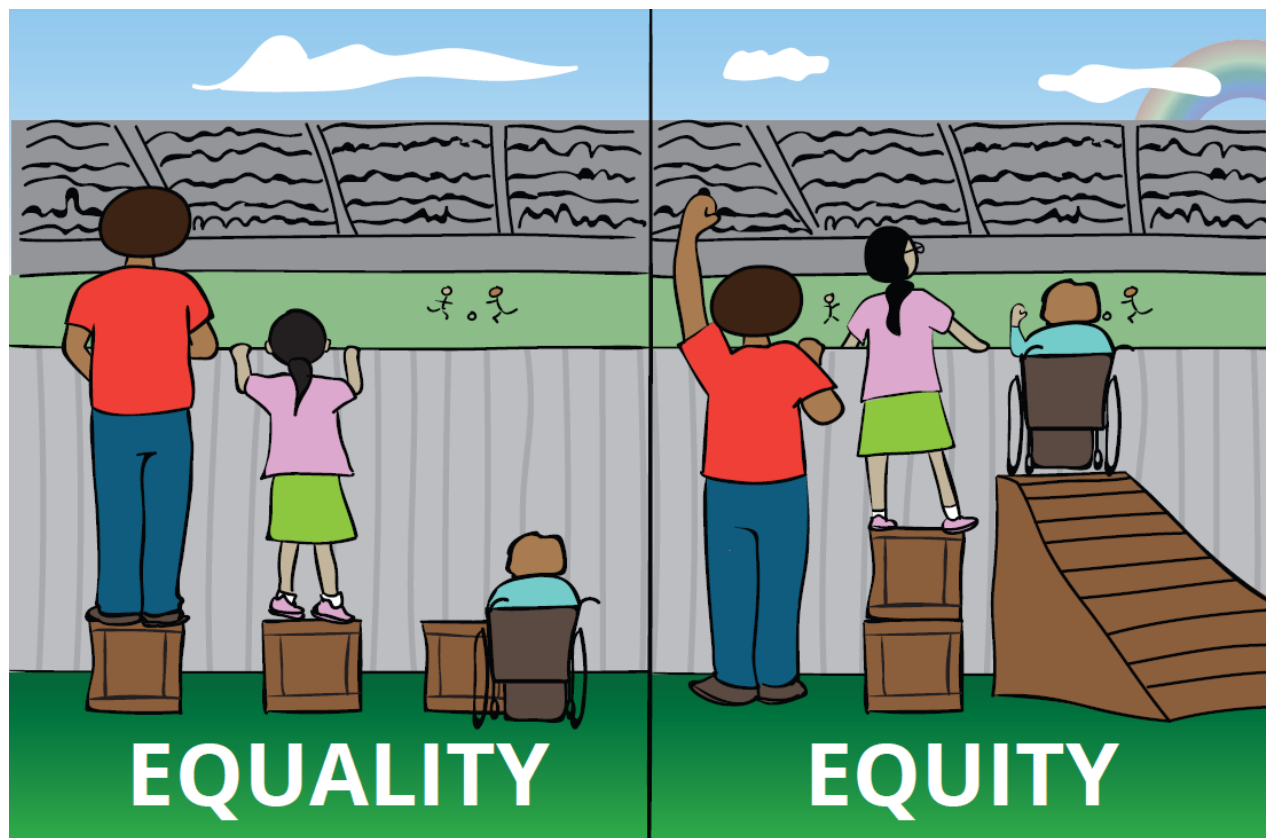