Students' Learning & Motivation in a Co-Educational PE Environment

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Research Aim

Look into **Elements** that **support** PE students' full **learning** potential and **participation**, in a Co-Ed learning environment.

Participants

- Case Study (in a Co-Ed school)

- Females & Males 13yrs – 15yrs

Focus

- Gender Perceptions & Influences for Participation

- Learning differences & Differentiated Teaching

Data Analysis

- Research identified **Three Elements** that affect students' motivation and participation:

1. The strength of perception

2. Interpersonal gender behaviour differences

3. Learning styles differences & Multiple intelligences

The Strength of Perception

We participate better when we feel safe and confident in our abilities and performances.

- Positive or Negative perceptions towards a sport or a topic. These are brought up by:
  - Previous exposure to sport
  - Positive and negative experiences
  - Gender Sport Stereotypes

Interpersonal Gender Behaviour Differences

Researchers have identified different gender interpersonal skills traits:

FEMALES	MALES
• Aware of others' Mental & **Emotional** State	• **Assertive, Competition-Valuing** Individuals
• Engage **in More Cooperative Play**	• Interested in **Physical play, Group games and risk taking**.
• Prefer **Open-ended and Organized Activities**	• **Active participants**, **Dominate** group discussions (talking more, ask questions, ignore girls' ideas and requests)
• Tend to be more **reserved, quieter** & seldom question or give their point of views	• Typically hold a **higher overall sense of Self Worth.**
• Typically rate their physical appearance **less favorably than boys**	

Be Aware of:

- Our Students' Perceptions

- Gender Differences
(lessen any gender disadvantages)

- Choice of Language
(girls' press ups! You kick like a girl)

- Teacher's Attitude

- Exposure of Opportunities

- Separate teams (during competitive games) according to their skill (not their gender)

Very Strong influence on our:
- Students' choices,

- How they perceive opportunities & sports

Learning Styles & Multiple Intelligences

- Students have different interests; learning styles and multiple intelligences.

Difference between LS and MI

Learning Styles *(Fleming)*

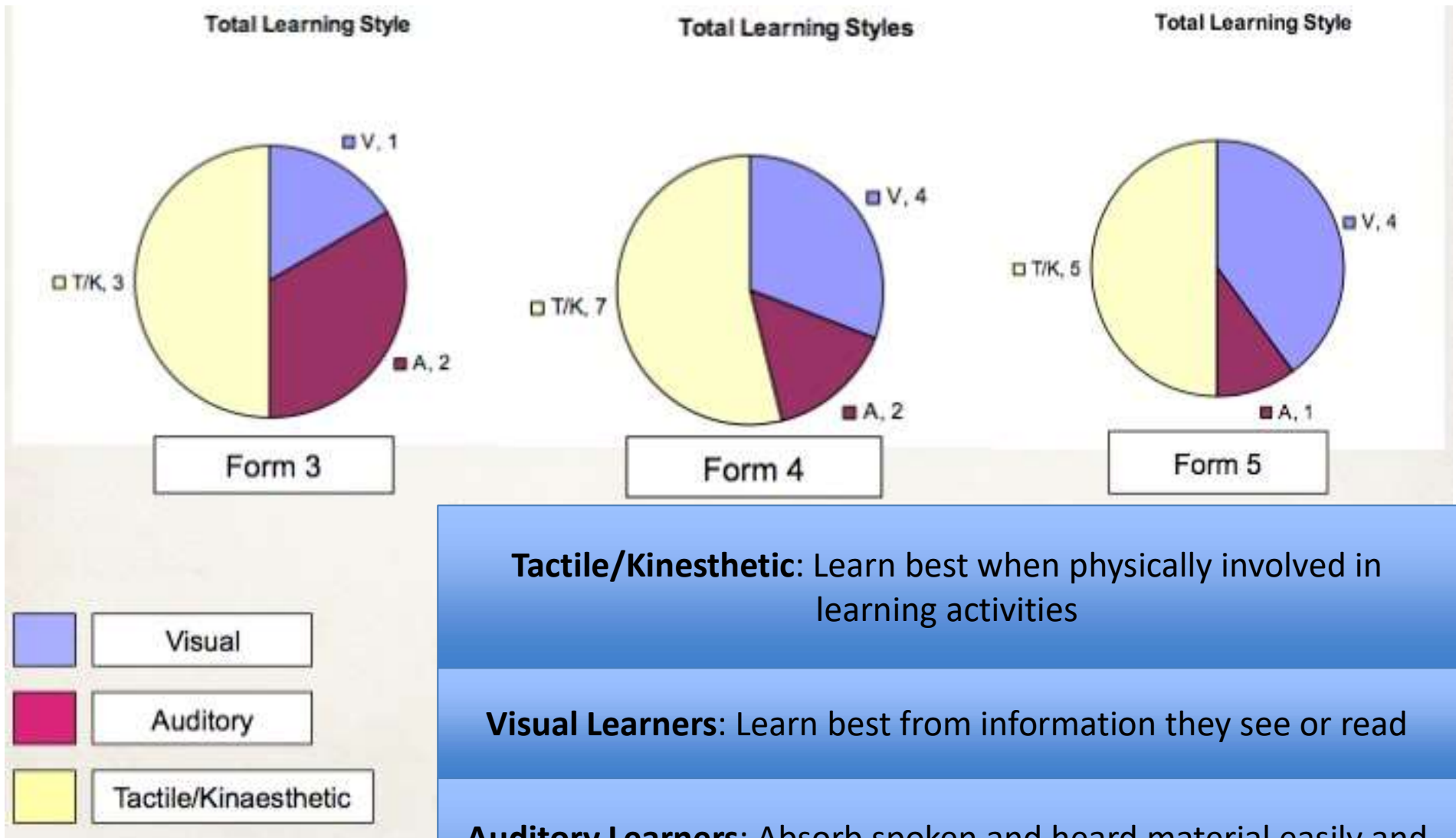Predicts which particular way of learning best suit the individual.