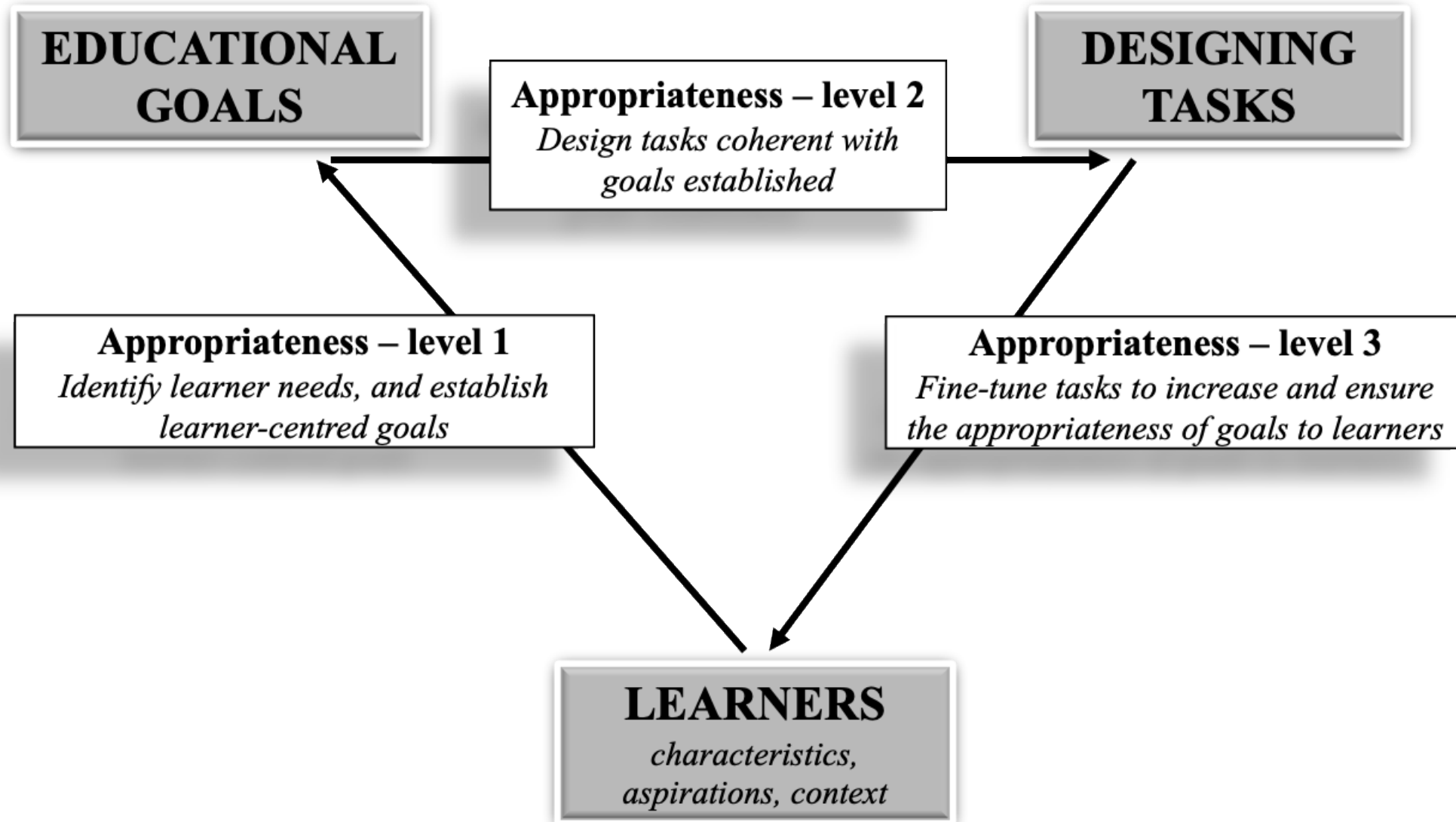
Representativeness must be extended