Best used in the Delivery of Lessons

Multiple Intelligence: *(Gardner)*

Theory states that individuals are born with the innate capacity to succeed in a particular domain.

Best used in Assessment Procedures

Learning Style Differences

Total Learning Style — Form 3

V, 1
T/K, 3
A, 2

Total Learning Styles — Form 4

V, 4
T/K, 7
A, 2

Total Learning Style — Form 5

V, 4
T/K, 5
A, 1

Legend:
- Visual
- Auditory
- Tactile/Kinaesthetic

Tactile/Kinesthetic: Learn best when physically involved in learning activities

Visual Learners: Learn best from information they see or read

Auditory Learners: Absorb spoken and heard material easily and prefer questioning over reading material

How do you reach All Types?

- For the Visual Students:
  - Provide pictures, diagrams and text

See it — Visual

- For the Auditory Students:
  - Discussions, explaining
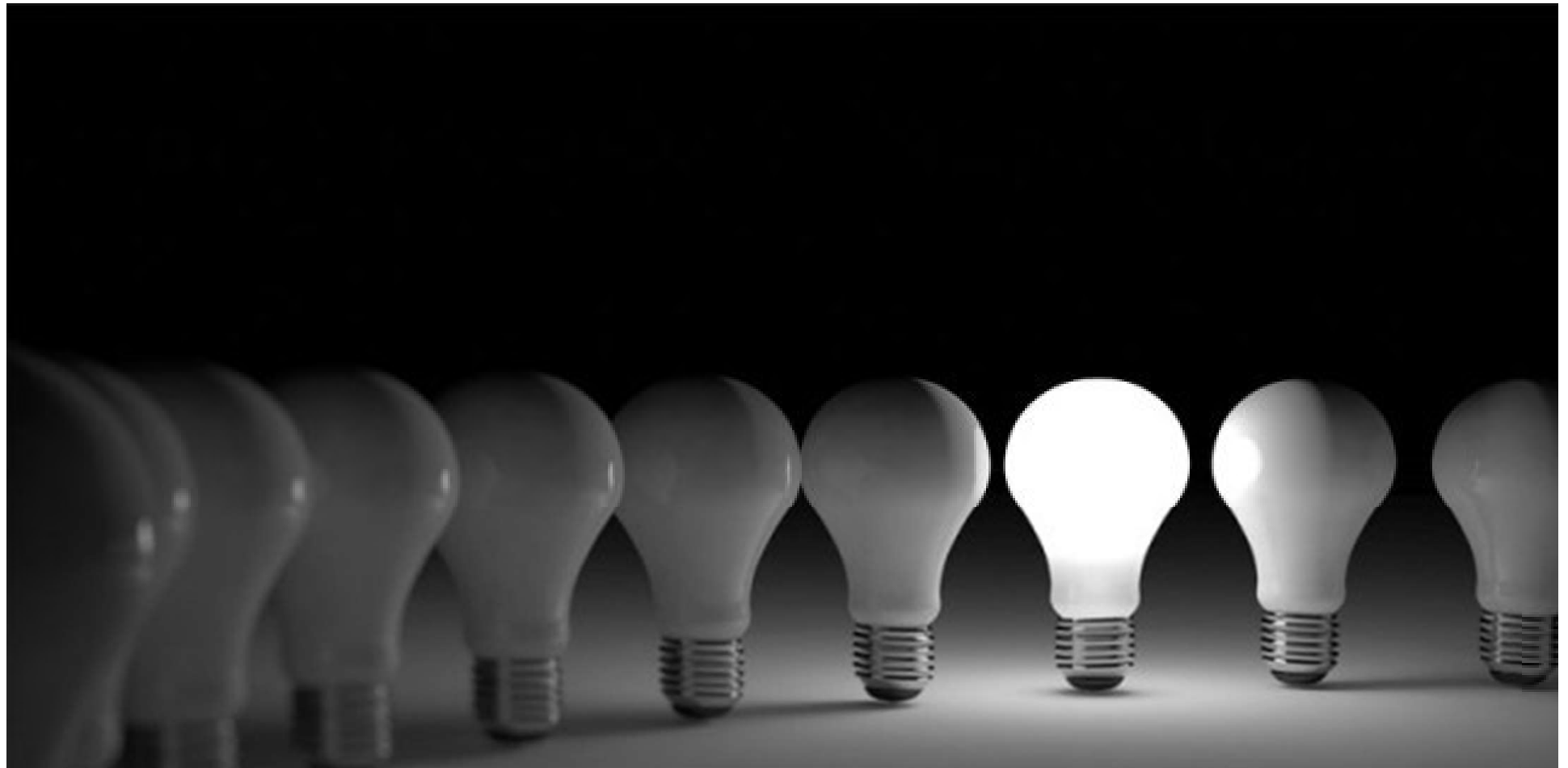
Say it — Auditory

- For Kinesthetic Students:
  - Provide activities for trying it

Do it — Kinesthetic

Engage different learning styles and create a "just in time" learning environment with blended solutions.

A Lesson could take this form:

- Teacher's Explanation/Presentation for 10-15minutes

(Present information on heart rate)

LS: Explanation(A), Pictures (K), Highlighted Diagrams and Text (V),

- Students solve a problem

(ask students to calculate their own)

   – Solve a problem from scratch or Find what is wrong with a solution

LS: Discussions & Sharing of ideas, Worksheets to fill in, Diagrams and Text

- Discuss Solution

(ask students to explain how they calculated their heart rate)

   – **Ask how many did X**

   – **Student present solution**

LS: Discussions, and Presentation of Work

- REPEAT

(Move on to how the heart rate increases)...

What about a Dance lesson?

- Teacher's Explanation/Presentation for 10-15minutes

(Present the students with the 'HAKA' dance)

LS: Explanation, Video Clip, and Text (the Haka song)

- Students solve a problem.

(Ask students to create their Haka dance)