Not only limited to how well a task will translate into performance settings (i.e., be more effective at playing some sport), but also strongly focused on the learners' features and motivations.

Learning goals must be translated into meaningful tasks

It implies the nurturing of **equity** during educational settings, identifying the critical components, and interpreting how such components could be implemented to reach the intended goal.

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Appropriateness – level 1
understanding who and where the learners are and setting goals

*Learning task:* Small-sided basketball game: 3v3

Learning contents: technical and tactical actions of basketball game

Purpose:

 (i) to diagnosis the learners' skill in two different game scenarios:

        - with ball possession - create space and passing lines, score;

        - without ball possession - close space and block opponents' passing lines, protect the basket;

(ii) to set learning goals for the next pedagogical intervention
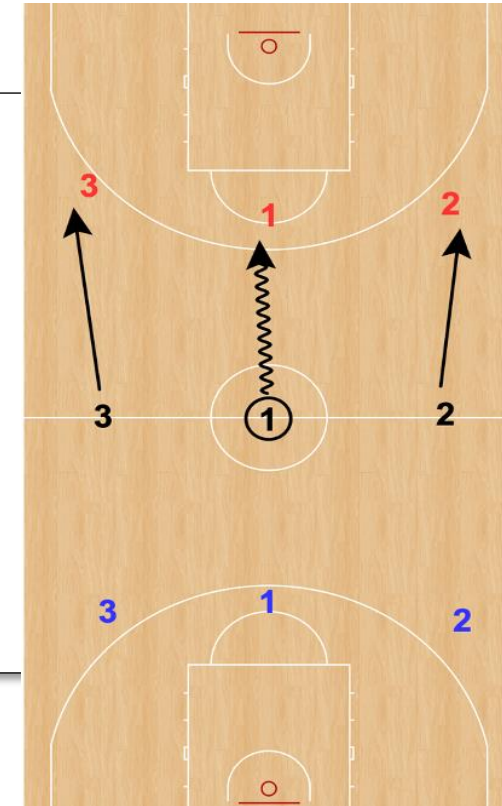
Appropriateness – level 1
understanding who and where the learners are and setting goals

- ❑ **Class-level goals** – learning problems that may be relevant for the entire group

- ❑ **Group-level goals** – difficulties of a particular group of learners

- ❑ **Individual- level goals –** tailor-made

The goals established on the onset will guide the instructional process, but *they should be adjusted over time (premise 2).* Sport educators should take into consideration whether learners show quicker, slower, or simply different adaptations. Two following procedures are possible:

➢ the goals are still valid, but perhaps novel implementations should be designed.

➢ the goals need to be completely reformulated.

Reflections should be shared with learners so that they can engage actively in building their own learning processes.

Appropriateness – level 2
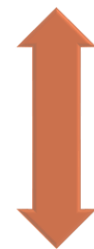**translating educational goals into concrete learning tasks**

*Learning contents***:** Dribbling against static and dynamic defenders

Purpose: ball control; increase the sense of teamwork and team identity

Critical components: removing the eyes from the ball; use of other materials (cones)

Example 1: At low-skilled group, each leaner has its own ball and will dribble it through a circuit where cones play the role of a static opponent; The last element of the group is on the opposite side of the players dribbling circuit, and constantly remember the dribbler to look at him/her. For each time the dribbler can regularly look to the teammate or classmate, the group score a point. The teammates/classmates not involved in dribbling are coaching the dribbler, providing technical feedback.

Example 2: The high-level group performs the same task, but the cones are replaced by real defenders (slight opposition: if the dribbler successfully passes through them, there is no tackling). The space between defenders is adapted according to the abilities of each learner

Practical Tasks

Appropriateness – level 3
fine-tune tasks to increase and ensure the
Appropriateness of goals to learners

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Learning contents: Dribbling against static and dynamic defenders

Purpose: ball control; increase the sense of teamwork and team identity

Critical components: removing the eyes from the ball; **passive defense; additional cones**

Example 1: For some learners of the low-skilled group, additional cones (of different colour) are placed at the court. Leaners must dribble through additional cones placed with less free space and with more changes of direction being demanded (inter-task progression).

Example 2: For some learners of the high-skilled group, who feel more difficulties may ask the defenders to be less aggressive in their defensive actions, namely bracing their arms behind their backs (i.e., passive defense). Therefore, while they can still use footwork to create a difficulty and nonlinear path for the dribbler, they cannot actively try to intercept the ball

Example 3: Low-skilled learners from the low-skilled who were performing the task successfully, are challenged to perform the task against defenders who cannot intercept the ball (arms braced behind backs) but can use footwork to disturb the dribbling action

TAKE-HOME MESSAGES

✓ **Presents a learner-oriented perspective;**

✓ **Sets individualized learning goals that are constantly revisited and adjusted;**

✓ **Promotes equity through the individualization of learning goals and tasks due**