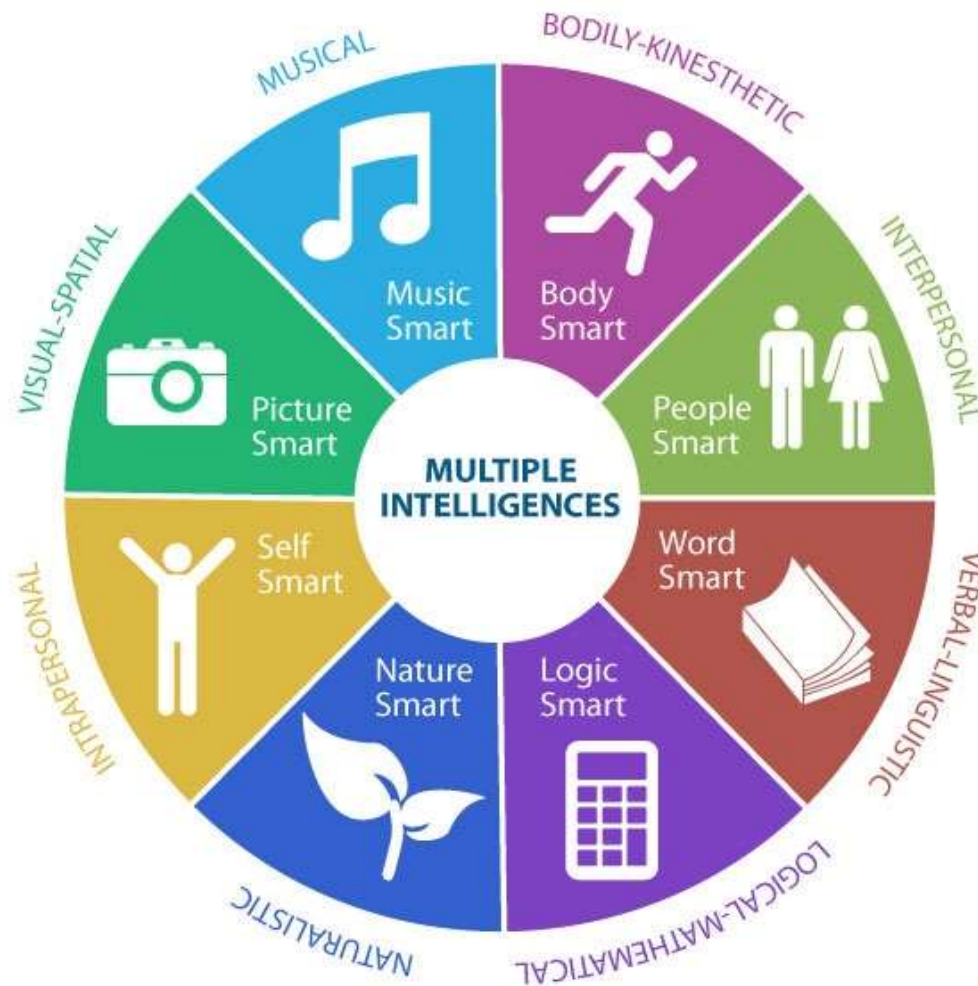**LS**: Discussion, Creative Movement, and Diagram (choreography)

- Discuss *or* **Present solution**

(Students perform their Haka Dance)

LS: Discussion, Creative Movement

- REPEAT

Assessment?
Consider Multiple Intelligences

Multiple Intelligences

- *Interpersonal*: Prefer opportunities to socialize, describe feelings, empathize and provide support and approval. **They can be taught through group activities, seminars and dialogues.**

  1st

- **Naturalist**: They enjoy spending time outdoors, sorting, classifying and noticing patterns. **They can be taught through role play, reading stories, outdoor classrooms, establishing nature trails, hikes and field trips**

  2nd

- *Visual-Spatial:* Think in term of physical space. **They can be taught through drawings, verbal and physical imagery**

  3rd

- *Bodily-kinesthetic*:. They communicate through body language and **can be taught through hands on learning, acting out, role playing.**

Multiple Intelligences

- *Intrapersonal*: Prefer working alone. **They can be taught through independent study and introspection.** (give them privacy, books and time)

- *Verbal*: Enjoy reading, writing, speaking and listening. **They can be taught by encouraging them to say and see words, read books together (use computers, games, and lecture)**

- *Logical-Mathematical*: Like working with numbers and abstract patterns. **They can be taught through puzzles, investigations, and mysteries.**

- **Musical**: They are sensitive to rhythm and sound**. They can be taught through rhythm, melody and patterned sound.**

Target Different Multiple Intelligences

1. Make a Poster advertising Health and Wellness (on a chart).
   Illustrate:
   - The relation between Health and Wellness,
   - What influences Health,
   - W.H.O's definition of Health,
   - Include a section for reference.

   Visual-Spatial

2. Write an article to a local newspaper about your feelings towards Health and Wellness.
   Include:
   - The importance of Health and Wellness in one's life
   - The five dimensions that contribute to Health and Wellness,
   - W.H.O's definition of Health,
   - The Components influencing Health.
   - Include a section for reference.

   Verbal

3. Write lyrics for a song about Health and Wellness.
   You can work it out including:
   - The importance of Health and Wellness in one's life
   - W.H.O's definition of Health,
   - Components influencing Health.

   Musical

But Do We Need All this?

"Sometimes you need to look at Life from a different perspective."